

OPSB Charter Application Rubric

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Introduction

Rating Levels

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

Evidence of Capacity

Throughout the application, evaluators will assess the evidence that the applicant team has the capacity to execute the plan as presented. In total, a high quality application will demonstrate evidence that the team has the capacity needed in all key areas in order to open and operate a charter school that improves academic outcomes for students.

- Individual and collective qualifications (documented, for example, by resumes and biographies for all members) to implement the Education Plan successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

Evidence Based Data and Research

For purposes of demonstrating effectiveness via research throughout the application, the independent evaluators and the district will utilize ESSA evidence ratings. Applicant groups are expected to rely on practices with strong evidence bases.

The federal ESSA legislation defines evidence-based strategies as falling within one of four categories:

- Demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - o **Category 1: strong evidence** from at least 1 well-designed and well-implemented experimental study;

- **Category 2:** *moderate evidence* from at least 1 well-designed and well-implemented quasi-experimental study; *or*
- **Category 3:** *promising evidence* from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; *or*
- Demonstrate a rationale based on:
 - **Category 4:** high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; *and* includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Independent evaluators should use their professional judgement to determine how the applicant’s plan may change the likeliness of producing a significant effect on student achievement. In evaluating and defending the applicant group’s proposed model and evidence bases evaluators will focus on the applicability of the evidence base, fidelity of the implementation plan and, if applicable, the quality of the logic model provided by the applicant group in instances where a strong evidence base does not exist.

Eligibility Determination & Threshold for Evaluation

Executive Summary

Question 1: Explain the mission and vision of your school. What will your school set out to achieve in the long term, what will success look like, and how will your school get there?

- (a) The mission statement identifies the role of the school in addressing the problem or demand that the school seeks to address.
- (b) The vision describes what success for students beyond school looks like if the applicant group fulfills the role described in its mission.

Question 2: Include information on what success will look like for students while attending your school, and after they leave your school (The outcomes you will achieve);

- (c) Applicant group aspires to rigorous goals that are aligned with and supported by the plan articulated in the application.

Question 3: How does your school align with the district’s charter authorizing priorities? (only rated by OPSB Administration, not independent evaluators)

- (d) (optional) Applicant meets an OPSB district authorizing priority.

Questions 4 & 5: What are the unique elements of your educational model that will meet the needs of your target student population? Explain why your school would be important to the community in which you are proposing to locate.

- (e) The applicant group describes a unique educational model that is aligned with the needs of the New Orleans portfolio of school options.
- (f) The applicant group proposes a school that solves a problem related to student outcomes that is shown to exist with data or is in response to demonstrated demand for a particular school model.

Question 6: Who will your school collaborate with? What community support has the school generated? Who will your school work with to be well positioned within the city and community?

- (g) Applicant group articulates support from various community organizations, partners, or families.

Returning Applicant Group

- (h) *(If applicable) Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school. Applicants must meet ONE of the following standards:*
- (i) *(If applicable) The applicant demonstrates changes to their school leadership and/or board membership since the previous application cycle that are relevant to the standards previously found lacking, OR*
- (j) *(If applicable) The applicant demonstrates that, since their last application, their founding team has had formal school leadership training in best practices or high quality instruction in order to develop the capacities previously found lacking, OR*
- (k) *(If applicable) The applicant group has made substantial changes to the academic model, program design, mission critical partners, or financial/operation plans that are relevant to the standards previously found lacking.*

Academic Model

Question 1: Describe the academic needs of the student population you propose to serve. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather baseline data necessary to establish goals.

- (l) The applicant group has accurate estimates of baseline performance for the student population that they propose to serve.
- (m) The applicant group provides a logical plan to establish student performance goals that relies on diagnostic data that uses the same metrics as the performance goals themselves.
- (n) The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores.
- (o) The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and extension performance standards.
- (p) (If applicable) If the applicant group additionally names mission-specific goals, the goals are measurable, ambitious, and feasible.

Question 2: Describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

- (q) The applicant group demonstrates that the selected structures, policies, and practices are shown to be effective by sound research and will drive the intended student goals.

Enrollment Plans

Question 1: Demonstrate through the use of data that the student population that you wish to serve exists.

- (r) The applicant group intends to recruit a student population that is shown to exist with current data

Question 2: Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school. You may provide evidence in Attachment 1. Attachment 1 will not count against the page limit.

