Laureate Academy Charter School Board of Directors

Board Meeting

Published on August 22, 2023 at 6:04 PM CDT
Amended on August 22, 2023 at 6:05 PM CDT

Date and Time

Wednesday August 23, 2023 at 5:30 PM CDT

Location

Laureate Academy Charter School

The matters listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may, in fact, be discussed. Other items not listed may be brought up for discussion to the extent permitted by law. All agenda items are informational unless otherwise denoted, though all committee reports require a vote for acceptance. Unless otherwise stated due to COVID-19 precautions, the meeting will be held on the campus of the school (2115 Oakmere Drive Harvey, LA 70058)

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:30 PM**
A.	Record Attendance		Nicholas Aucoin	1 m
B.	Call the Meeting to Order		Nicholas Aucoin	
C.	Approve Minutes	Approve Minutes	Jake Krupa	2 m

		Purpose	Presenter	Time
	Approve minutes for Board Meeting on July 19, 2023			
D.	Approve Minutes	Approve Minutes	Jake Krupa	5 m
	Approve minutes for Board Retreat (Annual Meeting) on January 21, 2023			
II.	**Board Specific Items**			**5:38 PM**
A.	Recruiting New Board Members	Discuss	Nicholas Aucoin	5 m
B.	VOTE: Interim Board Secretary	Vote	Nicholas Aucoin	5 m
	Vote to approve Caitlyn Scales as interim Board Secretary until the next regularly scheduled board leadership election			
III.	**Finance Update**			**5:48 PM**
A.	Year-End (June) and Audit Updates	Discuss	Jonathan Tebeleff	5 m
B.	Use of LAMP - Cash and Investment Policy	Discuss	Jake Krupa	5 m
IV.	**Signage Update**			**5:58 PM**
A.	Discussion of new Signage Preview Package	Discuss	Caitlyn Scales	10 m
V.	**Compass Evaluation for HoS**			**6:08 PM**
A.	VOTE: to move into Executive Session to discuss Compass Evaluation	Vote	Jordan Whittenburg	5 m
VI.	**Closing Items**			**6:13 PM**
A.	Adjourn Meeting	Vote		

College Starts in Kindergarten

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on July 19, 2023

APPROVED

Laureate Academy Charter School Board of Directors

Minutes

Board Meeting

Date and Time
Wednesday July 19, 2023 at 5:30 PM

Location
Laureate Academy Charter School

The matters listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may, in fact, be discussed. Other items not listed may be brought up for discussion to the extent permitted by law. All agenda items are informational unless otherwise denoted, though all committee reports require a vote for acceptance. Unless otherwise stated due to COVID-19 precautions, the meeting will be held on the campus of the school (2115 Oakmere Drive Harvey, LA 70058)

Directors Present
Caitlyn Scales, Dr. Jahquille Ross, Jake Krupa, Jordan Whittenburg

Directors Absent
Jaime Behen, Nicholas Aucoin, Toyane Faulkner

Guests Present
Jonathan Tebeleff

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Jordan Whittenburg called a meeting of the board of directors of Laureate Academy Charter School Board of Directors to order on Wednesday Jul 19, 2023 at 5:44 PM.

C. Approve Minutes

Jordan Whittenburg made a motion to approve the minutes from Board Meeting on 06-13-23.
Caitlyn Scales seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Approve Minutes

Jordan Whittenburg made a motion to approve the minutes from Laureate Academy Board Meeting on 03-23-22.
Dr. Jahquille Ross seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Finance Update

A. May 2023 Results and Year-End Close Updates

- $400,000 surplus as of end of May, expected to increase for end of June (fiscal year end)
- Budget surplus of $160,000 per 22-23 board of approved budget, so well above that expectation
- Most come from lower salaries and benefits than budgeted (vacant positions)

B. Use of LAMP

- Need to pass a cash and investment policy to limit what we can invest in. Public funds restricted to LLA restrictions.
- Potenitally need a resolution to approve moving the money to LAMP
- Jonathan to put together a cash and investment policy and potential resolution for next board meeting

III. 2023-2024 Handbooks

A. VOTE: 23-24 Scholar Handbook

Jake Krupa made a motion to Table the student handbook.
Caitlyn Scales seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Revisit: 23-24 Employee Handbook

Laureate Academy Charter School Board of Directors Board Meeting Minutes Wednesday August 2, 2023 at 5:30 PM

IV. Board Specific Items

A. Recruiting New Board Members

- Nick supposed to reach out to potential new board member
- New cohort at LAPCS board bank - Jordan/Caitlyn/Jahquille to reach out
- Community partners on the west bank - Caitlyn
- Caitlyn tracker draft

B. Succession Planning

- Jamie to teach about Board on Track
- Need Chair of Academics - Jahquille interested
- Need Board Secretary - Caitlyn interested

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:27 PM.

Respectfully Submitted,
Jordan Whittenburg

College Starts in Kindergarten

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Retreat (Annual Meeting) on January 21, 2023

APPROVED

Laureate Academy Charter School Board of Directors

Minutes

Board Retreat (Annual Meeting)

Date and Time
Saturday January 21, 2023 at 9:00 AM

Location
Laureate Academy Charter School

The matters listed are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may, in fact, be discussed. Other items not listed may be brought up for discussion to the extent permitted by law. All agenda items are informational unless otherwise denoted, though all committee reports require a vote for acceptance. Unless otherwise stated due to COVDI-19 precautions, the meeting will be held on the campus of the school (2115 Oakmere Drive Harvey, LA 70058)

Directors Present
Caitlyn Scales, Dr. Jahquille Ross, Jaime Behen, Jordan Whittenburg, Nicholas Aucoin

Directors Absent
Jake Krupa, Lisa Rebowe, Toyane Faulkner

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Nicholas Aucoin called a meeting of the board of directors of Laureate Academy Charter School Board of Directors to order on Saturday Jan 21, 2023 at 9:09 AM.

