

2017-2018 CHARTER SCHOOL ANNUAL REVIEW

(TYPE 2, 4, & 5 CHARTERS)

Baton Rouge College Prep				
Non-Profit: Baton Rouge College Preparatory, Inc.				
Parish: East Baton Rouge Parish	Year Opened: 2015-16	Charter Type: Type 5	Charter Contract Extension/Renewal: Extension: 2018	Grade Configuration: 5 - 8

ANNUAL REVIEW OVERVIEW

Academic Overall Rating: F	Financial Overall Rating: Meets All Expectations	Organizational Overall Rating: Meets Most Expectations
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ACADEMIC PERFORMANCE FRAMEWORK

2018 School Performance Score: 48.7 2018 Letter Grade: F										
2018 K8 & High School Assessment Letter Grade Equivalent: F										
2018 K8 & High School Progress Letter Grade Equivalent: B										
2018 K8 & High School Assessment Index	2018 K8 & High School Progress Index	2018 K8 Assessment Index	2018 K8 Progress Index	2018 Dropout Credit Accumulation Index	2018 High School Assessment Index	2018 High School Progress Index	2018 ACT Index	Strength of Diploma (Graduation Index) (2016-2017 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2016-2017 Cohort)
33.2	76.1	33.2	76.1	128.5						

Letter Grade Scale				
A	B	C	D	F
150-90.0	89.9-75.0	74.9-60.0	59.9-50.0	49.9-0.0

FINANCIAL PERFORMANCE FRAMEWORK

Financial Overall Rating: Meets All Expectations		
LDOE Fiscal Risk Assessment: No Action	Annual External Audit Performance: Unqualified audit with no consecutive or material findings	Financial Notices of Concern/Breach: No Notices of Concern or Breach

*2016-2017 audit data

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Organizational Overall Rating: Meets Most Expectations | **Organizational Overall Score:** 15.9/20

Organizational Performance Rating: 11.7/20 | **Organizational Compliance Rating:** 20/20

ORGANIZATIONAL PERFORMANCE DATA DETAILS

Category	Indicator	School Result	Expectation for Full Credit	Points Earned
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Economically Disadvantaged Percentage	N/A	School meets legal expectation in R.S. 17:3991	
	Students With Disabilities Percentage	N/A	School meets legal expectation in R.S. 17:3991	
	Overall Economically Disadvantaged and Students with Disabilities Percentages Score (Type 2 and 4 charters only)	N/A	Meets required percentage in both economically disadvantaged and SWD	N/A
	Re-enrollment Rate	75.2%	More than or equal to 80% of students return	15
	PK-4 Out-of-School Suspension Rate	N/A	At or below the national average (2.6%)	
	5-12 Out-of-School Suspension Rate	38.9%	At or below the national average (10.1%)	
	Overall Out-of-School Suspension Rate Score	PK-4 Suspension Rate: N/A 5-12 Suspension Rate: More than 200% of the national average	At or below the national average	0
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	SPED Evaluations Percentage	0.0%	0 to 5% of total evaluations out of compliance	20
	IEP Timeline Compliance Percentage	0.0%	0 to 5% of total IEPs out of compliance	20
	Least Restrictive Environment Percentage	55.6%	Between 63.5% and 100% of total students with disabilities population	15
	Subgroup Performance	3: Black, Economically Disadvantaged, Students With Disabilities	School has not been identified as "Urgent Intervention Required" for any subgroup	0
Organizational Performance Rating (average of points earned for each indicator):				11.7

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL COMPLIANCE

Category	Indicator	Details
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	School is non-discriminatory and compliant with laws and policies related to student admissions, discipline, attendance, and truancy	No Notices of Concern or Breach
	School admissions process is non-discriminatory and compliant with laws and policies related to students with disabilities	No Notices of Concern or Breach
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	School complies with all state and federal requirements regarding services for students with IEPs, IAPs and LEP plans	No Notices of Concern or Breach
Law and Policy: Schools and governing boards responsibly follow all laws, policies, and contractual obligations* *Notices of Concern or Breach received by a board for a board action may impact the scores of all schools governed by that board.	Board adheres to state policies regarding governance and compliance	No Notices of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	No Notices of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	No Notices of Concern or Breach
	School has no evidence of intentional violations of required test procedures	No Notices of Concern or Breach
ORGANIZATIONAL COMPLIANCE RATING:		20/20 pts

2017-2018 CHARTER SCHOOL ANNUAL REVIEW

(TYPE 2, 4, & 5 CHARTERS)