- (s) The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students.
- (t) The applicant group demonstrates with data that they have identified pools from which to recruit students that will enable them to meet their enrollment targets.
- (u) Admissions requirements, if any, comply with R.S. 17:3991(B)(3)¹ and Citywide Enrollment procedures.
- (v) Optional: student provides student recruitment artifacts (as attachment 6) to support either community support or existence of the student population the applicant group intends to recruit.

Question 3: Describe any mission specific admissions priorities, preferences or requirements, your school would seek to offer as well as any criteria used to participate in these programs.

- (w) (if applicable) applicant group describes mission specific admissions priorities or requirements that are aligned with the school's mission and in keeping with applicable law or district policies.

Student Experience

Question 1: Describe the culture that you envision for your school and the practices that will foster and maintain that culture.

- (x) The culture described is designed to promote a positive, rigorous, and inclusive academic environment that, enables the school to maintain a suspension rate that is below the national average.
 - a. The applicant group identifies a set of values by which they establish a set of expectations.
 - b. The applicant group describes logical systems and processes for investing and sustaining staff in the stated values and norms.
 - c. The applicant group describes a logical system of policies and practices for setting and maintaining positive student norms that is supported by sound research. The systems for setting and maintaining positive student behavioral expectations will lead students to consistently exhibit behaviors that correspond with the school's values.
 - d. The applicant group lists the specific set of teacher and administrator behaviors associated with the stated expectations and values.

Question 2: Similarly, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.

¹ R.S. 17:3991 states that "Admission requirements, if any, that are consistent with the school's role, scope, and mission may be established pursuant to rules promulgated by the state board. Such admission requirements shall be specific and shall include a system for admission decisions which precludes exclusion of pupils based on race, religion, gender, ethnicity, national origin, intelligence level as ascertained by an intelligence quotient examination, or identification as a student with an exceptionality as defined in R.S. 17:1942(B). Such admission requirements may include, however, specific requirements related to a school's mission such as auditions for schools with a performing arts mission or proficiency in a foreign language for schools with a language immersion mission."

- (y) The applicant group's disciplinary system is aligned with the law, reflective of best practices, and aligned with their student culture plan.
 - e. The applicant group's plan incorporates positive behavior interventions, restorative justice, and otherwise complies with the model master discipline plan required by R.S. 17:252.
 - f. The applicant group's plan provides specific consequences for student behavior, appropriate due process for student being removed from the classroom setting, and how students removed from the classroom setting will be supported.
 - g. The application group's plan includes due process for students and provision of services removed from the classroom setting for an extended period of time.
 - h. The applicant group describes high quality practices or programs to support student social emotional learning in order to impact student achievement.

Question 3: Describe the mechanisms and structures available to elevate student voice and leadership at your school.

- (z) Applicant group articulates clear processes which will result in student engagement in their school community. Applicants describe opportunities for student leadership on campus.

Family & Community Engagement

Question 1: Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.

- (aa) The applicant group describes meaningful and sustained efforts to assess or build community/parent support. If applicable, the applicant group describes the role any parents have taken in the development of the application or the school.

Question 2: How will you share information with Parents/Guardians and Community Members?

- (bb) Applicant group includes an effective plan to share information with parents/guardians and community members about the school's development.

Question 3: How will your school create meaningful opportunities for Student, Parent/Guardian, and Community voice in school decision-making?

- (cc) The school incorporates meaningful opportunities for community voice in school decision-making

Question 4: Describe your plans for creating a Parent-Teacher Organization.

- (dd) Applicant describes a plan for creating a sustainable parent-teacher organization based on research or other successful school experiences

Question 5: What is the process for grievances?

- (ee) The applicant group describes a fair, accessible process for grievances

Governing Board

*Question 1: Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. As **Attachment 2**, provide a one-page resume for each of your identified board members. One-page resumes will not count towards the page limit.*

- (ff) Each board member's described role on the board matches their professional skill set.
- (gg) For each of the following areas, there is at least one board member able to provide expertise – academics, finances, legal issues, management and operations, and community relations.
- (hh) The responsibilities enumerated for each role enable a clear division of roles among the board members.

Question 2: Describe how the board will monitor the school's overall performance.

- (ii) The board articulates a set of metrics by which they will monitor and gauge the school's academic, operational, and financial effectiveness.
- (jj) The board provides an example of a decision-making flowchart with which they will respond to information they gather in monitoring the school's effectiveness. The flowchart demonstrates that there are clear roles and responsibilities among the board members in considering information that facilitate informed board decision-making.

Question 3: Describe the steps the board will take to evaluate the school leader and CEO/Organizational Leader. Specifically, describe the information the board will collect, the systems by which the board will collect information, the standards - including and in addition to student performance goals- the board will use to evaluate information it collects, and, the process(es) by which the board will evaluate information and make decisions.

