

Charter School Application Evaluation Rubric

**INSERT SCHOOL NAME  
INSERT DATE**

***General observations:***

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# Evaluation Instructions

Thank you forserving as an evaluator of applications to the Missouri Charter Public School Commission (Commission).

To review each application, the Commission assembles teams of internal evaluators and may engage external evaluators with relevant and diverse educational, organizational (governance and management), financial and legal expertise, as well as an understanding of the principles of accountability and autonomy. The Commission trains reviewers to ensure consistent standards and fair treatment of all applications. To ensure that decision-making processes are free of conflicts of interest, review assignments are made only after a full disclosure of any potential or perceived conflicts of interest between reviewers and applicants.

Reviews are based on applicable Missouri statutes, regulations, and the evaluation expectations outlined for each section. This includes the proposed charter school’s mission, organizational design (with a focus on strong governance), academic program, and financial management.

The application [INSERT LINK] was designed with [Principles and Standards for Quality Charter School Authorizing](https://www.qualitycharters.org/for-authorizers/principles-and-standards/) from the National Association of Charter School Authorizers (NACSA). Your evaluation of the application should also be grounded in [recent recommendations](https://qualitycharters.org/rethinking-the-new-school-application-recommendations/) from NACSA regarding new school applications. The Commission believes strongly that the following considerations, drawn from these principles, standards, and [recommendations](https://qualitycharters.org/rethinking-the-new-school-application-recommendations/), should be at the forefront of your mind:

* “Continu[ing] to emphasize strong literacy and numeracy while expanding how we define a great education” by “require[ing] “applicants to tell a more comprehensive story [of] what strong outcomes look like,”
* “Shift[ing] rigor from paper to people: . . . thoroughly “assessing the capacity of the proposed founding team to achieve great outcomes for students” instead of looking solely for a perfectly written application,
* Taking risks—even at a small scale—on “dramatically different approaches to teaching and learning, with rigorous yet different expected student and school outcomes,” and
* “Providing quality actionable feedback to applicants” without writing applications for them.

Before beginning your application evaluation, review the instructions and other resources provided by the Commission to applicants. That way, you will know the minimum context and understanding applicants should have had as they prepared their applications.

# Application Rubric

Within each application section, please check the **Rating** that best describes the extent to which the Applicant met expectations for opening and operating a quality school.

* + - **Meets:** The response demonstrates understanding of key issues in the section, provides evidence that the applicant will be prepared to operate a school according to the applicant’s design, and, when appropriate, notes what is still to be developed.
    - **Partially Meets:** The response meets some of the criteria but lacks meaningful detail or requires additional information to determine whether the design is viable or the applicant will be able to carry out the design in practice.
    - **Does Not Meet:** The response is significantly incomplete, lacks meaningful detail, demonstrates lack of preparation, and/or raises significant concerns about the applicant’s understanding of the requirements to effectively carry out the design.

Include strengths, weaknesses, and questions that the Commission staff may use in further evaluation, including in capacity interviews with the applicant.

After completing all other sections, please add general observations on the first page that capture your overall impression of the application and the likelihood of the applicant to turn this design into reality to help Missouri students succeed.

# Executive Summary

This section is not given a rating. But, you may consider this section in your general observations and look for alignment between the Executive Summary and other sections.

The executive summary should articulate what success will look like in governance, staffing, student and family services, academics, operations, and finance.

# Section A: Academic Plan Design and Capacity

## A.1 Mission, Vision, and Goals

A response that meets the standard will include the following:

* A compelling one or two sentence mission statement that defines the purpose of the school; a mission statement should articulate what the school intends to do, for whom, and to what extent;
* A coherent and concise vision statement describing what impact the school will have for students, staff, and the community in 5 years and 10 years if it is achieving its mission;
* A description of any innovative or unique features of the proposed school or educational model. The applicant should explain how these features will support the school’s mission and foster student success;
* A description of the school’s projected population, how projections were made, and how this specific school will meet the needs of the anticipated student population; and
* A coherent and concise summary of performance goals over the term of the charter. (A comprehensive description will be in A.7.)

