



Missouri
Charter Public School Commission

Charter School Application Evaluation
INSERT NAME
INSERT DATE

General observations:

A.1 Mission, Vision, Philosophy, and Goals

A response that meets the standard will:

- Present a compelling 1-2 sentence mission statement that defines the purpose of the school;
- Present a coherent and concise description of the school's education philosophy and if applicable, innovation. Address what makes this proposed school unique from already available public school options; including any research or experience as to why this was chosen;
- Address the school's target population and how this specific school will meet the needs of the target population;
- Present a coherent and concise vision of school operation as well as what the school will look like in 5 years and 10 years if it is achieving its mission; and
- Present a coherent and concise summary of the school's performance goals over the term of the charter.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input checked="" type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

A.2 Curriculum and Instruction

A response that meets the standard will:

- Identify the school's philosophical approach to educating students, ensuring that priorities are meaningful, manageable, measurable, and focused on improving student outcomes;
- Be consistent with the school's mission and education program design;
- Present a clear and coherent framework for teaching and learning—particularly in core academic areas—and demonstrate alignment with Missouri Learning Standards;
- Demonstrate understanding of relevant instructional strategies consistent with the school's philosophical approach to educating students;
- Describe the process for developing the scope and sequence for core academic subjects over the next 3-5 years including a timeline and benchmarks;
- Identify sound research, experiential or theoretical base, and foundational materials that will guide curriculum development;
- Describe how the curriculum will be documented for and communicated to teachers including timelines and benchmarks;
- Present a coherent process for professional development that is likely to support effective development and implementation of the education program;
- Describe how staff development needs will be assessed; and
- Include a full unit of study from a full-year course that includes the unit assessment and demonstrates alignment or consistency with the school's mission and philosophy. For new models, reference and explain supporting research verifying how your approach will achieve your anticipated outcome for the targeted student population.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

A.3 Assessing Student Performance

A response that meets the standard will:

- Include an assessment and selection/decision making process aligned with the school's mission and overall educational priorities;
- Represent a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, grade levels, cohorts, and the charter school as a whole and as subgroups, including valid and reliable measures of student outcomes;
- Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes;
- Demonstrate understanding of and commitment to compliance with assessment requirements applicable to all Missouri public schools consistent with state law and relevant policies of the State Board of Education including the Missouri Assessment Programs, as applicable.; and
- Present clear criteria for promotion from one level to the next, and for graduation.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

A.4 School Calendar and Daily Schedule

A response that meets the standard will:

- Satisfy the requirement for a full school term as defined in 160.011;
- Comply with minimum requirements for the number of school days and hours pursuant to 160.041;
- Align with the school's educational mission and goals; and
- Provide, in advance, for the makeup of a minimum of six inclement weather closure days pursuant to 171.033.2;
- Include a Sample Daily Schedule for one grade in each grade level in which the school intends to operate; and

Include an Annual Calendar of the first year of operation.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

A.5 Target Population

A response that meets the standard will:

- Present evidence to indicate that the enrollment projections by grade and school-wide for each year of the charter are realistic;
- Account for attrition and mobility of students and include an admission policy for grades above entry level is aligned to mission, target population, and model.
- Present demographic data verifying the identified target population the school intends to serve;
- Demonstrate a clear understanding of the target population the school intends to serve;
- Present a persuasive explanation of how the proposed mission, curriculum, teaching methods, and services will meet the needs of the target population; and
- For high-risk: describe how school will be verifying students as high-risk for enrollment; and

Include and Anticipated Enrollment Table.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

A.6 Special Student Populations

A response that meets the standard will:

- Demonstrate understanding of and capacity to meet state and federal requirements regarding the identification and education of students with disabilities, students who are homeless and children who are gifted;
- Indicate a commitment to serving the full range of needs of students with disabilities--special needs and gifted;
- Describe the school's plan for the implementation of special education services;
- Contain written procedures to systematically identify and serve gifted/talented students in all grades consistent with state administrative rules and regulations;
- Provide identified gifted/talented students with instructional objectives and strategies that are appropriate to their identified needs and are provided on a continuing basis as these students progress through the grades;
- Demonstrate understanding of and capacity to meet state and federal requirements regarding identification and education of the likely ELL population;
- Indicate a commitment to serving the homeless as required by McKinney Vento;
- Indicate a commitment to ensure section 504 of the Rehabilitation Act of 1973;
- Describe plan for students requiring transportation due to Individual Education Plan; and
- Describe contingency plan for students requiring transportation due to an Individual Education Plan.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

A.7 School-Specific Goals and Objectives

A response that meets the standard will:

- Contain goals (no more than 12) and objectives that align with the school's mission and educational program;
- Define at least two academic and two non-academic goals and objectives that are specific, measurable, ambitious and attainable, relevant and time-bound;
- Set specific measures for sub-group population if it differs significantly from the school's overall population;
- Set high standards for student learning;
- Identify two comparative public schools (charter or district) within the district with similar grade configuration, model and target population. These "peer schools" should match your models as close as possible. Provide student and academic performance data.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

A.8 School Climate and Culture

A response that meets the standard will:

- Describe the school's culture (expectations) and climate (ethos);
- Describe how the school will promote the culture and climate with students, but also with board members, faculty, staff, parents, community, and vendors;
- Describe the interpersonal relations and social interactions, and organizational processes and structures of this school;
- Describe an approach to student discipline that is likely to promote a safe and orderly learning environment;
- Present legally sound policies for student discipline, suspension, dismissal, and expulsion or a reasonable plan for their development;
- Include evidence that the school will ensure a safe environment conducive to learning;
- Comply with all laws and regulations relating to student discipline under 160.261 and notification of criminal conduct under 168.071;
- Include a Student discipline policy; and
- Include a student handbook (if available).

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

B.1 Missouri Non-Profit

A response that meets the standard will:

- Describe the entity that will hold the charter and be responsible for governance of the school and ensuring the terms of the legal charter agreement and performance contract are met. Provide documentation of the entity's legal status including Articles of Incorporation, Bylaws and documentation of legal not-for-profit status;
- Present proper documentation that the entity proposing to hold the charter is a Missouri nonprofit corporation;
- In the case of pre-existing organizations, demonstrate that the operation of the proposed school is consistent with the organization's overall mission and operation and provide details of the operational relationship and the separation between the pre-existing organization and the governing board;
- Describe the process of ensuring the governing board is aware of and follows the Missouri Sunshine Law in conducting board and committee business;
- Ensure the Articles of Incorporation and Bylaws adhere to financial independence from any external education service provider;
- Describe the process of ensuring the school and governing board is aware and follows the Missouri Ethics Commission requirements; and
- Document that a copy of the application has been sent to the school board of the district in which the charter public school is to be located.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

B.2 Governing Board Composition

A response that meets the standard will indicate that the board:

- Has a thorough understanding of their governing role, the importance and relevance of the charter agreement and performance contract and ultimate responsibility for the school;
- Has capacity to oversee the successful development and implementation of the education program presented in the application;
- Has capacity to oversee the effective and responsible management of public funds;
- Has capacity to oversee and be responsible for the school’s compliance with its legal obligations;
- Understands the needs and wants of the school district area, local community, and/or targeted population;
- Is aware of their duties and responsibilities as public servants in accordance with 105.450; and
- Has the capacity to found and sustain a quality school; and
- Has submitted Prospective Board Member Resumes or CVs, Request for Information from Prospective Charter School Board Members, and Family care registry safety and criminal background checks for each board member.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

B.3 Management and Operation

A response that meets the standard will include:

- Clear delineation of the roles and responsibilities for administering the day- to-day activities of the school as well as reporting structures;
- Demonstrated understanding of management needs and priorities;
- Demonstrated understanding of the health and safety requirements;
- Demonstrated understanding of student data and records;
- Demonstrated understanding of state and federal compliance;
- A staffing plan that appears viable and adequate for effective implementation of the proposed educational program;
- Staff schedule matches budget;
- Assurances an annual report will be published;
- Assurance that background checks and family care safety registry checks as required by 160.408 11 will be conducted for every employee;
- Organizational Chart that shows the staffing and reporting structure for the board, administration and staff;
- A job description for all staff identified on the organizational chart;
- Staff schedule that shows year staff will be hired and staff to students served; and
- Term sheet of CMO, if applicable.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

B.4 Staff Recruitment, Retention, Replacement and Training

A response that meets the standard will:

- Present strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective;
- Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school’s anticipated enrollment;

Demonstrate a sound understanding of staffing needs with respect to successful implementation of the educational program; Assure that the charter does not employ teachers whose certificate of license to teach has been suspended or revoked by the state board of education;

- Assure school will enroll all staff in the appropriate pension fund;
- Present strategies to assure teachers are receiving professional development that is aligned to school mission, advancing the quality of instruction and advancing student outcomes;
- Include a draft of a Staff Handbook or Employment Manual, if developed; and
- Include personnel policies, if developed.