- (kk) The board articulates a set of standards that the school leader must satisfy in order to keep the school on track to achieve its vision.
- (ll) The board provides logical evidence that the school will achieve its student goals if the school leader satisfies the standards set forth by the board.
- (mm) The board identifies the information that will be used to determine if the school leader has satisfied each standard and the process by which they will collect that information.
- (nn) The board has a logical decision-making framework and process to support and hold the school leader accountable according to a set of standards that will further the school's mission.
- (oo) The applicant describes the steps the board and leader will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make personnel decisions.
- (pp) The applicant group describes appropriate levels of training to implement evaluation of the school leader.

Question 4: Describe the process by which your board identifies potential conflicts of interest ²before making decisions.

- (qq) The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.

² Conflict of interest is defined in the Louisiana Code of Ethics as "an economic interest which is of greater benefit to the public servant or other person than to a general class or group of persons, except the interest the public servant has in his public employment or the interest a person has as a member of the general public."

Question 5: Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Describe the board's processes to remaining compliant with open meeting and public records laws.

- (rr) The applicant group describes the process by which current board members were selected, and how future board members will be selected. The applicant group describes the frequency with which the board will meet, and any committee structures they intend to have.
- (ss) The applicant group is compliant with OPSB Policy HA specifically with regard to both local and parent/guardian representation on the board.

Question 6: (if applicable) If there's a sole member structure responsible for the appointment of governing board members, and/or if the local board (maintained in compliance with Policy HA requirements) must report to any other entity (i.e., a statewide or national board) please provide a statement explaining the nature of the relationship, and the terms/conditions under which it could be dissolved (if any).

- (tt) The local governing board is free of any obligations, encumbrances, or entanglements that would preclude its decision-making in the best interest of the school and its students, and/or that would limit its independence in oversight of the fiscal affairs of the school.

Staff and Organization

*Question 1: As **Attachment 3**, provide an organizational chart. As **Attachment 4**, include job descriptions that summarize the scope of work for all staff on the school leadership team. If applicable, As **Attachment 5 and 6**, provide redacted and un-redacted resumes for any identified leadership team members.*

- (uu) The organizational chart and corresponding job descriptions include all essential responsibilities and positions necessary to implement the school's plans.

Question 2: Describe your administrator and teacher recruitment strategy, including legally required qualifications (LA R.S. 17:3983), as well as any school design specific qualifications. Include how you will attract a diverse applicant pool that includes candidates who share the same backgrounds with students and are from the Greater New Orleans area.

- (vv) The applicant group presents data that shows that the pool of teachers and administrators from which the applicant group intends to recruit exists.
- (ww) The applicant group has identified pipelines from which they can hire individuals with all required skillsets identified in teacher and administrator job descriptions.
- (xx) The applicant group presents a sound plan to recruit individuals from diverse backgrounds as well as local talent that demonstrates a commitment to equity.
- (yy) The applicant group describes qualifications that meet minimum state requirements as well as qualifications that may be necessary to implement any specialized or innovative school design they propose.

Mission Critical Partners

*Question 1: Describe the mission-critical partnerships that your school has established and provide, as **Attachment 7**, the terms of these partnerships in form of a written commitment or MOU.*

- (zz) If the school's model requires expertise that goes beyond what is included in the org chart, the organization has identified partners with demonstrated expertise in the needed areas.
- (aaa) All necessary mission-critical partnerships are evidenced through a letter from partners that includes the intended period of the partnership, the scope of services they will provide, and an approximate cost for the services.
- (bbb) The applicant group has an unbiased system for setting goals for the partner and holding the partner accountable.

Question 2: What is the contingency plan if these partnerships are not maintained?

- (ccc) The applicant group provides contingency plans if the partnerships are not maintained that reflect appropriate budgetary and staffing consideration

Operational and Financial Readiness

*Question 1: Provide, as **Attachment 8**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each. Indicate at which point key individuals will become employees of the organization, as well as contingency plans if you are unable to open in your preferred timeframe.*

- (ddd) The applicant group's detailed start-up plan must include specific tasks, timelines, and responsible individuals, aligned with the Start-Up Budget.
- (eee) The applicant group's plan includes appropriate start-up resources and plans to secure them.
- (fff) Detailed timeline/approach for recruitment of key staff, recruitment of students and finding a facility.