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## A.2 Educational Program and Curriculum

A response that meets the standard will include the following:

* A description of the educational program, including the planned curriculum and instructional models;
* An explanation of why this program was chosen in light of the school’s mission, vision, and projected student population;
* A coherent and concise description of the school’s educational philosophy with priorities that are meaningful, manageable, measurable, and focused on improving student outcomes;
* Citations to any research referenced in the application;
* If the curriculum has already been fully developed, citations to research that shows the curriculum will lead to the intended outcomes for students;
* If the curriculum is still being developed, development plans for developing the curriculum and an explanation of research supporting claims that this approach will help students succeed;
* Strategies to successfully implement the curriculum, including
  + How the curriculum will be documented and communicated to teachers including timelines and benchmarks,
  + New teacher training and ongoing professional development, including how staff development needs will be assessed, and
  + The process for developing the scope and sequence for the core academic subjects, ELA, math, science, and social studies, over the next three to five years, including a timeline and benchmarks.

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## A.3 Assessing Student Performance

A response that meets the standard will include the following:

* A description of how the applicant will measure student progress toward the performance goals and academic standards adopted by the state board of education *and* additional goals set by the school;
* An explanation of how these measures are tied to the school’s mission and vision;
* The indicators, measures, metrics, and targets that will be used for academic program performance;
* An explanation of how baseline performance will be established in the first year of operation;
* An outline of the school’s approach to evaluating the progress of individual students and groups, through state-required assessments and other means specific to the school. This description should include:
  + Why the applicant chose these measures,
  + How and by whom teachers will be trained to gather, analyze, and use performance data to improve instruction,
  + When the board will review what performance data,
  + How performance data will be used, and when, to modify programming for individual students, groups of students, or classes, and
  + How performance will affect student promotion and, if applicable, graduation.
* For high school courses, a description of how the school will incorporate any state-required end-of-course assessments into the design of the courses.
  + For high school courses without state-required end-of-course assessments, a description of how success will be measured and credit awarded.
  + For alternative high schools, a description of how course credit will be earned.
* If the school plans to utilize competency based instruction and assessment to award credits, an explanation of how the competency based system will be designed and assessed.

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## A.4 School Calendar and Daily Schedule

A response that meets the standard will include the following:

* A description of how the calendar and daily schedule support the school's mission;
* An explanation of how the calendar and schedule were informed by the school’s educational philosophy and academic strategy (including student performance goals);
* A school calendar for the first year of operation, showing how the school day and school year will meet the legally required number of hours of pupil attendance. The calendar must satisfy the following requirements:
  + Comprise a full school term as defined in [RSMo 160.0111](https://revisor.mo.gov/main/OneSection.aspx?section=160.011&bid=35962&hl=),
  + Meet the requirements for the minimum hours as defined in [RSMo 160.041](https://revisor.mo.gov/main/OneSection.aspx?section=160.041&bid=35963&hl=), and
  + Ensure meeting those requirements in the case of inclement weather closures.
* A description of any planned student-focused extra-curricular activities that will accompany the school’s educational program, including when and how often they will occur, and how they will be funded.
* A sample daily class schedule for one grade in each planned grade level (elementary, middle, and/or high school), showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular activity, and afterschool activities, as applicable. The schedule should also show the teaching load and planning time for teachers.

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## A.5 Students the School Will Serve

A response that meets the standard will include the following:

* An Anticipated Enrollment Table [INSERT LINK] for each year of the school’s proposed five-year charter;
* A description of insights and feedback the community provided regarding the startup of the school, and an explanation of how those insights and feedback have been incorporated into the application;
* If the applicant is already operating a school, a description of any enrollment practices that will be different at this school, and how the community to be served differs from the community currently served;
* Evidence, including demographic data, to indicate that school and grade level enrollment projections for each year are realistic; and
* A description of expected student attrition and mobility, and how the school will respond to those trends.

If the school will serve a high dropout and/or at-risk population (defined above), the applicant should provide additional details regarding how their needs will be met.

Alternative schools should also complete Appendix A.9.4.

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## A.6 Special Student Populations

A response that meets the standard will include the following:

* A description of the founding group’s experience overseeing, managing, or providing services to special student populations;
* An outline of the school’s plan to identify students included in these special student populations;
* An explanation of how the school will develop plans for these students’ education—including developing needed individual educational plans—and how their progress will be monitored; this includes the roles board members, leaders, staff, and parents will play in the development and implementation of plans, as well as progress monitoring;
* If not outlined in previous sections, an explanation of how the school’s curriculum and teachers’ instruction has been designed and/or will be adapted to serve identified needs of these students;
* A summary of the staffing and resource allocations that will be made to meet these responsibilities (the budget should include necessary detail);
* An explanation of how any transportation required as part of individualized education programs (IEPs) will be provided and paid for; and
* An explanation of how student accommodations required pursuant to Section 504 of the Rehabilitation Act of 1974 will be identified and met, including how staff will work with students and parents to assess students’ needs for such accommodations.

