

REVIEW SUMMARY

Reviewer Name: [REDACTED]	Applicant Name: SR1 College Preparatory and STEM Academy
Dates of Review: June 11-12, 2024	Total Score: 85.3

Please make sure you have signed the review at the end of each section of this document

(PLEASE E-SIGN THIS DOCUMENT, DO NOT SCAN)

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	Applicant reserves a seat on its governing board specifically for a current parent.	X 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 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 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.	(2) <i>SR1 Application</i> <i>Pgs. 30</i> <i>The applicant will organize a community advisory board consisting of parents, community leaders, educators, business leaders, and other stakeholders. The advisory board will meet at least 4 times per school year.</i>

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"/> Applicant has a clear process for accepting parent or student objections to governing board policies and decisions, administrative procedures, and school practices.	<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/decisions, procedure, and practice.	<input type="checkbox"/> Answer is too vague or confusing to evaluate.	
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	<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	(3) <i>SR1 Application Pgs.4, 30, The SR1 organization has served students and families over 9 years through after school and summer programming. SR1 engaged parents and stakeholders through 4 open forums, information sessions, and</i>

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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	
		from being able to attend the school. <u>OR</u> Parent volunteer requirements include a waiver to consider individual circumstances.		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.	<i>through community organizations. SR1 established relationships with several local colleges, schools, and agencies in MS.</i>
Subtotal					5

Eligibility

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

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 checked="" 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 narrative. <input type="checkbox"/> Expenses proposed are reasonable,	<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 18-month maximum. <input type="checkbox"/> Some expenses proposed are not reasonable.	(18) SR1 Application pgs. 334-359 The budget narrative details the cost of planned activities.

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	
		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.		<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.	

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	<i>Meets criteria</i>

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	X 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	<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.	(3) <i>SR1 Application pgs. 141-190</i> <i>The applicant provides detailed pictures of community engagement events and partnerships within the community of Canton. The pictures are of enrichment programs, summer programs, and STEM programs that</i>

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	
		in feeder districts, 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.			<i>interest and challenge students.</i>
(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	<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"/> 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.	(3) SR1 Application pgs. 2-5. The projected student enrollment is to recruit students in underserved

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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	
	directly back to the needs analysis.	<input type="checkbox"/> Clear rationale for the number of students and grade levels served in year one and the basis for the growth plan.		<input type="checkbox"/> Rationale is not supported by the needs analysis. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	<i>communities. In order to provide students with a high quality education, the applicant will maintain a low teacher to student ratio. The small class sizes will afford teachers to provide students with a variety of instructional methods.</i>
(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	<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	<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	<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	(2) <i>SR1 Application pgs. 16-23.</i> <i>The current district demographics is 100% Free and Reduced Lunch with 10% of the population being</i>

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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	
	recruit, admit, enroll, and retain a diverse student body are strongly likely to succeed based on evidence presented.	<p>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.</p> <p><input type="checkbox"/> 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 <u>OR</u> clear and compelling</p>	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.	<p>students are, or would be drawn, is not clear or missing for race or socio-economic status.</p> <p><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 not clear or are clearly not legal.</p> <p><input type="checkbox"/> Description of why it is unlikely school will establish a</p>	<p><i>students with disabilities.</i></p> <p><i>SR1 Proposal pg.30</i></p> <p><i>The current student enrollment includes a racially diverse student body.</i></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	
		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, 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.		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 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	

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	
				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 with families and the community to create strong and ongoing partnerships. <input type="checkbox"/> Clear and effective	<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, but it is unclear if it will lead to strong and ongoing partnerships. <input type="checkbox"/> Plans omit one of	<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, admissions, enrollment, and retention. <input type="checkbox"/> Plans for student recruitment, admissions, enrollment, and	(2) <i>SR1 Application pgs. 3-4, 24-26. The applicant held 4 open forums, informational sessions, partnered with educational institutions, and businesses. Parents provided input on chosen curriculum and will have the opportunity to join The Parent/Guardian Teacher Organization. The applicant engaged students through the</i>

