



LYCÉE FRANÇAIS DE LA NOUVELLE-ORLÉANS

Alysson Mills, *Chair*
Mary Jacobs Jones, *Vice Chair*
Michael Williams, *Secretary*
Luke Clary, *Treasurer*
Tim Gray, *Immediate Past Chair*
Ben Castoriano
Dr. Ann Meese
Dr. Lisa Tropez-Arceneaux

**Minutes of the
Board of Directors of Lycée Français de la Nouvelle Orleans
BOARD RETREAT
Saturday, September 19, 2015 at 9:00 a.m.
201 St. Charles Avenue, Suite 4600, New Orleans Louisiana**

1. Welcome

Alysson Mills welcomed board members in attendance to the annual board retreat. In addition to Mills, Dr. Ann Meese, Dr. Lisa Tropez-Arceneaux, and Ben Castoriano were present. Mary Jacobs Jones joined later.

2. Ethics training

Sarah Vandergriff of the Louisiana Association of Public Charter Schools administered an hour-long annual mandatory ethics training to board members. Parents who were in attendance also used the opportunity to obtain an hour of ethics training, which they said will be useful in their service on school committees.

3. Visit with LDOE

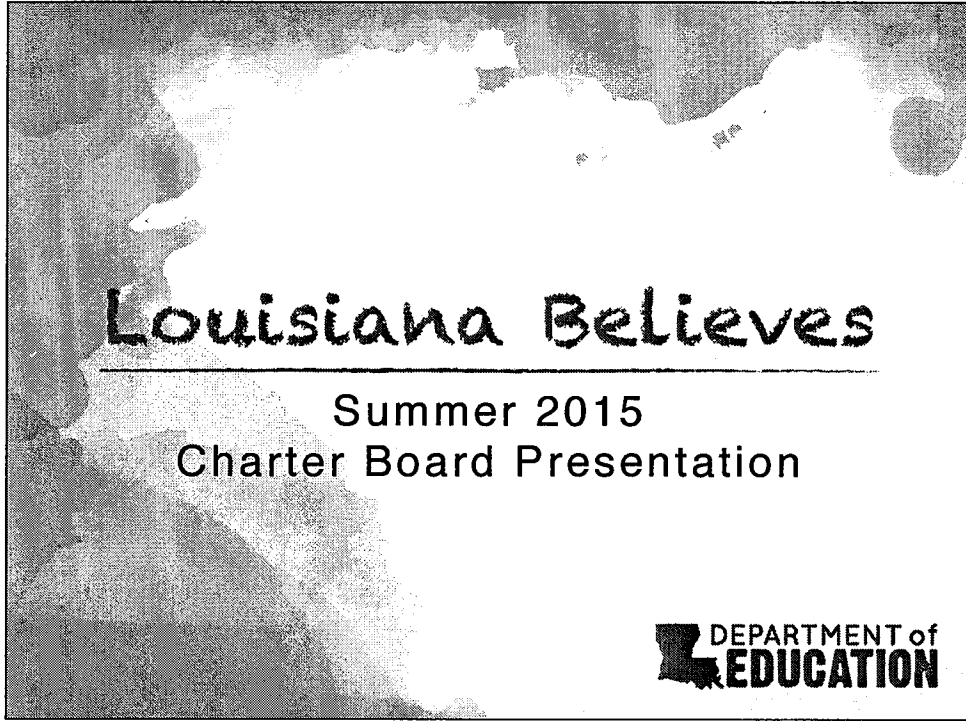
Max Daigh of the Louisiana Department of Education next visited with the board and offered a summary of the upcoming charter renewal process, as outlined in handouts.

4. In-depth look at special education

Angele Vialou, Coordinator of Student Services, next presented a summary of timely topics affecting special education, including federal and state laws that govern special education protocol. Tropez-Arceneaux offered insight into ways the school can and should handle specific issues. Everyone agreed that special education is an area that requires a lot of attention right now and the school wants to be proactive in addressing issues.

5. In-depth discussions and closing session

Because the board lacked a quorum by the end of the retreat, it adjourned without addressing final items on the agenda, which included a look-back at the successes of the past school year and a look-ahead to goals for 2015-2016.



