



# Orleans Parish School Board

*Spring 2019*

*Request for Charter School Applications*

Evaluation Rubric

For schools opening in School Year 2020-2021

**John Brown, Sr.**, District 1  
**Ethan Ashley**, District 2  
**Sarah Newell Usdin**, District 3  
**Leslie Ellison**, District 4  
**Benjamin Kleban**, District 5  
**Woody Koppel**, District 6  
**Nolan Marshall Jr.**, District 7  
**Dr. Henderson Lewis, Jr.** Superintendent

# OPSB Charter Application Rubric

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## Spring 2019 Charter Request For Applications Evaluation Forms

These tools are to be used to evaluate the Spring 2019 Charter Request for Application submissions. The evaluation tools will be utilized by the Orleans Parish School Board internal review team, third-party evaluators, and any additional evaluation team or group reviewing applications for the purpose of providing input during this application cycle. Within the list below there are forms that are for internal use only, and those are identified.

- Part I: Eligibility Determination Forms- completed by the Manager of Charter Applications. Prior to the submission of the full application, applicants must submit completed eligibility determination forms along with the required attachments.
- Part II: The Initial Completeness Check- completed by the Manager of Charter Applications. These items ensure the required application components have been submitted. Applications which do not demonstrate minimum compliance will be returned to the applicant to remedy within a given timeframe and then must resubmitted via the Fluid Review portal.
- Part III: Full Application Review- completed by OPSB internal review team. The components of the charter application are assessed using the rating levels that are listed below. The review team will highlight areas of the application response as evidence to support the rating level. The OPSB internal review team rating will be shared with OPSB Administration. *\*Internal document*
- Part IV: Full Application Review- completed by third-party evaluation team. The components of the charter application are assessed using the rating levels that are listed below. The third-party evaluation team is encouraged to give feedback to the applicant on each application area. The third-party evaluation team may give feedback to the applicant in the form of questions, and/or asking for additional detail or support. This feedback is shared with the applicant in the Request For Clarification Memo. The applicant will respond to such feedback in a Response to the Request For Clarification Memo.
- Part V: Sub-Section Application Review- completed by Superintendent's Advisory Groups. The following components of the charter application will be shared with the corresponding advisory group. The advisory group will read the assigned section of the application and determine a rating level using the rating levels below. The advisory group is encouraged to highlight areas of the application response as evidence to support the rating level. The Superintendent's Advisory Group rating will be shared with OPSB Administration. *\*Internal document*
- Part VI: Review of Response to Request for Clarification- completed by OPSB internal review team and third-party evaluation team. The applicants will have the opportunity to respond to the Request For Clarification Memo. Both the OPSB internal review team and third-party evaluation team will read through the response and determine a final rating level for each section.

- Part VII: Capacity Interviews- completed by third-party evaluation team. The third-party evaluation team will interview the organization representation to ascertain their capacity to operate a charter school. The applicant group will have the opportunity to bring a group of people (no more than 8) to demonstrate the capacity of the organization. The face to face information session and webinar provides the specifics on whom is required to attend the capacity interview. Additionally, the applicants may ask the third-party evaluation team clarifying questions. The third-party evaluation team will take notes from the interview on using the Capacity Interview Rubric.
- Part VIII: Final Independent Evaluation Report- completed by the third-party evaluation team. The team will meet to evaluate the application, the response to the Request for Clarification, and capacity interview. The third-party evaluation team will make a recommendation to the OPSB Superintendent for each application of Approval or Denial. A record of their insights will be contained in the Final Independent Evaluation Report.
- Part IX: Final Recommendation Report- completed by the Manager of Charter Applications. The Manager of Charter Applications will compile the final rating of the OPSB internal review team on all sections of the application, the Superintendent's Advisory Groups final rating on the sub-sections of the applications, and the third-party evaluation team's final recommendation of approval or denial for each application. This report will be provided to OPSB Administration to inform the Superintendent's Recommendation. *\*Internal document*

Part I: Eligibility Determination Forms (New Operators and Experienced Operators)

The full completion of the Eligibility Determination Forms includes the elements listed below in the checklist. These forms shall be submitted using the Fluid Review portal. Information regarding the Fluid Review portal may be found in the application.

