REVIEW SUMMARY

Reviewer Name: ███████████	Applicant Name: Instant Impact Global Prep
Dates of Review: 2/21	Total Score: 83

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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
B. Parent, family, and community engagement, part 1	☐ Applicant reserves a seat on its governing board specifically for a current parent.	☐ Applicant has a parent and/or community advisory body or council that reports to the governing board. OR Applicant has another robust method of soliciting and considering input from parents and community members on the implementation and operation of the school. ☐ Applicant has a clear process for accepting parent or student objections to governing board policies and decisions, administrative	☐ Applicant does not have a parent and/or community advisory body or council that reports to the governing board. AND Applicant's other methods of soliciting and considering input from parents and community members on the implementation and operation of the school are weak. ☐ 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/	☐ Applicant has no method of soliciting and considering input from parents and community members on the implementation and operation of the school. ☐ Applicant has no process for accepting parent or student objections to any policy/ decision, procedure, or practice. ☐ Answer is too vague or confusing to evaluate.	2 - advisory board

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
		procedures, and school practices.	decisions, procedure, and practice.		
C. Parent, family, and community engagement, part 2	☐ Plan to engage parents is exceptional, with multiple, meaningful and effective opportunities for ongoing parent, student, and community involvement.	☐ Plan to engage parents is robust, with meaningful and effective opportunities for ongoing parent, student, and community involvement. ☐ 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.	☐ Opportunities for engagement may be effective, but they are not meaningful. ☐ Opportunities for engagement omit any of the following: parents, students, or community members.	☐ Engagement plan presents few or no opportunities for ongoing engagement. ☐ Engagement plan presents no effective strategies. ☐ Parent or student expectations are likely to prevent interested families from being able to attend the school. ☐ Parent volunteer requirements do not include a waiver. ☐ Answer is too vague or confusing to evaluate.	2 - regular ongoing communication and opportunities for engagement. Parent teacher meetings is good.
Subtotal					*4*

<u>Eligibility</u>

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet" for any question?	☐ YES ☐ 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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**21**	**18**	**9**	**0**	
D. Planned activities, expenditures, and sustainability	☐ Budget narrative is exceptionally detailed.	☐ Completed CSP subgrant budget form is attached. ☐ Proposed subgrant does not exceed $300,000 per year for 5 years. ☐ The budget narrative is aligned to the budget form and clearly describes all planned activities, expenditures, and cost assumptions. ☐ Planning versus implementation funds are clearly delineated in the budget and budget	☐ Expenses are allowable but misallocated to either planning or implementation. ☐ Budget is miscalculated.	☐ No CSP budget form. ☐ No CSP budget narrative. ☐ Subgrant exceeds $300,000 per year or maximum number of years. ☐ Budget form and narrative are not aligned. ☐ Planning or implementation funds are not clearly delineated. ☐ Some planning expenses appear to exceed the	18 - budget is clear and reasonable expectations, though the budget will be very tight in year 1 and I'm not confident about specific fundraising to help offset challenges.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**21**	**18**	**9**	**0**	
		narrative. ☐ Expenses proposed are reasonable, allowable, and allocable. ☐ Clear goals for the CSP subgrant align with the purposes of CSP. ☐ Clear description of all major planned activities/ expenses to be supported with CSP subgrant funds. ☐ Applicant justifies all activities as necessary to carry out the CSP subgrant program and purposes. ☐ Applicant has a clear, effective sustainability plan, including how revenue will be		18-month maximum. ☐ Some expenses proposed are not reasonable. ☐ Some expenses proposed are not allowable. ☐ Some expenses proposed are not allocable. ☐ Applicant's goals are not clear and/or do not align with the purposes of CSP. ☐ Activities/expenses are not justified or necessary. ☐ Sustainability plan is unclear or likely to be ineffective. ☐ Answer to any item is too vague or confusing to evaluate.	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	21	18	9	0	
		replaced if need be.			