*Question 2: Provide as **Attachment 9**, your school's start-up and Year 1 operating budget.*

- (ggg) Projections are based on accurate, conservative, and legally compliant assumptions.
- (hhh) All funds from external sources are demonstrated to be reasonably expected as demonstrated through letters, evidence of support, or alignment to award criteria.
- (iii) No essential services are funded at amounts that would preclude the applicant group from implementing their plan.
- (jjj) The fund balance is in alignment with expectations described on page 13 of the OPSB Charter School Performance Compact.
- (kkk) [If applicable] The debt-to-asset ratio is less than 0.9.
- (lll) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.
- (mmm) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

*Question 3: Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name and attach the contract as **Attachment 10** and the resume of the person designated as your qualified business manager as **Attachment 11**. If that entity is an individual financial manager, please provide his / her one-page resume as **Attachment 11**.*

(nnn) Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.

Question 4: To whom will your financial manager or back-office service provider report: the school leader, a network/CMO level staff member, or the board?

(ooo) Applicant group describes a reporting structure with an appropriate level of oversight and is free from conflicts.

Question 5: If your school leader or organization are considered an experienced operator include as Attachment 12 your School/Portfolio Performance workbook

Common Application (Part 2)

Section I: School

Academic Model & Schedule

Question 1 (a) & 2: For all core content and mission-related subject areas, identify the curricula that your school will use and your reasons for these choices

- (a) (If applicable) The applicant has selected curricula that are rated either Tier 1 by the Louisiana Department of Education (LDE), OR
- (b) Applicant utilizes a Tier 2 curriculum providing a strong rationale and appropriate supplements to ensure mastery by students, OR
- (c) (If applicable) If the LDE has not yet rated the selected curricula, the applicant correctly demonstrates using the LDE's [Instructional Materials Review Rubric](#) they meet the standards of a Tier 1 rating.³

Question 1(b): For all core content and mission-related subject areas, identify the interim assessments you will use and how these align to the curricula

- (d) (If applicable) The applicant has selected assessments that are rated either Tier 1 by the Louisiana Department of Education (LDE), are produced as part of a Tier 1-rated curriculum, OR
- (e) (If applicable) If the LDE has not yet rated the selected assessments, the applicant correctly demonstrates using the LDE's [Instructional Materials Review Rubric](#) they meet the standards of a Tier 1 rating.⁴

Question 1(c): Describe your professional development plans for teachers and how they connect to the curricula and assessments

- (f) The applicant group demonstrates that the professional development plan for all teachers corresponds with and supports both the proposed curricula and the school's student performance goals.
- (g) The applicant group provides a process by which teachers will receive differentiated coaching that is data-driven and reflective of the teacher evaluation standards.
- (h) Professional development ensures teachers are trained to use [targeted supports](#) in addition to, rather than in place of, high quality instruction to support students with disabilities, English Learners (ELs), and academically struggling students.

*Question 3: Describe a day and year in the life of a student at your school. Include, as **Attachment 14**, a weekly student schedule and, as **Attachment 15**, a calendar of special events that will happen throughout the school's inaugural year.*

- (i) The applicant group effectively allocates time daily and throughout the year in such a way that corresponds with the school's mission and the stated student performance goals.

*Question 4: Provide as **Attachment 16**, a copy of the school/organization's Pupil Progression Plan. If your school does not yet have an adopted PPP, please attach a draft version.*

³ The applicant's third-party recommendation will reflect whether their scoring of proposed curricula is found to be accurate.

⁴ The applicant's third-party recommendation will reflect whether their scoring of proposed curricula is found to be accurate.

- (j) Applicant group provides a pupil progression plan which is aligned with state and federal law, as well as OPSB policy where applicable.

Question 5: Does the school intend to offer early childhood education, or Pre-Kindergarten classes? Describe the group's anticipated funding source(s) and model for early childhood education.

- (k) (if applicable) the applicant group describes a plan for offering Pre-Kindergarten classes that is sound both academically and financially.

Special Student Populations

Question 1: Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.

- (l) The applicant group provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately, as defined by LDOE's Special Education Guidebook.
- (m) The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals.
- (n) The applicant group presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs towards the goals articulated in their respective plans.
- (o) The applicant group demonstrates that they will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services.
- (p) The group's plan for SWDs must identify the staff members who will lead student evaluations, IEP development, and provision of ongoing service. Relevant job description(s) require(s) the expertise and/or credentials relevant to the services.
- (q) The group's plan adequately plans to serve students with disabilities in the least restrictive environment, includes practices designed to promote graduation, limit retention, and connect families with outside agencies.
- (r) The applicant provides a comprehensive and compelling plan for appropriate identification of students with special needs and to ensure special education student have access to and are successful in general education classes.
- (s) Applicant addresses effective programs and partnerships intended to connect students with disabilities and their families to appropriate outside agencies.
- (t) Applicant specifically addresses plans for discipline of students with disabilities that is compliant with the IDEA.

