

Agenda of School Board Workshop

The Board of Trustees Waco Independent School District

A School Board Workshop of the Board of Trustees of the Waco Independent School District will be held February 15, 2018, beginning at 6:00 PM in the WISD Conference Center, 115 S 5th Street, Waco, Texas.

The subjects listed below are for discussion only. No action will be taken at this meeting. Items do not have to be taken in the order shown on this meeting notice.

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. DISCUSSION AND UPDATES

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| A. Budget Update | 3 |
| B. Presentation and discussion on Lone Star Governance Continuous Improvement including: | 14 |
| 1. Performance-Based Monitoring Analysis System (PBMAS) update for Bilingual and English as a Second Language Programs | 15 |
| 2. Advanced placement first-semester grades, goal progress measure 2.1 | 24 |
| 3. Dual credit fall course completion, goal progress measure 2.2 | 26 |
| C. Presentation and discussion of the monthly financial reports for the period ending January 31, 2018 | 27 |
| D. Reports and discussions on Board Member Committees | 44 |
| E. Update on Improvement Required (IR) Campuses | 46 |

V. DISCUSSION ON CONSENT AGENDA ITEMS FOR FEBRUARY 22, 2018 BOARD OF TRUSTEES REGULAR BOARD MEETING

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|--|----|
| A. Discussion and possible action to approve Board of Trustees Meeting minutes and Intergovernmental Meeting Summary | |
| 1. October 18, 2017, Intergovernmental Meeting summary notes | 47 |
| 2. January 4, 2018, Special Meeting Minutes | 49 |
| 3. January 18, 2018, TAPR Public Meeting Minutes | 50 |

4. January 18, 2018, Workshop Minutes	51
5. January 25, 2018, Regular Board Meeting Minutes	54
B. Discussion and possible action to approve amendments to 2017-2018 budget	60
C. Discussion and possible action to approve Policy EL (LOCAL) and adopt Local Campus Partnership Application Form	67
D. Discussion and possible action to approve TASB Initiated Policy Update 109	104
E. Discussion and possible action to approve the bid award for fire escape repairs at the Waco ISD Administration Building	105
F. Discussion and possible action to approve the bid award for the fiber optic wide area network services (E-rate)	111
G. Discussion and possible action to approve the bid award for multi-tiered student support system (RTI-MTSS)	121
H. Discussion and possible action to approve the bid award for temporary labor services	127
I. Discussion and possible action to approve the bid renewal for software, technology equipment, and supplies	132
J. Discussion and possible action to approve Innovative Courses	135

VI. 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 chooses 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).]

Waco Independent School District
Board of Trustee Meeting Agenda Item

Date: February 15, 2018

Contact Person: Sheryl Davis

RE: Budget Update

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Background Information:

Staff will present an overview of the budget and preliminary data for the 2018-19 school year.

Fiscal Implications:

None.

Administrative Recommendation(s):

Presented for information, only.

Budget Update

February 15, 2018

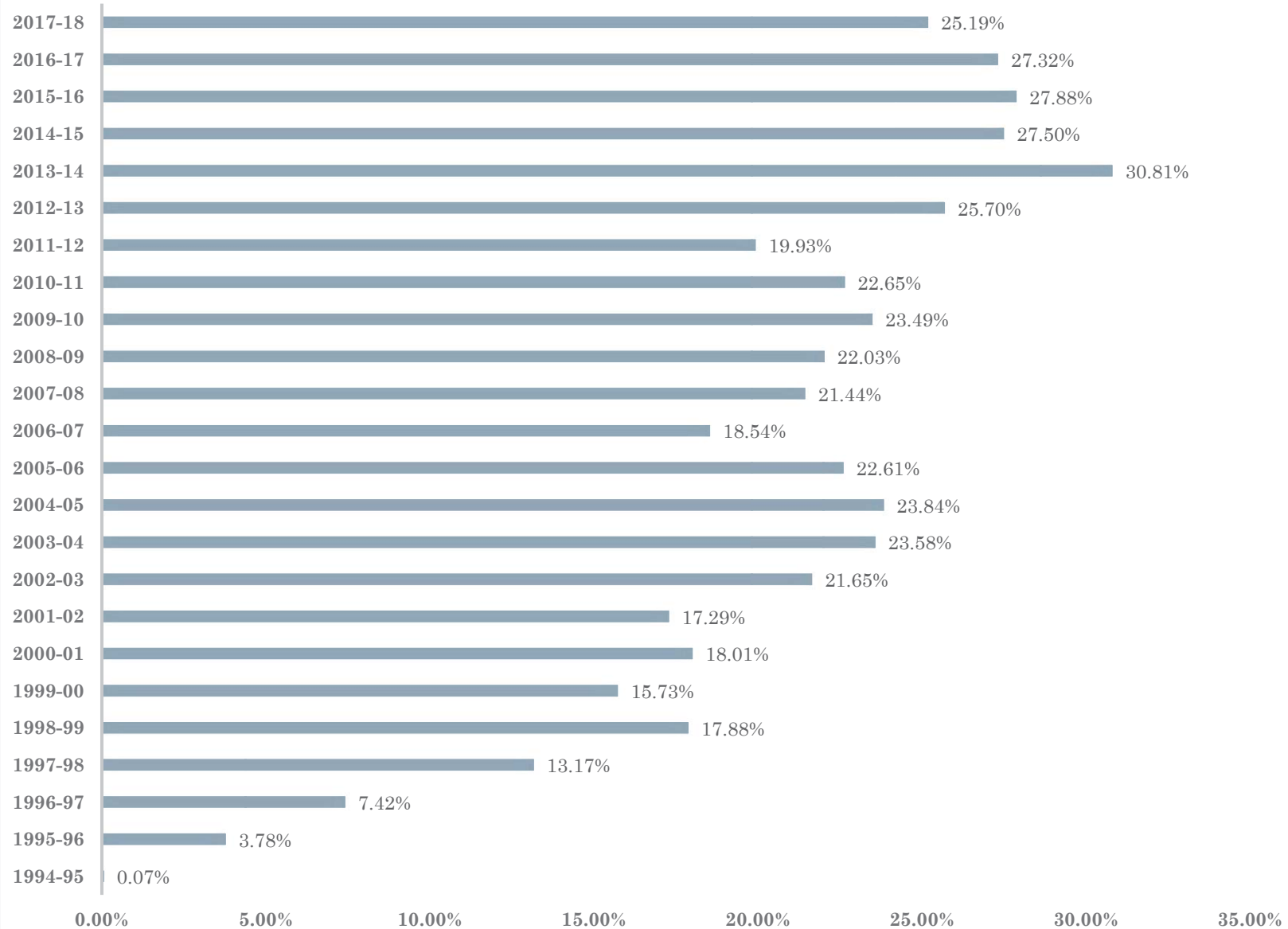
2016-17 Revenues, Expenditures, and Changes in Fund Balance - Budget and Actual General Fund

	Original Budget	Amended Budget	Actual Amounts	Variance with Original Budget	Variance with Final Budget
Revenues					
Local & intermediate source	\$ 60,119,239	\$ 60,401,049	\$ 60,602,832	\$ 483,593	\$ 201,783
State programs	72,363,467	73,403,467	74,767,481	2,404,014	1,364,014
Federal programs	3,730,100	4,107,940	4,887,265	1,157,165	779,325
Total revenues	<u>136,212,806</u>	<u>137,912,456</u>	<u>140,257,578</u>	<u>4,044,772</u>	<u>2,345,122</u>
Expenditures					
Instruction & instructional related services	79,207,013	80,450,782	78,881,236	325,777	1,569,546
Instructional & school leadership	12,185,423	12,218,944	11,869,669	315,754	349,275
Student support services	13,589,895	15,375,104	12,891,407	698,488	2,483,697
Administrative support services	5,067,130	5,460,831	5,017,758	49,372	443,073
Non-student based support services	21,606,811	27,255,030	22,748,764	(1,141,953)	4,506,266
Community services	674,291	750,865	693,987	(19,696)	56,878
Debt service	376,735	376,735	351,764	24,971	24,971
Facilities acquisition & construction	-	2,198,676	914,245	(914,245)	1,284,431
Intergovernmental charges	<u>6,775,253</u>	<u>7,065,253</u>	<u>6,488,911</u>	<u>286,342</u>	<u>576,342</u>
Total expenditures	<u>139,482,551</u>	<u>151,152,220</u>	<u>139,857,741</u>	<u>(375,190)</u>	<u>11,294,479</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(3,269,745)</u>	<u>(13,239,764)</u>	<u>399,837</u>	<u>3,669,582</u>	<u>13,639,601</u>
Other financing sources (uses)					
Other financing sources	-	-	48,952	48,952	48,952
Other financing uses	<u>(548,055)</u>	<u>(548,055)</u>	<u>(1,543,542)</u>	<u>(995,487)</u>	<u>(995,487)</u>
Total other financing sources (uses)	<u>(548,055)</u>	<u>(548,055)</u>	<u>(1,494,590)</u>	<u>(946,535)</u>	<u>(946,535)</u>
Net change in fund balance	<u>(3,817,800)</u>	<u>(13,787,819)</u>	<u>(1,094,753)</u>	<u>2,723,047</u>	<u>12,693,066</u>
Beginning fund balance	<u>41,654,901</u>	<u>45,917,241</u>	<u>45,917,241</u>	<u>4,262,340</u>	<u>-</u>
Ending fund balance	<u>\$ 37,837,101</u>	<u>\$ 32,129,422</u>	<u>\$ 44,822,488</u>	<u>\$ 6,985,387</u>	<u>\$ 12,693,066</u>

