

## REVIEW SUMMARY

Reviewer Name: [REDACTED]	Applicant Name: Instant Impact Global Prep
Dates of Review: February 2023	Total Score: 94

**Please make sure you have signed the review at the end of the document.**

## Section I. Rubric for a Non-CMO Applicant without an ESP

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
B. Parent, family, and community engagement, part 1	<input type="checkbox"/> Applicant reserves a seat on its governing board specifically for a current parent.	<input type="checkbox"/> Applicant has a parent and/or community advisory body or council that reports to the governing board. <u>OR</u> Applicant has another robust method of soliciting and considering input from parents and community members on the implementation and operation of the school. <input type="checkbox"/> Applicant has a clear process for accepting parent or student objections to governing board policies and decisions, administrative	<input type="checkbox"/> Applicant does not have a parent and/or community advisory body or council that reports to the governing board. <u>AND</u> Applicant's other methods of soliciting and considering input from parents and community members on the implementation and operation of the school are weak. <input type="checkbox"/> Applicant's process for accepting parent or student objections is not likely to be effective OR is not applicable to all of the following: policy/	<input type="checkbox"/> Applicant has no method of soliciting and considering input from parents and community members on the implementation and operation of the school. <input type="checkbox"/> Applicant has no process for accepting parent or student objections to any policy/ decision, procedure, or practice. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	2. In Nov. 2022, the applicant held true to the promises in their MCSAB application and created a community advisory council with two seats reserved for parents. They also have plans to develop parents as leaders in the school community. For the broader community, any advisory group that is officially established by the IIGP Board will elect representatives to attend every IIGP Board meeting. However, applicant does not reserve a

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	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		procedures, and school practices.	decisions, procedure, and practice.		voting seat for parents on their governing board.
C. Parent, family, and community engagement, part 2	<input type="checkbox"/> Plan to engage parents is exceptional, with multiple, meaningful and effective opportunities for ongoing parent, student, and community involvement.	<input type="checkbox"/> Plan to engage parents is robust, with meaningful and effective opportunities for ongoing parent, student, and community involvement. <input type="checkbox"/> No parent or student expectations are likely to prevent interested families from being able to attend the school. <u>OR</u> Parent volunteer requirements include a waiver to consider individual circumstances.	<input type="checkbox"/> Opportunities for engagement may be effective, but they are not meaningful. <input type="checkbox"/> Opportunities for engagement omit any of the following: parents, students, or community members.	<input type="checkbox"/> Engagement plan presents few or no opportunities for ongoing engagement. <input type="checkbox"/> Engagement plan presents no effective strategies. <input type="checkbox"/> Parent or student expectations are likely to prevent interested families from being able to attend the school. <input type="checkbox"/> Parent volunteer requirements do not include a waiver. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	3. The Board and the founding team have already had community events to show parents what the school has to offer. They are using Epstein's framework for parental involvement. They have a Parent Coordinator who will meet parents when/where they are. They do have systems for Parent-Teacher Collaboration.
<b>Subtotal</b>					<b>5</b>

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score “does not meet” for any question?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

**If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.**

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	21	18	9	0	
D. Planned activities, expenditures, and sustainability	<input type="checkbox"/> Budget narrative is exceptionally detailed.	<input type="checkbox"/> Completed CSP subgrant budget form is attached. <input type="checkbox"/> Proposed subgrant does not exceed \$300,000 per year for 5 years. <input type="checkbox"/> The budget narrative is aligned to the budget form and clearly describes all planned activities, expenditures, and cost assumptions. <input type="checkbox"/> Planning versus implementation funds are clearly delineated in the budget and budget	<input type="checkbox"/> Expenses are allowable but misallocated to either planning or implementation. <input type="checkbox"/> Budget is miscalculated.	<input type="checkbox"/> No CSP budget form. <input type="checkbox"/> No CSP budget narrative. <input type="checkbox"/> Subgrant exceeds \$300,000 per year or maximum number of years. <input type="checkbox"/> Budget form and narrative are not aligned. <input type="checkbox"/> Planning or implementation funds are not clearly delineated. <input type="checkbox"/> Some planning expenses appear to exceed the	21. Budget narrative is aligned to the budget form and clearly outlines planned activities. Planning v implementation funds are relatively obvious. Sustainability plan is lacking for how revenue will be replaced if need be (i.e., planning for facilities is addressed but does not include cost assumptions for

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<b>Points Available</b>	<b>21</b>	<b>18</b>	<b>9</b>	<b>0</b>	
		narrative. <input type="checkbox"/> Expenses proposed are reasonable, allowable, and allocable. <input type="checkbox"/> Clear goals for the CSP subgrant align with the purposes of CSP. <input type="checkbox"/> Clear description of all major planned activities/ expenses to be supported with CSP subgrant funds. <input type="checkbox"/> Applicant justifies all activities as necessary to carry out the CSP subgrant program and purposes. <input type="checkbox"/> Applicant has a clear, effective sustainability plan, including how revenue will be replaced if need be.		18-month maximum. <input type="checkbox"/> Some expenses proposed are not reasonable. <input type="checkbox"/> Some expenses proposed are not allowable. <input type="checkbox"/> Some expenses proposed are not allocable. <input type="checkbox"/> Applicant's goals are not clear and/or do not align with the purposes of CSP. <input type="checkbox"/> Activities/expenses are not justified or necessary. <input type="checkbox"/> Sustainability plan is unclear or likely to be ineffective. <input type="checkbox"/> Answer to any item is too vague or confusing to evaluate.	potential renovations).

## Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Choose an item.