Question 2: Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for English Language Learners. Include specific instructional programs, practices and strategies the school will employ to ensure success both academically and socially, as well as equitable access to the core academic program for these students.

- (u) Applicant must show that they have a protocol for (1) identifying students whose primary or home language is not English (2) administering an English Language Proficiency screener to potential English Learners.
- (v) Applicant must be prepared to provide translation/interpretation services for families of English Learners and to translate all communications from the school to the parents/guardians.

- (w) Applicant demonstrates that EL students will utilize the same grade-level materials as their non-EL peers with the necessary language supports and resources.
- (x) Applicant must either identify the certified EL staff member who will serve ELs or include a plan to hire a certified EL staff member to oversee the education of these students and provide EL services.
- (y) Applicant must provide a plan for the professional development necessary to build content-area teachers' capacity for teaching ELs.
- (z) The applicant provides a comprehensive and sound plan designed to ensure success of ELL students including instructional programs, plans for monitoring and evaluating ELL progress and exiting them from services, and plans for including ELLs in standardized testing, extra-curricular, and culture-building activities.

Question 3: Describe plans for identifying, evaluating, and serving gifted and/or talented students. If the school will not provide gifted/talented instructional services as described in BESE Bulletins 126, 1508 and 1566 please indicate. (The school must either not provide Gifted/Talented services (p) or meet q and r.

- (aa) The school does not intend to identify and/or provide gifted/talented services OR
- (bb) The applicant describes specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities,
- (cc) Plans for monitoring and evaluating the progress and success of intellectually gifted students, and, means for providing qualified staffing for intellectually gifted students.

*Question 4: Provide as **Attachment 17** the relevant job description(s) and, if applicable, **Attachment 18**, resumes for individuals responsible for Special Education evaluations and/or service provision.*

- (dd) Applicant group provides job description(s) including the appropriate requirements, or resume(s) with appropriate qualifications, credentials, and experiences to successfully implement the special education plan.

High School Specific Questions

State and District Graduation Standards

*Question 1: Provide as **Attachment 19** an example of a daily schedule for a student attending your school as well as your school's academic calendar*

- (ee) The applicant group allocates time daily and throughout the year in such a way that all students will complete all courses required to graduate on time.

Question 2: Detail each type of diploma your school will offer. Describe how your school will ensure every student is on a pathway to the diploma that best meets the individual students' interests and post-secondary plans. Describe how your school will implement the state's required Individual Graduation Plan, as well as the requirements of Act 833 relative to high school completion for students with identified disabilities.

- (ff) The applicant group articulates multiple diploma pathways and how their schools will plan to meet the diverse course offerings necessary to offer the named pathways.
- (gg) The applicant group's diploma pathway offerings are aligned with their staffing model.

- (hh) The applicant group articulates a plan to ensure students and families are an engaged part of the student's path toward graduation, as well as ensuring eligible students are aware of and can take part in act 833.

Question 3: Explain how the diploma pathways and credentialing offered by the school will ensure student readiness for postsecondary opportunities (college, trade school, military service, or entering the workforce).

- (ii) The applicant group demonstrates a clear understanding of how the diploma pathways they will offer ensure readiness for postsecondary opportunities. Post-secondary opportunities are high-wage, high growth fields.

Supporting Success for All Students – Truancy Prevention, Remediation and Intervention

Question 1: Explain what systems and structures the school will implement to identify and support students in danger of dropping out and/or not meeting the proposed graduation requirements.

Specifically describe any programs designed to support students who have fallen behind in credit accumulation or are at-risk of falling behind to encourage on-time graduation.

- (jj) Applicant group describes specific criteria they will use to identify students at-risk or dropping out/becoming disengaged.
- (kk) Explain what systems and structures the school will implement for students in danger of dropping out and/or not meeting the proposed graduation requirements. Specifically describe any programs designed to support students who have fallen behind in credit accumulation or are at-risk of falling behind to encourage on-time graduation.
- (ll) The applicant group demonstrates a comprehensive and sound plan ensure students will meet graduation requirements on-time.

Question 2: Describe any systems and interventions your school will employ to decrease truancy.

- (mm) Applicant group describes a sound plan and systems to identify and intervene with students who become truant, and also prevent truancy.

Ensuring College and Career Readiness

Question 1: What features will your school implement to ensure all students not only graduate from high school, but graduate prepared for success in college and career?

