

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

84.282A CSP Grants to State Entities

CFDA # 84.282A

PR/Award # U282A170020

Grants.gov Tracking#: GRANT12401842

OMB No. , Expiration Date:

Closing Date: May 18, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/18/2017"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Mississippi Charter School Authorizer Board"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>

d. Address:

* Street1:	<input type="text" value="239 N. Lamar Street"/>
Street2:	<input type="text" value="Suite 207"/>
* City:	<input type="text" value="Jackson"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MS: Mississippi"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="39201-1328"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Marian"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Schutte"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Executive Director"/>
--

Organizational Affiliation: <input type="text" value="Mississippi Charter School Authorizer Board"/>

* Telephone Number: <input type="text" value="6016242325"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="REDACTED"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-032717-002

* Title:

Office of Innovation and Improvement (OII): Expanding Opportunity through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2017-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Mississippi Charter School Authorizer Board 2017 CSP Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,123,299.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,123,299.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Mississippi Charter School Authorizer Board

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,127.00	2,127.00	2,492.00	2,856.00	2,856.00	12,458.00
4. Equipment	1,292.00	0.00	0.00	0.00	0.00	1,292.00
5. Supplies	750.00	750.00	750.00	750.00	750.00	3,750.00
6. Contractual	245,030.00	240,543.00	230,837.00	196,592.00	198,998.00	1,112,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,800,000.00	1,800,000.00	2,700,000.00	3,600,000.00	3,600,000.00	13,500,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*		0.00	0.00	0.00	0.00	0.00
11. Training Stipends		0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
 PR/Award # U282A170020

Name of Institution/Organization Mississippi Charter School Authorizer Board	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Marian Schutte</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Mississippi Charter School Authorizer Board</p>	<p>DATE SUBMITTED</p> <p>05/18/2017</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Mississippi Charter School Authorizer Board

* Street 1: 239 N. Lamar Street * Street 2: Suite 207

* City: Jackson * State: MS: Mississippi * Zip: 39201

Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Marian Schutte

* Name: Prefix _____ * First Name Marian Middle Name _____

* Last Name Schutte Suffix _____

Title: _____ Telephone No.: _____ Date: 05/18/2017

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

MCSAB 2017 CSP GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

**Mississippi Charter School Authorizer Board
Public Charter Schools Program Grant
General Education Provisions Act (GEPA) Plan**

The following narrative addresses the requirements in Section 427 of the U. S. Department of Education's General Education Provisions Act (GEPA), enacted as part of improving America's Schools Act of 1994 (Public Law 103-382).

The Mississippi Charter School Authorizer Board (MCSAB) will ensure to the fullest extent possible that students, teachers, and all other project beneficiaries with special needs will have equitable access to and participation in projects and activities funded through the MCSAB's Public Charter School Program Grant (CSP).

Mississippi law (Miss. Code Ann. 37-28-43) provides for equitable access and participation in public charter schools regardless of any barriers by explicitly prohibiting discrimination on the basis of race, creed, color, sex, disability, national origin, minority status, or limited proficiency in English. Mississippi law (Miss. Code Ann. 37-28-15) also requires charter schools to comply with statutes pertaining to civil rights and the Individual with Disabilities Education Act.

To overcome barriers to participation, MCSAB will ensure diversity of race, ethnicity, gender, and disability status on project related advisory boards, task forces, and committees. Public communications will provide participants with the options of special needs accommodations. Additionally, MCSAB will require each CSP subgrant recipient to develop and implement individual plans to ensure equitable access and participation.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Mississippi Charter School Authorizer Board	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Marian"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Schutte"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Executive Director"/>	
* SIGNATURE: <input type="text" value="Marian Schutte"/>	* DATE: <input type="text" value="05/18/2017"/>

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Marian		Schutte	

Address:

Street1:	239 N. Lamar Street
Street2:	Suite 207
City:	Jackson
County:	
State:	MS: Mississippi
Zip Code:	39201
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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* Attachment:

Mississippi Charter School Authorizer Board
Public Charter Schools Program Grant
Abstract

Today, 1 out of 3 of Mississippi's 482,000 public school students attends a D- or F-rated school. Improving educational outcomes for Mississippi students, particularly these 145,000 educationally disadvantaged students, has been a primary focus of Mississippi's state leadership for the last four years. Mississippi overhauled its charter school law in 2013 as part of a set of ground-breaking education reform laws. The new law created the Mississippi Charter School Authorizer Board (MCSAB), an independent state agency charged with establishing and overseeing Mississippi's charter school sector. With its authorizing activities grounded in 25 years of national best practices, the MCSAB has authorized 4 charter schools in Jackson, Mississippi.

With this proposal for the 2017 Charter Schools Program grant, the MCSAB seeks to expand the reach and impact of Mississippi's charter school sector while maintaining a high focus on quality. To this end, the MCSAB proposes a 5-year, \$15,000,000 CSP grant that will meet three ambitious objectives:

1. Increase the number of new, high-quality charter schools launching in Mississippi by at least 375% over the next five years to create 15,000 new high-quality charter school seats.
2. Support all charter schools in earning an 'A' or 'B' letter grade on Mississippi's statewide accountability system or significantly improving by advancing two letter grades from their rating by their fourth year of operation.
3. Advance MCSAB's standing as a national leader in authorizing quality, as demonstrated by NACSA's State Policy ranking.

Receiving federal CSP funding will serve as a tremendous stimulus to the state's charter school sector, now in its infancy. The MCSAB's proposed CSP grant program features a peer-reviewed subgrant application process. Subgrantee applicants will apply for vital funds to defray the significant start-up costs of hiring administrative staff and teachers during their planning years; securing facilities; conducting recruitment and enrollment activities; and purchasing technology infrastructure, equipment, and curriculum. Additionally, Mississippi will be able to invest CSP funds in operator recruitment, technical assistance to applicants and approved charter schools, and technical assistance to the MCSAB to enhance authorizer quality.

To achieve these lofty goals, MCSAB plans to partner with Mississippi First, a local education policy non-profit organization, and its new "quarterback" entity, the Mississippi Education Accelerator, as well as continue its partnership with the National Association of Charter School Authorizers. These partners will each add to the MCSAB's existing capacity and powerfully leverage 2017 CSP funds to grow the Mississippi charter school sector and ensure that neither income nor zip code determine a student's ability to receive a quality education.

Project Narrative File(s)

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INTRODUCTION

Today, 1 out of 3 of Mississippi's 482,000 public school students attends a D- or F-rated school. Improving educational outcomes for Mississippi students, particularly these 145,000 educationally disadvantaged students, has been a primary focus of Mississippi's state leadership for the last four years. In 2013, Mississippi overhauled its charter school law as part of a set of ground-breaking education reform laws. The resulting *Mississippi Charter Schools Act of 2013* (MCSA) is the state's first charter school law to allow both start-up and conversion charter schools. The MCSA set forth the purposes of Mississippi's charter school law, which include improving student learning, closing achievement gaps, and increasing educational opportunities for all students, especially those with a likelihood of academic failure.

The MCSA also established the Mississippi Charter School Authorizer Board (MCSAB), an independent charter board, "...as a state agency with exclusive chartering jurisdiction in the State of Mississippi. Unless otherwise authorized by law, no other governmental agency or entity may assume any charter authorizing function or duty in any form" (Miss. Code Ann. § 37-28-7). MCSAB consists of seven members appointed by the Governor, Lieutenant Governor, and State Superintendent of Education. The mission of MCSAB is to increase access to excellent public schools by authorizing high-quality charter schools designed to expand opportunities for underserved students. The MCSA details the legal practices and requirements MCSAB must follow when approving, monitoring, renewing, and closing charter schools. Since its founding in September 2013, MCSAB has approved 4 schools: two opened in Fall 2015 and a third opened in Fall 2016, with the fourth scheduled to open in Fall 2018. MCSAB's current strategic priorities are to 1) expand high-quality charter options across the State of Mississippi, especially in areas of high need; 2) ensure the quality of authorized charter schools through outcomes-based

accountability and oversight practices while respecting charter school autonomy; and 3) establish sound organizational practices and protocols to ensure effective and transparent operation of MCSAB. The 2017 Charter School Program (CSP) Grants to State Entities program, the first in which MCSAB has been eligible to apply, will enable MCSAB to achieve its strategic priorities and dramatically transform the educational landscape in Mississippi.

Federal funding to create a planning and implementation subgrant program in Mississippi will serve as a tremendous stimulus to the state's charter school sector, now in its infancy. Mississippi is a low-wealth state where many nonprofits compete heavily for very limited philanthropic dollars. This extends to the emerging charter school space in the state. Charter schools in Mississippi receive no financial support from the state until the July immediately before they open their doors to students. Aspiring charter school leaders face significant obstacles in securing financial support for their work during the planning and implementation phases. This impacts both charter management organizations (CMOs) and independent school groups, albeit differently.

The market to recruit charter management organizations (CMOs) is highly competitive. States and districts must not only demonstrate need and political support for new schools but also financial support for the costs of developing and opening a school. CMOs in today's market can afford to be highly selective, and the incentives do not always align to attract them to the areas with the greatest need. Bounded by New Orleans to the south, Memphis to the north, and Baton Rouge in the nearby west, all with well-funded and established charter sectors, Mississippi simply cannot compete currently for the highest-quality CMOs in the financial resources category, despite a strong law, strong political support, emerging high-quality talent partnerships, and an abundance of need.

Independent school groups, which are often grassroots efforts, have shown interest in opening schools in Mississippi. These local groups represent the significant demand for options in many of Mississippi's low-income communities. The problem for these groups is a lack of resources and technical assistance. Costs in the pre-opening years and throughout the years until charters reach their full enrollment projections can add up to hundreds of thousands of dollars. Further, these groups need more assistance from outside experts to navigate the process of applying for a charter school, as they are less likely to have access to a network of support like a CMO. Grassroots organizations, often from low-income communities, do not have these resources at their disposal without help from either the state or angel investors.

If Mississippi receives a CSP award, these funds will remedy the issues outlined above through significant planning year and implementation year grants. Funds will be available for the significant start-up costs of hiring administrative staff and teachers; securing facilities; conducting recruitment and enrollment activities; and purchasing technology infrastructure, equipment, and curriculum. Additionally, Mississippi will be able to invest CSP funds in operator recruitment, technical assistance to applicants and approved charter schools, and technical assistance to MCSAB to enhance authorizer quality.

Joining MCSAB in fulfilling the work of CSP is MCSAB's partner Mississippi First (MSF), a 501c3 education reform nonprofit. MSF has been a champion of charter schools in Mississippi since its founding in 2008 and was a key player in the passage of the *Mississippi Charter Schools Act of 2013*, as well as each of the subsequent amendment bills that led to the National Alliance for Public Charter Schools (NAPCS) ranking Mississippi's law as tenth in the nation in 2016.

In addition to legislative advocacy, MSF has been deeply engaged in the establishment of the state's first charter schools in two ways: it is MCSAB's primary in-state provider of support and

technical assistance, and it is also the only entity providing technical assistance to applicants and approved schools in Mississippi. For the last year, MSF and MCSAB have been developing a cohesive state strategy for the growth of charter schools in the state. The initial exploratory and planning process came to an end in February 2017, and MSF is now in the process of establishing a ‘quarterback’ entity—the Mississippi Education Accelerator (MSEA)—with an ambitious goal of expanding the sector from 4 to at least 19 charter schools in five years. Beginning Summer 2017, MSEA will be responsible for charter school recruitment and technical assistance as proposed in this application, while MSF will shift its charter focus exclusively to policy work and providing technical assistance support to MCSAB. MSF is fiscally sponsoring MSEA while MSEA’s 501c3 status is pending to allow a seamless start-up process. For more information about MSEA, see Appendix F.

Alongside MSF, the National Association of Charter School Authorizers (NACSA), which sets the standards for authorizing best practices nationwide, has been a key partner of MCSAB since MCSAB’s formation in 2013. NACSA primarily provides assistance to MCSAB on the charter school application review process. It is also a thought partner of MCSAB by providing recommendations and advice on MCSAB’s policies and procedures. In this grant, NACSA will continue to be a key partner in ensuring authorizer oversight and quality.

Mississippi has the focus, capacity, political landscape, and strategy to powerfully leverage 2017 CSP funds. The following application details Mississippi’s plan to expand charter schools, improve their quality, and become a national leader in authorizing quality. While the Competitive Preferences are presented in numeric order, the Selection Criteria are in the following order to allow for a more natural narrative flow: Selection Criteria B. Objectives, Selection Criteria F. Quality of the Project Design, Selection Criteria C. Quality of Eligible

Subgrant Applicants, Selection Criteria D. State Plan, Selection Criteria A. Flexibility, Selection Criteria E. Parent and Community Involvement, and Selection Criteria G. Quality of the Management Plan and Theory of Action. The Application Requirements follow the Conclusion and are presented in numeric order.

COMPETITIVE PREFERENCES

Competitive Preference 1—Periodic Review and Evaluation

Mississippi meets Competitive Preference Priority 1. Mississippi statute requires that MCSAB, Mississippi’s sole authorizer, annually monitors the performance and legal compliance of each charter school it oversees (Miss. Code Ann. § 37-28-31). The purpose of the annual review and evaluation is to determine whether the charter school is meeting the terms of the school’s charter and meeting or exceeding the student academic achievement requirements and goals set forth in the charter. The academic achievement and goals in the charter terms are set to meet or exceed those in state law.

To aid in this review, MCSAB has adopted the Mississippi Charter School Performance Framework (MCSPF), described in detail in Appendix F, which measures each charter school’s progress towards its academic goals, its financial viability and health, and its adherence to legal and contractual compliance measures. The findings of the MCSPF are published in an Annual Performance Report to the charter school’s board, MCSAB, and the public. If a charter school’s performance or legal compliance is unsatisfactory on this annual review, MCSAB must “take appropriate corrective actions or exercise sanctions in response to apparent deficiencies in a charter school’s performance or legal compliance” (Miss. Code Ann. § 37-28-31). MCSAB utilizes the Intervention Ladder and Notice of Concern process embedded in the MCSPF to take

appropriate action and/or impose meaningful consequences. This intervention ladder includes all actions up to and including revocation.

In addition to the annual evaluation of performance, charter schools receive a comprehensive renewal evaluation prior to the expiration of their five-year charter term (Miss. Code Ann. § 37-28-33). This evaluation determines whether the school will be renewed or non-renewed. To start this process, the charter school must submit a renewal application in the year before a school's contract term expires that includes any additional evidence beyond the data contained in its Annual Performance Report, improvements undertaken or planned for the school, and the school's plans for its next charter term.

Competitive Preference 2—Charter School Oversight

Mississippi meets Competitive Preference Priority 2. Per Miss. Code Ann. § 37-28-21, all schools must operate under a legally binding charter between themselves and MCSAB that “clearly sets forth the academic and operational performance expectations and measures by which the charter school will be judged and the administrative relationship between the authorizer and charter school, including each party's rights and duties.” Furthermore, Miss. Code Ann. § 37-28-57 requires that “a charter school shall have its financial records audited annually, at the end of each fiscal year, either by the State Auditor or by a certified public accountant approved by the State Auditor... The charter school shall file a copy of each audit report and accompanying management letter with the authorizer before October 1.”

MCSAB and state statute require that each charter school demonstrates improved student academic achievement. As noted in Competitive Preference 1, Miss. Code Ann. § 37-28-29 requires each charter contract to be based on a performance framework (see the MCPSF in Appendix F) that clearly sets forth the academic and operational performance indicators,

measures, and metrics that will guide the authorizer’s evaluations of the charter school. The performance framework must include, at a minimum, student academic proficiency; student academic growth; and closure of achievement gaps in both proficiency and growth between major student subgroups as well as graduation rates, if applicable (Miss. Code Ann. § 37-28-29 (1)). The MCSPF requires the disaggregation of all student performance data by major student subgroups—gender, race, poverty status, special education status, English learner status, and gifted status (Miss. Code Ann. § 37-28-29 (4)). Operational performance indicators include student attendance, attrition, and discipline data (Miss. Code Ann. § 37-28-29 (1)). Charter schools are further required to set annual performance targets in conjunction with MCSAB that must be designed to help each school meet applicable federal, state, and authorizer expectations (Miss. Code Ann. § 37-28-29 (2)).

Mississippi statute requires MCSAB to ground each renewal decision in evidence of the school’s performance over the term of the charter contract in accordance with the performance framework set forth in the charter contract (Miss. Code Ann. § 37-28-33). Therefore, through evaluation of each charter school with the MCSPF which includes requirements for subgroup absolute proficiency and growth and disaggregated data, MCSAB utilizes increases in student achievement for all groups of students as one of the most important factors when determining whether to renew or revoke a school’s charter.

Competitive Preference 3—One Authorized Public Chartering Agency Other Than a Local Educational Agency (LEA)

Mississippi meets Competitive Preference Priority 3. The *Mississippi Public Charter Schools Act of 2013* established MCSAB, an independent charter board, “...as a state agency with exclusive chartering jurisdiction in the State of Mississippi” (§ 37-28-7). MCSAB may authorize

charter schools within the geographic boundaries of any school district. CPP3b does not apply to Mississippi.

Competitive Preference 4—Equitable Financing

Mississippi meets Competitive Preference Priority 4. Mississippi charter schools receive state, local, and federal financing equitable to that of traditional public schools. Miss. Code Ann. § 37-28-55 provides for Mississippi's charter schools to receive state funding through the state's funding mechanism for all public schools, the Mississippi Adequate Education Program (MAEP). Charter schools receive the same level of state funding on a per pupil basis as the traditional school districts in which their students reside. Furthermore, charter schools receive state funding payments at the same time and in the same manner as traditional public school districts.

Charter schools also receive a proportional share of local funds from the district of residence of all enrolled students. Each year, the Mississippi Department of Education (MDE) calculates a pro rata amount based on the local tax dollars received by each local school district and the number of resident students enrolled in both the local school district and the charter schools. This pro rata amount is then multiplied by the number of resident students enrolled in the charter school during the first month of the school year to determine the amount of local funds that must be distributed to charter schools. Local school districts face funding consequences if they fail to disburse funding to charter schools in a timely manner.

Miss. Code Ann. § 37-28-39 requires each charter school to function as an LEA and thus each charter school is eligible for federal funds in the same manner and method as traditional school districts. MDE staff has worked with MCSAB to design a pre-opening process to ensure each approved charter school may participate in the federal programs for which it is eligible. At

the initial pre-opening conversation, each charter school leader and the Executive Director of MCSAB meet with representatives of each department across MDE. At this meeting, representatives from MDE's Federal Programs and Special Education teams give a detailed walkthrough of all federal funds for which charter schools are eligible and the method of application for each type of funds including Title I, Title II, Title III, IDEA, and Carl D. Perkins funds. Charter school leaders are also immediately added to all listservs maintained by MDE, which are MDE's main method of communication and detail all notices of federal funding opportunities and federally sponsored activities and programs as well as training opportunities available to public schools.

Also, at this introductory meeting, MCSAB's Executive Director provides Federal Programs and Special Education staff with the charter school's proposed enrollment and demographic information to calculate the school's commensurate share of federal funds that are allocated by formula each year. After the school's initial year and in any year where the school's enrollment expands significantly as detailed in the school's charter contract, MCSAB Executive Director provides adjusted numbers to Federal Programs and Special Education staff to ensure that charter schools receive the appropriate amount of funds. The Federal Programs and Special Education staff receive this enrollment and demographic information by April each year prior to the upcoming school year. This provides ample time for the Federal Programs and Special Education teams to determine the amount of funding that charter schools are projected to receive and for charter schools to include this projection in their budgets for the upcoming school year.

Competitive Preference 5—Charter School Facilities

Mississippi meets Competitive Preference Priority 5. Miss. Code Ann. § 37-28-61 provides several protections and rights for charter schools related to facilities. First, Mississippi charter

schools are eligible to receive state dollars from a statewide facilities fund on the same basis as traditional public schools (Miss. Code Ann. §§ 37-41-1 et seq.). Second, charter schools have access to public facilities, including, but not limited to, libraries, community services organizations, museums, performing arts venues, theaters, cinemas, churches, community and junior colleges, and colleges and universities under pre-existing zoning and land-use designations.

Third, charter schools may negotiate and lease at-or-below fair market value with a school district, state institution of higher learning, public community or junior college, or any other public or for-profit or non-profit private entity for the use of a facility for a school building. Finally, charter schools have the right of first refusal to purchase or lease at-or-below fair market value a closed public school facility or property or unused portions of a public school facility or property in the school district where the charter school is located. Approved conversion charter schools also have a right to lease or buy their building from the local district at-or-below fair market value.

Competitive Preference 6—Best Practices to Improve Struggling Schools and LEAs

Mississippi meets Competitive Preference Priority 6. Mississippi’s charter sector is very new; even so, Mississippi has plans to begin using best practices from charter schools to help improve struggling schools and local educational agencies. In 2016, the Mississippi Legislature established the Achievement School District (ASD) “for the purpose of transforming persistently failing public schools and districts throughout the state into quality educational institutions” (Miss. Code Ann. § 37-17-17). The ASD is designed as a statewide district with a leader reporting directly to the State Board of Education. The ASD is empowered to takeover any district or school with an “F” accountability rating for two consecutive years. The new district

“shall exercise powers and duties that would afford significant autonomy” and will draw on national best practices in charter schools as part of its operating model. Schools in the district may also be chartered, rather than direct run by the ASD. As the state’s only authorizer, MCSAB will work with closely with the ASD on charter issues, including plans for a special RFP and timeline for ASD charter schools. MCSAB is expected to make a presentation to the ASD Task Force to begin planning for these arrangements in Fall 2017. The first schools or districts eligible for takeover will be announced in late 2017 with takeovers commencing in the 2018-2019 school year.

Furthermore, MCSAB and MSEA will prioritize operators seeking to use charter schools to improve struggling schools or to turnaround struggling schools outside of the ASD as well. As is true of any ASD-linked charter proposals, MSEA will ensure these applicants receive any needed technical assistance during the charter school application process and post-approval. Most importantly, MCSAB will award these applicants preference points in the CSP Subgrant Application, should these applicants choose to apply for CSP funds; ASD-linked schools will qualify for the same preference points.

Competitive Preference 7—Serving At-Risk Students

Mississippi meets Competitive Preference Priority 7. As described in Selection Criteria A. Flexibility, Mississippi law provides charters with a significant amount of flexibility when it comes to serving at-risk students. As such, MSCAB has the framework and resources to support charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, and comprehensive career counseling services.

Mississippi’s charter schools have the flexibility to design their educational programs to best serve the needs of their students as long as their programs are aligned to Mississippi’s College-

and Career-Readiness Standards. In addition to this flexibility, Miss. Code Ann. § 37-28-23 specifically names as eligible charter schools with a mission to serve students at-risk of academic failure. While Mississippi's charter school law requires that charter schools meet, at a minimum, the high school graduation requirements set by MDE, it states that these requirements do not preclude competency-based satisfaction of these graduation requirements. Mississippi charter advocates fought for this provision in law specifically to allow dropout prevention and recovery charter school models. Competency-based learning is often a key feature of these programs.

While the law is designed to support the creation and operation of charter schools that provide dropout prevention and/or recovery support, MCSAB also provides access to additional supports and resources to ensure that these charter schools are quality charter schools. Firstly, charter schools are eligible for and encouraged to participate in the free professional development offered by MDE. MDE offers both subject area and grade-level focused professional development for school leaders and teachers throughout the school year via its Office of Elementary Education and Reading. MDE's Department of Intervention Services also provides professional development training options on issues regarding at-risk students such as multi-tiered systems of supports, intervention data collection, and progress monitoring for students in need of intensive academic and behavioral supports. Secondly, MCSAB also plans to support schools that focus on dropout prevention and recovery charter school models through appropriate evaluations. When the first of these schools opens, MCSAB will work in conjunction with school leaders to develop an alternative school academic performance framework and modify the overall MCSPF in order to fairly assess the progress and performance of these schools. To ensure only the appropriate schools are evaluated under the alternative academic performance framework, charter schools must specify that they serve a non-traditional student

population, reflect this in their mission, and receive approval to be evaluated by this framework by MCSAB. MSCAB intends to work with NACSA to ensure that this framework follows national best practices in alternative charter school evaluation and additional specific strategies to support charter schools that serve the aforementioned at-risk populations. This national guidance will empower MSCAB to deliberately and thoroughly provide the needed support to these schools as they open and operate in Mississippi.

Competitive Preference 8—Best Practices for Charter School Authorizing

Mississippi meets Competitive Preference Priority 8. As described in Competitive Preference Priority 3, MCSAB is the sole charter school authorizer in Mississippi. Mississippi’s charter law mandates that MCSAB employ procedures, practices, and criteria consistent with nationally recognized principles and standards for quality charter authorizing and that the application review process must include a thorough evaluation of each written charter application and an in-person interview with the applicant group (Miss. Code Ann. § 37-28-17). Due to MCSAB’s adherence to nationally recognized principles and standards for quality authorizing, NACSA ranked Mississippi eighth in the nation on its 2016 State Policy Analysis report. Mississippi’s charter school law has been ranked tenth in the nation by NAPCS for overall quality. NACSA will continue to advise and support MCSAB to ensure that it continues to implement best practices for charter school authorizing under the CSP grant and beyond.

SELECTION CRITERIA

Selection Criteria B. Objectives

MCSAB proposes three ambitious CSP objectives that align with both the CSP Grants to State Entities purpose as well as MCSAB’s strategic priorities:

- 1. Increase the number of new, high-quality charter schools launching in Mississippi by at least 375% over the next five years to create at least 15,000 new high-quality charter school seats.**
- 2. Support all charter schools in earning an “A” or “B” letter grade on Mississippi’s statewide accountability system or significantly improving by advancing two letter grades from their initial rating by their fourth year of operation.**
- 3. Advance MCSAB’s standing as a national leader in authorizing quality, as demonstrated by NACSA’s State Policy ranking.**

For each objective, MCSAB has identified activities, performance measures, and performance targets. A summary of objectives, activities, and performance measures is provided in MCSAB’s logic model in Appendix F. What follows is an explanation of each objective and aligned activities. Performance measures and performance targets are in Project-Specific Performance Measures on page 42.

Objective 1. Increase the number of new, high-quality charter schools launching in Mississippi by at least 375% over the next five years to create at least 15,000 new high-quality charter school seats.

MCSAB’s first objective is fundamental to achieving MCSAB’s mission to expand access to excellent public schools in Mississippi. Currently, Mississippi has four approved schools that will serve 2,538 students when they reach full capacity. MCSAB has set an ambitious goal to increase the number of approved high-quality charter schools launching in Mississippi by at least 375% for a total of at least 19 schools over the next five years serving at least 15,000 students. MCSAB proposes three activities to reach this objective. Activities 1.1. and 1.2. are pre-requisites to Activity 1.3., as described below.

Activity 1.1.: *Recruit applicants from high-quality charter school pipelines.* In order to ensure a sufficient number of approved high-quality charter schools each year, MCSAB must recruit applicants from high-quality charter school pipelines. MCSAB considers a charter school pipeline—a definable source of charter school applicants—to be high quality when that pipeline has a record of success in producing high-quality schools. Chief among pipelines that MCSAB considers to be high quality are charter management organizations (CMOs) who run high-performing schools. MCSAB also considers leadership pathways that produce leaders with a record of success in founding high-performing independent charter schools to be high-quality pipelines. These pathways can be found in fellowship programs such as Building Excellent Schools or university-based leadership programs such as Columbia Principals Academy, or an ongoing system of identifying veteran traditional educators running high-performing schools and cultivating their interest in opening charter schools.

Recruitment of applicants will be led by MCSAB’s partner MSF through their new quarterback entity, MSEA (see Appendix F). MSEA will recruit rural- and urban-focused high-performing CMOs as well as individuals from high-quality pathways. It will also work to develop partnerships with formal leadership pathways, such as Mississippi’s new partnership with Building Excellent Schools (see Appendix F). Finally, it will work to identify veteran traditional school leaders running high-performing schools who may wish to open charter schools. Among other recruitment strategies, MSEA will conduct site visits, promote positive messaging and public relations about Mississippi’s public charter schools, and offer state vetting tools and resources for facilities, financial planning, philanthropic funding, and school modeling.

Activity 1.2.: *Provide pre-approval technical assistance to aspiring applicants.* Mississippi’s application process is one of the most rigorous in the country. The application cycle is once a

year, beginning with the submission of Letters of Intent in January and ending with approval or denial decisions in September. The multi-stage process is conducted by MCSAB with assistance from NACSA.

Once prospective applicants have been recruited, MCSAB will work through partners to ensure these applicants receive technical assistance. To maintain credibility in its oversight and accountability roles, MCSAB believes that it cannot simultaneously offer application support or on-going technical assistance with one hand and with the other evaluate applicants or hold schools accountable. It feels these two roles would be in tension if managed within the same organization and has chosen to avoid this conflict by working in partnership with local qualified technical assistance providers. MCSAB's primary application assistance partner is MSF, which has provided application assistance since the first cycle and will expand its offerings through MSEA. Application assistance includes, but is not limited to, 501c3 application support, charter application review and feedback, mock interviews, and community engagement support. While every applicant will be able to access these services, applicants from high-quality pipelines, especially those proposing diverse charter school models such as rural schools, high schools, and turnaround schools, will be a priority of MSEA.

Activity 1.3.: *Implement subgrant program.* As explained in the Introduction, one of the largest barriers Mississippi charter schools face is finding support for start-up costs. State charter funds do not begin until the July before school opens, which is never less than eleven months after approval and could be up to two years after approval, if the school delays its opening beyond the one-year planning period. As a result, Mississippi charter schools have had to rely on very limited philanthropic funding to support their start-up costs prior to opening. This reality places a burden on all charter schools but particularly those serving rural communities.

MCSAB will implement a CSP subgrant program to include a subgrant competition, grant-related technical assistance, monitoring, and reporting and evaluation. Awarded subgrants will ensure that at least 375% more high-quality charter schools can launch in Mississippi, thus fulfilling Objective 1. As part of this activity, MCSAB will hire a Grants Coordinator to manage the program. The full-time Grants Coordinator (see Appendix F for the job description), to be hired by MCSAB within the first six months of the grant, will execute all aspects of MCSAB's subgrantee program, including the competition, technical assistance, monitoring, and reporting and evaluation. The Grants Coordinator will report directly to the Executive Director of MCSAB. MCSAB will also select and purchase grant management software in order to facilitate a streamlined grant disbursement process. The proposed software will include an interactive interface that will allow subgrantees to input yearly budgets, submit requests for initial disbursements, submit reimbursement invoices with attached receipts and documentation, and make budget amendments. Through this software, MCSAB will be able to monitor and process subgrant disbursements accurately and efficiently. The CSP subgrant competition is described in further detail in Selection Criteria F. Quality of the Project (page 22). Subgrantee technical assistance can be found on page 34, and subgrantee monitoring on page 35.

Objective 2. Support all charter schools in earning an “A” or “B” letter grade on Mississippi’s statewide accountability system or significantly improving by advancing two letter grades from their initial rating by their fourth year of operation.

MCSAB’s mission not only calls for it to grow the charter sector but also to ensure that charter schools are “excellent public schools.” Mississippi charter schools are on-track for excellence if they reach a grade of “B” or higher or if they advance two letter grades from their initial grade on Mississippi’s A-F accountability ratings by the end of the fourth year of

operation, a very ambitious goal. (This goal is an outcome in MCSAB’s logic model instead of a performance measure because it cannot be measured annually as required for performance measures by CSP guidelines. Mississippi’s oldest charter schools will not have four years of data until the third year of the grant and fourth-year data for the first subgrantees will not be available until after the grant is concluded.) MCSAB proposes two activities to meet this objective.

Activity 2.1.: Provide pre-opening training and technical assistance to all approved charter schools. Mississippi’s performance contracting process for charter schools requires that they successfully complete a pre-opening checklist overseen by MCSAB. This pre-opening checklist (see Appendix F) ensures compliance with all public school laws and policies applicable to charter schools and gives MCSAB confidence that the school will have a strong launch. Now that three schools authorized by MCSAB have opened, MCSAB has reflected on the successes and challenges those schools encountered in their opening phase and is refining the requirements of the checklist to increase support to schools accordingly. The new checklist will include mandatory pre-opening training on key issues facing charter schools including board governance; recruitment and enrollment practices to promote inclusion of all students, eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); appropriate discipline practices; retention strategies; and serving students with disabilities, English learners, and the educationally disadvantaged. MCSAB will provide this training directly to all approved charter schools. Technical assistance to support approved schools in meeting other items on the checklist will be provided by MSEA. More details about MSEA’s technical assistance for approved schools can be found in Activity 2.2., Technical Assistance to Subgrantees on page 34, and in Appendix F.