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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>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 learners, students with disabilities, and students of color, including by</p>	<p>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>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 with disabilities and English learners.</p>	<i>Community Oriented Opportunities for Learning Coalition.</i>

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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>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 instructional model to serve the targeted</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>	
Points Available	3	2	1	0	
		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.	(2) <i>SR1 Proposal pgs. 37-38.</i> <i>SR1 established key roles with stakeholders in Canton. The non-school hours reduce learning loss while providing teachers with appropriate time to meet rigorous academic standards. St. Paul AME Zion Church was selected as the temporary site based on community members, staff</i>

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	
					<i>input, and a history of supporting the quality of education.</i>
(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	<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	<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	<i>(2)</i> <i>SR1 Proposal pg. 38-39.</i> <i>Every aspect of SR1's enrollment and recruitment practices will comply with local, state, and federal standards.</i>

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	
		<p>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.</p> <p><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</p>	<p>would be, drawn is clear but steps are of unclear utility.</p>	<p>exacerbate racial segregation either by hampering, delaying, or negatively affecting desegregation efforts or by otherwise increasing racial or socio-economic isolation.</p> <p><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.</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>	
Points Available	3	2	1	0	
		the students are, or would be, drawn.			
Subtotal					32

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 checked="" type="checkbox"/> NO	Meets Criteria

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	6	4	2	0	
F. Transportation	<input type="checkbox"/> Transportation plan includes not only daily transportation but also transportation	<input type="checkbox"/> Clear description of an effective transportation plan to provide reliable and safe daily transportation for all	<input type="checkbox"/> Clear description of an effective transportation plan to provide reliable and safe daily transportation for	<input type="checkbox"/> Transportation plan is vague or missing. <input type="checkbox"/> Transportation plan will not ensure	(4) SR1 Application pg. 45. The district will provide bus transportation

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	4	2	0	
	for field trips and extracurriculars. <input type="checkbox"/> Transportation plan extends beyond the charter school's geographic school district attendance zone.	students within the charter school's geographic school district attendance zone to prevent transportation becoming a barrier to charter school access.	some students within the charter school's geographic school district attendance zone.	reliable and safe daily transportation for any students. <input type="checkbox"/> Plan will not ensure transportation is not an access barrier for students.	<i>through a private vendor for daily transportation and for fieldtrips.</i>

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	<i>Meets criteria</i>

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 services or participation in the National School Lunch Program).	<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.	(2) <i>SR1 Proposal pg. 40-41.</i> <i>The uniform requirements and policy will be discussed with families during enrollment. Families will be provided with the website to order uniforms.</i>

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	<i>Meets criteria.</i>

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	(18 of 21)
E	(14 of 18)
F	(4 of 6)
G	(2 of 3)
Points Earned	43
Possible Points	54
Percentage Points Earned (Points Earned/Possible Points X 100)	79.6
Percentage Points Earned X 50%	39.8

Reviewer Name: [REDACTED]

Date: June 11-12, 2024

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 <input checked="" type="checkbox"/> NO	<i>Meets Criteria</i>
Virtual School	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	<i>Meets Criteria</i>

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>	
Points Available	3	2	1	0	
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	<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	<input type="checkbox"/> Applicant provides evidence of managing one or more grants or subgrants, but 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.	(2) SR1 Proposal pgs. 42-43. SR1 Quarter Ending The applicant provides a clear narrative and gives evidence of managing at least one grant.

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	
	audit, timely reporting and drawdowns, etc.	audit, timely reporting and drawdowns, etc.			
Question 4	<input type="checkbox"/> Applicant has at least one financial staff person or contractor with a CPA. X Applicant's financial staff or contractors have compelling experience.	<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 contractors have some experience.	<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.	(3) <i>SR1 Proposal pg. 43. The finances are managed daily by the Director of Finance and Administration, she has over 20 years of accounting experience.</i>
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.	(2) <i>SR1 Proposal pg. 44. The applicant has never been suspended.</i>
Question 6	<input type="checkbox"/> Applicant has never been designated a high-	<input type="checkbox"/> Applicant is not designated a high-	<input type="checkbox"/> Applicant was previously considered a high-	<input type="checkbox"/> Applicant is currently considered a high-risk grantee.	(3) <i>SR1 Proposal pg. 44.</i>

