

# Louisiana Believes

## Louisiana Charter School Performance Compact (Types 2, 4, and 5 Charter Schools)

### OBJECTIVE

To provide charter school operators and boards with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.

- Clear standards, timely feedback, maximum transparency
- Objective information for schools, students, and families
- Differentiated oversight including incentives for high-performing charter schools
- Comprehensive information to guide charter extension and renewal determinations

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## Section 1: Introduction

This document describes the Louisiana Charter School Performance Compact (CSPC), the accountability mechanism for all charter schools authorized by the Louisiana Board of Elementary and Secondary Education (BESE).

### This document provides:

- a conceptual overview of the Charter School Performance Compact (the body of the document); along with
- the specifics regarding Performance Compact implementation developed with charter school leader input.

In addition to establishing performance criteria for charter schools, the Charter School Performance Compact also ensures that the Louisiana Department of Education is accountable to charter schools.

The Department is accountable for implementing a rigorous and fair oversight process that respects the autonomy that is vital to charter school success.

**It is this *mutual obligation* that drives the Charter School Performance Compact** – a collaborative effort with the common objective of providing Louisiana students with a high quality education that prepares them for post-graduation academic and career success.

### Charter School Performance Compact LDE Obligations

- Clearly communicate standards and expectations to schools;
- Conduct a transparent, consistent, and predictable oversight process;
- Conduct an oversight process that is respectful of schools' autonomy;
- Focus on student outcomes rather than inputs;
- Provide fact-based feedback to schools and communities indicating where schools stand relative to performance compact expectations and standards.

## Section 2: Objective of the Charter School Performance Compact

The Louisiana Department of Education has the responsibility of ensuring that charter schools provide an excellent education for Louisiana public school students.

The LDE believes that charter schools need autonomy and independence in order to develop and implement educational models tailored to the communities they serve.

The Louisiana Charter School Performance Compact balances these two considerations.

**The objective of the Charter School Performance Compact is to provide charter school operators and boards with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.**

**In addition to achieving this objective, the Performance Compact should deliver important secondary benefits:**

- incentives for high-performing charter schools that regularly meet or exceed the academic, financial, and organizational benchmarks presented in this compact;
- comprehensive information for data-driven charter extension and renewal determinations;
- differentiated oversight based on school performance;
- maximum transparency to ensure that all stakeholders understand the areas in which charter schools are succeeding and those in which performance must be improved and
- objective information for students and families who want to learn more about the charter schools in their community.

The Performance Compact describes methods that seek the optimal balance between oversight and independence, while delivering the secondary benefits important to each targeted stakeholder. The Performance Compact is an adaptive tool subject to continuous review and improvement such that the students of Louisiana public charter schools are effectively served.

The Department of Education invites Louisiana's charter schools to be partners in the development and continuous improvement of this Performance Compact.

## Section 3: Performance Compact Assessment Components

The Performance Compact assesses schools on their ability to operate as sound, independent entities that successfully serve all students. The Department of Education has selected assessment components that strike the balance between easy-to-submit documents and data that provide fact-based insight on school performance.

### Routine Year Round Submissions

During the year, schools are required to submit a variety of academic, financial, and organizational data to the LDE. It is vital that this information is submitted by the given due date. These required submissions are often linked to funding allotments or federal reporting requirements. Required submissions are communicated to charter schools via the weekly Important News for Charter Schools newsletter.

### Performance Frameworks

**Academic** – A school’s SPS and letter grade will be used to determine the school’s academic performance within the Academic Performance Framework. We will include additional academic evidence like special education and at-risk student performance and SPS progress points awarded when compiling the annual school review for boards and leaders. We believe this performance is indicative of a school’s academic success and dedication to serving all students at a high level.

**Financial** – The fiscal viability of schools is measured through four indicators: 1) fund balance; 2) audit findings; 3) debt to asset ratio; and 4) timely reporting. These four indicators will be evaluated on an annual basis.

**Organizational** – The organizational performance framework provides performance targets for the legal and contractual obligations that schools must meet. There are seven areas of focus: 1) enrollment; 2) facilities; 3) special education and at-risk student populations; 4) governance; 5) discipline; 6) health and safety; and 7) compliance and reporting. Schools provide assurances that they will adhere to policies and procedures mandated by statute and bulletin. A school loses points when it does not meet the Credit criteria for the indicator.

