

# APPLICATION COVERSHEET

Valor Public Schools

**Proposed Generation Twenty-Two Charter Name**

Valor Texas Education Foundation

**Name of Sponsoring Entity**

*Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments therein.*

The sponsoring entity is a (Check only one.):

- 501(c)(3) nonprofit organization
- Governmental Entity
- College or University

Chairperson of Governing Body of Sponsoring Entity: David Williams

CEO of Sponsoring Entity: Steve Gordon

CEO/Superintendent of Proposed Charter School: Steve Gordon

Contact Name: Steve Gordon

Contact E-mail Address: sgordon@valorpublicschools.org

Contact Phone #: 512-598-0160

Contact Fax #: \_\_\_\_\_

Board Member Who Attended an Applicant Conference: David Williams

Date of Conference: 9/19/2016

Applicant Mailing Address (This address will be used for contact regarding this application.): \_\_\_\_\_

1144 Airport Blvd, #260, Austin, Texas 78702 (Attn: Valor Public Schools)

Physical Address of Proposed Administrative Offices (if different from above): \_\_\_\_\_

Not yet known

Number of Campuses Being Requested: 3

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

Travis County, in either North Austin or South Austin

State the estimated enrollment and check all grade levels to be served for each school year. *By Year 3, at least one grade in which the state assessments are administered must be offered.*

**Year 1:** Estimated Enrollment: 574

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**Year 2:** Estimated Enrollment: 655

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**Year 3:** Estimated Enrollment: 1309

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**Year 4:** Estimated Enrollment: 2217

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**Year 5:** Estimated Enrollment: 2483

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

**At Capacity:** Maximum Enrollment: 4200

- Pre-K3
- Pre-K4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered. As part of the application submission process, I certify that I have read and reviewed the Generation Twenty-Two Open-Enrollment Charter Application Subchapter D Instructions and Guidelines document.

[Signature]  
(BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity

Nov 7, 2016  
Date

Steve Gordon  
Printed Name

[Signature]  
(BLUE INK) Signature of Application Preparer

Nov 7, 2016  
Date

Steve Gordon  
Printed Name

With what company is the application preparer associated? Valor Texas Education Found. Was preparer paid?  Yes  No

# APPLICATION TEAM PROFILE

**Names, roles, and current employment of all persons on applicant team:**

Full Name	Current Job Title and Employer	Position with Proposed School
Steve Gordon	CEO, Valor Texas Education Foundation	Superintendent/Head of School
Jesse Bates	COO, Valor Texas Education Foundation	Chief Operating Officer
David Williams	Board Chair, Valor Texas Education Found.	Board Chair, Valor Public Schools

**Does this applicant team have charter school applications under consideration by any other authorizer(s)?**

Yes  No If yes, complete the table below.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

**Does this applicant team have new schools or campuses scheduled to open elsewhere in the 2016-17 or 2017-18 school years?**

Yes  No If yes, complete the table below.

Proposed School Name	City	State	Opening Date

**Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2017-18?**

Yes  No If yes, complete the table below.

Authorizer	# of Schools	City or Cities	State

**Do any of the following describe your organization or the charter proposed in this application?**

- Seeks approval for multiple campuses under a single charter.
- Currently operates a school or schools in Texas or another state.
- Will contract or partner with a charter management organization (CMO), management company, or other organization to provide school management services. *If yes, include the provider's portfolio in answering the above questions regarding pending applications and school openings.*  
 If contracting with a CMO, identify the provider:
- This provider currently manages schools in Texas or elsewhere in the US.  
 If currently managing, please state where:

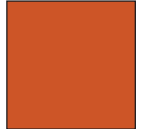
# TABLE OF CONTENTS

Application	Page	
Application Coversheet .....	<u>2</u>	
Application Team Profile .....	<u>3</u>	
Table of Contents (this page).....	<u>4</u>	
<b>Charter Application.....</b>	<b><u>6</u></b>	
Educational Plan .....	<u>6</u>	
Assessment and Evaluation.....	60	
Community.....	65	
Operations .....	70	
Students.....	77	
Faculty and Staff.....	86	
Governance .....	95	
Financial Information.....	99	
Out of State Information .....	105	
<b>Application Attachments.....</b>	<b>106</b>	
Attachment A1 - Applicant Information Session Documentation .....	106	
Attachment A2 - Published Notice(s) of Public Meetings.....	108	
Attachment A3 - Certified Mail Receipts or Return Cards .....	123	
Attachment A4 - Geographic Attendance Boundary.....	155	
Attachment A5 - Teacher-Student Ratio .....	157	
Attachment E1 - Sample Course Scope and Sequence.....	159	
Attachment E2 - Admissions and Enrollment Policy .....	174	
Attachment E3 - Discipline Policy.....	179	
Attachment E4 - Gun-Free School Policy.....	200	
Attachment F1 - Start-Up Narrative .....	202	
Attachment F2 - Budget Narrative.....	209	
Attachment F3 - Financial Plan Workbook .....	217	
Attachment F4 - Audit Report .....	219	
Attachment F5 - Credit Report .....	223	
Attachment F6 - (IRS) Form 990, Form 990-N, or Form 990-EZ.....	225	
Attachment F7 - Evidence of other Financial Support .....	227	
Attachment G1 - 501(c)(3) Determination Letter.....	232	
Attachment G2 - Articles of Incorporation .....	235	
Attachment G3 - Bylaws of the Sponsoring Entity.....	242	
Attachment G4 - Board Member Biographical Affidavit Form .....	258	
Attachment G5 - Governing Board Code of Ethics and Conflict of Interest Policy.....	277	
Attachment O1 - Organization Chart(s) .....	282	
Attachment O2 - Staffing Chart.....	286	
Attachment O3 - Supplemental Human Resources Information Form .....	290	
Attachment OS1 - State Performance Data .....	N/A	
Attachment OS2 - Financial and Business Plan.....	N/A	
Attachment OS3 - Related Business Entities.....	N/A	
Attachment OS4 - Current or Past Litigation.....	N/A	

## TABLE OF CONTENTS cont.

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Charter Management Organization Information Addendum (If Applicable) .....	<u>N/A</u>
Overview .....	<u>N/A</u>
Selection Process .....	<u>N/A</u>
Management History .....	<u>N/A</u>
Legal Relationships .....	<u>N/A</u>
Organizational Structure .....	<u>N/A</u>
Expansion Management .....	<u>N/A</u>
Performance Management .....	<u>N/A</u>
Performance Evaluation Information.....	<u>N/A</u>
Business Plan.....	<u>N/A</u>
Addendum Attachment MO1 - Management Agreement .....	<u>N/A</u>
Addendum Attachment MO2 - Organizational Chart.....	<u>N/A</u>
Addendum Attachment MO3 - Current or Past Litigation.....	<u>N/A</u>
Addendum Attachment MO4 - Organization and Related Businesses.....	<u>N/A</u>
Letter of Special Assurances.....	<u>341</u>



Once the application is complete and the attachment page numbers have been manually entered on all pages, return to this Table of Contents and key in the corresponding page number for the page where each response begins and for each attachment coversheet. This will ensure that the applicant has provided all of the information required by the Request for Application (RFA).

I. Applicant is an In-State organization?

Yes  No

II. Applicant is an Out-of-State organization?

Yes  No

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

**NARRATIVE (2)** - Provide a succinct overview of how the school’s mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Articulate the mission and vision clearly and concisely.
- Provide compelling evidence that the proposed school will provide an innovative approach to a diversity of students.
- Rationalize the approach that has been proposed for the anticipated student population.
- Present measurable educational goals.

**NARRATIVE (1)** - State the mission and vision of the proposed charter school.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

## MISSION

Valor Public Schools will create the highest quality K-12 charter schools that educate the whole person and prepare students for college, career, and a full human life.

## VISION OVERVIEW

To realize our mission, Valor has developed an innovative program that combines the best of classical education with the best of contemporary educational practices. Valor draws deeply from the classical tradition, which identifies wisdom and virtue as the ultimate goals of education. Valor believes that every student has a desire for knowledge and a capacity for excellence. In all facets of school life, we inspire students to seek what is true, good, and beautiful, cultivating their natural sense of wonder. To complement our classical emphasis, Valor also draws upon the best of contemporary educational practices, from proven pedagogical techniques to adaptive, personalized assessment tools. Our comprehensive program of curriculum and instruction will enable all students to master the Texas Essential Knowledge and Skills (TEKS) in every grade and subject area.

We believe that every student, regardless of background or ability, should have access to the full range of human education, including the Great Books, advanced math and science courses (STEM), classical and modern languages, the fine arts, community service, extracurricular clubs, and competitive athletics. Because each student is capable of academic success, Valor offers all students a classroom experience that challenges them to reach their fullest potential and supports them when they encounter struggles. Instructionally, Valor places a strong emphasis on inquiry-based teaching approaches that cultivate independent thinking, active learning, personal initiative, and high engagement.

With over 35 years of combined experience in education, including experience launching and managing high-performing Texas charter schools, the Valor team knows that a great curriculum by itself does not make a great school. Alongside our rigorous academic program, Valor’s proven way of establishing and maintaining a distinctive school culture will enable us to achieve our mission to educate the whole person for college, career, and a full human life. Our school culture will be characterized by joy, respect, and deep engagement. We set clear, reasonable expectations for student behavior throughout campus and provide consistent, loving discipline when needed to help students grow in character and to promote the community’s common good.

Based on our community engagement work and research on the current educational options for families in Austin, we have found that there is a clear need for and high level of interest in the kind of educational program that Valor will offer. In order to provide the fullest educational experience to the diverse group of students in our Austin target areas, Valor has developed an innovative, balanced approach that harmonizes the best of educational theory and practice from the classical world to the 21st century:

- Our schools draw upon the best of the Classical tradition AND Contemporary educational approaches
- Our rigorous curriculum emphasizes both STEM AND the Humanities
- Our teachers and leaders are both Philosophical AND Practical
- We achieve Measurable Academic Results AND cultivate a Love of Learning
- Our teachers emphasize Inquiry-Based Instruction AND employ Presentation, Coaching, and Independent learning
- Our approach is both Child-Centered AND Content-Centered
- Our instruction emphasizes Verbal AND Hands-on/Multi-Sensory modes of learning
- Our schools are Well-Ordered AND characterized by Joy and Deep Engagement
- Our teachers employ Whole-Class AND Individualized approaches
- Our students learn a body of specific Content Knowledge in each subject AND the critical Skills/Habits of learning
- We prepare students for College & Career AND for a Full Human Life

## Organizational Commitments

The following organizational commitments are deeply informed by Valor’s vision of education. These commitments serve as a compass for the organization, guiding us as we pursue our mission:

#### Excellence for All Students

We are committed to providing high-quality, rigorous academics to all students, regardless of socio-economic background or ability. Valor will serve a diverse, mixed-income student body. Our teachers respect the dignity and potential of each individual student, recognizing that all students have the capacity to achieve excellence. We celebrate the diversity of students in our school and see this as a strength for the school as a whole.

#### Balanced & Integrated Education

We are committed to providing a balanced, integrated program that encompasses the full range of human experience: from STEM to the humanities, from the arts to athletics. We believe that students deserve access to a multi-dimensional course of study that develops the whole person: intellectually, morally, physically, and artistically.

#### Measurable Results & Love of Learning

We are committed to achieving outstanding academic results while developing in students a profound love of learning. We believe that our innovative curriculum and inquiry-based teaching approach will allow Valor to successfully accomplish both of these goals, without sacrificing one for the other.

#### Culture & Character

We are committed to building a classroom and campus environment filled with joy, respect, and deep engagement. Our emphasis on building a culture that unites students within a community of friendship and learning will drive character development and promote high academic achievement.

#### World-Class Recruiting & Development

We are committed to identifying, hiring, and developing the very best teachers and leaders. Our hiring profile prioritizes both character and core competencies, and our comprehensive professional development program will enable Valor team members to reach their fullest potential.

#### Hearts of Service

We are committed to building a service-oriented team united behind our mission. Our leaders and teachers will inspire students to encounter others authentically and give of themselves in service to the community.

#### Radical Attention to Detail

We are committed to a highly intentional approach that demands a radical attention to detail. Valor prioritizes the ability to translate vision and theory into effective, practical action. Every aspect of the school, from logistics to policies to classroom expectations, is the product of our highly intentional, detail-oriented approach.

### OUR VISION TO SERVE ALL STUDENTS—INTENTIONAL DIVERSITY

At Valor, we believe that all students, regardless of socio-economic background or academic ability, deserve a high-quality school that is challenging, engaging, safe, and free from negativity and distractions. We are convinced that a diverse, demographically-mixed student body will have benefits for each and every child, helping to build a strong community among students and encouraging them to grow in friendship, respect, and understanding.

There is substantial research to support our conviction that both low-income and middle-income students will realize significant academic benefits from being in the classroom together. In a study on school diversity conducted by the Century Foundation, the authors conclude that attending “diverse schools is beneficial to all students and is associated with smaller test score gaps between students of different racial backgrounds”. (Wells, Fox, Cordova-Cobo, 2016: How Racially Diverse Schools And Classrooms Can Benefit All Students) Attendance at economically/racially mixed schools has also been linked to smaller achievement gaps on the SAT test and higher educational aspirations for students in general (Wells, Fox, Cordova-Cobo).

The Valor curriculum is intentionally designed for all students, and it is our strong conviction that students of all backgrounds deserve access to the full range of human education, from the Great Books to advanced math and science,

from a full complement of athletics to a robust fine arts program.

## OUR VISION FOR DISTINCTIVE SCHOOL CULTURE & CLIMATE

Building a vibrant school culture filled with joy, respect, and deep engagement is at the heart of our mission. Valor’s unified, highly intentional school culture is the foundation upon which all academic achievements and outcomes are based. All aspects of school life at Valor—including expectations for student speech and behavior, use of physical space, campus operations, classroom décor, parent engagement, and interactions with students—are part of a comprehensive approach that enables students to grow in virtue and achieve excellence. This emphasis on vision-aligned practical action and radical attention to detail will enable Valor to create a joyful, well-ordered school culture and climate in which all students can flourish, all the while ensuring that students master the TEKS for each grade level and subject area.

There is significant research that shows the wide-ranging impact of establishing and maintaining a strong, positive school climate. According to the National School Climate Center, “school climate refers to the quality and character of school life” and “is based on patterns of students’, parents’ and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.” ([www.schoolclimate.org/climate/](http://www.schoolclimate.org/climate/)) Drawing upon this understanding, a recent study found that increases in school climate ratings led to statistically significant increases in academic scaled scores in all subjects, with a particularly significant impact on overall math achievement. In addition to driving gains in academic outcomes, improvement in school climate ratings was determined to have a significant impact on behavioral outcomes as well, increasing average daily attendance and decreasing the number of student suspensions ([www.gadoe.org/sites/SearchCenter/Pages/Results.aspx?k=school%20climate](http://www.gadoe.org/sites/SearchCenter/Pages/Results.aspx?k=school%20climate)). Valor’s environment will be a space where students feel safe and free to fully engage at school.

### Valor’s Building Blocks of Excellent School Culture

1. Hiring Teachers of High Character
2. Intensive Teacher Training
3. Clearly Articulated Expectations for Student Behavior
4. Rigorous Program of Curriculum and Instruction
5. Philosophy of Active Teacher Presence
6. Emphasis on Respect and Kindness
7. Nurturing yet Challenging Classroom Environment
8. Clear, Firm, Consistent and Loving Discipline
9. Leadership Visibility and Presence
10. Ordered and Aesthetically Pleasing Physical Space
11. Organization and Logistical Efficiency

### Key Outcomes of Excellent School Culture

1. Forms Strong Character
2. Drives High Academic Performance
3. Establishes a Strong School Community
4. Promotes Student, Family, and Faculty Satisfaction/Engagement

## OUR VISION FOR INNOVATION

Valor is committed to bringing innovative educational practices to students who do not have access to such opportunities at schools in their area.

### 1) Innovating by Blending Classical and Contemporary

Our academic program is innovative in combining the best of classical education with the best of contemporary educational practices, establishing a new standard for what constitutes a full and balanced K-12 education. While some schools attempt to do one or the other, few, if any, are focused on incorporating both approaches in an integrated way. Some of the most innovative thinkers of our time have recognized the importance of integrated thinking across the

sciences and the arts. Apple founder Steve Jobs captured this well when he said, “Technology alone is not enough. It’s technology married with the liberal arts, married with the humanities, that yields us the results that make our hearts sing” ([www.newyorker.com/news/news-desk/steve-jobs-technology-alone-is-not-enough](http://www.newyorker.com/news/news-desk/steve-jobs-technology-alone-is-not-enough)). Valor students will receive a curriculum that includes reading and discussion of classic literature, history, and philosophy, and they will also have the opportunity to take advanced AP STEM courses and earn TEA endorsements in STEM, Arts and Humanities, and Multi-Disciplinary Studies. In addition, Valor’s program will include some of the best, evidence-based curricular and pedagogical elements in contemporary education, including a comprehensive data-driven academic intervention program, computer-based adaptive assessments, and personalized learning components.

#### Classical Elements:

- Intensive study of classical civilizations (Greece and Rome)
- Latin language study for all students in grades 6-8
- Great Books curriculum (grades 6-12)
- Classic children’s literature (grades K-5)
- Classical writing/composition program
- Fine Arts programs that emphasize classical tradition of masterworks and techniques
- Socratic seminars and pedagogy implemented across the curriculum

#### Contemporary Elements:

- Instructional training featuring techniques from Doug Lemov’s Teach Like a Champion
- Personalized learning components (e.g., Reasoning Mind Math in grades 3-5)
- Adaptive, computer-based benchmark assessments
- Comprehensive data-driven academic intervention program to close performance gaps
- Advanced STEM sequence, including AP math and science
- Computer science and programming electives
- Integrated Technology Applications throughout K-12 curriculum
- STEM-based extracurriculars (e.g. robotics, science club)
- Contemporary Connections: Integrated discussion strategies to connect texts/learning with student experience and the contemporary world

## 2) Innovating through Service Learning

Valor’s distinctive Human Encounter program is an integrated, service learning program offering students a diverse range of experiences beyond a typical course of academic study. K-5 students will receive introductory elements of the program, while students in grades 6-12 will participate in a formalized program of at least two structured activities per school year. Program activities will include direct service to the homeless, elderly, sick, or disabled as well as service-related presentations and projects conducted in the classroom. Learning to reach out beyond themselves, students will forge new relationships with those who come from very different backgrounds and come to see and embrace more fully our common humanity. They will learn to be fully present to others and the world around them, to appreciate those who are different, and to grow in solidarity, empathy, and compassion. In conjunction with these activities, the program will include related readings, reflections, and discussions to connect these experiences to our students’ lives. Funds for the service learning program are budgeted on a per-student basis in the Financial Plan Workbook.

#### Benefits of Service Learning:

- Promotes character growth, including development of empathy and compassion
- Promotes an appreciation for diversity and differences
- Provides experiential learning as an important complement to classroom instruction
- Develops civic awareness and a concern for the common good
- Promotes holistic, balanced social/emotional development
- Develops communication and interpersonal skills

## 3) Innovating through Inquiry-Based Instruction

Mark Van Doren writes that “the art of teaching is the art of assisting discovery.” ([www.nea.org/grants/55158.htm](http://www.nea.org/grants/55158.htm)). Valor’s innovative, inquiry-based instructional methodology reflects this understanding of learning as a journey of

discovery. Inquiry-based instruction will be a hallmark of teacher pedagogy in each subject area and classroom, serving to promote high levels of student participation, agency, and engagement. At its core, Valor's unique, inquiry-based approach uses engaging questions, problems, or experiences to orient and drive student learning rather than beginning with a presentation of facts or a body of pre-digested, pre-organized material. Our approach begins by eliciting a student's natural curiosity and engaging his or her powers of observation. Based on the observations and responses of the class to the initial question/problem/experience, the teacher leads students towards an understanding of the specific knowledge and/or skill(s) being covered.

Our inquiry-based approach is well-aligned to Valor's vision because it begins with the premise that students have a natural desire for knowledge—i.e., a sense of wonder. This method also complements our core belief that every student is unique and that the particular gifts and personality of each child can be a strong asset in the learning process, not only to himself or herself but to the class as a whole. At the same time, we recognize the reality that many students have lost a love of learning, perhaps due to circumstances at home, poor instruction at school, or other factors. Valor's inquiry-based approach is uniquely well-suited to reach these students by fully engaging them at the deepest level, reigniting their curiosity, and reawakening a love of learning.

On the basis of several research studies, The Center for Inspired Teaching concluded that inquiry-based teaching has a number of positive benefits including:

1. Increasing student achievement overall when compared to conventional methods,
  2. Yielding significant gains in achievement without sacrificing state curriculum standards,
  3. Narrowing the gap between high and low achieving students, and
  4. Benefitting culturally and linguistically diverse students as well as special needs students.
- ([www.inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf](http://www.inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf)).

With many years of experience teaching and coaching teachers in inquiry-based approaches to instruction, the Valor team is well prepared to implement and support this pedagogical method. Teacher training and ongoing coaching will be fundamental to our success. In addition, we plan to consult with experts in the field to provide further professional development to our teachers.

#### Principles of Inquiry-Based Instruction

- Lessons/new topics introduced by immersing the students in an experience, question, problem, or scenario
- Forward movement of instruction is driven by essential questions (from students and teachers)
- Students drive a high proportion of the intellectual work in the classroom
- Emphasis on formulating good questions and collaborative problem solving
- Students encouraged to come to important conclusions on their own
- Involves a paradigm shift from traditional lesson plan format (e.g., from beginning with teacher presentation to beginning with student experience; from a teacher-centered focus to a focus on high student participation; etc.)

#### Benefits of Inquiry-Based Instruction:

- Develops independence of thought and sharpens critical thinking
- Stimulates and cultivates a sense of wonder
- Encourages active learning vs. passivity
- Leads to self-confidence, increased participation, and improved public speaking
- Increases student ownership, agency, and responsibility within learning process
- Promotes deep engagement with subject matter vs. superficial surface encounter

#### 4) Innovating with Garden-Based Education

Each Valor campus will create and maintain a school garden. This unique feature of our program will enable students to develop a sense of wonder about the natural world, an appreciation for the environment, and a care for living things. Students and faculty will be involved in the planning, construction, and planting of the garden. At the K-8 level, specific, age-appropriate, hands-on science and nutrition lessons will be planned and executed to incorporate the school garden within the curriculum. It will also provide meaningful opportunities to enrich Valor's Discovery Science and health curriculum. Lessons will cover a range of curricular content, including topics related to ecology, plant growth, scientific observation, life cycles, organisms, soil, food production, and nutrition. Training will be provided for K-5

faculty on how to incorporate garden-based lessons within the curriculum. Valor will leverage partnerships with local and national organizations involved in garden-based education to assist with ongoing professional development and engagement in the school garden project. In addition, Valor will make use of the wide body of resources now available on the topic of garden-based learning. Life Lab, for example, is an organization whose mission is to “cultivate children's love of learning, healthy food, and nature through garden-based education.” ([www.lifelab.org](http://www.lifelab.org)) Life Lab offers free resources and on-site training opportunities for schools interested in launching garden-based education initiatives. There are also several garden-based learning organizations in Austin, including the Sustainable Food Center, with which Valor will seek to partner as we plan, launch, and develop our program. Funds for the garden program are allocated for each Valor campus within the Financial Plan Workbook.

#### Benefits of Garden-Based Education

Garden-based education has wide-ranging positive benefits that support Valor’s educational vision, particularly our commitments to inquiry-based instruction, interdisciplinary study, and the appreciation of beauty. Successful school gardens are places where students:

- “Are inspired to ask questions and seek answers through their own research and observations”
- “Observe the workings of a diverse ecosystem first-hand”
- “Recognize their ability to create a place of beauty and ecological significance”
- “Discover the connections between themselves, their peers, and the natural world”
- “Contribute to the production of healthy food, from seed to table”
- “Apply concepts learned in multiple academic areas”

([www.lifelab.org/2009/03/master-teacher/](http://www.lifelab.org/2009/03/master-teacher/))

#### 5) Innovating through Interdisciplinary Humanities

Valor’s Integrated Humanities Program will be a central and innovative part of the high school experience. This interdisciplinary approach will develop in students the ability to make connections between various fields of study and allow them to see history, literature, art, and philosophy from multiple perspectives. The Integrated Humanities Program curriculum will include both English Language Arts and Social Studies coursework within a unified, double-period course. Pursuing these subjects in an integrated way will illuminate for students the connections and interrelatedness of topics that would typically be presented in isolation from each other. Beginning with an exploration of American civilization, students will continue in a sequence of courses that explore the ancient, medieval, and modern worlds. The Integrated Humanities Program will include the following courses: English 1-4, US History, and Social Studies elective courses, which are outlined in the curriculum narrative. Pedagogically, these courses will feature frequent Socratic seminar discussions of the Great Books and other key primary texts from literature, history, and philosophy. They will emphasize key habits of close reading, clear thinking, use of textual evidence, clarity of expression, careful listening, and civil discourse. Valor graduates will develop skills of independent thinking and deep inquiry into the most fundamental human questions that arise from a study of these time periods and texts.

#### Benefits of Interdisciplinary Humanities Approach:

- Helps students to see the unity and interconnectedness of literature, history, art, and philosophy
- Fosters character growth and community-building (civility, the ability to listen, respect for the ideas of others)
- Stimulates deep inquiry and fosters synthetic, integrated thinking
- Trains students to view fields of study from multiple perspectives
- Increases student interest, engagement, and retention of knowledge
- Provides intensive preparation for college-level study
- Forms invaluable career skills

#### KEY MEASURABLE GOALS

Creating an excellent school from Day One and throughout Year One is a non-negotiable expectation to which we hold ourselves. All of our planning is directed at this goal of making our first school outstanding. To set ourselves on a trajectory of excellence, we have established the following measurable goals for Valor’s first year:

#### Enrollment / Attendance

- Full enrollment in every grade by May prior to school launch

- Day 1 enrollment at or above budgeted enrollment
- 97% Average Daily Attendance
- 85% student retention from Day 1 to Day 180

**Academic Achievement**

- 88% of 3-8th grade students Satisfactory or Advanced on STAAR Reading test
- 85% of 3-8th grade students Satisfactory or Advanced on STAAR Math test
- 88% or higher pass rate on Algebra 1 STAAR EOC exam
- 90% or higher pass rate on Biology, U.S. History, and English 1 STAAR EOCs
- TEA Accountability Rating of "A"

**Family Satisfaction**

- 90% or more of families Agree or Strongly Agree that they would recommend Valor to other families
- 90% or more of families report being Satisfied or Very Satisfied with education quality and school culture

**Faculty Performance / Satisfaction**

- 90% or higher retention of proficient and high-performing faculty
- 90% or more of faculty report being Satisfied or Very Satisfied with their job overall
- 90% or more of faculty Agree or Strongly Agree that they receive regular and meaningful observation and coaching from school leadership
- 90% or more of teachers rated as “Proficient” or “Highly Proficient” by network leadership team

**Finance / Compliance**

- 3% or higher Net Operating Income (net assets) at each campus by end of year
- Total expenses at or under budget by end of year
- Charter FIRST rating of “Superior” or “Above Standard”
- Compliant and on-time submission of all PEIMS reports

**NARRATIVE (2)** - Provide a succinct overview of how the school’s mission will be aligned with the instructional program. Provide any related research or experience that indicates why the applicant has chosen to use this approach among the anticipated student population.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

The mission of Valor Public Schools is to create the highest quality K-12 charter schools that educate the whole person and prepare students for college, career, and a full human life. First, our mission of educating the whole person is directly aligned to our program of curriculum and instruction. Second, our program has been specifically designed to support the diverse, mixed-income student body that Valor aspires to serve.

**EDUCATING THE WHOLE PERSON—ALIGNING MISSION WITH INSTRUCTION**

At Valor, we will educate all students for a full human life by providing top-notch instruction in all areas of knowledge. While certain foundational subject areas (English / Language Arts and Mathematics) deserve an intensive focus, a full education must also include a rich and varied course of study beyond these areas. For this reason, Valor’s curriculum includes a robust, rigorous program in Science, Social Studies, Languages other than English, Fine Arts, Service Learning, Health and Fitness, Civics, and Public Speech. Moreover, educating the whole person involves developing the heart, character, and body of students. Our approach to teacher training, campus culture, and discipline are deeply informed by this commitment to educating the whole child.

**Educating the Whole Person: Broad, Balanced Course of Study**

According to a national research survey, “two-thirds of teachers said many academic subjects had been crowded out by an increased focus on math and language arts. About half said art and music were being marginalized, while 40% said the same for foreign language; 36% for social studies; and 24% for science (Walker, 2014: The Testing Obsession and the Disappearing Curriculum). With this danger of curricular narrowing comes an accompanying danger of 'teaching to the test', limiting and/or altering pedagogy to reflect the format and demands of annual standardized testing, and decreasing the time spent on pedagogy and content that does not explicitly align with test preparation. To promote the

highest level of academic achievement, Valor avoids both of these limited approaches of curricular narrowing and teaching to the test. In the long run, we know that the best way to prepare students for standardized tests and summative assessments is to: 1) implement a rich, varied, and rigorous curriculum that includes all major disciplines and areas of study; and 2) employ the full range of instructional techniques, including test preparation when necessary, without limiting or detracting from the appropriate treatment of all valuable content and methods.

#### Educating the Whole Person: The Arts

From our educational experience and research, we know that providing all students with rich, fine arts instruction is crucial to their holistic development. A comprehensive study identifies the many concrete ways that an arts education promotes student growth and achievement in grades K-12 (Ruppert, 2006: Critical Evidence: How the Arts Benefit Student Achievement). This study points to a growing and compelling body of research that “document(s) the habits of mind, social competencies and personal dispositions inherent to arts learning. Additionally, research has shown that what students learn in the arts may help them to master other subjects, such as reading, math or social studies” (Ruppert). Students with high arts involvement perform higher on standardized tests such as the SAT and ACT, spend less of their free time watching television, are more likely to take part in community service, and are more likely to express engagement, rather than boredom, at school in general (Ruppert). Moreover, fine arts instruction has the effect of enhancing and complementing the basic skills and content of other disciplines such as language arts and mathematics (Ruppert). The benefits of arts education extend to the social and emotional levels as well, promoting student growth in areas such as self-confidence, empathy, and conflict resolution (Ruppert).

#### Educating the Whole Person: Foreign Language Study

Valor 's whole-person instructional approach will include study of both modern and classical languages. Students in grades K-5 will receive Spanish instruction, and all middle school students will take Latin. In high school, students will have the option to either continue with a study of Latin and then take two years of Greek OR take 4 years of a modern language, with Spanish being the first language offered. The study of languages has a wide range of benefits for students at the K-12 level. First, foreign language study broadens the scope of a student's experience, enabling young people to see with other eyes and from different perspectives. Learning a new language expands one's vision of the world, allowing students both to explore differences between cultures but also to recognize what unites us, what is common, universal, and fundamentally human. Language study also develops intellectual capacity and discipline, encouraging habits of clear, precise thought, developing the memory, and enabling us to better understand the nature of language in general. Numerous studies have shown that people who are proficient in more than one language score higher on assessments of verbal and nonverbal intelligence ([www.internationaledwa.org/involved/issue\\_info/FLAchievementGapStrategy.pdf](http://www.internationaledwa.org/involved/issue_info/FLAchievementGapStrategy.pdf)).

#### Educating the Whole Person: Experiential Learning

Two specific experiential learning programs we will offer are our Garden and Service Learning programs. Through the school garden, students will learn by doing, developing a greater ecological awareness and connection with the natural world. The garden-based activities will provide an enriching experiential complement to their study of science in the classroom while further cultivating a spirit of inquiry and wonder. In addition to the garden program, Valor's Human Encounter service learning program will provide an experiential opportunity for students to grow in character by serving others, an integral part of our mission. The Human Encounter enables Valor students to engage authentically in a diverse range of service experiences beyond a typical course of academic study. The program will include direct service to the homeless, elderly, sick, or disabled, complementing and enhancing academic learning. These service experiences will provide opportunities to grow in understanding, respect, and empathy for others, furthering a sense of civic awareness and responsibility. Together these two programs will bring together our diverse group of students in communal experiences that will enable them to forge stronger relationships and understand and appreciate differences.

#### Educating the Whole Person: Fitness, Health, Nutrition, & Athletics

A full human education would not be complete without promoting the physical and athletic development of students alongside a rigorous academic program. Our schools will provide students with a range of competitive athletic opportunities, including both team and individual sports. At Valor, we believe that healthy athletic competition can

ennoble the human spirit and promote virtues such as courage, sportsmanship, self-discipline, and time management. To further develop physical excellence, all students will participate in our comprehensive PE program, which emphasizes physical activity, skill development, personal health, nutrition, and fitness training.

### SERVING A DIVERSE MIXED-INCOME STUDENT BODY—ALIGNING APPROACH WITH STUDENT POPULATION

Valor’s challenging, balanced instructional program is particularly suited for our intended student population, a diverse mix of students from a variety of socio-economic backgrounds. The ultimate goal of a Valor education is to help students live a life of purpose and authentic freedom. True freedom enables one to think independently, transcend the limitations of one’s circumstance, and pursue excellence. It is our conviction that every student should receive the best education available, freeing each one to reach his or her fullest human potential. Whereas others may advocate a more limited curriculum for traditionally underserved student populations, we are driven by the belief that the full range of knowledge and skills should be available to all students, regardless of socio-economic background. Valor’s academic program is well-balanced and particularly suited to promote academic growth in students from all backgrounds. The range and depth of the following programmatic offerings will meet the needs of all students:

- |   |   |
|---|---|
| - Spalding Phonics                              | - Academic Intervention/Support Program             |
| - Singapore and Reasoning Mind Math             | - Vision-aligned Special Education and ESL programs |
| - TEKS-aligned Core Knowledge History/Geography | - K-12 Classical/Modern Language study              |
| - K-12 Fine Arts (music, drama, theater)        | - Integrated Technology Applications                |
| - Great Books and classic children’s literature | - Career and Technical Education (CTE) electives    |
| - Discovery Science (inquiry-based)             | - Civics and Public Speech component                |
| - AP Math and Science offerings                 |   |

We have selected the following specific elements as examples of how our overall instructional program will meet the needs of a diverse student body:

#### Teaching a Diverse Student Body: Spalding Phonics

The Spalding phonics method is a scientifically based language arts approach that is particularly effective at developing strong reading skills in lower-income student populations. The subject of a four-year longitudinal study, the Spalding program was found to be effective at “enhancing student performance on critical early literacy skills” ([www.spalding.org/wrtr-program/research](http://www.spalding.org/wrtr-program/research)). Valor’s phonics-based approach is supported by the recommendations of the National Reading Panel, which discovered that:

- “Teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to PA.”
- “Systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read.”

([www.nichd.nih.gov/publications/pubs/nrp/Pages](http://www.nichd.nih.gov/publications/pubs/nrp/Pages))

The Spalding methodology has a demonstrated track-record of meeting the needs of students with a wide range of abilities, enabling them to develop critical foundational reading skills.

#### Teaching a Diverse Student Body: Fine Arts

At Valor, we understand that exposure to fine arts at a young age is essential for all students, but we are particularly compelled by the research indicating its importance for students from economically disadvantaged backgrounds. There is evidence that “high-poverty schools across the nation have been forced to narrow the curriculum much more drastically than wealthier schools—with worse consequences for low-income students” (Walker, 2014: *The Testing Obsession and the Disappearing Curriculum*). This shrinking of fine arts offerings is particularly damaging for lower income students because they are less likely to receive wide, varied exposure to the arts-based cultural experiences such as museums, the symphony, and other similar experiences (Walker). By expanding our fine arts program across all grades, we will allow all of our students, including those from lower socio-economic backgrounds, to inherit the rich culture of the arts.

### Teaching a Diverse Student Body: Classical, Great Books Instruction

Mortimer Adler and Robert Maynard Hutchins, co-founders of the Great Books Foundation, spoke frequently of the "great conversation" – viewing the classic texts and authors of the tradition as being in dialogue with one another, taking part in an ongoing conversation about the most important human questions: What constitutes happiness? What is the nature of justice? What does it mean to be a good citizen? How should one live? ([www.thegreatideas.org/greatideas1.html](http://www.thegreatideas.org/greatideas1.html)) Adler and Hutchins strongly believed that a truly democratic education should make the study of the Great Books a part of every student's experience, rather than reserving it for the elite or only for those who could afford a certain type of private education. At Valor, we aim to shatter the misconception that the elements of a classical education, including the study of the Great Books and Latin, are only for a privileged group. As a matter of social justice, we are passionate about providing all students access to the riches of our classical heritage. We will ensure that students from lower income backgrounds, as well as students with special needs, can receive this rich tradition and the ideas it has generated. Our reading list will also include authors from a variety of cultural backgrounds, such as Frederick Douglass, Langston Hughes, Gwendolyn Brooks, Gabriel Garcia Marquez, Jose Ortega y Gasset, Toni Morrison, and Martin Luther King, Jr. By teaching the Great Books, we will prepare all students from a variety of backgrounds to be active, engaged participants in our American democracy.

### Teaching a Diverse Student Body: Reasoning Mind Math

Our demographic research indicates that a significant percentage of our intended student population will have academic performance gaps in mathematics. For this reason, we have chosen curriculum and instructional methods such as Reasoning Mind that are particularly suited to meeting these academic needs. Reasoning Mind mathematics (grades 3-5) is an individualized, adaptive program that adjusts the instructional approach based on knowledge and skill level, making it an especially effective method for meeting students where they are and closing achievement gaps. Students who lack certain foundational skills will be provided with individually tailored instruction through Reasoning Mind's computer-based platform. Teachers will be provided with real-time data on student mastery of particular concepts and standards, which they will use in class to drive one-on-one and small group teaching. Research and results have shown that "students in the schools that used a Reasoning Mind program grew significantly more than the average Texas student on the State of Texas Assessment of Academic Readiness (STAAR), despite being at risk" ([www.reasoningmind.org/results/student-achievement/](http://www.reasoningmind.org/results/student-achievement/)).

### Teaching a Diverse Student Body: Academic Intervention and Support

Valor balances its high expectations and rigorous academic program with a philosophy of meeting students where they are and systematically accelerating their growth so they can rise to new levels of expectation. Given that we will be drawing students from a variety of backgrounds and abilities, we expect that a significant number of students will need supplemental academic support beyond the typical classroom instruction to perform at or above grade level in Math and Reading. Valor is committed to closing academic performance gaps and helping all students to grow and experience success regardless of their background or ability. We will implement an Academic Support Program that effectively diagnoses performance gaps and provides systematic, targeted instruction in key areas of need. Based on diagnostic assessments in Math and Reading (NWEA MAP, DIBELS) we will be able to quickly identify students who are below grade level in Math and Reading. Once these at-risk students have been identified, our teachers and designated Academic Interventionists will immediately begin systematic academic interventions to accelerate growth and ensure that performance gaps are closed as quickly as possible. To ensure that ample time is dedicated to supporting struggling students, Valor has built a 30-minute Intervention/Enrichment period into the school day. All at-risk students in Math and Reading will be provided with one-on-one and/or small group instruction during this 30-minute Intervention period.

Valor will implement several other initiatives within the Academic Support Program to ensure that students of all backgrounds are given the opportunity to succeed. First, specialized instruction in key study skills and habits will be integrated into the regular school day during the first month of school. Study skills lessons will focus on active listening and participation, note-taking, test preparation, personal organization, and time management. Next, Valor will offer Parent Nights to share a wealth of practical advice on how parents can best support students at home and facilitate their educational success. Lastly, Valor will implement a Student Mentor Program in the second year of a school's operation. Student Mentors will go through an application and selection process, and will be assigned new students to support, encourage, and guide through regular formalized meetings, and social opportunities.

I. Applicant proposes to open **ONE** campus by Year 5? Yes  No

II. Applicant proposes to open **MULTIPLE** campuses by Year 5? Yes  No

III. Person(s), position(s), and/or entities that had a significant role in the decision making process for determining the proposed number of campuses. *Include all qualifications or requirements.*

(1) Jesse Bates (C.O.O.) - 4 years exp. in charter network/school leadership. Oversaw regional operations during launch of 3 TX charter campuses. Exp. in demographic analysis, school model development, student recruitment and community engagement, school site identification and selection, facilities construction & management, procurement, budget management, and enrollment growth modeling. (2) Dave Williams (Board Chair) - 3 yrs exp. as E.D. of TX charter school network, oversaw the launch of 3 new campuses and hired/supervised each campus leader. 13 years exp. in public education, incl. 8 yrs in charter executive/school leadership. (3) Steve Gordon (Proposed Superintendent/HOS) - 16 yrs experience in education, incl. 7 yrs charter school/district leadership. Exp. in academic performance, accountability, compliance, budgeting, fundraising, and strategic planning. (4) Financial Consultant - Former charter CFO and investment banker.

IV. Person(s), position(s), and/or entities that will be responsible for **costs/resource mobilization** to open any proposed campuses **after Year 1**. *Include all qualifications and(or) requirements.* NA

(1) Jesse Bates (C.O.O.) - 4 years exp. in charter network/school leadership. Oversaw regional operations during launch of 3 TX charter campuses. Exp. in demographic analysis, school model development, student recruitment and community engagement, school site identification and selection, facilities construction & management, procurement, budget management, and enrollment growth modeling. (2) Steve Gordon (Proposed Superintendent/Head of School) - 16 yrs experience in education, incl. 8 yrs charter school/district leadership. Exp. in academic performance, accountability, compliance, budgeting, fundraising, and strategic planning. (4) Business Manager - 3 + yrs experience in school finance, business or accounting degree. (5) Financial Consultant - Former charter CFO and investment banker. (6) Board of Directors - Extensive exp. in K-12 and university leadership, financial planning and budget management, fundraising, and teaching.



The term **“costs/resource mobilization”** refers to the process of assessing costs, linking funding sources to new campuses, and ensuring proper financial/budgetary allocations. The term **“strategic choice area”** refers to factors that will be considered and applied to the decision-making process to facilitate initial and primary campus development.

**NARRATIVE (1)** - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

**NARRATIVE (2)** - Discuss the strategic choice areas that will be used to facilitate initial and primary campus development.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Establish measurable need(s) for the number of campuses requested.
- Illustrate clear processes for determining the number of campuses requested.
- Demonstrate a basic understanding of the proposed geographic area(s) and(or) community(s) in relation to the number of requested campuses.
- Identify specific strategic choice areas that will be used to facilitate initial and primary campus development.

**NARRATIVE (1)** - Describe the step-by-step process(es) involved in determining the number of campuses requested.

If proposing only ONE campus, include discussion about the factors that contributed to limiting the number of proposed campuses.

If proposing MULTIPLE campuses, include discussion that rationalizes the need for multiple campuses.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Valor proposes to open three campuses in its first five years during the initial contract. Valor is committed to serving a mixed-income student population within Austin, specifically in north central Austin in and around zip codes 78753 and 78758, and in south central Austin in and around zip codes 78745 and 78748. From our review of the existing school options in these areas and across Austin ISD, there are no public schools offering a classical approach to education. Valor schools will thus provide a unique, innovative option for families seeking a rigorous program within a positive school culture. To determine the number of campuses we would request, we followed a four-stage process.

**STAGE I: ASSESSING MEASURABLE NEED & INTEREST**

The first and primary factor that shaped Valor’s proposed growth plan was a careful analysis of two Austin sub-markets. Our goal was to discern the extent of the need for a Valor Public Schools education within north and south Austin. To discern this, we analyzed Austin ISD campus performance, overcrowding and transfer restrictions within Austin ISD, population projections, and charter school availability within these two sub-markets. The results led us to conclude that there is a widespread and ongoing need for at least three Valor campuses within north and south Austin.

**Measurable Need in North Austin**

Where Valor proposes to open at least one campus in north Austin, there are six notable Austin ISD elementary campuses that draw students north of Hwy 183 near I-35 and MoPac. These six elementary campuses rank below the 55th percentile of all Austin ISD elementary schools according to Children at Risk and were recently ranked as follows:

	Children at Risk Ranking	STAAR % Satisfactory/Adv.	State STAAR Avg
Barrington Elementary	D+	62%	
Walnut Creek Elementary	D+	67%	
Wooldridge Elementary	C-	61%	77%
Cook Elementary	C	73%	
Pillow Elementary	C	71%	
McBee Elementary	C	77%	

Children at Risk Foundation's ranking methodology uses four primary indicators from STAAR data: Student Achievement, Campus Performance, Growth, and College Readiness. Rankings are also adjusted to account for the percentage of economically disadvantaged students per campus (<http://173.45.238.175/content/wp-content/uploads/2016/05/2016-School-Rankings-Methodology1.pdf>). Based on these north Austin elementary performance scores, a significant number of the roughly 3,000 students attending these schools lack adequate academic preparation for middle school. (Data Sources: Austin ISD 2015 TAPR; [http://childrenatrisk.org/content/?page\\_id=8074](http://childrenatrisk.org/content/?page_id=8074))

Students leaving 5th grade at Cook, McBee, and Wooldridge move into one of three middle school campuses that were each recently ranked by Children at Risk as an “F”, below the 15th percentile of all Austin ISD middle schools. With STAAR percent Satisfactory rates roughly 20% lower than the district average of 79%, students at these middle schools are struggling to meet standards. Dobie Middle received an “Improvement Required” rating for the past two consecutive years, the 2014-15 and 2015-16 school years, and Burnet Middle received an “Improvement Required” rating for 2015-16. Students from these three middle schools continue at Lanier High School, where STAAR percent Satisfactory rates are also well below the Austin ISD district average.

	Children at Risk Ranking	STAAR % Satisfactory/Adv.	State/District STAAR Avgs
Dobie Middle	F	59%	
Burnet Middle	F	57%	77%/79%
Webb Middle	F	58%	
Lanier High	D+	71%	

(Data Sources: Austin ISD 2015 TAPR; TEA Accountability Ratings; [http://childrenatrisk.org/content/?page\\_id=8074](http://childrenatrisk.org/content/?page_id=8074))

The information above demonstrates a significant, measurable need for high-quality seats for north Austin families unable to access high-performing schools in their area. Further, schools throughout north Austin have been increasingly challenged by rapid school-aged population growth. In the 2016-17 school year, for example, Barrington Middle school was among 23 campuses in Austin ISD frozen to transfer students ([www.austinisd.org/articles/aisd-announces-schools-frozen-transfers-2016-17](http://www.austinisd.org/articles/aisd-announces-schools-frozen-transfers-2016-17)). Of these 23 campuses, 8 are in or nearby the north Austin neighborhoods we intend to serve. Working in conjunction with other north Austin public schools to help all students realize success, Valor will provide a new option for families seeking academic rigor and high expectations for their students.

#### Measurable Need in South Austin

In south Austin, Valor plans to open at least one campus in or around zip codes 78745 and 78748 between I-35 and MoPac south of Hwy 290. There are roughly 9 elementary schools in this area that feed into Covington and Bedichek middle schools, and then to either Crockett or Akins high schools. Many of the elementary schools in this area have historically performed well on STAAR exams. However, Cunningham and Odem Elementary in particular had 2014-15 STAAR percent satisfactory rates for all grades and subjects notably below the district and state averages. Both middle schools, Covington and Bedichek, also received low STAAR percent satisfactory rates. All Covington students progress to Crockett high school, while Bedichek students progress to either Crockett or Akins high schools; Children at Risk ranked both these high schools between the 35th and 50th percentile of all Austin schools.

	Children at Risk Ranking	STAAR % Satisfactory/Adv.	State/District STAAR Avgs
Cunningham Elementary	D-	73%	
Odem Elementary	C	72%	
Covington Middle	C	71%	77%/79%
Bedichek Middle	F	69%	
Crockett High	D-	77%	
Akins High	C-	79%	

(Data Sources: Austin ISD 2015 TAPR; [http://childrenatrisk.org/content/?page\\_id=8074](http://childrenatrisk.org/content/?page_id=8074))

12 of the 23 campuses frozen to transfers for 2016-17 are in or nearby the south Austin area where we plan to open one or more campuses. While overcrowding is predominant among elementary schools in north Austin, the challenge now exists across elementary, middle, and high schools in south Austin. According to a January 27, 2016 article published by Community Impact Newspaper, Bowie and Akins high schools are each serving several hundred more students than the intended capacity of their buildings. (<https://communityimpact.com/austin/news/2016/01/27/district-considers-southwest-southeast-austin-for-school-land/>)

#### Population Growth

According to the Texas Demographic Center’s Population Projection Data Tool, the population of children ages 5-18 within Travis County is estimated to increase by 15% over the period from 2016 to 2022, the fifth year of the contract period of Valor’s proposed charter. The projected increase during this period, from 208,000 to 240,000 school-aged children, comprises 32,000 additional students within Travis County who are not currently in school (43% projected Anglo, 43% projected Hispanic, and 14% projected Other). This projection also takes into account the migration of children out of Travis county using the actual migration figures from 2000 to 2010. To the south, Hays County is also projected have a 26% increase in children ages 5-18, an increase of more than 10,000 students. To the north,

Williamson County is projected to have an 11% increase of students, or 13,500 students. These additional 55,000 school-aged children in central Texas over five years will need high quality public school options. Overall, the growth projections throughout central Texas give Valor confidence that our 5-year estimated enrollment of 2,483 is realistic and achievable. We intend for Valor’s additional high quality seats to be a part of a larger solution to meeting the region’s growing educational demand. (Data in this paragraph taken from: <http://osd.texas.gov/Data/TPEPP/Projections/Tool?fid=D2EC5E2813BF4B7F91D2E832823711CA>)

#### Charter School Demand

According to the Texas Charter School Association, there are about 11,000 or more students currently on waitlists at Austin area charter schools—a statistic highlighting the number of families seeking educational options at high-performing charter schools that have not yet been able to enroll in a school of their choice (TCSA, 2016: Austin By The Numbers). We will provide an option for these families who are already seeking a high-quality public education within a charter school setting.

#### Parent & Community Interest for Valor

Beyond the families that comprise the 11,000+ students on current charter waitlists, there is a second group of families that have not found the education they are seeking in existing charter models. As the Valor team began to talk with parents in the summer of 2016, we discovered that many Austin families already have a strong desire for schools with a classical emphasis. Valor’s unique model and distinctive vision have strongly resonated with hundreds of families in both north and south Austin. In response to a parent survey we conducted, 82% of the 181 respondents indicated a desire for a classical education as a primary reason for their interest in Valor. In the central corridor of Austin north of Highway 183, there are no charter schools with a classical focus. In south central Austin, within zip codes 78745 and 78748, there are almost no open-enrollment charter schools available, and no charter schools with a classical focus. The education that Valor Public Schools will offer these families is precisely what they have been searching for but is currently unavailable to them. We have reached hundreds of families through community outreach, parent events, and social media. Over 1,080 people have joined Valor’s interest list (including 1,367 prospective Austin students) since March of 2016, and 441 people have “liked” our Facebook page in addition to the 145 people who attended Valor’s community meetings in October and November.

#### Conclusion

Our analysis of both north and south Austin sub-markets indicates that:

- Several public school campuses in these areas have struggled to prepare students academically
- Certain public school campuses in these areas lack adequate space for population growth
- Many families in these areas are unable to access existing charter schools due to present demand, and
- Over 700 Austin families have shown significant interest in enrolling their combined 1,367 children in Valor’s distinctive model.

Taken together, these factors lead us to conclude that there is a definite measurable need, confirmed by strong parent interest, which can be met by opening three Valor schools in these areas. We are eager to meet the needs of the children in these neighborhoods by providing a high-quality program of curriculum and instruction as evidenced by high levels of student achievement. And with the Valor team’s previous experience in student recruitment and enrollment, we are confident we will be able to fill each of the three campuses by its first day of school.

#### STAGE II: MODELING ORGANIZATIONAL GROWTH

As a second stage in our decision-making process, Valor set out to understand how other Texas charter schools, as well as charters throughout the country, have grown. We analyzed annual budgets for five Texas charters operating more than one campus over multiple years, focusing on how the expenses and revenues by line item tend to shift during organizational growth. In particular, we analyzed expense allocations for instructional staff, general administration, and facilities, as well as local revenues. In addition, we reviewed publicly available audited financial statements for these organizations’ recent fiscal years to discern how budgets may have differed from actual

expenditures. Knowing that sub-par financial management, alongside sub-par academic performance, is a key reason why many schools fail, we were intent upon establishing a firm financial plan for Valor’s growth (Lake, Winger, Petty, 2002: The New Schools Handbook).

Using this research, together with the team’s prior experience launching and managing a growing charter network, we modeled Valor’s organizational growth by developing financial and operational models. First, we created 10-year student enrollment projections taking market conditions and responsible school growth into consideration. Next, we established a complete staffing model aligned to our program, developed campus-level metrics for all school expenses, and projected how revenue and expenses will change as a single campus approaches full enrollment. In addition, we modeled the support staff positions and infrastructure necessary to support this campus as it expands to full enrollment. Finally, using this campus model, we created a network growth model that includes three campuses opened over a five-year period as well as the central staff necessary to support the campuses as they grow.

The conclusion we derived from modeling Valor’s organizational growth is that opening three campuses will be viable and strategically beneficial for achieving our mission, both operationally and fiscally. We learned that economies of scale will significantly benefit Valor Public Schools as it grows. In areas such as PEIMS reporting, accounting, and human resources, for example, staff members with expertise in each functional area will centrally support all campuses. As we replicate our operationally efficient campus model, our central staffing will be lean and efficient as well. Thus, we anticipate that Valor’s financial position will strengthen significantly throughout the first five years. One important benefit of this economy of scale is that it will provide the working capital necessary to secure financing for Valor’s first permanent facility within the first five years. Also, through economies of scale, Valor is excited to enhance its programs and increase student learning opportunities over time in ways that are consistent with our mission and core academic program.

### STAGE III: EVALUATING TEAM EXPERIENCE & CAPACITY

After determining that there is a measurable need for multiple Valor campuses (Stage I) and after modeling Valor’s growth to three campuses to ensure that it is practically viable and responsible (Stage II), our next step in the process was to evaluate our team’s experience and capacity for this work. Given the level of responsibility inherent in opening and operating multiple campuses, Valor knew it was imperative that the leadership be fully prepared for this endeavor.

Valor’s Board Chairman, Dave Williams, served as Great Hearts’ San Antonio Executive Director, where he oversaw the launch and operations of three new campuses within two years that served 1,300 students combined. Steve Gordon, Valor’s proposed Superintendent/Head of School and Jesse Bates, C.O.O., served with Dave at Great Hearts, overseeing the network’s academics and operations. During the organization’s formative years as a new Texas charter, Steve and Jesse directly oversaw adaptation of the curriculum to align with TEKS standards, student recruiting and enrollment, teacher recruitment and training, coaching and management of school leaders, faculty classroom observations, school operations, Special Education, Bilingual/ESL, PEIMS compliance, facilities, regional and departmental budgets, and National School Breakfast and Lunch Programs. Steve and Jesse also established the district’s systems, guidelines, protocols, and founding documents that laid the foundation for future expansion throughout Texas. In their first year, the first two campuses that Dave, Steve, and Jesse opened (Great Hearts Monte Vista North and South) achieved outstanding academic results. Across all grades and subjects, students scored 90% Satisfactory or above on the 2015 STAAR assessments. In addition, economically disadvantaged students at these campuses significantly outperformed the state average for economically disadvantaged student performance (Economically Disadvantaged Student Performance from 2015 TAPR: 89% Satisfactory vs. 70% state avg in Reading; 81% Satisfactory vs. 75% state avg in Math; 89% Satisfactory vs. 69% state avg in Social Studies).

Given this experience of launching three other high-performing campuses within two years, Valor is confident that our management team and Board of Directors have the capacity to responsibly and effectively open three Valor campuses within five years.

### STAGE IV: SECURING PHILANTHROPIC SUPPORT

The final stage in our decision-making process was an analysis of our current philanthropic support and capacity to raise future funds. As a part of its overall financial plan for opening three campuses, we assessed the total funding

need in addition to the projected state and federal revenues. Based in Austin, the KLE Foundation has a strong reputation for supporting the growth of high-quality charter school organizations in the Austin Area. KLE became acquainted with the Valor team and gained confidence in our strong track record of charter school experience. After reviewing Valor's five-year strategic plan and coming to understand our academic vision, school model, and growth aspirations, KLE has generously granted Valor \$600,000 for our first campus start-up funding, plus an additional matching gift of up to \$200,000 for each additional dollar that Valor raises. Subsequently, the Joel & Stacy Hock Charitable Fund has recently committed a \$100,000 pledge for our first campus, which has initiated an additional \$100,000 match from the KLE Foundation.

In addition to these grants, KLE has also agreed to fund up to 80% of start-up costs for Valor's second and third campuses, provided that the first school meets baseline academic and financial benchmarks. This pledge, together with the gifts for the launch of the first school, will give Valor the strong financial position and healthy cash flow that it needs to open three campuses successfully. We are confident that the lead gifts from the KLE Foundation and the Joel & Stacy Hock Charitable Fund will help to open doors to other philanthropic partnerships within the Austin area in the coming years.

## SUMMARY OF PROCESS & CONCLUSION

Valor used a step-by-step process for determining the number of campuses to request that included:

- Stage I: Assessing the measurable needs and interests of families in our target areas
- Stage II: Modeling Valor's organizational growth
- Stage III: Evaluating our team's capacity and experience
- Stage IV: Securing philanthropic support

Each stage of our deliberation led us to the conclusion that Valor is strongly positioned to open three campuses within our first five years. The cumulative weight of 1) the concrete need and strong parent interest for high-performing charter schools; 2) the sound, practical, and realizable plan laid out in Valor's financial/operational growth model; 3) the team's previous experience launching and managing three Texas charter campuses; and 4) the significant philanthropic support Valor has already received gives us a clear path to success with three campuses.

As we begin to grow, Valor is deeply committed to maintaining high quality at all levels of our organization. The quality of our student outcomes, school culture, teachers, and leaders will always be first in our minds. Because we know that scale is not synonymous with quality, our leadership will prioritize the quality of our schools over scale. Our thinking on organizational growth is informed by the best practices identified by organizations such as the Charter School Growth Fund, which understands the conditions necessary for sound, responsible growth that keeps students' needs at the forefront. As we consider the best timing for opening our second and third campuses, Valor will carefully assess the following factors: Financial Health (including annual audit results, annual net operating income, and the amount of philanthropy secured for future campuses); Student Academic Performance (including STAAR results, Texas Academic Performance Reports, internal benchmark assessments, and student growth by student group); Compliance (PEIMS, Texas Dept. of Agriculture, SPED compliance, and all TEA requirements); and Enrollment Demand (number of applications received, waitlist data by grade, number on Interest List, and attendance at Parent Info Meetings). As we holistically assess these factors, Valor will remain true to its core mission of providing a high-quality college prep education for every student. Future growth will always take into consideration Valor's organizational health as well as the current needs of students and parents in our local communities.

**NARRATIVE (2)** - Discuss the strategic choice areas that will be used to determine if expansion is viable.

If proposing only ONE campus, discuss strategic choice areas that would help determine any future efforts to seek an expansion amendment.

If proposing MULTIPLE campuses, discuss strategic choice areas that would help determine if growth is still viable in the proposed area.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

In our previous experience, Valor team members Dave Williams, Steve Gordon, and Jesse Bates have had direct responsibility for opening a total of four charter school campuses, three of which were in Texas. Our experience in launching these schools gives us a broad body of knowledge that we will draw on in preparing to open Valor's first campus and subsequent campuses. The strategic areas we will use to facilitate the development of our campuses are: facilities and IT planning, operational systems development, financial and HR systems development, fundraising, student recruitment, hiring, and curriculum and instruction program development. These categories will also be used to track the progress of our work from charter approval to the first day of school.

1) Facilities and IT Planning – Securing a facility during the start-up year will be critical for a successful school opening. Valor is working in conjunction with an experienced commercial real estate broker to identify a facility for lease that meets the needs of our educational program and enrollment goals. The key strategic areas we will consider are the facility's location, neighborhood demographics, accessibility, affordability, suitability for our program, and the extent of adaptation/renovation needed. Within our target areas, we will use residential zip codes of interested families to locate the school where demand/need is the greatest. Jesse Bates, Steve Gordon, and Dave Williams have charter school experience in facility identification, budget management, and demographic analysis. After selecting a leased facility for the first campus, we will complete a thorough analysis of the technology needs of the school based on its first facility. Strategic areas of consideration include the quality of internet access availability and cabling infrastructure for wireless internet, phones, and bells. Plans will be made to ensure that the school is equipped with internet bandwidth, cabling, servers, computers, and other hardware necessary to operate effectively from day one. Jesse Bates has experience in managing IT support technicians, external vendors, and school technology systems. As we consider the timing of future campus openings, facility and IT planning will also be key focus areas.

2) Operational Systems Development – During the start-up year, we will develop thorough campus and district-level plans for enrollment management, student attendance, student information management, student discipline tracking, purchasing, class schedule development, policy development and implementation (e.g., student code of conduct, faculty handbook, etc.), breakfast and lunch program implementation, parent communications, traffic planning, emergency response, and parent events. Our operational systems and procedures must be tailored to the particular features of the facility we select. For example, the location and configuration of the facility may require us to conduct traffic studies to create an efficient, safe drop-off and pick-up plan. Having these essential systems established well in advance will also allow for successful openings of each future campus. Steve Gordon and Jesse Bates have extensive experience in creating and implementing detailed operational school systems within charter schools.

3) Financial and HR systems development – In conjunction with our Board and a financial consultant, we will select a robust accounting system and develop internal accounting and human resources procedures during our start-up year. Accurate financial and employee record-keeping procedures in compliance with state and federal laws will ensure security of confidential information, establish appropriate checks and balances, mitigate risk, and lay a strong infrastructure for future growth. We will also carefully consider Valor's financial health (measured by audit results, days cash on hand, spending vs. budget, etc.) and ensure we have a strong financial position prior to opening future campuses. Steve Gordon, Dave Williams, and Jesse Bates have significant budget management experience, and Jesse has experience in overseeing accounting, HR, and software selection for these areas. Beginning in year 3, our Business Manager will also play a significant role in ensuring Valor's fiscal health and compliance.

4) Fundraising – Valor will track progress towards our philanthropic goals throughout the start-up year to ensure that we have the cash necessary for all start-up expenses, prior to receiving our first state payment in September of 2018. Though we have already received significant pledges of financial support from two Austin foundations, we plan to

raise additional funds that will propel us further towards future campus openings and construction of permanent facilities. The amount and number of gifts pledged to Valor each year will also be critical factors affecting the timing of future campus openings, to ensure we are fiscally responsible at each step in our growth.

5) Student Recruitment – Successful execution of our recruitment plan for a diverse student body will be critical for a strong school launch. Our strategic areas of focus for student recruiting include: extensive grassroots outreach (e.g., block-walking, festivals, and neighborhood events); marketing (e.g., print, social media, and digital marketing); community-building events (e.g., parent coffees, small-group home gatherings, and parent information meetings); and parent volunteer opportunities. As we track the number of applications and accepted enrollment offers by grade, we will ensure that we align our budget, facility capacity, and faculty hiring to our projected enrollment numbers. Since our enrollment will primarily drive Valor’s revenue, we understand how important it will be to meet or exceed our enrollment goal on day one. In future years, the extent of our waitlist at the first campus and parent demand will be key considerations that shape when and where we open subsequent campuses. Jesse Bates and Steve Gordon have experience with managing student recruitment and enrollment for charter schools.