Activity 2.2.: Provide all charter schools on-going technical assistance. As the charter sector in Mississippi grows, charter schools’ on-going needs, as opposed to start-up needs, will become more of a focus for technical assistance. MSEA will provide technical assistance in areas of common concern such as board governance, talent pipelines, fiscal sustainability, and district-charter collaboration as well as topics of interest particular to individual schools. Parent and community engagement, along with general messaging to parents and the public, will be a particular focus of MSEA’s offerings and will be based on MSF’s annual charter school survey assessing awareness, general sentiment, satisfaction levels, and concerns about charter schools (see more about this survey in Selection Criteria E. Parent and Community Involvement on page 39). MSEA will also have a special focus on providing technical assistance for high-priority, diverse charter models—such as rural schools, high schools, or turnaround schools. Technical assistance will be provided through a variety of methods including workshops, coaching and facilitation, systems-building work, and strategic planning support. It will be both calendared and on-demand. More details about this technical assistance can be found in Technical Assistance to Subgrantees on page 34 as well as Appendix F.

Objective 3. Advance MCSAB’s standing as a national leader in authorizing quality, as demonstrated by NACSA’s State Policy rankings.

MCSAB believes that fostering a high-performing charter sector begins with quality authorizing. The two proposed activities will support MCSAB’s ambition to become a national leader in authorizing quality.

Activity 3.1.: Conduct annual evaluation of MCSAB aligned to NACSA’s best practices for authorizer evaluation. According to NACSA’s 2016 State Policy Analysis, Mississippi ranks 8 of 44 states in quality authorizing policies. One of the two areas of weakness that NACSA

identified was MCSAB's lack of an annual authorizer self-evaluation to serve the function of authorizer oversight in a single-authorizer state. MCSAB took this recommendation seriously and has confirmed with NACSA plans to develop and conduct an annual evaluation with a rigorous instrument and methodology that can serve as a national model for single-authorizer states. The evaluation instrument and methodology will be developed by NACSA and informed by NACSA's Standards and Principles and 12 Essential Practices. Each year, MCSAB will contract with an independent party, such as NACSA or other high-capacity national partner, to conduct the evaluation. This annual evaluation will be put into place in Year 1 of the grant.

Activity 3.2.: *Adopt authorizer policies and procedures as identified by MCSAB or through the results of MCSAB's evaluation.* Mississippi's charter school law lays a solid foundation for authorizer quality by codifying many of NACSA's recommended standards and principles in statute and requiring MCSAB to follow national best practices as it develops policies and procedures. In the first three years of MCSAB's existence, it focused heavily on policies and procedures necessary for reviewing and approving new charter schools. Now that MCSAB has completed four application cycles and has started its fifth, it is increasingly turning its focus to other aspects of authorizing—such as monitoring, evaluation, renewal, and revocation—even as it continues to refine the application process. MCSAB has taken a number of steps to formalize quality policies and procedures in these areas to operationalize the high authorizer standards found in law. Examples include adopting a performance framework (2015), conducting annual site visits (2015), publishing the first MCSAB Annual Report on charter schools (2016), and commissioning a memo on best practices in intervention strategies (2016).

One of the best examples of MCSAB's work in this area is its development of a school closure protocol. With a nascent charter school sector, MCSAB has not yet faced the prospect of

school closure. However, in keeping with best practices, MCSAB has already developed a closure protocol in the event that it must close a school. In 2016, MCSAB requested that MSF study and propose a closure protocol based on national best practices. In January 2017, MSF provided this memo to MCSAB. The closure protocol recommended by MSF is comprehensive, including tasks, timelines, persons responsible, and suggested supporting documents. The protocol establishes clear plans and procedures to facilitate the proper closure and dissolution of a charter school as well as to assist students enrolled in a school that closes or loses its charter to attend other high-quality public schools. The Performance and Accountability Subcommittee of MCSAB is in the process of reviewing this comprehensive protocol and expects to recommend the final version for the full board's adoption at the June 2017 board meeting. A copy of the protocol to be voted on by the Board is attached in Appendix F.

With schools open for the last two years, MCSAB has identified the need to formalize more of its policies and procedures to ensure clarity, fairness, and transparency and to better entice CMOs. MCSAB will formalize an enrollment modification policy for schools seeking to expand, a community complaint policy for MCSAB to hear directly from charter school parents, a public records request policy to ensure transparency, and a renewal application and policy, among others. For a complete list of policies to be formally adopted, see Appendix F. With CSP funding, MCSAB will seek technical assistance from NACSA and MSF to create, refine, and adopt these policies and procedures in partnership with its current charter school operators.

Selection Criteria F. Quality of the Project Design

Mississippi's CSP subgrant program will support the overall strategy to increase the number of high-quality charter schools in the state and to improve student academic achievement.

Publicizing Subgrants to Eligible Applicants

To ensure that eligible charter schools and developers are aware of the availability of funds under the program, MCSAB will undertake a public awareness campaign among charters. First, MCSAB will formally announce the CSP grant program via email to recently approved schools and current prospective applicants within 30 days of MCSAB's receiving the grant. MCSAB will also send a press release to local and regional media outlets announcing the same. All future charter school applicants will receive information about CSP's purpose, design, and funding via the budget and financial planning tools that are created by MCSAB and provided to charter school applicants through MSEA's technical assistance in the charter application process. Additionally, MCSAB will offer a twice annual webinar throughout the lifespan of the grant to provide any/all interested parties with a status report on CSP and an opportunity for Q&A. Finally, as part of its recruitment efforts, MSEA will provide a quarterly update on CSP deployment and progress-to-date to all recruitment targets.

Subgrant Application

The subgrant application (see Appendix F) will contain three major components: application narrative, budget and budget narrative, and assurances. The application narrative will require the applicant to provide a school overview including the expected enrollment at capacity; the roles and responsibilities of applicants, partner organizations, and any relevant CMOs; plans to solicit and consider input from parents and other members of the community; planned activities; continued operations and sustainability; project objectives and performance measures; and a management plan and timeline. School-level project objectives and performance measures must be ambitious, comprehensive, well-defined, and realistic. Timelines must be logical. For subgrantee applicants replicating schools or entities proposing to receive more than one grant,

MCSAB will require evidence that the organization has at least three years of improved educational results for enrolled students.

The budget will require both a budget and budget narrative. Budget and budget narrative information must be aligned, detailed, and leave no question regarding expenditures. Proposed use of grant funds must align clearly with the mission, vision, and philosophy of the school and comply with 4303(b)(1) of the ESEA. The applicant must provide strong evidence that the funds will assist the school in meeting the identified needs of the students. Additionally, applicants must submit assurances to comply with quality controls as mandated by MCSAB. Flexibility provided to the applicant will also be listed in these assurances.

Mississippi's subgrant application and competition will include competitive priorities with preference points awarded to applicants who demonstrate a clearly defined plan for 1) charter high schools, 2) rural charter schools, 3) charter schools in LEAs with a significant number of schools identified for comprehensive support and improvement, and 4) charters schools which plan to improve struggling schools or turnaround struggling schools. These preferences align with the purpose of CSP in addition to state-specific priorities and goals for student achievement. Mississippi's first priority is to encourage charter high schools. Currently, Mississippi has approved three charter middle schools and one charter elementary school, but no charter high schools. As children in the charter middle schools age, the urgency to open a charter high school mounts, especially as these schools are located in a district with no high-performing public high schools.

A second priority for Mississippi is the opening of rural charter schools. Nearly all of the state's F-rated districts are considered rural by the National Center for Education Statistics; more generally, most of Mississippi's districts are considered rural. Despite these facts, all of the

approved charter schools operate in Jackson, the state's capitol city and home to the state's largest urban district. Furthermore, rural school applicants face significant challenges in finding funding to support start-up costs, as described in the Introduction.

Mississippi's third and fourth priorities are to encourage charter schools in underperforming areas or as turnaround operators. Mississippi's charter law specifically seeks charter schools "to increase high-quality educational opportunities within the public education system for all students, especially those with a likelihood of academic failure" (Miss. Code Ann. 37-28-3(c)). Schools seeking to locate in LEAs with a history of underperformance or schools seeking to become turnaround operators would fulfill this purpose written into Mississippi's law.

Peer Review Process

To ensure a reliable review process, peer reviewers with relevant expertise (e.g., federal grants or finance) will be recruited. Reviewers will be enlisted from MDE, MSF, and LEAs. Peer reviewer training will include on-site training in addition to remote webinar training as needed. The training will include the completion of practice scoring templates on each section of the application and a post-scoring discussion to ensure inter-rater reliability. Post-training conference calls will be scheduled as needed.

Once the competition closes, the review process will begin with MCSAB conducting an initial review of applications to ensure completeness and that all technical requirements are met. Complete applications will then be divided among teams of reviewers. At least three reviewers will be assigned to each application. Reviewers will use an MCSAB-created scoring rubric (see Appendix F) to evaluate each application and assign points utilizing a leveled point scale for each subsection. Peer reviewer score reports will be signed and delivered electronically back to MCSAB. Applications will receive a final review by MCASB staff to assess allowable activities,

accurate budget coding, and assignment of preference points. The complete review process will occur within no more than 60 days of the competition closing.

A score of ninety or higher will be required for a school to be awarded a CSP subgrant. Any applicant scoring below 90 will not receive an award. This ensures that only subgrantees proposing high-quality charter schools and corresponding subgrantee activities will receive funds. Subgrant awards will be made via award letters from the Grants Coordinator.

Timeline

The following annual timeline details MCSAB’s CSP subgrant competition process (beginning in September to coincide with new charter school approvals in Mississippi). A more detailed timeline for the subgrant program is included in the Management Plan beginning on page 50.

Month	Mississippi CSP Subgrant Competition Process
January	Charter application process begins
September	Charters are awarded to approved applicants
	Announce CSP subgrant competition and call for reviewers
	Provide training and technical assistance to applicants and reviewers
October	Open competition, Receive applications
November	Review and score applications
	Awards announced and post-award training
December	First disbursement of funds

Year-by-Year Estimate of Awards and Assumptions

MCSAB has developed year-by-year estimates for the number of subgrants it will award. This information is summarized in the Projected Awards Timetable (*Table 1.*) below and reflects

the evolution of a charter school from recruitment to charter school application and approval to CSP subgrant application and approval.

Table 1. Projected Awards Timetable

CSP Year	Charter Recruitment Targets	Total Charter Applicants	Total Charter Approvals	Total Applying for CSP Subgrants	Total CSP Subgrant Awards
Year 1	4	3	2	2	2
Year 2	5	4	3	3	2
Year 3	6	5	4	4	3
Year 4	7	6	5	4	4
Year 5	8	7	6	5	4
TOTAL	30	25	20	18	15

To build this table, MCSAB reviewed Mississippi’s charter school historical data.

Mississippi’s charter school data includes recruitment targets, applicants, and approved charter schools. Historically, MSF has engaged 2-3 recruitment targets from high-quality pipelines in each of the last application cycles, with MSF engaging 3 recruitment targets in the 2017 cycle. With support from CSP, MSEA, as incubated at MSF, can engage an expanding number of recruitment targets—one additional each year—to apply for charter schools in Mississippi.

Because MSF’s track record indicates that the applicant yield is one fewer than the number of recruitment targets from high-quality pipelines, MCSAB expects one fewer applicant each year than recruitment targets (Annual Applicants=Annual Recruitments - 1). Once recruits from high-quality pipelines apply, they have an approximately 80% likelihood of being approved, which is how the annual approvals are derived (Annual Approvals=Annual Applicants X 80%, rounded to the nearest whole). Please note that MCSAB does not approve 80% of all applicants; this only applies to those applicants from high-quality pipelines.

After estimating recruitment targets, charter applicants, and approvals, MCSAB can estimate the subgrant applicant pool and, finally, the number of subgrantees. Due to Mississippi’s current lack of resources for start-up costs, MCSAB believes nearly all approved charter schools in

Mississippi will apply for large CSP subgrants, with the exception of schools that belong to a CMO that already has CSP replication and expansion funding and are not eligible to apply for state entity CSP subgrants. MCSAB has accounted for 1 approved school each in Year 4 and Year 5 in this situation, based on MCSAB's knowledge of potential recruitment targets and existing replication and expansion grants. From this pool, MCSAB expects to award subgrants to approximately 80% of applicants over the course of the five-year grant term. This estimate is based on the rigor of MCSAB's approval process narrowing those approved for charter schools to only the very best with a further acknowledgement that only the very best of those should receive CSP subgrants.

Award Sizes

Using the Projected Awards Timetable, MCSAB estimated the total amount of subgrant funds awarded per year in *Table 2*. MCSAB plans for each subgrant to be distributed over a three-year period, but the full amount of an award is reflected in the table in the year in which it is given. After careful consideration, MCSAB has determined it needs the flexibility to award the maximum of \$900,000 for each high-quality subgrantee approved to open in Mississippi. The reasons for this are three-fold: 1) as described in the Introduction, charter schools in Mississippi cannot rely on either state aid or significant philanthropic support due to Mississippi's low-wealth status and resulting lack of philanthropic opportunities, increasing the need for federal support; 2) despite an even lower likelihood of significant fundraising opportunities, rural-focused charter schools are likely to have higher start-up costs because they will not be able to rely on density or as many support service vendors (food service, transportation) to bring costs down; and 3) on top of Mississippi's lower-than-average state funding formula for all public schools, vagaries in the formula result in fewer per-pupil resources between a charter school's

first year and second year due to a start-up’s small size and the non-linear nature of categorical funding.

Table 2. Expected Award Size Per Year

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Number of Subgrants	2	2	3	4	4	15
Average Award Size	\$900,000	\$900,000	\$900,000	\$900,000	\$900,000	\$900,000
TOTAL	\$1,800,000	\$1,800,000	\$2,700,000	\$3,600,000	\$3,600,000	\$13,500,000

Exact award amounts to each applicant will be based on the number of children the applicant will serve each year of the grant multiplied by a per seat limit; in the pre-opening planning year, MCSAB will use the expected opening year enrollment multiplied by the per seat limit. MCSAB has established a \$3,000 per seat per year limit, which is benchmarked to CSP’s CMO per seat limit, with a cap of \$900,000 per grant. For example, a school applying for a three-year grant for its pre-opening, opening, and second years which is expected to open with 100 students and grow to 200 students in its second year would qualify for the following amounts:

- Pre-Opening Year: 100 students expected opening year X \$3,000= **\$300,000 grant**
- Opening Year: 100 student enrollment X \$3,000= **\$300,000 grant** (\$600,000 two-year total)
- Second Year: 200 student enrollment X \$3,000=\$600,000 (\$1,200,000 three-year total) but cap is \$900,000, so **\$300,000 grant for a \$900,000 total grant award**

Selection Criteria C. Quality of Eligible Subgrant Applicants

Determining the quality of Mississippi’s eligible subgrant applicants begins well before Mississippi awards subgrants to eligible applicants. MCSAB has a strong plan to ensure that eligible applicants receiving subgrants under the program will meet the program’s objectives and

improve educational results for students. First, MCSAB will conduct a rigorous and comprehensive charter application review process, as MCSAB has chosen to award CSP subgrants only to applicants with approved charter schools. Second, MCSAB will conduct a rigorous subgrantee application process. Third, MCSAB will support subgrantees through technical assistance. Fourth, MCSAB will provide effective oversight and implement corrective action as needed. These four activities will ensure that only high-quality charter schools make up the eligible applicant pool, that the very best of these receive subgrants, and that subgrantees meet objectives and achieve educational results for students.

Comprehensive Charter Application Review Process

MCSAB implements a detailed, multi-level charter approval process. Mississippi statute states that the purpose of a charter application is to present the proposed charter school's academic and operational vision and plans; demonstrate the applicant's capacities to execute the proposed vision and plans; and provide the authorizer a clear basis for assessing the applicant's plans and capacities (Miss. Code Ann. § 37-28-17). Mississippi statute lists 32 components required in each applicant's proposed school plan (see Appendix F). These requirements range from the mission and vision of the proposed charter school to a description of the school's academic program to the proposed governing board's bylaws to start-up and five-year budgets with clearly stated assumptions (Miss. Code Ann. § 37-28-15 (4)).

Since the passage of the *Mississippi Charter Schools Act of 2013* and in accordance with the criteria detailed above, MCSAB has managed five cycles of Request for Proposals (RFP). The 2017 Annual RFP is available in Appendix F. The 2017 Annual RFP contains all required information a charter school applicant needs in order to submit a high-quality charter school proposal.

Statute also mandates that MCSAB shall employ procedures, practices, and criteria consistent with nationally recognized principles and standards for quality charter authorizing and that the application review process must include a thorough evaluation of each written charter application and an in-person interview with the applicant group. The law further requires that MCSAB “must grant charters only to applicants that have provided evidence of competence in each element of the authorizer’s published approval criteria, and in the case of an applicant that currently operates one or more schools in any state or nation, clear evidence that the management or leadership team of the charter school or schools currently operated by the applicant has produced statistically significant gains in student achievement or consistently produced proficiency levels as measured on state achievement tests” (Miss. Code Ann. § 37-28-19 (2)(a)).

The 2017 Annual RFP lists explicit criteria that MCSAB will use to evaluate charter school applications. The 2017 RFP process separates applicants into two distinct applicant tracks: new operators and existing operators. Each applicant track features a specific set of requirements and criteria based on the applicant’s history of operating charter schools. 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 and have been in operation for more than one full school year or intend to employ an educational service provider with one or more school in operation for more than one full school year. Existing operators must submit evidence of their performance record as part of their operations plan and capacity. This evidence includes a summary of the applicant’s complete current and historical

portfolio of schools, which details all school-level and subgroup-level demographic and academic accountability data. MCSAB evaluates the data provided as well as collects additional due diligence from other charter school authorizers where the organization currently operates. The RFP criteria for existing operators also require additional evidence related to the vision, growth plan, and scale strategy, network and school-level performance management, and organizational management. The distinct applicant tracks in the RFP process provide a differentiated review of charter proposals to assess whether and to what extent charter school applicants have been successful in establishing and operating one or more high-quality charter schools.

The first stage in the application review process is Stage 0: Letter of Intent and Eligibility Determination. In order for applicants to be eligible to submit a full proposal, all interested parties must submit the mandatory Letter of Intent and accompanying eligibility documentation required by Mississippi law. Any applicant wishing to convert a traditional public school to a charter school must also submit their proof of support at this stage. This process ensures that all applicants are deemed eligible before the application submission process begins and that MCSAB does not devote resources to evaluating proposals from ineligible groups. MCSAB reviews all Letters of Intent and issues an eligibility determination to each applicant.

The next stage in the application review process is Stage 1: Completeness Check. After the deadline for complete proposals passes, MCSAB reviews proposals to ensure they are complete and in final form. If a proposal is incomplete and/or incorrectly formatted, the applicant has 48 hours to rectify issues and resubmit the proposal. The completeness remedy window ensures that no proposal is excluded due to an applicant group overlooking an attachment or providing

documents in the incorrect format. Any applicant that fails to satisfactorily rectify identified issues within the allotted time frame is disqualified from the review process.

After the completeness remedy window ends, MCSAB delivers all applications to the independent evaluation team. For the past four cycles, MCSAB has contracted with NACSA in order to provide an independent, third-party evaluation of the received charter school proposals. The independent evaluation team consists of four individuals, two from Mississippi and two from nationally recognized organizations with specific charter school experience. NACSA staff train all members of the evaluation team on MCSAB's application review process and the application criteria each year.

Once the evaluation team receives all charter school proposals, Stage 2: Threshold Quality Review begins. The evaluation team reviews each charter proposal to see if it meets a minimum level of adequacy in seven thresholds to move onto Stage 3 of the application process. Evaluators assess each proposal's understanding of public charter school obligations, student populations, start-up plan, personnel, financial plan, performance history (for existing operators), and Education Service Provider relationship (for applicants proposing to use an Education Service Provider). In order to move forward in the application process, a proposal must not have any substantially inadequate ratings in these seven areas. At the end of Stage 2, MCSAB receives a summary report for all charter school applicants and a recommendation report regarding any proposals with substantially inadequate ratings. MCSAB only moves forward proposals that receive no substantially inadequate ratings to Stage 3 of the review process.

Stage 3 of the application review process is the Independent Evaluation Team Review. Each member of the evaluation team reads each charter proposal in its entirety and assesses each proposal against the Stage 3 evaluation criteria contained in the RFP. After team members

individually evaluate each proposal, they meet to discuss their findings based on the written proposal. This meeting serves as the basis for the questions in the in-person capacity interview. During the interview, applicants 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.

After the independent evaluation team reaches a consensus on their recommendation, they deliver the recommendation report to both MCSAB and the charter school applicants. After they receive the evaluation team's recommendation, applicants have the opportunity to provide a written response to MCSAB before it votes on its final decision to approve or deny the charter school proposal. MCSAB also conducts a public hearing for each charter school applicant. Applicants make a short presentation and members of the public may comment on the proposed charter school application. All MCSAB board members receive the third-party evaluation team's recommendation, a recording of the in-person capacity interview, the transcript of the public hearing, and, if applicable, the applicant's response to the independent evaluation team's recommendation. MCSAB then votes on whether to approve or deny the charter school proposal subject to any named conditions and on the execution of a charter school contract.

The detailed multi-tiered review of charter school proposals listed above includes clear criteria, timelines, and processes for evaluating charter school applicants. This review will ensure that only the best applicants are approved for charter schools and become eligible for CSP subgrants.

Subgrantee Approval Process

Mississippi's CSP subgrant approval process is described in Selection Criteria F. Quality of the Project Design beginning on page 21. The process described in the Project Design will take

an already narrow pool of high-quality subgrant applicants and winnow it further to include only those subgrant applicants best able to use CSP dollars to reach the objectives outlined in this grant application.

Effective Oversight

MCSAB provides effective oversight by holding schools to high standards for results with annual reviews and data collection. As described in Competitive Preference 1, MCSAB has frameworks in place to objectively measure charter schools' academic, financial, and organizational performance. MCSAB conducts reviews in each area annually, distributing its findings to schools, their boards, the Mississippi Legislature, and the public. The Annual Performance Report evaluates the academic performance of a school's subgroups, as well as a school's discipline and attendance to ensure that any disparities are identified and addressed. MCSAB also conducts annual site visits in which MCSAB staff visit charter schools to observe the implementation of the school's educational program, school climate, governance, and other organizational requirements. At each site visit, the day ends with a school leader and board member interview where MCSAB staff discuss their observations and findings from the day with school leadership.

Selection Criteria D. State Plan

Technical Assistance to Subgrantees

MCSAB anticipates making two types of technical assistance available to subgrantees: 1) grant-related technical assistance provided directly by MCSAB and 2) school-related technical assistance provided by MSEA. MCSAB will provide grant-related technical assistance through the CSP-funded Grants Coordinator. The Grants Coordinator will develop and provide a pre-application workshop; tools and resources to complete the application; a post-award workshop to

understand monitoring, reporting, and evaluation for the grant; and tools and resources to comply with monitoring, reporting, and evaluation. The Grants Coordinator will also be available to subgrantees on an as-needed basis for questions and support and will be their main point of contact at MCSAB for their subgrant.

School-related technical assistance will be provided by MSEA. MSEA is described in the Introduction on page 4 and in Appendix F. The technical assistance MSEA will provide to subgrantees is described in Objective 2., Activity 2.2., on page 19; whereas technical assistance to aspiring applicants is described in Objective 1., Activity 1.2. on pages 15-16.

Subgrantee Monitoring

Mississippi's CSP monitoring plan is designed to 1) assess the extent to which subgrantees are implementing their approved grant projects in compliance with statutes, regulations, and guidance; 2) assess whether subgrantees are prepared to operate charter schools in a manner consistent with their application once the subgrant funds are no longer available; and 3) ensure that subgrantees meet the educational needs of their students, including "children with disabilities" and English learners.

MCSAB will monitor CSP subgrantees on a regular basis, beginning in the planning year and then during the first and second year of operation. Immediately following the announcement of awards, subgrantees will be provided with guidance on requirements and a timeline of monitoring expectations in the grant award notification letter. Post-award training on federal regulations, uniform guidance, allowable costs, cash management, and asset tagging will be provided to all awardees. Subgrantees will be monitored during each year of the grant utilizing both desk monitoring and on-site school monitoring. Desk monitoring will be used as an efficient way to assist grantees with funding requests and review and track school performance on a

regular basis. MCSAB will utilize desk monitoring to document reimbursement requests, receipts, inventory logs, and financial statements, and to ensure compliance with standard bidding procedures and uniform guidance. MCSAB will conduct additional desk monitoring with each subgrantee to discuss progress on objectives as a supplement to on-site monitoring.

On-site monitoring of subgrantees will occur at least once yearly during each year of the grant period. In the fall/winter of their first subgrant year, subgrantees will complete a monitoring form, which MCSAB will use to inform the site visit. This self-assessment will include organizational compliance as well as opportunities to reflect on the school’s relationship with the authorizer and its progress toward its specific goals. In the winter/spring of their second and third subgrant years, subgrantees will complete a different monitoring form which is used to inform the site visit. This form will also include an opportunity to review the effective use of grant funds with an eye toward providing future subgrantees helpful guidance. MCSAB will provide increased opportunities for monitoring and support as needed.

Avoiding Duplication of Work

MCSAB, as the state’s single authorizer, is able to avoid duplication of work between itself, its charter schools, and all partners by carefully designing roles and responsibilities for each entity. These roles and responsibilities are then clearly set forth in subgrantee agreements or, in the case of partners, memoranda of understanding. A synopsis of the delineation of roles and responsibilities is provided in the table below.

Entity	Entity Description	CSP Role	CSP Responsibilities
Mississippi Charter School Authorizer Board (MCSAB)	Mississippi’s sole authorized public chartering agency, established by the <i>Mississippi Charter Schools Act of 2013</i> and launched in 2013	State Entity responsible for overall management, distribution, and evaluation of CSP	<ul style="list-style-type: none"> Working directly with CSP program officer Monitoring progress of CSP performance measures

			<ul style="list-style-type: none"> Ensuring fidelity to CSP goals and objectives
CSP Subgrantees	Approved charter schools receiving CSP funds from MCSAB	Establish, expand, or replicate high-quality charter schools in Mississippi	<ul style="list-style-type: none"> Comply with CSP guidelines Report on CSP objectives
Mississippi First (MSF)	Nonprofit founded in 2008 to champion transformative policy solutions ensuring educational excellence for every child in the state; primary focus is policy and advocacy work	<ul style="list-style-type: none"> Technical assistance to MCSAB Fiscally sponsor MSEA 	<ul style="list-style-type: none"> Research and recommend policies and procedures for quality authorizing Conduct parent and community member charter survey and data analysis
Mississippi Education Accelerator (MSEA)	Nonprofit organization currently being incubated by MSF to organize and intensify all ongoing and future statewide ‘quarterback’ and charter school support activities	Technical assistance for charter school applicants, approved schools, and subgrantees	<ul style="list-style-type: none"> Conduct recruitment activities, including public relations Provide applicant support Provide training and technical assistance to approved schools and subgrantees
National Association of Charter School Authorizers (NACSA)	National nonprofit dedicated to high-quality charter school authorizing practices; national standard setter	Technical assistance to MCSAB	Design MCSAB annual authorizer evaluation
Mississippi Department of Education (MDE)	Mississippi State Educational Agency	Cooperate with MCSAB	Work with MCSAB to maximize charters’ participation in state and federal programs

Technical Assistance to MCSAB to Support Quality Authorizing

MCSAB has quickly gained a national reputation for charter authorizer quality (see page 13).

Maintaining and advancing its excellent authorizing efforts is a focus of MCSAB’s CSP grant, as

described in Selection Criteria B. Objectives, Objective 3., Activities 3.1. and 3.2. As the only authorizer for the state, MCSAB must receive assistance from high-capacity outside partners in order to monitor its own practices. MCSAB's two primary technical assistance partners are NACSA and MSF. MCSAB intends to work with NACSA to design the proposed annual authorizer evaluation. NACSA's oversight is critical to fulfilling this third-party monitoring role and ensuring quality authorizing efforts in the state as required by the CSP grant. MSF will support MCSAB by working with the authorizer to develop needed policies and procedures. For more information, refer to pages 19-21.

Selection Criteria A. Flexibility

Mississippi charter schools are afforded a high level of flexibility under state law. Miss. Code Ann. § 37-28-45 (4) clarifies the applicability of all elementary and secondary education statutes to charter schools by decreeing that language referring to local school districts, their school boards, and any other similar phraseology does not include a charter school and the governing board of a charter school unless the statute specifically is made applicable to charter schools. For example, while charter schools are required to align the school's academic program to the state-adopted standards, charter schools have complete autonomy to select and utilize any curriculum (Miss. Code Ann. § 37-28-15 (4)(i)).

Charter schools also have the flexibility to hire staff and teachers they deem appropriate: like all Mississippi public schools, Mississippi charter schools can hire alternatively certified teachers such as Teach For America teachers, but charter schools have the further flexibility to exempt up to 25% of teaching staff from state licensure as long as all teachers meet federal regulations. Charter school principals also do not need state certification as long as they hold a bachelor's degree. Mississippi statute frees charter schools from Mississippi's *Education Employment*

Procedures Law—the state’s tenure law—and the state salary schedule requirements. Mississippi charter schools and their governing boards are further exempt from public purchase laws for all procurement and expenditures (Miss. Code Ann. § 37-7-1).

Miss. Code Ann. § 37-28-45 (5) further states, “A charter school is not subject to any rule, regulation, policy, or procedure adopted by the State Board of Education or the State Department of Education unless otherwise required by the authorizer or in the charter contract.” This provision in the law protects charter autonomy from additional regulations imposed by the SEA.

Finally, Miss. Code Ann. § 37-28-39 requires each charter school to function as an LEA operated by a non-profit organization governed by a board of trustees, which frees charter schools from policies and procedures that could be imposed by traditional school districts. Charter schools may contract with local districts for services but are not required to.

Due to these legal provisions, Mississippi charter schools have a great deal of autonomy over their academic, financial, and organizational practices to operate high-quality charter schools. MCSAB works to maximize the flexibility charter schools receive under the law by serving as each school’s liaison and advocate with the SEA, particularly as it relates to federal and state programs administered by the SEA in which charters may participate. The State Department of Education maintains oversight of federal programs in which charter schools may participate and ensures that charter schools meet the needs of students served under those programs, including “children with disabilities” and “English learners.”

Selection Criteria E. Parent and Community Involvement

One of the purposes of Mississippi’s charter law is to “provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system” (Miss. Code Ann. § 37-28-3(g)). MCSAB highly values input from local parents,

families, and other members of the community on the implementation and operation of charter schools in the state.

Implementation of Charter Schools

MCSAB ensures that parents and other community members are solicited for their opinions and involved in the implementation of proposed charter schools in three important ways. First and foremost, during Stage 3 of the charter school application cycle (Independent Evaluation Team Review), MCSAB holds a public hearing for each charter school applicant still in the process. Selected MCSAB members are present at these hearings, which prove to be a crucial opportunity for parents and community members to provide input on proposed plans. This hearing allows MCSAB to hear directly from parents and community members from those most impacted by charter schools and informs MCSAB members' understanding of the local context, needs, and challenges.

Second, each charter school application to MCSAB must include a description of the relationships the applicant has established to generate community engagement in and support for the proposed school and how the applicant has assessed demand and/or solicited support for the school. Applicants are asked to briefly describe activities to date and summarize their results. Additionally, applicants are asked to describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as parent and community engagement. The application criteria call for reviewers to assess whether the applicant is using effective strategies for informing parents and the community about the school's development; has a sound pre- and post-opening parent engagement plan, including family-school partnerships that are welcoming and accessible to all parents; and has developed 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.