General Fund Appropriations, Expenditures and Fund Balance

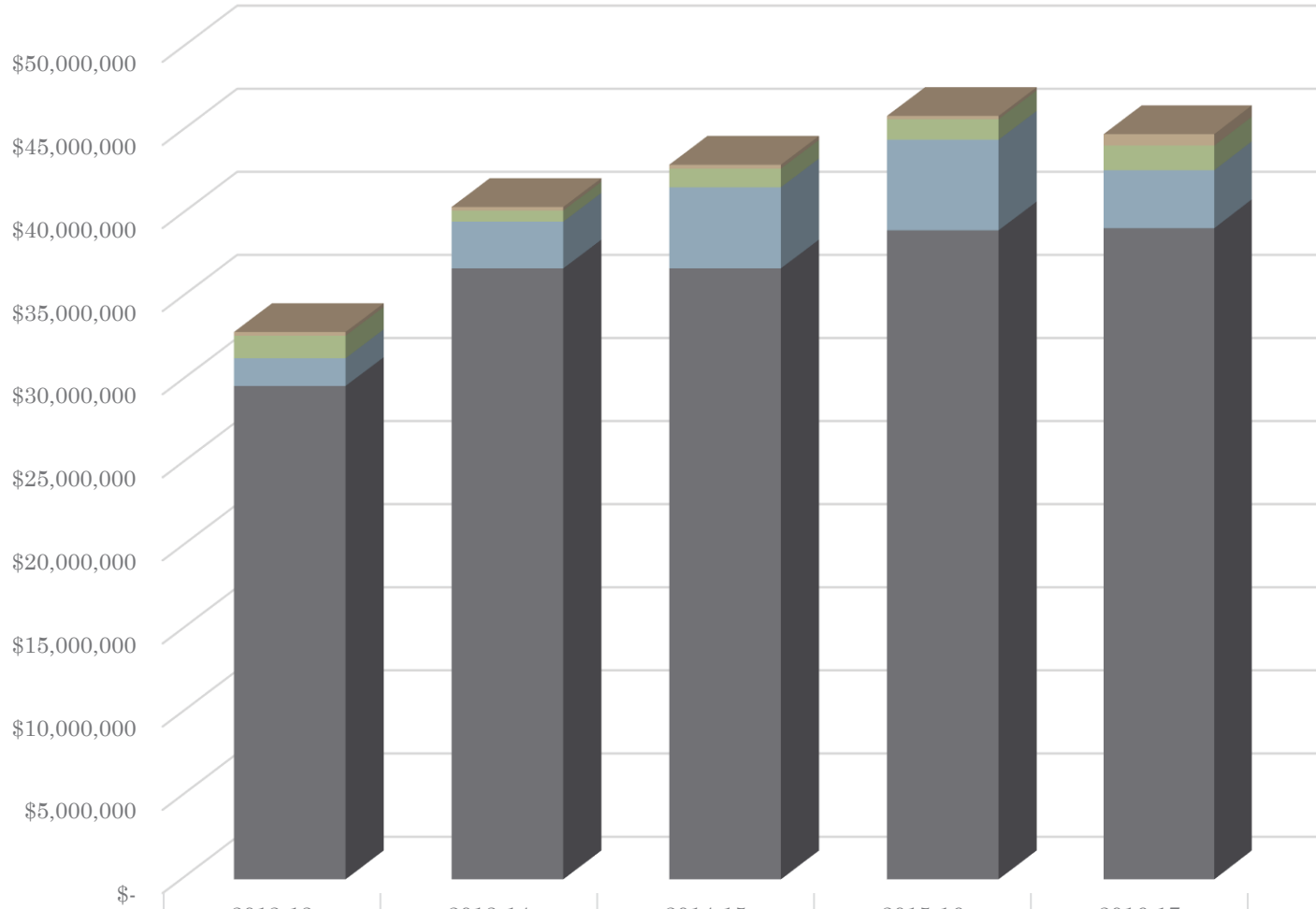
Fiscal Year	Adopted Budget	Final Budget	Audited Expenditures	Audited Expenditures as a Percent of Final Budget	Total Fund Balance Adjusted for Food Services Deficit	Unassigned Fund Balance Adjusted for Food Services Deficit	Unassigned Fund Balance as a Percent of the Total Fund Balance	Fund Balance as a Percent of the Subsequent Year's Budget
1994-95	Not Available	\$ 68,111,498	\$ 66,415,384	97.51%	\$ 534,042	\$ 48,868	9.15%	0.07%
1995-96	Not Available	71,425,998	69,195,300	96.88%	3,734,662	2,883,179	77.20%	3.78%
1996-97	\$ 78,088,501	76,291,137	73,256,339	96.02%	8,203,224	5,699,644	69.48%	7.42%
1997-98	76,375,627	76,825,494	70,192,374	91.37%	14,482,152	10,861,779	75.00%	13.17%
1998-99	79,702,836	82,444,551	76,429,873	92.70%	15,996,774	15,325,367	95.80%	17.88%
1999-00	83,793,681	85,723,096	81,211,873	94.74%	15,885,548	14,058,496	88.50%	15.73%
2000-01	85,854,740	89,347,542	86,726,227	97.07%	17,623,939	16,704,186	94.78%	18.01%
2001-02	90,847,161	92,740,315	87,895,786	94.78%	17,849,319	16,413,448	91.96%	17.29%
2002-03	91,290,939	94,929,498	90,503,719	95.34%	21,350,353	20,695,141	96.93%	21.65%
2003-04	93,846,098	95,605,193	92,710,206	96.97%	24,519,784	23,446,243	95.62%	23.58%
2004-05	96,880,281	99,417,199	94,229,661	94.78%	25,967,321	25,406,013	97.84%	23.84%
2005-06	98,777,188	106,587,900	104,765,322	98.29%	26,313,285	24,860,908	94.48%	22.61%
2006-07	104,137,810	109,964,256	103,946,894	94.53%	23,042,491	20,693,380	89.81%	18.54%
2007-08	106,841,414	111,615,587	108,865,343	97.54%	25,720,211	23,869,841	92.81%	21.44%
2008-09	108,880,159	111,357,797	108,007,230	96.99%	26,208,934	24,886,922	94.96%	22.03%
2009-10	113,511,956	112,968,666	109,844,975	97.23%	29,231,527	27,267,303	93.28%	23.49%
2010-11	118,921,289	116,083,206	110,101,919	94.85%	30,363,618	27,424,965	90.32%	22.65%
2011-12	112,742,711	121,104,362	106,149,940	87.65%	34,905,994	29,770,570	85.29%	19.93%
2012-13	111,504,746	149,362,600	114,989,451	76.99%	32,913,938	29,668,401	90.14%	25.70%
2013-14	115,451,840	121,483,117	112,371,046	92.50%	40,437,817	36,742,623	90.86%	30.81%
2014-15	119,249,496	129,153,834	119,324,354	92.39%	42,983,412	36,747,458	85.49%	27.50%
2015-16	133,629,115	143,602,061	132,407,088	92.20%	45,917,241	39,036,156	85.01%	27.88%
2016-17	140,030,606	151,700,275	139,857,741	92.19%	44,822,488	39,165,626	87.38%	27.32%
2017-18	143,334,470	150,936,964	139,154,018	92.19%	41,763,165	36,106,303	86.45%	25.19%

UNASSIGNED FUND BALANCE AS A PERCENT OF THE SUBSEQUENT YEAR'S BUDGET



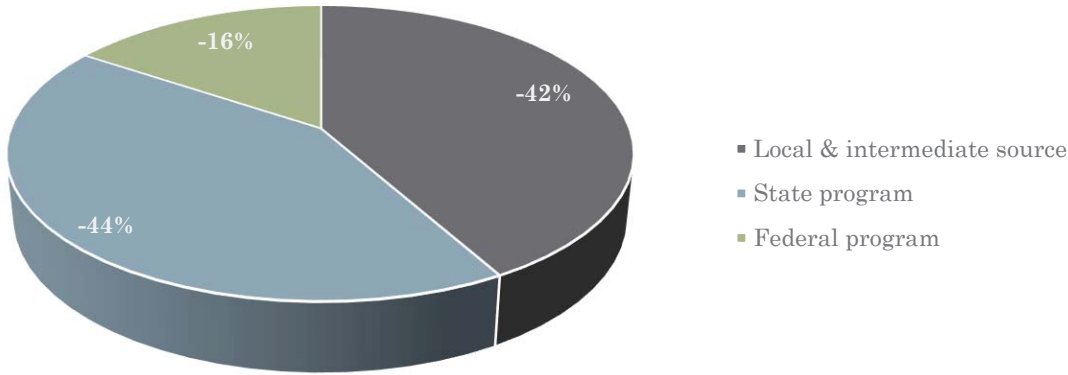
Fund Balances by Category

General Fund

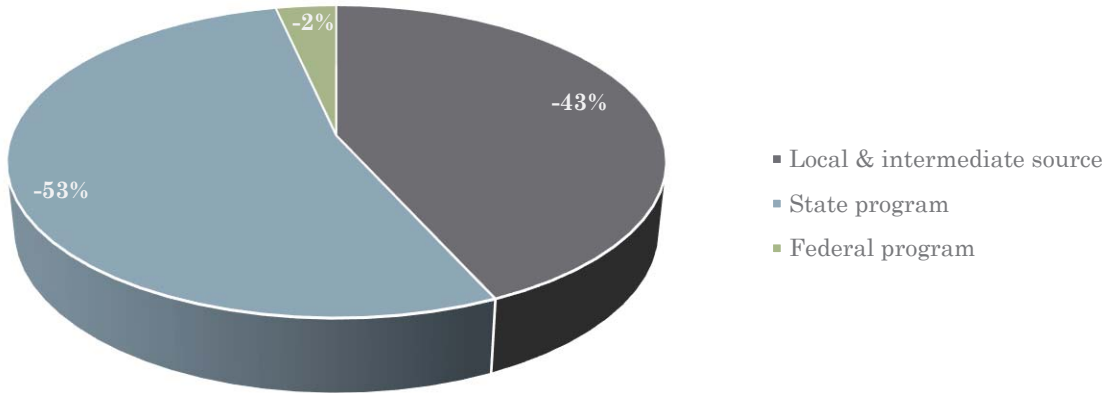


	2012-13	2013-14	2014-15	2015-16	2016-17
Nonspendable fund balance	\$221,831	\$214,094	\$239,129	\$196,803	\$684,300
Assigned fund balance	\$1,355,548	\$668,770	\$1,118,207	\$1,235,550	\$1,485,130
Committed fund balance	\$1,668,158	\$2,812,330	\$4,878,618	\$5,448,732	\$3,487,432
Unassigned fund balance	\$29,668,401	\$36,742,623	\$36,747,458	\$39,036,156	\$39,165,626

2016-17 Revenues by Source
All Governmental Funds



2016-17 Revenues by Source
General Fund



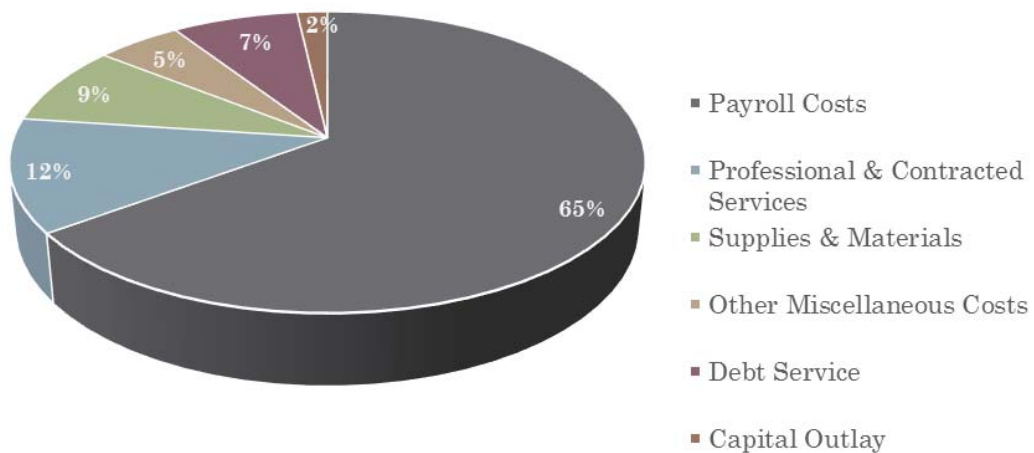
2016-17 Expenditures by Function - Budget and Actual
General Fund

	Original Budget	Amended Budget	Actual Amounts	Variance with Original Budget	Variance with Final Budget	
Instruction & instructional related services						
Instruction	\$ 74,495,065	\$ 75,790,061	\$ 74,405,911	\$ 89,154	\$ 1,384,150	1.8%
Instructional resources & media services	904,612	904,842	873,881	30,731	30,961	3.4%
Curriculum & instructional staff development	3,807,336	3,755,879	3,601,444	205,892	154,435	4.1%
Instructional & school leadership						
Instructional leadership	2,802,539	2,787,956	2,650,289	152,250	137,667	4.9%
School leadership	9,382,884	9,430,988	9,219,380	163,504	211,608	2.2%
Student support services						
Guidance, counseling, & evaluation services	3,665,741	3,588,518	3,513,239	152,502	75,279	2.1%
Social work services	937,168	866,907	762,438	174,730	104,469	12.1%
Health services	1,139,009	1,139,009	1,121,320	17,689	17,689	1.6%
Student transportation services	3,930,754	5,319,771	3,201,247	729,507	2,118,524	39.8%
Extracurricular activities	3,917,223	4,460,899	4,293,163	(375,940)	167,736	3.8%
Administrative support services	5,067,130	5,460,831	5,017,758	49,372	443,073	8.1%
Non-student based support services						
Plant maintenance & operations	16,773,540	22,103,152	18,016,774	(1,243,234)	4,086,378	18.5%
Security & monitoring services	2,177,472	2,204,003	2,044,705	132,767	159,298	7.2%
Data processing services	2,655,799	2,947,875	2,687,285	(31,486)	260,590	8.8%
Community services	674,291	750,865	693,987	(19,696)	56,878	7.6%
Debt service	376,735	376,735	351,764	24,971	24,971	6.6%
Facilities acquisition & construction	-	2,198,676	914,245	(914,245)	1,284,431	58.4%
Intergovernmental charges						
Payments to fiscal agent/member districts of shared services arrangements	440,000	440,000	430,368	9,632	9,632	2.2%
Payments to Juvenile Justice Alternative Education Program	495,000	780,000	558,366	(63,366)	221,634	28.4%
Payments to tax increment fund	5,121,873	5,121,873	4,788,975	332,898	332,898	6.5%
Other intergovernmental charges	718,380	723,380	711,202	7,178	12,178	1.7%
Total expenditures	<u>\$ 139,482,551</u>	<u>\$ 151,152,220</u>	<u>\$ 139,857,741</u>	<u>\$ (375,190)</u>	<u>\$ 11,294,479</u>	<u>7.5%</u>

