NOTICE OF MEETING OF THE
MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD

NOTICE is hereby given of a meeting of the Mississippi Charter School Authorizer Board to be held on Tuesday, January 24th, 2017 beginning at 9:30 a.m. at the Courtyard Marriott Starkville at the Mill Conference Center located at 100 Mercantile Street, Starkville, Mississippi 39759. Participation at this meeting may be by teleconference at locations different from the above location pursuant to Miss. Code Ann. §25-41-5(2013) with participation being available to the public at the location set forth above. The purpose of the meeting is to conduct the regular business of the board as set forth in the attached draft agenda.

This the 16th day of January 2017.

BY:
Marian Schutte
Executive Director

DRAFT AGENDA
MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD
January 24th, 2017

I. Call to order

II. Adoption of the Agenda

III. Approval of Minutes of the January 6th Special Meeting

IV. Chair Report

V. Executive Director's Report

VI. Committee Reports
   a. Applications Committee
   b. Performance and Accountability Committee

VII. New Business
   a. 2017 Request for Proposals Release
   b. Approval of Invoices

VIII. Public Comment

IX. Next Meeting
   a. March 6th meeting

X. Adjourn

MINUTES OF THE
MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD
Special Meeting
Friday, January 6, 2017

A special meeting of the Mississippi Charter School Authorizer Board was held via teleconference at 2:00 p.m. on Friday, January 6, 2017. The meeting was open to the public at the Mississippi Charter School Authorizer Board office, located at 239 N. Lamar Street, Suite 207, Jackson, Mississippi. Participating via teleconference were:

Krystal Cormack, Chair
Tommie Cardin
Dr. Karen Elam
Johnny Franklin
Chris Wilson
Dr. Carey Wright

Dr. Jean Young was unable to participate. Chair Krystal Cormack called the meeting to order at 2:03 p.m.

ITEM I. ADOPTION OF THE AGENDA

A. Adoption of Agenda

The Agenda was previously circulated to all Board members for review.

Chair Cormack requested a motion to adopt the agenda, as presented.
MOTION: Mr. Wilson
SECOND: Dr. Elam
There being no discussion and following a roll call vote in favor by all participating members, the motion carried.

ITEM II. APPROVAL OF THE MINUTES

A. Approval of Minutes

The Minutes of the December 5, 2016 meeting were previously circulated to the Board members for review. Dr. Elam discussed a modification to the language on page three replacing the word 'charter' with 'chart' and the word 'with' with will.

Chair Cormack requested a motion to adopt the Minutes of the December 5, 2016 meeting, as amended.
MOTION: Mr. Cardin
SECOND: Mr. Wilson
There being no further discussion and following a roll call vote in favor by all participating members, the motion carried.

ITEM III. ADJOURNMENT

Chair Cormack requested a motion to adjourn.
MOTION: Mr. Franklin
SECOND: Mr. Wilson
There being no discussion and following a roll call vote in favor by all participating members, the motion carried.

The meeting adjourned at 2:25 p.m.

ADOPTED, this the ____ day of _____, 2017.

_____
KRYSTAL CORMACK, Chair

MISSISSIPPI
CHARTER SCHOOL
AUTHORIZER BOARD

2017 Charter School Request for Proposals

For Charter Schools Opening Fall 2018 and Beyond

charterschools@mississippi.edu

Released for Public Comment on December 12th

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Introduction

The Mississippi Charter School Authorizer Board (MCSAB or the Board) is pleased to invite proposals for high-quality charter schools seeking to open in the 2018-2019 school year or thereafter. The MCSAB is charged with approving quality charter proposals that meet identified educational needs and promote a diversity of educational choices, and declining weak or inadequate charter proposals.

Specifically, MCSAB seeks proposals for charter schools that will:

1. improve student learning;
2. close achievement gaps between high- and low-performing groups;
3. increase educational opportunities for all students, but especially for those with a likelihood of academic failure;
4. allow teachers and school administrators to have a direct voice in the operation of the school;
5. encourage the use of high-quality models of teaching, governing and scheduling;
6. provide for exceptional levels of results-driven accountability;
7. create expanded opportunities for involvement in the education system by students, parents and community members; and
8. encourage the replication of successful charter schools, if applicable.

All new schools approved through this process will be public schools subject to the legal requirements set forth in Mississippi Code § 37-28-3 et seq.

Accountability

Mississippi Code § 37-28-29 et seq. requires that this RFP include information regarding the elements of the performance framework that MCSAB will use to annually evaluate charter school performance. Charter schools in Mississippi are evaluated annually using the Mississippi Charter School Performance Framework. The Performance Framework includes performance metrics and standards for academic, financial, and organizational performance that guide MCSAB's evaluation of each charter school. Specifically, the framework includes: student academic proficiency and growth; achievement gaps in both proficiency and growth between major student subgroups; attendance; recurrent enrollment from year to year; in-school and out-of-school suspension rates and expulsion rates; graduation and dropout rates for appropriate multiple-year cohorts *(for high schools only)* student postsecondary readiness, including the percentage of graduates submitting applications to postsecondary institutions, high school completion, postsecondary admission and postsecondary enrollment or employment; financial performance and sustainability; and governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.

Eligibility

State law sets out specific requirements for all groups submitting charter proposals:

- Only non-profit organizations may hold charters in Mississippi
- Charter holders may only contract with non-profit Educational Service Providers (ESPs)
- Applicant teams must provide proof of US citizenship for all board members, school staff, and (if applicable) key staff of the ESP
- Any applicant proposing conversion of an existing public school must demonstrate support for the conversion, specifically:
    - a petition signed by a majority of teachers in the existing non-charter public school; or
    - a petition signed by a majority of parents of students in the existing non-charter public school; or
    - evidence of a majority vote of the local school board; or
    - (in the case of schools in districts under state conservatorship) evidence of a majority vote of the State Board of Education
- Any applicant proposing to open a charter school in a school district rated 'A', 'B', or 'C' must also receive approval by the local school board, which must vote on the charter school proposal at a public meeting

- Please see the table below to determine any additional steps that may be needed in order to submit a charter school proposal and to determine which students are eligible to attend the charter school.

Local School District Letter Grade (Where the Charter School Will Be Located)	Additional Approval Requirements and Student Enrollment Eligibility
A & B	• Applicant must receive local school board approval before submitting complete proposal to MCSAB. • Students residing in 'A' & 'B' rated school districts shall not cross local school district boundaries to attend a charter school.
C	• Applicant must receive local school board approval before submitting complete proposal to MCSAB. • Students residing in a 'C' rated school district may cross local school district boundaries to attend a charter school.
D & F	• Applicant submits complete proposal directly to MCSAB. • Students residing in 'D' & 'F' rated school districts may cross local school district boundaries to attend a charter school.

A complete list of school districts and their 2015-2016 accountability letter grades is available here.

2017 Request for Proposals Timeline

Milestone	Date (2017)
Letter of Intent and Eligibility Determination	
Launch of 2017 Request for Proposals	**January 24**
Prospective Applicant Informational Webinar	**January 31**
This information session will provide those interested in applying for a charter in this cycle with an overview of the changes to the process; detailed demonstration of the online application system; high level walkthrough of the RFP; and a detailed walkthrough of the application timeline, requirements, and eligibility demonstration. The Webinar will be recorded. Please email charterschools@mississippi.edu to reserve your seat.	
Deadline for Mandatory Letter of Intent (LOI) and Eligibility Demonstration	**March 7 (3pm)**
In order to be eligible to submit a full proposal, all interested parties must submit the Mandatory LOI and accompanying eligibility documentation. Conversion schools must also submit their proof of support at this time. Eligibility packets must be prepared using the template documents provided.	
Eligibility Determinations	**March 10**
The Board will review the LOI packets for each applicant and issue a determination on eligibility. Applicants deemed ineligible will be disqualified from submitting a full proposal in this cycle.	
Applicant Orientation Webinar	**March 23**
All eligible applicants will receive an invitation to a WebEx that provides a more detailed explanation of the evaluation process, a high-level walk through of the evaluation criteria; and time for applicants to ask questions. The Webinar will be recorded.	
Stage 1: Completeness Check	
Deadline for Complete Proposals	**May 9 (3pm CST)**
All proposals must be submitted in complete and final form by this date. Incomplete proposals, including those that are only partially uploaded, will be disqualified from this cycle.	
Initial Completeness Findings Distributed	**May 17**
Proposals will be reviewed for completeness. If a proposal is incomplete and/or incorrectly formatted, the applicant will have 48 hours to rectify issues and resubmit the proposal.	
Completeness Remedy / Resubmission Deadline	**May 19 (3pm CST)**
Applicants who do not respond by this deadline will be disqualified from this cycle.	
Final Completeness Findings Distributed	**June 5**
Applicants failing to satisfactorily rectify identified issues within the allotted time will be disqualified from this cycle.	

Milestone	Date (2017)
Stage 2: Threshold Quality Review	
Stage 2 Evaluation Independent evaluators will assess critical elements of each proposal against the published Stage 2 evaluation criteria.	**June 6 – June 27**
Stage 2 Findings Distributed	**July 10**
Stage 3: Independent Evaluation Team Review	
Stage 3 Evaluation Team Proposal Review Evaluation teams will review each proposal.	**July 11 – August 1**
Capacity Interviews	**August 2 - 4**
Public Hearings	**Mid-August TBD**
Third Party Evaluation to Applicants	**August 18**
Operator Response to Third Party Evaluation Due	**August 25 (3pm CST)**
MCSAB Proposal Decisions	**September 11**

RFP Process

Applicant Types

In this RFP cycle, applicants will be considered in three groups, each of which has specific requirements.

New Operators are nonprofit organizations which:

- Have never operated a charter school OR currently operate a charter school that has been open for less than one school year (regardless of location)
- Do not intend to employ an educational service provider OR intend to employ an educational service provider that has not operated a school for more than one year (regardless of location)

Existing Operators are nonprofit organizations which currently:

- Have one or more schools in operation nationwide which have been in operation for more than one full school year
- Intend to employ an educational service provider with one or more schools in operation for more than one full school year

Conversion Applicants are nonprofit organizations, either new operators or existing operators, which propose to convert an existing traditional public school to charter status.

Evaluation Process

The 2017 MCSAB charter school proposal evaluation process includes three stages of review, summarized below. Additional information regarding Stages 2 and 3 may be found in the published Evaluation Criteria for each Stage, which are incorporated in this RFP.

Stage 1: Completeness Check

All eligible proposals will be reviewed for completeness before they are distributed to evaluators. If a proposal is incomplete/incorrectly formatted, the applicant will have 48 hours to remedy issues and resubmit their proposal. Proposals deemed incomplete will not be eligible to proceed to Stage 2 Evaluation.

Stage 2: Threshold Quality Review

Independent evaluators will assess critical elements of each proposal against the published Stage 2 evaluation criteria. Applicants who fail to meet the minimum threshold will not be eligible to proceed to Stage 3 Evaluation.

Stage 3: Independent Evaluation Team Review

Teams of independent evaluators will evaluate each proposal and discuss their findings based on the written materials in advance of the interview. During an in-person capacity interview, applicants will have the opportunity to present their plan and demonstrate capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal. Applicants will receive a copy of the independent evaluation team's recommendation and will have the opportunity to provide a final written response to MCSAB before the Board votes to approve or deny applications.

Instructions

The MCSAB is pleased to invite proposals for new quality charter schools seeking to open in fall 2018 (or thereafter). Prior to developing your proposal please be sure to read this entire RFP.

Components of the Proposal

- Narrative Proposal: The Proposal is the formal application to MCSAB, and is a comprehensive description of the school's educational, operational, and financial plans.
- Attachments: Throughout the proposal, specific documents are requested in addition to narrative answers. Attachments may not contain additional narrative unless specified. A comprehensive list of the attachments is provided in these instructions.
- Capacity Interview: Applicants will have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal.