## Spring 2019 Charter RFA: Completeness Check

<b>Name of Nonprofit Corporation:</b>	
<b>Name of Proposed School:</b>	
<b>Name of Primary Contact:</b>	

ITEM	RESPONSE	COMMENTS
<b>Application Type</b>		
<b>Operator Track</b>		

Location	Item	Yes	No	N/A	Comments
<b>Letter of Intent</b>	Letter of Intent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Eligibility Determination</b>	Eligibility Determination Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Copies of Current LA Teacher Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Charter Board Member Resumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Charter Board Background Checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Spring 2019 Charter RFA: Completeness Check

### New Operator

<b>Name of Nonprofit Corporation:</b>	
<b>Name of Proposed School:</b>	
<b>Name of Primary Contact:</b>	

ITEM	RESPONSE	COMMENTS
<b>Application Type</b>		
<b>Operator Track</b>		

Location	Item	Yes	No	N/A	Comments
<b>Letter of Intent</b>	Letter of Intent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Eligibility Determination</b>				
Eligibility Determination Forms		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Copies of Current LA Teacher Certifications		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Charter Board Member Resumes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Charter Board Background Checks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Full Application</b>	Executive Summary (2-Page Limit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1: Student Recruitment Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2: Data or research supporting your academic model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3: Weekly Student Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4: Daily Schedule (9 <sup>th</sup> -12 <sup>th</sup> grade only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5: Pupil Progression Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6: Special Education Staffing Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7: English Language Learner Staffing Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8: Job descriptions for staff performing Special Education evaluations and/or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9: Redacted & Un-redacted resumes for staff performing Special Education evaluations and/or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10: Organizational Chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11: School Leadership team job descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12: Redacted & Un-redacted School leadership team resumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13: Teacher Evaluation Tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14: Calendar of Special Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15: Mission Critical Partners MOUs/ Contracts (If Applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	16: Charter Board Roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17: School Leader Evaluation Tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18: Qualified Business Manager/Financial Manager Resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	19: Financial Manager Contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	20: Financial Template	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21: Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	22: ESP Contract (If Applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	23: ESP Audit (If Applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Spring 2019 Charter RFA: Completeness Check

## Experienced Operator

<b>Name of Nonprofit Corporation:</b>	
<b>Name of Proposed School:</b>	
<b>Name of Primary Contact:</b>	

ITEM	RESPONSE	COMMENTS
<b>Application Type</b>		
<b>Operator Track</b>		

Location	Item	Yes	No	N/A	Comments
<b>Letter of Intent</b>	Letter of Intent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Eligibility Determination</b>	Eligibility Determination Forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Copies of Current LA Teacher Certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Charter Board Member Resumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Charter Board Background Checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Full Application</b>	Executive Summary (2-Page Limit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1: School/Portfolio Workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2: Most recent Financial Audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3: Litigation documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4: Weekly Student Schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5: Daily schedule (9 <sup>th</sup> – 12 <sup>th</sup> grade only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6: Pupil Progression Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7: School Calendar (9 <sup>th</sup> -12 <sup>th</sup> grade only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8: CEO and Board Chair Succession Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9: Organizational Chart (CMO and School Level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10: Charter Board Roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	11: School Leader Evaluation Tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	12: Qualified Business Manager/ Financial Manager Resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	13: Financial Manager Contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	14: Financial Template	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	15: Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	16: ESP Contract (If applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	17: ESP Audit (If applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	18: CEO: Job Description and either resume or recruitment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	19: CAO: Job Description and either resume or recruitment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	20: Director of Special Education: Job Description and either resume or recruitment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	21: CFO and/or COO: Job Description and either resume or recruitment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22: School leadership team job descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	23: School leadership redacted & unredacted resumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	24: Authorizer Approval (for non-OPSB charters awarded, but not in operation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Part III and IV: Full Application Review

The Orleans Parish School Board and the applicant value the expertise of the subject matter experts that comprise both the OPSB internal review team and the third-party evaluation team. To preserve the safety and to ensure that no un-due pressure is applied by other parties, the internal team's identities are kept completely anonymous.

The purpose of this feedback is to provide the applicant with clarification on response, request for additional details or evidence and/or indicators of serious concerns. The applicant will receive the feedback from the third-party evaluation team in the form of a Request For Clarification Memo. The applicant will have a given amount of time to submit a Response to the Request For Clarification Memo. See the published timeline for specific dates and deadlines.

### 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 execute academic success, 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 organizational effectiveness, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- Individual and collective qualifications for effective fiscal management, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

### Evidence Based Data and Research

There are questions within the application that require evidence and research-based support within the applicant response. 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:
  - **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.

## Orleans Parish School Board Charter Application Evaluation Ratings and Sample Scoring Criteria

Instructions to OPSB Internal Review Team and Third-Party Evaluators

Use objective language and complete sentences when providing comments on sections of the application. Also remember to provide evidence and support for your comments, by providing the page number, paragraph number, or other referenced item.

Example Comments:

### Strengths of the Academic Section

“The chosen curriculum is research based and proven effective with the targeted population of students because...”

### Weakness of the Academic Section

“The curriculum and daily schedule do not align with the mission and vision because... “

### Strength of the Financial Readiness Section

“The budget assumptions include contingencies for high-dollar special needs students and funds are allocated in the budget document for such contingencies.”

### Weakness of the Financial Readiness Section

“The budget assumptions include a line of credit from XYZ Bank, but there is no proof such an agreement exists, and no plan to repay the line of credit when it is accessed.”

