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2017 Charter School Application Evaluation Rubric

For applications submitted to The Louisiana Board of
Elementary and Secondary Education

2017 Charter School Application Evaluation Rubric

The purpose of the state’s charter school application process is to provide a rigorous, comprehensive, unbiased evaluation of all charter applicant groups according to clearly defined standards. Charter applicant groups should use the standards described in this document to develop written plans, craft short personal responses, and prepare for in-person interview questions that will take place throughout the charter school evaluation process.

The Evaluation Process

The charter evaluation process consists of multiple assessments so that applicant groups are afforded the opportunity to present various forms of evidence of their readiness to launch a school. Charter applicant groups will be evaluated by an independent charter evaluation organization with which the Department has contracted.

Evaluation Stage	What is evaluated?	What is used as evidence?
1 (Application)	<p>The charter applicant group’s collective preparedness for strategic thinking is evaluated through educational and financial plans for the design of a new school.</p> <p>The proposed school leader’s preparedness is evaluated through the Founder’s Submission as well as the School Leader Reference.</p>	<p>The evaluator will use textual evidence to assess whether each standard is met.</p> <p>To determine whether the School Leader Reference standards were met, the evaluator will evaluate the responses that the school leader’s former direct report provides.</p>
2 (Interview)	<p>Applicant groups have the opportunity to meet standards that were not met in stage 1:</p> <ul style="list-style-type: none"> ● Interview questions enable applicant groups to explain the strategic thinking behind the plans presented in Stage 1. ● Live role-plays in response to scenarios presented by the evaluator enable groups to model the standards evaluated in Stage 2. 	<p>The evaluator will use text from the interview script and the script created by observing actions and interactions through scenarios to assess whether each standard is met.</p>

Applicant groups complete universal forms in stage 1 of the application process. In these stages, the evaluator will evaluate charter applicant group submissions according to both a set of holistic standards and a set of standards unique to each stage. Applicant groups will be given the opportunity to address all standards in stage 2 that have not yet been met.

A Detailed Explanation of Stage 2:

In stage 2 of the application process, the number of minutes applicant groups may use to address unmet standards will be determined by dividing the total amount of time for stage 2 interview questions and scenarios by the

number of unmet standards. The interview questions and scenarios presented to applicant groups in stage 2 will be custom-tailored to each group.

Applicant groups will not be asked to present evidence in stage 2 of a standard that was met in stage 1 but if an applicant voluntarily presents new evidence that a standard is not met, the evaluator may change a previous determination.

The Evaluator's Recommendations and Opportunities to Respond:

After both stages of the evaluation process, the evaluator will provide the Department with a recommendation for each charter applicant group. Each evaluator recommendation consists of two parts – an Executive Summary and a feedback form that provides evidence to support the recommendation.

Charter applicant groups have the option to write a response to both recommendations. The first response is limited to three pages and the second response is limited to one page.

- **Draft Recommendation and Response:** Between stages 1 and 2 of the evaluation process, applicant groups may provide the evaluator with additional evidence based on the draft recommendation. Applicant groups may provide new plans not included in stage 1, describe new plans to replace plans described in stage 1, or describe new experiences not included in stage 2.

Applicant groups may also identify any factual inaccuracies in the evaluator's draft recommendation. Support must be provided to back up all claims of factual inaccuracy.

- **Final Recommendation and Response:** The evaluator will create a written final recommendation for all applicant groups following stage 2 of the evaluation process. If the applicant finds any factual inaccuracies in the final recommendation, the applicant group may address those inaccuracies in a response to the Department. Support must be provided to back up all claims of factual inaccuracy. If there are no factual inaccuracies in the final recommendation, the applicant does not need to submit a response.

Applicant groups must meet all standards for the evaluator to advise that the Department recommend to BESE to approve a charter applicant group.

The Department recommends to BESE whether to approve or deny each charter application.