Specifications

- Applicants MUST submit proposals electronically through the electronic platform and must use the following templates:
    - Letter of Intent and Eligibility Packet Template - ALL APPLICANTS (MS Word)
    - Proposal Coversheet and Enrollment Projection Template - ALL APPLICANTS (MS Word)
    - Curriculum Summary Template - ALL APPLICANTS (MS Word)
    - Proposal Narrative Template - ALL APPLICANTS (MS Word)
    - Statement of Assurances Template - ALL APPLICANTS (MS Word)
    - Staffing Chart Template - ALL APPLICANTS (MS Word)
    - Charter School Board Member Information Sheet Template - ALL APPLICANTS (MS Word)
    - Financial Plan Workbook - ALL APPLICANTS (MS Excel)
    - Portfolio Summary Template - EXISTING OPERATORS (MS Excel)

- All templates are available in the Resources section of the proposal portal.
- All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced.
- Each major section of the proposal (School Summary, Educational Program, etc.) and each addendum must begin on a separate page, as indicated in the template document. Adhere to all page limits as indicated.
- If you believe a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
- All required documents should be uploaded in the file format specified.
- Late or incorrectly formatted submissions will not be accepted.
- When submitting resumes and biographies, label each document with the individual's affiliation with the proposed school (board member, principal, teacher, etc.).
- Review all elements of your proposal for completeness before submitting.
- All proposals will be reviewed for completeness before they are accepted and distributed to evaluation teams. If a proposal is found to be incomplete or incorrectly formatted, the applicant will have 48 hours to satisfactorily rectify the identified issues and resubmit their proposal. Applicants failing to rectify identified issues within the allotted time will not be evaluated in this cycle.

Attachments

- The following is a list of attachments to accompany the proposal. Note that not all attachments will be applicable for all applicants. It is the responsibility of the applicant to ensure they submit all attachments required for their proposal. Do not upload documents for any attachment that is not applicable. Additional attachments are required for various addenda.

New Operators	Existing Operators
1. School-wide curriculum description	1. School-wide curriculum description
2. Summary scope and sequence	2. Exit standards
3. Curriculum map	3. Calendar and schedules
4. Learning standards	4. Enrollment policy
5. Calendar and schedules	5. Discipline policy
6. Enrollment policy	6. Evidence of community support/demand
7. Discipline policy	7. Leadership team qualifications
8. Evidence of community support/demand	8. School leader qualifications
9. Leadership team qualifications	9. Organization annual reports
10. School leader qualifications	10. Portfolio summary
11. Organizational charts	11. Previous legal records
12. Board documents	12. Organizational charts
13. Board member information	13. Board documents
14. Staffing chart	14. Board member information
15. Personnel policies	15. Staffing chart
16. Supplemental teacher evaluation tools	16. Personnel policies
17. Supplemental leadership evaluation tools	17. Supplemental teacher evaluation tools
18. Facility commitment and description	18. Supplemental leadership evaluation tools
19. Start-up plan	19. Facility commitment and description
20. Financial plan workbook	20. Start-up plan
21. Budget narrative	21. Audited financial statements
	22. Financial plan workbook
	23. Network level budget
	24. Budget narrative

Applicant Code of Conduct

Members of the Board are obligated to make decisions in the best interests of children, free from personal or political influences. Similarly, charter school applicants have the responsibility of respecting and upholding the integrity of the charter school proposal process.

Specifically, charter school applicants shall not:

- Initiate, or attempt to initiate, any activity with a MCSAB member with the exception of the public hearing;
- Initiate, or attempt to initiate, any activity with a member of the independent evaluation team; or
- Direct any communications, including proposal documents, to a MCSAB member or to a member of the independent evaluation team.

Charter school applicants found to be in violation of these requirements may be deemed ineligible for consideration in future proposal processes.

Public Disclosure

All charter school proposal materials submitted to MCSAB become public records.

2017 Mississippi Charter School Authorizer Board Request for Proposals

Directions:

Please submit an application that addresses the following questions / issues. There are no page limits for individual sections except for the School Summary, Attachments, and Addenda. The total narrative response may not exceed 50 pages (not including the requested attachments and addenda).

Please keep in mind that your application is a professional document. The quality of the document that you submit should reflect the quality of the school that you propose to open. Evaluation teams will be able to navigate well-organized, effectively edited documents easily, thereby focusing their energy on reviewing the content of each application. Grammar, spelling, and formatting all make an impression on an evaluator.

New Operators, as defined earlier, should complete the New Operator Application and any necessary addenda.

Existing Operators, as defined earlier, should complete the Existing Operator Application and any necessary addenda.

Plagiarism

The University of Southern Mississippi defines plagiarism as "copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, or both" (University of Southern Mississippi, Academic Integrity Policy). Individuals and groups seeking the right and responsibility to educate public school children at public expense should be accountable to the highest standards of academic integrity. The MCSAB considers plagiarism, including the copying of language from any other charter application without proper attribution, as grounds for immediate denial.

MCSAB understands that in order to implement an existing curriculum, instructional framework, or educational model (e.g. Montessori, arts integration, project-based learning, blended learning, etc.) with fidelity, key concepts must be discussed. However, it is not acceptable to copy and paste this discussion or description from another source. A high-quality applicant team with the capacity to operate a high-quality school must be able to thoughtfully explain in their own words how they intend to educate children. MCSAB also understands that existing operators proposing to replicate a model may use their own intellectual property, which is appropriate and acceptable.

Proposal Cover Sheet (New and Existing Operators)

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: _____

Primary contact person: _____

Mailing address:

Street/PO Box: _____

City: _____ ***State:*** _____ ***Zip:*** _____

Phone Number: ***Day:*** _____ ***Evening:*** _____

Email: _____

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School

Do any of the following describe your organization, or the school/campuses proposed here?

☐ Seeks approval for multiple campuses under a single charter.

☐ Already operates schools elsewhere in the US.

☐ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider:

☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant meets the definition of an existing operator, the applicant must complete the Existing operator application. If the applicant intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Education Service Providers. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes ☐No *If yes, complete the table below, adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐Yes ☐No *If yes, complete the table below, adding lines as needed.*

Planned School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved but scheduled to open in additional years?

☐Yes ☐No *If yes, complete the table below, adding lines as needed.*

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PART FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	**Grades served: year one**	**Grades served: capacity**

Proposed Location	
School District: *Identify the school district where the charter school will be located*	
Address of identified facility *if applicable*:	

Projected Demographic Information	**%FRL:**	**%SpEd:**	**%ELL:**

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☐ College Prep	☐ Language Immersion	☐ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: _____

Current employment: _____

Phone Number: ***Day:*** _____ ***Evening:*** _____

Email: _____

Campus Enrollment Projection

Academic Year (specify each year)	**Planned # of Students**	**Maximum # of Students**	**Grade Levels Served**
Year one - 20_			
Year two - 20_			
Year three - 20_			
Year four – 20_			
Year five – 20_			
At Capacity – 20_			

School Overview (New and Existing Operators)

Executive Summary Narrative (Limit 2 Pages)

The Executive Summary should provide a concise overview of: the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.

2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students' anticipated educational needs and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.

3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

4. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe activities to date and summarize their results.

5. **Leadership and Governance.** List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation.
   Add lines to this table as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and Employer	Position with Proposed School

Enrollment Summary (Limit 2 Pages)

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year for each column
   Remove any rows for grades the school will not serve.

2. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Grade Level	Number of Students					
	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__	Capacity 20__
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
TOTAL						

New Operator Proposals

Section 1: Educational Program Design & Capacity

Program Overview

1. Summarize the education program and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

Curriculum and Instructional Design

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

2. Give an overview of the planned curriculum, addressing alignment with Mississippi's state standards as required by Mississippi Code 37-28-15.

   a. If the curriculum is fully developed, summarize curricular choices (e.g. text book or computer-based curricula selection) by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students. Provide, in **Attachment 1** a school-wide curriculum description table. *See Exhibit A for an exemplar. Your curriculum summary table may be no longer than one page per grade level and must be prepared in 12 point font with 1 inch margins.*

   -OR-

   If the curriculum is not already developed, instead explain the plan for how the curriculum will be developed between approval of the proposal and the opening of the school, and instead provide in **Attachment 1**, a curriculum development timeline, identifying milestones, individuals responsible for included tasks, and when key stages will be completed.

   b. Provide, as **Attachment 2**, a summary of the scope and sequence of the curriculum for all grades you propose to serve, including core academic as well as non-academic classes. *See Exhibit B for an exemplar. Regardless of the number of grades served, your summary scope and sequence may not be longer than two pages per grade and must be prepared in 12 point font with 1 inch margins.*

   c. Provide, as **Attachment 3** a curriculum map for one core academic subject for one grade the school will serve in year one. The curriculum map should identify course outcomes and demonstrate a clear alignment with appropriate state standards. *See Exhibit C for an exemplar.*

3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population.

Pupil Performance Standards

1. Describe the pupil performance standards for the school as a whole.

2. Provide, in **Attachment 4**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. *If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice*.

3. If the school has, or will adopt or develop, additional academic standards beyond those mandated by the state, explain the types of standards (content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example, and explain how these additional standards exceed requirements.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

5. Provide, also in **Attachment 4**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements

For schools serving grades 9-12 only.

1. Describe how the school will meet the graduation (exit) requirements described in **Attachment 4**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).

3. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting these requirements.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school, including total number of days/hours of instruction. Explain how the calendar reflects the needs of the educational program. Provide, as **Attachment 5,** the school's proposed calendar for the first year of operation.

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

School Culture

1. Describe the culture or ethos of the proposed school.

2. Explain the plan to create and implement this culture for students, teachers, administrators, and parents, starting from the first day of school.

3. Describe a typical school day from the perspective of a student in a grade that will be served in the first year of operation.

4. Describe a typical day for a teacher of a grade that will be served in the first year of operation.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how will they be funded.

2. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.

3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to: students with Individualized Education Programs or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations that the school expects to serve, and the basis for these assumptions, whether through data related to a specific school district, or a more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Complete this table to demonstrate calculation of at-risk students the school anticipates serving.

	% FRL ONLY	% Students with Disabilities ONLY
Anticipated school demographics		
Current school district demographics		
80% minimum requirement		

3. Specifically describe the plan to identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
    a. Methods for identifying students with special education needs (and avoiding misidentification);
    b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure access to the general education curriculum, and ensure academic success for students with special education needs;
    c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
    d. Plans for promoting graduation for students with special education needs *(high schools only)*; and
    e. Plans to have qualified staffing adequate for the anticipated special needs population.

4. Explain how the school will meet the needs of ELL students, including the following:
    a. Methods for identifying ELL students (and avoiding misidentification);
    b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
    c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
    d. Means for providing qualified staffing for ELL students.

5. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided for these students.

6. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
    a. Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their experience;

b. Plans for monitoring and evaluating the progress and success of these students; and
c. Means for providing qualified staffing for intellectually gifted students.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

2. Describe the timeline and individuals responsible for student recruitment/engagement and enrollment.

3. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
   a. Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process applications;
   b. Description of any enrollment preferences or priorities;
   c. Describe the school's lottery procedures and how they will comply with the statutory requirement in Mississippi Code §37-28-15 that lotteries be "equitable, randomized, transparent, and impartial";
   d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
   e. Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

1. Describe in detail the school's approach to student discipline. Taken together, the narrative description and discipline policy should:
   a. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
   b. List and define the offenses for which students must (where non-discretionary) and may (where discretionary) be suspended or expelled;
   c. Explain how the school will take into account the rights of students with disabilities, including students with Behavior Support Plans in disciplinary actions and proceedings; and
   d. Explain procedures for due process when a student is suspended or expelled as a result of a violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

2. If already developed, provide the proposed discipline policy as **Attachment 7.**

3. Discuss how students and parents will be informed of the school's discipline policy.

Parent and Community Involvement

1. Describe the role of any parents and community members involved in developing the proposed school.

2. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening.

3. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described below). Describe any opportunities and/or expectations for ongoing parent, student, and community involvement. Any parent volunteer requirements must also include a waiver process that considers individual family circumstances.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature,

purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

5. Provide, as **Attachment 8,** existing evidence of demand for the school (e.g. letters of support or intent to apply forms from families and students) and/or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, and/or contracts). *DO NOT ATTACH CONVERSION SCHOOL PETITIONS HERE.*

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.

   a. If known, identify the individuals who will fill these positions, explain why each is well qualified for a specific role, and summarize their relevant track record of success. Provide, as **Attachment 9**, the qualifications, resumes, professional biographies, and proof of US citizenship for each identified individual.

   -AND/OR-

   b. If any of these positions are not yet filled, discuss the process and timeline for recruiting, selecting, and hiring these team members. Describe the criteria to be used in selecting each, and instead provide in **Attachment 9** a complete job description and required qualifications for each unfilled role.

3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. Discuss the evidence of the leader's ability to effectively serve the anticipated population. This evidence may include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of the leader or other administrator. Also provide, as **Attachment 10**, the qualifications, resume, professional biography, and proof of US Citizenship for this individual.

   -OR-

   If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 10** a complete job description and required qualifications.

4. Describe the group's ties to and/or knowledge of the target community.

5. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role, and any resources they have contributed or plan to contribute to the school's development.

6. Explain who is currently leading the school development process, and who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school.

Section 2: Operations Plan & Capacity

Organization Charts

1. Submit, as **Attachment 11**, organization charts that show the school governance, management, and staffing structure in
   a. The first year of school operations;
   b. At the end of the charter term; and
   c. When the school reaches full capacity, if in a year beyond the first charter term.

   Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.

2. Provide, as **Attachment 12:**
   a. The bylaws of the board, including any amendments;
   b. The code of ethics and conflict of interest policies for the board;
   c. Any additional governing documents already adopted, including other board policies; and
   d. The completed and signed statement of assurances (prepared using the template provided by MCSAB).

Governing Board

1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

2. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with the principal/head of school and any advisory bodies.

3. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are and/or will be represented on the governing board.

4. Explain how this governance structure and composition will: a) help ensure that the school will be an educational and operational success; b) evaluate the success of the school and school leader including what the board will evaluate and when it will evaluate the school and school leader; and c) include active and effective representation of key stakeholders, including parents.

5. List all current and prospective board members and their intended roles. For each individual identified, summarize interest in and qualifications to serve on the board. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Provide, as **Attachment 13,** the following documents for each individual identified here: a completed and signed Board Member Information Sheet, resume, professional biography, and proof of US citizenship (if a board member's documentation is attached elsewhere in this proposal or was submitted with the Letter of Intent, state so on the Information Sheet).

6. If the current applicant team does not include the initial board, explain how and when the transition to the formal governing board will take place.

7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled?

What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any requirement to participate.

8. If this proposal is being submitted by a pre-existing non-profit organization respond to the following:
    a. Was the pre-existing non-profit formed for a purpose other than operating schools? If so, please provide the mission of the organization and explain how operating charter schools serves that mission.
    b. Will the pre-existing non-profit board govern the new school, or will a new non-profit corporation governed by a separate board hold the charter?
    c. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
    d. If a new board has been or will be formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the proposal is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Advisory Bodies

1. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
    a. Its current and/or planned composition and the strategy for achieving that composition;
    b. The role of parents, students, and teachers, as applicable; and
    c. The reporting structure relative to the school's governing board and leadership.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Staff Structure

1. Summarize the staffing structure and growth plan for the school, describing:
    a. Year 1 positions, as well as positions to be added in future years;
    b. Administrative, instructional, and operational and support staff; and
    c. The teacher-student ratio, as well as the ratio of total adults to students for the school.

2. Provide, as **Attachment 14**, a complete staffing chart for the school (prepared using the template provided by MCSAB).

3. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. If developed, provide, as **Attachment 15**, any personnel policies or employee manual.

2. Outline compensation structure for all employees, including salary ranges and employment benefits, as well as any incentives or reward structures, if applicable.

3. Describe the strategy, plans, and timeline for recruiting and hiring teaching staff, including the school's plan for hiring highly qualified staff in accordance with the ESEA. Explain required qualifications for instructional staff, key selection criteria, and any special considerations relevant to your school design.

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

5. Explain how teachers will be supported, developed, and evaluated. Will the school use the MSTAR framework? If you intend to supplement or use an alternative to MSTAR, outline the tools and key inputs. If already developed, provide, in **Attachment 16,** any supplemental teacher evaluation tool(s). *If you intend to use only MSTAR, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*

6. Explain how the school leader will be supported, developed, and evaluated each school year. Will the school use the MPES framework? If you intend to supplement or use an alternative to MPES, outline the tools and key inputs. Provide, in **Attachment 17,** any supplemental leadership evaluation tool(s) that you have developed already. *If you intend to use only MPES, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*

7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Professional Development

1. Identify the person(s) or position(s) responsible for overseeing professional development (PD).

2. Discuss the core components of the school's PD plan and how they will support effective implementation of the educational program. Discuss the extent to which professional development will be individualized or uniform. Who will be responsive for administering PD programs (e.g. a staff member, consultant, etc.)?

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and discuss how such time will typically be used.

Performance Management

1. Explain the plan for using internal and external assessments to measure and report progress against the Mississippi Charter School Performance Framework. Specifically, how will this plan address the following key areas on which charter schools will be evaluated:
   a. student academic proficiency and growth;
   b. achievement gaps in both proficiency and growth between major student subgroups;
   c. attendance;
   d. recurrent enrollment from year to year;
   e. in-school and out-of-school suspension rates and expulsion rates;
   f. graduation and dropout rates for appropriate multiple-year cohorts;

g. *(for high schools only)* student postsecondary readiness, including the percentage of graduates submitting applications to postsecondary institutions, high school completion, postsecondary admission and postsecondary enrollment or employment;
h. financial performance and sustainability; and
i. governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Facilities

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

2. Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).

3. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Include in this discussion the plan for ensuring that identified facilities will comply with applicable state and local health and safety requirements and applicable planning review procedures.

4. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 18**. Briefly describe the facility including location, size, and amenities. You may provide, also in **Attachment 18**, up to 10 pages of supporting documents providing details about the facility.

Start-Up & Ongoing Operations

1. Provide, as **Attachment 19**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.

2. Describe the transportation plan that details how reliable and safe transportation will be provided for all students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events, if applicable.

3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

4. List the types of insurance coverage the school will secure, including a description of the levels of coverage and estimated costs. Explain the basis for these assumptions.

Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: staffing; professional development; performance management; general operations; and facilities management.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Section 3: Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

5. Describe any services to be contracted, such as transportation, business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

7. Submit the completed Financial Plan Workbook as **Attachment 20**. In developing your budget, use the information provided to calculate your per-pupil revenue projection. Prepare your submission using the template provided by MCSAB. Complete ALL sheets in the workbook. ***NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.***

8. Budget Narrative: As **Attachment 21**, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
    a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 21** evidence of commitment for any funds on which the school's core operation depends.
    b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
    c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following: Financial management; Fundraising and development; and Accounting and internal controls.

Existing Operator Proposals

Section 1: Educational Program Design & Capacity

Program Overview

1. Summarize the education program, and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

Curriculum and Instructional Design

1. Describe the organization's existing school model(s), specifically explaining any differences among the schools in the portfolio. For example, note curriculum and basic learning environment, including class size and structure for all divisions to be served, as implemented in current schools.

2. Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design, among multiple schools.

3. Clearly explain any key educational features of the proposed Mississippi school(s) that *differ* from the organization's existing portfolio of schools or schools proposed for replication. Explain the rationale for the variation in approach and identify any new resources the variation would require.

4. Give an overview of the planned curriculum, addressing alignment with Mississippi's state standards, including the Mississippi College- and Career-Ready Standards, as required by Mississippi Code 37-28-15.

    a. If the curriculum is fully developed, summarize curricular choices (e.g. text book or computer-based curricula selection) by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students. Provide, in **Attachment 1** a school-wide curriculum description table. *See Exhibit A for an exemplar. Your curriculum summary table may be no longer than one page per grade level and must be prepared in 12 point font with 1 inch margins.*

    -OR-

    If the curriculum is not already developed, instead explain the plan for how the curriculum will be developed between approval of the proposal and the opening of the school, and instead provide in **Attachment 1**, a curriculum development timeline, identifying milestones, individuals responsible for included tasks, and when key stages will be completed.

5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population.

Pupil Performance Standards

1. Describe the pupil performance standards for the school as a whole.

2. If the school has, or will adopt or develop, additional academic standards beyond those mandated by the state, explain the types of standards (content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example, and explain how these additional standards exceed requirements.

3. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

4. Provide, also in **Attachment 2**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements

For schools serving grades 9-12 only.

1. Describe how the school will meet the graduation (exit) requirements described in **Attachment 2**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).

3. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting these requirements.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school, including total number of days/hours of instruction. Explain how the calendar reflects the needs of the educational program. Provide, as **Attachment 3,** the school's proposed calendar for the first year of operation.

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 3**, a sample daily and weekly schedule for each division of the school.

School Culture

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

2. Explain the plan to create and implement this culture for students, teachers, administrators, and parents starting from the first day of school.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and students at risk of academic failure.

4. Describe a typical school day from the perspective of a student in a grade that will be served in the first year of operation.

5. Describe a typical day for a teacher of a grade that will be served in the first year of operation.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how will they be funded.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to: students with Individualized Education Programs or Section 504 plans; English Language Learners (ELLs); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations that the school expects to serve, and the basis for these assumptions whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Complete this table to demonstrate calculation of at-risk students the school anticipates serving

	% FRL ONLY	% Students with Disabilities ONLY
Anticipated school demographics		
Current school district demographics		
80% minimum calculation		

3. Explain more specifically how the plan to identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
   a. Methods for identifying students with special education needs (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure access to the general education curriculum, and ensure academic success for students with special education needs;
   c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
   d. Plans for promoting graduation for students with special education needs *(high schools only)*; and
   e. Plans to have qualified staffing adequate for the anticipated special needs population.

4. Explain how the school will meet the needs of ELL, including the following:
   a. Methods for identifying ELL students (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
   c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
   d. Means for providing qualified staffing for ELL students.

5. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided for these students.
6. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
   a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their experience;
   b. Plans for monitoring and evaluating the progress and success of these students; and

c. Means for providing qualified staffing for intellectually gifted students.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

2. Describe the timeline and individuals responsible for student recruitment/engagement and enrollment.

3. Provide, as **Attachment 4**, the school's Enrollment Policy, which should include the following:
   a. Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process applications;
   b. Description of any enrollment preferences or priorities;
   c. Describe the school's lottery procedures and how they will comply with the statutory requirement in Mississippi Code §37-28-15 that lotteries be "equitable, randomized, transparent, and impartial";
   d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
   e. Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

1. Describe in detail the school's approach to student discipline. Taken together, the narrative description and discipline policy should:
   a. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
   b. List and define the offenses for which students must (where non-discretionary) and may (where discretionary) be suspended or expelled;
   c. An explanation of how the school will take into account the rights of students with disabilities including students with Behavior Support Plans in disciplinary actions and proceedings; and
   d. Procedures for due process when a student is suspended or expelled as a result of a violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

2. If already developed, provide the proposed discipline policy as **Attachment 5.**

3. Discuss how students and parents will be informed of the school's discipline policy.

Parent and Community Involvement

1. Describe the role of any parents and community members involved in developing the proposed school.

2. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening.

6. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described below). Describe any opportunities and/or expectations for ongoing parent, student, and community involvement. Any parent volunteer requirements must also include a waiver process that considers individual family circumstances.

3. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.

4. Provide, as **Attachment 6,** existing evidence of demand for the school (e.g. letters of support or intent to apply forms from families and students) and/or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, and/or contracts). *DO NOT ATTACH CONVERSION SCHOOL PETITIONS HERE.*

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.

   a. If known, identify the individuals who will fill these positions, explain why each is well qualified for a specific role, and summarize their relevant track record of success. Provide, as **Attachment 7**, the qualifications, resumes, professional biographies, and proof of US citizenship for each identified individual.

   -AND/OR-

   b. If any of these positions are not yet filled, discuss the process and timeline for recruiting, selecting, and hiring these team members. Describe the criteria to be used in selecting each, and instead provide in **Attachment 7** a complete job description and required qualifications for each unfilled role.

3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. Discuss the evidence of the leader's ability to effectively serve the anticipated population. This evidence may include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of the leader or other administrator. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in, and provide analogous data for all classrooms the teacher has led. Also provide, as **Attachment 8**, the qualifications, resume, professional biography, and proof of US Citizenship for this individual.

   -OR-

   If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 8** a complete job description and required qualifications.

4. Describe the group's ties to and/or knowledge of the target community.

5. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

6. Explain who is currently leading the school development process, and who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school.

7. Describe the operator's current or planned process for sourcing and training potential school leaders for any schools opening in subsequent years. Explain how a pipeline of potential leaders for schools within the network has been or will be established and accessed for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Section 2: Operations Plan & Capacity

Vision, Growth Plan, and Scale Strategy

1. Describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Mississippi and/or other states. Include the following information, regardless of school location:
   a. Number and types of schools (divisions, grade levels served);
   b. Proposed opening years;
   c. Demographic characteristics of the students to be served by each school; and
   d. Projected enrollments.

   Discuss all currently targeted markets/communities and the criteria used for selection.

2. If the organization's existing portfolio or growth plan includes schools in other states, explain specifically how growth in Mississippi fits into the overall growth plan. Describe the vision for the organization after the five-year growth plan has been implemented.

3. Provide evidence of organizational capacity to open and operate high-quality schools in Mississippi and elsewhere as described. Outline specific timelines for building or deploying organizational capacity to support all proposed schools.

4. Discuss the results of past replication efforts and lessons learned – including particular challenges encountered, how each was addressed, and the plan to mitigate such challenges for the schools proposed in this proposal. Organizations that operate only one school should address challenges encountered while growing that school.

5. List all schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for failure or delay.

6. Provide, as **Attachment 9**, the organization's annual reports for the last two years and any current business plan for the organization.

7. Describe the steps planned to scale the model to new sites, including the individuals/positions involved and the resources contributed both by the organization and individual new schools.
   a. If the organization operates schools in other states, compare past scale efforts in other states to planned scaling in Mississippi.
   b. Describe plan for embedding the fundamental features of the model described into the planned schools.

Network Performance Management

1. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

2. Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

School Level Performance Management

1. Explain the plan for using internal and external assessments to measure and report progress against the Mississippi Charter School Performance Framework. Specifically, how will this plan address the following key areas on which charter schools will be evaluated:
   a. student academic proficiency and growth;
   b. achievement gaps in both proficiency and growth between major student subgroups;
   c. attendance;

d. recurrent enrollment from year to year;
e. in-school and out-of-school suspension rates and expulsion rates;
f. graduation and dropout rates for appropriate multiple-year cohorts;
g. *(for high schools only)* student postsecondary readiness, including the percentage of graduates submitting applications to postsecondary institutions, high school completion, postsecondary admission and postsecondary enrollment or employment;
h. financial performance and sustainability; and
i. governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.

2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Performance Track Record

NOTE: MCSAB will use the information provided in this section to assess the academic, organizational, and financial performance record of the organization, and the organization's schools or the school model that the organization proposes to replicate. The applicant must provide all of the requested information for all of its organization's schools. MCSAB may subsequently select a subset of schools for which the applicant will be required to provide additional performance information.

1. Provide, as **Attachment 10,** a summary of the applicant's complete current and historical portfolio of schools. Prepare your submission using the template provided by the MCSAB.

2. Select a consistently high-performing school from the organization's portfolio, and discuss its performance. Be specific about the results which provide the basis for judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
   a. Discuss the primary causes of the school's distinctive performance.
   b. Discuss any notable challenges that the school has overcome to achieve these results.
   c. Identify any ways in which this school's success has informed or affected how other schools in the portfolio have performed.
   d. Explain how effective practices, structures, or strategies were identified and how they were implemented in other schools.

3. Discuss a school with relatively low or unsatisfactory performance. Be specific about the results which provide the basis for judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.
   a. Describe the primary causes of the school's problems.
   b. Explain the specific strategies that are being employed to improve performance.

c. How will you know when performance is satisfactory?
d. What are the expectations for satisfactory performance in terms of performance levels and timing?

4. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

5. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain the causes of each occurrence.

6. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were/are being resolved.

7. Identify all current or past litigation, including arbitration proceedings, by school, involving the organization or any schools it operates. If applicable, provide as **Attachment 11** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

Organization Management

1. Identify the organization's leadership team and their specific roles and responsibilities. Submit, as **Attachment 12**, organization charts that show the school governance, management, and staffing structure in
   a. The first year of school operations;
   b. At the end of the charter term; and
   c. When the school reaches full capacity, if in a year beyond the first charter term.

   Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

2. Explain any shared or centralized support services the network organization will provide to schools in the authorizer's state. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided in **Attachment ESP-2**

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making Responsibilities	School Level Decision-Making Responsibilities
Performance Goals		
Curriculum		
Professional Development		
Data Management and Interim Assessments		
Promotion Criteria		
Culture		
Budgeting, Finance, and Accounting		
Student Recruitment		
School Staff Recruitment and Hiring		
HR Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
IT		
Facilities Management		
Vendor Management / Procurement		
Other operational services		

4. Provide, with **Attachment 12** above, the following organization charts (including both organization management/staff and schools within the network):
    - Year 1 network as a whole
    - Year 3 network as a whole
    - Year 5 network as a whole

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with an ESP, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.

2. Provide, as **Attachment 13:**
    a. The bylaws of the board, including any amendments;
    b. The code of ethics and conflict of interest policies for the board;
    c. Any additional governing documents already adopted, including other board policies; and
    d. The completed and signed statement of assurances (prepared using the template provided by MCSAB).

Organizational Governance

4. Explain what entity will hold the charter for the proposed schools. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are and/or will be represented on the governing board.

5. List all current and prospective board members and their intended roles. For each individual identified, summarize interest in and qualifications to serve on the board. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Provide, as **Attachment 14,** the following documents for each individual identified here: a completed and signed Board Member Information Sheet, resume, professional biography, and proof of US citizenship (if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet).

6. Describe the governance structure at both the network and (if applicable) individual school levels and the plan for satisfying all applicable statutory and MCSAB requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

7. If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.

8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

9. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

10. Explain how this governance structure and composition will: a) help ensure that each school will be an educational and operational success; b) evaluate the success of each school and school leader including what the school will evaluate and when it will evaluate each school and school leader; and c) include active and effective representation of key stakeholders, including parents.

11. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the proposal is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Advisory Bodies

1. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
    a. Its current and/or planned composition and the strategy for achieving that composition;
    b. The role of parents, students, and teachers, as applicable; and
    c. The reporting structure relative to the school's governing board and leadership.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Staff Structure

1. Summarize the staffing structure and growth plan for the school, describing:
    a. Year 1 positions, as well as positions to be added in future years;
    b. Administrative, instructional, and operational and support staff; and
    c. The teacher-student ratio, as well as the ratio of total adults to students for the school.

2. Provide, as **Attachment 15**, a complete staffing chart for the school (prepared using the template provided by MCSAB).

3. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. If developed, provide, as **Attachment 16**, any personnel policies or employee manual.

2. Outline compensation structure for all employees, including salary ranges and employment benefits, as well as any incentives or reward structures, if applicable. Explain the staff retention plan.

3. Describe the strategy, plans, and timeline for recruiting and hiring teaching staff, including the school's plan for hiring highly qualified staff in accordance with the ESEA. Explain required qualifications for instructional staff, key selection criteria, and any special considerations relevant to your school design.

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

5. Explain how teachers will be supported, developed, and evaluated. Will the school use the MSTAR framework? If you intend to supplement or use an alternative to MSTAR, outline the tools and key inputs. If already developed, provide, in **Attachment 17,** any supplemental teacher evaluation tool(s). *If you intend to use only MSTAR, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*

6. Explain how the school leader will be supported, developed, and evaluated each school year. Will the school use the MPES framework? If you intend to supplement or use an alternative to MPES, outline the tools and key inputs. Provide, in **Attachment 18,** any supplemental leadership evaluation tool(s) that you have developed already. *If you intend to use only MPES, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*

7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Organization-Wide Staffing

1. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.
2. Complete the table(s) below outlining your school staffing rollout plan for a "typical" elementary school and/or a "typical" high school, as applicable. Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models. If the proposed schools will use a staffing model that diverges from the operator's norm, please explain.

New Elementary School Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal						
Assistant Principal						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: i.e., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

New High School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal						
Assistant Principal(s)						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Student Support Position 1 [specify: e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs						

Professional Development

1. Identify the person(s) or position(s) responsible for overseeing professional development (PD).

2. Discuss the core components of the school's PD plan and how they will support effective implementation of the educational program. Discuss the extent to which professional development will be individualized or uniform. Who will be responsive for administering PD programs (e.g. a staff member, consultant, etc.)?

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and discuss how such time will typically be used.

Facilities

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

2. Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).

3. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Include in this discussion the plan for ensuring that identified facilities will comply with applicable state and local health and safety requirements and applicable planning review procedures.

4. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 19**. Briefly describe the facility including location, size, and amenities. You may provide, also in **Attachment 19**, up to 10 pages of supporting documents providing details about the facility.

Start-Up & Ongoing Operations

1. Provide, as **Attachment 20**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.
2. Describe the transportation plan that details how reliable and safe transportation will be provided for all students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. List the types of insurance coverage the school will secure, including a description of the levels of coverage and estimated costs. Explain the basis for these assumptions.

Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: staffing; professional development; performance management; general operations; and facilities management.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Section 3: Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

3. Provide, as **Attachment 21**, your most recent audited financial statements.

4. Discuss any material audit findings for your organization or any school that you operate.

5. Describe how the organization will provide and publish an independent annual audit of both organization-level and school-level financial and administrative operations.

6. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

7. Describe any services to be contracted, such as transportation, business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

8. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

9. Submit the completed Financial Plan Workbook as **Attachment 22**. In developing your budget, use the information provided to calculate your per-pupil revenue projection. Prepare your submission using the template provided by MCSAB. Complete ALL sheets in the workbook. ***NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.***

10. Submit as **Attachment 23** a detailed budget for the network level *(no template is provided)*. Include the following, in individual sheets:
    a. Startup Budget: The start-up budget should list all anticipated revenue and expenditures for the network in the period leading up to the first fiscal year in which the school(s) listed in this proposal would open. In other words, this budget demonstrates how the organization will support pre-opening activities until the first school(s) proposed in this proposal open.
    b. Year one budget
    c. Startup/year one monthly cash flow projection
    d. Five year budget projections

11. Budget Narrative: As **Attachment 24**, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
    a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 24** evidence of commitment for any funds on which the school's core operation depends.

b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

12. Include, with **Attachment 24** above, a clearly labeled budget narrative for network level budgets, including detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which budgets will rely on variable income (e.g., grants, donations, fundraising) and how the organization will meet fundraising goals. Include the following:
    a. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
    b. Discuss contingency plans to meet financial needs if anticipated revenues are not received or are lower than estimated.
    c. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following: Financial management; Fundraising and development; and Accounting and internal controls.