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## A.7 School-Specific Goals and Objectives

A response that meets the standard will include the following:

* Goals and objectives, aligned with the school’s mission, vision, and educational philosophy. The list of goals should meet the following criteria:
  + Goals are specific, measurable, and time-bound,
  + At least two academic goals and two non-academic goals are included,
  + No more than ten goals are listed,
  + The list of goals includes student performance that will be measured by the sponsor as required by statute,
  + Data must be valid, reliable, and available to the sponsor (ideally from a third party),
  + Baseline data is included, or, if it is not yet available, a concise plan for setting baseline data is provided, and
  + Mission-specific goals are included, especially if they are used as key marketing elements of the school (e.g., internships, community partnerships, or language immersion). Include specific measures and metrics for monitoring all goals.
* A description of how data will be collected for each goal, i.e., a realistic process for gathering and analyzing data that will be used by the school team internally and shared with the sponsor;
* For academic goals the identification of two comparative nearby public schools (charter or district) with a similar grade configuration, model and/or target population. The applicant should explain why those schools were chosen, and comparative data from these “peer schools” should be provided. Applicants may but are not required to identify an additional high-performing public school within Missouri as an “aspirational peer.”

Applicants proposing alternative credit programs within their model should refer to Appendix A.9.4 when completing this section. Applicants planning to offer virtual courses should describe how virtual course completion aligns to and supports the school’s mission and other school specific goals. Such applicants must also complete Appendix A.9.3.

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## A.8 School Climate and Culture

A response that meets the standard will include the following:

* A description of the desired culture or ethos of the school;
* An explanation of how the desired culture will support the school’s mission and promote a positive learning environment;
* A description of how the school will address the social and emotional development of students;
* The school’s student behavioral philosophy and its alignment to the educational philosophy, including an outline of the conduct or discipline policy for both the general student population and for students with special needs, addressing how positive behavior will be reinforced and how inappropriate behavior will be discouraged;
* If it is already developed, an attachment with the full conduct or discipline policy (or Student Handbook);
* If it is not yet developed, the plan for developing the policy that is aligned with the school’s mission and meets the Commission’s pre-opening requirements; and
* A description of how the school will promote the culture with students, board members, staff, parents, community members, and vendors through training and other means.

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# Section B: Organizational Plan and Capacity

## B.1 Governance

A response that meets the standard will include the following:

* A description of the size, composition, and proposed committee structure of the board;
* If additional board members are needed, an outline of how they will be recruited before the school opens to ensure the board can fulfill the following functions:
  + Hire, oversee, and develop the superintendent, executive director, or CEO,
  + Oversee the development and implementation of the educational program,
  + Oversee the effective and responsible use of public funds,
  + Oversee and be responsible for compliance with all applicable legal obligations,
  + Effectively oversee the school and represent key stakeholders.
* An explanation of how the board will fulfill its responsibility for strong governance, an effective learning environment, and legal compliance, including a description of how and when the board will
  + Evaluate the success of the school leader, the school, and its own performance,
  + Review academic, organizational, and financial performance data, and
  + Ensure it is meeting basic legal and governance requirements.
* An outline of orientation and training plans for board members to govern effectively, adhere to applicable laws (including the Missouri Sunshine Laws), and ensure sound stewardship of public funds dedicated to the education of the school’s students. The application should distinguish between orientation that will occur at the beginning of a board member’s service, and ongoing training provided to all board members;
* An explanation of how the board will develop over time, including succession planning for officers and the CEO;
* An explanation of how and when complaints may be brought to the board and addressed; and
* All items required in Appendix B.

If the governing board has or will conduct other nonprofit activities besides operating the proposed school, the application should include a brief description of the organization, its history, its current operation, and the relationship between its existing or planned activities and the proposed school.