There are several indicators that are deemed as “Critical Indicators.” These indicators are highlighted in yellow in Appendix A. If schools fail to perform in these highlighted areas, they will bypass Level 1 intervention and automatically receive a Notice of Breach. They must rectify this concern in order to receive an Organizational Performance Framework score.

### Annual Review

The annual review is a process that compiles all data from the Performance Compact components and provides a year-long evaluation of school performance. In the annual review, each school will receive academic, financial, and organizational performance ratings. Each framework has several indicators with associated points which are totaled to arrive at a rating.

We are committed to clearly communicating information from the Charter School Performance Compact to families, schools, and the public. Annual reviews will be provided to charter school boards of directors and school leaders each year following the release of School Performance Scores. These reviews will also be posted on the Louisiana Department of Education website as permitted by FERPA and Act 837.

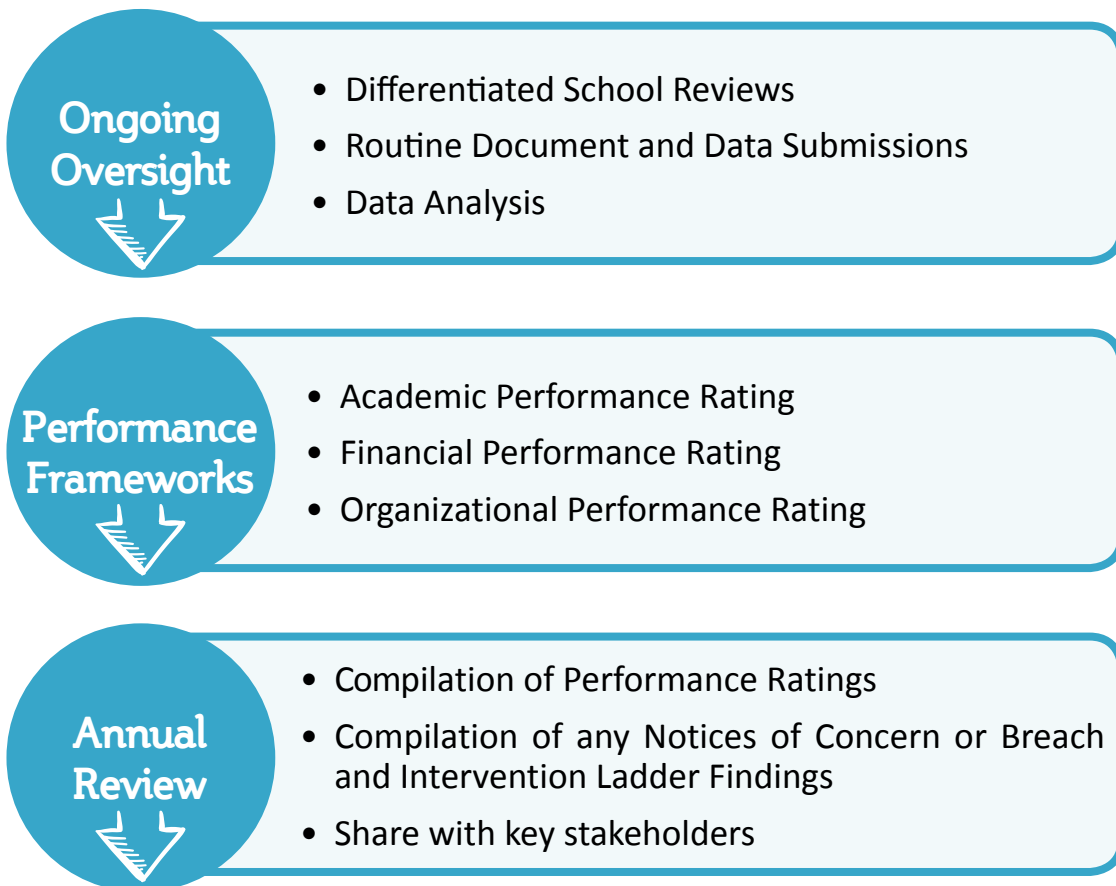
## Section 4: Performance Compact Process Description

### Process Description

The Department has collaborated with charter school leaders to develop the Performance Compact process depicted in this flowchart. Throughout the school year, every charter school will submit scheduled documents and data that enable us to assess their compliance with critical policies and laws, and their progress in achieving important school milestones.