Objective and Agenda

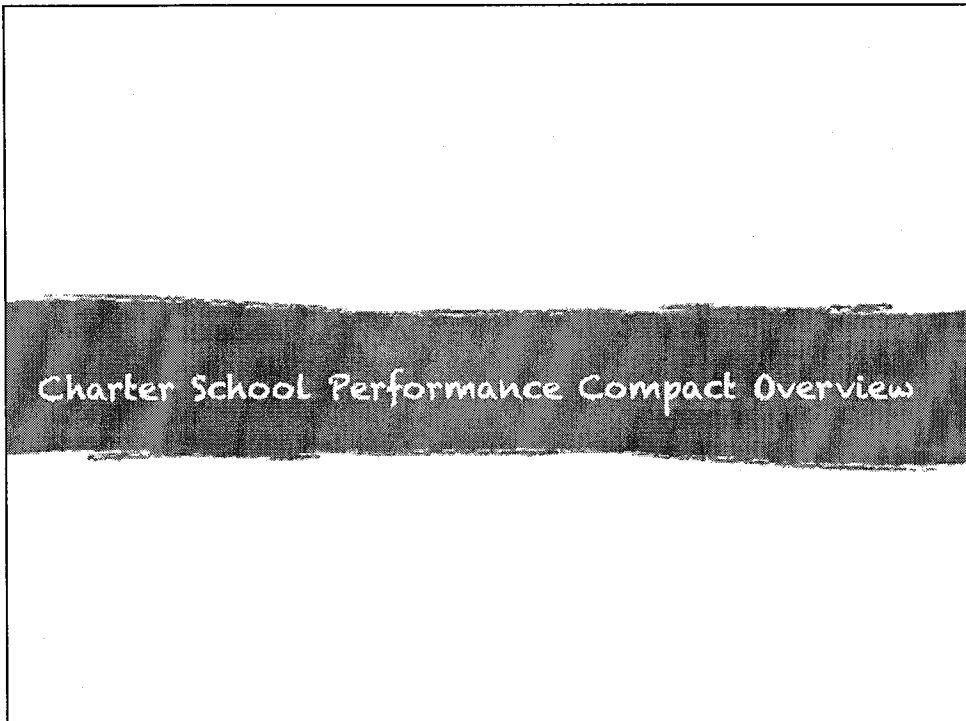
Objectives:

- Ensure all board members are aware of Louisiana accountability standards and the extension and renewal process

Agenda:

- CSPC Overview
- Charter extension and renewal guidelines
- Assessment and accountability overview

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Charter School Performance Compact

The **Louisiana Department of Education** is responsible for overseeing all BESE-authorized charter schools according to the expectations outlined in **Bulletin 126**.

The Charter School Performance Compact provides charter operators and boards with **clear expectations, fact-based oversight, and timely feedback** while ensuring **charter autonomy**.

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Charter School Performance Compact: Charter Oversight

In November 2014, all state-authorized charter schools received an annual review that reflected performance within the areas outlined below:

Academic	Financial	Organizational
<p>School Performance Score:</p> <ul style="list-style-type: none"> • LEAP/ILEAP • ACT • EOC • Graduation Index • Graduation Rate • PARCC (2015) 	<ul style="list-style-type: none"> • Fund Balance • Audit Findings • Debt to Asset Ratio • Timely Reporting 	<p>Legal & Contractual obligations in the following areas:</p> <ul style="list-style-type: none"> • Enrollment • Facilities • Special Education • Governance • Discipline • Health & Safety

Charter Renewal Guidelines

Charter Renewal Guidelines

Renewal decisions are made in accordance with Bulletin 126 and based on extensive longitudinal information. Schools that achieve financial and organizational scores in the range of 80-100 may have additional years added to their charter terms.

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 4 Additional Years for Financial and Organizational Performance	5 – 7 years
C – 4 years	Up to 4 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

Qualifying schools must have an A or B academic letter grade, demonstrate academic growth in the last 3 years of the charter term, and receive “Meets Expectations” ratings on the Financial & Organizational performance frameworks.