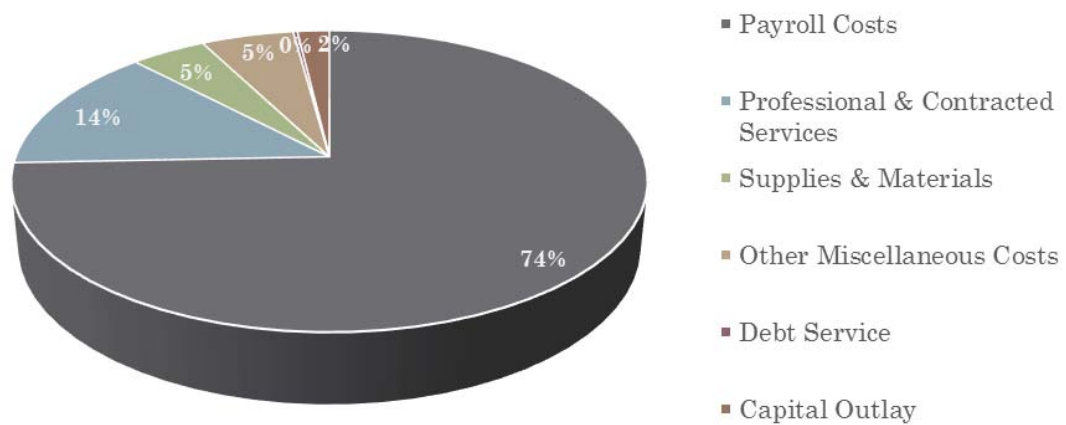
2016-17 Expenditures by Detail Object - Budget and Actual
General Fund

	Original Budget	Amended Budget	Actual Amounts	Variance with Original Budget	Variance with Final Budget	
Payroll costs:						
Teachers & other professional personnel	\$ 69,258,889	\$ 69,173,531	\$ 69,012,966	\$ 245,923	\$ 160,565	0.2%
Support personnel	19,752,705	19,770,071	18,832,171	920,534	937,900	4.7%
Employee allowances	6,600	7,150	7,150	(550)	-	0.0%
Employee benefits	16,735,429	16,000,012	16,150,475	584,954	(150,463)	-0.9%
Professional & contracted services:						
Professional services	1,670,054	2,294,191	1,990,776	(320,722)	303,415	13.2%
Tuition & transfer payments	1,393,541	1,180,009	1,083,307	310,234	96,702	8.2%
Education service center services	416,191	413,132	383,866	32,325	29,266	7.1%
Contracted maintenance & repair services	2,423,915	7,271,322	4,445,072	(2,021,157)	2,826,250	38.9%
Utilities	5,107,548	4,808,363	4,411,485	696,063	396,878	8.3%
Rentals & operating leases	756,913	731,023	700,778	56,135	30,245	4.1%
Miscellaneous contracted services	6,368,929	6,049,831	5,859,473	509,456	190,358	3.1%
Supplies & materials						
Supplies & materials for maintenance & operations	1,465,848	1,548,986	1,305,955	159,893	243,031	15.7%
Textbooks & other reading materials	288,954	479,424	409,737	(120,783)	69,687	14.5%
Testing materials	73,000	125,079	117,783	(44,783)	7,296	5.8%
Food service & other resale items	86,000	106,000	96,772	(10,772)	9,228	8.7%
Supplies & materials, general	3,386,610	5,154,047	4,367,746	(981,136)	786,301	15.3%
Other operating expenses						
Travel, subsistence & stipends	889,018	880,147	759,197	129,821	120,950	13.7%
Insurance & bonding costs	462,305	465,906	465,959	(3,654)	(53)	0.0%
Election costs	38,650	950	937	37,713	13	1.4%
Miscellaneous operating costs	7,841,911	8,258,837	6,453,468	1,388,443	1,806,937	21.9%
Debt service						
Debt principal	310,000	310,000	290,000	20,000	20,000	6.5%
Interest expenditures	62,735	62,735	61,764	971	971	1.5%
Other debt service expenditures	4,000	4,000	-	4,000	4,000	100.0%
Capital outlay - land, buildings & equipment						
Land purchase & improvement	-	415,052	415,000	(415,000)	52	0.0%
Building purchase, construction, & improvements	-	2,187,736	914,245	(914,245)	1,273,491	58.2%
Furniture & equipment	682,806	3,454,686	1,323,227	(640,421)	2,131,459	61.7%
Total expenditures	<u>\$ 139,482,551</u>	<u>\$ 151,152,220</u>	<u>\$ 139,859,309</u>	<u>\$ (376,758)</u>	<u>\$ 11,294,479</u>	<u>7.5%</u>

2016-17 Expenditures by Major Object
All Governmental Funds



2016-17 Expenditures by Major Object
General Fund



2018-19 Projected Campus Enrollments by Grade Level for Staffing Purposes

			Projected for School Year 2018-19																	2017-18	
ID	School	Grade Span	EE	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Peims	Budget	
002	Waco High School	9-12												620	585	394	392	1,991	1,971	1,923	
003	University High School	9-12												510	439	373	421	1,743	1,736	1,760	
043	Cesar Chavez Middle School	6-8									272	264	290					826	847	910	
044	Tennyson Middle School	6-8									312	291	314					917	930	937	
048	G. W. Carver Middle School	6-8									140	160	169					469	477	455	
051	Indian Spring Middle School	6-8									194	177	176					547	524	574	
101	Alta Vista Elementary School	P-5	-	74	71	71	66	75	72	59								488	498	524	
103	Bell's Hill Elementary School	P-5	5	70	117	115	107	112	111	127								764	754	779	
104	Brook Avenue Elementary School	P-5	-	35	66	67	57	54	45	61								385	372	367	
105	Cedar Ridge Elementary School	P-5	2	69	80	73	88	84	91	82								569	567	585	
106	Crestview Elementary School	P-5	8	65	78	80	82	89	84	84								570	608	673	
107	Dean Highland Elementary School	P-5	1	89	127	128	102	91	99	102								739	739	825	
109	Hillcrest Professional Development School	P-5	-	43	62	64	65	63	66	70								433	430	433	
110	J.H. Hines Elementary School	P-5	5	50	59	60	82	87	76	69								488	503	518	
112	Kendrick Elementary School	P-5	-	44	72	80	84	88	76	86								530	530	544	
116	Mountainview Elementary School	P-5	-	42	57	56	52	62	46	54								369	382	416	
120	Parkdale Elementary School	P-5	9	63	113	112	87	101	65	93								643	620	636	
121	Provident Heights Elementary School	P-5	1	49	51	51	53	55	54	64								378	386	424	
127	Lake Air Montessori School	P-5	-	147	73	77	71	74	77	69	61	52	39					740	710	678	
129	West Avenue Elementary School	P-5	-	50	74	73	62	62	41	44								406	382	378	
130	South Waco Elementary School	P-5	9	58	74	81	84	66	74	71								517	526	520	
Total			40	948	1,174	1,188	1,142	1,163	1,077	1,135	979	944	988	1,130	1,024	767	813	14,512	14,492	14,859	
004	McLennan County Challenge Academy																	50	41	64	
005	Wiley Opportunity Center																	70	67	71	
007	Brazos High School																	225	223	198	
Total																		14,857	14,823	15,192	

Waco Independent School District
Board of Trustees Meeting Agenda Item

Date: February 15, 2018

Contact Person: Dr. Scott McClanahan

RE: Presentation and discussion on Lone Star Governance Continuous Improvement

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

1. Receive update on PBMAS for Bilingual and English as a Second Language Programs.
2. Receive update on Advanced Placement first-semester grades, goal progress measure 2.1.
3. Receive update on fall Dual Credit completion, goal progress measure 2.2

Fiscal Implications: None

Administration Recommendation(s):

Report only

Waco Independent School District

Board of Trustee Meeting Agenda Item

Date: February 15, 2018

Contact Person: Mrs. Grace Benson

RE: Performance-Based Monitoring Analysis System (PBMAS) Update for Bilingual and English as a Second Language Programs

Background Information:

Performance-Based Monitoring (PBM) staff develops the Performance-Based Monitoring Analysis System (PBMAS), an automated data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education). Texas Education Agency

Program areas are assessed on various indicators and assigned a Performance Level that ranges from 0 to 4. Under PBMAS, the Performance Level of 0 is the desired target, while a Performance Level of 4 indicates a significant need for intervention.

The purpose of this report is to provide the Board of Trustees with an update of the PBMAS results for the Bilingual and English as a Second Language (ESL) programs for 2016-2017. A brief synopsis of results follows:

Bilingual Program (Grades 3-8 Passing Rate):

- Based on STAAR results for 2017, the performance of students in Bilingual Programs increased in the areas of Reading, Writing, and Mathematics when compared to 2016 performance.
- Performance in Mathematics met the desired Performance Level target of 0 in 2017 for grades 3-8.

English as a Second Language Program (Grades 3-8 Passing Rate):

- Students in the Bilingual Program demonstrated more growth in 2017 in the areas of mathematics, reading, and writing when compared with students in the ESL Program.
- Performance in Mathematics met the desired Performance Level target of 0 in 2017 for grades 3-8.

Year After Exit Passing Rate:

- Students who are exiting Bilingual and ESL programs are not only maintaining their linguistic skills a year after exit but also demonstrating that they have acquired the academic content and skills to meet standard in the various disciplines.

Limited English Proficient (LEP) STAAR End of Course (EOC) Passing Rate:

- Performance in English Language Arts continues to be an area of growth for English Learners at the secondary level while performance in Mathematics has met the desired Performance Level target of 0.

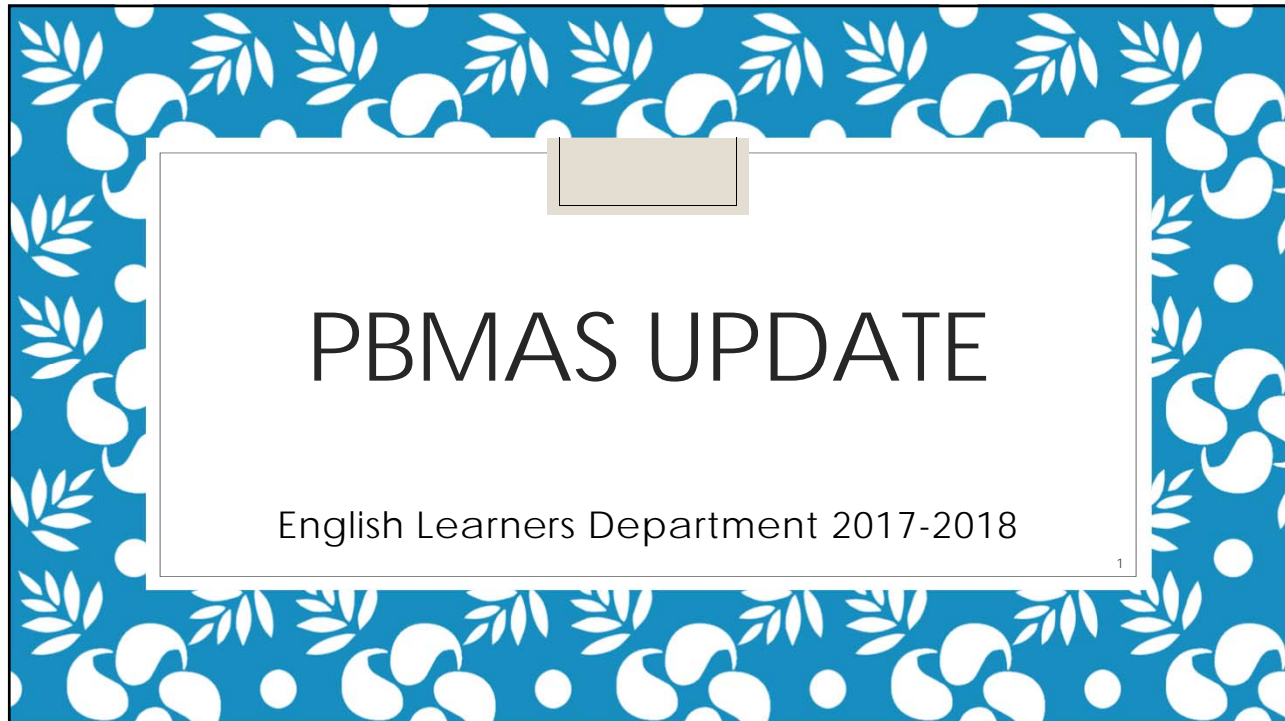
Graduation Rate:

- While there was a slight drop in graduation rate for LEP students in 2017, the rate has significantly increased which demonstrates efforts to help English Learners stay in school and graduate are showing promise. To illustrate, in 2015 the graduation rate was only 56% and in 2017 the graduation rate was 73%.