List of Addenda

The following addenda should be completed as applicable by new and existing operators. Note that some addenda require additional attachments.

1. For applicants requesting WAIVERS from Mississippi Code § 37-28-47
2. For CONVERSION SCHOOL proposals
3. For proposals from operators using EDUCATION SERVICE PROVIDERS
    - Attachment ESP-1: ESP audited financial statements and annual report
    - Attachment ESP-2: ESP contract

Addendum 1. Request for Waivers from Mississippi Code § 37-28-47

6 Page Limit - ONLY applicants requesting a waiver from Mississippi Code § 37-28-47, relating to employment of a nonimmigrant foreign worker, should complete this section.

1. Identify all positions for which you are requesting a waiver. Provide a summary of the job descriptions and required qualifications for each.
2. Explain the rationale for this waiver request. Include in your explanation a summary of your efforts to date to recruit lawful permanent residents of the United States for the relevant position(s).
3. Describe how this waiver will positively impact student achievement.

Addendum 2. For Conversion School Proposals

6 Page Limit - ONLY applicants proposing to convert an existing (non-charter) public school should complete this section. Conversion school applicants may propose to provide a high quality option for students in schools where:

- **a majority of parents and/or teachers and/or school board members of the existing school wish to convert the existing non-charter public school; or**
- **the existing school is undergoing State or District turnaround efforts.**

Conversion charter schools must have a clear plan for dramatically improving persistently underperforming school cultures, significantly raising student achievement, and effectively meeting the needs of at-risk populations, especially students with disabilities.

Community Need and Support

1. Explain the rationale for converting the existing public school to charter status.
2. Describe the efforts to date to garner parent and community support and involve individuals and organizations in the conversion. Include a discussion of the process by which the applicant team gathered the evidence of eligibility for conversion (previously presented with the LOI), namely:
   a. a petition signed by a majority of teachers in the existing non-charter public school; or
   b. a petition signed by a majority of parents of students in the existing non-charter public school; or
   c. evidence of a majority vote of the local school board; or
   d. (in the case of schools in districts under state conservatorship) evidence of a majority vote of the State Board of Education.
3. Provide specific plans for ongoing family and community engagement, including timing and responsible individuals.

Enrollment and Recruitment Supplement

1. Explain the plan to cultivate student and parent investment in the conversion, especially how the school plans to limit attrition from the existing student body. Describe how this plan will successfully transition students who currently attend or are zoned to attend the school being converted.
2. *If applicable,* summarize the school's policy regarding enrollment preferences for students who reside within the former attendance area of the proposed charter school.
   a. The policies provided above as **Attachment 6** must specifically address differences between policy and procedure for students outside of the former attendance zone vs. students currently attending or zoned to attend the existing school.

Turnaround Planning

1. Describe your organization's prior experience in taking over or turning around an underperforming school.
2. Discuss specific ways that you will engage and transform the existing school culture during the pre-launch period and the first year of operation.

3. Present a phase-in plan that details how the proposed school would take responsibility for all grades and all existing programs of the school, including (but not limited to) programs for students with severe disabilities, ELL programs, and any early childhood education programs.
4. Describe the plan to work with the existing school during the conversion/transition process.

Addendum 3. Education Service Providers

10 Pages - This addendum is required of every operator, new and existing, that proposes school operation or management via contract with a third-party education service provider (ESP).

An ESP is any third-party entity that provides comprehensive education management services to a school VIA CONTRACT with the school's governing board. (In essence, an ESP does not propose to hold the charter, but rather to contract with the charter holder.)

Complete each section as applicable. All applicable sections of this addendum MUST be completed in order for the proposal as a whole to be deemed complete. If an applicant believes that a particular question in this section is not applicable to their proposal, the applicant should so state AND explain why the applicant believes the particular question does not apply. If a question has been thoroughly answered earlier in the narrative proposal, the applicant should so state AND reference the section, question number and page number. If an applicant is unsure as to whether or not a particular section is required, it is the responsibility of the applicant to contact MCSAB for guidance.

ESP Selection

1. Explain why the applicant is seeking to contract with an ESP rather than operate the school(s) directly.
2. Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

ESP Track Record

1. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the third-party ESP), identifying each reference.
2. List all schools operated by the ESP. Identify those schools that serve the same grade levels *and* student populations demographically similar to the anticipated population of the proposed school. Include name, year opened, contact information, location, number of students, and contact information for the authorizer for each currently operating school.
3. Provide evidence of the financial health of the ESP. Attach as **Attachment ESP-1** the most recent independent financial audit report of the ESP and its most recent annual report.
4. List and explain any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP has experienced in the past five (5) years.

Legal Relationship with ESP

1. Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated or owned in whole or in part by the ESP, and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with or receive any services from any of the entities listed in the previous question.

5. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.
6. If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement or any other facility or financing relationships with the ESP, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
7. Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

1. Provide a detailed description of the roles and responsibilities of the ESP.
2. Describe the scope of services and costs of all resources to be provided by the ESP.
3. Describe the oversight and evaluation methods that the Board will use to oversee the ESP. What are the school-wide and student achievement results that the management organization is responsible for achieving? How often, and in what ways, will the board review and evaluate the ESP's progress toward achieving agreed-upon goals? Will there be an external evaluator to assess the ESP's performance? What are the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory?
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.
5. Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?
6. What is the term (duration) of the management agreement? Explain the conditions and procedures (including time frames, notice, and decision-making procedures) for renewal and termination of the contract. How often will the management agreement be renewed? Describe the conditions that both the ESP and the school must satisfy for the management agreement to be renewed. On what grounds may the ESP or the school terminate the management agreement for cause, and without cause? List any indemnification provisions in the event of default or breach by either party.
7. Describe the plan for the operation of the school in the event of termination of the management agreement.
8. Provide as **Attachment ESP-2** a draft of the proposed management agreement with the ESP.

List of Exhibits

A. Sample Curriculum Description Table
B. Sample Scope and Sequence Document
C. Sample Curriculum Map
D. MCSAB 2017 RFP Stage 2 Evaluation Criteria
E. MCSAB 2017 RFP Stage 3 Evaluation Criteria

Exhibit A: Sample Curriculum Description Table

Content Area	Publisher/Product	Rationale for Selection
Grade Level:		
ELA		
Math	Connected Mathematics	*Connected Mathematics* is a constructivist, problem-centered middle school math curriculum that asks students to spend significant portions of time solving problems in contexts that require thinking, planning, reasoning, computing, and evaluating. Problem-centered math helps students make sense of and retrieve math concepts more readily. *Connected Math* focuses on depth of understanding, as well as on developing the necessary habits of mind that are conducive to the long-term study of mathematics. An independent study conducted by Claremont Graduate University's Institute of Organizational and Program Evaluation Research, reported that Connected Mathematics students demonstrated significantly greater gains in problem-solving, math communication, and math reasoning strategies than their peers using other math programs as evidenced by performance on the Balanced Assessment of Mathematics (BAM.)
	ST Math	Created by the MIND Research Institute, ST Math provides game-based, visual math instruction. This interactive program adapts to students' mastery as they progress through various skills and concepts targeted to their needs. ST Math focuses on improving conceptual learning and problem solving by visually representing concepts students learn during traditional instruction. Schools that use ST Math achieve at least double the growth in math proficiency than comparable schools.
Science		
Social Studies		
Other (specify)		
Grade Level:		
ELA		
Math		
Science		
Social Studies		
Other (specify)		

Exhibit B: Sample Scope and Sequence Summary

Core Academic Program Scope and Sequence					
	ELA	**MATH**	**SCIENCE**	**SOCIAL STUDIES**	**SPANISH**
9	**English Language Arts I: Classics across genres** Higher level of analysis of the novel, drama (Shakespeare), poetry, memoir, literary elements, speeches, short stories, non-fiction, crafting an argument	**Geometry** Graphing and the relations between equations and graphs, including points, lines, polynomials, circles, and other curves, graphing inequalities, slope, properties and relations of plane figures, circles, triangles and other polygons, transformations and proofs **--OR--** **Algebra I**	**Biology I** Matter, chemical building block of life, cell structure and life processes, genetics, DNA, classification of life, evolution, human body systems, biodiversity	**Contemporary US History and Civics** WWII and the Holocaust, the Cold War, the 1950s, cultural revolutions, Civil Rights, social policy, the 80s, 9/11 and post 9/11 US, Civics	**Spanish I**
10					
11					
12					

Non- Core Academic Program Scope and Sequence			
	PHYSICAL EDUCATION	**ACADEMIC ELECTIVES**	**FINE ARTS ELECTIVES**
9	**Health and Fitness I** Cardio, muscular development, team sports, yoga, dance, separate and co-gender sex-ed	Creative Writing Architecture	Visual Art, Choir or Band, Theatre
10			
11			
12			

Exhibit C: Sample Curriculum Map

9th Grade English Language Arts Curriculum Map			
Unit 1: Literary Elements and the Short Story (6 weeks – Aug- Sept.)			
Standards	**Objectives**	**Key Concepts/Vocabulary**	**Suggested Resources**
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **L.9-10.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	• Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories. • Understand and explain why plots in short stories usually focus on a single event. • Analyze how authors create the setting in a short story. • Define the concept of theme and identify the theme(s) in stories read. • Identify and explain characterization techniques in short stories. • Identify and explain the use of figurative language in short stories. • Analyze how authors create tone in short stories. • Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story. • Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion. • Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.	Reading: • Character, characterization • Figurative language • Irony (e.g., dramatic, situational, verbal) • Narrator (reliable and unreliable) • Parable • Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/ denouement) • Point of view • Sensory language • Setting • Style • Symbol, symbolism • Theme • Tone Writing: • Review parts of speech (Verbs: principal parts of verbs, especially irregular past and past participles; simple, perfect, and progressive tenses; agreement of subject and verb, especially with collective nouns Nouns: common, proper, concrete, abstract, countable, collective, compound, possessive, gerunds) • Review capitalization of common and proper nouns	"The Tell Tale Heart" by Edgar Allan Poe "The Gift of the Magi" by O Henry "New African" from *Sarah Phillips* by Andrea Lee "Between the Pool and the Gardenias" from *Krik Krak* by Edwidge Danticat
Assessments/Activities			
Literary Analysis Essay – Select a short story and write an essay that analyzes how a particular literary element plays a part			

in the essence and workings of one of the chosen stories. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to write your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.1, W.9-10.2)

Parts of Speech Review – Select a paragraph from the novel and identify all the verbs. Name the tense of each verb you find. (L.9-10.3)

Look at a photograph, painting, or magazine advertisement for at least three minutes. On a piece of paper, draw two intersecting lines to make four squares (one for each category: people, places, things, and ideas). In each square, list the nouns by category that you see in the image. Note whether they are abstract or concrete nouns. Identify the nouns in the Language Usage Activity and determine whether they are common or proper nouns; capitalize them if necessary. (L.9-10.2, L.9-10.3)

Informative Writing - Discuss the "slow motion" depiction of the murder in Poe's "The Tell-Tale Heart" and consider how Poe's craft affects the relationship between the narrator and his victim. State your thesis clearly and include at least three pieces of evidence to support it. (RL.9-10.4, W.9-10.2)

Exhibit D: Stage 2 Evaluation Criteria

MISSISSIPPI CHARTER SCHOOL AUTHORIZING BOARD
2017 CHARTER SCHOOL PROPOSAL
STAGE TWO EVALUATION CRITERIA
NEW AND EXISTING OPERATORS

Introduction

The 2017 MCSAB Charter School Proposal Evaluation process consists of three stages of review:

Stage 1: Completeness Check

All eligible proposals will be reviewed for completeness before they are distributed to evaluators. If a proposal is incomplete/incorrectly formatted, the applicant will have 48 hours to remedy issues and resubmit their proposal.