6) Hiring – Hiring a team of talented, passionate faculty and staff will be critical to ensuring that our first campus has an outstanding launch. Valor will recruit teachers locally, across Texas, and nationally through professional/teacher networks and university education departments, leveraging our team’s extensive connections with university leaders throughout the state and country. As we create a broad pool of applicants, we will select candidates for formal interviews to discern their mission-alignment, subject-matter expertise, and strength of character. Hiring needs will be adjusted to fit the anticipated student enrollment and we will carefully monitor our progress towards being fully staffed throughout the start-up year. In future years, the strength and breadth of our candidate pool will be a critical focus area as we prepare to hire for new campus openings. Steve Gordon and Dave Williams have extensive experience hiring charter school teachers, leaders, administrators, and business professionals.

7) Curriculum and Instruction Program Development – Developing the highest quality curricular and instructional programs during our start-up year is essential for our first school launch and mission-critical. Through parent survey feedback and parent conversations, we know there is a strong interest among families in our unique classical curriculum and inquiry-based instructional model. We must deliver on our commitment to providing high-quality programs for students, which will involve significant planning and development before the first day of school. After school begins, and as we consider future campus openings, we will implement systems for ongoing evaluation and refinement of our curriculum and instruction through family surveys, curricular audits, and review of student performance data (including STAAR data). Successful student outcomes at the first campus will be prerequisite for consideration of additional growth. Steve Gordon has experience in curriculum development and evaluation, aligning curricular programs to TEKS standards, instructional coaching, and district-wide student assessment systems.

# EDUCATION PLAN – Demographic Profile

I. Student Demographic Data	Proposed Campus	Occupied District	District 1	District 2
		Austin ISD	Pflugerville ISD	Hays CISD
African American	9	8	17.2	2.9
Hispanic	58.7	59.6	47.1	63.1
White	25	25.8	23.9	31
American Indian	0.2	0.2	0.3	0.2
Asian	4	3.7	7.5	0.8
Pacific Islander	0.1	0.1	0.2	0.1
Two or More Races	3	2.7	3.8	2
Economically Disadvantaged	50	59.9	51.8	49.8
ELL	25	27.7	20.7	15.8
At-Risk	50	52.6	52.8	47.4
Gifted & Talented	7.5	7.3	7.9	8.1
Special Education	10	9.9	10	9.5


II. Number of charter schools currently operating within the Occupied District.


III. Number of traditional school districts within the proposed Geographic Boundary.


IV. Projected number of students enrolled in each grade for Year 1. Complete all that apply

Pre-K	<input type="text"/>	Kindergarten	<input type="text" value="84"/>	Grade 1	<input type="text" value="78"/>	Grade 2	<input type="text" value="72"/>	Grade 3	<input type="text" value="72"/>	Grade 4	<input type="text" value="72"/>
Grade 5	<input type="text" value="72"/>	Grade 6	<input type="text" value="42"/>	Grade 7	<input type="text" value="42"/>	Grade 8	<input type="text" value="20"/>	Grade 9	<input type="text" value="20"/>	Grade 10	<input type="text"/>
Grade 11	<input type="text"/>	Grade 12	<input type="text"/>								

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

 District 1 and 2 must be contiguous to the occupied district.

 The term **Occupied School District** refers to the traditional school district in which the campus will be located. The term **Proposed Campus** refers to projected enrollment data for the specific campus.

 Student demographic data can be found on the school districts Texas Academic Performance Report (TAPR).

Please visit <https://rptsvr1.tea.texas.gov/perfreport/tapr/>

 This section has a required Attachment A5- Geographic Attendance Boundary.

**EVALUATION CRITERIA**

**A response that meets the standard will:**

- Cite realistic demographic projections and accurate district data.
- Demonstrate a comprehensive understanding of the community and anticipated student population(s).
- Identify both common and unique learning needs among the anticipated student population(s).
- Demonstrate a comprehensive understanding of any current educational settings that are available.

**NARRATIVE:** Describe the anticipated student population(s) that will be served at the proposed campus. Explain how the proposed program of instruction will address the needs of the students and their communities- Including the ways in which any special needs will be serviced among specific student groups.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

**ANTICIPATED STUDENT POPULATION**

We anticipate drawing the majority of our students from Travis County and particularly from within Austin ISD, as our community outreach and marketing have focused on north and south Austin families. As families have shared with their friends about Valor, many in Pflugerville ISD and Hays CISD in particular, and throughout Travis, Williamson, and Hays counties, have also shown interest in attending a Valor school. To gather a full picture of the backgrounds and academic progress of our anticipated student body, we have analyzed the 2014-15 Texas Academic Performance Report district profiles of Austin ISD, Pflugerville ISD, and Hays CISD:

Austin ISD – 84,191 students; 130 campuses

	Student Population	STAAR% Satisfactory/Adv.
African American	8%	67%
Hispanic	59.6%	72%
White	25.8%	96%
Economically Disadvantaged	59.9%	68%
English Language Learners	27.7%	57%
Special Education	9.9%	53%
At-Risk Students	52.6%	

Pflugerville ISD – 23,913 students; 31 campuses

	Student Population	STAAR% Satisfactory/Adv.
African American	17.2%	72%
Hispanic	47.1%	75%
White	23.9%	90%
Economically Disadvantaged	51.8%	71%
English Language Learners	20.7%	61%
Special Education	10.1%	38%
At-Risk Students	52.8%	

Hays CISD – 17,904 students; 23 campuses

	Student Population	STAAR% Satisfactory/Adv.
African American	2.9%	74%
Hispanic	63.1%	72%
White	31%	88%
Economically Disadvantaged	49.8%	68%
English Language Learners	15.8%	46%
Special Education	9.9%	44%
At-Risk Students	47.4%	

(Data Source: 2015 Texas Academic Performance Reports, <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/srch.html?srch=D>.)

Our knowledge of families interested in Valor combined with the district research summarized above helps us estimate that Valor’s student population may be approximately 50% Economically Disadvantaged, 25% English Language Learners, 10% Special Education, and 50% At-Risk. We also anticipate having approximately 8-20% African American and 50-60% Hispanic students, along with students from a mix of both urban and suburban neighborhoods. These estimates have informed many aspects of Valor’s instructional program, staffing plan,

professional development plans, and budget. We are prepared to meet the needs of all students, and we are inspired by the opportunity to provide a high-quality, rigorous, classical education to these young people.

#### CURRENT EDUCATIONAL SETTINGS & COMMON LEARNING NEEDS IN OUR COMMUNITY

Our research has indicated that there is a pressing need for higher quality school options for students throughout our target Austin communities. At all grade levels (elementary, middle, and high), there are traditional district (ISD) school campuses within our two target areas that have recently struggled to provide a high-quality college-prep education for students. As detailed in our Campus Request and Growth Plan narratives, the 6 elementary, 3 middle, and 1 high school campuses in our north Austin target area are below the 55th percentile of Austin ISD campuses according to Children at Risk Foundation. In particular, Dobie Middle School has received an Improvement Required performance rating for the last two years, and Burnet Middle received an Improvement Required performance rating in 2016. At Dobie, 47% of 7th graders passed STAAR Reading in 2015 (27 pts below district avg of 74%) and 46% passed the STAAR Writing (22 pts below district avg of 68%). At Burnet, 48% of 7th graders passed STAAR Reading. In south Austin, 5 elementary, 2 middle, and 2 high school campuses in our target area are also below the 55th percentile of Austin ISD campuses according to Children at Risk Foundation. In 2015, 65% of Crockett High School students passed English I (8 pts below district avg of 73%) and 72% passed Algebra I (13 pts below district avg of 85%). Furthermore, only 20% of Crockett high school students achieved the Postsecondary readiness standard for math (35 pts below district avg of 55%). Students in our target areas need a superior education in reading and math to be college-ready. (Data Sources: Austin ISD 2015 TAPR; TEA Accountability Ratings; [http://childrenatrisk.org/content/?page\\_id=8074](http://childrenatrisk.org/content/?page_id=8074))

Currently, only a limited number of district magnet programs are available to families within our target areas. None of the three main magnet schools in Austin—Fulmore MS, Kealing MS, and Liberal Arts and Science Academy (LASA)—are in proximity to Valor’s north and south Austin target areas. While a number of south Austin students attend LASA east of downtown, this facility has reached capacity according to Austin ISD, with hundreds of interested students unable to attend each year (<https://www.austinisd.org/newsouthmagnet>; Cargile, April 11, 2016: KXAN news story). Valor is also aware of three other campuses that offer specialty programs such as IB, entrepreneurship, or fine arts. A further factor for consideration is that enrolling in a magnet program typically involves a competitive application process with admissions testing requirements. Thus, students looking for a broad, advanced course of study in the humanities, arts, and STEM across grades 6-12 have few options, and students who are not high academic achievers are unable to access the limited programs that exist.

Many community leaders and families we have talked with have expressed a common need for higher quality options and a desire for a classical charter school in their neighborhoods. 82% of the 181 families we surveyed indicated a desire for a classical education option, and 63% indicated that they were dissatisfied with the culture/climate at their local public school. In south Austin, of the approximately 5 open-enrollment charter operators near our proposed area, there is only one K-12 charter school, and no charters with a classical emphasis. In North Austin, of the approximately 7 open-enrollment charter operators near our proposed area, there are limited K-12 charter options, and likewise no charters offering a classical education.

Our comprehensive survey of schools within our proposed target areas has led us to the following key observations:

- Low academic performance in both reading and math at local public school campuses
- Particularly low middle school achievement in target areas
- High rate of population growth throughout Travis County, leading in some cases to school overcrowding
- Limited magnet program options in target areas
- Limited charter school options in south Austin
- Limited K-12 charter school options in target areas
- No public schools with a classical curriculum in target areas
- Strong parent interest in classical education and advanced math and science
- Strong parent desire for improved school culture

Given this current landscape of educational options, we are confident that Valor’s distinctive K-12 program will be a superior resource for families in our area. In particular, the strength of Valor’s middle school, the quality of our reading instruction, and the quality of our math instruction will meet the common learning needs of students in our community.

#### Addressing the Common Needs of Our Student Population

Valor’s plan to open in the first year with grades K-9, including a full middle school, is in response to the needs of middle schoolers we have observed in our target areas. Austin ISD’s middle schools have shown notably weaker academic performance than elementary and high schools, as in the case of Dobie, Burnet, Webb, and Bedichek middle schools. In particular, Dobie Middle School has received an Unacceptable rating under TEC Section 39.054 for the two preceding school years. In a 2015 report, charter schools were shown to have a particularly positive impact on academic achievement at the middle school level when compared to traditional public schools (CREDO, 2015: Charter School Performance in Texas). On average, charter middle schools produced academic growth that was “equivalent to an additional 29 days of learning in reading and 36 days of learning in math.” (CREDO) We will give students in grades 6-8 an immediate opportunity for academic growth at this critical juncture in their lives through our rigorous, college-prep curriculum. Further, our distinctive school culture will offer an environment free from distraction that promotes deeper student engagement and increases academic achievement.

Based on STAAR Reading and Math scores, it is also clear that many students in our target areas need stronger reading and math instruction that will close achievement gaps. Valor’s K-12 English Language Arts program, including systematic phonics, DIBELS testing, classic literature, inquiry-based approach, and distinctive Socratic seminar method will provide outstanding reading instruction at all levels. Likewise, Valor’s robust K-12 math program will meet the instructional needs of students. From Singapore and Reasoning Mind math in elementary grades to pre-AP and AP math courses in middle and high school, Valor’s math curriculum will develop numerical and procedural fluency, strong computational and problem solving skills, and outstanding higher-order mathematical thinking. In both of these critical subject areas, Valor’s high-quality instruction will meet a distinct, common learning need for students within our community and be an outstanding preparation for college.

#### UNIQUE LEARNING NEEDS IN OUR COMMUNITY

Valor’s proposed program also includes specific elements that will serve students with unique learning needs within our target Austin areas.

#### Addressing Unique Needs of African American and Hispanic Students

Valor’s curriculum is designed to meet the needs of all students, including those of African American and Hispanic students. Austin’s history of racial and socio-economic segregation has had the effect of limiting opportunities for many minority families over the past century. (<http://projects.statesman.com/news/economic-mobility/>) As STAAR results indicate, African American and Hispanic students are notably underperforming in relation to their White peers in several central Texas districts and, because of this, are less likely to be adequately prepared for college. Further, while college aspirations are usually high among these minority groups, preparation is typically the missing component. A study published in 2016 concludes that minorities that take advanced coursework in high school—particularly advanced math and science courses—have a greater likelihood of college enrollment (Schneider, Saw, 2016: Racial and Ethnic Gaps in Postsecondary Aspirations and Enrollment).

Each of the main components of our program—including Spalding phonics, Reasoning Mind math, TEKS-aligned Core Knowledge history and geography, the Great Books approach, the advanced STEM sequence, and our fine arts courses—has been demonstrated through research and practice to be highly effective for a diverse body of students. Research also shows that schools like Valor which emphasize discussion-based teaching successfully serve a racially diverse student body. In a study conducted on the relationship between classroom discussion and student achievement across 19 schools in 5 states, it was concluded that (1) “Students in the discussion-based classroom performed better on assessments than those who did not”; (2) “Both high- and low-performing students benefited from the classroom

discussion and its high academic expectations”; and (3) “Students of different racial and ethnic backgrounds responded positively to discussion-based instruction.” ([www.greatbooks.org/wp-content/uploads/2015/08/Research-Effectiveness.pdf](http://www.greatbooks.org/wp-content/uploads/2015/08/Research-Effectiveness.pdf)) According to another study, racial diversity is “associated with smaller test score gaps between students of different racial backgrounds” (Wells, Fox, Cordova-Cobo, 2016: *How Racially Diverse Schools And Classrooms Can Benefit All Students*). We have strong reason to believe that Valor’s diverse student body will have a positive impact on the achievement of minority students, closing the achievement gap we see in STAAR performance and providing a critically important preparation for college.

#### Addressing Unique Needs of Economically Disadvantaged Students

Census data on poverty, income, and average education levels within our north and south Austin target areas provides additional context for understanding the historical and social factors that have shaped the students we expect to receive. In north Austin within code 78753, where Dobie Middle school is located, 27% of the population has income below the poverty level, median income is about \$12,000 less than the 2013 state average of \$51,704, and only 20% of the population age 25 or higher has a bachelor’s degree or higher ([www.city-data.com/zip/78753.html](http://www.city-data.com/zip/78753.html)). Adjacent to this within zip code 78758, 24% have income below the poverty level and 31% of the population age 25 or higher has a bachelor’s degree or higher ([www.city-data.com/zip/78758.html](http://www.city-data.com/zip/78758.html)). In our south Austin target area, census data from zip code 78745 indicates that 17% of the population has income below the poverty level, with median household income slightly below the 2013 state average of \$51,704. 35% of the population age 25 or higher living in this zip code has a bachelor’s degree or higher ([www.city-data.com/zip/78745.html](http://www.city-data.com/zip/78745.html)). Across Travis County, 17.5% of the population lives below the poverty level (<http://e3alliance.org/wp-content/uploads/2016/06/Description-of-the-Region.pdf>). There is also a strong correlation between the number of years children have spent in poverty within Travis county and the decreasing potential for income-mobility over time. “Income-mobility rates for Travis County’s low-income children rank among [the] worst 13% of U.S. counties” ([www.mystatesman.com/news/news/local/study-travis-county-among-nations-worst-for-econom/nk9Qc/](http://www.mystatesman.com/news/news/local/study-travis-county-among-nations-worst-for-econom/nk9Qc/)). Through the education we will provide, Valor aims to help break this cycle, enabling students to transcend the limitations of their economic situation.

STAAR results within the three school districts we have studied indicate that many economically disadvantaged students are suffering academically and are behind grade level. Anticipating about 50% Economically Disadvantaged students, Valor has thought carefully about how best to meet the diverse needs of these students. Our K-5 Spalding reading curriculum, for instance, takes a systemic approach to phonics, which the National Reading Panel has found to be “significantly more effective in improving low socioeconomic status (SES) children’s alphabetic knowledge and word reading skills than instructional approaches that were less focused on these initial reading skills.” ([www.nichd.nih.gov/publications/pubs/nrp/Pages](http://www.nichd.nih.gov/publications/pubs/nrp/Pages)) We have also designed a comprehensive academic support program that includes diagnostic/interim assessments (NWEA MAP, DIBELS, etc.), teacher training in intervention strategies, one-on-one and small group pull-out instruction, after-school intervention sessions, and ability grouping within the general classroom. Specific student needs will be identified and accurately tracked throughout the year, and we have included qualified intervention staff in our hiring plan to prioritize the needs of students with academic performance gaps. Valor will also serve free and reduced price meals to eligible students through the National School Breakfast and Lunch Programs; offer free and reduced price bus passes, uniforms, and school supplies; and waive or reduce fees for extracurricular club and athletic participation. Finally, we understand the important role parents play in supporting and guiding their children outside the school day. While parents of low-income students may have had limited educational opportunities themselves, they are often eager to help their children advance and excel in school. Through our parent communication, parent open house events, parent-teacher conferences, and other avenues, we will offer these parents concrete steps they can take at home to help their students flourish at Valor.

#### Addressing Unique Needs of English Language Learners

From 2005 to 2015, ELL enrollment in Austin ISD has grown by 28% based on TEA data analyzed by E3 Alliance. English Language Learners are the fastest growing student population in central Texas (<http://e3alliance.org/wp-content/uploads/2016/06/English-Language-Learners.pdf>). Recently, ELL populations by grade have been highest in K-3 and notably lower beginning in 6th grade. Based on data from 5th and 8th grade ELL students in 2014-15, 91% of students in these grades were also economically disadvantaged. (<http://e3alliance.org/wp-content/uploads/2016/06/>

English-Language-Learners.pdf). This analysis helps Valor anticipate that the majority of our 25% ELL population will be in the early elementary grades and economically disadvantaged, which will inform our ESL staffing plans. The Central Texas ELL Collaborative, a partnership of 12 major school districts, charter schools, the TEA, and local universities, has studied the unique needs of ELL students in central Texas and developed instructional best practices (Central Texas ELL Collaborative, 2014: Rubric on Highly Functioning Campuses for ELLs). Valor’s approach to teaching English Language Learners is shaped by and naturally aligned to the ELL Collaborative’s recommendations. First, our Head of School will hire certified ESL teachers, train all teachers in best practices for ELL students, and provide regular professional development. Teachers will be coached on instructional strategies that have proven most successful with ELL students, and all teachers with ELL students in their classrooms will integrate the ELPS into their lesson planning. Valor’s distinctive focus on the health of our school climate, building a strong community, and ongoing parent engagement will all strengthen and support the academic achievement of our ELL students.

Valor’s language arts curriculum is also designed to increase English language acquisition and literacy at all grades levels. Our K-5 Spalding phonics program incorporates all the elements identified by the National Reading Panel as beneficial for teaching English learners (<http://www.spalding.org/wrtr-program/ell-esl>). Along with these key components, Spalding has differentiated instructional techniques embedded within the method that are ideal for differentiated ELL instruction within the mainstream classroom. This phonics program will lay the foundation for students to access the literature they will read in grades 6-12 and help them to grow in confidence as they participate in discussion-based classes across the disciplines. Our middle school Language Arts classes will strengthen students’ understanding of English grammar and expand their vocabulary, preparing them for the Integrated Humanities Program in grades 8-12. While “only 8% of ELL students [are] graduating college ready, compared with 58% of all Central Texas students”, we are confident that Valor’s rigorous curriculum will serve ELL students particularly well and prepare them for success in college ([www.strivetogether.org/sites/default/files/images/Rubric%20for%20Highly%20Functioning%20Campuses%20for%20English%20Language%20Learners%2004%20....pdf](http://www.strivetogether.org/sites/default/files/images/Rubric%20for%20Highly%20Functioning%20Campuses%20for%20English%20Language%20Learners%2004%20....pdf)).

#### Addressing Unique Needs of Special Education Students

Valor recognizes the unique educational challenges faced by students with special needs, and we have a deep commitment to providing high-quality services to the estimated 10% of our student body that may have disabilities. Valor’s Special Education team, including our Coordinator and SPED teachers, will differentiate and modify our curriculum as appropriate for students with special needs. General education teachers will also employ many teaching strategies within the regular classroom that are effective for students with special needs, e.g. preferential seating, the use of graphic organizers, and breaking down complicated assignments into manageable parts. In addition to providing all support services as described in students’ IEPs, Valor has chosen foundational curricular elements for the general education classroom that are particularly well-suited to meet the needs of students with disabilities. For example, Spalding phonics’ multi-sensory approach employs visual, tactical, and auditory components, which are particularly helpful for students with disabilities impacting a particular sense, a mode of learning, or the ability to sustain focus. According to the National Reading Panel, systematic phonics methods such as Spalding has a “positive and significant effect on disabled readers’ reading skills”. ([www.nichd.nih.gov/publications/pubs/nrp/Pages](http://www.nichd.nih.gov/publications/pubs/nrp/Pages)) To cite another example, Singapore math’s use of manipulatives and visualization is also beneficial for students needing hands-on, concrete learning experiences to increase focus and attention. Teachers will provide multiple avenues of engaging with the curriculum (e.g. hands-on activities, games, etc.) and offer varied ways for students to demonstrate curricular mastery (e.g. speaking, writing, visual demonstration).

#### Addressing Unique Needs of Students with 504 Plans

In keeping with the Rehabilitation Act of 1973 (Section 504), Valor will ensure that all students receive equal educational opportunity by providing appropriate educational accommodations to disabled students. To be eligible for 504 accommodations, students must have a physical or mental impairment that substantially limits their learning or limits a major life activity. 504 plans will be developed by a team comprised of the campus 504 Coordinator, school leadership, classroom teachers, and the student’s parent(s). The accommodations put in place as part of each 504 plan will be individually tailored to allow each student with a disability to best access the curriculum and instruction at a given grade level, including access to the TEKS. (Material in this paragraph adaption from: [www4.esc13.net/](http://www4.esc13.net/))

section504/faqs-section504/)

## Addressing Unique Needs of At-Risk Students

Valor is familiar with the wide range of factors that put students at risk of not graduating, as well as the extent of the risk posed by specific factors in our geographic area. For instance, low income student graduation rates in 2014 were 12% lower than graduation rates for non-low income students in central Texas. Further, one in four ELL students and one in four special education students in 2014 did not graduate on time. In preparing to address the needs of these at-risk students, our team has thought carefully about the following factors: 1) the long-term effects of failing to graduate, 2) the early indicators associated with not graduating, and 3) the measures we will take to give at-risk Valor students a clear path to graduation. (Data in this paragraph taken from: <http://e3alliance.org/wp-content/uploads/2016/06/High-School-Graduation.pdf>)

### 1) Long-Term Effects of Failing to Graduate

The long-term effects of not graduating high school are often significant for central Texas students. It is widely recognized that dropping out of high school is potentially associated with consequences such as income below the poverty level, unemployment, and being outside the labor force. By age 25, 30% of adults in central Texas without a high school diploma have income below the poverty level. Further, 8% of these central Texas adults age 25-64 without a high school diploma are unemployed, and 30% are not in the labor force (Data in this paragraph taken from: <http://e3alliance.org/wp-content/uploads/2016/06/Description-of-the-Region.pdf>).

### 2) Key Risk Indicators

Based on extensive research, there are three key indicators linked to a greater likelihood of failing to graduate on time or at all: (a) poor attendance, (b) misbehavior, and (c) low academic performance / course failure in Math or English (Balfanz, Herzog, Mac Iver, 2007: Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions). We know that chronic absenteeism is associated with low academic performance at all grade levels across the K-12 spectrum. Beginning even in grades K-3, early absenteeism can have significant repercussions. Chronic absence in Kindergarten “is associated with lower academic performance in first grade for all children”, and this effect is even more pronounced for Latino students (Chang, Romero: Present, Engaged, and Accounted For). For low-income students, the study also found that “chronic absence in kindergarten predicts the lowest levels of educational achievement at the end of fifth grade” (Chang, Romero). In 6th grade, chronic absenteeism, misbehavior, and course failures in Math and English are each serious warning flags of dropping out or delayed graduation. One significant research study that tracked 6th graders concluded that “students with one or more of these flags have only a 29% graduation rate” (Balfanz, Herzog, Mac Iver, 2007). As students in central Texas progress to and through grades 9-12, chronic absenteeism intensifies each year among those who fall off the graduation path. (<http://e3alliance.org/wp-content/uploads/2016/06/High-School-Graduation.pdf>). It is clear that students who fail to graduate on time have become disengaged from school somewhere along their journey.

### 3) Valor’s Plan for At-Risk Students

Valor will use attendance, behavior, and academic performance tracking within a comprehensive plan to identify at-risk students early, monitor their level of engagement, intervene in systematic ways, and keep them on-track for graduation. By promoting a culture where student presence, engagement, and personal responsibility are the norm, Valor is committed to meeting the needs of all at-risk students. Our plan is shaped by the attendance and behavior intervention strategies that have been shown to be most effective. In the most effective interventions:

1. “Positive behavior and good attendance is constantly recognized, modeled, and promoted.
2. The first absence or incident of misbehavior brings a consistent response.
3. Simple data collection and analysis tools are developed, which enable teachers and administrators to identify when, where, and which students misbehave or do not attend.
4. Attendance and behavior teams composed of teachers, administrators, counselors, and sometimes parents regularly meet to analyze the data and devise solutions.”

(Balfanz, Herzog, Mac Iver, 2007: Preventing Student Disengagement and Keeping Students on the Graduation

### Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions)

Informed by these strategies, we have developed a complete attendance plan for tracking, monitoring, encouraging and, when necessary, requiring student attendance from grades K-12. This plan begins with communicating Valor’s attendance policies clearly, early, and often to our families even before the first day of school, including how attendance is tied to academic credit and academic success. Next, all teachers, staff, and leaders will commit to operational excellence in attendance taking. Each day, the Registrar/PEIMS Clerk will review morning attendance reports and make phone calls to parents of absent students (Strategy 3 above). Using accurate attendance data, school staff and leadership will meet on a weekly basis to review excused and unexcused absence counts by individual student, identifying early patterns and indicators that emerge (Strategy 3). By tracking the combination of excused and unexcused absences together, we will also have an accurate view of total instructional time each student has missed (Strategy 3). In these weekly tactical meetings, the team will determine the phone calls to be placed to parents, attendance letters to send, and parent conferences to be scheduled. Parents will be notified about absence counts at several thresholds well before academic course credit is at risk (Strategy 4). By involving the student’s parents, school leadership, and, when appropriate, the student, Valor will take a collaborative, team approach to resolving habitual absence problems (Strategy 4). Alongside school-wide attendance protocols, targeted, intensive strategies will also be used for students most in need of support, involving counselors and other professionals as needed (Strategy 4).

Valor’s strong school culture will reinforce our expectations for student attendance and behavior, creating an environment where student engagement, ownership, and personal responsibility are the norm. Valor’s teachers will be trained to recognize, model, and promote positive behavior and good attendance, serving as models of good character for their students and consistently praise examples of good behavior within the classroom (Strategy 1; Balfanz, Herzog, Mac Iver). Expectations for student behavior at Valor will be established on the first day, communicated clearly throughout the year, and held in common by the faculty. Teachers will also be trained throughout the year on how to discipline in a consistent, loving, and fair manner—something so critical for establishing trust between students and teachers (Strategy 1). Bullying, negative speech, teasing, and harassment—all of which have serious negative effects on the social and emotional well-being of our students—will have no place on Valor’s school campus or within our classrooms.

The kind of healthy, vibrant school climate Valor will establish is directly linked to higher graduation rates and dropout prevention. According to a 30-year review of research on school climate conducted in 2013, a positive school climate leads to lower student absenteeism and lower suspension rates (Thapa, Cohen, 2013: A Review of School Climate Research). Our team’s experience is that school climate, inclusive of every dimension of student and faculty life, is the foundation for student engagement and academic achievement. This link is verified by the extensive research documenting that positive school climate: “[a] has a powerful influence on the motivation to learn; [b] mitigates the negative impact of the socioeconomic context on academic success; [c] contributes to less aggression and violence, less harassment, and less sexual harassment; [d] acts as a protective factor for learning and positive life development of young people; and [e] contributes to academic outcomes as well as personal development and well-being of pupils” (Thapa, Cohen). In this type of school culture, our at-risk students will be more deeply engaged and make measurable academic progress.

To ensure that our instructional program is meeting the needs of our at-risk students, we will track each student’s academic progress systematically across grades K-12 and provide comprehensive targeted academic support for these students. In addition, Valor’s daily tutoring, student mentoring program, individualized academic counseling (including the development of personalized graduation plans), and intensive college counseling program will all serve as support structures that prepare our students for success in college. After-school programming, including time for homework completion, will provide an additional layer of support for students whose circumstances outside of school (e.g. homelessness) may cause significant challenges for learning. As we gauge the progress of at-risk students, we plan to continuously refine our curricular elements and instructional methods to meet their needs.

**I. Does the applicant plan to use original curriculum?** Yes  No

If no, or the curriculum is a mixture of original and established content, cite curriculum author(s).

Established content will come from: Spalding Phonics; Singapore Math; Reasoning Mind; Junior Great Books; Foss Science; Core Knowledge Foundation (w/ modifications); AP/College Board Courses. Original content will be written by Steve Gordon in collaboration with Assistant Heads of School and Lead Teachers.

**II. Person(s), position(s), and/or entities that will be responsible for curriculum/TEKS alignment?**

Including educational or experience requirements.

(1) Steve Gordon (Superintendent/HOS) - 16 yrs exp. in education. 7 yrs exp. in charter network/school academic leadership, incl. curriculum development & alignment, teacher coaching, SPED & ESL program oversight, Aligned existing K-12 charter curriculum to TEKS. Master's degree. (2) Assistant Head of School - 3+ yrs exp. in curriculum development, BA req'd, MA preferred. (3) Lead Teachers - 2+ yrs teaching. BA req'd.



Open - Enrollment Charter Schools may not charge "blanket" activity fees. See Texas Education Code (TEC) §§12.108 for additional information governing tuition and fee restrictions.

**III. Does the applicant plan to offer special programs or extracurricular activities?** Yes  No

If yes, will any of the services be fee-based? Yes  No

If any services will be fee-based, cite specific services.

Athletic participation & After-School Program. (Fees for students who qualify for Free or Reduced Lunch will be either waived or reduced.) All fees will be compliant with Texas Education Code §11.158.

**IV. Does the applicant plan to provide gifted and talented services in accordance with the Texas State Plan for the Education of Gifted/Talented Students?**

Yes  No

**NARRATIVE (1)** - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**NARRATIVE (2)** - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

**NARRATIVE (3)** - Describe the plan and schedule to evaluate the proposed curriculum.

**NARRATIVE (4)** - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

Press to Input Narrative Response



This section has a required attachment E1- Sample Course Scope and Sequence.

**Evaluation Criteria**  
**Responses that meet the standard will:**

- Describe a foundation curriculum which clearly demonstrates alignment to the *Texas Essential Knowledge and Skills* (TEKS) standards.
- Clearly align the proposed curriculum with the general and unique needs of the target population and community.
- Describe an assessment plan that covers all assessable TEKS for the course/grade level and/or allows a student to demonstrate mastery of TEKS standards.
- Present detailed plans for meeting the needs of special education and LEP students and legal requirements found in *Texas Education Code Subchapter A and B*.
- Establish well-designed extracurricular services and programs that are also consistent with the financial plan workbook. (*Attachment F3*)
- Provide an adequate rationale for not providing any special programs or extracurricular activities.

**NARRATIVE (1)** - Describe the proposed educational program(s)- including Special Education and Bilingual Education/English as a second language. Please explain in succinct terms the specific curricular programs that the applicant proposes and the ways in which the charter staff, board members, and others will use these programs to maintain high expectation and continuous improvement.

Clearly state how the curriculum will align with Texas Essential Knowledge and Skills (TEKS) standards.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

## EDUCATIONAL PROGRAMS OVERVIEW

We are passionate about providing the full range of human education and making our balanced, integrated course of study available to all students—including students above or below grade level, students with disabilities, and English Language Learners. Valor features a robust, rigorous curriculum in all subject areas. In addition to a strong foundation in the core disciplines, all students will experience a diverse, well-rounded body of coursework including fine arts & craftsmanship, civics & public speaking, community service, health and fitness, and nature studies. With its innovative approach, the Valor curriculum draws upon the best from both classical and contemporary approaches to education, and it is completely and seamlessly aligned with the TEKS standards, ensuring that instruction is characterized by the appropriate depth and breadth in each subject area. Our teachers employ a wide range of teaching techniques, including Socratic discussion, presentation, coaching, and hands-on learning, thereby ensuring that all students have the best opportunities to learn and grow. In addition, we draw upon the best methods of educational assessment to track student performance, inform instruction, and guide academic interventions to ensure that we are closing all student performance gaps. The cumulative effect of Valor’s school program is that all students, regardless of socio-economic or academic background, will achieve their full potential while growing in character and developing an authentic love of learning. The Valor student, then, will receive the best preparation for college, career, and a full human life.

### Key Features of Valor’s Educational Programs

#### Classical and Contemporary

The academic programs at Valor Public Schools draw upon the best of the classical tradition and the best of contemporary educational practices.

#### Mind, Heart, and Body

Our academic programs are designed to cultivate human excellence of all kinds, enabling students to thrive intellectually, ethically, and physically.

#### STEM and the Humanities

Whereas many schools today place an emphasis on either STEM or the Humanities at the expense of the other, we are committed to providing the highest quality curriculum in both of these foundational areas of study.

#### Verbal and Multi-Sensory

Numerous educational leaders and experts have emphasized the importance of enhancing classroom instruction with methods that engage the various senses of students. Our teachers will actively employ multisensory, hands-on methods in the classroom, while also affirming the primacy of learning through verbal instruction.

#### Love of Learning and Measurable Results

We believe that if our teachers succeed at cultivating a love of learning in students, strong measurable academic results will follow. Our teachers have a passion for learning and model this passion for their students, driving high academic achievement.

#### Rigorous and TEKS-Aligned

Valor’s academic program maintains high standards for all students. Our teachers provide high-quality bell-to-bell instruction that enables students to demonstrate mastery of all TEKS standards. The TEKS provide a comprehensive framework for our curriculum, and every curricular element is fully aligned with the TEKS.

### K-5 Mathematics

Valor’s elementary mathematics program provides students with a strong foundation in number sense and mathematical thinking. We aim to develop enthusiasm for mathematics and a confidence in students regarding their ability to think independently about mathematics and problem-solve effectively. Reflecting our inquiry-based pedagogical approach, both Singapore and Reasoning Mind math programs emphasize the development of true mathematical thinkers, who understand the “why?” behind particular algorithms and go beyond the ability to memorize how to perform calculations. The Singapore Math curriculum involves the extensive use of manipulatives and pictorial representations, which are particularly effective with young students. The Singapore Math Inc. website explains further that “one of the defining features of Singapore math is visualization. The concrete, pictorial, and abstract method underscores real-world application of math. It takes students from hands-on activities to pictorial representations, and finally to numbers.” ([www.singaporemath.com/Singapore\\_Math\\_s/301.htm](http://www.singaporemath.com/Singapore_Math_s/301.htm)) This hands-on, kinesthetic element plays a key role in developing deep mathematical thinking and understanding at a young age. As students move into third grade, Reasoning Mind’s adaptive, computer-based platform will provide a strong bridge to upper level mathematics, allowing students to progress at an individualized pace and incorporating small group demonstrations and discussions into their personalized learning. Both programs will be integrated deeply with the TEKS at each grade level, and together they will provide students with a top-notch foundation in mathematics as they progress to the middle and upper grades at Valor.

### K-5 Language Arts

Valor’s multifaceted elementary Language Arts program will lay a critical foundation in the areas of reading, writing, listening, and speaking by thoroughly covering all K-5 Language Arts TEKS. Since reading is at the core of our primary Language Arts curriculum, a great deal of attention will be devoted to this critical skill. Students begin phonics-based instruction in Kindergarten, and the Spalding Phonics program continues at an intensive pace throughout grades K-2, providing a practical, structured, sequential, and rigorous approach to language arts instruction (Spalding, 1957: *The Writing Road to Reading*) Using discrete phonograms learned through explicit instruction, Spalding’s powerful multi-sensory methodology incorporates sight, sound, voice, movement, and writing into the various lessons, which helps to reach all students, especially those with learning difficulties (Spalding, 1957). The program has a strong track record of enabling students to develop strong reading, writing, comprehension, and vocabulary skills. As students move up through the grades, teachers will place more of an emphasis on the study of grammatical structure, introducing key concepts in a variety of ways: in the context of literature, through the art of sentence diagramming, and through skill-specific exercises.

Valor’s composition program is designed to introduce students to a wide variety of modes and genres. As outlined in the elementary Language Arts TEKS standards, students will learn to write literary, expository, and procedural texts, with an emphasis placed on developing writing fluency and expressing one’s self with clarity and grace. Pedagogically, we will employ the classical principle of imitation, by which students first review and discuss the stylistic and structural elements of worthy models of writing from many different genres. Students then produce original pieces of writing that draw upon and imitate the professional models. Significant time and attention will also be given to teaching composition as a process, including the elements of Invention (brainstorming, generation of ideas, etc.); Organization (determining the best arrangement of ideas/content in order best realize the purpose of the piece); and Style (crafting the expression of thoughts to be correct, clear, and aesthetically pleasing).

In the literature segment of language arts, one of our primary goals is to give students the skills necessary to access good literature. With rigorous, TEKS-based instruction, we will instill in students a love of reading and an appreciation for good literature. Students will begin their own reading with leveled readers before being gradually introduced to a variety of classic children’s literature. The act of reading will take place in the forms of independent reading, reading aloud in class, and listening to teachers read stories aloud to the class. The curriculum will include such classic works as *Charlotte’s Web*, *Little House on the Prairie*, and *The Chronicles of Narnia*. Valor will also incorporate selections from the Junior Great Books anthologies, developed by the Great Books Foundation. All students will read, memorize, and recite classic poetry aloud and develop a deep appreciation for the poetic mode of expression. In the K-5 program, students will also learn the basics of our distinctive approach to literary discussion, which is based, in part, on the practices outlined by the Great Books Foundation in their Shared Inquiry™ method of reading and discussion (<https://www.greatbooks.org/about/what-is-shared-inquiry/>).

### K-5 Science

Valor’s innovative Discovery Science approach will be employed in all grades, with varying curricular emphases depending on grade level TEKS standards. Our Discovery Science approach focuses on scientific inquiry as an adventure or journey that students embark upon as they engage with the natural world in a direct, hands-on way. Discovery science will be another reflection of Valor’s innovative, inquiry-based approach to learning. While presentation-based instruction will always have its place in the curriculum, we see Discovery Science as being driven in large part by the curiosity and wonder of our students, as they think through questions and solutions in the same way that a scientist would. Particularly at a young age, we want to encourage such questions as “What makes a caterpillar turn into a butterfly?” or “What causes the moon to appear differently at different times in the month?” Questions like these draw upon the students’ immediate experience of what they have observed firsthand and serve as an ideal entry point into scientific reasoning. After asking good questions, whenever possible we want students to see themselves as scientists, taking part in the same activity of seeking after and discovering scientific truths for themselves. Various hands-on activities are meant to simulate or recreate the kinds of contexts in which real scientific discovery can be made. A strong emphasis will be placed in the elementary grades on developing a keen attentiveness and a capacity for observation. Our Discovery Science program will feature stimulating activities that engage the senses, from observing nuances in the colors of leaves to feeling and discussing the texture and patterns of seashell. Much of the K-5 science curriculum will develop in students a habit of attention and a precision of sensory awareness. As a record of their observations and scientific reasoning, students will maintain science notebooks. Throughout the K-5 science experience, hands-on lessons incorporating the school’s garden will also be integrated within the curriculum. The science curriculum will also include the stories of famous scientists throughout history in order to engage students in the great questions and discoveries of others, thereby humanizing science and emphasizing its significance and appeal. The curriculum will be information-rich and cover all TEKS science standards, presenting scientific exploration as a journey of discovery.

### K-5 Social Studies

Valor’s elementary social studies curriculum covers a wide range of topics and historical periods, setting the stage for more advanced studies in the middle and upper grades. A strong emphasis is placed on understanding and embracing the heritage of freedom that we have received as citizens of the United States. Valor’s modified, TEKS-aligned Core Knowledge curriculum (no affiliation/connection with Common Core) is well-suited to our classical approach, providing students with a strong foundation in Ancient and World history as an important background for understanding the history of America. Students will explore the cultures of Ancient Rome and Greece in close detail, including a study of history, government, geography, philosophy, and the arts. They will see how key elements from the classical world have informed and shaped the development of Western Civilization, from the Medieval World through the Renaissance, and into the contemporary world. The Core Knowledge history approach also includes an expansive treatment of world history, providing perspective on a diversity of peoples and cultures throughout the world. Particularly in the younger grades, students will approach history as a narrative—an engaging story involving dramatic events and important questions. The biographies of individual men and women who have made a great impact on the history of the world will also receive significant treatment, including study of the heroism, virtues, and shortcomings of these figures. The history classroom provides excellent opportunities to discuss questions of ethics and character, thereby promoting character development in our students. The philosophy behind the Core Knowledge approach is the “simple and powerful” insight that “knowledge builds on knowledge” ([www.coreknowledge.org/learn-about-us](http://www.coreknowledge.org/learn-about-us)). The Core Knowledge foundation emphasizes that “this insight, well-established by cognitive science, has profound implications for teaching and learning. Nearly all of our most important goals for education—greater reading comprehension, the ability to think critically and solve problems, even higher test scores—are a function of the depth and breadth of our knowledge.” ([www.coreknowledge.org/learn-about-us](http://www.coreknowledge.org/learn-about-us)) In many cases, the Core Knowledge curriculum will fill in gaps and level out educational inequities, building confidence in students as they more fully internalize their cultural heritage as citizens of the United States. In order to fully cover the TEKS at each grade level, Valor is modifying and aligning the Core Knowledge curriculum to cover the K-5 Social Studies TEKS, for instance 4th grade Texas history content and 5th grade US History TEKS. We are also working with a consultant who has aligned elementary Core Knowledge content to the TEKS for a school in San Antonio ISD, which will provide a further level of review and assurance that all Social Studies TEKS are fully covered in the curriculum.

### K-5 Fine Arts & Craftsmanship

Valor’s elementary fine arts curriculum provides young students with a rich, vibrant, and varied introduction to the arts, including studio art, music, and theatre. Studio Art and music will be taught as separate course components, while theatre content will be integrated within the Language Arts and Social Studies curriculum for a given grade. In

music, there will be a strong choral emphasis, with all students participating in music concerts on a yearly basis. Singing will become part of the cultural dimension of the school, with a body of shared songs as part of the school community. Folk music and songs from both American and international traditions will be featured. Students will also learn to appreciate the tradition of classical music by listening to works from great composers such as Palestrina, Bach, Mozart, and Beethoven. In studio art, students will develop an initial appreciation for art, including a foundation in certain basic elements such as color, line, form, and value. Developing basic skills and growing in creativity, students will have opportunities to view and discuss masterworks and then imitate in their own work the professional techniques and approaches they have observed. As part of Valor’s emphasis on “making” and “doing” in the Fine Arts, students will also take part in a range of craftsmanship activities such as woodworking, calligraphy, sculpting, and building models. On the whole, Fine Arts in the elementary grades will take an incremental, graduated approach, beginning with engagement, exposure, and exploration and then progressing to more sophisticated levels of skill development.

#### K-5 Language Studies

All students in grades 1-5 will study Spanish language. Kindergarten students will receive a basic introduction to Spanish words and phrases in the context of their overall class instruction. Our elementary Spanish curriculum will employ an immersive approach, in which the instructor’s use of English will be minimized to the extent appropriate, given students’ age and ability level. A focus will be placed on precision and mastery, and teachers will maintain high expectations for student progress. In addition to the linguistic structures and grammar of the language, students will also develop an appreciation for Hispanic cultures as a way to deepen their understanding and appreciation for the language. Beyond their study of Spanish, students in grades 3-5 will receive ongoing instruction in Greek and Latin etymologies. Integrated within their literature and vocabulary study, this study of Greek and Latin roots will have great benefits for their overall reading comprehension.

#### K-5 Physical Education & Health

Valor’s PE and Health programs are a vital part of our commitment to educating the whole person. The elementary grades, in particular, offer an important opportunity to provide students with fundamental knowledge, skills, and attitudes in the areas of physical education and health. As in all subjects, Valor will cover the state standards (TEKS) for PE and Health with rigor and depth. In the elementary grades, students will first learn fundamental movements and skills, growing in awareness of their physical potential. They will develop muscle strength, endurance, and flexibility of motion. After developing basic skills, students will progress in learning more sophisticated movements, exercises, and sport-specific skills. Learning to embrace an active and vibrant lifestyle, students will come to understand what it means to challenge oneself physically. They will be introduced to the fundamentals of goal-setting, celebrating their successes, and growing in perseverance when they miss the mark. Students will also learn important social skills in the context of the PE curriculum, such as valuing teamwork and developing a healthy disposition towards competition. Furthermore, many researchers have noted the critical connections between physical movement and academic achievement. We believe our PE program will positively impact the performance of our students in their other studies. Recognizing the need for instruction in nutrition, we will teach our students how a healthy, balanced diet can have a profound impact on quality of life. Valor’s overall aim is to inspire students to pursue physical excellence through an active, healthy lifestyle.

#### K-5 Technology Applications

Valor will cover all K-2 and 3-5 Technology Applications TEKS in an integrated way through a range of curricular disciplines, depending upon the nature of the skill being taught. For example, students will prepare multi-media presentations in several subject areas, including Language Arts, Social Studies, and Science, depending on the grade and assignment that best fits a particular Technology Application standard.

### MIDDLE SCHOOL CURRICULUM (GRADES 6-8)

#### 6-8 Mathematics

Valor’s middle school mathematics curriculum is designed to help students progress to the study of Algebra and higher-level mathematics by comprehensively teaching the knowledge and skills in the middle school mathematics TEKS. In the 6-8 Pre-Algebra courses, a strong focus will continue to be placed on number sense and mental math. All 6-8 Pre-Algebra students will be expected to have benchmark proficiency levels on mental math, particularly in the areas of multiplication and division. After being introduced to the underlying principles of Algebra in both the late elementary grades (Reasoning Mind) and the Pre-Algebra coursework, students will then focus on learning the

formalized, abstract, and symbolic structures of Algebra. Advanced students may begin the study of Algebra I in 7th grade, while others may take Algebra I in 8th grade (or possibly later if necessary). Students who take Algebra 1 or Geometry in middle school will receive high school credit for these courses. Building upon the K-5 math curriculum, teachers will stimulate true mathematical inquiry, and students will take an increasing level of responsibility in the classroom. For example, students will frequently be asked to work through problems at the board, fielding questions from both the teacher and other students, explaining their work and thought process, and developing confidence in their abilities to reason mathematically. Our goal is to develop students who not only know how to calculate, but who also understand the reasons why they are performing certain calculations—students who are fluent in mathematical thinking. Rather than simply memorizing formulas, theorems, or properties, Valor teachers will also lead students to understand and master the origins of and proofs for such formulas. With our emphasis on student-led demonstrations and inquiry-based pedagogy, Valor’s middle school students will become confident mathematical thinkers who are well-prepared for the advanced math and science courses featured in our upper grades.

### Sample Middle School Math Sequences

6th Grade: Pre-Algebra 1 or 2

7th Grade: Pre-Algebra 2 or Algebra 1

8th Grade: Algebra 1 or Geometry

### 6-8 Language Arts

Valor’s middle school language arts program will continue to develop and strengthen foundational skills in reading, composition, grammar, listening, and speaking through systematic coverage of all Language Arts standards (TEKS). The course will focus on reading, discussing, and appreciating classic works of literature from authors such as J.R.R. Tolkien, Alexandre Dumas, Ray Bradbury, Harper Lee, and Frederick Douglass. These texts will be both challenging and age-appropriate, providing students with a fitting introduction to the more advanced study of the Great Books that will take place in grades 9-12. In grade 8, students will begin the Integrated Humanities Program, an interdisciplinary sequence of two-period blocks encompassing both Language Arts and Social Studies. The middle school curriculum will cover a diverse range of literary genres, including novels, short fiction, drama, lyric poetry, essays, and expository texts. Students will build upon the foundational skills learned in the elementary grades, moving on to a more sophisticated treatment of literary elements, terms, and devices. The study of vocabulary and etymology will be integrated into literature studies. Teachers will also have higher expectations for the discussion of literature as middle school students learn the foundations of seminar discussion. Teachers will increase the level of student responsibility for sustaining class discussion, encouraging students to respond to and build upon previous comments while using textual evidence to support their claims. As students become more proficient, middle school teachers may introduce full seminar discussions on a limited basis, in which students sit in a rectangle or circle and converse without raising hands. In these full seminar discussions, the teacher plays a guiding role, asking key questions and intervening as necessary while students learn to sustain conversations as a group. Through these inquiry-based seminar discussions, Valor students will develop a range of discussion skills, including active listening, polite speech, eye contact, clarity, logical reasoning, and courageous participation. Our middle schoolers will also continue with the study of grammar, both in a formalized way and in the context of literature, mastering advanced elements and structures, while reinforcing their understanding of the parts of speech, parts of the sentence, phrases, and clauses. The composition program will be informed by a classical, rhetorical approach, introducing students to a variety of writing genres, including letters, fiction, exposition, persuasion, description, narration, and essays. We will emphasize the fundamentals of essay writing, including thesis statements, supporting evidence, analysis and synthesis, and organizational strategies. As part of Valor’s commitment to writing instruction, all students will be required to successfully pass a benchmark writing assessment in the 8th grade. Teachers will approach writing instruction as a process with stages such as pre-writing, drafting, peer-review, editing, and revision. This process will be set up in keeping with the classical rhetorical elements of Invention (generating ideas), Organization (determining the most effective way to arrange ideas), and Style (communicating in a correct, artful and appealing way). Valor’s middle school program will offer an advanced training in the arts of language, preparing students to excel in the Integrated Humanities Program during grades 9-12.

### 6-8 Science

Valor’s inquiry-based Discovery Science curriculum continues in the middle grades. While science will become increasingly rigorous and analytical to meet and challenge the advancing intellectual development of our students, our middle school program will continue to feature inquiry-based, hands-on activities. Students will be provided

opportunities to observe, investigate, hypothesize, and reason in the same ways that a professional scientist would. In keeping with the Texas state standards, hands-on, laboratory, and field-based activities will comprise at least 40% of the total instructional time in science classes. Students will be introduced to a more formal process of experimentation, learning protocols for laboratory activities and written lab reports. A greater focus will be placed on understanding the divisions and differences between the various fields of science, and the curriculum will introduce greater specificity to the study of Chemistry, Biology, and Physics. In keeping with the middle school science TEKS, the 6th through 8th grade science courses will be interdisciplinary in nature, though each will have a particular content emphasis: Physical Science in 6th, Life Science/Biology and the Environment in 7th; Earth Science in 8th. Additionally, our goal is to provide middle school students with a strong foundational understanding of the concepts encountered in Valor's Advanced STEM sequence at the high school level. Given that high school students will have the opportunity to take AP Biology, AP Chemistry, and AP Physics, the depth and quality of their science instruction in the middle grades will be crucial for their future success. Middle and high school science faculty and academic leadership will collaborate to ensure the best possible content alignment between the middle and upper grades.

#### 6-8 Social Studies

The middle school social studies program provides students with a rich, diverse, and in-depth exploration of history, geography, and culture. Students in 6th grade will begin with a broad survey of world cultures, focusing particularly on the specific contemporary world cultures outlined in the 6th grade social studies TEKS. Throughout this course, students will come to understand how actions, events, ideas, political systems and other features of civilizations from the past have shaped and influenced the contemporary world. Through the exploration of various societies, the course will treat key content and questions pertaining to history, geography, economics, government, citizenship, science and technology, the arts, and philosophy. In 7th grade, students will engage in a study of Texas history, from the early times to the present, that is greater in depth and breadth than their earlier exploration of the state's history at the elementary level. The course will carefully examine the Spanish colonial period, the Mexican national period, the Texas revolution and formation of a republic, early statehood, and other key events and periods up to the present day. In 8th grade, students turn to a close examination of American history and culture, beginning with the early colonial period and continuing up through Reconstruction. The curriculum will emphasize the American founding, including the individuals, documents, ideas, and events that set the stage for the nation's subsequent growth and development. Substantial treatment will be given to the colonial and revolutionary times, as well as to the creation and ratification of the U.S Constitution, the early republic, westward expansion, the build-up to the Civil War, the Civil War itself, and Reconstruction. The 8th grade year will also mark the beginning of the interdisciplinary Integrated Humanities Program (IHP), in which students will study literature and history in a two-period blocked course. Concurrent with their study of American history and culture, students will read a variety of age-appropriate American literary, philosophical, and political texts, including novels, short stories, poems, speeches, letters, and key political documents. By studying American history and literature in an integrated way, students will make important interdisciplinary connections during in-class discussion, reading, and writing assignments. Please see the high school curriculum overview below for a more detailed description of the Integrated Humanities Program. Throughout the middle school social studies curriculum, Valor will place an emphasis on seeing history as a narrative, studying biographies of significant historical figures, and reading primary texts.

#### 6-8 Classical Language

Valor middle school students will have the opportunity to complete three years of Latin study: Latin 1 in 6th grade, Latin 2 in 7th grade, and Latin 3 in 8th grade (depending on their entry grade). Each of these courses will count as high school credit as they satisfy the Texas standards (TEKS) for high school Latin language courses. Students will study grammatical elements in great depth, with engaging songs and chants used to build foundational skills and content knowledge. Students will learn to translate texts from Latin to English and from English to Latin. As students progress in their understanding, they will be introduced to a variety of great texts in Latin, including adaptations, excerpts, and full texts as appropriate to the level of language mastery. In addition to a strong training in grammar and translation, one of the primary aims of the Latin sequence is to provide students with a rich introduction to ancient Roman culture. Much of the content in the Latin textbooks and primary texts will serve this dual purpose, providing students with an engaging way to understand ancient Roman mythology, philosophy, literature, and culture.

#### 6-8 Technology Applications

Valor will cover all the Technology Applications TEKS in an integrated way throughout grades 6-8. The various skills and concepts will be covered in a range of curricular disciplines, depending upon the nature of the skill being taught. For example, students will prepare multi-media presentations in several subject areas, including Language

Arts, Social Studies, and Science, depending on the grade and assignment that best fits a particular Technology Application standard.

### 6-8 Fine Arts

The Valor middle school Fine Arts curriculum will provide all students with an in-depth three-year sequence in the following disciplines: Studio Art (6th grade), Music (7th grade), and Theatre (8th grade). These fine arts courses will be fully aligned to the middle school fine arts TEKS. Each of these courses will have both a primary creative, productive skill component and a secondary history and appreciation component. Students will be exposed to a range of technical skills and terminology in each of these disciplines. In addition, students will study the history of each art form, using time-tested masterworks. The majority of class time will be spent creating art, though students will also spend a portion of class time learning how to discuss works of studio art, music, and drama with depth and precision. Students will be working towards culminating events in each of these courses. For studio art, the course will culminate in an exhibit and evaluation of students' final pieces. In music, all students will participate in a culminating music concert. In theatre, all students will perform in a final performance.

### HIGH SCHOOL CURRICULUM (GRADES 9-12)

Valor's high school program will follow and satisfy all requirements of the Foundation High School Program. Valor will offer coursework that allows students to earn up to three high school endorsements: 1) STEM, 2) Arts and Humanities, and 3) Multi-disciplinary Studies. In addition, all Valor students will have the opportunity to earn a "Distinguished Level of Achievement" under the Foundation High School Program, by completing four credits in science, four credits in math (including Algebra 2) and earning at least one endorsement.

### 9-12 Mathematics

The high school mathematics courses constitute one major strand of Valor's Advanced STEM sequence. All mathematics course will cover the mathematics content and skills outlined in the high school mathematics TEKS. Students will have the opportunity to complete Algebra 1 & 2, Geometry, Precalculus, AP Calculus AB, and AP Calculus BC. With this rigorous line-up of course offerings, all Valor students will be meeting and potentially exceeding the state high school requirements for mathematics. Before entering the advanced math sequence, high school students who have not yet completed Algebra 1 and 2 will take these courses first. As indicated in the middle school curriculum overview, students will also have the opportunity to take Algebra 1 and 2, if ready, in grades 7 and 8. The high school Geometry course will cover all state standards while incorporating direct study of Euclid's Elements. Precalculus will assume mastery of the concepts in Algebra 2 and Geometry and prepare students for success in AP Calculus. Together, the AP Calculus courses (AB and BC) allow students to complete a rigorous, college level study of Calculus prior to high school graduation. Maintaining consistency with our elementary and middle school math program, Valor teachers will continue to employ an inquiry-based approach in the classroom. Investing students with a greater level of responsibility, all math courses will require a significant amount of student-led presentations and problem-solving. As in the younger grades, instructors will guide students to a deep understanding of mathematical truths, pushing beyond the mere memorization of formulas and techniques. In addition to the acquisition of mathematical skills, Valor will focus on cultivating an appreciation for the order and beauty of mathematics, in keeping with our classical vision.

### Sample Advanced Mathematics Sequences

- 9th Grade: Geometry or Algebra 2
- 10th Grade: Algebra 2 or Precalculus
- 11th Grade: Precalculus or AP Calculus AB
- 12th Grade: AP Calculus AB or AP Calculus BC

### 9-12 Science

Valor's high school science courses constitute the second major strand of our Advanced STEM course sequence. All students will have the opportunity to take college prep and AP level courses in Biology, Chemistry, and Physics. Valor's high school science courses will build upon the Discovery Science curriculum in grades K-8, featuring significant hands-on components and in-depth laboratory activities in accordance with grade level TEKS requirements. Valor's college prep and AP science courses are an ideal match for our educational vision, given their emphasis on an inquiry-based approach to scientific investigation. The science curriculum begins with a college-prep

Biology course in 9th grade. AP Science offerings begin in the 10th grade with AP Biology, and continue with AP Chemistry in 11th grade and AP Physics in 12th grade. Students will also have the option of taking college prep Chemistry and Physics in grades 10-12 if they are not ready for the AP sequence. All Valor students will graduate with a superior science education, positioning them to excel in STEM-related fields in both college and career.

Sample Advanced Science Sequence

- 9th Grade: Biology
- 10th Grade: AP Biology
- 11th Grade: AP Chemistry
- 12th Grade: AP Physics

8-12 Integrated Humanities Program (English Language Arts & Social Studies)

Valor’s Integrated Humanities Program (IHP) is one of the most innovative and distinctive elements of our high school curriculum. The carefully designed sequence, which spans grades 8-12, will give our students the ability to make connections between various disciplines as they engage in a rigorous study of history, literature, and philosophy. The IHP curriculum will include both English Language Arts and Social Studies coursework within a unified, double-period course. This course will illuminate the connections and interrelatedness of topics that would typically be presented in isolation from each other. Beginning with an exploration of American civilization, students will go on to study the ancient, medieval, and modern worlds. The IHP will encompass English 1-4, US History, and several Social Studies elective courses. The courses will cover all required TEKS content for both the English Language Arts and Social Studies courses included in the sequence. Pedagogically, the course will feature frequent Socratic seminar discussions of the Great Books as well as other primary texts of literature, history, and philosophy. The IHP courses will help our students to develop key intellectual habits of close reading, clear thinking, use of textual evidence, clear and persuasive writing, clarity of verbal expression, careful listening, and civil discourse. Through the rich exploration of these time periods and texts, every Valor graduate will grapple with some of the most fundamental questions of all time and become deeply engaged, independent thinkers.

Integrated Humanities Program Sequence

8th Grade:	American I	ELA & Social Studies
9th Grade:	American II	English 1 & U.S. History
10th Grade:	Ancient and Medieval	English 2 & Social Studies Elective
11th Grade:	Renaissance/Early Modern	English 3 & Social Studies Elective
12th Grade:	Modern World	English 4 & Social Studies Elective

9-12 Social Studies (additional offerings)

In addition to the Social Studies courses offered within the Integrated Humanities Sequence, Valor high school students will take the following additional courses: Economics with an Emphasis on Free Enterprise, American Government, and World Geography.

9-12 Fine Arts

Students in grades 9 and 10 will complete Studio Art and Music respectively. In grades 11 and 12, students will select a course from a group of electives, including advanced fine arts (along with CTE and computer science offerings). The primary focus of the high school Studio Art and Music courses will be to give students a strong grounding in the essential skills and techniques foundational to each discipline while deepening their appreciation of the arts. Students will understand the historic and contextual significance of art while sharpening their skills in critical judgment under the guidance of the teacher. Students will study masterworks of painting and musical composition, learning to imitate the techniques of these masters in their own work. In Music, a strong emphasis will be placed on the choral component with every student participating in a vocal concert during the course of the year. In Studio Art, students will master the elements of art and the principles of design, learning to incorporate these fundamentals in their own work. As they progress in training and skill, students in the Studio Art class will focus on drawing in various mediums, including work with perspective, portraits, and still life. Our entire Fine Arts program at Valor is designed to encourage the creativity of our students while deepening their appreciation for beauty.

9-12 Languages Other Than English

At the high school level, Valor students have the opportunity to follow one of the following two paths: 1) Classical Language Track (continuation of Latin along with 2 years of Greek) OR 2) Modern Language Track (Spanish or French 1-4). The first two years of the Classical Language Track (Latin 4 and AP Latin) will focus on an in-depth study of Latin literature, including texts from author such as Catullus, Caesar, Cicero, and Virgil. The capstone of this sequence will be a close study of Virgil’s epic, The Aeneid, and Caesar’s Gallic War in the AP Latin course. In the context of their study of the Latin language, students will experience a wide and varied immersion in the cultural inheritance of ancient Rome, including Roman history, philosophy, literature, art, and architecture. After completing the Latin sequence, students in the classical language track will go on to complete two years of Ancient Greek. Students in the modern language track will pursue an in-depth study of either Spanish or French (Spanish offered in early years of school with French introduced as second option). The modern language course will employ an immersive approach, gradually increasing the proportion of class conducted in the language being studied. Students will develop a proficiency in reading, writing, listening, and speaking Spanish/French. In addition, the modern language courses will be designed to promote a deep understanding of the cultural elements of the Spanish/French-speaking worlds. At the higher levels, a greater emphasis will be placed on reading and discussing original works of literature, including prose and poetry, in the language being studied. All high school language courses will be aligned to the Languages Other Than English TEKS for each level of study.

#### 9-12 Physical Education

All high school students will complete 1 credit of high school level Physical Education, which will typically be offered in 9th grade. This physical education training will be a key element of Valor’s comprehensive, whole-person approach. A strong emphasis will be placed on cultivating habits of personal fitness, health, and nutrition.

#### 9-12 Career & Technical Education (CTE) and Technology Applications

Valor will offer a coherent sequence of coursework within at least three Career and Technical Education (CTE) clusters. In addition, all high school students will receive Integrated Technology Applications that cover all required TEKS at the high school level. CTE and technology course will enhance and extend the advanced STEM sequence of courses.