Third, while MCSAB does not require a particular board leadership makeup, evaluators use specific criteria to assess proposed charter school board members. Charter school board members must demonstrate the will, capacity, and commitment to govern the school and have a shared vision, purpose, and expectations for the school. Charter school proposals must also show evidence that the proposed governing board members will contribute a wide range of knowledge and skills including community experience and expertise. Examples of potential charter school board members fulfilling these criteria would be parents, community leaders, and other local voices.

Operation of Charter Schools

CSP funds will further enable the fulfillment of MCSAB's vision to have parent and community input into the operation of the schools. With three schools now in operation, MCSAB plans to solicit and consider input from parents and community members about approved charter schools. As noted in Activity 3.2. in Objective 3., MCSAB will develop and adopt a community complaint process to consider complaints directly from parents or community members about charter schools. MCSAB will also sponsor an annual parent and general public survey through MSF to assess awareness, general sentiment, satisfaction levels, and concerns about charter schools. MSF conducted the first such survey in November 2016 and provided an analysis of the data to MCSAB. The results were illuminating and provoked a desire for further study. With CSP funds, MCSAB can afford to sponsor this survey annually.

Selection Criteria G. Quality of the Management Plan and Theory of Action

Theory of Action and Logic Model

MCSAB's theory of action is that expanding access to high-quality public charter schools through quality authorizing will ensure that every child has access to an excellent public school which will lead to increased academic achievement for all public school students, particularly educationally disadvantaged students, and decreased economic and racial achievement gaps. This theory of action is explained in MCSAB's logic model, which provides a clear connection between the objectives and activities of its CSP application—including the use of subgrants for planning and initial implementation—and Mississippi's state-level strategy to use charter schools to improve educational outcomes for all students. MCSAB's 3-page logic model is located in Appendix F.

Project-Specific Performance Measures

MCSAB's project-specific performance measures are essential to its logic model—MCSAB's outcomes and impact depend upon MCSAB's achievement of each of the performance measures. MCSAB's performance measures and targets as well as the data collection plan for each performance measure are discussed below.

P.M. 1.1.: Annually engage requisite number of recruitment targets from high-quality pipelines to meet goals, in accordance with the projected awards timetable.

Performance Targets: Based on MCSAB's prior experience in four completed application cycles and the current open call for applications, MCSAB estimates that it must pursue and deeply engage at least 1 more recruitment target from high-quality pipelines than the number of those applicants it hopes to receive in any given year, as explained in Selection Criteria F. MCSAB expects to review 9 applications in the 2017 cycle; 2 have come through a high-quality pipeline. MSF heavily engaged 3 recruitment targets from high-quality pipelines prior to the

cycle, which is how MCSAB set the baseline at 3. (See MCSAB’s *Table 1. Projected Awards Timetable* on page 26, which details estimates for recruitment, applications, approvals, CSP applicants, and subgrants, to place this measure in context.)

Estimated # of Engaged Prospective Applicants from High-Quality Pipelines					
Baseline	Annual Performance Targets				
	CSP Year 1	CSP Year 2	CSP Year 3	CSP Year 4	CSP Year 5
3	4	5	6	7	8

Data Collection: MCSAB will require MSEA to provide a report documenting the major types of recruitment interactions (site visits, workshops, etc.) it has with each engaged prospective applicant from each high-quality pipeline. MSEA will present this report annually at a regularly scheduled board meeting to provide public accountability and to document the report in the board minutes, which will be published online.

P.M. 1.2.: Annually provide pre-approval technical assistance to all of the applicants from high-quality pipelines.

Performance Targets: In the 2017 cycle, which concludes prior to the CSP funding start date, MSF is working with multiple applicants but providing intensive assistance to two applicants identified as being from high-quality pipelines; this is why MCSAB has set the baseline at 2. Annual performance targets are set based on the number of expected applicants per year from the projected awards timetable (see page 26).

Estimated # of Applicants from High-Quality Pipelines					
Baseline	Annual Performance Targets				
	Year 1	Year 2	Year 3	Year 4	Year 5
2017 Cycle	2018 Cycle	2019 Cycle	2020 Cycle	2021 Cycle	2022 Cycle
2	3	4	5	6	7

Data Collection: MCSAB will require MSEA to provide a report documenting the technical assistance provided to each applicant and note whether the applicant was from a high-quality pipeline. MSEA will present this report annually at a regularly scheduled board meeting to

provide public accountability and to document the report in the board minutes, which will be published online.

P.M. 1.3.a.: Award CSP subgrants to 15 high-quality charter schools (GPRA i).

Performance Measure 1.3.a.: Although MCSAB has no current CSP funds, its four approved charter schools serve as the baseline for this performance measure. Annual performance targets are set based on prior approval experience and realistic expectations for growth in the applicant pipeline, as noted in the projected awards timetable (see page 26). With an end target of 15 CSP awardees, Mississippi will increase its schools by at least 375% from the baseline over five years, thus fulfilling Objective 1. This performance measure is aligned with GPRA i. and the Secretary’s priority to increase the number of charter schools in operation nationwide.

# of Subgrants					
Baseline	Annual Performance Targets				
	CSP Year 1	CSP Year 2	CSP Year 3	CSP Year 4	CSP Year 5
4	2	2	3	4	4
CSP SCHOOLS	2	4	7	11	15
TOTAL SCHOOLS WITH CSP	6	8	11	15	19
ALL CHARTER SCHOOLS	6	9	13	18	24

Data Collection: MCSAB will document progress and completion of this performance measure through its board minutes showing the approval of subgrants to charter schools each year. In order to ensure transparency of grant activities, Mississippi will also include analysis of its grant in MCSAB’s required annual report, which is published online and delivered to the Mississippi Legislature. This analysis will include a list of all charter schools receiving funds and the amounts in order to determine the extent to which grant objectives are being met.

P.M. 1.3.b.: CSP awardees’ federal cost per pupil will not exceed 32% of their total per pupil cost in each CSP subgrant year, on average (GPRA iii).

Performance Targets: Efficiency in the CSP program is one of the Secretary’s priorities. To support this goal, MCSAB will work with applicants to ensure sustainability and operational efficiencies. With the CSP funding structure, subgrant recipients are not eligible for more than one year of planning and two years of implementation funding. As such, by the third year of operation, subgrant recipients will no longer use federal CSP funds. Other federal funds are dependent upon the level of need within the student body, primarily the percentage of low-income students but also other student characteristics such as disability status, rurality, homelessness, and English language proficiency, etc.

Due to the low level of state and local funding and the high level of need in Mississippi’s student population, 53 of 54 D and F districts (in which charters are most likely to locate) receive greater than 15% of their budgets from federal funds. The average for these districts is 21.5%, which is where we set the baseline. On the lower end is Jackson Public Schools, the district in which all current charters are located, with a federal percentage of 17.73%. On the high end is Clarksdale Municipal School District, which receives 31.49% of its budget from federal sources, and is the location of a pending charter school application. We believe charter schools’ non-CSP federal costs will mirror that of traditional districts due to our equitable funding scheme for state, local, and federal dollars. With the addition of CSP funds, charter schools may exceed traditional LEAs’ federal percentages during CSP subgrant years. Because we do not wish to penalize CSP subgrantees due to these circumstances, we anticipate that subgrant recipients will have no more than 32% of their total per pupil expense met by federal funding, on average, in each subgrant year. This performance measure is aligned with GPRA iii.

Average Federal Cost Per Student					
Baseline	Annual Performance Targets				
	CSP Year 1	CSP Year 2	CSP Year 3	CSP Year 4	CSP Year 5
<21.5%	<32%	<32%	<32%	<32%	<32%

Data Collection: MCSAB will use actual per pupil revenues by source submitted as part of grant monitoring each year to determine the average federal cost per student as a percentage of the total cost per student. Subgrantees who do not comply with grant monitoring will be at risk of losing CSP funds, as described in Addressing Compliance Issues on page 55.

P.M. 2.1.a: 100% of subgrantees will complete pre-opening training.

Performance Targets: As this training will be new, MCSAB has set the baseline at zero. The training will be designed and implemented in Year 1 of the grant and will be mandatory for approved charter schools, so MCSAB feels confident it can reach 100% completion each year of the grant.

Estimated # of Subgrantees Completing Pre-Opening Training (100%)					
Baseline	Annual Performance Targets				
	CSP Year 1	CSP Year 2	CSP Year 3	CSP Year 4	CSP Year 5
0	2	2	3	4	4

Data Collection: MCSAB will document each training by retaining the agenda, materials, and participant list and sign-in. A summary of this information will be reported at the MCSAB board meeting immediately following each training so as to document the information in the board minutes. Each subgrantee’s pre-opening checklist will reflect attendance at required trainings. These checklists are retained by MCSAB and are kept on file for each school; these are open to public inspection.

P.M. 2.1.b.: All subgrantees will access pre-opening technical assistance.

Performance Targets: As this technical assistance will be new, MCSAB has set the baseline at zero. Annual performance targets are set based on the number of expected subgrantees per year from the projected awards timetable (see page 26).

Estimated # of Subgrantees Accessing Pre-Opening Technical Assistance					
Baseline	Annual Performance Targets				
	CSP Year 1	CSP Year 2	CSP Year 3	CSP Year 4	CSP Year 5
0	2	2	3	4	4

Data Collection: MCSAB will require MSEA to provide a report documenting the technical assistance provided pre-opening to each subgrantee. MSEA will present this report annually at a regularly scheduled board meeting to provide public accountability and to document the report in the board minutes, which will be published online.

P.M. 2.2.: All approved charter schools will seek and receive technical assistance each year.

Performance Targets: Currently, MSF provides technical assistance to all of the charter schools in Mississippi, making the baseline 4. With support from CSP, MSF will be able to expand its offerings through MSEA and work with more schools as the sector grows. Annual performance targets are set based on the number of expected total schools per year (current schools plus the expected approvals from the projected awards timetable (see Annual Performance Targets Table for Subgrants on page 44)).

Estimated # of Approved Charter Schools Receiving Technical Assistance (100%)					
Baseline	Annual Performance Targets				
	Year 1	Year 2	Year 3	Year 4	Year 5
4	6	9	13	18	24

Data Collection: MCSAB will require MSEA to provide a report documenting the technical assistance provided to each charter school. MSEA will present this report annually at a regularly scheduled board meeting to provide public accountability and to document the report in the board minutes.

P.M. 2.3.: Percentage of charter students achieving proficiency in reading and math will increase by 5% annually (GPRA ii.).

Performance Targets: Student achievement is a priority for both the Secretary and MCSAB. Ultimately, MCSAB will determine the success of its efforts based on whether student outcomes are achieved. Steady annual increases in reading and math proficiency for subgrantees’ students will demonstrate the effectiveness of the charter schools’ educational models. The baseline is

based on 2015-2016 test score data as that is what is currently available. It will be updated to reflect 2016-2017 data in September 2017 when this data becomes available.

% Increase in Student Proficiency in Reading and Math					
Baseline	Annual Performance Targets				
	Year 1	Year 2	Year 3	Year 4	Year 5
Math Proficiency: 10.6%	15.6%	20.6%	25.6%	30.6%	35.6%
ELA Proficiency: 16.3%	21.3%	26.3%	31.3%	36.3%	41.3%

Data Collection: MCSAB will rely on state test data for this performance measure.

Mississippi public school students in grades 3-8 take annual reading and math assessments. Public high school students take Algebra I and English II end-of-course exams in the year in which they take the course. MDE annually reports reading and math proficiency scores by grade, by school, and by district for all public schools in the state (for charter schools, MDE reports these results by grade and by school). MCSAB will use state test data to calculate an overall math and reading proficiency rate for charter schools students each year.

P.M. 3.1.: MCSAB implements improvement plans for 80% of the areas of growth identified by its third-party evaluator on MCSAB’s own annual evaluation.

Performance Targets: The authorizer annual evaluation will be new, so MCSAB has set the baseline for this performance measure at zero. Annual targets are set based on a realistic expectation of MCSAB’s capacity to implement improvement plans each year.

% of Improvement Plans Implemented					
Baseline	Annual Performance Targets				
	Year 1	Year 2	Year 3	Year 4	Year 5
0%	80%	80%	80%	80%	80%

Data Collection: MCSAB will track this performance measure using each successive year’s third-party evaluation report of MCSAB. As part of each successive year’s evaluation, the third-party evaluator will determine whether MCSAB has implemented 80% of the improvement

plans. This information will be included in the official evaluation report, which is to be published online and presented at a regularly scheduled MCSAB board meeting.

P.M. 3.2.: MCSAB annually adopts needed policies and procedures, in accordance with the policy and procedures adoption timetable.

Performance Targets: Because each of these policies/procedures will be new, MCSAB has set the baseline at zero. Annual targets are based on prior experience with the pace at which MCSAB is able to develop, consider, and adopt major policies, including accounting for state Administrative Procedures Act timelines. The policy and procedures adoption timetable (see *Table 3.*) is provided below the performance measure for reference; descriptions of each of these policies/procedures are provided in Appendix F.

# of Policies and Procedures Adopted by MCSAB					
Baseline	Annual Performance Targets				
	Year 1	Year 2	Year 3	Year 4	Year 5
0	3	2	2	1	2

Table 3. Policy and Procedures Adoption Timetable

Year of Adoption				
Year 1	Year 2	Year 3	Year 4	Year 5
1. Charter School Revocation Review Protocol and Policy	1. Renewal Application and Policy	1. Parental and Community Complaint Policy	1. Administrative Procedures Act Policy	1. Administrative Fee Policy
2. Enrollment Modification Policy	2. Performance Framework Waiver Policy			2. MCSAB Budget Authority Policy
3. Public Records Request Policy	3. School and Site Visit Protocols			
4. Board Conflicts of Interest Policy				

Data Collection: MCSAB will document progress and completion of this performance measure through its board minutes showing the adoption of the required policies/procedures each year. This information will also appear in MCSAB’s annual report.

Management Plan

Management of the CSP objectives, activities, and performance measures will be vested in MCSAB and its professional staff, which includes an Executive Director and a Deputy Director (hiring date July 2017). MCSAB also expects to hire a Grants Coordinator in 2017 to manage the subgrant program. MCSAB will follow a detailed management plan with clearly defined responsibilities, timelines, and milestones for accomplishing project tasks in order to fulfill the grant objectives on time and within budget. Biographical sketches and responsibilities for each key leader are provided below (see full resumes in Appendix B) followed by a table containing milestones, timelines, and parties responsible.

- *Marian Schutte, Executive Director, MCSAB, and CSP Project Director*—Marian Schutte earned a Bachelor of Arts degree in Political Science and Women’s Studies from Tulane University and a Master of Public Policy degree in Education Policy from Vanderbilt University’s Peabody College of Education and Human Development. She began her career in education as a charter school Spanish teacher in New Orleans, Louisiana. Previously, she served as the Executive Director of Policy and Planning for the Louisiana Department of Education’s Portfolio Office where she drafted policy that raised standards for charter school renewals, established processes and tools for alternative charter school evaluations, and directed Louisiana’s Believe and Succeed leadership development statewide grant program. Marian is the founding Executive Director of MCSAB. In this role, Marian oversees all charter school activities including Mississippi’s request for proposals process and oversight of its growing portfolio of schools. Marian will be the Project Director for CSP and oversee the MCSAB’s Grants Coordinator. She will ensure fidelity of the MCSAB’s CSP grant program to its program goals and objectives.

- *Krystal Cormack, Chair, MCSAB*—A native of Chicago, Krystal Cormack has a Communications and Broadcast Journalism degree from the University of Illinois at Urbana-Champaign. She began her career as an elementary school teacher in Coahoma County, Mississippi, through Teach For America and earned her Master’s in Education from Delta State University. After teaching for four years, Krystal began working for Teach For America—Mississippi as the Director of Alumni Affairs, a job she currently holds. She was a founding member of MCSAB in 2013 and previously served as the Chair of the Applications Committee and the Vice-Chairman of the Board. Krystal will be responsible for holding MCSAB accountable to its CSP objectives through proper board governance and for facilitating the third-party evaluation of MCSAB.
- *Grants Coordinator, MCSAB*—MCSAB’s Grants Coordinator will be hired upon receipt of a 2017 CSP grant award. Until the position is filled, Marian Schutte will assume all grant activities and responsibilities. The Grants Coordinator will be responsible for all aspects of administering federal grant funding under the MCSAB’s CSP. Minimum qualifications for the position include experience in federal grant management.
- *Searcy Milam Morgan, Director, MSEA*—Searcy Milam Morgan is a Mississippi Delta native, born in Indianola and raised in Greenville. Searcy has a Bachelor of Arts in English Literature and in Hispanic Studies from Rice University and a Master’s of Science in Neuroscience & Education from Columbia University, where she studied language processing and the neural mechanics of human inner speech. She began her work in education as a Teach For America corps member teaching English as a Second Language in East Los Angeles. Since then, Searcy has been working in the public charter school sector with roles including leadership recruiter and founding Director of Marketing for Uncommon Schools (NY/NJ/MA), Vice

President of Marketing & Community Engagement for IDEA Public Schools (TX), and strategy consultant to top CMOs across the country. Searcy's growth expertise centers around community engagement for school-building, navigating the charter school regulatory environment, and strategic communications. Since 2016, she has served as MSF's Director of Charter School Support and plans to transition to the Executive Director of the MSEA in late 2017. She will be responsible for the day-to-day management of the MSEA and its strategic priorities including all MSEA-related objectives of CSP.

- *Rachel Canter, Executive Director, MSF*—A native of Starkville, Mississippi, Rachel received her bachelor's degree from the University of Pennsylvania. Upon graduation, Rachel spent two years teaching in Greenville, Mississippi, with Teach For America. She then earned a Master's in Public Policy at the Harvard Kennedy School of Government. In 2008, Rachel co-founded MSF. Through Rachel's leadership, MSF became one of the state's leading advocacy and policy voices for charter schools, which led to the passage of the *Mississippi Charter Schools Act of 2013*. MSF continues to lead in the charter school arena through the support it provides to MCSAB and the charter sector as a whole. Rachel will be responsible for all MSF-related CSP objectives as well as serving as the fiscal sponsor for the MSEA.

- *William Haft, Vice President for Authorizer Development, NACSA* –While MCSAB works with a number of individuals with NACSA, William Haft serves as Mississippi's NACSA liaison. Currently NACSA's Vice President for Authorizer Development, William started the division in 2009 to provide direct services to improve authorizer practices. Under William's leadership, Authorizer Development has, among other things, managed the evaluation of nearly 500 charter school applications across the country; conducted comprehensive formative evaluations of authorizers responsible for overseeing roughly 50% of the nation's charter

schools; developed performance frameworks for more than a dozen state and local authorizers; and provided comprehensive start-up support to new authorizers.

Milestones	Timelines	Parties Responsible
Activity 1.1.: Recruit applicants from high-quality charter school pipelines.		
Establish and maintain partnerships with national, high-quality leadership pipeline programs for school founders.	July-January, annually	Executive Director, MSEA
Actively recruit successful CMOs to carefully consider expansion into Mississippi.	July-January, annually	Executive Director, MSEA
Activity 1.2.: Provide pre-approval technical assistance to aspiring applicants.		
Provide on-the-ground support to aspiring applicants prior to Letter of Intent deadline.	July-January, annually	Executive Director, MSEA
Develop a personalized support plan for each high-quality applicant who submits a letter of intent.	January, annually	Executive Director, MSEA
Provide application review and feedback.	February-May, annually	Executive Director, MSEA
Provide mock interviews.	June, annually	Executive Director, MSEA
Assist with community forum.	September, annually	Executive Director, MSEA
Activity 1.3.: Implement subgrant program.		
Select and purchase grants management software.	September 2017	Executive Director, MCSAB
Hire Grants Coordinator.	September-December 2017	Executive Director, MCSAB
Finalize subgrant application.	September, annually	In Year 1, Executive Director, MCSAB, if Grants Coordinator has not been hired In Years 2-5, Grants Coordinator
Provide pre-application training and technical assistance.	September, annually	In Year 1, Executive Director, MCSAB, if Grants Coordinator has not been hired In Years 2-5, Grants Coordinator
Provide peer reviewer training.	September, annually	In Year 1, Executive Director, MCSAB, if Grants Coordinator has not been hired In Years 2-5, Grants Coordinator
Open subgrant competition.	By October 1, annually	In Year 1, Executive Director, MCSAB, if Grants Coordinator has not been hired In Years 2-5, Grants Coordinator
Application deadline	By October 31, annually	In Year 1, Executive Director, MCSAB, if Grants Coordinator has not been hired In Years 2-5, Grants Coordinator
Review and score applications.	November, annually	In Year 1, Executive Director, MCSAB, if Grants Coordinator has not been hired & peer reviewers In Years 2-5, Grants Coordinator & peer reviewers
Announce awards and collect post-	November, annually	Grants Coordinator, MCSAB

award signatures on grant MOUs.		
Provide post-award training and technical assistance.	November-December, annually	Grants Coordinator, MCSAB
First disbursement of funds	December, annually	Grants Coordinator, MCSAB
Process reconciliation and reimbursements for first-year subgrantees.	January-August, annually	Grants Coordinator, MCSAB
Conduct annual monitoring.	July, annually	Grants Coordinator, MCSAB
Complete reporting and evaluation.	August, annually	Grants Coordinator, MCSAB
Process reconciliation reimbursements for continuation subgrantees.	September-August, annually	Grants Coordinator, MCSAB
Activity 2.1: Provide pre-opening training and technical assistance to all approved charter schools.		
Develop required pre-opening trainings.	September-December 2017	Executive Director, MCSAB
Revise pre-opening checklist to include required trainings.	December 2017	Executive Director, MCSAB
Conduct required pre-opening trainings.	January-March, annually	Executive Director, MCSAB
Assess needs of approved charter schools.	September, annually	Executive Director, MSEA
Advertise pre-opening assistance to newly approved charter schools.	October, annually	Executive Director, MSEA
Develop individualized, pre-opening plan for each school.	November, annually	Executive Director, MSEA
Provide individualized assistance for each school, as requested.	December-May, annually	Executive Director, MSEA
Activity 2.2.: Provide all charter schools on-going technical assistance.		
Develop plans for calendared and on-demand technical assistance.	September-December 2017	Executive Director, MSEA
Create process to request on-demand technical assistance.	September-December 2017	Executive Director, MSEA
Publish an annual calendar of technical assistance events covering topics of common challenges.	Year 1: January 2017 Years 2-5: September	Executive Director, MSEA
Provide calendared and on-demand technical assistance.	Year-round, annually	Executive Director, MSEA
Activity 3.1: Conduct annual evaluation of MCSAB aligned to NACSA's best practices for authorizer evaluation.		
Establish evaluation committee.	September 2017	Chairman, MCSAB
Contract with third-party partner to develop evaluation methodology and instrument.	October-December 2017	Executive Director, MCSAB
Have third-party partner conduct evaluation.	February-May 2017	Executive Director, MCSAB
Publish and adopt evaluation findings in MCSAB board meeting.	June 2017	Executive Director, MCSAB
Implement improvement plans related to evaluation findings.	July-June, annually	MCSAB Board and Staff
Activity 3.2.: Adopt authorizer policies and procedures as identified by MCSAB or through the results of MCSAB's annual evaluation.		
Contract with high-capacity partner to conduct research and develop policy recommendations for selected policy/procedure.	October-November, annually	Executive Director, MCSAB
Present recommendations to the	March, annually	Executive Director, MSF, in

Performance and Accountability Committee.		conjunction with the Executive Director, MCSAB
Performance and Accountability Committee considers and adopts policy or procedure, with any necessary amendments.	April, annually	Chair, Performance and Accountability Committee, MCSAB
Performance and Accountability Committee recommends policy or procedure to the full MCSAB for adoption.	May, annually	Chair, Performance and Accountability Committee, MCSAB and Chair, MCSAB
Policy or procedure is opened for public comment through the Administrative Procedures Act, as necessary.	June, annually	Chair, MCSAB
Final adoption of policy or procedure.	August-September, annually	Chair, MCSAB

Addressing Compliance Issues

Subgrantees will be required to sign an award letter which contains the conditions of the grant and an assurances page. All subgrantees—because they will also all be approved charter schools—are subject to an annual evaluation. Subgrantees will have CSP-related measures included in their evaluation. MCSAB will require any lack of compliance or findings from the annual evaluation to be addressed through an improvement plan submitted by the subgrantee and approved by MCSAB in order for the subgrantee to continue to receive CSP funds. MCSAB will require that the annual evaluation and any improvement plans be reviewed by each charter school’s board at a public meeting. MCSAB’s Grants Coordinator will meet with school leadership quarterly to assess progress on the improvement plan and identify necessary technical assistance. At the end of the year, the subgrantee will be required to show measureable progress in at least 80% of the areas addressed in the improvement plan to receive continued CSP funding.

CONCLUSION

In this application, Mississippi presents a strong, clear plan to provide subgrants to high-quality applicants, support both aspiring applicants and approved charter schools through

technical assistance, and maintain a high-quality authorizing environment. These plans are aligned to the Secretary’s goals for CSP as well as Mississippi’s strategic vision. Mississippi’s compelling story of need and this clear plan make the time ripe for Mississippi’s first CSP award.

APPLICATION REQUIREMENTS

The majority of the application requirements are addressed within the Competitive Priorities or the Selection Criteria (see page numbers in the chart below). Only requirements not fully addressed in the Competitive Priorities or the Selection Criteria are addressed in this section.

Application Requirement	Section and Page
I.A.1. Support Opening of New Schools	Objective 1, pages 14-17 Selection Criteria F: Quality of the Project Design, pages 21-28
I.A.2. Inform Eligible Applicants of Available Grant Funds	Publicizing Subgrants to Eligible Applicants, page 22
I.A.3. Access Federal Funds	Competitive Preference 4—Equitable Financing, page 8
I.A.4. Closure Protocol	Activity 3.2. of Objective 3, page 35
I.A.5. Participation in Federal and State Programs	Application Requirements, page 57
I.A.6. Subgrantee Monitoring and Fiscal Sustainability	Subgrantee Monitoring, page 35
I.A.7. Support Charter Schools to Improve Struggling Schools or Turnaround Schools	Competitive Preference 6, page 10
I.A.8. Recruitment, Enrollment, and Retention	Activity 2.2 of Objective 2, page 17
I.A.9. Share Best Practices Between Charter Schools and LEAs	Application Requirements, page 57
I.A.10. Ensure Charter Schools Meet the Needs of “Children with Disabilities” and English Learners	Subgrantee Monitoring, page 35 Selection Criteria A. Flexibility, page 38 Competitive Preference 2—Charter School Oversight, page 6
I.A.11. School Quality Initiatives	4303(f)(2)(E)(i): Competitive Preference 1—Periodic Review and Evaluation, pages 5-6; Competitive Preference 2—Charter School Oversight, 6-7 4303(f)(2)(E)(ii-iii): Competitive Preference 2—Charter School Oversight, 6-7 Additional: Competitive Preference 8—Best

Application Requirement	Section and Page
	Practices for Charter School Authorizing, pages 13-14; Objectives 2 and 3 in Selection Criteria B. Objectives, pages 17-18, 19-20; Subgrantee Monitoring, page 35
I.A.12. Authorizing Oversight	Objective 3, pages 19-20
I.A.13. High Schools	Subgrant Application, page 22-24
I.B.1. Competitive Preference Priorities 3-8	Competitive Preference Priorities, pages 7-13
I.B.2. Working to Develop a Cohesive Statewide System	Introduction, page 4 Appendix F. Explanation of MSEA
I.B.3. Cohesive Strategy to Encourage Collaboration Between Charter Schools and LEAs	Application Requirements, page 58
I.C.1 Subgrant Application	Subgrant Application, page 22
I.C.2. Subgrant Application Review	Peer Review Process, page 24
I.D. Partner Organizations’ Roles and Responsibilities	Avoiding Duplication of Work, page 36
I.E. Transportation	Application Requirements, page 59
I.F. Open Meetings and Open Records Laws	Application Requirements, page 59
I.G. Supporting Diverse Charter School Models	Objective 1, Activity 1.2., pages 15-16 Objective 2, Activity 2.2., page 19 Subgrant Application, page 22-24

I.A.5. Participation in Federal and State Programs

As described in Competitive Preference 4—Equitable Financing, MCSAB will work with the SEA to maximize charter school participation in federal programs for which charter schools are eligible. MCSAB also follows the same protocol—the pre-opening checklist and pre-opening meetings—described in Competitive Preference 4—Equitable Financing to work with the SEA to maximize charter school participation in state programs, such as state grant or professional development programs. For more information, please see page 8.

I.A.9. Share Best Practices Between Charter Schools and LEAs

As part of MSEA’s services, MSEA will coordinate best practice sharing between charter schools and LEAs through three primary strategies: 1) cross-sector school tours, 2) a cross-sector mentoring program, and 3) a best practices “toolkit” containing nationally recognized charter

school best practices in key areas of school programming, academics, discipline, culture, and operations.

Cross-sector school tours will allow district leaders to understand and familiarize themselves with the charter schools, while charter schools will understand and learn from the strengths of LEAs. These cross-sector tours will involve the charters, the local district in which they are located, and high-performing LEAs statewide. The cross-sector mentoring program will work to pair excellent teachers and leaders from LEAs and charter schools with mentees in both LEAs and charter schools. This program will primarily pair charter personnel with local district personnel but may also include district personnel from high-performing LEAs statewide or from low-performing LEAs identified for comprehensive or targeted support services under ESSA.

Rather than developing a new list of best practices, MSEA will dedicate its energies to sourcing and sharing the best practices already created, tested, researched, and promoted by high-performing charter school management organizations and charter support organizations nationwide. The toolkit will be made available to charter public school and traditional public school teachers and leaders alike in Mississippi on the MSEA website and via MDE's professional development listserv for all public school teachers.

I.B.3. Cohesive Strategy to Encourage Collaboration Between Charter Schools and LEAs

Mississippi's collaboration between charter schools and LEAs is in the "emerging" stage on the spectrum of district-charter collaboration developed by the Center for Reinventing Public Education (CRPE). This is due to the nascent nature of Mississippi's charter sector (again, the schools have only been open for two years at this point) as well as the fact that charter schools currently exist in only one Mississippi school district. The relationship between the charters and all LEAs, particularly the LEA in which the charters are located, is in the trust-building phase.

The charters have all had meetings with district leadership and offered to collaborate on specific projects. For example, one operator offered to share its computer coding curriculum and professional development with the LEA, free of charge, just as it shares it with the other charter operator.

MCSAB seeks to foster these beginnings by supporting on-going collaboration efforts. First, MCSAB will work with MSEA to facilitate best practice sharing between districts and charter schools, as described in I.A.9. on page 57. Second, MCSAB will co-host with MDE district-charter collaboration meetings to continue to develop trust and plan cross-sector projects such as joint professional development opportunities or possible areas of joint advocacy as it pertains to increasing state and local funding or improving the policy environment for all public schools, traditional and charter. At the end of the CSP grant term, MCSAB expects these meetings will move the sector into the “basic” stage of the CRPE collaboration spectrum.

I.E. Transportation

MCSAB’s 2017 RFP requires that each charter school proposal feature a transportation plan for each proposed school. Each charter school’s transportation plan is included by reference in each school’s contract. Charter schools have the flexibility to design transportation plans to best meet their students’ needs which ensures that students have access to school and that schools may use methods and plans that they determine are the best use of resources and funds. Please see the 2017 RFP and criteria for approval in Appendix F for additional information.

I.F. Open Meetings and Open Records Laws

Miss. Code Ann. § 37-28-31 states that charter schools in Mississippi must abide by Mississippi’s open meetings and access to public records law. MCSAB evaluates each charter school’s adherence to these requirements annually in the governance section of the

Organizational Performance Framework within the Mississippi Charter School Performance Framework. Please see Appendix F to view the MCSPF in greater detail.

II. Assurances

Mississippi's signed assurances can be found in Appendix A.

III.A. Federal Waivers

Mississippi requests no federal waivers.