Capitol High School				
Non-Profit: Friendship Louisiana Inc.				
Parish: East Baton Rouge Parish	Year Opened: 2014-15	Charter Type: Type 5	Charter Contract Extension/Renewal: 1st Renewal: 2018	Grade Configuration: 9 - 12

ANNUAL REVIEW OVERVIEW

Academic Overall Rating: F	Financial Overall Rating: Meets All Expectations	Organizational Overall Rating: Meets Most Expectations
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ACADEMIC PERFORMANCE FRAMEWORK

2018 School Performance Score: 47.9 2018 Letter Grade: F										
2018 K8 & High School Assessment Letter Grade Equivalent: F										
2018 K8 & High School Progress Letter Grade Equivalent: C										
2018 K8 & High School Assessment Index	2018 K8 & High School Progress Index	2018 K8 Assessment Index	2018 K8 Progress Index	2018 Dropout Credit Accumulation Index	2018 High School Assessment Index	2018 High School Progress Index	2018 ACT Index	Strength of Diploma (Graduation Index) (2016-2017 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2016-2017 Cohort)
18.3	71.2				18.3	71.2	28	68.3	50.4	56

Letter Grade Scale				
A	B	C	D	F
150-90.0	89.9-75.0	74.9-60.0	59.9-50.0	49.9-0.0

FINANCIAL PERFORMANCE FRAMEWORK

Financial Overall Rating: Meets All Expectations		
LDOE Fiscal Risk Assessment: No Action	Annual External Audit Performance: Unqualified audit with no consecutive or material findings	Financial Notices of Concern/Breach: No Notices of Concern or Breach

*2016-2017 audit data

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Organizational Overall Rating: Meets Most Expectations | **Organizational Overall Score:** 17.9/20

Organizational Performance Rating: 15.8/20 | **Organizational Compliance Rating:** 20/20

ORGANIZATIONAL PERFORMANCE DATA DETAILS

Category	Indicator	School Result	Expectation for Full Credit	Points Earned
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Economically Disadvantaged Percentage	N/A	School meets legal expectation in R.S. 17:3991	
	Students With Disabilities Percentage	N/A	School meets legal expectation in R.S. 17:3991	
	Overall Economically Disadvantaged and Students with Disabilities Percentages Score (Type 2 and 4 charters only)	N/A	Meets required percentage in both economically disadvantaged and SWD	N/A
	Re-enrollment Rate	77.7%	More than or equal to 80% of students return	15
	PK-4 Out-of-School Suspension Rate	N/A	At or below the national average (2.6%)	
	5-12 Out-of-School Suspension Rate	42.5%	At or below the national average (10.1%)	
	Overall Out-of-School Suspension Rate Score	PK-4 Suspension Rate: N/A 5-12 Suspension Rate: More than 200% of the national average	At or below the national average	0
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	SPED Evaluations Percentage	0.0%	0 to 5% of total evaluations out of compliance	20
	IEP Timeline Compliance Percentage	2.4%	0 to 5% of total IEPs out of compliance	20
	Least Restrictive Environment Percentage	95.2%	Between 63.5% and 100% of total students with disabilities population	20
	Subgroup Performance	0 Subgroups identified as UIR	School has not been identified as "Urgent Intervention Required" for any subgroup	20
Organizational Performance Rating (average of points earned for each indicator):				15.8

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL COMPLIANCE

Category	Indicator	Details
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	School is non-discriminatory and compliant with laws and policies related to student admissions, discipline, attendance, and truancy	No Notices of Concern or Breach
	School admissions process is non-discriminatory and compliant with laws and policies related to students with disabilities	No Notices of Concern or Breach
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	School complies with all state and federal requirements regarding services for students with IEPs, IAPs and LEP plans	No Notices of Concern or Breach
Law and Policy: Schools and governing boards responsibly follow all laws, policies, and contractual obligations* *Notices of Concern or Breach received by a board for a board action may impact the scores of all schools governed by that board.	Board adheres to state policies regarding governance and compliance	No Notices of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	No Notices of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	No Notices of Concern or Breach
	School has no evidence of intentional violations of required test procedures	No Notices of Concern or Breach
ORGANIZATIONAL COMPLIANCE RATING:		20/20 pts

2017-2018 CHARTER SCHOOL ANNUAL REVIEW

(TYPE 2, 4, & 5 CHARTERS)

Vision Academy				
Non-Profit: Learning Solutions, Inc.				
Parish: Ouachita Parish	Year Opened: 2014-15	Charter Type: Type 2	Charter Contract Extension/Renewal: 1st Renewal: 2018	Grade Configuration: 8 - 12