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## B.2 Personnel – Roles and Responsibilities

A response that meets the standard will include the following:

* A description of the proposed leadership structure of the school;
* Attached organizational charts for Year 1 and for when the school is at full capacity. In the charts there is a clear delineation of roles and the reporting structure of the board, leadership, and staff (including teachers);
* An explanation of how the staffing plan is aligned with the school’s mission and adequate to accomplish the school’s goals and objectives;
* An outline of the primary responsibilities for all staff identified on the organization chart. In the narrative or in attached job descriptions, identification of the critical skills or experience necessary to fulfill those responsibilities. Responsibilities for the following are included:
  + Development, oversight, and management of instructional leadership,
  + Curriculum development and implementation,
  + Student data/records management,
  + Federal program compliance (e.g., IDEA, Title I)
  + Budgeting,
  + Financial management, specifically including pension program management
  + Legal compliance, and
  + Any other special staffing needs.
* A delineation of which functions will be completed by employees and which by contractors;
* A job description for the school leader (even if one has been identified) with desired qualifications and responsibilities.

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## B.3 Personnel - Recruitment, Retention, Replacement, and Professional Development

A response that meets the standard will include the following:

* A staffing schedule aligned to the mission and projected student enrollment in year one and for the first five years;
* An explanation of how the staffing and training plans will support the school’s mission and successful implementation of the educational program (measured by the proposed goals and objectives);
* Plans for recruiting and training, retaining, and replacing staff for the first five-year term of the proposed school;
* An explanation of the hiring process and the timeline for hiring a school leader (if not already identified);
* Job descriptions for key administrative positions;
* Plans for cultivating future leadership capacity from existing staff;
* Professional development plans for all staff before school opening and during the school year. If not already outlined in A.2, above, an explanation of how professional development for non-teaching staff will support effective implementation of the educational program;
* A description of how training will be adjusted in light of student performance and current staffing;
* A description of strategies the school will use to recruit and retain effective teachers;
* If the school plans to use any non-certified teachers, an explanation of how the school will determine appropriate experience, training, and skills for those teachers (80 percent of all teachers in Missouri charter schools must be certified);
* Anticipated staff turnover, how the school will address that turnover, and how the budget accounts for these costs;
* An outline of how the school will deal with poor performance of staff; and
* Contingency staffing plans in case of enrollment declines.

Applicants should attach any personnel policies or handbooks that are already developed. Complete, board-approved policies and an employee handbook are required before opening.

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## B.4 Student Recruitment and Enrollment

A response that meets the standard will include the following:

* Enrollment projections for the school, by year, for the first five years of operation;
* A recruitment plan designed to meet the enrollment projections in time for school opening and successive years, which includes:
* Strategies that account for anticipated student attrition and mobility, and
* Marketing efforts and multiple communication media, including any necessary translation, to reach a broad cross-section of families and prospective students.
* An explanation of how the plans were chosen in light of data that informed the enrollment projections and the communities the school intends to serve;
* An explanation of how parents and community members will learn about the proposed school before and after the school opens;
* A description of the proposed enrollment and admissions process, including any necessary lottery;
* An explanation of how students applying to grades above the entry level will be admitted, in Year 1 and subsequent years; and
* The school’s policy for filling seats that remain open or become open during the school year.

If the charter public school intends to establish legally allowed admissions preferences based on a geographical area around the school, sibling enrollment in the school, eligibility for free- or reduced-price lunch, parent employment at the school, or-in the case of a workplace charter-parent employment in the business district or business site of the school, applicants must provide a clear description of the proposed preference and how they will apply in the event that capacity is insufficient to enroll all prospective students who submit a timely application.

If completed, applicants should attach the Admission and Enrollment Policy that covers these issues.

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| Questions: | | |

## B.5 Parent, Educator, and Community Involvement

A response that meets the standard will include the following:

* A description of how parents and community members were informed or involved in the development of the application;
* An explanation of how parents, educators, and community members and organizations will be involved in the governance and operation of the school;
* A description of how two-way communication will be fostered between parents and the school;
* If not previously provided, an explanation of how the school will cultivate and leverage community partners to achieve the school’s mission and support student success; and
* For any partner organizations, including those providing Pre-Kindergarten services, clear delineation of the roles of the partner organizations and the school.

Applicants may include the attachments, if available (labeled Attachment B.5):

* Relevant documentation, such as letters of support or commitments to provide or share resources; and
* Parent involvement policies or handbooks (including grievance procedures).