The Standards

The charter school application process rubric includes two sets of standards:

- (1) Holistic standards that evaluators will apply across all evidence presented
- (2) Standards that apply to specific pieces of evidence presented in the application

Holistic Standards:

When evaluating the evidence provided by charter applicant groups, the evaluator will evaluate the following holistic standards in addition to the standards within each section. Holistic standards are considered met unless the evaluator identifies evidence that they are not met. The evaluator may identify evidence of a holistic standard in any stage of the application process.

Standard	Example Evidence of Standard Not Being Met
Comprehensiveness - No requested information or essential pieces of the school’s plan are left out of the proposal.	A student recruitment plan is not discussed anywhere in the application.
Support - All claims are backed up with data, citations, or expert testimony.	The application states that 150 parents would send their kids to the proposed school but does not say how the data was collected or why it is reliable.
Mission Alignment – All pieces of the plan are working towards the same purpose.	The application includes a character education program, but character education is neither a component of the mission nor is there a description of how character education will contribute to the academic purpose of the school described by the mission.
Cohesion – All pieces of the plan are integrated with each other.	The number of students used to create financial projections is not the same as the target number of students described in the community needs section.

New operator application standards begin below. Experienced operator application standards begin on page 12.

New Operator Application Standards

Vision

Question 1: Problem

- (a) The applicant group is trying to solve a problem related to student outcomes.
- (b) The problem the applicant group is trying to solve exists and can be shown to exist with data.
- (c) The applicant group can prove that the identified problem is in fact necessary to address by describing the negative outcomes that result from the problem.¹
- (d) The applicant group can list the discrete causes of the problem they have identified.
- (e) For each identified cause, the applicant must be able to make a logical connection to the problem and provide reliable evidence to support the connection.

Question 2: Vision

- (f) The vision describes what long-term success for students looks like if the applicant group fulfills the role described in its mission.

Question 3: Mission

- (g) The mission statement identifies the role of the school in addressing the problem that the school seeks to address.

Question 4: Theory

- (h) The applicant group logically demonstrates that, by realizing its mission and vision, the school would address the stated problem.

Question 5: Student Performance Goals

- (i) Performance goals are set from an accurate starting point. Baseline data should be for the same metrics that the school will use to measure progress towards goals. The applicant group has accurate estimates of baseline performance if specific data for the target population is not available.
- (j) Performance goals are set for all students for all target outcomes.
- (k) Expectations are grounded in logic that describes why performance goals are ambitious and feasible.
- (l) The applicant group has plans for collecting sufficient, accurate, and unbiased information for measuring student progress towards meeting performance goals.

¹ An applicant group that says that the problem is that their solution is not yet implemented will not meet this standard.

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(m) Performance goals for student outcomes upon graduation will keep students on a path to be prepared for college and/or a career.

Students

Question 1: Student Population

- (a) The applicant group intends to recruit students from a student population that exists and can be shown to exist with data.
- (b) [If applicable] If the school intends to recruit a proportion of students from a specific sub-group, that sub-group should be shown to exist through data as well.

Question 2: Recruitment

- (c) The applicant group identifies the underlying reasons why the target parents / guardians and students would want to attend the school.
- (d) The activities within the recruitment plan describe a logical series of steps that the applicant group will take to convert interest in the school to enrollment.
- (e) The applicant group has recruitment plans that, if successful, will yield a number of students equal to or greater than Year 1 enrollment targets.
- (f) Recruitment, admissions, and enrollment practices are legally compliant.

Academics

Question 1(a): Content

The applicant group must meet EITHER standard (a) or (b).

- (a) (If applicable) The applicant demonstrates that the curricula are aligned with the Louisiana State Standards (LSS) by either a state education agency or an independent nonprofit that evaluates curricula for LSS-alignment.
- (b) (If applicable) The applicant group explains the way by which they determined the curricula are grade-appropriate and LSS-aligned. This process demonstrates that the materials will prepare students to meet the standards.²

Question 1(b): Assessment

- (c) The applicant group selects assessments that are fully aligned with the Louisiana State Standards and the school's student performance goals.

² This can include, but is not limited to using the [Louisiana Believes Guidance to Instructional Materials Review](#)

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(d) The applicant group's plan includes assessment selections that are aligned with the proposed curricula.