Stage 2: Threshold Quality Review

Independent evaluators will assess critical elements of each proposal against the published Stage 2 evaluation criteria. This document forms the basis for this stage of the evaluation process.

Stage 3: Independent Evaluation Team Review

Teams of independent evaluators will evaluate each proposal and discuss their findings based on the written materials in advance of the interview. During an in-person capacity interview, applicants will have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal.

The Stage 2 Evaluation Process

The Stage 2 Evaluation Criteria are the essential tools used by Stage 2 evaluators to determine whether a proposal meets the minimum quality threshold required to merit a full evaluation. A response is **Substantially Inadequate** if it plainly fails to address the RFP requirements or criteria for approval, or wholly lacks merit. During Stage 2, evaluators *only* provide a rating to indicate that a proposal has not met the minimum threshold, and is thus deemed substantially inadequate. If a proposal receives no Substantially Inadequate ratings during the Stage 2 evaluation, the proposal proceeds to a full review to assess the extent to which it meets the Stage 3 criteria for approval.

THRESHOLD 1: PUBLIC CHARTER SCHOOL OBLIGATIONS
Documents considered include (but may not be limited to): ● Proposal Narrative ○ Executive Summary ○ Section 1. Educational Program Design & Capacity: Student Recruitment & Enrollment ○ (*if applicable):* Addendum 1. Request for Waivers from Mississippi Code § 37-28-47 ○ (*if applicable):* Addendum 2. For Conversion School Applications: Enrollment & Recruitment Supplement, Turnaround Planning ● Attachment: Enrollment Policy
A response is substantially inadequate if:
It raises significant concerns about the applicant's understanding of, preparation for, and/or commitment to non-sectarian operation.
It is wholly lacking in or raises significant concerns about the applicant's understanding of, preparation to, and/or commitment to operating free of any prohibited application, admissions, or enrollment policies/practices.

THRESHOLD 2: STUDENT POPULATIONS
Documents considered include (but may not be limited to): ● Proposal Narrative ○ Executive Summary ○ Section 1. Educational Program Design & Capacity: Special Student Populations and At-Risk Students, Student Recruitment & Enrollment, Student Discipline ○ Section 2. Operations Plan & Capacity: Facilities ○ (*if applicable):* Addendum 2. For Conversion School Applications: Enrollment & Recruitment Supplement, Turnaround Planning ● Attachment: Enrollment Policy ● Attachment: Discipline Policy ● Attachment: Financial Plan Workbook
A response is substantially inadequate if:
It is wholly lacking in merit or raises significant concerns about the applicant's understanding of, preparation and/or commitment to meeting the needs of all special populations, including students with disabilities, ELLs, students requiring remediation or gifted and talented students.
The funds allocated to serving special populations are wholly inadequate or plainly contradicted by the assumptions in other parts of the plan.
Demographic projections fail to meet the statutory "80% rule" (i.e., the proposed school's underserved student population is equivalent to at least 80% of the underserved student percentage of the school District in which the school will be located).

THRESHOLD 3: STARTUP PLAN
Documents considered include (but may not be limited to): ● Proposal Narrative ○ Executive Summary ○ Section 1. Educational Program Design & Capacity: Student Recruitment & Enrollment, Education Program Capacity ○ Section 2. Operations Plan & Capacity: Staffing Plans, Hiring, Management, & Evaluation; Professional Development, Facilities, Start-up & Ongoing Operations ○ (*if applicable):* Addendum 1. Request for Waivers from Mississippi Code § 37-28-47 ○ (*if applicable):* Addendum 2. For Conversion School Applications: Enrollment & Recruitment Supplement, Turnaround Planning ● Attachment: Enrollment Policy ● Attachment: Facility commitment and description ● Attachment: Start-up plan ● Attachment: Financial Plan Workbook
A response is substantially inadequate if:
The start-up plan fails to identify critical work streams required before school opening.
The start-up plan fails to identify a specific and reasonable completion date for each milestone, and/or the time allocated to complete work streams within the start-up plan is wholly inadequate.
The start-up plan indicates that the applicants are entirely unprepared to meet compliance requirements or to understand what will be required to open on time and be ready to serve students effectively.
The plan for securing a viable facility in time for school opening is either non-existent or wholly implausible.

THRESHOLD 4: PERSONNEL
Documents considered include (but may not be limited to): ● Proposal Narrative ○ Executive Summary ○ Section 1. Educational Program Design & Capacity: Educational Program Capacity ○ Section 2. Operations Plan & Capacity: Organization Charts, Staff Structure, Professional Development ● Attachment: School leader qualifications ● Attachment: Leadership team qualifications ● Attachment: Organizational charts ● Attachment: Staffing chart ● Attachment: Financial Plan Workbook ● Attachment: Budget Narrative
A response is substantially inadequate if:
The applicants have not provided any evidence that the proposed school leader has any experience whatsoever in serving the proposed student population.
The proposed staffing structure is not viable, wholly lacking in merit, or is plainly and materially inconsistent with other parts of the plan.

THRESHOLD 5: FINANCIAL PLAN
Documents considered include (but may not be limited to): ● Proposal Narrative ○ Executive Summary ○ Section 2. Operations Plan & Capacity: Staff Structure, Facilities, Start-up & Ongoing Operations ○ Section 3. Financial Plan & Capacity ● Attachment: Staffing chart ● Attachment: Start-up plan ● Attachment: Financial Plan Workbook ● Attachment: Budget narrative
A response is substantially inadequate if:
The revenue assumptions are wholly lacking in merit or raise significant concerns about the applicant's understanding of, preparation to, or ability to realistically account for state and federal per pupil funding streams.
Budget worksheets as presented are mathematically inaccurate, and/or revenue and expense lines are accounted for incorrectly.
Budget projections for any year(s) result in a cash-negative position.
Private funds are included in financial projections (loans, grants, lines of credit, etc.), but are wholly unsubstantiated by evidence of commitment in Attachment: Budget Narrative.
Expenditure assumptions are not provided, wholly lack merit or are unsustainably high or low on their face. Any assumption detail fails to provide a credible rationale for accepting the facially invalid assumptions.
Employees and consultants/contractors working prior to school opening are not accounted for in the start-up budget, and/or the revenue allocated to cover those expenditures is wholly inadequate in relation to the work assumptions.

THRESHOLD 6: PERFORMANCE HISTORY *(For Existing Operators, including applicants proposing to partner with an ESP)*
Documents considered include (but may not be limited to): • Proposal Narrative: o Executive Summary o Section 2. Operations Plan & Capacity: Staff Structure, Facilities, Start-up & Ongoing Operations o Addendum 3. Education Service Providers • Attachment: Annual report and/or business plan • Attachment: Portfolio summary • Attachment: Litigation documents • Attachment: ESP audited financial statements and annual report • Attachment: ESP contract • Attachment: Organization audited financial statements • Attachment: Organization-level budget
A response is substantially inadequate if:
Evidence demonstrating the operator's track record of academic performance is not provided, or plainly fails to meet the statutory requirement to demonstrate gains in student achievement.
Evidence of successful management of nonacademic school functions (e.g., back-office services, school operations, extracurricular programs) is not provided or is plainly inadequate.

THRESHOLD 7: ESP RELATIONSHIP *(For applicants proposing to contract with an ESP)*

Documents considered include (but may not be limited to):
● Proposal narrative
  ○ Executive Summary
  ○ Addendum 3. Education Service Providers
• Attachment: Financial Plan Workbook
• Attachment: Budget Narrative
• Attachment: Annual report and/or business plan
• Attachment: Portfolio summary
• Attachment: Litigation documents
• Attachment: ESP audited financial statements and annual report
• Attachment: ESP contract
• Attachment: Organization audited financial statements
• Attachment: Organization-level budget

A response is substantially inadequate if:
The contract is not in the form of a fee-for-service agreement, and/or any financial transactions, facility transactions, etc., are included in the contract.
The term sheet and/or contract indicate contract duration longer than the first term of the charter.
The term sheet and/or contract wholly fail to articulate roles of and differentiate responsibilities between the governing board, school staff, and the ESP (e.g., the board cedes independent oversight/authority over budget, performance).
The term sheet and/or contract do not assign ownership rights (e.g., curricular materials, FFE, facility/land) or employment authority (for members of school-level staff).

Exhibit E: Stage 3 Evaluation Criteria

MISSISSIPPI CHARTER SCHOOL AUTHORIZING BOARD
2017 CHARTER SCHOOL PROPOSAL
STAGE THREE EVALUATION CRITERIA

Introduction

The 2017 MCSAB Charter School Proposal Evaluation process consists of three stages of review:

Stage 1: Completeness Check

All eligible proposals will be reviewed for completeness before they are distributed to evaluators. If a proposal is incomplete/incorrectly formatted, the applicant will have 48 hours to rectify issues and resubmit their proposal. Proposals that satisfactorily remedy issues will proceed to Stage 2 evaluation. Proposals that are still incomplete will be disqualified from further review.

Stage 2: Threshold Quality Review

All proposals that are found to be complete will be distributed for Stage 2 review. Independent evaluators will assess critical elements of each proposal against the published Stage 2 evaluation criteria. Proposals deemed to be "Substantially Inadequate" will be disqualified from further review.

Stage 3: Independent Evaluation Team Review

Teams of independent evaluators will evaluate each proposal in its entirety. They will work both independently and as a team to analyze the proposal and discuss their findings based on the written materials in advance of the interview. During an in-person capacity interview, applicants will have the opportunity to present their plan and demonstrate capacity to open and maintain a high-quality charter school as well as to answer specific questions about their proposal. This document forms the basis for this stage of the evaluation process.

The Stage 3 Evaluation Process

The Stage 3 evaluation criteria are the essential tools for proposal evaluators, used in both their individual and team assessments of each proposal. There are separate evaluation criteria for new and existing operator applicants. The evaluators present both ratings on a scale and narrative analysis of each section of the proposal as compared to the evaluation criteria. Throughout the evaluation process, evaluators will update their analysis to include additional information (due diligence, capacity interview, etc.) as it is presented. Within each section, specific criteria define the expectations for a response that "Meets the Standard." **In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, budget, and other sections of the proposal.**

In general, the following definitions guide evaluator ratings:

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Partially Meets the Standard	The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps in a number of areas.
Falls Far Below the Standard	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

A proposal that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant's capacity to successfully implement the proposed academic and operational plans.

Evidence of Capacity

Throughout the proposal, evaluators will assess the evidence that the applicant team has the capacity to execute the plan as presented. In total, a high quality proposal will demonstrate evidence that the team has the capacity needed in all key areas in order to open and operate a charter school that improves academic outcomes for students.

- Individual and collective qualifications (documented, for example, by resumes and biographies for all members) to implement the Education Plan successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Individual and collective qualifications for implementing the Organizational Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

Stage Three Evaluation Criteria: New Operator Proposal

School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview.

Section 1: Educational Program Design & Capacity

A strong Educational Program Design is coherent overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan. A strong plan will have the following characteristics:

Program Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other subsections of the Educational Program, which will be assessed, in part, for the quality of alignment.

Curriculum and Instructional Design

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of the Mississippi Curriculum Frameworks
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.

Pupil Performance Standards

- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with applicable standards.
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

High School Graduation Requirements

- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

School Calendar and Schedule

- School calendar and daily and weekly schedules meet or exceed minimum state requirements regarding annual instructional time.
- Schedules and calendar align with the educational program; demonstrate that they are conducive to improving student learning.