**If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.**

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
E. Needs Analysis (1) Community support	<input type="checkbox"/> Very strong evidence of demand for school <u>OR</u> school is already full or oversubscribed.	<input type="checkbox"/> Attachment 6 presents clear evidence of demand for the school (e.g., letters of support or intent to apply forms from families and students). <u>OR</u> Supplemental materials strengthen the school's case for demand (e.g., information on waiting lists, data on access to seats in high-quality schools in feeder districts,	<input type="checkbox"/> Some evidence of demand for school either in Attachment 6 or supplemental materials, but whether charter school will achieve and maintain enrollment projections is not clear.	<input type="checkbox"/> No evidence of demand for school presented. <input type="checkbox"/> Description of local community support and benefits indicates school would be actively harmful to community. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	2. Applicant presents clear evidence of demand. The involvement of advisory boards and the hiring of a parent coordinator give confidence that enrollment projections can be sustainable.

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	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		and family interest in proposed specialized instructional approaches). <input type="checkbox"/> Clear description of local community support and benefits to the community. <input type="checkbox"/> All evidence indicates strong likelihood the charter school will achieve and maintain its enrollment projections.			
(2) Projected student enrollment	<input type="checkbox"/> Strong rationale for the number of students and grade levels served in year one and the basis for the growth plan, tied directly back to the needs analysis.	<input type="checkbox"/> Projected student enrollment is clear for duration of grant. <input type="checkbox"/> Methodology and calculations for enrollment and growth are clear. <input type="checkbox"/> Clear rationale for the number of	<input type="checkbox"/> Methodology is clear and rationale is adequate, but calculations are incorrect.	<input type="checkbox"/> Projected enrollment is omitted for one or more years of the grant period. <input type="checkbox"/> Rationale is not supported by the needs analysis.	2. Projected student enrollment is clear and aligned to growth plan.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		students and grade levels served in year one and the basis for the growth plan.		<input type="checkbox"/> Answer is too vague or confusing to evaluate.	
(3) Student demographics	<input type="checkbox"/> Plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body are strongly likely to succeed based on evidence presented.	<input type="checkbox"/> Clear analysis of the school's projected student demographics (including race and socio-economic status) and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn. <input type="checkbox"/> Clear description of plans to establish and maintain a racially and	<input type="checkbox"/> Description of why establishing a diverse student body is unlikely is missing one of the following: why it is unlikely that the school will be able to establish and maintain a racially and socio-economic diverse student body, how the anticipated racial and socio-economic makeup of the student body will promote the purposes of CSP, and the anticipated impact of the proposed school on the racial and	<input type="checkbox"/> School's projected demographics are not clear or missing for race or socio-economic status. <input type="checkbox"/> Description of the demographics of relevant public schools from which students are, or would be drawn, is not clear or missing for race or socio-economic status. <input type="checkbox"/> Plans to establish and maintain a racially and socio-economically diverse student body, including proposed strategies	2. Applicant has a clear and compelling description of why it is unlikely that the school will be able to establish a diverse student body given the racial and socio-economic makeup of the community.

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Points Available	3	2	1	0	
		socio-economically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body <u>OR</u> clear and compelling description of ALL of the following: why it is unlikely that the school will be able to establish and maintain a racially and socio-economic diverse student body, how the anticipated racial and socio-economic makeup of the student body will promote the purposes of CSP,	socio-economic diversity of the public schools and school districts from which students would be drawn.	(that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body are not clear or are clearly not legal. <input type="checkbox"/> Description of why it is unlikely school will establish a diverse student body is missing two or more of the following: why it is unlikely that the school will be able to establish and maintain a racially and socio-economic diverse student body, how the anticipated racial and socio-economic makeup of the student body will promote the	

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	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		and the anticipated impact of the proposed school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn.		purposes of CSP, and the anticipated impact of the proposed school on the racial and socio-economic diversity of the public schools and school districts from which students would be drawn. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
(4) Robust family and community engagement plan	<input type="checkbox"/> School design was family and community led through a stakeholder visioning process.	<input type="checkbox"/> Clear description of how families and the community were, are, or will be engaged in the vision and design of the school, including specific examples of input incorporated into the vision and design. <input type="checkbox"/> Clear plan to meaningfully engage	<input type="checkbox"/> Description of how families and the community were, are, or will be engaged in the vision and design of the school, but no specific examples of input incorporated into the vision and design provided. <input type="checkbox"/> Plan to engage with families is clear,	<input type="checkbox"/> Description of engagement in the vision and design of the school is unclear. Plan to engage families is unclear or families will clearly not be engaged. Plans omit more than one of the following: student recruitment,	3. Clear vision for the importance of community involvement and how the broader community can be involved in the school community. Plans for on-site programming for families. Strong recruitment plan, including ways to

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	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		<p>with families and the community to create strong and ongoing partnerships.</p> <p><input type="checkbox"/> Clear and effective plan to foster a collaborative culture involving the families of all students, including underserved students, in ensuring input in decision-making.</p> <p><input type="checkbox"/> Clear and effective plan for student recruitment, admissions, enrollment, and retention that will engage and accommodate families from various backgrounds, including English</p>	<p>but it is unclear if it will lead to strong and ongoing partnerships.</p> <p><input type="checkbox"/> Plans omit one of the following: student recruitment, admissions, enrollment, and retention.</p> <p><input type="checkbox"/> Plans for student recruitment, admissions, enrollment, and retention do not include one of the following: English learners, students with disabilities, or students of color.</p>	<p>admissions, enrollment, and retention.</p> <p><input type="checkbox"/> Plans for student recruitment, admissions, enrollment, and retention do not include more than one of the following: English learners, students with disabilities, or students of color.</p> <p><input type="checkbox"/> No description of how the applicant has engaged or will engage families and the community to develop an instructional model to serve the targeted student population and their families, including students</p>	<p>target families. The recruitment and enrollment team actively partners with community service organizations that have contact with the families of potential students.</p>

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	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		<p>learners, students with disabilities, and students of color, including by providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille) through widely available and transparent means (e.g., online and at community locations).</p> <p><input type="checkbox"/> Clear description of how the applicant has engaged or will engage families and the community to develop an</p>		with disabilities and English learners.	

