Louisiana Believes

2020 Charter School Application Evaluation Rubric

for the 2020 Application Cycle

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

2020 Charter School Application Evaluation Rubric

The purpose of the state's charter school application process is to provide a rigorous, comprehensive, and 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 and prepare for in-person interview questions and performance tasks that will take place throughout the charter school evaluation process.

The Evaluation Process

The charter evaluation process for BESE-authorized charters 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 to Expect
1 (Written Application)	The third party evaluator will holistically review all components of the charter application against the standards found in this document. The application will be rated on every standard based on the textual evidence found in the application. The evaluator will prepare an initial recommendation that shows the applicant group what standards they have satisfied and where there are deficiencies in their application.
2 (Response to Evaluator Initial Recommendation)	The applicant has the opportunity to submit a five-page written response that addresses the deficiencies found in the evaluator's initial recommendation. The evaluator will review this response and prepare an updated recommendation that takes into consideration the applicant group's response. Updated documents submitted in the initial written application (such as the finance template or overview template) that are submitted as part of the response will not count towards the page limit.
3 (Interview and Performance Tasks)	All applicants will meet with the evaluator for an in-person interview. Attendance is required for school leader and board chair. During this interview, the applicant will be afforded a limited amount of time to address any unmet standards still found in the updated recommendation. The applicant will also engage in a series of performance tasks designed to assess the school leader and the board's readiness to open a new charter school. Applicant groups will not be asked to present evidence in the interview of a standard that is already met; if an applicant presents new evidence that indicates that a standard is not met, the evaluator may change a previous determination.
4 (Final Recommendation)	The evaluator will create a written final recommendation for all applicant groups following the interview and performance tasks stage of the evaluation process. If the applicant finds any factual inaccuracies in the final recommendation, the applicant may address those inaccuracies in a one page response. 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. The evaluator will identify evidence pertaining to the holistic standard at each stage of the application process. The final recommendation made by the evaluator will take into account both the holistic standards and the standards that apply to specific sections of the application and performance tasks.

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.	The application mentions that there is a student recruitment plan, but the 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 the application does not provide evidence that speaks to 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 overview template.

The rest of this document outlines the New Operator and Experienced Operator standards that will be used by the evaluator to judge charter applications submitted to BESE.

New Operator Application Standards

Executive Summary	
Questions:	**Standards:**
Provide a two-page overview of your proposed school that includes the following: Question 1: A mission statement that explains the fundamental purpose of the proposed school and why it would exist.	(A) The mission statement identifies the role of the school in addressing the problem or demand that the school seeks to address in the location in which it seeks to serve.
Question 2: A vision statement that outlines what successes will look like in the long term, and how your school will get there.	(B) The vision describes what success for students beyond school looks like if the applicant group fulfills the role described in its mission.
Question 3: A description of the students and community the proposed school plans to serve, and why the proposed school would be important to the community in which you are proposing to serve.	(C) The applicant group proposes a school that solves a problem related to student outcomes that is either shown to exist with data or is in response to demonstrated demand for a particular school model.
Students	
Questions:	**Standards:**
Question 1: Demonstrate by using data that the student population that you wish to serve exists.	(A) The applicant group intends to recruit a student population that is shown to exist with current data (B) The applicant group intends to recruit a student population that includes a percentage of Economically Disadvantaged students and Students with Disabilities that meets or exceeds the minimum legal percentages.
Question 2: Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school. You may provide evidence in Appendix A. Appendix A will not count against the page limit.	(C) The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students. (D) 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.
Question 3: Describe your enrollment process, including how parents will apply to your school, how the school will review applications, and how the school will run a lottery in the event that it is necessary.	(E) The applicant group provides a logical plan for enrolling students that includes a plan for collecting applications, reviewing applications for eligibility, and communicating decisions on those applications to families. (F) The enrollment process identifies the individual or entity who will conduct the lottery in the event that it

	is necessary, the method that will be used to conduct the lottery, the preferences that will be used to rank students in the lottery, and the process for managing the waitlist if the school chooses to have one.
	(G) The applicant group has an enrollment process that ensures equitable access for families of all backgrounds and needs.
	(H) *[Applicable to schools with a specialized focus and admissions requirements]* Admissions requirements are aligned to the specialized focus of the school.
	(I) *[Applicable to schools with admissions requirements]* Admissions requirements comply with R.S. 17:3991(B)(3).[1]

Academics	
Questions:	**Standards:**
Question 1: Explain how your school will set and measure progress towards student performance goals for core content subject areas (English Language Arts, Math, Science, and Social Studies). Include your plan to gather the baseline data necessary to establish these goals. If your school has a specialized focus[2], additionally describe student performance goals for that specialized focus.	(A) The applicant group has accurate estimates of baseline performance for all core content areas for the student population that they propose to serve.
	(B) The applicant group provides a logical plan to establish student performance goals that relies on diagnostic data that uses the same metrics as the performance goals themselves.
	(C) The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores.
	(D) The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and extension performance standards of the Charter School Performance Compact.
	(E) *[If applicable]* If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible.