II. Board Member Role Clarity

A. Discussion Notes

- Student spotlight for board meeting.
- Reviewed Laureate's Bylaws:

  - Article 1: Tense needs to be looked at. Address needs to be changed. Needs to be consistently referenced as the board.
  - Article 2: No adjustments.
  - Article 3: Need to search for Executive direction / school director and replace with head of school. Add reference to section 9 to see duties for position description. Check section 9 for duties to make sure that position descriptions are accurate. Add to section for that new members can be voted in during normal meetings. Remove language around initial board of directors. Section 5, adjust directors terms to three consecutive terms. Make sure it matches article 4, section 3. Officers can now be in for three years.
    - Clarity for board about fiduciary responsibilities (potential PD)
    - Add code of conduct, conflict of interest, confidentiality should be integrated into onboarding.
    - Basic expectations for onboarding board members and using the documents that have been created.
  - Article 4 & 5: Set annual meeting for April. Set meetings to 4 down from 10. Add the secretary to open meeting agendas. In section six, change "chair of the board" to secretary, who publishes agendas and adjust the language following to secretary. Change 72 hours to 24 hours. Change board to governance within 24 hours in advance.
    - Add an explanation of Public comment on BoT for the process. We will follow the Louisiana Open Meetings Law Public Comment procedure.
    - Does someone need to read a public comment on their behalf?
    - Chain of communication for board involvement in certain circumstances.
  - Article 6: Adjust language to include committees that are currently formed. Add executive committee.
  - Article 7: There are two of them - adjust accordingly.
  - General wonderings: do we actually need to physically mail things? Remove gender specific language in article 9.

Louisiana Charter School Board Legal Handbook:

  - Code of Ethics
    - 1 hour training and read the Louisiana handbook annually (onboarding + link it to the annual meeting).

- File annual filing by the deadline, as well as any certificate.
- Duties of members of board of directors. Making sure everyone is compliant with the law.
- Limiting conflicts of interest: nepotism, excusing yourself if you have any benefits to the decision, can't be employed by the school for two years post service.

• Open Meetings Laws
- Board use of executive session: everyone should be familiar with the standards of the session and voting needs to happen outside of the session.

• Board Oversight Duties
- Notes about teacher & student responsibilities.

III. Board Member Recruitment

A. Discussion

• We have an increased presence of education professionals with recent additions to the board.
• We have been strong in financial expertise, and remain so. There is also some HR expertise we have to offer.
• In terms of what we're lacking, we could use some more legal presence on the board.
• There is also expertise on the board with various aspects of development, especially community-driven organizing and events.
• Fundraising has been a part of the conversation the last few years, but not a priority. A potential committee for the 10-year anniversary or fundraising in general.
• Facilities knowledge is less present on our board, most experience lies in the early stages or general knowledge. Commercial real estate might be a good place to look, or the city governance level.
• Review last board retreat notes for potential candidates.

IV. Winter MAP Data Review

A. Winter MAP Data Review

- Did not have time for review.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:02 PM.

Respectfully Submitted,
Nicholas Aucoin

College Starts in Kindergarten

Coversheet

Year-End (June) and Audit Updates

Section: III. Finance Update
Item: A. Year-End (June) and Audit Updates
Purpose: Discuss
Submitted by:
Related Material: Laureate June 23 Financial Packet.pdf

LAUREATE ACADEMY
CHARTER SCHOOL

June 2023 Financial Report

Board Meeting: August 22nd, 2023

4th sector solutions inc.
private
public
non-profit

Laureate Academy
Financial Summary – June 2023
Board Meeting – August 17th, 2023

Financial Dashboard

Current Ratio = Current Assets/Current Liabilities
Goal is to keep this above 1.0
Current Ratio = 10.6
Satisfactory Ratio

Debt to Asset Ratio = Liabilities/Assets
Goal is below 90%
Ratio = 0.1%
Satisfactory Ratio

Fund Balance as % of Expenses
Goal is to keep this above 10%
Current ratio = 79%
Satisfactory Ratio

Unrestricted Days Cash = Cash in Bank/Annual Expenses
Goal is to stay above 45 days
Current balance = 178 days
Satisfactory Ratio

Balance Sheet

Assets

- Cash balance as of June 30, 2023, was $2.6MM.
- Accounts Receivable were $443K primarily ESSER and other end of year claims.
- Fixed Assets, net accumulated depreciation was $1.3MM as of June 30, 2023.

Liabilities & Equity

- Accounts Payable as of June 30, 2023 were $284K including Technology Lab ($143K) and Tutored by Teachers ($52K).
- The year-to-date surplus of $0.7MM added to the $3.4MM of net assets from the prior year results in a total positive net asset position of $4.2MM as of June 30, 2023. This equals 79% of total budgeted expenses.

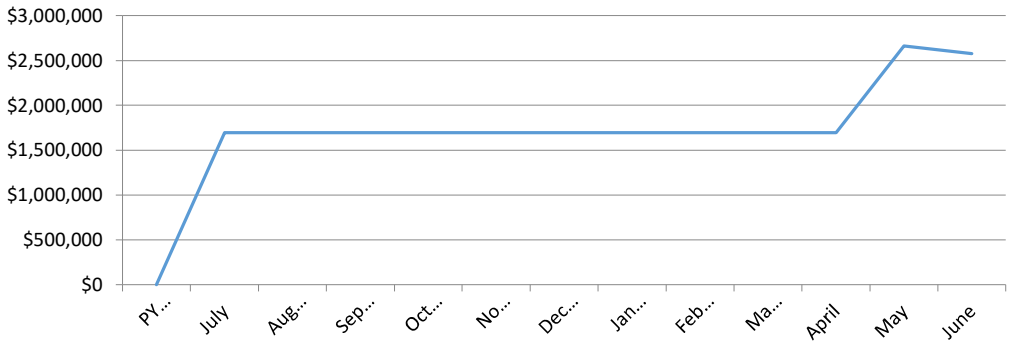
Budget vs. Actual

Income Statement

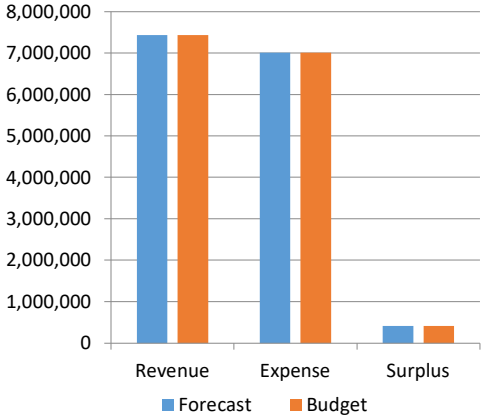
- Total revenues were $6.7MM as of June 2023, 22% more than the annual budget.
- Total salaries and benefits were $3.5MM as of June 2023 with 0% of the annual budget remaining.
- Other than Personnel expenses were $2.3MM as of June 2023, 28% more than the annual budget.
- Net surplus was $742K as of June 30, 2023 compared to a budgeted surplus of $95K.