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	
	risk grantee by any grantor.	risk grantee by any current grantor.	risk grantee but is not longer.		<i>The applicant has never been designated as high risk by any grantor.</i>
Question 7	X 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 development and implementation. <input type="checkbox"/> No financial policies, procedures, or practices BUT very strong 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 timeline and plan for full development and implementation.	<i>(3)</i> <i>SR1 Proposal pg. 44-45</i> <i>The applicant has fully developed financial policies, procedures, and practices that have been fully implemented.</i>

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	
			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.	(2) <i>SR1 Proposal pg. 46. SR1 Application pg. 45 The applicant has adequate insurance to protect the organization.</i>
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?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	<i>Meets criteria</i>

Eligibility or Risk	YES/NO	If yes, please flag the school as being either ineligible or meeting Risk Category 2.
Had applicant even been debarred?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	<i>Meets Criteria</i>
Did the applicant score “does not meet” for question 3, 4, 6, 7, and/or 8?	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	<i>Meets criteria</i>

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>	
Points Available	3	2	1	0	
Question 9	<i>*informational only*</i>				
Question 10	Not applicable	X 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 days of receiving CSP.	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 contractor with such software.	(2) <i>SR1 Proposal pg. 46. The applicant uses the MIP Abilia professional accounting software.</i>

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"/> 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.	(2) <i>SR1 Proposal pg. 46-47.</i> <i>The applicant separately tracks grant funds as a routine practice by source. Each month the transactions are reviewed for accuracy.</i>

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	
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) <i>SR1 Proposal pgs. 47-48.</i> <i>SR1 stays within budget and keep financial systems current and accurate to adhere to Federal and Generally Accepted Accounting Principles and Federal Regulations.</i>
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.	X 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"/> 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</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	(2) <i>SR1 Proposal pg. 48-49.</i> <i>The finance team enters the financial transactions each month, the Director of Finance then pulls the monthly report of each grant to ensure transactional accuracy and</i>

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"/> Review process is adequate to identify and quickly correct inaccuracies or fraud.	<u>quarterly or otherwise.</u>	accuracy through audits. <input type="checkbox"/> Review process is not likely to identify and quickly correct inaccuracies or fraud. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	<i>financial reporting accuracy.</i>
Question 14-21 (to be evaluated holistically)	<input type="checkbox"/> Applicant has strong financial procedures and controls.	<input checked="" 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.	<i>(2)</i> <i>SR1 Proposal pg. 49-50.</i> <i>The applicant has financial procedures to prevent fraud.</i>
Questions 22-23	<i>*informational only*</i>				
Subtotal					10

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 <input checked="" type="checkbox"/> NO	<i>Meets criteria</i>

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>	
Points Available	3	2	1	0	
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"/> 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	(3) <i>Not applicable</i>

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"/> ESP financial health presents some concerns.	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 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,	

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"/> ESP financial health is weak and presents concerns that ESP will not continue to be a going concern.	
Subtotal					3

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 checked="" type="checkbox"/> NO	<i>Meets criteria</i>

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>	
Points Available	6	3	1	0	
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.	(6) <i>SR1 Proposal pgs. 53-54.</i> <i>Not applicable</i>
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	

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	3	1	0	
				explanation is provided.	
Subtotal					6

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 checked="" type="checkbox"/> NO	<i>Meets criteria</i>

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>	
Points Available	12	9	6	0	
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	<input type="checkbox"/> Some applicant schools have strong or exceptional academic	<input type="checkbox"/> Applicant's other schools have low performance in two or more areas	SR1 Proposal pg. 55. Skip section, not applicable, it was not submitted with application.