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

[2] See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

For core content subject areas and subjects related to your specialized focus (if applicable): Question 2a: Identify the curricula that your school will use and your reasons for these choices	(F) For English Language Arts and Mathematics, the applicant has selected curricula that are either rated Tier 1 by the Louisiana Department of Education (LDOE), OR if the LDOE has not yet rated the selected curricula, the applicant correctly demonstrates using the LDOE's Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.[3] For all other core content subject areas, the applicant has identified the curriculum they will use and correctly demonstrates how these curricula will prepare students for the Louisiana State Standards.
Question 2b: Identify the interim assessments that your school will use and how these align to the curricula	(G) The applicant has selected assessments that are rated either Tier 1 by the Louisiana Department of Education (LDOE), are produced as part of a Tier 1-rated curriculum, are part of Louisiana's Comprehensive Assessment System (LEAP 360), OR if the LDOE has not yet rated the selected assessments, the applicant correctly demonstrates using the LDOE's Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.[4]
Question 2c: Describe your professional development plan for teachers and how this plan is linked to the curricula and assessments.	(H) The applicant group demonstrates that the professional development plan for all teachers corresponds with and supports both the proposed curricula and the school's needs based on student performance. (I) The applicant group provides a process by which teachers will receive differentiated coaching that is data-driven. (J) Professional development ensures teachers are trained to use targeted supports in addition to, rather than in place of, high quality instruction to support Students with Disabilities, English Learners (ELs), and academically struggling students.
Question 3: Describe how teachers will collaborate around academics and the needs of individual students at your school.	(K) The applicant group has plans to offer time for teachers to collaborate around academics and the needs of individual students on a routine basis. (L) Collaborative time is primarily focused on preparing teachers to deliver high quality instruction or meeting the needs of individual students.

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

Question 4: What interventions will be in place for students who are not yet at grade level?	(M) The applicant group presents a logical process by which they will screen all students, identify students requiring additional supports, and consult with a decision-making team to plan supports and interventions for those students.
Question 5: How will core content teachers set academic goals for their students that are connected to the overall school goals?	(N) The applicant group describes a process by which core content teachers will set goals for their students that are connected to the overall school goals.
Question 6: How will the school identify teachers that may need additional supports? What supports will the school provide to those teachers?	(O) Systems or structures exist for observing teachers and identifying teachers that may need additional supports. (P) The applicant group has a plan to provide additional supports to teachers that are identified as in need of additional support.
Question 7: *[If applicable]* If your school has a specialized focus[5], describe the structures, policies, and research-based practices of your specialized focus that will help students achieve the goals the school has set for them.	(Q) *[If applicable]* The applicant group demonstrates that the selected structures, policies, and practices are aligned to the specialized focus of the school. (R) *[If applicable]* The applicant group demonstrates that the selected structures, policies, and practices are shown to be effective by sound research. (S) *[If applicable]* The applicant group demonstrates that the selected structures, policies, and practices help support the school's student performance goals.
Question 8: *[Applicable to applicants proposing to serve grades 9-12]* Provide an example of a daily schedule for a student attending your school as well as your school's academic calendar.	(T) The applicant group allocates time daily and throughout the year in such a way that all students will complete all courses required to graduate on time.
Question 9: *[Applicable to applicants proposing to serve grades 9-12]* What diploma pathways will be offered? What Jump Start pathways will be available? What Industry-Based Credentials will students earn?	(U) The applicant group commits to offering both the TOPS University and Jump Start Career Diploma types. (V) The applicant group commits to offering at least one Jump Start pathway for students who choose the Jump Start Career Diploma. (W) The applicant group commits to ensuring that students have access to at least one high wage or high demand IBC.
Special Student Populations	
Questions:	**Standards:**

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[5] See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

Question 1: Describe your plan to identify, evaluate, and serve Students with Disabilities. Include your staffing plan for serving Students with Disabilities.	(A) 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.
	(B) The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals.
	(C) 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.
	(D) 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.
	(E) 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.
Question 2: Will the curricula proposed in Academics (2)(a) be used to instruct and support Students with Disabilities? If not, please describe the curricula used.	(F) The applicant group intends to use the same grade-level curricula for Students with Disabilities taking the LEAP 2025 assessment that will be used for the general student population.
Question 3: Describe your plan to identify, evaluate, and serve English Learners. Include your staffing plan for serving English Learners.	(G) The applicant group shows that they have a protocol for identifying students whose primary or home language is not English, and for administering the Louisiana English Language Proficiency Screener to potential English Learners.
	(H) The applicant group has a plan to provide translation/interpretation services for families of English Learners and to translate application/enrollment materials in the event that these services are needed.
	(I) The applicant group's plan for EL students must identify the staff member(s) who will serve ELs or include a plan to hire staff member(s) to who will serve ELs. Relevant job description(s) require(s) the expertise and/or credentials relevant to the services.