Laureate Academy Financial Dashboard

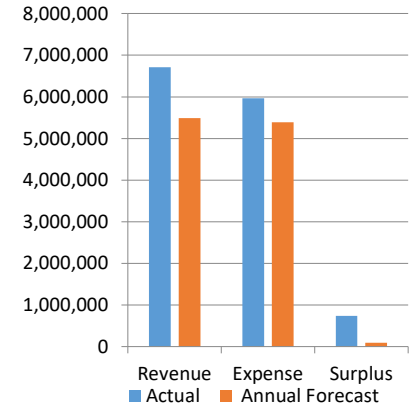
Cash Flow



Annual Forecast vs Budgeted

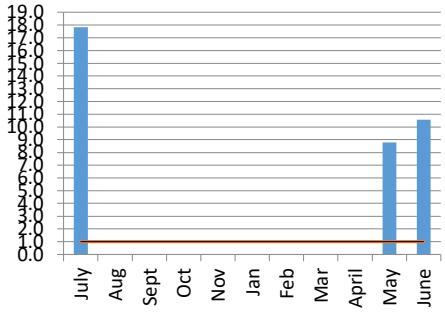


YTD Actuals vs Annual Forecast



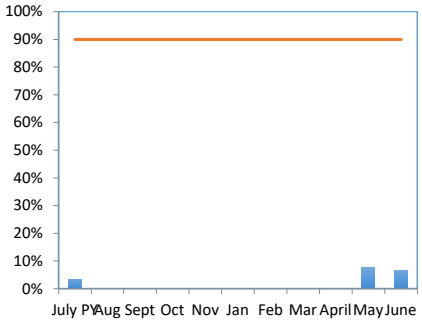
Current Ratio

Goal = Greater than 1.0



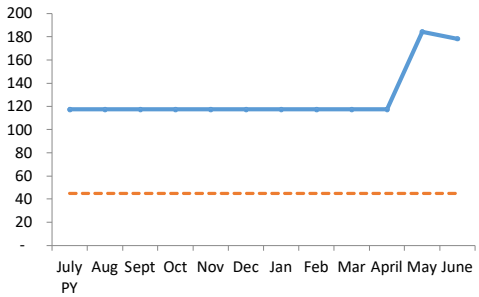
Debt to Asset Ratio

Goal = Less than .90



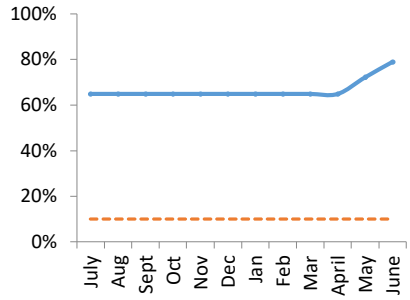
Unrestricted Days Cash

Goal = Between 30 - 60 days



Fund Balance as a % of Operating Expenses

Goal = 10% or Greater



Laureate Academy
FY23 Budget vs. Actual
June 2023 Financial Report — **August 23, 2023 Board Meeting**

	FY23 Budget	Actual YTD	Delta $	Delta %
Revenue				
Base Funding	4,752,675	5,704,619	(951,944)	-20%
Federal Funding	732,518	878,178	(145,660)	-20%
State & Local Funding	-	111,294	(111,294)	0%
Philanthropy & Other Income	3,000	15,463	(12,463)	-415%
Food Service Revenue	-	-	-	0%
Total Revenue	**5,488,193**	**6,709,553**	**(1,221,361)**	-22%
Expenses				
Salaries & Benefits				
Leadership	342,083	238,964	103,119	30%
General Education Teachers	1,119,704	1,364,551	(244,847)	-22%
SPED Teachers	242,500	248,941	(6,441)	-3%
Academic Interventionists	116,667	403,752	(287,086)	-246%
Paraprofessionals	334,167	16,605	317,561	95%
Instructional Coaches	-	-	-	0%
Behavioral Interventionists	-	-	-	0%
Enrichment Teachers	167,917	176,993	(9,076)	-5%
Student Support	85,833	146,030	(60,197)	-70%
Operations	480,000	375,953	104,047	22%
Benefits	623,677	548,068	75,609	12%
Total Salaries & Benefits	**3,512,548**	**3,519,857**	**(7,311)**	0%
Other than Personnel				
Academic				
Curriculum	-	-	-	0%
Educational Supplies	113,804	128,267	(14,463)	-13%
Software & Assessment	-	-	-	0%
Transportation	425,250	402,348	22,902	5%
Educational Consultants	101,700	99,511	2,189	2%
SPED Curriculum & Supplies	3,000	374	2,626	88%
SPED Consultants	144,670	67,571	77,099	53%
SPED Transportation	-	-	-	0%
Other Instruction	13,333	9,665	3,668	28%
Professional Development	61,560	78,001	(16,441)	-27%
Culture				
Student & Family Activities	16,898	134,012	(117,113)	-693%
Teacher & Staff Recruiting	7,200	3,289	3,911	54%
Health Consultants	69,045	50,635	18,411	27%
Extracurricular Expenses	20,509	6,768	13,741	67%
Operations				
Equipment & Furniture (Non-Capit	-	-	-	0%
Rent & Rentals	155,833	170,416	(14,583)	-9%
Utilities	67,500	72,537	(5,037)	-7%
Security	7,500	10,802	(3,302)	-44%
Custodial & Maintenance	117,102	239,506	(122,403)	-105%
Telecommunications	59,733	61,009	(1,275)	-2%
Insurance	46,667	75,851	(29,185)	-63%
Legal	10,080	11,601	(1,521)	-15%
Business Dues, Fees & Licenses	102,512	133,680	(31,168)	-30%
Office Supplies	23,073	26,396	(3,323)	-14%
Finance, HR & Ops Support	89,467	160,791	(71,324)	-80%
Technology Consultants & Supplie	34,182	166,260	(132,078)	-386%
Food Service	-	-	-	0%
Other Administration	69,960	146,780	(76,820)	-110%
Total Other than Personnel	**1,760,579**	**2,256,070**	**(495,489)**	-28%
Non-Operating Expenses				
Depreciation	119,667	191,465	(71,798)	-60%
Interest	-	-	-	0%
Contingency	-	-	-	0%
Total Non-Operating Expenses	**119,667**	**191,465**	**(71,798)**	**-60%**
Total Expenses	**5,392,794**	**5,967,393**	**(574,598)**	-11%
NET SURPLUS (DEFICIT)	**95,400**	**742,161**	**(646,763)**	

Laureate Academy
FY24 Budget vs. FY23 Actual
June 2023 Financial Report **August 23, 2023 Board Meeting**