### SPECIAL EDUCATION PROGRAM

As an aspiring Texas public charter school, Valor Public Schools is committed to providing the highest quality education for students with special needs, ensuring that all students with disabilities who have an educational need receive a free and appropriate public education (FAPE). Valor will provide special education services to all eligible students in the least restrictive environment, fully meeting the provisions of each student’s individualized education plan (IEP). Valor’s Special Education Coordinators, teachers, and network Director will have state certification in Special Education and will be hired on the basis of their expertise in the following areas: instruction, law and compliance, diagnostics, parent communication, provision of services, IEP/ARD caseload management. Valor will maintain up-to-date Special Educations policies, procedures, and program documents that are fully consistent with state and federal policies governing special education. We will employ an inclusion model of Special Education, seeking to provide Special Education services to the extent possible within the general education setting. If deemed appropriate on the basis of the student’s IEP, Valor will provide further pull-out services to fully meet the needs of its Special Education students. In general, our structured and supportive classroom environment will be an excellent environment for students with special needs to learn and develop. Valor’s special education program will be fully compliant with TAC §19.89, TEC Chapter 29, Subchapter A, and other applicable laws.

### ESL / BILINGUAL EDUCATION PROGRAM

Valor Public Schools will ensure that every student who is identified as an English Language Learner (ELL), with a home language other than English, is able to participate in a bilingual or English as a second language (ESL) program, as required in TEC Chapter 29, Subchapter B. Our ESL/Bilingual programs will be integrated within the regular program of study and instruction, and we will seek out certified teachers to ensure that ELL students are best enabled to master the TEKS. Our ESL/Bilingual programs will have the overall goal of helping English Language Learners to become proficient in reading, speaking, listening, and writing in English. Valor’s instructional methods and materials will be chosen for their ability to effectively meet the needs of English Language Learners. Our curriculum for these programs will follow essential knowledge and skills required by the state of Texas and the English Language Proficiency Standards (ELPS). All ELL students will receive appropriate instruction from an ESL/

Bilingual certified teacher. In addition, all teachers with ELL students in their classrooms will integrate the ELPS into their lesson planning. Valor’s ESL/Bilingual program will fully meet the needs of all LEP (Limited English Proficiency) students in compliance with the requirements found in TEC Chapter 29, Subchapter B and other applicable laws.

## TEKS ALIGNMENT, MASTERY, AND ASSESSMENT

Valor’s academic leadership will follow a multi-step process to ensure that its curriculum is rigorous and that it is fully aligned to the Texas standards. Valor’s academic team will finalize a full scope and sequence for each grade level and subject area, which will indicate the specific content covered during each quarter, with corresponding TEKS noted throughout. In addition to these foundational scope and sequence documents, we will develop sample unit, week, and daily plan documents which reflect Valor’s academic philosophy and will be used as models for teachers preparing for the beginning of the school year. As part of Valor’s Summer Teacher Institute, incoming teachers will receive extensive training in the areas of curriculum and instructional planning. All curricular materials and instructional plans will be designed to facilitate student mastery of the TEKS for each subject and grade level. In order to accurately measure mastery of the TEKS, we emphasize the importance of regular, meaningful, and appropriate assessments, and we train all our teachers to effectively implement an appropriate sequence of assessments in each classroom. The assessment plan begins with the curriculum, so it is critical that our scope and sequence documents thoughtfully incorporate the TEKS for each subject area and grade level. Part of that thoughtful reflection includes an appropriate emphasis on both readiness and supporting standards in each discrete area of the curriculum.

Team Responsible for Curriculum Alignment: Superintendent, Head of School, Lead Teachers, Special Education Coordinator/Director, and ESL/Bilingual Teachers

### Teacher Training on TEKS-Based Assessment Design

After ensuring the appropriate sequencing and alignment of curriculum, our academic leadership will train teachers on how to ensure that classroom instruction remains faithful to and fully reflects the curriculum standards. The training will emphasize effectively analyzing standards and creating daily, weekly, and unit plans that deeply reflect the key knowledge and skills embedded in the curriculum. Even though we will have a high quality, TEKS-aligned curriculum, if classroom instruction is not fully and deeply reflective of the curriculum, then teacher-designed assessments will not be an accurate measure of progress.

### Multi-faceted TEKS-Based Assessment Plan

In order to provide the truest and most accurately reflective picture of student progress and TEKS mastery, Valor will implement a range of assessments that vary in nature and scope, from oral checks for understanding to one-on-one oral assessments to formal quizzes, tests, and summative exams. Assessments must also exhibit an appropriate variation in mode of response, from fill-in-the blank items, to pictorial graphs, to short response and extended narrative response items. Such variation will, of course, be dependent upon student age and ability, along with the nature of the subject material being covered. The TEKS clearly encompass this broad range of modes and the best assessment plan will be flexible enough to engage the curriculum on a wide variety of levels. In Narratives (1) and (2) of Assessment and Evaluation—Academic Progress, we provide a more detailed list of the specific assessments, including diagnostic, interim, benchmark, and summative assessments.

### Board Oversight of Curriculum, Instruction, and Assessment

The Superintendent/Head of School will provide a detailed report to the Board at each meeting that addresses curriculum, instruction, and assessment data. At these meetings, board members will have the opportunity to ask questions and provide directive feedback, ensuring the schools maintain high academic expectations and continuously improve the program to maximize student growth/achievement in accordance with the school’s mission and vision.

**NARRATIVE (2)** - Rationalize the use of the proposed curriculum to meet both the general and unique needs of the target population and community.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Within our north and south Austin target communities, academic performance in both Reading and Math at local ISDs is notably low, with particularly low middle school achievement at Dobie Middle School (received Unacceptable rating for 2 previous years), Burnet Middle School (received Unacceptable rating in 1 of the last 2 years), and Bedichek Middle School (rated F by Children at Risk). There are few public district schools and magnet programs available within these neighborhoods that offer a high-quality curriculum preparing students to succeed in college and career. Further, there are no public schools providing a classical curriculum. From our extensive conversations with Austin parents, Valor’s public meetings, our parent survey data, and the 1,367 prospective students on our interest list, we have found that many Austin families are seeking a better-quality education—and specifically a classical education—for their children. (Data Sources: Austin ISD 2015 TAPR; TEA Accountability Ratings; [http://childrenatrisk.org/content/?page\\_id=8074](http://childrenatrisk.org/content/?page_id=8074))

Valor’s innovative curricular offerings are designed to meet the general and unique educational needs of the diverse, mixed-income student body that we wish to serve in Austin. At the core of our curricular philosophy, we aim to provide the best foundational content for all students from a young age and overcome inequities arising from differences in student backgrounds. We have intentionally chosen individual curricular elements because of their ability to meet the general academic needs of a wide range of students, as well as their proven benefits for students above and below grade level, economically disadvantaged students, English Language Learners, and students with special needs. Here are several specific examples of how Valor’s proposed curriculum will meet the needs of our intended student population:

#### Meeting Student Needs with Stronger Reading Instruction

Valor’s approach to reading instruction will provide a stronger foundation of literacy for all our students. Our strategic decision to use Spalding Phonics is supported by extensive research. According to a study conducted by researchers at Arizona State University, for instance, students who were taught using the Spalding curriculum and method “demonstrate higher and statistically significant learning as measured by DIBELS...The four year findings strongly suggest that use of the Writing Road to Reading (Spalding) program is an effective method for enhancing performance on critical early literacy skills” ([www.spalding.org/images/pdf/wrtrprogram/research/ASU-Final-Summary.pdf](http://www.spalding.org/images/pdf/wrtrprogram/research/ASU-Final-Summary.pdf)). As a systematic phonics curriculum, Spalding is also supported by the recommendations of the National Reading Panel. The Panel discovered that systematic phonics instruction improves reading more than other approaches, helps students struggling to read, improves spelling in all levels of readers, and notably improves fluency and comprehension across many grade levels ([www.nichd.nih.gov/publications/pubs/nrp/Pages](http://www.nichd.nih.gov/publications/pubs/nrp/Pages)).

Valor’s reading instruction through Spalding Phonics is particularly well-suited for a diverse student population, including ELL students, students with disabilities, and students from economically disadvantaged backgrounds. The Valor team has witnessed these benefits first-hand in our previous educational experience. The Spalding Institute provides a strong rationale for how its program benefits students with limited English proficiency (LEP). For example, the Spalding method incorporates all the elements identified by the National Reading Panel as beneficial for teaching English learners ([www.spalding.org/wrtr-program/ell-esl](http://www.spalding.org/wrtr-program/ell-esl)). Along with these key components, “diagnostic teaching and differentiated instruction are embedded in The Method, making adaptation to the needs of English learners, and all students, part of daily instruction” ([www.spalding.org/wrtr-program/ell-esl](http://www.spalding.org/wrtr-program/ell-esl)). Spalding is also a highly effective program for students with learning disabilities because of its explicit, systematic, and multisensory approach ([www.spalding.org/wrtr-program/learning-disabilities](http://www.spalding.org/wrtr-program/learning-disabilities)). Finally, systematic phonics is “significantly more effective in improving low socioeconomic status (SES) children’s alphabetic knowledge and word reading skills than instructional approaches that were less focused on these initial reading skills.” ([www.nichd.nih.gov/publications/pubs/nrp/Pages](http://www.nichd.nih.gov/publications/pubs/nrp/Pages))

In addition to this strong early reading program, Valor’s emphasis in the reading curriculum on critical reading, student-driven inquiry, and higher order questioning will have positive benefits for all students. A study by The National Reading Technical Assistance Center found that instruction that emphasizes higher-order thinking and student-driven inquiry leads to improvement in reading comprehension (NRTAC, 2010: A Review of the Current

Research on Comprehension Instruction). This emphasis on student agency and participation runs throughout the Valor reading curriculum from the study of classic literature in K-5 to the full-scale seminar discussions featured in the Integrated Humanities Program.

#### Meeting Student Needs with Stronger Math Instruction

Grounded in research and best practices, Valor’s robust math program will give every student the foundation necessary for success throughout their entire education. Following the recommendations of the National Council of Teachers of Mathematics, Valor will teach skill development and problem solving simultaneously within a program that emphasizes a conceptual understanding of mathematics. From Singapore and Reasoning Mind math to pre-AP and AP math courses, Valor’s math curriculum features concept-rich material that asks students to think deeply about principles, grapple with problems on a daily basis, and explore the conceptual foundations of mathematics. Our Reasoning Mind math program, for example, will be particularly well-suited for increasing mathematical achievement, closing performance gaps, and challenging advanced students. A blended learning approach that couples an interactive, adaptive, instructional software with small group teacher-led tutorials, Reasoning Mind has a strong record of success in Texas schools. This approach ensures that all students receive a shared core of content, while also personalizing the learning experience to meet each student’s unique needs. There is a growing body of evidence supporting the positive impact of Reasoning Mind on both student achievement and student engagement ([www.reasoningmind.org/results/reports](http://www.reasoningmind.org/results/reports)). For instance, a Texas A&M University study of Texas public schools using Reasoning Mind concluded that it “appears to positively impact the mathematics achievement of Texas students, as well as students’ attitudes toward mathematics. Findings indicate that participation in Reasoning Mind increases students’ annual STAAR Mathematics scores, as well as algebra readiness over time.” ([www.reasoningmind.org/results/reports](http://www.reasoningmind.org/results/reports)) Furthermore, math classrooms that emphasize higher-order thinking and inquiry-based instruction are linked to student achievement and positive self-perception about mathematical ability ([www.andrews.edu/sed/leadership\\_dept/webinars/presentationdocuments/the\\_effective\\_mathematics\\_classroom.pdf](http://www.andrews.edu/sed/leadership_dept/webinars/presentationdocuments/the_effective_mathematics_classroom.pdf)). The partner work, small group problem solving, student presentations, and whole class discussions that characterize Valor’s mathematics instruction have a track-record of improving math achievement and engagement (Protheroe, 2007: What Does Good Math Instruction Look Like?). Valor’s high-quality math instruction will meet the needs of all students in our community and be an outstanding preparation for college.

#### Meeting Student Needs with Modified Core Knowledge History & Geography

The Core Knowledge curriculum was developed to provide all students with a common body of shared cultural knowledge. Because new learning depends on prior knowledge, it is crucial that students in the United States from all socio-economic backgrounds have an equal base of knowledge that will allow them access the same avenues of opportunity. E.D. Hirsch, designer of the Core Knowledge curriculum, writes that “(t)o be culturally literate is to possess the basic information needed to thrive in the modern world” (Hirsch, 1987: Cultural Literacy). Access to a common body of knowledge is particularly beneficial for the economically disadvantaged students we will serve: “Cultural literacy constitutes the only sure avenue of opportunity for disadvantaged children, the only reliable way of combating the social determinism that now condemns them to remain in the same social and educational condition as their parents” (Hirsch). Valor has chosen the Core Knowledge curriculum for K-5 history and geography because it will benefit disadvantaged students and those performing below grade level, and also because it is an excellent curriculum for all students, including those performing above grade level. In addition to helping to break the cycle of academic inequity, our modified, TEKS-aligned Core Knowledge curriculum will “enhance the literacy” and improve the academic experience of students from all backgrounds (Hirsch).

#### Meeting Student Needs with the Great Books

Valor’s curriculum draws upon the educational vision of Mortimer Adler, one of the founders and major proponents of the Great Books movement in the United States. We believe with Adler that “there are no unteachable children” and that “all children deserve the same quality of education, not just the same quantity” ([www.paideia.org/paideia-proposal/](http://www.paideia.org/paideia-proposal/)). One key way of promoting this vision of educational equity is to ensure that all students have the opportunity to read and discuss the best books and the greatest thinkers that have shaped our civilization. Beginning with Language Arts in K-5 and culminating in grades 8-12 with the Integrated Humanities program, Valor’s curriculum will emphasize a close study of classic literature and the Great Books. Valor’s approach to reading and discussion draws upon the Shared Inquiry™ approach developed by The Great Books Foundation, in which

“students think and talk about open-ended questions of meaning in a text while the teacher, as discussion leader, encourages them to develop their ideas, support those ideas with evidence, and listen and respond to their classmates” ([www.greatbooks.org/wp-content/uploads/2015/08/Research-Effectiveness.pdf](http://www.greatbooks.org/wp-content/uploads/2015/08/Research-Effectiveness.pdf)). Great Books programs using an inquiry-based approach to reading and discussion have been found effective for students of all ability levels, including urban students and those of low socioeconomic status ([www.greatbooks.org/wp-content/uploads/2015/08/Research-Effectiveness.pdf](http://www.greatbooks.org/wp-content/uploads/2015/08/Research-Effectiveness.pdf)). Valor’s Great Books, discussion-based approach will enable students from all backgrounds to grow in skill, achievement, empathy, and self-confidence.

#### Meeting Student Needs with STEM

There is substantial research highlighting the math and science achievement gaps of low socio-economic and minority students. Successful STEM Education, an initiative directed by the National Science Foundation, summarizes this problem: “Science and mathematics achievement gaps along racial, ethnic, linguistic, and socioeconomic lines have widened substantially over the past 20 years. Consider math, viewed as the ‘gatekeeper’ to academic opportunity generally, and to science learning in particular. Scores on the National Assessment of Educational Progress (NAEP)—known as “the nation’s report card”—reveal gulfs that start in grade 4 and just keep growing” (<http://successfulstemeducation.org/resources/raising-bar-increasing-stem-achievement-all-students>). Valor Public Schools will implement a rigorous, standards-based STEM curriculum throughout the K-12 program, beginning with our Discovery Science curriculum in grades K-8 and culminating in our Advanced STEM sequence at the high school level. Valor will focus intensively on preparing students for the rigors of AP Math and Science, so that all students successfully complete multiple AP courses prior to graduation. The Successful STEM Education initiative identifies potential causes of and solutions to the STEM achievement gap, noting that “(a) large number of schools with diverse populations focus their curriculum and instruction primarily on basic skills in an attempt to ‘teach to the test’ and boost scores on state exams. While mastering fundamentals is critical, a narrow emphasis on basics severely limits opportunities to learn higher-level concepts and strategies” (<http://successfulstemeducation.org/resources/raising-bar-increasing-stem-achievement-all-students>). With a STEM curriculum that includes rich content, student-driven inquiry, and problem solving, Valor will close the STEM achievement gap and position all students for success in college and future career (<http://successfulstemeducation.org/resources/raising-bar-increasing-stem-achievement-all-students>).

#### Meeting Student Needs with Fine Arts

The National Standards for Arts Education organization articulates the fundamental importance of fine arts education in a profound and compelling way: “the arts have been an inseparable part of the human journey; indeed, we depend on the arts to carry us toward the fullness of our humanity... We believe knowing and practicing them is fundamental to the healthy development of our children's minds and spirits.” ([www.performingartsconvention.org/advocacy/id=28](http://www.performingartsconvention.org/advocacy/id=28)) Valor subscribes wholeheartedly to this vision and will ensure that every one of our students will receive a rich curricular experience in studio art, music, and drama. In addition to their fundamental importance to the human experience, students from low income backgrounds who take fine arts have higher overall academic achievement (including higher grades and increased college enrollment rates) than their peers who do not ([www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf](http://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf)). Unfortunately, an opportunity gap exists: “low-income students less likely to have access to arts education than their higher-income peers” ([www.edutopia.org/blog/art-education-closing-achievement-gap-anne-obrien](http://www.edutopia.org/blog/art-education-closing-achievement-gap-anne-obrien)). Valor’s robust, content-rich fine arts sequence will ensure that this gap is closed for our economically disadvantaged students, so that no student is cut off from this fundamental aspect of the human experience.

**NARRATIVE (3)** - Describe the plan and schedule to evaluate the proposed curriculum.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Driven by a commitment to continuous improvement, Valor Public Schools will review and refine our curriculum on an ongoing basis to ensure that it is challenging, comprehensive, and fully reflective of the current TEKS standards.

CURRICULUM EVALUATION PLAN

**Annual Data Analysis**

On an annual basis, the Head of School and other members of the school leadership team will conduct a comprehensive analysis of data related to curriculum and instruction. Valor will use a system such as Eduphoria or DMAC to disaggregate STAAR performance data by subject area, grade level, and student group/sub-population. These data reports will be used to identify potential areas of weakness or need within the overall curriculum. In addition, Valor will also partner with Lead4ward to receive trainings in key areas related to curricular refinement, including: understanding standards, prioritizing knowledge and skills, determining focus on readiness and supporting standards, mapping data to district curriculum docs, etc. (<http://lead4ward.com>) Informed by evidence through this analysis, the school leadership team will collaborate with the Superintendent to develop a yearly action plan for curricular refinement. This yearly data analysis project will enable school leaders to pinpoint areas for improvement and help ensure that all student groups (including ESL, SPED, and At-Risk students) show academic growth.

**Benchmark Assessment Performance Review**

Valor will use the benchmark assessments in Math and Reading (NWEA MAP test) as an indicator of how well the curriculum reflects the state standards. Under the direction of the Superintendent/Head of School and in collaboration with NWEA consultants, school leaders will use predictive data reports to determine if there are key standards, strands, or subject areas which require curricular refinement.

**Teacher Review and Refinement**

As the year progresses, each K-5 grade level team will meet on a weekly basis for ongoing instructional planning. Under the guidance of their school leadership team and grade-level lead teachers, faculty will use these meetings to calibrate progress in relation to the master scope and sequence documents, making adjustments as necessary and noting proposed revisions for the next year's planning. At the end of each semester, each teacher/grade level will submit proposed revisions to the master scope and sequence documents. Proposals will be reviewed by school leadership and the Superintendent, discussed collaboratively with the faculty when appropriate, and used to refine master curricular documents.

**Curricular Audits**

Using the teacher feedback highlighted above, along with information gathered by school leaders throughout the year, the academic leadership team will review the curriculum at each grade level to determine whether or not elements of the curriculum need to be revised for the following year. The team will prepare notes on such areas for revision and provide direction to the lead teacher in that subject area. In collaboration with academic leadership, lead teachers will finalize curricular revisions by mid-summer for implementation in the following academic year. In addition to internal resources, Valor will utilize resources from Lead4ward (<http://lead4ward.com>) to assist in its curricular evaluation process. Lead4ward has developed a body of resources such as TEKS snapshots and planning tools to assist educators in Texas public schools.

**NARRATIVE (4)** - Discuss any plans to serve special programs or extracurricular activities; provide detailed information on each service. If no programs or activities will be offered, provide the rationale for that decision.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

In keeping with our mission to educate the whole person, Valor will offer students a wide range of extracurricular clubs and athletics opportunities. In addition, parents may choose to enroll in Valor's After-school Program. The list provided below represents the range of clubs and athletics that may be offered, though final decisions on extracurricular offerings will be dependent on faculty expertise and student/parent interest. As permitted by law, modest fees may be charged for Athletics to help offset basic equipment costs. Fees will be reduced or waived for any economically disadvantaged students who qualify for Free or Reduced lunch.

Potential Extracurricular Club Offerings (K-12): Latin Club, Chess Club, Robotics Club, Engineering Club, Gardening Club, Studio Art Club, Choir, Yearbook Club, Creative Writing Club, Drama Club, Musical Ensembles, K-5 Athletics Clubs, Archery Club

Potential Athletic Offerings (6-12): Soccer, Baseball, Football, Softball, Volleyball, Cross Country, Track, Swimming, Tennis

### After-School Program

Valor will make a fee-based After-School Program available for all our families. This program will reflect the overall mission, vision, and culture of Valor Public Schools. The program will include snack time, supervised play/athletic activity, structured study time with tutoring support, and engaging hands-on programmatic activities that extend the learning that takes place during the school day. Program activities may include gardening, art, poetry, educational presentations, and theater performances. Valor will seek to develop partnerships with numerous educational and cultural organizations in Austin to enhance the after-school program experience. The after-school program will be financially self-sufficient, with fees structured to cover expenses. In the Financial Plan Workbook, we have projected expenses of \$108,000 for the first year of after-school program teacher payroll, supplies, and programming activities. These expenses are offset by \$108,000 in projected revenue from families, assuming 50% of participants are economically disadvantaged students attending at a reduced price or no cost.

### Sample After-School Program Schedule

3:25 – 3:45 PM Snack & Structured Play

3:45 – 4:45 PM Guided Study & Independent Reading

4:45 – 5:05 PM Structured Play

5:05 – 6:00 PM Activity Period (arts & crafts, garden, theatre, guest presentations, etc.)

**I. The applicant will serve any grades Pre K - grade 8.** Yes  No

**II. The applicant will serve High School [any grades 9 - 12].** Yes  No

**Section III is for applicants who will serve Pre K.**

**III. Describe the grading system.**

N/A - Valor will not serve Pre-K.

**Sections IV-VII are for applicants who will serve High School [any grades 9-12].**

**IV. The applicant will implement Personal Graduation Plans for all students .** Yes  No   
 Identify person(s), position(s), and/or entities that will be responsible graduation plans.

(1) Steve Gordon - Superintendent/Head of School. (2) Assistant Head of School (grades 6-12). (3) College Counselor. (4) Registrar/PEIMS Clerk.

**V. The applicant will offer the following endorsement(s):** *Check all that apply*

Arts and Humanities  Business and Industry  Multidisciplinary Studies  Public Service  STEM

**VI. Proposed graduation rate goal(s)? (in percentage)**

Year One  Year Two  Year Three  Year Four  Year Five

**VII. The applicant will post grade 11 and grade 12 GPA class ranks on all student transcripts?** Yes  No

**NARRATIVE (1)** - Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

**NARRATIVE (2)** - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

**NARRATIVE (3)** - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

**Evaluation Criteria**  
**A response that meets the standard will:**

- Present promotion and retention requirements that are congruent with the proposed mission and vision.
- Discuss additional features of the educational model and(or) courses, outside of required curriculum, that will help students promote to the next grade level.
- Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.
- Account for specific supplies, technology, and tools that will be needed to facilitate successful implementation of the program.
- Provide clear strategies that will assist students to vertically align between elementary, middle, and high school.

**NARRATIVE (1)** -Discuss promotion and retention requirements for students to the next grade/graduation.

Include additional features of the educational model and(or) course offerings, outside of required curriculum, that will create a viable and adequate process for helping students promote to the next grade and (or) graduate.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### STUDENT PROMOTION/RETENTION REQUIREMENTS

Deliberation and decision-making regarding student promotion will be conducted by a Student Promotion Committee comprised of the Head of School, the Assistant Head of School, the student’s core subject teachers, and the Special Education Coordinator (if the student has an IEP). Valor has outlined a clear set of guidelines that the Promotion Committee will use to determine whether or not students are ready to proceed to the next grade level.

Decisions regarding promotion and course credit will be based on student mastery of the curriculum and will be consistent with grade-level academic expectations. Modified promotion requirements for students receiving special education services will be determined by the student’s ARD committee and reflected in IEPs. A student may be required to repeat a particular grade or course if:

- 1) He or she has an overall year average of less than 70% in a core subject area
- 2) He or she fails to pass one or more of the STAAR assessments for a given grade
- 3) He or she has been absent for 10% or more of the instructional days in the school year

Students in grade 5 must perform at a “Satisfactory” level or higher on the STAAR Mathematics and Reading assessments in order to be promoted to grade 6. Students in grade 8 must perform at a “Satisfactory” level or higher on the STAAR Mathematics and Reading assessments in order to be promoted to grade 9. These students who fail to perform at the “Satisfactory” level will have two additional opportunities to successfully pass the same assessment. Prior to a student retaking a STAAR assessment, the Student Promotion Committee will decide upon specific additional instruction for the student to help him or her improve performance on the assessment. In addition, students who take STAAR EOC exams in any grade will be given multiple opportunities to retake these EOC assessments. If a student in any grade (in addition to the 5th and 8th grade requirements) does not perform at a “Satisfactory” level or higher on his or her STAAR assessments, parents will be notified that the student will participate in a specialized program of instruction to help the student improve in that subject area. This specialized program may require the student to attend instructional sessions outside of typical school hours (before school, after school, summer, etc.).

#### HIGH SCHOOL GRADUATION REQUIREMENTS

Valor’s curricular offerings will satisfy all the requirements of the Foundation High School program, which applies to all students in Texas public schools entering 9th grade in or after the 2014-2015 school year. The Foundation High School Program requires all students to complete a minimum of 22 credits prior to graduation, with sub-requirements for individual subject/content areas. Valor Public School graduates will be required to earn at least 26 credits under the Foundation Program. Students will have the opportunity to choose and earn up to three endorsements: 1) STEM; 2) Arts & Humanities; 3) Multidisciplinary Studies. Every student will be encouraged and supported in pursuing a track of study that will enable him or her to earn all three endorsements offered.

Valor Public Schools Credit Requirements:

Math: 4 Credits

English: 4 Credits

Science: 4 Credits

Social Studies: 4 Credits

Languages other than English: 4 Credits

Fine Arts: 2 Credits

Electives: 4 Credits

Total Credits Required: 26 Credits

## PROMOTION AND GRADUATION SUPPORT STRUCTURES

We will implement a series of strategies and supports to ensure that all Valor students are on track for promotion, graduation, and success in college and career. The following are specific ways we will support student success:

1) Academic Intervention: On the basis of common assessments (DIBELS, MAP, etc.) and teacher observations/assessment data, students who are at risk of failing to meet grade level standards in tested subject areas will be placed in our academic intervention program. Using assessments to target specific areas of need (TEKS standards), Valor will provide these students with substantial small group or one-on-one instruction. A 30-minute academic support/enrichment block has been built into the school day to accomplish these interventions. As necessary, students in need of support may be asked to attend instructional sessions before or after school as well. This evidence-informed intervention will help to ensure that students may be promoted to the next grade at the end of the academic year.

2) Tutoring: Valor is committed to establishing a culture of continuous growth and improvement in which students regularly make use of the tutoring opportunities available to them. All teachers will keep regular tutoring hours before and/or after school on a minimum of 4 days per week for a minimum of 30 minutes per session. Teachers will communicate regularly with students and parents regarding the importance of tutoring, for all students and especially for those with significant performance gaps.

3) Student Success Initiative: This initiative (SSI) was put into place by the Texas Legislature in order to “ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics” (<http://tea.texas.gov/student.assessment/ssi/>). In keeping with the guidelines set out by the SSI, Valor students in grades 5 and 8 must either pass the Math and Reading STAAR assessments or a grade placement committee must unanimously determine that, after supplemental instruction, the student is likely to meet grade level standards (<http://tea.texas.gov/student.assessment/ssi/>).

4) Student Mentors: Beginning in its second year, Valor will institute a Student Mentor Program. Selected by a committee of teachers through an application process, Student Mentors will be models and guides for Valor students who are experiencing difficulty academically or socially at the school. When appropriate, struggling students in grades K-8 will have the opportunity to receive tutoring from exemplary high school students in the Student Mentor Program. Student tutors will receive training and guidance from faculty leaders prior to working with other students.

5) 8th Grade Counselor Meetings: In the spring of their 8th grade year, each Valor student and his or her parents will meet with Valor’s Assistant Head of School and College Counselor in order to discuss and finalize a Personal Graduation Plan. The meeting will cover graduation requirements, alternative credit options, endorsements, and serve as an entrance into the college counseling process. This meeting is one piece of a comprehensive plan for supporting students in their efforts to successfully complete the Valor high school program and achieve success in college and career.

6) College Counseling: Valor will provide all students with specialized college counseling services. Each campus will have one full-time, dedicated College Counselor in its first year (two at scale), with services beginning in the second semester of 8th grade. The College Counselor will ensure that each student is on track for graduation. By knowing the personality, interests, abilities, and aspirations of every student. The College Counselor will be well prepared to help each family find the best college or university fit for their child. Here are some of the key services our counselor will provide to families throughout the high school experience:

- Individualized meetings
- Information sessions for students and parents
- PSAT preparation workshops and tutoring
- Financial aid information
- Research workshops
- Grade-level specific orientations
- Sponsoring of visits to local colleges
- College counseling software for college planning

- College essay writing workshops
- Highlighting of scholarship opportunities
- PSAT, SAT, and ACT testing
- College/University visits to Valor

We have allocated personnel and funds to successfully facilitate the implementation of the programmatic initiatives described above. Resources include MAP testing software, a mobile computer lab, college counseling software (Naviance), and travel expenses for college counseling.

**NARRATIVE (2)** - Identify outside resources, partnerships, endorsements, or other opportunities that will facilitate promotion and graduation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

In addition to having a robust program that advances student achievement, retention, and promotion, Valor will leverage partnerships and resources with the broader Austin community to further facilitate academic growth and ensure that all students graduate from high school. According to research from the University of California Davis, “high quality school community partnerships are associated with positive effects on student connectedness, attendance, motivation, conduct, persistence, academic achievement, and pursuit of post- secondary education; students of all ethnic, language and socio-economic backgrounds appear to experience such effects” ([http://education.ucdavis.edu/sites/main/files/Erbstein\\_Paper\\_WEB.pdf](http://education.ucdavis.edu/sites/main/files/Erbstein_Paper_WEB.pdf)). Here are several proposed community partnerships and resources that Valor will draw upon to positively impact student promotion and graduation rates:

#### Academic Partnerships

To promote the academic growth of all students and ensure that all Valor students will graduate, we will look to external partners who can help our teachers and students in working towards these goals. For example, we plan to partner with the National Math and Science Initiative (NMSI), which has a strong track record of helping students and schools to develop and maintain rigorous, high performing math and science programs. Valor will look to NMSI to provide teacher training (pre-AP and AP math and science), student support, and other program support. NMSI has a record of results with its partner schools, having significantly increased the number of students taking and passing AP exams (<https://www.nmsi.org/Programs/ResearchResults.aspx> ). NMSI is also focused on increasing access and support to traditionally underserved students, a commitment that aligns well with Valor’s organizational priorities. In addition to NMSI, Valor will seek to develop and leverage other partnerships to drive academic achievement and college readiness. Further partnerships may include organizations such as The Princeton Review (SAT/ACT test preparation) and the College Board.

#### Academic Enrichment and Support

In addition to the curriculum and academic support provided through our school program, Valor will connect students and families with a range of outside resources to 1) further enrich student learning and 2) further assist struggling students. Enrichment opportunities may include summer courses at local colleges and universities, academic camps, and student leadership conferences. Academic support opportunities may include programs such as the ALEKS online math initiative, summer school offerings, and summer writing camps.

#### Internships and Experiential Learning Opportunities

As part of our college and academic counseling program, Valor will provide avenues for students to take part in internships and other experiential learning opportunities by seeking out relationships with leading businesses and non-profits in the Austin area. These partnerships will also give students in our CTE elective courses opportunities to extend and apply their learning. Additionally, our community service program will provide an avenue through which students can forge initial relationships with community organizations. Students will be encouraged to seek further volunteer opportunities with organizations whose work they are particularly interested in supporting.

#### Campus Visitors

During the course of the academic year, Valor will invite a variety of organizations and individuals to meet with students, teachers, and school leaders on campus. As part of our college counseling program, we will host frequent visits from colleges and universities around Texas and throughout the nation. These visits will help to raise

awareness of the many opportunities available to students, including specific programs and scholarships. It will also help to create a culture of college aspiration and readiness at Valor Public Schools. In addition, Valor will bring in guest speakers to address middle and high school students on a range of topics, including specific careers, science, history, literature, the arts, and the college experience. Guests may include university professors, business leaders, scientists, and notable figures from many other professions who support Valor’s mission and vision.

**NARRATIVE (3)** - Discuss strategies that will be used to achieve successful vertical alignment between elementary, middle, and high school, where applicable.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

One of the guiding principles behind the development of Valor’s curriculum is the importance of vertical alignment. Given our K-12 scope, Valor has a unique opportunity to craft a seamless vertical sequence of studies, providing a progression of knowledge and skills that builds incrementally from year to year. In addition to our analysis of the TEKS at each grade level, our team has spent extensive time studying the vertical alignment of TEKS in each subject area. Our proposed Superintendent, Steve Gordon, has previous experience aligning and mapping a Texas charter school K-12 curriculum to the TEKS. The following strategies will enable Valor to achieve successful vertical alignment and maximize learning from Kindergarten through high school graduation.

#### Curriculum Mapping

Valor will conduct a comprehensive curriculum mapping process prior to the opening of school. Academic leadership and lead faculty members will review and analyze all scope and sequence and course pacing guides to ensure that 1) all potential content gaps have been eliminated; 2) there are no unnecessary redundancies in the curriculum as it progresses from year to year; and 3) students are fully prepared for the material covered as they move from grade to grade. From the beginning, Valor will establish a unified, consistent approach to curriculum and instruction to maximize student learning and ensure that all students (regardless of subject or section) are receiving the same high quality instruction that covers all of the TEKS in a coherent and appropriately sequenced way. Under this process, all course documents will be updated and disseminated to faculty members for use throughout the year.

#### Subject/Department Planning Meetings

Ample time will be given during the school year for teachers of the same subject area at different grade levels to discuss key questions regarding the alignment of the curriculum. For example, a 9th grade science teacher may notice that a key piece of background knowledge is missing or incomplete. Through conversation with the middle school science teachers, the team can determine whether a gap exists and how the scope and sequence might be modified to address it. This type of ongoing discussion between different grade levels will also help to promote a faculty culture of collegiality, collaboration, and continued growth.

#### Shared Curriculum Documents

To ensure curricular consistency and promote collaboration between teachers at various grade levels, Valor will maintain a shared drive (One Drive, shared drive on server, etc.) of electronic curricular documents (scope and sequence, course pacing, unit plans, assessments, lesson plans, etc.). Documents will be updated on a regular basis and reviewed by academic leadership for quality.

#### Locally Developed Summative Assessments

Valor will administer locally developed summative assessments in each core subject area to measure student mastery of TEKS standards for each grade. These assessments will be administered each semester in grades 6-12. In addition, a specific writing benchmark assessment will be administered in 8th grade to ensure that all students are prepared for the high school writing curriculum. The results of these assessments will be used to drive academic interventions, shape instruction for particular cohorts, and refine the curriculum in each core subject area. Valor’s summative assessment program will help to ensure successful vertical alignment between the middle school and high school grades.

**NARRATIVE:** Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district? *Input answer here or applicant may click the button at the bottom of the page for a larger writing space. Do not write in both.*

**NARRATIVE:** Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Provide compelling evidence that the teaching methods will impact and enhance the quality of instruction and meet the needs of a diverse student body.
- Discuss instruction for students who are:
  - (i) above or below grade level,
  - (ii) with disabilities,
  - (iii) identified as gifted and talented, and
  - (iv) requiring bilingual/ESL services.
- Discuss how growth will be assessed and instruction will be modified as necessary to achieve individual educational goals.

**NARRATIVE (1)** - Briefly describe an average school day for a prospective student. How will their experience set itself apart from the average school day at the local school district or charter? *Input answer here or on the previous page. Do not write in both.*

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Alex, a 6th grade student at Valor Public Schools, was excited as his mother pulled up in the car line. As he stepped out of the car, Mrs. Bradley, his Science teacher, greeted him with a “Hello” and a warm smile. She shook his hand and Alex smiled back to greet her before heading to the field to join a group of his friends in a game of touch football. Alex was excited to see another one of his teachers, Mr. Carney, playing quarterback. When Alex first started at Valor, six weeks ago, he was surprised at how interested the teachers were in engaging with students. He noticed that they truly took a personal interest in him, even teachers who didn’t have him in class. At his previous school, the teachers might have been on the sides of the field patrolling for problems, but they never would have engaged them in conversation during the school day or joined in playing football with them like Mr. Carney.

When the bell rang to signal passing period before first period, Mr. Carney called for the ball and motioned for everyone to move inside. On his way in, Alex noticed that the flowers and vegetables his class had planted in the school garden were beginning to sprout, and he hoped that Mrs. Bradley would take the class out to the garden again soon for another activity. In the hallways, there was a familiar feeling of energy and life. Everyone was moving with purpose, and teachers stood in their doorways greeting students, prompting them to grab their things and head to class. Ms. Fernandez was having an animated conversation with a student about *The Last Battle*, a book that all the 6th graders were reading in Language Arts. Alex hoped he would have the courage to speak up more in today’s discussion. In general, the students were happy and everyone was exchanging words of greeting and good-natured conversation.

As Alex entered Science class, the room felt peaceful and reflective. The students were all in class now, a minute before the bell. On the board was a set of directions, and on a table at the front, a pendulum was swinging back and forth. Students were prompted to spend a few minutes writing down everything they noticed as they observed the pendulum and then to answer the question, “How does the swing change over time?” Science classes at Valor often started in this way, and at first it took Alex a little while to get used to this new approach. In the past, he had always expected teachers to begin with a lecture, presentation, or maybe a definition. But classes at Valor were different. He had learned to observe things carefully and come up with his own questions based on what he saw or read or experienced. Mrs. Bradley would frequently emphasize that he and the other students were doing the very same kind of thinking that actual scientists do, and there was something exciting to him about having the opportunity to explore in this way, without being given an explanation or answer at the very beginning. It almost made him feel like he was taking part in an important scientific discovery. Today he found follow-up discussion fascinating as he listened to all of the things his classmates had noticed about the pendulum. Using the insights of the students, Mrs. Bradley led the class to investigate why each swing took the same time, even as the height of each swing decreased.

After the rest of the morning classes, Alex headed off to his locker to grab his lunch. As in all of the other passing periods, there was a distinct difference between the halls at Valor and those at his previous school. Teachers and school leaders were always out interacting with students, and the expectations for speech and behavior were clear and consistent. At his previous school, meanness and inappropriate language were commonplace in the hallways and at lunch, but at Valor a different tone had been set from the first day of school. Alex rarely heard negativity, cruelty, or mocking comments. When that kind of behavior did occur, the teachers and school leadership addressed it immediately. Everyone knew that that type of behavior would not be accepted here at Valor. Alex remembered that David, a Valor classmate who also attended his previous school, used to sit by himself at lunch, and he was often laughed at when he made a comment in class. This didn’t happen at Valor. Other students seemed to have made a place for David. They accepted him as part of the community, despite his differences.

As he waited in the hallway after lunch to enter the Language Arts classroom, Alex gazed at a familiar painting on the wall. In his Studio Art class, the students had an extensive discussion of this painting, “Breezing Up” by Winslow Homer. As Alex observed the painting, he was fascinated by the lines of the waves and the angle of the boat, and he wondered what the boys in the painting were thinking. Before coming to Valor, he had only seen paintings like this in books or museums, but here the hallways were filled with paintings from a variety of artists and time periods. In addition to the art, Alex had noticed a number of other ways in which Valor was different from his previous schools: the

look and feel of the student uniforms, the way teachers treated his peers as young men and women instead of little children, the strong sense of community, and the enthusiasm that all his teachers had about learning. All of this created a very different kind of environment—and he liked it.

Before class began, students in the room were eagerly talking about what had happened in the previous night’s reading. They had reached an important point in the story, C.S. Lewis’ *The Last Battle*, and many students were excited for the discussion to begin. As usual, Ms. Fernandez had several discussion-prep questions on the board. Students were to take five minutes to jot down notes and find specific passages from the text to support their ideas. Alex noticed that at Valor, teachers put a strong emphasis on supporting ideas with text and reading relevant passages aloud. His teacher didn’t lecture on the text. Instead, she asked questions that encouraged the students to engage in conversation and drive the discussion. You couldn’t look down and disappear in class at this school. You were expected to be engaged and to participate actively on a daily basis. Alex was a bit shy at the beginning of the year, and this approach was hard for him. But now, a month and a half in, he was becoming more comfortable sharing his thoughts out loud. As the discussion began, many students were eager to share, and a lively, focused discussion ensued. Ms. Fernandez seemed just as excited about the discussion as her students, and she stepped in at different points to ask for clarification or to ask a follow up question, but most of the talking came from students. They had learned to be polite, to ask questions themselves, to really listen to their classmates, and to build on what previous students had said. Ms. Fernandez praised them for their participation in the discussion before transitioning to a short lesson in grammar.

Later in the afternoon, Alex was standing up, singing with great enthusiasm in Music class. If you had asked him this past summer, Alex would probably have laughed at the thought of singing in choir. When he first saw Music on his schedule, he had complained quite a bit to his parents. After a week in class, however, he had unexpectedly taken a strong liking to Music. With his teacher’s coaching and words of encouragement, Alex discovered that he was actually a very good singer, and he had even signed up for Valor’s afterschool choir. This was just one example of how Valor had surprised Alex by expanding his interests beyond what he thought he was good at and had enjoyed in the past.

The last period of the day was set aside for electives/clubs as well as academic support. Alex had always struggled in math class, and last year he had received a failing grade in math for the second semester. After he took the MAP math assessment at the beginning of the year, Alex’s math teacher had met with him individually to explain that he needed extra practice and support in certain areas of math in order to reach his potential. Alex was initially disappointed; this meant that he needed to spend the last period of the day, three days a week, working one-on-one or in small groups with his math teacher. After a few weeks, however, Alex found himself getting better and better at the practice problems, and his teacher praised him for the progress he was making. He was confident and no longer had the same anxious feeling he had always had about math in his old school. His teacher had worked with him to set specific goals, and the plan was for Alex to be caught up by the end of the year.

As the final bell rang, Alex felt satisfied with the day. He walked to the car line after making some plans with his friends for the weekend. On his way out the Head of School, Mr. Gordon, shook his hand and said, “Have a great weekend Alex!”

**NARRATIVE (2)** Briefly explain how and why the proposed teaching methods will enhance the quality of instruction during the school day.

Include information about any differentiated instruction that will be used to meet the needs of students. Include those students:

- (i) above or below grade level,
- (ii) with disabilities,
- (iii) identified as gifted and talented, and
- (iv) requiring bilingual/ESL services.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

HOW VALOR’S TEACHING METHODS ENHANCE INSTRUCTION

Valor’s innovative teaching methods will generate deep engagement, high participation, increased agency, and maximal student learning:

### Inquiry-Based Instruction

Rather than starting with a presentation of information, inquiry-based instruction begins a lesson with an experience, question, problem, or scenario. This paradigm of lesson planning represents a significant shift from many traditional instructional approaches. Inquiry-based instruction encompasses a range of specific instructional techniques varying according to subject area and grade level (Socratic seminar discussions, advanced Science labs, garden-based learning, group problem solving in a math classroom, etc.). For example, in an elementary science lesson on the topic of fire and combustion, a teacher using an inquiry-based approach might begin the lesson by setting up two jars of different sizes at the front of the room, each with a candle burning inside. After covering both jars simultaneously, students would be asked to attentively observe the results. When asked to discuss their observations, students would note (among other possible things) that one candle went out before the other. A discussion would then ensue: Which flame went out first? How does the size of that jar compare to the other jar? Why did the flame in the smaller jar go out first? Does anyone have a possible explanation? By pursuing this kind of inquiry-based lesson, and potentially through multiple trials, students are led by their own observations to the conclusion that fire requires air. The teacher could then lead students through a discussion of other examples of a similar phenomenon. A more detailed treatment of the role of oxygen in combustion would follow after the students had been given the opportunity to grapple with this scientific phenomenon on their own.

Inquiry-based teaching stimulates and heightens students’ curiosity, engagement, and powers of observation. When faced with a new question or problem, the focus is placed on working through a process to understand—a process that typically involves problem solving, creative thinking, and what many educators have referred to as productive struggle. This is very different than an approach that begins by presenting students with a pre-digested, pre-organized body of information or a solution that has already been reached. Marcella Bullmaster-Day asserts that “when students expend effort to grapple with perplexing problems or make sense of challenging ideas, they engage in a process of productive struggle—effortful practice that goes beyond passive reading, listening, or watching—that builds useful, lasting understanding and skill” ([www.weareteachers.com/docs/default-source/triumph-learning-lessons/triumph-learning-productive-struggle-white-paper.pdf](http://www.weareteachers.com/docs/default-source/triumph-learning-lessons/triumph-learning-productive-struggle-white-paper.pdf)). Whenever possible, an inquiry-based teaching approach encourages students to come to important conclusions on their own, with the teacher providing supportive guidance. Research shows that an inquiry-based pedagogy leads to higher academic achievement for students of all ability levels and also benefits special needs students ([www.inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf](http://www.inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf)). By employing this pedagogy, Valor’s teachers will enhance the learning of students by increasing active engagement, student agency, and a love of learning.

### Teach Like a Champion Instructional Methods

Our faculty will incorporate many contemporary instructional techniques from Doug Lemov’s book, *Teach Like a Champion* (Lemov, 2010: *Teach Like A Champion*). Valor will provide professional training in these techniques during our comprehensive professional development program. The specific Teach Like a Champion (TLAC) techniques employed at Valor will be selected because they are a strong match with our own vision and academic program. Lemov outlines a series of “concrete, specific, and actionable” strategies that have proven to be highly effective in promoting strong measurable outcomes for student achievement (Lemov, 10-11). *Teach Like a Champion* covers a wide range of topics, including class routines, student participation, pacing, and gathering mastery data (Lemov). The following are examples of TLAC techniques that our teachers will study and implement:

“No Opt Out”: This technique encourages active engagement and participation in class, offering concrete ways to ensure that students are not able to opt out by saying “I don’t know” (Lemov, 90-92). These strategies include providing more context, asking another student to supply a cue and then returning to the original student who uses the cue to find the answer, and other approaches (Lemov, 90-92).

“Board = Paper”: This technique helps teachers to use the board effectively by emphasizing that the way notes are represented on the board must mirror the way students record notes in class. The concrete plan laid out in this technique

ensures that students leave each class with a systematic, organized record that allows them to revisit and make sense of the lesson for future study (Lemov).

“Ratio”: This involves several techniques designed to increase 1) the number or proportion of students in the class who are actively involved in various ways; and 2) the amount or proportion of deep, high-level thinking that is stimulated in the classroom (Lemov, 234-235). Lemov outlines a series of specific strategies to maximize both engagement and rigor. One of the most important goals for teachers, Lemov asserts, “is to cause students to do as much of the cognitive work—the writing, the thinking, the analyzing, the talking—as possible” (Lemov, 234-235). This emphasis on student agency is particularly well-aligned to Valor’s instructional philosophy.

## HOW VALOR WILL PROVIDE DIFFERENTIATED INSTRUCTION

### Students Below Grade Level

Valor’s instructional approaches will be differentiated to meet the needs of students whose academic performance is below grade level. In the early elementary grades, students will be placed in differentiated reading groups, according to the level of their ability. In grades K-1, each classroom will have an Assistant Teacher in addition to the primary teacher to assist in differentiating instruction. Students will have the opportunity to move up into more challenging reading groups on the basis of classroom assessments and DIBELS testing. In addition, all students will be grouped by ability level for mathematics in grades K-2. Using the Singapore Math curriculum for the appropriate grade, students who need extra support will be placed in the same section so that the teacher can provide targeted instruction to fill gaps and focus on foundational knowledge and skills at a pace appropriate to that cohort of students. The mathematics program for grades 3-5, Reasoning Mind, incorporates a highly personalized, adaptive, computer-based learning platform. As a result, students below grade level can progress through the lesson's content in ways appropriate to their ability. The Reasoning Mind program “diagnoses student weaknesses, alerting the teacher and automatically moving students to prerequisite material before allowing them to move on” ([www.reasoningmind.org](http://www.reasoningmind.org)). In addition, the computer-based program will provide real-time, standards-based feedback to the instructor through a dashboard that allows him or her to quickly pinpoint areas in which particular students need further support. This will allow teachers to modify instruction as needed, providing differentiated, one-on-one or small group instruction during the second part of the lesson, while other students continue learning at their own pace. In addition to these differentiation strategies, Valor’s academic support program will provide further instructional support in Math and Reading during the school day. A block of at least 30 minutes during each day will be reserved for Intervention/Enrichment. Students below grade level in Math or Reading will receive small group or one-on-one instruction provided by the Academic Interventionists or math/language arts teachers. The results of the NWEA MAP interim assessments will be used to identify students in need of further support and accurately measure student growth towards individual educational goals. The MAP assessments are TEKS aligned and allow teachers to identify specific standards and strands of need for individual students.

### Students Above Grade Level

Valor’s rigorous, inquiry-based instructional approach is well-suited to students above grade level. Some of the same differentiation strategies that support students below grade level will also be used to challenge and inspire students who are above grade level. For example, our use of leveled reading groups at the K-5 level will enable advanced readers to tackle literature that will challenge them and promote further growth towards individual educational goals. Assistant Teachers in K-1 will provide an additional level of differentiation support for students above grade level. Teachers will modify questioning strategies with the more advanced reading groups to promote deeper inquiry, analysis, and synthesis of ideas. In addition, the advanced cohort of students in Singapore Math for a given grade will have the opportunity to progress to further enrichment study, extending the learning of the basic knowledge and skills to include further applications and more complex problems. In grades 3-5, Reasoning Mind’s adaptive, personalized platform will adjust to meet the needs of advanced students. As they work independently, “advanced students are guided to go deeper in each topic before going farther/faster to the next topic. The enrichment material includes a combination of multistep problem solving, higher-order thinking, and more advanced computations” ([www.reasoningmind.org/guest/adaptive-methodology/](http://www.reasoningmind.org/guest/adaptive-methodology/)).

At the middle school level, advanced students will have opportunities to earn high school credit in mathematics. Beginning in 7th grade, students who demonstrate academic readiness will be able to take Algebra 1 for high school credit. If a student successfully completes Algebra 1 in 7th grade, he or she will then progress to Algebra 2 (high school credit) in 8th grade. Students in this advanced pacing sequence will then continue with Geometry, Precalculus, AP

Calculus AB, and AP Calculus BC at the high school level. In Science, as well, students will have the opportunity to take challenging AP courses and potentially earn college credit (AP Biology, AP Chemistry, AP Physics). Advanced students will also have opportunities to accelerate growth during our unique Enrichment/Intervention period. On the basis of student interest and ability, Valor will provide elective-style offerings to middle school and high school students. Offerings may include advanced math problem-solving, Socratic discussions, and advanced science study. Given that for many classes there will be students with a variety of ability levels within the same section, Valor teachers will be trained in specific strategies to enrich and challenge advanced students within a mixed-ability classroom. For example, teachers will learn how to give advanced students leadership opportunities within the classroom. These may include student-led demonstrations and discussions, leadership roles within project-based learning, and modification of homework that includes fewer review items and additional higher-level problems.

#### Students Identified as Gifted and Talented

Although Valor will not offer an official Gifted and Talented program, the overall quality of the curriculum and instruction, along with the strategies for advanced students outlined above, will create an environment in which gifted students are challenged, motivated, and highly engaged. In addition, advanced students will have the opportunity to take Enrichment electives and participate in after-school clubs that explore topics such as robotics and engineering.

#### Students with Disabilities

Valor will ensure that all students with disabilities are provided with the supports and services necessary and required under state and federal law. In compliance with the Individuals with Disabilities Education Act, Valor will provide “specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability” (IDEA Sec. 300.39 (a)(1)). As appropriate, we will modify and adapt instructional content and methods to meet the needs outlined in a student’s IEP. On an ongoing basis, we will measure student progress and the efficacy of specific instructional strategies being used. The ARD team will meet as needed to discuss any adjustments in services.

Many of the instructional strategies employed in the general education classroom will benefit students with disabilities. For example, the Spalding Phonics program uses an explicit, systematic, and multisensory instructional methodology and is very effective at teaching basic decoding skills--features that make it particularly helpful for students with disabilities ([www.spalding.org/wrtr-program/learning-disabilities](http://www.spalding.org/wrtr-program/learning-disabilities)). The numerous opportunities for differentiation outlined above are also of benefit to students with disabilities who need a more personalized instructional approach. To the extent possible, Valor will provide instructional support for students with disabilities within the general education classroom. This support may take the form of curricular modifications, classroom accommodations, and in-class support from a Special Education teacher. As stipulated in IEPs, Valor will modify instruction for special needs students by providing alternative instructional strategies, pull-out instructional support, and other services. We will also purchase personalized, TEKS-aligned instructional resources (print and electronic) to use with students who require significant pull-out instruction. The Special Education Coordinator/Director will provide extensive training and support for teachers in instructional strategies designed to promote the growth of students with disabilities. In addition, special education teachers will measure student growth towards individualized student goals on an ongoing basis. Professional development topics related to special education instruction will include: general accommodations and modifications; assessment modification; graphic organizers; peer tutoring; hands-on/multi-sensory activities; behavior management; using breaks; supplementary aids; shortening assignments; and preferential seating.

#### Students Receiving ESL/Bilingual services

Valor will identify all English Language Learners. Following identification, highly qualified and certified ESL/Bilingual teachers will provide all ELL instruction and support services as required in the Texas Educational Code and Texas Administrative Code. Valor's ESL/Bilingual programs will focus on developing basic literacy competencies to ensure that students are prepared for future academic success. ESL/Bilingual teachers will modify instruction as necessary, providing pull-out instruction and in-class support as appropriate to a given student’s level of English proficiency, and in keeping with state requirements. All ELL students will receive TEKS-based instruction with linguistic accommodations appropriate to their level of proficiency. As part of the LPAC committee’s ongoing work, individual student growth towards English proficiency goals will be measured and monitored throughout the course of the year. In order to ensure that classroom instruction is maximally effective for ELL students, all Valor teachers will receive training in Sheltered Instruction, which is a means of making subject content more accessible to English Language Learners. In addition, teachers will receive training in the ELPS, or English Language Proficiency Standards, and in how to best integrate these standards as part of their daily lesson planning process.



Charter holders must enroll and serve students in at least one state-tested grade level by the beginning of the third (3) year of operations, so that the Charter School receives an accountability rating at the end of its third year. Also, the Charter School must enroll and serve at least fifty (50) percent of its students into a state-tested grade level by the beginning of the fifth (5) year of operations.

**I. Name(s) of Proposed Assessment(s):**  
for PreK, Kindergarten, Grade 1, and Grade 2...

DIBELS Next, Reading A-Z, MAP Primary Grades, TELPAS, Teacher-designed

**II. Name(s) of Proposed Assessment(s):**  
for Grade 3 and up...

DIBELS Next, NWEA MAP Reading & Math, TELPAS, Teacher-designed, Semester Comps (6-12), STAAR

**III. The charter school will be evaluated under Alternative Education Accountability (AEA) provisions.** Yes  No

**IV. Person(s), position(s), and/or entities that will be responsible for planning assessment/evaluation activities.**  
Including educational or experience requirements.

(1) Super./Head of School - exp. leading curric/assessment design. (2) Assistant Head - 2+ exp. assessment design. (3) Academic Interventionist - Curric. design/instruction coursework/exp. (4) Lead Teachers - exp. curric/assessment design.

**V. List data collection activities that will be involved in the proposed assessment/evaluations.**

- Generate student and section reports for DIBELS
- Generate student and section reports for MAP, including student growth and projected proficiency data
- Collect academic risk assessments for each student from teachers on a quarterly basis
- Create and populate master student assessment data tracker for each section of students and subject area
- Collect quarter/semester grade reports from teachers
- Create and populate school-wide quarterly grade reports by section, by teacher, and by subject

**VI. Person(s), position(s), and/or entities that will be responsible for the analysis of data.**  
Including educational or experience requirements.

(1) Steve Gordon (Superintendent/Head of School) - exp. w/ school-wide student assessment data analysis and coaching teachers in data-driven instruction, training in DIBELS & MAP, Masters degree. (2) Assistant Head - 2+ yrs exp. data analysis, training in DIBELS & MAP, BA req'd, MA preferred. (3) Academic Interventionist - exp. using data to drive targeted instruction, training in DIBELS & MAP, BA req'd. (4) Lead Teachers - exp. using data to drive instruction, training in DIBELS & MAP, BA req'd.

**VII. Person(s), position(s), and/or entities that will be responsible for collecting assessment/evaluation data.** Including educational or experience requirements.

(1) Assistant Head - 2+ yrs exp. data analysis, training in DIBELS & MAP. BA req'd, MA preferred. (2) Academic Interventionist - training in DIBELS & MAP. BA req'd. (3) Teachers - school-level training in assessment design. BA req'd.

If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.

**NARRATIVE (1)** - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

**NARRATIVE (2)** - Provide a rationale for the use and applicability of the proposed assessment model(s).

**Evaluation Criteria**

**A response that meets the standard will:**

- Propose specific and comprehensive assessment models for student achievement.
- Demonstrate a clear understanding of the proposed assessment model(s).
- Rationalize the use and applicability of the proposed assessment model(s).
- Identify specific roles and responsibilities of person(s), position(s), or entities that will be involved in planning, implementation, analysis, and reporting of data.
- Detail assessment schedules, all necessary sources of data, and discuss any associated data collections.
- Outline a clear plan to use assessment data for the improvement of campus teaching and learning.

**If proposing any grades PreK through Grade 2, include specific discussion on the proposed assessment(s) in the narratives below.**

**NARRATIVE (1)** - Detail all plans to measure and evaluate academic progress of individual students and student cohorts. Including throughout the school year, and at the end of each academic year.

Include roles and responsibilities for anyone involved in planning, implementation, data collection, analysis, and reporting of data.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### STUDENT ASSESSMENT PLAN

Valor Public Schools believes that a balanced, multi-facted program of assessments, including diagnostic, formative, interim, and summative assessments, is critical for student success. Each of these branches of the overall assessment program serves a different function, and together they complement one another, helping to inform, direct, and track student learning in each classroom. While Valor avoids placing an inordinate emphasis on formal assessment and emphatically rejects a 'teach to the test' approach, our balanced use of regular and meaningful assessments ensures that instruction is evidence-informed, focused, and impactful.

#### Assessment Overview

##### DIBELS

DIBELS provides efficient, effective measures of reading skills. Key data from the DIBELS assessment will be used to inform both whole-class instruction and targeted reading interventions for specific students.

Type: Diagnostic / Formative / Interim  
 Grades: K-5  
 Frequency: Beginning of Year, Winter, End of Year

##### NWEA MAP

The NWEA MAP assessments (Measure of Academic Progress) are computer-based, adaptive assessments in Reading in Math for students in grades K-8. Administered at three key intervals during the year, these assessment are used to identify students in need of support, target needs according to TEKS standards, measure growth, predict STAAR performance, and inform both intervention and whole-class instruction.

Type: Diagnostic / Interim  
 Grades: K-8  
 Frequency: Beginning, Winter, Spring

##### STAAR Practice

Valor will use a system such as Eduphoria or DMAC to generate practice questions aligned to the content of the STAAR assessments.

Type: Interim  
 Grades: 3-9  
 Frequency: Ongoing

##### Teacher-Designed Assessments

Teachers in all grades and all subject areas will generate and implement a range of assessments to measure student performance and inform classroom instruction. Before and during the academic year, all teachers will be provided with in-depth professional development on how to create, administer, and utilize a varied, balanced, and effective range of assessments in the general education classroom.

Type: Diagnostic / Formative / Interim / Summative

Grades: K-12  
Frequency: Ongoing at appropriate intervals

#### Semester Comprehensives

For each core subject in grades 6-12, a team of teachers will develop standardized summative semester assessments to measure student mastery of the key content in a given course of study. These semester exams will be developed under the supervision of school leadership and the Superintendent. Exam content will be reviewed and revised, if necessary, on a yearly basis to best reflect the core curricular content for that subject and grade level.

Type: Summative  
Grades: 6-12  
Frequency: Winter, End of Year

#### Student Assessment: Roles, Responsibilities, and Experience

##### Superintendent/Head of School:

Overall management and direction of student assessment plan; final decision-making on assessments used as well as frequency; Assistant Heads of K-5 and 6-12 report to Superintendent/Head of School regarding all facets of assessment program management. Experience: student assessment data analysis; coaching teachers in data-driven instruction; DIBELS & MAP training; BA required, MA preferred.

##### Assistant Head of School (K-5 & 6-12):

Overseeing and executing portions of teacher training; coaching teachers on administration, data-analysis, and action-planning; managing logistics of testing implementation; supervision of Academic Interventionists; relationship with vendors. Experience: 2+ years assessment data analysis; DIBELS & MAP training; BA required, MA preferred.

##### Academic Interventionists (Math and Reading):

Executing majority of teacher training; school-level expert on various assessments; analyzing data reports and generating action plans; administration of assessments. Experience: using data to drive targeted instruction; DIBELS & MAP training; BA required.

##### Classroom Teachers:

Administration of assessments; data analysis; classroom and student action planning. Experience: training in assessment design; BA required.

##### Assistant Head of Operations:

Ensuring technology readiness needs; training teachers on tech-related assessment issues. Experience: implementing technology systems; DIBELS & MAP implementation training. BA required.

**NARRATIVE (2)** - Provide a rationale for the use and applicability of the proposed assessment model(s).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

As Paul Bambrick-Santayo articulates in his book, *Leverage Leadership*, the successful use of data to drive instruction is dependent on four fundamental elements: (1) assessment, (2) analysis, (3) action, and (4) systems (Bambrick-Santayo, 2012: *Leverage Leadership*). Assessment “defines the roadmap” and analysis pinpoints specific areas of need (Bambrick-Santayo). Action involves implementing a specific instructional plan in direct response to the analysis, and systems points to the need to create sustainable, repeatable approaches “to ensure continual data-driven improvement” (Bambrick-Santayo). This four-fold approach will provide an overall framework to guide Valor’s use of assessment to inform instruction that yields measurable results for students.

#### RATIONALE FOR INDIVIDUAL ASSESSMENTS

##### NWEA MAP

The MAP interim assessments in Math and Reading will enable Valor to gather academic performance data quickly

and to use the data intelligently to inform instruction and close achievement gaps. The MAP test is used widely throughout Texas and across the nation, and its consistent measures provide reliable and accurate information for each student. The MAP tests have been aligned to the TEKS for each grade level and will be used to track growth and forecast year-end proficiency levels. By equipping teachers with specific snapshots of student mastery, along with ongoing professional development, Valor will be able to adjust and personalize instruction to meet the needs of each student. Funds for MAP software are included as a part of the \$41,790 Technology start-up year budget as well as in subsequent years.