	(J) The applicant group provides a plan for the professional development necessary to build content-area teachers' capacity for teaching ELs.
Question 4: Will the curricula proposed in Academics (2)(a) be used to instruct and support English Learners? If not, please describe the curricula used.	(K) The applicant group intends to use the same grade-level curricula for English Learners that will be used for the general student population.

School Staff	
Questions:	**Standards:**
Question 1: Provide an organizational chart *and* Question 2: Include job descriptions that summarize the scope of work for all staff on the school leadership team.	(A) The organizational chart and corresponding job descriptions include all essential responsibilities and positions (academic, operational, and financial) necessary to implement the school's plans.
Question 3: Describe your teacher and administrator recruitment strategy.	(B) The applicant group identifies sources for teacher recruitment and provides evidence that a sufficient number of teachers will be available for hire from those sources to fill recruitment needs. (C) The applicant group identifies sources for administrator recruitment and provides evidence that a sufficient number of administrators will be available for hire from those sources to fill recruitment needs.
Question 4: Describe your plan for ensuring that all staff who work with children, including third-party contracted staff, will have appropriate background checks before working with children.	(D) The applicant group provides a plan and timeline for ensuring that all staff who work with children, including third-party contracted staff, will have appropriate background checks before working with children. The plan should include, at a minimum, the individual or position responsible for managing the process, the timeline by which the process will occur for all employees and contracted employees, both prior to the opening of the school and on an ongoing basis, and an assurance that background checks will be acquired from the Louisiana State Police Bureau of Investigations (LCBI)

Culture	
Question:	**Standards:**
Question 1: Describe the culture that you envision for your school and the practices that	(A) The culture described is designed to promote a positive, rigorous, and inclusive academic environment

will foster and maintain that culture. Additionally, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.	that enables the school to maintain a suspension rate that is consistent with the highest expectations in the [Charter School Performance Compact.](#)
	(B) The applicant group describes a logical system of policies and practices for setting and maintaining positive student norms that is supported by sound research.
	(C) The applicant group's disciplinary system is aligned with the law, reflective of best practices, and aligned with their student culture plan.

Partner Organizations for Schools with a Specialized Focus *[if applicable]*	
Question:	**Standards:**
Question 1: *[Applicable only to groups with a specialized focus using a partner organization]* If your school has a specialized focus[6] and is using a partner organization[7] to assist in the implementation of that specialized focus, please identify the partner organization(s) your school will work with and describe the terms and expectations of your partnership(s).	(A) 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.
	(B) All necessary 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.
	(C) The applicant group has an unbiased system for setting goals for the partner and holding the partner accountable.

Board Readiness	
Questions:	**Standards:**
Question 1: Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. As Appendix B, provide a one-page resume for each of your identified board members. One-page resumes will not count towards the page limit.	(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.
	(C) The responsibilities enumerated for each role enable a clear division of roles among the board members.
	(D) [Applicable to Type 2 Charter Applicants] The board is comprised of at least seven board members.
	(E) [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter

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[6] See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.
[7] The partner organization, if applicable, should play a significant role in how the school will achieve the specialized focus of the school's mission.

	school is located and no fewer than 60 percent of its members reside in the community[8] in which the charter school is located.
Question 2: Describe how the board will monitor the school's overall performance.	(F) The board articulates a set of metrics by which they will monitor and gauge the school's academic, operational, and financial effectiveness. These metrics should, at a minimum, include the expectations of the Charter School Performance Compact.
	(G) The board has a clear decision-making process for how they will respond to information they gather in monitoring the school's effectiveness. This process demonstrates that there are clear roles and responsibilities among the board members in considering information that facilitate informed board decision-making.
Question 3: Describe the steps the board will take to evaluate the school leader. Specifically, describe: • The information the board will collect; • The systems by which the board will collect information; • The standards - including and in addition to student performance goals- the board will use to evaluate information it collects; and, • The process by which the board will evaluate information and make decisions.	(H) 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. (I) The board provides logical evidence that the school will achieve its vision if the school leader satisfies the standards set forth by the board for the school leader. (J) 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. (K) 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. (L) The applicant describes the steps the board and school 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.

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[8] Community is considered the parish in which the school is located and immediate neighboring parishes, and, for Type 2 charter schools, any parish that is included in the Type 2's attendance zone.

Question 4: Describe the process by which your board identifies potential conflicts of interest before making decisions.	(M) The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.[9]
Question 5: Describe the process by which you will train your board including the organizations used (if applicable) and the topics the board will be trained on.	(N) 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.
	(O) The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.