ANNUAL REVIEW OVERVIEW

Academic Overall Rating: F	Financial Overall Rating: Meets Most Expectations	Organizational Overall Rating: Meets Most Expectations
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ACADEMIC PERFORMANCE FRAMEWORK

2018 School Performance Score: 18.5 2018 Letter Grade: F										
2018 K8 & High School Assessment Letter Grade Equivalent: F										
2018 K8 & High School Progress Letter Grade Equivalent: F										
2018 K8 & High School Assessment Index	2018 K8 & High School Progress Index	2018 K8 Assessment Index	2018 K8 Progress Index	2018 Dropout Credit Accumulation Index	2018 High School Assessment Index	2018 High School Progress Index	2018 ACT Index	Strength of Diploma (Graduation Index) (2016-2017 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2016-2017 Cohort)
<5	19	<5	~		<5	20.1	5.4	36.9	25.7	28.6

Letter Grade Scale				
A	B	C	D	F
150-90.0	89.9-75.0	74.9-60.0	59.9-50.0	49.9-0.0

FINANCIAL PERFORMANCE FRAMEWORK

Financial Overall Rating: Meets Most Expectations		
LDOE Fiscal Risk Assessment: Monitor	Annual External Audit Performance: Unqualified audit with no consecutive or material findings	Financial Notices of Concern/Breach: No Notices of Concern or Breach

*2016-2017 audit data

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Organizational Overall Rating: Meets Most Expectations | **Organizational Overall Score:** 15.4/20

Organizational Performance Rating: 10.7/20 | **Organizational Compliance Rating:** 20/20

ORGANIZATIONAL PERFORMANCE DATA DETAILS

Category	Indicator	School Result	Expectation for Full Credit	Points Earned
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Economically Disadvantaged Percentage	100.0%	School meets legal expectation in R.S. 17:3991	
	Students With Disabilities Percentage	7.4%	School meets legal expectation in R.S. 17:3991	
	Overall Economically Disadvantaged and Students with Disabilities Percentages Score (Type 2 and 4 charters only)	Meets ED Required Percentage Only	Meets required percentage in both economically disadvantaged and SWD	15
	Re-enrollment Rate	65.6%	More than or equal to 80% of students return	0
	PK-4 Out-of-School Suspension Rate	N/A	At or below the national average (2.6%)	
	5-12 Out-of-School Suspension Rate	0.6%	At or below the national average (10.1%)	
	Overall Out-of-School Suspension Rate Score	PK-4 Suspension Rate: N/A 5-12 Suspension Rate: At or below the national average	At or below the national average	20
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	SPED Evaluations Percentage	0.0%	0 to 5% of total evaluations out of compliance	20
	IEP Timeline Compliance Percentage	25.0%	0 to 5% of total IEPs out of compliance	0
	Least Restrictive Environment Percentage	100.0%	Between 63.5% and 100% of total students with disabilities population	20
	Subgroup Performance	2: Black, Economically Disadvantaged	School has not been identified as "Urgent Intervention Required" for any subgroup	0
Organizational Performance Rating (average of points earned for each indicator):				10.7

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL COMPLIANCE

Category	Indicator	Details
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	School is non-discriminatory and compliant with laws and policies related to student admissions, discipline, attendance, and truancy	No Notices of Concern or Breach
	School admissions process is non-discriminatory and compliant with laws and policies related to students with disabilities	No Notices of Concern or Breach
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	School complies with all state and federal requirements regarding services for students with IEPs, IAPs and LEP plans	No Notices of Concern or Breach
Law and Policy: Schools and governing boards responsibly follow all laws, policies, and contractual obligations* *Notices of Concern or Breach received by a board for a board action may impact the scores of all schools governed by that board.	Board adheres to state policies regarding governance and compliance	No Notices of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	No Notices of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	No Notices of Concern or Breach
	School has no evidence of intentional violations of required test procedures	No Notices of Concern or Breach
ORGANIZATIONAL COMPLIANCE RATING:		20/20 pts

