

Office of School Choice

2026 CSP Grant Eligibility Determination

Subgrant applicants must complete this form to establish eligibility.

Authorization Information (to be completed by all CSP subgrant applicants)					
Name of School					
Name of Nonprofit					
Charter Type (select one)	Type 1	Type 2	Type 3	Type 4	Type 5
Date of Authorization					
Authorizer					

Eligibility (to be completed by all CSP subgrant applicants)		
Applicant Type (select one)		
New	Expanding	Replicating
In which district will the new, expanding, or replicating charter be located?		
Has the organization received authorization to open, replicate, or expand? (attach supporting evidence)		Yes No
Has the authorizer been informed of the organization's intent to apply? (attach supporting evidence)		Yes No
Is the school located in one of the following? Refer to Appendix A. Select all that apply.		
A district where multiple schools have been designated as AUS 3+		
A 'D' or 'F' rated district		
A rural district		
A district where free public school choice options are currently limited		

Eligibility for Expanding and Replicating charters (to be completed by CSP subgrant applicants seeking funding to expand or replicate)

Does the school meet the federal definition of a high-quality charter school? (see Appendix B)	Yes	No
Does the school enroll the state-required percentages of students with disabilities and economically disadvantaged students?	Yes	No
Does the school have any outstanding Notices of Concern or Notices of Breach issued by its authorizer?	Yes	No
Select the means by which the school meets the LDOE’s definition of a high-quality charter school. Select all that apply.		
Received an “A” letter grade in the most recent school year, as measured by 2025 school performance		
School Performance Score exceeds statewide performance or the District Performance Score of the district in which the charter school is located in the most recent school year, as measured by 2025 performance		
BESE-approved alternative charter meeting the top tier of expectations on an Alternative Charter Evaluation Framework, as measured by 2025 performance		
Received a “B’ or “C” letter grade in the most recent school year, as measured by 2025 school performance (if selected, choose at least one of the additional criterion below)		
A majority of grade 3-8 students meet or exceed growth expectations in ELA, as determined by Louisiana’s school-level value-added model, as measured by 2025 performance		
A majority of grade 3-8 students meet or exceed growth expectations in math, as determined by Louisiana’s school-level value-added model, as measured by 2025 performance		
The school’s most recent graduating cohort’s ACT composite score average meets or exceeds the state average		
The school’s high school progress index meets or exceeds the state average, as measured by 2025 performance		

Eligibility for Expanding and Replicating charters (to be completed by CSP subgrant applicants seeking funding to expand or replicate)

Have you had any significant adverse findings or incidents of organizational non-compliance over the past three years?	Yes	No
Do you have any active Notices of Concern or Breach pertaining to student safety, school finance, or compliance with regulations pertaining to services for students with disabilities or English Learners?	Yes	No
Have you been identified for targeted support and improvement under Louisiana’s ESSA Plan?	Yes	No
Have you received CSP funding through either the CMO or Developer competition? If yes, how will the activities you propose to support with CSP funding be materially different from those already undertaken with CMO or Developer CSP funding? (attach explanation)	Yes	No
Do you propose to contract with a for-profit management organization (including a nonprofit management organization operated by or on behalf of a for-profit entity)?	Yes	No

Charter Management Organization

Will the organization contract with a CMO?	Yes*	No
If so, identify the management organization		

*Please attach a description of the roles and responsibilities of all partner organizations.

Certification

I certify that I have the authority to submit this eligibility determination and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification and removal from the CSP subgrant competitive process. The person named as the contact person for the eligibility determination is so authorized as the primary contact for the CSP subgrant application on behalf of the organization.

Name and Title of Primary Contact		
Signature:		Date:

Appendix A

Schools located in one of the following districts will be identified as a priority school.

Multiple AUS 3+ Districts (Based on 2025 SPS Data)		
Caddo	East Baton Rouge	Madison
Morehouse	Richland	St. Helena

D or F Districts (Based on 2025 SPS/DPS Data)			
City of Baker	Madison	RSD - Baton Rouge	St. Helena

Rural Districts (Based on 2020 Census Data)			
Bienville	Caldwell	Cameron	Catahoula
Claiborne	East Carroll	East Feliciana	Grant
LaSalle	Red River	Richland	Sabine
St. Helena	Tensas	Union	West Carroll
West Feliciana			

Limited Choice Districts (Based on October 2025 Enrollment Data)			
Acadia	Allen	Ascension	Assumption
Beauregard	Bienville	Bossier	Caldwell
Cameron	Catahoula	Central Community	City of Bogalusa
City of Monroe	Desoto	East Carroll	Evangeline
Franklin	Grant	Iberia	Jackson
Jefferson Davis	LaSalle	Livingston	Madison
Natchitoches	Ouachita	Pointe Coupee	Rapides
Red River	Sabine	St. Bernard	St. Charles
St. Helena	St. James	St. John	St. Martin
St. Tammany	Tangipahoa	Tensas	Terrebonne
Vernon	Webster	West Baton Rouge	West Carroll
West Feliciana	Winn	Zachary Community	

Appendix B

Federal Definition of a High-Quality Charter School (ESEA § 4310 (8))

The term high-quality charter school means a charter school that:

- shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

State Definition of a High-Quality Charter School

To qualify as a high-quality charter school, a Louisiana charter school must meet the federal definition of a charter school and satisfy at least one of the following conditions:

- Received an “A” letter grade in the most recent school year, as measured by 2025 school performance;
- School Performance Score exceeds statewide performance or the District Performance Score of the district in which the charter school is located in the most recent school year, as measured by 2025 performance;
- BESE-approved alternative charter meeting the top tier of expectations on an Alternative Charter Evaluation Framework, as measured by 2025 performance;
- Received a “B” or “C” letter grade in the most recent school year, as measured by 2025 school performance, AND one of the additional criteria below:
 - A majority of grade 3-8 students meet or exceed growth expectations in ELA, as determined by Louisiana’s school-level value-added model, as measured by 2025 performance;
 - A majority of grade 3-8 students meet or exceed growth expectations in math, as determined by Louisiana’s school-level value-added model, as measured by 2025 performance;
 - The school’s most recent graduating cohort’s ACT composite score average meets or exceeds the state average; or
 - The school’s high school progress index meets or exceeds the state average, as measured by 2025 performance.

In addition, all high-quality charter schools must satisfy their enrollment at-risk requirements and may not have any outstanding notices of concern or breach issued by their authorizer.