Financial Readiness	
Questions:	**Standards:**
Standards (a) through (f) are assessed through the 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) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.
	(E) *[If applicable]* There are no material findings in the non-profits organization's most recent audited financial statements.
	(F) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.
Question 1: Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an	(G) 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

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[9] 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."

individual financial manager, please provide his / her one-page resume as Appendix C.	expertise that will provide financial management services.
Question 2: To whom will your financial manager or back-office service provider report to? How will that person or group assess the performance of the financial manager or back-office service provider?	(H) The applicant group has metrics they will use to assess the performance of the financial manager or back-office service provider and commits to reviewing those metrics on an annual basis. (I) The metrics used to assess the performance of the financial manager or back-office service provider include, at a minimum, the financial metrics the Charter School Performance Compact.
Question 3: Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.	(J) The applicant group protects mission-critical expenses when faced with budget cuts.
Question 4: Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.	(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 Services Provider (ESP) *[If applicable]*

Questions:	**Standards:**
Question 1: If your non-profit plans to use an Educational Service Provider (ESP), please provide as an additional appendix a copy of the ESP contract that your non-profit board will sign with the ESP that you have selected. Additionally, please provide an independent audit of the ESP as part of that additional appendix.	(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.
Question 2: If your non-profit plans to use an ESP, please fill out the ESP tab of the overview template. Please provide a brief accompanying narrative that describes the ESP's success educating a similar demographic population to the	(E) *[Applicable to ESP's currently operating schools in Louisiana]* All schools managed by the ESP meet the expectations for operators according to BESE Bulletin 126. (F) *[Applicable to ESP's not operating schools in Louisiana]* The applicant group demonstrates that, at the time of

population you intend to educate in your new school.

In addition, describe the causes that led to and the current status of:

(a) Any performance deficiencies or compliance violations from a school managed by the ESP that have led to authorizer intervention;
(b) Any litigation involving the ESP or operated by the ESP; and,
(c) Any material audit findings for a school operated by the ESP

their application, the schools managed by the ESP would meet the renewal standards of each state in which they operate.

(G) [*Applicable to ESP's not operating schools in Louisiana*] Using data collected from nationally normed testing, the applicant group demonstrates that the ESP's schools are high performing and that they outperform their peer schools by meeting one of the standards below.[10]

- o In tested subject areas, the ESP'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 ESP's schools' student performance growth consistently outpaces that of their peer schools with an equal or higher percentage of their target student population.

(H) [*Applicable to ESP's not operating schools in Louisiana that serve grades 9-12*]

- o Over multiple years, the ESP'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 ESP's schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.

(I) [*Applicable to ESP's not operating schools in Louisiana that serve grades 9-12*]

- o Over multiple years, the ESP'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 ESP's schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.

(J) [*Applicable to ESP's not operating schools in Louisiana*]

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[10] This includes any nationally-normed and adopted tests such as the PARCC, Smarter Balanced, the ACT, the SAT, etc.

	o The ESP's schools consistently academically outperform surrounding schools with an equal or higher percentage of their target student population. OR: o The ESP's schools' student performance growth consistently outpaces that of surrounding schools with an equal or higher percentage of their target student population.
Returning Applicant Group *[If applicable]*	
Question:	**Standard:**
Applicant groups that have submitted charter applications previously are required to complete this section Question 1: *[If applicable]* Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school. Additionally, describe any changes to board leadership or school leadership since your most recent application.	(A) The applicant demonstrates that, since their last application, they have participated in sufficient formal training to develop the capacities previously found lacking. If the applicant had unmet standards related to their school leadership and/or board membership, the applicant has either demonstrated changes to their school leadership and/or board membership since the previous application cycle that are relevant to the standards previous found lacking, OR has had formal school leadership and/or board membership training in best practices in order to develop the capacities previously found lacking.
School Leadership Team Capacity	
Questions:	**Standards:**
Resume (Appendix B) and Question 2: Describe the school(s) and/or academic program(s) for which the proposed school leadership team has been responsible. Describe their leadership role(s) and primary responsibilities at the relevant school(s) and/or academic program(s). The response should describe, using data where possible, the impact that these individuals had on their school(s) and/or academic program(s).	(A) 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.
Resume (Appendix B) and Question 3: Describe relevant leadership positions that the proposed school leadership team has held in which they	(B) The school leadership team has held past leadership positions in which they held a high level of

were responsible for the operations and/or finances of program(s) and/or organization(s). Describe the leadership roles that were held and primary responsibilities for the relevant program(s) and/or organization(s). The summary should describe the impact that these responsibilities had on the success of the relevant entities.	responsibility for the operations and/or finances of a given organization.
Resume (Appendix B) and Question 4: Provide multiple years of student academic performance data under the proposed school's leadership team. This data must include, but is not limited to, proficiency and growth on state and national standardized tests (where available), and data on graduation rates and growth for applicants proposing to serve high schools.	(C) 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.
Resume (Appendix B) and Question 5: Provide data or evidence that speaks to the organizational and/or financial viability of the program(s) and/or organization(s) for which members of the proposed school leadership team were responsible as a leader.	(D) The leadership team has established a track record of leading operationally and/or financially viable organizations.