Vision Academy Alternate Framework 2017-18

Alternative Charter High School Alternate Extension and Renewal Framework

Indicators	Standard	Potential Points	Performance Metric	Score	Total
Department Selected Indicators	EOC / LAA Performance	Full Credit – 20 Points	≥ 75% of Students Receive Score Eligible for Graduation	45.7%	0
		Partial Credit - 10 Points	61 – 74% of Students Receive Score Eligible for Graduation		
		No Credit – 0 Points	≤ 60% of Student Receive Score Eligible for Graduation		
	Credit Accumulation ¹	Full Credit – 20 Points	≥ 75 % of Students Earn their Credit Target	64.5%	10
		Partial Credit – 10 Points	61 – 74% of Students Earn their Credit Target		
		No Credit – 0 Points	≤ 60% of Students Earn their Credit Target		
	Student Stability Rate ²	Full Credit – 20 Points	≥ 85% of Students Stay Enrolled in School	86.6%	20
		Partial Credit – 10 Points	61 – 84% of Students Stay Enrolled in School		
		No Credit – 0 Points	≤ 60% Students Stay Enrolled in School		
Vision Academy Selected Indicators	Graduation Completion	Full Credit – 20 Points	≥ 70% Graduation Completion	48.6%	0
		Partial Credit - 10 Points	55% - 69.9% Graduation Completion		
		No Credit – 0 Points	≤ 55% Graduation Completion		
	Work Keys	Full Credit – 20 Points	≥ 60% of students in the graduating class will score a 3 or higher on the Work Keys Assessment	68.6%	20
		Partial Credit - 10 Points	40% - 59.9% of students in the graduating class will score a 3 or higher on the Work Keys Assessment		
		No Credit – 0 Points	< 40% of students in the graduating class will score a 3 or higher on the Work Keys Assessment		
Total Points Accumulated					50/100

Framework Renewal and Term Length Eligibility

Total Points Accumulated	Base Renewal Term	Additional Years
81 – 100	3 Year Renewal Term	Up to two additional years for financial and organizational performance
50 – 80	3 Year Renewal Term	Not eligible to earn additional years
0 – 49	Ineligible for Renewal	N/A

Framework Extension Eligibility

Total Points Accumulated	Base Extension Term
81 – 100	Eligible
50 – 80	Eligible
0 – 49	Ineligible for Traditional Extension

¹ Measured by the percent of students enrolled for 45 days or more who meet their credit target (3 credits per semester). Students will be considered for each semester if they enter the school by a certain date and complete the semester. Specifically, students who enter on or before October 1st and continue through January 1st are expected to complete 3 credits to earn their credit target. Students who enter on or before February 1st and continue through June 1st (or the last day of school) are expected to complete 3 credits to earn their credit targets. Students who would count for both semesters will be expected to earn 6 credits.

² All students enrolled 45 days or more from any starting point in the school year who either graduated, got a certificate of achievement, or who did not exit the school, divided by the total of all students enrolled 45 days or more from any starting point in the year minus the students with exit codes that don't count against the school.

Bulletin 126 outlines the extension and renewal standards for BESE-authorized charter schools, which are based on academic, financial, and organizational performance. The indicators used to evaluate performance in each of these areas are detailed in the Charter School Performance Compact (CSPC). Each year, the LDOE publishes an Annual Review that summarizes each charter school’s performance on these indicators during the prior school year.

When making recommendations for extension and renewal to BESE, in addition to a charter school’s most recent Annual Review from the prior school year, LDOE considers a school’s performance in each area using the most recent data and information available. For organizational and financial performance, this includes performance during the first half of the 2018-19 school year.

The table below summarizes this information for each school being considered for extension or renewal by BESE in January 2019.

School Name	Financial Performance	Organizational Performance
Capitol High School	No outstanding concerns	No outstanding concerns
Kenilworth Charter School	No outstanding concerns	No outstanding concerns
Baton Rouge College Prep	No outstanding concerns	No outstanding concerns
Louisiana Virtual Charter Academy	No outstanding concerns	No outstanding concerns
Vision Academy	<ol style="list-style-type: none"> 1. Current LDOE inquiry into inappropriate use of funds and questionable expenditures 2. 2018-19 Q1 budget contains budgeted deficit 3. 2017-18 audit not completed by 12/31/18 deadline 4. No qualified business manager employed by the school as of January 2019 	<ol style="list-style-type: none"> 1. Open Notice of Breach for failing to adhere to BESE policy for governance and compliance and failing to adhere to employment requirements in BESE policy 2. Current LDOE inquiry into lack of functional oversight of the school by the board

Background: Vision Academy is an alternative charter school that is being considered for a renewal of its charter by the Board of Elementary and Secondary Education. As with all charter schools, Vision Academy is evaluated on its performance against the standards outlined in the Charter School Performance Compact annually. These standards include academic, organizational and financial performance standards, and the results of this review are considered in the final recommendation for renewal or non-renewal to BESE.