### DIBELS

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) are a set of assessments used to measure early literacy skills. They are short, regularly administered assessments that effectively monitor the development of critical reading skills (<https://dibels.org/dibels.html>). The DIBELS are comprised of seven separate measures designed “to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills in order to provide support early and prevent the occurrence of later reading difficulties” (<https://dibels.org/dibels.html>). The designers of the DIBELS were motivated by a desire to “improve educational outcomes for children, especially those from poor and diverse backgrounds. The DIBELS measures are particularly well-suited for providing teachers with discrete data on each student, pinpointing key areas of need, that can be used to provide targeted, evidence-based instruction” (<https://dibels.org/dibels.html>). DIBELS is also on the TEA’s list of recommended reading instruments, which are “based on valid and reliable scientific research and that measure reading skills identified by state and national experts as essential for reading development” (2014-2018 Commissioners List of Reading Instruments, TEA website). Funds for DIBELS are included as a part of the \$7,000 Student Testing & Assessment start-up year budget as well as in subsequent years.

### Semester Comprehensives

As an additional way of tracking students' mastery of the TEKS, Valor Public Schools will design semester comprehensive assessments for each core subject in grades 6-12. Semester comprehensive assessments will be designed to reflect the content that all students will cover and master in core subject areas. These assessments will be developed by subject/department teams under the supervision of the Head of School. All semester comprehensive assessments will be aligned to the TEKS and will be reviewed annually to ensure full alignment. Results of the semester comprehensives will be compiled after each semester, and data will be analyzed to measure student performance, drive interventions, and identify areas of instructional strength and need.

### USING ASSESSMENT DATA TO IMPROVE TEACHING & LEARNING

Valor has high expectations for closing achievement gaps, helping all students to experience success regardless of their background or ability. To accomplish this, we will implement an effective assessment system that diagnoses performance gaps and provides systematic, targeted instruction in key areas of need.

### Key Assessments

For students in grades K-2, Valor will administer the MAP for Primary Grades during the Fall and Spring (Math and Reading) and the DIBELS reading assessment at three intervals: Beginning of Year, Winter, and Spring. Students in grades 3-5 will take the DIBELS three times per year. For students in grades 3-8, Valor will administer the NWEA MAP test three times each year in Math and Reading. The results of the test will yield reports that enable each school to adapt classroom instruction to address key academic areas of need, inform one-on-one and small group interventions, measure student growth over time, and predict performance on end-of-year STAAR assessments.

### Teacher Training

To complement the MAP/DIBELS testing and ensure that the results can be leveraged most effectively, teachers will receive specific training in each assessment system (MAP, DIBELS), including effectively administering the assessment, generating and interpreting performance reports, highlighting areas/standards of particular concern, and executing data-informed instruction (one-one-one, small group, and whole class).

### Data Tracking

Valor will collect assessment data for each student and cohort. Various data points will be collected and recorded on

comprehensive data tracking forms. One form will be maintained for each section of students and will include the following data points:

1. Reading Score on MAP (called RIT score) for Beginning of Year, Winter, and Spring along with overall status (“At Risk”, “Satisfactory”, or “Advanced”)
2. Math Score on MAP for (RIT score) for Beginning of Year, Winter, and Spring along with overall status (“At Risk”, “Satisfactory”, or “Advanced”)
3. DIBELS (K-5) Score for Beginning of Year, Winter, and Spring along with overall status (“At Risk”, “Satisfactory”, or “Advanced”)
4. Teacher generated performance status for Beginning of Year, Winter, and Spring (“At Risk”, “Satisfactory”, or “Advanced”), based on holistic view of all classroom assessments
5. Semester Comprehensive Assessment score for Mid-year and End of Year, along with overall status (“At Risk”, “Satisfactory”, or “Advanced”)

#### Data Analysis and Action Planning

On a quarterly basis, school leaders will meet with each classroom teacher to review data trackers for each section. In preparation for these data conversations, all teacher and leaders will receive training in how to effectively interpret data reports (MAP and DIBELS), isolating key standards/skills on which individual students and/or the class as a whole requires further targeted instruction. During the quarterly data conversations, an emphasis will be placed on developing action plans for addressing the needs of individual students and the class as a whole.

#### Data-Driven Instruction

On the basis of the MAP and DIBELS testing, all students who fall below Satisfactory thresholds in Math or Reading performance will receive small group and/or one-on-one instruction in order to accelerate growth and close performance gaps. Each school will begin by using the daily Intervention/Enrichment period to provide this extra support. Instruction via intervention will be provided by both the classroom teacher and the Academic Interventionist. Parents may also be asked to have their students attend after-school instruction to help close performance gaps in both Math and Reading.

#### Foreseeable Strengths and Weaknesses of Assessment Models

Based on research and the Valor team’s experience with the proposed assessment tools, we have determined that the assessment model described above will be highly effective in: tracking mastery of TEKS; identifying students in need of intervention; pinpointing specific areas for targeted instruction; measuring student growth; and facilitating refinement of our curriculum. One foreseeable challenge will be to ensure that all teachers have adequate training in the proposed assessment tools, data analysis, and evidence-informed instruction. In anticipation of this challenge, we have dedicated substantial professional development time to these topics in the Summer Teacher Institute as well as throughout the academic year.



Open-Enrollment Charter Schools that are subsequently approved for multiple campuses after Year 1 must hold at least one public meeting within the geographic boundaries at least 1 year prior to opening that campus. See *Letter of Special Assurances* if proposing to open more than one campus.

**I. Public Meeting(s) Dates - dd/mm/yyyy/0:00**

10/13/2016/7:00 PM  
11/14/2016/7:00 PM

**III. Location(s) of Meeting - facility name and address to include city and zip code.**

First Meeting - North Austin  
Norris Conference Centers - Austin  
2525 W. Anderson Lane, Suite 365  
Austin, TX 78757

Second Meeting - South Austin  
Bannockburn Baptist Church  
7100 Brodie Lane  
Austin, TX 78745

**II. Number of Attendees - # per meeting**

83 - First Meeting  
62 - Second Meeting



The term “**awareness outreach**” refers to any demonstrable activity undertaken to build awareness of the proposed charter school and (or) any associated public meetings.

**IV. Method(s) of Awareness Outreach: check all that apply**

<input checked="" type="checkbox"/> In-Person  <input checked="" type="checkbox"/> Telephone  <input checked="" type="checkbox"/> Social Media  <input type="checkbox"/> Direct Mail	Other <div style="border: 1px solid black; padding: 5px; margin-top: 5px;">           Flyer distribution            Print advertisement in Community Impact Newspaper            Print advertisements in Austin-American Statesman            Table at SchoolFair ATX         </div>
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**NARRATIVE (1)** - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

**NARRATIVE (2)** - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

Include a summary of audience questions and any responses provided during the meeting.

**NARRATIVE (3)** - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Discuss method(s) of awareness outreach that were used to build awareness prior to the meeting(s).
- Detail specific areas of interest and concern that were discussed during the meeting(s).
- Explain possible reasons for unexpectedly low attendance rates or detail strategies that possibly increased attendance at the meeting(s).

**NARRATIVE (1)** - Discuss awareness outreach strategies that were taken prior to the meeting(s). Include any populations and (or) communities that were targeted for outreach efforts.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Our decision-making process for creating community awareness of our public meetings involved a careful consideration of the methods that would generate the greatest awareness with the least expense. Prior to our October 13, 2016 and November 14, 2016 meetings, we placed notices of each of our public meetings in the Austin-American Statesman (a newspaper of broad distribution). We also placed a print advertisement in Community Impact Newspaper to raise broad awareness about Valor Public Schools in Austin. Considered a “hyper-local” news source with 8 unique monthly papers distributed to specific zones within Austin, Community Impact allowed us to target the two specific markets of Austin where we plan to open. We ran the ad in the North, Central, and South versions of the newspaper. Within these zones, our advertisement reached all listed residential addresses in this free newspaper. In addition to publicizing both public meetings on Valor’s Facebook and Instagram, we also promoted them on Austin Moms Blog. The most widely read Austin blog for parents, Austin Moms Blog focuses on delivering content relevant to families with children throughout the city. Several hundred parents have joined Valor’s interest list after hearing about our proposed school from this source. Last, the Valor team also distributed event fliers extensively throughout north, central, east, and south Austin and spoke with individual parents at local businesses, libraries, and coffee shops in the weeks leading up to the events.

**NARRATIVE (2)** - Provide a synopsis of the public meeting(s) held to discuss the proposed charter school plan.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### SUMMARY OF PUBLIC MEETING PRESENTATION

Valor held two public meetings on October 13, 2016 (north Austin) and November 14, 2016 (south Austin), and the same presentation was delivered at both meetings. Steve Gordon began the presentation and spoke about the following topics:

1. Mission & Vision: Steve spoke about Valor’s mission of creating high quality K-12 public charter schools that educate the whole person. Explaining what it means to educate the whole person, he spoke about how Valor draws upon the classical tradition of education and about the connection between education and freedom.
2. Valor School Culture: Following this, he spoke about the fundamentals of a strong school culture where students are fully engaged, love learning, and are free to be themselves in a safe environment. This culture comes from a highly intentional approach that involves teachers and leaders who are unified and visibly present. The distinctive school culture is the foundation on which all academic achievement will be achieved.
3. The Valor Student: Steve described how students at Valor will grow to become full of wonder, have a strong character, and will be confident and courageous through our approach to teaching and learning.
4. The Valor Teacher: Steve detailed how all our teachers will be mission-aligned, experts in their subjects, enthusiastic, and joyful, with an aptitude for working with young people.
5. K-5 Curriculum Highlights: He gave an overview of the elementary curriculum, highlighting the importance of Singapore math, Spalding phonics, and Core Knowledge.
6. 6-12 Curriculum Highlights: Steve shared about the Integrated Humanities Program, combining Language Arts and History in grades 8-12, and Valor’s Advanced STEM sequence in grades 9-12.

Jesse Bates continued the presentation with the following topics:

7. School Model Details: Jesse shared about the anticipated class sizes, student/teacher ratio, extracurricular and athletic programs, after-school program, and student uniforms.
8. Charter Application Process & Timeline: He went on to describe Valor’s charter application process and key milestones leading up to the final decision about our application in summer of 2017.
9. School Locations: Valor is looking to open its first school in either North Austin or South Austin with plans to open two additional campuses within our first five years pending charter approval.

10. Enrollment: Jesse summarized the open enrollment period and lottery process, giving an estimated timeline for when this would occur for Valor's 2018 school opening.

11. Parent & Community Support Opportunities: Jesse concluded the presentation by encouraging families to share with their friends about Valor, raise awareness within their local communities, and support Valor by attending the charter interview if we are invited to participate.

Following the presentation, the public meeting concluded with a robust 45-minute Q & A. Questions received at both public meetings are summarized below.

#### SUMMARY OF AUDIENCE Q & A

Q: My son is at a dual language charter program. Will you be offering a dual language program?

A: Valor is not currently planning to offer a dual language program within the curriculum.

Q: Will you be offering courses above grade level for students who are advanced? My child has sometimes been bored in class.

A: The Valor Team responded that its inquiry-based teaching approach and quality of curriculum are designed to engage students of all abilities. In certain subjects such as math, our course offerings are accelerated. We also offer Advanced Placement courses in high school.

Q: How many students will be admitted in the first year and as your school grows?

A: The Valor Team responded that if approved, the school will open with about 500 students in grades K-8 or K-9. As we grow, we will add be adding grade levels in the upper grades (9-12).

Q: Do you offer programs for students with learning disabilities, and what are they?

A: The Valor Team responded that any student who enrolls with an IEP will receive the full range of services required by law. We use an inclusive model to meet needs of special education students within the general education classroom to the extent possible, providing pull-out services as necessary.

Q: What is your approach to standardized testing? Your approach sounds like it fits the way my daughter thinks, but I am nervous about these tests.

A: The Valor Team responded that its general approach is to craft the best possible curriculum and teach it at a high level without teaching to the test. We will expect our teachers to master the state standards, integrating them into the curriculum organically. In the Texas charter schools that we have previously lead, students achieved significantly above average on the STAAR.

Q: Where will your third school be located?

A: The Valor Team responded that while we have not finalized an exact location for the third school, we will be considering the level of parent interest by neighborhood throughout the Austin area, as well as the availability of facilities at that time.

Q: My son is gifted and we'd like to know if you have arrangements in place for a Gifted and Talented program.

A: The Valor Team responded that while we will not be offering an official Gifted & Talented program, we will have ability grouping for certain subjects such as math in the K-5. Valor's Socratic, inquiry-based approach to teaching is always beneficial and challenging for gifted students, allowing them to express themselves, participate frequently, and become classroom leaders. In addition, Valor will be providing enrichment elective/club opportunities.

Q: What will homework look like at Valor?

A: The Valor Team responded that we plan to assign regular homework that is always meaningful. In the early grades, we will be especially sensitive to limiting unnecessary homework. By the time students are in high school, we plan to assign not more than 2 hours of homework a night for the average student.

Q: Do you offer any kind of sibling preference, if one child is already enrolled?

A: The Valor Team responded that we will offer "sibling preference".

Q: What will your yearly calendar look like? Will you be following the new house bill that talks about instructional minutes?

A: The Valor Team responded that while we haven't finalized an annual school calendar yet, we'll most likely have a calendar with 180 days. We are considering a 7.5 hour day to accommodate the required number of instructional minutes per year while making space for academic enrichment electives and academic intervention within the regular school day.

Q: Will you be offering any kind of dual credit or dual enrollment program so that high school students can receive college credit?

A: The Valor Team responded that we are not currently planning to offer a dual credit program, but we are open to exploring the opportunity in the future. However, our Advanced Placement classes in high school may be counted as college credit depending on the college and the student's AP score.

Q: How will you help students with the college admissions process?

A: The Valor Team responded that we will have a four-year college counseling program for all high school students beginning with academic counseling in the 8th grade. Schools from around the country will know about Valor, visit our schools, and meet our students. We'll prepare students to excel on ACT and SAT tests.

Q: Who will lead the extracurricular and sports programs? Will these be led by parent volunteers or by school staff?

A: The Valor Team responded that in general, clubs will be staffed by Valor teachers who have an aptitude for a particular club. We would love to have teachers as coaches when possible, but we'll also hire coaches outside of the faculty. Parents who are interested will have the opportunity to volunteer, but our programs won't depend solely on this support.

Q: Do you know how late the after-school program will run?

A: The Valor Team responded that we haven't set the official hours for the program yet, but we imagine the program might run until 6:00 PM daily.

Q: When you are hiring teachers, how do you plan to find a balance between teachers with the pedagogical skills/developmental awareness on the one hand and teachers with a strong background in the subject matter/content knowledge?

A: The Valor Team responded that we have tailored our hiring process in such a way as to strike this important and challenging balance. For instance, we will use teaching demonstrations as a way to see whether teachers have both the skills and the knowledge they need to be a good fit at Valor. We'll also be using assistant teaching positions in K and 1st grade to grow teachers from within and prepare them to be full classroom leaders. In addition, we have an intensive teacher training program that begins with a 3-week summer institute, training teachers on our curriculum, our pedagogy, student discipline, and teaching techniques and strategies.

## PARENT RESPONSES

We received 60 written responses from those who attended our meetings and the response was very positive. A sample of parents' written comments is included below:

- "It was extremely informative and exciting. [I've decided to apply because of] the commitment to classical education in developing the whole child and the thoroughness which the leadership appears to have as evidenced through the presentation and their ability to answer questions capably."
- "The presentation was incredibly informative, and inspiring... I think the only trouble you will have is in opening only 1 campus the first year - Austin needs multiple!! Experienced leadership really stood out for me. The big picture was inspiring but I was really struck by how many small details were included in the presentation - those little details that parents are interested in. Valor won't be an ivory tower, but a wonderfully enriching community I think!"
- "I appreciated seeing the poise, intelligence, and confidence with which the presentations were made and questions were answered. It was encouraging to hear about board members' positive past experience in other charter schools. It was gratifying to hear how seriously the board takes the responsibility of hiring good

faculty.”

- “We're very excited about your launch. We really like the classical education and advanced math and science. No other public school in the Austin area offers this! The opportunity to get a classical education, combined with advanced math and science, from a tuition free school would be life changing for our family!”
- “Impressed with Valor’s first Austin presentation tonight, this is going to be a top-notch choice for thousands of families. The deep experience & inspiring vision of Valor’s leadership team is rare for a new K-12 charter school.”

For an extensive list of parents' written comments, please see Attachment A2.

At our two meetings combined, a total of six individuals shared their interest in applying for teaching/staff positions at the first Valor school.

**NARRATIVE (3)** - Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Overall, we were very pleased with the level of attendance (145 attendees) at both our October 13 and November 14 meetings. The variety of ways that we notified families of the meetings contributed to increased attendance. We also encouraged those who had RSVP'd to speak to their friends about attending, which also increased attendance. The enthusiastic, positive parent responses from so many at the event and afterwards in the survey have continued to drive greater awareness about Valor’s proposed charter and further interest within the local community. Some families in south Austin were unable to attend our October 13 event because of its location on the north side of town. As a result, we conducted our second event in south Austin to be in proximity to these families. Another factor that may have impacted attendance is that we have not yet determined a school location, and some families are hesitant to show greater interest in Valor until a location is announced. A third factor that may have impacted attendance was some parents’ reluctance to attend a presentation about a charter that is not yet approved to open schools. While these families expressed eagerness about our model, some of them would prefer to wait until they know if our charter will be approved before attending an event. One strategy which we will certainly continue to implement in future community engagement and student recruiting activities is communicating early, clearly, and in many different ways about Valor’s events. Our combination of social media outreach and advertising, print advertising, flyer distribution, and word-of-mouth sharing has successfully developed community awareness. On the whole, we feel that our strategies to raise awareness were generally successful, as evidenced by the 145 total attendees at these initial information meetings.

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



**ONLY COMPLETE THIS PAGE IF ...** you indicated “yes” above that you have already chosen a facility (or facilities). This means that you know the physical address for at least one of the proposed campus(es) in Year 1. If you indicated “no” above, proceed to the next page.

II. Physical Address of Location(s):

III. Does the applicant intend to lease or purchase property? Lease  Purchase   
 If leasing, is the applicant within the 2nd or 3rd degree of consanguinity or affinity to the lessor? Yes  No

IV. The applicant will:  
 Use the Existing Facility As-Is  Build a New Facility  Repurpose/Remodel the Existing Facility

V. Has the building been issued a certificate of occupancy for educational use? Yes  No

VI. What was the facility’s last nature of use?

VII. Will the facility share space with individuals/organizations in addition to the proposed charter school? Yes  No   
*If yes, provide the name of the entity, type, and frequency of use.*

Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an “E” or Education rating for the facility. The certificate must be issued by the appropriate local authority.

**NARRATIVE (1)** - Detail the proposed acquisition process to account for any lease or purchase agreements.  
 Include projected acquisition timelines and associated cost(s) and fee(s).  
**NARRATIVE (2)** - Describe the facility and community and how they will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation. If any, detail all construction and(or) renovations that must take place before serving students.  
 Include all plans to ensure that the school facility will be compliant with the Americans with Disabilities Act (ADA).

**Evaluation Criteria**  
**A response that meets the standard will:**

- Provide a clear description of the facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
- Justify the facility and community’s suitability to serve the ages/grades that are proposed - including specialty space, if any.
- Provide a clear description of the purchase or leasing arrangements - including timeline(s), cost(s), and fee(s).
- Provide a clear plan for any construction or renovations that must occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

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



**ONLY COMPLETE THIS PAGE IF ...** you indicated “no” above that you have NOT chosen a facility (or facilities). This means that you do NOT know the physical address for at least one of the proposed campuses in Year 1. Only complete this page for any campuses that do not have a specific location.

II. Does the applicant intend to lease or purchase property? Lease  Purchase

III. Does the applicant intend to use a broker or consultant to procure occupancy? Yes  No   
*If yes, provide name and company?*

Our broker is InSite Educational Facilities Services.

IV. Will the facility share space with individuals/organizations in addition to the proposed charter school? Yes  No   
*If yes, provide the name of the entity, type, and frequency of use.*

[Empty text box for providing details on shared space]



Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an “E” or Education rating for the facility. The certificate must be issued by the appropriate local authority.

**NARRATIVE (1)** - Describe the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.

**NARRATIVE (2)** - Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Provides a clear description of the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.
- Provide a clear process for identifying and securing a facility.
- Identify relevant individuals that will have significant roles in the facility selection and procurement process.
- Provide a clear description of the anticipated purchase or leasing arrangements and/or construction or renovations that might occur to ensure adequate facilities.
- Present budget costs and financing arrangements that are congruent with the financial workbook.

**NARRATIVE (1)-** Describe the desired facility and community and how it will be suitable for the proposed charter school’s mission, vision, educational model, and scope of operation.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

#### FACILITY DESCRIPTION

Valor is in the process of securing a lease facility for our first campus. Based on our enrollment projections over the first three years, we need approximately 30,000 square feet in year one to serve 574 students, with the ability to expand to about 40,000 by the third year to serve 725 students. These figures are based on approximately 55 square feet per student, which Valor has determined through an analysis of the types of spaces required for our program.

Our desired facility will be well-suited to our mission of educating the whole person, with spaces that accommodate our diverse curricular offerings in the arts, sciences, and physical education. Based on our scope of operation and enrollment projections, the facility will have at least 31 classrooms (22 elementary classrooms, 7 middle/high school classrooms, 1 SPED classroom, and 1 flex classroom), 5-6 offices, a multipurpose space with a catering area for lunch and P.E., and outdoor spaces for recess and a small garden. Classroom sizes will allow us to enroll each grade and section as planned while maintaining our target student-teacher ratios. Included in the classroom count are rooms designated for science, art, and music. Additionally, we will have a room for academic intervention, a programmatic feature which is essential to our educational model and critical for preparing all students for success in college and career. These rooms will allow us to offer our full curriculum across all grades in the first year. Additional rooms will also be set aside to accommodate the high school as it grows in subsequent years. The facility will not require a full commercial kitchen, since breakfast and lunch will be prepared off-site and delivered daily to school.

In collaboration with our real estate broker, InSite Educational Facilities Services, we have established a facilities budget of 15% of state revenue for rent and utilities combined—i.e. about \$632,000 in the first year. Depending on particular lease terms, we anticipate a cost of \$16-17 per square foot per year for rent and \$2-3 per square foot for utilities. We are open to locating the campus within a commercial office building, a previously occupied school building, or a facility with pre-existing classrooms such as a church. The Valor team has experience operating charter schools within religious facilities, should this facility option be selected. If Valor were to lease from a religious institution, particular care would be taken to ensure that religious iconography (e.g., crosses, Menorahs, etc.) within classrooms and common spaces is removed or covered during the school day. As a public school, Valor would ensure that it remains entirely non-sectarian within this type of facility. We also recognize that minor tenant improvements may be necessary to configure classrooms appropriately and create an interior environment suitable for Valor’s school culture. The lease term will be carefully determined while balancing several interrelated factors: the school’s enrollment growth, the additional cost of any tenant improvements built into the lease, and the anticipated completion year of the permanent facility into which the school will eventually move.

#### SUITABLE LOCATION & COMMUNITY

As we target facilities in the area of zip codes 78753 and 78758 (north Austin) and 78745 and 78748 (south Austin), we will make every effort to ensure that the school will be easily accessible from major highways and located near Capital Metro bus stops. The location should be accessible to both low-income and middle-income students from neighborhoods within a five-mile radius, which is critical for achieving the socio-economically diverse, mixed-income student body that we seek to serve. As previously outlined, our plan is to locate within or very near the attendance zones of recently underperforming Austin ISD campuses such as Dobie Middle School (2 recent Unacceptable ratings), Burnet Middle School (1 recent Unacceptable rating), Bedichek Middle School (rated F by Children at Risk), or Crockett High School (only 20% of high school students achieved Postsecondary Readiness standard in 2015). Students in these areas have limited high-quality school choices and do not have access to any public schools with a classical focus like Valor.

**NARRATIVE (2)-** Describe the process for identifying and securing a facility. Including plans for building or renovating, timelines, and financing.

Include all plans to ensure that the school facilities will be compliant with the Americans with Disabilities Act (ADA).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Valor has engaged InSite Educational Facilities Services as our commercial real estate broker to lead the search for a leased facility. Based in Austin, InSite is the only Texas real estate firm that exclusively represents educational clients in real estate facility site selection and lease negotiations. Steve Gordon (proposed Superintendent) and Jesse Bates (Chief Operating Officer) are in ongoing communication with InSite. Jesse is responsible for the day-to-day work of the facility search. Jesse's previous work in charter school site identification and selection, new facility construction, and oversight of building maintenance give him the experience necessary to be successful in this work.

#### FACILITY IDENTIFICATION, EVALUATION, AND SELECTION PROCESS

After extended conversations and a review of Valor's five-year strategic plan in August 2016, InSite has developed a thorough grasp of Valor's school model, program, student demographic plan, financial model, and most importantly, the unique facility needs we have within our specific south and north Austin target areas. InSite has also given important feedback, helping us to refine our financial estimates based on their intimate knowledge of market trends in these areas of Austin. They have also helped us to understand the availability of different property types within sectors of the city.

InSite has recently begun an active search on Valor's behalf for buildings between 25,000 and 40,000 square feet within our south Austin and north Austin target areas. The process for identifying our facility began with carefully defining the facility size and location search parameters. Our two target areas are north central Austin in or around zip codes 78753 and 78758, and south central Austin in or around zip codes 78745 and 78748. Using these parameters, InSite is conducting an ongoing, comprehensive review of the listed properties that meet our needs. Alongside this review, we are placing a critical focus on identifying off-market properties, where there may be landlords looking to lease selectively to schools or currently occupied facilities with upcoming classroom vacancy. Facilities with some existing classroom space and adequate restroom capacity are prioritized, though commercial office space that can be converted to classrooms will also be considered. InSite will conduct research on all potential on-market and off-market properties, narrow the prospect list, and offer the most promising properties, together with site-specific demographic reports, to Valor's leadership for consideration.

Steve Gordon, proposed Superintendent and Head of School, will play a critical role in overseeing facility evaluation, working closely with our C.O.O. and InSite in a hands-on, collaborative process. Steve's previous work on a school site selection team, and later serving on a charter network's regional executive leadership team that evaluated several school facilities, gives him a broad range of experiences in facilities selection. Valor's process involves four primary considerations: the facility's 1) suitability, 2) affordability, 3) accessibility, and 4) neighborhood demographics.

1) Suitability – The facility will need to be suitable for use as a school with “E” occupancy. Properties classified as Educational Group E occupancy are buildings already approved for K-12 educational use and are therefore naturally the most suitable. InSite is also well-positioned to help us assess any changes that might be required to make a building ready for E occupancy and up to code. As necessary, city officials, the fire department, engineers, architects, and general contractors will be brought in for these assessments so that Valor can evaluate the cost of any needed changes and determine whether the facility is financially viable. Each property considered by Valor will be checked for ADA compliance in association with an E Occupancy. Valor will use local consultants and city officials to better understand if the building will require updates to comply with current ADA codes. As necessary, Valor may also conduct due diligence on potential leased facilities to ensure they are structurally and operationally sound. Building inspections, evaluation of HVAC, electrical, and plumbing systems, environmental reports, and hazardous material surveys will be conducted as necessary, ensuring a space that is safe and functional for our students and

teachers. It is also critical that the facility be well-suited for Valor’s mission of educating the whole person, with spaces that accommodate our diverse curricular offerings in the arts, sciences, and physical education. The facility must have the capacity for our projected student enrollment, taking into special consideration maximum occupancy limits and pick-up/drop-off logistics.

2) Affordability – Properties will be evaluated to ensure they fall within Valor’s first year facilities budget of \$632,000 and future year budgets. The cost of any projected tenant improvements, together with their payment schedule, will also be weighed carefully in this analysis. We are absolutely committed to making a fiscally responsible selection and negotiating the best possible lease rate. Reflecting our conservative approach to financial management, lease payments will not require financing or a line of credit, even at the beginning of the school year before we receive our first state payment in late September. This will be possible because of the philanthropy Valor will receive from the KLE Foundation during the start-up year.

3) Accessibility – Properties will also be evaluated based on how accessible they are to Capital Metro bus stops, major bus routes, and major highways as well as for students walking and riding bikes to school. Valor has already begun studying bus routes within our south and north Austin target areas. We may also conduct traffic studies to better understand traffic patterns and drive times to and from the proposed campus. These considerations will help Valor assess how well the potential school location will meet the various needs of our socio-economically diverse families.

4) Neighborhood Demographics – For each potential facility, InSite will provide Valor with a detailed demographic analysis of the surrounding area within 1, 3, and 5 mile radii. This information includes school age population numbers by race, percent of economically disadvantaged students, median household income, average education level attained by parents, and other statistics. This analysis will help us discern how well the location is suited to providing the diverse student population we are seeking.

Once a building has been vetted as fully suitable, affordable, accessible, and well-positioned, the Valor team will likely make a recommendation to the Board of Directors that they finalize a three to five year lease for the facility. As the fiduciary, the Board will play the decisive role in the selection of the facility. Lease terms will be negotiated with assistance from InSite, taking care in each provision to ensure that the facility meets the school’s operational and financial needs during this period of time. Our leadership team will work to develop a strong, positive relationship with the landlord, which will be very beneficial for the school’s long-term success. Our team has managed relationships with three landlords in the past, building trust over time that allowed the school to expand as it grew into additional classroom space at a church. We are confident this experience will be an asset to Valor.

## TIMELINE

Our timeline for securing a facility is as follows:

- July/August 2017 – Building search accelerates after charter approval
- October 2017 – Building identified and Letter of Intent submitted
- January 2018 – Lease Negotiated and Signed, Due Diligence Proceeds
- June 2018 – Facility is Move-In Ready

## PERMANENT FACILITY

Within the first five years of operation, we also hope to begin construction of our first permanent K-12 facility. Our ability to initiate construction will be dependent upon several factors, including Valor’s ability to secure financing. The length of our initial lease agreement for the school will be carefully timed in order to allow for the possibility of transitioning from this space to the permanent facility. The school’s enrollment growth in these early years will also be aligned to the capacity of the leased facility and the potential timing of new construction. Valor will follow state purchasing laws for securing the professional services of architects, contractors, and other specialists required for campus construction. A Facilities Maintenance Coordinator will also be hired to oversee building maintenance for our first permanent facility.



All references to “daily transportation” should reflect any transportation services that will facilitate student pick-up and drop-off.

I. Does the applicant intend to offer daily transportation to all students?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
II. If yes, what year will the service begin?	Year    1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
III. Will the charter provide public transportation vouchers? <i>Ex. public bus passes</i>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
IV. If yes, what year will the service begin?	Year    1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
V. What is the total dollar amount budgeted for transportation?	<input style="width: 100px;" type="text" value="180,000"/>



Charter Schools must provide transportation services to individual students, if included in their Individualized Education Program (IEP).

**NARRATIVE:** Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Present a detailed transportation plan, if any, that demonstrates an ability to meet the needs of the student population.
- Articulate clear reasons why transportation will not be offered.
- Provide clear transportation plans for students with IEP’s that require transportation.
- Align budget amounts with the financial workbook.
- Demonstrate compliance with 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations.

**NARRATIVE** - Describe any student transportation plans. If transportation will not be offered, articulate reasons that contributed to choosing not to offer such services.

At a minimum, outline transportation contingencies for students with Individualized Education Plans (IEP) that designate required transportation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Valor Public Schools will strategically locate its campus within its target areas so that it is as accessible as possible to the diverse group of families that we seek to serve. Because of cost considerations, Valor is not able to provide bus transportation for students at this time. We have specific transportation plans in place for all students with IEPs that require transportation and for economically disadvantaged students. In addition, safe access for students who are walking or biking to our campus will be a consideration in our planning.

As required by 34 CFR§300.34(c)(16) of the Individuals with Disabilities Act (IDEA) regulations and in compliance with this law, we will provide transportation services to students with disabilities whose IEP includes transportation services. As part of the enrollment process, our Special Education Coordinator will review each incoming IEP, meet with families of students with disabilities, and develop an individualized plan that meets the needs of each student requiring transportation services. Funds for these services are budgeted in the \$18,000 per campus per year Transportation expense line (\$180,000 over five years and three campuses).

For economically disadvantaged students, Valor will offer free and reduced bus passes for Austin’s Capital Metro to the same students who qualify for free and reduced lunch. Since we are planning to locate the school within walking distance of public transportation, these passes will make the school accessible to students in greatest need. The School Transportation office of the TEA offers bulk discounted rates for purchasing these passes. Funds for bus passes, in alignment with our expected student population, are also included within the Transportation expense line. We also plan to work with Capital Metro to have passes donated to Valor students.

Valor is also excited to help our families coordinate a cooperative car-pooling solution such as “Carpool to School” or a similar internally managed system. In our past experience, we have seen that families are tremendously grateful when these systems are offered. By allowing families identify others that live within the same neighborhood or geographic proximity, this system will help to alleviate any transportation difficulties that may exist. As we grow, Valor will also explore the possibility of partnering with other nearby charters or ISDs who already operate bus routes for their students.

**I. Admission Period:** *Include start date/end dates*  to

**II. Date of Lottery** *(if needed):*

**III. Will the lottery process have exempted classes of students?** Yes  No   
*Choose all that apply*

Returning Students

Siblings of Enrolled Students

Children of Founders & Staff

Other

**IV. If there are exempted classes, what is the anticipated percentage of exempt students for Year 1?**



This section has a required Attachment E2- Admission and Enrollment Policy

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

**Evaluation Criteria**

**A response that meets the standard will:**

- Clearly supports fair and equitable opportunity for all students to apply. *Attachment E2*
- Describe a fair and equitable selection process in the event of oversubscription. Including how this process will ensure equal access to all interested students and families.
- Demonstrate alignment for any enrollment requirements (such as auditions) with Texas Education Code (TEC) §12.111(a)(6) and §12.1171.
- Provide a non-discrimination statement in Attachment E2 that satisfies TEC §12.111(a)(5).

**NARRATIVE (1)** - Discuss plans and strategies to address the receipt of applications that exceed maximum enrollment.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

At least one month before the beginning of the designated application period (open enrollment), Valor will widely announce the start and end dates of this application period on our website, by email to all interested families, and in a newspaper of general circulation (in accordance with Texas Education Code §12.117). Students who live within Valor’s geographic boundaries will be eligible for admission. If the number of applications received during this period exceeds the available seats, we will conduct a lottery that includes only applications submitted during this designated period. A computer-based lottery software will generate a randomized list of these applicants by grade level. Siblings of enrolled students and children of the school’s founders and employees will be exempt from the lottery, provided that they make up only a small percentage of the total school enrollment. Following the lottery, we will then offer enrollment to applicants in order of their lottery number until all seats are filled. The remaining applicants will be placed on waitlists by grade level in the order of their lottery numbers. As space becomes available, waitlisted applicants beginning with the lowest waitlist number will be contacted through phone and email to receive offers of admission. Applicants who apply after the close of the designated application period will be added to the waitlist in the order in which they apply, after applications received during the designated application period.

Valor’s application will require only basic student information such as name and grade, parent contact information, and verification that the applicant does not have "a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37" (Texas Education Code §12.111(a)(5)(A)). The application will be available for all families in both digital and paper formats, in both English and Spanish. Once admitted, families will submit additional documentation separately during registration. Valor Public Schools’ admissions and enrollment policies comply with applicable state and federal law. In compliance with Texas Education Code §12.111(5), Valor’s admissions policies do not discriminate “on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.” ([www.statutes.legis.state.tx.us/Docs/ED/htm/ED.12.htm](http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.12.htm)) There will be no parent volunteer hour requirements or fees in order to be admitted. Because Valor Public Schools will not specialize in performing arts, no audition will be required for admission as described in TEC §12.1171.

We also take seriously our responsibility to accurately and uniformly carry out enrollment procedures consistent with our policies. All office staff involved in communication with parents and the enrollment process will receive substantial training in Valor’s enrollment policies and procedures.

**NARRATIVE (2)** - Briefly discuss all policies and procedures for the admission of students with documented history of any of the types of misconduct listed in TEC § 12.111(a)(5)(A).

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

Students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37 may be excluded from admission at Valor Public Schools according to the provision of Texas Education Code §12.111(a)(5)(A). Families of students with a documented history of one of these offenses will be required to provide documentation of the offense to school. Valor will then carefully review the documentation to determine whether the student is ineligible to attend Valor Public Schools. Included in this review will be a process for determining whether the particular discipline problem presented falls within the offenses listed in Texas Education Code Subchapter A, Chapter 37. If it is determined that a student will be excluded from admission, the student’s parents will be notified in writing and by phone of the school’s decision.

I. Target number of hours dedicated to student recruitment per month? *If any,* 25

II. Person(s), positions(s), and/or entities that will be responsible for planning, implementing, and evaluating recruitment activities? *Including educational or experience requirements.*

(1) Jesse Bates (C.O.O./Asst. Head of School) - 3 yrs exp. managing student recruitment for 3 TX charter campuses with a combined enrollment of 1350 students. Involved in building community awareness, creating marketing materials, analyzing recruiting effectiveness, organizing parent info meetings, training staff on enrollment communications, and managing overall enrollment process. (2) Marketing & Enrollment Manager - 2+ yrs marketing experience, student recruiting exp. preferred, operational background/exp., fluent in Spanish. BA required. (3) Office Manager - excellent communication skills, detail oriented, proficiency in Microsoft Office. BA preferred.

III. What percentage of the budget will be used towards student recruitment? 256,921

IV. Will recruitment efforts specifically target any of the following? *Choose all that apply.*

Low-Income Families

Gifted and Talented Students

Students with Special Needs

Students At-Risk

Drop-Out Recovery

Other

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Present specific community needs that are not being met by other available resources and educational institutions.
- Present specific strategies to meet community needs.
- Identify specific roles and responsibilities of person(s), position(s), and/or entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Outline the needs of the community that are not being met by the local school district or other area charter schools.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

As an organization, Valor is dedicated to understanding the educational needs of our local Austin community. Through numerous conversations with many parents and community leaders over the past 6 months, along with survey data from over 150 Austin parents, we have gained a strong grasp of Austin’s educational landscape and confirmed from extensive parent feedback that Valor Public Schools offers an academic program that is highly desirable to many Austin families.

From our conversations with parents and survey results, many families are unhappy with their locally zoned public schools. Parents’ concerns have clustered around two areas: (1) concern about the levels of academic rigor and achievement and (2) concern about the school environment. Out of 151 survey responses, 50% parents indicated that they are not satisfied with the academic programs at their local public school. Two middle schools in our north Austin target area (Dobie and Burnet) received accountability ratings of “Improvement Required” last year, and Dobie Middle also received this rating the year before. As detailed in our Campus Request and Growth Plan Narrative (1), almost all of the elementary, middle, and high schools within our south and north Austin target areas are below the 55th percentile of all Austin ISD campuses, according to analysis conducted on the 2015 TAPR by Children at Risk Foundation. At many of these campuses, STAAR % Satisfactory averages for all grades and all subjects are 10-20% lower than the state average of 77% (see Campus Request and Growth Plan Narrative (1)). Students attending their local public school campuses in our target areas who are African American or Hispanic, English Language Learners, students with disabilities, or at-risk are especially struggling academically compared to their peers. Our analysis of STAAR scores in our proposed occupied district and two contiguous districts indicates that these student populations are in particular need of the education that Valor will provide (see Demographic Plan Narrative for details). Additionally, the three magnet programs available in Austin are limited to specific areas such as IB, entrepreneurship, and fine arts, while the one magnet program with a broad selection of advanced course offerings (Liberal Arts and Science Academy) is not easily accessible to north and south Austin families and appears to have limited enrollment capacity.

In addition to these concerns about academics, parents have also underscored their desire to have a better school environment for their children. Two out of every three parents who completed our survey shared that they are not satisfied with the school culture (defined as “environment, behavior, character formation, etc.”) at their locally zoned public school. Often times, a cultural problem arises when there is a lack of strong teacher presence and intentional, impactful character formation. Valor’s distinctive focus on creating a healthy, positive school culture appeals to so many families we have met. As we have helped families envision the environment within a Valor school, they are drawn to our vision of a culture where all students are engaged and rising to meet high expectations; where the campus is filled with a sense of purpose, joy, and order; and where students feel safe to be themselves within a strong, supportive community that respects and affirms each person. The personal attention that Valor faculty will give each student, together with our deep commitment to shaping students’ character, have resonated deeply with the desires of families in our proposed areas.

Numerous parents have also expressed to us that they are not satisfied with the academic programs at local public schools. Families in Austin have expressed their frustration about not being able to find a school with a classical curriculum where students will learn to read through a systematic study of phonics, master formal English grammar, read classic children’s literature beginning in Kindergarten, study Latin, and discuss the Great Books. There is no school offering a classical curriculum within our north and south Austin target areas. As confirmation that parents recognize this reality, 82% of families who completed our survey shared that they are interested in classical education for their children, and 58% said they are interested in advanced math and science. It is even harder to find a school that combines these classical elements with a rigorous study of math and science as Valor will. Though certain charters focus on STEM, offer AP courses in high school, or have character-based education programs, no school is currently offering a program that truly educates the whole person and prepares them for a full human life—from the Great Books to advanced math and science, from fine arts to competitive athletics, and from foreign languages to classical and world civilizations. Throughout our classrooms—in discussions, seminars, hands-on science activities, garden-based learning, and service learning, for example—Valor’s inquiry-based teaching

approach will elicit high levels of participation and deep engagement. In this highly collaborative, interactive learning environment, students will form close bonds with their peers and teachers as they develop into a community of learners.

Some parents have shared with us that they have considered or tried homeschooling in order to provide this type of classical education for their children, but they are hoping to enroll in Valor because of constraints this puts on their family. They want a balanced education for the whole child that aligns directly with Valor’s mission.

The overwhelming interest parents have shown in Valor Public Schools speaks strongly to the educational needs within our communities. 1,080 people have joined Valor’s interest list as prospective parents or supportive community members. On our list, there are 1,367 potential students across grades K-9 eager to apply for enrollment at Valor. At a recent school fair we attended called School Fair ATX, parent responses to our model and curriculum were very positive. At our public meetings, where 145 individuals attended, there was a palpable sense of anticipation among our guests and an eagerness for Valor to become a reality. Many parents took this opportunity to invite their friends to the event. Phone calls and emails from families across Austin have been streaming in as news about Valor’s proposed charter school has spread by word-of-mouth. Many parents have also offered their time as volunteers to help us with community and parent outreach. In short, there is a base of strong founding families that has grown steadily over the past six months, and we anticipate that parent interest will continue to increase throughout 2017.

**NARRATIVE (2)** - Discuss recruitment strategies that will effectively reach the anticipated community while also providing equal access to all interested students and families.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

#### DIFFERENTIATED RECRUITING STRATEGIES

Upon award of a charter, Valor will immediately begin the execution of our student recruitment plan in the summer of 2017. As a first step, we will be excited to announce our charter approval to the 1,080 individuals (as of November 2016) already on our interest list. Each family on the interest list has identified how many of their children would attend Valor. Based on their selections, there are now already 1,367 students interested in enrolling. Because of our intentional efforts to maintain ongoing communication with these families throughout the charter application process, we are confident they will have remained engaged and will be eager to apply. To continue parent engagement, we will intensify our student recruitment in 2017 through a variety of differentiated approaches:

- Social media (Facebook, Instagram, etc.)
- Valor’s Website
- Distribution of Flyers
- Block-Walking
- Community center events (libraries, festivals, etc.)
- Print Advertising (newspapers and magazines)
- Digital Advertising (Google, blogs, social media)
- Parent Informational Meetings
- Partnerships with local businesses and non-profits

Central to Valor’s overall recruiting strategy is our strong desire to serve a socio-economically diverse, mixed-income student population. To succeed in this part of our mission, we will make specific efforts to ensure that we reach families who are not aware of charter school options. Because the community and locations we intend to serve have a mixed demographic, we know we will need to differentiate our recruitment strategies to effectively reach all families in these areas. For some families, online blogs and Facebook will be effective methods of recruitment, while face-to-face outreach at community center events and block walking will be more effective in reaching further families. We have also found that families in most need of better school choices often lack access to the basic information that would help them find out about high-quality schools in their neighborhoods. To close this knowledge gap and meet the needs of these families, Valor will use a range of different communication techniques so that all families have access to hearing about Valor, regardless of their access to internet/technology or their primary language. Marketing materials will be made available in both English and Spanish whenever possible.

Likewise, we are also committed to making the application easily accessible to families. When the open enrollment period begins, parents will have the option to complete the application independently online, on paper, or in person with the assistance of our Office Manager.

### Student Recruitment Partnerships

Valor is excited about a potential partnership with an organization called Families Empowered that would help us spread the word to families seeking school options. Families Empowered helps parents identify schools for their children through email blasts, school fairs, and other outreach events. To strengthen the effectiveness of our outreach to economically disadvantaged families, Valor will consult with key operational leaders from other high-performing charter networks such as IDEA Public Schools and NYOS, which have a strong track-record of recruiting families from diverse backgrounds in Austin. We are also eager to partner with local organizations such as the Boys & Girls Club of Austin and Big Brothers Big Sisters of Central Texas to assist in finding creative avenues of outreach to underserved neighborhoods within our target areas.

### TIMELINE & PERSONNEL INVOLVEMENT

In planning student recruitment activities, we have divided the 2017-18 start-up year into four stages:

August – September 2017: Developing Broad Community Awareness about Valor

October 2017 – January 2018: Promoting Valor’s Open Enrollment Period

February – March 2018: Assessing and Targeting Enrollment Gaps

April – July 2018: Ensuring Retention of Applicants & Enrolled Students

Community outreach and marketing will be concentrated from August 2017 to January 2018 before the close of our Open Enrollment period, while the focus from February to July of 2018 will be on filling any enrollment gaps, retaining the students who have accepted enrollment offers, and growing the sense of community among our families. Throughout this start-up year, Jesse Bates, the Chief Operating Officer, will be responsible for planning, implementing, and evaluating Valor’s student recruitment activities at each stage. The Head of School/ Superintendent will work closely in collaboration with the C.O.O. to develop and execute our overall student recruitment plan for our first campus. Beginning in year 3, our Marketing & Enrollment Manager will be hired to oversee the student recruitment and enrollment process for each campus.

We consider it mission-critical that our school leadership be highly visible throughout student recruitment and totally committed to making recruiting activities successful. Well before the school’s doors open, school leaders will be on the ground, in the community, having conversations with prospective parents and students, answering questions, and establishing personal relationships with our future families. Even for families who discover Valor through social media or the internet, we will make a concerted effort to meet these families face-to-face during the start-up year. In addition to our larger events, we will be hosting parent coffees with the Head of School as well as kid-friendly events such as ice cream socials and film nights for students and parents to attend together. School leaders and staff will also place individual phone calls to each enrolled family before the first day of school, welcoming them to Valor and establishing a personal connection. Our team’s experience conducting outreach through each of these methods for almost a decade has helped us see how they forge strong, lasting relationships between families and the school. Parents will remain engaged from year to year, giving back to the school community in gratitude for the outstanding education their children are receiving.

### TRACKING RECRUITING EXPENDITURES & EFFECTIVENESS

Our start-up year student recruiting budget of \$34,440 provides ample room for us to build community awareness about Valor and meet our year one enrollment goal of 574 students. At the same time, we will spend these dollars wisely and conservatively, knowing how easy it can be to waste funds on ineffective marketing. Rather than spending significant funds on broad, direct mail advertisements to whole areas of Austin, we plan to use direct mail in a more limited way to reach families with K-9 students in our target neighborhoods. Our previous experience in student recruiting and the research on advertising effectiveness both confirm that the more targeted the outreach, the more successful our recruitment efforts will be. In our case, success is defined by the percent of families reached

who apply and eventually attend the school.

Within Valor’s enrollment system, a data dashboard with key figures will be used to track progress towards fully enrolling the school. In particular, this will show us the number of applications per grade, the ratio of applications to available seats by grade, and the way that each applicant first learned about Valor (e.g. word of mouth, web search, direct mail, etc.). This will be a critical tool for assessing which strategies have been most effective. It will also help us track progress towards our goal of receiving more applications than available seats by March 1, 2018. Throughout the entire enrollment season, the leadership team will review recruiting and application data during weekly meetings. Each week, we will refine and adapt our strategies incrementally to increase the number of applications.

**NARRATIVE (3)** - Explain how the applicant will adjust recruitment strategies if enrollment numbers are lower than expected.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

Throughout the 2017-2018 planning year, Valor’s leadership team will assess the following data in relation to our year one target enrollment goal of 574 students in grades K-9.

- Total students on Valor’s interest list by grade level
- How interest list families first heard about Valor, by percent
- Total applications by grade level
- Ratio of applications to available seats by grade level
- How applicants first heard about Valor, by percent
- Percent of interested students who submit applications
- Percent of applicants who accept enrollment offers by grade level


We are confident that our thoughtfully planned recruiting efforts, the strength of our existing interest list, and the strong partnerships we are working to form with local Austin organizations will allow us to be fully enrolled with a waitlist before summer of 2018. At the same time, we are prepared for the possibility that this may not be the case. As we track and analyze specific areas of weakness within our enrollment—for example, a grade level that only has 75% of seats filled in March 2018—we will be prepared to take specific steps that improve recruitment effectiveness in these areas. First, we will use the data we have collected from enrolled families to understand which recruiting efforts have been most successful in the past. Using this key information, we will maximize the time and resources we are devoting to the most successful activities. For instance, we may decide to hold additional, targeted parent information meetings, if we see that this brought us a high percentage of applications on the basis of earlier events. We also plan to deploy parent volunteers of enrolled students to help us generate further interest. This may include distributing additional flyers and announcements throughout their neighborhoods as well as inviting friends to in-home small gatherings where we share about Valor Public Schools.

One specific challenge that we anticipate facing is that it may be harder to recruit students for 7th and 8th grade than for grades K-6. The families currently on our interest list have children spanning all grade levels from K through 9, though the majority of these students are in grades K-6. We are aware that parents are often less likely to move their children to a new school at these times for a variety of reasons. Given this anticipated challenge, Valor will make an intentional effort to promote our middle and high school programs to families across Austin. Language in our communications and marketing, for instance, will specifically highlight our advanced curricular offerings at these grade levels and feature our extracurricular clubs and athletics. We are emphasizing that the Valor student can take part in a truly “whole person” education throughout high school: take fine arts and play on the basketball team, love physics and participate in choir or compete in track and field while also taking AP math and science courses.

If a specific grade is under-enrolled, we would also consider the possibility of increasing the enrollment in other grades where there is a waitlist (e.g., adding one or more additional sections).

**I. Anticipated Date of Opening:**

Aug 13, 2018

 To receive **full funding**, a charter school must now offer 75,600 minutes of instruction (includes intermissions and recess) minus any minutes waived by the TEA in writing.

**II. Total Number of Instructional Minutes in the School Year:**

77,640

**III. Start/Dismissal Times :**

PreK  to   
 K-5  to   
 6-8  to   
 9-12  to

**IV. Number of Instructional Hours Per Day --provide per every applicable grade level.**

Indicate "N/A" in the appropriate box if the grade level will not be offered.

Pre K	<input type="text"/>			
Kindergarten	<input type="text" value="7.5"/>	5th Grade	<input type="text" value="7.5"/>	10th Grade <input type="text" value="7.5"/>
1st Grade	<input type="text" value="7.5"/>	6th Grade	<input type="text" value="7.5"/>	11th Grade <input type="text" value="7.5"/>
2nd Grade	<input type="text" value="7.5"/>	7th Grade	<input type="text" value="7.5"/>	12th Grade <input type="text" value="7.5"/>
3rd Grade	<input type="text" value="7.5"/>	8th Grade	<input type="text" value="7.5"/>	
4th Grade	<input type="text" value="7.5"/>	9th Grade	<input type="text" value="7.5"/>	

**NARRATIVE:** Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant's vision and educational plan.

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Present a clear alignment with student needs and school goals as discussed in prior narrative sections.
- Provide rationale for choosing the proposed school-calendar structure.

**NARRATIVE** - Describe the schedule for the school day and week. Including how the proposed school week/day structure will help facilitate the applicant’s vision and educational plan.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Valor has chosen a 7.5 hour school day in order to meet students’ needs with high-quality instruction, support, and enrichment activities within the regular school day. This school day also facilitates an appropriate balance between academic study and athletic/extracurricular endeavors outside of the school day. The schedule will also allow Valor to have approximately 16 four-hour early release Fridays\* throughout the school year, which enables us to realize our vision for a robust professional development program. The afternoons on these early release days (1:00 – 4:00 PM) will be used for faculty professional development including instructional training, curriculum development, collaborative grade-level and subject area planning, faculty seminar discussions, and assessment data analysis (see FACULTY—Professional Development Narratives for more detail).

With 180 days (approximately 164 full and 16 early release days) per year, we will have 77,640 annual instructional minutes, exceeding the required 75,600 instructional minutes. This schedule will allow for effective instruction in every subject area and enable us to provide each student with an expansive, balanced, and holistic education. It also enables Valor to provide teachers with the tools and training they need to deliver high-quality instruction while retaining a healthy work-life balance. On the whole, our daily and weekly schedules are intentionally aligned with the overall goals of the school and the educational needs of our anticipated students.

Sample K-5 Schedule

Instructional Day: 7:50 AM – 3:20 PM

Courses	Approx. Minutes	Frequency
Math	90	Daily (morning)
Language Arts	100	Daily (morning)
Science	40	Daily
History	40	Daily
Lunch	30	Daily
Recess	20	2x Daily
Fine Arts/Craftsmanship	40	Daily
PE	40	Daily
Intervention/Enrichment	30	Daily

Sample 6-12 Schedule

7:25 – 7:55 AM	Tutoring/Clubs (optional)**
8:00 – 8:50 AM	1st Period
8:55 – 9:45 AM	2nd Period
9:50 – 10:40 AM	3rd Period
10:45 – 11:35 AM	4th Period
11:40 – 12:10 PM	Lunch
12:15 – 1:05 PM	5th Period
1:10 – 2:00 PM	6th Period
2:05 – 2:55 PM	7th Period
3:00 – 3:30 PM	Academic Intervention/Enrichment Period
3:35 – 4:05 PM	Tutoring/Clubs (optional)**

K-12 After-School Program: 3:30-6PM on regular days and 12-6PM on early release days. Economically disadvantaged students receive reduced-price or free after-school program participation.

\*Early release Fridays will include seven 30 minute periods for grades 6-12.

\*\*Additional tutoring times will also be available for K-5 students 30 minutes before and after school.



All teachers must be degreed. Special Education teachers, Bilingual teachers, and teachers of English as a second language must also be certified in the fields in which they are assigned to teach, as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.

I. Number of Certified Special Education Teachers anticipated in Year 1

II. Number of Certified Bilingual/ESL Teachers anticipated in Year 1

III. Number of teachers who have received the required minimum 30 clock hours of Gifted/Talented professional development and minimum 6 clock hours of professional development in Gifted/Talented education each subsequent year as required to provide instruction and services that are a part of the charter's defined Gifted/Talented services (TAC §89.2(3); TAC §233.1; State Plan 4.2C).

IV. What method(s) will the applicant use to identify, recruit, and hire qualified teachers? *Choose all that apply*

Web Advertising e.g. *Monster, Indeed, Idealist etc*

Print Media

Social Media e.g. *Facebook, Twitter, Forums etc.*


Partnerships with University or Colleges

Other

V. Person(s), position(s), and/or entities that will plan, implement, and evaluate staff recruitment activities. *Include educational or experience requirements.*

(1) Steve Gordon (Superintendent/Head of School) - Exp. hiring, managing, and evaluating school teachers, staff, and leaders.

(2) Jesse Bates (COO/Asst. Head of School) - Exp. hiring, managing, and evaluating school staff and leaders.

 Open - Enrollment Charter Schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 Texas Administrative Code (TAC) 100.102 (c)(2)(B)(i)

**NARRATIVE:** Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school's mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

Press to Input Narrative Response



The Superintendent must reside in the State of Texas at the time of employment.

**Evaluation Criteria**

**A response that meets the standard will:**

- Include a rationale for the proposed recruitment strategies/methods.
- Present a clear process for using the proposed methods to identify, recruit, and hire qualified teachers, administrative staff, and (or) various support staff.
- Identify specific roles and responsibilities of the person(s), position(s), and(or) entities that will be involved in planning, implementation, and evaluation.
- Present specific strategies, activities, and schedules that will gauge recruitment effectiveness.
- Address any foreseeable obstacles to successfully recruiting quality staff.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE** - Describe the process to be used to identify, recruit, and hire individuals with the expertise necessary to facilitate the school’s mission and educational goals. Including teacher, administrative, and board level strategies where applicable.

Include roles and responsibilities for anyone involved in planning, implementation, and evaluation.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

In order to realize our mission to prepare students for college, career, and a full human life, Valor must successfully identify, recruit, and hire excellent teachers in all grade levels and subject areas who are worthy models and leaders on campus. The following key traits are the most important elements of Valor’s hiring profile.

**Valor Teacher Hiring Profile**

1. Mission & Vision Alignment
2. Strength of Character
3. Subject Matter Expertise
4. Aptitude for Working with Young People
5. Love of Learning and Commitment to Growth
6. Enthusiasm and Positive Spirit

To assemble a strong faculty, Valor will leverage a diverse range of sourcing pipelines across local, statewide, and national levels. The Valor team's significant school hiring experience and our ability to access a variety of candidate sources nationwide will strengthen our recruiting efforts, particularly at a time when teacher shortages remain a challenge. It is crucial that all candidates are a strong vision fit and committed to educating a diverse student body. Experience will be an important evaluation criterion as we seek a strong core of experienced teachers to provide solidity and leadership during the founding years of each school. At the same time, we expect our experienced teaching candidates to exhibit a fundamental openness to learning and growth, as the Valor culture and instructional practices may be different from a prospective candidate’s previous school. In addition to this core of experienced teachers, Valor will also identify newer teachers who have the character, personality, practical skills, attitudes, and potential to teach at a high level.

We have allocated \$600 per new hire per year (\$30,480 in the start-up year) for expenses such as recruiting trips to job fairs and candidate travel for in-person interviews. To generate interest and applications, Valor will pursue a variety of different avenues, including:

- Professional education/teacher networks
- Graduate/undergraduate schools of education (UT Austin, St. Edwards University, Baylor University, University of Dallas, Texas A&M, St. John’s University, The University of Chicago, etc.)
- Local/national job postings (Teachers-Teachers, School Spring, Indeed, Workmonger, TCSA job board, etc.)
- Existing board and leadership team contacts/referrals
- Local and national teaching job fairs, including those focused on classical education

**Recruitment/Hiring Roles and Responsibilities**

**Head of School** – Overall hiring manager; final decision-maker; lead interviewer.

Experience: previous experience hiring, managing, and evaluating school employees; BA req'd, MA preferred.

**Assistant Head of School** – Assistant hiring manager; key supporting interviewer; lead on initial screening.

Experience: previous experience supervising employees, participating in interviews; BA req'd, MA preferred.

**Experienced Teachers** – Supporting role in screening, interviews, and teaching demo logistics.

Experience: previous experience providing feedback to teachers; BA required.

**Office Manager** – Provides support with communication, travel, logistics, data entry, etc.

Experience:communications and data entry; BA preferred.

## Hiring Process Overview

1. **Creating Applicant Pool:** Valor will employ an innovative range of strategies to communicate information about our school and its hiring needs. We will conduct hiring presentations at graduate schools and universities, use subscription services such as Teachers-Teachers and School Spring, and post to job boards in a variety of locations, including the Texas Charter School Association, Educational Service Centers, The National Alliance for Public Charter Schools, and other job boards/sites. We will also maintain a central hiring portal on the Valor website to be an integrated online module that allows interested applicants to submit an application online and attach relevant supporting documents, including resumes, transcripts, and references. The hiring portal will also include a brief questionnaire, including basic candidate information (contact, subject/grade interests, degree information, etc.) along with two narrative questions addressing how candidates would be a good fit for Valor's mission and vision of education. The portal will allow quick and efficient access to all candidate information, with customizable search functions to assist in the review process. Valor's goal in its first year will be to receive at least 4 applications for every open position, with the goal of increasing this ratio to 7:1 over time.

2. **Application Review:** Valor's hiring team will review each resume, narrative responses, and other application materials to evaluate the application according to both the criteria on Valor's Hiring Profile and our hiring needs. Candidates who are evaluated as a potentially good fit will move on to the Initial Phone Interview stage. For Valor's first school opening, the Superintendent/Head of School, Steve Gordon, will be the hiring manager and will make final decisions about which candidates move on to the next stage of the hiring process. The hiring team for school one will consist of Steve Gordon and Jesse Bates (COO/Assistant Head of School). The Office Manager will provide support throughout the hiring process, assisting with logistics, scheduling, and communication. As Valor opens new schools, the Head of School for each campus will serve as the overall hiring manager for that campus.

3. **Initial Phone Interview:** After the initial application review, potentially strong candidates will participate in an initial phone interview conducted by the Head of School or Assistant Head of School, with both participating whenever possible. Valor will use its own internally developed set of phone interview questions to guide this conversation, with the main objectives being to discern mission and vision alignment, personality and disposition fit, general character traits, and basic qualifications/level of expertise. We anticipate that phone interviews will last 30-60 minutes and determine which candidates are selected for our extended in-person interview process.

4. **In-Person Interview:** Valor has developed an innovative in-person interview process with several key components: teaching demonstration and follow-up; interview with leadership team; discussion with current Valor students; meeting with current Valor faculty; classroom observations and follow-up discussion. The in-person interview will be a half or full day experience at the school campus. Valor's goal in the interview process is to set up a multi-dimensional experience that allows our leadership team to encounter a candidate in multiple settings, getting the best possible read on their overall fitness to serve as a Valor faculty member. In addition, the interview will allow the candidate to learn as much as possible about Valor, observing classes, experiencing campus life before or after school, interacting with a variety of students and staff, and discerning for themselves if they are interested in working with our students and teachers under the guidance of our leaders. We have developed interview questions and role-playing scenarios to draw from during the formal interview that cover topics including vision, pedagogy, classroom management, communication, character, and growth mindset. The teaching demonstration component will include specific protocols for lesson plan review and post-demonstration follow-up. Valor's holistic interview process is in keeping with our overall vision and will enable us to hire the best possible candidates for our schools.

5. **Reference Follow-ups:** After we have decided to make an offer to a given candidate, and before the official offer has been communicated, Valor will contact 2-3 references for each potential candidate, ensuring that there are no red flags or potential barriers to our making an offer. This reference check process will be conducted by our Office Manager or Human Resources Coordinator (when hired). All reference calls will be documented and filed.

6. **Job Offer:** Once a preferred candidate has passed the reference check process, the Head of School will make an official offer to the candidate both verbally and in writing. Offers will be contingent on the candidate successfully completing the fingerprinting/background check process. For certain positions, offers may also be dependent upon

the candidate providing proof of certifications (SPED, ESL, etc.) and/or credit hour completion. After a candidate has accepted a formal offer, our Office Manager or Human Resources Coordinator (when hired) will begin further required processes, including fingerprinting, background check, degree/certification verification, benefits process, etc.