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	☐ YES ☐ 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	
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	3	2	1	0	
E. Needs Analysis (1) Community support	☐ Very strong evidence of demand for school OR school is already full or oversubscribed.	☐ Attachment 6 presents clear evidence of demand for the school (e.g., letters of support or intent to apply forms from families and students). OR Supplemental materials strengthen	☐ Some evidence of demand for school either in Attachment 6 or supplemental materials, but whether charter school will achieve and maintain enrollment	☐ No evidence of demand for school presented. ☐ Description of local community support and benefits indicates school would be actively harmful to community.	3 - evidence of support and interest.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	Score
Points Available	**3**	**2**	**1**	**0**	
		the school's case for demand (e.g., information on waiting lists, data on access to seats in high-quality schools in feeder districts, and family interest in proposed specialized instructional approaches). ☐ Clear description of local community support and benefits to the community. ☐ All evidence indicates strong likelihood the charter school will achieve and maintain its enrollment projections.	projections is not clear.	☐ Answer is too vague or confusing to evaluate.	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
(2) Projected student enrollment	☐ 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.	☐ Projected student enrollment is clear for duration of grant. ☐ Methodology and calculations for enrollment and growth are clear. ☐ Clear rationale for the number of students and grade levels served in year one and the basis for the growth plan.	☐ Methodology is clear and rationale is adequate, but calculations are incorrect.	☐ Projected enrollment is omitted for one or more years of the grant period. ☐ Rationale is not supported by the needs analysis. ☐ Answer is too vague or confusing to evaluate.	2 - the numbers are clear, but given the total population of students they want to target, it's taking a large percentage of the existing student population (20%)
(3) Student demographics	☐ 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	☐ 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	☐ 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	☐ School's projected demographics are not clear or missing for race or socio-economic status. ☐ Description of the demographics of relevant public schools from which students are, or would be drawn, is not clear or missing	2 - school will replicate existing segregation, but they document clearly why that is unlikely to change.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
	body are strongly likely to succeed based on evidence presented.	school would be located and the school districts from which the students are, or would be, drawn. ☐ Clear description of 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 OR clear and compelling description of ALL of the following: why it is unlikely that the school will be able to establish and	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 socio-economic diversity of the public schools and school districts from which students would be drawn.	for race or socio-economic status. ☐ 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 not clear or are clearly not legal. ☐ 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	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
		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 socio-economic diversity of the public schools and school districts from which students would be drawn.		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 socio-economic diversity of the public schools and school districts from which students would be drawn. ☐ Answer is too vague or confusing to evaluate.	
(4) Robust family and community	☐ School design was family and community led	☐ Clear description of how families and the community	☐ Description of how families and the community were,	☐ Description of engagement in the vision and design of	3 - Ran camp for students and families to

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
engagement plan	through a stakeholder visioning process.	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. ☐ Clear plan to meaningfully engage with families and the community to create strong and ongoing partnerships. ☐ Clear and effective plan to foster a collaborative culture involving the families of all students, including underserved students, in ensuring input in decision-making. ☐ Clear and effective plan for	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. ☐ Plan to engage with families is clear, but it is unclear if it will lead to strong and ongoing partnerships. ☐ Plans omit one of the following: student recruitment, admissions, enrollment, and retention. ☐ Plans for student recruitment, admissions, enrollment, and retention do not include one of the following: English	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, admissions, enrollment, and retention. ☐ 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. ☐ No description of how	experience the programming and for the leadership to learn about it. Multiple meetings and outreach events and information was translated. Lots of local partnerships, including ones that align with their goals as an org around mentorship in STEAM.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	Score
Points Available	**3**	**2**	**1**	**0**	
		student recruitment, admissions, enrollment, and retention that will engage and accommodate families from various backgrounds, including English 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	learners, students with disabilities, or students of color.	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 with disabilities and English learners.	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
		(e.g., online and at community locations). ☐ Clear 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 with disabilities and English learners.			
(5) Responsive operations plan	☐ Description provides examples of how community feedback was directly incorporated into the operations plan.	☐ Clear description of how the applicant's plans for school operations reflect the needs of students and families in the community, including consideration of	☐ Description considers community assets but does not discuss how the school's location will facilitate access for the targeted student population.	☐ Description of responsive operations plan vague or confusing. ☐ How operations plan reflects the needs of students and families is not clear.	2 - bus transportation to ensure families have access to the program.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
		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.		☐ Description does not consider either community assets or how the school's location will facilitate access for the targeted student population.	
(6) Impact on desegregation efforts	☐ School's plans will actively increase racial or socio-economic integration.	☐ 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	☐ 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. ☐ Description of steps taken to ensure that the proposed charter school would not otherwise increase racial or	☐ Description of steps taken to ensure the school will not hamper, delay, or negatively affect any desegregation efforts is vague or missing. ☐ Description of steps taken to ensure that the proposed charter school would not otherwise increase racial or socio-economic	3 - Clear explanation of how racial segregation already exists in the community and that their school will be unlikely to challenge status quo that has been entrenched for 100s of years.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
		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 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. ☐ Effective steps taken to ensure that the proposed charter school would not otherwise increase racial or socio-economic	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.	segregation or isolation is vague or missing. ☐ Evidence suggests school will exacerbate racial segregation either by hampering, delaying, or negatively affecting desegregation efforts or by otherwise increasing racial or socio-economic isolation. ☐ 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.	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
		segregation or isolation in the schools from which the students are, or would be, drawn.			
Subtotal					*15*