- (nn) The applicant group includes plans to ensure preparation student success beyond high school by meeting at least a, e, and f, and (if applicable) providing logical and defensible reasons for not providing others:
- a. Ensuring a college going ACT score and/or WorkKeys score
 - b. Earning College Credit in High School
 - c. Providing specific industry based credentials (and providing the way in which students will earn the credential)
 - d. Participating in work-based learning experiences
 - e. Building competency, knowledge, and skills to take ownership over individual post-secondary plans.
 - f. Preparing students with low incidence disabilities to access a variety of post-secondary options

Strong Start – 9th Grade Transition Plan

Question 1: How will your school ensure a successful transition into your school from 8th grade, and orient new students to your school?

- (oo) The applicant group presents an effective plan to transition students into the high school setting.

Question 2: How will your school use evidence based-strategies and interventions to support transitional 9th grade, and other students, who arrive 2 or more years behind? Please describe their path to graduation.

- (pp) The applicant group presents an evidence-based plan to identify, intervene, and appropriately differentiate and remediate skills for students who arrive behind grade-level
- (qq) The applicant group presents an effective plan to support students in transitional 9th grade and describes a coherent and aligned pathways to graduation.

Section II: People

Governing Board

Question 1: How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

- (rr) The applicant group describes an effective governance structure for network and school governance, whether each school will have independent board or there will be one or more boards overseeing multiple schools. The plan includes a well-planned board size, powers, duties, structures, and current and desired composition that will foster the school's/network's success.
- (ss) Applicant group is aware of and plans to comply with requirements related to parent involvement, residency, and board membership minimums (7 members).

Question 2: Describe plans for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

- (tt) The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a training plan that corresponds with lacking areas of expertise.
- (uu) The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.

Question 3: Identify the stakeholders whose partnership you have determined is necessary to your school's success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.

- (vv) The applicant team has identified appropriate partners to support the mission and vision of their proposed schools.

Staff

*Question 1: If your organization chart or job descriptions have changed since your original submission, please submit an updated school level organizational chart as **Attachment 20**. Include job descriptions that summarize the scope of work for all staff on the school leadership team as **Attachment 21**.*

- (ww) The organizational chart and corresponding job descriptions include all essential responsibilities and positions necessary to implement the school's plans. (this standard is evaluated twice in the process, evaluators will refer to items submitted in part 1, if an updated document is not provided)

*Question 2: Describe the expectations for teachers. How you will clearly communicate these expectations and ensure that teachers stay on track towards meeting expectations? What instrument will be used for staff evaluation, will the school seek a waiver from the state observation rubrics under COMPASS? If other than COMPASS attach any teacher evaluation tools to be used by the school as **Attachment 22**.*

- (xx) Teacher expectations are logically connected to student performance goals such that students will meet their performance goals if teachers meet theirs.
- (yy) Systems and structures for ensuring teachers achieve their expectations identify and address performance deficiencies.
- (zz) The applicant group intends to utilize the state's COMPASS evaluation system, OR presents an effective and high quality evaluation tool in **Attachment 22**.

Question 3: Describe your strategies for retaining high quality teachers, ensuring a stable teaching force, and your pathways to leadership for qualified staff members.

- (aaa) The applicant groups describes strategies for retaining high-performing teachers is sound and promotes positive school culture and teacher retention rates. The applicant group provides for leadership experience and development for qualified and interested staff.

Question 4: Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

- (bbb) The applicant group includes salary ranges and employment benefits that are competitive and are accounted for in their budget.

School Leader Capacity

Questions 1 & 2: Describe the school(s) or academic program(s) for which you, the proposed school leader, have been responsible. Describe your leadership role(s) and primary responsibilities at the relevant school(s) or academic program(s). The summary should describe the impact that these responsibilities had on the success of the relevant entity. Provide multiple years of student performance data under your leadership. This data must include but is not limited to: proficiency and growth on either state or national standardized tests.

- (ccc) The identified leader has managed a school, a team of teachers, or an academic program.
- (ddd) The leader has established a track record of improving student achievement, and/or provides sufficient data to demonstrate the leader's ability to develop a high performing team of teachers across multiple years.

OR

Questions 3 & 4: Describe a leadership position you have held in which you were responsible for the operations and/or finances of a program or organization. Describe your leadership role and primary responsibilities at the relevant program or organization. The summary should describe the impact that these responsibilities had on the success of the relevant entity. Provide data or evidence that speaks to the organizational and/or financial viability of the program/organization for which you were responsible as a leader.