### Rating Levels

Rating	Characteristics
<b>Meets</b>	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.
<b>Approaches</b>	The response meets the criteria in some respects but has substantial gaps in a number of areas.
<b>Does not meet</b>	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.

Rating Sections and Sub-Sections

<b>New Operator Application</b>	<b>Application Section</b>	<b>Overall Section</b>
	Students	Organizational Effectiveness
	Academics	Academic Performance
	Special Student Population	Academic Performance
	School Staff	Organizational Effectiveness
	Culture	Academic Performance
	Mission Critical Partners	Organizational Effectiveness
	Board Readiness	Organizational Effectiveness
	Financial Readiness	Financial Responsibility
	Returning Applicant Groups	Organizational Effectiveness
	School Leader Capacity	Academic Performance
<b>Experienced Operator Application</b>		
	Past School Performance	Academic Performance
	Academics	Academic Performance
	Growth	Organizational Effectiveness
	Scale Strategy & Risk Mitigation	Organizational Effectiveness
	Board Readiness	Organizational Effectiveness
	Financial Readiness	Financial Responsibility
	ESP	Organizational Effectiveness
	School Leader Capacity	Academic Performance

<b>New Operator Application</b>	
<i>Application Section</i>	<i>Application Standard</i>
Executive Summary	<ul style="list-style-type: none"> <li>• The mission statement identifies the role of the school in addressing the problem or demand that the school seeks to address.</li> <li>• The vision describes what success for students beyond school looks like if the applicant group fulfills the role described in its mission.</li> <li>• Applicant group aspires to rigorous goals that are aligned with and supported by the plan articulated in the application.</li> <li>• The applicant group provides specific detail on the community it wishes to serve, demonstrating an analysis of the student need has occurred.</li> <li>• The applicant group describes a unique educational model that is aligned with the needs of the community it seeks to serve.</li> <li>• 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.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• The applicant group provides specific detail on the community it wishes to serve, demonstrating an analysis of the student need has occurred.</li> <li>• The applicant group describes a unique educational model that is aligned with the needs of the community it seeks to serve.</li> <li>• Applicant group provides evidence of support from various community organizations, partners, or families.</li> <li>• The applicant group intends to recruit a student population that is shown to exist with current Data.</li> <li>• The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students.</li> <li>• 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.</li> <li>• Admissions requirements, if any, comply with R.S. 17:3991(B)(3)<sup>1</sup> and Citywide Enrollment procedures.</li> </ul>
Academics	<ul style="list-style-type: none"> <li>• (If applicable) The applicant has selected curricula that are rated either Tier 1 by the Louisiana Department of Education (LDE), OR</li> <li>• The applicant utilizes a Tier 2 curriculum providing a strong rationale and appropriate supplements to ensure mastery by students, OR</li> </ul>

	<ul style="list-style-type: none"> <li>• (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.</li> <li>• (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</li> <li>• 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.</li> <li>• 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.</li> <li>• The applicant group provides a process by which teachers will receive differentiated coaching that is data-driven and reflective of the teacher evaluation standards.</li> <li>• 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.</li> <li>• 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.</li> <li>• Applicant group provides a pupil progression plan which is aligned with state and federal law, as well as OPSB policy where applicable.</li> <li>• Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.</li> <li>• Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with applicable standards.</li> <li>• Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards. Clear, rigorous promotion and exit policies and standards.</li> </ul>
Special Students Populations	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The applicant provides a comprehensive and compelling plan for appropriate identification of</li> <li>• students with special needs and to ensure special education student have access to and are successful in general education classes.</li> <li>• Applicant addresses effective programs and partnerships intended to connect students with disabilities and their families to appropriate outside agencies.</li> <li>• Applicant specifically addresses plans for discipline of students with disabilities that is compliant with the IDEA.</li> <li>• Applicant specifically addresses the curriculum modifications that will be made for Students with Disabilities or, provides detail on the curriculum that will be used that is alignment with LDOE Tier 1, or Tier 2 curriculum.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Applicant demonstrates that EL students will utilize the same grade-level materials as their non- EL peers with the necessary language supports and resources.</li> <li>• 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.</li> <li>• Applicant must provide a plan for the professional development necessary to build content-area teachers’ capacity for teaching ELs.</li> <li>• Applicant specifically addresses the curriculum modifications that will be made for English Language Learners or, provides detail on the curriculum that will be used that is alignment with LDOE Tier 1, or Tier 2 curriculum.</li> <li>• 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.</li> <li>• 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.</li> <li>• (High School) 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.</li> </ul>
School Staff	<ul style="list-style-type: none"> <li>• The organizational chart and corresponding job descriptions include all essential responsibilities and positions necessary to implement the school’s plans.</li> <li>• The applicant groups describe strategies for recruiting high-performing teachers is sound and promotes positive school culture and teacher retention rates.</li> <li>• The applicant groups describe strategies for recruiting high-performing administrators is sound and promotes positive school culture and leadership retention.</li> <li>• Teacher expectations are logically connected to student performance goals such that students will meet their performance goals if teachers meet theirs.</li> <li>• Systems and structures for ensuring teachers achieve their expectations identify and address performance deficiencies.</li> <li>• The applicant group intends to utilize the state’s COMPASS evaluation system OR presents an effective and high-quality evaluation tool.</li> </ul>