Virtual School Standards *[if applicable]*	
Questions:	**Standards:**
Question 1: Describe your plan for orienting new students and parents (both at the beginning of the year and any time during the school year that a student enrolls) to your online charter school. What expectations will you set for them, and how will you communicate these expectations? How will you ensure they transition smoothly to your online environment?	(A) 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.
Question 2: What expectations will you set for student and teacher participation and interaction, and how will they be communicated? What systems will be in place to monitor student attendance and participation? How will your school differentiate and measure expectations for student attendance, student engagement, and	(B) 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. (C) The applicant has a plan for clearly communicating expectations regarding student participation in the virtual setting to teachers, students, and their families.

truancy? What interventions will you develop in response to students who fall short of these expectations?	(D) 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. (E) 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.
Question 3: How will you ensure that students and families have adequate access to all of the technology necessary to actively engage with the online curriculum? How will you provide technical assistance to students and families? Additionally, how will you ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties?	(F) 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. (G) 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.
Question 4: What kinds of in-person services will your school offer? When and under what circumstances will students be able to access in-person instruction and services? When and under what circumstances will parents be able to speak in-person to a teacher or staff member?	(H) 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. (I) The applicant has a plan for complying with BESE policy on Health Screening outlined in Bulletin 135 as part of enrollment and the ongoing functioning of the school.
Question 5: Describe the system by which struggling students will receive in-person instruction, including the location for providing these services, the transportation services that will be available, and a plan for evaluating struggling students.	(J) The applicant group details a plan for how struggling students will be evaluated by the virtual school on an on-going basis, the tools that will be used for this evaluation, and the frequency of the evaluation. (K) The applicant group details a logical and feasible plan for how struggling students at the virtual school will receive at least twenty percent of instruction in person. (L) The applicant group details a plan for how no-cost transportation services will be provided to struggling students at the virtual school for in-person instruction.
School Leader Performance Tasks	

In addition to the standards listed here, the school leader's responses to performance tasks presented on the interview day may be assessed using questions related to other sections of the application.	(A) The applicant builds investment in their school by presenting a coherent vision for an engaging, rigorous, and inclusive school. (B) The applicant demonstrates that they are able to apply the plans outlined in their application to real world scenarios. (C) The applicant uses questioning, analysis, and reflection to develop well-reasoned and creative ideas, conclusions, and solutions to common challenges faced by charter schools. (D) The applicant strives for continuous improvement, is receptive to feedback, and takes ownership of school outcomes.
Board Performance Tasks	
In addition to the standards listed here, the board members' responses to performance tasks presented on the interview day may be assessed using questions related to other sections of the application.	(A) The applicant demonstrates an understanding of the relevant laws/policies/requirements needed to operate a successful charter school. (B) The applicant demonstrates that they are able to apply the plans outlined in their application to real world scenarios. (C) The applicant uses questioning, analysis, and reflection to develop well-reasoned and creative ideas, conclusions, and solutions to common challenges faced by charter schools. (D) The applicant strives for continuous improvement, is receptive to feedback, and takes ownership of school outcomes.

Experienced Operator Application Standards

Past School Performance	
Question:	**Standards:**
Question 1: In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Please provide a brief accompanying narrative that describes your organization's success educating a similar demographic population to the population you intend to educate in your new school(s). Please note that the charter authorizer(s) to which you applied or the Department may contact your other authorizers. In addition, describe the causes that led to and the current status of: (a) Any performance deficiencies or compliance violations that have led to authorizer intervention; (b) Any litigation involving your organization or a school that you operate; and, (c) Any material audit findings for your organization or a school that you operate	(A) All schools managed by the ESP meet the expectations for operators according to BESE Bulletin 126.
Academics	
Questions:	**Standards:**
Question 1: Explain how your school will set and measure progress towards student performance goals for core content subject areas (English Language Arts, Math, Science, and Social Studies). Include your plan to gather the baseline data necessary to establish these goals. If your school has a specialized focus[11], additionally describe student performance goals for that specialized focus.	(A) The applicant group has accurate estimates of baseline performance for all core content areas for the student population that they propose to serve. (B) The applicant group provides a logical plan to establish student performance goals that relies on diagnostic data that uses the same metrics as the performance goals themselves. (C) The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores. (D) The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and