Question 1(c): Staff Development

(e) The applicant group provides a process by which they will regularly evaluate the strengths and needs of teachers and members of the school leadership team.

(f) The applicant group demonstrates that the professional development plan correspond with and support both the Louisiana State Standards and the school's student performance goals.

(g) The applicant group demonstrates that individual staff members will receive opportunities for coaching regarding their instructional strengths and areas of growth.

(h) The applicant group's teacher development plan generates collaboration and cultivates future leaders.

Question 2: Student Time

(i) The applicant group 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 3: Practice

(j) The applicant group identifies the most impactful structures, policies, and practices that their school will implement.³

(k) The applicant group demonstrates that the selected structures, policies, and practices are shown to be effective by sound research.

(l) The applicant group describes in specific, detailed steps how the identified structures, policies and practices will address the problem and drive the intended student goals.

(m) The applicant describes structures and systems that actively identify, evaluate, and resolve unanticipated critical issues that threaten the school's ability to meet the intended student goals.

Special Student Populations

(a) Plans for serving special education students are designed to meet legal expectations and are adequately resourced.

(b) Plans for serving English Language Learners are designed to meet legal expectations and are adequately resourced.

School Staff

³ Structures are ways of grouping people (administrators, teachers, parents / guardians, and / or students). Policies are formal rules that govern how people interact. Practices are specific events, activities, or routine behaviors.

Question 1: Organization and Administration

- (a) The organizational chart and job descriptions indicate that the applicant group has identified all essential responsibilities necessary to implement the structures, policies, and practices essential to operationalizing the school's mission and vision.

Question 2: Recruitment

- (b) The applicant group identifies minimum required skill sets for teachers and administrators that would enable them to fulfill their job descriptions.
- (c) The applicant group provides a logical series of steps that describes how they selected or will select teachers and administrators that meet minimum requirements for each position.
- (d) The applicant group demonstrates that a pool of teachers from which the applicant group will be able to recruit exists.
- (e) As a result of the recruitment process, a sufficient number of teachers who meet the applicant group's requirements for acceptable teachers will choose to work at the applicant group's school.

Question 3: Teacher Performance Expectations

- (f) Teacher expectations are logically connected to student performance goals such that students will meet their performance goals if teachers meet theirs.
- (g) The applicant group has plans for collecting accurate and unbiased information for measuring teacher progress towards meeting expectations.
- (h) Systems and structures for ensuring teachers achieve their expectations identify and address performance deficiencies.

Mission-Critical Partners

Question 1: Existing Partnerships

- (a) The applicant group identifies minimum required skill sets for mission-critical partner organizations that will enable them to fulfill their duties as identified in the job description(s).
- (b) [If applicable] the applicant group provides a logical series of steps that describes how they will identify and contract with mission-critical partner organizations that have the minimum required skill sets (this standard applies to partner organizations that have not yet been identified).
- (c) [If applicable] all already formed mission-critical partnerships are evidenced through the existence of written agreements.

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- (d) [If applicable] existing agreements specify scopes of service that encompass duties described in the job description(s).

Question 2: Partner Performance Expectations

- (e) Partner expectations are logically connected to student performance goals such that students will meet their performance goals if partners meet theirs.
- (f) The applicant group has plans for collecting accurate and unbiased information for measuring partner progress towards meeting expectations.
- (g) Systems and structures for ensuring partners achieve their expectations identify and address the root causes of performance deficiencies.

Culture

Question 1: Student Culture

- (a) The applicant group identifies a set of values by which they establish a set of expectations.
- (b) The applicant group's system for setting and maintaining positive student behavioral expectations will lead students to consistently exhibit behaviors that correspond with the school's values.
- (c) 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.

Question 2: Support for Practices

- (d) The applicant group describes a logical system of policies and practices for setting and maintaining positive student norms that is supported by sound research.

Question 3: Staff Investment in Vision

- (e) The applicant group describes logical systems and processes for investing staff in the stated values and norms.
- (f) The applicant group describes logical systems and processes for sustaining staff investment in the stated values and norms.