Culture	<ul style="list-style-type: none"> <li>• The applicant group identifies a set of values by which they establish a set of expectations.</li> <li>• The applicant group describes logical systems and processes for investing and sustaining staff in the stated values and norms.</li> <li>• 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.</li> <li>• The applicant group lists the specific set of teacher and administrator behaviors associated with the stated expectations and values.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The applicant group describes high quality practices or programs to support student social emotional learning in order to impact student achievement.</li> </ul>
Mission Critical Partners	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The applicant group has an unbiased system for setting goals for the partner and holding the partner accountable.</li> <li>• The applicant group provides contingency plans if the partnerships are not maintained that reflect appropriate budgetary and staffing consideration.</li> </ul>
Board Readiness	<ul style="list-style-type: none"> <li>• Each board member’s described role on the board matches their professional skill set.</li> </ul>

	<ul style="list-style-type: none"><li>• 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.</li><li>• The responsibilities enumerated for each role enable a clear division of roles among the board members.</li><li>• 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.</li><li>• The board articulates a set of metrics by which they will monitor and gauge the school’s academic, operational, and financial effectiveness.</li><li>• 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.</li><li>• Applicant group is aware of and plans to comply with requirements related to parent involvement, residency, and board membership minimums (7 members).</li><li>• 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.</li><li>• 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.</li><li>• The board identifies the information that will be used to determine if the school leader</li><li>• has satisfied each standard and the process by which they will collect that information.</li><li>• 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.</li><li>• 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.</li><li>• The applicant group describes appropriate levels of training to implement evaluation of the school leader.</li></ul>
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	<ul style="list-style-type: none"> <li>• The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.</li> <li>• 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.</li> </ul>
<p>Financial Readiness</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Applicant group describes a reporting structure with an appropriate level of oversight and is free from conflicts.</li> <li>• The applicant group’s detailed start-up plan must include specific tasks, timelines, and responsible individuals, aligned with the Start-Up Budget.</li> <li>• The applicant group’s plan includes appropriate start-up resources and plans to secure them.</li> <li>• Detailed timeline/approach for recruitment of key staff, recruitment of students and finding a facility.</li> <li>• Projections are based on accurate, conservative, and legally compliant assumptions.</li> <li>• All funds from external sources are demonstrated to be reasonably expected as demonstrated through letters, evidence of support, or alignment to award criteria.</li> <li>• No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</li> <li>• The fund balance is in alignment with expectations described within the Charter School Accountability Framework.</li> <li>• [If applicable] The debt-to-asset ratio is less than 0.9.</li> <li>• There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.</li> <li>• Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.</li> <li>• The charter applicant group protects mission-critical expenses when faced with budget cuts.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• There is appropriate segregation of financial duties.</li> <li>• Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.</li> <li>• The applicant group articulates a plan for financial transparency that is in keeping with applicable Louisiana law and requirements of public charter schools.</li> </ul> <p>ESP (if applicable)</p> <ul style="list-style-type: none"> <li>• The board maintains independence from the ESP by articulating strong accountability provisions memorialized in the ESP contract and avoiding opportunities for the ESP to gain leverage over the board.</li> <li>• The ESP cannot control board membership. Either directly or via a related party or organization (defined as substantially overlapping directorates and/or management structures)</li> <li>• 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.</li> <li>• There are no material findings in the ESP’s most recent audited financial statements.</li> <li>• 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.</li> <li>• The applicant group’s plan includes a sound plan for termination of the contract and continuation of the school following termination.</li> <li>• 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.</li> </ul>
<p>Returning Applicant Groups</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>
<p>School Leadership</p>	<ul style="list-style-type: none"> <li>• The identified leadership team has managed a school, a team of teachers, or an academic program that showed some level of growth or success under their responsibility.</li> </ul>