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	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		instructional model to serve the targeted student population and their families, including students with disabilities and English learners.			
(5) Responsive operations plan	<input type="checkbox"/> Description provides examples of how community feedback was directly incorporated into the operations plan.	<input type="checkbox"/> Clear description of how the applicant's plans for school operations reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population.	<input type="checkbox"/> Description considers community assets but does not discuss how the school's location will facilitate access for the targeted student population.	<input type="checkbox"/> Description of responsive operations plan vague or confusing. <input type="checkbox"/> How operations plan reflects the needs of students and families is not clear. <input type="checkbox"/> Description does not consider either community assets or how the school's location will facilitate access for the targeted student population.	<p>2. Applicant has a clear plan to support the community, including free transportation, and supporting parents and families on-site with expertise from the community, local higher education, etc.</p>

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	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
(6) Impact on desegregation efforts	<input type="checkbox"/> School's plans will actively increase racial or socio-economic integration.	<input type="checkbox"/> School district in which school is, or will be, located or from which students are, or would be, drawn is not under an ongoing court order or voluntary agreement to create and maintain desegregated public schools <u>OR</u> clear description of effective steps the applicant has taken or will take to ensure the school will not hamper, delay, or negatively affect any desegregation efforts in the community in which the school is, or would be, located and the districts from which students	<input type="checkbox"/> Description of steps taken to ensure the school will not hamper, delay, or negatively affect any desegregation efforts is clear but steps are of unclear utility. <input type="checkbox"/> Description of steps taken to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn is clear but steps are of unclear utility.	<input type="checkbox"/> Description of steps taken to ensure the school will not hamper, delay, or negatively affect any desegregation efforts is vague or missing. <input type="checkbox"/> Description of steps taken to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation is vague or missing. <input type="checkbox"/> Evidence suggests school will exacerbate racial segregation either by hampering, delaying, or negatively affecting	2. Applicant's school is not in a school district or pulls students from a school district that is under an ongoing court order or voluntary agreement to create and maintain desegregated public schools.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		are, or would be, drawn, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools. <input type="checkbox"/> Effective steps taken to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn.		desegregation efforts or by otherwise increasing racial or socio-economic isolation. <input type="checkbox"/> School is in a district with an ongoing voluntary or court order, as confirmed by Mississippi First, and did not respond to questions as required.	
<b>Subtotal</b>					<b>13</b>

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score “does not meet” for any question?	<input type="checkbox"/> YES   x NO	Choose an item.

**If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.**

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>0</b>	
F. Transportation	<input type="checkbox"/> Transportation plan includes not only daily transportation but also transportation for field trips and extracurriculars. <input type="checkbox"/> Transportation plan extends beyond the charter school's geographic school district attendance zone.	<input type="checkbox"/> Clear description of an effective transportation plan to provide reliable and safe daily transportation for all students within the charter school's geographic school district attendance zone to prevent transportation becoming a barrier to charter school access.	<input type="checkbox"/> Clear description of an effective transportation plan to provide reliable and safe daily transportation for some students within the charter school's geographic school district attendance zone.	<input type="checkbox"/> Transportation plan is vague or missing. <input type="checkbox"/> Transportation plan will not ensure reliable and safe daily transportation for any students. <input type="checkbox"/> Plan will not ensure transportation is not an access barrier for students.	6. Applicant's transportation plan includes summer/afterschool /extracurricular programming and budgets for 100% of students.

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score “does not meet”?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

**If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.**

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
G. Enrollment disclosures to families	<input type="checkbox"/> Applicant has no policies and requirements, nor any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled <u>OR</u> has a process to waive such policies and requirements or provide accommodations to families needing services that could impact a family's ability to enroll and remain enrolled.	<input type="checkbox"/> Applicant fully and clearly explains plans to disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation	<input type="checkbox"/> Applicant explains disclosure plans clearly but these plans omit either policies and requirements or services. <input type="checkbox"/> Applicant explains disclosure plans but these happen post-enrollment.	<input type="checkbox"/> Applicant's response is vague or confusing. <input type="checkbox"/> Applicant's plans to disclose policies, requirements, or services are not clear or are inadequate. <input type="checkbox"/> Applicant's plans will actively mislead families.	3. Applicant responded with an N/A.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		services or participation in the National School Lunch Program).			

### Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	Choose an item.

**If yes, stop scoring. Applicant is not eligible to receive a CSP subgrant.**

### Application Requirements Summary Score

SUBSECTION	TOTAL POINTS
B	2 (of 3)
C	3 (of 3)
D	21 (of 21)
E	13 (of 18)
F	6 (of 6)

SUBSECTION	TOTAL POINTS
G	3 (of 3)
Points Earned	48
Possible Points	54
Percentage Points Earned (Points Earned/Possible Points X 100)	88.9%
<b>Percentage Points Earned X 50%</b>	44%

Reviewer Name: [REDACTED]

Date: 02/18/2023

Reviewer Signature: [REDACTED]

## Section II. Assessment of Risk

### A. ESP or Virtual School

Model	YES/NO	If yes, please flag the school as meeting Risk Category 1.
ESP	<input type="checkbox"/> YES x NO	Choose an item.
Virtual School	<input type="checkbox"/> YES x NO	Choose an item.