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet" for any question?	☐ YES ☐ 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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**6**	**4**	**2**	**0**	
F. Transportation	☐ Transportation plan includes not only daily transportation but	☐ Clear description of an effective transportation plan to provide reliable	☐ Clear description of an effective transportation plan to provide reliable	☐ Transportation plan is vague or missing.	4 - commits to transportation for every student, but can't give details due

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**6**	**4**	**2**	**0**	
	also transportation for field trips and extracurriculars. ☐ Transportation plan extends beyond the charter school's geographic school district attendance zone.	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.	and safe daily transportation for some students within the charter school's geographic school district attendance zone.	☐ Transportation plan will not ensure reliable and safe daily transportation for any students. ☐ Plan will not ensure transportation is not an access barrier for students.	to lack of building and specific quotes.

Eligibility

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	☐ YES ☐ 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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
G. Enrollment disclosures to families	☐ 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.	☐ 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 services or participation in the National School Lunch Program).	☐ Applicant explains disclosure plans clearly but these plans omit either policies and requirements or services. ☐ Applicant explains disclosure plans but these happen post-enrollment.	☐ Applicant's response is vague or confusing. ☐ Applicant's plans to disclose policies, requirements, or services are not clear or are inadequate. ☐ Applicant's plans will actively mislead families.	3 - no policies that could affect enrollment

<u>Eligibility</u>

Eligibility	YES/NO	If yes, please flag the school as being ineligible.
Did the applicant score "does not meet"?	☐ YES ☐ 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	2 (of 3)
D	18 (of 21)
E	15 (of 18)
F	4 (of 6)
G	3 (of 3)
Points Earned	44
Possible Points	54
Percentage Points Earned (Points Earned/Possible Points X 100)	81
Percentage Points Earned X 50%	40.5

Reviewer Name: ▮▮▮▮▮▮▮   **Date:** 2/23/2023   **Reviewer Signature:** ▮▮▮▮▮▮

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	☐ YES ☐ **NO**	Choose an item.
Virtual School	☐ YES ☐ **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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
Question 3	☐ Applicant provides multiple, clear examples of managing <u>federal</u> grants or subgrants. ☐ Applicant provides a clear description of how the fiscal management of multiple federal grants was successful—e.g.,	☐ Applicant provides a clear narrative of managing at least one federal, state, or private grant or subgrant. ☐ Applicant provides a clear description of how the fiscal management of the grant was	☐ Applicant provides evidence of managing one or more grants or subgrants, **but** it is unclear as to whether the fiscal management was successful.	☐ Applicant provides no evidence of managing grants or subgrants. ☐ Grant program was clearly fiscally mismanaged. ☐ Answer is too vague or confusing to evaluate.	3 - demonstrated track record of grants management