#### Recruiting School Leaders

Instituting and developing a strong school leadership pipeline will be essential for Valor as we work to launch three schools over our first five years. One of the primary sources of leaders will be an internal pipeline developed through our leadership development program. The hiring of Assistant Heads of School and other secondary leadership positions will be particularly significant, as those candidates may be considered for future Head of School positions. In addition to the process outlined above, Valor's Board Chair, Dave Williams will also assist with leadership identification and development. Dave, a trained professional coach, has extensive experience as a successful Headmaster and Executive Director within a charter network. Dave will work alongside Steve Gordon to help identify potential leadership candidates. In addition, as Valor grows, the Superintendent (Steve Gordon) will be involved in the interview process for all Assistant Head of School interviews and will give approval for each Assistant Head job offer. Valor will leverage its experienced leadership in a forward-looking way to ensure that as many potential leaders as possible are identified and hired at Valor as teachers and/or administrators.

#### Recruiting Support Staff & Administration

When possible, Valor will seek to develop and recruit prospective support/admin staff from within. We will also develop and execute a robust plan for external recruiting. This plan will include advertising to potential candidates in a variety of places, including education-related and business job boards. A priority will be placed on finding candidates with business expertise in areas of need as well as prior experience in Texas public schools. For certain positions, more specific qualifications will be outlined (SPED certification, previous PEIMS experience, etc.) Recruiting for administration and support staff will be a collaborative effort of both the Head of School and Chief Operating Officer. During interviews for admin/staff positions, an emphasis will be placed on project-based assignments relevant to the particular job duties. For example, candidates might be asked to draft an informational letter, create a school schedule template, or use the Student Attendance Accounting Handbook to draft an initial school attendance-taking procedure. For all positions, recruiting efforts will prioritize mission fit, operational excellence, and attention to detail.

#### Recruiting & Hiring Timeline for First School

August 2017 – Hiring Portal Opens; Recruiting Advertising Begins

October 2017 – Job Descriptions Posted On All External Job Boards

November 2017 through January 2018 – Applicant Reviews Begin; Interviews Begins; Recruiting Trips

February through May 2018 – Interview Process Continues

June 2018 – Hiring for School 1 Complete

#### Measuring Recruiting Effectiveness

Valor will use a variety of innovative, data-driven measures to gauge the effectiveness of recruiting efforts:

- Using rate-of-return data by advertising type/medium to measure efficacy of advertising expenditures
- Using rate-of-return data to drive future recruiting expenditures and time allocation
- Collecting and reviewing data regarding total applicants per hire and total interviews per hire
- Tracking year-to-year employee retention
- Creating and administering surveys to get feedback on hiring process
- Conducting weekly hiring check-ins as leadership/hiring team

#### Potential Recruiting Obstacles & Action Plan

- Insufficient candidates—Action Plan: Periodically reallocate resources to the most effective strategies; increase overall time devoted to recruiting, consider hiring part-time recruiter.
- Lack of name-recognition as new organization—Action Plan: Leverage high impact/low cost local advertising, send introductory email blast to local and national contacts.
- Limited budget—Action Plan: Maximize phone/Skype interviews before investing in in-person interviews.
- Enrollment projections fall short of expectation—Action Plan: Continuously monitor enrollment and adjust hiring needs to match projected student counts.

**I. Person(s), positions(s), and/or entities that will plan, implement, analyze, report, and evaluate Professional Development activities.** *Include educational or experience requirements.*

- (1) Steve Gordon (Superintendent/HOS) - 7+ yrs exp. creating and leading PD at schools. Master's degree.
- (2) Jesse Bates (COO/Asst. Head of School) - 3+ yrs exp. creating and leading PD at schools. Bachelor's degree.
- (3) Experienced Teachers - exp. observing and providing feedback to other teachers
- (4) Special Education Coordinator - exp. leading PD, Special Education certification.
- (5) PD Consulting Organizations: National Math & Science Initiative (NMSI); Spalding Institute; Lead4Ward; SMARTTraining (Singapore Math); Foss Science; and Reasoning Mind.

**II. Will the applicant require any professional development prior to the start of the school year?** Yes  No

*If yes, briefly explain.*

All teachers at Valor will participate in the Summer Teacher Institute, a 12 day teacher preparation program in the first part of August. The Summer Institute is a comprehensive program that covers a wide variety of topics including: vision/educational philosophy, instruction, assessment design, curriculum, classroom management, campus systems, and logistics. Teachers will be paid for work days during the Institute, as part of their annual employment agreements that begin on August 1. See the narrative below for more information on the Summer Teacher Institute.

**III. How often will teachers be appraised?**

- (1) Classroom Observation & Feedback Conversations - 1 time per 2 weeks.
- (2) Formal Evaluation Conversations - 1 time per semester.
- (3) End of Year Review - 1 time per year.

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program. Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

**NARRATIVE (2)** - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will address:**

- Include a rationale for the proposed professional development plan and its alignment with the school's goals, curriculum, and budget.
- Identify specific roles and responsibilities of the person(s), position(s), and/or entities that will be involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.
- Clearly explain how the school's calendar, daily schedule and staffing structure will help facilitate the professional development plan.
- Reference budget amounts that are congruent with the financial workbook.

**NARRATIVE (1)** - Discuss all core components of the professional development plan and how these components will support effective implementation of the educational program.

Include roles and responsibilities for anyone involved in planning, implementation, analysis, reporting, and evaluation of professional development activities.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

Hiring a team of talented, well-qualified teachers is an important first step, but following up with a comprehensive teacher preparation and development program will be crucial to the success of Valor Public Schools. Like all successful vision-driven organizations, Valor understands that new employees will not arrive with a full grasp of our vision, culture, and pedagogy. They will not immediately understand the core values, practices, habits, and dispositions that separate an average organization from a great one. Our professional development plan will include extensive summer training prior to the first day of school, along with ongoing training, support, and feedback. Trainings will cover the full spectrum of teacher preparation, including instruction, classroom management, organization, and lesson/course planning. Many of the presentations and workshops will be developed in-house by Valor leadership. We will also contract with experienced educational professionals and leverage resources such as Doug Lemov’s Teach Like a Champion, the National Math and Science Institute (NMSI), the Spalding Institute, and Reasoning Mind to provide teachers with high-impact development and support.

**Summer Teacher Institute**

All teachers at Valor will participate in the Summer Teacher Institute, a 12 day teacher preparation program in August. The Summer Institute is an innovative training program that covers all facets of teacher performance, from instructional techniques to the key systems and operational elements of the school. Distinct professional development tracks will be developed for new and veteran teachers. Expenses associated with operating the Institute are contained within the \$550 per employee budgeted in Staff Development, and teachers will be paid for work days during the Institute, as all teacher employment agreements will begin on August 1. Sessions will be led by Heads of School, Assistant Heads of School, experienced teachers, and contracted educational professionals. The basic components of the Summer Institute curriculum are:

- |   |                   |
|---|-------------------|
| 1) Vision/Educational Philosophy (classical, culture, character): | 15 training hours |
| 2) Instruction (inquiry-based teaching, assessment):              | 30 training hours |
| 3) Curriculum (planning, development):                            | 20 training hours |
| 4) Classroom Management (expectations, discipline, engagement):   | 20 training hours |
| 5) Campus Systems & Logistics (attendance, grading, supervision): | 10 training hours |

**Personalized Instructional Coaching**

In addition to the training provided in the Summer Institute, all teachers, and particularly new teachers, will participate in ongoing coaching conversations with school leaders, in which they receive feedback from classroom observations, ask key questions about their own performance, conduct periodic self-assessments, and set up clear action plans to promote continuous growth. It is one of the Head of School’s primary responsibilities to ensure that all teachers receive ongoing observation and feedback. He or she may entrust certain coaching responsibilities to other school leaders, but only after determining that a school leader has the training, vision, and experience to be highly effective in a coaching capacity.

To promote highly effective teaching in every classroom, Valor will ensure that each teacher receives regular, meaningful observation and feedback. This requires a commitment of time and the establishment of specific systems. At schools where observation happens infrequently and teachers do not receive ongoing feedback, observation from school leaders can be perceived as problematic or carry negative connotations. Valor is committed to flipping this paradigm, creating a culture of openness, frequent observation, and continuous improvement. At minimum, each teacher will receive an observation and follow-up coaching session once every two weeks. Coaching sessions will focus on a few, manageable areas of focus rather being a comprehensive evaluation, with the emphasis being on collaboration, learning, and support. By the time teachers get to their more formal evaluation meetings (at least one

per semester) they will have had a many shorter coaching conversations. They will know their strengths and areas for growth, and this clarity will help to develop a relationship of trust between teachers and school leaders. Paul Bambrick-Santayo’s Leverage Leadership provides an excellent framework to assist school leaders in providing impactful coaching to teachers, including guidance on the frequency of observations, identifying key action steps, providing effective feedback, and creating systems to translate feedback to practice (Bambrick-Santayo, Leverage Leadership, 64-65). Valor will use Bambrick-Santayo’s proven strategies as a key professional development resource for school leaders.

### Ongoing Training Workshops

The following trainings will be provided during weekly Wednesday afternoon staff meetings and/or in the afternoons following early release school days (16 early release days per year):

- Inquiry-Based Teaching Workshops
- Spalding Phonics Instructional Support
- Academic Intervention/Data-Driven Instruction
- Teach Like a Champion Techniques & Other Innovative Approaches
- Mathematics Instructional Support (Singapore/ Reasoning Mind)
- Core Knowledge Planning and Implementation
- Classroom Order and Management
- Discovery Science Pedagogy
- NMSI STEM training
- English Language Proficiency Standards (ELPS)
- Special Education Guidelines, Procedures, and Techniques
- Compliance-related Trainings (e.g., Child Abuse Awareness & Prevention)

### Key External Professional Development Partnerships

- 1) National Math and Science Initiative (NMSI): Valor has initiated a relationship with key leadership from NMSI in order to successfully implement our Advanced STEM curriculum, including math and science readiness in elementary/middle grades and AP instruction at the high school level. Valor will partner with NMSI for professional development for both teacher and school leaders.
- 2) Spalding Institute: Valor plans to partner with Spalding Institute to provide high quality training to K-5 teachers during the Summer Teacher’s Institute and on an ongoing basis during the school year.
- 3) Lead4ward: Valor plans to partner with Lead4ward to provide all teachers with in-depth training on the TEKS and alignment of TEKS with assessment.
- 4) SMARTTraining (Singapore Math): Valor plans to partner with SMARTTraining, a well-established leader in the field, in order to provide all Singapore Math teachers with the tools necessary to teach this distinctive math curriculum effectively. Extended Singapore instructional training will be provided during the Summer Teacher’s Institute, and additional follow-up trainings will be provided during the academic year.
- 5) FOSS Science: FOSS produces a key component used in Valor’s inquiry-based Discovery Science program, specific, standards-aligned science kits to use in hands-on science activities. We plan to partner with FOSS to provide K-5 teachers with training on how to maximize this science resource.
- 6) Reasoning Mind: As part of Valor’s intended agreement with Reasoning Mind, implementation experts from Reasoning Mind will provide ongoing professional development and support to math teachers in grades 3-5.

### Faculty Seminars

Valor faculty seminars are a central component of faculty culture at each Valor school. These discussions will take place in the afternoon on designated early release Fridays. They will frequently center on great texts in literature and

philosophy, while also including science workshops, fine arts activities and discussions, and guest lectures from visiting scholars. The seminar days promote deep intellectual engagement, exemplify Valor’s commitment to lifelong learning, deepen relationships within the faculty community, and serve as a model for our students.

**School Leadership Development**

Valor will focus on identifying and developing school leaders from within the organization to fill key leadership roles as we grow to scale. We are committed to actively-present, on-the-ground leadership. As a result, our Leadership Development Program will emphasize training and coaching in the context of the lived experience at a Valor school. Elements of the program will include:

1. Instructional Rounds (observation, discussion, diagnosis, action items)
2. Culture Rounds (observation, discussion, diagnosis, action items)
3. Weekly Coaching sessions
4. Ongoing review of performance on comprehensive Valor School Evaluation Rubric
5. Regular self-reflection and self-assessment
6. Program of readings, workshops, and discussions (philosophy and vision, management, leadership, instruction, culture, etc.)

**Evaluating Effectiveness of Professional Development**

Valor will implement consistent, network-wide systems to gather and analyze evaluative data regarding the effectiveness of the professional development program. Key measures used to gauge effectiveness will include:

- Teacher Survey Data – Consistent, normed surveys will be administered following both in-house trainings (Summer Teacher Institute, Inquiry-Based Instructional training, etc.) and externally-led trainings (Spalding Institute training, Singapore training, NMSI training, etc.).
- Student Assessment Data – School leadership will analyze student performance data in relation to a training program (i.e., Singapore Math training in grade 2 in relation to grade 2 interim math assessment scores), to gauge effectiveness of training.
- Teacher Performance Data – Professional development needs and effectiveness will be key areas of discussion during ongoing teacher coaching conversations. It will also inform formal teacher evaluations conducted by the Head of School and the leadership team. In evaluations, the Head of School will consider the degree to which a teacher has implemented specific strategies and methods learned in professional development sessions.

**Professional Development Budget**

We have allocated \$550 per employee per year for staff development expenditures. In the school’s first year, this \$27,940 will allow ample resources for conducting our Summer Teacher Institute as well as professional development seminars/consultation from organizations including the Spalding Institute, Lead4ward, and SMARTTraining. Within this budget, funds are also designated for administrators/leadership to attend training seminars in specific professional areas (e.g., Region 13 training seminars on PEIMS, Financial Accountability, SPED, etc.) and to complete TEA-required training hours annually.

**NARRATIVE (2)** - Explain how the school calendar, daily schedule, and staffing structure will help facilitate sufficient time to conduct, review, and provide guidance on professional development and growth.

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE***

**Summer Teacher Institute**

At the beginning of August, teachers will participate in training through the Summer Teacher institute. The institute will last approximately 12 work days and 2 further days will be dedicated for campus orientation and set-up. The first day of school will likely be the fourth Monday in August.

### Wednesday Staff Meetings

Every Wednesday, there will be a 1-hour staff meeting after school. On average, 30 minutes of each weekly staff meeting will be dedicated to professional development. The Head of School will carefully craft the weekly meeting agenda to ensure that professional development is prioritized. Factual information and announcements, for example, will be communicated by memo/email in order to maximize the impact of staff meeting time. Topics for weekly professional development will include: instructional techniques, intervention, culture-building, classroom management, and serving students with special needs.

### Early Release Professional Development Days

Valor's typical instructional day will be 7.5 hours, which will enable us to provide effective instruction and intervention support for students. In addition, it will allow us to schedule at least 16 early release days during the academic year. On these days, students will be dismissed by 12:00 PM, and the afternoon (1:00 – 4:00 PM) will be dedicated to in-depth faculty development workshops and seminar discussions. This extended time will be used to train teachers in such areas as Singapore Math, Spalding Phonics, Core Knowledge, Inquiry-based instruction, and Teach Like a Champion techniques.

### Saturday Workshops

During each semester, two Saturday morning professional development sessions will be scheduled. These Saturday slots will be used, if necessary, for follow-up trainings in areas such as academic intervention, Singapore Math, or Spalding Phonics. Dates for these trainings will be identified prior to the year and communicated to all staff for planning purposes.

### Personalized Teacher Coaching

The majority of personalized teacher coaching will take place during the school day. School leaders and other designated teacher coaches will observe individual teachers in the classroom and note key topics/areas for follow-up discussion. On average, teachers will have a total of 60-90 minutes during the day to use for planning purposes. Coaching conversations will generally last 15-20 minutes and will be scheduled during a given teacher's planning time. A priority will be placed on promptness and keeping meetings within allotted times. In some cases, teachers may be asked to meet with their coach before or after the instructional day, still within the parameters of the typical work day. Our schedule will allow time for each teacher to receive at least one observation and follow-up coaching session every two weeks.

### Weekly/Subject Grade Level Meetings

All teachers will meet with their grade level team (K-5) or subject area team (6-12) on a weekly basis. These meetings will generally be scheduled before or after the school day, within the typical teacher work hours (7:15 AM – 4:15 PM). Grade level and subject lead teachers will lead these meetings, using input from teachers and school leaders to craft the weekly agenda. Guidance and training will be provided by the lead teachers in response to the specific instructional needs and priorities at that point in the school year.

### Professional Development Roles and Responsibilities

**Superintendent** – Institute and manage overall network-wide PD program, including planning and execution of Summer Teacher Institute; ensure fidelity to network-wide meeting/training structures; coach Heads of School on PD management

**Chief Operating Officer** – Responsible for overseeing logistics, evaluation/feedback systems, budget, and vendor relationships related to PD; works collaboratively with Superintendent and Head of School to ensure operational effectiveness of PD initiatives.

**Head of School** – Manage school-wide professional development program; supervise and coach Assistant Heads on PD implementation; execute key elements of training as needed

**Assistant Head of School** – Execute key elements of teacher training; ensure high quality content in all PD sessions; directly supervise and coach lead teachers on PD implementation; primary contact with contracted PD service providers (Singapore trainers, Spalding Institute, etc.)

**Experienced Teacher (grade/subject)** – Execute key elements of teacher training; provide ongoing feedback to Assistant Heads; help identify grade level and/or subject area PD needs

**Office Manager** – Assists Head of School with logistics, purchasing, and communications related to PD program



The governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns. See 19 TAC 100.1033 (13)(c)(i)

**I. Number of Board Members:**

**II. Number of Board Members Domiciled in Texas:**

**III. Number of Board Members with Prior Charter Experience:**

**IV. Do any current board members intend to apply for an employed position with the charter?** Yes  No

*If yes, briefly explain.*



Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, charter holder, or any management company that operates the charter school unless exempted by TEC 12.1054 (a)(1).

**V. How often will the Superintendent report to the Board? Choose all that apply.**

Weekly  Bi-Weekly  Monthly  Quarterly  Annually  Other

**VI. How often will the Board review financial reporting data? Choose all that apply.**

Weekly  Bi-Weekly  Monthly  Quarterly  Annually  Other

**VII. The sponsoring entity is a current grantee/sub-grantee of a state and(or) federal grant.** Yes  No

**VIII. The sponsoring entity has been investigated for grant mismanagement within the past 5 years.** Yes  No



This section has a required Attachment G4- Board Member Biographical Affidavit Form.

**NARRATIVE (1)** - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

**Evaluation Criteria**

**A response that meets the standard will:**

- Provide a clear list of roles and responsibilities for board members.
- Discuss member selection criteria and how it aligns with the school's mission and vision.
- Present a governance structure that is compliant with 19 TAC § 100.1113 and Texas Government Code § 573.021-573.025, relating to Relationships by Consanguinity or Affinity.
- Provide strong evidence that the proposed governance structure will be effective.

**NARRATIVE (1)** - Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE**

## GOVERNANCE STRUCTURE

The Board of Directors of Valor Texas Education Foundation is ultimately responsible for safeguarding the organization's fidelity to its educational mission and ensuring its long-term financial viability through responsible fiscal oversight. The overall governance structure of the Board of Directors is described in full detail in the Board's Bylaws, included in Attachment G3. In accordance with the requirements of 19 Texas Administrative Code 100.1033.13(C)(i)-(vi), Valor's Board will have final authority to:

1. "hear or decide employee grievances, citizen complaints, or parental concerns";
2. "adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property";
3. "direct the disposition or safekeeping of public records";
4. "adopt policies governing charter school operations";
5. "approve audit reports under TEC, §44.008(d)"; and
6. "initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation" for the Superintendent.

(19 Texas Administrative Code 100.1033.13(C)(i)-(vi))

Alongside these responsibilities, board members will maintain a keen focus on ensuring that students at Valor are receiving the highest quality education possible. Their attention to academic achievement will be driven by a deep commitment to serving the needs of all students.

Establishing a clear relationship between the role of the Board and management positions will be critical for both effective governance and organizational leadership. The Board will hire and evaluate the Superintendent, who will oversee the day-to-day operations of Valor Public Schools. The Superintendent, in turn, will be responsible for selecting and hiring all other employees, overseeing centralized administrative staff and operations, and approving required data submissions and reports submitted to state and federal agencies. (19 Texas Administrative Code 100.1033.13(D)(i)-(iii)) The Superintendent will also be responsible for hiring, mentoring, and evaluating additional Heads of School as Valor opens new campuses. The Board currently intends to hire Steve Gordon as Valor's Superintendent and first Head of School.

The Board of Directors plans to have regularly scheduled meetings six times per year, which will be posted and conducted in compliance with the Texas Open Meetings Act. At these meetings, they will receive a comprehensive oral report from the Superintendent, discuss the strategic direction and priorities of the organization, review and discuss financial statements, and conduct other business as necessary. The Superintendent will also provide monthly written reports to board members for their review. During the course of the year, board members will also convene for training in the TEA-required categories.

Valor also plans to establish an advisory board. Alongside the governing Board of Directors, this diverse group of advisors will serve as an additional resource and support for the Superintendent and Board of Directors in the areas of community partnerships and relations, fundraising support, higher education partnerships, and long-range financial planning. Advisory board members will be available to meet on an ad hoc basis with the Superintendent and/or Board and provide counsel as requested. Our advisory board will have no official governance authority. We plan to develop this advisory board beginning in the start-up year prior to our school opening.

## SELECTION CRITERIA

Board members will be selected on the basis of their commitment to our distinctive mission, their desire to serve using their particular experience and gifts, and their knowledge of the communities we will serve in Austin. Above all, they must have a deep personal investment in and a heart for providing Texas students the highest quality public

education. They must be passionate about improving outcomes and creating opportunities for all students, especially those most in need of high quality educational options. Members must also have a unique appreciation for Valor’s mission of educating the whole person—mind, body, and heart—with a rigorous, balanced, college-preparatory program. While directors may have specific experience with classical education, this will not be a requirement for selection. They must value the organization’s commitment to excellence at all levels (students, teachers, school leaders, and network leaders).

Professional experience in areas such as education, public/community service, business, finance, or fundraising, for instance, will also be taken into consideration when selecting new board members. Educational experience that aligns with or complements Valor’s educational vision will also be particularly valued. We have a strong desire to add additional perspectives and new expertise with each new member, expanding the board’s capacity for consistent, prudent, stable governance as Valor grows. We are devoted to selecting members with strong connections and a demonstrated commitment to their local communities.

In order to be eligible for election, individuals must not have been “convicted of a misdemeanor involving moral turpitude or any felony; an offense listed in Texas Education Code (TEC), §37.007(a); or an offense listed in Code of Criminal Procedure, Article 62.01(5)” (19 Texas Administrative Code 100.1151(a)). When evaluating board member candidates, Valor Texas Education Foundation assures that criminal background checks will be conducted on all potential members.

## BOARD MEMBERS

Valor Texas Education Foundation’s board is currently composed of three directors, with plans to grow to 4-5 total board members in the next year. Complete biographies are included within the Board Member Biographical Affidavits (Attachment G4).

### Board Chair

As Board Chair, Dave Williams brings over 15 years of experience as an executive leader, school leader, and teacher. He served as Executive Director of a network of Texas charter schools for three years where he oversaw the founding of three high-performing campuses. Prior to this, Dave served for six years as the founding Headmaster of Glendale Preparatory Academy. During his time as a charter school leader and network executive, Dave excelled at hiring, coaching and developing leaders, establishing strong school cultures, and achieving measurable academic results for students. He also has strong executive experience in budget management (\$14 million Texas charter school budget, including 3 campuses and a central office). Dave also has a distinguished public high school teaching career. He received the Teacher of the Year award from the National Endowment for the Humanities for his teaching in New Jersey. With his educational background, including Masters degrees from St. John’s College and the University of Notre Dame, Dave has a deep understanding of classical, liberal arts education. He is also a CTI-trained professional coach. In addition to providing strategic guidance at the board level, Dave will serve as a mentor and coach to the Superintendent and other senior leadership. Leveraging his extensive relationships with colleges and universities throughout the country, Dave will also assist in developing teacher and school leadership pipelines of strong, highly qualified candidates for Valor.

The Board Chair will:

- Preside at meetings of the Board of Directors
- Set meeting agendas in collaboration with the Superintendent
- Evaluate the overall effectiveness of the organization and establish annual strategic priorities in conjunction with the Superintendent
- Evaluate the overall effectiveness of the Board’s governance and activities
- Ensure that the Board operates according to the terms of its Bylaws
- Lead the recruitment of new board members

### Treasurer

Catherine Van Arnam serves as Treasurer on the Board of Valor Texas Education Foundation. Catherine currently works as District Coordinator for City of Austin Councilmember Ellen Troxclair, acting as a constituent liaison for the residents of District 8 in southwest Austin. Prior to a time at home parenting her two children, Catherine served

as Executive Assistant to the CFO of Monitor Group, a multinational business strategy consulting firm. In addition, she worked in an administrative capacity for author Chris Argyris, a well-known innovator in the field of business theory and former professor at Harvard Business School. Catherine brings to the board knowledge and experience in education, both in higher education and in charter school policy and operations. As a member of the founding team at Founders Classical Academy of Leander, an open enrollment public charter school, Catherine served the academy in a number of administrative capacities. As an intern in the Center for Higher Education at the Texas Public Policy Foundation in Austin, Catherine gained experience researching policy issues related to institutions of higher education nationwide. She is a passionate advocate within the community for high-quality K-12 educational options in Austin. Catherine brings to the Board a strong network of community relationships and a deep commitment to serving families and students in Austin. As a prospective Valor parent, Catherine has partnered with the Valor team for our community engagement activities and charter application preparation.

The Treasurer will:

- In conjunction with management, ensure that accurate financial records are kept for Valor Public Schools
- Assist Board in reviewing financial statements prior to meetings of the Board
- Serve as an advisor to management during the creation of annual budgets
- Monitor projected cash flows on an ongoing basis
- Ensure that Valor follows state procurement laws when applicable
- Work with management to select an external auditor for the organization's annual financial audit

Board Secretary

Dr. Tom Hibbs serves as Secretary for Valor Texas Education Foundation. As Dean of the Honors College and Distinguished Professor of Ethics and Culture at Baylor University, Tom oversees a number of interdisciplinary programs including the Honors Program, Great Texts, University Scholars, and the Baylor Interdisciplinary Core. He has written extensively about film, culture, books, and higher education for numerous publications and has published several books on these topics. Prior to Baylor, Tom taught at the college and graduate level for 16 years. Tom brings a wealth of experience in Great Books classical education, higher education teaching, and executive leadership to the Valor board. His broad professional network of relationships with Texas colleges and universities will also be a great resource for Valor in the areas of professional development, faculty and leadership recruiting, and the college counseling program. (Some content in this paragraph adapted from Baylor University website: [www.baylor.edu/honorscollege/index.php?id=59668](http://www.baylor.edu/honorscollege/index.php?id=59668))

The Secretary will:

- Ensure that accurate and complete minutes of Board meetings are kept
- Review draft meeting minutes for accuracy and completeness prior to Board approval
- Ensure that Board meetings are conducted in compliance with the Texas Open Meetings Act, including location and public posting
- Ensure that meetings are conducted in accordance with the Board's Bylaws

Our Board of Directors brings a collective expertise and passion for education that will enable it to steward with excellence the state funds in our care, the students we serve, and the Valor mission.



For a list of specific activities that make up each financial projection below, refer to the start-up tab located in the *Financial Plan Workbook*. Applicants should make sure that the projections below match any budgeted items in the workbook.

I. What are the expected *personnel* costs for the start-up year zero? 240,876

II. What are the expected *contracted service* costs for the start-up year zero? 23,000

III. What are the expected *school operation* costs for the start-up year zero? 319,630

IV. What are the expected *facility operation and maintenance* costs for the start-up year zero? 34,600

V. State the fiscal year end-date for the Sponsoring Entity. *mm/dd* 630

VI. State the fiscal year end-date for the Charter.

June 30

August 31



Per Texas Education Code §44.0011, a fiscal year for a school district or charter shall begin on July 1 or September 1 of each year.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Include any contingencies if funding is not as anticipated.

**NARRATIVE (2)** - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

Press to Input Narrative Response

**Evaluation Criteria**

**A response that meets the standard will:**

- Provide funding/revenue sources that can be fully supported by *Verifiable Proof of Secured Funds* documentation.
- Present revenues that cover expenditures.
- Present start-up time frames that are consistent with any and all other time frames within the application.
- Present all start-up expenses and revenues are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE (1)** - Describe the anticipated expenses that will be incurred during the budget start-up year zero, prior to the first day of serving students.

Including any contingencies if funding is not as anticipated.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Projected expenses totaling \$618,106 during our start-up year, congruent with the expenses in the Financial Plan Workbook, are as follows:

Salaries – \$207,000: Superintendent/Head of School, COO/Asst. Head (1 year); Office Manager (1/2 year); and Registrar/PEIMS Clerk, Special Education Coordinator, and Athletic Coordinator (1/4 year)

Taxes and Benefits – \$33,876

Contracted Services – \$23,000: Accounting/Payroll services, legal counsel, and limited IT support for phone and internet configuration

School Operations – \$319,630: Textbooks, classroom materials, furniture, technology, and office supplies based on year one student enrollment (\$254,710); staff recruitment (\$30,480); student recruitment (\$34,440); and travel for staff recruiting (\$4,000).

Facilities – \$34,600: School facility lease deposit (\$20,000); Six months' temporary office rent & utilities (\$10,200); Janitorial expenses (\$2,400); and general liability insurance (\$2,000)

#### Contingency Planning

Expenses for textbooks, furniture, and technology represent half of the total projected costs, as we plan to work with our vendors to arrange deferred payment of the other half until state payments are received. This will ensure sufficient cash flow to make August and September 2018 payrolls. If this is not possible with one or more vendors, purchase of second semester textbooks and classroom supplies will be delayed until late Fall 2018 when funds are available. We will also develop an alternative furniture/supply purchasing plan which outlines further ways to cut costs if necessary (e.g. used furniture, leased equipment, etc.). If additionally necessary, we will delay the hiring of the Office Manager and/or Athletic Coordinator to reserve additional cash. Our projected start-up year revenue of \$907,500 is confirmed by Verifiable Proof of Secured Funds documentation (Attachment F7) and is contingent upon approval of our charter. Once the charter is approved, we expect to receive this revenue as indicated by donors' written intentions.

**NARRATIVE (2)** - Discuss any sources of funding that will be utilized to meet budget start-up year zero expenses.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Following charter approval, Valor will receive a lead gift of \$707,500 in Fall 2017 from the KLE Foundation. The KLE Foundation has also pledged an additional matching challenge grant of up to \$200,000 during the start-up year, which can be dispersed incrementally as Valor raises funds from other local central Texas individuals and foundations. Since receiving this matching challenge, we have also secured a pledge of \$100,000 from the Joel & Stacy Hock Charitable Fund, which we will receive in Fall 2017 as well. This grant will initiate an additional \$100,000 in matching funds from KLE. Together, these grants totaling \$907,500 will cover all start-up year zero expenses and leave cash available for six weeks of payroll in August and half of September 2018 prior to our first state payment. With over \$280,000 left in cash after year zero expenses, we will be ready for the estimated \$270,000 of payroll expenses throughout these six weeks. Beyond this, there is the remaining potential for a \$100,000 matching grant from KLE should we raise \$100,000 separately. With a total gift potential of up to \$1,107,500 from KLE and the Hock Charitable Fund combined, we are positioned to have ample revenue during the start-up year. Letters of Intent confirming pledges from both donors are included in Attachment F7 (Evidence of Other Financial Support).



The term “**initial contract period**” refers to the initial five-year period of time to which a charter is authorized to operate. The term “**collected**” refers to any transfer of property [monetary or otherwise] that was gifted to the applicant prior to submitting this application *ex. Cash, check, delivered furniture etc.* The term “**firm commitment**” refers to any donation [monetary or otherwise] that has been promised, but not yet transferred. The term “**Anticipated**” refers to any donation [monetary or otherwise] that has been calculated on the reasonable belief that a donation will transpire at some point in the future. The term “**Contingent upon Charter**” refers to a donation [monetary or otherwise] that has been promised but will not be transferred until the applicant is awarded a charter.

<b>I. What is the cumulative amount of donations COLLECTED? If any...</b>	<input style="width: 80%;" type="text" value="48,925"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="1"/>

<b>II. What is the cumulative amount of donations received with a FIRM COMMITMENT ? If any...</b>	<input style="width: 80%;" type="text" value="12,500"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="1"/>

<b>III. What is the cumulative amount of all other donations ANTICIPATED? If any...</b>	<input style="width: 80%;" type="text" value="390,000"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="3"/>

<b>IV. What is the cumulative amount of donations CONTINGENT UPON CHARTER ? If any...</b>	<input style="width: 80%;" type="text" value="5,010,000"/>
<i>How many donors reflect this amount?</i>	<input style="width: 80%;" type="text" value="2"/>



A child who is eligible for enrollment in a prekindergarten (PK) class under Texas Education Code, 29.153, *Free Prekindergarten for Certain Children*, will only generate half-day attendance. Prekindergarten classes must operate on a half-day basis unless funding other than *Foundation School Program (FSP)* funding is used to offer a full-day PK program.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

**Evaluation Criteria**

**A response that meets the standard will:**

- Present expenditures that cover the Educational Plan, Operational Plan, and all Business Operations that are discussed in the application.
- Present *Average Daily Attendance (ADA)* estimates that are congruent with the estimated student demographics, count, and grade level.
- Present revenues that cover expenditures.
- Include specific calculations for revenues, expenses, and how all amounts were derived.
- Clearly describe all sources of costs and repayment terms for operational revenue that are used to pay for expenses incurred during the start-up period, if any.
- Present expenses and revenues that are congruent with the financial workbook.
- Establish clear contingencies if funding is not as anticipated.

**NARRATIVE(1)** - Explain the source of funds, property, or other resources expected to be available during the initial five-year charter contract period. Including banks, lending institutions, corporations, foundations, grants, etc.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

The primary source of Valor’s operating revenue during our first five years will be Foundation School Program state revenue. We have budgeted conservatively for 85% average daily attendance, though our goal is 97% ADA. Based on significant parent interest in Valor at this early stage, we expect to achieve our full budgeted student membership each year. Budgeted state revenue figures include 10% Special Education students, 25% ELL students; and 50% compensatory education. Our budget conservatively assumes no per-student increase in state revenue over the five-year period. In federal funds, we have budgeted meal reimbursements for the National School Lunch and School Breakfast Programs (\$49,140 in year one), assuming low participation rates of 5% for breakfast and 25% for lunch, and fewer FRL students than the 50% expected. Throughout the five-year budget, this federal revenue increases in proportion to the enrollment increases.

While state and federal revenues will cover ongoing school expenses once they are in operation (see Budget Narrative for extensive explanation of expense calculations), start-up funding for the three campuses must be raised. In addition to a \$12,500 gift from the KLE Foundation committed for December 2016, we have received pledges contingent on charter approval totaling \$2,147,500 (\$907,500 for start-up of the first school, and \$1,240,000 for the start-up of the second and third campuses) from the KLE Foundation and the Joel & Stacy Hock Charitable Fund. These grants will cover textbook, furniture, and equipment costs at each campus (see Budget Narrative for expense details) and allow for additional administrative/business positions to support the campuses. We are also pursuing grant opportunities from the following other sources: the PCS Start-up Grant (~\$600,000), the Michael & Susan Dell Foundation, and the New Schools Venture Fund. These funds are not included in the five-year budget. Given the generosity of our partners, we do not anticipate needing a bank line of credit or other short-term debt to accomplish our five-year plan.

Valor will also seek to raise funds for land acquisition and construction of a permanent facility towards the end of the five-year period, with the first school transitioning into this K-12 facility. The KLE Foundation has pledged \$2.85 million towards this project, though additional funds will need to be raised to reach our equity goal. Once sufficient equity is raised, financing of the remaining total project cost will be secured from a local Austin bank or another lending institution. Debt financing will be carefully calibrated to the school’s projected enrollment capacity to ensure there is a sustainable path to long-term financial health.

**NARRATIVE (2)** - Detail plans for meeting financial needs if the anticipated revenues are not received or are lower than the estimated budget.

**INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.**

Leveraging our Board’s executive financial management experience and our management team’s Texas charter school experience, we will carefully monitor Valor’s monthly cash flow and budget vs. actuals to ensure that expenditures are always less than revenue. We aim to maintain a minimum of 45-60 days of cash on hand in the early years. If revenues are lower than budgeted, expenditures will be reduced to ensure responsible financial management. The following strategies will be used for reducing and spacing expenditures: 1) reducing non-instructional expenses to the extent possible; 2) purchasing used instead of new equipment/furniture; 3) leasing equipment instead of purchasing it; 4) negotiating delayed payments with product and service vendors; 5) delaying the hiring of certain positions; and 6) consolidating job responsibilities within fewer positions. After exhausting these possibilities, we would carefully evaluate the necessity of reducing our staffing to meet a budget shortfall, beginning with non-instructional support positions such as administrative office positions. We will also use the following strategies to increase revenue: 1) improving student attendance; 2) recruiting additional students to fill any empty seats; and 3) seeking additional contributions from new and existing philanthropic partners. We would also seek a short-term bank line of credit should revenue be significantly under budget.

I. Does the applicant plan to outsource services? Yes  No



**ONLY COMPLETE THIS PAGE IF ...** you indicated “yes” above that the Charter School will outsource services to a management company or other service provider. A management company refers to a person or entity, other than a charter holder, who provides for an Open-Enrollment Charter School. If you indicated “no” above, proceed to the next page.

II. What area(s) of service will be outsourced?  
 Check all that apply.

Human Resources	<i>Beginning in Year</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Food Services	<i>Beginning in Year</i>	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Transportation	<i>Beginning in Year</i>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Janitorial and Grounds	<i>Beginning in Year</i>	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Other	<input type="text" value="IT Support Services, Accounting/Payroll Services, Special Education Contracted Services"/>					

III. Does the applicant plan to negotiate service agreements with any organization(s) and/or individual(s) that will include any form of financial accounting, payroll, and/or tax accounting services? Yes  No

*Beginning in Year*      1  2  3  4  5

IV. Briefly describe the fee structure of the Charter Management Organization (CMO) contract. NA

**NARRATIVE:** Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

Include discussion on costs, timelines, and the selection process of prospective vendors.

**Evaluation Criteria**

**A response that meets the standard will:**

- Rationalize the need for each proposed service.
- Discuss the professional qualifications that are required and expected of those to be retained for each service proposed.
- Detail specific costs, timelines, and selection processes of prospective vendors.
- Present costs that are congruent with the financial workbook.

**NARRATIVE: NARRATIVE:** Identify each provider and detail what their respective roles, duties, and qualifications will be. Indicate whether the applicant will adopt the provisions of TEC, Chapter 44 Subchapter B as the process for awarding a contract for the construction, repair, or renovation of a structure or other improvement or addition to real property in the charter application.

**Include discussion on costs, timelines, and the selection process of prospective vendors.**

***INSERT RESPONSE .. THIS BOX WILL AUTOMATICALLY EXPAND AS YOU TYPE.***

We have chosen to contract for services in specific areas to achieve a combination of greater cost savings, greater expertise, and lower risk than would be possible through hiring personnel to fulfill these functions. The following details our selection process, timeline, and costs (congruent with the Financial Workbook) for five contracted services.

1) Accounting/Payroll Services: For our first two years, accounting and payroll services will be provided through a contracted provider. After extensive consideration of the available options, we have decided to contract for these critical, highly specialized services because it will bring greater expertise at a lower cost than hiring a qualified accountant in the beginning. The provider must have extensive experience in Texas charter school accounting, experience with audits, and knowledge of FASRG Module 11 (e.g., JR3, School Finance Productivity, or Charter School Success). We will compare quotes from three service providers and select one within our \$15,000 start-up year budget and \$40,000 year one budget. Selection will be made by January 2017 with services beginning thereafter.

2) Food Service: We will participate in the National School Breakfast and Lunch Programs and plan to contract with a food service company for vended meals. After extensive review, we have decided to contract for vended meals because of 1) the significant expense associated with cooking our own meals on a small scale; 2) the challenge of meeting Texas Dept. of Agriculture dietary and food preparation requirements within our own kitchen; and 3) the potential limitation of our facilities in early years. To select a vendor, we will issue a formal Request for Proposals (RFP) and evaluate proposals based on criteria stated in the RFP. Qualifications such as experience serving schools in the NSLP/NSBP, a record of dietary and food prep compliance with Texas Department of Agriculture requirements, a track record of operational excellence, and food values consistent with Valor's mission will be considered. A vendor will be selected by July 2017 who offers competitive pricing at or below our budgeted per-meal breakfast cost of \$1.60 and lunch cost of \$2.90.

3) Janitorial Services: Depending on our particular leased facility, janitorial services may be needed for nightly cleaning. We will compare quotes from at least three janitorial companies and select a company that has a proven track record of high quality service with attention to detail, and offering services within our \$40,000 first-year budget. Our selection will be made by July 2017.

4) Special Education Contracted Services: We plan to contract for services such as school psychologist evaluations, speech and language services, physical therapists, occupational therapists, and/or other providers. Given the size of our student body, contracting for these services is financially prudent and offers a high level of expertise in each area. Providers will be required to have the certification and/or degree appropriate to their service area. Services will be determined based on the case load at each campus and rates will be negotiated to ensure we pay at or below market-rate for each service. Contracts for each major service area will be in place by the beginning of each school year.

5) IT Support Services: For our first three years, we plan to contract for limited technology services to support our network infrastructure, phone and bell systems, and computer systems. It will be critical that our network and computers operate reliably, especially because of software systems such as Reasoning Mind and NWEA MAP that are central to our educational plan. Valor will solicit proposals from at least three companies and select one with support experience in education and a desire to remain flexible to our growing technological needs, remaining within our budget of \$15,000 per campus per year. Selection will be made by Spring of 2017 in time for the facility to be made ready and administrators to receive computers in the summer.

6) All contracts will be approved in accordance with federal and state procurement laws, and in accordance with Board policies. When awarding contracts for the construction, repair or renovation of a structure or other improvement or addition to real property costing \$50,000 or more, Valor will adopt the provisions of TEC Chapter 44, Subchapter B.

I. Is the applicant an Out-of-State organization?

Yes  No



**ONLY COMPLETE THIS PAGE IF ...** you indicated “yes” above that the applicant is an *Out-of-State* organization. If you indicated “no” above, you are done with the narrative portion of this application.

II. List all **other** states in which the applicant currently operates, or has in the past operated a Charter School(s).

*Include the years each school was opened.*

III. Number of schools currently serving the following grades outside the State of Texas.

Elementary School

Middle School

High School

IV. All **other** states in which the applicant plans to apply and(or) begin serving students within the next five years.

*Include all proposed year(s) of opening.*

V. Applicant currently has a pending charter school application in another states.

Yes  No

*If yes, list all states*

**NARRATIVE (1)** - Provide an overview for the *out-of-state* organizations’ overall strategic vision, desired impact goals, five-year growth plan, and rationale for developing a charter school in Texas.

**NARRATIVE (2)** - Discuss all currently targeted markets/communities and criteria for selecting them. Including projected enrollments.

**NARRATIVE (3)** - Discuss the challenges associated with operating a charter in Texas compared to operating in the current state(s) of operation.

Press to Input Narrative Response

**Evaluation Criteria**  
**A response that meets the standard will:**

- Present a clear growth plan that is supported by a solid rationale, specifically related to how expansion into Texas is a good fit.
- Establish measurable impact goals.
- Provide clear selection criteria for other target markets/communities and projected enrollment.
- Establish a capacity to learn from past challenges as demonstrated by: (1) addressing current challenges associated with operating a charter in Texas; (2) discussing comparable challenges; and (3) articulating successful and applicable solutions.

Provide the following:

The *Proof of Attendance* documentation received at the conclusion of the Applicant Information Session attended in September. Applicants who attended both sessions need only submit one document.

TEA hosted identical Applicant Information Sessions on September 13 and 19, 2016, of which applicants were required to attend one. Each session provided details about applying for and holding a charter in the state of Texas, the contents of the RFA documents, the application preparation guidelines and submission requirements for both electronic and hard copy application documents. Attendees received a *Proof of Attendance* document at the conclusion of each session.

For an application to be deemed complete, at least one member of the governing board of the sponsoring entity requesting the charter **must** have attended one of the sessions. It was recommended that the person(s) with primary responsibility for preparing and submitting the application also attend one of these required information sessions.

Texas Education Agency  
Division of Charter School Administration  
**Generation Twenty-Two Applicant Information Session Registration Form**

This form should be saved locally and must be completed using Adobe Acrobat. Preview Mode, the default program for working with PDF files on a Mac, will not work correctly. The completed form should be submitted as an attachment to charterapplication@tea.texas.gov prior to attending the applicant information session.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as attachment A1 in the submitted application.

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: Valor Public Schools

Sponsoring Entity Name *as reflected on the 501(c)(3)*: Valor Texas Education Foundation

Application Contact Name: Steve Gordon

Title/Role: Proposed Superintendent/Head of School

Email: sgordon@valorpublicschools.org Phone: 512-677-7597

Board Member Attending: David Williams *D. Williams*

*Leadership*  
Board Member Attending: Stephen Gordon *My Jim*

*Leadership*  
Board Member Attending: Jesse Bates *Jesse Bates*

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Date of Session:  Tuesday, September 13, 2016, 9:00 a.m. - 1:00 p.m.

Monday, September 19, 2016, 9:00 a.m. - 1:00 p.m.

RECEIVED  
TEXAS EDUCATION AGENCY  
SEP 19 AM 9:39  
DIVISION OF CHARTER SCHOOL ADMINISTRATION

Submit the completed form at least 24 hours prior to the session indicated above to  
charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact John Garland at  
512-463-3533 or john.garland@tea.texas.gov.

Provide the following:

The actual posting as printed in the newspaper along with the header of the page printed at the top of the newsprint stating the name of the paper and date published.

Each notice shall include:

- the proposed school/campus name;
- the sponsoring entity name;
- date, time, and place of meeting; and
- the names of all sponsoring entity board members.

Applicants must hold a public meeting in the proposed charter school campus' geographic area to publicly discuss the application for the charter school. This meeting must take place no earlier than 18 months before the charter application due date. Any person may be present at and participate in the meeting.

The applicant shall publish a notice of the meeting in a newspaper of general distribution in the geographic area proposed for the school.

- Any application that only provides evidence of notices from circular publications offered for free (such as neighborhood-specific flyers, including but not limited to, the GreenSheet) will be deemed ineligible as these publications are considered newspapers of de minimus distribution.
- Any application that only provides evidence of publication in electronic media will be deemed ineligible.

**Legal Notices**

Estate, which is currently being administered, are required to present them within the time and in the manner prescribed by law. All claims should be addressed in care of the Independent Executor's attorney, Lois Ann Stanton, at 301 Congress Avenue, Suite 1910, Austin, Texas 78701.

DATED this the 20th day of September, 2016.  
9-22/2016 #653927

**NOTICE**

Travis Central Appraisal District is accepting proposals for a 457(a) and 457(b) bundled deferred compensation plan provider. The proposals should conform to the specifications established by TCAD. The proposal documents are available in the following ways:

1. By downloading the proposal document from the Travis Central Appraisal District website at [www.traviscad.org/organization.html](http://www.traviscad.org/organization.html)
2. By visiting the Finance Department of the Travis Central Appraisal District to pick up a proposal packet between the hours of 9:00 A.M. and 4:00 P.M., Monday thru Friday, excluding government holidays. The District is located at 8314 Cross Park Drive, Austin, Texas 78754.

Proposals will be considered at a regular Board of Directors meeting. TCAD reserves the right to reject any or all proposals, to waive technicalities or formalities, and to accept the proposals deemed to be in the best interests of TCAD.  
9-22/2013 #653587

Looking for new digs?  
Check the listings  
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Real Estate & Rentals  
sections.

**Legal Notices**

**Legal Notices**

**PUBLIC MEETING**

The Valor Texas Education Foundation Board of Directors will hold a public informational meeting on October 13 at 7pm at Norris Conference Centers, 2525 W. Anderson Lane, Suite 365, Austin, TX 78757 to present information about a proposed open-enrollment charter school called Valor Public Schools. Guests will receive detailed information about the proposed school and have the opportunity ask questions. Members of the board include David Williams, Rebecca Kasten, Thomas Hibbs, and Pete Kyriakoulis.  
9-22/2016 #653954

**REQUEST FOR COMPETITIVE SEALED PROPOSALS**

- Austin Independent School District requests competitive sealed proposals for construction of AISD Project No. 16-0006-GROUP - Renovations at Wooten ES, 1406 Dale Dr. (57); and McBee ES, 1101 W Braker Ln (58). Work to include: Demolition and installation of new windows, construction of two new adult restrooms, interior ADA ramp at stage, replace flooring, fencing, and cleaning of existing kitchen tile and base to include removal and replacement of kitchen equipment.

100% Performance and Payment Bonds required. 5% Proposal Guaranty required.

**PROPOSAL DEADLINE:** 2:00 p.m. Austin time, on Thurs, Oct 13, 2016, at AISD Construction Mgmt Dept, 812 San Antonio, Ste 200, Austin, TX 78701. Ph: 512-414-8940. Proposals will thereafter be publicly opened and the names of the offerors and any monetary proposals made by the offerors will be read aloud.

Proposal instructions, copies of drawings, specifications and contract documents, addenda (if any) and other documents related to this Request for Proposals will be available at the location indicated below for a deposit amount of \$50.00 per set. The deposit will be refunded upon return in good condition to the location indicated below within 14 calendar days of the opening of proposals.

**Legal Notices**

**Legal Notices**

Miller IDS Planroom - Download documents at: [www.planroom.millerids.com](http://www.planroom.millerids.com). Request and pick up printed documents at: 1000 E. 7th St, Austin, TX 78702. (512) 381-5292. Email: [planroom@millerids.com](mailto:planroom@millerids.com)

Questions or concerns regarding this Request for Proposals must be directed to: John Robinson, AIA, J. Robinson & Associates, Architects, Inc. by phone at: 512-452-7220, or by email at: [john@robinsonarchitects.net](mailto:john@robinsonarchitects.net).

**PRE-PROPOSAL CONFERENCE:** 4:00 p.m., Austin time, on Thurs, Sept 29, 2016 at Wooten ES, 1406 Dale Dr. AISD may consider an Offeror's attendance of the pre-proposal conference in its determination of best value of each Proposal submitted. AISD reserves the right to reject any and all proposals.  
9-15, 9-22/2016 #650458

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An affidavit of Publication is provided for each Legal Notice.

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**Legal Notices**

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9-22/2016 #653954

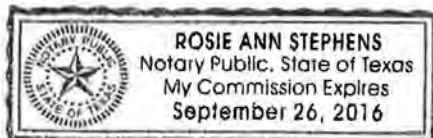
STATE OF TEXAS  
COUNTY OF TRAVIS

Before me, the undersigned authority, a Notary Public in and for the County of Travis, State of Texas, on this day personally appeared Alejandro Cado. Advertising Agent of the Austin American-Statesman, a daily newspaper published in said County and State that is generally circulated in Bastrop, Bell, Blanco, Brazos, Burleson, Burnet, Caldwell, Colorado, Comal, Coryell, Fayette, Gillespie, Gonzales, Guadalupe, Hays, Kerr, Lampasas, Lee, Llano, Milam, Nueces, San Saba, Travis, Washington and Williamson Counties, who being duly sworn by me, states that the attached advertisement was published at the lowest published rate for Classified advertising in said newspaper on the following date(s), to wit: VALOR PUBLIC SCHOOLS,, First date of Publication 09/22/2016, Last date of Publication 09/22/2016, Web and print times Published 2, Legal Notices, 1 X 16, and that the attached is a true copy of said advertisement.

**MEETING ANNOUNCEMENTS**

Ad ID: 1273355  
Ad Cost: 158.56

  
\_\_\_\_\_  
SWORN AND SUBSCRIBED TO BEFORE ME, on  
09/26/2016  
  
\_\_\_\_\_  
Notary Public



**ADVERTISING INVOICE**

BILLED ACCOUNT NUMBER	S76206	BILLING DATE	09/22/2016	TOTAL AMOUNT DUE	\$0.00	DOCUMENT	389795
BILLING PERIOD	09/22/2016 - 09/22/2016	TERMS OF PAYMENT	Upon Receipt	PAYMENT DUE	09/22/2016	PAGE #	1 / 1
ADVERTISER CLIENT #	S76206	ADVERTISER CLIENT NAME	VALOR PUBLIC SCHOOLS				

VALOR PUBLIC SCHOOLS  
 503 AVENUE A  
 SUITE 1117  
 SAN ANTONIO TX 78215

For questions concerning this bill call 855-333-2676  
 If paid, please disregard. Thank You

DATE	NEWSPAPER REFERENCE	DESCRIPTION	DIMENSIONS BILLED UNITS	TIMES RUN RATE	GROSS AMOUNT	NET AMOUNT
09/21/2016		Prepayment for 653954				-\$158.56
09/22/2016	653954	PUBLIC MEETINGThe Valor Texas Education			158.56	158.56
09/22/2016		Austin American-				
09/22/2016		<b>Total Amount Due</b>				<b>\$0.00</b>

.....  
**PLEASE DETACH AND INCLUDE WITH YOUR PAYMENT**

**PAYMENT COUPON**

DOCUMENT	BILLING DATE	TERMS OF PAYMENT	PAYMENT DUE	ADVERTISER CLIENT #	ADVERTISER CLIENT NAME
389795	09/22/2016	Upon Receipt	09/22/2016	S76206	VALOR PUBLIC SCHOOLS

Please send your payment to:

**CMG - Austin Remittance Address**  
 PO Box 645255  
 Cincinnati, OH 45264-5255

**S76206**  
 VALOR PUBLIC SCHOOLS  
 503 AVENUE A  
 SUITE 1117  
 SAN ANTONIO TX 78215

TOTAL AMOUNT      AMOUNT ENCLOSED

**\$0.00**

**Legal Notices**

**Texas. Jeffrey A. Weinberger, CEO/Pres.; Jeff M. Haber, V-Pres/Sec.; Todd N. Duplechan, V-Pres/Treas.; Weinberger Management, LLC, Manager; Jeffrey A. Weinberger, its Manager/CEO/Pres.; Jeff M. Haber, its Manager/V-Pres/Sec.; Todd N. Duplechan, its Manager/V-Pres/Treas.; Michael D. Cress, its Manager.**

11-9, 11-9/2016 #672472

CAUSE NO. C-1-PB-16-000575  
IN THE PROBATE COURT  
NUMBER ONE (1) OF  
TRAVIS COUNTY, TEXAS

IN THE ESTATE OF TERRY SMITH DE-  
CEASED

**NOTICE TO ALL PERSONS HAVING  
CLAIMS AGAINST  
THE ESTATE OF TERRY SMITH**

Notice is hereby given that original Letters of Dependent Administration for the Estate of Terry Smith, Deceased, were issued on the 25th day of August, 2016, in Cause Number C-1-PB-16-000575, pending in the Probate Court Number One (1) of Travis County, Texas, to HOWARD M. REINER. The address of Howard M. Reiner, is Howard M. Reiner & Associates, 3410 Mercer Street, Houston, Texas 77027. All persons having claims against this Estate which is currently being administered are required to present them to the above address in care of Howard M. Reiner, Dependent Administrator of the Estate of Terry Smith, Deceased, within the time and manner prescribed by law.

DATED the 9th day of November, 2016.

By: HOWARD M. REINER, TRA  
#16754780  
HOWARD M. REINER & ASSOCIATES  
3410 Mercer Street  
Houston, Texas 77027  
(713) 963-8004  
Teletcopy (713) 963-8044  
Email: firm@problaw.com  
Attorneys for  
Dependent Administrator  
11-9/2016 #671791

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512-445-4000

**Legal Notices**

**Invitation for Bid**

The City of Round Rock will be accepting sealed bid responses addressed to the Purchasing Department, City of Round Rock - 1st Floor Receptionist Desk, 221 East Main Street, Round Rock, Texas 78664-5299 for the following:

IFB No. 17-001 Professional Turf Management Services

Solicitation documents may be obtained from the Purchasing Department at the above address downloaded from the City's website at:

<http://www.roundrocktexas.gov/departments/purchasing/solicitations/purchasing-active-solicitations/>  
11-9, 11-16/2016 #671753

**LEGAL NOTICE**

IN THE MATTER OF:  
KINDER MORGAN INSURANCE LTD.  
(the "Company")

NOTICE IS HEREBY GIVEN pursuant to Section 104B(2)(e) of the Companies Act 1981, as amended, that the Company intends to merge with KM Insurance Texas Inc. ("KMIT"), a Texas corporation and an affiliate of the Company, with KMIT continuing as the surviving corporation in the State of Texas, United States of America.  
PUB: 11-9/2016 #671500

**Notice Public Hearings**

Modification to Public Hearing Location

ZON-1058: Consideration of the City Council of a conditional use to allow for a home occupation for a mobile animal grooming service located at 5902 La Mesa & 20800 Dawn Dr. with public hearing to be held on December 1, 2016 at K-Oaks Clubhouse, 8000 Bar K Ranch Rd., Lago Vista, TX

All interested persons are invited to attend.  
11-9/2016 #672391

**PUBLIC MEETING**

The Valor Texas Education Foundation Board of Directors will hold a public meeting on November 14 at 7pm at Bannockburn Baptist Church, 7100 Brodie Ln, Austin, TX 78745 to present information about a proposed open-enrollment charter school called Valor Public Schools. Guests will receive detailed information about the proposed school and have the opportunity ask questions. Members of the board include David Williams, Rebecca Kasten, Thomas Hibbs, and Pete Kyriakouis.  
11-9/2016 #672928

**REQUEST FOR PROPOSALS**

WILLIAMSON COUNTY SHERIFF'S OFFICE TRAINING CENTER  
ALL TRADES

American Constructors, Inc. is requesting proposals to perform work on Williamson County Sheriff's Office Training Center.

This project is construction of a new

**Legal Notices**

26,572sf Training Center and Storage Building. Scope includes: all trades.

Proposals are due Thursday November 17th, 2016 at 2:00 pm. Proposals may be emailed to [estimating@adtxc.com](mailto:estimating@adtxc.com) or mailed/delivered to American Constructors, Inc. at 11900 West Farmer Lane, Suite 200, Cedar Park, TX 78613.

Documents are also available for downloading from American Constructors' FTP site. Please visit [www.adtxc.com](http://www.adtxc.com) for details. Please contact American Constructors at 512-328-2026 for additional information on this project.  
11-6, 11-9, 11-13/2016 #670367

REQUEST FOR QUALIFICATIONS  
Austin Independent School District  
169043-RFQ  
Campus Support-Civil Engineering  
Consulting Services

Notice is hereby provided of the following: Qualification Submittals for Civil Engineering Consulting Services will be received by the Austin Independent School District until 3:00 P.M., Tuesday, November 15, 2016, at AISD Construction Management Department, 812 San Antonio, Suite 200, Austin, TX 78701 (Phone: 512-414-8940). The RFQ will be for ongoing Civil Engineering Consulting Services for Campus Support Construction Management. It is the intent of AISD to issue multiple contracts for ongoing consulting services to be provided at various AISD facilities.

Copies of the Request for Qualifications and other information are available at Miller ID5 and the AISD web site at:

<https://www.austinsisd.org/construction-management/bids>  
11-4, 11-9/2016 #671021

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Legal Notices**

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Charges vary depending on the day of the week. Please call 512-445-3832 or email [legal@statesman.com](mailto:legal@statesman.com) for rates, deadlines and any other questions.

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An affidavit of Publication is provided for each Legal Notice.

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in the  
Real Estate & Rentals  
sections.

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11-9/2016 #672928

STATE OF TEXAS  
COUNTY OF TRAVIS

Before me, the undersigned authority, a Notary Public in and for the County of Travis, State of Texas, on this day personally appeared Alejandro Cado, Advertising Agent of the Austin American-Statesman, a daily newspaper published in said County and State that is generally circulated in Bastrop, Bell, Blanco, Brazos, Burleson, Burnet, Caldwell, Colorado, Comal, Coryell, Fayette, Gillespie, Gonzales, Guadalupe, Hays, Kerr, Lampasas, Lee, Llano, Milam, Nueces, San Saba, Travis, Washington and Williamson Counties, who being duly sworn by me, states that the attached advertisement was published at the lowest published rate for Classified advertising in said newspaper on the following date(s), to wit: VALOR PUBLIC SCHOOLS, PUBLIC MEETING, First date of Publication 11/09/2016, Last date of Publication 11/09/2016, Web and print times Published 1, Legal Notices, 1 X 16, and that the attached is a true copy of said advertisement.

**PUBLIC MEETING**  
Ad ID: 1315625  
Ad Cost: 158.56

\_\_\_\_\_  
SWORN AND SUBSCRIBED TO BEFORE ME, on  
11/14/2016  
\_\_\_\_\_  
Notary Public



**ADVERTISING INVOICE**

BILLED ACCOUNT NUMBER	BILLING DATE	TOTAL AMOUNT DUE	DOCUMENT
S76206	11/09/2016	\$0.00	401634
BILLING PERIOD	TERMS OF PAYMENT	PAYMENT DUE	PAGE #
11/09/2016 - 11/09/2016	Upon Receipt	11/09/2016	1 / 1
ADVERTISER CLIENT #	ADVERTISER CLIENT NAME		
S76206	VALOR PUBLIC SCHOOLS		

VALOR PUBLIC SCHOOLS  
 503 AVENUE A  
 SUITE 1117  
 SAN ANTONIO TX 78215

For questions concerning this bill call 855-333-2676  
 If paid, please disregard. Thank you.

DATE	NEWSPAPER REFERENCE	DESCRIPTION	DIMENSIONS BILLED UNITS	TIMES RUN RATE	GROSS AMOUNT	NET AMOUNT
11/08/2016		Prepayment for 672928				-\$158.56
11/09/2016	672928	672928			158.56	158.56
11/09/2016		Austin American-Statesman PO: PUBLIC MEETING				
11/09/2016		<b>Total Amount Due</b>				<b>\$0.00</b>

PLEASE DETACH AND INCLUDE WITH YOUR PAYMENT

**PAYMENT COUPON**

DOCUMENT	BILLING DATE	TERMS OF PAYMENT	PAYMENT DUE	ADVERTISER CLIENT #	ADVERTISER CLIENT NAME
401634	11/09/2016	Upon Receipt	11/09/2016	S76206	VALOR PUBLIC SCHOOLS

Please send your payment to:

**CMG - Austin Remittance Address**  
 PO Box 645255  
 Cincinnati, OH 45264-5255

**S76206**  
 VALOR PUBLIC SCHOOLS  
 503 AVENUE A  
 SUITE 1117  
 SAN ANTONIO TX 78215

TOTAL AMOUNT	AMOUNT ENCLOSED
<b>\$0.00</b>	

## Parent Support for Valor Public Schools: Responses to Public Meetings

We received about 60 very positive written responses from those who attended our public meetings on October 13, 2016 and November 14, 2016. A selection of parents' written comments is included below:

- "It was extremely informative and exciting. [I've decided to apply because of] the commitment to classical education in developing the whole child and the thoroughness which the leadership appears to have as evidenced through the presentation and their ability to answer questions capably."
- "The presentation was incredibly informative, and inspiring... I think the only trouble you will have is in opening only 1 campus the first year - Austin needs multiple!! Experienced leadership really stood out for me. The big picture was inspiring but I was really struck by how many small details were included in the presentation - those little details that parents are interested in. Valor won't be an ivory tower, but a wonderfully enriching community I think!"
- "I was very impressed with Valor... The curriculum seems well structured and thought out. The administration seems to have a very firm grasp on how to move forward in obtaining the charter and setting up a school that can achieve what Valor has stated as its goals."
- "The program plan by grade and philosophy fit exactly what we are looking for and was laid out in a very experienced way that makes us comfortable that Valor will serve our children's education very well."
- "I was very pleased with everything I have heard and seen with regard to Valor. This is exactly the environment and type of educational experience that my wife and I would hope to have for our children. We very much like the commitment to a rigorous academic curriculum while simultaneously striving to achieve balance with the humanities and the arts. The world these children will grow up in is very different from the one we knew, and I firmly believe an educational experience such as what Valor is offering will give Valor graduates a rather significant advantage over their peers that have attended other school programs."
- "We are sold on the level of professionalism, values, balanced approach philosophy, and details (class size, curriculum). We also love the commitment to an atmosphere of joy!"
- "I am persuaded by Valor's commitment to Classical Education in addition to their offering of advanced math and science classes. Valor's emphasis on a strong school culture is particularly attractive when considering the toxic climate I encountered as a young person even within a private school setting."
- "I appreciated seeing the poise, intelligence, and confidence with which the presentations were made and questions were answered. It was encouraging to hear about board members' positive past experience in other charter schools. It was gratifying to hear how seriously the board takes the responsibility of hiring good faculty."
- "[I've decided to apply because of] "your holistic approach to education (not hyper focused on teaching to the test), and the classical education model that lends itself to higher order thinking skills"
- "The meeting encouraged me to put Valor at the top of the list of options for our son. I am excited by the curriculum choices you have made as well as the emphasis on virtue... The opportunity for him to engage in a classical, rigorous, balanced education tuition-free is a dream come true."
- "I am 100% FOR Valor. Depending on location, we will definitely be applying."