	FY24 Budget	Actual YTD	Delta $	Delta %
Revenue				
Base Funding	6,174,000	5,704,619	469,381	8%
Federal Funding	1,243,253	878,178	365,075	29%
State & Local Funding	-	111,294	(111,294)	0%
Philanthropy & Other Income	12,000	15,463	(3,463)	-29%
Food Service Revenue	-	-	-	0%
Total Revenue	**7,429,253**	**6,709,553**	**719,699**	10%
Expenses				
Salaries & Benefits				
Leadership	310,000	238,964	71,036	23%
General Education Teachers	1,082,245	1,364,551	(282,306)	-26%
SPED Teachers	249,500	248,941	559	0%
Academic Interventionists	271,000	403,752	(132,752)	-49%
Paraprofessionals	237,000	16,605	220,395	93%
Instructional Coaches	322,000	-	322,000	100%
Behavioral Interventionists	78,500	-	78,500	100%
Enrichment Teachers	205,000	176,993	28,007	14%
Student Support	377,385	146,030	231,355	61%
Operations	329,000	375,953	(46,953)	-14%
Benefits	740,252	548,068	192,184	26%
Total Salaries & Benefits	**4,201,882**	**3,519,857**	**682,025**	16%
Other than Personnel				
Academic				
Curriculum	6,000	-	6,000	100%
Educational Supplies	109,100	128,267	(19,167)	-18%
Software & Assessment	-	-	-	0%
Transportation	513,240	402,348	110,892	22%
Educational Consultants	239,159	99,511	139,648	58%
SPED Curriculum & Supplies	4,925	374	4,551	92%
SPED Consultants	125,000	67,571	57,429	46%
SPED Transportation	-	-	-	0%
Other Instruction	60,320	9,665	50,655	84%
Professional Development	148,000	78,001	69,999	47%
Culture				
Student & Family Activities	57,600	134,012	(76,412)	-133%
Teacher & Staff Recruiting	19,800	3,289	16,511	83%
Health Consultants	80,000	50,635	29,365	37%
Extracurricular Expenses	23,000	6,768	16,232	71%
Operations				
Equipment & Furniture (Non-Capit	-	-	-	0%
Rent & Rentals	187,754	170,416	17,338	9%
Utilities	81,000	72,537	8,463	10%
Security	5,000	10,802	(5,802)	-116%
Custodial & Maintenance	232,400	239,506	(7,106)	-3%
Telecommunications	60,000	61,009	(1,009)	-2%
Insurance	56,000	75,851	(19,851)	-35%
Legal	12,000	11,601	399	3%
Business Dues, Fees & Licenses	139,080	133,680	5,400	4%
Office Supplies	10,000	26,396	(16,396)	-164%
Finance, HR & Ops Support	169,000	160,791	8,209	5%
Technology Consultants & Supplie	157,458	166,260	(8,802)	-6%
Food Service	3,000	-	3,000	100%
Other Administration	122,000	146,780	(24,780)	-20%
Total Other than Personnel	**2,620,836**	**2,256,070**	**364,766**	14%
Non-Operating Expenses				
Depreciation	189,204	191,465	(2,261)	-1%
Interest	-	-	-	0%
Contingency	-	-	-	0%
Total Non-Operating Expenses	**189,204**	**191,465**	**(2,261)**	**-1%**
Total Expenses	**7,011,922**	**5,967,393**	**1,044,530**	15%
NET SURPLUS (DEFICIT)	**417,331**	**742,161**	**(324,831)**	

Laureate Academy
Balance Sheet
June 2023 Financial Report **8/23/2023**

	June 30, 2022	June 30, 2023
Assets		
Current Assets		
Cash & Equivalents	1,695,690	2,575,687
Federal Accounts Receivable	360,415	393,752
State & Local Gov't Accounts Receivable	-	48,817
Other Accounts Receivable	-	-
Prepaid Expenses	3,809	74,279
Other Short-Term Assets	26,115	26,115
Total Current Assets	**2,086,028**	**3,118,650**
Non-Current Assets		
Fixed Assets, net of depreciation	1,448,389	1,336,124
Construction in Progress	-	-
Other Long-Term Assets	-	-
Total Non-Current Assets	**1,448,389**	**1,336,124**
Total Assets	**3,534,417**	**4,454,774**
Liabilities & Equity		
Liabilities		
Current Liabilities		
Accounts Payable	77,655	283,965
Accrued Expenses	2,430	-
Accrued Payroll	36,187	773
Deferred Revenue	-	-
Other Short-Term Liabilities	658	10,388
Total Current Liabilities	**116,930**	**295,126**
Non-Current Liabilities		
Long-Term Debt	-	-
Total Non-Current Liabilities	**-**	**-**
Total Liabilities	**116,930**	**295,126**
Equity		
Net Assets	-	-
Net Assets Unrestricted	2,666,482	3,417,487
Net Surplus/(Deficit)	751,005	742,161
Total Equity	**3,417,487**	**4,159,648**
Total Liabilities & Equity	**3,534,417**	**4,454,774**

Coversheet

Use of LAMP - Cash and Investment Policy

Section: III. Finance Update
Item: B. Use of LAMP - Cash and Investment Policy
Purpose: Discuss
Submitted by:
Related Material: cash management and investment policy (2).doc

CASH MANAGEMENT AND INVESTMENTS

The _____, in accordance with BESE Bulletin 126, may deposit and invest any funds that belong to the Charter School in any bank or credit union that is insured by the Federal Deposit Insurance Corporation (FDIC) or by the National Credit Union Administration (NCUA).

Adherence to the adopted policy shall be reviewed and measured as part of the annual independent audit of the financial statements. The audit shall note if the charter operator holds any unsecured cash as of the end of the fiscal year, as well as the amount.

OBJECTIVES

The primary investment objective of the _____ shall be to ensure that the current and future expenditure obligations are adequately funded in a cost-effective manner. The goal of this cash management and investment policy is to protect public funds by minimizing the amount of unsecured funds to the extent practical.

Preservation of capital and the realization of sufficient total return to ensure the ongoing financial integrity of the funds are essential. Preservation of capital encompasses two goals: (1) Managing the risk of loss of principal for the fund, and (2) Managing the erosion of principal value through inflation.

DEPOSITORY BANK

Selection of the depository bank with which funds are deposited shall be a stock-owned federally insured depository institution organized under the laws of this state or of any other state of the United States, or under the laws of the United States, as may be selected by the depositing authority.

The Charter School CEO shall obtain Board approval of the depository bank subject to the following conditions:

1. A financial institution that is domiciled or having a branch office located in the parish where our charter school is located,

2. A financial institution that secures deposits up the amounts insured by the Federal Deposit Insurance Corporation (FDIC) or by the National Credit Union Administration (NCUA).