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Traditional Charters

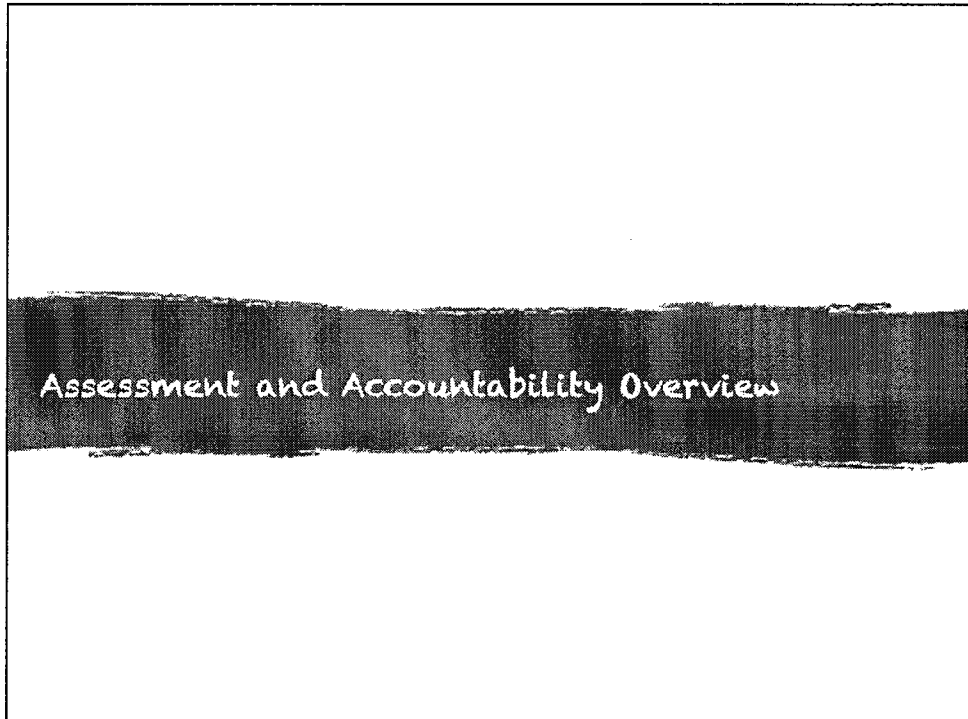
What is a traditional charter school?

- Charter schools that began with grades K, 1, 2, or 9, etc. and add a grade each year.
- Charters that begin with any other grade configuration but does not qualify for turnaround status
- All charters that do not qualify for turnaround or alternative status

Extension & Renewal Implications – Academic Requirements

	December 2014 & prior	December 2015 +
Extension	D letter grade	D letter grade
Initial Renewal (year 5)	D letter grade	D letter grade
Subsequent Renewals	D letter grade	C or higher letter grade

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Assessment & Accountability Overview	
Grade Level	School Performance Score Calculation
Elementary (K-6)	<ul style="list-style-type: none"> • 100% of the school grade is based on student achievement on annual assessments in English language arts, math, science, and social studies. • Schools may also earn points for significant improvement with students who are academically behind.
Middle (7-8)	<ul style="list-style-type: none"> • 95% of the school grade is based on student achievement on annual assessments with the final 5 percent based on credits earned through the end of students' 9th grade year. • Schools may also earn points for significant improvement with students who are academically behind.
High (9-12)	<ul style="list-style-type: none"> • 50% of the school grade is based on student achievement (25 % on the ACT and 25% on End-of-Course assessments). • 50% of the school grade is based on graduation (25% on the graduation index, which rewards achievements like Advanced Placement and International Baccalaureate exam credit, and 25% on the cohort graduation rate, the percentage of students graduating in four years). • Schools may also earn points for significant improvement with students who are academically behind.

Letter Grade Curve

Letter Grades

For 2013-14 and 2014-15, letter grades will be aligned to the 2012-13 distribution to ensure **simplicity, consistency, and fairness** as we transition to higher standards. This will allow:

1. "Time to learn"
2. Time to set a baseline for 2015
3. Time to appropriately raise the bar as we push to 2025, when the goal for all students will be Mastery, not Basic.

Possible test score shifts	Policy to ensure simplicity, consistency, and fairness in 2014 and 2015 Release
School/District Performance Scores Increase	Letter grades will improve as they would in any other year
School/District Performance Scores Decrease	Letter grades aligned to the 12-13 letter grade distribution

Renewal Site Visit

Visits will occur between August 24, 2015 and November 13, 2015 and are similar to the annual visit process.

LFNO: November 10th, 2015

- Policy and Procedure Audit
- Facility review
- Classroom observations
- Discussion with school leadership
- Discussion with board president

Questions? Comments?