- [My decision to apply] was “solidified because of academics, extracurricular activities, and community service”
- “We have a HUGE need for charter schools in Southwest Austin!”
- “We’re very excited about your launch. We really like the classical education and advanced math and science. No other public school in the Austin area offers this! The opportunity to get a classical education, combined with advanced math and science, from a tuition free school would be life changing for our family!”
- [I’ve decided to apply because of the] “description of culture & environment, leadership.”
- [I’ve decided to apply because] “it is tuition free and approaches education of ‘the whole person’.”
- “I loved that the campus would be joy filled and that there would be a unified teaching approach... We like classical education and good literature for our children to know and read. [We like] the description of the campus culture with respectable speech expected and limiting personal devices during the school hours. Most of all, [we like] having a desire to hire excellent and invested teachers. Your vision for education and its many facets sounds appealing and attractive for our family.”
- “I really like the curriculum as well as clubs/extra-curricular opportunities.”
- “I loved the emphasis on culture and the arts... My daughter excels in literature, language, music, and art. She is kind, thoughtful, empathetic, and generous. Finding a place that fosters her gifts and core values is more difficult than one might think. From what you shared last night, I feel Valor could be a fit for her.”
- “The classical methodology of education... is what excites us about Valor’s philosophy.”
- “The Valor team has a clear vision and I am excited to see their vision executed and provide a quality education option in the Austin area.”
- [I’ve decided to apply because of] “the use of classical methods of teaching. Also a well-rounded development.”
- “Besides the classical education and the focus on character, I was grateful to hear that students who are ready will be able to go further in their studies while those who need more help get extra attention. As a current homeschooler, the ability to do this has been one of the greatest strengths of home education and as a former classical school teacher, I have seen that it can sometimes be a weakness of formal schooling.”
- “The school culture and K-12 model with the curriculum outlined is exactly what we have been looking for in our area of NW Austin.”
- ” I really appreciated the commitment to educate the whole child...mind, body, and spirit.”
- “Love the Spanish, Latin & advanced math. I am excited and want my son in an inquiry based learning environment.”
- “Our local high school is overcrowded.”
- “Loved the character formation piece of the school culture and the rigorous academics.”
- “I appreciate the parent information session held last night, because I was able to obtain a copy of the curriculum and received information in regards to the values and philosophy of Valor. I appreciate the fact Valor is tuition free and has a high regard for student development.”
- “I felt all the information I needed to hear to make an educated decision was presented with the exception of the location of the school, which I understand is still in flux. The curriculum, school culture goals, and over arching idea of educating the whole child were the best confirmations for me that this would be an option which we would find worthwhile.”
- “I felt very positive after hearing that balance and joy were part of the vision for culture at the school!”

- “[I’ve decided to apply because of] he depth of the plan. It has been all thought of and planned for.”

On social media and by email, we also received the following feedback after our public meeting:

- “Impressed with Valor’s first Austin presentation tonight, this is going to be a top-notch choice for thousands of families. The deep experience & inspiring vision of Valor’s leadership team is rare for a new K-12 charter school.”
- “We were at the parent meeting and were very excited about the vision of expanding classical education in Austin through Valor. We are cheering you on...”



# City of Austin

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November 1, 2016

Mike Morath  
Commissioner of Education  
Texas Education Agency

Dear Commissioner Morath,

I am fortunate as the Austin City Councilmember for District 8 in southwest Austin to be able to work towards my commitment to high-quality education for all students. However, high quality is not possible without more than one educational choice in an area. Such a choice has not been possible in many parts of Austin, including my district, as there are currently no public charter schools. I am pleased today to write in support of a group working hard to fix that problem.

I strongly support the work of Valor Public Schools' leadership team as they seek to open several high-quality K-12 charter schools in Austin. We need school leaders with exactly the passion, experience, and vision that the Valor team has. I am proud to support them in bringing this school with a classical emphasis and a focus on character formation to all students.

Valor's distinctive school culture where a whole-person approach, including a classical emphasis, includes a study of the Great Books (Integrated Humanities Program in upper grades) would seem to blend the best of the classical and contemporary. They also propose advanced math and science/STEM (including the high school AP sequence). They are committed to serving our diverse, mixed-income student body, including an Academic Support Program to close performance gaps.

Valor charter schools would be a tremendous asset to families in Austin. In District 8 there are currently no charter schools available to parents seeking school choice. I would be thrilled to have Valor open its doors in southwest Austin.

Sincerely,

*Ellen Troxclair*

*Ellen Troxclair*  
**City Council Member, District 8**  
**City of Austin, Texas**  
**(512) 978-2108**

November 16, 2016

Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Ave.  
Austin, TX 78701

Dear Commissioner Morath:

Thank you for your service to the school children of Texas. I have a long time interest in the charter movement, and I deeply appreciate having a Commissioner who cares so much about its quality.

I have spent the last few years recruiting high performing, replicating charter networks to San Antonio. One of these was Great Hearts, which you toured this year. The founding team of three young men that opened all the Texas Great Hearts academies in Texas has now gone out to found their own network, Valor Public Schools. I had hoped they would open in San Antonio, but they determined that the need and community support in Austin made it the best place to launch their first schools. Because these educators already have the skillset needed for successful replication, I am optimistic that they will eventually expand to serve our students in San Antonio.

In any event, I am very excited to have them in Texas. Having watched the skill, relentless attention to detail, and joy that they brought to their Great Hearts openings, I believe they will create another world-class network for Texas children. The model is exciting and innovative, and the people involved are first-rate educators. I heartily endorse them, and hope you grant them a Texas charter.

Sincerely,



Victoria B. Rico  
Chair & Trustee

November 16, 2016

Mike Morath  
Commissioner of Education  
Texas Education Agency  
1701 N. Congress Ave.  
Austin, TX 78701

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Valor Public Schools. Their vision of student success closely aligns with my own vision for schools in our city. I see a clear market for the kind of opportunity the Valor team proposes, and I am excited to know that such a capable group is taking on the task of expanding school choice options in Texas.

As a supporter of charter schools in San Antonio I know first hand of the extensive waiting lists that exist for quality seats. I also know of the deep frustrations shared by parents who want quality options for their children but do not have the means to pay for private education. As a parent who did not have these charter school options at the time my kids were in school, I am ecstatic to see the charter sector grow. I am a true believer that your zip code should not dictate where you go to school. Further, school choice has always been an option for some – those that can afford to write a check for a private school education. I want to see every parent have choice.

The academic program Valor proposes is all encompassing – from advanced math and science courses to seminars on the Great Books. This program is meant to not only ensure students are prepared for success in college, but also success in life. Valor seeks to foster a love of learning and sense of community through inquiry-based teaching, Socratic seminars, experiential learning, and garden programs. Furthermore, Valor emphasizes student engagement, ownership, and responsibility. Thus, a Valor educates the whole student.

Now more than ever our students need to not only be strong readers and mathematicians but also be conscientious, civic-minded members of society. I am happy to recommend Valor Public Schools for approval. I sincerely hope you see the benefit this school will bring to families in Texas.

Sincerely,



Nora J. Walsh  
Executive Director



3900 Essex Lane  
Suite 1200  
Houston, TX  
Tel (713) 589-8767  
Fax (281) 616-3945

[www.FamiliesEmpowered.org](http://www.FamiliesEmpowered.org)

November 15, 2016

Commissioner Mike Morath  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701

Dear Commissioner Morath:

Families Empowered is a 501(c)(3) organization currently operating in Houston and San Antonio. Our mission is to empower families to engage in a marketplace of schools. We believe that when families are empowered with accurate and accessible information about their educational options, they are able to engage and participate in a system of schools in a meaningful way.

Our key strategy is to partner with high performing charter schools to support their ever-growing waitlists. To date we have compiled a database of more than 30,000 waitlisted Houston families who need our help. Throughout the year, we work with families via school choice fairs, a call center, and email. In 2015, we sent 111,845 e-mails and 109,850 postcards. That same year we reached over 9,300 families through direct personal contact, and an additional 1,100 families through our School Connection Fairs.

A vibrant array of educational choices already exists in Austin, Texas, yet thousands of families continue to look for innovative and high quality options. We strongly support the work of Valor Public Schools' board and leadership team as they seek to open high-quality K-12 charter schools in Austin. We need school leaders with exactly the passion, experience, and vision that the Valor team has. Specifically, we support Valor Public Schools' charter application for the following reasons:

- Valor has carefully crafted a top-notch curriculum, including Singapore Math, Spalding Phonics, Reasoning Mind, classic literature, Core Knowledge, classical and modern languages, and the fine arts.
- The school has a commitment to serving a diverse, mixed-income student body, coupled with an Academic Support Program to close performance gaps.
- Valor's distinctive school culture provides structure and sets high expectations for student behavior. In addition to high academic standards, Valor's model emphasizes character formation and educating the whole person, thereby cultivating a passion

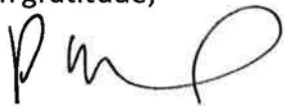
for learning, and building a strong, unified community.

- Blending the best of the classical and contemporary, Valor's model uses inquiry-based teaching in its STEM instruction and study of the Great Books.

Families Empowered has worked with the founding team of Valor Public Schools previously, and looks forward to continuing our partnership. We believe that Valor Public Schools would be a quality choice for families in Austin, Texas.

I am happy to recommend Valor Public Schools application for approval. Through our daily efforts at Families Empowered, we recognize the need for more high-quality charter schools and look forward to Valor Public Schools being able to serve more students through a state charter. Thank you for your consideration of this application.

In gratitude,

A handwritten signature in black ink, appearing to read 'CD', with a large, stylized flourish at the end.

Colleen Dippel  
Founder and Executive Director  
cdippel@familiesempowered.org

Provide the following:

*Certified mail receipt cards* showing the dates the Statement of Impact forms and Application Coversheets were received by the superintendent of each traditional district from which the proposed school intends to draw students. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each school district, fees paid, and the date mailed will be accepted.

Mailing address must include the name of the school district to which the information was sent.

Applicants shall send a Statement of Impact Form (found at, <http://tea.texas.gov/charterapp.aspx>) and Application Coversheet to the superintendent of each traditional district from which the proposed school intends to draw students. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any adverse impact the proposed school might have. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents return the Statement of Impact Forms to the TEA.

Additionally, applicants must also send a Statement of Impact Form and Application Coversheet to:

- the President of the Board of Trustees of each traditional district from which the proposed school intends to draw students,
- each member of the Texas legislature that represents the geographic area to be served by the proposed school, and
- the State Board of Education member that represents the geographic area to be served by the proposed school.

See Texas Education Code (TEC) §12.1101.

Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

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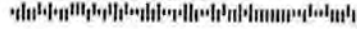


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RETURN RECEIPT REQUESTED

Dr. Paul Cruz, Superintendent  
Austin ISD  
Austin ISD  
1111 W 6th St  
Austin, TX 78703-5399



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San Antonio, TX 78215-1272

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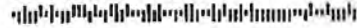


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Kendall Pace  
Austin ISD  
Austin ISD  
1111 W 6th St  
Austin, TX 78703-5399



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San Antonio, TX 78215-1272

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Bastrop ISD  
906 Farm St  
Bastrop, TX 78602-3310



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San Antonio, TX 78215-1272

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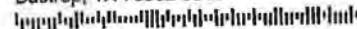


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James Allen  
Bastrop ISD  
906 Farm St  
Bastrop, TX 78602-3310



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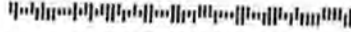
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Ms. Tammy Brinkman, Superintendent  
Coupland ISD  
602 S Commerce St  
Coupland, TX 78615



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San Antonio, TX 78215-1272

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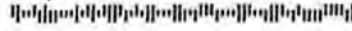
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RETURN RECEIPT REQUESTED  
Candice Samuelson  
Coupland ISD  
602 S Commerce St  
Coupland, TX 78615



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Del Valle ISD  
5301 Ross Rd  
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Rebecca Birch  
Del Valle ISD  
5301 Ross Rd  
Del Valle, TX 78617-3288



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Dripping Springs ISD  
P.O. Box 479  
510 W Mercer St  
Dripping Springs, TX 78620-5316



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Carrie Kroll  
Dripping Springs ISD  
P.O. Box 479  
510 W Mercer St  
Dripping Springs, TX 78620-5316



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Eanes ISD  
601 Camp Craft Rd  
West Lake Hills, TX 78746-6511



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Eanes ISD  
601 Camp Craft Rd  
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Elgin ISD  
1002 N Avenue C  
Elgin, TX 78621-2124



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San Antonio, TX 78215-1272

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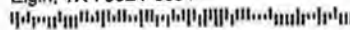
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Byron Mitchell  
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PO Box 351  
Elgin, TX 78621-0351



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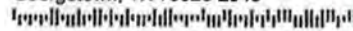
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Dr. Fred Brent, Superintendent  
Georgetown ISD  
603 Lakeway Dr  
Georgetown, TX 78628-2843



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San Antonio, TX 78215-1272

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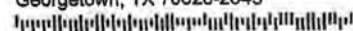
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Scott Stribling  
Georgetown ISD  
603 Lakeway Dr  
Georgetown, TX 78628-2843



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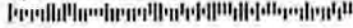
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Mr. Michael McKie, Superintendent  
Hays CISD  
21003 Interstate 35  
Kyle, TX 78640-4745



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San Antonio, TX 78215-1272

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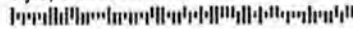
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Holly Raymond  
Hays CISD  
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Hutto ISD  
200 College St  
Hutto, TX 78634-4525



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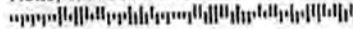
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Connie Gooding  
Hutto ISD  
200 College St  
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Lago Vista ISD  
8039 Bar K Ranch Rd  
Lago Vista, TX 78645-4405



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Stacy Eleuterius  
Lago Vista ISD  
8039 Bar K Ranch Rd  
Lago Vista, TX 78645-4405



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Lake Travis ISD  
3322 Ranch Road 620 S  
Austin, TX 78738-6804



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Lisa Johnson  
Lake Travis ISD  
3322 Ranch Road 620 S  
Austin, TX 78738-6804



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Leander ISD  
204 W. South Street  
PO Box 218  
Leander, TX 78646-0218



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RETURN RECEIPT REQUESTED  
Will Strelt  
Leander ISD Board of Trustees  
204 W. South Street  
PO Box 218  
Leander, TX 78646-0218



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San Antonio, TX 78215-1272

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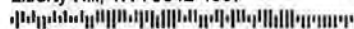
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Liberty Hill ISD  
301 Forrest St  
Liberty Hill, TX 78642-4337



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San Antonio, TX 78215-1272

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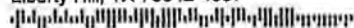
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Clay Cole  
Liberty Hill ISD  
301 Forrest St  
Liberty Hill, TX 78642-4337



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Manor ISD  
10335 US Highway 290 E  
Manor, TX 78653-4686



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Marlin Thomas  
Manor ISD  
10335 US Highway 290 E  
Manor, TX 78653-4686



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Pflugerville ISD  
1401 Pecan St W  
Pflugerville, TX 78660-2518



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Vernagene Mott  
Pflugerville ISD  
1401 Pecan St W  
Pflugerville, TX 78660-2518



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Dr. Steve Flores, Superintendent  
Round Rock ISD  
1311 Round Rock Ave  
Round Rock, TX 78681-4941



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Paul Tisch  
Round Rock ISD  
1311 Round Rock Ave  
Round Rock, TX 78681-4941



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Mr. Jerry Vaughn, Superintendent  
Taylor ISD  
3101 N Main St  
Taylor, TX 76574-1298



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RETURN RECEIPT REQUESTED  
Anita Volek  
Taylor ISD  
3101 N Main St  
Taylor, TX 76574-1298



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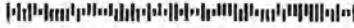
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Mr. Dwain York, Superintendent  
Wimberly ISD  
951 Fm 2325  
Wimberley, TX 78676-3422



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Ken Strange  
Wimberly ISD  
951 Fm 2325  
Wimberley, TX 78676-3422



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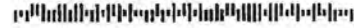
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Ms. Melissa Chavez, Superintendent  
UT-Elementary & University Charter Schools  
2200 E 6th St  
Austin, TX 78702-3457



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UT-Elementary & University Charter Schools  
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Austin, TX 78702-3457



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RETURN RECEIPT REQUESTED  
Dr. Jennifer Maedgen  
UT-Elementary & University Charter Schools  
2200 E 6th St  
Austin, TX 78702-3457



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

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RETURN RECEIPT REQUESTED  
The Honorable John Cryler  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

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RETURN RECEIPT REQUESTED  
The Honorable Marsha Farney  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

USPS CERTIFIED MAIL



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RETURN RECEIPT REQUESTED  
The Honorable Dawna Dukes  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

USPS CERTIFIED MAIL



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RETURN RECEIPT REQUESTED

The Honorable Jason Isaac  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

USPS CERTIFIED MAIL



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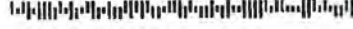
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RETURN RECEIPT REQUESTED

The Honorable Celia Israel  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

USPS CERTIFIED MAIL



9414 7102 0083 0347 0712 76

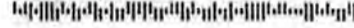
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NOV 7 2016  
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RETURN RECEIPT REQUESTED

The Honorable Larry Gonzales  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

USPS CERTIFIED MAIL



9414 7102 0088 3242 6018 40

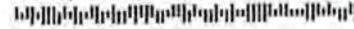
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RETURN RECEIPT REQUESTED

The Honorable Donna Howard  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

**USPS CERTIFIED MAIL**



9414 7102 0088 2197 5465 13

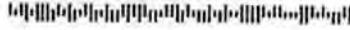
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RETURN RECEIPT REQUESTED  
The Honorable Eddie Rodriguez  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



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Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

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RETURN RECEIPT REQUESTED  
The Honorable Elliott Naishtat  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



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Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

**USPS CERTIFIED MAIL**



9414 7102 0088 3242 6618 13

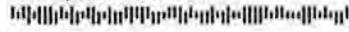
\$6.465 US POSTAGE  
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RETURN RECEIPT REQUESTED  
The Honorable Paul Workman  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



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Valor Public Schools  
503 Avenue A Apt 1117  
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RETURN RECEIPT REQUESTED  
The Honorable Donna Campbell  
Texas State Senator  
PO Box 12068  
Austin, TX 78711-2068



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Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

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RETURN RECEIPT REQUESTED  
The Honorable Kirk Watson  
Texas State Senator  
PO Box 12068  
Austin, TX 78711-2068



CERTIFIED MAIL

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Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

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RETURN RECEIPT REQUESTED  
The Honorable Judith Zaffirini  
Texas State Senator  
PO Box 12068  
Austin, TX 78711-2068



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Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

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RETURN RECEIPT REQUESTED  
The Honorable Lois Kolkhorst  
Texas State Senator  
PO Box 12068  
Austin, TX 78711-2068



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Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

USPS CERTIFIED MAIL



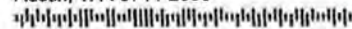
9414 7102 0082 8197 8716 54

\$6.465 US POSTAGE  
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NOV 7 2016  
Mailed from ZIP 78215



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RETURN RECEIPT REQUESTED  
The Honorable Charles Schwertner  
Texas State Senator  
PO Box 12068  
Austin, TX 78711-2068



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Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

**USPS CERTIFIED MAIL**



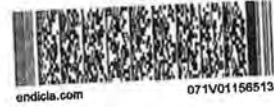
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\$6.465 US POSTAGE

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NOV 21 2016

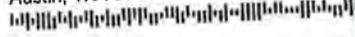
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RETURN RECEIPT REQUESTED  
The Honorable Tony Dale  
Texas State Representative  
PO Box 2910  
Austin, TX 78768-2910



**CERTIFIED MAIL**

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Letter 9505 (Rev. 11/15/14)

PSN 7500-0000

Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

**USPS CERTIFIED MAIL**



9414 7102 0083 0347 0954 01

\$6.465 US POSTAGE

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NOV 7 2016

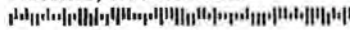
Mailed from ZIP 78215



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071V01156513

RETURN RECEIPT REQUESTED  
Tom Maynard, SBOE Member  
PO Box 625  
Florence, TX 76527-0625



**CERTIFIED MAIL**

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Letter 9505 (Rev. 11/15/14)

PSN 7500-0000

Valor Public Schools  
503 Avenue A Apt 1117  
San Antonio, TX 78215-1272

**USPS CERTIFIED MAIL**



9414 7102 0082 9197 5670 39

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071V01156513

RETURN RECEIPT REQUESTED  
Ken Mercer, SBOE Member  
PO Box 781301  
San Antonio, TX 78278-1301



**CERTIFIED MAIL**

FOR USE ONLY WITH MAIL SHIPPING LABEL

Letter 9505 (Rev. 11/15/14)

PSN 7500-0000

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Paul Cruz, Superintendent  
 Austin ISD  
 1111 W. Sixth St  
 Austin, Texas 78703



9590 9402 2010 6123 3790 84

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature *[Signature]*  Agent  
 Addressee  
 B. Received by (Printed Name) *Arnold Tello* C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Kendall Pace  
 Austin ISD  
 1111 W. Sixth St  
 Austin, Texas 78703



9590 9402 2010 6123 3792 51

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature *[Signature]*  Agent  
 Addressee  
 B. Received by (Printed Name) *Arnold Tello* C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Kelly Crook, Superintendent  
 Del Valle ISD  
 5301 Ross Rd  
 Suite 103  
 Del Valle, Texas 78617



9590 9402 2010 6123 3790 91

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature *[Signature]*  Agent  
 Addressee  
 B. Received by (Printed Name) *Jeane Arroyo* C. Date of Delivery *11/20/16*

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Rebecca Birch  
 Del Valle ISD  
 5301 Ross Rd  
 Suite 103  
 Del Valle, Texas 78617



9590 9402 2010 6123 3792 68

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Seane Arroyo*

- Agent
- Addressee

B. Received by (Printed Name)

*Seane Arroyo*

C. Date of Delivery

*11/28/16*

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Bruce Gearing, Superintendent  
 Dripping Springs ISD  
 P.O. Box 479  
 510 W. Mercer St.  
 Dripping Springs, Texas 78620



9590 9402 2010 6123 3792 06

2. Article Number (Transfer from service label)

*9414 7102 0082 9197 5378 41*

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Rhonda Menard*

- Agent
- Addressee

B. Received by (Printed Name)

*Rhonda Menard*

C. Date of Delivery

*11-28-16*

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

*P.O. Box 479*

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Carrie Kroll  
 Dripping Springs ISD  
 P.O. Box 479  
 510 W. Mercer St.  
 Dripping Springs, Texas 78620



9590 9403 0168 5120 3708 35

2. Article Number (Transfer from service label)

*9414 7102 0082 8197 6466 69*

PS Form 3811, April 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Rhonda Menard*

- Agent
- Addressee

B. Received by (Printed Name)

*Rhonda Menard*

C. Date of Delivery

*11-28-16*

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

*P.O. Box 479*

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Tom Leonard, Superintendent  
Eanes ISD  
601 Camp Craft Road  
Austin, Texas 78746



9590 9402 2010 6123 3792 99

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature *Martha Jones*  Agent  Addressee

B. Received by (Printed Name) *Martha Jones* C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Colleen Jones  
Eanes ISD  
601 Camp Craft Road  
Austin, Texas 78746



9590 9402 2010 6123 3791 76

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature *Martha Jones*  Agent  Addressee

B. Received by (Printed Name) *Martha Jones* C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Jodi Duron, Superintendent  
Elgin ISD  
1002 North Ave C  
Elgin, Texas 78621



9590 9402 2010 6123 3791 07

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature *Jodi Duron*  Agent  Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	


Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Fred Brent, Superintendent  
Georgetown ISD  
603 Lakeway Drive  
Georgetown, Texas 78628



9590 9402 2010 6123 3792 13

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
X *Barbara Lind*  Agent  
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

PS Form 3811, July 2015 PSN 7530-02-000-9053


Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Scott Stribling  
Georgetown ISD  
603 Lakeway Drive  
Georgetown, Texas 78628



9590 9403 0168 5120 3708 28

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
X *Barbara Lind*  Agent  
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

PS Form 3811, April 2015 PSN 7530-02-000-9053

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Michael McKie, Superintendent  
Hays CISD  
21003 Interstate 35  
Kyle, Texas 78640



9590 9402 2010 6123 3793 12

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
X *E. Leal*  Agent  
 Addressee

B. Received by (Printed Name)  
*E. Leal*

C. Date of Delivery  
*11/28*

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Holly Raymond  
Hays CISD  
21003 Interstate 35  
Kyle, Texas 78640



9590 9402 2010 6123 3791 83

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
X *E. Leal*  Agent  Addressee

B. Received by (Printed Name) *E. Leal* C. Date of Delivery *11/18*

D. Is delivery address different from item 1?  Yes  No  
If YES, enter delivery address below:

3. Service Type  
 Adult Signature  Priority Mail Express®  
 Adult Signature Restricted Delivery  Registered Mail™  
 Certified Mail®  Registered Mail Restricted Delivery  
 Certified Mail Restricted Delivery  Return Receipt for Merchandise  
 Collect on Delivery  Signature Confirmation™  
 Collect on Delivery Restricted Delivery  Signature Confirmation Restricted Delivery  
 Insured Mail  Insured Mail Restricted Delivery (over \$500)

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Douglas Killian, Superintendent  
Hutto ISD  
200 College Street  
Hutto, Texas 78634



9590 9402 2010 6123 3791 14

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
X *Sandy Williams*  Agent  Addressee

B. Received by (Printed Name) *S. Williams* C. Date of Delivery *11/28/16*

D. Is delivery address different from item 1?  Yes  No  
If YES, enter delivery address below:

3. Service Type  
 Adult Signature  Priority Mail Express®  
 Adult Signature Restricted Delivery  Registered Mail™  
 Certified Mail®  Registered Mail Restricted Delivery  
 Certified Mail Restricted Delivery  Return Receipt for Merchandise  
 Collect on Delivery  Signature Confirmation™  
 Collect on Delivery Restricted Delivery  Signature Confirmation Restricted Delivery  
 Insured Mail  Insured Mail Restricted Delivery (over \$500)

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Connie Gooding  
Hutto ISD  
200 College Street  
Hutto, Texas 78634



9590 9402 2010 6123 3792 82

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
X *Sandy Williams*  Agent  Addressee

B. Received by (Printed Name) *S. Williams* C. Date of Delivery *11/28/16*

D. Is delivery address different from item 1?  Yes  No  
If YES, enter delivery address below:

3. Service Type  
 Adult Signature  Priority Mail Express®  
 Adult Signature Restricted Delivery  Registered Mail™  
 Certified Mail®  Registered Mail Restricted Delivery  
 Certified Mail Restricted Delivery  Return Receipt for Merchandise  
 Collect on Delivery  Signature Confirmation™  
 Collect on Delivery Restricted Delivery  Signature Confirmation Restricted Delivery  
 Insured Mail  Insured Mail Restricted Delivery (over \$500)

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Brad Lancaster, Superintendent  
 Lake Travis ISD  
 3322 Ranch Road 620 South  
 Austin, Texas 78738



9590 9402 2010 6123 3793 29

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
 X *B. Cameron*  Agent  
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Lisa Johnson  
 Lake Travis ISD  
 3322 Ranch Road 620 South  
 Austin, Texas 78738



9590 9403 0168 5120 3719 93

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
 X *L. Johnson*  Agent  
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	


PS Form 3811, April 2015 PSN 7530-02-000-9053 Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Dan Troxell, Superintendent  
 Leander ISD  
 204 W. South Street  
 P.O. Box 218  
 Leander, Texas 78646



9590 9402 2010 6123 3791 21

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
 X *D. Troxell*  Agent  
 Addressee

B. Received by (Printed Name)  
*Joshua Burt*

C. Date of Delivery  
*11/28/16*

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type

<input type="checkbox"/> Adult Signature	<input type="checkbox"/> Priority Mail Express®
<input type="checkbox"/> Adult Signature Restricted Delivery	<input type="checkbox"/> Registered Mail™
<input checked="" type="checkbox"/> Certified Mail®	<input type="checkbox"/> Registered Mail Restricted Delivery
<input type="checkbox"/> Certified Mail Restricted Delivery	<input type="checkbox"/> Return Receipt for Merchandise
<input type="checkbox"/> Collect on Delivery	<input type="checkbox"/> Signature Confirmation™
<input type="checkbox"/> Collect on Delivery Restricted Delivery	<input type="checkbox"/> Signature Confirmation Restricted Delivery
<input type="checkbox"/> Insured Mail	
<input type="checkbox"/> Insured Mail Restricted Delivery (over \$500)	

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Rob Hart, Superintendent  
 Liberty Hill ISD  
 301 Forrest St  
 Liberty Hill, Texas 78642



9590 9402 2010 6123 3792 37

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent  Addressee  
*[Signature]*

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type  Priority Mail Express®

Adult Signature  Registered Mail™

Adult Signature Restricted Delivery  Registered Mail Restricted Delivery

Certified Mail®  Return Receipt for Merchandise

Certified Mail Restricted Delivery  Signature Confirmation™

Collect on Delivery  Signature Confirmation Restricted Delivery

Collect on Delivery Restricted Delivery

Insured Mail

Insured Mail Restricted Delivery (over \$500)

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Clay Cole  
 Liberty Hill ISD  
 301 Forrest St  
 Liberty Hill, Texas 78642



9590 9402 2010 6123 3776 39

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent  Addressee  
*[Signature]*

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type  Priority Mail Express®

Adult Signature  Registered Mail™

Adult Signature Restricted Delivery  Registered Mail Restricted Delivery

Certified Mail®  Return Receipt for Merchandise

Certified Mail Restricted Delivery  Signature Confirmation™

Collect on Delivery  Signature Confirmation Restricted Delivery

Collect on Delivery Restricted Delivery

Insured Mail

Insured Mail Restricted Delivery (over \$500)

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Dr. Alex Torrez, Superintendent  
 Pflugerville ISD  
 1401 W. Pecan St  
 Pflugerville, Texas 78660



9590 9402 2010 6123 3791 38

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  Agent  Addressee  
*[Signature]*

B. Received by (Printed Name) C. Date of Delivery  
*[Signature]* 11/28/16

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type  Priority Mail Express®

Adult Signature  Registered Mail™

Adult Signature Restricted Delivery  Registered Mail Restricted Delivery

Certified Mail®  Return Receipt for Merchandise

Certified Mail Restricted Delivery  Signature Confirmation™

Collect on Delivery  Signature Confirmation Restricted Delivery

Collect on Delivery Restricted Delivery

Insured Mail

Insured Mail Restricted Delivery (over \$500)

PS Form 3811, July 2015 PSN 7530-02-000-9053

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:  
 Vernagene Mott  
 Pflugerville ISD  
 1401 W. Pecan St  
 Pflugerville, Texas 78660



9590 9403 0168 5120 3707 05

2. Article Number (Transfer from service label)

PS Form 3811, April 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
 X *[Signature]*  Agent  
 Addressee

B. Received by (Printed Name) C. Date of Delivery  
*[Signature]* 11/28/16

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:  
 Dr. Steve Flores, Superintendent  
 Round Rock ISD  
 1311 Round Rock Ave.  
 Round Rock, Texas 78681



9590 9402 2010 6123 3792 44

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
 X *[Signature]*  Agent  
 Addressee

B. Received by (Printed Name) C. Date of Delivery  
*[Signature]* 11/28/16

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:  
 Paul Tisch  
 Round Rock ISD  
 1311 Round Rock Ave.  
 Round Rock, Texas 78681



9590 9402 2010 6123 3776 22

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
 X *[Signature]*  Agent  
 Addressee

B. Received by (Printed Name) C. Date of Delivery  
*[Signature]* 11/28/16

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Jerry Vaughn, Superintendent  
Taylor ISD  
3101 N. Main St  
Taylor, Texas 76574



9590 9403 0168 5120 3708 59

2. Article Number (Transfer from service label)

PS Form 3811, April 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Jerry Vaughn*

- Agent
- Addressee

B. Received by (Printed Name)

C. Date of Delivery

11/28/16

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Anita Volek  
Taylor ISD  
3101 N. Main St  
Taylor, Texas 76574



9590 9403 0168 5120 3707 98

2. Article Number (Transfer from service label)

PS Form 3811, April 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Anita Volek*

- Agent
- Addressee

B. Received by (Printed Name)

C. Date of Delivery

11/28/16

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mr. Dwain York, Superintendent  
Wimberly ISD  
951 FM 2325  
Wimberly, Texas 78676



9590 9402 2010 6123 3791 45

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Stephane Helm*

- Agent
- Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
If YES, enter delivery address below:  No

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over \$500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete Items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:  
 Ken Strange  
 Wimberly ISD  
 951 M 2325  
 Wimberly, Texas 78676



9590 9403 0168 5120 3706 82

2. Article Number (Transfer from service label)

PS Form 3811, April 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
*X Stephen Helm*  Agent  Addressee

B. Received by (Printed Name)  
 Stephanie Helm

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No

3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete Items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:  
 The Honorable Paul Workman  
 Texas State Representative  
 P.O. Box 2910  
 Austin, Texas 78768



9590 9402 2010 6123 3776 08

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
*X [Signature]*  Agent  Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No



3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
| <input checked="" type="checkbox"/> Certified Mail®                    | <input type="checkbox"/> Registered Mail Restricted Delivery        |
| <input type="checkbox"/> Certified Mail Restricted Delivery            | <input type="checkbox"/> Return Receipt for Merchandise             |
| <input type="checkbox"/> Collect on Delivery                           | <input type="checkbox"/> Signature Confirmation™                    |
| <input type="checkbox"/> Collect on Delivery Restricted Delivery       | <input type="checkbox"/> Signature Confirmation Restricted Delivery |
| <input type="checkbox"/> Insured Mail                                  |   |
| <input type="checkbox"/> Insured Mail Restricted Delivery (over \$500) |   |

Domestic Return Receipt

**SENDER: COMPLETE THIS SECTION**

- Complete Items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:  
 The Honorable Celia Israel  
 Texas State Representative  
 P.O. Box 2910  
 Austin, Texas 78768



9590 9402 2010 6123 3639 77

2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature  
*X [Signature]*  Agent  Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1?  Yes  
 If YES, enter delivery address below:  No



3. Service Type
- |  |   |
|--|---|
| <input type="checkbox"/> Adult Signature                               | <input type="checkbox"/> Priority Mail Express®                     |
| <input type="checkbox"/> Adult Signature Restricted Delivery           | <input type="checkbox"/> Registered Mail™                           |
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1. Article Addressed to:  
 The Honorable Marsha Farney  
 Texas State Representative  
 P.O. Box 2910  
 Austin, Texas 78768



9590 9402 2010 6123 3775 78

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The Honorable Elliott Naishtat  
 Texas State Representative  
 P.O. Box 2910  
 Austin, Texas 78768



9590 9402 2010 6123 3775 92

2. Article Number (Transfer from service label)

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1. Article Addressed to:  
 The Honorable Jason Isaac  
 Texas State Representative  
 P.O. Box 2910  
 Austin, Texas 78768



9590 9402 2010 6123 3776 53

2. Article Number (Transfer from service label)

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A. Signature  
 X *Jason A.*  Agent  
 Addressee

B. Received by (Printed Name) C. Date of Delivery  
*Jason A.* 11/29/16

D. Is delivery address different from item 1?  Yes  
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 The Honorable Larry Gonzales  
 Texas State Representative  
 P.O. Box 2910  
 Austin, Texas 78768



2. Article Number (Transfer from service label)

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1. Article Addressed to:  
 The Honorable Kirk Watson  
 Texas State Senator  
 P.O. Box 12068  
 Austin, Texas 78711



2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

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 X *[Signature]*  Agent  
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1. Article Addressed to:  
 The Honorable Donna Campbell  
 Texas State Senator  
 P.O. Box 12068  
 Austin, Texas 78711



2. Article Number (Transfer from service label)

PS Form 3811, July 2015 PSN 7530-02-000-9053

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 X *[Signature]*  Agent  
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1. Article Addressed to:  
 The Honorable Judith Zaffirini  
 Texas State Senator  
 P.O. Box 12068  
 Austin, Texas 78711

  
 9590 9402 2010 6123 3775 61

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1. Article Addressed to:  
 The Honorable Lois Kolkhorst  
 Texas State Senator  
 P.O. Box 12068  
 Austin, Texas 78711

  
 9590 9402 2010 6123 3775 30

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 X  Agent  
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1. Article Addressed to:  
 The Honorable Charles Schwertner  
 Texas State Senator  
 P.O. Box 12068  
 Austin, Texas 78711

  
 9590 9402 2010 6123 3775 54

2. Article Number (Transfer from service label)

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 X  Agent  
 Addressee

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1. Article Addressed to:

Tom Maynard, SBOE Member  
 PO Box 625  
 Florence, Texas 76527



9590 9403 0168 5120 3706 68

2. Article Number (Transfer from service label)

**COMPLETE THIS SECTION ON DELIVERY**

A. Signature

X *Paula Morris*

- Agent
- Addressee

B. Received by (Printed Name)

*Paula Morris*

C. Date of Delivery

*11/25/16*

D. Is delivery address different from item 1? If YES, enter delivery address below:

- Yes
- No

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- Signature Confirmation Restricted Delivery



November 1, 2016

Valor Texas Education Foundation  
503 Avenue A, Suite 1117  
San Antonio, Texas 78215

Dear Sir or Madam:

This letter is to inform you that Valor Texas Education Foundation intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Two Open-Enrollment charter school application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Application Coversheet to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundary overlaps with your district's boundary. The proposed charter school's designated geographic boundary will include the following districts: Austin ISD, Bastrop ISD, Coupland ISD, Del Valle ISD, Dripping Springs ISD, Eanes ISD, Elgin ISD, Georgetown ISD, Hays CISD, Hutto ISD, Lago Vista ISD, Lake Travis ISD, Leander ISD, Liberty Hill ISD, Manor ISD, Pflugerville ISD, Round Rock ISD, Taylor ISD, and Wimberly ISD.

The attached *Statement of Impact* form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency  
Attention: John Garland  
1701 North Congress Avenue  
Austin, Texas 78701

Forms must be received no later than **Friday, March 31, 2017**, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Administration at (512) 463-9575 or visit [http://tea.texas.gov/Texas\\_Schools/Charter\\_Schools/](http://tea.texas.gov/Texas_Schools/Charter_Schools/). If you would like a complete application for the open-enrollment charter school, please contact **Valor Texas Education Foundation** at **512-598-0160**.

Sincerely,

Steve Gordon  
Proposed Superintendent of Valor Public Schools

Enclosures: Statement of Impact form  
Application Coversheet

cc: Legislative Representative(s)  
State Board of Education member

**Statement of Impact**

**Purpose of this form:** The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Education Code §12.1101, this form must be sent to the President of the Board of Trustees of each traditional district from which the proposed school intends to draw students, to each member of the legislature, and the State Board of Education member that represents the geographic area to be served by the proposed school. A district **may** submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district, and any other information that a district wishes to share with the commissioner. For more information about the proposed charter, please contact the sponsoring entity.

**Instructions:** Should you choose, to respond, return the completed form  
no later than Friday, March 31, 2017 to:  
Texas Education Agency  
Attention: John Garland  
1701 North Congress Avenue  
Austin, Texas 78701

**Note:** See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School: Valor Public Schools  
Physical Address or General Location of Proposed Charter School: Travis County, North Austin or South Austin

*Check the appropriate response below:*

- The proposed open-enrollment charter school **is not** expected to adversely impact the district or open-enrollment charter school to a significant degree.
- The proposed open-enrollment charter school **is** expected to have a major impact on the district or open-enrollment charter school in the following manner:  
*(Describe the impact in the space below and/or attach any supporting documentation.)*

\_\_\_\_\_ District Name \_\_\_\_\_ County-District Identification Number

\_\_\_\_\_ District Address \_\_\_\_\_

\_\_\_\_\_ Signature of Superintendent \_\_\_\_\_

\_\_\_\_\_ Signature of Board President \_\_\_\_\_

\_\_\_\_\_ Print Superintendent's Name \_\_\_\_\_

\_\_\_\_\_ Print Board President's Name \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Phone Number \_\_\_\_\_

Provide the following:

State the proposed school's primary attendance boundary by providing an alphabetical list of the traditional school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*

If the proposed charter school will have a secondary attendance boundary in accordance with 19 Texas Administrative Code (TAC), §100.1207(f) (e.g., it will admit students who reside outside of the primary geographic boundary just described), once all eligible applicants who reside within the primary geographic boundary have submitted a timely application and have been enrolled, the school may accept students from the secondary boundary if it hereby adopts a transfer policy. If the charter elects to have a transfer policy, list the school districts from which the proposed charter school will establish its secondary boundary. *Do not list the charter schools located within the designated geographic boundary.*

## **Attachment A4 – Geographic Attendance Boundary**

Valor Public School's proposed primary attendance boundary will include the following traditional school districts:

Austin ISD  
Bastrop ISD  
Coupland ISD  
Del Valle ISD  
Dripping Springs ISD  
Eanes ISD  
Elgin ISD  
Georgetown ISD  
Hays CISD  
Hutto ISD  
Lago Vista ISD  
Lake Travis ISD  
Leander ISD  
Liberty Hill ISD  
Manor ISD  
Pflugerville ISD  
Round Rock ISD  
Taylor ISD  
Wimberley ISD

Valor will not have a secondary attendance boundary.

Provide the following:

State the teacher to student ratio to be maintained. If different grades will have different ratios, so state and provide the information per each grade.

## Attachment A5 – Teacher-Student Ratio

Valor Public Schools intends to maintain the following teacher-student ratios:

Grade Level	Ratio
Kindergarten & 1st Grade*	1 teacher per 14 students
2nd– 12th Grades	1 teacher per 25 students

\*In Kindergarten and 1<sup>st</sup> grade, there will be two teachers in each classroom of up to 28 students (1 primary Teacher and one Assistant Teacher).

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, provide a sample scope and sequence for one foundation course for each division of grade levels, or portion thereof, the applicant proposes to serve: grades K-5, grades 6-8, and/or grades 9-12. If proposing to serve grades K-5, the applicant shall submit a sample scope and sequence for a third grade foundation subject. If proposing a grade 6-8 program, the applicant shall submit a sample scope and sequence from a foundation subject in grade seven or eight. A proposal to serve grades 9-12 shall include a sample scope and sequence from a ninth or tenth grade foundation course. The scope and sequence shall identify course outcomes and how they align to the Texas Essential Knowledge and Skills (TEKS). It should also provide three (3) sample lessons, which reference the TEKS they are aligned with. It is not necessary to submit a complete curriculum or TEKS alignment for all subjects and grades that the proposed charter will serve.

Based on the grade offerings proposed, the applicants could be required to submit one, two, or three separate scope and sequence documents in response to this attachment.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template

### Student Expectations/Learning Outcomes

*Describe what the student should be able to know and do by the end of the unit*

This unit is organized around a close reading of Charlotte's Web by E.B. White. The novel-study unit will focus on developing skills in the areas of reading comprehension, literary analysis, characterization, literary discussion, vocabulary, written response to texts, and both descriptive and narrative writing. By the end of the unit, students will be able to: read a text carefully, use evidence from the text to support ideas, discuss important themes from the text in a Socratic discussion, identify key aspects of plot and key character traits, connect illustrations from the novel to the characters and plot, and write descriptive paragraphs that use sensory details.

### Necessary Knowledge & Skills

*Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.*

#### Foundational Knowledge and Skills:

- ability to read a text for comprehension while doing basic analysis
- basic elements of how to participate in a discussion of literature, including basic ways of referring to textual evidence to support ideas
- ability to identify passages from a text that show something important about a character

#### Activating Prior Knowledge:

Teachers will activate this prior knowledge through Class Opener exercises that serve as a preparation for discussion. By reviewing student work in the context of these exercises, teachers will be able to identify which students need further prompting and scaffolding to successfully identify relevant passages.

### Guiding Questions

*include open-ended, succinct, challenging questions that will guide development of this unit.*

#### Guiding Questions:

- What are the qualities of a true friend?
- Which characters in Charlotte's Web best illustrate the virtue of friendship?
- How do the main characters change, and what causes a specific character to change?
- Who is the most admirable character in Charlotte's Web, and why?
- What techniques do good writers use in descriptive writing?
- How can illustrations help to support our understanding of the plot and characters?

### Texas Essential Knowledge & Skills Alignment

*Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.*

#### TEKS Covered in Unit:

- 3.2(A) use ideas (e.g., illustrations, titles, topic sentence, key words, and foreshadowing clues to make and confirm predictions
- 3.2(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
- 3.2(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)

3.3(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension  
 3.5(A) paraphrase the themes and supporting details of fables, legends, myths, or stories  
 3.8(A) sequence and summarize the plot's main events and explain their influence on future events  
 3.8(B) describe the interaction of characters including their relationships and the changes they undergo  
 3.17(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)  
 3.17(B)\* develop drafts by categorizing ideas and organizing them into paragraphs  
 3.17(C)\* revise drafts for coherence, organization, use of simple and compound sentences, and audience  
 3.17(D)\* edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric  
 3.22(A)\* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking] (iii)\* adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the)  
 3.29(A) listen attentively to speakers, ask relevant questions, and make pertinent comments  
 3 Fig.19(B) ask literal, interpretive, and evaluative questions of text  
 3 Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)

**Materials & Resources**

*Identify the materials and resources that will be required for this unit. Indicate who will be providing them.*

Charlotte's Web text--supplied by teacher  
 Plot Visual Outline template--supplied by teacher  
 Model Descriptive Paragraph handout with questions for discussion--supplied by teacher  
 Valor Curriculum Outline and Resource docs with TEKS--supplied by school leadership

**Review**

*If a unit review will be provided, please describe the format and nature of the review.*

All curricular units at Valor will have a culminating review. This particular unit review would assess reading comprehension, basic literary analysis, vocabulary, and mastery of the basic elements of descriptive writing. To reinforce comprehension and aid in the effectiveness of the review, students will be given printed outlines to fill out carefully and thoroughly during class. Teachers may conduct the review and completion of the outline in a variety of ways: whole-class question and answer, games, partner work, and independent study. Ongoing oral review of key concepts will also augment the formal unit review activities.

**Next Steps**

*Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum*

The reading and writing objectives of this unit will be revisited in the curriculum throughout the year. Students will continue to build upon their skills in literary analysis and class discussion. As students focus on new elements of composition, they will continue to exercise their skills in descriptive writing. Unit assessments will also shed light on any content and skills that require further emphasis in future units.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

**Instructional Strategies-** Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

**Student Activities-** Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

**Student Assessments-** Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

162

LESSON ONE (1)- *Instructional Strategies*

Independent and partner discussion-prep exercises to equip students with ideas and textual evidence prior to beginning of discussion (teacher circulating, monitoring progress, providing assistance)  
 Whole-class Socratic Discussion ( inquiry-based approach, teacher asking questions, prompting students to provide evidence as needed, re-posing good student questions to facilitate back-and-forth conversations)  
 Classical approach to writing (imitation of professional models)  
 Frequent oral checks for understanding

LESSON ONE (1)- *Student Activities*

1) Class Opener: Students respond in writing to the following prompt, "Based on chapters 1-5, what are the qualities of a good friend, and which characters show these qualities?" and they look for quotations from the text to support their answers  
 2) Socratic Discussion: Teacher-led discussion based on question above. Key notes from discussion are recorded on board by teacher and transcribed by students in their notebooks  
 3) Conclusion: Teacher reviews strengths of discussion (positive feedback, high points, etc.) and selects 1-2 goals for improvement

Differentiation: As needed, students who are struggling in discussion prep will receive a fill in the blank discussion prep template: Example="Charlotte shows one quality of a good friend on page 14 when she \_\_\_\_\_."  
 During discussion, the teacher might call on a struggling student, read a specific passage, and ask that student an accessible questions such as, "Do you think that Templeton acts like a good friend in this part of the story?".  
 TEKS Covered: 3.2(A); 3.2(B); 3.3(A); 3.29(A); 3 Fig. 19(C)

LESSON ONE (1)- *Student Assessments*

- Discussion Evaluation Rubric--assessed by teacher  
 - Oral reading review on key plot details conducted by teacher

LESSON TWO (2)- *Instructional Strategies*

Independent pre-discussion exercises (teacher circulating and providing prompting/support as needed)  
Student presentations (teacher using questions to add clarity and ensure comprehension)  
Book illustration interpretation  
Whole-class discussion (teacher facilitates discussion, prompting with further questions, asking for clarification, inviting other students to respond, etc.)

LESSON TWO (2)- *Student Activities*

1) Class Opener/Independent Writing: Students find an illustration from the text that shows a primary character trait of one of the main characters (Fern, Wilbur, or Templeton). In 1-2 sentences, students explain how that visual illustration supports or shows a character trait that is also clear from their reading of the story.  
2) Whole Class Discussion: Teacher asks selected students to share their work from the opening exercise, asking follow-up questions to clarify as necessary.  
3) Independent Exercise: Students find 5 adjectives in the story that show something important about that same character

Differentiation: During opener and Independent exercises, teacher will circulate to provide prompting and support to struggling students. Tasks may be modified accordingly (1 sentence instead of 2 in opening exercise; 3 adjectives instead of 5 in post-discussion exercise).  
TEKS Covered: 3.2(A); 3.8(B); 3.22(A); 3 Fig. 19(C)

LESSON TWO (2)- *Student Assessments*

- Drawing assignment: illustrate a part of the story that reveals an important trait of another main character
- Unit quiz that includes character/trait identifications from Charlotte's Web
- Grammar quiz covering use of adjectives

163 LESSON THREE (3)- *Instructional Strategies*

Independent writing exercise (teacher circulating and prompting/supporting students as necessary)  
Writing workshop (independent drafting while teacher conducts one-on-one mini-conferences on writing)  
Class discussion (teacher asks students to read model paragraphs aloud, asks pointed questions about what the author is doing well, asks students to identify examples of language that appeals to senses,, invites other students to respond)

LESSON THREE (3)- *Student Activities*

1) Class Opener/Pre-writing exercise: Students write 3 sentences describing the farmyard in Charlotte's Web, using words that appeal to as many of the 5 senses as possible.  
2) Discussion: Read and discuss model descriptive paragraphs from Charlotte's Web p p 13-14  
3) Writing workshop (independent drafting while teacher conducts mini-conferences): students begin writing a descriptive paragraph about a place of their own choosing. Paragraph will include sensory imagery and will imitate other elements of the model paragraphs from Charlotte's Web. Students will be provided with a rubric to guide their work.

Differentiation: Writing workshop will allow teacher to circulate and individualize coaching to meet the needs of students at varying levels.  
TEKS Covered: 3.17(B); 3.22(A); 3 Fig. 19(C)

LESSON THREE (3)- *Student Assessments*

- In-class writing workshop evaluation (engagement, productivity, focus, etc.) --done by teacher
- Descriptive Writing Assessment Rubric--completed by teacher

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template

### Student Expectations/Learning Outcomes

*Describe what the student should be able to know and do by the end of the unit*

This unit centers around a study of organisms and their environment. Students will know by the end of this unit that organisms exhibit variation and come to inherit unique traits over time through a process that takes place over many generations. They will also be able to provide specific examples of changes that have occurred in the genetic traits of organisms through natural selection. They will understand how specific features and behaviors have developed within a population or species to enhance their survival capacity. Students will also learn how to carefully examine the features of various organisms.

### Necessary Knowledge & Skills

*Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.*

#### Foundational Knowledge and Skills:

- previous experience observing and taking notes on natural phenomena
- knowledge of key defining features of living things vs. non-living things
- basic understanding of how observable traits are related to genetics

#### Activating Prior Knowledge:

Teachers will activate this prior knowledge through a variety of short activities that will often, although not always, take place at the beginning of class, including 5-10 minute "warm-up" conversations in partners or small groups of 3-4; and short writing exercises that re-emphasize content and skills learned in previous units.

### Guiding Questions

*include open-ended, succinct, challenging questions that will guide development of this unit.*

#### Guiding Questions:

- To what extent and in what specific ways does environment impact organisms?
- Can organisms be defined or adequately understood without reference to their environment?
- What is natural selection, and how did Darwin develop his understanding of this process?
- How does the adaptation of an organism's trait contribute to the organism's survival?
- How did Darwin's observations about domestic variation (breeding) influence his understanding of variation in nature?
- How can the skills of careful scientific observation deepen our understanding of nature?

### Texas Essential Knowledge & Skills Alignment

*Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.*

#### TEKS Covered in Unit:

- 7.2(A) plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology
- 7.2(B) design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology
- 7.2(E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends
- 7.3(A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence,

logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student  
7.3(D) relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content  
7.11(A) examine organisms or their structures such as insects or leaves and use dichotomous keys for identification  
7.11(C) identify some changes in genetic traits that have occurred over several generations through natural selection and selective breeding such as the Galapagos Medium Ground Finch (*Geospiza fortis*) or domestic animals

**Materials & Resources**

*Identify the materials and resources that will be required for this unit. Indicate who will be providing them.*

Video/computer projector--provided by school  
Student laptops--provided by school  
Electronic file with photos of animals in habitat--provided by teacher  
Diagram handouts--provided by teacher  
Leaf samples--provided by teacher  
Handout with reading selections from Darwin's *On the Origin of Species*--provided by teacher

**Review**

*If a unit review will be provided, please describe the format and nature of the review.*

All curricular units at Valor will have a culminating review. This particular unit review would assess students understanding of key scientific terminology and concepts, such as the parts/characteristics of leaves, natural selection, variation, etc.. To reinforce comprehension and aid in the effectiveness of the review, students will be given printed outlines to fill in carefully and thoroughly during class. Teachers may conduct the review and completion of the outline in a variety of ways: whole-class question and answer, games, partner work, and independent study. Ongoing oral review of key concepts will also augment the formal unit review activities.

**Next Steps**

*Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of the students who will participate in your curriculum*

Key concepts such as natural selection and variation will be revisited as appropriate in future units and as part of the semester comprehensives. In addition, the skills and habits developed in hands-on activities and discussion will continue to build and receive further reinforcement throughout the science curriculum.

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

**Instructional Strategies-** Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

**Student Activities-** Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

**Student Assessments-** Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

Hands-on activities (teacher facilitating students engaging actively with leaves, prompting them to observe closely and notice every detail, etc.)  
 Inquiry-based discussion (teacher holding off from introducing terminology in beginning, focusing on asking questions that allow students to come to key observations/insights on their own)  
 One-on-one coaching  
 Checks for understanding

1) Hands-on Leaf Observation Exercise: Students work in groups of 2-3. They are given 3 separate leaf samples (oak, maple, and ash) and asked to observe each carefully and describe what they notice about the parts of the various leaves in their own words, making a detailed list of everything they notice.  
 2) Follow-up Discussion: Using an inquiry-based approach, teacher first asks students to share what they noticed in the small group observation exercise. Teacher begins with questions such as: "What did you notice about the outer edge of the leaves?" Based on student responses, teacher will facilitate discussion and later introduce the technical terms associated with various student observations (sample terms=margins, serrate, dentate, simple, etc.) Further questions for discussion will include: "What did you notice about the different arrangement of leaves on stems?" (simple vs. compound, pinnate vs. palmate) and "How would you compare the overall shape of these leaves?" (ovate, obovate, cordate, etc.)  
 3) Drawing application: Teacher provides a specific combination of leaf characteristics and asks students to produce a drawing of a leaf with those characteristics. Sample Prompt= "Draw a pinnately compound leaf with a dentate margin and obovate shape."

Differentiation: As needed, teacher will modify questioning strategies during discussion to assist students who are having difficulty. For example, teacher could break down a question into more basic, more accessible questions as needed. During

166  
 LESSON ONE (1)- *Instructional Strategies*

LESSON ONE (1)- *Student Activities*

the drawing exercise, teacher will circulate to provide one-on-one guidance and assistance to struggling students.  
TEKS Covered: 7.2(A); 7.11(A)

Leaf drawing exercise assessed by teacher  
Oral checks for understanding  
Unit assessment including elements of leaves / key terminology from lesson

LESSON ONE (1)- *Student Assessments*

Small group activity (teacher facilitating student inquiry, circulating to ensure that students consider carefully key elements of video clips and photos, asking guiding questions as necessary to stimulate further inquiry)  
Whole-class discussion (teacher facilitating discussion, prompting with follow-up questions as appropriate)  
Teacher-led presentation and summative review of discussion

LESSON TWO (2)- *Instructional Strategies*

1) Small Group Observation Activity: Activity presents comparative information on the Kit Fox and Red Fox, two animals within the same genus that have developed different traits. Students will observe photographs and watch short video clips using a laptop within their group of each animal in its natural habitat, and review handouts with diagrams depicting details and anatomical structures of the animal. They individually take notes on key differences between the two animal species within the same genus.  
2) Inquiry-based Discussion: Discussion will focus on a comparison of the two animals (Kit Fox and Red Fox) within the same genus that have developed different traits. Main Discussion Prompt= "How do these animals differ, and in what specific ways have these animals developed different traits to survive and flourish in different environments? Use evidence from your observations as support." Teacher will guide discussion in such a way as to allow students to formulate, propose, and consider a variety of hypotheses as to why the variations have developed. Students will add notes from the discussion to their prior written observations during the activity.  
3) Conclusion: Teacher will review and highlight key notes on board and summarize key conclusions of discussion. Students will be asked to capture a specific list of observable differences between the two species of foxes.  
  
Differentiation: Teacher will circulate during observation activity to provide one-on-one coaching and prompting to students who are struggling to identify key differences; during discussion, teacher will break down complex questions into more accessible, scaffolded questions as needed. Prior to class teacher will prepare a range of questions according to level of difficulty in order to be able to ask questions during discussion that allow individual students to access discussion at their level.  
TEKS Covered: 7.2(A); 7.2(B); 7.11(C)

LESSON TWO (2)- *Student Activities*

Oral checks for understanding  
Activity Participation assessment--teacher completes  
Discussion Participation Rubric--teacher completes  
Unit assessment including differences between animal species due to variation, natural selection, etc.

LESSON TWO (2)- *Student Assessments*

Partner discussion-prep activity (teacher will circulate to assist students in fully addressing question)  
Socratic seminar discussion ( In facilitating this discussion, teacher will ask student to a) articulate ideas clearly, b) cite passages from the reading as support, c) respond to and build upon the comments of their peers.)  
One-on-one coaching (teacher will circulate to assist students with writing, prompting as necessary)

LESSON THREE (3)- *Instructional Strategies*

1) Discussion Prep Exercise: In groups of 2, students will take notes on opening question and identify relevant passages for support in preparation for the discussion.  
2) Socratic Seminar on Chapter 4 of Darwin's text, On the Origin of Species (Natural Selection): Discussion will begin with the question that was the focus of opening exercise: "What does Darwin mean by 'natural selection'? What specific examples of natural selection does Darwin describe, and why are certain characteristics selected and inherited in these examples?"

167

LESSON THREE (3)- *Student Activities*

3) Post-discussion Independent Writing Exercise: This summative exercise will allow students to extend the discussion through a written reflection on the following question: "According to Darwin, how do the variations in the domestic breeding of animals compare with the variations that occur through natural selection?"

Differentiation: During discussion, teacher will adapt questioning strategies to bring struggling students into the conversation. One way of accomplishing this is to preselect a particular piece of text and ask a student a question about that passage, making it easier for them to speak to a concrete question that is accessible. During the post-discussion exercise, the teacher will circulate to provide helpful prompting and support to students who need assistance in formulating and articulating their ideas in writing.

TEKS Covered: 7.3(D); 7.11(C)

LESSON THREE (3)- *Student Assessments*

Discussion participation evaluation--completed by teacher

Writing exercise--assessed by teacher

Unit assessment including variation, natural selection, content from *On the Origin of Species*

162

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Unit Planning Template

### Student Expectations/Learning Outcomes

*Describe what the student should be able to know and do by the end of the unit*

This unit is the English portion of an interdisciplinary unit that brings together the study of American literature, history, and political philosophy. The English unit will center around the study of the Great Gatsby by F. Scott Fitzgerald, focusing on developing reading comprehension, vocabulary, and writing skills. In addition students will be expected to make connections, synthesize information, and make inferences based on the text as they hone their skills in literary analysis.

### Necessary Knowledge & Skills

*Detail the foundation knowledge & skills required for this unit. Indicate how knowledge and skill gaps will be assessed and addressed; describe how prior knowledge will be activated through lessons and activities, as appropriate.*

#### Foundational Knowledge and Skills:

- capacity to read challenging texts, using context, annotations, oral summary, and other strategies to aid comprehension
- ability to annotate text, marking key passages, questions, and other areas of importance
- basic foundations of seminar discussion: listening to others, sharing ideas using evidence from text, addressing comments in relation to what has been said before
- mastery of the basic elements of analytical paragraphs and essays, including thesis statement, topic sentences, using quotations, and commentary.

#### Activating Prior Knowledge:

Teachers will activate this prior knowledge through a variety of short activities that will often, although not always, take place at the beginning of class, including reading and annotation checks to maintain accountability for comprehension; 5-10 minute "warm-up" conversations in partners or small groups of 3-4; and short writing exercises that re-emphasize composition skills learned in previous units.

### Guiding Questions

*include open-ended, succinct, challenging questions that will guide development of this unit.*

#### Guiding Questions:

- What is the American Dream, and in what ways does the story of Gatsby reflect this concept?
- How do the story and character of Gatsby reflect other important aspects of the American character and experience?
- What is the characteristic spirit (ways of thinking, values, priorities, etc.) of society in the novel, and how does this reflect our broader study of American history during this time period?
- What are Gatsby's strengths, weaknesses, and most important character traits?
- What is Gatsby's attitude towards the past, and why?
- In what important ways can we compare and contrast Gatsby to Huck Finn?
- How are the fundamental questions and themes of The Great Gatsby relevant to contemporary American society?

### Texas Essential Knowledge & Skills Alignment

TEKS Covered in Unit:

Indicate the TEKS subject/course (e.g., Math, Grade 3 or English II) and Student Expectations should be provided and cited with the appropriate number, letter, Romanette, as applicable.