During the year, LDE team members will visit the campus of each charter school. The frequency and intensity of visits will depend on a school's performance and eligibility for a high-stakes decision.

In the fall of each school year, every charter school will receive an Annual Review. The Annual Review analyzes a school's academic, financial and organizational performance along with information collected from the regular oversight process. The parameters of these analyses are indicated in detail in Appendix A, "Detailed Performance Indicator Descriptions."



## Differentiated Oversight: Site Visits vs. School Tours

Site visits and school tours provide us with a chance to connect with school leaders and boards, collect supporting evidence for renewal and extension decisions, ensure the safety of school buildings, and verify that the needs of special student populations are being met. While the frequency and intensity of visits will depend on a school’s performance and eligibility for a high-stakes decision, no visit will last longer than one day. Furthermore, we will notify schools of the nature and timing of their site visit or school tour in advance.

**School Tours** – Schools that meet expectations in all three of the performance frameworks and are not currently eligible for a renewal or extension decision will receive a school tour. These tours are designed to conform to the daily routine of high-performing schools with minimal disruption. They may include:

Component	Objective
Policies and Procedures Follow-Up	Ensure that schools have policies and procedures in place
Informal Classroom Visits	Gain a greater understanding of school culture and operations
Facility Review	Evaluate the health and safety of the school facility
School Leader Conversation	Discuss the direction of the school and its continued path to success

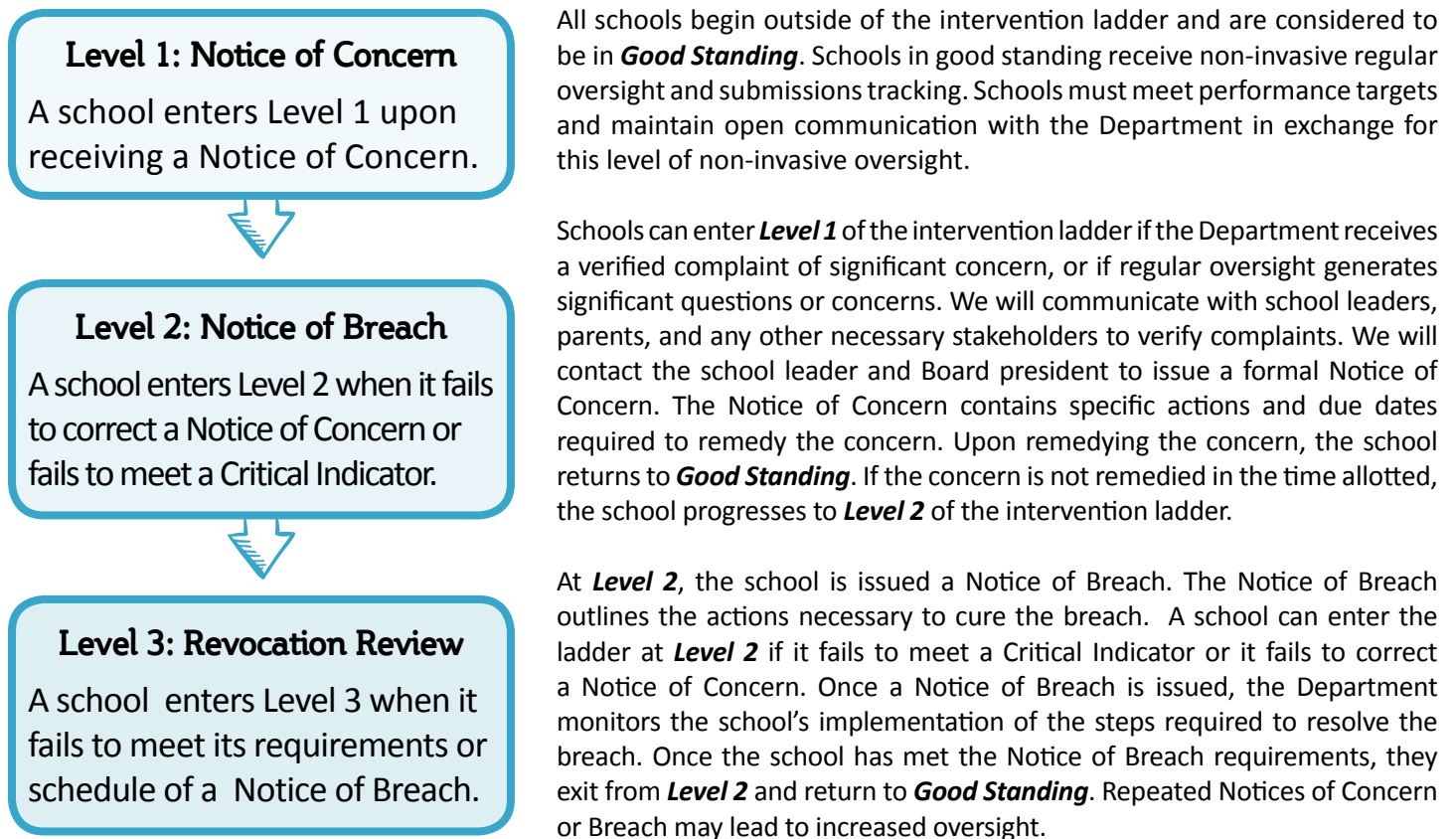
**Site Visits** – Schools that are lower performing or are up for a renewal or extension decision will receive a more intensive annual site visit. These visits will examine school operations thoroughly in order to make informed renewal or extension decisions or to highlight areas of growth for schools with performance concerns. They may include:

Component	Objective
Policy and Procedures Audit	Ensure that schools have all required policies and procedures in place to operate sound schools
Classroom Visits	Gain a greater understanding of school culture, operations and instructional quality
Facility Review	Evaluate the health and safety of the school facility
Special Education Coordinator Interview	Gain additional information about how the school supports special student populations
School Leader Interview	Assess the school leader’s operation of the school
Board/CMO Interview	Assess the board’s understanding of the school’s performance and any future plans for improvement

Specific issues may arise that necessitate another visit. In this case, we will provide schools with as much advance notice as possible.

## Intervention Ladder

Occasionally, the routine Performance Compact process will result in adverse findings. Charter schools may fall out of compliance with regard to important legal or contractual requirements. Academic standards may not be met. Financial soundness may become an issue. When these situations occur, schools enter into the intervention process.



Failure to meet the requirements specified in the Notice of Breach will result in entry to **Level 3**, charter school revocation review. The review may include additional visits to the school or an in-depth audit to assess financial and organizational health. Schools in **Level 3** are at risk of contract revocation. Schools may also progress on the ladder to **Level 3** if they receive repeated Notices of Breach in the same school year. Findings from the revocation review will determine whether a school enters into revocation proceedings or is granted a revised Notice of Breach, returning to **Level 2**.

In unfortunate cases, data gathered from the Performance Compact process can be used to initiate charter school revocation proceedings. The Department recognizes the severity of this process and will use this authority only in the case of persistent shortcomings or a grave incident that threatens the health, safety, or welfare of students. If a school enters revocation proceedings, the Department of Education will follow the revocation procedures outlined in Bulletin 126.

## Charter Extension & Renewal

The Performance Compact provides timely and accurate information necessary for appropriate charter extension and renewal decisions. Decisions will be made in accordance with Bulletin 126 and based on extensive longitudinal information over a school’s charter term. We will consider document submissions, school tours and site visits, annual review reports, parental complaints, and other relevant information in their decisions.

Once a school has been recommended for renewal, the Department will determine a renewal term length. Schools will receive base renewal term lengths determined by their Academic Performance letter grade. Schools that achieve financial scores in the range of 80-100 and organizational scores in the range of 120-150 are eligible for extra years added to the length of their charter terms. The table below details the number of additional years charter schools may earn.