Team Capacity	<ul style="list-style-type: none"><li>• The school leadership team has held past leadership positions in which they held a high level of responsibility for the operations and/or finances of a given organization.</li><li>• The leadership team has established a track record of improving student achievement, and/or provides sufficient data to demonstrate the leadership team’s ability to develop a high performing team of teachers across multiple years.</li><li>• The leadership team has established a track record of leading operationally and/or financially viable organizations.</li></ul>
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Experienced Operator Application	
<i>Application Section</i>	<i>Application Standard</i>
Executive Summary	<ul style="list-style-type: none"> <li>• The applicant group provides specific detail on the outcomes it will achieve, including tools of measure, and time bound outcomes.</li> <li>• The applicant group includes the key components of the scale strategy as articulated in the scale section of the application.</li> <li>• The applicant group articulates the threats that are most likely to hinder their success and a logical plan to mitigate each potential threat.</li> </ul>
Past School Performance	<ul style="list-style-type: none"> <li>• <i>[Applicable to groups currently operating schools in Orleans Parish]</i> All schools managed by the applicant group during the time of their application, would meet the renewal standards as set in the CSAF.</li> <li>• <i>[Applicable to groups not operating schools in Orleans Parish]</i> The applicant group demonstrates that at the time of their application, they would meet the renewal standards of each parish/state in which they operate.</li> <li>• <i>[Applicable to groups not operating schools in Orleans Parish]</i> Using data collected from nationally normed testing, the applicant group demonstrates that the operator’s schools are high performing and that they outperform their peer schools by meeting one of the standards below. <p>In tested subject areas, the applicant group’s schools’ consistently have a higher level of proficiency than their peer schools with an equal or higher percentage of their target student population OR:</p> <p>In tested subject areas, the applicant group’s schools’ student performance growth consistently outpaces that of their peer schools with an equal or higher percentage of their target student population.</p> <ul style="list-style-type: none"> <li>• <i>[Applicable to groups not operating schools in Orleans Parish that serve grades 9-12]</i> Over multiple years, the applicant group’s schools have a consistently higher graduate rate than peer schools with an equal or higher percentage of their target student population. OR:</li> <li>• Over multiple years, the applicant group’s schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.</li> <li>• <i>[Applicable to groups not operating schools in Orleans Parish that serve grades 9-12]</i> Over multiple years, the applicant group’s schools have a consistently higher college matriculation rate than peer schools with an equal or higher percentage of their target student population. OR:</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Over multiple years, the applicant group’s schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.</li> <li>• <i>[Applicable to groups not operating schools in Orleans Parish]</i> The applicant group’s schools consistently academically outperform surrounding schools with an equal or higher percentage of their target student population. OR:</li> <li>• The applicant group’s schools’ student performance growth consistently outpaces that of surrounding schools with an equal or higher percentage of their target student population.</li> </ul>
Academics	<ul style="list-style-type: none"> <li>• The applicant group has accurate estimates of baseline performance for the student population that they propose to serve.</li> <li>• The applicant group provides a logical plan to establish student performance goals that relies on diagnostic data.</li> <li>• (If applicable) The applicant has selected curricula that are rated either Tier 1 by the Louisiana Department of Education (LDE), OR</li> <li>• Applicant utilizes a Tier 2 curriculum providing a strong rationale and appropriate supplements to ensure mastery by students, OR</li> <li>• (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.</li> <li>• (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</li> <li>• 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.</li> <li>• 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.</li> <li>• The applicant group provides a process by which teachers will receive differentiated coaching that is data-driven and reflective of the teacher evaluation standards.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Applicant group provides a pupil progression plan which is aligned with state and federal law, as well as OPSB policy where applicable.</li> <li>• Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.</li> <li>• Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with applicable standards.</li> <li>• Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.</li> <li>• Clear, rigorous promotion and exit policies and standards.</li> </ul>
<p>Growth Plan</p>	<ul style="list-style-type: none"> <li>• The charter applicant group demonstrates with data that there is demand from the target student population they intend to serve.</li> <li>• 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.</li> <li>• The charter applicant group includes a viable succession plan for both the CEO role and Board chair role.</li> </ul>
<p>Scale Strategy &amp; Risk Mitigation</p>	<ul style="list-style-type: none"> <li>• The central office provides sufficient financial and human capital resources to support the successful launch of new schools in a new district.</li> <li>• The applicant group’s plan to scale beyond their current schools does not risk destabilizing, nor negatively impacting performance at existing schools.</li> <li>• 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.</li> <li>• [If applicable] The application clearly lists and differentiates between the responsibilities of the central office and local implementers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Threats identified threaten the organization’s ability to achieve its mission and corresponding contingency plans would mitigate those threats.</li> </ul>
<p>Board Readiness</p>	<ul style="list-style-type: none"> <li>• Each board member’s described role on the board matches their professional skill set.</li> <li>• 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.</li> <li>• The responsibilities enumerated for each role enable a clear division of roles among the board members.</li> <li>• 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.</li> <li>• The board articulates a set of metrics by which they will monitor and gauge the school’s academic, operational, and financial effectiveness.</li> <li>• 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.</li> <li>• Applicant group is aware of and plans to comply with requirements related to parent involvement, residency, and board membership minimums (7 members).</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The applicant describes the steps the board and leader will take in the event the leader does not meet accountability measures.</li> </ul>