### B. Financial History and Practices and Findings and Questioned Costs

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
Question 3	<input type="checkbox"/> Applicant provides multiple, clear examples of managing <u>federal</u> grants or subgrants. <input type="checkbox"/> Applicant provides a clear description of how the fiscal management of multiple federal grants was successful—e.g., within budget, clean audit, timely reporting and drawdowns, etc.	<input type="checkbox"/> Applicant provides a clear narrative of managing at least one federal, state, or private grant or subgrant. <input type="checkbox"/> Applicant provides a clear description of how the fiscal management of the grant was successful—e.g., within budget, clean audit, timely reporting and drawdowns, etc.	<input type="checkbox"/> Applicant provides evidence of managing one or more grants or subgrants, <b>but</b> it is unclear as to whether the fiscal management was successful.	<input type="checkbox"/> Applicant provides no evidence of managing grants or subgrants. <input type="checkbox"/> Grant program was clearly fiscally mismanaged. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	<p>2. Applicant provides examples of managing federal grants and does mention they were aligned with goals and outcomes, and it appears the work was successful.</p>
Question 4	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a CPA. <input type="checkbox"/> Applicant's financial staff or contractors have	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a four-year degree in accounting. <input type="checkbox"/> Applicant's financial staff or	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a two-year degree or certificate in bookkeeping.	<input type="checkbox"/> Applicant does not have qualified financial staff or contractors. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	<p>3. Applicant's CFO has strong financial management experience.</p>

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
	compelling experience.	contractors have some experience.			
Question 5	Not applicable	<input type="checkbox"/> Applicant has never been suspended or debarred.	<input type="checkbox"/> Applicant has been suspended or debarred in the past but has been removed from the list of excluded parties.	<input type="checkbox"/> Applicant is currently suspended or debarred, or it is not clear whether the applicant is, or has been, suspended or debarred.	3. N/A
Question 6	<input type="checkbox"/> Applicant has never been designated a high-risk grantee by any grantor.	<input type="checkbox"/> Applicant is not designated a high-risk grantee by any current grantor.	<input type="checkbox"/> Applicant was previously considered a high-risk grantee but is not longer.	<input type="checkbox"/> Applicant is currently considered a high-risk grantee.	3
Question 7	<input type="checkbox"/> Fully developed financial policies, procedures, and practices that have been fully implemented.	<input type="checkbox"/> Fully developed financial policies, procedures, and practices that have not been fully implemented BUT clear and effective timeline and plan for full implementation.	<input type="checkbox"/> Partially developed financial policies, procedures, and practices that have only been partially implemented or not yet implemented BUT clear and effective timeline and plan for full	<input type="checkbox"/> Partially developed financial policies, procedures, and practices AND no clear or effective timeline and plan for full development and implementation. <input type="checkbox"/> No financial policies, procedures, or practices AND weak or no clear	2

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
			development and implementation. <input type="checkbox"/> No financial policies, procedures, or practices BUT very strong timeline and plan for full development and implementation.	timeline and plan for full development and implementation.	
Question 8	<input type="checkbox"/> Applicant currently has very strong insurance coverage.	<input type="checkbox"/> Applicant has adequate insurance coverage to protect organization in the event of misallocation of funds. <u>OR</u> Applicant has clear plan to purchase adequate coverage before receiving CSP or within 30 days of receiving CSP.	<input type="checkbox"/> Some insurance coverage to protect organization in the event of misallocation of funds but coverage is not complete/adequate and applicant has no plan to purchase remaining needed coverage.	<input type="checkbox"/> No insurance coverage. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	3
<b>Subtotal</b>					<b>16</b>

### Eligibility & Risk Assessment 2a

Eligibility or Risk	YES/NO	If yes, please flag the school as being either ineligible or meeting Risk Category 2.
Is applicant currently debarred or is it unclear if the applicant is currently debarred?	<input type="checkbox"/> YES   x NO	Choose an item.
Had applicant even been debarred?	<input type="checkbox"/> YES   x NO	Choose an item.
Did the applicant score “does not meet” for question 3, 4, 6, 7, and/or 8?	<input type="checkbox"/> YES   x NO	Choose an item.

**If applicant is currently debarred, stop scoring. Applicant is not eligible to receive a CSP subgrant.**

***For applicants responding to questions 9-23 ONLY***

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
Question 9	<i>*informational only*</i>				
Question 10	Not applicable	<input type="checkbox"/> Applicant uses professional accounting software appropriate for a school to record accounting transactions. <u>OR</u> Applicant intends to purchase such software, or hire a contractor with such software, within 30	Not applicable	<input type="checkbox"/> Applicant does not use professional accounting software appropriate for a school (e.g., uses Microsoft Excel, a paper ledger, or a check register) and will not purchase professional software or hire a	2. Quickbooks

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
		days of receiving CSP.		contractor with such software. <input type="checkbox"/> Accounting software used is not named.	
Question 11	<input type="checkbox"/> Applicant separately tracks grant funds as a routine practice by coding expenditures by grant source, type of expense, and related program when the expense is approved.	<input type="checkbox"/> Applicant separately tracks (or will track) grant funds as a routine practice by coding expenditures by grant source and type of expense when the expense is approved. <input type="checkbox"/> Applicant can (or will be able to) produce detailed, accurate reports quickly (automated or fewer than 24 hours).	<input type="checkbox"/> Applicant has the capability to track funds separately by source but does not do so routinely. <input type="checkbox"/> Applicant must undertake a special review of expenditures after the expense has been paid to determine whether it is attributable to a grant. <input type="checkbox"/> Applicant requires more than 24 hours to produce detailed, accurate reports of grant expenditures.	<input type="checkbox"/> Applicant cannot separately track grant funds. <input type="checkbox"/> Applicant is unsure if they can separately track funds. <input type="checkbox"/> Applicant's ability to produce detailed, accurate reports at any time is unclear.	3