III.B. State Waivers

This provision is not applicable to Mississippi, as Mississippi grants wide latitude to charter schools. See Selection Criteria A. Flexibility on page 38 for more information.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

**Mississippi Charter School Authorizer Board
Public Charter Schools Program Grant
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CHARTER SCHOOLS PROGRAM ASSURANCES – STATE ENTITIES

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
 - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
 - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
 - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--
 - 1) Information on the educational program;
 - 2) Student support services;
 - 3) Parent contract requirements (as applicable), including any financial obligations or fees;
 - 4) Enrollment criteria (as applicable); and
 - 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be

required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

- (H) The State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, the State entity and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
- (I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Marian L. Schutte

NAME OF AUTHORIZED OFFICIAL

Executive Director

TITLE



SIGNATURE OF AUTHORIZED OFFICIAL

05-15-2017

DATE

Mississippi Charter
School Authorizer Board

APPLICANT ORGANIZATION

05-16-2017

DATE SUBMITTED

Marian L. Schutte

EDUCATION

- Vanderbilt University**, Nashville, TN May 2011
Master of Public Policy in Education Policy
- Tulane University**, New Orleans, LA May 2007
Bachelor of Arts in Political Science: International Relations and Women's Studies

PROFESSIONAL EXPERIENCE

Mississippi Charter School Authorizer Board, Jackson, MS November 2014 - Present
Executive Director

- Founding Executive Director charged with enacting the Mississippi Charter Schools Act of 2013
- Responsible for the overall planning, deployment, monitoring, improvement, and supervision of the Authorizer Board's operations to establish and ensure a network of high-quality charter schools particularly schools designed to expand opportunities for at-risk students

Louisiana Department of Education, Baton Rouge, LA December 2011 – October 2014
Executive Director of Policy and Planning, Portfolio

- Promoted from Director of Quality Assurance to oversee all policy related to Louisiana's Portfolio Programs: BESE-Authorized Charter Schools, Louisiana Scholarship Program, and Nonpublic Schools
- Coordinated and authored the overhaul of Louisiana's charter school policy bulletin resulting in higher standards for charter school evaluations and a separate evaluation framework for alternative charter schools
- Directed the New School Strategy team to ensure timely completion of statewide charter application activities and Louisiana's Believe and Succeed grant program

Director of Quality Assurance, Portfolio

- Designed, authored, and published Louisiana's Charter School Performance Compact, the tool used to monitor, evaluate, and assess BESE-authorized charter schools
- Monitored a portfolio of 20+ charter schools across Louisiana through regular site visits, data analysis of annual student performance results, and resolution of parent and community concerns

Lafayette Academy Charter School, New Orleans, LA August 2007 – June 2009
Upper Grade Spanish Teacher

- Instructed 350 4th - 7th grade students at a Recovery School District charter school
- Designed and implemented a multi-level standards-based foreign language curriculum

GRADUATE WORK EXPERIENCE

Nashville Teaching Fellows, Nashville, TN May 2010 – August 2011
Assistant Institute Director and Fellow Advisor

- Coordinated and directed Fellow placement at 14 non-traditional practice teaching sites
- Managed and delivered feedback to 10 Field Visitors to ensure successful implementation of the New Teacher Project's teaching curriculum at practice teaching sites

Vanderbilt University, Nashville, TN August 2009 – May 2011
Special Education Research Assistant, First Grade Galaxy Math Program

- Administered and entered data for battery tests and experimental math curriculum contributing to federally funded research on early intervention for math disabilities
- Tutored and detailed progress of seven students during thrice weekly 30 minute sessions

Rachel Canter
1207 Rose Hill Circle
Jackson, MS 39202

Experience

October 2008 present	Mississippi First Executive Director	Jackson, MS
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- Founded and manage a 501(c)3 education reform non profit to influence, advance, and defend policy that improves education in Mississippi.
- Responsibilities include setting strategic priorities, influencing policymakers, designing programming, managing staff, developing partnerships, lobbying, supporting state agencies, and fundraising and fiscal management.

Accomplishments

- Drafted, advocated, and passed the *Early Learning Collaborative Act of 2013*, Mississippi’s state funded pre-K law.
- Drafted, advocated, and passed the *Mississippi Charter Schools Act of 2013*, Mississippi’s charter school law as well as improvements in 2014, 2015, and 2016.
- Led campaign to prevent the repeal of Common Core in Mississippi in 2015.
- Mississippi First awarded 2013 Game Changer of the Year from the Policy Innovators in Education (PIE) Network.
- Member of PIE Network’s Leadership Institute Cohort 1.0.
- Named Peter Jennings Award for Civic Leadership Finalist with Co-Founder Sanford Johnson in 2014.

Education Policy Publications

Mississippi First. (2017). *Mississippi Voices: Public Perception of Pre-K-12 Education in Mississippi*. Jackson, MS. Canter, R., Bass, A., & Morgan, S.M.
Mississippi First. (2017). *The State of Pre-Kindergarten in Mississippi (2014-2015)*. Jackson, MS. Canter, R., & Bass, A.
Mississippi First. (2017). *Testing in the – School District (District #2) in 2015-2016*. Jackson, MS. Canter, R., & Bass, A.
Mississippi First. (2016). *Testing in the – School District (District #1) in 2015-2016*. Jackson, MS. Canter, R., & Bass, A.
Mississippi First. (2015). *Keeping the Promise Brief #2: Growing Mississippi’s Independent Charter Schools*. Jackson, MS. Bass, A., & Canter, R.
Mississippi First. (2015). *Keeping the Promise Brief #1: Strengthening the Mississippi Charter School Act of 2013*. Jackson, MS. Bass, A., & Canter, R.
Mississippi First. (2015). *The State of Public Pre-Kindergarten in Mississippi (2011-2012)*. Jackson, MS: Canter, R., & Bass, A.
Mississippi First. (2015). *The Relationship between Public Pre-K Access and Poverty*. Jackson, MS: Canter, R.
Mississippi First. (2013). *Charter Schools and Teacher Quality*. Jackson, MS: Canter, R.
Mississippi First. (2012). *Leaving Last in Line: Making Pre-K a Reality in Mississippi*. Jackson, MS: Canter, R.
Mississippi First. (2012). *Common Concerns about Charter Schools*. Jackson, MS: Canter, R.
Mississippi First. (2010). *Recommended Elements for Mississippi Charter School Policy*. Jackson, MS: Canter, R.

Previous Experience

Summer 2008	Teacher U at Hunter College (now Relay Graduate School of Education) Public Policy Consultant	New York, NY
Summer 2007	Chicago Public Schools Chicago Public Education Fund Fellow	Chicago, IL
Summer 2005	Education Trust Teacher Quality Intern	Washington, D.C.
2004 2006	Teach For America—Mississippi Delta Seventh Grade English Teacher	Greenville, MS

Education

HARVARD UNIVERSITY, John F. Kennedy School of Government Master in Public Policy, June 2008 <ul style="list-style-type: none">• Presidential Scholars Fellow• Relevant Coursework: Quantitative Analysis; Economics; Politics, Policymaking, and Political Action in Education; Ethics	Cambridge, MA
UNIVERSITY OF PENNSYLVANIA Bachelor of Arts <i>cum laude</i>, May 2004 Majors: English and History. Minor: Political Science. Dean’s List 2001 2002, 2003 2004	Philadelphia, PA

SEARCY MILAM MORGAN

EXPERIENCE

MISSISSIPPI EDUCATION ACCELERATOR (MSEA)

Incubated by MISSISSIPPI FIRST (MSF)

2017

- Launching new nonprofit to develop and drive strategy for statewide education reform resulting in the creation of at least 15,000 new high-quality public school seats in five years

MISSISSIPPI FIRST

Director of Charter School Support

2016 – Present

- Recruit and provide technical assistance to aspiring charter school applicants in the state

SWEET SHARKS EDUCATION CONSULTING

AUSTIN, TX

Founded specifically to support charter school management organizations' growth to serve more students across more seats/states.

Founder

2012 – Present

- Partner with states, school districts (primarily public charter networks), nonprofits, and ed-tech startups to provide strategic support in growth and marketing.
- Guide senior leadership members in creating and managing both strategic and operational plans necessary for growth, including the requisite components of due diligence, policy evaluation and compliance, innovative funding sources and solutions, community engagement, messaging alignment, and marketing to targeted internal and external audiences.
- Client list includes: Achievement First, Aspire Public Schools, Excel Academy Charter Schools, IDEA Public Schools, KIPP, Rocketship Education, Schoolrunner, The Princeton Review, Uncommon Schools, Zearn.

IDEA PUBLIC SCHOOLS

Currently 51 schools serving over 30,000 K-12 kids. Growth goal of 100,000 students in multiple states by 2020.

AUSTIN, TX

Vice President of Marketing, Communications, & Community Engagement

2013 – 2015

- Joined Operations executive leadership team to overhaul organization's approach to student recruitment, family engagement, story development/ pitching 'hooks' based on organizational progress; internal and donor communications; and large-scale event management.
- Trained new school leaders on public speaking and the responsibilities of family/community engagement at their school.
- Supported expansion from 30 to 44 schools, while decreasing cost-per-student-recruited in all three regions of operations.

UNCOMMON SCHOOLS

NEW YORK, NY

CMO "industry leader" in achieving sustainability on the public dollar, classroom management best practices (Teach Like A Champion), and leveraging data to drive instruction (Driven by Data); currently 49 schools

2008 – 2012

Founding Director of Marketing & Communications

- In partnership with board and executive leadership, created Marketing & Communications function to enhance brand awareness and directly influence our efforts to hire over 500 teachers and leaders annually in an increasingly competitive market.
- During growth phase from 12 to 36 schools, oversaw development of Headquarters operational support functions for said schools and approach to fee-based management model.
- Created online outreach strategy for creating community demand for our schools and services.

TEACH FOR AMERICA

LOS ANGELES, CA

Middle School Teacher, English as a Second Language (ESL)

2006 – 2008

- Taught three levels of ESL daily in full-immersion English classroom setting, as well as journalism and creative writing.
- Chaired 7th grade committee, oversaw discretionary spending campus-wide, and routinely translated family IEP meetings.

EDUCATION

COLUMBIA UNIVERSITY

NEW YORK, NY

Master of Science in Neuroscience & Education

2013

- First graduate program in the country to focus on educational implications of advances in brain-behavior understanding
- Psychology of Media; Cognitive Neuroscience & Education; Neurocognition & Motor Processing
- Columbus Business School certificate of excellence in graduate cohort of nonprofit and public service management leaders

RICE UNIVERSITY

HOUSTON, TX

Bachelor of Arts in English and Hispanic Studies

2006

FELLOWSHIPS

NYU WAGNER – FELLOWSHIP FOR LEADERS IN PUBLIC SERVICE,

STARTINGBLOC SOCIAL INNOVATION INSTITUTE, for young entrepreneurs redefining the social sector

PR/Award # E282A170020



PHIL BRYANT
GOVERNOR

May 12, 2017

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW, Room 4W257
Washington, DC 20202

To Whom It May Concern:

As Governor of the State of Mississippi, I am writing to express my support for the Mississippi Charter School Authorizer Board application for Mississippi's Charter Schools Program grant. In 2013, the Mississippi Legislature approved the creation of charter schools and the first school opened in 2015. I was proud to sign the law making Mississippi the 42nd state to enact charter school legislation four years ago.

I have seen firsthand the exceptional educational environment of our charter schools here in Jackson, Mississippi, and the smile on our students' faces walking through the halls. Currently, three schools are serving 527 students in the city of Jackson. Parents of these children have expressed their appreciation for having school choice in Mississippi. I believe parents know best, and when they are empowered with educational choice opportunities, they make the best choice for their child and for their child's future.

Whether it's the implementation of the third grade gate in Mississippi, making sure students can read at grade level and ending social promotion, or establishing more early childhood education, we are progressing in many ways. Scores from the 2015 National Assessment of Educational Progress (NAEP), known as the nation's report card, showed historic jumps. Additionally, Mississippi was one of only two states to see increases in NAEP scores at both fourth and eighth grade levels. Recently, the Education Commission of the States awarded the 2016 Frank Newman Award for State Innovation to Mississippi. We are not where we need to be, but there are improvements being made.

Mississippi has made our initial efforts to provide school choice options to every child in our state. But my work is not done until every child in Mississippi has access to a high-quality education, whether it is a public school, charter school, magnet school, private school, or virtual school. I know this grant could aid that goal of educating Mississippi's children. Thank you for your time and consideration on this matter.

Sincerely,



Phil Bryant
Governor



State of Mississippi
Office of the Lieutenant Governor

Tate Reeves
Lieutenant Governor

May 8, 2017

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue SW, Room 4W257
Washington, DC 20202

To Whom It May Concern,

I am writing to express my support for the Mississippi Charter School Authorizer Board's application for the Charter Schools Program (CSP): Grants for State Entities. Early in my tenure as Lieutenant Governor, I fought hard for charter schools in Mississippi, as my efforts were fueled by the belief that zip code or socioeconomic status should not be barriers to whether or not our students receive the best education possible.

Since the first charter school in Mississippi opened its doors in August 2015, I have seen how a high-quality charter school option has provided long-awaited relief to parents of students in the Jackson Public Schools system. I have already seen expectations of public education outcomes in Mississippi transform with the potential of this one charter school in Jackson. Unfortunately, this one school will provide transformational learning opportunities for a very small percentage of Mississippi's 115,000 students attending failing school districts. To ensure more opportunities for Mississippi's neediest students, the legislature passed expansive legislation this year to allow students to cross district lines to attend charter schools in other districts, a critical opportunity for rural charter school operators.

The Mississippi Charter School Authorizer Board has already shown they will only authorize a transformational public charter school. A Charter Schools Program Grant awarded this year to the Mississippi Charter School Authorizer Board will ensure an increase in the number of transformational schools authorized, serving more students and setting the bar high for other public schools in the state.

Sincerely,



Tate Reeves
Lieutenant Governor



quality charter schools

May 1, 2017

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos:

The National Association of Charter School Authorizers (NACSA) is pleased to offer its support for the Mississippi Charter School Authorizer Board's Charter School Program (CSP) grant proposal. NACSA believes deeply in the importance of high quality authorizing and in the positive impact it has on the quality of charter schools.

The National Association of Charter School Authorizers is a not-for-profit, membership association committed to advancing excellence and accountability in the charter school sector and to increasing the number of high-quality charter schools across the nation. NACSA's work includes evaluation, training, and development of authorizing tools and processes, all informed by the best practices of the nation's leading authorizers. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It is devoted exclusively to improving public education by improving the policies and practices of the organizations responsible for authorizing charter schools.

We look forward to supporting the Mississippi Charter School Authorizer Board to further develop its authorizing practices and efforts to expand high quality charter schools.

Sincerely,

Greg Richmond, CEO

Letter of Support – Senator Thad Cochran

Senator Cochran's office delivered the Mississippi Charter School Authorizer Board's Letter of Support directly to the Department of Education.



May 1, 2017

Dear Charter School Program Grant Selection Committee:

It is my pleasure to write this letter in support of the Mississippi Charter School Authorizer Board's application for the Charter Schools Program grant.

Mississippi First is a 501c3 nonprofit specializing in education policy, advocacy, and research. We work to champion transformative policy solutions ensuring educational excellence for every Mississippi child. We have been a leading advocate for high-quality charter schools in Mississippi since 2010, and we greatly contributed to the development and passage of Mississippi's charter school legislation in 2013. Since 2013, we have provided technical assistance to the Mississippi Charter School Authorizer Board (MCSAB), and we have remained highly committed to making sure that only high-quality charter schools open in Mississippi communities.

Mississippi First believes this grant will increase educational opportunity for Mississippi children by supporting the launch of new, high-quality charter schools. CSP funds will enable Mississippi to financially support approved charter schools, increase charter schools' access to technical assistance, and further enhance authorizer quality. Mississippi First is proud to partner with the MCSAB to reach these objectives in two ways. First, we will expand our current applicant support work through the Mississippi Education Accelerator to include intensive recruitment work and technical assistance to approved schools. We will also continue to serve as the MCSAB's primary in-state technical assistance partner.

We urge you to select the MCSAB for this award. The expansion of high-quality schools is one of the most important improvements we can make to our education system. We are excited that Mississippi has a strong charter school law and that the MCSAB has chosen to apply for this grant.

Sincerely,



Rachel Canter
Executive Director



May 2017

Building Excellent Schools joins Mississippi First in supporting the MS Charter School Authorizer Board's preparation and submission of a CSP grant application for the State Authorizer to receive and distribute the sorely needed Federal Charter School Program grant to several existing charter schools and a number of new schools coming to Mississippi.

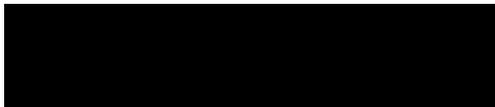
As all of you know much more poignantly than we, most of the incredibly needy parts of the country-side and the small towns in and around Jackson tell only a partial story of blight and foregone. From Clarksdale to Columbus to Meridian, we aim to make being smart and going to college the norm and not the unusual occurrence.

Building Excellent Schools is a trailblazing nonprofit that supports relentless leaders to design, found, lead, and sustain excellent schools in underserved communities nationwide. The BES Fellowship, launched in 2000, has resulted in the incubation and establishment of over 100 schools - in 20 cities across the country - many of which serve as national models of superior performance. For almost two decades, Building Excellent Schools has been recruiting, selecting, and training leaders to effectively start and lead urban charter schools. BES has worked tirelessly to execute on the high-octane practices that have now been proven to drive student achievement for students in low-performing, high-poverty, and high-percentage-minority traditional public schools.

Supported by Mississippi First and the funds from the CSP grant distribution, we stand at the ready to take on the demanding and urgent work of leading and establishing a high performing charter school. BES selected and trained school leaders will learn to operationalize habits proven to drive student success, executing on academic rigor, increased instruction time, a high-expectations culture, teacher effectiveness, and data-driven decision-making.

Funding will enable BES to expand the scope of this training - providing high-quality, research-based leadership development to far more leaders than would otherwise be possible, allowing not only for the amazingly successful training, but also the effective Follow-On support and coaching necessary to keep an even keel for each school, and also bring exemplar practices to them.

Submitted with respect,



Linda Brown
CEO and Founder
Building Excellent Schools
Buildingexcellentschools.org



MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Education

May 18, 2017

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos:

I am writing to express my strong support for the Mississippi Charter School Authorizer Board's grant application under the Charter Schools Program (CSP) Grants for State Entities CDFA Number 84.282A.

As a board member of the Mississippi Charter School Authorizer Board (MCSAB), I know that Mississippi's charter school law and policies have been recognized nationally for their adherence to national best practices. The National Association for Public Charter Schools most recently ranked Mississippi's charter school law tenth in the nation. Also, the National Association of Charter School Authorizers has ranked Mississippi eighth in the nation on its state policy rankings.

Since the Mississippi Charter School Authorizer Board's inception in 2013, the Mississippi Department of Education has partnered with the MCSAB in order to ensure equitable access to funds for charter schools as well as fulfill any necessary components of the charter school law. Through this work, MDE recognizes CSP funding is critical to growing Mississippi's emerging charter school sector, to the success and quality of charter schools across Mississippi, and to advancing the MCSAB's authorizing work.

It is my pleasure to endorse the CSP grant proposal submitted by the Mississippi Charter School Authorizer Board in our shared efforts to increase access to high-quality schools for all of Mississippi's students.

Best,


Carey M. Wright, Ed.D.
State Superintendent of Education

One day, all children in this nation will have the opportunity to attain an excellent education.



Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary DeVos:

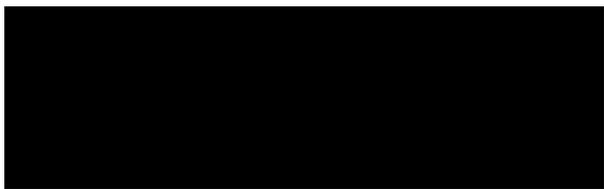
Teach For America Mississippi is pleased to support the Mississippi Charter School Authorizer Board in its application for the U.S. Department of Education’s Public Charter School Program Grant for State Entities. Mississippi’s students deserve expanded access to a quality education, and this grant will enable the MSCAB to provide much-needed support and resources.

The students in Mississippi who have attended charter schools so far have, on average, made significant progress toward grade level. The work of providing access to these types of learning opportunities for students in our state is at the core of Teach For America Mississippi’s mission.

In Mississippi in particular, access to start up funds and quality facilities continue to be a tremendous barrier to expanding charter schools across the state. A Charter Schools Program Grant would assist independent charter organizations looking to serve their local communities as well as attract experienced charter management organizations to Mississippi. We know that many children in Mississippi would greatly benefit from expanded access to quality charter schools, and this can be a critical component of a statewide education turnaround strategy. These vital grant funds will enable the Mississippi Charter School Authorizer Board and its partners the chance to accelerate the day when all children in our state have access to a quality education.

I strongly urge you to approve the applications for Charter Schools Program Grant funds, as they are critical for the growth and sustainability of Mississippi’s charter school sector.

In service to the mission,



Barbara Logan Smith, Ph.D.
Executive Director
Teach For America Mississippi



AN AMERICORPS PROGRAM

PR/Award # U282A170020

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: NOV 12 2009

MISSISSIPPI FIRST INC
PO BOX 1159
JACKSON, MS 39215-1159

[REDACTED]

Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

MISSISSIPPI FIRST INC

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Appendix E – Proprietary Information

(Not Applicable)

TITLE 37. EDUCATION
CHAPTER 28. MISSISSIPPI CHARTER SCHOOLS ACT OF 2013

Miss. Code Ann. § 37-28-1 (2017)

§ 37-28-1. Short title

This chapter shall be known and may be cited as the "Mississippi Charter Schools Act of 2013."

Miss. Code Ann. § 37-28-3 (2017)

§ 37-28-3. Legislative findings and declarations

(1) The Legislature finds and declares that the general purposes of the state's charter schools are as follows:

(a) To improve student learning by creating high-quality schools with high standards for student performance;

(b) To close achievement gaps between high-performing and low-performing groups of public school students;

(c) To increase high-quality educational opportunities within the public education system for all students, especially those with a likelihood of academic failure;

(d) To create new professional opportunities for teachers, school administrators and other school personnel which allow them to have a direct voice in the operation of their schools;

(e) To encourage the use of different, high-quality models of teaching, governing, scheduling and other aspects of schooling which meet a variety of student needs;

(f) To allow public schools freedom and flexibility in exchange for exceptional levels of results driven accountability;

(g) To provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system; and

(h) To encourage the replication of successful charter schools.

(2) All charter schools in the state established under this chapter are public schools and are part of the state's public education system.

(3) No provision of this chapter may be interpreted to allow the conversion of private schools into charter schools.

Miss. Code Ann. § 37-28-5 (2017)

§ 37-28-5. Definitions

As used in this chapter, the following words and phrases have the meanings ascribed in this section unless the context clearly indicates otherwise:

(a) "Applicant" means any person or group that develops and submits an application for a charter school to the authorizer.

(b) "Application" means a proposal from an applicant to the authorizer to enter into a charter contract whereby the proposed school obtains charter school status.

(c) "Authorizer" means the Mississippi Charter School Authorizer Board established under Section 37-28-7 to review applications, decide whether to approve or reject applications, enter into charter contracts with applicants, oversee charter schools, and decide whether to renew, not renew, or revoke charter contracts.

(d) "Charter contract" means a fixed-term, renewable contract between a charter school and the authorizer which outlines the roles, powers, responsibilities and performance expectations for each party to the contract.

(e) "Charter school" means a public school that is established and operating under the terms of charter contract between the school's governing board and the authorizer. The term "charter school" includes a conversion charter school and start-up charter school.

(f) "Conversion charter school" means a charter school that existed as a noncharter public school before becoming a charter school.

(g) "Education service provider" means a charter management organization, school design provider or any other partner entity with which a charter school intends to contract for educational design, implementation or comprehensive management.

(h) "Governing board" means the independent board of a charter school which is party to the charter contract with the authorizer and whose members have been elected or selected pursuant to the school's application.

(i) "Noncharter public school" means a public school that is under the direct management, governance and control of a school board or the state.

(j) "Parent" means a parent, guardian or other person or entity having legal custody of a child.

(k) "School board" means a school board exercising management and control over a local school district and the schools of that district pursuant to the State Constitution and state statutes.

(l) "School district" means a governmental entity that establishes and supervises one or more public schools within its geographical limits pursuant to state statutes.

(m) "Start-up charter school" means a charter school that did not exist as a noncharter public school before becoming a charter school.

(n) "Student" means any child who is eligible for attendance in a public school in the state.

(o) "Underserved students" means students participating in the federal free lunch

program who qualify for at-risk student funding under the Mississippi Adequate Education Program and students who are identified as having special educational needs.

Miss. Code Ann. § 37-28-7 (2017)

§ 37-28-7. Mississippi Charter School Authorizer Board created; jurisdiction; mission; composition

(1) There is created the Mississippi Charter School Authorizer Board as a state agency with exclusive chartering jurisdiction in the State of Mississippi. Unless otherwise authorized by law, no other governmental agency or entity may assume any charter authorizing function or duty in any form.

(2) (a) The mission of the Mississippi Charter School Authorizer Board is to authorize high-quality charter schools, particularly schools designed to expand opportunities for underserved students, consistent with the purposes of this chapter. Subject to the restrictions and conditions prescribed in this subsection, the Mississippi Charter School Authorizer Board may authorize charter schools within the geographical boundaries of any school district.

(b) The Mississippi Charter School Authorizer Board may approve a maximum of fifteen (15) qualified charter applications during a fiscal year.

(c) In any school district designated as an "A," "B" or "C" school district by the State Board of Education under the accreditation rating system at the time of application, the Mississippi Charter School Authorizer Board may authorize charter schools only if a majority of the members of the local school board votes at a public meeting to endorse the application or to initiate the application on its own initiative.

(3) The Mississippi Charter School Authorizer Board shall consist of seven (7) members, to be appointed as follows:

(a) Three (3) members appointed by the Governor, with one (1) member being from each of the Mississippi Supreme Court Districts.

(b) Three (3) members appointed by the Lieutenant Governor, with one (1) member being from each of the Mississippi Supreme Court Districts.

(c) One (1) member appointed by the State Superintendent of Public Education.

All appointments must be made with the advice and consent of the Senate. In making the appointments, the appointing authority shall ensure diversity among members of the Mississippi Charter School Authorizer Board.

(4) Members appointed to the Mississippi Charter School Authorizer Board collectively must possess strong experience and expertise in public and nonprofit governance, management and finance, public school leadership, assessment, curriculum and instruction, and public education law. Each member of the Mississippi Charter School Authorizer Board must have demonstrated an understanding of and commitment to charter schooling as a strategy for strengthening public education.

(5) To establish staggered terms of office, the initial term of office for the three (3)

Mississippi Charter School Authorizer Board members appointed by the Governor shall be four (4) years and thereafter shall be three (3) years; the initial term of office for the three (3) members appointed by the Lieutenant Governor shall be three (3) years and thereafter shall be three (3) years; and the initial term of office for the member appointed by the State Superintendent of Public Education shall be two (2) years and thereafter shall be three (3) years. No member may serve more than two (2) consecutive terms. The initial appointments must be made before September 1, 2013.

(6) The Mississippi Charter School Authorizer Board shall meet as soon as practical after September 1, 2013, upon the call of the Governor, and shall organize for business by selecting a chairman and adopting bylaws. Subsequent meetings shall be called by the chairman.

(7) An individual member of the Mississippi Charter School Authorizer Board may be removed by the board if the member's personal incapacity renders the member incapable or unfit to discharge the duties of the office or if the member is absent from a number of meetings of the board, as determined and specified by the board in its bylaws. Whenever a vacancy on the Mississippi Charter School Authorizer Board exists, the original appointing authority shall appoint a member for the remaining portion of the term.

(8) No member of the Mississippi Charter School Authorizer Board or employee, agent or representative of the board may serve simultaneously as an employee, trustee, agent, representative, vendor or contractor of a charter school authorized by the board.

(9) The Mississippi Charter School Authorizer Board shall appoint an individual to serve as the Executive Director of the Mississippi Charter School Authorizer Board. The executive director shall possess the qualifications established by the board which are based on national best practices, and shall possess an understanding of state and federal education law. The executive director, who shall serve at the will and pleasure of the board, shall devote his full time to the proper administration of the board and the duties assigned to him by the board and shall be paid a salary established by the board, subject to the approval of the State Personnel Board. Subject to the availability of funding, the executive director may employ such administrative staff as may be necessary to assist the director and board in carrying out the duties and directives of the Mississippi Charter School Authorizer Board.

(10) The Mississippi Charter School Authorizer Board is authorized to obtain suitable office space for administrative purposes. In acquiring a facility or office space the authorizer board shall adhere to all policies and procedures required by the Department of Finance and Administration and the Public Procurement Review Board.

Miss. Code Ann. § 37-28-9 (2017)

§ 37-28-9. Powers and duties of Authorizer Board; immunity from civil liability

(1) The authorizer is responsible for exercising, in accordance with this chapter, the following powers and duties:

(a) Developing chartering policies and maintaining practices consistent with nationally recognized principles and standards for quality charter authorizing in all major areas of authorizing responsibility, including:

(i) Organizational capacity and infrastructure;

- (ii) Solicitation and evaluation of charter applications;
 - (iii) Performance contracting;
 - (iv) Ongoing charter school oversight and evaluation; and
 - (v) Charter renewal decision-making;
- (b) Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices;
- (c) Declining to approve weak or inadequate charter applications;
- (d) Negotiating and executing charter contracts with approved charter schools;
- (e) Monitoring, in accordance with charter contract terms, the performance and legal compliance of charter schools;
- (f) Determining whether each charter contract merits renewal, nonrenewal or revocation; and
- (g) Applying for any federal funds that may be available for the implementation of charter school programs.
- (2) The authorizer shall carry out all its duties under this chapter in a manner consistent with nationally recognized principles and standards and with the spirit and intent of this chapter.
- (3) The authorizer may delegate its duties to the executive director and general counsel.
- (4) Regulation by the authorizer shall be limited to those powers and duties prescribed in this section and all others prescribed by law, consistent with the spirit and intent of this chapter.
- (5) Except in the case of gross negligence or reckless disregard of the safety and well-being of another person, the authorizer, members of the authorizer board in their official capacity, and employees of the authorizer in their official capacity are immune from civil liability with respect to all activities related to a charter school approved by the authorizer.

Miss. Code Ann. § 37-28-11 (2017)

§ 37-28-11. Funding for the Authorizer Board

- (1) To cover the costs of overseeing charter schools in accordance with this chapter, the authorizer shall receive three percent (3%) of annual per-pupil allocations received by a charter school from state and local funds for each charter school it authorizes.
- (2) The authorizer may receive appropriate gifts, grants and donations of any kind from any public or private entity to carry out the purposes of this chapter, subject to all lawful terms and conditions under which the gifts, grants or donations are given.

(3) The authorizer may expend its resources, seek grant funds and establish partnerships to support its charter school authorizing activities.

Miss. Code Ann. § 37-28-13 (2017)

§ 37-28-13. Technical information and assistance from Department of Education; publication of laws and regulations applicable to charter schools

(1) Upon request, the State Department of Education shall assist the Mississippi Charter School Authorizer Board with implementing the authorizer's decisions by providing such technical assistance and information as may be necessary for the implementation of this chapter.

(2) Before July 1 of each year, the authorizer shall publish a pamphlet, which may be in electronic form, containing:

(a) All statutes in Title 37, Mississippi Code of 1972, which are applicable to the charter schools;

(b) Any rules, regulations and policies adopted by the State Superintendent of Public Education, the State Board of Education or the State Department of Education with which charter schools must comply by virtue of the applicability to charter schools, as well as other public schools, of the state law to which those relevant rules, regulations and policies pertain; and

(c) Any other state and federal laws and matters that are relevant to the establishment and operation of charter schools in the State of Mississippi.

The Mississippi Charter School Authorizer Board shall make the pamphlet available to the public on the board's website and shall notify all prospective applicants of the pamphlet.

Miss. Code Ann. § 37-28-15 (2017)

§ 37-28-15. Authorizer to publicize request for proposals for charter school applications; request for proposals to prescribe mandatory elements of charter applications

(1) To solicit, encourage and guide the development of quality charter school applications, the authorizer shall issue and publicize a request for proposals before September 1 of each year; however, during 2013, the authorizer shall issue and publicize a request for proposals before December 1. The content and dissemination of the request for proposals must be consistent with the purposes and requirements of this chapter.

(2) The authorizer annually shall establish and disseminate a statewide timeline for charter approval or denial decisions.

(3) The authorizer's request for proposals must include the following:

(a) A clear statement of any preferences the authorizer wishes to grant to applications intended to help underserved students;

(b) A description of the performance framework that the authorizer has developed for

charter school oversight and evaluation in accordance with Section 37-28-29;

(c) The criteria that will guide the authorizer's decision to approve or deny a charter application; and

(d) A clear statement of appropriately detailed questions, as well as guidelines, concerning the format and content essential for applicants to demonstrate the capacities necessary to establish and operate a successful charter school.