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[11] See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

	extension performance standards of the Charter School Performance Compact.
	(E) *[If applicable]* If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible.
For core content subject areas and subjects related to your specialized focus (if applicable): Question 2a: Identify the curricula that your school will use and your reasons for these choices	(F) For English Language Arts and Mathematics, the applicant has selected curricula that are either rated Tier 1 by the Louisiana Department of Education (LDOE), OR if the LDOE has not yet rated the selected curricula, the applicant correctly demonstrates using the LDOE's Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.[12] For all other core content subject areas, the applicant has identified the curriculum they will use and correctly demonstrates how these curricula will prepare students for the Louisiana State Standards.
Question 2b: Identify the interim assessments that your school will use and how these align to the curricula	(G) The applicant has selected assessments that are rated either Tier 1 by the Louisiana Department of Education (LDOE), are produced as part of a Tier 1-rated curriculum, are part of Louisiana's Comprehensive Assessment System (LEAP 360), OR if the LDOE has not yet rated the selected assessments, the applicant correctly demonstrates using the LDOE's Instructional Materials Review Rubric they meet the standards of a Tier 1 rating.[13]
Question 2c: Describe your professional development plan for teachers and how this plan is linked to the curricula and assessments.	(H) The applicant group demonstrates that the professional development plan for all teachers corresponds with and supports both the proposed curricula and the school's needs based on student performance.
	(I) The applicant group provides a process by which teachers will receive differentiated coaching that is data-driven.
	(J) 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.

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[12] The applicant's third-party recommendation will reflect whether their scoring of proposed curricula is found to be accurate.
[13] The applicant's third-party recommendation will reflect whether their scoring of proposed assessments is found to be accurate.

Question 3: Describe how teachers will collaborate around academics and the needs of individual students at your school.	(K) The applicant group has plans to offer time for teachers to collaborate around academics and the needs of individual students on a routine basis. (L) Collaborative time is primarily focused on preparing teachers to deliver high quality instruction or meeting the needs of individual students.
Question 4: What interventions will be in place for students who are not yet at grade level?	(M) The applicant group presents a logical process by which they will screen all students, identify students requiring additional supports, and consult with a decision-making team to plan supports and interventions for those students.
Question 5: How will core content teachers set academic goals for their students that are connected to the overall school goals?	(N) The applicant group describes a process by which core content teachers will set goals for their students that are connected to the overall school goals.
Question 6: How will the school identify teachers that may need additional supports? What supports will the school provide to those teachers?	(O) Systems or structures exist for observing teachers and identifying teachers that may need additional supports. (P) The applicant group has a plan to provide additional supports to teachers that are identified as in need of additional support.
Question 7: *[If applicable]* If your school has a specialized focus[14], describe the structures, policies, and research-based practices of your specialized focus that will help students achieve the goals the school has set for them.	(Q) *[If applicable]* The applicant group demonstrates that the selected structures, policies, and practices are aligned to the specialized focus of the school. (R) *[If applicable]* The applicant group demonstrates that the selected structures, policies, and practices are shown to be effective by sound research. (S) *[If applicable]* The applicant group demonstrates that the selected structures, policies, and practices help support the school's student performance goals.
Question 8: *[Applicable to applicants proposing to serve grades 9-12]* Provide an example of a daily schedule for a student attending your school as well as your school's academic calendar.	(T) The applicant group allocates time daily and throughout the year in such a way that all students will complete all courses required to graduate on time.
Question 9: *[Applicable to applicants proposing to serve grades 9-12]* What diploma pathways will be offered? What Jump Start pathways will be available? What Industry-Based Credentials will students earn?	(U) The applicant group commits to offering both the TOPS University and Jump Start Career Diploma types. (V) The applicant group commits to offering at least one Jump Start pathway for students who choose the Jump Start Career Diploma.

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[14] See page 2 of the Common Charter Application for a detailed explanation of what constitutes a school with a specialized focus.

	(W) The applicant group commits to ensuring that students have access to at least one high wage or high demand IBC.
Growth Plan	
Questions:	**Standards:**
Question 1: Describe the demographics of the student population that your proposed school(s) will serve. Identify the needs of your intended student population.	(A) The charter applicant group demonstrates with data that there is demand from the target student population they intend to serve.
Question 2: *[Applicable to groups applying for multiple sites].* Describe the number of schools that you plan to open in Louisiana every year for at least the next five years, the communities in which you plan to open those schools, the year in which each school will open and where, and how the organization will adapt to meet changing community needs. If your network operates multiple models and/or grade bands, identify the models and/or grade bands that you will open in each location.	(B) 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.
Scale Strategy *[This section does not apply to Louisiana-based operators that run multiple schools and are only applying to operate one or two additional new schools]*	
Questions:	**Standards:**
Question 1: Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization, major service providers, and the new school(s).	(A) The central office provides sufficient financial and human capital resources to support the successful launch of new schools in a new district.
Question 2: Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.	(B) The applicant group identifies risks that could likely threaten the ability of the organization to achieve its mission, and the applicant group presents logical contingency plans to mitigate those risks.
Board Readiness	
Questions:	**Standards:**