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
Question 12	<input type="checkbox"/> Applicant's system is very efficient and effective.	<input type="checkbox"/> Applicant has a clear, effective system for checking grant reports.	<input type="checkbox"/> Applicant has a system for checking grant reports but it may be ineffective.	<input type="checkbox"/> Applicant has no system to check grant reports. <input type="checkbox"/> Applicant's system is ineffective. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	2. Description is a bit vague to be considered clearly efficient.
Question 13	<input type="checkbox"/> Financial statements are (or will be) reviewed and approved by the head of the entity or unit <u>at least monthly</u> and reviewed and approved <u>more frequently than quarterly</u> by board or board committee.	<input type="checkbox"/> Financial statements are (or will be) reviewed and approved by the head of the entity or unit <u>at least monthly</u> and reviewed and approved <u>at least quarterly</u> by board or board committee. <input type="checkbox"/> Review process is adequate to identify and quickly correct inaccuracies or fraud.	<input type="checkbox"/> Financial statements are (or will be) reviewed and approved by the head of the entity or office <u>at least monthly</u> but not reviewed and approved by board or board committee, either <u>at least quarterly</u> or <u>otherwise</u> .	<input type="checkbox"/> Financial statements are (or will be) reviewed and approved <u>less frequently than monthly</u> by the head of the entity or unit. <input type="checkbox"/> Financial statements are <u>not routinely reviewed</u> or are only reviewed for accuracy through audits. <input type="checkbox"/> Review process is not likely to identify and quickly correct inaccuracies or fraud.	2

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
				<input type="checkbox"/> Answer is too vague or confusing to evaluate.	
Question 14-21 (to be evaluated holistically)	<input type="checkbox"/> Applicant has strong financial procedures and controls.	<input type="checkbox"/> Applicant has adequate financial procedures and controls to ensure good fiscal stewardship and prevent fraud.	<input type="checkbox"/> Some procedures and controls are adequate but some must be further developed.	<input type="checkbox"/> Applicant does not have adequate financial procedures or controls, or financial procedures or controls are unclear. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	3
Questions 22-23	<i>*informational only*</i>				
<b>Subtotal</b>					<b>12</b>

### Risk Assessment 2b

Risk	YES/NO	If yes, please flag the school as meeting Risk Category 2.
Did the applicant score “does not meet” for any question?	<input type="checkbox"/> YES   x   NO	Choose an item.

***For applicants responding to Findings and Questioned Costs questions ONLY***

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
Audit findings	Not applicable	<input type="checkbox"/> School audit (and ESP audit, if applicable) noted an unqualified or unmodified opinion.  If applicable, <input type="checkbox"/> ESP appears in good financial health.	<input type="checkbox"/> School audit (and/or ESP audit, if applicable) identified deficiencies, but these were not significant. <input type="checkbox"/> School audit (and/or ESP audit, if applicable) identified non-material weaknesses.  If applicable, <input type="checkbox"/> ESP financial health presents some concerns.	<input type="checkbox"/> School audit (and/or ESP audit, if applicable) expresses a qualified, modified, adverse, or disclaimed opinion. <input type="checkbox"/> School audit (and/or ESP audit, if applicable) noted significant deficiencies. <input type="checkbox"/> School audit (and/or ESP audit, if applicable) noted material weaknesses. <input type="checkbox"/> School audit (and/or ESP audit, if applicable) identified non-compliance material to the financial statements of federal or state awards. <input type="checkbox"/> School audit (and/or ESP audit, if	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
				applicable) noted findings and questioned costs. <input type="checkbox"/> School audit (and/or ESP audit, if applicable) noted prior-year findings which have not been corrected. If applicable, <input type="checkbox"/> ESP financial health is weak and presents concerns that ESP will not continue to be a going concern.	
<b>Subtotal</b>					<i>Click or tap here to enter text.</i>

### Risk Assessment 2c

Risk	YES/NO	If yes, please flag the school as meeting Risk Category 2.
Did the applicant score “does not meet” for any question?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

### C. Delayed Openings or Failure to Launch (as applicable)

If the applicant marked “not applicable,” skip this section and continue to D.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	
Question 24	<input type="checkbox"/> Applicant has never had a delayed school.	<input type="checkbox"/> All delayed schools have since been opened. <u>OR</u> Applicant has no more than one currently delayed school, the explanation for the delay is reasonable, AND there is a clear timeline for launch.	<input type="checkbox"/> Applicant has two or more delayed schools, BUT the explanation for the delay is reasonable, AND there is a clear timeline for launch.	<input type="checkbox"/> Applicant provides no rationale or no clear timeline for launching one or more currently delayed schools. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	Click or tap here to enter text.
Question 25	Not applicable	<input type="checkbox"/> All of applicant's schools have opened or are scheduled to open.	<input type="checkbox"/> Applicant has no more than one never-opened school, BUT the explanation for the failed launch is reasonable, AND the applicant did not use CSP funds on the school.	<input type="checkbox"/> Applicant spent CSP funds on one or more never-opened charters. <input type="checkbox"/> One or more charters expired or were relinquished by applicant due to delays or any other reason and no reasonable explanation is provided.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>0</b>	
<b>Subtotal</b>					<i>Click or tap here to enter text.</i>

### Risk Assessment 3

Risk	YES/NO	If yes, please flag the school as meeting Risk Category 3.
Did the applicant score “does not meet” for any question?	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

### **D. Past Performance (as applicable)**

*If the applicant is a new operator with no operating schools, skip this section and continue to scoring.*

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>0</b>	
For new school applicants ONLY:	<input type="checkbox"/> Applicant's schools have exceptional performance academically,	<input type="checkbox"/> Applicant's schools, as a whole, have strong performance without any notable academic, financial,	<input type="checkbox"/> Some applicant schools have strong or exceptional academic performance, but some schools have	<input type="checkbox"/> Applicant's other schools have low performance in two or more areas (academic,	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>0</b>	
	operationally, and financially.	or operational issues.	low academic performance. <input type="checkbox"/> Applicant schools, as a whole, have strong or exceptional performance in at least two areas (academic, operational, or financial) but low performance in one area.	operational, or financial). <input type="checkbox"/> Applicant has had a school closed for academic, financial, or operational reasons. <input type="checkbox"/> Applicant has had serious contract violations leading to authorizer intervention in the last three years.	
For replication and expansion applicants ONLY:	<input type="checkbox"/> Applicant significantly exceeds the definition of a "high-quality charter school."	Applicant meets the definition of a "high-quality charter school" as follows: <input type="checkbox"/> shows evidence of strong academic results, which may include strong student academic growth, on state or nationally recognized assessments;	Not applicable	<input type="checkbox"/> Applicant does not meet the definition of a "high-quality charter school." <input type="checkbox"/> If applying for an expansion grant, applicant did not have strong academic results or increasing student achievement for subgroups for at least three years.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>0</b>	
		<input type="checkbox"/> has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; <input type="checkbox"/> has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and <input type="checkbox"/> has demonstrated success in increasing student academic achievement,		<input type="checkbox"/> Answer is too vague or confusing to evaluate.	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>0</b>	
		<p>including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.</p> <p><input type="checkbox"/> If applying for an expansion grant, applicant showed evidence of strong academic results for at least three years.</p>			