Academic Base Terms	Financial & Organizational Additional Years	Potential Term Lengths
A – 6 Years	Up to 4 Additional Years for Financial and Organizational Performance	6 – 10 Years
B – 5 Years	Up to 2 Additional Years for Financial and Organizational Performance	5 – 7 Years
C – 4 Years	Up to 2 Additional Years for Financial and Organizational Performance	4 – 6 Years
D – 3 Years	No Additional Years Added	3 Years
F – 3 Years	No Additional Years Added	3 Years

## Automatic Renewal

High-performing schools will also receive the added bonus of qualifying for automatic renewal. Qualifying schools must have an A or B academic letter grade, demonstrate academic growth in the last 3 years of the charter term, and “Meets Expectations” ratings on the Financial and Organizational performance frameworks. Automatic renewal candidates will still receive their scheduled renewal site visit. The Department will notify schools shortly after this visit of their automatic renewal status and renewal term length. Schools receiving automatic renewals are exempt from the BESE renewal voting process. Schools that receive an automatic renewal are also eligible for replication without having to submit additional charter school applications.



## Section 5: Performance Compact Timeline

The Performance Compact is implemented according to an annual timeline. The goals of the timeline: a) to set clear expectations for the Department's interaction with schools; while b) standardizing the oversight process.

### Beginning of the School Year



- Schools complete Organizational Performance Framework Self-Assessment and Assurances
- School leaders/board members contact the Department with any questions

### During the School Year



- Schools submit required documents on time
- The Department of Education tracks submissions and school performance framework indicators
- Schools receive a school tour or site visit
- If issues arise or deficiencies are observed, schools enter the intervention ladder

### End of the School Year



- The Department of Education summarizes all collected school performance data and assigns performance scores and ratings
- The Department creates school annual reviews that combine performance scores, site visit data, and routine submission performance
- The Department shares annual reviews with school leaders, school boards, and the public

*Schools should contact the Department at any time for additional support on and information about meeting any of the Performance Compact components.*

## Appendix A: Detailed Performance Indicator Descriptions

I. Academic Performance Framework – School Performance Score (SPS)			
Letter Grade	SPS Scale	Components	
A	100.0-150.0	K-5	100% Assessments
B	85.0-99.9	K-8, 7-8	95% Assessments, 5% Dropout Credit Accumulation Index
C	70.0-84.9	9-12	25% EOC, 25% ACT Composite, 25% Cohort Graduation Rate, 25% Graduation Index
D	50.0-69.9		
F	0.0-49.9		
Up to 10 progress SPS points may be awarded for subgroup performance that meets or exceeds expectations.			
*Letter grade and SPS Scale may be modified if curve is enacted.			

Academic Supporting Evidence		
SPS Indicators	Special Education Indicators	At-Risk Indicators
Assessment Index (K-8, HS)	Percentage of Students Performing Proficient in ELA	Percentage of Students Performing Proficient in ELA
SPS Progress Points Awarded	Percentage of Students Performing Proficient in Math	Percentage of Students Performing Proficient in Math
Dropout Credit Accumulation Index (8th grade)	Percentage of Students Graduating with HS Diploma	Percentage of Students Graduating with HS Diploma
Cohort Graduation Rate (HS)	Percentage of Students Dropping Out	Percentage of Students Dropping Out
Graduation Index (HS)		
ACT Average (HS)		

II. Financial Performance Framework – Financial Performance Score	
Rating	Score
Meets Expectations	80 – 100
Approaches Expectations	60 – 79
Fails to Meet Expectations	0 – 59

Financial Performance Score Indicators				
Indicators	Potential Points	Full Credit	Partial Credit	No Credit
Fund Balance	Full Credit – 30 points Partial Credit – 15 points No Credit – 0 points	Y1: >2%	Y1: 1-2%	Y1: <1%
		Y2: >3%	Y2: 1.5-3%	Y2: <1.5%
		Y3: >4%	Y3: 2-4%	Y3: <2
		Y4: >5%	Y4: 2.5-5%	Y4: <2.5%
		Y5: >6%	Y5: 3-6%	Y5: <3%
		+Y5: >7.5%	+Y5: 3.75-7.5%	+Y5: <3.75%
Audit Findings	Full Credit – 30 points Partial Credit – 15 points No Credit – 0 points	Unqualified audit with no findings	Unqualified audit with no recurring or material findings	Unqualified audit with recurring or material findings or qualified audit
Debt to Assets Ratio	Full Credit – 20 points No Credit – 0 points	<0.9	N/A	>0.9
Timely Reporting	Full Credit – 20 points Partial Credit – 15 points Partial Credit – 0 points	All quarterly reports, AFR, and audit submitted timely	1 late – 15 points 2 late – 10 points	3-5 late