Question 1: Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. As Appendix A, provide a one-page resume for each of your identified board members. One-page resumes will not count towards the page limit.	(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. (C) The responsibilities enumerated for each role enable a clear division of roles among the board members. (D) *[Applicable to Type 2 Charter Applicants Only]* The board is comprised of at least seven board members.
Question 2: Describe how the board will monitor the school's overall performance.	(E) The board articulates a set of metrics by which they will monitor and gauge the school's academic, operational, and financial effectiveness. These metrics should, at a minimum, include the expectations of the Charter School Performance Compact. (F) The board has a clear decision-making process for how they will respond to information they gather in monitoring the school's effectiveness. This process demonstrates that there are clear roles and responsibilities among the board members in considering information that facilitate informed board decision-making.
Question 3: Describe the steps the board will take to evaluate the school leader. Specifically, describe: • The information the board will collect; • The systems by which the board will collect information; • The standards - including and in addition to student performance goals- the board will use to evaluate information it collects; and, • The process by which the board will evaluate information and make decisions.	(G) 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. (H) The board provides logical evidence that the school will achieve its vision if the school leader satisfies the standards set forth by the board for the school leader. (I) 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. (J) 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. (K) The applicant describes the steps the board and school 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.

Question 4: Describe the process by which your board identifies potential conflicts of interest before making decisions.	(L) The board articulates a logical process by which they identify conflicts of interest and ensure that they do not impact board decisions.[15]
Question 5: Describe the process by which you will train your board including the organizations used (if applicable) and the topics the board will be trained on.	(M) 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. (N) The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member on-boarding plan that ensures that all new members are familiar with board bylaws and requirements.
Question 6: *[Applicable to groups applying to open a school in a region they do not currently operate in]* Describe your plan for obtaining regional board representation for your proposed school(s).	(O) There is a clear plan for obtaining regional board representation for any new proposed schools in regions the operator does not currently operate in.

Financial Readiness	
Questions:	**Standards:**
Standards (a) through (f) are assessed through the 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) There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity. (E) *[If applicable]* There are no material findings in the non-profits organization's most recent audited financial statements. (F) Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.

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

Question 1: Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an individual financial manager, please provide his / her one-page resume as Appendix C.	(G) Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.
Question 2: To whom will your financial manager or back-office service provider report to? How will that person or group assess the performance of the financial manager or back-office service provider?	(H) The applicant group has metrics they will use to assess the performance of the financial manager or back-office service provider and commits to reviewing those metrics on an annual basis. (I) The metrics used to assess the performance of the financial manager or back-office service provider include, at a minimum, the financial metrics the [Charter School Performance Compact.](#)
Question 3: Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.	(J) The applicant group protects mission-critical expenses when faced with budget cuts.
Question 4: Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.	(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 Services Provider (ESP) [If applicable]

Questions:	Standards:
Question 1: If your non-profit plans to use an Educational Service Provider (ESP), please provide as an additional appendix a copy of the ESP contract that your non-profit board will sign with the ESP that you have selected. Additionally, please provide an independent audit of the ESP as part of that additional appendix.	(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.

Question 2: If your non-profit plans to use an ESP, please fill out the ESP tab of the overview template. Please provide a brief accompanying narrative that describes the ESP's success educating a similar demographic population to the population you intend to educate in your new school.
 	
 In addition, describe the causes that led to and the current status of:
 	
 (a) Any performance deficiencies or compliance violations from a school managed by the ESP that have led to authorizer intervention;
 (b) Any litigation involving the ESP or operated by the ESP; and,
 	
 (c) Any material audit findings for a school operated by the ESP
	(E) All schools managed by the ESP meet the expectations for operators according to BESE Bulletin 126.
	
	 (F) *[Applicable to ESP's not operating schools in Louisiana]* The applicant group demonstrates that, at the time of their application, the schools managed by the ESP would meet the renewal standards of each state in which they operate.
	
	 (G) *[Applicable to ESP's not operating schools in Louisiana]* Using data collected from nationally normed testing, the applicant group demonstrates that the ESP's schools are high performing and that they outperform their peer schools by meeting one of the standards below.[16]
	
	   o In tested subject areas, the ESP'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 ESP's schools' student performance growth consistently outpaces that of their peer schools with an equal or higher percentage of their target student population.
	
	 (H) *[Applicable to ESP's not operating schools in Louisiana that serve grades 9-12]*
	
	   o Over multiple years, the ESP'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 ESP's schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.
	
	 (I) *[Applicable to ESP's not operating schools in Louisiana that serve grades 9-12]*
	
	   o Over multiple years, the ESP's schools have a consistently higher college matriculation rate than peer schools with an equal or higher percentage of their target student population.
	