Recommendation: The Department recommends that BESE not renew the contract of Vision Academy beyond June 2019 due to concerns regarding organizational and financial health. Chapter 15, Section 1501 of Bulletin 126 states, “At the conclusion of a charter school's fifth year of operation and the expiration of its initial charter contract, a charter operator no longer has a continuing right to operate a charter school.” Additionally, Section 1507 requires that the Superintendent recommend for renewal any school meeting the academic requirements for renewal, “unless the charter school has significant, intentional, or repeated non-compliance with financial or organizational requirements outlined in the charter school performance compact, in which case the state superintendent may recommend that BESE allow the charter to expire at the conclusion of the school’s current charter term.”

Academic Performance:

- Vision Academy is an alternative school and is therefore held to alternate academic standards for renewal as approved by BESE. The school must earn a total of 50 points out of 100 points on an alternate accountability framework in order to be eligible for renewal. The school earned 50 points, the minimum score required to be eligible for a recommendation for renewal.
- Within the framework, the school receives points for the number of students who earn Carnegie credits during the school year. Students generally earn between 6 and 7 credits a year when passing a full load of courses. At Vision, 38 students accumulated 10 credits or more in one school year; 18 students accumulated 15 credits or more in one school year.

Organizational Health:

- A January 2017 finding by the Louisiana Board of Ethics cited CEO Latoya Jackson for entering into contracts at Vision Academy with entities owned by her sister Bridgette Clark. Upon termination of these contracts, Vision Academy employed Bridgette Clark in violation of BESE policy (Bulletin 126, Section 2901) through December 2018.
- Three of seven board members live out of state which is out of compliance with BESE policy (Bulletin 126, Section 2101). Only one board member filed annual financial disclosure forms until prompted by LDOE in October. Annual financial disclosure forms are required by law and are due in May each year.
- In 2018, the CEO submitted new board bylaws to the LDOE that gave her power to appoint board members and prohibited the board from terminating her. These bylaws were submitted as part of an annual collection and review of documents by LDOE. These provisions violate BESE policy. The initial Notice of Breach for these bylaws was issued on October 22, 2018 and compliant bylaws were not submitted until January 10, 2019 (Bulletin 126, Section 2103).
- A review of board meeting minutes submitted by the school show that during the 2017-18 school year meetings lasted an average of under 17 minutes, with no more than five members of seven members meeting at the same time. At least two individuals identified as board members during the 2017-18 school year never attended a meeting.

Financial Health:

- The school submitted the external audit for the 2016-2017 school year six months after the deadline. The auditor stated that “No one is assigned the responsibility to monitor the operational matters of the organization.” The school has also missed the December 31, 2018 deadline for the 2017-2018 school year audit.
- Vision has contracted with five different financial service firms/professionals since the launch of the school in 2014 and has not provided LDOE with a new qualified business professional that meets the requirements outlined in BESE policy (Bulletin 126, Section 2501).
- A financial contractor retained by Vision through the 2017-18 school year in a letter to the Legislative Auditor states:
 - The CEO received a total of cash advances totaling at least \$6000 that had not been repaid;
 - Vision paid an insurance policy not owned by the school;
 - Vision paid for repair on a vehicle that is not on its list of assets; and
 - Vision used a school account totaling \$200K as collateral for a personal loan and withdrawals were made from the account without proper accounting.
- The external audit for the 2016-2017 school year indicated that the CEO received \$9,324 for “cell phone and other expenses” and general reimbursements. The school only provided receipts for \$3521 in reimbursements and \$3,745 in mileage reimbursements despite three requests beginning in September 2018.
- Receipts and reimbursement forms that were submitted by the school to the Department to justify reimbursements to the CEO show poor internal controls.

Additional steps: Given these concerns, the Department is sharing this information with the state’s Inspector General for review.

2017-2018 CHARTER SCHOOL ANNUAL REVIEW

(TYPE 2, 4, & 5 CHARTERS)

Kenilworth Science and Technology Charter School

Non-Profit: Pelican Educational Foundation, Inc.

Parish: East Baton Rouge Parish	Year Opened: 2009-10	Charter Type: Type 5	Charter Contract Extension/Renewal: 2nd Renewal: 2018	Grade Configuration: 6 - 8
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ANNUAL REVIEW OVERVIEW

Academic Overall Rating: D	Financial Overall Rating: Meets All Expectations	Organizational Overall Rating: Meets Most Expectations
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ACADEMIC PERFORMANCE FRAMEWORK