	<p>There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make personnel decisions.</p> <ul style="list-style-type: none"> <li>• The applicant group describes appropriate levels of training to implement evaluation of the school leader.</li> <li>• The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.</li> <li>• 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.</li> </ul>
<p>Financial Readiness</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Applicant group describes a reporting structure with an appropriate level of oversight and is free from conflicts.</li> <li>• The applicant group’s detailed start-up plan must include specific tasks, timelines, and responsible individuals, aligned with the Start-Up Budget.</li> <li>• The applicant group’s plan includes appropriate start-up resources and plans to secure them.</li> <li>• Detailed timeline/approach for recruitment of key staff, recruitment of students and finding a facility.</li> <li>• Projections are based on accurate, conservative, and legally compliant assumptions.</li> <li>• All funds from external sources are demonstrated to be reasonably expected as demonstrated through letters, evidence of support, or alignment to award criteria.</li> <li>• No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</li> <li>• The fund balance is in alignment with expectations described within the Charter School Accountability Framework.</li> <li>• [If applicable] The debt-to-asset ratio is less than 0.9.</li> <li>• There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.</li> <li>• Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.</li> </ul>

	<ul style="list-style-type: none"> <li>• The charter applicant group protects mission-critical expenses when faced with budget cuts.</li> <li>• 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.</li> <li>• There is appropriate segregation of financial duties.</li> <li>• Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.</li> <li>• The applicant group articulates a plan for financial transparency that is in keeping with applicable Louisiana law and requirements of public charter schools.</li> </ul>
<p>Educational Service Provider</p>	<ul style="list-style-type: none"> <li>• The board maintains independence from the ESP by articulating strong accountability provisions as memorialized in the contract and avoiding opportunities for the ESP to gain leverage over the board.</li> <li>• The ESP cannot control board membership. Either directly or via a related party or organization (defined as substantially overlapping directorates and/or management structures)</li> <li>• 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.</li> <li>• There are no material findings in the ESP’s most recent audited financial statements.</li> <li>• 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.</li> <li>• The applicant group’s plan includes a sound plan for termination of the contract and continuation of the school following termination.</li> <li>• 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.</li> </ul>
<p>School Leadership Team Capacity</p>	<ul style="list-style-type: none"> <li>• The identified leadership team has managed a school, a team of teachers, or an academic program that showed some level of growth or success under their responsibility.</li> <li>• The school leadership team has held past leadership positions in which they held a high level of responsibility for the operations and/or finances of a given organization.</li> <li>• The leadership team has established a track record of improving student achievement, and/or provides sufficient data to</li> </ul>

	<p>demonstrate the leadership team’s ability to develop a high performing team of teachers across multiple years.</p> <ul style="list-style-type: none"><li>• The leadership team has established a track record of leading operationally and/or financially viable organizations.</li><li>• Applicant provides documentation of approved or pending charters in any jurisdiction.</li></ul>
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**Virtual School Addendum**

	<i>Application Standard</i>
	<ul style="list-style-type: none"><li>• The applicant has a logical plan for orienting new students and parents to the school such that both students and parents are given clear expectations on student participation and performance at the beginning of the student’s enrollment.</li><li>• The applicant has clear expectations for student participation that differentiates between what it means for a student to be in engaged in learning, in attendance, and truant in the virtual setting.</li><li>• The applicant has a plan for clearly communicating expectations regarding student participation in the virtual setting to teachers, students, and their families.</li><li>• The applicant has a plan in place for measuring, monitoring, and reporting student participation in the virtual setting. This plan includes, at a minimum, monitoring how often students are logging on, how long students are staying logged on, and what amount of time logged on is spent actively engaging in the curriculum and instruction.</li><li>• The applicant has an actionable intervention plan for students who are not meeting the school’s expectations for engaging and participating in the virtual setting. The intervention plan involves teachers, students, and parents in increasing engaging and preventing truancy.</li><li>• The applicant has a plan to ensure that all enrolled students have access to the online learning environment within a reasonable amount of time once they enroll at the virtual school.</li><li>• The applicant has a logical plan for how they will provide timely support in the event of technical difficulties that minimizes the loss of instructional time.</li><li>• The applicant provides a plan that outlines the nature, frequency, and location of all required and optional in- person meetings and interactions between parents and school staff, including but not limited to parent/teacher conferences, open houses, and school community meetings.</li><li>• The applicant has a plan for complying with Title 28, Charter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.</li></ul>

**Transformation Addendum**

<i>Application Section</i>	<i>Application Standard</i>
	<ul style="list-style-type: none"><li>• The applicant group provides a plan to ensure all students are served at the school OR</li><li>• 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.</li><li>• (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.</li><li>• The applicant group identifies the key tenets of its transformation model and supports the model with evidence-based research to support its use.</li><li>• 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.</li><li>• The applicant group provides sufficient evidence of planning with regard to retaining highly effective teachers and staff.</li><li>• The applicant group provides viable evidence of additional financial resources available to them to support transition efforts.</li><li>• If not already resolved in the main application, applicant group provides comprehensive additional context into their data analysis and decision-making process.</li><li>• The applicant group describes the specific, effective, strategies you will use for engaging parents/guardians/families, and residents of the community surrounding the school.</li><li>• 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.</li><li>• The applicant group’s plan creates the conditions to ensure a positive relationship with the parents and other stakeholders in the community they serve.</li></ul>