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
	within budget, clean audit, timely reporting and drawdowns, etc.	successful—e.g., within budget, clean audit, timely reporting and drawdowns, etc.			
Question 4	☐ Applicant has at least one financial staff person or contractor with a CPA. ☐ Applicant's financial staff or contractors have compelling experience.	☐ Applicant has at least one financial staff person or contractor with a four-year degree in accounting. ☐ Applicant's financial staff or contractors have some experience.	☐ Applicant has at least one financial staff person or contractor with a two-year degree or certificate in bookkeeping.	☐ Applicant does not have qualified financial staff or contractors. ☐ Answer is too vague or confusing to evaluate.	3 - long track record but no person on staff that is a CPA, but will be contracting.
Question 5	Not applicable	☐ Applicant has never been suspended or debarred.	☐ Applicant has been suspended or debarred in the past but has been removed from the list of excluded parties.	☐ Applicant is currently suspended or debarred, or it is not clear whether the applicant is, or has been, suspended or debarred.	2
Question 6	☐ Applicant has never been designated a	☐ Applicant is not designated a high-risk grantee by any current grantor.	☐ Applicant was previously considered a	☐ Applicant is currently considered a high-risk grantee.	3

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
	high-risk grantee by any grantor.		high-risk grantee but is not longer.		
Question 7	☐ Fully developed financial policies, procedures, and practices that have been fully implemented.	☐ Fully developed financial policies, procedures, and practices that have not been fully implemented BUT clear and effective timeline and plan for full implementation.	☐ 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 development and implementation. ☐ No financial policies, procedures, or practices BUT very strong timeline and plan for full development and implementation.	☐ Partially developed financial policies, procedures, and practices AND no clear or effective timeline and plan for full development and implementation. ☐ No financial policies, procedures, or practices AND weak or no clear timeline and plan for full development and implementation.	2 - policies haven't been implemented, but are ready to be and there's timeline and strategy for it.
Question 8	☐ Applicant currently has very strong insurance coverage.	☐ Applicant has adequate insurance coverage to protect organization in the event of	☐ Some insurance coverage to protect organization in the event of misallocation of	☐ No insurance coverage. ☐ Answer is too vague or confusing to evaluate.	2

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	3	2	1	0	
		misallocation of funds. OR Applicant has clear plan to purchase adequate coverage before receiving CSP or within 30 days of receiving CSP.	funds but coverage is not complete/adequate and applicant has no plan to purchase remaining needed coverage.		
Subtotal					*15*

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?	☐ YES ☐ NO	Choose an item.
Had applicant even been debarred?	☐ YES ☐ NO	Choose an item.
Did the applicant score "does not meet" for question 3, 4, 6, 7, and/or 8?	☐ YES ☐ 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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
Question 9	*informational only*				
Question 10	Not applicable	☐ Applicant uses professional accounting software appropriate for a school to record accounting transactions. OR Applicant intends to purchase such software, or hire a contractor with such software, within 30 days of receiving CSP.	Not applicable	☐ 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 contractor with such software. ☐ Accounting software used is not named.	2- quickbooks
Question 11	☐ Applicant separately tracks grant funds as a routine practice by coding expenditures by grant source, type of expense, and related program	☐ Applicant separately tracks (or will track) grant funds as a routine practice by coding expenditures by grant source and type of expense	☐ Applicant has the capability to track funds separately by source but does not do so routinely. ☐ Applicant must undertake a special review of expenditures after	☐ Applicant cannot separately track grant funds. ☐ Applicant is unsure if they can separately track funds. ☐ Applicant's ability to produce detailed,	3 - routine practice

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
	when the expense is approved.	when the expense is approved. ☐ Applicant can (or will be able to) produce detailed, accurate reports quickly (automated or fewer than 24 hours).	the expense has been paid to determine whether it is attributable to a grant. ☐ Applicant requires more than 24 hours to produce detailed, accurate reports of grant expenditures.	accurate reports at any time in unclear.	
Question 12	☐ Applicant's system is very efficient and effective.	☐ Applicant has a clear, effective system for checking grant reports.	☐ Applicant has a system for checking grant reports but it may be ineffective.	☐ Applicant has no system to check grant reports. ☐ Applicant's system is ineffective. ☐ Answer is too vague or confusing to evaluate.	3 - grant reporting is done on a regular basis.
Question 13	☐ Financial statements are (or will be) reviewed and approved by the head of the entity or unit *at least monthly* and reviewed and approved *more*	☐ Financial statements are (or will be) reviewed and approved by the head of the entity or unit *at least monthly* and reviewed and approved *at least*	☐ Financial statements are (or will be) reviewed and approved by the head of the entity or office *at least monthly* but not reviewed and	☐ Financial statements are (or will be) reviewed and approved *less frequently than monthly* by the head of the entity or unit.	3