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# Section C – Financial Plan and Capacity

## C.1 Budget

A response that meets the standard will include the following:

* A budget that is consistent with and supports the school’s mission, educational philosophy and program, curriculum and assessment, personnel, and organizational plans;
* A description of how the budget demonstrates the school’s initial and ongoing financial viability, by creating a budget reserve during the first few years of operation (the budget must reflect the projected percentage of reserve funds at the end of each fiscal year for the LEA);
* Realistic, evidence-based revenue and expenditure assumptions, including for any plan to incur and repay debt;
* Budget and cost assumptions to demonstrate alignment with the educational program, and projected enrollment and staffing for the first three years;
* Viable strategies for meeting potential budget and cash flow challenges, particularly for pre-opening and first year of operation;
* A demonstrated commitment to maintaining the financial viability of the school; and
* The school’s contingency plans for Year 1 cash flow challenges, a budget shortfall, lower-than -expected student enrollment, or other financial challenges in the early years of operation.

The Charter School Budget Template [INSERT LINK] should detail the school’s estimated revenues and expenditures for the charter’s proposed term, including the startup year. The applicant should also submit the following projected financial statements:

* A cash flow analysis for pre-opening (from approval to June 30, prior to the arrival of students);
* A cash flow analysis for the first fiscal year of operation (July 1- June 30); and
* A schedule for debt repayment if the school anticipates incurring debt for any reason, such as for the acquisition of its facility.

If any debt is being repaid, applicants should describe the repayment assumptions and plan.

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## C.2 Financial Management

A response that meets the standard will include the following:

* A description of systems and procedures the governing board and leadership will use to manage the school’s finances;
* A delineation of which responsibilities will be filled by the board and its committees and which will be filled by school leadership;
* An explanation of how the school will comply with all applicable federal and state financial laws and regulations;
* The school’s plan to develop and implement internal controls through financial procedures and other safeguards, including:
  + How the board will provide for independent annual audits,
  + How the board will complete all required financial reporting,
  + How information required to be published will be made available for all stakeholders, including staff, parents, and the general public (this includes the annual financial report), and
  + Who will oversee compliance with management and reporting requirements for federal and state formula funds and discretionary grants (this includes [Uniform Grant Guidance](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1) and the [Missouri Financial Accounting Manual](https://dese.mo.gov/financial-admin-services/school-finance/accounting-manual)).

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## C.3 Facility

A response that meets the standard will include the following:

* A description of the experience of the founding group (board and proposed leadership) in facilities acquisition and management;
* A description of the school’s facility needs based on the educational program and anticipated enrollment. This should include, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities;
* An explanation of how the facility will conform to applicable health, safety, and occupancy requirements, including access for individuals with disabilities.

If a facility has been identified,

* The location (street address, city, and zip code) and floor plans;
* If renovation is required, a description of those plans, anticipated timing, and cost;
* If the school anticipates incurring debt as part of its facilities acquisition plan, a repayment plan must be included in the budget.
* Without disclosing confidential information, a description of anticipated lease or purchase terms;
* If the school intends to lease facilities from a school district, the status of those plans and evidence of any district commitments.

If a facility has not been selected,

* Specification of potential locations that are under consideration;
* Discussion of the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility; and
* The roles to be played by board members, leadership, and others to ensure a successful and on-time opening.

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| Questions: | | |

## C.4 Contracted Services (non-ESP)

A response that meets the standard will include the following:

TRANSPORTATION

* A statement whether the school intends to provide transportation for students. I
* If the school intends to provide transportation, a description of the transportation plan and, in Section C.1., an explanation of the revenue and expenditure assumptions for transportation, including anticipated state aid pursuant to [RSMo 163.161](https://revisor.mo.gov/main/OneSection.aspx?section=163.161&bid=8161&hl=);
  + If the school intends to contract with the local district or any other third party for transportation services, the status of those plans and evidence of the third party’s readiness and terms for providing those services; and
  + An explanation in Section C.1. Budget the school’s assumptions for transportation costs, including those required pursuant to IEPs.

INSURANCE

* An outline of the the school’s plans to secure insurance types that meet the 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
* A 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.