	    OR:

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[16] This includes any nationally-normed and adopted tests such as the PARCC, Smarter Balanced, the ACT, the SAT, etc.

	o Over multiple years, the ESP's schools have consistently higher growth in their graduation rate than peer schools with an equal or higher percentage of their target student population.
	(J) *[Applicable to ESP's not operating schools in Louisiana]*
	o The ESP's schools consistently academically outperform surrounding schools with an equal or higher percentage of their target student population.
	OR:
	o The ESP's schools' student performance growth consistently outpaces that of surrounding schools with an equal or higher percentage of their target student population.

School Leadership Team Capacity *[If applicable]*	
Questions:	**Standards:**
Resume (Appendix B) and Question 2: Describe the school(s) and/or academic program(s) for which the proposed school leadership team has been responsible. Describe their leadership role(s) and primary responsibilities at the relevant school(s) and/or academic program(s). The response should describe, using data where possible, the impact that these individuals had on their school(s) and/or academic program(s).	(A) 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.
Resume (Appendix B) and Question 3: Describe relevant leadership positions that the proposed school leadership team has held in which they were responsible for the operations and/or finances of program(s) and/or organization(s). Describe the leadership roles that were held and primary responsibilities for the relevant program(s) and/or organization(s). The summary should describe the impact that these responsibilities had on the success of the relevant entities.	(B) 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.
Resume (Appendix B) and Question 4: Provide multiple years of student academic performance	(C) The leadership team has established a track record of improving student achievement, and/or provides

data under the proposed school's leadership team. This data must include, but is not limited to, proficiency and growth on state and national standardized tests (where available), and data on graduation rates and growth for applicants proposing to serve high schools.	sufficient data to demonstrate the leadership team's ability to develop a high performing team of teachers across multiple years.
Resume (Appendix B) and Question 5: Provide data or evidence that speaks to the organizational and/or financial viability of the program(s) and/or organization(s) for which members of the proposed school leadership team were responsible as a leader.	(D) The leadership team has established a track record of leading operationally and/or financially viable organizations.

Virtual School Standards [If applicable]	
Questions:	**Standards:**
Question 1: Describe your plan for orienting new students and parents (both at the beginning of the year and any time during the school year that a student enrolls) to your online charter school. What expectations will you set for them, and how will you communicate these expectations? How will you ensure they transition smoothly to your online environment?	(A) 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.
Question 2: What expectations will you set for student and teacher participation and interaction, and how will they be communicated? What systems will be in place to monitor student attendance and participation? How will your school differentiate and measure expectations for student attendance, student engagement, and truancy? What interventions will you develop in response to students who fall short of these expectations?	(B) 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. (C) The applicant has a plan for clearly communicating expectations regarding student participation in the virtual setting to teachers, students, and their families. (D) 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. (E) 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.
Question 3: How will you ensure that students and families have adequate access to all of the technology necessary to actively engage with the online curriculum? How will you provide technical assistance to students and families? Additionally, how will you ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties?	(F) 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. (G) 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.
Question 4: What kinds of in-person services will your school offer? When and under what circumstances will students be able to access in-person instruction and services? When and under what circumstances will parents be able to speak in-person to a teacher or staff member?	(H) 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. (I) The applicant has a plan for complying with BESE policy on Health Screening outlined in Bulletin 135 as part of enrollment and the ongoing functioning of the school.
Question 5: Describe the system by which struggling students will receive in-person instruction, including the location for providing these services, the transportation services that will be available, and a plan for evaluating struggling students.	(J) The applicant group details a plan for how struggling students will be evaluated by the virtual school on an on-going basis, the tools that will be used for this evaluation, and the frequency of the evaluation. (K) The applicant group details a logical and feasible plan for how struggling students at the virtual school will receive at least twenty percent of instruction in person. (L) The applicant group details a plan for how no-cost transportation services will be provided to struggling students at the virtual school for in-person instruction.
School Leader Performance Tasks	
In addition to the standards listed here, the school leader's responses to performance tasks presented on the interview day may be assessed using questions related to other sections of the application.	(A) The applicant builds investment in their school by presenting a coherent vision for an engaging, rigorous, and inclusive school. (B) The applicant demonstrates that they are able to apply the plans outlined in their application to real world scenarios. (C) The applicant uses questioning, analysis, and reflection to develop well-reasoned and creative ideas,

	conclusions, and solutions to common challenges faced by charter schools.
	(D) The applicant strives for continuous improvement, is receptive to feedback, and takes ownership of school outcomes.
Board Member Performance Tasks	
In addition to the standards listed here, the board members' responses to performance tasks presented on the interview day may be assessed using questions related to other sections of the application.	(A) The applicant demonstrates an understanding of the relevant laws/policies/requirements needed to operate a successful charter school.
	(B) The applicant demonstrates that they are able to apply the plans outlined in their application to real world scenarios.
	(C) The applicant uses questioning, analysis, and reflection to develop well-reasoned and creative ideas, conclusions, and solutions to common challenges faced by charter schools.
	(D) The applicant strives for continuous improvement, is receptive to feedback, and takes ownership of school outcomes.