2018 School Performance Score: 59 | 2018 Letter Grade: D

2018 K8 & High School Assessment Letter Grade Equivalent: F

2018 K8 & High School Progress Letter Grade Equivalent: B

2018 K8 & High School Assessment Index	2018 K8 & High School Progress Index	2018 K8 Assessment Index	2018 K8 Progress Index	2018 Dropout Credit Accumulation Index	2018 High School Assessment Index	2018 High School Progress Index	2018 ACT Index	Strength of Diploma (Graduation Index) (2016-2017 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2016-2017 Cohort)
44	87.3	44	87.3	126.6						

Letter Grade Scale

A	B	C	D	F
150-90.0	89.9-75.0	74.9-60.0	59.9-50.0	49.9-0.0

FINANCIAL PERFORMANCE FRAMEWORK

Financial Overall Rating: Meets All Expectations

LDOE Fiscal Risk Assessment: No Action	Annual External Audit Performance: Unqualified audit with no consecutive or material findings	Financial Notices of Concern/Breach: No Notices of Concern or Breach
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*2016-2017 audit data

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Organizational Overall Rating: Meets Most Expectations | **Organizational Overall Score:** 18.4/20

Organizational Performance Rating: 16.7/20 | **Organizational Compliance Rating:** 20/20

ORGANIZATIONAL PERFORMANCE DATA DETAILS

Category	Indicator	School Result	Expectation for Full Credit	Points Earned
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Economically Disadvantaged Percentage	N/A	School meets legal expectation in R.S. 17:3991	
	Students With Disabilities Percentage	N/A	School meets legal expectation in R.S. 17:3991	
	Overall Economically Disadvantaged and Students with Disabilities Percentages Score (Type 2 and 4 charters only)	N/A	Meets required percentage in both economically disadvantaged and SWD	N/A
	Re-enrollment Rate	78.0%	More than or equal to 80% of students return	15
	PK-4 Out-of-School Suspension Rate	N/A	At or below the national average (2.6%)	
	5-12 Out-of-School Suspension Rate	17.8%	At or below the national average (10.1%)	
	Overall Out-of-School Suspension Rate Score	PK-4 Suspension Rate: N/A 5-12 Suspension Rate: Above 100% and up to 200% of the national average	At or below the national average	15
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	SPED Evaluations Percentage	8.0%	0 to 5% of total evaluations out of compliance	15
	IEP Timeline Compliance Percentage	4.0%	0 to 5% of total IEPs out of compliance	20
	Least Restrictive Environment Percentage	76.1%	Between 63.5% and 100% of total students with disabilities population	20
	Subgroup Performance	1: Students With Disabilities	School has not been identified as "Urgent Intervention Required" for any subgroup	15
Organizational Performance Rating (average of points earned for each indicator):				16.7

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL COMPLIANCE

Category	Indicator	Details
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	School is non-discriminatory and compliant with laws and policies related to student admissions, discipline, attendance, and truancy	No Notices of Concern or Breach
	School admissions process is non-discriminatory and compliant with laws and policies related to students with disabilities	No Notices of Concern or Breach
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	School complies with all state and federal requirements regarding services for students with IEPs, IAPs and LEP plans	No Notices of Concern or Breach
Law and Policy: Schools and governing boards responsibly follow all laws, policies, and contractual obligations* *Notices of Concern or Breach received by a board for a board action may impact the scores of all schools governed by that board.	Board adheres to state policies regarding governance and compliance	No Notices of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	No Notices of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	No Notices of Concern or Breach
	School has no evidence of intentional violations of required test procedures	No Notices of Concern or Breach
ORGANIZATIONAL COMPLIANCE RATING:		20/20 pts

Background

The Recovery School District was created with the intention of intervening in our state's lowest performing schools, improving them and returning them to the local district. In the East Baton Rouge Parish School System, this intervention in low performing schools can be divided into three distinct stages of development:

- 2009 – First Type 5 charter schools approved in East Baton Rouge Parish
- 2013 – Creation of Baton Rouge Achievement Zone and system of autonomous charter schools
- 2019 – Establish pathway for unification of schools in East Baton Rouge parish

Phase 1: Initial Intervention

- Beginning in 2009, persistently failing schools in East Baton Rouge Parish were transferred to the RSD with the purpose of transforming those campuses into higher performing schools. BESE authorized several local non-profit organizations to manage the RSD campuses as Type 5 charter schools.
- In 2012, the RSD assumed direct operation of all but one of the original campuses and BESE approved the transfer of one additional school to the RSD.