## III. Organizational Performance Framework – Organizational Performance Score

Rating	Score	Components	
Meets Expectations	120-150	Key Indicator	Points Possible
Approaches Expectations	90-119	Enrollment	20
Fails to Meet Expectations	0-89	Facilities	16
<p>All schools start with the full amount of points and assure that they follow these policies and procedures.</p> <p>A school only loses points when they do not meet the criteria under the Credit column.</p>		Discipline	16
		Special Education/At-Risk	38
		Health and Safety	8
		Governance	24
		Compliance and Reporting	28
		<b>TOTAL</b>	<b>150</b>
		<b>Critical Indicators:</b> Boxes highlighted below in yellow represent, high priority indicators. Non-compliance in one of these items triggers an automatic Notice of Breach.	

## Organizational Performance Score Indicators

### A. Enrollment: Type 2 and 4 Schools

Indicators	Points	Detail	Credit
i. School Follows Non-discriminatory Admissions, Attendance Laws, Truancy Policy, and Timely Transfer of Records	4	<a href="#">Transfer of Records FAQ</a> <a href="#">Truancy Policy FAQ</a> Admissions process is non-discriminatory against students with disabilities	Critical Indicator
ii. Student Enrollment and At-Risk Percentage	4		Enrollment data meets contract specifications
iii. School Follows Recruitment and Enrollment Plan, Lottery	4		No more than 1 Notice of Concern No Notices of Breach
iv. School Re-Enrolls High Percentage of Students	4	Percentage of students returning to school that aren't enrolled in a terminal grade	At least 80% of students return to school for the next year
v. School Has Low Transfer Rates During the School Year	4	Percentage of students who transfer schools for reasons outside of residency issues or hardship waivers	School's transfer rate is at or below the average transfer rate of all Type 2, 4, and 5 charter schools

Organizational Performance Score Indicators			
A. Enrollment: Type 5 Charter Schools & Type 2 Charter Schools Participating in OneApp			
Indicators	Points	Detail	Credit
i. Student Enrollment	4	Follows all components of the One App Process including appropriate child welfare and truancy policies	Critical Indicator
ii. Non-Discriminatory Admissions	4	Admissions process is non-discriminatory against students with disabilities	
iii. School Follows Attendance Laws, Truancy Policy, and Timely Transfer of Records	4	<a href="#">Transfer of Records FAQ</a> <a href="#">Truancy Policy FAQ</a>	No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iv. School Re-Enrolls High Percentage of Students	4	Percentage of students returning to school that aren't enrolled in a terminal grade	At least 80% of students return to school for the next year
v. School Retains Students During the School Year	4	Percentage of students who transfer schools between October 1 and the end of the school year for any issue except for moving or graduation	School's transfer rate is at or below the average transfer rate of all Type 2, 4, and 5 charter schools
B. Facilities			
Indicators	Points	Detail	Credit
i. School Meets Local and State Fire and Life Safety Codes	4		Critical Indicator
ii. School Meets Public Health Sanitary Codes	4		
iii. School Submits a compliant Emergency Operations Plan Annually	4		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iv. ADA requirements	4	<a href="#">ADA requirements FAQ</a>	
C. Discipline			
Indicators	Points	Detail	Credit
i. School adheres to BESE Model Master Discipline Plan	4	<a href="#">Model Master Discipline Plan FAQ</a>	Critical Indicator
ii. Suspensions and expulsions are conducted properly	4		
iii. Suspensions	4		School's suspension rate is at or below the average suspension rate of all Type 2, 4, and 5 charter schools
iv. Expulsions	4		School's expulsion rate is at or below the average suspension rate of all Type 2, 4, and 5 charter schools