Overall, students in Bilingual and ESL programs at Waco ISD demonstrated growth. As a result, the Performance Indicator for PBMAS for Bilingual and ESL programs improved and went from a 3 to a 2.

Administrative Recommendation(s):

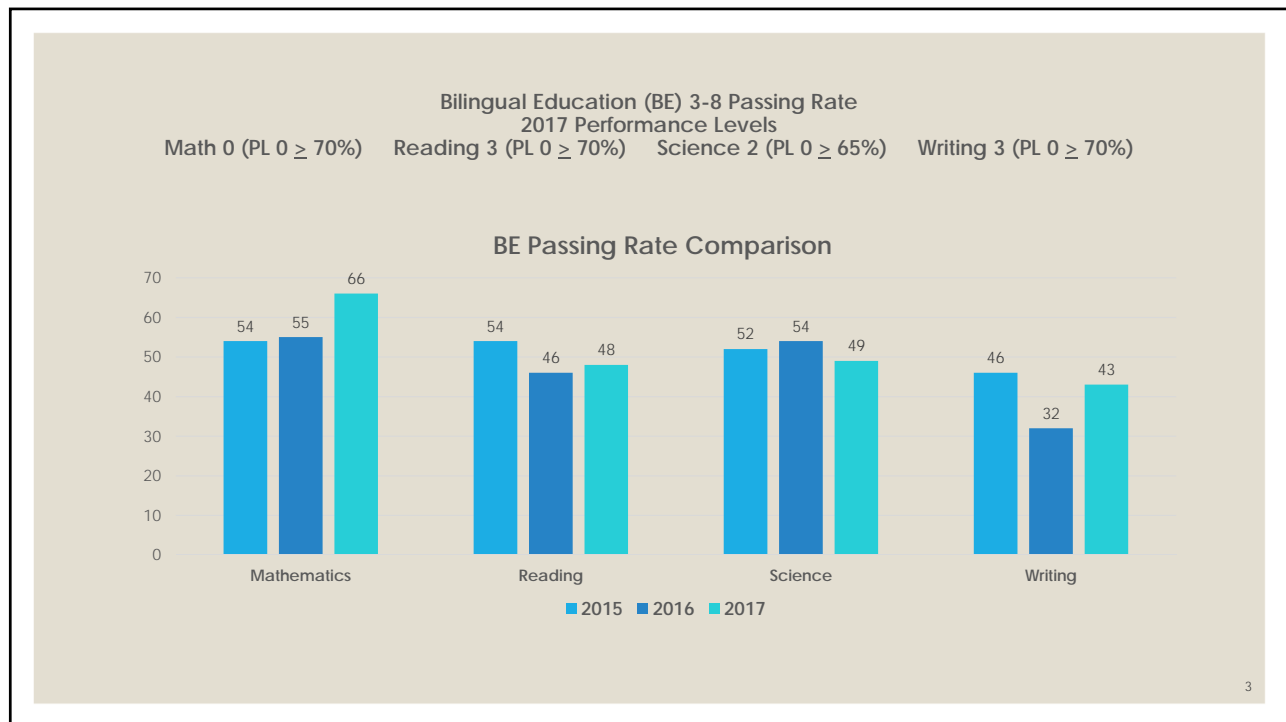
This report is for information only. No action is necessary.



Bilingual Education (BE) 3-8 Passing Rate

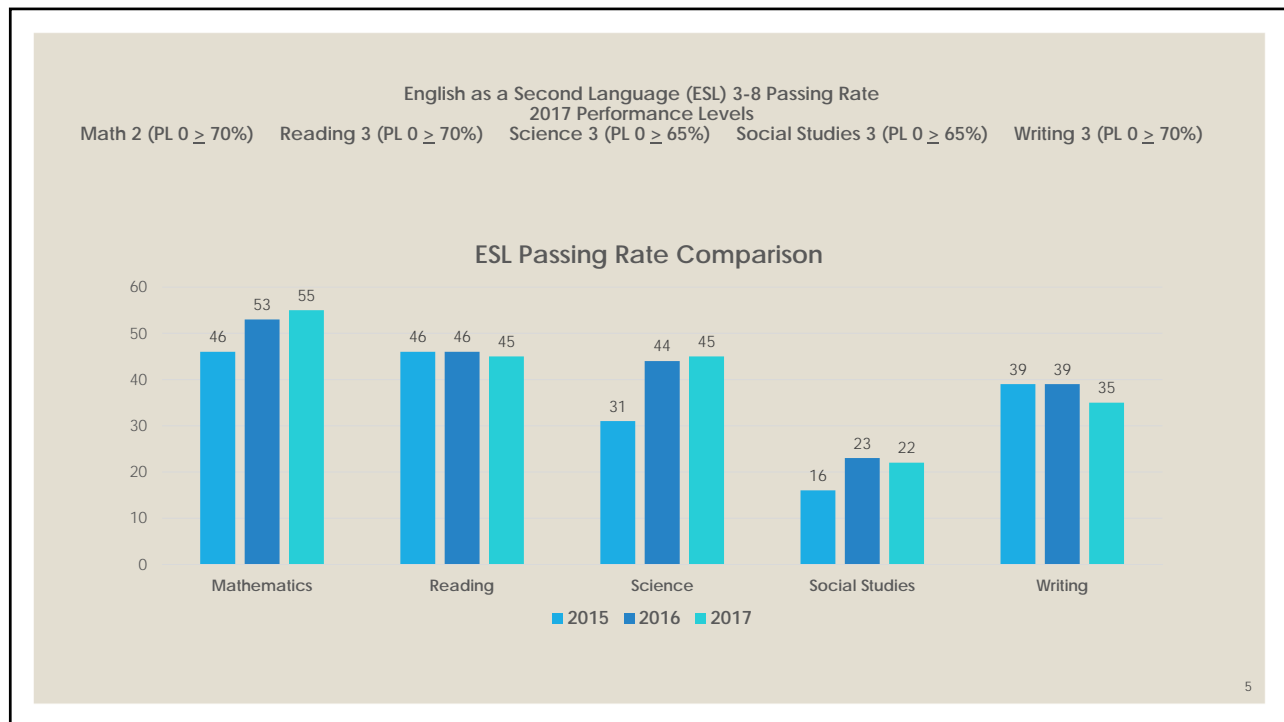
- Based on STAAR results for 2017, the performance of students in Bilingual Programs increased in the areas of Reading, Writing, and Mathematics when compared to 2016 performance.
- STAAR results for 2017 indicate that the English Learner Department's writing academies were effective as the passing rate in writing for English Learners grew by 11% in 2017 when compared with the passing rate in 2016.
- Performance in Mathematics met the desired Performance Level target of 0 in 2017 for grades 3-8.

2



English as a Second Language (ESL) Program (Grades 3-8 Passing Rate)

- Based on STAAR results for 2017, the performance of students in the ESL Program increased in the areas of Mathematics and Science when compared to 2016 results.
- Students in the Bilingual Program demonstrated more growth in 2017 in the areas of mathematics, reading, and writing when compared with students in the ESL Program.
- Performance in Mathematics met the desired Performance Level target of 0 in 2017 for grades 3-8.

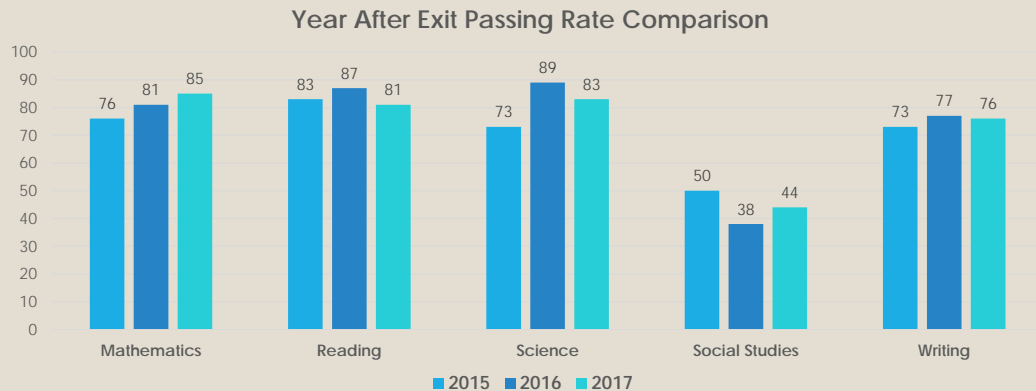


Year After Exit Passing Rate

- Students in this category are former LEP students that met exit criteria for Bilingual and ESL programs the previous year.
- Performance of students who took the STAAR test a year after exit met the desired Performance Level target of 0 in all areas except Social Studies in 2017.
- Our students who are exiting Bilingual and ESL programs are not only maintaining their linguistic skills a year after exit but also demonstrating that they have acquired the academic content and skills to meet standard in the various disciplines.

6

Limited English Proficient (LEP) Year After Exit (YAE) 3-8 Passing Rate
 2017 Performance Levels
 Math 0 (PL 0 \geq 70%) Reading 0 (PL 0 \geq 70%) Science 0 (PL 0 \geq 65%) Social Studies NA (PL 0 \geq 65%) Writing 0 (PL 0 \geq 70%)

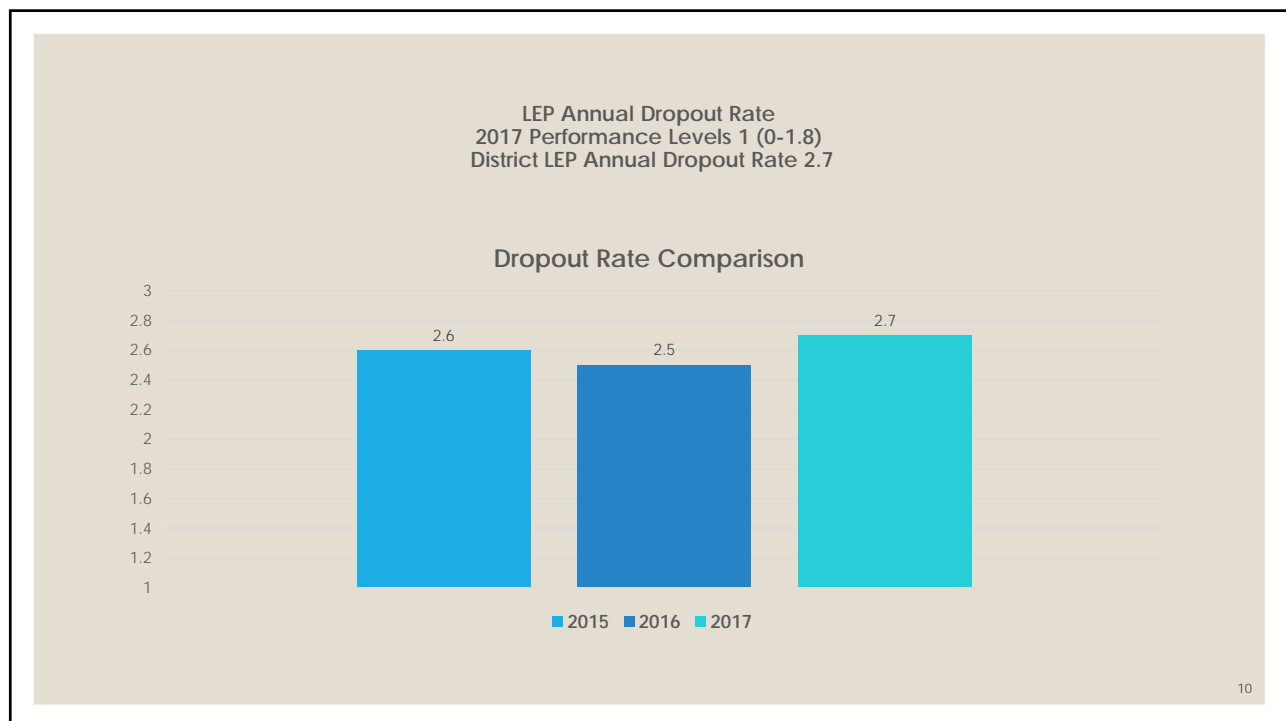
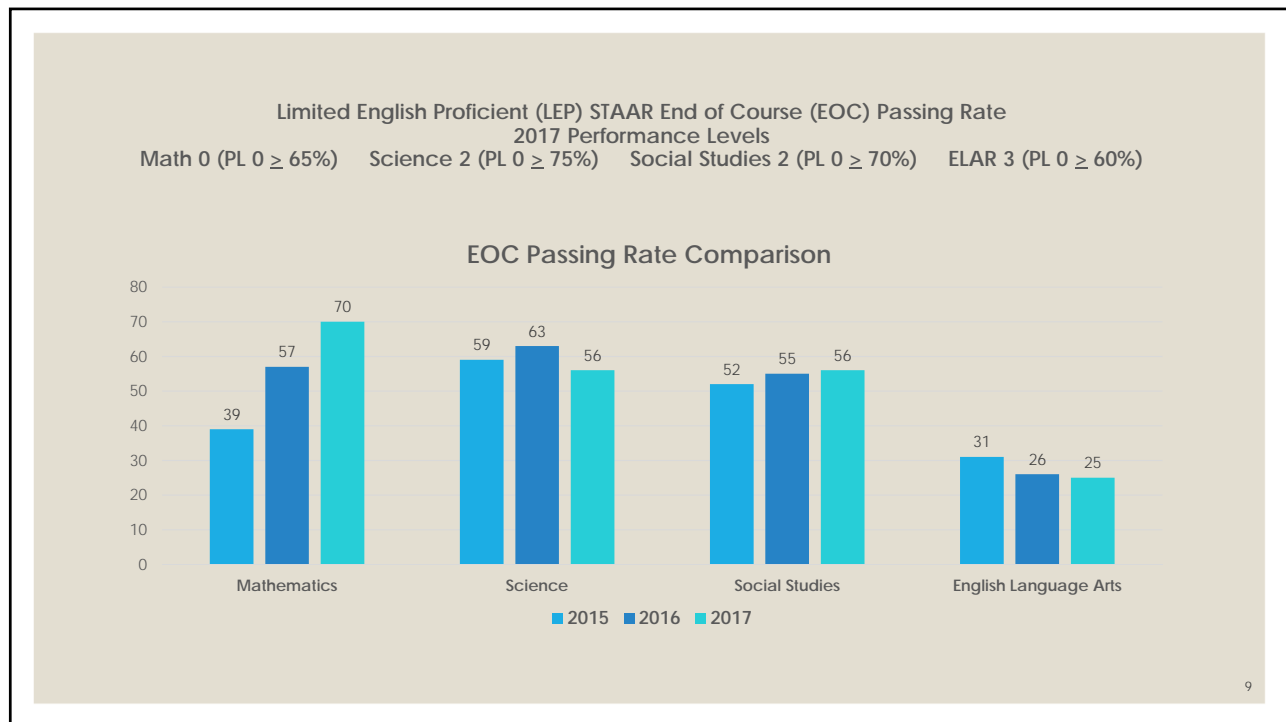


