

**RESOLUTION OF THE BOARD OF DIRECTORS
INTERNATIONAL LEADERSHIP OF TEXAS, INC.,
AMENDING THE OPEN-ENROLLMENT CHARTER OF
INTERNATIONAL LEADERSHIP OF TEXAS**

WHEREAS, the Board of Directors of International Leadership of Texas, Inc., charter holder of International Leadership of Texas, desires to modify its Open-Enrollment Charter; and

WHEREAS, the Board desires to add six new campuses serving grades K-5 and 6-8 at new sites in the Fort Bend County, TX, Pearland, TX, and Mansfield, TX areas beginning in the 2022-2023 School Year; and

WHEREAS, 19 Texas Administrative Code § 100.1033(a) states that a Charter “may be revised with the consent of the charter holder by written amendment approved by the commissioner of education ...;” and

WHEREAS, under 19 Texas Administrative Code § 100.1033(b)(9)(A)(vi) a Charter Expansion Amendment Request may only be approved if, before voting to request the amendment, the governing body has considered a business plan as described below; and

WHEREAS, 19 Texas Administrative Code § 100.1033(b) permits a Charter Expansion Amendment Request to add new approved campuses and sites;

NOW, THEREFORE, the Board of Directors of International Leadership of Texas, Inc., charter holder of International Leadership of Texas, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT AS IT RELATES TO THE EXPANSION

1. The Board of Directors of International Leadership of Texas, Inc., charter holder of International Leadership of Texas (county-district no. 057-848), desires to expand by starting six new campuses in the greater Ft. Bend, Pearland and Mansfield, TX areas.
2. To that end, the Board of Directors of International Leadership of Texas, Inc., has considered the requisite business plans for the expansion required under 19 Texas Administrative Code § 100.1033(b)(9)(a)(vii) for such an amendment request containing the following elements:
 - a. A statement discussing the need for an expansion;
 - b. A statement discussing the current and projected financial condition of the charter school;
 - c. An unaudited statement of financial position for the current fiscal year;
 - d. An unaudited statement of activities for the current fiscal year;
 - e. An unaudited statement of cash flows for the current fiscal year;
 - f. A pro forma budget that includes the costs of operating the charter school, including the implementation of the expansion amendment;
 - g. A statement or schedule that identifies the assumptions used to calculate the charter school’s estimated foundation school program revenues;
 - h. A statement discussing the use of debt instruments to finance part or all of the charter school’s incremental costs;

- i. A statement discussing the incremental cost of acquiring additional facilities, furniture, and equipment to accommodate the anticipated increase in student enrollment;
 - j. A statement discussing the incremental cost of additional on-site personnel and identifying the additional number of full-time equivalents that will be employed; and
 - k. A statement that the growth proposed is financially prudent relative to the financial and operational strength of the charter school.
3. That the open-enrollment charter of International Leadership of Texas, Inc. be amended to add approved two school campuses one serving grades K-5 and the other serving grades 6-8 at new sites in the Fort Bend County, TX and/or surrounding areas for the 2022-2023 school year as set forth in **Exhibit A** to this resolution. ILTexas intends to seek additional expansion for a High School campus in the area in subsequent years.
4. That the open-enrollment charter of International Leadership of Texas, Inc. be amended to add approved two school campuses one serving grades K-5 and the other serving grades 6-8 at new sites in the Pearland, TX and/or surrounding areas for the 2022-2023 school year as set forth in **Exhibit A** to this resolution. ILTexas intends to seek additional expansion for a High School campus in the area in subsequent years.
5. That the open-enrollment charter of International Leadership of Texas, Inc. be amended to add approved two school campuses one serving grades K-5 and the other serving grades 6-8 at new sites in the Mansfield, TX and/or surrounding areas for the 2022-2023 school year, as set forth in **Exhibit A** to this resolution. ILTexas intends to seek additional expansion for a High School campus in the area in subsequent years.
6. That the open-enrollment charter of International Leadership of Texas, Inc., be amended to increase its maximum enrollment from 29,340 to 33,588 in order to accommodate future enrollment growth partially from the campuses above.
7. The Board of Directors has determined by majority vote of the board that the enrollment growth proposed in the business plan is prudent and in the best interest of the students.
8. That administration is authorized to submit to the Texas Education Agency such non-expansion and expansion charter amendment requests as are appropriate for procuring approval of the new campuses and sites and of any changes which might be appropriate to the campuses names and in order to serve students not yet served by International Leadership of Texas.

[END OF RESOLUTION. SIGNATURE PAGE AND EXHIBIT A FOLLOW.]

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL LEADERSHIP OF TEXAS, INC., DBA INTERNATIONAL LEADERSHIP OF TEXAS, ON THE 27th DAY OF JANUARY, 2021.