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>12</b>	<b>9</b>	<b>6</b>	<b>0</b>	
		<input type="checkbox"/> If applying for an expansion grant, applicant showed success in increasing student achievement, including graduation rates, for subgroups for at least three years.			
<b>Subtotal</b>					<i>Click or tap here to enter text.</i>

#### Eligibility & Risk Assessment 4

Eligibility or Risk	YES/NO	If yes, please flag the school as being either ineligible or meeting Risk Category 4.
If the applicant is applying for a new school grant, did the applicant score “does not meet”? [LEAVE BLANK IF NOT APPLICABLE]	<input type="checkbox"/> YES   x NO	Choose an item.
If the applicant is applying for a replication or expansion grant, does the applicant school/ school model meet the definition of	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

Eligibility or Risk	YES/NO	If yes, please flag the school as being either ineligible or meeting Risk Category 4.
a "high-quality charter school"? [LEAVE BLANK IF NOT APPLICABLE]		
If the applicant is applying for an expansion grant, did the applicant show three years of strong academic results and increasing student achievement? [LEAVE BLANK IF NOT APPLICABLE]	<input type="checkbox"/> YES <input type="checkbox"/> NO	Choose an item.

**If replication or expansion school/model is not "high quality," stop scoring. Applicant is not eligible to receive a CSP subgrant.**

**If expansion school did not show strong academic results and increasing student achievement for at least three years, stop scoring. Applicant is not eligible to receive a CSP subgrant.**

#### Overall Risk Assessment Categories 1-4

Risk Category	Meets?
Category 1	<input type="checkbox"/> YES <input type="checkbox"/> NO
Category 2	<input type="checkbox"/> YES <input type="checkbox"/> NO
Category 3	<input type="checkbox"/> YES <input type="checkbox"/> NO
Category 4	<input type="checkbox"/> YES <input type="checkbox"/> NO
<i>Number of Categories Met 2-4</i>	<i>Click or tap here to enter text.</i>
<b>TOTAL NUMBER OF CATEGORIES MET</b>	<i>Click or tap here to enter text.</i>

**If applicant meets two of three of Categories 2-4, stop scoring as applicant is too risky. Applicant is not eligible to receive a CSP subgrant.**

**SECTION II SUMMARY SCORE**

SUBSECTION	TOTAL POINTS		
	Questions 1-8	Questions 9-23	Findings and Questioned Costs
B	16 (of 17 points)	12 (of 14 points)	Click or tap here to enter text. (of 2 points)
C*	Click or tap here to enter text. (of 6 points)		
D*	Click or tap here to enter text. (of 12 points)		
Points Earned	16	12	Click or tap here to enter text.
Possible Points	17	14	Click or tap here to enter text.
Percentage Points Earned (Points Earned/Possible Points X 100)	94%	85.7%	Click or tap here to enter text.
<b>Percentage Points Earned X 20%</b>	18.8%, 17.14%		

\*as applicable

Reviewer Name: [REDACTED]

Date: 02/18/2023

Reviewer Signature: [REDACTED]

### Section III. Overall School Plan Quality

#### A. Coherence and Detail

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
Vision, mission, and educational model	<input type="checkbox"/> School model's connection to targeted student population's needs is particularly strong.	<input type="checkbox"/> School has a clear vision and mission. <input type="checkbox"/> School has a clearly articulated educational model. <input type="checkbox"/> Vision and mission align to school model. <input type="checkbox"/> Logical connection between school model targeted student population's needs.	<input type="checkbox"/> Connection between school model and targeted population shows some weaknesses.	<input type="checkbox"/> School's vision and/or mission is unclear. <input type="checkbox"/> School's educational model is unclear. <input type="checkbox"/> No clear connection between vision and mission and school model. <input type="checkbox"/> No clear connection between school model and targeted student population. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	3. Applicant has a clear mission and vision for their school that is clearly connected to the Natchez community.
Curricular plan	<input type="checkbox"/> School names specific high-quality curriculum for core subjects.	<input type="checkbox"/> School has a clear, well-considered plan for curriculum.	<input type="checkbox"/> School has a clear plan for some aspects of the curriculum but no or	<input type="checkbox"/> School has no specific plan for curriculum or plan is confusing or vague.	2. Applicant plans to follow Mississippi's HQIM for Math and ELA,

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		<input type="checkbox"/> School explains how curriculum is high quality, rigorous, and culturally relevant. <input type="checkbox"/> Curriculum choices align with proposed school model.	weak plan for other parts of the curriculum.	<input type="checkbox"/> School does not explain how curriculum is high quality, rigorous, and/or culturally relevant. <input type="checkbox"/> Curriculum choices do not align with proposed school model. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	but more specifics are not included.
Educator development and culture	<input type="checkbox"/> School describes educator input in design of coaching and/or professional development plan or design of evaluation.	<input type="checkbox"/> School has a clear, effective plan for coaching and developing personnel. <input type="checkbox"/> School has a clear, thoughtful plan for evaluation that ties to professional development and personnel decisions. <input type="checkbox"/> School describes how it will foster a	<input type="checkbox"/> School's plan aims to foster a positive and professional culture among and between school leadership and staff but does not articulate how.	<input type="checkbox"/> School has no or vague plan for coaching and developing personnel. <input type="checkbox"/> School has no or vague evaluation plan. <input type="checkbox"/> Evaluation does not tie to professional development or personnel decisions.	2. Applicant shares their PD cycle for staff as a whole, but does not mention a coaching plan to develop personnel individually. Evaluation details are lacking, but they will be using MDE's Growth tools for teachers