7

Limited English Proficient (LEP) STAAR End of Course (EOC) Passing Rate

- Performance in the area of Science decreased significantly when compared to 2016 performance.
- Performance in English Language Arts continues to be an area of growth for English Learners at the secondary level while performance in Mathematics met the desired Performance Level target of 0 in 2017.

8

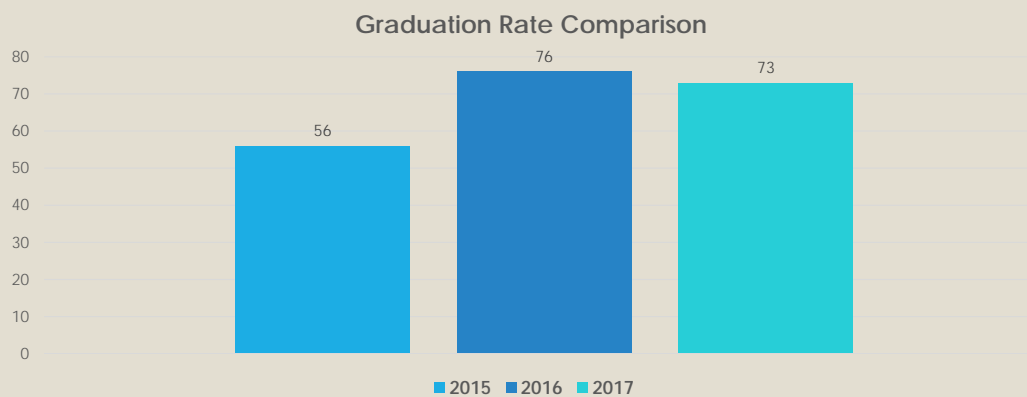


LEP Graduation Rate

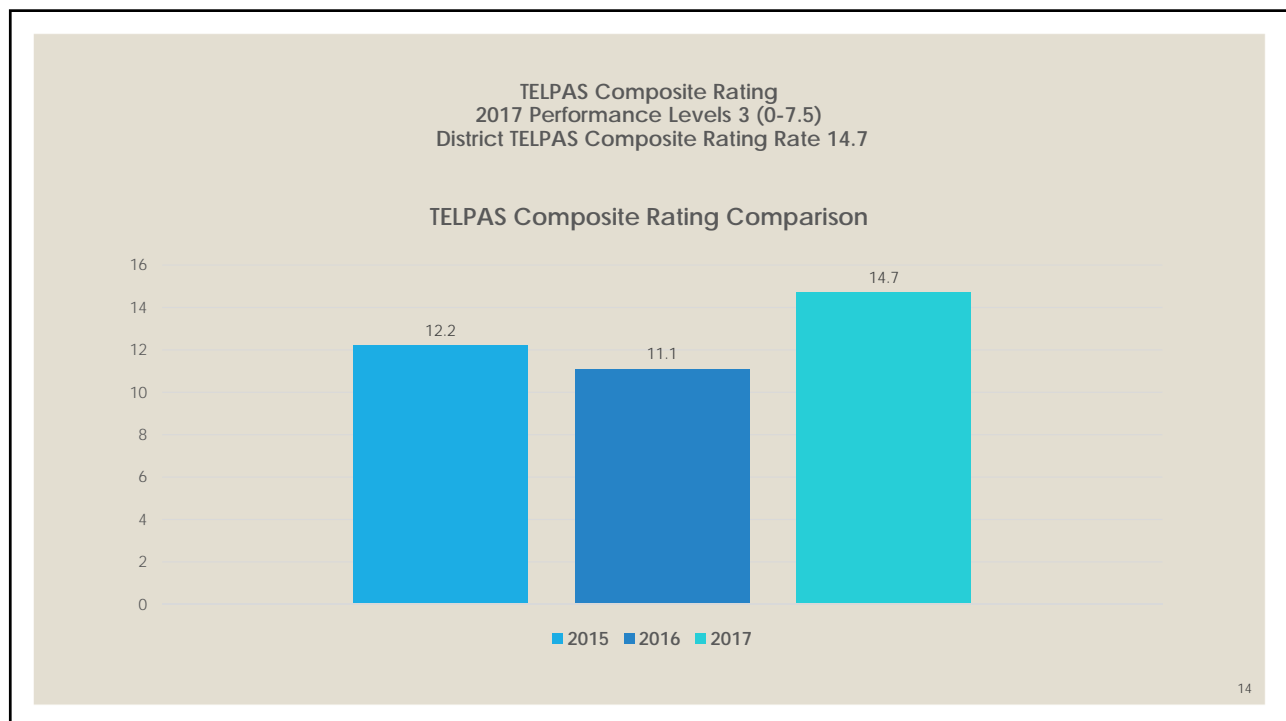
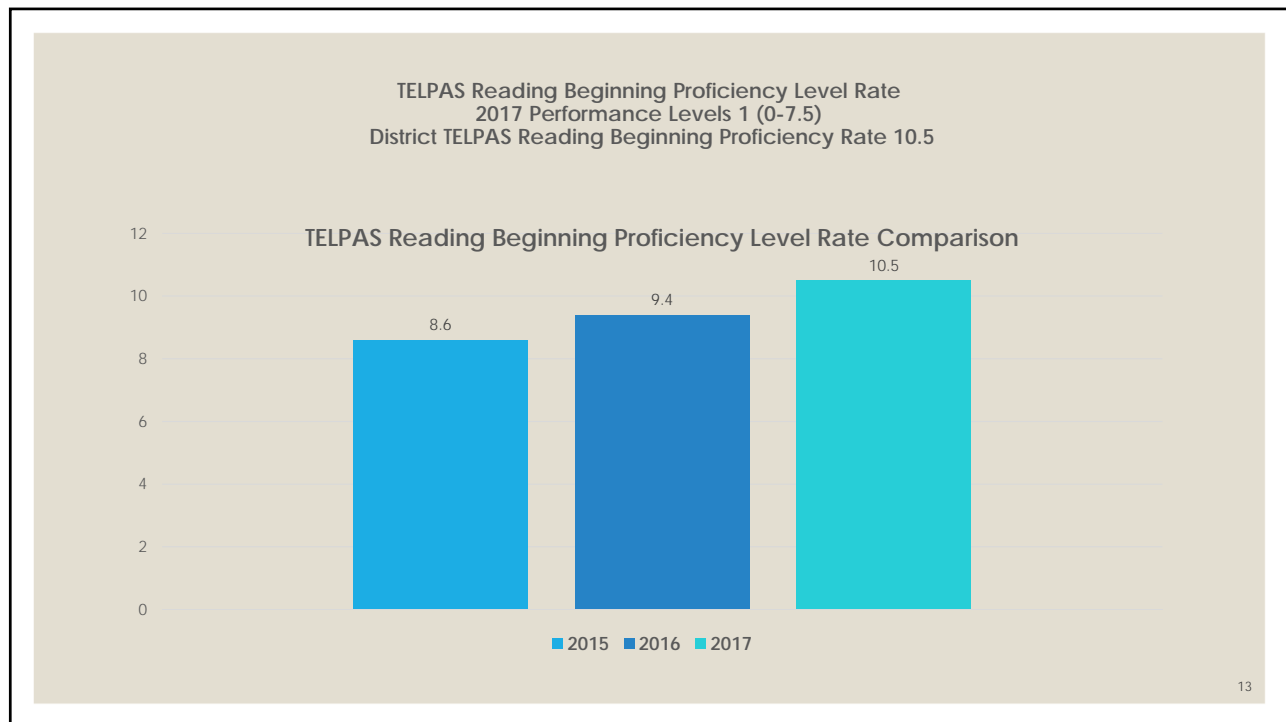
- While there was a slight drop in graduation rate for LEP students in 2017, the rate has significantly increased which demonstrates efforts to help English Learners stay in school and graduate are showing promise. To illustrate, in 2015 the graduation rate was only 56% and in 2017 the graduation rate was 73%.

11

LEP Graduation Rate
2017 Performance Levels 1 (80.0-100)
District LEP Annual Graduation Rate 73.1



12



PBMAS Performance Level Update

- Overall, students in Bilingual and ESL programs at Waco ISD demonstrated growth. As a result, the Performance Indicator for PBMAS for Bilingual and ESL programs improved and went from a 3 to a 2.

15

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 15, 2018

Contact Person: Sheryl Davis

**RE: Presentation and discussion of the monthly financial reports for the period
ending January 31, 2018**

=====

Background Information:

Attached are the compiled January monthly financial reports for the following:

General Fund
Food Service Fund
Debt Service Fund

These interim financial statements have been prepared utilizing data generated from the automated financial system and do not include any information related to other special revenue funds, capital projects funds, or trust and agency funds. Balances included in the report are unaudited and may change as a result of final year end closing entries and audit activities.

Fiscal Implications:

Report only.

Administrative Recommendations:

The report is presented for information, only. No action is required.



**Waco Independent School
District
Business & Support Services**

Sheryl Davis
Chief Finance Officer

P.O. Box 27, Waco, Texas 76703
Phone: 254-755-9440

February 8, 2018

Board of Trustees
Waco Independent School District
Waco, Texas

The accompanying balance sheets, statements of revenues, expenditures and changes in fund balance, and encumbrances and expenditures by fund, function and object for the month ending January 31, 2018 have been compiled for the General Fund, Food Service Fund, and Debt Service Fund. Final cash reconciliation procedures and financial audit activities may result in additional adjustments to the January financial statements. These preliminary financial reports are prepared utilizing the following assumptions:

Revenue:	Recorded on a cash basis with adjustments to accrual basis to be made at August 31, 2018.
Expenditure:	Totals on the "Statement of Revenues, Expenditures and Changes in Fund Balance" include expenditures occurring during the interim period reported. Balances will be adjusted to accrual basis at August 31, 2018. Outstanding encumbrances are included on the "Encumbrances and Expenditures by Fund, Function and Object" schedule, only.
Beginning Fund Balance:	Represents August 31, 2017 audited ending fund balance.