Question 4: Staff Culture

- (g) The applicant group lists the specific set of teacher and administrator behaviors associated with the stated expectations and values.

Board Readiness

Question 1: Board Skills and Preparedness

- (a) Each board member's described role on the board matches their professional skill set.

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- (b) 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.

Question 2: External Engagement

- (c) The board can provide evidence that it has built a relationship with one or more stakeholder(s) who contribute(s) in a material, strategic way to ensuring that the school opens and stays open.

Question 3: School Leader Accountability

- (d) 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.
- (e) 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.
- (f) The information that the board collects will enable the board to determine if the school leader has satisfied each standard.
- (g) The board puts into place a structure that enables it to collect the information it needs.
- (h) 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.

Question 4: Conflicts of Interest

- (i) The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.⁴

Financial Readiness and Finances

Finances Template:

- (a) Projections are based on accurate, conservative, and legally compliant assumptions.
- (b) All funds from external sources are demonstrated to be reasonably expected.
- (c) No essential services are funded at amounts that would preclude the applicant group from implementing their plan.

⁴ 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.”

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- (d) The fund balance is in alignment with expectations described on page 12 of the Charter School Performance Compact.
- (e) [If applicable] The debt-to-asset ratio is less than 0.9.
- (f) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.
- (g) There are no material findings in the non-profits organization's most recent audited financial statements.
- (h) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

Questions 1-3: Financial Manager

- (i) The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.

Questions 4: Budgeting

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

Question 5: Controls

- (k) There is appropriate segregation of financial duties.
- (l) Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.

Founder's Submission

These standards will be evaluated twice – once for the school leader's responses and once for the board chair's responses. For the purposes of the Founder's Submission, the school leader means the senior most school official reporting to the board.

Prompt 1: Mission, Vision, and Goals

- (a) The leader establishes measurable, ambitious goals that support a larger vision that he/she has established for their organization.
- (b) The leader demonstrates that there is a logical connection between the goals that he/she set for their organization and the mission of the organization.

Prompt 2: Strategy & Planning

- (c) The school leader demonstrates that they were able to translate the vision and goals for their organization into a plan- a series of specific actions.

Prompt 3: Collaboration

- (d) The leader demonstrates that individuals other than the leader understood their respective roles in ensuring that the organization met its goals.

Prompt 4: Measuring Progress & Adjusting Course

- (e) The leader describes a clear system by which the staff measured progress towards their goals.
- (f) The leader demonstrates that the staff collaborated to identify barriers to success and solutions to put the organization back on track towards meeting their goals.

Prompt 5: Building Relationships

- (g) The leader demonstrates that they establish and maintain relationships with both colleagues and external stakeholders that contribute to their organization's ability to meet its goals.

School Leader Reference

In the New Operator Overview Template, the school leader identified an individual whom they have managed in a formal capacity. The standards below will be evaluated based upon responses that individual provides during a reference check guided by the Founder's Submission prompts. These standards apply only to the school leader.

- (a) The leader establishes measurable, ambitious goals that support a larger vision that they have established for their organization.
- (b) The leader's direct report demonstrates that there is a logical connection between the goals that the leader set for their organization and the mission of their organization.
- (c) The leader's direct report demonstrates that the leader was able to translate the vision and goals for their organization into a plan- a series of specific actions.
- (d) The leader's direct report demonstrates that individuals other than the leader held clearly defined roles in ensuring that the organization met its goals.
- (e) The leader's direct report describes a clear system by which the staff measured progress towards their goals.
- (f) The leader's direct report demonstrates that the staff collaborated to identify barriers to success and solutions to put the organization back on track towards meeting their goals.
- (g) The leader's direct report demonstrates that the leader establishes and maintains relationships with colleagues and external stakeholders that contribute to their organization's ability to meet its goals.