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	12	9	6	0	
	operationally, and financially.	any notable academic, financial, or operational issues.	performance, but some schools have 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.	(academic, 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	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	<i>SR1 Proposal pg. 58-59. Not applicable.</i>

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	12	9	6	0	
		<p>growth, on state or nationally recognized assessments;</p> <p><input type="checkbox"/> has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;</p> <p><input type="checkbox"/> has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by</p>		<p>increasing student achievement for subgroups for at least three years.</p> <p><input type="checkbox"/> Answer is too vague or confusing to evaluate.</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>	
Points Available	12	9	6	0	
		<p>the charter school; and</p> <p><input type="checkbox"/> 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 insufficient to yield statistically reliable information or the results would reveal personally identifiable</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>	
Points Available	12	9	6	0	
		information about an individual student. <input type="checkbox"/> If applying for an expansion grant, applicant showed evidence of strong academic results for at least three years. <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.			
Subtotal					Not applicable

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 <input type="checkbox"/> 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]	<input type="checkbox"/> YES <input type="checkbox"/> 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]	<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"/> X NO
Category 2	<input type="checkbox"/> YES <input type="checkbox"/> X NO
Category 3	<input type="checkbox"/> YES <input type="checkbox"/> X NO
Category 4	<input type="checkbox"/> YES <input type="checkbox"/> X NO
<i>Number of Categories Met 2-4</i>	<i>0</i>
TOTAL NUMBER OF CATEGORIES MET	<i>0</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			
	(15 of 17 points)	(10 of 14 points)	(3 of 2 points)
C*	(6 of 6 points)		
D*	(0 of 12 points)		
Points Earned	34		
Possible Points	51		
Percentage Points Earned (Points Earned/Possible Points X 100)	66.6		
Percentage Points Earned X 20%	13.3		

*as applicable

Reviewer Name: [REDACTED] Date: June 11-12, 2024 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) <i>SR1 Application pgs. 2-5</i> <i>The applicant will be a College Preparatory and STEM Academy school. The applicant has exposed students and families to a variety of enrichment programs with the aid of community partners.</i>

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	
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 explains how curriculum is high quality, rigorous, and culturally relevant. <input type="checkbox"/> Curriculum choices align with proposed school model.	<input type="checkbox"/> School has a clear plan for some aspects of the curriculum but no or weak plan for other parts of the curriculum.	<input type="checkbox"/> School has no specific plan for curriculum or plan is confusing or vague. <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.	(3) <i>SR1 Application pgs. 5-15.</i> <i>SR1 is a College Preparatory and STEM Academy, the applicant will utilize Pearson's K-5 curricula including MyView Literacy, Envision Math, MyWorld Interactive Social Studies, and Elevate Science. The curricula are aligned and approved by Mississippi Dept. of Education.</i>
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's plan aims to foster a positive and professional culture among and between school leadership and staff	<input type="checkbox"/> School has no or vague plan for coaching and developing personnel.	(2) <i>SR1 Application pgs. 13-17.</i> <i>Educators will receive 10 professional</i>

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 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 positive and professional school culture among and between leadership team and staff.	but does not articulate how.	<input type="checkbox"/> School has no or vague evaluation plan. <input type="checkbox"/> Evaluation does not tie to professional development or personnel decisions.	<i>development (PD) days for the calendar year. Staff will complete 7 days of PD prior to the school year, 2 days during the year, and 1 day after the school year. Students and staff will collaborate to create an inclusive learning environment. Staff will receive training on the components of culture. The school will utilize PBIS and restorative practices.</i>
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—	<input type="checkbox"/> School has no or vague plan for recruitment, hiring, and compensation.	<i>(2)</i> <i>SR1 Application pgs. 37-39.</i> <i>SR1 has a feasible plan for hiring and</i>

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 clear but not all three.	<input type="checkbox"/> Compensation plan is not feasible or unlikely to attract qualified staff.	<i>compensating qualified personnel. Employee salaries are 2.5% higher than other salaries in the area.</i>
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 already been approved.	<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 about feasibility or legality. <input type="checkbox"/> School plan does not align with	<i>(2)</i> <i>SR1 Application pgs. The school plan is feasible and likely to be approved.</i>

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	
				proposed budget and budget narrative. <input type="checkbox"/> School is unlikely to be approved.	
Subtotal					12