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	3	2	1	0	
		positive and professional school culture among and between leadership team and staff.			and school leaders.
Human resources	<input type="checkbox"/> School presents fully developed, high quality human resources manual.	<input type="checkbox"/> School has a clear and feasible plan for recruiting, hiring, and compensating qualified personnel.	<input type="checkbox"/> Some parts of a personnel plan—recruitment, hiring, or compensation—are clear but not all three.	<input type="checkbox"/> School has no or vague plan for recruitment, hiring, and compensation. <input type="checkbox"/> Compensation plan is not feasible or unlikely to attract qualified staff.	1.Applicant includes details on the hiring process, but details are lacking regarding the recruitment process.
Coherence and overall quality	<input type="checkbox"/> School plan is extremely high quality.	<input type="checkbox"/> The school plan is internally coherent. <input type="checkbox"/> School plan aligns to school budget and budget narrative. <input type="checkbox"/> All portions of the school plan are clear and rational. <input type="checkbox"/> School plan is feasible. <input type="checkbox"/> School is quality and likely to be approved or has	<input type="checkbox"/> School plan shows promise but has some areas of weakness. <input type="checkbox"/> School might not be approved.	<input type="checkbox"/> School plan is internally contradictory. <input type="checkbox"/> School plan is missing significant elements and/or significant elements are too vague or confusing to evaluate. <input type="checkbox"/> Elements of school plan raise serious questions	2. Their educational model includes a lot of education-speak jargon, so caution that it can be difficult for parents and families to follow. However, the school plan is coherent and

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
		already been approved.		about feasibility or legality. <input type="checkbox"/> School plan does not align with proposed budget and budget narrative. <input type="checkbox"/> School is unlikely to be approved.	aligns to financial plans.
<b>Subtotal</b>					<b>10</b>

## B. Likelihood of Proposed Leadership Team's Success

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>0</b>	
Qualifications of school leader and leadership team	<input type="checkbox"/> School leader has significant experience in operating exceptional charter schools.	<input type="checkbox"/> School leader has strong experience in leading high-performing schools <u>OR</u> school leader has completed a state or	<input type="checkbox"/> School leader has some experience leading schools, but the quality of those schools is mixed or ambiguous.	<input type="checkbox"/> School leader no experience leading schools AND has not completed a state or nationally recognized charter	2. Identified staff have strong experience supporting schools and the community. The outcomes of their work are

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	6	5	2	0	
		<p>nationally recognized charter school leadership development program.</p> <p><input type="checkbox"/> Other identified staff have strong experience supporting high-performing schools.</p> <p><input type="checkbox"/> Board members have strong skills and experience.</p>	<p><input type="checkbox"/> School leader is strong but other identified staff or board members do not bring strong experience or skills.</p> <p><input type="checkbox"/> School leader has some experience leading a high-performing school, but the experience was less than 2 year or was not in a top role.</p>	<p>school leadership program.</p> <p><input type="checkbox"/> School leader only has experience leading poor-performing schools.</p> <p><input type="checkbox"/> School leader or other members of the leadership team seem anti-charter or confused about Mississippi charter school law.</p> <p><input type="checkbox"/> Answer is too vague or confusing to evaluate.</p>	ambiguous. Board members have diverse skills and experience.
Strength of governance	<input type="checkbox"/> Board development and evaluation plan is particularly strong.	<p><input type="checkbox"/> Clear lines of authority and roles and responsibilities between board and school leadership.</p> <p><input type="checkbox"/> Governance plan is clear, with strong governing documents (by-laws, policies, conflict of</p>	<input type="checkbox"/> Board development or evaluation plan shows some areas of weakness.	<p><input type="checkbox"/> Governance of school is confusing or inadequate.</p> <p><input type="checkbox"/> Governing documents missing or inadequate.</p> <p><input type="checkbox"/> Governance plan raises serious questions about the</p>	5

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
Points Available	6	5	2	0	
		interest, etc.) and reasonable structure.		effective operation of the school. <input type="checkbox"/> Roles and responsibilities of board and staff not delineated.	
Leadership support and development	<input type="checkbox"/> Leadership develop and support plan is particularly strong.	<input type="checkbox"/> School has a clear, thoughtful plan for leadership support and evaluation that ties to professional development and personnel decisions.	<input type="checkbox"/> Some parts of the leadership development plan are clear but other parts are vague.	<input type="checkbox"/> No plan for leadership support and development. <input type="checkbox"/> Plan for leadership support and development is vague.	5
<b>Subtotal</b>					<b>12</b>

### C. Likelihood the School Will Result in Academic Gains for Children

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>0</b>	
Clear learning goals	<input type="checkbox"/> School has very rigorous goals for student achievement and/or grade-level exit or graduation.	<input type="checkbox"/> School has clear goals for student achievement, including grade-level exit standards and graduation requirements, as applicable.	<input type="checkbox"/> School has some clear goals, but some areas of the plan are less clear.	<input type="checkbox"/> Goals for student achievement are not clear. School states it will not use state learning standards.	6. Performance goals are very rigorous.
Support for special populations and struggling learners	<input type="checkbox"/> Plans to support special populations and/or students below grade level are especially strong.	<input type="checkbox"/> Clear, effective plans to serve special populations, such as students with disabilities and English learners. <input type="checkbox"/> Clear, effective plans to support students below grade level to achieve growth and, over time, proficiency.	<input type="checkbox"/> Some areas of plan to serve special populations are clear and effective but some areas are weak. <input type="checkbox"/> Some areas of plan to support students below grade level are clear but plan has some weaknesses.	<input type="checkbox"/> No or vague plans to serve special populations. <input type="checkbox"/> Plans to serve special populations are ineffective or may be harmful. <input type="checkbox"/> No or vague plans to support students below grade level. <input type="checkbox"/> Plans to serve students below grade level are ineffective.	6. Applicant has a strong plan to support diverse learners.
<b>Subtotal</b>					<b>12</b>