Experienced Operator Application Standards

Past School Performance

- (a) The applicant group describes a cohesive and systematic strategy for acknowledging and learning from performance deficiencies rather than trying to downplay failures.
- (b) *[Applicable to groups currently operating schools in Louisiana]* The applicant group meets the student performance standards listed in Bulletin 126 §1903(E)(3)(a) and (c).
- (c) *[Applicable to groups not operating schools in Louisiana]* The applicant group demonstrates that, at the time of their application, they would meet the renewal standards of each state in which they operate.
- (d) *[Applicable to groups not operating schools in Louisiana]* The applicant group provides demonstrates that the operator's schools are high performing and that they outperform their peer schools by meeting one of the standards below.
 - o 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:
 - o 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.
- (e) *[Applicable to groups not operating schools in Louisiana that serve grades 9-12]*
 - o 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:
 - o 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.
- (f) *[Applicable to groups not operating schools in Louisiana that serve grades 9-12]*
 - o 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:
 - o 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.
- (g) *[Applicable to groups not operating schools in Louisiana]*

- o The applicant group's schools consistently academically outperform surrounding schools with an equal or higher percentage of their target student population.

OR:

- o 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.
- (h) The applicant group can successfully educate students in schools that use the same model(s) that the operator will employ.
- (i) In the overview template, the reenrollment rate, transfer rate, suspension rate, and expulsion rate provided by the applicant group meets expectations according to the Charter School Performance Compact.

Academics

Question 1(a): Content

The applicant group must meet EITHER standard (a) or (b).

- (a) (If applicable) The applicant demonstrates that the curriculum is aligned with the Louisiana State Standards (LSS) by either a state or federal education agency, or an independent nonprofit that evaluates curricula for LSS-alignment.
- (b) (If applicable) Applicant explains the way by which they determined the curriculum is grade-appropriate and LSS-aligned. This process demonstrates that the materials will prepare students to meet the standards.⁵
- (c) The applicant group describes a clear connection between the root causes of the problem that the school seeks to address and the identified curriculum.

Question 1(b): Assessment

- (d) The applicant group selects assessments that are fully aligned with the Louisiana State Standards and the school's student performance goals.
- (e) The applicant group's plan includes assessment selections that will enable the school to measure progress towards proficiency relative to national peers.

Question 1(c): Staff Development

- (f) The applicant group provides a process by which they will regularly evaluate the strengths and needs of teachers and members of the school leadership team.
- (g) The applicant group demonstrates that the professional development plan will enable students to meet the Louisiana State Standards and the school's student performance goals.

⁵ This can include, but is not limited to using the [Louisiana Believes Guidance to Instructional Materials Review](#)

- (h) The applicant group demonstrates that individual staff members will receive opportunities for coaching regarding their instructional strengths and areas of growth.
- (i) The applicant group's development plan generates collaboration and cultivates future leaders.

Question 2: Student Time

- (j) The applicant group allocates time daily and throughout the year in such a way that they will be able to achieve all student goals.

Question 3: Practice

- (k) The applicant group identifies the most impactful structures, policies, and practices that their school will implement.⁶
- (l) The applicant group demonstrates that the selected structures, policies, and practices are shown to be effective by sound research.
- (m) The applicant group describes in specific, detailed steps how the identified structures, policies and practices will address the problem and drive the intended student goals.
- (n) The applicant describes structures and systems that actively identify, evaluate, and resolve unanticipated critical issues that threaten the school's ability to meet the intended student goals.

Growth Plan

Question 1: Student Population

- (a) The charter applicant group defines the demographic characteristics of the target student population to be served in all communities and is able to demonstrate with data that this population exists.
- (b) The charter applicant group demonstrates that there is sufficient demand from families for seats at the school(s).

Question 2: Community Need

- (c) 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: Mission of Organization

- (d) The charter applicant group articulates their mission and vision.

⁶ Structures are ways of grouping people (administrators, teachers, parents / guardians, and / or students). Policies are formal rules that govern how people interact. Practices are specific events, activities, or routine behaviors.

- (e) The charter applicant group articulates how achieving the group's five-year vision in Louisiana fully aligns with their mission.

Scale Strategy

Question 1: Resources

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

Question 2: Responsibilities

- (b) The application clearly lists and differentiates between the responsibilities of the central office and local implementers.