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Strengths:		
Weaknesses:		
Questions:		

B.5 Student Recruitment and Enrollment

A response that meets the standard will:

- Include an outreach and recruitment plan that demonstrates understanding of the community to be served and is likely to be effective for families traditionally less informed about educational options;
- Present enrollment projections that are supported by evidence of actual or potential demand and
- Include lottery, enrollment, and admissions policies and plans that comply with statute, including high-risk and credit recovery students if applicable.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

B. 6 Parent/Guardian, Community, Higher Education & Employee Involvement

A response that meets the standard will:

- Demonstrate evidence of parent, community, and educator involvement in the governance, operation, and vision of the charter public school;
- Present a clear plan for community partners that is aligned with and likely to further the school's mission;
- Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation;
- Demonstrate that the community partners have the capacity and commitment to fulfill its anticipated role;
- Present a vision and strategy for community involvement that is reasonably likely to further the school's mission and program; and
- Provide evidence that anticipated partnerships are realistic and achievable.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

C.1 Budget

A response that meets the standard will:

- Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing, and facility;
- Present realistic, evidence-based revenue and expenditure assumptions, including for any plan to incur and repay debt;
- Present viable strategies for meeting potential budget and cash flow challenges, particularly for pre-opening and first year of operation;
- Demonstrate a commitment to maintaining the financial viability of the school;
- Include a budget that reflects the projected percentage of reserve funds at the end of each fiscal year for the LEA.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

C.2 Financial Management

A response that meets the standard will:

- Demonstrate understanding of the school’s financial management and public stewardship obligations;
- Present evidence that the school is prepared to adhere to generally accepted accounting practices and the Missouri Financial Accounting Manual;
- Present evidence that the school will have adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch; and special education and limited English proficient enrollment;
- Have policies and procedures that are consistent and transparent to all stakeholders including parents, employees and the general public;
- Demonstrate compliance with ESSA;
- Demonstrate preparation to meet its insurance, annual audit, Annual Secretary of the Board Report (ASBR) and other key financial management obligations; and
- Ensure that any grants or federal programs funding the charter receives are administered according to established guidelines including the Code of Federal Regulations, Uniform Grant Guidance (OMNI), and the Education Department General Administrative Regulations (EDGAR).

C.2 Continued

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

C.3 Facility

A response that meets the standard will:

- Reflect a sound understanding of facility needs;
- Demonstrate knowledge of facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements;
- Present evidence to support facilities- related budget assumptions;
- Include evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population; and
- Demonstrate that the school's plan for acquisition of a facility is financially viable.

C.3. Continued

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

C.4 Contracted Services (non CMO) including but not limited to Insurance, Transportation and Food Service

A response that meets the standard will:

- Provide evidence of ability and preparation to obtain liability insurance coverage (minimum A- BEST rating) in the following areas:
 - Directors' and Officers' Liability;
 - Commercial General Comprehensive Liability that also expressly covers corporal punishment and athletic participation;
 - Educators' Legal Liability;
 - Employment Practices Liability;
 - Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits);
 - Automobile Liability;
 - Excess Liability or Umbrella (i.e. bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability);
 - Workers Compensation Liability; and
 - Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school's liability insurance covers employee theft insurance;
- Include evidence to support the budget expense assumptions related to insuring the schools such as copies of broker or agency estimates;
- Evidence of food service plan; and
- Defined process for contracted services.

Note on Transportation - With the exception of related services required under an Individualized Education Plan, charter public schools are not required to provide transportation.

If the applicants have elected to provide transportation, a response that meets the standard will:

- Present a thorough, realistic, and cost-effective transportation plan; and
- Provide specific evidence of third party readiness and terms for providing transportation services consistent with the

school's budget assumptions.

If the applicants have elected not to provide transportation, a response that meets the standard will present a clear statement of the school's intent not to provide transportation services;

- Describe viable transportation options for students; and
- Describe contingency plans for students requiring transportation due to IEP requirements.

C.4 Continued

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

D.1 Pre-Opening Plan

A response that meets the standard will:

- Demonstrate understanding of project management;
- Describe reasonable timelines to meet desired milestones for governance, curriculum and instruction, enrollment, parent engagement, staffing, finance, operations and facilities; and
- Capture the necessary milestones to demonstrate understanding of the pre- opening requirements.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		

D.2 Closure Plan

A response that meets the standard will provide the detailed elements of the plan as described in 5 CSR 20-100.265, Charter School Closure.

<input type="checkbox"/> Meets the Standard	<input type="checkbox"/> Partially Meets the Standard	<input type="checkbox"/> Does Not Meet the Standard
Strengths:		
Weaknesses:		
Questions:		