(4) In addition to all other requirements, the request for proposals must require charter applications to provide or describe thoroughly all of the following mandatory elements of the proposed school plan:

(a) An executive summary;

(b) The mission and vision of the proposed charter school, including identification of the targeted student population and the community the school hopes to serve;

(c) The location or geographic area proposed for the school;

(d) The grades to be served each year for the full term of the charter contract;

(e) Minimum, planned and maximum enrollment per grade per year for the term of the charter contract;

(f) Evidence of need and community support for the proposed charter school;

(g) Background information, including proof of United States citizenship, on the applicants, the proposed founding governing board members and, if identified, members of the proposed school leadership and management team. The background information must include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of each board member and leadership team member;

(h) The school's proposed calendar, including the proposed opening and closing dates for the school term, and a sample daily schedule. The school must be kept in session no less than the minimum number of school days established for all public schools in Section 37-13-63;

(i) A description of the school's academic program, aligned with state standards;

(j) A description of the school's instructional design, including the type of learning environment (such as classroom-based or independent study), class size and structure, curriculum overview and teaching methods;

(k) The school's plan for using internal and external assessments to measure and report student progress on the performance framework developed by the authorizer in accordance with Section 37-28-29;

(l) The school's plan for identifying and successfully serving students with disabilities (including all of the school's proposed policies pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 USCS Section 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 USCS Section 794, and Title 11 of the Americans with

Disabilities Act, 42 USCS Section 12101 et seq., and the school's procedures for securing and providing evaluations and related services pursuant to federal law), students who are English language learners, students who are academically behind, and gifted students, including, but not limited to, compliance with any applicable laws and regulations;

(m) A description of cocurricular or extracurricular programs and how those programs will be funded and delivered;

(n) Plans and timelines for student recruitment and enrollment, including lottery policies and procedures that ensure that every student has an equal opportunity to be considered in the lottery and that the lottery is equitable, randomized, transparent and impartial so that students are accepted in a charter school without regard to disability, income level, race, religion or national origin;

(o) The school's student discipline policies, including those for special education students;

(p) An organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, education service provider, staff, related bodies (such as advisory bodies or parent and teacher councils), and all other external organizations that will play a role in managing the school;

(q) A clear description of the roles and responsibilities of the governing board, education service provider, school leadership team, management team and all other entities shown in the organizational chart;

(r) A staffing chart for the school's first year, and a staffing plan for the term of the charter;

(s) Plans for recruiting and developing school leadership and staff, which may not include utilization of nonimmigrant foreign worker visa programs;

(t) The school's leadership and teacher employment policies, including performance evaluation plans;

(u) Proposed governing bylaws;

(v) Explanations of any partnerships or contractual relationships central to the school's operations or mission;

(w) The school's plans for providing transportation, food service and all other significant operational or ancillary services;

(x) Opportunities and expectations for parent involvement;

(y) A detailed school start-up plan, identifying tasks, timelines and responsible individuals;

(z) A description of the school's financial plans and policies, including financial controls and audit requirements;

(aa) A description of the insurance coverage the school will obtain;

(bb) Start-up and five-year budgets with clearly stated assumptions;

(cc) Start-up and first-year cash flow projections with clearly stated assumptions;

(dd) A disclosure of all sources of private funding and all funds from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. For the purposes of this paragraph, the term "foreign" means a country or jurisdiction outside of any state or territory of the United States;

(ee) Evidence of anticipated fundraising contributions, if claimed in the application; and

(ff) A sound facilities plan, including backup or contingency plans if appropriate.

(5) In the case of an application to establish a charter school by converting an existing noncharter public school to charter school status, the request for proposals additionally shall require the applicant to demonstrate support for the proposed charter school conversion by a petition signed by a majority of teachers or a majority of parents of students in the existing noncharter public school, or by a majority vote of the local school board or, in the case of schools in districts under state conservatorship, by the State Board of Education.

(6) In the case of a proposed charter school that intends to contract with an education service provider for substantial educational services, management services or both types of services, the request for proposals additionally shall require the applicant to:

(a) Provide evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;

(b) Provide a term sheet setting forth: the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff and the education service provider; the scope of services and resources to be provided by the education service provider; performance evaluation measures and timelines; the compensation structure, including clear identification of all fees to be paid to the education service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

(c) Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and

(d) Background information, including proof of United States citizenship, on the principal individuals affiliated with the education service provider.

(7) In the case of a charter school proposal from an applicant that currently operates one or more schools in any state or nation, the request for proposals additionally shall require the applicant to provide evidence of past performance and current capacity for growth. The applicant shall be required to submit clear evidence that it has produced statistically significant gains in student achievement or consistently produced proficiency levels as measured on state achievement tests.

Miss. Code Ann. § 37-28-17 (2017)

§ 37-28-17. Purposes of charter application; approved charter application not to serve as

charter contract

(1) The following are the purposes of a charter application:

- (a) To present the proposed charter school's academic and operational vision and plans;
- (b) To demonstrate the applicant's capacities to execute the proposed vision and plans;
and
- (c) To provide the authorizer a clear basis for assessing the applicant's plans and capacities.

(2) An approved charter application may not serve as the school's charter contract.

Miss. Code Ann. § 37-28-19 (2017)

§ 37-28-19. Standards for authorizing charter school; review process

(1) In reviewing and evaluating charter applications, the authorizer shall employ procedures, practices and criteria consistent with nationally recognized principles and standards for quality charter authorizing. The application review process must include thorough evaluation of each written charter application and in-person interview with the applicant group.

(2) In deciding whether to approve charter applications, the authorizer must:

(a) Grant charters only to applicants that have provided evidence of competence in each element of the authorizer's published approval criteria, and in the case of an applicant that currently operates one or more schools in any state or nation, clear evidence that the management or leadership team of the charter school or schools currently operated by the applicant has produced statistically significant gains in student achievement or consistently produced proficiency levels as measured on state achievement test;

(b) Base decisions on documented evidence collected through the application review process; and

(c) Follow charter-granting policies and practices that are transparent, based on merit and avoid conflicts of interest or any appearance thereof.

(3) Before the expiration of one hundred eighty (180) days after the filing of a charter application, the authorizer must approve or deny the charter application; however, an application submitted by a public historically black college or university (HBCU), in partnership with a national nonprofit public HBCU support organization, for a charter school to be operated on or near the campus of the HBCU must be considered for expedited approval by the authorizer. The authorizer shall adopt by resolution all charter approval or denial decisions in an open meeting of the authorizer board.

(4) An approval decision may include, if appropriate, reasonable conditions that the charter applicant must meet before a charter contract may be executed pursuant to Section 37-28-21.

(5) For a charter denial, the authorizer shall state clearly, for public record, its reasons for denial. A denied applicant may reapply subsequently with the authorizer.

(6) Before the expiration of ten (10) days after taking action to approve or deny a charter application, the authorizer shall provide a report to the applicant. The report must include a copy of the authorizer's resolution setting forth the action taken and reasons for the decision and assurances as to compliance with all of the procedural requirements and application elements set forth in this chapter.

Miss. Code Ann. § 37-28-21 (2017)

§ 37-28-21. Initial charter term; charter contract

(1) The authorizer shall grant an initial charter to each qualified applicant for a term of five (5) operating years. The term of the charter shall commence on the charter school's first day of operation. An approved charter school may delay its opening for one (1) school year in order to plan and prepare for the school's opening. If the school requires an opening delay of more than one (1) school year, the school must request an extension from the authorizer. The authorizer may grant or deny the extension depending on the particular school's circumstances.

(2) (a) The authorizer and the governing board of the approved charter school shall execute a charter contract that clearly sets forth the academic and operational performance expectations and measures by which the charter school will be judged and the administrative relationship between the authorizer and charter school, including each party's rights and duties. The performance expectations and measures set forth in the charter contract must include, but need not be limited to, applicable federal and state accountability requirements. The performance provisions may be refined or amended by mutual agreement after the charter school is operating and has collected baseline achievement data for its enrolled students.

(b) The charter contract must be signed by the chairman of the authorizer board and the president of the charter school's governing board.

(c) A charter school may not commence operations without a charter contract executed in accordance with this section and approved in an open meeting of the authorizer board.

(3) The authorizer may establish reasonable preopening requirements or conditions to monitor the start-up progress of a newly approved charter school and to ensure that the school is prepared to open smoothly on the date agreed and that the school meets all building, health, safety, insurance and other legal requirements before the school's opening.

Miss. Code Ann. § 37-28-23 (2017)

§ 37-28-23. Charter school enrollment; lottery for selection of students if capacity is insufficient to enroll all students

(1) A charter school must be open to:

(a) Any student residing in the geographical boundaries of the school district in which the charter school is located; and

(b) Any student who resides in the geographical boundaries of a school district that was rated "C," "D" or "F" at the time the charter school was approved by the authorizer board, or who resides in the geographical boundaries of a school district rated "C," "D" or "F" at the time the student enrolls.

(2) A school district may not require any student enrolled in the school district to attend a charter school.

(3) Except as otherwise provided under subsection (8)(d) of this section, a charter school may not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability.

(4) A charter school may limit admission to students within a given age group or grade level, including pre-kindergarten students, and may be organized around a special emphasis, theme or concept as stated in the school's application.

(5) The underserved student composition of a charter school's enrollment collectively must reflect that of students of all ages attending the school district in which the charter school is located, to be defined for the purposes of this chapter as being at least eighty percent (80%) of that population. If the underserved student composition of an applicant's or charter school's enrollment is less than eighty percent (80%) of the enrollment of students of all ages in the school district in which the charter school is located, despite the school's best efforts, the authorizer must consider the applicant's or charter school's recruitment efforts and the underserved student composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the authorizer that a charter school is operating in a discriminatory manner justifies the revocation of a charter.

(6) A charter school must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.

(7) If capacity is insufficient to enroll all students who wish to attend the school based on initial application, the charter school must select students through a lottery.

(8) (a) Any noncharter public school or part of a noncharter public school converting to a charter school shall adopt and maintain a policy giving an enrollment preference to students who reside within the former attendance area of that public school. If the charter school has excess capacity after enrolling students residing within the former attendance area of the school, students outside of the former attendance area of the school, but within the geographical boundaries of the school district in which the charter school is located, are eligible for enrollment. If the number of students applying for admission exceeds the capacity of a program, class, grade level or building of the charter school, the charter school must admit students on the basis of a lottery.

(b) A charter school must give an enrollment preference to students enrolled in the charter school during the preceding school year and to siblings of students already enrolled in the charter school. An enrollment preference for returning students excludes those students from entering into a lottery.

(c) A charter school may give an enrollment preference to children of the charter school's applicant, governing board members and full-time employees, so long as those children constitute no more than ten percent (10%) of the charter school's total student population.

(d) A charter school shall give an enrollment preference to underserved children as defined in Section 37-28-5 to ensure the charter school meets its required underserved student composition.

(e) This section does not preclude the formation of a charter school whose mission is focused on serving students with disabilities, students of the same gender, students who pose such severe disciplinary problems that they warrant a specific educational program, or students who are at risk of academic failure. If capacity is insufficient to enroll all students who wish to attend the school, the charter school must select students through a lottery.

Miss. Code Ann. § 37-28-25 (2017)

§ 37-28-25. Charter school credits to be accepted by another public school upon transfer of student from charter school to public school

If a student previously enrolled in a charter school enrolls in another public school in this state, the student's new school must accept credits earned by the student in courses or instructional programs at the charter school in a uniform and consistent manner and according to the same criteria that are used to accept academic credits from other public schools.

Miss. Code Ann. § 37-28-27 (2017)

§ 37-28-27. School districts required to provide information about charter schools as enrollment option

A school district must provide or publicize to parents and the general public information about charter schools as an enrollment option within the district to the same extent and through the same means that the district provides and publicizes information about noncharter public schools in the district.

Miss. Code Ann. § 37-28-29 (2017)

§ 37-28-29. Charter contract to include performance framework; performance standards used to guide authorizer's charter school evaluations; annual performance targets

(1) The performance provisions within a charter contract must be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures and metrics that will guide the authorizer's evaluations of the charter school. The performance framework must include indicators, measures and metrics, at a minimum, for the following:

- (a) Student academic proficiency;
- (b) Student academic growth;
- (c) Achievement gaps in both proficiency and growth between major student subgroups;

(d) Attendance;

(e) Recurrent enrollment from year to year;

(f) In-school and out-of-school suspension rates and expulsion rates;

(g) For charter high schools, 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) Board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.

(3) The charter contract of each charter school serving Grades 9-12 must include a provision ensuring that graduation requirements meet or exceed those set by the Mississippi Department of Education for a regular high school diploma. Nothing in this section shall preclude competency-based satisfaction of graduation requirements.

(3) Annual performance targets must be set by each charter school in conjunction with the authorizer and must be designed to help each school meet applicable federal, state and authorizer expectations.

(4) The performance framework must allow the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance; however, the authorizer must approve the quality and rigor of any indicators proposed by a charter school, which indicators must be consistent with the purposes of this chapter.

(5) The performance framework must require the disaggregation of all student performance data by major student subgroups (gender, race, poverty status, special education status, English learner status and gifted status).

(6) The authorizer shall collect, analyze and report all data from state assessments in accordance with the performance framework for each charter school. Multiple schools overseen by a single governing board must report their performance as separate, individual schools, and each school must be held independently accountable for its performance.

(7) Information needed by the authorizer from the charter school governing board for the authorizer's reports must be required and included as a material part of the charter contract.

Miss. Code Ann. § 37-28-31 (2017)

§ 37-28-31. Annual review of charter school performance and legal compliance; performance report; charter schools to be given opportunity to remedy problems

(1) The authorizer shall monitor annually the performance and legal compliance of each charter school it oversees, including collecting and analyzing data to support the school's evaluation according to the charter contract. The authorizer may conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this chapter,

including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this chapter, adhere to the terms of the charter contract and do not unduly inhibit the autonomy granted to charter schools.

(2) As part of its annual report to the Legislature, the authorizer shall publish and provide a performance report for each charter school it oversees in accordance with the performance framework set forth in the charter contract. The report must be made available to the public at the same time as it is submitted to the Legislature. The authorizer may require each charter school it oversees to submit an annual report to assist the authorizer in gathering complete information about each school, consistent with the performance framework.

(3) If a charter school's performance or legal compliance is unsatisfactory, the authorizer shall notify promptly the charter school of the problem and provide reasonable opportunity for the school to remedy the problem unless the problem warrants revocation, in which case the revocation timeframes will apply.

(4) The authorizer may take appropriate corrective actions or exercise sanctions in response to apparent deficiencies in a charter school's performance or legal compliance. If warranted, the actions or sanctions may include requiring a charter school to develop and execute a corrective action plan within a specified timeframe.

Miss. Code Ann. § 37-28-33 (2017)

§ 37-28-33. Renewal, nonrenewal or revocation of charter

(1) A charter may be renewed for successive five-year terms of duration. The authorizer may grant renewal with specific conditions for necessary improvements to a charter school and may lessen the renewal term based on the performance, demonstrated capacities and particular circumstances of each charter school.

(2) Before September 30, the authorizer shall issue a charter school performance report and charter renewal application guidance to any charter school whose charter will expire the following year. The performance report must summarize the charter school's performance record to date, based on the data required by this chapter and the charter contract, and must provide notice of any weaknesses or concerns perceived by the authorizer which may jeopardize the charter school's position in seeking renewal if not timely rectified. The charter school must respond and submit any corrections or clarifications for the performance report within ninety (90) days after receiving the report.

(3) The charter renewal application guidance must provide, at a minimum, an opportunity for the charter school to:

(a) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;

(b) Describe improvements undertaken or planned for the school; and

(c) Detail the school's plans for the next charter term.

(4) The charter renewal application guidance must include or refer explicitly to the criteria that will guide the authorizer's renewal decision, which must be based on the performance framework set forth in the charter contract and consistent with this chapter.

(5) Before February 1, the governing board of a charter school seeking renewal shall submit a renewal application to the authorizer pursuant to the charter renewal application guidance issued by the authorizer. The authorizer shall adopt a resolution ruling on the renewal application no later than ninety (90) days after the filing of the renewal application.

(6) In making each charter renewal decision, the authorizer must:

(a) Ground its decision in evidence of the school's performance over the term of the charter contract in accordance with the performance framework set forth in the charter contract;

(b) Ensure that data used in making the renewal decision is available to the school and the public; and

(c) Provide a public report summarizing the evidence that is the basis for the renewal decision.

(7) A charter contract must be revoked at any time or not renewed if the authorizer determines that the charter school has done any of the following or otherwise failed to comply with the provisions of this chapter:

(a) Committed a material and substantial violation of any of the terms, conditions, standards or procedures required under this chapter or the charter contract;

(b) Failed to meet or make sufficient progress toward the performance expectations set forth in the charter contract;

(c) Failed to meet generally accepted standards of fiscal management; or

(d) Substantially violated any material provision of law which is applicable to the charter school.

(8) The authorizer shall develop revocation and nonrenewal processes that:

(a) Provide the governing board of a charter school with a timely notification of the prospect of revocation or nonrenewal and of the reasons for such possible closure;

(b) Allow the governing board a reasonable amount of time in which to prepare a response;

(c) Provide the governing board with an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuation of the school at an orderly proceeding held for that purpose;

(d) Allow the governing board access to representation by counsel and to call witnesses on the school's behalf;

(e) Permit the recording of such proceedings; and

(f) After a reasonable period for deliberation, require a final determination to be made and conveyed in writing to the governing board.

(9) Notwithstanding any provision to the contrary, the authorizer may not renew the charter of any charter school that, during the school's final operating year under the term of the charter contract, is designated an "F" school under the school accreditation rating system.

(10) If the authorizer revokes or does not renew a charter, the authorizer must state clearly, in a resolution of adopted by the authorizer board, the reasons for the revocation or nonrenewal.

(11) Within ten (10) days after taking action to renew, not renew or revoke a charter, the authorizer shall provide a report to the charter school. The report must include a copy of the authorizer board's resolution setting forth the action taken, reasons for the board's decision and assurances as to compliance with all of the requirements set forth in this chapter.

Miss. Code Ann. § 37-28-35 (2017)

§ 37-28-35. Closure of charter; charter school closure protocol; disposition of unspent funds and assets

(1) Before implementing a charter school closure decision, the authorizer must develop a charter school closure protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, and proper disposition of school funds, property and assets in accordance with the requirements of this chapter. The protocol must specify tasks, timelines and responsible parties, including delineating the respective duties of the school and the authorizer. If a charter school is to be closed for any reason, the authorizer shall oversee and work with the closing school to ensure a smooth and orderly closure and transition for students and parents, as guided by the closure protocol.

(2) If a charter school closes, all unspent government funds, unspent earnings from those funds and assets purchased with government funds must revert to the local school district in which the charter school is located. Unless otherwise provided for in the charter or a debt instrument, unspent funds from nongovernmental sources, unspent earnings from those funds, assets purchased with those funds and debts of the school must revert to the nonprofit entity created to operate the school and may be disposed of according to applicable laws for nonprofit corporations.

Miss. Code Ann. § 37-28-37 (2017)

§ 37-28-37. Annual report on status of charter schools to governor and legislature

(1) Before October 1 of each year, beginning in the year that the state has had at least one (1) charter school operating for a full school year, the Mississippi Charter School Authorizer Board shall issue to the Governor, Legislature, State Board of Education and the public an annual report on the state's charter schools for the preceding school year. The report must include a comparison of the performance of charter school students with the performance of academically, ethnically and economically comparable groups of students in the school district in which a charter school is located. In addition, the report must include the authorizer's assessment of the successes, challenges and areas for improvement in meeting the purposes of this chapter. The report also must include an assessment on whether the number and size of operating charter schools are sufficient to meet demand, as calculated according to admissions data and the number of students denied enrollment based on lottery results. The report due from the authorizer under this section must be

coordinated with reports due from charter school governing boards, as near as possible, to decrease or eliminate duplication.

(2) The Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER) shall prepare an annual report assessing the sufficiency of funding for charter schools, the efficacy of the state formula for authorizer funding, and any suggested changes in state law or policy necessary to strengthen the state's charter schools.

Miss. Code Ann. § 37-28-39 (2017)

§ 37-28-39. Charter school and certain service providers to be nonprofit education organization; charter school to function as local educational agency

(1) Notwithstanding any provision of law to the contrary, to the extent that any provision of this chapter is inconsistent with any other state or local law, rule or regulation, the provisions of this chapter govern and are controlling.

(2) A charter school and any education service provider which provides comprehensive management for a charter school must be a nonprofit education organization.

(3) A charter school is subject to all federal laws and authorities specified in this chapter or agreed upon with the authorizer in the charter contract, where such contracting is consistent with applicable laws, rules and regulations.

(4) To the extent approved by the authorizer, a charter contract may consist of one or more schools. Each charter school that is part of a charter contract must be separate and distinct from any other charter school.

(5) A single governing board may hold one or more charter contracts.

(6) A charter school must function as a local educational agency, and as such, a charter school is responsible for meeting the requirements of local educational agencies under applicable federal laws, including those relating to special education, receipt of funds and compliance with funding requirements. Status as a local educational agency, however, does not preclude a charter school from developing, by mutual agreement or formal contract, links with the local school district for services, resources and programs.

Miss. Code Ann. § 37-28-41 (2017)

§ 37-28-41. Charter school powers

A charter school may exercise those powers necessary for carrying out the terms of its charter contract, including the following powers:

(a) To receive and disburse funds authorized by law for school purposes;

(b) To secure appropriate insurance and to enter into contracts and leases;

(c) To contract with an education service provider for the management and operation of the charter school so long as the school's governing board retains oversight authority over the school;

(d) To solicit and accept any gifts or grants for school purposes subject to applicable laws and the terms of its charter contract;

(e) To acquire real property for use as its facility or facilities, from public or private sources; and

(f) To sue and be sued in its own name.

Miss. Code Ann. § 37-28-43 (2017)

§ 37-28-43. Prohibition against discrimination; prohibition against charging tuition; transportation plan; virtual courses

(1) A charter school may not discriminate against any person on the basis of race, creed, color, sex, disability, national origin or any other category that would be unlawful if done by a noncharter public school.

(2) A charter school may not engage in any sectarian practices in its educational program, admissions or employment policies or operations.

(3) A charter school may not discriminate against any student on the basis of national origin, minority status or limited proficiency in English. Consistent with federal civil rights laws, charter schools must provide limited English proficient students with appropriate services designed to teach them English and the general curriculum.

(4) A charter school may not charge tuition.

(5) The terms of each charter school must include a transportation plan for students attending the charter school.

(6) Subject to the approval of the authorizer, a charter school may contract with an accredited online course provider for the delivery of virtual courses to students enrolled in the charter school.

(7) Except to the extent authorized under paragraph (c) of Section 37-28-41, the powers, obligations and responsibilities set forth in the charter contract may not be delegated or assigned by either party.

Miss. Code Ann. § 37-28-45 (2017)

§ 37-28-45. Applicability of statutes, rules, regulations, policies, procedures, etc. that noncharter public schools are subject to; relation to other laws

(1) Charter schools are subject to the same civil rights, health and safety requirements applicable to noncharter public schools in the state, except as otherwise specifically provided in this chapter.

(2) Charter schools are subject to the student assessment and accountability requirements applicable to noncharter public schools in the state; however, this requirement does not preclude a charter school from establishing additional student assessment measures that go

beyond state requirements if the authorizer approves those measures.

(3) Although a charter school is geographically located within the boundaries of a particular school district and enrolls students who reside within the school district, the charter school may not be considered a school within that district under the purview of the school district's school board. The rules, regulations, policies and procedures established by the school board for the noncharter public schools that are in the school district in which the charter school is geographically located do not apply to the charter school unless otherwise required under the charter contract or any contract entered into between the charter school governing board and the local school board.

(4) Whenever the provisions of Title 37, Mississippi Code of 1972, relating to the elementary and secondary education of public school students establish a requirement for or grant authority to local school districts, their school boards and the schools within the respective school districts, the language "school districts," "school boards," "boards of trustees," "the schools within a school district," or any other similar phraseology does not include a charter school and the governing board of a charter school unless the statute specifically is made applicable to charter schools as well as noncharter public schools.

(5) A charter school is not subject to any rule, regulation, policy or procedure adopted by the State Board of Education or the State Department of Education unless otherwise required by the authorizer or in the charter contract.

(6) Charter schools are not exempt from the following statutes:

(a) Chapter 41, Title 25, Mississippi Code of 1972, which relate to open meetings of public bodies.

(b) Chapter 61, Title 25, Mississippi Code of 1972, which relate to public access to public records.

(c) Section 37-3-51, which requires notice by the district attorney of licensed school employees who are convicted of certain sex offenses.

(d) Section 37-3-53, which requires publication of the Mississippi Report Card by the State Board of Education.

(e) Section 37-11-18, which requires the automatic expulsion of a student possessing a weapon or controlled substance on educational property.

(f) Section 37-11-18.1, which requires expulsion of certain habitually disruptive students.

(g) Section 37-11-19, which requires suspension or expulsion of a student who damages school property.

(h) Section 37-11-20, which prohibits acts of intimidation intended to keep a student from attending school.

(i) Section 37-11-21, which prohibits parental abuse of school staff.

(j) Section 37-11-23, which prohibits the willful disruption of school and school meetings.

(k) Sections 37-11-29 and 37-11-31, which relate to reporting requirements regarding

unlawful or violent acts on school property.

(l) Section 37-11-67, which prohibits bullying or harassing behavior in public schools.

(m) Section 37-13-3, which prohibits doctrinal, sectarian or denominational teaching in public schools.

(n) Sections 37-13-5 and 37-13-6, which require the flags of the United States and the State of Mississippi to be displayed near the school building.

(o) Section 37-13-63(1), which prescribes the minimum number of days which public schools must be kept in session during a scholastic year.

(p) Section 37-13-91, which is the Mississippi Compulsory School Attendance Law.

(q) Section 37-13-171(2) and (4), which requires any course containing sex-related education to include instruction in abstinence-only or abstinence-plus education.

(r) Section 37-13-173, which requires notice to parents before instruction on human sexuality is provided in public classrooms.

(s) Section 37-13-193, which relates to civil rights and human rights education in the public schools.

(t) Sections 37-15-1 and 37-15-3, which relate to the maintenance and transfer of permanent student records in public schools.

(u) Section 37-15-6, which requires the State Department of Education to maintain a record of expulsions from the public schools.

(v) Section 37-15-9, which establishes minimum age requirements for kindergarten and first grade enrollment in public schools.

(w) Section 37-15-11, which requires a parent, legal guardian or custodian to accompany a child seeking enrollment in a public school.

(x) Sections 37-16-1, 37-16-3, 37-16-4 and 37-16-9, which relate to the statewide assessment testing program.

(y) Section 37-18-1, which establishes the Superior-Performing Schools Program and Exemplary Schools Program to recognize public schools that improve.

Miss. Code Ann. § 37-28-47 (2017)

§ 37-28-47. Qualifications of charter school employees; applicability of Education Employment Procedures Law

(1) (a) Charter schools must comply with applicable federal laws, rules and regulations regarding the qualification of teachers and other instructional staff. No more than twenty-five percent (25%) of teachers in a charter school may be exempt from state teacher licensure requirements. Administrators of charter schools are exempt from state

administrator licensure requirements. However, teachers and administrators must have a bachelor's degree as a minimum requirement, and teachers must have demonstrated subject-matter competency. Within three (3) years of a teacher's employment by a charter school, the teacher must have, at a minimum, alternative licensure approved by the Commission on Teacher and Administrator Education, Certification and Licensure and Development.

(b) A charter school may not staff positions for teachers, administrators, ancillary support personnel or other employees by utilizing or otherwise relying on nonimmigrant foreign worker visa programs. However, a charter school may submit a request to the authorizer for an exception allowing the employment of a nonimmigrant foreign worker before the worker is employed. The authorizer may grant permission for the employment of the nonimmigrant foreign worker only if the charter school makes a satisfactory showing of efforts to recruit lawful permanent residents of the United States to fill the position and a lack of qualified applicants to fill the position.

(2) Employees in charter schools must have the same general rights and privileges as other public school employees, except such employees are not:

(a) Covered under the Education Employment Procedures Law (Section 37-9-103); and

(b) Subject to the state salary requirements prescribed in Section 37-19-7.

(3) For the purpose of eligibility for participation in the Public Employees' Retirement System, a public charter school is considered to be a political subdivision of the state. Employees in charter schools are eligible for participation in other benefits programs if the public charter school governing board chooses to participate.

Miss. Code Ann. § 37-28-49 (2017)

§ 37-28-49. Criminal history record checks and fingerprinting requirements; termination of charter school employee for certain acts

(1) Charter school teachers and other school personnel, as well as members of the governing board and any education service provider with whom a charter school contracts, are subject to criminal history record checks and fingerprinting requirements applicable to employees of other public schools. The authorizer shall require that current criminal records background checks and current child abuse registry checks are obtained, and that the criminal record information and registry checks are on file at the charter school for any new hires applying for employment. In order to determine an applicant's suitability for employment, the applicant must be fingerprinted. If no disqualifying record is identified at the state level, the fingerprints must be forwarded by the Department of Public Safety to the Federal Bureau of Investigation for a national criminal history record check. Under no circumstances may a member of the Mississippi Charter School Authorizer Board, member of the charter school governing board or any individual other than the subject of the criminal history record checks disseminate information received through the checks except as may be required to fulfill the purposes of this section. The determination whether the applicant has a disqualifying crime, as set forth in subsection (2) of this section, must be made by the appropriate state or federal governmental authority, which must notify the charter school whether a disqualifying crime exists.

(2) If the fingerprinting or criminal record checks disclose a felony conviction, guilty plea or

plea of nolo contendere to a felony of possession or sale of drugs, murder, manslaughter, armed robbery, rape, sexual battery, sex offense listed in Section 45-33-23(g), child abuse, arson, grand larceny, burglary, gratification of lust or aggravated assault which has not been reversed on appeal or for which a pardon has not been granted, the new hire is not eligible to be employed at the charter school. However, the charter school, in its discretion, may allow any applicant aggrieved by the employment decision under this section to show mitigating circumstances that exist and may allow, subject to the approval of the Mississippi Charter School Authorizer Board, the new hire to be employed at the school. The authorizer may approve the employment depending on the mitigating circumstances, which may include, but need not be limited to: (a) age at which the crime was committed; (b) circumstances surrounding the crime; (c) length of time since the conviction and criminal history since the conviction; (d) work history; (e) current employment and character references; and (f) other evidence demonstrating the ability of the person to perform the employment responsibilities competently and that the person does not pose a threat to the health or safety of children.

(3) No charter school, charter school employee, member of the charter school governing board, the Mississippi Charter School Authorizer Board or member or employee of the Mississippi Charter School Authorizer Board may be held liable in any employment discrimination suit in which an allegation of discrimination is made regarding an employment decision authorized under this section.

(4) A charter school shall terminate any teacher or administrator for committing one or more of the following acts:

(a) Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;

(b) Fondling a student as described in Section 97-5-23 or engaging in any type of sexual involvement with a student as described in Section 97-3-95; or

(c) Failure to report sexual involvement of a charter school employee with a student as required by Section 97-5-24.

Miss. Code Ann. § 37-28-51 (2017)

§ 37-28-51. Charter schools eligible to participate in state- or district-sponsored athletic and academic interscholastic activities

A charter school is eligible to participate in state-sponsored or district-sponsored athletic and academic interscholastic leagues, competitions, awards, scholarships and recognition programs for students, educators, administrators and schools to the same extent as noncharter public schools.

Miss. Code Ann. § 37-28-53 (2017)

§ 37-28-53. Charter schools required to certify enrollment, average daily attendance and certain additional information on annual basis

(1) Each charter school shall certify annually to the State Department of Education its student enrollment, average daily attendance and student participation in the national

school lunch program, special education, vocational education, gifted education, alternative school program and federal programs in the same manner as school districts.

(2) Each charter school shall certify annually to the school board of the school district in which the charter school is located the number of enrolled charter school students residing in the school district.