I have not performed an audit or review of these financial statements. Please do not hesitate to call if you have any questions or need further assistance.

Sheryl Davis
Chief Finance Officer

Comparison of Fiscal Year 2017-2018 Revenues and Expenditures to Previous Fiscal Year as of January 31, 2018

Variations in revenues and expenditures as compared to the previous year are primarily due to the cyclical nature of budgetary receipts and expenditures. The larger variances are explained in this summary.

General Fund

Revenues:

5710 Local Property Taxes – Tax collections have increased \$2,781,764 over last year. As a percent of budget, this is very much in line with same period collections in 2016-17.

5730 Tuition and Fees – Tuition for prekindergarten has increased \$39,370 and fees for after-school programs have increased \$2,364 over last year. Paid enrollment in the prekindergarten program has more than doubled.

5740 Other Local Revenue – The increase of \$1,396,261 is primarily attributable to increases in tax collections for properties in the tax increment zone of \$1,287,833, a 45% increase over 2016-17. Additionally, investment income has increased \$121,325 or 96% and rental revenue has increase by \$5,751. These increases are offset by a \$18,648 decrease in other miscellaneous revenue.

5750 Extracurricular Activities – Revenues from athletic events are reflecting a \$57,834 decrease from the prior year. However, revenue from advertising has increased \$26,500.

5810 Per Capita and Foundation School Program Revenue – Revenue reflects a decrease of \$398,015. However, state revenue projections, based on average daily attendance at the end of the third six weeks, currently show a loss of \$1,200,504 in the general fund in spite of a funding increases in Career and Technology of \$760,711 and Special Education of \$315,332. This is a slight improvement, \$133,558, over projections at the end of the second six weeks.

5900 Federal Sources Revenue – Federal revenues are down \$1,053,790 from 2016-17. The decrease is due primarily to a reduction in E-Rate revenue of \$779,874 from Category 2 reimbursements for infrastructure projects. The District did not receive similar funding in the most recent E-Rate cycle. Medicaid revenue from the Medicaid Administrative Claiming (MAC) and School Health and Related Services (SHARS) programs are also down by \$106,980. Losses in E-Rate and Medicaid funding were anticipated in building the 2017-18 budget.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

11 Instruction – The increase of \$1,379,379 in expenditures over last year results primarily from the timing of tuition payments of \$825,876 to the Greater Waco Advanced Academies and McLennan Community College for dual credit participation. The remaining amount is due to salary and benefit increases.

13 Curriculum and Instructional Staff Development – The increase of \$113,285 is attributable to earlier payment of participation fees to the Educational Service Center of \$142,135.

21 Instructional Leadership – \$76,264 of the \$129,428 decrease in expenditures reflects the elimination of a position as well as vacancies in special education.

34 Student Transportation – Transportation expenditures show an increase of \$295,958 and include \$1,313,677 in bus purchases which were ordered last summer but not received until December and January. Staff is working on obtaining quotes for additional purchases in an effort to catch up on our replacement schedule after funding losses in 2011 through 2013 forced the District to postpone purchases.

41 General Administration – Decreased expenditures in the current year of \$193,847 are primarily due to savings in legal fees of \$93,425, a reduction in other contracted services of \$37,063, as well as salary savings from deleted and vacant positions.

51 Plant Maintenance and Operations – Current year expenditures have decreased \$1,892,399 from last year. 2016-17 expenditures reflected payments on projects which were not completed at August 31, 2016 as well as new portables installation and the delivery of two replacement box trucks. The projects include the renovations at Lake Waco for the expansion of the Brazos High School and Credit Recovery.

81 Facilities Acquisition and Construction – The increase of \$362,744 reflects progress payments on the renovations of the old maintenance shops to house the Child Nutrition Services offices, warehouse, and training facilities.

95 Juvenile Justice Program – The decrease of \$157,715 reflects a lower District participation in the Challenge Academy as well as a reduction in tuition rates for 2017-18. Funding for the Academy is dependent on participation so an additional assessment at year end may be required to cover costs.

97 Payments to Tax Increment Fund – Expenditures are a pass-through of taxes collected for properties in the Tax Increment zones and reflect the substantial value increases and related collections. Collections for properties in the TIF zones have increased \$1,294,792 over last year.

99 Other Governmental Charges – The increase of \$47,310 reflects the 6% increase in the District's share of cost for the appraisal district for the 2017 budget year. The year-to-date activity for both the current and prior fiscal years represent the fourth quarter payment. Subsequent payments will show an even greater difference as the McLennan County Appraisal District increased its budget for 2018 by almost 17%.

Food Service Fund

Revenues:

5900 Federal Sources Revenue – Federal reimbursements have decreased \$63,063 from last year. Participation is down and has most likely been impacted by the bad weather day as well as low attendance throughout the District.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year's spending pattern with the exceptions shown below.

35 Food Services – Beginning July 1, 2017, federal regulations require that the contract for the District’s food services operations be billed on a fixed-price per meal basis rather than the cost-reimbursable contract that has been in effect in previous years. In accordance with this change, Sodexo has purchased, from the District, the food and non-food inventories (excluding commodities) on hand at June 30, 2017, so fluctuations in the timing of food and non-food supplies should not be reflected in the financial statements. Fixed-price billings do not include payroll costs or equipment costs paid directly by the school district. The year-to-date expenditures include \$184,482 for the customized food truck and another \$27,363 in kitchen equipment.

Debt Service Fund

Revenues:

5710 Local Property Taxes – Tax collections have increased \$902,735 over last year. Approximately \$363,436 of the increase is due to the \$0.01 increase in the Interest and Sinking tax rate. The remainder results from increased property values.

5740 Other Local Revenue – The increase of \$322,057 in other local revenue is primarily to increased revenue of \$288,841 from tax collections for properties in the tax increment reinvestment zones. This increase is offset by increased expenditures in function 97. Additionally, investment income has increased \$31,415 over 2016-17.

5820 Other State Program Revenue – The loss in revenues from the Existing Debt and Instructional Facilities Allotments of \$411,490 reflect the impact of increased property values, particularly on properties in the Tax Increment Reinvestment Zones (TIRZ). Projections, based on average daily attendance as of the third six weeks, would indicate that the District has been overpaid by \$59,738. These funds, after final calculations, may be recaptured by the state. While the District is held harmless for these value increases in the General Fund, that is not the case for debt service.

Functional Expenditures:

Expenditures in the functional categories appear to be consistent with last year’s spending pattern with the exceptions shown below.

97 Payments to Tax Increment Fund – The increase in pass-through payments of \$288,642 reflect the increase in tax collections for properties in the Tax Increment Refinancing Zones.

Proprietary Fund – Governmental Activities – Internal Service Fund

Effective January 1, 2018, the District has moved from fully-insured group health insurance to a self-insured plan. Accounting for the program will be recorded and reported through a proprietary fund in the form of an internal service fund. Internal service funds are utilized to account for the financing of goods or services provided by one organizational unit of the school district to other organizational units. It essentially facilitates the allocation of costs to all funding sources. Internal service funds are accounted for on the accrual basis.

Although the fund has previously been utilized to account for the District’s unemployment and workers’ compensation coverage, the addition of the group health program significantly increases the materiality of the fund and, for financial transparency and to assist management in making

financial decisions, we will be providing periodic statements as part of the financial report submitted monthly to the Board of Trustees.

Proprietary funds are not governmental funds and the financial statements for these funds reflect a slightly different format and terminology. Similar to the government-wide statements, proprietary funds do not show a “fund balance” but a “net position” nor are outflows referred to as “expenditures” but as “expenses”. The proprietary fund statements will include a “Statement of Net Position” rather than a “Balance Sheet” and a “Statement of Revenues, Expenses, and Changes in Net Position” rather than the “Statement of Revenues, Expenditures, and Changes in Fund Balance” as included for governmental funds. Additionally, a “Statement of Cash Flows” is required for proprietary funds.

Operating revenues and operating expenses have been included in a detail designed to provide relevant information. Revenues from District contributions (assessments to other funds) are distinguished from revenues from employee contributions to health insurance. Expenses detail claims payments, medical and prescription drugs, administrative fees, and stop-loss or excess insurance costs. Since we are still working out accounting and payment issues, changes in the reports may occur to better provide information necessary to monitor the program.

Waco Independent School District
BALANCE SHEET
GENERAL FUND
As of January 31, 2018

ASSETS

Cash and Temporary Investments	\$ 66,621,169
Property Taxes Receivable, Net of Allowance of \$1,066,491	1,297,614
Due from Other Governments	55,125
Accrued Interest	85,120
Due from Other Funds	1,981,052
Other Receivables	5,229
Inventories	236,493
Deferred Expenditures	-
Long-term Investments	6,975,400
Total Assets	<u>\$ 77,257,202</u>

LIABILITIES

Accounts Payable	\$ 1,225,979
Other Current Liabilities	-
Payroll Withholdings and Contributions Payable	1,231,823
Accrued Wages Payable	7,456,374
Due to Other Funds	1,967,790
Due to Other Governments	-
Unearned Revenue	-
Total Liabilities	<u>\$ 11,881,966</u>

DEFERRED INFLOWS OF RESOURCES

Unavailable Revenues - Property Taxes	\$ 1,297,614
Total Deferred Inflows of Resources	<u>\$ 1,297,614</u>

FUND BALANCES

Nonspendable Fund Balance	\$ 236,493
Committed Fund Balance	2,698,975
Assigned Fund Balance	34,102
Unassigned Fund Balance	61,108,052
Total Fund Balances	<u>\$ 64,077,622</u>
Total Liabilities and Fund Balances	<u>\$ 77,257,202</u>

Unaudited

Waco Independent School District
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended January 31, 2018