## Organizational Performance Score Indicators

### D. Special Education, 504 Accommodations, and Other At-Risk Student Populations

Indicators	Points	Detail	Credit
i. Schools identify high-needs/ at-risk students	4	<ul style="list-style-type: none"> <li>School locates and/or identifies students who are eligible for special education services, homeless, ELL, and/or migrant services</li> </ul>	Critical Indicator
ii. School Conducts Evaluations	4	<ul style="list-style-type: none"> <li>School conducts appropriate and timely evaluations, re-evaluations, and re-evaluation waivers.</li> <li>If school contracts with an external provider, it has established and implemented standards of practice for evaluators.</li> </ul>	
iii. School Writes Required IEPs	4	<ul style="list-style-type: none"> <li>IEPs are appropriately developed, revised, and reviewed</li> </ul>	
iv. School Provides Programming and Placement	4	<ul style="list-style-type: none"> <li>Special education services and related services are implemented</li> <li>Curricular modifications and accommodations are provided</li> <li>Section 504 plans are appropriately implemented</li> <li>School ensures provision of transition activities (age 16+) and access to programs that support diploma choices</li> </ul>	
v. School Follows Discipline Procedures	4	<ul style="list-style-type: none"> <li>School follows procedural safeguards for disciplining students with disabilities or students suspected of having a disability.</li> </ul>	
vi. Assessments	4	<ul style="list-style-type: none"> <li>Students are administered appropriate state and local assessments</li> <li>Alternate assessments are provided for students, as required by law and policy</li> </ul>	
vii. Special Education APR Determinations	6		<ul style="list-style-type: none"> <li>Meets Requirements = 6 points</li> <li>Needs Assistance = 3 points</li> <li>Needs Intervention = 0 points</li> <li>Needs Substantial Intervention = 0 points</li> </ul>
viii. Enrollment	4	<ul style="list-style-type: none"> <li>Enrollment of Students with disabilities meets or exceeds local average</li> </ul>	No more than 1 Notice of Concern per Indicator
ix. Retention	4	<ul style="list-style-type: none"> <li>School maintains recurrent enrollment – term to term</li> </ul>	No Notices of Breach per Indicator

### E. Health and Safety

Indicators	Points	Detail	Credit
i. School Provides Health Services to Students	4	<a href="#">Health &amp; Safety FAQ</a>	Documentation of services
ii. School Follows Bus Safety Protocols	4	<a href="#">School Bus Safety FAQ</a>	

## Organizational Performance Score Indicators

### F. Governance

Indicators	Points	Detail	Credit
i. Board Structure Meets Bulletin 126 Requirements	4	<a href="#">Charter Board FAQ</a>	Review of bylaws Annual Ethics Disclosure Verification
ii. Board adheres to Louisiana Code of Governmental Ethics	4	<a href="#">Charter Board FAQ</a>	
iii. Board adheres to Louisiana Open Meetings Laws	4	<a href="#">Open Meetings FAQ</a>	No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iv. Board Adheres to Public Records Act	4	<a href="#">Public Records FAQ</a>	
v. Board follows Public Bid Laws	4	<a href="#">Public Bid Law</a>	
vi. Board completes Ethics Training Anually	4		

### G. Compliance and Reporting

Indicators	Points	Detail	Credit
i. School complies with Louisiana Code of Governmental Ethics	4	<a href="#">Louisiana Code of Governmental Ethics</a>	Critical Indicators
ii. School complies with all legal and contractual obligations regarding background checks	4	<a href="#">Background Check FAQ</a>	
iii. School complies with all legal and contractual obligations regarding student transportation	4		
iv. All school employees complete required ethics training annually	4		
v. Timely and accurate reporting submissions	4	Required submissions are communicated through the LEADS and INSIGHT portal as well as the Weekly Charter Newsletter	No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
vi. School complies with Act 837, Act 677, and all privacy laws	4	<a href="#">Act 837</a> <a href="#">Act 677</a>	
vii. School complies with legal and contractual obligations (including facility lease with Charter Authorizer, if applicable).	4	Compliance with state and federal laws, BESE policy and the charter contract not expressly listed in the CSPC	