Miss. Code Ann. § 37-28-55 (2017)

§ 37-28-55. Charter school funding; adequate education program payments; local funding; federal and state categorical aid program monies; state transportation funding

(1) (a) The State Department of Education shall make payments to charter schools for each student in average daily attendance at the charter school equal to the state share of the adequate education program payments for each student in average daily attendance at the school district in which the charter school is located. In calculating the local contribution for purposes of determining the state share of the adequate education program payments, the department shall deduct the pro rata local contribution of the school district in which the student resides, to be determined as provided in Section 37-151-7(2)(a).

(b) Payments made pursuant to this subsection by the State Department of Education must be made at the same time and in the same manner as adequate education program payments are made to school districts under Sections 37-151-101 and 37-151-103. Amounts payable to a charter school must be determined by the State Department of Education. Amounts payable to a charter school over its charter term must be based on the enrollment projections set forth over the term of the charter contract. Such projections must be reconciled with the average daily attendance using months two (2) and three (3) ADA for the current year for which adequate education program funds are being appropriated and any necessary adjustments must be made to payments during the school's following year of operation.

(2) For students attending a charter school located in the school district in which the student resides, the school district in which a charter school is located shall pay directly to the charter school an amount for each student enrolled in the charter school equal to the ad valorem tax receipts and in-lieu payments received per pupil for the support of the local school district in which the student resides. The pro rata ad valorem receipts and in-lieu receipts to be transferred to the charter school shall include all levies for the support of the local school district under Sections 37-57-1 (local contribution to the adequate education program) and 37-57-105 (school district operational levy) and may not include any taxes levied for the retirement of the local school district's bonded indebtedness or short-term notes or any taxes levied for the support of vocational-technical education programs. The amount of funds payable to the charter school by the school district must be based on the previous year's enrollment data and ad valorem receipts and in-lieu receipts of the local school district in which the student resides. The pro rata amount must be calculated by dividing the local school district's months one (1) through nine (9) average daily membership into the total amount of ad valorem receipts and in-lieu receipts, as reported to the State Department of Education by the local school district. The local school district shall pay an amount equal to this pro rata amount multiplied by the number of students enrolled in the charter school, based on the charter school's end of first month enrollment for the current school year. The amount must be paid by the school district to the charter school before January 16 of the current fiscal year. If the local school district does not pay the required amount to the charter school before January 16, the State Department of Education shall reduce the local school district's January transfer of Mississippi Adequate

Education Program funds by the amount owed to the charter school and shall redirect that amount to the charter school. Any such payments made under this subsection (2) by the State Department of Education to a charter school must be made at the same time and in the same manner as adequate education program payments are made to school districts under Sections 37-151-101 and 37-151-103.

(3) For students attending a charter school located in a school district in which the student does not reside, the State Department of Education shall pay to the charter school in which the student is enrolled an amount as follows: the pro rata ad valorem receipts and in-lieu payments per pupil for the support of the local school district in which the student resides under Sections 37-57-1 (local contribution to the adequate education program) and 37-57-105 (school district operational levy), however, not including any taxes levied for the retirement of the local school district's bonded indebtedness or short-term notes or any taxes levied for the support of vocational-technical education programs. The amount of funds payable to the charter school by the school district must be based on the previous year's enrollment data and ad valorem receipts and in-lieu receipts of the local school district in which the student resides. The pro rata amount must be calculated by dividing the local school district's months one (1) through nine (9) average daily membership into the total amount of ad valorem receipts and in-lieu receipts, as reported to the State Department of Education by the transferor local school district. The payable amount shall be equal to this pro rata amount multiplied by the number of students enrolled in the charter school, based on the charter school's end of first month enrollment for the current school year. The State Department of Education shall reduce the school district's January transfer of Mississippi Adequate Education Program funds by the amount owed to the charter school and shall redirect that amount to the charter school. Any such payments made under this subsection (3) by the State Department of Education to a charter school must be made at the same time and in the same manner as adequate education program payments are made to school districts under Sections 37-151-101 and 37-151-103.

(4) (a) The State Department of Education shall direct the proportionate share of monies generated under federal and state categorical aid programs, including special education, vocational, gifted and alternative school programs, to charter schools serving students eligible for such aid. The department shall ensure that charter schools with rapidly expanding enrollments are treated equitably in the calculation and disbursement of all federal and state categorical aid program dollars. Each charter school that serves students who may be eligible to receive services provided through such programs shall comply with all reporting requirements to receive the aid.

(b) A charter school shall pay to a local school district any federal or state aid attributable to a student with a disability attending the charter school in proportion to the level of services for that student which the local school district provides directly or indirectly.

(c) Subject to the approval of the authorizer, a charter school and a local school district may negotiate and enter into a contract for the provision of and payment for special education services, including, but not necessarily limited to, a reasonable reserve not to exceed five percent (5%) of the local school district's total budget for providing special education services. The reserve may be used by the local school district only to offset excess costs of providing services to students with disabilities enrolled in the charter school.

(5) (a) The State Department of Education shall disburse state transportation funding to a charter school on the same basis and in the same manner as it is paid to school districts under the adequate education program.

(b) A charter school may enter into a contract with a school district or private provider to provide transportation to the school's students.

Miss. Code Ann. § 37-28-57 (2017)

§ 37-28-57. Annual financial audit

(1) A charter school must adhere to generally accepted accounting principles.

(2) A charter school shall have its financial records audited annually, at the end of each fiscal year, either by the State Auditor or by a certified public accountant approved by the State Auditor. However, a certified public accountant may not be selected to perform the annual audit of a charter school if that accountant previously has audited the charter school for more than three (3) consecutive years. Certified public accountants must be selected in a manner determined by the State Auditor. The charter school shall file a copy of each audit report and accompanying management letter with the authorizer before October 1.

Miss. Code Ann. § 37-28-59 (2017)

§ 37-28-59. Monies remaining in charter school's accounts at end of budget year to be used during subsequent budget years; authorization to accept gifts, grants, etc.; disclosure of funds from private and foreign sources

(1) Any monies received by a charter school from any source remaining in the charter school's accounts at the end of a budget year must remain in the charter school's accounts for use by the charter school during subsequent budget years.

(2) Nothing in this chapter may be construed to prohibit any person or organization from providing funding or other assistance to the establishment or operation of a charter school. The governing board of a charter school may accept gifts, donations and grants of any kind made to the charter school and may expend or use such gifts, donations and grants in accordance with the conditions prescribed by the donor; however, a gift, donation or grant may not be accepted if it is subject to a condition that is contrary to any provision of law or term of the charter contract.

(3) A charter school must disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. For the purposes of this subsection, the term "foreign" means a country or jurisdiction outside of any state or territory of the United States.

Miss. Code Ann. § 37-28-61 (2017)

§ 37-28-61. Right of first refusal to purchase vacant public school facilities; public entities authorized to provide space to charters in their facilities under preexisting zoning and land use designations

(1) A charter school has a right of first refusal to purchase or lease at or below fair market value a closed public school facility or property or unused portions of a public school facility

or property in the school district in which the charter school is located if the school district decides to sell or lease the public school facility or property. If a conversion charter school application is successful, the local school district owning the conversion charter school's facility must offer to lease or sell the building to the conversion charter school at or below fair market value.

(2) A charter school may negotiate and contract at or below fair market value with a school district, state institution of higher learning, public community or junior college, or any other public or for-profit or nonprofit private entity for the use of a facility for a school building.

(3) Public entities, including, but not limited to, libraries, community service organizations, museums, performing arts venues, theatres, cinemas, churches, community and junior colleges, colleges and universities, may provide space to charter schools within their facilities under their preexisting zoning and land use designations.

The Mississippi Education Accelerator (MSEA)

Vision: The Mississippi Education Accelerator envisions a community-driven public education ecosystem that offers excellent *school choices* and *course choices* for students statewide to ensure they are prepared for post-secondary success.

Mission: We exist to improve public school options and course options for students in Mississippi by accelerating the growth and expansion of new high-performing charter schools to generate at least 15,000 new seats, by establishing statewide student access to best-in-class content and curriculum through online learning platforms, and by creating or convening the resources required for reimagined administration of struggling traditional district schools.

Startup Story: MSEA is incubated within and initially fiscally-sponsored by Mississippi First, a 501c3 founded in 2008 that champions transformative policy solutions ensuring educational excellence for every Mississippi child.

For years, Mississippi First (MSF) has led the charge on charter school reform and legislation in the state of Mississippi, among their other education policy priorities. In 2015, roughly two years into the state's solid charter school law being on the books, MSF determined it was necessary to begin providing reliable technical assistance to aspiring charter school applicants (pre-approval) and approved applicants (post-approval) regarding topics such as creative facilities planning, financial modeling, family engagement, board governance, and more. MSF partnered with Searcy Milam Morgan--Mississippi native, Teach For America alumna, and longtime national charter school supporter and strategist--to provide this technical assistance and begin building a long-term charter school strategy for the state. Rachel Canter, Executive Director of MSF, and Searcy Milam Morgan spent six months in late 2016/early 2017 engaged in a research and strategic planning process including: conducting a statewide poll and analysis on public perceptions of public schools and public charter schools; convening statewide "charter champions" (educators, attorneys, lobbyists, policymakers, philanthropists, and nonprofit practitioners) to explore existing priorities and policy efforts; evaluating national best practices in building a charter school sector; beginning the recruitment of national CMOs to the state, including hosting CMO visitors and visiting CMO bases of operation; and providing technical assistance to all aspiring applicants in the Mississippi Charter School Authorizer Board's 2017 RFP application cycle.

MSEA's #1 Priority: Building the Charter School Sector

Under Searcy Milam Morgan's continued leadership, MSEA will operate as Mississippi's charter school sector "quarterback" (often known as a "harbormaster"), allowing MSF to return full focus to advancing transformative policy solutions for the state. To build the charter sector, MSEA will focus on the following areas, with an eye toward ensuring successful first year operations for all new schools:

- 1) Recruiting high-quality CMOs and providing technical assistance to ease their entry into the state.
- 2) Establishing leader talent pipeline partnerships to ensure high-capacity emerging leaders with no CMO affiliation have a clear pathway to founding schools in the state.
- 3) Providing pre-approval assistance to aspiring applicants, especially those from high-quality pipelines.
- 4) Offering technical assistance to all charter school ongoing, as needed.

What Is Technical Assistance?

The MSEA will provide technical assistance to charter schools in areas of common concern such as board governance, talent pipelines, fiscal sustainability, district-charter collaboration, and community engagement, as well as topics of interest particular to individual schools, by request. This technical assistance will be provided through a variety of methods including workshops, coaching and facilitation, systems-building work, and strategic planning support.

Sharing Best Practices: Traditional and Charter Public Schools in the State

MSEA will also prioritize and coordinate best practice sharing between charter schools and LEAs through three primary strategies: 1) cross-sector school tours, 2) a cross-sector mentoring program, and 3) a toolkit containing nationally-recognized charter school best practices in key areas of school programming, academics, discipline, culture, and operations. Cross-sector school tours will allow district leaders to understand and familiarize themselves with the charter schools, while charter schools will be able to understand and learn from the strengths of LEAs. These cross-sector tours will involve the charters, the local district in which they are located, and high-performing LEAs statewide. The cross-sector mentoring program will work to pair excellent teachers and leaders from LEAs and charter schools with mentees in both LEAs and charter schools.

OBJECTIVE

To provide charter school operators and boards with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.

- Clear standards, timely feedback, maximum transparency
- Objective information for schools, students, and families
- Differentiated oversight including incentives for high-performing charter schools
- Comprehensive information to guide charter renewal determinations

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Section 1: Introduction

This document describes the Mississippi Charter School Performance Framework, the accountability mechanism for all charter schools authorized by the Mississippi Charter School Authorizer Board (MCSAB).

This document provides:

- a conceptual overview of the Charter School Performance Framework (the body of the document); along with
- the specifics regarding Performance Framework implementation developed with charter school leader input (the appendices).

In addition to establishing performance criteria for charter schools, the Charter School Performance Framework also ensures that the Mississippi Charter School Authorizer Board is accountable to charter schools.

The MCSAB is accountable for implementing a rigorous and fair oversight process that respects the autonomy that is vital to charter school success.

It is this mutual obligation that drives the Charter School Performance Framework – a collaborative effort with the common objective of providing Mississippi students with a high quality education that prepares them for post-graduation academic and career success.

Charter School Performance Framework: Mississippi Charter School Authorizer Board Obligations

- Clearly communicate standards and expectations to schools;
- Conduct a transparent, consistent, and predictable oversight process;
- Conduct an oversight process that is respectful of schools' autonomy;
- Focus on student outcomes and not on inputs; and
- Provide fact-based feedback to schools and communities indicating where schools stand relative to performance framework expectations and standards.

Section 2: Objective of the Charter School Performance Framework

The Mississippi Charter School Authorizer Board has the responsibility of making sure charter schools provide an excellent education for Mississippi public school students.

The MCSAB acknowledges that charter schools need independence in order to develop and apply the policies and educational strategies that maximize their effectiveness.

The Mississippi Charter School Performance Framework balances these two considerations.

The objective of the Charter School Performance Framework is to provide charter school operators and boards with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.

In addition to achieving this objective, the Performance Framework should deliver important secondary benefits:

- incentives for high-performing charter schools that regularly achieve their academic, financial soundness and organizational performance standards;
- comprehensive information for data-driven charter renewal determinations;
- differentiated oversight based on each school's performance;
- maximum transparency so all stakeholders can understand where charter schools are meeting or exceeding standards, and where they are failing to achieve key performance standards; and
- objective information for students and families who want to learn more about the charter schools in their community.

The Performance Framework describes methods that seek the optimal balance between oversight and independence, while delivering the secondary benefits important to each targeted stakeholder. The Performance Framework is a dynamic process subject to continuous review and improvement.

The Mississippi Charter School Authorizer Board invites Mississippi's charter schools to be partners in the continuous improvement of the Performance Framework.

Section 3: Performance Framework Assessment Components

The Performance Framework assesses schools on their ability to operate as sound, independent entities that successfully serve all students. The Mississippi Charter School Authorizer Board has selected assessment components that strike the balance between easy-to-submit documents and data that provide fact-based insight on school performance.

Routine Ongoing Submissions

During the year, schools are required to submit a variety of academic, financial, and organizational data to the MCSAB and to the Mississippi Department of Education. It is vital that this information is submitted by the given due date. These required submissions are often linked to funding allotments or federal reporting requirements. The Authorizer Board will work closely with MDE to streamline the nature and timing of data requests. See the Mississippi Charter School Reporting Calendar for greater detail on each requirement and its function.

Performance Frameworks

Academic – The Academic Performance Framework includes measures that allow the Mississippi Charter School Authorizer Board to evaluate charter school academic performance. This section includes indicators, measures, and metrics for student academic proficiency, student academic growth, performance of major student subgroups, and optional, additional school-specific measures. Also, MCSAB will include a breakdown of all statewide accountability data along with the indicators and metrics in each school's annual performance report.

A charter school that meets the expectations in this area is implementing its academic program effectively. For each measure, a school receives one of four ratings: Exceeds Expectations, Meets Expectations, Approaches Expectations, or Fails to Meet Expectations. A school that receives a Fails to Meet Expectations in any category may receive increased oversight including but not limited to additional site visits and corrective action steps. A school that receives three of more consecutive Fails to Meet Expectations on Indicator 1: State Accountability Letter Grade may result in a recommendation of revocation of the charter.

Financial – The Financial Performance Framework measures the financial health and viability of schools through four indicators: 1) fund balance; 2) audit findings; 3) debt to asset ratio; and 4) timely reporting. These four indicators will be evaluated on an annual basis. A school that receives three of more consecutive Fails to Meet Expectations may result in a recommendation of revocation of the charter.

Organizational – The Organizational Performance Framework provides performance targets and compliance targets for the legal and contractual obligations that schools must meet. There are six areas of focus: 1) educational program requirements; 2) enrollment; 3) discipline; 4) special education and at-risk student populations; 5) school environment; and 6) governance. Schools begin with 100 points and provide assurances that they are following policies and procedures mandated by state law and MCSAB policy. A school loses points when it receives more than one Notice of Concern or one Notice of Breach per indicator. A school that receives three of more consecutive Fails to Meet Expectations may result in a recommendation of revocation of the charter.

There are several indicators that MCSAB deems as “Critical Indicators.” These indicators are highlighted in yellow in Appendix A. If schools fail to perform in these highlighted areas, they will bypass Level 1 intervention and automatically receive a Notice of Breach. They must cure this concern in order to receive an Organizational Performance Framework score.



Mississippi Charter School Performance Framework

Annual Performance Report

The Annual Performance Report is a process that compiles all data from the Performance Framework components and provides a year-long evaluation of school performance. In the Annual Performance Report, each school will receive academic, financial, and organizational performance ratings. Each framework has a variety of indicators that are worth points, which are then totaled to determine a rating.

The MCSAB is committed to clearly communicating information from the Charter School Performance Framework to families, schools, and the public. Annual Performance Reports will be provided to charter school boards of directors and school leaders each fall following the release of accountability data. These reports will also be posted on the MCSAB website and included in any required legislative and public reports.

Section 4: Performance Framework Process Description

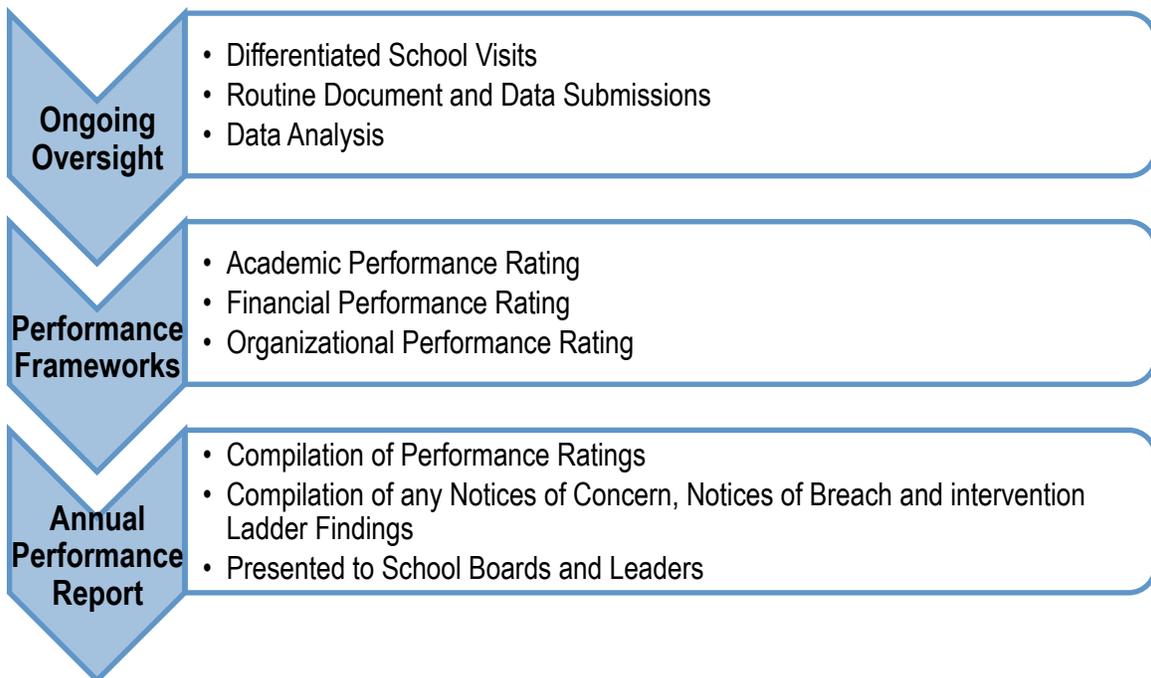
Process Description

The MCSAB has collaborated with charter school leaders to develop the Performance Framework process depicted in this flowchart. Throughout the school year, every charter school will submit scheduled documents and data that enable MCSAB to assess their compliance with critical policies and laws, and their progress in achieving important school milestones.

The document submissions required – and the timetable for each submission – are indicated in the Mississippi Charter School Reporting Calendar.

During the year, MCSAB staff will visit the campus of each charter school. The frequency and intensity of visits will depend on the number of years in operation, a school’s performance, and eligibility for a high-stakes decision.

In the fall of each school year, every charter school will receive an Annual Performance Report. The Annual Performance Report communicates a school’s academic, financial, and organizational performance ratings along with information collected from the regular oversight process. The parameters of these analyses are indicated in detail in Appendix A: Detailed Performance Indicator Descriptions.



Differentiated Oversight: Site Visits vs. School Tours

Site visits and school tours provide MCSAB with a chance to connect with school leaders and boards, collect supporting evidence for renewal decisions, ensure the safety of school buildings, and verify that the needs of special student populations are being met. While the frequency and intensity of visits will depend on a school's performance and eligibility for a high-stakes decision, schools will receive at least one visit annually. Visits will be designed to limit disruption to the school day and on a routine basis will last no longer than one school day. Furthermore, MCSAB will notify schools of the nature and timing of their visit in advance. Specific issues may arise that necessitate additional visits outside of the regular schedule.

During their initial five-year contract term, all schools receive the same level of oversight in their first two years of operation. After this initial two-year period, charter schools earn differentiated oversight based on their performance.

Initial Five-Year Contract – Ongoing Monitoring Schedule - Years 1 and 2

All Schools		
Year 1	Visit	<ul style="list-style-type: none"> Minimum of 1 informal visit within first month of school 1 site visit – 1st semester (after first round of benchmark data) 1 site visit – 2nd semester
	Data Submissions	<ul style="list-style-type: none"> School submits benchmark testing data on routine basis (including data on school selected indicators)
Year 2	Visit	<ul style="list-style-type: none"> 1 site visit – 1st semester (after 1st round of benchmark data) 1 site visit – 2nd semester

Initial Five-Year Contract – Ongoing Monitoring Schedule - Years 3, 4, and 5

		School on Track to Meet Expectations (Meets Expectations on ≥ 3 Academic Indicators)	School Not on Track to Meet Expectations (Meets Expectations on < 3 Academic Indicators)
Year 3	Visit	<ul style="list-style-type: none"> 1 site visit / school tour – 2nd semester 	<ul style="list-style-type: none"> 1 site visit – 1st semester (after 1st round of benchmark data) 1 site visit / school tour – 2nd semester
Year 4	Visit		
Year 5	Visit		

School Tours – These tours are designed to conform to the daily routine of high-performing schools with minimal disruption. They include:

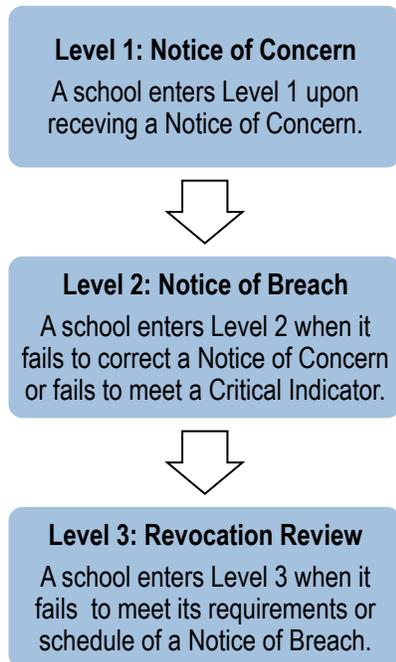
Component	Objective
Policies and Procedures Follow-Up	Ensure that schools have policies and procedures in place
Informal Classroom Visits	Gain a greater understanding of school operations
Facility Review	Evaluate the health and safety of the school facility
School Leader Conversation	Discuss the direction of the school and its continued path to success

Site Visits – These visits will examine school operations thoroughly in order to make informed renewal decisions or to highlight areas of growth for schools with staggering performance. They include:

Component	Objective
Policies and Procedures Audit	Ensure that schools have all required policies and procedures in place to operate sound schools
Classroom Visits	Gain a greater understanding of school operations and school quality
Facility Review	Evaluate the health and safety of the school facility
Special Education Coordinator Interview	Gain additional information about how the school supports special student populations
School Leader Interview	Assess the school leader's operation of the school
Board / CMO Interview	Assess the board's understanding of the school's performance and any future plans for improvement

Intervention Ladder

Occasionally, the routine oversight process may result in adverse findings. Charter schools may fall out of compliance on important legal or contractual requirements. Academic standards may not be met. Financial soundness may become an issue. When these situations occur, schools enter into the intervention process.



All schools begin outside of the intervention ladder and are considered to be in **Good Standing**. Schools in good standing receive non-invasive regular oversight and submissions tracking. Schools must meet performance targets and maintain open communication with MCSAB in exchange for this level of non-invasive oversight.

Schools can enter **Level 1** of the intervention ladder if MCSAB receives a verified complaint of significant concern, or if regular oversight generates significant questions or concerns. We will communicate with school leaders, parents, and any other necessary stakeholders to verify complaints. We will contact the school leader and Board president to issue a formal Notice of Concern. The Notice of Concern contains specific actions and due dates required to remedy the concern. Upon remedying the concern, the school returns to **Good Standing**. If the concern is not remedied in the time allotted, the school progresses to **Level 2** of the intervention ladder.

At **Level 2**, the school is issued a Notice of Breach. The Notice of Breach outlines the actions necessary to cure the breach. A school can enter the ladder at **Level 2** if it fails to meet a Critical Indicator or it fails to correct a Notice of Concern. Once a Notice of Breach is issued, MCSAB monitors the school's implementation of the steps required to cure the breach. Once the school has met the Notice of Breach requirements, they exit from **Level 2** and return to in **Good Standing**. Repeated Notices of Concern or Breach may lead to increased oversight.

Failure to meet the requirements specified in the Notice of Breach will result in entry to **Level 3**, charter school revocation review. The review may include additional visits to the school or an in-depth audit to assess financial and organizational health. Schools in **Level 3** are at risk of contract revocation. Schools may also progress on the ladder to **Level 3** if they receive repeated Notices of Breach in the same school year. Findings from the revocation review will determine whether a school enters into revocation proceedings or is granted a revised Notice of Breach, returning to **Level 2**.

In unfortunate cases, data gathered from the Performance Framework process can be used to initiate charter school revocation proceedings. The Mississippi Charter School Authorizer Board recognizes the severity of this process and will use this authority only in the case of persistent shortcomings or a grave incident that threatens the health, safety, or welfare of students. If a school enters revocation proceedings, MCSAB will follow the closure and revocation procedures outlined in board policy.

Renewal Requirements

The Performance Framework provides timely and accurate information necessary for appropriate charter renewal decisions. Decisions will be made in accordance with the Charter Contract and the Performance Framework based on extensive longitudinal information over a school's charter term. The Mississippi Charter School Authorizer Board will consider Performance Framework ratings, document submissions, school tours and site visits, annual performance reports, parental complaints, and other relevant information in its decisions. The MCSAB is charged with grounding its renewal decisions in evidence of the school's performance over the term of the charter contract in accordance with this performance framework.

Academic Requirements for Renewal

Initial Renewal

To be eligible for an initial renewal, a school must demonstrate that it's effectively implementing its academic program.

Most Recent Academic Performance Framework Indicator 1 Rating	Additional Evidence Needed	Eligibility for Renewal
Exceeds or Meets Expectations (A – C)	No Additional Evidence Needed	Eligible for Renewal
Approaches Expectations (D)	School Must Demonstrate Evidence of Significant Growth Over Charter Term OR Receives an Exceeds or Meets Expectations on 2/3 Additional Academic Indicators	Eligible for Renewal
Fails to Meet Expectations (F)	No Additional Evidence Needed	Not Eligible for Renewal

Subsequent Renewals

To be eligible for subsequent renewal terms, a school must demonstrate that it is effectively implementing its academic program and has demonstrated growth or exemplary performance.

Most Recent Academic Performance Framework Indicator 1 Rating	Eligibility for Renewal
Exceeds or Meets Expectations (A – C)	Eligible for Renewal
Approaches Expectations or Fails to Meet Expectations (D – F)	Not Eligible for Renewal

Financial and Organizational Requirements for Renewal

In order to be eligible for renewal, a school must demonstrate financial and organizational success by receiving a Meets or Approaches Expectations on both the Financial and Organizational Performance Frameworks. However, the Authorizer Board may grant a waiver of this requirement based on evidence and specific circumstances.

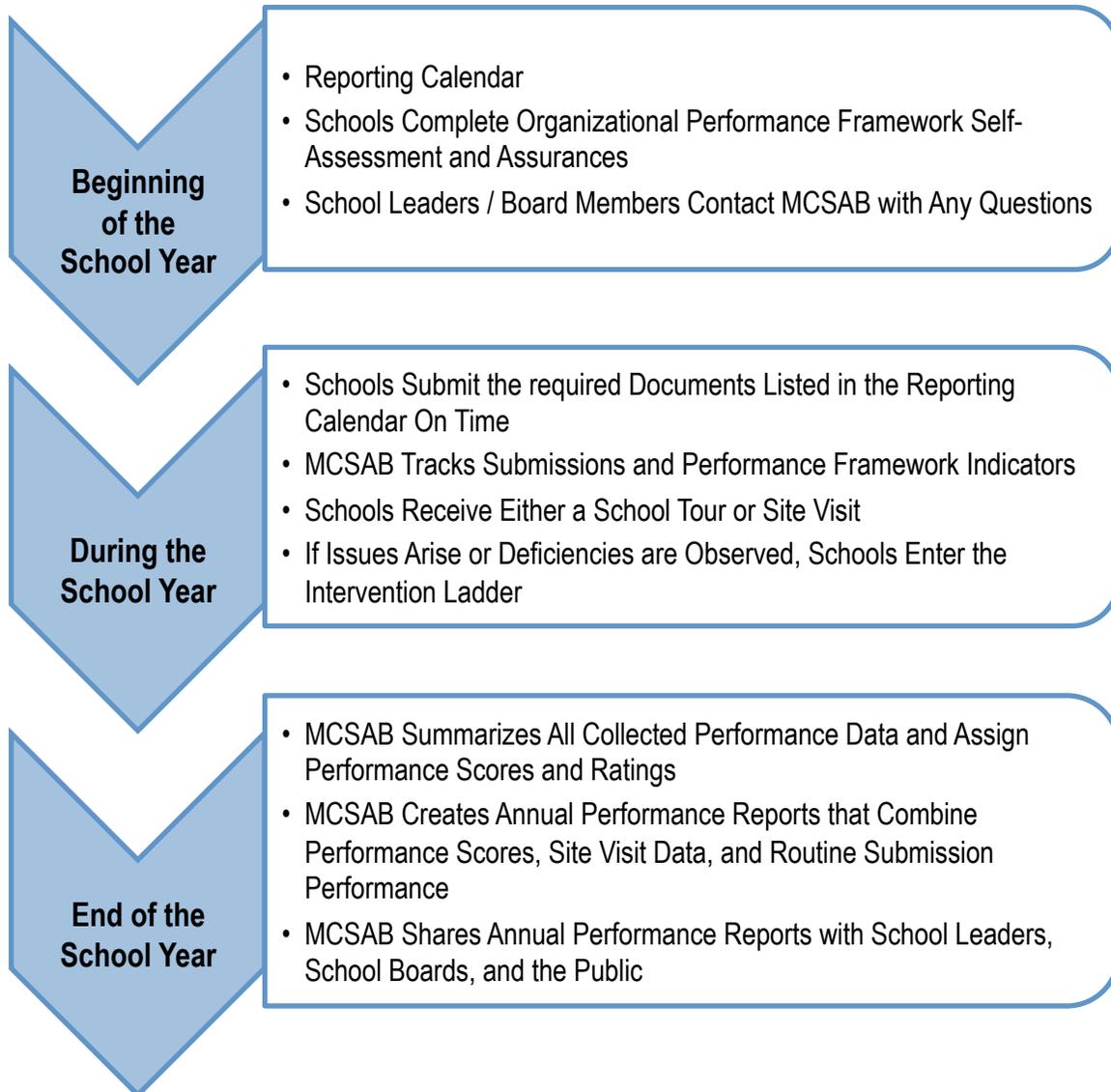
Renewal Terms

Once a school has been recommended for renewal, MCSAB will determine a renewal term length. Schools will receive base renewal term lengths determined by their Academic Performance Framework Indicator 1 Rating. Schools that achieve financial and organizational scores in the range of 80 – 100 are eligible for extra years added to the length of their charter terms. The table below details the number of additional years charter schools may earn.