School Culture

- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Language Learners, and students at risk of academic failure.

- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year.
- Articulate, compelling descriptions of the typical daily experiences of a student and a teacher in grades served in year one. Descriptions demonstrate a well thought-out school design that reflects the vision and will support student intellectual and social development.

Supplemental Programming

- *(If applicable)* Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs.
- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the school's educational and student-development plans.

Special Populations and At-Risk Students

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Language Learners (ELLs) including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school-wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification of ELLs, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from services, and plan for including ELLs in standardized testing and school-wide educational, extra-curricular, and culture-building activities.
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

Student Recruitment and Enrollment

- Enrollment Policy complies with state law and that ensures the school will be open to all eligible students.
- Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

Student Discipline

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities.
- Appropriate plan for disseminating the discipline policy to teachers, parents and students.

Parent and Community Involvement

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post- opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

Educational Program Capacity

- Evidence that the school leadership and management team have the collective qualifications (documented by resumes and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Sound plans for sourcing and training potential leaders for future campuses and for developing a pipeline of potential leaders for the network. *(If applicable)* Existing leadership pipeline is adequate to meet growth projections and includes strong candidates for future schools.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to having an ongoing role with the school.
- *(If School Leader candidate(s) is identified)* Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program.
- *(If School Leader candidate(s) is not yet identified)* Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- *(If members of the leadership team are identified)* Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- *(If leadership team is not yet identified)* Sound timeline, criteria, and process for recruiting and hiring the leadership team.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

Section 2: Operations Plan & Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan. A strong plan will have the following characteristics:

Organization Charts

- Clearly indicate all positions in all years, including any changes in reporting/authority over time.
- Delineates appropriate board and management roles and lines of authority.

Legal Status and Governing Documents

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

Governing Board

- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers,

duties, and current and desired composition (including diverse expertise and effective representation) that will foster school(s)/network success.

- *(If applicable)* Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate *(as documented by resumes, bios, and Board Information sheets for all currently-identified proposed members):* (a) will, capacity and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes and expectations for the school(s)/network.
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, and community experience and expertise.
- *(If applicable)* Sound, timely plan for creating or transitioning to the school governing board.
- *(If applicant is an existing not-for-it organization* other than *a charter school governing board)* Sound plan for transforming existing board to assume its new duties or forming a new board.
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- *(If applicable) If there will be a network-level board,* plan for clear identification and plan for addressing board development needs relative to growth.

Advisory Bodies

- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

Grievance Process

- Fair, accessible grievance process for parents and students.

Staff Structure

- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.

Staffing Plans, Hiring, Management, and Evaluation

- Compensation packages, system, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being “Highly Qualified” and are well suited to the school.
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

Professional Development

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an

induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

Performance Management

- *(Optional; may be network-level or school-level)* Meaningful mission-specific educational and/or organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
- Comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of the MCSAB's (or the operator's) goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

Facilities

- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

Start-Up & Ongoing Operations

- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.
- Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

Operations Capacity

- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

Section 3: Financial Plan & Capacity

A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan. A strong plan will have the following characteristics:

Financial Plan

- Draft financial procedures policy or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of

how it will establish and maintain strong internal controls , ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Financial Management Capacity

- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

Addendum 1. Request for Waivers from Mississippi Code § 37-28-47

A strong Request for Waivers is coherent overall and aligned internally with the school's mission and vision, Educational Program, Organization Plan, and Financial Plan as well as any other applicable Addenda. A solid case for a hiring waiver will have the following characteristics:

- Clearly identifies specific positions for which the applicant seeks hiring waivers. Job descriptions and required qualifications are detailed and understandable.
- Solid rationale for requesting the waiver, including reasonable efforts to date to fill the named positions with US residents.
- Demonstrates that a waiver of residency requirement in hiring will positively impact student achievement.

Addendum 2. For Conversion School Applications

A strong Conversion Application is coherent overall and aligned internally with the school's mission and vision, Educational Program, Organization Plan, and Financial Plan as well as any other applicable Addenda. A solid case for conversion will have the following characteristics:

Community Need and Support

- Presents a compelling case for converting the school.
- Demonstrates, beyond delivering the required petitions, clear support from one or more key stakeholder groups (staff, families, LEA, etc.)
- Includes a thoughtful plan for community engagement during the conversion process, including information on timing and specific individuals who will execute the plan.

Enrollment and Recruitment Supplement

- Specific plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.
- *If applicable,* clear description of any enrollment preferences/priorities designed to support the enrollment of students who would be zoned to attend the school.

Turnaround Planning

- Effective strategies, programming, and support services – and demonstrated capacity (preferably including prior takeover/turnaround experience) – to transform an underperforming school culture into a positive, inclusive, high-performing culture and to significantly raise student achievement among at-risk populations currently attending a low-performing school.
- Strong partnerships with the targeted community, including a robust community engagement plan for the pre-opening year.

Addendum 3. Education Service Providers

A strong proposal using an Education Service Provider, regardless of the composition of the applicant team/organizations is coherent overall and aligned internally with the school's mission and vision, Educational Program, Organization Plan, Financial Plan, and any other applicable Addenda. A strong plan will have the following characteristics:

ESP Selection

- Compelling justification for the applicant organization's decision to contract with an ESP rather than operate the school(s) directly.
- Compelling explanation of how and why this specific ESP was selected including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

ESP Track Record

- Evidence of the ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back- office services, school operations, extracurricular programs).
- Evidence that the applicant conducted reference checks on the ESP.
- Evidence of the financial health of the ESP as demonstrated through an independent financial audit report and its most recent annual report.
- No evidence of any management contract terminations or charter revocations, non-renewals, withdrawals, or failures to open.

Legal Relationship with ESP

- Evidence that the board is independent from the ESP and self-governing, including separate legal representation of each and arms-length negotiating.
- No existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities.
- No unexplained or unjustified relationships between the school and any subsidiary or related entities of the ESP.
- Clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities.
- Detailed explanation and compelling justification of any lease, promissory notes or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.
- Detailed explanation and compelling justification of any loans, grants, or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

- Detailed description of the roles and responsibilities of the ESP.
- Detailed explanation the scope of services and costs of all resources to be provided by the ESP.
- Detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including school-wide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals?
- Detailed explanation of the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory.
- Detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation.
- Detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance, and on what schedule.
- Detailed description of the duration, renewal and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed and the procedures for determining whether the management agreement will be renewed.
- Detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause (including provisions for notice to the other party, and any conditions under which either party may terminate the management agreement without cause.
- Explanation and justification of any indemnification provisions in the event of default or breach by either party.
- A compelling plan for the operation of the school in the case that the management agreement is terminated.

In reviewing the draft management agreement presented as an attachment to the application, evaluators will look for provisions that align with the descriptions and explanations evaluated under the Legal Relationships and Organizational Structure sections above. A sound management agreement also will have the following characteristics:

- Clearly defined terms.
- Fairly and reasonably distributed rights and responsibilities.
- Evidence of equitable bargaining power and balanced contractual authority.
- Does not include financial transactions (loans/grants/leases).
- Includes the following key areas: Roles and Responsibilities; Contract Duration, Renewal and Termination; Performance Oversight and Evaluation; Compensation and Finances; Intellectual and Physical Property; Contingency Planning for Terminated Contracts.

Stage Three Evaluation Criteria: Existing Operator Proposal

School Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other sections of the proposal, which will be assessed, in part, for the quality of alignment with the School Overview.

Section 1: Educational Program Design & Capacity

A strong Educational Program Design is coherent overall and aligned internally with the school's mission and vision, Operations Plan, and Financial Plan. A strong plan will have the following characteristics:

Program Overview

This section is not rated separately by the evaluators. It provides the evaluators with a reference for each of the other subsections of the Educational Program, which will be assessed, in part, for the quality of alignment.

Curriculum and Instructional Design

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of the Mississippi Curriculum Frameworks
- Comprehensive, quality curriculum overview that includes demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reasonable evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population.
- Clear and compelling description of the organization's approach to replicating and implementing the school mode, including curriculum and instructional design among multiple schools.
- Sensible rationale and identified resources for any key educational features that would differ from the organization's current model.

Pupil Performance Standards

- Clear, rigorous learning standards and exit standards aligned with applicable standards.
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

High School Graduation Requirements

- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

School Calendar and Schedule

- School calendar and daily and weekly schedules meet or exceed minimum state requirements regarding annual instructional time.
- Schedules and calendar align with the educational program; demonstrate that they are conducive to improving student learning.

School Culture

- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Language Learners, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school and throughout the school year.
- Articulate, compelling descriptions of the typical daily experiences of a student and a teacher in grades served in year one. Descriptions demonstrate a well thought-out school design that reflects the vision and will support student intellectual and social development.

Supplemental Programming

- *(If applicable)* Sound plan, design, schedule, and funding for summer school that will meet anticipated student needs.
- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the school's educational and student-development plans.

Special Populations and At-Risk Students

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Language Learners (ELLs) including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs and to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school-wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification of ELLs, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELLs and for exiting them from services, and plan for including ELLs in standardized testing and school-wide educational, extra-curricular, and culture-building activities.
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

Student Recruitment and Enrollment

- Enrollment Policy complies with state law and that ensures the school will be open to all eligible students.
- Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

Student Discipline

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights.

Legally sound policies for student discipline, suspension and expulsion that do not indicate students will be removed in an inappropriate manner, as well as appeals, including proper processes for students with disabilities.
- Appropriate plan for disseminating the discipline policy to teachers, parents and students.

Parent and Community Involvement

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post- opening parent engagement plan, including family-school partnerships that are welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

Educational Program Capacity

- Evidence that the school leadership and management team have the collective qualifications (documented by resumes and bios for all members) to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Sound plans for sourcing and training potential leaders for future campuses and for developing a pipeline of potential leaders for the network. *(If applicable)* Existing leadership pipeline is adequate to meet growth projections and includes strong candidates for future schools.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to having an ongoing role with the school.
- *(If School Leader candidate(s) is identified)* Evidence of the leader's experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed. Any identified leadership training is appropriate for and aligned with the educational program.
- *(If School Leader candidate(s) is not yet identified)* Evidence of the Board and/or network's preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school's leadership/management team (beyond the school leader).
- *(If members of the leadership team are identified)* Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- *(If leadership team is not yet identified)* Sound timeline, criteria, and process for recruiting and hiring the leadership team.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

Section 2: Operations Plan & Capacity

A strong Operations Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Financial Plan. A strong plan will have the following characteristics:

Vision, Growth Plan, and Scale Strategy

- Well-defined, thoughtful strategic vision and five-year growth plan for developing new schools locally and elsewhere, if applicable. This should include: years of opening; number and types of schools; all currently targeted markets/communities and criteria for selecting them; and projected numbers of students.
- *(If the organization's growth plan includes areas outside of Mississippi)* Meaningful focus on schools in Mississippi and commitment of organizational resources to support quality school replication as proposed.

- Demonstrated financial, organizational, and management capacity to execute the school replication plan successfully – and to support and ensure the quality and long-term success of all proposed schools – as evidenced by:
  - The organization's annual report for the last two years;
  - A sound, well-developed business plan;
  - Sound description of tasks and timelines for building or deploying organizational capacity to support the proposed schools; and
  - Successful school development, management, and replication experience.
- Demonstrated ability to learn from past school management/replication challenges, including thoughtful discussion of specific challenges and mitigation strategies.
- Thoughtful consideration of risks and challenges to achieving desired outcomes in Mississippi over the next five years and realistic, effective strategies for addressing them.