E1.1(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words  
E1.2(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature  
E1.2(C) relate the figurative language of a literary work to its historical and cultural setting  
E1.3(A) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry  
E1.5(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils  
E1.6 Reading/Comnderstand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.  
E1.9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence  
E1.13(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea  
E1.13(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning  
E1.13(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed  
E1.13(D) edit drafts for grammar, mechanics, and spelling  
E1.15(A) write an [analytical] essay of sufficient length that includes:  
(i) effective introductory and concluding paragraphs and a variety of sentence structures  
(ii) rhetorical devices, and transitions between paragraphs  
(iii) a controlling idea or thesis  
(iv) an organizing structure appropriate to purpose, audience, and context  
(v) relevant information and valid inferences  
E1.18(A) use conventions of capitalization  
E1.18(B) use correct punctuation marks  
E1.19(A) spell correctly, including using various resources to determine and check correct spellings  
E1 Fig.19(A) reflect on understanding to monitor comprehension (e. g., asking questions, summarizing and synthesizing, making connections, creating sensory images)  
E1 Fig.19(B) make complex inferences about text and use textual evidence to support understanding

### Materials & Resources

Identify the materials and resources that will be required for this unit. Indicate who will be providing them.

Literary texts (The Great Gatsby, Bernice Bobs Her Hair, selected American poetry)--provided by teacher  
Writing workshop materials (handouts, model essays, outlines, etc)--provided by teacher  
Valor Curriculum Outline and Resource docs with TEKS--supplied by school leadership

### Review

If a unit review will be provided, please describe the formate and nature of the review.

All curricular units at Valor will have a culminating review. This particular unit review would assess reading comprehension, literary analysis, vocabulary, and mastery of the basic elements of analytic writing. Students will be provided with a written review outline for the literature portion of the unit, and they will be asked to fill in key information as the class works through the review material. Review will involve whole-class Q & A as well as small group work and presentations. Ongoing oral review of key concepts will also augment the formal unit review activities.

### Next Steps

Identify how you will ensure the continuous and cumulative growth of the scope of the curriculum and of

Performance, growth, and goals in seminar discussion will be tracked and continuously reviewed as the students move from unit to unit. In the next unit, the literary devices covered in this unit, such as imagery, tone, and symbolism will be reviewed and discussed in the context of new texts. In writing, too, the curriculum builds from

*the students who will participate in your curriculum*

unit to unit, with new priorities and emphases, but also with a spiraling review of the writing elements covered in previous units.

171

Charter Name:

Subject/Course Title:

Grade Level:

Prepared By:

Lesson Planning Template

Example.

**Instructional Strategies-** Describe the Instructional Strategies for three (3) lessons, that would immerse students in innovative learning opportunities while also clearly providing students with opportunities to engage in the Texas Essential Knowledge and Skills (TEKS) standards.

**Student Activities-** Describe the Student Activities for each lesson. Clearly indicate how the activities relate to the TEKS, how formative assessments will be made, and how the activities can be tiered or differentiated to accommodate different learning abilities.

**Student Assessments-** Describe the summative assessment(s) that will be used to allow students to demonstrate mastery of the identified standards and outcomes.

172  
LESSON ONE (1)- *Instructional Strategies*

Discussion-prep writing exercise (teacher circulates to provide necessary support and assistance)  
Full-scale Socratic Seminar (students in circle, teacher facilitates discussion while allowing students to carry as much of the conversation as possible, intervening only as necessary to ask for further clarification, provide focus, or ask students to supply support/evidence for their ideas)

LESSON ONE (1)- *Student Activities*

1) Class Opener: Students take notes independently on prompt: "What is Gatsby's attitude toward the past, and why?"  
2) Partner Share: Students turn to partner and share ideas from opener exercise  
3) Socratic Seminar: Student-driven discussion of the question; Near end of seminar, teacher introduces "contemporary connection" question: "Are these same attitudes towards the past reflected in contemporary American society? Provide evidence to support your response."  
4) Seminar Self-Assessment: students fill out brief rubric assessing key areas of discussion, including their own participation; teacher leads brief discussion and class comes to 1-2 key areas for improvement for next seminar

Differentiation: Prior to discussion, teacher will prepare a graduated range of questions according to level of difficulty in order to be able to ask questions that allow individual students to access discussion at their level. For example, teacher may intervene in discussion to pose a factual question to a struggling student, before following up with an interpretive question.  
TEKS Covered: E1.5(B); E1.6; E1 Fig. 19(B)

LESSON ONE (1)- *Student Assessments*

Annotation check: teacher circulates to quickly review student annotations during class opener exercise  
Seminar Self-Assessment Rubric --students fill out and submit for teacher review  
Unit Test including plot, themes of The Great Gatsby

Guided reading with Q & A

LESSON TWO (2)- <i>Instructional Strategies</i>	Partner work (teacher circulates to provide necessary prompting or assistance) Whole-class discussion (teacher facilitates discussion of imagery, prompting students to use textual evidence and elaborate thoughts) Teacher presentation on key terms (imagery, tone)
LESSON TWO (2)- <i>Student Activities</i>	1) Class Opener: students read description of "Valley of Ashes" and: a) highlight all language that appeals to the senses; b) describe the overall feeling they get about the place in 3-5 words, without using any words from the text itself 2) Guided Discussion: teacher-led discussion of opener exercise, using student responses to move towards an understanding of tone and imagery; inquiry-based approach rather than simple presentation of terms 3) Practice Writing Exercise: students are given a specific setting (mountains, downtown city, etc.) to describe employing a variety of imagery 4) Mini-Presentations: students read their writing aloud and class picks out key imagery  Differentiation: During the opener and writing exercises, the teacher will have the opportunity to provide support and helpful scaffolding/prompting to students who need support. TEKS Covered: E1.1(B); E1.3(A); E1 Fig. 19(A)
LESSON TWO (2)- <i>Student Assessments</i>	Descriptive Paragraph Writing Assignment assessed by teacher Unit Test including imagery and tone
173 LESSON THREE (3)- <i>Instructional Strategies</i>	Coaching students one-on-one on key aspects of their writing Group brainstorming and critiques Whole-class discussion (teacher leads students through a discussion of strengths and weaknesses of writing models) Peer review exercise
LESSON THREE (3)- <i>Student Activities</i>	1) Class Opener: Independent review of three model thesis statements. ("Are statements clearly and adequately addressing the prompt?; "Are statement sufficiently specific, limited, and unified?") 2) Class Discussion based on opening exercise--students discuss the strengths and weaknesses of the model thesis statements. 3) Writing Workshop: Drafting --students use their brainstorming notes from the night before to draft a thesis statement 4) Writing Workshop: Group Critique--class reviews 1 or 2 student drafts of thesis and offers positive feedback and areas for improvement  Differentiation: The Writing Workshop format allows the teacher to circulate and provide one-on-one feedback to students at a level individually tailored to their abilities. Based on previous knowledge of student writing ability, the teacher can prioritize high need students to ensure that writing time is productive. TEKS Covered: E1.13(A); E1.13(D); E1.15(A)(iii)
LESSON THREE (3)- <i>Student Assessments</i>	Writing workshop participation evaluation--completed by teacher Rough draft of essay--feedback provided by teacher Final draft of essay--assessed by teacher

Provide the following:

Admissions and enrollment policies, should include the following:

- The period (both the beginning and the ending dates) during which the applications for admissions will be accepted including a summary of the application process. See Texas Education Code (TEC) §12.117.
- Procedures to be followed in conducting a lottery when a grade or class is oversubscribed, including any exemptions from the lottery. Include whether the charter school will exercise the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (as long as the total number of students allowed constitutes only a small percentage of the total enrollment).
- The approximate date on which a lottery will be conducted, if required.
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- The non-discrimination statement to be included in the proposed school's admissions policy. See TEC §12.111(a)(5).
- Policies and procedures for the admission of students with documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37. See TEC §12.111(a)(5)(A).
- Enrollment deadlines and procedures.

If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school.

TEC §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.

## **Attachment E2 – Admissions and Enrollment Policies**

### **Non-Discrimination Policy**

Valor Public Schools' admissions and enrollment shall be free from discrimination based on sex, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend.

### **Admissions Eligibility**

To be eligible for admission, the applicant or qualifying occupant specified by Texas Education Code §25.001(b) must reside within the geographic boundaries of Valor Public Schools. Valor's geographic boundaries include Austin ISD, Bastrop ISD, Coupland ISD, Del Valle ISD, Dripping Springs ISD, Eanes ISD, Elgin ISD, Georgetown ISD, Hays CISD, Hutto ISD, Lago Vista ISD, Lake Travis ISD, Leander ISD, Liberty Hill ISD, Manor ISD, Pflugerville ISD, Round Rock ISD, Taylor ISD, and Wimberley ISD.

Valor Public Schools may also exclude from admission students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37, as authorized by Texas Education Code §12.111(a)(5)(A).

To be eligible for Kindergarten admissions, a student must be five years of age on or before September 1 of the student's Kindergarten year.

### **Application Period**

Valor's designated application period for the 2018-2019 school year will begin on October 2, 2017 and end on January 8, 2018. Each year, the date of this period will be publicized on Valor's website at [www.valorpublicschools.org](http://www.valorpublicschools.org) and communicated widely to prospective families. If the number of applications received during this period for any given grade level is less than the available seats in that grade, applicants will receive offers of enrollment in the order in which they applied. However, if the number of applications received during this period for any given grade level exceeds the available seats in that grade, Valor will conduct a lottery to determine the order of enrollment for student applicants.

### **Lottery and Waitlist**

If a lottery is required, Valor will conduct the lottery within fifteen business days of the close of the designated application period. Only applications submitted during this designated period will be included in the lottery. A computer-based lottery software will generate a randomized list of these applicants by grade level. Valor will ensure that the process of conducting the lottery is transparent and that all lottery results are generated randomly. Applicants in each grade will be offered enrollment in order of their lottery number until all seats are filled. Following this, the remaining applicants will be placed on waitlists by grade level in the order of their lottery numbers. As space becomes available in any grade level, waitlisted applicants beginning with the lowest waitlist number will be contacted through phone and email to receive offers of admission.

### **Applications Submitted After Designated Application Period**

Applicants who apply after the close of the designated application period in any grade level that does not have a waitlist will be enrolled in the order in which they apply. Applicants who apply after the close of the designated application period in a grade level with a waitlist will be added to the waitlist in the order in which they apply, after applications received during the designated application period.

### **Returning Student**

Students who currently attend Valor Public Schools and intend to return the next school year are exempt from the lottery, provided they notify the school of their intent to return by January 15 of the current school year.

### **Siblings & Children of Founders, Board Members, and Employees**

Siblings of students already admitted to or enrolled at Valor Public Schools are exempt from the lottery. Children of Valor's founders, board members, and employees are also exempt from the lottery, so long as the total number of students allowed under this exemption constitutes only a small percentage of the academy's total enrollment, as allowed by federal guidelines.

### **Information Applicants are Required to Provide**

- Student name
- Student birth date
- Student's current grade level and grade applied for
- Student's home address
- Locally zoned school campus and district based on student home address
- Parent/Guardian name
- Whether the applicant has a sibling already admitted to or attending Valor Public Schools
- Whether the applicant is a child of a founder, board member, or employee of Valor Public Schools
- Whether the applicant has a document history of a criminal offense, a juvenile court adjudication, or discipline problems as described in Texas Education Code Subchapter A, Chapter 37.

Applicants are not required to provide any academic records (e.g. transcripts) until after they are offered admission.

### **Records Requirements**

After accepting an offer of admission, parents will be required to provide the documents/information listed below. While records will be requested immediately after a parent has accepted an offer of admission, records must be submitted to the school Registrar no later than 30 days after the child is enrolled.

- Verification of Student Identity
- Updated Immunization Record or Certified Exemption of Immunization form
- Verification of Student Residency\*
- Food Allergy Information\*\*

**\*Student Residency Verification**

In order to verify student residency for enrollment, the school requires at least two of the following:

- Valid Texas driver's license
- Current property tax bill with parent/guardian name and property address
- Current rental or lease agreement with parent/guardian name, student name, and address
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration
  - A Texas State government agency
  - Utility companies
  - Credit card bill
  - Financial institutions
  - Insurance companies
  - State and Federal Revenue documents
  - Paycheck information
  - Other sources or documents demonstrating residency

Valor Public Schools may also request additional verification of residency if the student's or qualifying occupant's residency is in question. Valor may also conduct home visits at any time as necessary to confirm residency.

**\*\*Food Allergy Information**

The parent of each student enrolled at Valor Public Schools must complete a form provided by the school that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to Valor Public Schools to enable the school to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction. For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention. Valor may also require information from a child's physician if the child has food allergies. Food allergy information forms will be maintained in the child's student records and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

**Texas Records Exchange (TREx)**

For any student enrolling at Valor who has previously attended a Texas public school, the school Registrar will use the Texas Records Exchange to request student records on file at the student's previous school.

### **McKinney-Vento Compliance**

Valor Public Schools will establish policies and procedures to ensure that all homeless students, are not stigmatized or segregated on the basis of their homeless status. Our designated Liaison for Homeless Children will be responsible for regularly reviewing and revising policies that may act as barriers to the enrollment of homeless children. We are committed to enrolling homeless students who may not be currently attending school. Valor will immediately enroll a homeless student even if the child is unable to produce the records normally required for enrollment (e.g., residency verification documents or immunization records).

### **Withdrawal**

Parents wishing to withdraw a student from school should contact the Registrar at least 48 hours prior to withdrawal to receive specific instructions about the withdrawal process. A formal withdrawal request must be completed and submitted to the office, including the student's new school, current home address, and phone number, if applicable. This request must be signed for use as documentation that the student will continue to be enrolled in a school as required by compulsory attendance laws. When a student withdraws from Valor and space is available in the student's grade level, the space will be filled from the waitlist beginning with the applicant with the lowest waitlist number. Students 18 years or older may request withdrawal without a parent/guardian signature.

### **Re-Enrollment**

Students previously enrolled at Valor Public Schools who have withdrawn and wish to re-enroll are subject to policies and procedures outlined in this document, including submission of a new application, the lottery, and waitlist.

## **REFERENCES**

Adapted from Texas Charter School Association admissions policies within Model Board Policies

Adapted from Life Schools Admissions Policies, Athlos Academy of Texas Generation 21 Charter Application (adapted from Schulman, Lopez, Hoffer, & Adelstein, LLP Admissions Policies), and Harmony Public Schools Student Handbook

Provide the following:

Discipline policy addressing the following:

- The code of conduct for the school. Texas Education Code (TEC) §12.131 requires that the governing body of an open-enrollment charter school adopt a code of conduct for the charter or for each campus.
- Practices the school will use to promote good discipline, including penalties for infractions and incentives for positive behavior.
- A list and definitions of the offenses for which students in the school must (non-discretionary) and may (discretionary) be suspended or expelled, respectively.
- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
- Procedures for due process should a student be suspended or expelled as a result of a code of conduct 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 ten days.
- An explanation of how students and parents will be informed of the discipline policy.

**Attachment E3 – Discipline Policy**

**VALOR PUBLIC SCHOOLS  
STUDENT CODE OF CONDUCT  
2018-2019**

**TABLE OF CONTENTS**

INTRODUCTION & APPLICATION OF THE CODE ..... 1

EXPECTATIONS FOR STUDENT CONDUCT ..... 2

PROHIBITED CONDUCT ..... 3

DETERMINING APPROPRIATE DISCIPLINE..... 5

INVESTIGATION OF DISCIPLINE ISSUES ..... 6

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS..... 7

TYPES OF DISCIPLINE ..... 8

DETENTION / IN-SCHOOL SUSPENSION ..... 9

OUT-OF-SCHOOL SUSPENSION ..... 9

REASONS FOR EXPULSION ..... 10

EXPULSION PROCESS..... 12

TERMS OF EXPULSION..... 13

DISCIPLINE APPEAL PROCESS..... 14

TRUANCY ..... 15

DEFINITIONS..... 16

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Provide the following:

The code of conduct for the proposed school to address the gun-free school statute found in Texas Education Code (TEC) §12.131, requiring that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

The Gun-Free Schools Act (20 U.S. Code § 7151), as re-enacted by the Every Student Succeeds Act (ESSA) of 2015 (Public Law 114-95), requires a State receiving ESSA funds to have a state law in effect requiring local education agencies (LEAs) to expel any student who is determined to have brought a firearm to school or possessed a firearm at school, for a period of no less than one year. Local education agencies must annually report any expulsion in order to receive ESSA funds.

Charter operators that fail to adhere to the Gun-Free Schools Act are subject to forfeiture of ESSA funds.

Senate Bill 11, as enacted by the 84<sup>th</sup> Texas Legislature, revised the Texas Penal Code to allow concealed handgun license holders to carry concealed handguns onto the campuses of public higher education institutions or private or independent higher education institutions.

Applicants who propose to operate a charter campus on the premises of an institution of higher education MUST complete this attachment in order to demonstrate policies that will be compliant with the TEC §37.007.

## **Attachment E4 – Gun-Free School Policy**

As required by the federal Gun-Free Schools Act, Valor Public Schools will expel any student who brings a firearm to school. This expulsion policy, as well as the federal definition of firearm, is captured in the proposed Student Code of Conduct presented herein as Attachment E3. Further, any student who brings a firearm to school will be expelled for a period of one year unless the student's term of expulsion is modified as permitted by federal law and as set forth in the proposed Student Code of Conduct.

Provide the following:

A detailed narrative start-up plan for the school, specifying tasks, timelines, and responsible individuals. The plan should describe the segregation of duties as well as financial fraud and theft prevention.

This plan should align with the start-up budget in the Financial Plan Workbook (*Attachment F3*).

## Attachment F1 – Start-Up Plan Narrative

The following table summarizes Valor’s critical tasks, projects, and key priorities during the start-up year from August of 2017 to July of 2018, prior to our first day of school. We have used shorthand to reference individual persons/positions on our team that will be responsible for each item.

SI = Superintendent/Head of School (Steve Gordon)  
 COO = Chief Operating Officer/Assistant Head of School (Jesse Bates)  
 OM = Office Manager  
 PC = PEIMS Clerk  
 SC = Special Education Coordinator  
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 BD = Board of Directors

Planning Area	Who	When
<b>Student Recruitment &amp; Community Engagement</b>		
Create bilingual promotional materials	COO	Aug 2017
Plan/coordinate/schedule block walks and neighborhood recruiting events	SI/COO	Aug 2017
Develop detailed digital marketing plan	COO	Aug 2017
Develop bilingual print and radio advertisement plan, and schedule all advertising for first school application period	SI/COO	Aug 2017
Schedule events at local restaurants and libraries to share with families about Valor	COO	Aug 2017
Register for booths at fall school fairs and festivals	COO	Aug 2017
Schedule/plan 3 parent information meetings during application period	SI	Sep 2017
Monitor & refine recruitment efforts based on initial application counts	COO/SI	Oct 2018
Host parent information meetings during application period	SI/COO	Oct-Dec 2018
Assess any enrollment gaps in last month of application period to make final recruiting adjustments	COO/SI	Dec 2018
<b>Enrollment</b>		
Select & configure digital enrollment management system	COO	Aug 2017
Develop enrollment application in English & Spanish	COO	Sep 2017
Communicate application period dates broadly on website, via email, and in newspaper of general circulation	COO	Sep 2017
Publish Admissions & Enrollment Policies on Valor website	COO	Sep 2017
Make application available to families in print and online	COO	Oct 2017
Conduct Lottery	COO	Jan 2018
Make first offers of enrollment	OM	Jan 2018
Collect registration paperwork	OM	Jan-Jul 2018
Request incoming student records through TREx	OM	May-Jul 2018
All seats filled for 2018-19 school year	SI/COO	May 2018
<b>Facilities &amp; IT</b>		
Finalize campus facility selection	SI/COO	Sep 2017

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Sign facility lease, to begin in 2018	SI	Oct 2017
Coordinate facility preparation plans with landlord (e.g. E occupancy preparation)	COO	Oct 2017
(If necessary) Monitor progress of tenant improvements	COO	Oct-Jun 2018
Confirm facility readiness, including "E" occupancy, classroom finishes, and any tenant improvement completions	COO	Feb 2018
Develop master space utilization plan including classroom assignments, offices, lunch, recess, etc.	COO/SI	Mar 2018
Complete and review traffic study	COO	Mar 2018
Complete IT needs assessment for internet, cabling for phones/speakers, network equipment, etc.	COO	Mar 2018
Develop drop-off and pick-up traffic plan	COO	Apr 2018
Develop comprehensive campus security and emergency response plan, including fire evacuation, lockout, and lockdown	COO/SI	May 2018
Install all furniture and classroom equipment	COO	Jun 2018
Outfit classrooms with supplies, materials, and books	OM	Jul 2018
Install artwork in hallways and classrooms	COO	Jul 2018
Configure and test bell schedule	COO	Jul 2018
<b>Fundraising</b>		
Complete grant proposals, if necessary, for New Schools Venture Fund, Michael & Susan Dell Foundation, and other potential donors	SI/COO	Aug 2018
Research additional funding sources that may be available following charter approval	SI/COO	Sep 2018
<b>Staff Recruitment &amp; Hiring</b>		
Finalize Superintendent contract for Steve Gordon, immediately following charter approval	BD	Aug 2017
Schedule recruiting trips to local and national colleges and universities	SI/COO	Aug 2017
Develop detailed job advertising plan for print and digital avenues	SI/COO	Aug 2017
Open full employee application portal on Valor website	SI/COO	Sep 2017
Develop interview questions and scenarios for candidate screening	SI	Sep 2017
Finalize job postings on all external job boards and websites	COO/SI	Oct 2017
Begin conducting phone interviews to applicants	SI/COO	Oct 2017
Schedule candidate visits to Austin for in-person interviews	SI/COO	Nov-May 2018
First round of recruiting trips to colleges, universities, and job fairs	SI/COO	Dec 2017
Hire Assistant Head of School and Office Manager	SI	Dec 2018
Monitor effectiveness of recruiting efforts as measured by number of applicants, number of job offers extended, and number of positions filled	SI/COO	Jan-Jun 2018
Develop and implement new hire HR procedures for background checks, fingerprinting, degree/certification verification, benefits enrollment	COO/OM	Jan 2018
Hire Special Education Coordinator & PEIMS Clerk	SI/COO	Mar 2018
Hiring for 2018-19 school year is complete	SI	Jun 2018

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Teacher agreements for 2018-19 begin	COO	August 1, 2018
<b>Academics</b>		
Communicate teaching assignments (subject/grade) to incoming teachers	SI	Jan-May 2018
Finalize foundational documents on the topics of classroom instruction, inquiry-based teaching, conducting classroom seminar discussions, and Valor's philosophy of education	SI/COO	Feb 2018
Finalize homework guidelines, including expectations for type and length of assignments by grade level; communicate to families and teachers	SI	Feb 2018
Finalize faculty guidelines for student grading and teacher-developed assessments	SI/COO	Mar 2018
Finalize comprehensive student testing plan, including types of tests (MAP, DIBELS, etc.) procedures for administration, and annual schedule	SI/COO	Mar 2018
Plan academic training components of Summer Teacher Institute, e.g. training in Spalding, Singapore, Reasoning Mind, etc.	SI	Mar 2018
Finalize teacher observation/evaluation documents and tools	SI/COO	Apr 2018
Finalize comprehensive academic support and intervention plans, integrated with the student testing plan, including pull-out intervention, tutoring, specialized math and reading support, etc.	SI/COO	Apr 2018
Finalize TEKS-based scope and sequence documents for all subjects and all grades in year one, K-9	SI	May 2018
Provide teachers with course/grade-level curriculum documents and books to use for summer planning	SI	May 2018
Review & publish Student Code of Conduct	SI	May 2018
Write document conveying overall expectations for student behavior at Valor; publish for students and parents	SI	May 2018
Finalize procedures for the development of personalized graduation plans for incoming high school students	SI	Jun 2018
During Summer Teacher Institute, train incoming faculty on all academic foundational documents, systems, and expectations	SI/COO	Aug 2018
<b>Campus Operations</b>		
Select school uniform elements and providers	SI/COO	Dec 2017
Finalize start and end times of the school day	SI/COO	Jan 2018
Create and announce year one school calendar with holidays, school events, testing dates, etc.	COO/OM	Feb 2018
Develop plans and schedule for community service events, field trips for 2018-19 school year	SI/COO/ OM	Mar 2018
Establish daily procedures for breakfast and lunch logistics, including coordination with food vendor, meal tracking, compliance measures, and meal claiming	COO	May 2018
Develop procedures for safekeeping of student and family records and FERPA confidentiality	COO/PC	May 2018
Update school website with all current information for families	COO/SI	Jan-Jul 2018

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Configure Student Information System in preparation for student data	COO/PC	Jun 2018
Create master schedules and individual student schedules in student information system for all cohorts and students	PC/OM/COO	Jun 2018
Finalize and announce athletic offerings, club offerings, after-school schedule	SI/COO	Jun 2018
Establish school nurse procedures, including record-keeping and compliance	COO	Jun 2018
Finalize procedural components of student discipline tracking and PEIMS coding	COO/PC	Jun 2018
Create faculty campus supervision plan that establishes active teacher presence throughout the campus, including individual roles, locations, and responsibilities	SI/COO	Jul 2018
Create & publish tutoring schedule for families	COO/OM	Jul 2018
Finalize and publish student attendance policies and procedures, including detailed plans for tardy/absence tracking and communication, and truancy	COO/OM	Jul 2018
Establish front desk procedures for sign-in/out, visitor protocols	COO/OM	Jul 2018
During Summer Teacher Institute, train faculty on all campus operational systems, procedures, and logistics, including student attendance procedures.	SI/COO	Aug 2018
<b>Special Programs</b>		
Finalize special education policies and procedures document	SC/SI	Mar 2018
Collect and review IEPs for incoming students with disabilities	SC	Mar-Jul 2018
Schedule and conduct meetings with parents of special education students to discuss history, documents, accommodations, etc.	SC	Mar-Jul 2018
Collect and review 504s for incoming students	SC/SI	Mar-Jul 2018
Create template for ARD meeting agenda and structure	SC	Apr 2018
Configure special education software database	SC	May 2018
Develop Response to Intervention (RTI) roles, responsibilities, and processes	SI	May 2018
Finalize ESL policies and procedures document, including intake process, testing requirements, LPAC meetings, and PEIMS coding of ELL students	SI	May 2018
During Summer Teacher Institute, train faculty on SPED/504/ELL policies, procedures, and practices; FERPA requirements	SI/SC	Aug 2018
<b>Financial Management</b>		
Review Conflict of Interest Policy and establish procedures for Board Member annual disclosures	BD	Aug 2017
Schedule and execute monthly review of financial statements, including budget vs. actuals and cash flow projections	SI/COO	August 2017
Complete a comprehensive review and assessment of current financial accounting practices	COO/AC	Sep 2017

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Finalize detailed financial policies and procedures, including internal controls and segregation of duties for regular purchase approvals (COO), accounts payable/check writing (AC), check signing (SI), and purchase approvals requiring board approval (BD), to prevent the possibility of any financial fraud	SI/COO/BD	Oct 2017
Review financial practices monthly to ensure appropriate segregation of duties and ensure best practices are being implemented that prevent fraud and theft	COO/SI	Oct 2017
Establish internal controls for credit card expenditures and cash management	COO/AC	Oct 2017
Establish procedures for financial accounting in accordance with the Financial Accounting System Resource Guide (FASRG) as it applies to charter schools	COO/AC	Oct 2017
Configure FASRG-compliant accounting software	COO/AC	Nov 2017
Begin full accounting/payroll contracted services	AC	Jan 2018
Develop and approve final budget for the 2018-19 fiscal year	SI/COO/BD	May 2018
<b>Procurement</b>		
Develop master spreadsheet of furniture needs by room	COO/OM	Dec 2017
Publish Request for Proposals (RFP) for vended meal provider for breakfast/lunch program	COO	Jan 2018
Request quotes from 3+ furniture/equipment vendors	COO	Jan 2018
Develop master spreadsheet of technology needs	COO	Jan 2018
Develop master spreadsheet of textbooks and other curricular materials	SI/COO	Jan 2018
Request quotes from 3+ vendors for all technology, including computers, projectors, document cameras, phones, etc.	COO	Feb 2018
Request quotes from 3+ book providers	COO/SI	Feb 2018
Evaluate and score proposals for vended meals; interview finalist vendors	COO/SI	Feb 2018
Select a provider of vended meals for Valor's breakfast/lunch program	COO/SI	Mar 2018
Review furniture/equipment vendor quotes and select vendor/place order	COO	Mar 2018
Procure server and other IT network equipment	COO	Mar 2018
Review textbook providers and select vendor/place order	SI/COO	Mar 2018
Initiate purchase of software systems for accounting/payroll, student information (e.g., TxEIS), student testing (MAP), food program	COO	Apr 2018
Finalize agreements and begin implementation with software providers	COO	May 2018
Develop campus-level procurement guidelines for use by school administrators and leadership, detailing procurement process, approvals required, etc.	COO/SI	Jun 2018
Establish asset tracking and inventory management systems to prevent theft and monitor all assets	COO	Jul 2018
<b>Governance</b>		
Create annual schedule of board meetings	BD	Aug 2017
Develop and finalize board policies	BD	Sep 2017

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Conduct fall strategic planning retreat with management team to establish priorities, goals, and share in professional development	BD	Sep 2017
Convene for fall board training in TEA-required categories	BD	Oct 2017
Convene for spring board training in TEA-required categories	BD	Mar 2018
<b>Parent Engagement &amp; Communications</b>		
Create and send monthly parent newsletter to enrolling families	SI/COO	Jan-Jul 2018
Host monthly coffees and other informal parent events	SI/COO	Jan-Jul 2018
Coordinate parent volunteering opportunities and organize interested parent volunteers to assist in student recruiting, etc.	COO/OM	Feb 2018
Identify key parent supporters willing to coordinate parent volunteering activities during year one	COO/SI	Mar-Jul 2018
Communicate critical information about preparing for the start of school in pre-summer email	SI/COO/OM	May 2018
Establish background check/screening process for parent volunteers serving on campus during the school day	COO	Jul 2018
Create a process for selecting grade and class level parent coordinators (homeroom parents)	SI/COO	Jul 2018

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Provide the following:

A detailed budget narrative which includes a description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include any commitments of financial support or pledge letters from parents or other sources.

Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, letters of intent, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

## Attachment F2 – Budget Narrative

Valor’s management team and Board of Directors developed Valor’s six-year budget in Attachment F3 – Financial Plan Workbook, drawing on their Texas charter experience and financial management experience as well as extensive research. In addition to their previous experience developing and managing budgets for charter networks, including a \$14 million dollar Texas charter budget, the team has completed a comparative study of five Texas charter networks as a part of our financial planning for Valor Public Schools. Our financial plan is also shaped by best practices we have learned from studying high-performing charter school organizations around the country.

The following table shows Valor’s expected enrollment growth and campus opening plan:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Budgeted Average Daily Membership (ADM)	574	655	1309	2217	2483
Budgeted Attendance Rate	85%	85%	85%	85%	85%
Budgeted ADA	487.9	556.75	1112.65	1884.45	2110.55
ADA Percent Increase		14%	100%	69%	12%
Membership Percent Increase		14%	100%	69%	12%
Projected Campuses	1	1	2	3	3

Our enrollment projections for each campus take into account limited attrition and smaller class sizes beginning in 8<sup>th</sup> grade through 12<sup>th</sup> grade. In addition to enrollment increases in years 3 and 4 due to new campus openings in these years, additional sections in grades K-5 at the first campus are added in year 3, which progress through the grade levels in subsequent years.

### STATE REVENUE

Valor’s state revenue projection of \$4,214,738 for year 1 is based on a conservative estimate of an 85% attendance rate for 574 students at the first campus. This attendance rate of 85% remains constant through years 1-5, serving as a buffer that accounts for the possibility of lower student membership than we are projecting. Revenue increases in year 3 and year 4 are due to the projected openings of campus 2 and campus 3 in these years, respectively. In the Financial Plan Workbook Enrollment tab throughout years 1-5, we have assumed student groups equal to the percentages we expect to serve based on the demographics of our target areas and our student recruiting efforts:

<b>Student Group</b>	<b>Budgeted Percent</b>
Special Education	10%
Bilingual/ESL	25%
Compensatory Education (Econ. Disadv.)	50%

To the extent that we meet our goal of 97% or greater ADA and our average daily membership goals outlined above, this will provide additional state revenue.

**FEDERAL REVENUE**

In federal funds, we have budgeted National School Lunch Program (NSLP) and School Breakfast Program (SBP) meal reimbursements in years 1-5. The first-year budget from NSLP/SBP reimbursements is \$49,140. NSLP/SBP meal reimbursement revenue is based on the average daily percent of all students that receive breakfast and lunch, as well as the average daily number of free and reduced-price meals served. The budget assumes that 5% of the total student body receive breakfast and 25% receive lunch on average, with 40% of participants free, 20% reduced, and the remaining 40% paid. Using the Texas Department of Agriculture’s 2016-17 meal reimbursement rates, we then calculated revenue based on 180 breakfasts and 164 lunches per year (because of early release days) to arrive at the year 1 revenue of \$49,140.

While we also expect to receive IDEA and Title funds and plan to apply for the PCS Start-Up Grant, these federal revenues are not assumed in the budget as a cautionary measure.

**LOCAL REVENUE**

**Year Zero**

Valor has budgeted \$907,500 in revenue for the start-up year zero, of which \$807,500 has been pledged by the KLE Foundation and \$100,000 is pledged by the Joel & Stacy Hock Charitable Fund. As described in the Letters of Intent from these donors (see Attachment F7 – Evidence of Other Financial Support), Valor will receive these grants following charter approval in the Fall of 2017.

**Year 1**

In year 1, Valor has budgeted \$208,287 in local revenue, comprised of three parts:

\$60,000	KLE Foundation Grant
\$40,287	Breakfast/Lunch Program Revenue from Students
<u>\$108,000</u>	After-School Program Revenue
<b>\$208,287</b>	

According to the foundation’s Letter of Intent, this \$60K grant will be received in August 2018. Breakfast and lunch revenue from students is calculated using the same overall participation and FRL student participation rates driving NSLP/SBP revenue, with breakfast revenue of \$2.00 for paid students and \$.30 for reduced students, and lunch revenue of \$4.00 for paid students and \$.40 for reduced students. After-school program revenue is calculated based on an estimated 120 students participating (~20% of the student body), with 50% paying \$200 per month for the program and 50% participating for free who qualify for free or reduced lunch. (\$200/month x 60 students x 9 months = \$108K). After-school program expenses, which are based on per-student costs, are included in School Operations expenses and, together with payroll and taxes for After-School Program Teachers, offset this revenue.

**Year 2**

\$920,000	KLE Foundation Grants
\$46,221	Breakfast/Lunch Program Revenue from Students (Campus 1)
\$123,120	After-School Program Revenue (Campus 1)
<b>\$1,089,341</b>	

KLE Foundation grants totaling \$520,000 are pledged for start-up costs associated with opening Valor’s 2<sup>nd</sup> campus. While we will also apply for the PCS Start-Up Grant in this year (revenue not budgeted), should we not receive this grant in this year, the KLE Foundation will be willing to contribute \$400,000 additionally. Breakfast/lunch and after-school program local revenues for the campus are derived from multiplying the year 1 local revenues for these programs by the percent increase of student enrollment in year 2.

**Year 3**

\$850,000	KLE Foundation Grants
\$91,142	Breakfast/Lunch Program Revenue from Students (Campuses 1 & 2)
\$246,240	After-School Program Revenue (Campuses 1 & 2)
<b>\$1,187,382</b>	

KLE Foundation grants totaling \$850,000 are pledged for start-up costs associated with opening Valor’s third campus. Breakfast/lunch and after-school program local revenues for the two campuses are derived from multiplying the year 2 local revenues for these programs by the percent increase of student enrollment in year 3.

**Years 4-5**

No philanthropy is budgeted for years 4 and 5. Breakfast/lunch and after-school program local revenues in years 4 and 5 are again based on enrollment increases across three campuses.

**EXPENSES**

**Personnel**

In grades K-5, each section of students will have a primary homeroom teacher in addition to specials teachers for art, music, Spanish, and P.E. Each Kinder and 1<sup>st</sup> grade section will also have an Assistant Teacher in addition to the primary teacher. In grades 6-12, FTEs are based on a standard teaching load of 5 classes per day and a 7 period daily schedule. Elementary, middle, and high school teachers are combined in the Personnel tab of the Financial Plan Workbook under the “ELA, Math, Science, & History Teachers (K-12)” and “Fine Arts, PE, & Foreign Language (K-12)” positions. These teacher counts are also shown separately by grade groups in Attachment O2 – Staffing Chart, for additional reference.

We have budgeted a 2% annual raise for all salaries beginning in year 2.

**Taxes & Benefits**

In addition to salaries, the budget includes expenses for Medicare, federally mandated as 1.45% of payroll; State Unemployment, 2.7% of the first \$9,000 per employee per year; and Workers Compensation Insurance, estimated as 1% of payroll based on insurance quotes.

Unemployment has been converted to a straight 0.6% of payroll by calculating 2.7% of \$9K = \$243 per employee per year, and then dividing \$243 by the average salary of \$42,000 to arrive at 0.57% or ~0.6% of total payroll.

Valor plans to offer our own medical, dental, and vision plans to full and ¾ time employees and will not participate in TRS Active Care. In our budgeting, we begin with a combined health benefit expense assumption of \$6,000/employee in the first year, multiply by the number of benefits-eligible employees by year, convert this to a percentage of total payroll by year, and spread it across the categories of medical (85%), dental (10%), and vision (5%) to arrive at the percentages show in these three rows of the Assumptions tab of the Financial Plan Workbook. In years 2-5, we use the same method and also add a 4% increase for benefits expenses per year.

TRS employer contributions range from 3.75% to 2.39% of payroll in years 1-5 depending on the percent of new employees each year. These percentages include three components: 0.55% of annual wages for Reporting Entity TRS Care, 1.5% of annual wages for Reporting Entity Non-OASDI Members, and 6.8% of the first 90 days of wages for each employee new to TRS. We have assumed a conservative retention rate of 80% in years 2-5, and included the additional “new member” contribution for filling the positions lost through attrition. In addition, this new member contribution will be paid for all new employees hired for campuses 2 and 3. After making these calculations, we converted the amounts to a % of total payroll for the Assumptions tab of the Financial Plan Workbook.

**Contracted Services**

Estimates for contracted services are based on recent quotes and the team’s previous experience operating Texas charter schools, which included selecting and managing contracted service vendors. Accounting and payroll services will be contracted in years 1-2 and then moved internally when we hire a full-time accountant in year 3. Food service costs for vended meals prepared offsite include meal costs of \$1.60 per breakfast and \$2.90 per lunch, based on the same participation rates used for revenue, as well as equipment costs of \$10,000 per campus per year and server costs of \$18,000 per campus per year. Each year, these costs will exceed total food program revenue by about \$8,000-12,000 per campus.

Legal, food service, and special education contracted service expenses increase directly as student membership increases in years 2-5, while IT support service costs are based on a per campus rate.

**School Operations**

Several school operations expense lines in the Start-Up and Assumptions tabs are based on specific metrics:

<b>Expense Lines</b>	<b>Cost per new student</b>	<b>Annual recurring cost per student</b>	<b>Cost per new hire</b>	<b>Annual recurring cost per FTE</b>
Classroom/Teaching Supplies & Materials	\$95	\$50		
Textbooks	\$250	\$25		

Supplies & Materials Other	\$50	\$25		
Equipment/Furniture	\$275	\$25		
Field Trips		\$10		
Community Service Program		\$50		
Staff Development				\$550
Staff Recruitment			\$600	
Student Recruitment/Marketing	\$60			

Because several of these expense lines include annual recurring costs (replacement costs) in addition to one-time startup costs, their year-to-year percent increases in the Assumptions tab do not directly reflect enrollment increases. In years 2-5, we also include a 1% annual increase on each of these expenses with the exception of student recruiting.

The Technology expense line includes funds for the following components:

- Technology Hardware (chromebooks for mobile lab, projectors, document cameras)
- Student Testing Software Subscriptions (MAP, Eduphoria/DMAC, Reasoning Mind)
- Other Software Subscriptions (TxEIS for student data, special education, accounting, enrollment management)

Expenses such as textbooks, classroom supplies & materials, technology, furniture, staff recruitment, and student recruitment increase notably in years 2 and 3 because these expenses will be incurred during the start-up year of campus 2 (in year 2) and campus 3 (in year 3).

Athletic program expenses for students in grades 6-12 will be covered by modest participation fees. Since these expenses will be equal to revenue, we expect that the athletic program will have a net zero effect on the whole and we have not included it in the budget.

### **Facility Maintenance & Operations**

Rent and utility expenses are based on 12% and 3% respectively of state revenue per year. These critical estimates have been carefully established in consultation with our commercial real estate broker, InSite Educational Facilities Services, taking into account both the Austin real estate leasing market and Valor's particular square footage and room requirements (see OPERATIONS—Campus Facilities Narratives for more detail).

Valor's commercial insurance expense estimates were developed in consultation with our insurance broker. Coverages in the budget include general liability, property, and directors & officers liability insurance as well as umbrella coverage.

### **Reserves / Contingency**

We have allocated \$25,000 of reserves in year 1 for any unanticipated expenses. In years 2-5, this amount increases directly in proportion to our student enrollment.

### **NET OPERATING INCOME (before depreciation)**

Our net operating income of \$289,394 at the close of the start-up year zero allows cash on hand for the 6 weeks of payroll in August and half of September 2018 (about \$260,000) before the first state payment.

Budgeted Net Operating Income in each year allows Valor to gradually increase our days cash on hand and to reach 60 days or more cash on hand as soon as possible. These funds will insulate Valor against any unexpected expenditures and mitigate risk, creating a strong financial foundation for Valor for years to come. Additionally, having a strong Statement of Financial Position will help Valor secure facilities financing when we decide to purchase/construct our first campus.

## **CONTINGENCY PLAN**

### **Year Zero**

We have budgeted half of the major start-up expenses (textbooks, furniture, and technology) in year zero and the remaining half in year 1, as we plan to work with our vendors to arrange deferred payment of the second half until state payments are received. If this is not possible with one or more vendors, purchase of second semester textbooks and classroom supplies will be delayed until late Fall 2018 when funds are available. We will also develop an alternative furniture/supply purchasing plan which outlines further ways to cut costs if necessary (e.g. used furniture, leased equipment, etc.). If additionally necessary, we will delay the hiring of the Office Manager and/or Athletic Coordinator to reserve additional cash. Our start-up year revenue of \$907,500 is confirmed by Verifiable Proof of Secured Funds documentation. Once the charter is approved, we will receive this revenue according to the schedules laid out in the Letters of Intent.

Valor will also have the option to apply for the PCS Start-Up Grant (\$600,000 – 800,000) during year zero, should revenue not be received according to donors' stated intentions.

### **Years 1-5**

First, we have set aside reserves in years 1-5, from \$25K in year 1 up to \$107K in year 5.

Second, we have built several cautious assumptions into the budget to serve as built-in contingencies. First, our budgeted attendance rate of 85% throughout all five years allows for the possibility of either significantly lower attendance than our goal of 97.5% or membership notably lower than we are planning. Second, we have not budgeted for IDEA or Title federal revenues from serving students with disabilities and economically disadvantaged students. Third, our food program budget assumes lower-than-expected participation rates that result in a small program deficit each year, which is present in the budget. If participation rates exceed 5% for breakfast and 25% for lunch on average, that deficit will narrow and potentially be eliminated through additional revenue collected. Finally, our net operating income each year will establish a buffer that protects the organization should expenses exceed revenue for any unforeseen reason.

Third, in addition to these cautious budgetary assumptions, Valor Public Schools is also prepared to take specific steps to balance the budget should revenue be significantly lower than expected. The following strategies will be used for reducing and spacing expenditures: 1) reducing non-instructional expenses to the extent possible; 2) purchasing used instead of new equipment/furniture; 3) leasing equipment instead of purchasing it; 4) negotiating delayed

payments with product and service vendors; 5) delaying the hiring of certain positions; and 6) consolidating job responsibilities within fewer positions. After exhausting these possibilities, we would carefully evaluate the necessity of reducing our staffing to meet a budget shortfall, beginning with non-instructional support positions such as administrative office positions. We will also use the following strategies to increase revenue: 1) improving student attendance; 2) recruiting additional students to fill any empty seats; and 3) seeking additional contributions from new and existing philanthropic partners. We would also seek a short-term bank line of credit should revenue be significantly under budget.

We are currently in the process of seeking grants from organizations including the Michael & Susan Dell Foundation, New Schools Venture Fund, and the Charter School Growth Fund. Grants from these organizations would supply us with additional funds in case of a contingency, in addition to the generous support we have received from our current major donors.

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete the Financial Plan Workbook. Once complete, applicants are instructed to submit this attachment as follows:

**Hard Copy** — print and provide only the Financial Plan Workbook Summary. This is the RED TAB in the Financial Plan Workbook;

**AND**

**Electronic Submission**—The *entire* Financial Plan Workbook, will be submitted electronically as an MS Excel file.

It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,700 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.

Note: When using a school district as a baseline for supplemental HR forms, make sure the ISD used has the same or close to anticipated average daily attendance (ADA) that the proposed charter is projecting.

Applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 12 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years.

Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is NOT to be used for budget purposes and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.

The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

**FINANCIAL PLAN WORKBOOK SUMMARY**

**Valor Public Schools**

	Year 0 (Start-Up) 2018	Year 1 2019	Year 2 2020	Year 3 2021	Year 4 2022	Year 5 2023
<b>REVENUE</b>						
Total State Revenue		\$ 4,214,738	\$ 4,804,802	\$ 9,609,603	\$ 16,240,229	\$ 18,189,057
Total Federal Revenue		\$ 49,140	\$ 56,020	\$ 112,039	\$ 189,346	\$ 212,068
Total Local and Other Revenue	\$ 907,500	\$ 208,287	\$ 1,089,341	\$ 1,187,382	\$ 569,943	\$ 638,334
<b>TOTAL REVENUE</b>	\$ 907,500	\$ 4,472,165	\$ 5,950,162	\$ 10,909,024	\$ 16,999,519	\$ 19,039,459
<b>EXPENSES</b>						
Total Administrative Staff Personnel Costs	\$ 192,000	\$ 315,750	\$ 686,715	\$ 1,273,190	\$ 1,651,770	\$ 1,776,271
Total Instructional Personnel Costs	\$ 15,000	\$ 1,785,400	\$ 2,136,390	\$ 4,377,223	\$ 7,417,048	\$ 8,532,272
Total Non-Instructional Personnel Costs	\$ -	\$ 45,000	\$ 45,900	\$ 93,636	\$ 169,793	\$ 173,189
Total Payroll Taxes and Benefits	\$ 33,876	\$ 443,855	\$ 555,477	\$ 1,165,428	\$ 1,914,209	\$ 2,176,241
<b>TOTAL PERSONNEL, PAYROLL TAXES AND BENEFITS EXPENSES</b>	\$ 240,876	\$ 2,590,005	\$ 3,424,482	\$ 6,909,476	\$ 11,152,821	\$ 12,657,973
Total Contracted Services	\$ 23,000	\$ 218,128	\$ 234,041	\$ 368,082	\$ 591,214	\$ 643,197
Total School Operations	\$ 319,630	\$ 634,659	\$ 1,078,083	\$ 1,545,799	\$ 1,605,164	\$ 1,793,058
Total Facilities Operations and Maintenance	\$ 34,600	\$ 743,561	\$ 839,731	\$ 1,669,632	\$ 2,796,909	\$ 3,114,431
Reserves and/or Contingency	\$ -	\$ 25,000	\$ 28,500	\$ 57,000	\$ 96,330	\$ 107,890
<b>TOTAL EXPENSES</b>	\$ 618,106	\$ 4,211,352	\$ 5,604,837	\$ 10,549,988	\$ 16,242,438	\$ 18,316,548
<b>NET OPERATING INCOME (before depreciation)</b>	\$ 289,394	\$ 260,813	\$ 345,325	\$ 359,036	\$ 757,081	\$ 722,911
<b>STUDENT ENROLLMENT</b>						
Projected Student Enrollment		574	655	1,309	2,217	2,483
Revenue Per Pupil		\$ 7,791	\$ 9,084	\$ 8,334	\$ 7,668	\$ 7,668
Expenses Per Pupil		\$ 7,337	\$ 8,557	\$ 8,060	\$ 7,326	\$ 7,377

218

Provide the following:

A copy of the most recent **audit report**. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement-Charter Schools (Module 10) found at, [http://tea.texas.gov/Finance and Grants/Financial Accountability/Financial Accountability System Resource Guide/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/).

For organizations less than one year old or established organizations with no financial activity to date: If an audit report is not available, provide an unaudited financial report that includes from inception to date:

1. a statement of financial position,
2. a statement of activity, and
3. a cash flow statement.

**Valor Texas Education Foundation**  
**Statement of Financial Position - Unaudited**  
As of October 31, 2016

	<b>Total</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
Valor Texas Checking Account	22,920.89
<b>Total Bank Accounts</b>	<b>\$ 22,920.89</b>
<b>Accounts Receivable</b>	
Accounts Receivable (A/R)	0.00
<b>Total Accounts Receivable</b>	<b>\$ 0.00</b>
<b>Total Current Assets</b>	<b>\$ 22,920.89</b>
<b>TOTAL ASSETS</b>	<b>\$ 22,920.89</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Accounts Payable	0.00
<b>Total Accounts Payable</b>	<b>\$ 0.00</b>
<b>Total Current Liabilities</b>	<b>\$ 0.00</b>
<b>Total Liabilities</b>	<b>\$ 0.00</b>
<b>Equity</b>	
Opening Balance Equity	0.00
Unrestricted Net Assets	
Net Revenue	22,920.89
<b>Total Equity</b>	<b>\$ 22,920.89</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$ 22,920.89</b>

**Valor Texas Education Foundation**  
**Statement of Activity - Unaudited**  
January 14 - October 31, 2016

	<b>Total</b>
<b>Revenue</b>	
Donations	48,925.00
<b>Total Revenue</b>	<b>\$ 48,925.00</b>
<b>Gross Profit</b>	<b>\$ 48,925.00</b>
<b>Expenditures</b>	
Curricular Materials	183.57
Facilities	6,287.45
Marketing	12,243.43
Meals	142.16
Professional Services	5,937.01
Software	106.23
Supplies	62.54
Travel	1,041.72
<b>Total Expenditures</b>	<b>\$ 26,004.11</b>
<b>Net Operating Revenue</b>	<b>\$ 22,920.89</b>
<b>Net Revenue</b>	<b>\$ 22,920.89</b>

**Valor Texas Education Foundation**  
**Statement of Cash Flows - Unaudited**  
January 14 - October 31, 2016

	<b>Total</b>
<b>OPERATING ACTIVITIES</b>	
Net Revenue	22,920.89
<b>Adjustments to reconcile Net Revenue to Net Cash provided by operations:</b>	
Accounts Receivable (A/R)	0.00
Accounts Payable	0.00
<b>Total Adjustments to reconcile Net Revenue to Net Cash provided by operations:</b>	<b>\$ 0.00</b>
<b>Net cash provided by operating activities</b>	<b>\$ 22,920.89</b>
 <b>FINANCING ACTIVITIES</b>	
Opening Balance Equity	0.00
<b>Net cash provided by financing activities</b>	<b>\$ 0.00</b>
<b>Net cash increase for period</b>	<b>\$ 22,920.89</b>
<b>Cash at end of period</b>	<b>\$ 22,920.89</b>

Provide the following:

A **credit report** of the sponsoring entity. If the entity was incorporated prior to January 1, 2015, but has no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2015, you are not required to provide a credit report but must instead provide a statement attesting, “No documents are being provided because the sponsoring entity was incorporated after January 1, 2015.”

## **Attachment F5 – Credit Report**

No documents are being provided because the sponsoring entity was incorporated after January 1, 2015.

Provide the following:

The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. For an organization less than one year old, or if a Form 990 is not available, provide a statement that explains why a form 990 is not available.

**Attachment F6 – IRS Form 990, Form 990-N, or Form 990-EZ**

A Form 990 is not included because Valor Texas Education Foundation is less than one year old.

Provide the following:

Evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. Do **not** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.

Applicants having no responsive documents to this attachment shall provide the statement, “The applicant has no documents in response to this attachment.”

## **Attachment F7 – Evidence of other Financial Support**

Included in the following pages are two Letters of Intent (LOI). The first LOI is a pledge from the KLE Foundation of up to \$4,910,000 over a five-year period, contingent on Valor's charter approval. The second LOI, from the Joel & Stacy Hock Charitable Fund, is a pledge of \$100,000 in Fall of 2017, also contingent on charter approval.

The KLE Foundation  
P.O. Box 163991  
Austin, TX 78716-3991  
[kle@elks.ws](mailto:kle@elks.ws)

November 15, 2016

Valor Public Schools  
503 Avenue A, Ste. 1117  
San Antonio, TX 78215  
Attn: Steve Gordon

Re: Letter of Intent: To Establish & Expand Valor Public Schools in Austin, TX

Dear Steve:

Valor Public Schools (“Valor”) seeks support from The KLE Foundation (“KLE”) to establish an open enrollment charter school opening SY 2018-19, and grow to 3 campuses by SY 2020-21, serving 4,200 students in Austin, Texas, when fully scaled. Valor’s plan and KLE’s expectation is that Valor Austin Schools will have a student body with at least 30% qualifying for ‘free & reduced lunch’.

The following table summarizes Valor’s establishment and growth plan in Austin:

School Year	2018-19	2022-23
Number of Students	574	2816
Grades Served	K-9	K-12
Number of Campuses	1	3

The current financial model for the growth plan projects a \$20.975M facilities cost for the first permanent campus to be met by philanthropy (\$4.75M) and loans (\$16.975M). Of this \$4.75M, \$750,000 is projected to be retained as capital reserves necessary for financing. Valor is committed to seeking additional funding from the local central Texas community and beyond.

Subject to Valor’s charter approval in July, 2017, KLE intends to enter into a Grant Contract (in the form attached) with Valor to support Valor’s establishment and growth in the greater Austin area for a grant in an amount of up to \$4,910,000, according to the following:

<u>Grant Amount</u>	<u>Purpose</u>	<u>Type of Grant</u>	<u>Approximate Date</u>
\$12,500	Operational Funding	Non-challenge	December 2016
\$587,500	Campus I Start-up	Non-challenge	August 2017
\$120,000	CMO Growth	Non-challenge	October 2017

\$200,000	Campus 1 Start-up	Challenge	February 2018
\$240,000	Campus 2 Start-up	Non-challenge	August 2018
\$60,000	CMO Growth	Non-challenge	August 2018
\$80,000	Campus 2 Start-up	Challenge	February 2019
\$550,000	Campus 3 Start-up	Non-challenge	August 2019
\$60,000	CMO Growth	Challenge	August 2019
\$150,000	Campus 3 Start-up	Challenge	February 2020
\$2,850,000	Campus 1 Facility	Challenge	Spring/Summer 2020

In order to receive this intended funding, Valor will be required to meet performance benchmarks (academics, recruiting, etc.) that will be agreed upon by Valor and KLE.

Neither KLE nor Valor may release information regarding this Letter of Intent or the attached Grant Contract to any public media without the prior written approval of the other party.

If this letter correctly describes your understanding of the terms of the agreement between KLE and Valor, please sign and return.

The KLE Foundation

By: Eric Harslem

Eric Harslem, Vice President

Valor Public Schools

By: [Signature]

Steve Gordon, Superintendent

Stacy Hock  
3331 Westlake Drive  
Austin, TX 78746

November 23, 2016

Valor Public Schools  
503 Avenue A, Ste. 1117  
San Antonio, TX 78215  
Attn: Steve Gordon

Re: Letter of Intent: To Establish Valor Public Schools in Austin, TX

Dear Steve:

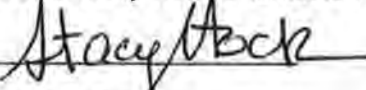
Valor Public Schools ("Valor") seeks support from the Joel & Stacy Hock Charitable Fund ("HCF") to establish an open enrollment charter school opening SY 2018-19 serving 1,400 students in Austin, Texas, when fully scaled. Valor's plan is that Valor Austin schools will have a student body with at least 30% qualifying for 'free & reduced lunch'. Valor plans to open its first school serving grades K-8/9 with about 500 students and to add a grade each year until the school is K-12.

Subject to Valor's charter approval in July, 2017, HCF intends to support Valor's first Austin campus with a grant of \$100,000 in August 2017. This grant is contingent upon Valor meeting requirements outlined in the KLE Foundation's Letter of Intent with Valor Public Schools.

Neither HCF nor Valor may release information regarding this Letter of Intent to any public media without the prior written approval of the other party.

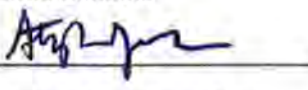
If this letter correctly describes your understanding of the terms of the agreement between HCF and Valor, please sign and return.

The Joel & Stacy Hock Charitable Fund

By: 

Stacy Hock, Owner

Valor Public Schools

By: 

Steve Gordon, Superintendent

Provide the following:

The 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the Determination Letter issued by the IRS granting the entity nonprofit status, no later than Friday, April 7, 2017, in order to be deemed an eligible entity and scheduled for an applicant interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 10 2016

VALOR TEXAS EDUCATION FOUNDATION  
22842 ALLEGRO CRK  
SAN ANTONIO, TX 78261-0000

Employer Identification Number:  
81-1145945  
DLN:  
26053421002076  
Contact Person:  
CUSTOMER SERVICE ID# 31954  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
509(a)(2)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
January 14, 2016  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 5436

VALOR TEXAS EDUCATION FOUNDATION

Sincerely

A handwritten signature in black ink, appearing to read "J. Cooper", written in a cursive style.

Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

Letter 5436

Provide the following:

The original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation and any restated Articles of Incorporation and Articles of Amendment.

If the sponsoring entity was incorporated after January 1, 2006, submit the Certificate of Formation **and** the Certificate of Filing in place of the Articles of Incorporation.

**CERTIFICATE OF FORMATION  
OF  
VALOR TEXAS EDUCATION FOUNDATION**

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

**ARTICLE I**

The name of the corporation is Valor Texas Education Foundation. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

**ARTICLE II**

The business address of the registered office of the corporation is 22842 Allegro Creek, San Antonio, TX 78261 and the name of its registered agent at such address is Steve Gordon.

**ARTICLE III**

The number of directors of the corporation, which shall constitute its Board of Directors and the governing body of the corporation, shall be fixed by or as provided in the Bylaws of the corporation. Until changed by or as provided in the Bylaws, the number of directors shall be no fewer than three. The current Directors are:

1. *Rebecca Kasten, 3345 Green Spg, San Antonio, TX 78247*
2. *David Williams, 680 E Basse Road, Apt 422, San Antonio, TX 78209*
3. *Thomas Hibbs, 1612 S. University Parks Dr., Waco, TX 76706*

**ARTICLE IV**

The corporation shall have no members.

**ARTICLE V**

The corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as tax-exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to educate and form individuals who will flourish in society and to provide educational opportunities and experiences.

The corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the corporation set forth in these Articles herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

#### **ARTICLE VI**

All money and other assets owned or controlled by the corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the corporation solely through the furthering of the primary purposes of the corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the corporation, any remaining assets of this corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the corporation.

#### **ARTICLE VII**

The name and street address of the organizer is David Williams, 680 E Basse Road, Apt 422, San Antonio, TX 78209.

## **ARTICLE VIII**

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

## **ARTICLE IX**

The initial Bylaws of the corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

## **ARTICLE X**

To the fullest extent permitted by applicable law, a director of this corporation shall not be liable to the corporation or its members for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

## **ARTICLE XI**

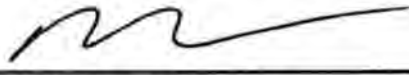
The corporations shall indemnify any person who (i) is or was a director, officer, employee, or agent of the corporation, or (ii) while a director, officer, employee, or agent of the corporation, is or was serving at the request of the corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

**ARTICLE XII**

Except as otherwise provided in the Bylaws of the corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: 1 / 09 / 2016

VALOR TEXAS EDUCATION FOUNDATION

By: /s/   
David Williams, Organizer



## Office of the Secretary of State

January 15, 2016

Jesse Bates  
113 Castano Ave #2  
San Antonio, TX 78209 USA

RE: Valor Texas Education Founaction  
File Number: 802370262

It has been our pleasure to file the certificate of formation and issue the enclosed certificate of filing evidencing the existence of the newly created nonprofit corporation.

Nonprofit corporations do not automatically qualify for an exemption from federal and state taxes. Shortly, the Comptroller of Public Accounts will be contacting the corporation at its registered office for information that will assist the Comptroller in setting up the franchise tax account for the corporation. Information about franchise tax, and contact information for the Comptroller's office, is available on their web site at <http://window.state.tx.us/taxinfo/franchise/index.html>. For information on state tax exemption, including applications and publications, visit the Comptroller's Exempt Organizations web site at <http://window.state.tx.us/taxinfo/exempt/index.html>. Information on exemption from federal taxes is available from the Internal Revenue Service web site at [www.irs.gov](http://www.irs.gov).

Nonprofit corporations do not file annual reports with the Secretary of State, but do file a report not more often than once every four years as requested by the Secretary. It is important for the corporation to continuously maintain a registered agent and office in Texas as this is the address to which the Secretary of State will send a request to file a periodic report. Failure to maintain a registered agent or office in Texas, failure to file a change to the agent or office information, or failure to file a report when requested may result in the involuntary termination of the corporation. Additionally, a nonprofit corporation will file documents with the Secretary of State if the corporation needs to amend one of the provisions in its certificate of formation. If we can be of further service at any time, please let us know.

Sincerely,

Corporations Section  
Business & Public Filings Division  
(512) 463-5555  
Enclosure

*Come visit us on the internet at <http://www.sos.state.tx.us/>*

Phone: (512) 463-5555  
Prepared by: Lisa Sartin

Fax: (512) 463-5709  
TID: 10286

Dial: 7-1-1 for Relay Services  
Document: 650312940002



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Valor Texas Education Founaction  
File Number: 802370262

The undersigned, as Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 01/14/2016

Effective: 01/14/2016



A handwritten signature in black ink, appearing to read "C. Cascos".

Carlos H. Cascos  
Secretary of State

Provide the following:

The original bylaws of the sponsoring entity including any and all amendments made to the original document.

# ORIGINAL BYLAWS

## BYLAWS OF VALOR TEXAS EDUCATION FOUNDATION

WHEREAS, the initial Board of Directors of Valor Texas Education Foundation (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

### PREAMBLE

#### CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS

The Corporation is organized to educate and form individuals who will flourish in society, and to provide educational opportunities and experiences. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

### ARTICLE ONE

#### NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Valor Texas Education Foundation."

1.02 OFFICE: The principal office of the Corporation will be located at 22842 Allegro Creek, San Antonio, Texas 78261.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

## ARTICLE TWO MEETINGS

2.01 REGULAR MEETINGS: Regular meetings of the Board of Directors will be held as needed to conduct business and in accordance with these Bylaws. Meetings shall be held at a time and location selected by the Board and in accordance with state law.

2.02 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the Chairman, or by any two Directors, to transact any business described in the call for the special meetings.