If you have any questions, comments or concerns, please do not hesitate to reach out to your Manager of School Performance

Max.daigh@la.gov

(504) 495-9647

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Year Opened: 2011

Extension: 2014

Grade Configuration: K-3rd

OVERVIEW

Academic Performance Score:	91.5	Financial Performance Score:	50	Organizational Performance Score:	96
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DETAILED PERFORMANCE FRAMEWORK

ACADEMIC PERFORMANCE FRAMEWORK

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LETTER GRADE	SPS Indicators			Special Education Indicators			
	3-8	ACT	EOC				
B	Assessment Index	91.5	N/A	N/A	Percentage of Students with Disabilities	5.0%	
	SPS Progress Points Awarded			0	Students Graduating with HS Diploma		N/A
	Dropout Index (8th grade)			N/A	Students Dropping Out		N/A
	Cohort Graduation Rate (HS)			N/A	Students Performing Proficient in ELA		N/A
	Graduation Index (HS)			N/A	Students Performing Proficient in Math		N/A
	ACT Average (HS)			N/A			
SCHOOL PERFORMANCE SCORE (SPS)						91.5	

FINANCIAL PERFORMANCE FRAMEWORK

FINANCIAL PERFORMANCE RATING	Indicators	School Data	Points Earned	Points Possible
	Fails to Meet Expectations	Fund Balance	1.3%*	0
Audit Findings		Unqualified Audit with No Findings	30	30
Debt to Assets Ratio		0.94*	0	20
FINANCIAL PERFORMANCE SCORE	Timely Reporting	All reports submitted timely	20	20
	Total		50	100

*2012-2013 audit data | †CMO-level financial data used

ORGANIZATIONAL PERFORMANCE FRAMEWORK

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ORGANIZATIONAL PERFORMANCE RATING	Key Indicators	Points Earned	Points Possible
	Meets Expectations	Enrollment	16
Facilities		12	12
Discipline		8	8
ORGANIZATIONAL PERFORMANCE SCORE	Special Education	28	28
	Health and Safety	12	12
	Governance	20	20
	Total	96	100

ORGANIZATIONAL PERFORMANCE SCORE INDICATORS

A. ENROLLMENT (TYPE 2 AND 4 SCHOOLS)

Indicators	Points Earned	Points Possible	School Data	Requirement
i. Student Enrollment and <u>At-Risk Percentage</u>	0	4	45.8%	66.2%
ii. School Follows Recruitment and Enrollment Plan, Lottery	4	4		
iii. School Follows Attendance Laws, Truancy Policy, and Timely Transfer of Records	4	4		
iv. School Re-Enrolls High Percentage of Students	4	4	87.3%	81.4%
v. School Retains Students During the School Year	4	4	0.3%	<3.6%
Total	16	20		

B. FACILITIES (OBSERVED DURING FACILITIES REVIEW)

Indicators	Points Earned	Points Possible	Detail
i. School Meets Local and State Fire and Life Safety Codes	4	4	Full Credit
ii. School Meets Public Health Sanitary Codes	4	4	Full Credit
iii. <u>ADA Requirements</u>	4	4	Full Credit
Total	12	12	

C. DISCIPLINE

Indicators	Points Earned	Points Possible	Detail
i. School Adheres to BESE Model Master Discipline Plan	4	4	Full Credit
ii. Suspensions and Expulsions are Handled Properly	4	4	Full Credit
Total	8	8	

D. SPECIAL EDUCATION, 504 ACCOMMODATIONS, & OTHER AT-RISK STUDENT POPULATIONS (Observed During Visit or Student Programs Monitoring)

Indicators	Points Earned	Points Possible	Detail
i. Enrollment and Retention	4	4	Full Credit
ii. Schools Identify At-Risk Students	4	4	Full Credit
iii. School Conducts Evaluations	4	4	Full Credit
iv. School Writes Required IEPs	4	4	Full Credit
v. School Provides Programming and Placement	4	4	Full Credit
vi. School Follows Discipline Procedures	4	4	Full Credit
vii. Assessments	4	4	Full Credit
Total	28	28	

E. HEALTH & SAFETY

Indicators	Points Earned	Points Possible	Detail
i. School Conducts <u>Background Checks</u> on All Employees	4	4	Full Credit
ii. School Provides Health Services to Students	4	4	Full Credit
iii. <u>School Follows Bus Safety Protocols</u>	4	4	Full Credit
Total	12	12	

F. GOVERNANCE

Indicators	Points Earned	Points Possible	Detail
i. Board Structure Meets <u>Bulletin 126 Requirements</u>	4	4	Full Credit
ii. Board Adheres to Louisiana <u>Code of Governmental Ethics</u>	4	4	Full Credit
iii. School and Board Adhere to Louisiana <u>Open Meetings Laws</u>	4	4	Full Credit
iv. Board Adheres to <u>Public Records Act</u>	4	4	Full Credit
v. Board Follows <u>Public Bid Laws</u>	4	4	Full Credit
Total	20	20	