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| ❑ Meets the Standard | ❑ Partially Meets the Standard | ❑ Does Not Meet the Standard |
| Strengths: | | |
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| Weaknesses: | | |
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| Questions: | | |

# Section D – Pre-Opening Plan

A response that meets the standard will include the following:

* A detailed pre-opening timeline and plan that specifies who will do what, by when, to ensure a successful, on-time opening;
* A description of how the board will be involved in the oversight and implementation of the plan;
* An explanation of how unforeseen circumstances will be addressed. At a minimum, the plan should cover all items in the Commission’s pre-opening plan [INSERT LINK] and the following elements:
  + Plans to have a full complement of governing board members engaged with the opening of the school
  + Plans for recruitment and hiring of staff
  + Plans for recruiting and enrolling students
  + Acquisition and preparation of a facility
  + Plans for completing curriculum development
  + Finalization and implementation of organizational policies
  + Finalization and implementation of financial management policies

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| ❑ Meets the Standard | ❑ Partially Meets the Standard | ❑ Does Not Meet the Standard |
| Strengths: | | |
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| Weaknesses: | | |
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| Questions: | | |

# Appendix

## A.9. 1 Charter Management Organization/University Partnership - Optional

A response that meets the standard will include the following:

* An explanation of how the ESP or university was chosen as a partner, including: a description of how the proposal(s) or contract(s) have or will be vetted by financial experts and legal counsel independent of the provider;
* The planned relationship between the school and the ESP or university;
* A coherent delineation of the roles and responsibilities between the school’s governing board and the ESP or university;
* A clear description of the services to be provided by the ESP or university and how those services will further the school’s mission and program; and
* A description of how the school’s governing board will hold the ESP or university accountable for student performance and financial management.

As applicable, applicants should provide the following in Appendix A.9.1:

* A list of any other schools currently managed by the ESP or university in the state of Missouri with contact information
* Student performance data, disaggregated by groups, for other schools that the ESP or university has managed (for the most recent three years)
* A list of nonrenewals or revocations of charter schools previously operated by the ESP or university (organized by year of nonrenewal or revocation)
* The services agreement as executed between the governing board and the ESP or university (or template version if not yet executed). This agreement must include provisions for cancelation and any penalties associated with cancelation of the agreement.

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| ❑ Meets the Standard | ❑ Partially Meets the Standard | ❑ Does Not Meet the Standard |
| Strengths: | | |
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| Weaknesses: | | |
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| Questions: | | |

# Appendix A.9.2 Career and Technical Education – Optional for High School

## Applicant Instructions

A response that meets the standard will include the following:

* The rationale for the program, i.e., how offering CTE programs will lead to the school accomplishing its mission and how doing so is aligned with the educational philosophy of the school;
* The plan for obtaining necessary approval to offer the program;
* The staffing plan for the program (this narrative must match the budget submitted with this application); and
* The financial and other resources that will be required for successfully delivering the programs.

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| ❑ Meets the Standard | ❑ Partially Meets the Standard | ❑ Does Not Meet the Standard |
| Strengths: | | |
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| Weaknesses: | | |
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| Questions: | | |

# Appendix A.9.3 Virtual Programs – Optional

A response that meets the standard will include the following:

* The rationale for the program, i.e., how offering virtual programs will lead to the school accomplishing its mission and how doing so is aligned with the educational philosophy of the school;
* How these options will be communicated to families;
* The plan for ensuring all courses offered meet the statutory requirements;
* The staffing plan for the program, including the student:teacher ratio for the courses (this narrative must match the budget submitted with this application); and
* The financial and other resources that will be required for successfully delivering the programs.

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| ❑ Meets the Standard | ❑ Partially Meets the Standard | ❑ Does Not Meet the Standard |
| Strengths: | | |
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| Weaknesses: | | |
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| Questions: | | |

# Appendix A.9.4 Use of Alternative Credit toward High School Graduation – Optional

A response that meets the standard will include the following:

* The rationale for offering alternative credit toward high school graduation, i.e., how this will help the school accomplish its mission and how is it aligned with the educational philosophy of the school;
* The types of credit that will be available (e.g., off-campus instruction, embedded credit, work experiences through internships, and independent studies);
* How these options will be communicated to families;
* The plan for assessing completion of and progress toward alternative credits; and
* Any staffing, financial, or other resources necessary for offering alternative credits (this narrative must match the budget submitted with this application).

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| ❑ Meets the Standard | ❑ Partially Meets the Standard | ❑ Does Not Meet the Standard |
| Strengths: | | |
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| Weaknesses: | | |
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| Questions: | | |