3. A financial institution that has a “High Capital Ratio” that meets or exceeds the current minimum standards set by the United States Federal Reserve.

4. The most recent quarterly Federal Institutions Examination Council's (FFEIC) "Uniform Bank Performance Report" of the financial institution being considered.

5. A review and approval from the Board's external auditor or attorney of the financial institution being considered.

Paying Agent Banks that are …….

DAILY DEPOSIT

Deposits shall be made in the name of the depositing authority as authorized by the Board of Elementary and Secondary Education (BESE) that has custody and control over all the charter school's disbursements. Deposits should also be deposited daily whenever possible.

INVESTMENT OPTIONS

The _____ is authorized to invest such monies, which it determines to be available, in only those investments identified in La. Rev. Stat. Ann. §33:2955 some of which are identified below:

1. Direct U.S. Treasury obligations, the principal and interest of which are fully guaranteed by the U.S. Government.

2. Bonds, debentures, notes or other evidence of indebtedness issued or guaranteed by federal agencies and provided such obligations are backed by the full faith and credit of the U.S., including U.S. Export Import Bank, Farmers Home Administration, Federal Financing Bank, Federal Housing Administration Debentures, General Services Administration, Government National Mortgage Association (guaranteed mortgage-backed bonds and guaranteed pass-through obligations), U.S. Maritime Administration (guaranteed Title XI financing), and U.S. Department of Housing and Urban Development.

3. Bonds, debentures, notes, or other evidence of indebtedness issued or guaranteed by U.S. Government instrumentalities which are federally sponsored, including Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation, Federal National Mortgage Association, Student Loan Marketing Association, and Resolution Funding Corporation.

4. Direct security repurchase agreements of any federal bank entry only securities enumerated in paragraphs (1) through (3) above. *Direct security repurchase agreement* means an agreement under which the political subdivision buys, holds for a specified time, and then sells back those

securities and obligations enumerated in paragraphs (1) through (3).

5. Time certificates of deposit of state banks organized under the laws of Louisiana, or national banks having their principal offices in the State of Louisiana, savings accounts or shares of savings and loan associations and savings banks, or share accounts and share certificates accounts of federally or state chartered credit unions issuing time certificate of deposit; provided that the rate of interest paid for time certificates of deposit shall be not less than fifty basis points below the prevailing market rate on direct obligations of the U.S. Treasury with a similar length of maturity.

6. Mutual or trust fund institutions which are registered with the Securities and Exchange Commission under the Securities Act of 1933 and the Investment Act of 1940, and which have underlying investments consisting solely of and limited to securities of the U.S. government or its agencies. Investment of funds in each mutual or trust fund institutions shall be limited to 25% of the monies considered available for investment as provided by La. Rev. Stat. Ann. §33:2955.

7. *Guaranteed Investment Contracts* as described in La. Rev. Stat. Ann. §33:2955.

8. The *Louisiana Asset Management Pool* (LAMP).

ADDITIONAL RESTRICTIONS FOR NON-COLLATERALIZED DEPOSITS

If it is not possible to collateralized 100% of the funds on deposit in excess of the Federal Deposit Insurance Corporation (FDIC) or by the National Credit Union Administration (NCUA), the Charter School CEO is permitted to

- Deposit funds with additional FDIC/NCUA insured banks
- Purchasing Certificate of Deposit with other banking institutions.
- Certificate of Deposits laddering.

INTEREST EARNINGS

The interest earned on any such investment shall be credited to the fund from which the investment was acquired, or it may be applied to the payment of the principal and interest of the outstanding bonded indebtedness of that fund.

PROHIBITED TRANSACTIONS

The following arrangements are expressly prohibited:

1. Any transactions not specifically authorized by this policy.

2. The purchase of securities on margin.

3. Direct purchases of single family or commercial mortgages.

4. Purchases of foreign bonds.

5. Collateralized mortgage obligations that have been stripped into interest only or principal only obligations.

6. Inverse floaters, or structured notes. For purposes of this section, *structured notes* shall mean securities of U.S. Government agencies, instrumentalities, or government-sponsored enterprises which have been restructured, modified, and/or reissued by private entities.

Ref: La. Rev. Stat. Ann. §§17:99, 33:2955, 39:1211-1235; Board minutes, 1-5-89, 9-7-00.

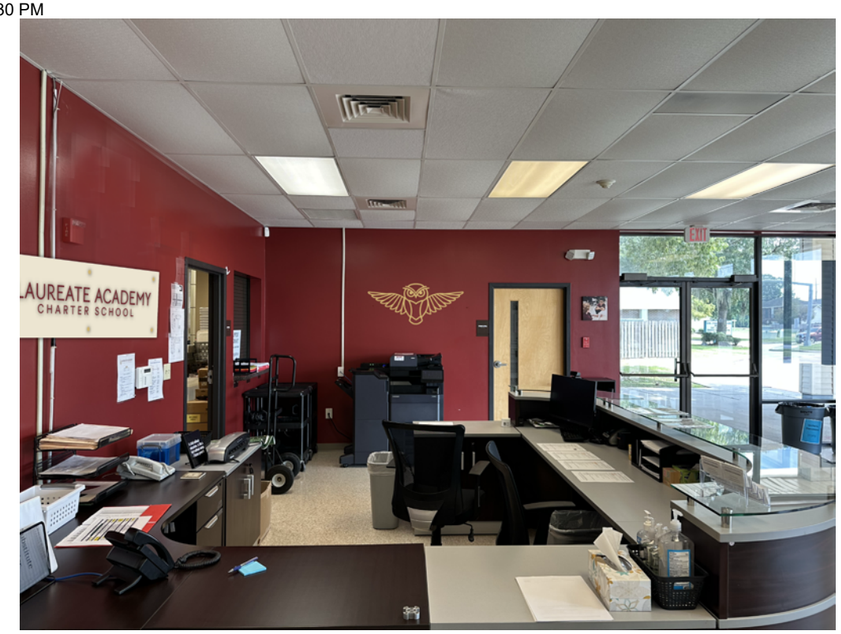
Coversheet

Discussion of new Signage Preview Package

Section: IV. Signage Update
Item: A. Discussion of new Signage Preview Package
Purpose: Discuss
Submitted by:
Related Material: Laureate Academy Branding.pdf













Client:	Laureate Academy	**PM:**	TBD	**Approved by:**		**Approval Date:**	
Project:	Various Branding	**Scale:**	NTS	**Org Date:**	00-00-00	**Notes:**	
Order#:	NEWO-XXXX **Quote#:** NEWO-XXXX	**Drawn by:**	KCL	**Revision1:**	00-00-00		

asi Signage Innovations
1101 24th Street • Kenner, LA 70062
504.704.1000 Tel • 504.704.1006 Fax
www.asisignage.com

This drawing is property of ASI. All Rights for its use and reproduction are reserved by ASI. Client approval of this document is required prior to manufacturing. Your approval acknowledges that this document is correct and supersedes any previous drawings and/or specifications related to this order.