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>	
Points Available	6	5	2	0	
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 nationally recognized charter school leadership	<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 is strong but other identified staff or	<input type="checkbox"/> School leader no experience leading schools AND has not completed a state or nationally recognized charter school leadership program. <input type="checkbox"/> School leader only has experience	(5) SR1 Application pgs. 191

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	
		development program. <input type="checkbox"/> Other identified staff have strong experience supporting high-performing schools. <input type="checkbox"/> Board members have strong skills and experience.	board members do not bring strong experience or skills. <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.	leading poor-performing schools. <input type="checkbox"/> School leader or other members of the leadership team seem anti-charter or confused about Mississippi charter school law. <input type="checkbox"/> Answer is too vague or confusing to evaluate.	
Strength of governance	<input type="checkbox"/> Board development and evaluation plan is particularly strong.	<input type="checkbox"/> Clear lines of authority and roles and responsibilities between board and school leadership. <input type="checkbox"/> Governance plan is clear, with strong governing documents (by-laws, policies, conflict of interest,	<input type="checkbox"/> Board development or evaluation plan shows some areas of weakness.	<input type="checkbox"/> Governance of school is confusing or inadequate. <input type="checkbox"/> Governing documents missing or inadequate. <input type="checkbox"/> Governance plan raises serious questions about the effective operation of the school.	(5) <i>SR1 Application pgs. 209-224.</i> <i>The governance plan is clear with strong governing documents.</i>

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	
		etc.) and reasonable structure.		<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) <i>SR1 Application pgs. 35-41.</i> <i>The plan is clear the leader will receive support from the board, the board will help the leader set and review goals.</i>
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
	<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	
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.	(5) <i>SR1 Application pgs. 9-11.</i> <i>The school has clear goals for students tested in each subject area.</i>
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.	(5) <i>SR1 Application pgs. The applicant will hire appropriate staff to serve and support students with disabilities and gifted scholars.</i>
Subtotal					10

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>	
Points Available	12	9	3	0	
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.	(9) SR1 Application pgs. 329-348. The school budget is clear.

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	12	9	3	0	
				<input type="checkbox"/> Budget is not realistic for proposed school model.	

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 <input checked="" type="checkbox"/> NO	<i>Meets Criteria</i>

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	(12of 15)
B	(15of 18)
C	(10 of 12)
D	(9 of 12)
Points Earned	46
Possible Points	57
Percentage Points Earned (Points Earned/Possible Points X 100)	80.7
Percentage Points Earned X 30%	24.2

SUMMARY SCORE FOR SECTIONS I-III

Section	Score
Section I—Application Requirements (50%)	39.8
Section II—Assessment of Risk (20%)	13.3
Section III—Overall School Plan Quality (30%)	24.2
TOTAL BASE SCORE	77.3

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
	<i>Meets ALL of the following</i>	<i>Meets any of the following</i>	<i>Points Available</i>	
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	<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	<i>Not applicable</i>
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	<input checked="" type="checkbox"/> Applicant checked box AND application meets <i>definition</i> of priority.	<input type="checkbox"/> Applicant did not check box. <input type="checkbox"/> 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 dropout prevent school, or locating in an LEA with	<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	<input type="checkbox"/> Applicant did not check box. <input type="checkbox"/> Application does not meet definition of priority.	6	<i>Not applicable</i>

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>	
multiple schools identified for comprehensive support and improvement under ESEA.	(closure/restart), a drop-out prevent school, or locating in an LEA with multiple schools 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.	<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	<input type="checkbox"/> Applicant did not check box. <input type="checkbox"/> Application does not meet definition of priority.	6	<i>Not applicable</i>

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>	
	ongoing basis to create and maintain strong community ties. <input type="checkbox"/> Timeline for key milestones that span the course of planning, development, and implementation of the charter school attached.			
TOTAL				8

STAGE 3—SCORING

Component	Total
Base Score (Sections I-III)	77.3
Competitive Preference Points (Section IV)	8
FINAL TOTAL	85.3

Reviewer Name: [REDACTED] Date: June 11-12, 2024 Reviewer Signature:

[REDACTED]