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
	frequently than quarterly by board or board committee.	_quarterly_ by board or board committee. ☐ Review process is adequate to identify and quickly correct inaccuracies or fraud.	approved by board or board committee, either _at least quarterly or otherwise_.	☐ Financial statements are _not routinely reviewed_ or are only reviewed for accuracy through audits. ☐ Review process is not likely to identify and quickly correct inaccuracies or fraud. ☐ Answer is too vague or confusing to evaluate.	
Question 14-21 (to be evaluated holistically)	☐ Applicant has strong financial procedures and controls.	☐ Applicant has adequate financial procedures and controls to ensure good fiscal stewardship and prevent fraud.	☐ Some procedures and controls are adequate but some must be further developed.	☐ Applicant does not have adequate financial procedures or controls, or financial procedures or controls are unclear. ☐ Answer is too vague or confusing to evaluate.	3 - clear processes that are detailed and ensure compliance.
Questions 22-23	*informational only*				
Subtotal					*14*

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?	☐ YES ☐ 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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	3	2	1	0	
Audit findings	Not applicable	☐ School audit (and ESP audit, if applicable) noted an unqualified or unmodified opinion.

If applicable, ☐ ESP appears in good financial health. | ☐ School audit (and/or ESP audit, if applicable) identified deficiencies, but these were not significant.
☐ School audit (and/or ESP audit, if applicable) identified non-material weaknesses.

If applicable, ☐ ESP financial health presents some concerns. | ☐ School audit (and/or ESP audit, if applicable) expresses a qualified, modified, adverse, or disclaimed opinion.
☐ School audit (and/or ESP audit, if applicable) noted significant deficiencies.
☐ School audit (and/or ESP audit, if applicable) noted | Not Applicable |

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
				material weaknesses. ☐ School audit (and/or ESP audit, if applicable) identified non-compliance material to the financial statements of federal or state awards. ☐ School audit (and/or ESP audit, if applicable) noted findings and questioned costs. ☐ School audit (and/or ESP audit, if applicable) noted prior-year findings which have not been corrected. If applicable, ☐ ESP financial health is weak and presents concerns that ESP will not	

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	**3**	**2**	**1**	**0**	
				continue to be a going concern.	
Subtotal					***Click or tap here to enter text.***

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?	☐ YES ☐ 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
	Meets Standards and meets all of the following:	Meets all of the following:	Meets any of the following:	Meets any of the following:	
Points Available	**6**	**3**	**1**	**0**	
Question 24	☐ Applicant has never had a delayed school.	☐ All delayed schools have since been opened. OR Applicant has no	☐ Applicant has two or more delayed schools, BUT the explanation for the	☐ Applicant provides no rationale or no clear timeline for	N/A

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**6**	**3**	**1**	**0**	
		more than one currently delayed school, the explanation for the delay is reasonable, AND there is a clear timeline for launch.	delay is reasonable, AND there is a clear timeline for launch.	launching one or more currently delayed schools. ☐ Answer is too vague or confusing to evaluate.	
Question 25	Not applicable	☐ All of applicant's schools have opened or are scheduled to open.	☐ 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.	☐ Applicant spent CSP funds on one or more never-opened charters. ☐ One or more charters expired or were relinquished by applicant due to delays or any other reason and no reasonable explanation is provided.	N/A
Subtotal					*N/A*