Phase 2: Baton Rouge Achievement Zone (BRAZ)

- In 2013, the RSD created the Baton Rouge Achievement Zone (BRAZ) – a collaborative partnership with the Louisiana Department of Education, New Schools for Baton Rouge and community, business and civic leaders across the parish to create a system of autonomous high performing schools and engage local stakeholders in the push for quality academic outcomes for all students.
- BRAZ focused on the improvement of the lowest performing schools in RSD, the improvement of other low-performing schools in East Baton Rouge, and the development of systems and processes to improve parent choice.
 - A newly approved group of charter school organizations began operating the in the 2014-15 school year as part of the BRAZ initiative. Today, the original campuses transferred to the RSD are vastly improved with some among the highest growth schools in the state.
 - The Department has supported EBRPSS in the establishment of the Innovation Network, a transformation zone that focuses resources on persistently low-performing district schools.
 - BRAZ launched a common application system, Enroll Baton Rouge, to streamline the enrollment process for parents seeking enrollment in participating schools.

Phase 3: Path to Unification

- Given the improvement of RSD charter schools, and EBRPPS's development of the Innovation Network to address struggling schools in the district, BRAZ will focus on the development of a plan to unify public school systems in Baton Rouge with the transfer of RSD schools back to EBRPSS.
- An effective unification plan will include continued approval and siting of high-quality charter school organizations, investment in quality facilities, effective enrollment coordination and planning, and establishment of a timeline for transfer of RSD schools to local authority.
- Decisions related to the renewal of charter schools within BRAZ are currently under consideration by BESE. These include Kenilworth Science and Technology, Friendship Capitol High School, and Baton Rouge College Prep. These decisions are a part of continuously improving the portfolio of schools available to families in Baton Rouge through the closure of low-performing schools, the renewal of schools that are serving families well, and the authorization of new schools.

2017-2018 CHARTER SCHOOL ANNUAL REVIEW

(TYPE 2, 4, & 5 CHARTERS)

Louisiana Virtual Charter Academy

Non-Profit: Community School for Apprenticeship Learning, Inc.

Parish: East Baton Rouge Parish	Year Opened: 2011-12	Charter Type: Type 2	Charter Contract Extension/Renewal: 2nd Renewal: 2018	Grade Configuration: K - 12
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ANNUAL REVIEW OVERVIEW

Academic Overall Rating: D	Financial Overall Rating: Meets Most Expectations	Organizational Overall Rating: Meets All Expectations
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ACADEMIC PERFORMANCE FRAMEWORK

2018 School Performance Score: 57.9 | 2018 Letter Grade: D

2018 K8 & High School Assessment Letter Grade Equivalent: F

2018 K8 & High School Progress Letter Grade Equivalent: C

2018 K8 & High School Assessment Index	2018 K8 & High School Progress Index	2018 K8 Assessment Index	2018 K8 Progress Index	2018 Dropout Credit Accumulation Index	2018 High School Assessment Index	2018 High School Progress Index	2018 ACT Index	Strength of Diploma (Graduation Index) (2016-2017 Cohort)	Cohort Graduation Rate Index (Points Earned for Cohort Graduation Rate) (2016-2017 Cohort)	Cohort Graduation Rate (Actual Graduation Rate) (2016-2017 Cohort)
49.2	64.7	46.8	64.3	132.4	61.2	67	80.1	56.1	44.6	49.6

Letter Grade Scale

A	B	C	D	F
150-90.0	89.9-75.0	74.9-60.0	59.9-50.0	49.9-0.0

FINANCIAL PERFORMANCE FRAMEWORK

Financial Overall Rating: Meets Most Expectations

LDOE Fiscal Risk Assessment: Monitor	Annual External Audit Performance: Unqualified audit with no more than one consecutive or material findings	Financial Notices of Concern/Breach: No Notices of Concern or Breach
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*2016-2017 audit data

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Organizational Overall Rating: Meets All Expectations | **Organizational Overall Score:** 19.7/20

Organizational Performance Rating: 19.3/20 | **Organizational Compliance Rating:** 20/20

ORGANIZATIONAL PERFORMANCE DATA DETAILS

Category	Indicator	School Result	Expectation for Full Credit	Points Earned
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	Economically Disadvantaged Percentage	80.1%	School meets legal expectation in R.S. 17:3991	
	Students With Disabilities Percentage	12.4%	School meets legal expectation in R.S. 17:3991	
	Overall Economically Disadvantaged and Students with Disabilities Percentages Score (Type 2 and 4 charters only)	Meets Both Required Percentages	Meets required percentage in both economically disadvantaged and SWD	20
	Re-enrollment Rate	70.6%	More than or equal to 80% of students return	15
	PK-4 Out-of-School Suspension Rate	0%	At or below the national average (2.6%)	
	5-12 Out-of-School Suspension Rate	0%	At or below the national average (10.1%)	
	Overall Out-of-School Suspension Rate Score	PK-4 Suspension Rate: At or below national average 5-12 Suspension Rate: At or below the national average	At or below the national average	20
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	SPED Evaluations Percentage	0.0%	0 to 5% of total evaluations out of compliance	20
	IEP Timeline Compliance Percentage	1.8%	0 to 5% of total IEPs out of compliance	20
	Least Restrictive Environment Percentage	85.5%	Between 63.5% and 100% of total students with disabilities population	20
	Subgroup Performance	0 Subgroups identified as UIR	School has not been identified as "Urgent Intervention Required" for any subgroup	20
Organizational Performance Rating (average of points earned for each indicator):				19.3