Network Performance Management

- *(Optional; may be network-level or school-level)* Meaningful mission-specific educational and/or organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
- Comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of the authorizer's (or the operator's) goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

School Level Performance Management

- *(Optional; may be network-level or school-level)* Meaningful mission-specific educational and/or organizational goals and targets, which are measurable or demonstrable by externally credible measures or assessments.
- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan (including qualified personnel) and system for measuring and evaluating academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the charter term.
- Comprehensive, effective plan (including qualified personnel) and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and interpreting the data for teachers and leading or coordinating data-driven professional development.
- Thoughtful, appropriate corrective actions the school and network will take if either falls short of the MCSAB's (or the operator's) goals at any level, including explanation of what would trigger such actions and who would implement them.

- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

Performance Track Record

- Complete information provided for all schools in the organization's portfolio as required by the Existing Schools Information Template.
- Strong academic, financial and organizational performance for schools in the organization's portfolio, particularly for those schools using similar models and serving similar student populations to the proposed schools (based on due diligence).
- Thoughtful discussion of a high-performing school in the network, including the evidence basis for judging the school as high-performing; causes for success; challenges overcome; and how the school's effective practices have been implemented elsewhere in the network
- Thoughtful discussion of a less-than-satisfactory school in the network, including the evidence basis for judging the school unsatisfactory; causes of problems; and specific strategies and expectations (performance levels and timeframe) for improvement
- Strong academic, organizational, and financial performance of network schools operating in, documented by the most recent performance/evaluation/renewal reports produced by the authorizer (or other evaluator, if applicable)
- Satisfactory performance record and demonstrated capacity to learn from past challenges/mistakes, demonstrated by the following: a) Record of any charter management contract terminations or non-renewals; charter terminations, non-renewals, shortened or conditional renewals, withdrawals or non-openings; performance deficiencies or violations that have led to formal authorizer intervention (past three years); or current or past litigation involving the organization or any of its schools; and b) Thoughtful, well-reasoned, and evidence-based discussion of any such experiences by the organization.

Organizational Management

- Highly capable network leadership team with sensibly defined roles and responsibilities and demonstrated capacity to lead the short- and long-term success of the school(s) as part of the growing network.
- Sound plan and structure for any shared or centralized support services, including description of services, network staffing, costs (amount and allocation aligned with budget), and specific service goals.
- Clear, effective assignment of school- and organization-level decision-making responsibility for key functions such as curriculum, culture, staffing, etc.
- Clear, sensible, complete organization charts depicting the governance and management structure for (a) the *network* as a whole (including both network management and schools within the network) in *Years 1, 3, and 5*; and (b) the *school model* (one school) in *Year 1* and *at full expansion*. The charts should delineate sound assignment of roles and responsibilities – and clear lines of authority among – (as applicable) the board, all management staff, any related bodies or councils, and any external organizations that will play a management role. The charts should also present clear lines of authority and reporting within the school(s). ***Evaluators will consider these organizational charts in tandem with those presented in the main application.***
- Sound, clear plan for managing the relationship between the governing board and school administration.

Organization Charts

- Clearly indicate all positions in all years, including any changes in reporting/authority over time.
- Delineates appropriate board and management roles and lines of authority.

Legal Status and Governing Documents

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

Organizational Governance

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.
- Clear description of an effective governance structure at both the network and individual school levels, including an explanation of whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools.
- *(If applicable)* Clear description of the organizational relationship between the network-level board and boards at each school, including the legal status of each board, and the scope of authority of each.
- *(If applicable)* Clear description of an effective governance structure in the absence of a network-level board.
- *(If applicable)* Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate *(as documented by resumes, bios, and Board Information sheets for all currently-identified proposed members):* (a) will, capacity and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes and expectations for the school(s)/network.
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, and community experience and expertise.
- *(If applicable)* Sound, timely plan for enlarging or otherwise changing the governing board to govern multiple schools, including a sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities beyond what the board already possesses and necessary for the governance of multiple schools.
- *(If applicable) If there will be a network-level board,* plan for clear identification and plan for addressing board development needs relative to growth.

Governing Board

- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition (including diverse expertise and effective representation) that will foster school(s)/network success.
- *(If applicable)* Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate *(as documented by resumes, bios, and Board Information sheets for all currently-identified proposed members):* (a) will, capacity and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes and expectations for the school(s)/network.
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, and community experience and expertise.
- *(If applicable)* Sound, timely plan for creating or transitioning to the school governing board.
- *(If applicant is an existing non-profit organization* other than *a charter school governing board)* Sound plan for transforming existing board to assume its new duties or forming a new board.
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- *(If applicable) If there will be a network-level board,* plan for clear identification and plan for addressing board development needs relative to growth.

Advisory Bodies

- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

Grievance Process

- Fair, accessible grievance process for parents and students.

Staff Structure

- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.

Staffing Plans, Hiring, Management, and Evaluation

- Compensation packages, system, and strategy that are likely to attract and retain strong staff.
- Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being "Highly Qualified" and are well suited to the school.
- Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff.
- Sensible allocation of school vs. network responsibilities for staffing.
- Leadership and teacher evaluation tools that are likely to be effective.
- Effective planning for unsatisfactory leadership/teacher performance and turnover.

Organization-wide Staffing

- Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success in existing schools.
- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.
- Sensible allocation of school vs. network responsibilities for staffing.
- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.

Professional Development

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

Facilities

- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

Start-Up & Ongoing Operations

- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.

- Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

Operations Capacity

- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

Section 3: Financial Plan & Capacity

A strong Financial Plan is coherent overall and aligned internally with the school's mission and vision, Educational Program, and Organization Plan. A strong plan will have the following characteristics:

Financial Plan

- Draft financial procedures policy or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls , ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Organization-Wide Business Plan

Evaluators will consider the elements of this section in tandem with the Financial Plan section of the main application.

- Evidence of the financial health and sustainability of the organization as demonstrated by audited financials.
- Financial procedures, policies, or other reasonable assurance that the organization has sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls , ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership (including the governing board) has a strong understanding of appropriate delineation of roles and responsibilities regarding school finance among the administration and governing board.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.

- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Financial Management Capacity

- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

Addendum 1. Request for Waivers from Mississippi Code § 37-28-47

A strong Request for Waivers is coherent overall and aligned internally with the school's mission and vision, Educational Program, Organization Plan, and Financial Plan as well as any other applicable Addenda. A solid case for a hiring waiver will have the following characteristics:

- Clearly identifies specific positions for which the applicant seeks hiring waivers. Job descriptions and required qualifications are detailed and understandable.
- Solid rationale for requesting the waiver, including reasonable efforts to date to fill the named positions with US residents.
- Demonstrates that a waiver of residency requirement in hiring will positively impact student achievement.

Addendum 2. For Conversion School Applications

A strong Conversion Application is coherent overall and aligned internally with the school's mission and vision, Educational Program, Organization Plan, and Financial Plan as well as any other applicable Addenda. A solid case for conversion will have the following characteristics:

Community Need and Support

- Presents a compelling case for converting the school.
- Demonstrates, beyond delivering the required petitions, clear support from one or more key stakeholder groups (staff, families, LEA, etc.)
- Includes a thoughtful plan for community engagement during the conversion process, including information on timing and specific individuals who will execute the plan.

Enrollment and Recruitment Supplement

- Specific plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.
- *If applicable,* clear description of any enrollment preferences/priorities designed to support the enrollment of students who would be zoned to attend the school.

Turnaround Planning

- Effective strategies, programming, and support services – and demonstrated capacity (preferably including prior takeover/turnaround experience) – to transform an underperforming school culture into a positive, inclusive, high-performing culture and to significantly raise student achievement among at-risk populations currently attending a low-performing school.
- Strong partnerships with the targeted community, including a robust community engagement plan for the pre-opening year.

Addendum 3. Education Service Providers

A strong proposal using an Education Service Provider, regardless of the composition of the applicant team/organizations is coherent overall and aligned internally with the school's mission and vision, Educational Program, Organization Plan, Financial Plan, and any other applicable Addenda. A strong plan will have the following characteristics:

ESP Selection

- Compelling justification for the applicant organization's decision to contract with an ESP rather than operate the school(s) directly.
- Compelling explanation of how and why this specific ESP was selected including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

ESP Track Record

- Evidence of the ESP's success in serving populations similar to the population that the applicant intends to serve, including evidence of academic success and successful management of non-academic school functions (e.g., back- office services, school operations, extracurricular programs).
- Evidence that the applicant conducted reference checks on the ESP.
- Evidence of the financial health of the ESP as demonstrated through an independent financial audit report and its most recent annual report.
- No evidence of any management contract terminations or charter revocations, non-renewals, withdrawals, or failures to open.

Legal Relationship with ESP

- Evidence that the board is independent from the ESP and self-governing, including separate legal representation of each and arms-length negotiating.
- No existing or potential conflicts of interest between the school's governing board and proposed ESP or any affiliated business entities.
- No unexplained or unjustified relationships between the school and any subsidiary or related entities of the ESP.
- Clear and detailed explanation of the supervisory responsibilities of the ESP (if any), including which school employees the ESP will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP supervisory responsibilities.
- Detailed explanation and compelling justification of any lease, promissory notes or other negotiable instruments, any lease-purchase agreements or other financing relationships with the ESP, including evidence that such agreements are separately documented and not part of or incorporated in the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the school.
- Detailed explanation and compelling justification of any loans, grants, or investments made between the ESP and the school, including an explanation and justification of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

ESP Management Plan

- Detailed description of the roles and responsibilities of the ESP.
- Detailed explanation the scope of services and costs of all resources to be provided by the ESP.
- Detailed description of the oversight and evaluation methods that the board will use to oversee the ESP, including school-wide and student achievement results which the management organization is responsible for achieving, and a description of how often, and in what ways, the board will review and evaluate the ESP's progress toward achieving agreed-upon goals?
- Detailed explanation of the conditions, standards, and procedures for board intervention, if the management organization's performance is deemed unsatisfactory.
- Detailed explanation of the compensation structure, including clear identification of all fees to be paid to the ESP and the schedule on which the ESP will receive compensation.
- Detailed explanation of the financial responsibilities of the ESP, including the ownership of items purchased with public funds, including which operating and capital expenditures each party will be responsible for assuming, what types of spending decisions the ESP can make without obtaining board approval, and what reports ESP submit to the board on financial performance, and on what schedule.
- Detailed description of the duration, renewal and termination of the management agreement, including how often the management agreement may be renewed, the conditions that both the ESP and the school must satisfy for the management agreement to be renewed and the procedures for determining whether the management agreement will be renewed.
- Detailed description of the grounds for which the ESP or the school can terminate the management agreement for cause (including provisions for notice to the other party, and any conditions under which either party may

terminate the management agreement without cause.

- Explanation and justification of any indemnification provisions in the event of default or breach by either party.
- A compelling plan for the operation of the school in the case that the management agreement is terminated.

In reviewing the draft management agreement presented as an attachment to the application, evaluators will look for provisions that align with the descriptions and explanations evaluated under the Legal Relationships and Organizational Structure sections above. A sound management agreement also will have the following characteristics:

- Clearly defined terms.
- Fairly and reasonably distributed rights and responsibilities.
- Evidence of equitable bargaining power and balanced contractual authority.
- Does not include financial transactions (loans/grants/leases).
- Includes the following key areas: Roles and Responsibilities; Contract Duration, Renewal and Termination; Performance Oversight and Evaluation; Compensation and Finances; Intellectual and Physical Property; Contingency Planning for Terminated Contracts.

Charter School Authorizer Board
Items Presented for Payment
January 24, 2017

Travel		
	Board Travel - January Meeting	TBD
	Executive Director Travel - January Meeting	TBD
Contractual		
Commodities		
Equipment		
TOTAL		**$ TBD**