Client:	Laureate Academy	**PM:**	TBD	**Approved by:**		**Approval Date:**	
Project:	Various Branding	**Scale:**	NTS	**Org Date:**	00-00-00	**Notes:**	
Order#:	NEWO-XXXX	**Quote#:**	NEWO-XXXX	**Drawn by:**	KCL	**Revision1:**	00-00-00

asi Signage Innovations
1101 24th Street • Kenner, LA 70062
504.704.1000 Tel • 504.704.1006 Fax
www.asisignage.com

This drawing is property of ASI. All Rights for its use and reproduction are reserved by ASI. Client approval of this document is required prior to manufacturing. Your approval acknowledges that this document is correct and supersedes any previous drawings and/or specifications related to this order.

Coversheet

VOTE: to move into Executive Session to discuss Compass Evaluation

Section: V. Compass Evaluation for HoS
Item: A. VOTE: to move into Executive Session to discuss Compass Evaluation
Purpose: Vote
Submitted by:
Related Material: 2014-2015-compass-leader-rubric.pdf



LOUISIANA LEADER

Performance Evaluation Rubric

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain I	School Vision
a. Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision	• A vision for achievement describes high academic expectations for all students; the vision provides the picture of the school's future. Effective principals ensure that the vision is lived in practice, encouraging behaviors that support it and addresses behaviors that undermine it. • To develop the vision, leaders must enlist the support of all stakeholders. The process facilitates ownership and institutionalization of the vision and ensures that the vision includes multiple perspectives and lenses. • To realize the vision, leaders must put data driven school level goals into place; these goals describe how the school will reach the vision. Strategic school leaders adjust the school level goals to ensure they are driving improvements in achievement. School level goals should be set and managed by data gathered from multiple sources including student learning outcomes, needs assessments and observations of teacher practice. As the needs of the school change, the leader will have to work with stakeholders to identify school level goals and strategies that will foster student growth.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain I: School Vision			
Component a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision			
Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
• Rarely maintains focus on vision or school goals; rarely refers to goals and does not identify how the goals align to the vision • Rarely makes time to meet with families or stakeholders; openly disrespects or dismisses families or stakeholders; does not address staff or stakeholders who contradict the vision • Does not align school resources accurately; does not maintain systems to support the school's learning goals • Does not align school resources accurately; does not maintain systems to support the school's learning goals	• Sets school wide goals that are aligned to the school's vision and uses one or two sources of data; references goals and/or vison in meetings/planning sessions, but inconsistently connects them to the day-to-day work of the school • Shares the school's vision for achievement with stakeholders; inconsistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations • Aligns resources with a focus on materials, supplies and equipment; creates some systems using resources to further the school's learning goals.	• Uses vision and analysis of multiple types of data to set goals; references goals and/or vison in all meetings/planning sessions and consistently connects them to the day-to-day work of the school • Actively engages stakeholders in the school's vision for achievement; shares specific ways families and stakeholders can support student learning; consistently addresses staff or stakeholders who contradict the vision by displaying low or negative expectations • Aligns resources: time, human and, when appropriate, fiscal to create and uphold systems that further the school's learning goals; develops and implements systems that maximize instructional time by generating strategic schedules and calendars; confirms that staff have necessary materials, supplies, and equipment	• Uses vision and analysis of multiple forms of data to set goals and aligns all decisions to the school-wide goals and vison, builds staff ownership for school-wide goals and the goals for their content or grade levels; uses protocols for making decisions that refer staff and team decisions back to the vison and goals; builds staff capacity to use the vision and goals to make instructional decisions • Continuously creates two-way links between families and the school; actively engages stakeholders in the school's vison for achievement; shares specific ways families and stakeholders can support student learning; builds staff capacity to address other staff or stakeholders who contradict the vision by displaying low or negative expectations • Continually aligns resources; time, human and, when appropriate, fiscal to create and uphold systems that further data-driven goals, develops and implements systems that maximize instructional time by generating schedules, calendars and data systems that help to track progress, ensures that staff have necessary materials, supplies, and equipment

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain I: School Vision	
Component a: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision	
Examples of Evidence	• School vision and goals are shared with stakeholder groups. • Written values and beliefs reflect high expectations for all students. • Building-wide goals and vision are shared and widely known within the school community. • Parents, staff and others are clear about academic expectations and homework guidelines. • Students describe and demonstrate effective effort, behaviors and beliefs across classrooms. • Academic work and homework guidelines are shared with parents, staff and others. • Families are included and invested in the school community. • Families are aware of learning expectations and strategies to support student learning outside the school day. • Staff and fiscal resources are aligned with strategic priorities.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain II	School Culture
a. Facilitates collaboration between teams of teachers b. Provides opportunities for professional growth and develops a pipeline of teacher leaders c. Creates and upholds systems which result in a safe and orderly school environment	• School culture is the context that allows for effective teaching and learning to take place. Culture is continuously reinforced by the school leader, teachers, and students through practices and actions that tell every stakeholder: *this is how we do school here.* Effective leaders establish cultures of achievement by maintaining a learning environment that is conducive to learning and safe for all students. • In a learning culture, teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement. School leaders ensure that teachers work in teams to examine student work that is rigorous and aligned with the Compass rubric. Professional growth is expected and leaders create meaningful targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain II: School Culture			
Component a: Facilitates collaboration between teams of teachers			
Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
Makes minimal or unsuccessful attempts to ensure teacher collaboration. • Schedule does not include time for teachers to collaborate • Teacher collaboration meetings are rarely focused on student work or on Louisiana Student Standards or instructional shifts • Rarely attempts to monitor progress of collaboration or to provide feedback on collaboration	**Attempts to ensure teacher collaboration is occurring.** • Schedule includes time for teachers to collaborate • Teacher collaboration is sometimes focused on student work or on Louisiana Student Standards or instructional shifts • Attempts to monitor progress of collaboration meetings; but with uneven information and results • Attempts to provide feedback on collaboration but feedback is not actionable or connected to student learning	**Ensures regular routines for teacher collaboration are in place.** • Takes an active role in teacher collaboration meetings • Teacher collaboration is focused on assessing Louisiana Student Standards and leveled student work (e.g., classroom assignments, assessment results, student engagement) • Collaboration uses analysis of student work and results to identify specific teacher actions that, if changed, would most impact student achievement • As a result of collaboration, identifies specific next steps for each teacher and follows up with frequent, actionable feedback to ensure improvement in teacher effectiveness	**In addition to the characteristics of "Proficient," has successfully built the capacity of teacher leaders to lead and facilitate collaboration.** • Ensures that teacher collaboration routines are closely integrated with the observation and feedback cycle and that teachers experience feedback received through observation and collaboration as part of a single process of development • Identifies and builds the capacity of teachers to lead and facilitates the collaboration cycle by providing feedback on meetings while intermittently monitoring collaboration • Teachers demonstrate ownership of collaboration process by leading collaboration and by suggesting modifications or improvements to the collaboration cycle • Engages in a similar collaboration cycle with the school leadership team, focused on assessing student work and results, identifying school leader actions that will drive student achievement, and provides feedback on implementation • There is clear evidence of increased student achievement as a result of teacher collaboration