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?	☐ YES ☐ 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
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**12**	**9**	**6**	**0**	
For new school applicants ONLY:	☐ Applicant's schools have exceptional performance academically, operationally, and financially.	☐ Applicant's schools, as a whole, have strong performance without any notable academic, financial, or operational issues.	☐ Some applicant schools have strong or exceptional academic performance, but some schools have low academic performance. ☐ Applicant schools, as a whole, have strong or exceptional performance in at least two areas (academic, operational, or financial) but low	☐ Applicant's other schools have low performance in two or more areas (academic, operational, or financial). ☐ Applicant has had a school closed for academic, financial, or operational reasons. ☐ Applicant has had serious contract violations leading to authorizer intervention in the last three years.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**12**	**9**	**6**	**0**	
			performance in one area.		
For replication and expansion applicants ONLY:	☐ Applicant significantly exceeds the definition of a "high-quality charter school."	Applicant meets the definition of a "high-quality charter school" as follows: ☐ shows evidence of strong academic results, which may include strong student academic growth, on state or nationally recognized assessments; ☐ has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; ☐ has demonstrated success in	Not applicable	☐ Applicant does not meet the definition of a "high-quality charter school." ☐ If applying for an expansion grant, applicant did not have strong academic results or increasing student achievement for subgroups for at least three years. ☐ Answer is too vague or confusing to evaluate.	Click or tap here to enter text.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**12**	**9**	**6**	**0**	
		significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and ☐ has demonstrated success in increasing student academic achievement, 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			

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**12**	**9**	**6**	**0**	
		insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. ☐ If applying for an expansion grant, applicant showed evidence of strong academic results for at least three years. ☐ If applying for an expansion grant, applicant showed success in increasing student achievement, including graduation rates, for subgroups for at least three years.			
Subtotal					*N/A*

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]	☐ YES ☐ 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 a "high-quality charter school"? [LEAVE BLANK IF NOT APPLICABLE]	☐ YES ☐ NO	Choose an item.
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]	☐ YES ☐ 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	☐ YES ☐ NO
Category 2	☐ YES ☐ NO

Risk Category	Meets?
Category 3	☐ YES ☐ NO
Category 4	☐ YES ☐ NO
Number of Categories Met 2-4	*0*
TOTAL NUMBER OF CATEGORIES MET	*0*

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	15 (of 17 points)	14 (of 14 points)	N/A (of 2 points)
C*	N/A (of 6 points)		
D*	N/A (of 12 points)		
Points Earned	29		
Possible Points	31		
Percentage Points Earned (Points Earned/Possible Points X 100)	94		
Percentage Points Earned X 20%	19		

*as applicable

Reviewer Name: ███████ **Date:** 2/23/2023 **Reviewer Signature:** ███████

Section III. Overall School Plan Quality

A. Coherence and Detail

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**3**	**2**	**1**	**0**	
Vision, mission, and educational model	☐ School model's connection to targeted student population's needs is particularly strong.	☐ School has a clear vision and mission. ☐ School has a clearly articulated educational model. ☐ Vision and mission align to school model. ☐ Logical connection between school model targeted student population's needs.	☐ Connection between school model and targeted population shows some weaknesses.	☐ School's vision and/or mission is unclear. ☐ School's educational model is unclear. ☐ No clear connection between vision and mission and school model. ☐ No clear connection between school model and targeted student population. ☐ Answer is too vague or confusing to evaluate.	3 - mission and vision are directly aligned to the needs of students and 21st century learning
Curricular plan	☐ School names specific high-quality curriculum for core subjects.	☐ School has a clear, well-considered plan for curriculum.	☐ School has a clear plan for some aspects of the curriculum but no or	☐ School has no specific plan for curriculum or plan is confusing or vague.	1 - curricular resources are aligned to the goals and the