Part V: Sub-Section Application Review- completed by Superintendent’s Advisory Groups

The Superintendent has three advisory groups, Parent, Teacher and Student Advisory Groups. The Charter RFA Process is one in which the district would like to garner feedback from the community, and thus will utilize the advisory groups during the Spring 2019 cycle to provide such feedback. Each advisory group will review sub-sections of the full application and provide a rating that will be included within the final report provided to OPSB Administration. The advisory groups will review the following sub-sections and provide a rating for the section using the rating levels:

Advisory Group	Sub-Section of Application	Application Standards
Parent Advisory Group	Board Readiness	<ul style="list-style-type: none"> <li>• Each board member’s described role on the board matches their professional skill set.</li> <li>• 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.</li> <li>• The responsibilities enumerated for each role enable a clear division of roles among the board members.</li> <li>• 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.</li> <li>• The board articulates a set of metrics by which they will monitor and gauge the school’s academic, operational, and financial effectiveness.</li> <li>• 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.</li> <li>• Applicant group is aware of and plans to comply with requirements related to parent involvement, residency, and board membership minimums (7 members).</li> </ul>

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The applicant group describes appropriate levels of training to implement evaluation of the school leader.</li> <li>• The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.</li> <li>• 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.</li> </ul>
Teacher Advisory Group	Academics	<ul style="list-style-type: none"> <li>• (If applicable) The applicant has selected curricula that are rated either Tier 1 by the Louisiana Department of Education (LDE), OR</li> <li>• Applicant utilizes a Tier 2 curriculum providing a strong rationale and appropriate supplements to ensure mastery by students, OR</li> <li>• (If applicable) If the LDE has not yet rated the selected curricula, the applicant correctly demonstrates using the LDE’s Instructional</li> </ul>

		<p>Materials Review Rubric they meet the standards of a Tier 1 rating.</p> <ul style="list-style-type: none"><li>• (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</li><li>• 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.</li><li>• 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.</li><li>• The applicant group provides a process by which teachers will receive differentiated coaching that is data-driven and reflective of the teacher evaluation standards.</li><li>• 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.</li><li>• 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.</li><li>• Applicant group provides a pupil progression plan which is aligned with state and federal law, as well as OPSB policy where applicable.</li><li>• Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.</li><li>• Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with applicable standards.</li></ul>
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		<ul style="list-style-type: none"> <li>• Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.</li> <li>• Clear, rigorous promotion and exit policies and standards.</li> </ul>
Student Advisory Group	Culture (New Operator App.)	<ul style="list-style-type: none"> <li>• The applicant group identifies a set of values by which they establish a set of expectations.</li> <li>• The applicant group describes logical systems and processes for investing and sustaining staff in the stated values and norms.</li> <li>• 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.</li> <li>• The applicant group lists the specific set of teacher and administrator behaviors associated with the stated expectations and values.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

		<ul style="list-style-type: none"><li>• The applicant group describes high quality practices or programs to support student social emotional learning in order to impact student achievement.</li></ul>
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Part VII: Capacity Interviews- completed by third-party evaluation team

The purpose of the capacity interview is to determine the capacity of the organization to execute the plan as written. Therefore, the capacity interview participants (no more than 8 members) shall be those that can demonstrate such, which includes the following:

- a) Proposed School Leader (required, if applicable)
- b) Board Chair (required)
- c) Board Vice-Chair
- d) Board Treasurer
- e) Board Secretary
- f) CEO (required, if applicable)
- g) CMO representative
- h) Other key individuals

Individuals should be collectively prepared to speak in detail about all application elements and expound if needed, and as requested.

The capacity interview will include general interview questions, which may expound upon the application, or may be questions that explore areas that are not included in the application but are important to the operation of a charter school. Additionally, the capacity interview will include a performance task that assesses the school leader and/or board’s readiness to open a new charter school.

The format of the capacity interview will be as follows:

Introductions	5 Minutes
School Presentation	5 Minutes
Performance Task	25 Minutes
Performance Task Debrief	5 Minutes
Interview Questions	60 Minutes
Applicant Clarification Questions to Evaluators	10 Minutes
Next Steps	5 Minutes
<b>Total Time</b>	<b>(maximum) 115 Minutes</b>

**CAPACITY INTERVIEWS**

**2019 Capacity Interview Rubric**

**INSERT SCHOOL NAME- DATE**

The final rating earned is color-coded in **yellow**.