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain II: School Culture	
Component a: Facilitates collaboration between teams of teachers	
Examples of Evidence	• Review school schedule for evidence of professional learning communities and/or collaborative learning structures. • Teacher and teacher leader interviews for evidence of teacher and leader roles in facilitating collaboration, changes in practice and student outcomes that occur as a result of collaboration, etc. • Teachers review data regularly and teachers are aware of school and grade targets and progress toward those targets. • Review collaboration outcomes and student performance data following collaboration time. • Conducts observations or co-observations of collaborative meetings. • Conducts observations of feedback conversations. • Assesses student work against Louisiana Student Standards-level exemplars.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain II: School Culture			
Component b: Provides opportunities for professional growth and develops a pipeline of teacher leaders			
Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
• Rarely uses data to determine what development activities or instructional strategies will advance teacher effectiveness • Rarely provides opportunities for professional growth to improve teacher effectiveness and/or provides opportunities that are misaligned with the teachers' needs • Does not maintain a pipeline of teacher leaders or identify potential teacher leaders	• Uses anecdotal data gathered to determine what development activities or instructional strategies will best advance teacher effectiveness • Provides infrequent opportunities for professional growth to improve teacher effectiveness that attempt to align with the teachers' needs • Identifies mid and high-performing teachers and attempts to develop their leadership skills, but creates minimal opportunities for teacher leaders to support others in the school	• Uses data gathered through observations and student assessments to determine what development activities or instructional strategies will best meet the needs of each individual teacher to improve overall teacher effectiveness • Improves teacher effectiveness by providing opportunities for professional growth and on-going supports; tracks progress to determine teacher effectiveness and adjusts development opportunities accordingly • Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing leadership skills, creating opportunities for them to take on additional responsibilities	• Uses data gathered through observations, student assessments, and teacher self-assessments to determine what supports will best meet the needs of each individual teacher to improve overall teacher effectiveness • Improves teacher effectiveness by providing opportunities for professional growth and ongoing support systems; provides opportunities for individuals to pursue additional development opportunities inside or outside of the school; tracks progress to determine the effectiveness and adjusts development opportunities accordingly • Develops a pipeline of teacher leaders to provide additional support to teachers in the school by identifying mid and high-performing teachers; developing t leadership skills, creating opportunities for them to take on additional responsibilities, creating a formal growth trajectory and plan for the teacher leaders

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain II: School Culture	
Component b: Provides opportunities for professional growth and develops a pipeline of teacher leaders	
Examples of Evidence	• Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals. • Staff develops a broad repertoire of instructional strategies referenced in their lesson plans. • A high percentage of teachers rated effective and stay in the school. • Teacher leaders, master teachers, and members of the leadership team have focused weekly discussions on student learning outcomes to target key instructional needs. • Multiple staff members serve as instructional leaders in the school, and they lead effective teacher team meetings focused on student learning data and student work. • Leadership team members conduct frequent observations and provide feedback to staff on instructional practices and handling of student conduct concerns with follow-up to track improvement. • Leadership team members take part in regular walk-throughs to observe for the implementation of the Louisiana Student Standards.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain II: School Culture			
Component c: Creates and upholds systems which result in a safe and orderly school environment			
Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
• Does not maintain a learning environment that is conducive to learning; does not ensure the physical safety of students • Rarely makes expectations for student or adult behavior explicit • Does not consistently implement negative consequences • Does not maintain a physically-safe environment	• Confirms that learning environment is conducive to learning for most students; implements systems to ensure physical safety is maintained for all students • Develops some expectations for student and adult behavior based on the school values and beliefs; identifies negative consequences • Develops systems to monitor consistent implementation of negative consequences • Confirms the physical environment is safe	• Confirms the learning environment is conducive to learning; implements systems to ensure physical and social-emotional safety is maintained for students and adults • Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies clear positive and negative consequences • Develops systems to ensure every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented • Supervises facilities, equipment management and maintenance; confirms the physical environment is safe • Supervises facilities, equipment, management and maintenance; confirms the physical environment is safe	• Confirms the learning environment is conducive to learning and safe for all students; builds staff capacity to lead and manage components systems that ensure physical and social-emotional safety is maintained for all stakeholders • Develops clear expectations for student and adult behaviors based on the school values and beliefs; identifies and implements specific age-appropriate positive and negative consequences • Develops systems to ensure that every adult understands their role in implementing both positive and negative consequences and consequences are consistently implemented • Supervises facilities, equipment management and maintenance to enhance learning and confirms the physical environment is safe