GENERAL FUND

			(Memo)		(Memo)		Difference-	CY	PY	
			Monthly		Year-to-Date		Amended	YTD As	YTD As	
			Current	Prior Year	Current	Prior Year	Budget to	% of	% of	
			1/31/2018	1/31/2017	1/31/2018	1/31/2017	YTD Actual	Budget	Budget	
Adopted Budget			Amended Budget							
REVENUES										
LOCAL SOURCES										
5710	Local Property Taxes	\$ 58,155,762	58,155,762	24,434,933	20,967,095	42,491,618	39,709,854	(15,664,144)	73.07%	73.16%
5720	Services to Other Districts	100,984	100,984	8,631	7,828	40,290	33,025	(60,694)	39.90%	45.05%
5730	Tuition & Fees	177,000	177,000	30,838	25,554	143,409	101,674	(33,591)	81.02%	65.60%
5740	Other Local Revenue	6,191,910	6,191,910	2,568,953	1,763,650	4,513,536	3,117,275	(1,678,374)	72.89%	60.94%
5750	Extracurricular Activities	524,580	524,580	28,499	37,205	367,992	400,298	(156,588)	70.15%	80.74%
Total Local Sources		\$ 65,150,236	65,150,236	27,071,854	22,801,332	47,556,845	43,362,126	(17,593,391)	73.00%	72.12%
STATE SOURCES										
5810	Per Capita & FSP Act	\$ 66,052,240	66,052,240	98,678	184,749	31,856,464	32,254,479	(34,195,776)	48.23%	47.66%
5820	Other State Program (TEA)	-	-	-	-	-	68,272	-	0.00%	0.00%
5830	Other State Program	6,019,446	6,019,446	483,009	446,261	2,328,996	2,166,912	(3,690,450)	38.69%	33.58%
Total State Sources		\$ 72,071,686	72,071,686	581,687	631,010	34,185,460	34,489,663	(37,886,226)	47.43%	47.66%
FEDERAL SOURCES										
5900	Federal Sources Revenue	3,661,226	3,661,226	79,748	980,856	1,944,317	2,998,107	(1,716,909)	53.11%	80.38%
Total Revenues		\$ 140,883,148	140,883,148	27,733,289	24,413,198	83,686,622	80,849,896	(57,196,526)	59.40%	59.17%
EXPENDITURES										
11	Instruction	\$ 76,449,367	76,312,926	6,950,124	7,589,382	35,111,058	33,731,679	41,201,868	46.01%	44.94%
12	Instructional Resources & Media	898,008	898,008	71,223	79,192	397,974	384,785	500,034	44.32%	42.54%
13	Curriculum & Staff Development	3,856,543	3,810,281	254,077	281,882	1,468,730	1,355,445	2,341,551	38.55%	35.39%
21	Instructional Leadership	2,689,886	2,657,275	168,271	237,268	960,073	1,089,501	1,697,202	36.13%	39.91%
23	School Leadership	9,245,559	9,287,839	805,722	864,716	3,918,353	3,904,366	5,369,486	42.19%	41.76%
31	Guidance, Counseling & Evaluation	3,745,800	3,865,110	334,678	357,134	1,618,295	1,558,212	2,246,815	41.87%	43.42%
32	Social Work Services	912,675	912,675	80,142	67,929	355,878	324,300	556,797	38.99%	34.60%
33	Health Services	1,113,051	1,134,164	110,275	114,409	516,190	516,899	617,974	45.51%	45.38%
34	Student Transportation	3,546,386	5,485,171	1,331,602	278,671	2,300,687	2,004,729	3,184,484	41.94%	37.68%
35	Food Services	-	-	-	-	-	-	-	0.00%	0.00%
36	Co/Extracurricular Activities	4,399,225	4,422,246	262,088	298,680	1,920,143	2,024,318	2,502,103	43.42%	45.54%
41	General Administration	4,988,253	5,037,644	369,152	448,148	1,903,543	2,097,390	3,134,101	37.79%	40.46%
51	Plant Maintenance & Operations	16,756,066	18,208,567	990,138	1,133,391	6,175,552	8,067,951	12,033,015	33.92%	39.22%
52	Security & Monitoring Services	2,239,732	2,279,453	156,111	173,298	814,693	853,486	1,464,760	35.74%	39.20%
53	Data Processing Services	2,593,316	2,797,915	121,629	177,115	1,220,903	1,329,176	1,577,012	43.64%	40.38%
61	Community Services	796,079	814,493	56,735	56,096	309,444	285,222	505,049	37.99%	38.03%
71	Debt Service	361,235	361,235	-	-	337,024	324,925	24,211	93.30%	86.25%
81	Facilities Acquisition & Construction	-	1,328,741	-	3,883	427,732	64,988	901,009	32.19%	2.96%
93	Shared Services Arrangements	440,000	440,000	-	-	-	-	440,000	0.00%	0.00%
95	Juvenile Justice Program	750,000	750,000	22,930	57,610	136,425	294,140	613,575	18.19%	59.42%
97	Payments to Tax Increment Fund	6,806,529	6,666,529	2,526,093	1,723,276	4,158,982	2,864,190	2,507,547	62.39%	55.92%
99	Other Intergovernmental Charges	746,760	836,760	-	-	397,809	350,499	438,951	47.54%	48.45%
Total Expenditures		\$ 143,334,470	148,307,032	14,610,990	13,942,080	64,449,488	63,426,201	83,857,544	43.46%	42.52%
Excess (Deficiency) of Revenues Over (Under) Expenditures		\$ (2,451,322)	(7,423,884)	13,122,299	10,471,118	19,237,134	17,423,695	26,661,018		
OTHER FINANCING SOURCES (USES)										
7900	Other Sources	-	-	-	8,500	18,000	8,500	18,000		
8900	Other Uses	(608,001)	(608,001)	-	-	-	-	(608,001)		
Total Other Financing Source (Uses)		\$ (608,001)	(608,001)	-	8,500	18,000	8,500	(590,001)		
Total Changes in Fund Balances		\$ (3,059,323)	(8,031,885)	13,122,299	10,479,618	19,255,134	17,432,195	27,287,019		
Fund Balances, Beginning		46,039,507	46,039,507			44,822,488	45,917,241	(1,217,019)		
Fund Balances, Ending		\$ 42,980,184	38,007,622			64,077,622	63,349,436	26,070,000		

Unaudited

Waco Independent School District
EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT
GENERAL FUND
For the Period Ended January 31, 2018

								(Memo)
		Payroll	Purchased &	Supplies &	Other	Debt	Capital	Total
		Costs	Contracted	Materials	Operating	Services	Outlay	Year-to-Date
		6100	6200	6300	6400	6500	6600	1/31/2018
								6000
								6000
11	Instruction	\$ 32,994,908	1,495,011	928,473	206,747	-	15,810	35,640,949
12	Instructional Resources & Media	338,095	34,525	29,083	69	-	-	401,772
13	Curriculum & Staff Development	1,137,324	437,207	14,498	70,650	-	-	1,659,679
21	Instructional Leadership	871,209	69,977	29,564	98,120	-	-	1,068,870
23	School Leadership	3,810,730	33,367	57,859	57,501	-	-	3,959,457
31	Guidance, Counseling & Evaluation	1,553,952	67,246	6,188	3,572	-	-	1,630,958
32	Social Work Services	267,684	219,073	4,418	3,034	-	-	494,209
33	Health Services	506,998	1,812	9,112	1,240	-	-	519,162
34	Student Transportation	-	2,385,817	137,316	1,004	-	1,313,677	3,837,814
35	Food Services	-	-	-	-	-	-	-
36	Co/Extracurricular Activities	950,838	264,741	272,256	373,500	-	359,000	2,220,335
41	General Administration	1,412,395	416,656	50,737	207,904	-	-	2,087,692
51	Plant Maintenance & Operations	2,920,201	3,577,802	726,322	389,767	-	186,898	7,800,990
52	Security & Monitoring Services	573,297	366,165	51,926	4,675	-	-	996,063
53	Data Processing Services	517,043	736,996	18,037	14,969	-	-	1,287,045
61	Community Services	139,217	318,668	2,870	6,638	-	-	467,393
71	Debt Service	-	-	-	-	337,024	-	337,024
81	Facilities Acquisition & Construction	-	-	-	-	-	1,020,378	1,020,378
93	Shared Services Arrangements	-	-	-	-	-	-	-
95	Juvenile Justice Program	-	-	-	750,000	-	-	750,000
97	Payments to Tax Increment Fund	-	-	-	4,158,982	-	-	4,158,982
99	Other Intergovernmental Charges	-	397,809	-	-	-	-	397,809
Total Expenditures & Encumbered Funds		<u>\$ 47,993,891</u>	<u>10,822,872</u>	<u>2,338,659</u>	<u>6,348,372</u>	<u>337,024</u>	<u>2,895,763</u>	<u>70,736,581</u>
								<u>63,426,202</u>

Unaudited

Waco Independent School District
BALANCE SHEET
CHILD NUTRITION FUND
As of January 31, 2018

ASSETS

Cash and Temporary Investments	\$ 2,543,483
Due from Other Governments	2,381,008
Due from Other Funds	-
Other Receivables	-
Inventories	86,708
Total Assets	<u>\$ 5,011,199</u>

LIABILITIES

Accounts Payable	\$ 487,344
Accrued Wages Payable	186,569
Due to Other Funds	1,842,404
Unearned Revenue	86,708
Total Liabilities	<u>\$ 2,603,025</u>

FUND BALANCES

Nonspendable Fund Balance	\$ 86,708
Restricted Fund Balance	2,321,466
Total Fund Balances	<u>\$ 2,408,174</u>
Total Liabilities and Fund Balances	<u>\$ 5,011,199</u>

Unaudited

Waco Independent School District
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended January 31, 2018

CHILD NUTRITION FUND

			(Memo)		(Memo)		Difference- Amended Budget to YTD Actual	CY YTD As % of Budget	PY YTD As % of Budget	
	Adopted Budget	Amended Budget	Monthly		Year-to-Date					
			Current 1/31/2018	Prior Year 1/31/2017	Current 1/31/2018	Prior Year 1/31/2017				
REVENUES										
LOCAL SOURCES										
5740	Other Local Revenue	\$ 700	700	107	82	502	16,552	(198)	71.71%	98.12%
5750	Extracurricular Activities	799,365	799,365	51,082	74,823	338,083	401,146	(461,282)	42.29%	55.57%
	Total Local Sources	\$ 800,065	800,065	51,189	74,905	338,585	417,698	(461,480)	42.32%	56.54%
STATE SOURCES										
5820	Other State Program (TEA)	\$ 53,700	53,700	-	-	654	-	(53,046)	1.22%	0.00%
	Total State Sources	\$ 53,700	53,700	-	-	654	-	(53,046)	1.22%	0.00%
FEDERAL SOURCES										
5900	Federal Sources Revenue	\$ 9,215,214	9,262,214	871,840	908,639	4,312,143	4,202,986	(4,950,071)	46.56%	47.31%
	Total Revenues	\$ 10,068,979	10,115,979	923,029	983,544	4,651,382	4,620,684	(5,464,597)	45.98%	47.75%
EXPENDITURES										
35	Food Services	\$ 10,068,979	10,857,173	857,757	653,394	4,494,472	3,909,929	6,362,701	41.40%	39.25%
	Total Expenditures	\$ 10,068,979	10,857,173	857,757	653,394	4,494,472	3,909,929	6,362,701	41.40%	39.25%
	Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ -	(741,194)	65,272	330,150	156,910	710,755	898,104		
OTHER FINANCING SOURCES (USES)										
7900	Other Sources	-	-	-	-	-	-	-		
	Total Other Financing Sources (Uses)	\$ -	-	-	-	-	-	-		
	Total Changes in Fund Balances	\$ -	(741,194)	65,272	330,150	156,910	710,755	898,104		
	Fund Balances, Beginning	2,703,573	2,703,573			2,251,264	1,728,453	(452,309)		
	Fund Balances, Ending	\$ 2,703,573	1,962,379			2,408,174	2,439,208	445,795		

Unaudited

Waco Independent School District
EXPENDITURES AND ENCUMBERED FUNDS BY FUNCTION AND MAJOR OBJECT
CHILD NUTRITION FUND
For the Period Ended January 31, 2018

							<i>(Memo)</i>	
							Total	Total
							Year-to-Date	Year-to-Date
							1/31/2018	1/31/2017
							6000	6000
	Payroll	Purchased &	Supplies &	Other	Debt	Capital		
	Costs	Contracted	Materials	Operating	Services	Outlay		
	6100	6200	6300	6400	6500	6600		
35 Food Services	\$ 1,323,804	2,704,796	117,475	1,177	-	482,768	4,630,020	4,162,760
Total Expenditures & Encumbered Funds	<u>\$ 1,323,804</u>	<u>2,704,796</u>	<u>117,475</u>	<u>1,177</u>	<u>-</u>	<u>482,768</u>	<u>4,630,020</u>	<u>4,162,760</u>

Waco Independent School District
BALANCE SHEET
DEBT SERVICE FUND
As of January 31, 2018

ASSETS

Cash and Temporary Investments	\$ 13,844,564
Property Taxes Receivable, Net of Allowance of \$243,421	290,140
Due from Other Governments	-
Accrued Interest	22,188
Due from Other Funds	-
Total Assets	<u>\$ 14,156,892</u>

LIABILITIES

Accounts Payable	\$ -
Due to Other Funds	1,250
Due to Other Governments	-
Total Liabilities	<u>\$ 1,250</u>

DEFERRED INFLOWS OF RESOURCES

Unavailable Revenues - Property Taxes	<u>\$ 290,140</u>
Total Deferred Inflows of Resources	<u>\$ 290,140</u>

FUND BALANCES

Restricted Fund Balance	<u>\$ 13,865,502</u>
Total Fund Balances	<u>\$ 13,865,502</u>
Total Liabilities and Fund Balances	<u>\$ 14,156,892</u>

Unaudited

Waco Independent School District
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL
For the Period Ended January 31, 2018