Members Voting in Favor of Resolution:

Maj. Gen. James Williams, Board President

Lynne Beach, M.D., Board Vice President

Mr. Tracy Cox, Board Secretary

Dr. Soner Tarim, Board Member

Mr. Peter Gudmundsson, Board Member

Mr. Chris Moreland, Board Member

*The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on **January 27, 2021**, which Resolution is in full force and effect and has not been revoked or amended.*

Secretary ____/____/____

Exhibit A to Resolution of January 27, 2021

DRAFT EXPANSION CHARTER AMENDMENT REQUEST

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Mansfield K-5

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Venus ISD, Joshua ISD, Keene ISD, Cleburne ISD, Grandview ISD, Godley ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). (**Attachment E: Evidence of Notification to Districts**)

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Mansfield K-5 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Mansfield K-5 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population - *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Mansfield area. Estimated Domain III sub-populations in the Mansfield area (based on Mansfield ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 31% - ILTexas - 28%
Hispanic - Est. - 26% - ILTexas - 51%
White - Est. - 30% - ILTexas - 12%
American Indian - Est. - 0.3% - ILTexas - 0.3%
Asian - Est. - 8% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 5% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 44% - ILTexas - 66%
English Language Learner - Est. - 10% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Mansfield area.
(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Mansfield ISD 62%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are high performing school systems in the Mansfield area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
--	---------	-------

Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Mansfield 6-8

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). (**Attachment E: Evidence of Notification to Districts**)

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Mansfield 6-8 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Mansfield 6-8 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Mansfield area. Estimated Domain III sub-populations in the Mansfield area (based on Mansfield ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 31% - ILTexas - 28%
Hispanic - Est. - 26% - ILTexas - 51%
White - Est. - 30% - ILTexas - 12%
American Indian - Est. - 0.3% - ILTexas - 0.3%
Asian - Est. - 8% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 5% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 44% - ILTexas - 66%
English Language Learner - Est. - 10% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Mansfield area.
(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Mansfield ISD 62%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are high performing school systems in the Mansfield area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

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Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

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English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Pearland K-5

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: *(complete 3a.-3b. for geographic expansion requests)*

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Dickinson ISD, Angleton ISD, Goose Creek Consolidated ISD, Hitchcock ISD, Danbury ISD, Needville ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: *(complete 4a.-4b. for maximum enrollment expansion requests)*

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Pearland K-5 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Pearland K-5 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Pearland area. Estimated Domain III sub-populations in the Pearland area compared to ILTexas charter demographics are as follows:

African American - Est. - 15% - ILTexas - 28.%
Hispanic - Est. - 36% - ILTexas - 51%
White - Est. - 35% - ILTexas - 13%
American Indian - Est. - 0.3% - ILTexas - 0.3%
Asian - Est. - 11% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 4% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 31% - ILTexas - 66%
English Language Learner - Est. - 9% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Pearland ISD 64%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Pearland area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Pearland area.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC's) one or more times per week, with a concentration on evidence-based instructional strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

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Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

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Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Pearland 6-8

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). (**Attachment E: Evidence of Notification to Districts**)

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Pearland 6-8 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Pearland 6- project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population - *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Pearland area. Estimated Domain III sub-populations in the Pearland area compared to ILTexas charter demographics are as follows:

African American - Est. - 15% - ILTexas - 28.%
Hispanic - Est. - 36% - ILTexas - 51%
White - Est. - 35% - ILTexas - 13%
American Indian - Est. - 0.3% - ILTexas - 0.3%
Asian - Est. - 11% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 4% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 31% - ILTexas - 66%
English Language Learner - Est. - 9% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Pearland ISD 64%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Pearland area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Pearland area.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC's) one or more times per week, with a concentration on evidence-based instructional strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter:

County-District Number:

Name of Charter Holder:

Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: *(complete items 1a.- 1j. for each campus expansion request)*

- a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No

If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

- b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

- c. What grade levels will be served at the proposed campus at capacity?

- d. What is the estimated target number of students to be served at the proposed campus at capacity?

- e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Fort Bend County K-5

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Brazos ISD, Aldine ISD, Damon ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). (**Attachment E: Evidence of Notification to Districts**)

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Fort Bend County K-5 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program. For our ILTexas Fort Bend County K-5 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population - *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Fort Bend area. Estimated Domain III sub-populations in the Fort Bend area (based on Fort Bend ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 27% - ILTexas - 28%
Hispanic - Est. - 27% - ILTexas - 51%
White - Est. - 16% - ILTexas - 13%
American Indian - Est. - 0.4% - ILTexas - 0.3%
Asian - Est. - 27% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 3% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 44% - ILTexas - 66%
English Language Learner - Est. - 16% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Fort Bend area. (See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Fort Bend ISD 67%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame.

Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community. The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Fort Bend area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
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Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency
Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
(512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Fort Bend County 6-8

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (*complete items 2a.- 2f. for grade-level expansion requests*):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKs-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Brazos ISD, Aldine ISD, Damon ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). (**Attachment E: Evidence of Notification to Districts**)

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Fort Bend County 6-8 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Fort Bend County 6-8 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. *Narrative response limited to 500 words for each section.*

1. Projected Student Population - *Narrative response limited to 500 words*

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Fort Bend area. Estimated Domain III sub-populations in the Fort Bend area (based on Fort Bend ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 27% - ILTexas - 28%
Hispanic - Est. - 27% - ILTexas - 51%
White - Est. - 16% - ILTexas - 13%
American Indian - Est. - 0.4% - ILTexas - 0.3%
Asian - Est. - 27% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 3% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 44% - ILTexas - 66%
English Language Learner - Est. - 16% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Fort Bend area. (See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Fort Bend ISD 67%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame.

Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community. The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Fort Bend area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
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Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.