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain II: School Culture	
Component c: Creates and upholds systems which result in a safe and orderly school environment	
Examples of Evidence	• Routines and procedures are in place, discussed, and implemented. • School building is clean and safe-all basic facilities are in working order. • Physical plant fosters major academic priorities/initiatives. • Values and behaviors are referenced in daily school structures. • A system of positive and negative behavior expectations are consistent (with age appropriate differentiation) across classrooms, grades and content areas. • Written values and beliefs reflect high expectations for all students. • School-wide code of conduct aligned with district and school priorities is in place. • Code of conduct is consistently implemented across all classrooms. • Support staff (e.g., ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the achievement of school goals.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain III	Instruction
a. Observes teachers and provides feedback on instruction regularly b. Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards c. Ensures teachers use assessments reflective of the Louisiana Student Standards rigor	• Research has shown that there is a direct correlation between a strong instructional program and an increase in academic gains. It is critical that school leaders support effective instruction to increase student achievement. • Louisiana has adopted the Louisiana Student Standards, thus, leaders must ensure all instruction is grounded in and guided by the Louisiana Student Standards. To best support instruction, leaders must ensure teachers have the tools to set clear objectives aligned to the Louisiana Student Standards. They must implement a curricular scope and sequence that fosters rigorous instruction, and they must ensure that teachers have supporting curricular materials that will allow them to implement the curriculum with fidelity. • Leaders must observe teachers to provide on-going actionable clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness. Teacher observations and conferences will ensure that all instruction is focused on the development and implementation of goals and objectives aligned with the Louisiana Student Standards. • School leaders must also facilitate and support staff use of data to identify and prioritize students' needs in relation to the Louisiana Student Standards. Leaders will ensure that all assessments are Louisiana Student Standards aligned and will hold teachers accountable for on-going analysis of student data to provide rigor and differentiation for all students.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain III: Instruction			
Component a: Observes teachers and provides feedback on instruction regularly			
Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
Does not complete minimum expectations. • Rarely uses the Compass Teacher Rubric • Rarely completes formal observations • Rarely provides feedback to teachers • Rarely completes evaluations and/or has unclear evaluation process in place	**Completes minimum expectations.** • Using the Compass Teacher Rubric, completes minimum expected observations • Ensures observers rate observations using the Compass Teacher Rubric • After each required observation, shares ratings and notes with teacher, including suggestions for improvement • Ensures that new teachers receive additional formative observations	**Engages in continuous conversations with teachers about student results based on the Louisiana Student Standards and the teacher's actions will advance student learning even further, or successfully manages through staff.** • Using the Compass Teacher Rubric, regularly observes instruction and gathers evidence of student achievement and teacher performance • Uses evidence gathered through observations and walk-throughs to deliver specific, actionable feedback to teachers; identifying concrete improvements to be made based on the rubric • Follows up on feedback (e.g., by observing teacher again, collecting student outcomes data, and/or following up on next steps within a predetermined time) to determine if prioritized teacher actions and student outcomes are improving	**In addition to the characteristics of "Proficient," ensures systems and structures are in place to support continuous teacher improvement or successfully manages through staff.** • Ensures that the observation and feedback cycle is integrated with teacher collaboration routines • Teachers take ownership of and lead the feedback process by seeking feedback from evaluators and peers • Collaborates with other teacher evaluators in the building to ensure consistent use of the Compass Teacher Rubric and to ensure evaluators are aligned in their feedback to teachers • There is clear evidence of increased student achievement as a result of the observation and feedback process

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain III: Instruction	
Component a: Observes teachers and provides feedback on instruction regularly	
Examples of Evidence	• Interviews with teachers who are able to articulate their strengths and areas for growth, the specific steps they are taking to improve, and the impact those steps will have on student outcomes. • Review the number of observations and quality of feedback in the Compass Information System. • Review observation feedback and compare to student outcome data. • Conducts co-observations of teacher practice with the evaluator through frequent observations and/or walk-throughs. • Conducts observation of evaluator feedback to the teacher. Evaluator is providing frequent, actionable feedback to teachers; identifying specific improvements that can be made on the rubric. Evaluator follows-up on feedback. • Reviews the tools the school uses to manage the observation schedule- (e.g., online trackers, shared calendars, etc.). • Observation data is easily and regularly shared by and between evaluators. • Conducts observation of collaboration meetings. • Reviews collaboration meeting agendas, in conjunction with observation and walk-through data.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain III: Instruction

Component b: Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards

Ineffective	Effective: Emerging	Effective: Proficient	Highly Effective
• Sets non-rigorous annual student learning targets • Rarely ensures teachers are using a curriculum scope and sequence or assessments that are Louisiana Student Standards aligned • Rarely assesses the implementation of Louisiana Student Standards • Rarely ensures instructional practices that support the learning of all students	• Sets annual student learning targets that aim for the academic growth of students • Supports teachers' choice around strong curriculum materials; ensures teachers in core content areas are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned • Irregularly assesses the implementation of Louisiana Student Standards by reviewing student outcomes • Ensures core content teachers make minor modifications to their instructional practices to support the learning of all	• Sets annual student learning targets and ensures teachers set daily objectives that will support academic growth of students and that align with school level goals • Develops teacher's skill set to choose strong curriculum materials and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned • Facilitates effective implementation of Louisiana Student Standards by regularly assessing instructional practices and student outcomes • Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data	• Sets annual student learning targets and builds teacher capacity to set and assess daily, weekly, and unit objectives to support significant academic growth of students and align with school level goals • Develops teacher's skill set to choose strong curriculum materials; provides scaffold-developments as needed and ensures all teachers are using a curriculum scope and sequence and assessments that are Louisiana Student Standards aligned • Builds teacher capacity to effectively implement Louisiana Student Standards by regularly assessing instructional practices, student work;and student outcomes • Ensures teachers modify and differentiate instructional practices to support the learning of all students, based on student learning data



LOUISIANA LEADER
Performance Evaluation Rubric

	students		

Domain III: Instruction	
Component b: Ensures teachers set clear, measurable objectives aligned to the Louisiana Student Standards	
Examples of Evidence	• Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track. • Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Louisiana Student Standards. • Staff have a broad repertoire of instructional strategies that they reference in their lesson plans. • Throughout the school, classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards. • Consistent practices are observable across multiple classrooms. • Rigorous course content is accessible to all students.

DEPARTMENT of EDUCATION
Louisiana Believes

LOUISIANA LEADER
Performance Evaluation Rubric

Domain III: Instruction			
Component c: Ensures teachers use assessments reflective of Louisiana Student Standards rigor			
Ineffective	**Effective: Emerging**	**Effective: Proficient**	**Highly Effective**
Rarely selects assessments or curricular materials aligned to the Louisiana Student Standards; does not analyze student performance	Selects assessments aligned to the Louisiana Student Standards and analyzes student performance on assessments to identify areas for instructional improvement	Supports the selection of assessments and curricular materials aligned to the Louisiana Student Standards and analyzes student performance on assessments to: identify student learning gaps, determine interventions, and areas for instructional improvement	Supports and develops staff, ability to select assessments and curricular materials aligned to the Louisiana Student Standards and builds staff capacity to analyze student performance on assessments to; identify student learning gaps, determine interventions, and areas for instructional improvement
Examples of Evidence	• Continuous data review process is in place to confirm that students learned taught material. • Assessments reflect alignment with Louisiana Student Standards. • Multiple analyses of student performance data are examined to support informed decision making. • Differentiated classroom activities based on students' reading or achievement levels are present in every classroom. • Disaggregated student data informs instruction. • Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress.		