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	3	2	1	0	
		☐ School explains how curriculum is high quality, rigorous, and culturally relevant. ☐ Curriculum choices align with proposed school model.	weak plan for other parts of the curriculum.	☐ School does not explain how curriculum is high quality, rigorous, and/or culturally relevant. ☐ Curriculum choices do not align with proposed school model. ☐ Answer is too vague or confusing to evaluate.	math curriculum is high quality, though they reference balanced literacy and include a readers workshop, which is not research based.
Educator development and culture	☐ School describes educator input in design of coaching and/or professional development plan or design of evaluation.	☐ School has a clear, effective plan for coaching and developing personnel. ☐ School has a clear, thoughtful plan for evaluation that ties to professional development and personnel decisions. ☐ School describes how it will foster a	☐ School's plan aims to foster a positive and professional culture among and between school leadership and staff but does not articulate how.	☐ School has no or vague plan for coaching and developing personnel. ☐ School has no or vague evaluation plan. ☐ Evaluation does not tie to professional development or personnel decisions.	2 - plan is coherent and aligned, but not focused on educator input.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	3	2	1	0	
		positive and professional school culture among and between leadership team and staff.			
Human resources	☐ School presents fully developed, high quality human resources manual.	☐ School has a clear and feasible plan for recruiting, hiring, and compensating qualified personnel.	☐ Some parts of a personnel plan—recruitment, hiring, or compensation—are clear but not all three.	☐ School has no or vague plan for recruitment, hiring, and compensation. ☐ Compensation plan is not feasible or unlikely to attract qualified staff.	3 - components of hiring, retention, evaluation, and compensation are all explained and thoughtful.
Coherence and overall quality	☐ School plan is extremely high quality.	☐ The school plan is internally coherent. ☐ School plan aligns to school budget and budget narrative. ☐ All portions of the school plan are clear and rational. ☐ School plan is feasible. ☐ School is quality and likely to be approved or has	☐ School plan shows promise but has some areas of weakness. ☐ School might not be approved.	☐ School plan is internally contradictory. ☐ School plan is missing significant elements and/or significant elements are too vague or confusing to evaluate. ☐ Elements of school plan raise serious questions	2 - School plan is aligned with internal goals and vision.

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**3**	**2**	**1**	**0**	
		already been approved.		about feasibility or legality. ☐ School plan does not align with proposed budget and budget narrative. ☐ School is unlikely to be approved.	
Subtotal					*11*

B. Likelihood of Proposed Leadership Team's Success

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**6**	**5**	**2**	**0**	
Qualifications of school leader and leadership team	☐ School leader has significant experience in operating exceptional charter schools.	☐ School leader has strong experience in leading high-performing schools OR school leader has completed a state or	☐ School leader has some experience leading schools, but the quality of those schools is mixed or ambiguous.	☐ School leader no experience leading schools AND has not completed a state or nationally recognized charter	5 - has leadership experience, though not in running charter schools. Other team members are qualified,

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**6**	**5**	**2**	**0**	
		nationally recognized charter school leadership development program. ☐ Other identified staff have strong experience supporting high-performing schools. ☐ Board members have strong skills and experience.	☐ School leader is strong but other identified staff or board members do not bring strong experience or skills. ☐ 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.	school leadership program. ☐ School leader only has experience leading poor-performing schools. ☐ School leader or other members of the leadership team seem anti-charter or confused about Mississippi charter school law. ☐ Answer is too vague or confusing to evaluate.	though board does not have skills around finance or legal, but filled with passionate local individuals.
Strength of governance	☐ Board development and evaluation plan is particularly strong.	☐ Clear lines of authority and roles and responsibilities between board and school leadership. ☐ Governance plan is clear, with strong governing documents (by-laws, policies, conflict of	☐ Board development or evaluation plan shows some areas of weakness.	☐ Governance of school is confusing or inadequate. ☐ Governing documents missing or inadequate. ☐ Governance plan raises serious questions about the	5 - Board plan is clear and well thought out, though due to funding constraints, certain elements may have to wait

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	**Score**
Points Available	**6**	**5**	**2**	**0**	
		interest, etc.) and reasonable structure.		effective operation of the school. ☐ Roles and responsibilities of board and staff not delineated.	for implementation.
Leadership support and development	☐ Leadership develop and support plan is particularly strong.	☐ School has a clear, thoughtful plan for leadership support and evaluation that ties to professional development and personnel decisions.	☐ Some parts of the leadership development plan are clear but other parts are vague.	☐ No plan for leadership support and development. ☐ Plan for leadership support and development is vague.	5 - Clear evaluation and support plan, with feedback from families, the board, and teachers.
Subtotal					*15*