Academic Base Term	Financial & Organizational Additional Years	Potential Term Lengths
Exceeds Expectations (A) 4 Years	Up to 1 Additional Year for Meets Expectations in Both Financial and Organizational Performance	4 – 5 Years
Meets Expectations (B) 4 Years	Up to 1 Additional Year for Meets Expectations in Both Financial and Organizational Performance	4 – 5 Years
Meets Expectations (C) 3 Years	Up to 1 Additional Year for Meets Expectations in Both Financial and Organizational Performance	3 – 4 Years
Approaches Expectations (D) 3 Years	No Additional Years Added	3 Years
Fails to Meet Expectations (F)	Not Eligible for Renewal	

Section 5: Performance Framework Timeline

The Performance Framework is implemented according to an annual timeline. The goals of the timeline: a) to set clear expectations for MCSAB's interaction with schools; while b) standardizing the oversight process.



Schools should contact MCSAB at any time for additional support and information about meeting any of the Performance Framework components.

Appendix A: Detailed Performance Indicator Descriptions

I. Academic Performance Framework – Academic Performance Rating – K – 8				
Measure	Rating			
	Exceeds Expectations	Meets Expectations	Approaches Expectations	Fails to Meet Expectations
1. State Accountability Letter Grade – Proficiency and Growth	A	B - C	D	F
2. School-Specific Academic Goals*	School exceeds school-specific annual goals.	School meets school-specific annual goals.	School did not meet school-specific academic goals.	School fell far below school-specific academic goals.
3. Subgroup Performance – Growth [^]	76 to 100% of subgroup students achieved growth target.	51 to 75% of subgroup students achieved growth target.	26 to 50% of subgroup students achieved growth target.	0 to 25% of subgroup students achieved growth target.
4. Subgroup Performance – Proficiency [^]	76 to 100% of subgroup students achieved a score of proficient or higher.	51 to 75% of subgroup students achieved a score of proficient or higher.	26 to 50% of subgroup students achieved a score of proficient or higher.	0 to 25% of subgroup students achieved a score of proficient or higher.

*Specific metrics and targets for school-specific academic goals will be developed and agreed upon by each charter school and the Mississippi Charter School Authorizer Board.

[^]Subgroup performance will be calculated for each eligible subgroup. Potential eligible subgroups include: gender, race, poverty status, special education status, English learner status, and gifted education status. Subgroup performance will be evaluated separately for reading and math exams and End of Course assessments by subgroup.

II. Financial Performance Framework – Financial Performance Rating	
Rating	Score
Meets Expectations	80 – 100
Approaches Expectations	60 – 79
Fails to Meet Expectations	0 – 59

Financial Performance Score Indicators				
Indicators	Potential Points	Full Credit	Partial Credit	No Credit
Fund Balance	Full Credit – 30 Points Partial Credit – 15 Points No Credit – 0 Points	Y1: >2% Y2: >3% Y3: >4% Y4: >5% Y5: >6% +Y5: >7.5%	Y1: 1-2% Y2: 1.5-3% Y3: 2-4% Y4: 2.5-5% Y5: 3-6% +Y5: 3.75-7.5%	Y1: <1% Y2: <1.5% Y3: <2% Y4: <2.5% Y5: <3% +Y5: <3.75%
Audit Findings	Full Credit – 30 Points Partial Credit – 15 Points No Credit – 0 Points	Unqualified Audit with No Findings	Unqualified Audit with No Recurring or Material Findings	-Unqualified Audit with Recurring or Material Findings; Or -Qualified Audit
Debt to Asset Ratio	Full Credit – 20 Points No Credit – 0 Points	<0.9	N/A	>0.9
Timely Reporting	Full Credit – 20 Points Partial Credit – 15 Points Partial Credit – 10 Points No Credit – 0 Points	-Quarterly reports, MDE Financial Submission Data, and Audit All Submitted Timely	1 Late – 15 Points 2 Late – 10 Points	3 – 5 Late

All information used to assess a school's Financial Performance Rating and Score will come from annually audited financial documents.

III. Organizational Performance Framework – Organizational Performance Rating			
Rating	Score	Components	
Meets Expectations	80 - 100	Key Indicator	Points Possible
Approaches Expectations	60 - 79	Educational Program Requirements	12
Fails to Meet Expectations	0 - 59	Enrollment	19
<p>All schools start with the full amount of points and assure that they follow these policies and procedures.</p> <p>A school loses points when more than 1 Notice of Concern is issued or a Notice of Breach is issued.</p> <p>Some indicators are based on data outcomes and schools must achieve specified outcomes in order to earn points.</p>		Discipline	11
		Special Education / At-Risk Student Populations	28
		School Environment	21
		Governance	9
		Total	100
		Critical Indicators: Boxes highlighted below in yellow represent, high priority indicators. Non-compliance in one of these items triggers an automatic Notice of Breach.	

Organizational Performance Score Indicators			
A. Educational Program Requirements			
Indicator	Points	Detail	Credit
i. School Meets the Essential Terms Identified in Charter Contract	3		Education program meets contract specifications
ii. School Complies with All Reporting Requirements	3		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iii. School Meets Attendance Goals	3		Average daily attendance meets at least 90% of students enrolled.
iv. Teachers and Administrators Meet All Credentialing Requirements	3		Teacher credentialing data meets legal specifications

Organizational Performance Score Indicators			
B. Enrollment			
Indicator	Points	Detail	Credit
i. Student Enrollment and Underserved Student Percentage	3		Enrollment data meets contract specifications
ii. School Follows Recruitment, Enrollment Plan, and Lottery Policy	3		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iii. Non-Discriminatory Admissions	4	Admissions process in non-discriminatory against students with disabilities and other at-risk student populations.	Critical Indicator
iv. School Follows Compulsory Attendance Laws, Truancy Policy, and Timely Transfer of Records	3		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
v. School Re-Enrolls High Percentage of Students	3	Percentage of students returning to school that aren't enrolled in a terminal grade	At least 85% of students return to school for the next year
vi. School Has Low Transfer Rates During the School Year	3	Percentage of students who transfer schools for reasons outside of residency issues	School's transfer rate is at or below 7.5%

Organizational Performance Score Indicators			
C. Discipline			
Indicator	Points	Detail	Credit
i. School Adheres to Student Code of Conduct and Discipline Policy	4		Critical Indicator
ii. Suspensions and Expulsions are Conducted Properly	4		
iii. School Has Low In-School and Out-of-School Suspension Rates and Expulsion Rates	3		Suspension and expulsion rates are at or below district percentage

Organizational Performance Score Indicators			
D. Special Education / At-Risk Student Populations – Observed During School Visit or MDE Monitoring			
Indicator	Points	Detail	Credit
i. Enrollment and Retention	4	<ul style="list-style-type: none"> School maintains recurrent enrollment – term to term. School promotes attendance policy and intervention. School ensures provision of transition activities (age 16+) and access to programs that support diploma choices. 	Critical Indicator
ii. Schools Identify At-Risk Students	4	<ul style="list-style-type: none"> School locates and/or identifies students who are eligible for or may be eligible for special education services. School identifies students in need of ELL services 	
iii. School Conducts Evaluations	4	<ul style="list-style-type: none"> School conducts appropriate and timely evaluations, re-evaluations, and re-evaluation waivers. If school contracts with external provider, it has established and implemented standards of practice for evaluators. 	
iv. School Writes Required IEPs and Section 504 Plans	4	<ul style="list-style-type: none"> IEPs are appropriately developed, revised, and reviewed. Section 504 Plans are developed and implemented properly. 	
v. School Provides Programming and Placement	4	<ul style="list-style-type: none"> Special education services and ELL services are implemented. School exits and monitors students from ELL services as necessary. Curricular modifications and accommodations are provided. 	
vi. School Follows Discipline Procedures	4	<ul style="list-style-type: none"> School follows procedural safeguards for disciplining students with disabilities or students suspected of having a disability. 	
vii. Assessments	4	<ul style="list-style-type: none"> Students are administered appropriate state and local assessments Alternate assessments are provided for students 	

Organizational Performance Score Indicators			
E. School Environment – Observed During Facilities Review			
Indicator	Points	Detail	Credit
i. School Meets Local and State Fire and Life Safety Codes	4		Critical Indicator
ii. School Meets Public Health Sanitary Codes	4		
iii. School Meets ADA Requirements	3		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iv. School Follows Transportation Plan	3		
v. School Follows Bus Safety Protocols	3		
vi. School Conducts Background Checks for All Employees, Staff, and Volunteers	4		Critical Indicator

Organizational Performance Score Indicators			
F. Governance			
Indicator	Points	Detail	Credit
i. Board Maintains Registered Non-Profit Status	3		Sec. of State Verification
ii. School and Board Adhere to Mississippi Open Meetings Act	3		No more than 1 Notice of Concern per Indicator No Notices of Breach per Indicator
iii. School and Board Adhere to Public Records Act and FERPA	3		

MCSAB 2017 CSP Logic Model

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes	Impact
Objective 1. Increase the number of new, approved, high-quality charter schools launching in Mississippi by at least 375% over the next five years to create at least 15,000 new high-quality charter school seats..						
<ul style="list-style-type: none"> • MCSAB staff, resources, and expertise • Support from partners: MSF/MSEA, MDE, NACSA, and BES • Mississippi Charter Schools Act of 2013 and state and federal charter policy • CSP funding • Approved charter schools 	<u>Activity 1.1.:</u> Recruit applicants from high-quality charter school pipelines.	<u>P.M. 1.1.:</u> Annually engage requisite number of recruitment targets from high-quality pipelines to meet goals, in accordance with the projected awards timetable.	High-quality charter schools approved.	Number of charter schools and students will increase annually. Percentage of charter students achieving growth in reading and math will increase by 5% annually at each served grade level.	Percentage of charter students achieving proficiency in reading and math will increase by 5% annually at each served grade level. Charter schools will earn a school grade of “B” or higher by the third year of operation.	Student access to an excellent public school increases. Academic achievement for all public school students, particularly educationally disadvantaged students, increases. Economic and racial achievement gaps decrease.
	<u>Activity 1.2.:</u> Provide pre-approval technical assistance to aspiring applicants.	<u>P.M. 1.2.:</u> Annually provide pre-approval technical assistance to all of the applicants from high-quality pipelines.				
	<u>Activity 1.3.:</u> Implement subgrant program.	<u>P.M. 1.3.a.:</u> Award CSP subgrants to 15 high-quality charter schools (GPRA i.). <u>P.M. 1.3.b.:</u> CSP awardees’ federal cost per pupil will not exceed 32% of their total per pupil cost in each CSP subgrant year, on average (GPRA iii.).	High-quality charter schools have the resources to open in Mississippi.			

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes	Impact
Objective 2. Support all charter schools in earning an “A” or “B” letter grade on Mississippi’s statewide accountability system <i>or</i> significantly improving by advancing two letter grades from their initial rating by their fourth year of operation.						
<ul style="list-style-type: none"> • MCSAB staff, resources, and expertise • Support from partners: MSF/MSEA, MDE, NACSA, and BES • Mississippi Charter Schools Act of 2013 and state and federal charter policy • CSP funding • Approved charter schools 	<u>Activity 2.1:</u> Provide pre-opening training and technical assistance to all approved charter schools.	<u>P.M. 2.1.a.:</u> 100% of subgrantees will complete pre-opening training. <u>P.M. 2.1.b.:</u> All subgrantees will access pre-opening technical assistance.	Subgrantee charter schools will successfully complete the pre-opening checklist to open on schedule.	Number of charter schools and students will increase annually. Percentage of charter students achieving growth in reading and math will increase by 5% annually at each served grade level.	<u>P.M. 2.3.:</u> Percentage of charter students achieving proficiency in reading and math will increase by 5% annually (GPRA ii.). Charter schools will earn a school grade of B or higher by the third year of operation.	Student access to an excellent public school increases. Academic achievement for all public school students, particularly educationally disadvantaged students, increases. Economic and racial achievement gaps decrease.
	<u>Activity 2.2.:</u> Provide all charter schools on-going technical assistance.	<u>P.M. 2.2.:</u> All approved charter schools will seek and receive technical assistance each year.	Subgrantee charter schools will improve their performance as measured by their annual performance review.			
Objective 3. Advance MCSAB’s standing as a national leader in quality authorizing, as demonstrated by NACSA’s State Policy rankings.						
<ul style="list-style-type: none"> • MCSAB staff, resources, and expertise • Support from partners: MSF/MSEA, MDE, NACSA, and BES • Mississippi Charter Schools Act of 2013 and state and federal charter policy • CSP funding • Approved charter schools 	<u>Activity 3.1:</u> Conduct annual evaluation of MCSAB aligned to NACSA’s best practices for authorizer evaluation.	<u>P.M. 3.1.:</u> MCSAB implements improvement plans for 80% of the areas of growth identified by its third-party evaluator on MCSAB’s own annual evaluation.	MCSAB annually improves authorizing quality as measured by its authorizer evaluation.	Number of charter schools and students will increase annually. Percentage of charter students achieving growth in reading and math will increase by 5% annually at each served grade level.	Percentage of charter students achieving proficiency in reading and math will increase by 5% annually at each served grade level. Charter schools will earn a school grade of B or higher by the third year of operation.	Student access to an excellent public school increases. Academic achievement for all public school students, particularly educationally disadvantaged students, increases. Economic and racial achievement gaps decrease.
	<u>Activity 3.2.:</u> Adopt authorizer policies and procedures as identified by MCSAB or through the results of MCSAB’s evaluation.	<u>P.M. 3.2.:</u> MCSAB annually adopts needed policies and procedures, in accordance with the policy and procedures adoption timetable.				



THE FELLOWSHIP

Building Excellent Schools prepares high-capacity individuals to take on the demanding and urgent work of leading high-achieving, college preparatory urban charter schools.

Our flagship program is The Fellowship – a rigorous, yearlong, comprehensive training program in urban charter school creation and leadership.

Launched in 2001, The Fellowship has resulted in the incubation and establishment of over 100 schools in 26 cities nationwide, which are closing the achievement gap and serving as national models of superior performance.

The Fellowship is:

SELECTIVE

1-3% of applicants selected annually

RIGOROUS

Yearlong, comprehensive training in school design and leadership

PRACTICE-BASED

Visits to 45+ top-performing charter schools nationwide, plus a two-month residency alongside the leader of an excellent school

OUTCOME-DRIVEN

Formation and training of the school's founding board, and the preparation and submission of an exemplary charter application

THE FELLOWSHIP

Rigorous, yearlong training that prepares leaders to design, found, lead, and sustain a high-performing school.



FOLLOW-ON SUPPORT

Comprehensive, targeted support and coaching during the planning year and first two years of school operation.



PRE-NETWORK

Additional training and support for high-performing schools preparing to join The Network.



THE NETWORK

Continued support in the areas of leadership development, talent and recruitment, and growth planning for the highest performing BES schools.

In the 2016-2017 school year, **106** schools across **26** cities, enrolled **27,293** students.



84%

Qualify for free or reduced lunch



13%

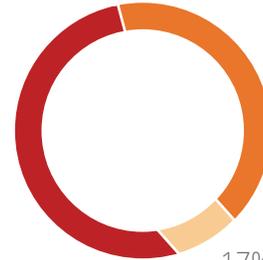
English language learners



15%

Students with special needs

47% Black



36% Hispanic

17% Other

In the 2016-17 school year, BES schools outperformed their districts by 12 percentage points in English language arts and 18 percentage points in math.



40%



44%



28%



26%

English language arts

Math

% passing in BES schools

% passing in district schools

BES Principles of School Design



- An unwavering belief that all students can, must, and will learn at high levels
- A clear, college-bound mission understood and supported by all
- Inspiring and demanding leader(s), adamant about academic results
- Teachers who are strategic, engaging, knowledgeable, and adamant about academic results
- A structured organization and warm/strict culture that embraces urgency and celebrates achievement
- Deep and rich curriculum, from skill mastery and conceptual understanding to college preparatory work
- Assessments frequent and rigorous with data analysis connected to immediate action plans
- Clear and frequent communication with parents on academics and behavior
- Discipline system consistently applied with high behavioral expectations for all
- Extended time for learning with multiple layers of student support



Mississippi Charter School Authorizer Board: Grants Coordinator Job Description

Posting Date: October 1, 2017

Apply by: Until Filled

Position Title: Grants Coordinator

Reports to: Executive Director, Mississippi Charter School Authorizer Board

Description of Duties:

- Under general to limited supervision, responsible for all aspects of administering federal grant funding for Charter School Program funding.
- Duties include, but are not limited to, coordinating MCSAB's efforts in reviewing grant proposals, rating grants, distributing grant monies, and tracking the use of grant funds; connecting grant funding to achievement goals set forth in charters; collecting, summarizing, and analyzing grant information for use in state board presentations and annual reports; designing training programs for grant funding applicants; responding to applicant questions about grants; developing and delivering presentations concerning grant funding to a wide variety of stakeholders; working with the Executive Director to prepare legislative presentations concerning the Charter Schools Grant program.

Minimum Qualifications:

- Master's or comparable advanced degree in education, public policy, law, or a related field and a minimum of three years of experience in a professional capacity which provided a working knowledge of grant administration and budget management.
- Must have advanced skills in using Microsoft Word, Excel, and Access.

Preferred Qualifications:

Preference will be given to applicants who, in addition to meeting the minimum qualifications, possess one or more of the following:

- Experience developing program evaluation instruments and evaluating results
- Experience in reviewing grant proposals
- Knowledge and experience in financial management
- Excellent oral and written communication skills

Salary/Benefits:

Maximum salary (\$57,000). Benefit options include life, disability, dental and health insurance, annual/sick leave, and Employees' Retirement.



Pre-Opening Process Rounds and Task Descriptions

Please email all required documents to [REDACTED]

Round One: Enrollment Information, Basic Information – Completed by October 31	
Task	Description
Basic School Information	Schools must provide information about the following: board chair, operations coordinator, board members, physical location of school, final name of school, projected opening date, staff roster, enrollment count
Enrollment Policy and Enrollment Plan*	All schools must submit a detailed enrollment policy and plan outlining the school's application and enrollment procedures. This policy and plan should include relevant dates, times, areas of advertising, etc. and meet the requirements listed in <i>Appendix F: Charter School Enrollment Policies and Procedures</i> of the charter school contract.

*The enrollment policy and plan must be submitted and approved by MCSAB staff prior to beginning any enrollment activities.

Round Two: Contracts & Operations – Completed by November 30	
Task	Description
Management Agreement Finalized (if applicable)	If operators are partnering with a management organization, they must provide an executed management agreement to be included in the school's charter contract.
Food Services Plan	Schools must detail their plan to provide appropriate food services to students.
Transportation Plan	Schools must detail their plan to provide transportation to students.

Round Three: Data Management & Financial Set-Up - Completed by December 31	
Task	Description
MSIS Coordinator Identified	The MSIS coordinator handles all MSIS data. This must be a school employee in a full school year position.
Operations Coordinator Identified	The Operations Coordinator handles all key operations tasks related to funding, programmatic services, and facilities requirements.
New School Form	The New School Form is an essential step in the process of receiving a LEA code.
W-9 / EIN / DUNS	Providing this data establishes your school as a vendor in the Mississippi Department of Education's accounting system so you can receive state and federal funds. Please ensure that the address used for IRS forms remains consistent across each form. Once you complete this information, you will receive a MAGIC ID to set up your Paymode Account.
Paymode Electronic Funds Transfer Setup	MDE delivers all funds to LEAs through Paymode, an electronic funds transfer system.



Pre-Opening Process Rounds and Task Descriptions

Round Four: Policies and Procedures – Completed by February 28/29	
Task	Description
Signed Charter School Contract	Schools must sign and submit their charter school contract which will have been approved at MCSAB's regular December board meeting.
Student Handbook	Student handbooks should outline the policies and procedures students and parents are expected to follow. The student handbook should include a comprehensive discipline policy/plan that follows all legal requirements.
Special Education Handbook	Federal law mandates that LEAs provide a free appropriate public education to all students with disabilities. This handbook should outline all components necessary to locate, identify, evaluate, and serve students suspected of being disabled and to provide a free appropriate public education (FAPE) to students with disabilities.
Discipline Plan	Each school must create a document outlining the policies and procedures surrounding the discipline including suspension and expulsion of students based on applicable law and policy.
Background Check Assurance	The background check assurance form is an acknowledgement you are aware of the hiring restrictions in place which prohibit individuals convicted of felony crimes from working in the charter school environment. It also serves as an assurance that the charter administration has or will subject all employees to a background check prior to their hiring.
Financial Practices Self-Assessment	Each charter school must complete the financial practices self-assessment and keep it on file in the business office of the charter school. Pre-opening staff may review the self-assessment with school leaders and the operations coordinator.
School Calendar	Each charter school must provide their school's yearly calendar that details any holidays or special dismissal times.

Round Five: Facilities and Insurance – Completed by May 31	
Required Permits for Operation	By the first day of school, operators must have obtained Certificate of Occupancy, Permit to Operate, and Fire Marshall Inspection.
Proof of Insurance	Each school is required to have multiple forms of insurance to safeguard your school against potential liabilities.
Health Department Food Permit and Inspection	The Health Department Food Permit gives the permit holder the right to serve and prepare food in their establishment. It is an acknowledgement from the State of Mississippi that the establishment complies with sanitation, fire, plumbing, and building requirements and is licensed to prepare and sell food from the permitted establishment.
Fire Marshall Inspection	A local fire marshal must conduct an inspection prior to school site being approved. Representatives should expect to schedule their inspection appointment for at least two to three weeks after their initial phone call to the State Fire Marshall.



Pre-Opening Process Rounds and Task Descriptions

Round Six: Transition to Opening – Completed by June 30	
Task	Description
Pre-Opening Site Visit	Prior to the first day of school, each new school receives a site visit from MCSAB staff. This visit serves as an opportunity to offer support and insure that the facility meets expectations.
Updated School Information	Schools must provide updated information about the following: board members, board meeting calendar, school calendar, staff roster.
Opening Assurances	Prior to opening their doors schools must sign assurances that they will meet all legal requirements and have received a copy of the Mississippi Charter School Performance Framework



DRAFT School Closure Protocol

School Closure Plan - Action Steps		
Action Item	Responsible Party	Completion Date
<p>Publish “Charter School Closure: Frequently Asked Questions” document to website. The FAQ is a general document from the authorizer outlining MCSAB’s policies, commitment to quality authorizing through supporting the transition of students and staff to new settings, overview of transition steps, general timelines, checklist for parents transitioning to a new school in the next school year and authorizer contact information.</p>	Authorizer Lead	Prior to the MCSAB’s vote to close the charter school
<p>Establish transition team and assign roles. The team should include:</p> <ul style="list-style-type: none"> • lead person from MCSAB staff; • charter school board chair; • lead administrator from the charter school; and • lead finance person from the charter school. <p>The team will work together to ensure that all action steps in the closure protocol are completed.</p>	Authorizer Lead and Charter School Board Chair	Within 24 hours of MCSAB’s vote to close the school
<p>Assign transition team action item responsibilities. Distribute contact information, including email addresses and phone numbers, to all transition team members, set calendar for meetings, and assign dates for completion of each charter school closure item.</p>	Authorizer Lead and Charter School Board Chair	Within 48 hours of MCSAB’s vote to close the charter school
<p>Reserve funds. Segregate by board resolution in a separate checking account up to \$45,000 in funds to be used for legal, accounting, and other expenses to execute this closure plan.</p>	Charter School Board Chair	Within 72 hours of MCSAB’s vote to close the school.
<p>Send closure notification letter to parents and school. Distribute letter to parents, faculty, and staff outlining:</p> <ul style="list-style-type: none"> • the justification for the closure decision; • the timeline for transition; and • contacts for questions and help. 	Authorizer Lead and Charter School Board Chair	Within 24 hours of MCSAB’s vote to close the school



DRAFT School Closure Protocol

<p>Send closure notification letter to state and local agencies. Distribute letter to the Mississippi Department of Education as well as local school districts (to inform local district for purposes of potentially enrolling students from the closing school) to include:</p> <ul style="list-style-type: none"> • notification materials distributed to parents; • notification materials distributed to faculty and staff; and • authorizing board decision materials, resolution to close school, copy of any termination agreement (if applicable). 	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 24 hours of MCSAB's vote to close the school</p>
<p>Develop talking points. Create talking points for parent, faculty, community, and press audiences. Focus on communication plans for orderly transition of students and staff. Distribute to transition team.</p>	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 24 hours of MCSAB's vote to close the school</p>
<p>Create press release. Create and distribute a press release that includes the following:</p> <ul style="list-style-type: none"> • history of school; • authorizing board closure policies; • reason(s) for school closure; • outline of support for students, parents, and staff; and • a press point person for the authorizer and for the school 	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 24 hours of MCSAB's vote to close the school</p>
<p>Continue current instruction. Continue instruction under current education program per charter contract until last day of classes.</p>	<p>Charter School Administrator Lead</p>	<p>Until the end of classes as designated in closure resolution</p>
<p>Terminate summer instruction program. Take appropriate action to terminate any summer instruction, such as canceling teaching contracts.</p>	<p>Charter School Board Chair and Administrator Lead</p>	<p>Within 48 hours of MCSAB's vote to close the school</p>
<p>Secure student records. Ensure all student records are organized, up to date, and maintained in a secure location.</p>	<p>Charter School Administrator Lead</p>	<p>Within 24 hours of MCSAB's vote to close the school</p>



DRAFT School Closure Protocol

<p>Secure financial records. Ensure all financial records are organized, up to date, and maintained in a secure location.</p>	<p>Charter School Financial Lead</p>	<p>Within 24 hours of MCSAB's vote to close the school</p>
<p>Collect parent contact information. Create parent contact list to include:</p> <ul style="list-style-type: none"> • student name; • address; • telephone; and • email, if possible. <p>Provide a copy of the list to the authorizer lead.</p>	<p>Charter School Administrator Lead</p>	<p>Within 24 hours of MCSAB's vote to close the school</p>
<p>Convene parent closure meeting. Plan and convene a parent closure meeting.</p> <ul style="list-style-type: none"> • Make copies of the "Closure FAQ" document available. • Provide overview of authorizer board closure policy and closure decision. • Provide calendar of important dates for parents, including application deadlines for other local programs of choice (i.e. magnet schools or private schools). • Provide specific remaining school vacation days and date for end of classes. • Present timeline for closing down of school operations. • Provide contacts to answer questions and offer support. 	<p>Authorizer Lead and Charter School Administrator</p>	<p>Within 72 hours of the authorizing board's vote to close the charter school</p>
<p>Convene faculty and staff meeting. Plan and convene a meeting for all faculty and staff to communicate:</p> <ul style="list-style-type: none"> • commitment to continuing coherent school operations throughout closure transition; • plan to assist students and staff by making closing as smooth as possible; • reasons for closure; • timeline for transition details; • compensation and benefits timeline; and • contact information for ongoing questions. 	<p>Charter School Board Chair, Charter School Administrator Lead</p>	



DRAFT School Closure Protocol

<p>Maintain location and lines of communication.</p> <p>Establish if the school will maintain the current facility as its locus of operation for the duration of closing out the school's business, regulatory, and legal obligations. In the event the facility is sold or otherwise vacated before concluding the school's affairs, the school must relocate its business records and remaining assets to a location where a responsive and knowledgeable party is available to assist with closure operations. The school must maintain operational telephone service with voice message capability and maintain custody of business records until all business and transactions are completed and legal obligations are satisfied. The school must immediately inform the authorizer if any change in location or contact information occurs.</p>	<p>Charter School Board Chair</p>	<p>Ongoing until closure complete</p>
<p>Maintain insurance policies.</p> <p>The school's assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. The school should:</p> <ul style="list-style-type: none"> • maintain existing insurance coverage until the disposal of such assets under the school closure plan; • continue existing insurance for the facility, vehicles, and other assets until 1) disposal or transfer of real estate or termination of lease and 2) disposal, transfer, or sale of vehicles and other assets; • negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors, bond holders, etc.); • continue or obtain appropriate security services; and • plan to move assets to secure storage after closure of the school facility. 	<p>Charter School Board Chair and Charter School Financial Lead</p>	<p>Ongoing until all business related to closure is completed</p>



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School Closure Plan – Notifications		
Action Item	Responsible Party	Completion Date
<p>Distribute parent/guardian closure transition letter. Distribute letter with detailed guidance regarding transition plan. Notification should include, but not be limited to:</p> <ul style="list-style-type: none"> • date of the last day of regular instruction; • cancellation of any planned summer school; • notification of mandatory enrollment under state law; • date(s) of any planned school choice fair(s); • listing of the contact and enrollment information for charter, parochial, public, and private schools in the area; • information on obtaining student records before the end of classes; and • contact information for parent/guardian assistance/questions. <p>Provide the authorizer with a copy of the letter.</p>	Charter School Board Chair and Charter School Administrator Lead	Within 10 days of MCSAB's vote to close the charter school
<p>Distribute staff/faculty closure transition letter. Outline transition plans and timelines for staff, including but not limited to:</p> <ul style="list-style-type: none"> • commitment of school's board to transitioning staff; • commitment to positive transition of children into new educational settings; • any transition of new employment assistance board anticipates providing (such as job fairs); • timelines for compensation and benefits, including state unemployment benefits; • timelines for outstanding professional development issues; • COBRA information; • pertinent licensure information; and • contact(s) for assistance and questions. 	Charter School Board Chair	Within 10 days of MCSAB's vote to close the charter school



DRAFT School Closure Protocol

<p>Notify state and local education agencies.</p> <p>The school should notify the following departments at the Mississippi Department of Education:</p> <ul style="list-style-type: none"> • School Financial Services • Federal Programs • Student Assessment • Public Reporting <p>The school should also notify the local district superintendent and superintendents from any school districts where current students reside.</p>	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 10 days of MCSAB's vote to close the charter school</p>
<p>Notify employee and benefit providers of termination date.</p> <p>The school should establish an employee termination date and:</p> <ul style="list-style-type: none"> • notify all employees of termination of employment and/or contracts; • notify benefit providers of pending termination of all employees; • notify employees and providers of termination of all benefit programs; • terminate all programs as of last date of service in accordance with applicable law and regulations including: <ul style="list-style-type: none"> ○ health care/health insurance; ○ life insurance; ○ dental plans; ○ eyeglass plans; ○ cafeteria plans; ○ 401(k) retirement plans; and ○ pension plans <p>Specific rules and regulations may apply to such programs, especially teachers' retirement plans, so legal counsel should be consulted.</p> <p>Provide the authorizer copies of all materials.</p>	<p>Charter School Board Chair and Charter School Financial Lead</p>	<p>Within 45 days of the authorizing board's vote to close the charter school</p>



DRAFT School Closure Protocol

<p>Notify management company/organization and terminate contract. The school must:</p> <ul style="list-style-type: none"> • notify management company/organization of termination of education program by the school's board, providing the last day of classes and absence of summer program; • provide notice of non-renewal in accordance with management contract; • request final invoice and accounting to include accounting of retained school funds and grant fund status; and • provide notice that the management company/organization should remove any property lent to the school after the end of classes and request a receipt of such property. <p>Provide a copy of this notification to the authorizer.</p>	<p>Charter School Board Chair</p>	<p>Within three weeks of MCSAB's vote to close the charter school</p>
<p>Notify contractors. The school must formulate a list of all contractors with contracts in effect and:</p> <ul style="list-style-type: none"> • notify them regarding school closure and cessation of operations; • instruct contractors to make arrangements to remove any contractor property from the school by a certain date (copying machines, water coolers, other rented property); • retain records of past contracts as proof of full payment; and • maintain telephone, gas, electric, water, and insurance long enough to cover the time period required for all necessary closure procedures to be complete. <p>Provide the authorizer written notice of such notifications.</p>	<p>Charter School Financial Lead</p>	<p>Within three weeks of MCSAB's vote to close the charter school</p>
<p>Notify creditors. Solicit from each creditor a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.</p> <p>The school should not accept further loans nor otherwise incur additional liability. However, it may continue to accept gifts from charitable partners as long as the charity is aware of the school's closure.</p> <p>Provide the authorizer a written summary of this activity.</p>	<p>Charter School Financial Lead</p>	<p>Within three weeks of MCSAB's vote to close the charter school</p>