[See details on how the overall rating and individual indicators are calculated.](#)

ORGANIZATIONAL COMPLIANCE

Category	Indicator	Details
Enrollment: Schools enroll and serve all students through prioritizing equity in their enrollment and discipline policies and procedures.	School is non-discriminatory and compliant with laws and policies related to student admissions, discipline, attendance, and truancy	No Notices of Concern or Breach
	School admissions process is non-discriminatory and compliant with laws and policies related to students with disabilities	No Notices of Concern or Breach
Special Populations: All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	School complies with all state and federal requirements regarding services for students with IEPs, IAPs and LEP plans	No Notices of Concern or Breach
Law and Policy: Schools and governing boards responsibly follow all laws, policies, and contractual obligations* *Notices of Concern or Breach received by a board for a board action may impact the scores of all schools governed by that board.	Board adheres to state policies regarding governance and compliance	No Notices of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	No Notices of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	No Notices of Concern or Breach
	School has no evidence of intentional violations of required test procedures	No Notices of Concern or Breach
ORGANIZATIONAL COMPLIANCE RATING:		20/20 pts

Background: The Louisiana Virtual Charter Academy (LAVCA) is being considered for a second renewal by the Board of Elementary and Secondary Education. In order to achieve a renewal the school must meet the academic, financial and organizational standards outlined in the Charter School Performance Compact. Additionally, Chapter 15, Section 1505 of Bulletin 126 gives the Superintendent discretion to recommend for a renewal a school not meeting the academic bar for renewal if, in his analysis, many students would attend a lower performing school.

Recommendation: Given that there does not exist in Louisiana a higher performing online and/or blended learning option for all the students at LAVCA, the Department recommends a three year renewal for LAVCA. This renewal is contingent on significant additional investments by LAVCA and its educational management organization, K12.

The conditions of the renewal will evolve the online schooling model adopted by LAVCA to a blended model for learning that incorporates substantial in-person instruction and additional supports for students that have not yet achieved mastery of grade level content.

Terms of Renewal: The Department has outlined the following additional contract terms as conditions of the Department's recommendation for renewal.

1. High quality curriculum: LAVCA will ensure implementation of a Tier 1 curriculum in all grades, ELA and math by the start of the 2020-2021 school year, either by developing and completing tier one designation or by using curricula already designated as Tier 1.
2. Supporting struggling students: Beginning in the 2019-20 school year, LAVCA will require 2 days of in-person time each week for all students in grades 3-5 for all students not yet at Mastery. This will necessitate the establishment of six in-person centers in the parishes with large concentrations of enrolled students and will necessitate LAVCA providing transportation for students to these centers.
3. Addressing truancy: Beginning in the 2019-20 school year, LAVCA will hire eight additional staff members focused on re-engaging students who are disengaged and/or truant.
4. Building opportunity for high school students: LAVCA will offer five Jump Start pathways beginning in the 2019-20 school year. LAVCA will devote one full time staff member to building a multi-year, statewide Jump Start plan to be completed by January 6, 2020.
5. Student/teacher ratios: LAVCA and the Department will work to establish optimal student/teacher ratios at all grade levels in a blended model.

Reporting on Progress: Additionally, LAVCA will be required to submit a quarterly report to the Department that includes:

1. The current teacher to student ratio;
2. The number of students considered disengaged or truant and the specific interventions taken with each student/family;
3. The number of minutes on average students in each quartile of performance participated in in-person instruction and online instruction and the number of minutes each student within every quartile participated in in-person instruction and online instruction;
4. The daily attendance rate at each of the six onsite facilities; and
5. Its progress toward meeting requirements one and four above.

Financial Investments: This model will necessitate significant financial investments K12 and LAVCA. In the initial year, K12 will contribute approximately \$2 million and LAVCA will contribute approximately \$500,000 to ensure the success of this model. In subsequent years, LAVCA and K12 anticipate an additional \$1 million to maintain this model.