(eee) The school leader has held past leadership positions in which they held a high level of responsibility or the operations and/or finances of a given organization.

(fff) The leader has established a track record of leading operationally and/or financially viable organizations.

Section III: Operations

Facility

Questions 1-4: What is your plan for securing a facility? What facility characteristics are required to serve your academic program? How will the organization meet state, local, and OPSB standards for facility safety and maintenance? Please address how your school will plan to adhere to occupancy and fire/life safety codes and ADA standards.

(ggg) Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

(hhh) Detailed description of plans to secure a facility and how the characteristics of the facility will serve the academic model.

(iii) Demonstrated individual and collective qualifications in facilities acquisition and management, including managing build-out and/or renovations, if applicable.

(jjj) Note that a school need not have secured a facility in order to meet the standard on this measure.

Financial Readiness

*Question 1 & 2: Include, as **Attachment 23**, your Financial Plan and Budget. Include, as Attachment 24, your school's budget narrative. The narrative should not exceed 3 pages (and should not include the network-level budget if applicable as this is covered in the Experienced Operator section), and should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).*

(kkk) Projections are based on accurate, conservative, and legally compliant assumptions.

(lll) All funds from external sources are demonstrated to be reasonably expected as demonstrated through letters, evidence of support, or alignment to award criteria.

(mmm) No essential services are funded at amounts that would preclude the applicant group from implementing their plan.

(nnn) The applicant group demonstrates progress toward a required 10% fund balance by the end of their 5-year charter term.

(ooo) [If applicable] The debt-to-asset ratio is less than 0.9.

(ppp) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.

(qqq) There are no material findings in the non-profits organization's most recent audited financial statements.

- (rrr) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

Question 3: Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall. Specifically describe the roles of the governing board, CMO/organizational leadership (if applicable), and the school site leadership in the budgeting process.

- (sss) The charter applicant group protects mission-critical expenses when faced with budget cuts.

- (ttt) There are clear roles and responsibilities assigned to the administration, CMO (if applicable) and board for managing and developing the budget. The responses demonstrate strong plans for how the board will execute its fiduciary responsibilities.

Question 4: Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

- (uuu) There is appropriate segregation of financial duties.

- (vvv) Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.

Question 5: Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school. Who will select the audit firm, and to whom will they report?

- (www) The organization plans to select an audit firm in keeping with Louisiana requirements, and their response reflects a clear understanding of the role of the audit firm as it relates to the board and school leadership.

Question 6: Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

- (xxx) The applicant group articulates a plan for financial transparency that is in keeping with applicable Louisiana law and requirements of public charter schools.

Question 7: Describe your organization's process for awarding contracts including any processes to increase utilization of disadvantaged business enterprises.

- (yyy) The applicant group articulates a plan for financial transparency that is in keeping with Louisiana's open meetings laws, and reporting obligations.

Educational Service Providers

If applicable, provide as Attachment 25 a copy of the ESP contract that your nonprofit board will sign with the Educational Service Provider that you have selected. Additionally, please provide an independent audit of the ESP as Attachment 26. The relationships between the employment and contractual relationship which will exist between the board, staff of the school, and the educational service provider.

Questions 1-4:

- (zzz) The applicant group’s plan for budget preparation, fund disbursement, account management, and asset management are sound and in keeping with applicable laws and policies.
- (aaaa) The applicant group’s plan includes considerations for the preparation for an audit, and ensuring the audit is free from any conflicts with the ESP. The audit must be paid for and submitted to the non-profit governing board.
- (bbbb) The applicant group’s plan includes a sound plan for termination of the contract and continuation of the school following termination.
- (cccc) To meet standards, the applicant group must describe a clear set of termination provisions that permit the non-profit organization to continue operation of the school after severing the ESP relationship, without undue financial entanglement or hardship

If applicable, the contract included in the Mission Critical Partners section meets the following expectations:

- (dddd) The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.
- (eeee) The ESP cannot control board membership. Either directly or via a related party or organization (defined as substantially overlapping directorates and/or management structures)
- (ffff) The ESP contract does not allow for any form of leverage – including but not limited to severance fees and facilities ownership – by which the ESP can ensure renewal of their contract.
- (gggg) There are no material findings in the ESP’s most recent audited financial statements.

Experienced Operator Addendum

Growth Plan

Question 1: Describe the specific student population that your proposed school(s) will serve. Identify the needs of your intended student population.

- (hhhh) The charter applicant group demonstrates with data that there is demand from the target student population they intend to serve.