<b>Weighted Categories and Sample Questions</b>	<b>Standard</b>	<b>Meets the Standard</b>	<b>Approaches Standard</b>	<b>Does Not Meet Standard</b>
<p align="center"><b>The Organization:</b></p> <p>Why did you apply to be a charter school?</p>	<p>Answers indicate an authentic and realistic rationale for opening a charter</p>	<p><b>Meets the Standard</b></p>	<p><b>Approaches Standard</b></p>	<p><b>Does Not Meet Standard</b></p>
	<b>Comments:</b>			
<p align="center"><b>Authorizer Expectations:</b></p> <p>What is your understanding of the OPSB's Charter School Accountability Framework?</p>	<p>Answers indicate an understanding that OPSB will authorize exemplary charter schools and enforce clear expectations</p>	<p><b>Meets the Standard</b></p>	<p><b>Approaches Standard</b></p>	<p><b>Does Not Meet Standard</b></p>
	<b>Comments:</b>			
<p align="center"><b>Organizational Effectiveness:</b></p> <p>What expertise do each of you bring to the board that is integral in the school meeting academic, organizational, and financial goals within the initial charter term?</p>	<p>Answers indicate an understanding of OPSB Policy, Open Meetings Laws, and</p>	<p><b>Meets the Standard</b></p>	<p><b>Approaches Standard</b></p>	<p><b>Does Not Meet Standard</b></p>

	governing board best practices such as board roles and functions, board development, and realistic expectations			
	<b>Comments:</b>			
<b>Weighted Categories and Sample Questions</b>	<b>Standard</b>	<b>Meets the Standard</b>	<b>Approaches Standard</b>	<b>Does Not Meet Standard</b>
<p style="text-align: center;"><b>Charter School Concept/ Academics:</b></p> <p>Briefly describe your charter concept. How did your concept originate?</p>	Answers indicate an understanding of the proposed concept(s) and data driven decision making	<b>Meets the Standard</b>	<b>Approaches Standard</b>	<b>Does Not Meet Standard</b>
	<b>Comments:</b>			
<p style="text-align: center;"><b>Operations:</b></p> <p>Describe your facility arrangement and backup plan, if any. Within the next five years will your current facility continue to serve your needs, or will you need to move?</p>	Answers indicate an understanding of transparent processes and legal	<b>Meets the Standard</b>	<b>Approaches Standard</b>	<b>Does Not Meet Standard</b>

	responsibilities			
	<b>Comments:</b>			
<p style="text-align: center;"><b>Financial Responsibility:</b></p> <p style="text-align: center;">When the board is presented with the budget for approval, how will board members know whether to approve it, deny it, or make changes to it?</p>	Answers indicate an understanding of organizational relationships	<b>Meets the Standard</b>	<b>Approaches Standard</b>	<b>Does Not Meet Standard</b>
	<b>Comments:</b>			
<p style="text-align: center;"><b>Performance Task:</b></p> <p>Assume that in the sixth year of the charter, the board and the EMO develop differing philosophies concerning the direction of the school and decide to dissolve the vendor contract. How would this be accomplished?</p>	<p>The applicant uses questioning, analysis, and reflection to develop well-reasoned and creative ideas, conclusions, and solutions to common challenges faced by charter schools.</p> <p>The applicant demonstrates that they are able to apply the plans outlined in their application to</p>	<b>Meets the Standard</b>	<b>Approaches Standard</b>	<b>Does Not Meet Standard</b>

	real world scenarios.  The applicant strives for continuous improvement, is receptive to feedback, and takes ownership of school outcomes.			
	<b>Comments:</b>			

Part IX: Final Recommendation Report- completed by the Manager of Charter Applications.

**Final Recommendation Report: [Rating]** the application submitted by [School Name] to operate a [TYPE] charter school.

Applicant Summary			
School Name		School Leader	
Non-Profit Name		ESP/Corporate Partner	
Opening Year		Board Members:	
Grades Served at Opening			
Enrollment at Opening			
Year at Scale			
Grades Served at Scale			
Enrollment at Scale			

Summary of Internal Review			
Overall		APPROVE or DENY	
Academic Performance	Choose an item.	Transformation Addendum	Choose an item.
Organizational Effectiveness	Choose an item.	Corp. Partner Addendum	Choose an item.
Financial Responsibility	Choose an item.	Virtual School Addendum	Choose an item.

Summary of Advisory Group Evaluation		
Parent Advisory	Board Readiness	Choose an item.
Teacher Advisory	Academics	Choose an item.
Student Advisory	Culture (New Operator)	Choose an item.

Summary of Third-Party Evaluation			
Overall		APPROVE or DENY	
Academic Performance	Choose an item.	Transformation Addendum	Choose an item.
Organizational Effectiveness	Choose an item.	Corp. Partner Addendum	Choose an item.
Financial Responsibility	Choose an item.	Virtual School Addendum	Choose an item.
Capacity Interview			



## Recommendation & Rationale

### Overview

- Mission Statement:
- Background Information:
- Priority:

### Justification for Recommendation:

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