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

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**6**	**5**	**2**	**0**	
Clear learning goals	☐ School has very rigorous goals for student achievement and/or grade-level exit or graduation.	☐ School has clear goals for student achievement, including grade-level exit standards and graduation requirements, as applicable.	☐ School has some clear goals, but some areas of the plan are less clear.	☐ Goals for student achievement are not clear. School states it will not use state learning standards.	6 - school's goals are aligned to the state, but go above based on academics and other areas of focus.
Support for special populations and struggling learners	☐ Plans to support special populations and/or students below grade level are especially strong.	☐ Clear, effective plans to serve special populations, such as students with disabilities and English learners. ☐ Clear, effective plans to support students below grade level to achieve growth and, over time, proficiency.	☐ Some areas of plan to serve special populations are clear and effective but some areas are weak. ☐ Some areas of plan to support students below grade level are clear but plan has some weaknesses.	☐ No or vague plans to serve special populations. ☐ Plans to serve special populations are ineffective or may be harmful. ☐ No or vague plans to support students below grade level. ☐ Plans to serve students below grade level are ineffective.	5 - plans are clear and are staffing is committed. They assume similar amounts of students in need and have staffed for it.
Subtotal					*11*

D. Reasonableness of the Budget

Question	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Score
	Meets Standards and meets all of the following:	*Meets all of the following:*	*Meets any of the following:*	*Meets any of the following:*	
Points Available	**12**	**9**	**3**	**0**	
Budget and budget narrative	☐ Budget is exceptionally strong. ☐ Budget narrative is very clear and very detailed.	☐ The overall school budget is complete and clear. ☐ Budget balances. ☐ Budget is realistic for proposed school model. ☐ Budget and budget narrative align. ☐ Budget narrative clearly describes all revenue, expenses, and assumptions.	☐ Budget is clear but miscalculated.	☐ Budget does not balance. ☐ Budget is not complete or is missing. ☐ Budget narrative is vague or missing. ☐ Budget contains unreasonable assumptions for revenue. ☐ Budget contains unreasonable assumptions for expenditures. ☐ Budget and budget narrative do not align. ☐ Budget is not realistic for proposed school model.	9 - Budget is realistic and aligned to goals. It balances and the numbers are all based in information given by the state in the process and on research already completed around compensation, insurance, facilities, and other services. Doesn't include clear plans for fundraising.

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?	☐ YES ☐ 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	11 (of 15)
B	15 (of 18)
C	11 (of 12)
D	9 (of 12)
Points Earned	46
Possible Points	57
Percentage Points Earned (Points Earned/Possible Points X 100)	81
Percentage Points Earned X 30%	24

SUMMARY SCORE FOR SECTIONS I-III

Section	Score
Section I—Application Requirements (50%)	40
Section II—Assessment of Risk (20%)	19
Section III—Overall School Plan Quality (30%)	24
TOTAL BASE SCORE	**83**

Applicant's score crosses the minimum threshold of 75 points?   ☐ 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
	Meets ALL of the following	*Meets any of the following*	*Points Available*	
Charter high schools: 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	☐ Applicant checked box <u>AND</u> application meets definition of priority.	☐ Applicant did not check box. ☐ Application does not meet definition of priority.	10	0
Rural charter schools: A rural area is defined as an area with a "town" or "rural" locale code according to the National Center for Education Statistics	☐ Applicant checked box AND application meets definition of priority.	☐ Applicant did not check box. ☐ Application does not meet definition of priority.	8	8
Charter schools with other diverse models: 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	☐ 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	☐ Applicant did not check box. ☐ Application does not meet definition of priority.	6	0

Priority	Met	Not Met	Points Available	Points Earned
	Meets ALL of the following	*Meets any of the following*	*Points Available*	
and improvement under ESEA.	identified for comprehensive support and improvement under ESEA			
Educator-led and community centered charter school models: 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.	☐ Applicant checked box. ☐ Copy of the community asset map or assessment on which this application is based attached. ☐ A clear explanation as to how community assets as described in the submitted map or assessment informed the development of the charter school ☐ 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. ☐ Timeline for key milestones that span the course of planning,	☐ Applicant did not check box. ☐ Application does not meet definition of priority.	6	0

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

STAGE 3—SCORING

Component	Total
Base Score (Sections I-III)	83
Competitive Preference Points (Section IV)	8
FINAL TOTAL	91

Reviewer Name: ▉▉▉▉▉▉ **Date:** 2/24/23 **Reviewer Signature:** ▉▉▉▉▉▉