#### D. Reasonableness of the Budget

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	<i>Meets Standards and meets all of the following:</i>	<i>Meets all of the following:</i>	<i>Meets any of the following:</i>	<i>Meets any of the following:</i>	
<b>Points Available</b>	<b>12</b>	<b>9</b>	<b>3</b>	<b>0</b>	
Budget and budget narrative	<input type="checkbox"/> Budget is exceptionally strong. <input type="checkbox"/> Budget narrative is very clear and very detailed.	<input type="checkbox"/> The overall school budget is complete and clear. <input type="checkbox"/> Budget balances. <input type="checkbox"/> Budget is realistic for proposed school model. <input type="checkbox"/> Budget and budget narrative align. <input type="checkbox"/> Budget narrative clearly describes all revenue, expenses, and assumptions.	<input type="checkbox"/> Budget is clear but miscalculated.	<input type="checkbox"/> Budget does not balance. <input type="checkbox"/> Budget is not complete or is missing. <input type="checkbox"/> Budget narrative is vague or missing. <input type="checkbox"/> Budget contains unreasonable assumptions for revenue. <input type="checkbox"/> Budget contains unreasonable assumptions for expenditures. <input type="checkbox"/> Budget and budget narrative do not align. <input type="checkbox"/> Budget is not realistic for proposed school model.	12. Budget assumptions are fair and reasonable.

### Risk Assessment 5

Risk	YES/NO	If yes, please flag the school as meeting Risk Category 5.
Did the applicant score “does not meet” for any question?	<input type="checkbox"/> YES   x NO	Choose an item.

*If applicant meets Category 5, applicant may not achieve authorization and therefore may become ineligible for a CSP subgrant.*

### SECTION III SUMMARY SCORE

SUBSECTION	TOTAL POINTS
A	10 (of 15)
B	12 (of 18)
C	12 (of 12)
D	12 (of 12)
Points Earned	46
Possible Points	57
Percentage Points Earned (Points Earned/Possible Points X 100)	80.1%
<b>Percentage Points Earned X 30%</b>	24.03%

### SUMMARY SCORE FOR SECTIONS I-III

Section	Score
Section I—Application Requirements (50%)	44%
Section II—Assessment of Risk (20%)	18%
Section III—Overall School Plan Quality (30%)	24%
<b>TOTAL BASE SCORE</b>	<b>86%</b>

**Applicant's score crosses the minimum threshold of 75 points?**    x Yes    ☐ No

**If no**, stop scoring. **Applicant is ineligible for a CSP subgrant.**

## Section IV. Competitive Preference Priorities

Priority	Met	Not Met	Points Available	Points Earned
	<i>Meets ALL of the following</i>	<i>Meets any of the following</i>	<i>Points Available</i>	
<b>Charter high schools:</b> Serve grades 10-12 or, if the school's instructional model is competency-based or dropout prevention-focused, provide students a pathway to a standard Mississippi high school diploma	<input type="checkbox"/> Applicant checked box <u>AND</u> application meets definition of priority.	<input type="checkbox"/> Applicant did not check box. <input type="checkbox"/> Application does not meet definition of priority.	10	0
<b>Rural charter schools:</b> A rural area is defined as an area with a "town" or "rural" locale code according to the National Center for Education Statistics	<input type="checkbox"/> Applicant checked box <u>AND</u> application meets definition of priority.	<input type="checkbox"/> Applicant did not check box. <input type="checkbox"/> Application does not meet definition of priority.	8	8
<b>Charter schools with other diverse models:</b> A conversion charter school, a turnaround school (closure/restart), a drop-out prevent school, or locating in an LEA with multiple schools identified for comprehensive support	<input type="checkbox"/> Applicant at least one checked box <u>AND</u> application meets definition of at least one of the following: a conversion charter school, a turnaround school (closure/restart), a drop-out prevent school, or locating in an LEA with multiple schools	<input type="checkbox"/> Applicant did not check box. <input type="checkbox"/> Application does not meet definition of priority.	6	0

Priority	Met	Not Met	Points Available	Points Earned
	<i>Meets ALL of the following</i>	<i>Meets any of the following</i>	<i>Points Available</i>	
and improvement under ESEA.	identified for comprehensive support and improvement under ESEA			
<b>Educator-led and community centered charter school models:</b> School features meaningful and ongoing engagement with current or former teachers and other educators using a community-centered approach that includes an assessment of community assets.	<input type="checkbox"/> Applicant checked box. <input type="checkbox"/> Copy of the community asset map or assessment on which this application is based attached. <input type="checkbox"/> A clear explanation as to how community assets as described in the submitted map or assessment informed the development of the charter school <input type="checkbox"/> Clear explanation of what protocols and practices the applicant will implement to ensure that the charter school will use and interact with community assets on an ongoing basis to create and maintain strong community ties. <input type="checkbox"/> Timeline for key milestones that span the course of planning,	<input type="checkbox"/> Applicant did not check box. <input type="checkbox"/> Application does not meet definition of priority.	6	0

Priority	Met	Not Met	Points Available	Points Earned
	<i>Meets ALL of the following</i>	<i>Meets any of the following</i>	<i>Points Available</i>	
	development, and implementation of the charter school attached.			
<b>TOTAL</b>				<b>8</b>

### STAGE 3—SCORING

Component	Total
Base Score (Sections I-III)	86%
Competitive Preference Points (Section IV)	8
<b>FINAL TOTAL</b>	<b>94%</b>

Reviewer Name: [REDACTED]

Date: 02/18/2023

Reviewer Signature: [REDACTED]