2.03 ANNUAL MEETINGS: Annual meetings of the Board will be held in the month of June or as soon thereafter as practical, at a time and location selected by the Board and in accordance with state law. The primary purpose of the annual meeting will be to review the performance of the Corporation for the current fiscal year, to plan the operations and activities of the Corporation for the next fiscal year, to elect officers of the Corporation, and to transact any other business as may properly come before the Board of Directors.

2.04 RESOLUTIONS: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.08 herein.

2.05 QUORUM: The presence in person of a majority of the members of the Board of Directors shall constitute a quorum for the transaction of any and all business at any meeting of the Board of Directors. Action authorized by vote of a majority of the Directors present at a duly convened meeting of the Board shall be the action of the Board, unless a larger number of Directors is required for such action by these Bylaws, the Certificate of Formation or this State's law.

2.06 ACTION BY CONSENT: Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting and/or without prior notice if a written consent in lieu of such meeting, which sets forth the action so taken, is signed either before or after such action by all Directors. All written consents shall be filed with the minutes of the Board's proceedings.

2.07 MEETINGS BY TELEPHONE OR SIMILAR COMMUNICATIONS: The Board of Directors may participate in meetings by means of conference telephone or similar communications equipment, whereby all directors participating in the meeting can hear each other at the same time, and participation in any such meeting shall constitute presence in person by such Director at such meeting. A written record shall be made of all actions taken at any meeting conducted by means of a conference telephone or similar communications equipment.

2.08 RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.09 PROCEDURES: For all matters of parliamentary procedures, the School Board shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

### ARTICLE THREE DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for one-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

#### ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman, Vice-Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary/Treasurer will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation

in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

#### ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

#### ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

ARTICLE SEVEN  
CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 **INSIDER DEALING:** Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances.

7.02 **INSIDER LOANS:** No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

ARTICLE EIGHT  
INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 **LIABILITY:** A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 **INDEMNIFICATION:** Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 **INSURANCE:** The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE  
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN  
MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;
- (e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.
- (f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

As approved by Unanimous Written Consent of the Board of Directors dated 3/1/16, pursuant to the BOC.

BY:   
David Williams, Chairman of the Board

**AMENDED BYLAWS OF VALOR TEXAS EDUCATION FOUNDATION**  
**As of November 28, 2016**

WHEREAS, the initial Board of Directors of Valor Texas Education Foundation (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

**PREAMBLE**  
**CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

The Corporation is organized to educate and form individuals who will flourish in society, and to provide educational opportunities and experiences. This Corporation is formed for charitable and educational purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law.

The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

**ARTICLE ONE**  
**NAME, OFFICE AND SEAL**

1.01 NAME: The name of the Corporation is "Valor Texas Education Foundation."

1.02 OFFICE: The principal office of the Corporation will be located at 1144 Airport Blvd, #260, Austin, Texas 78702.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

## ARTICLE TWO MEETINGS

2.01 REGULAR MEETINGS: Regular meetings of the Board of Directors will be held as needed to conduct business and in accordance with these Bylaws. Meetings shall be held at a time and location selected by the Board and in accordance with state law.

2.02 SPECIAL MEETINGS: Special meetings of the Board of Directors may be called for any purpose not otherwise prescribed by statute, regulation, grant or loan condition or the Certificate of Formation, by the Chairman, or by any two Directors, to transact any business described in the call for the special meetings.

2.03 ANNUAL MEETINGS: Annual meetings of the Board will be held in the month of June or as soon thereafter as practical, at a time and location selected by the Board and in accordance with state law. The primary purpose of the annual meeting will be to review the performance of the Corporation for the current fiscal year, to plan the operations and activities of the Corporation for the next fiscal year, to elect officers of the Corporation, and to transact any other business as may properly come before the Board of Directors.

2.04 RESOLUTIONS: All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.08 herein.

2.05 QUORUM: The presence in person of a majority of the members of the Board of Directors shall constitute a quorum for the transaction of any and all business at any meeting of the Board of Directors. Action authorized by vote of a majority of the Directors present at a duly convened meeting of the Board shall be the action of the Board, unless a larger number of Directors is required for such action by these Bylaws, the Certificate of Formation or this State's law.

2.06 ACTION BY CONSENT: When conducting business not related in any way to the operators or affairs of the Corporation's open-enrollment charter schools, any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting and/or without prior notice if a written consent in lieu of such meeting, which sets forth the action so taken, is signed either before or after such action by all Directors. All written consents shall be filed with the minutes of the Board's proceedings.

2.07 OPEN MEETINGS COMPLIANCE: When conducting business relating in any way to the operations or affairs of the Corporation's open-enrollment charter schools, meetings of the Board of Directors or any Board Committee established pursuant to Article 5.0 herein shall be conducted in accordance with applicable provisions of the Texas Education Code and of the Texas Open Meetings law as codified in Chapter 551 of the

Texas Government Code. At no time shall a quorum of the full Board of Directors meet to deliberate any issue or business of the Corporation without posting notice of a meeting as required by law.

2.08 RECORDS: The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.09 PROCEDURES: For all matters of parliamentary procedures, the School Board shall be guided by *Robert's Rules of Order Newly Revised*, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

### ARTICLE THREE DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The Board of Directors will consist of no fewer than three (3) persons. New members of the Board of Directors shall be appointed by a majority vote of the Board. The directors shall hold office until the expiration of their respective terms of office and until their successors have been elected and qualified, unless the board member is removed pursuant to Article 3.03 herein.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chairman. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for removal. However, the Chairman of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Board of Directors initially appointed in the Certificate of Formation and those subsequently appointed shall serve for one-year terms, which may be renewed indefinitely by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the one year term of the board member. . A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chairman of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment of or reimbursement by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

#### ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chairman of the Board, a Secretary, a Treasurer, and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Chairman of the Board will retain his or her position until such time as he or she resigns from office or is removed from office by a two-thirds (2/3) majority vote of all the remaining directors for good cause. The Secretary will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in the Chairman's absence have the duties and powers of the Chairman. A Secretary will have the general powers and duties usually vested in such office of a Corporation, including keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chairman or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to be recorded in one or more books provided for that purpose, with the time

and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chairman.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chairman.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

#### ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chairman of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at any time by the Board of Directors. When conducting business relating in any way to the operations or affairs of the Corporation's open-enrollment charter schools, board committee meetings shall be noticed and conducted in a manner consistent with the state's open meetings laws as required by Article 2.07 herein.

5.02 RECORDS: Each committee will keep and deliver a copy of minutes of its proceedings to the Secretary of the Board and will report briefly on its activities at each Board meeting.

#### ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

#### ARTICLE SEVEN CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 ETHICS, CONFLICT OF INTEREST AND NEPOTISM: The Corporation and the Board of Directors shall comply with all applicable laws pertaining to ethics, conflict of interest and nepotism. The Board of Directors also shall comply with the Policy attached hereto and incorporated herein by reference as Exhibit A to these bylaws.

7.02 LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

#### ARTICLE EIGHT INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: To the extent permitted by law, a Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member, and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

ARTICLE NINE  
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

ARTICLE TEN  
MISCELLANEOUS

10.01 FISCAL YEAR. The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

10.02 ANNUAL REPORT: In addition to such other reports and information as may be required by the Texas Education Code and the interpretive regulations, the Board shall have the financial and programmatic operations of the Charter Schools audited annually by a certified public accountant licensed by the Texas State Board of Public Accountancy and registered as a provider of public accounting services, and the Board shall review, approved, and file a copy of the annual audit report with the Texas Education Agency (TEA) no later than 150 days after the end of the fiscal year for which the audit is made.

10.03 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.04 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

*As approved by a majority vote of the Board of Directors on November 28, 2016.*

BY:   
David Williams, Chairman of the Board

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, submit a notarized, Board Member Biographical Affidavit completed by each member of the proposed school's governing board.

All prompts and response boxes shall be completed. If a prompt does not apply to the member, enter a response of N/A followed by a brief explanation of why the prompt does not apply. Ensure that the anticipated role to be filled at the proposed charter is identified.

Name of proposed charter school: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

## BACKGROUND

Full Legal Name: David Williams

Home Mailing Address: 680 E Basse Rd; Apt 422; San Antonio, TX 78209

Phone Number: 202 281 4884

E-mail Address: dwilliams@valorpublicschools.org

Business Name: Valor Texas Education Foundation

Business Mailing Address: 1144 Airport Blvd #260; Austin, TX 78702

Phone Number: 512 598 0160

E-Mail Address: dwilliams@valorpublicschools.org

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes  No, does not apply to me

If Yes, state the name of the entity: Mesa Preparatory Academy (Mesa, Arizona)

1. What was your motivation to serve on the board of the proposed charter school?

I have spent my entire life in education, as a teacher, school leader, and executive leader, and I wanted to bring all my experience to bear on a new project that would realize the fullest education for a wide variety of students. I have always been motivated by the desire to see students flourish in all aspects of their lives, and I saw Valor Public Schools as a way to promote this at the largest scale. I have reported to, and served on, boards of directors in the past, and I knew it was the right time for me to lead a board, to shape a board that consistently supported the new mission of Valor schools, and to help shape the management team of Valor. I have a particular love of working in a coaching capacity with leaders, and look forward as Board Chair to assisting the Valor Superintendent and management team in this way.

2. What is your understanding of the appropriate role of a public charter school board member?

First, to ensure the operation of the charter organization is in full compliance with the law and state of Texas educational governance. Second, to review all financial data regularly to maintain optimum fiscal responsibility. Third, to scrutinize the overall operations and performance of the charter organization and its management team and hold them accountable for the highest level of professional conduct. Finally, to oversee the entirety of school operations for excellence in fulfilling school mission.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I served on the Board of Directors of Mesa Preparatory Academy for two years while I was the Headmaster of Glendale Preparatory Academy. I developed a strong relationship with Mesa's Headmaster, Robert Wagner, and enjoyed supporting the many successes of that school. Additionally, I have worked intensively with my own Boards of Directors, first as Headmaster of Glendale Prep, and then as Executive Director of Great Hearts San Antonio.

4. Describe the specific knowledge and experience that you would bring to the board.

I have been involved in most aspects of public schools over the years, and I have also have a broad education in the liberal arts and growing experience in executive leadership. Most importantly, I spent seven years as a public district school teacher. I gave everything I had in my teaching and have carried knowledge from that experience into all my subsequent endeavors. My time as headmaster provided a whole new set of skills and perspectives, especially in regard to recruiting, training, and evaluating staff.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Valor Public Schools was founded to provided the deepest, broadest, most fully human education to all students in order to enable them to become maximally free and alive. Valor schools will appeal to the wonder that lies deep inside the hearts of students to awaken them to the adventure of human life, to the adventure of learning, to satisfy their deep longing to know. And not only to know, but also to be a full participant in a community that values them as persons and gives them a culture of friendship.

2. What is your understanding of the school's proposed educational program?

Valor's educational program is an attempt to provide a complete human education on a challenging level that calls each student to academic excellence. To this end, solid instruction in the fundamentals are provided through studies ranging from Spalding Phonics and Singapore Math to AP Science. The fostering of student wonder is seen in Discovery Science and discussions of great literary and philosophical texts in human history. Valor strives for completion and balance in all areas of its program.

3. What do you believe to be the characteristics of a successful school?

First, a culture where students are valued as persons of immense worth. Second, an overall environment of excellence, where school leaders strive alongside teachers and students to help all school members realize their fullest human potential. Three, an ordered and joyful classroom and campus. A successful school clearly articulates the desired campus order, assists students in realizing that order, and celebrates the many goods that arise as consequences of an order of respect, wonder, and excellence.

4. How will you know that the school is succeeding (or not) in its mission?

I will be in the schools to see the operation of schools on a regular basis. This experiential data is the most fundamental basis for judging the success of a school. Secondly, frequent communication with the Superintendent. Third, monthly reporting on established metrics, including student performance, enrollment, and finances. Fourth, formal Board meetings. Fifth, welcoming external visitors to visit the schools and share their feedback.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The Board will oversee the entirety of operations of Valor Public Schools, including, but not limited to: monthly monitoring of fiscal operations, regular assessment of Superintendent and management team performance, review of all Valor hiring and personnel assessment, and collaborative work on organizational long-term strategic planning.

2. How will you know if the school is successful at the end of the first year of operation?

First, I will know by seeing firsthand a school campus and individual classrooms of good order, operating with respect for teachers and students with consistent pedagogy of a high level. Second, from the data a high-performing charter provides: high student retention with a healthy wait list, exceptional benchmark assessments and STAAR test results, and high teacher and family satisfaction as recorded in anonymous satisfaction surveys.

3. How will you know at the end of four years if the school is successful?

All of the above would be required, but at the end of four years a new maturity should be visible, palpable, in all the inner workings of the school, interactions between students and teachers, unity of faculty, enthusiasm and commitment of parents, ease of operation at the leadership level, and a new depth of inquiry and discussion on the part of the students. At the end of four years, students should already have a serious transformation, and the school can be judged by seeing its fruit: the fully free and alive student.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First, we have secured the two best people I know in charter education (Steve Gordon and Jesse Bates) so the first step is taken. Now it is time to support them actively, that is, to use our gifts to help them grow so Valor 's first school is truly great. That begins with frequent interaction and mentorship based on our previous experiences, and it continues to a real vigilance in regard to accountability. We need to hold our management team to the very highest standards, just as our teachers will do with our students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The member or member would need to be removed from the Board.  
(We have been slow and deliberate in building our Board in order to assure the highest quality of character and professionalism is maintained, and I will continue to do that.)

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes       No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have known Tom Hibbs for six years, dating back to his visit to Glendale Prep where he gave our student body and faculty a visiting professor lecture. Since then I have stayed in touch with this excellent leader.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes       No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I have known Steve Gordon for 16 years. He served as Assistant Headmaster at Glendale Prep and Academic Dean for Great Hearts San Antonio. I have known Jesse Bates for 8 years. He was also my Asst. Headmaster.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes       No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes       No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes       Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Headmaster, Glendale Preparatory Academy (Glendale, Arizona). 2007-2014  
Great Hearts Academies is the charter holder for Glendale Prep.

Executive Director, Great Hearts San Antonio. 2013-2016  
Opened Great Hearts Monte Vista North, Great Hearts Monte Vista South, and Great Hearts Northern Oaks  
Great Hearts Texas is charter holder for both schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, David Williams, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature  Date 11/30/16


### Verification

State of Texas

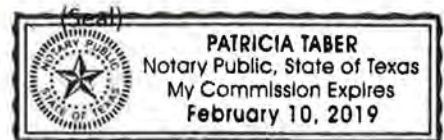
County of Bexar

On this day, David Williams (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 30<sup>th</sup> day of November, 2016.

(Notary Public) 

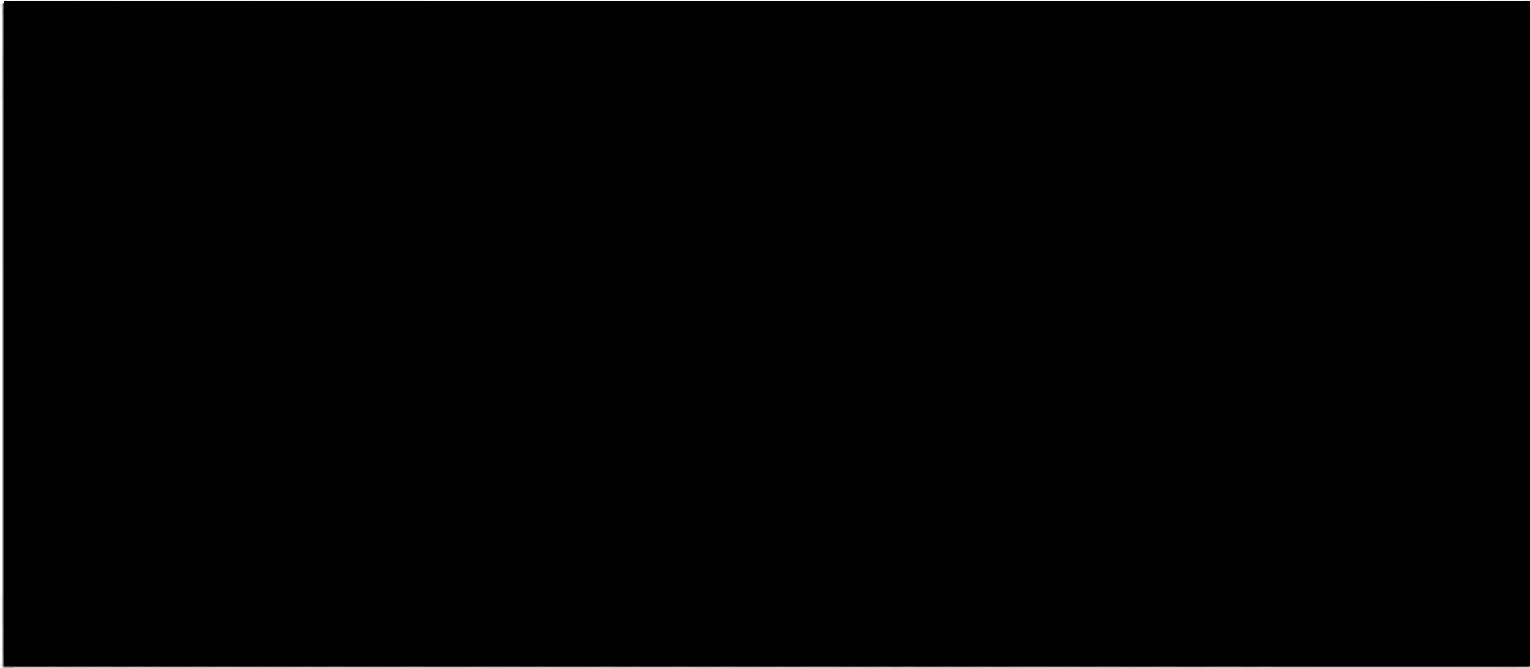
My commission expires February 10, 2019



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND



Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes     No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

I hesitated to move to this beautiful part of Texas, because our children were enrolled in a wonderful open enrollment public charter school where we lived in [REDACTED] and I learned there was a dearth of choices in the public school sector in [REDACTED]. When we arrived, our children were enrolled in the local public school for one year, until an open enrollment classical-model public charter school opened a half hour away. I was an advocate for school choice before we had children, and my personal experience as a charter school parent, volunteer, and employee has only strengthened my passion for school choice. I have dearly wished that the choice our family was so fortunate to attain, literally hitting the lottery twice for both of our children, was available widely. When I heard about Valor's unique whole person model, and where they were seeking to locate, I was a fan. When I attended an open house for prospective parents and learned of their thoughtful curriculum, comprehensive operational plan and passionate and experienced management team, I was sold. I am deeply honored to be able to serve on the board with this dedicated team.

2. What is your understanding of the appropriate role of a public charter school board member?

Public charter school board members must be mindful of their vital role in overseeing an educational institution that must be responsive to the needs of a wide range of pupil backgrounds and abilities, encouraging both wellness and academic excellence, while considering and respecting the perspectives of parents and caregivers, and fostering professional development for staff. Measurably improved outcomes, transparency and accountability in operations, and becoming an asset to the wider community are goals.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

An effective board member must have experience with and an eye for effective practices, be a passionate advocate for the institution, expect professionalism, and demonstrate devotion to the vital task of educating young Texans. In my time in the Austin area, I've become an enthusiastic member of the local community, become acquainted with faith, business, and political leaders, and have learned about requirements in the public sector, from legislation to public information requests & the Open Meeting Act.

4. Describe the specific knowledge and experience that you would bring to the board.

I believe my year working alongside the team that opened the campus of a K-10 charter school, my years as a charter school parent and volunteer, my time researching and comparing curricula and advocating for school choice, the exposure I've had to higher education and municipal policy perspectives, my treasured connections in the Austin, and my abiding devotion to working towards the day when an exemplary education for each child is available, qualify as knowledge and experience relevant to serving on the board.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

This is a school that will treasure and be inclusive of the Austin area's wide and wonderfully diverse community. Valor will educate the whole person by way of a classical approach that values both the Great Books tradition as well as advanced math and science. Regardless of ability, socio-economic background, we will serve all students, encouraging intellectual curiosity and personal achievement, and respecting each pupil's journey.

2. What is your understanding of the school's proposed educational program?

Valor Public Schools has a truly unique and innovative offering, born of the time-tested and outcome-proven classical model. Combining a Great Books approach with a rigorous science and math component, inquiry-based instruction, fine arts, Singapore/Reasoning Mind math, and Spalding phonics, it offers a whole-child approach. There is consistent physical education and a garden-based, inquiry-encouraging campus culture, enhanced by integrated outreach to the wider community.

3. What do you believe to be the characteristics of a successful school?

Upon a foundation of measured effectiveness, fiscal stability, and monitored accountability, a successful school becomes, by its rigorous program and nurturing atmosphere, an engine for attending families and the wider community for generations of inspired, curious, ambitious and appreciative students.

4. How will you know that the school is succeeding (or not) in its mission?

Maintaining an open and honest dialogue with students, parents, teachers, staff, administration, and key community members will be one way we will hear important perspectives. Careful and comprehensive budget monitoring, excellent test results, and other vital operational measures are significant factors as well.

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

Developing and approving policies, hiring and evaluating a trusted Superintendent, ensuring financial viability, planning for challenges, and all the while checking to ensure that all efforts pull towards the mission of Valor Public Schools - these are all essential operational factors.

2. How will you know if the school is successful at the end of the first year of operation?

Obviously the results of formal school site visits and evaluations, communications with the management team, STAAR and other testing results, family satisfaction, staff feedback, enrollment interest, a budget review, and state accountability ratings will all factor into a determination on the success of Valor's first year in operation.

3. How will you know at the end of four years if the school is successful?

After four years, Valor will be able to measure success by noting year-to-year student progress, healthy enrollment and long waitlists, financial health, the successful launch of schools two and three, a history of SAT/ACT scores, and a high graduation rate, with college acceptances.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will be an asset to the mission of Valor Public Schools by meeting regularly. This will ensure effective communication with management team, and ensure careful oversight of policy, compliance, and budgetary functions. It will also allow for both strategic planning and timely guidance related to topical issues.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The best interests of the students and the wider school community and mission are always paramount to the board. With this in mind, it would be absolutely unacceptable for any member of the board to act in a manner contrary to those interests.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes     No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I met the proposed Superintendent and Chief Operating Officer at the first prospective parent open house, held in Austin. We have been in ongoing contact since that time.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes     No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes     Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Administrative Assistant, 8/14-9/15,  
Founders Classical Academy of Leander, 1303 Leander Drive, Leander, TX 78641.  
Charter held by ResponsiveEd. An open enrollment classical charter school.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes       Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes       Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, [REDACTED], certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature [REDACTED] Date 11/30/16

### Verification

State of Texas

County of Travis

On this day, [REDACTED] (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 30<sup>th</sup> day of November, 20 16.

(Notary Public) Marjorie Creswell

My commission expires 6/16/18



Name of proposed charter school:

Name of sponsoring entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Phone Number:

E-Mail Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

Yes     No, does not apply to me

If Yes, state the name of the entity:

1. What was your motivation to serve on the board of the proposed charter school?

My entire career has been devoted to higher education. After receiving degrees from the University of Dallas and the University of Notre Dame, I took positions at Thomas Aquinas College, Boston College, and Baylor University. In my roles as a professor and an administrator I have become increasingly aware of the obstacles to student access and success at institutions of higher learning. I am eager to become part of the solution to this growing social problem through service on the board of Valor Public Schools.

2. What is your understanding of the appropriate role of a public charter school board member?

The primary role of a public charter school board member is to provide institutional support to the school itself. The board provides oversight to make sure that the academic and institutional mission of the school is being followed. In addition, it ensures that the fiscal and institutional policies of the school are sound and are conducted in an ethical and responsible manner.

3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have spent thirty years in the field of higher education. As a student, and as a teacher, I have seen the possibilities that a liberal arts education provides to individuals from all socio-economic backgrounds. I was what is now called a "first generation" student and I appreciate the struggles faced by students who live within under-performing school districts. Valor Public Schools seeks to offset those differences by providing a classical, holistic approach to education that will lead to student success.

4. Describe the specific knowledge and experience that you would bring to the board.

At the University of Dallas I was educated in the Great Books tradition. At Thomas Aquinas College, I taught in a Great Books curriculum that required me to master a variety of disciplines. At Baylor University, I have administrative experience as the head of an academic unit and I am familiar with the demands of fundraising, development, curriculum and staffing academic programs. Because of my background, I would bring an understanding of the educational process and what is needed to realize its goals.

## SCHOOL MISSION AND PROGRAM

1. What is your understanding of the school's mission and guiding beliefs?

Valor Public Schools seeks to implement a strong school culture based on a Great Books curriculum in an underserved area of Austin. In its desire to serve all students, regardless of differences in ability levels or socio-economic status, the mission of the school is both holistic and inclusive. By using the curricular focus to stimulate a love of learning, the school will bridge gaps in academic performance and provide greater opportunities for the students who complete Valor's curriculum.

2. What is your understanding of the school's proposed educational program?

The school has specific curricular components: Singapore and Reasoning Mind mathematics, Spalding phonics, Core Knowledge history and geography as well as Great Books reading, writing, and literature programs. Beyond these proven curricular methods, Valor plans to incorporate community service, and practical, inquiry based models of teaching such as the care and development of a school gardening program.

3. What do you believe to be the characteristics of a successful school?

First, a school has to have a solid understanding of its structure and its function. Second, the school must have a plan to secure its objectives in terms of financial support and leadership. Third, the school must secure teachers and staff members who fit the institutional framework of the school. And finally, the school must focus on the academic performance of its students. The school's reason for being is to promote the educational and developmental goals of its students.

Page 

4. How will you know that the school is succeeding (or not) in its mission?

When you evaluate a school, you look for an institution that is healthy and is functioning smoothly. There are definitive signs that indicate whether this is so. Is the school attracting students and retaining them? Is the school sound—does it operate within its budget? do teachers stay? When compared to other schools in the area is it rated more highly? Are students meeting or exceeding educational benchmarks?

## GOVERNANCE

1. Describe the role that the board will play in the school's operation.

The board is charged with ensuring that Valor Public School is faithful to its academic mission and that it is fiscally responsible. In terms of organizational structure, the board is responsible for both hiring and evaluating the Superintendent as well as approving the school's budgetary structure and institutional policies.

2. How will you know if the school is successful at the end of the first year of operation?

Because Valor is a public school, it is subject to the same type of scrutiny all public schools face. How is it rated? How do students fare on STAAR results? But there are other types of measures that are more telling—especially in the school's initial years of operation. How do families and students feel about the school? And, the presence of a board will demand even greater attention to the needs of the school community as it grows and develops.

3. How will you know at the end of four years if the school is successful?

After four years, the school will have had its first cohort of students complete the curriculum. Those students will provide data regarding standardized test scores, graduation rates, and acceptance into colleges. In addition, the school itself will have a proven track record of attracting and retaining students. The success of the initial campus will result in replication of the program at additional campuses.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First and foremost, strategic planning will be the key to institutional success. Putting the right team together and providing a comprehensive understanding of curricular and policy goals will allow the school to hit the ground running. Understanding the budgetary process and utilizing funds effectively will also serve to give the school institutional legitimacy.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

There is no question here--any member of the board who is acting unethically or who fails to consider the well-being of the school should not have a continued role on the board.

# DISCLOSURES

1. Indicate whether you (or your spouse) knows the other prospective board members for the proposed school.

- Yes     No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have known David Williams for several years through his work at Great Hearts in San Antonio. His success there gives me great confidence in the future of Valor Public Schools.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- Yes     No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

I have known Steve Gordon and Jesse Bates through their work at Glendale Prep, a classical charter school in Arizona, and through strategic planning meetings for Valor Public Schools.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

- Yes     No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

- Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- Yes     No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

- Yes     Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

Yes  Does not apply to me.

If yes, state the compensation you expect to receive.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of he sponsoring entity or of the governing body of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 11.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  Does not apply to me.

If yes, describe the precise nature of your relationship.

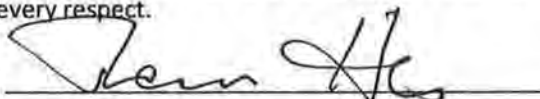
13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

Yes  Does not apply to me.

If yes, provide information relating to the matter(s).

### CERTIFICATION

I, Thomas Hibbs, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature  Date 11/17/16

### Verification

State of Texas

County of McLennan

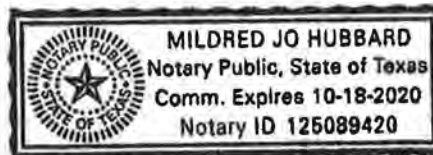
On this day, 17th of November, 2016 (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 17th day of November, 2016.

(Notary Public) 

(Seal)

My commission expires 10-18-2020



Page 276

Provide the following:

The governing board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

**Valor Texas Education Foundation  
Conflict of Interest and Nepotism Policy\***

**Article I**

**Purpose**

The purpose of the conflict of interest and nepotism policy is to protect Valor Texas Education Foundation's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest and nepotism applicable to nonprofit and charitable organizations.

**Article II**

**Definitions**

**Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest or a familial interest, as defined below, is an interested person.

**Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

**Familial Interest**

A person has a familial interest if the person is related within the third degree by affinity or consanguinity to a natural person seeking employment with Valor Public Schools. The terms "affinity" and "consanguinity" are defined as under Texas law.

**Article III**

\*Adapted from Compass Rose Academy Generation 21 Charter Application

## **Procedures**

### **1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest or a familial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement. The disclosure shall be made timely and shall be made in the format required by the applicable provision of the Texas Education Code, the Texas Government Code, the Texas Local Government Code, the Texas Administrative Code or any other applicable state or federal law.

### **2. Determining Whether a Conflict of Interest or Nepotism Exists**

After disclosure of any financial interest, any familial interest and all material facts, and after any discussion with the interested person, he/she shall abstain from any vote on the matter and leave the governing board or committee meeting while the determination of a conflict of interest or nepotism is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest or nepotism exists.

### **3. Procedures for Addressing the Conflict of Interest**

- a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

### **3. Procedures for Addressing Nepotism**

If the remaining board or committee members decide that nepotism exists and further, that no lawful exception applies to the hiring decision, then the applicant related to the interested person within the prohibited degree cannot be hired by Valor Public Schools.

### **. Violations of the Conflicts of Interest and Nepotism Policy**

- a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest or nepotism, it shall inform the

member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest or nepotism, it shall take appropriate disciplinary and corrective action.

#### **Article IV**

##### **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Article V**

##### **Compensation**

a. No director will receive directly or indirectly any salary, compensation or gift from the Corporation except as permitted by law. Additionally, no director will be entitled to any dividend or any part of the income or principal of the Organization or to share in the distribution of the assets upon dissolution of the Organization. While board members do not receive any salary, compensation, or gift as consideration for their board service, the Board of Directors may authorize the payment by the Organization of the reasonable, documented and allowable expenses incurred by a director in performance of his or her duties in accordance with state and federal law.

b. A voting member of the board or of any committee whose jurisdiction includes compensation matters and who receives compensation as permitted by state law, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI**

### **Annual Statements**

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest and nepotism policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption and to comply with applicable state law it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

### **Article VII**

#### **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status or its standing as a sponsoring entity for an open-enrollment charter school in the State of Texas, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits for all employees are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, in impermissible private benefit, in an excess benefit transaction, in any violation of state law.
- C. Whether hiring and employment decisions are consistent with applicable nepotism laws.

### **Article VIII**

#### **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

VALOR TEXAS EDUCATION FOUNDATION

By:   
David Williams, Chairman of the Board

Provide the following:

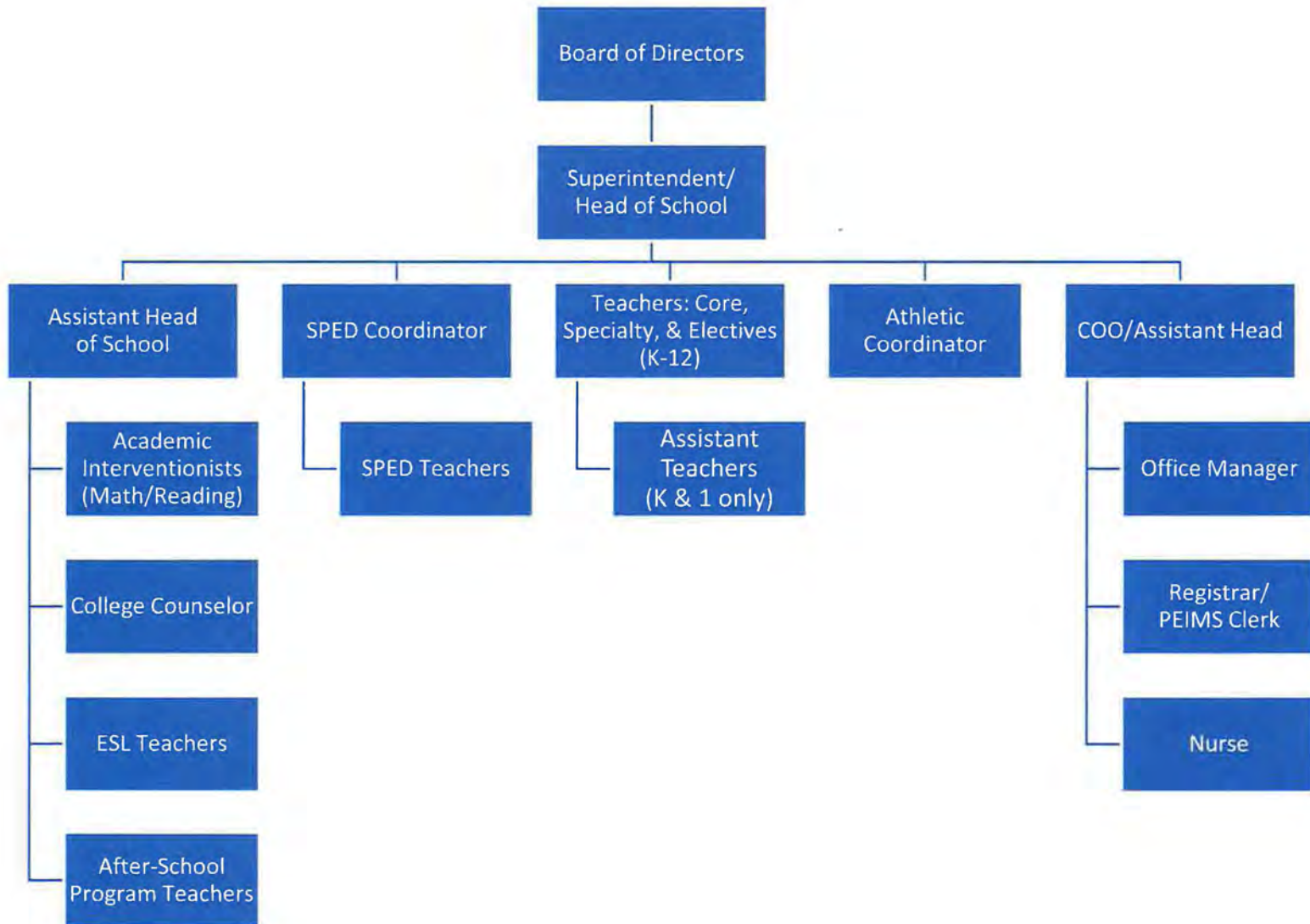
Two organizational charts that show the school governance, management, and staffing structure in year one and at capacity.

Each organizational 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 organizational charts shall also document clear lines of authority and reporting within the school.

All positions listed on the organizational charts shall be noted on the Staffing Chart provided as Attachment O2 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment O3.

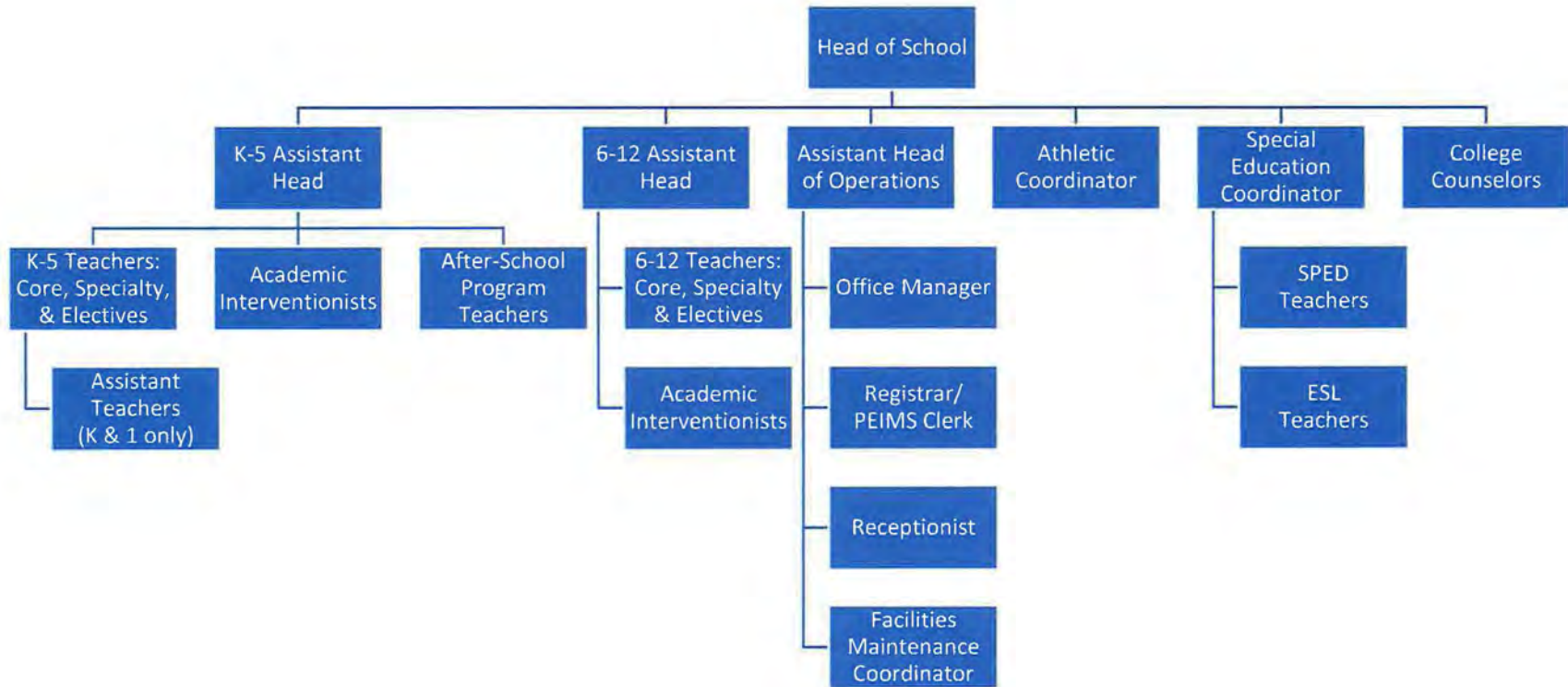
# Attachment O1 – Organization Charts

## Year 1 Org Chart



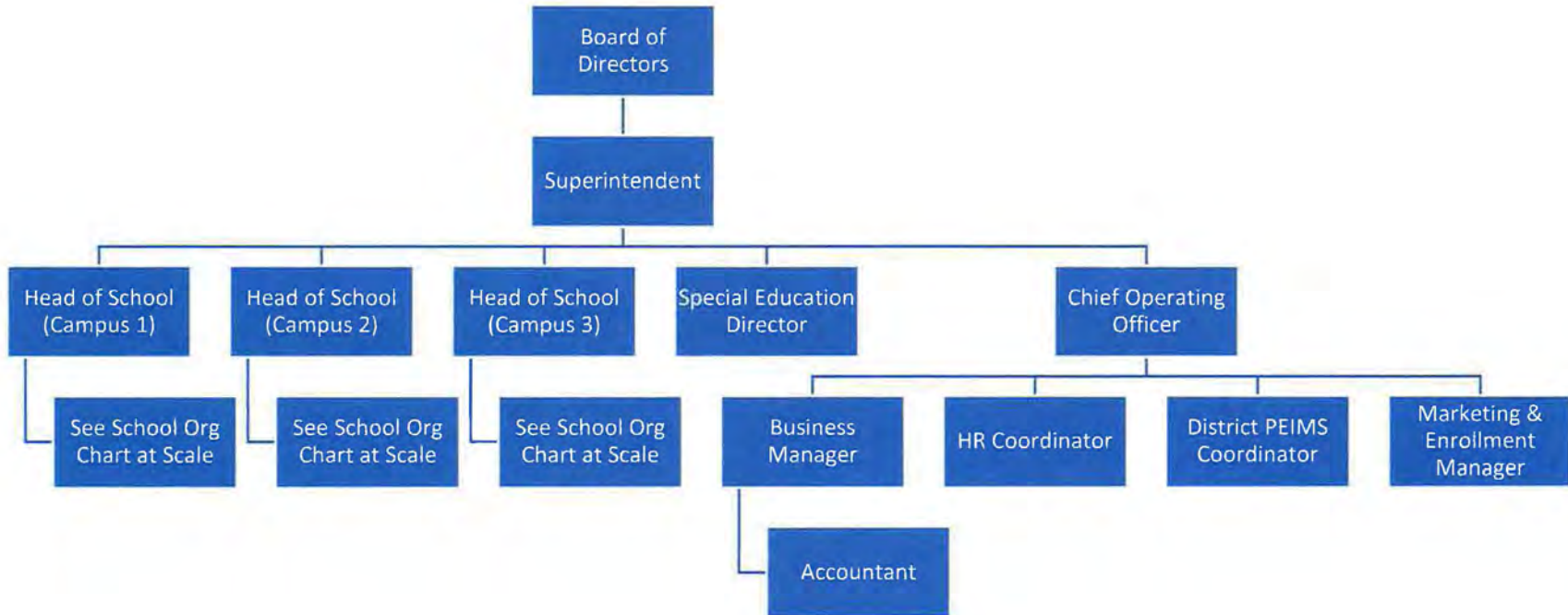
282

# School Org Chart – At Capacity



284

# Network Org Chart – At Capacity



285

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a staffing chart outlining the staffing plan for the campus(es), as applicable.

The staffing chart should align with the organizational charts, provided in *Attachment O1* and the Supplemental Human Resources Information Forms provided in *Attachment O3* and should identify the following:

1. Year one positions, as well as positions to be added in future years;
2. Administrative, instructional, and non-instructional personnel;
3. The number of classroom teachers, paraprofessionals, specialty teachers; and
4. Operational and support staff.

Adjust or add functions and titles as needed.

## **Attachment O2 – Staffing Chart: Introduction**

Each Valor campus is projected to open serving grades K-9 and add a grade level each year until it serves K-12. We project opening our second campus in year 3 and our third campus in year 4. The following notes serve as an introduction to our Staffing Chart.

### **Elementary**

1. Principal (our name = Head of School) is a full-time position, but the person will also be serving as Superintendent. We have split the person into 0.5 Principal and 0.5 Superintendent.
2. Because our model is K-12, several of our school leadership and administrative positions have responsibilities spanning across elementary, middle, and/or high school grade groups. We have placed the following positions in the “elementary school” section, although they have K-12 oversight that includes responsibilities for middle and high school as well:
  - Principal (our name = Head of School)
  - Assistant Head of Operations
  - Academic Interventionists
  - Special Education Coordinators & Teachers
  - ESL Teachers
  - Office Managers, Registrar/PEIMS Clerks, Receptionists, and Nurses
  - Campus Operations Support Staff
3. Our Teacher Aids and Assistants line includes Assistant Teachers, who teach in each section in grades K-1, as well as After-School Program Teachers.

### **Middle**

4. Assistant Principals listed in middle school (our name = Assistant Head of School) have responsibilities for all of grades 6-12, including both middle and high school.

### **District Positions**

5. In addition, district level positions are split between the elementary and high school sections, though they have no particular association with specific grades. The following are district level positions:
  - Superintendent\*
  - Chief Operating Officer\*
  - Business Manager
  - PEIMS Coordinator
  - Special Programs Director
  - Enrollment & Marketing Manager
  - HR Coordinator
  - Accountant

\*In Year 1, the Superintendent and C.O.O are listed as 0.5 (half time) because the Superintendent will also be serving as Head of School, and the C.O.O will also be serving as Assistant Head of School. To account for this, the Head of School and one of the Assistant Head of School positions in year 1 are calculated as .5 positions.

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>ELEMENTARY SCHOOL CAMPUS STAFF</b>					
Principal	0.5	1.5	2.5	3	3
Assistant Principal	1.5	2.25	4.25	6	6
Assistant Head of Operations (K-12 role)	0	0	0	1	1
Superintendent (district level)	0.5	1	1	1	1
Chief Operating Officer (district level)	0.5	1	1	1	1
Classroom Teachers (Core Subjects)	18	18	36	61	62
Classroom Teachers (Specials)	4.5	4.5	9	13.5	13.5
Academic Interventionists - Reading & Math (K-12)	1	2	4	7	7
SPED Coordinators & Teachers, ESL Teachers (K-12)	4	4.3	8.8	13	14
Office Managers, PEIMS Clerk, Reception., Nurse (K-12)	3	3.75	6.75	9.5	10
Teacher Aides and Assistants	7.25	7.5	15	26	27.8
Campus Operations Support Staff	0	0	0	1	1
<b>Total FTEs at elementary campus(es)</b>	<b>40.75</b>	<b>45.8</b>	<b>88.3</b>	<b>143</b>	<b>147.3</b>

<b>MIDDLE SCHOOL CAMPUS STAFF</b>					
Principal	0	0	0	0	0
Assistant Principal(s)					
Classroom Teachers (Core Subjects)	6	10.5	20.5	35	42
Classroom Teachers (Specials)	1.5	1.5	4	6	7
Teacher Aides and Assistants	0	0	0	0	0
Campus Operations Support Staff	0	0	0	0	0
<b>Total FTEs at middle school campus(es)</b>	<b>7.5</b>	<b>12</b>	<b>24.5</b>	<b>41</b>	<b>49</b>

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>HIGH SCHOOL CAMPUS STAFF</b>					
Principal	0	0	0	0	0
Assistant Principal(s)	0	0	0	0	0
Deans	0	0	0	0	0
Athletic Coordinator	0.25	0.75	1.75	2	2.5
Business Manager (district level)	0	0	1	1	1
Classroom Teachers (Core Subjects)	1.3	2.5	4.75	7.75	16
Classroom Teachers (Specials)	0.5	0.5	1	2.5	4
College Counselors	0.5	1	1.5	2.5	3.5
PEIMS Coordinator (district level)	0	0	1	1	1
Special Education Director (district level)	0	0.5	1	1	1
Accountant, HR Coord, Marketing Manager (district lev)	0	1	2.5	3	3
Teacher Aides and Assistants	0	0	0	0	0
Campus Operations Support Staff	0	0	0	0	0
<b>Total FTEs at high school campus(es)</b>	<b>2.55</b>	<b>6.25</b>	<b>14.5</b>	<b>20.75</b>	<b>32</b>
<b>Total organization FTEs</b>	<b>50.8</b>	<b>64.05</b>	<b>127.3</b>	<b>204.75</b>	<b>228.3</b>

Provide the following:

Using the template provided at <http://tea.texas.gov/charterapp.aspx>, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity.

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and finally, at capacity.

All positions represented here should also be represented on the organizational chart submitted in *Attachment O1* and on the staffing chart submitted in Attachment O2.

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Lago Vista ISD"/>	<input type="text" value="227912"/>	<input type="text" value="Lago Vista"/>	<input type="text" value="1,437"/>	<input type="text" value="\$118,000"/>
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$156,060"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$211,500"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: Assistant Head of School (K-5 or 6-12)

Reports to: Head of School

Salary Range: \$52,000 - \$65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: Bachelor's required  
Advanced degree preferred

Experience Required: Two years of school leadership preferred  
Two years teaching experience required

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$51,360 - \$69,490
Taylor ISD	246911	Taylor	3,182	\$41,835 - 72,915
Dripping Springs ISD	105904	Dripping Springs	5,619	\$54,240 - \$82,000

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Assistant Head of School (K-5 or 6-12)

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Assists the Head of School in his/her role as the overall leader of the school
2. Serves on the school leadership team and (if designated) as acting Head in Head of School's absence
3. Supervises and evaluates staff/direct reports as assigned (K-5 or 6-12)
4. Assists the Head of School in academic leadership of school by coordinating curriculum and instruction
5. Frequently observes classrooms and provides regular feedback to teachers and Head of School
6. Provides ongoing support for teachers and staff
7. Communicates effectively with parents and addresses questions and concerns in a timely fashion
8. Ensures that the school is in full compliance with state/national requirements in all areas
9. Administers student discipline as directed by the Head of School
10. Coordinates extracurricular and after-school programming

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: Academic Interventionist (Math or Reading)

Reports to: Assistant Head of School

Salary Range: \$38,000 - \$50,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: Bachelor's degree required

Experience Required: Experience teaching or tutoring at K-12 level  
Strong background in designated instructional area (Reading or Math)

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$47,000 - \$61,000
Taylor ISD	246911	Taylor	3,182	\$41,500 - \$61,870
Lago Vista ISD	227912	Lago Vista	1,437	\$40,565 - \$57,705

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: College Counselor

Reports to: Assistant Head of School (6-12)

Salary Range: \$42,000 - \$55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: Bachelor's Degree required

Experience Required: Teaching experience  
College/academic counseling experience preferred

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$54,510 - 72,065
Taylor ISD	246911	Taylor	3,182	\$41,840 - 66,020
Dripping Springs ISD	105904	Dripping Springs	5,619	\$49,630 - \$70,900

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: College Counselor

Reports to: Assistant Head of School (6-12)

Job Duties: List up to 10 key duties this individual will perform.

1. Assists each Valor student and family in finding the best college and university fit
2. Plans and executes four year program of college counseling services
3. Assists in preparing students for PSAT, PLAN, ACT, and SAT tests
4. Coordinates college visits at Valor throughout year and coordinate on-campus visits to colleges
5. Conducts parent information meetings and one-on-one parent/student meetings
6. Coordinates implementation of college counseling software system
7. Provides college financial aid information to families
8. Makee available a wide range of scholarship, study, and internship opportunities to students
9. Accurately tracks and monitors student credits/endorsements in collaboration with Registrar/PEIMS Clerk
10. Promotes a high level of awareness and interest in a wide variety of colleges and universities

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: ESL Teacher

Reports to: Assistant Head of School

Salary Range: \$42,000 - \$55,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: Bachelor's degree required

Experience Required: Teaching experience preferred

Certification Required: Texas ESL certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$46,500 - \$60,500
Taylor ISD	246911	Taylor	3,182	\$46,500 - \$66,870
Dripping Springs ISD	105904	Dripping Springs	5,619	\$45,020 - \$63,000

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$22,880 - 33,280"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$20,570 - \$41,300"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$24,375 - \$36,275"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$51,360 - \$69,490"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$39,700 - \$60,035"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$49,630 - \$70,900"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: Special Education Teacher

Reports to: Special Education Coordinator

Salary Range: \$45,000 - \$57,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: Bachelor's degree in Special Education required

Experience Required: 2 years experience preferred

Certification Required: Texas Special Education certification

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$47,000 - \$61,000
Taylor ISD	246911	Taylor	3,182	\$39,700 - \$60,035
Dripping Springs ISD	105904	Dripping Springs	5,619	\$41,540 - \$61,800

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Special Education Teacher

Reports to: Special Education Coordinator

Job Duties: List up to 10 key duties this individual will perform.

1. Works collaboratively with parents and school administrators through the ARD process to develop IEPs
2. Implements instruction that meets specific learning needs of students served
3. Works collaboratively with classroom teachers to provide accommodations and modifications as needed
4. Presents content that reflects the guidelines in each student's IEP
5. Sets goals for, monitors, and documents student progress in keeping with IEP
6. Establishes strong and positive lines of communication with parents, teachers, and school leaders
7. Ensures that all required services are provided in an effective, timely, and compliant manner
8. Maintains detailed, compliant student records for each student served
9. Performs other school-related duties as assigned by supervisor
- 10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: K-12 Teachers - (Core, Specialty, Elective)

Reports to: Head of School / Assistant Head (at scale)

Salary Range: \$37,000 - \$54,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: Bachelor's degree required

Experience Required: Teaching experience preferred  
Strong background in subject/level

Certification Required: N/A

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$45,500 - \$59,500
Taylor ISD	246911	Taylor	3,182	\$41,500 - \$61,870
Lago Vista ISD	227912	Lago Vista	1,437	\$41,500 - \$61,870

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$22,880 - 33,280"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$19,450 - \$35,940"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$24,375 - \$36,275"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: Athletic Coordinator

Reports to: Head of School

Salary Range: \$45,000 - 60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: Bachelor's degree required  
Degree in sports management preferred

Experience Required: Coaching experience in grades 6-12

Certification Required: Texas PE certification preferred

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$62,400 - \$84,430
Taylor ISD	246911	Taylor	3,182	\$55,190 - 80,215
Dripping Springs ISD	105904	Dripping Springs	5,619	\$49,630 - \$70,900

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Athletic Coordinator

Reports to: Head of School

Job Duties: List up to 10 key duties this individual will perform.

1. Manages athletics program in keeping with mission and vision of school
2. Establishes athletic culture that emphasizes skill development, sportsmanship, and growth in character
3. Collaborates with Head of School to develop comprehensive coach training program
4. Promotes high participation in a diverse range of athletics programs
5. Serves as school liaison with all athletic leagues and organizations
6. Develops and implements a highly effective plan for parent communication about athletics
7. Promotes athletic events within school community and builds high level of support
8. Effectively and efficiently provides for the scheduling of all athletic practices, games, and events
9. Secures necessary facilities for all athletic activities
10. Coaches a sport for at least one season during each school year

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$78,180 - \$111,435"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$85,460 - \$105,310"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$88,370 - \$130,185"/>

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Chief Operating Officer

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Serves on district Management Team; as designated, serves as acting CEO in Superintendent's absence
2. Oversees business operations of district, including budget, audit, accounting, funding, and HR
3. Supervises and provides professional development for Business Manager and Accountant
4. Oversees facilities, including project management, maintenance, financing, and construction
5. Manages all vendor and contracting relationships
6. Oversees areas of data management and information technology
7. Oversees enrollment and marketing for the district
8. Plans and ensures effective implementation of all staff training/development in operational areas
9. Oversees logistics for district and individual school campuses
10. Oversees all areas of district compliance, including PEIMS and other state/federal compliance standards

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$30,930 - \$46,425"/>
<input type="text" value="Taylor ISD"/>	<input type="text"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$30,200 - 52,150"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$34,450 - \$49,200"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School: Valor Public Schools

Name of sponsoring entity: Valor Texas Education Foundation

Position: Registrar/PEIMS Clerk

Reports to: Assistant Head of School (Operations)

Salary Range: \$29,000 - 42,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Austin, Travis County

Number of Students anticipated in year one: 574 In year five: 2,483

Minimum Qualifications Required:

Education Required: High School Diploma Required  
Bachelor's degree Preferred

Experience Required: Two year of office administrative work  
Previous experience in PEIMS preferred  
Proficient in Microsoft Office

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
Elgin ISD	011902	Elgin	4,321	\$28,140 - \$46,425
Taylor ISD	246911	Taylor	3,182	\$24,330 - \$41,900
Dripping Springs ISD	227912	Dripping Springs	5,619	\$29,000 - \$45,100

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Registrar/PEIMS Clerk

Reports to: Assistant Head of School (Operations)

Job Duties: List up to 10 key duties this individual will perform.

1. Executes the collection of all data required for PEIMS submissions in compliance with standards
2. Works cooperatively and effectively with all other PEIMS-submission stakeholders to ensure accuracy
3. Runs all reports, data-accuracy checks, and relevant safeguards, taking appropriate follow-up action
4. Ensures verification of all PEIMS-related data from all relevant stakeholders
5. Submits all PEIMS information in a timely and properly formatted fashion
6. Coordinates all student attendance procedures and ensures accurate submission of attendance data
7. Creates student schedules in student information system
8. Coordinates and verifies accurate input of all student records, including grades and credits
9. Assists in training and supporting staff in all PEIMS-related data collection activities
10. Assists Office Manager in office-related tasks as needed

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$35,400 - 57,500"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$41,500 - \$61,800"/>
<input type="text" value="Liberty Hill ISD"/>	<input type="text" value="482742"/>	<input type="text" value="Liberty Hill"/>	<input type="text" value="3,482"/>	<input type="text" value="\$43,000 - \$53,150"/>

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Nurse

Reports to: Assistant Head of School (Operations)

Job Duties: List up to 10 key duties this individual will perform.

1. Ensures school compliance with all health-related protocols and guidelines
2. Assesses health needs of students at school and provides care and first-aid to students as needed
3. Coordinates and records all required screening processes
4. Assists in the development of health-related 504 plans as needed
5. Provides medical-related orientation and procedures to school staff as needed
6. Maintains protocols regarding blood-borne pathogens and other potentially infectious materials
7. Maintains and updates all immunization documentation and other student medical records
8. Communicates in a timely, professional, and effective manner with parents regarding all health matters
9. Develops and maintains all health related procedures for school in compliance with state guidelines
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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$57,780 - \$98,000"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$49,770 - \$92,048"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$58,575 - \$106,560"/>

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Head of School

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Plans and directs overall programming and operations of the school in keeping with mission and vision
2. Communicates effectively with parents and community
3. Recruits and hires all school level employees
4. Oversees progress toward all school goals (student achievement, instruction, finance enrollment, etc.)
5. Regularly observes, coaches, and evaluates all school employees
6. Maintains high standards for faculty and student culture
7. Sets and maintains school-wide expectations for student behavior and oversees all student discipline
8. Maintains all areas of school operations with efficiency, effectiveness, and attention to detail
9. Supervises and ensures enrollment of students at school
10. Implements professional development program to support staff growth and continuous improvement

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$51,360 - \$69,490"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$41,835 - 72,915"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$54,240 - \$82,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$25,480 - \$37,440"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$20,570 - \$41,300"/>
<input type="text" value="Dripping Springs"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$24,375 - \$36,275"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$31,500 - \$43,680"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$26,310 - \$43,680"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$31,000 - \$44,350"/>

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Facilities Maintenance Coordinator

Reports to: Assistant Head of Operations

Job Duties: List up to 10 key duties this individual will perform.

1. Attends to the overall upkeep of the campus facility
2. Completes minor repairs, cleaning, and facilities maintenance tasks as possible
3. Identifies facilities issues that need to be addressed in a timely fashion
4. Interacts and communicates with all staff and students in a professional, timely, and effective manner
5. Schedules maintenance and repairs with contractors as necessary
6. Sets up and breaks down rooms and equipment as requested
7. Coordinates daily with Assistant Head of Operations to receive tasks, projects, and priorities
8. As directed, completes tasks to ensure campus safety and security
9. Performs ongoing maintenance checks of building systems (HVAC, electrical, plumbing, etc.)
- 10.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$62,030 - \$84,430"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$55,190 - 80,215"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$54,240 - \$75,930"/>

Name of Proposed Charter School: Valor Public Schools

Name of Sponsoring Entity: Valor Texas Education Foundation

Position: Special Education Director

Reports to: Superintendent

Job Duties: List up to 10 key duties this individual will perform.

1. Establishes and communicates a district-wide approach to serving students with special needs
2. Develops and maintains Special Education policies/procedures in compliance with state and federal law
3. Directs Special Education services for all students with disabilities
4. Monitors and ensures compliant process of identifying of students who need special education services
5. Ensures that appropriate services are provided to all students requiring special education services
6. Establishes contracts with all contracted service providers (speech/language, evaluations, etc.)
7. Facilitates all matters of dispute resolution pertaining to special education
8. Supervises and trains all Special Education coordinators/teachers
9. Collaborates with PEIMS Coordinator to ensure accurate PEIMS submissions related to SPED student data
10. Maintains accurate, detailed, and compliant records for all aspects of special education program

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$57,780 - \$78,175"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$49,770 - \$72,900"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$58,575 - \$82,000"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$40,650 - \$55,000"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$30,200 - \$52,000"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$37,520 - 53,620"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$51,360 - \$69,490"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$36,100 - \$58,800"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$41,540 - \$61,800"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$37,200 - \$50,450"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$36,100 - \$58,790"/>
<input type="text" value="Dripping Springs"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$44,860 - \$66,740"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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Name of Proposed Charter School:

Name of sponsoring entity:

Position:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students	Salary Range
<input type="text" value="Elgin ISD"/>	<input type="text" value="011902"/>	<input type="text" value="Elgin"/>	<input type="text" value="4,321"/>	<input type="text" value="\$51,360 - \$69,490"/>
<input type="text" value="Taylor ISD"/>	<input type="text" value="246911"/>	<input type="text" value="Taylor"/>	<input type="text" value="3,182"/>	<input type="text" value="\$41,835 - \$66,020"/>
<input type="text" value="Dripping Springs ISD"/>	<input type="text" value="105904"/>	<input type="text" value="Dripping Springs"/>	<input type="text" value="5,619"/>	<input type="text" value="\$49,630 - \$70,900"/>

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position:

Reports to:

Job Duties: List up to 10 key duties this individual will perform.

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**OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION**  
**Generation Twenty-Two**  
**Special Assurances Document**

Sponsoring Entity: Valor Texas Education Foundation  
Proposed Charter School Name: Valor Public Schools

*The Board Chair of the proposed sponsoring entity shall initial each and all assurances within this document to confirm awareness and understanding of responsibilities established herein.*

**I. Open Meetings Requirements**

W The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

W Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

**II. Public Information Requirements**

W The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

**III. Criminal History Check Requirements**

W The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

**IV. Annual Training Requirements**

W The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

**V. Residential Facilities Monitoring (RFM) System**

W The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.

**VI. Special RF Training**

W The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: Valor Texas Education Foundation  
Proposed Charter School Name: Valor Public Schools

**VII. Admission and Enrollment**

- 2 The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.
- 4 The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.
- 6 The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.
- 4 The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.
- W The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

**VIII. Public Meeting(s)**

- W The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment A2 of this application, for each approved campus opened after Year 1, at least 6 months prior to opening that campus. The proposed charter holder further assures that such meetings will be held within the city of the proposed campus address.

**IX. Withdrawal and Expulsion**

- W The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:
  - a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
  - the charter school discovers that the student has falsified enrollment information;
  - proof of identification is not provided; or
  - immunization records are not provided within 30 days of enrollment.
- 2 The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

Sponsoring Entity:

Valor Texas Education Foundation

Proposed Charter School Name:

Valor Public Schools

W The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

W The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

#### X. Federal and State Funding

W The proposed charter holder understands that any request for assistance from the Texas Education Agency that is to be provided from *Every Student Succeeds Act* funds, as granted by the *Every Student Succeeds Act of 2015*, must comply with the *The Guns-Free Schools Act*. See 20 U.S. Code § 7151.

W The proposed charter holder understands that any *Every Student Succeeds Act* funds that are applied towards campus(es) operated on the premises of a public university or college may be effected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

W The proposed charter holder understands that upon receipt of its first federally funded grant from TEA, "specific conditions" will be imposed upon it, including requirement to participate in training and technical assistance provided by the Department of Grants and Federal Fiscal Compliance. The training and technical assistance is designed to help new charter schools ensure that federal grant funds are used in accordance with applicable statutes, regulations, and requirements. TEA is authorized to impose specific conditions by Title 2 of the Code of Federal Regulations (CFR), 200.331 (c) and 200.207.

#### XI. Required Disclosure

W The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

*I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.*

David Williams

Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

11/30/2016

Date