DEBT SERVICE FUND

	Adopted Budget	Amended Budget	(Memo)		(Memo)		Difference- Amended Budget to YTD Actual	CY	PY
			Monthly		Year-to-Date			YTD As	YTD As
			Current 1/31/2018	Prior Year 1/31/2017	Current 1/31/2018	Prior Year 1/31/2017		% of Budget	% of Budget
REVENUES									
LOCAL SOURCES									
5710 Local Property Taxes	\$ 11,474,184	11,474,184	5,015,034	4,125,719	8,722,475	7,819,740	(2,751,709)	76.02%	73.43%
5740 Other Local Revenue	1,132,950	1,132,950	545,233	343,540	894,075	572,018	(238,875)	78.92%	57.81%
Total Local Sources	\$ 12,607,134	12,607,134	5,560,267	4,469,259	9,616,550	8,391,758	(2,990,584)	76.28%	72.11%
STATE SOURCES									
5820 Other State Program (TEA)	\$ 380,507	380,507	-	-	449,705	861,195	69,198	118.19%	78.07%
Total State Sources	\$ 380,507	380,507	-	-	449,705	861,195	69,198	118.19%	78.07%
FEDERAL SOURCES									
5900 Federal Sources Revenue	-	-	-	-	-	-	-	0.00%	0.00%
Total Revenues	\$ 12,987,641	12,987,641	5,560,267	4,469,259	10,066,255	9,252,953	(2,921,386)	77.51%	72.62%
EXPENDITURES									
71 Debt Service	\$ 13,585,206	13,585,206	1,250	1,250	5,200	5,200	13,580,006	0.04%	0.04%
97 Payments to Tax Increment Fund	1,082,950	1,082,950	518,177	338,764	849,158	560,516	233,792	78.41%	57.52%
Total Expenditures	\$ 14,668,156	14,668,156	519,427	340,014	854,358	565,716	13,813,798	5.82%	3.89%
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ (1,680,515)	(1,680,515)	5,040,840	4,129,245	9,211,897	8,687,237	10,892,412		
OTHER FINANCING SOURCES (USES)									
7900 Other Sources	-	-	-	-	-	-	-		
8900 Other Uses	-	-	-	-	-	-	-		
Total Other Financing Source (Uses)	\$ -	-	-	-	-	-	-		
Total Changes in Fund Balances	\$ (1,680,515)	(1,680,515)	5,040,840	4,129,245	9,211,897	8,687,237	10,892,412		
Fund Balances, Beginning	3,142,702	3,142,702			4,653,605	4,646,144	1,510,903		
Fund Balances, Ending	\$ 1,462,187	1,462,187			13,865,502	13,333,381	12,403,315		

Unaudited

Waco Independent School District
Statement of Net Position
Proprietary Fund
As of January 31, 2018

	Governmental Activities ----- Internal Service Fund
Assets	
Current assets:	
Due from other funds	\$ 1,883,384
Prepaid items-health insurance	190,000
Total Assets	<u>2,073,384</u>
Liabilities	
Current liabilities:	
Accounts payable	-
Total current liabilities	<u>-</u>
Noncurrent liabilities:	
Claims and judgments	389,973
Total noncurrent liabilities	<u>389,973</u>
Total liabilities	<u>389,973</u>
Net position	
Unrestricted net position	<u>1,683,411</u>
Total net position	<u><u>\$ 1,683,411</u></u>

Unaudited

Waco Independent School District
Statement of Revenues, Expenses, and Changes in Net Position
Budget and Actual
For the Period Ended January 31, 2018

Proprietary Fund
Governmental Activities - Internal Service Fund

	Budget	(Memo)		(Memo)		Difference Budget to Current Year-to-Date	CY YTD As % of Budget	PY YTD As % of Budget
		Monthly		Year-to-Date				
		Current	Prior Year	Current	Prior Year			
		1/31/2018	1/31/2017	1/31/2018	1/31/2017			
Operating revenues:								
Employee contributions:								
Group health	\$ 1,057,040	\$ 132,130	\$ -	\$ 132,130	\$ -	\$ (924,910)	12.50%	0.00%
Assessments to other funds:								
Group health	6,656,032	832,004	-	832,004	-	(5,824,028)	12.50%	0.00%
Unemployment	73,040	6,092	9,613	30,752	48,345	(42,288)	42.10%	39.30%
Workers compensation	414,520	34,730	27,055	176,182	136,260	(238,338)	0.00%	29.74%
Total operating revenues	8,200,632	1,004,956	36,668	1,171,068	184,605	(7,029,564)	14.28%	31.76%
Operating expenses:								
Administrative fees	702,856	189,732	-	239,638	48,909	463,218	34.09%	48.81%
Claims expense:								
Medical claims	4,668,747	35,272	-	35,272	-	4,633,475	0.76%	0.00%
Prescription drug claims	1,525,742	144,886	-	144,886	-	1,380,856	9.50%	0.00%
Unemployment	70,540	-	-	18,786	11,972	51,754	26.63%	9.94%
Workers compensation	306,820	14,464	15,836	62,041	88,664	244,779	0.00%	24.59%
Stop-loss insurance	1,041,141	-	-	-	-	1,041,141	0.00%	0.00%
Total operating expenses	8,315,846	384,354	15,836	500,623	149,545	7,815,223	6.02%	25.73%
Change in net position	(115,214)	620,602	20,832	670,445	35,060	785,659		
Net position:								
Net position, beginning	1,011,947	1,012,966	1,011,947	1,012,966	1,011,947	1,019		
Net position, ending	\$ 896,733	\$ 1,633,568	\$ 1,032,779	\$ 1,683,411	\$ 1,047,007	\$ 786,678		

Unaudited

Waco Independent School District
Statement of Cash Flows
For the Period Ended January 31, 2018

Proprietary Fund	
	Governmental Activities Internal Service Fund
Cash flows from operating activities:	
Cash received from employee contributions	\$ 132,130
Cash received from assessments to other funds	368,493
Cash payments for claims	(260,985)
Cash payments for professional and contracted services	(239,638)
Net cash provided by operating activities	-
Net increase in cash and cash equivalents	-
Cash and cash equivalents at beginning of year	-
Cash and cash equivalents at end of year	\$ -
Reconciliation of operating income to net cash provided by operating activities:	
Operating income	\$ 670,445
Effects of increases and decreases in current assets and liabilities:	
Increase in due from other funds	(466,251)
Increase in prepaid items - health insurance	(190,000)
Decrease in accounts payable	(14,194)
Increase in claims liability	-
Net cash provided by operating activities	\$ -

Waco Independent School District

Board of Trustees Meeting Agenda Item

Date: February 15, 2018

Contact Person: Dr. Marcus Nelson

RE: Reports and discussions on Board Member Committees

=====

Background Information:

Board members are provided links to minutes of Board committees attended by fellow Board members. This month there were no submissions.

Fiscal Implications:

None

Administration Recommendation(s):

For report only.

Existing Board Committees

City Center Waco

Angela Tekell

CIS Board

Cary DuPuy

Leadership Forum (sponsored by Cooper Foundation)

Pat Atkins

A. Marcus Nelson

Intergovernmental Committee

All Board Members

A. Marcus Nelson

Community Justice Council

Cary DuPuy

Audit Committee

Pat Atkins

Allen Sykes

Norman Manning

TASB Delegate Assembly

Norman Manning (Representative)

Pat Atkins (Alternate)

Prosper Waco Leadership Board

Pat Atkins

A. Marcus Nelson

GWAMA Business Advisory Board

Cary DuPuy

Tax Increment Financing (TIF) Board

A. Marcus Nelson

Public Improvement District (PID) Board

A. Marcus Nelson

McLennan County Appraisal District Board of Directors

Allen Sykes

WISD Education Foundation Board

Allen Sykes

A. Marcus Nelson

Adopt-A-School Advisory Board

Pat Atkins

Allen Sykes

A. Marcus Nelson

AVANCE Board of Directors

Stephanie Korteweg

Community Loan Center

Stephanie Korteweg

10/17

Waco Independent School District
Board of Trustees Meeting Agenda Item

Date: February 15, 2018

Contact Person: Dr. A. Marcus Nelson

RE: Update on Improvement Required (IR) Campuses

=====

Background Information:

Superintendent Dr. A. Marcus Nelson will give Board of Trustees an update on IR Campuses.

Fiscal Implications:

None

Administration Recommendation(s):

For report only.

**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.

Item	Description	Responsible	Time
1	Call to Order	Trustee Atkins	7:00 PM
2	Approval of the Minutes of the December 14, 2017 Meeting	Trustee Atkins	7:05 PM
3	Discussion and possible action to approve Board of Trustees meeting minutes	Trustee Atkins	7:10 PM
4	Discussion and possible action to approve amendments to the 2017-2018 budget	Trustee Atkins	7:15 PM
5	Discussion and possible action to authorize the Superintendent to negotiate partnership with Prosper Waco regarding the Transformation Zone plan	Trustee Atkins	7:20 PM
6	Discussion and possible action to approve the Waco ISD Transformation Plan	Trustee Atkins	7:25 PM
7	Discussion and possible action to approve the Superintendent's Appraisal Calendar	Trustee Atkins	7:30 PM
8	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)	Trustee Atkins	7:35 PM
9	Discussion and possible action to approve a contract with the Cities of Bellmead, Crawford, Hewitt, Lacy Lakeview, Lorena, Waco, and Woodway and the Crawford	Trustee Atkins	7:40 PM

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

- 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
 - President Atkins stated that if anyone had corrections to the minutes, those corrections should be given to Sandra Gonzales, secretary to the superintendent.
- 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.
- 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.
- Discussion and possible action to approve the Waco ISD Transformation Plan**
 - No discussion on the line item.
- Discussion and possible action to approve the Superintendent's Appraisal Calendar**
 - No discussion on the line item.
- 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.
- 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 disclosed 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

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

- 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.

- 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)

JULY

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

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22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

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29	30					

OCTOBER

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22	23	24	25	26	27	28
29	30	31				

NOVEMBER

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29	30					

DECEMBER

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22	23	24	25	26	27	28
29	30	31				

JANUARY

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22	23	24	25	26	27	28
29	30	31				

FEBRUARY

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22	23	24	25	26	27	28
29						

MARCH

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22	23	24	25	26	27	28
29	30	31				

APRIL

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29	30					

MAY

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Key

- Student Induction/Off-boarding on Thursday
- Student Induction/Off-boarding on Friday
- Beginning of month
- End of month
- Early Student Induction/Off-boarding
- End Weather Day

Holiday

- July 4, 2018 Independence Day
- September 3, 2018 Labor Day
- November 19-20, 2018 Thanksgiving Break
- Dec. 24, 2018 - Jan. 4, 2019 Winter Break
- January 31, 2019 Middle/Lower King Day
- March 11-15, 2019 Spring Break
- April 1, 2019 Good Friday
- May 27, 2019 Memorial Day

Six Week Instructional Days

27 weeks



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: Juliet Sykes	<i>JS</i>	<i>Juliet 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

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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

62


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

Theresa Benson
BUDGET ADMINISTRATOR /
DEPARTMENT HEAD

David Cartwright
BUDGET COORDINATOR

Shel Davis
CHIEF FINANCIAL OFFICER

BATCH: JV/BCN: DATE:

AMENDMENT # 019

DATE: 1/9/2018

0.00


CHIEF FINANCIAL OFFICER

BATCH: JV/BCN: DATE:


AMENDMENT # 020

DATE: 1/9/2018

0.00

REASON FOR REQUEST: To realign funds to cover equity pay adjustment to bring salary up to match current teacher salary step for years of services.


BUDGET COORDINATOR


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>			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career / Technical Ed.	<input type="checkbox"/> Military	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other <i>(list):</i>	<input type="checkbox"/> Disability <i>(list):</i>	

Name of Proposed Principal	
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**

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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

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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 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

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: <i>R. Rolando Gomez</i>				

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	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 (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	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

Combined 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

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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

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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 15, 2018

Contact Person: Dr. Scott McClanahan

RE: Discussion and possible action to approve Innovative Courses

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Background Information:

Innovative courses allow districts to offer state-approved innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum. The State Board of Education (SBOE) may approve any course that does not fall within any of the subject areas listed in the foundation and enrichment curricula. With the approval of the local board of trustees, school districts and charter schools may offer any state-approved innovative course for state elective credit only.

Waco ISD would like to offer its students opportunities to enroll in the following innovative courses (by course title and service ID) during the 2018-2019 school year:

Lake Waco Acceleration Academy @ Brazos High School

Strategic Learning for High School Math (N1110030)

Teen Leadership (N1290012)

Waco High School & University High School

AP Seminar (N1130026)

Acting Methods (N1170123)

AVID 1 (N1290001)

AVID 2 (N1290002)

AVID 3 (N1290030)

AVID 4 (N1290033)

Methodology for Academic and Personal Success (N1130021)

Methodology for Academic and Personal Success II (N1130022)

University High School

Introduction to Engineering Design (Project Lead the Way) (N1303742)

Computer Integrated Manufacturing (Project Lead the Way) (N1303748)

Cesar Chavez Middle School

Gateway to Technology (N1303756)

Gateway to Technology (N1303757)

Methodology for Academic and Personal Success (N1130021)

Carver Middle School

Methodology for Academic and Personal Success (N1130021)

Fiscal Implications:

None

Administration Recommendation(s):

The Administration recommends that the That the Board of Trustees approve the state-approved innovative courses.