Question 2: (Applicable only to groups applying for multiple sites) Describe the number of schools that you plan to open in Louisiana every year for at least the next five years, the year in which each school will open, and how the organization will adapt to meet changing community needs. If your network operates multiple models, identify the model that you will open in each location.

- (iiii) The charter applicant group articulates a logical plan by which they will adapt to meet changing community needs for any school opening later than the first year in the growth plan.

Question 3: Does the organization have any approved or pending charters (not yet in operation) in any jurisdiction? If so, include the name of the authorizer(s) and attach the official record of decision/approval from the authorizing authority.

- (jjjj) Applicant provides documentation of approved or pending charters in any jurisdiction.

Scale Strategy & Risk Mitigation

Question 1: Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new school(s).

(kkkk) The central office provides sufficient financial and human capital resources to support the successful launch of new schools in a new district.

(llll) The applicant group's plan to scale beyond their current schools does not risk destabilizing, nor negatively impacting performance at existing schools.

Question 2: If your organization operates schools in other jurisdictions, compare your efforts to scale operations in Orleans to past scale efforts.

(mmmm) The application clearly describes ways in which operation will be similar and different from previous scale efforts and reflects a clear understanding of the New Orleans/Louisiana school context.

Question 3: Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.

(nnnn) Threats identified threaten the organization's ability to achieve its mission and corresponding contingency plans would mitigate those threats.

Question 4: If your organization currently operates fewer than three schools, please clearly identify your plans for ensuring the continued success of your current school(s), should the proposed charter be approved.

(oooo) The applicant group provides clear plans for ensuring continued success for their current school. The applicant group's plan reflects consideration of:

- a. Site-based Instructional and administrative staff transition and succession plans
- b. Centralization of appropriate functions, based on the applicant's plan
- c. Governing board and network administrations' respective roles in monitoring and evaluating the success of the scale strategy
- d. Monitoring progress at all sites to ensure any expansion will not negatively impact current sites.

Question 5: Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Provide your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

(pppp) The applicant group provides appropriate contingency plans in the event revenues are lower than estimated.

Model & Key Staff

Questions 1-3: Organizational chart, job descriptions, recruitment plans, and succession plans.

(qqqq) Applicant group provides required information.

(rrrr) Individuals identified or job descriptions are inclusive of the experiences necessary to effectively implement the operator's scale strategy. It is reasonable to assume the organization will be able to attract a qualified candidate for unfilled positions on the implementation timeline.

(ssss) Applicant group provides adequate succession planning for their CMO level leadership identified in this section.

For Experienced Operators with fewer than 3 schools

Question 4: CMO/Network Model narrative

(tttt) Applicant group articulates a narrative aligned to the rest of the application, proposed budget and organizational chart.

Question 5: CMO/Network Level Financial Model

(uuuu) Applicant group articulates a financial model that is aligned to the narrative and overall application.

(vvvv) The CMO/network's financial model provides for a solvent and effective organization.

Transformation Addendum

Transformation Overview

(wwww) Overview meets either a or b

- a. The applicant group provides a plan to ensure all students are served at the school OR
- b. The applicant group provides rationale for why the school should be reconfigured, and how the applicant group will communicate with and work with families to ensure all impacted students have access to high quality schools.

(xxxx) (if applicable) The applicant group presents sound evidence of their ability to transform schools. Applicant provides realistic evidence of how past experiences will inform their ability to transform a school in the future.

Educational Program

(yyyy) The applicant group identifies the key tenets of its transformation model, and supports the model with evidence-based research to support its use.

(zzzz) The applicant group's transformation plan supports achievement for all students, and specifically identifies ways in which their transformation plan will support students with disabilities, English Language Learners, and other at-risk student populations.

(aaaa) The applicant group's plan includes effective and comprehensive plans to recruit and retain students, create a positive school climate and culture, as well as establish high expectations for students, teachers, and staff.

School Operations

(bbbb) The applicant group provides sufficient evidence of planning with regard to retaining highly effective teachers and staff.

(cccc) The applicant group provides viable evidence of additional financial resources available to them to support transition efforts

Metrics and Goals

(dddd) If not already resolved in the main application, applicant group provides comprehensive additional context into their data analysis and decision making process.

Community Engagement

(eeee) The applicant group describes the specific, effective, strategies you will use for engaging parents/guardians/families, and residents of the community surrounding the school.

(ffff) The applicant group describes the role of parents in your schools' decision-making processes, and what venues will be established to articulate and elevate parent and community voice.

(gggg) The applicant group's plan creates the conditions to ensure a positive relationship with the parents and other stakeholders in the community they serve.