Question 3: Feedback

- (c) The applicant group uses meaningful and accurate feedback to adjust the support provided to local implementers.

Risks and Associated Contingency Plans

Question 1: Vulnerabilities

- (a) The applicant group follows a protocol for regularly and thoroughly scrutinizing the organization for vulnerabilities.
- (b) The applicant group seeks organizational improvement by encouraging staff to point out vulnerabilities and welcoming solutions to address them.

Question 2: Threats

- (c) Threats described in the application threaten the ability of the organization to achieve its mission.

Question 3: Contingency Plans

- (d) Contingency plans would minimize the damage done towards achieving the mission.

Board Readiness

Question 1: Board Member Skill Sets

- (a) Each board member's described role on the board matches their professional skill set.
- (b) 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.

Question 2: Relationship Development

- (c) The board can provide evidence that it has built a relationship with one or more stakeholder(s) who contribute(s) in a material, strategic way to ensuring that the school opens and stays open.

Question 3: School Leader or Educational Service Provider (ESP) Accountability

- (d) The board articulates a set of standards that the school leader or ESP must satisfy in order to keep the school on track to achieve its vision.
- (e) The board provides logical evidence that the school will achieve its student goals if the school leader or ESP satisfies the standards set forth by the board.
- (f) The information that the board collects will enable the board to determine if the school leader or ESP has satisfied each standard.
- (g) The board puts into place a structure that enables it to collect the information it needs.
- (h) *(If applicable)* In cases in which the ESP does not meet the standards established by the board, the board applies a logical decision-making framework and process that results in decisions that are most likely to further the school's mission.
- (i) *(if applicable)* 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.

Question 4: Conflicts of Interest

- (j) The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.⁷

Financial Readiness and Finances

Finances Template

- (a) Projections are based on accurate, conservative, and legally compliant assumptions.
- (b) All funds from external sources are demonstrated to be reasonably expected.
- (c) No essential services are funded at amounts that would preclude the applicant group from implementing their plan.
- (d) The fund balance is in alignment with expectations described on page 12 of the Charter School Performance Compact.

⁷ 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."

- (e) [If applicable] The debt-to-asset ratio is less than 0.9.
- (f) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.
- (g) [If applicable] There are no material findings in the non-profits organization's most recent audited financial statements.
- (h) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

Question 1: Financial Manager

- (i) The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.

Question 2: Budgeting

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

Question 3: Controls

- (k) There is appropriate segregation of financial duties.
- (l) Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.

Educational Service Provider (ESP) Contract

- (a) The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.
- (b) The ESP cannot control board membership.
- (c) 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.
- (d) There are no material findings in the ESP's most recent audited financial statements.

Founder's Submission

If your organization has not operated at least two schools for three years each, your school leader must complete the founder's submission. If your organization does not currently oversee any BESE-authorized charter schools, the chair of your board must complete the founder's submission as well.

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These standards may be evaluated twice – once for the school leader’s responses and once for the board chair’s responses. For the purposes of the Founder’s Submission the school leader means the senior most school official reporting to the board.

Prompt 1: Mission, Vision, and Goals

- (h) The leader establishes measurable, ambitious goals that support a larger vision that they have established for their organization.
- (i) The leader demonstrates that there is a logical connection between the goals that they set for their organization and the mission of their organization.

Prompt 2: Strategy & Planning

- (j) The school leader demonstrates that they were able to translate the vision and goals for their organization into a plan- a series of specific actions.
- (k) The school leader identifies the assumptions that supported the plan that they implemented in driving their organization towards meeting the stated goals.

Prompt 3: Leadership

- (l) The leader demonstrates that individuals other than the leader held clearly defined roles in ensuring that the organization met its goals.

Prompt 4: Measuring Progress & Adjusting Course

- (m) The leader describes a clear system by which the staff measured progress towards their goals.
- (n) The leader demonstrates that the staff collaborated to identify barriers to success and solutions to put the organization back on track towards meeting their goals.

Prompt 5: Relationships

- (o) The leader demonstrates that they establish and maintain relationships with both colleagues and external stakeholders that contribute to their organization’s ability to meet its goals.