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<p>Notify debtors. Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p> <p>Provide the authorizer a written summary of this activity.</p>	<p>Charter School Financial Lead</p>	<p>Within three weeks of MCSAB's vote to close the charter school</p>
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School Closure Plan – Records		
Action Item	Responsible Party	Completion Date
<p>Disposition of Non-Student Records</p> <p>In all cases, the school board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> • loans, bonds, mortgages and other financing; • contracts; • leases; • assets and asset sales; • grants (records relating to federal grants must be kept in accordance with 34 CFR 8042); • governance (minutes, by-laws, policies); • employees (background checks, personnel files); • accounting/audit, taxes and tax status, etc.; • personnel; • employee benefit programs and benefits; and • any items listed in this closure plan. <p>The organization shall maintain these documents indefinitely. In the event the school corporation is dissolved, any and all records not previously sent to the MCSAB should be immediately sent.</p>	<p>Charter School Board Chair</p>	<p>Within two months of the end of classes and ongoing</p>
<p>Final Report Cards and Student Records Notice</p> <p>The school must ensure that:</p> <ul style="list-style-type: none"> • all student records and report cards are complete and up to date; • parents/guardians are provided with copies of final report cards and notice of where student records will be sent (with specific contact information); and • parents/guardians receive a reminder letter or post card reminding them of opportunity to access student records under Freedom of Information law. <p>Provide the authorizer with a copy of the notice.</p>	<p>Charter School Administrative Lead</p>	<p>One week after the end of classes</p>



DRAFT School Closure Protocol

<p>Transfer of Student Records</p> <p>In accordance with MS Code Section, 37-15-3, the school must transfer all permanent and/or cumulative student records to students' new schools. In accordance with Mississippi Code Section 37-15-1, the permanent and cumulative student records include:</p> <ul style="list-style-type: none"> • student's date of birth (and documentation); • record of attendance; • grades and any evaluation; • date of withdrawal; • date of any expulsion from the school system and description of behavior or act resulting in the expulsion; • all materials associated with the Individual Education Plans; • immunization records; and • parent/guardian information. <p>The school must contact the relevant districts of residence for students and notify districts of how (and when) records – including special education records – will be transferred. In addition, the school must create a master list of all records to be transferred and state their destinations.</p> <p>The school should transfer the records of any graduating students to the MCSAB.</p>	<p>Charter School Board and Charter School Administrative Lead</p>	<p>Within one month after the end of classes</p>
<p>Documenting Transfer of Records</p> <p>Written documentation of the transfer of records must accompany the transfer of all student materials. The written verification must include:</p> <ul style="list-style-type: none"> • the number of general education records transferred; • the number of special education records transferred; • the date of transfer; • the signature and printed name of the charter school representative releasing the records; and • the signature and printed name of the district (or other entity) recipient(s) of the records. <p>Provide copies or all materials documenting the transfer of student records to the authorizer.</p>	<p>Charter School Board and Charter School Administrative Lead</p>	<p>Within one month after the end of classes</p>



DRAFT School Closure Protocol

<p>Transfer of Testing Materials</p> <p>The school must determine state requirements regarding disposition of any state assessment materials stored at the school and return as required.</p> <p>Provide authorizer with letter outlining transference of testing materials.</p>	Charter School Administrative Lead	One week after the end of classes
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DRAFT School Closure Protocol

School Closure Plan – Financial		
Action Item	Responsible Party	Completion Date
<p>U.S. Department of Education Filings File Federal Form 269 or 269a if the school was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.</p>	Charter School Financial Lead	One week after the end of classes
<p>IRS Status The school should take the steps to maintain 501(c)(3) status including, but not limited to, the following:</p> <ul style="list-style-type: none"> notification to IRS regarding any address change of the school corporation; and filing of required tax returns or reports (e.g., IRS form 990 and Schedule A). <p>If the school corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status, and provide a copy to the authorizer.</p>	Charter School Board Chair and Charter School Financial Lead	TBD
<p>Audit The school must establish a date by which to complete a final close out audit by an independent firm or state auditor as determined by statute.</p> <p>Provide a copy of the final audit to the authorizer.</p>	Charter School Board Chair and Charter School Financial Lead	Within 120 days of the end of classes
<p>Vendors The school must:</p> <ul style="list-style-type: none"> create a vendor list; and notify vendors of closure and cancel or non-renew agreements as appropriate. <p>Provide the authorizer lead with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of MCSAB's vote to close the charter school



DRAFT School Closure Protocol

<p>Inventory</p> <p>The school must:</p> <ul style="list-style-type: none"> • create a fixed asset list segregating state, federal, and non-government expenditures; • note an item number for each inventoried item; • note source codes for funds and price for each purchase; and • establish fair market value, initial, and amortized for all fixed assets. <p>Provide the authorizer with a copy of all documents.</p>	<p>Charter School Financial Lead</p>	<p>Within 45 days of MCSAB's vote to close the charter school</p>
<p>Disposition of Property Purchased with Federal Funds</p> <p>Check with the state department of education regarding proper procedures for disposition of property purchased with federal funds.</p>	<p>Authorizer and Charter School Financial Lead</p>	<p>Within 45 days of MCSAB's vote to close the charter school</p>
<p>Disposition of Inventory</p> <p>Pursuant to the Mississippi Charter Schools Act, all assets purchased with government funds must revert to the local school district where the charter school is located. All assets purchased with funds from nongovernmental sources must revert to the nonprofit entity created to operate the school and may be disposed of according to applicable laws for nonprofit corporations.</p> <p>Establish a disposition plan (e.g., auction), and establish a payment process (e.g., cash, checks, credit cards) for all inventory items.</p> <p>Provide the authorizer with a copy of all documents.</p>	<p>Charter School Financial Lead</p>	<p>Within 45 days of MCSAB's vote to close the charter school</p>



DRAFT School Closure Protocol

<p>Property Purchased with Public Charter School Program (PCSP) Funds</p> <p>Establish under state or individual school agreements required disposition of property purchased with PCSP funds. Generally, property purchased with PCSP funds must first be offered to other charter schools within the same region in which the closing school is located, with requisite board resolutions consistent with the purpose PCSP. If no schools want the property, an auction must be held to dispose of the PCSP assets. The school must:</p> <ul style="list-style-type: none"> • ensure public notice of the auction is made widely; • price items at fair market value, as determined from inventory and fixed assets policy; and • determine with the state education department how to return funds if any remain. <p>Provided the authorizer board resolutions and minutes of any transfer of assets with a dollar value of zero to another school.</p>	<p>Charter School Financial Lead</p>	<p>Within 60 days of the end of classes</p>
<p>Disposition of Real Property (i.e., Facilities)</p> <p>Determine state requirements for real property acquired from a public school district to determine right of first offer and other applicable requirements for disposition.</p>	<p>Charter School Financial Lead and Board Chair</p>	<p>Within 45 days of MCSAB's vote to close the charter school</p>
<p>Payment of Funds</p> <p>The school should work with the authorizer to prioritize payment strategy. Using available revenue and any funds from auction proceeds, pay the following entities:</p> <ul style="list-style-type: none"> • retirement systems; • teachers and staff; • employment taxes and federal taxes; • audit preparation; • private creditors; • overpayments from state/district; and • other as identified by authorizer. <p>Provide the authorizer with a copy of all materials associated with this action.</p>	<p>Charter School Financial Lead and Authorizer Lead</p>	<p>Plan complete within 45 days of MCSAB's vote to close the charter school and ongoing activity until completed</p>



DRAFT School Closure Protocol

<p>Expenditure Reporting</p> <p>Ensure that the Federal Expenditure Reports and the Annual Performance Framework (APF) are completed.</p> <p>Provide the authorizer with a copy of all materials.</p>	<p>Charter School Board Chair and Financial Lead</p>	<p>Within 45 days of the end of classes</p>
<p>Itemized Financials</p> <p>Review, prepare, and make available:</p> <ul style="list-style-type: none"> • fiscal year-end financial statements; • cash analysis; • list of compiled bank statements for the year; • list of investments; • list of payables (and determinations of when a check used to pay the liability will clear the bank); • list of all unused checks; • list of petty cash; and • list of bank accounts. <p>Additionally collect and void all unused checks as well as close accounts once transactions have cleared.</p>	<p>Charter School Financial Lead</p>	<p>Within 45 days of the end of classes</p>
<p>Payroll Reports</p> <p>The school must generate a list of all payroll reports including taxes, retirement, or adjustments on employee contracts.</p> <p>Provide the authorizer with copies of all materials.</p>	<p>Charter School Financial Lead</p>	<p>Within 30 days of the end of classes</p>



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<p>List of Creditors and Debtors</p> <p>Formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The list should include:</p> <ul style="list-style-type: none"> • contractors to whom the school owes payment; • lenders; • mortgage holders; • bond holders; • equipment suppliers; • secured and unsecured creditors; • persons or organizations who owe the school fees or credits; • lessees or sub-lessees of the school; and • any person or organization holding property of the school. 	<p>Charter School Financial Lead</p>	<p>Within three weeks of MCSAB's vote to close the charter school</p>
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Description of Proposed Policies for MCSAB Adoption

1. Charter Revocation Review Protocol and Policy—This protocol and policy will outline the process for MCSAB to immediately revoke a charter school at any point in the lifetime of the charter. This policy will meet the requirements in the law for revocation as well as complement the Mississippi Charter School Performance Framework.
2. Enrollment Modification Policy—This policy will describe the process by which approved charter schools may request modifications to their charter contracts to add seats or expand to new grades.
3. Public Records Request Policy—This policy will establish the process by which MCSAB will accept and respond to public records requests in accordance with state law.
4. Board Conflicts of Interest Policy—This policy will establish guidelines and a process by which Board members will recuse themselves from discussions and/or votes, in accordance with state law and ethics guidelines.
5. Renewal Application and Policy—This application and policy will clarify the renewal process. This policy will meet the requirements in the law for renewal as well as complement the Mississippi Charter School Performance Framework.
6. Performance Framework Waiver Policy—This policy will establish the circumstances under which MCSAB may waive a financial or operational performance indicator within the Performance Framework for a particular school.
7. School and Site Visit Protocols—These protocols will ensure these visits are transparent and standardized as the sector grows. It will also clarify when a school visit will be used in place of a site visit, in accordance with the Performance Framework.

8. Parental and Community Complaint Policy—This policy will establish the process for parents/community members to bring school or operator issues to the Board after trying to efforts to resolve the issues have failed at the school or operator level.
9. Administrative Procedures Act Policy—This policy will establish the guidelines for when MCSAB will put a protocol, policy, or other procedure through the state’s Administrative Procedures Act process.
10. Administrative Fee Policy—This policy will determining under what circumstances MCSAB may reduce its fee or provide fee waivers to specific schools experiencing hardship as well as Board’s transparency requirements for the use of administrative fee money.
11. Budget Authority Policy—This policy will describe the circumstances under which expenses must be approved by the Board to enable better operational efficiency in regards to the budget.

**Mississippi Charter School Authorizer Board
Charter School Program Grant Subgrantee Application**

Program Name

Public Charter School Program Grant Program (CSP) Planning and Implementation (2017-2022)

Specific Funding Authority

Federal Funds: CFDA #84.282A

Funding Purpose / Priorities

The general purpose of the Public Charter School Grant Program (CSP) is to:

- Provide financial assistance for the planning and initial implementation of high quality charter schools; and,
- Expand the number of high quality charter schools in Mississippi.

Total Funding Amount

Approximately \$1,800,000 is available for project awards for this competition. All funding is dependent on availability of funds. Based upon availability of funds and the number and type of applications received the following is an example of how funds may be awarded to schools selected for funding.

Charter School Operators

- Approximately 2-3 awards
- Approximately \$300,000 award per year for three years, for a maximum grant award of \$900,000

Type of Award

Discretionary Competitive

Budget / Program Performance Period

The project effective date will be the date that the funding list is approved by the Mississippi Charter School Authorizer Board. MCSAB anticipates a project effective date during the month of December.

Multi-Year Planning and Implementation Project

For charter schools that will open during the 2018-19 school year, or charter schools that expect to a deferral to open August 2019, this is a multi-year project with a maximum combined program performance period for all project phases of 36 months.

The maximum allowable program performance period for each funding phase:

- Planning (18 months maximum) - occurs prior to the opening of the charter school
- Implementation (24 months maximum) - may begin three months prior to school opening

MCSAB reserves the right to make final determination of all grant awards and funding. The

award amounts above are examples and are not guaranteed. Individual school awards may vary based on projected or actual enrollment. All subgrant budgets must be justified in terms of projected and actual enrollment.

Target Population(s)

Charter schools, students, and families

Eligible Applicant(s)

To be eligible to apply to and receive this grant, an applicant must meet the following conditions:

- Submitted a charter school application to the Mississippi Charter School Authorizer Board in 2017 and the charter application has been approved by the MCSAB.

Only those charter schools that are approved by MCSAB will be eligible to receive funds under this grant. Prior to approving the initial Project Award Notification for each school selected for funding, MCSAB will verify that:

1. The CSP subgrant recipient has not withdrawn its approved charter school application, and;
2. Any CSP subgrant recipient that plans to open later than August 2018 will defer operations for only one-year and will open in 2019-20.

Application Due Date

Charter School Program Grant application is due by October 31 at 3:00 pm Central Time. The due date refers to the date and time the application must be fully submitted via email to [REDACTED]

Matching Requirement

None

Contact Persons

Mississippi Charter School Authorizer Board

Marian Schutte, Executive Director

239 N. Lamar Street, Suite 207

Jackson, MS 39201

[REDACTED]
[REDACTED]

APPLICATION PROCESS AND METHOD OF REVIEW

CSP Subgrant Application Components

As established in Mississippi's 2017 Public Charter School Grant proposal submitted to the United States Department of Education (USED), MCSAB seeks to leverage CSP grant funds to grow Mississippi's nascent charter school sector and expand opportunities for students especially the 145,000 educationally disadvantaged students currently attending D and F rated schools. To this end, MCSAB is requesting subgrant applications from applicants that possess and demonstrate the vision, plan, and capacity to establish and operate high-quality public charter schools.

An eligible applicant (as defined in this RFP) may apply for a CSP subgrant by submitting a CSP Subgrant Application in response to this RFP. The CSP subgrant application includes: 1) a project overview which outlines project objectives, performance measures, and a timeline for the grant; 2) the application narrative which includes sections from the subgrantee's approved charter school application; 3) detailed budget and budget narrative for all requested grant funds; 4) GEPA plan; and 5) signed program assurances.

Project Overview

Describe the proposed grant goals and objectives, planned activities, and performance measures used to evaluate the grant. These activities should detail the impact the grant will have on your ability to open a high-quality charter school. Be sure to include a timeline for all three years of the life of the grant and a management plan for the use of funds.

Application Narrative

Please include the following sections from your approved charter school application. You may revise sections of your proposal based on feedback from the independent evaluation team's recommendation or information gained from the in-person capacity interview during the 2017 Request for Proposals process.

- Executive Summary Narrative
- Enrollment Summary
- Education Program Design and Capacity: Program Overview
- Education Program Design and Capacity: Curriculum Instruction and Design
- Education Program Design and Capacity: School Culture
- Education Program Design and Capacity: Special Populations and At-Risk Students
- Education Program Design and Capacity: Parent and Community Involvement
- Education Program Design and Capacity: Educational Program Capacity
- Operations Plan and Capacity: Governing Board
- Operations Plan and Capacity: Performance Management
- Operations Plan and Capacity: Facilities
- Operations Plan and Capacity: Start-Up and Ongoing Operations
- Operations Plan and Capacity: Operations Capacity
- Financial Plan and Capacity: Financial Plan

- Financial Plan and Capacity: Financial Management Capacity

Budget

Please provide an itemized budget that clearly outlines the charter school’s proposed use of CSP funds over the three-year period of the grant. All operators should use and include the budget template provided by MCSAB.

Budget Narrative

Provide a budget narrative that describes each item in the budget. Describe any assumptions that inform each item and explain how each item supports activities described in the program overview.

General Education Provisions Act (GEPA) Plan

Applicants must provide a concise description of the process to ensure equitable access to and participation of students, teachers, and other program beneficiaries with special needs. For details please refer to the US Department of Education’s website at: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Subgrant Application Submission

The CSP Subgrant Application must be submitted via email to [REDACTED]

Method of Review

A team of three independent peer reviewers with combined expertise in educational, organizational, and financial planning for schools, will evaluate all CSP subgrant applications in full. Each section of the application will be evaluated set forth by the criteria in the 2017 Request for Proposals and additional grant criteria created by MCSAB. After each review team member individually reviews the complete application, the Review Team will discuss the application and determine a consensus rating. Each subsection will receive one of the following ratings: Does Not Meet Expectations, Approaches Expectations, Meets Expectations. The Review Team will submit their final consensus score to MCSAB. Each qualitative rating will be equated to a numerical score as described below.

Table 1. CSP Subgrant Application Rubric

	Doesn’t Meet Expectations	Approaches Expectations	Meets Expectations
CSP Application Specific Requirements			
Project Overview	0	7.5	15
Budget	0	7.5	15
Budget Narrative	0	7.5	15
Charter School Proposal Narrative Requirements			
Executive Summary	0	2	4
Enrollment Summary	0	2	4
Ed. Prog: Program Overview	0	2	4
Ed. Prog: Curr. Inst. and Design	0	2	4
Ed. Prog: School Culture	0	1.5	3

Ed. Prog: Special Populations	0	1.5	3
Ed. Prog: Parent and Comm. Involv.	0	1.5	3
Ed. Prog: Ed. Program Capacity	0	2	4
Ops. Plan: Gov. Board	0	2	4
Ops. Plan: Perf. Management	0	1.5	3
Ops. Plan: Facilities	0	1.5	3
Ops. Plan: Start-Up and Ongoing Operations	0	2	4
Ops. Plan: Operations Capacity	0	2	4
Financial Plan	0	2	4
Financial Plan: Financial Management Capacity	0	2	4
Total Possible Points			100

Preference Points

All eligible applicants may receive preference points. Preference points will be provided as follows.

Table 2. Subgrant Application Preference Points

Competitive Preference Categories	Doesn't Meet Expectations
Charter High School	5
Rural Charter School	5
Charter School Located in LEA with a Significant Number of Schools Identified for Comprehensive Support	5
Charter School Planning to Improve a Struggling School or Turnaround a Struggling School	5
Total Possible Points	20

Definitions

Charter High School: If the applicant applied to open a school that serves grade levels 9 – 12, the applicant will be awarded five preference points.

Rural Charter School: If the applicant applied to open a school outside of the Jackson, Mississippi metropolitan region, the applicant will be awarded five preference points.

Charter School Located in LEA with a Significant Number of Schools Identified for Comprehensive Support: If the applicant applied to open a school in a district with more than five schools identified for Comprehensive Support (or Focus or Priority schools identified before the establishment of the Comprehensive Support school list), the applicant will be awarded five preference points.

Charter School Planning to Improve a Struggling School or Turnaround a Struggling School: If the applicant applied to open a school in order to improve a struggling school or turnaround a struggling school, the applicant will be awarded five preference points.

Final Score

Reviewers will sum the scores of the CSP application rubric to arrive at an initial score. MCSAB will then evaluate the application to determine if the school is eligible for preference points (described above in the Preference Points section). After applicable preference points are added, MCSAB will rank order the CSP subgrant applications from high to low and select up to the five highest scoring applications for funding. Applicants that receive an initial score below 90 are not eligible for funding.

§ 37-28-15. Authorizer to publicize request for proposals for charter school applications; request for proposals to prescribe mandatory elements of charter applications

(4) In addition to all other requirements, the request for proposals must require charter applications to provide or describe thoroughly all of the following mandatory elements of the proposed school plan:

- (a) An executive summary;
- (b) The mission and vision of the proposed charter school, including identification of the targeted student population and the community the school hopes to serve;
- (c) The location or geographic area proposed for the school;
- (d) The grades to be served each year for the full term of the charter contract;
- (e) Minimum, planned and maximum enrollment per grade per year for the term of the charter contract;
- (f) Evidence of need and community support for the proposed charter school;
- (g) Background information, including proof of United States citizenship, on the applicants, the proposed founding governing board members and, if identified, members of the proposed school leadership and management team. The background information must include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of each board member and leadership team member;
- (h) The school's proposed calendar, including the proposed opening and closing dates for the school term, and a sample daily schedule. The school must be kept in session no less than the minimum number of school days established for all public schools in Section 37-13-63;
- (i) A description of the school's academic program, aligned with state standards;
- (j) A description of the school's instructional design, including the type of learning environment (such as classroom-based or independent study), class size and structure, curriculum overview and teaching methods;
- (k) The school's plan for using internal and external assessments to measure and report student progress on the performance framework developed by the authorizer in accordance with Section 37-28-29;
- (l) The school's plan for identifying and successfully serving students with disabilities (including all of the school's proposed policies pursuant to the Individuals with Disabilities Education Improvement Act of 2004, 20 USCS Section 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 USCS Section 794, and Title 11 of the Americans with Disabilities Act, 42 USCS Section 12101 et seq., and the school's procedures for securing and providing evaluations and related services pursuant to federal law), students who are English language learners, students who are academically behind, and gifted students,

including, but not limited to, compliance with any applicable laws and regulations;

(m) A description of cocurricular or extracurricular programs and how those programs will be funded and delivered;

(n) Plans and timelines for student recruitment and enrollment, including lottery policies and procedures that ensure that every student has an equal opportunity to be considered in the lottery and that the lottery is equitable, randomized, transparent and impartial so that students are accepted in a charter school without regard to disability, income level, race, religion or national origin;

(o) The school's student discipline policies, including those for special education students;

(p) An organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, education service provider, staff, related bodies (such as advisory bodies or parent and teacher councils), and all other external organizations that will play a role in managing the school;

(q) A clear description of the roles and responsibilities of the governing board, education service provider, school leadership team, management team and all other entities shown in the organizational chart;

(r) A staffing chart for the school's first year, and a staffing plan for the term of the charter;

(s) Plans for recruiting and developing school leadership and staff, which may not include utilization of nonimmigrant foreign worker visa programs;

(t) The school's leadership and teacher employment policies, including performance evaluation plans;

(u) Proposed governing bylaws;

(v) Explanations of any partnerships or contractual relationships central to the school's operations or mission;

(w) The school's plans for providing transportation, food service and all other significant operational or ancillary services;

(x) Opportunities and expectations for parent involvement;

(y) A detailed school start-up plan, identifying tasks, timelines and responsible individuals;

(z) A description of the school's financial plans and policies, including financial controls and audit requirements;

(aa) A description of the insurance coverage the school will obtain;

(bb) Start-up and five-year budgets with clearly stated assumptions;

(cc) Start-up and first-year cash flow projections with clearly stated assumptions;

(dd) A disclosure of all sources of private funding and all funds from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. For the purposes of this paragraph, the term "foreign" means a country or jurisdiction outside of any state or territory of the United States;

(ee) Evidence of anticipated fundraising contributions, if claimed in the application; and

(ff) A sound facilities plan, including backup or contingency plans if appropriate.



MISSISSIPPI CHARTER SCHOOL AUTHORIZER BOARD

**2017 Charter School Request for Proposals
For Charter Schools Opening Fall 2018 and Beyond**



Released January 25th, 2017

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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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 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 [REDACTED] to reserve your seat.	January 31
Deadline for Mandatory Letter of Intent (LOI) and Eligibility Demonstration 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.	March 7 (3pm)
Eligibility Determinations 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.	March 10
Applicant Orientation Webinar 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.	March 23
Stage 1: Completeness Check	
Deadline for Complete Proposals 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.	May 9 (3pm CST)
Initial Completeness Findings Distributed 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.	May 17
Completeness Remedy / Resubmission Deadline Applicants who do not respond by this deadline will be disqualified from this cycle.	May 19 (3pm CST)
Final Completeness Findings Distributed Applicants failing to satisfactorily rectify identified issues within the allotted time will be disqualified from this cycle.	June 5

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: <i>Identify the school district where the charter school will be located</i>			
Address of identified facility <i>if applicable:</i>			
Projected Demographic Information		%FRL:	%SpEd:
Model/Specialty <i>(check all that apply)</i>			
<input type="checkbox"/> Alternative	<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Disability <i>(list):</i>	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts	<input type="checkbox"/> College Prep	<input type="checkbox"/> Language Immersion	<input type="checkbox"/> STEM
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Other <i>(list):</i>	<input type="checkbox"/> 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	<p><i>Connected Mathematics</i> 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. <i>Connected Math</i> 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.)</p>
	ST Math	<p>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.</p>
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			
<i>Unit 1: Literary Elements and the Short Story (6 weeks – Aug- Sept.)</i>			
Standards	Objectives	Key Concepts/Vocabulary	Suggested Resources
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L.9-10.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • 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. 	<p>Reading:</p> <ul style="list-style-type: none"> • 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 <p>Writing:</p> <ul style="list-style-type: none"> • 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 	<p>“The Tell Tale Heart” by Edgar Allan Poe</p> <p>“The Gift of the Magi” by O Henry</p> <p>“New African” from <i>Sarah Phillips</i> by Andrea Lee</p> <p>“Between the Pool and the Gardenias” from <i>Krik Krak</i> by Edwidge Danticat</p>
Assessments/Activities			
<i>Literary Analysis Essay</i> – 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:
 - Executive Summary
 - Section 2. Operations Plan & Capacity: Staff Structure, Facilities, Start-up & Ongoing Operations
 - 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.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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**Mississippi Charter School Authorizer Board
Public Charter Schools Program Grant
Budget Narrative**

The budget submitted by the Mississippi Charter School Authorizer Board (MCSAB) aligns resources with Mississippi’s priorities and ensures that the conditions exist to successfully achieve our strategic objectives and accomplish our project goals. MCSAB requests a five-year grant award totaling \$15,000,000.

SUMMARY

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
Fringe						
Travel	\$2,127	\$2,127	\$2,492	\$2,856	\$2,856	\$12,458
Equipment	\$1,292					\$1,292
Supplies	\$750	\$750	\$750	\$750	\$750	\$3,750
Contractual	\$245,030	\$240,543	\$230,837	\$196,592	\$198,998	\$1,112,000
Construction						
Other						
Total Direct						
Indirect Costs						
Stipends						
Total Costs						

Subgrant, Administrative, and Technical Assistance Allocations

Per the grant guidelines, this budget allocates 90% of funds to subgrants, less than 3% of funds to administrative costs (2.59%), and at least 7% of costs to technical assistance (7.41%).

Budget Categories	Administrative	Technical Assistance	Subgrants	
██████████	██████████			██████████
██████████	██████████			██████████
Travel	\$12,458			\$12,458
Equipment	\$1,292			\$1,292
Supplies	\$3,750			\$3,750
Contractual		\$1,112,000		\$1,112,000
Construction				
Other			\$13,500,000	\$13,500,000
██████████	██████████	██████████	██████████	██████████
Indirect Costs				
Stipends				
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████

PERSONNEL

All personnel-related items are part of MCSAB's administrative allowance.

MCSAB requests [REDACTED] in personnel costs for 1 full-time Grants Coordinator. The salary of the CSP Grant Director (Marian Schutte, the Executive Director of MCSAB) is supported through state funding for MCSAB and will not be covered by CSP.

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Grants Coordinator	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Salary: [REDACTED], commensurate with experience

Duration: Each of the 5 grant years

Position Description: Under the oversight of the CSP Grant Director, the Grants Coordinator will be responsible for the administration of the sub-grant program, including CSP subgrant competitions and progress monitoring of CSP subgrantees. The Grants Coordinator is also responsible for reviewing and processing all documentation submitted by subgrantees, including expenditure and inventory reports. The Grants Coordinator will plan and attend all on-site and desk monitoring visits. A complete job description is located in Appendix F.

FRINGE

All fringe-related items are part of MCSAB’s administrative allowance.

MCSAB requests [REDACTED] fringe costs for 1 full-time Grants Coordinator. Fringe benefits for state employees of MCSAB are estimated at 30% of salary per year. Fringe is calculated as follows: $Salary * \%Fringe = Fringe$.

Fringe (30%)	Year 1	Year 2	Year 3	Year 4	Year 5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

TRAVEL

All travel-related items are part of MCSAB’s administrative allowance.

MCSAB requests \$12,458 for travel-related expenses. The travel budget will cover travel costs for MCSAB personnel only. Travel costs for contractors are included within each contract.

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
CSP Site Visits	\$729	\$729	\$1,094	\$1,458	\$1,458	\$5,468
Project Directors' Conference	\$1,398	\$1,398	\$1,398	\$1,398	\$1,398	\$6,990
TOTAL	\$2,127	\$2,127	\$2,492	\$2,856	\$2,856	\$12,458

CSP Site Visits (In-State): As part of her monitoring duties, the CSP Grants Coordinator will conduct CSP Site Visits. The Grants Coordinator will travel once per year to each subgrantee. We budget \$5,468 for these site visits over the grant term, with costs increasing each year as subgrantees increase.

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Mileage	\$428	\$428	\$642	\$856	\$856	\$3,210
Hotel	\$178	\$178	\$267	\$356	\$356	\$1,335
Per Diem	■	■	■	■	■	■
TOTAL	■	■	■	■	■	■

- Mileage: State government policy mandates the state mileage rate when travelling in-state in a privately owned vehicle. The approved mileage rate is \$0.535/mile in 2017. Since the subgrantees may be located in any part of the state, a roundtrip of 400 miles from Jackson, Mississippi, is estimated per trip. Annual costs are calculated as follows: $\$0.535 \times 400 \text{ miles} \times \# \text{ of annual CSP subgrantees}$ (see Table 1. Projected Awards Timetable in the Project Narrative for this list).

- Hotel: We assume a government rate of \$89 for in-state hotels. We estimate one hotel night per trip. Annual costs are calculated as follows: $\$89 * \# \text{ of annual CSP subgrantees}$ (see Table 1. Projected Awards Timetable in the Project Narrative for this list).

• [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Project Directors' Conference (Out-of-State): We budget \$6,990 for the CSP Project Director to attend the Project Directors' conference annually. For budgetary purposes, we assume the meeting will be held in Washington, D.C.

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Airfare	\$750	\$750	\$750	\$750	\$750	\$3,750
Hotel	\$400	\$400	\$400	\$400	\$400	\$2,000
Per Diem	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Airport Parking and Ground Transportation	\$80	\$80	\$80	\$80	\$80	\$400
TOTAL	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

- Airfare: We assume \$750 for roundtrip airfare between Jackson, Mississippi, and the conference location per year for a total of \$3,750 in conference airfare over the grant term. ($\$750 \text{ airfare} * 5 \text{ years} = \$3,750$)
- Hotel: We assume a government rate of \$200 for the conference location as well as two hotel nights per conference, for a total of \$2,000 in conference hotels over the grant term. ($2 \text{ nights} * \$200 \text{ per night} * 5 \text{ years} = \$2,000$).

- Per Diem: We assume the state government rate for the location for meals and incidentals for three days per conference, for a total of \$840 in conference per diem over the grant term. ($3 \text{ days} * \$56 \text{ per diem} * 5 \text{ years} = \840).
- Airport Parking and Ground Transportation: For each conference, we budget \$13.25 per day, rounded to the nearest dollar, for airport parking and \$20 for the first and last day for ground transportation, for a total of \$400 in conference airport parking and ground transportation over the grant term. ($3 \text{ days} * \$13.25 \text{ per day, rounded to the nearest dollar,} * 5 \text{ years} = \$200 \text{ airport parking plus } 2 \text{ days} * \$20 \text{ per day} * 5 \text{ years} = \$200 \text{ ground transportation} = \400)

EQUIPMENT

All equipment-related items are part of MCSAB's administrative allowance.

Equipment	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Laptop	\$1,292					\$1,292

Laptop: MCSAB requests \$1,292 to purchase a laptop for Grants Coordinator to conduct the CSP subgrant program (Activity 1.3.).

SUPPLIES

All supplies-related items are part of MCSAB's administrative allowance.

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Grants Management Software	\$250	\$250	\$250	\$250	\$250	\$1,250
CSP Training and Technical Assistance Materials and Supplies	\$300	\$300	\$300	\$300	\$300	\$1,500
Pre-Opening Trainings	\$200	\$200	\$200	\$200	\$200	\$1,000

TOTAL	\$750	\$750	\$750	\$750	\$750	\$3,750
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Grants Management Software: MCSAB will purchase grants management software for \$250 per year, or \$1,250 over 5 years, to support CSP grant management. ($\$250 \text{ per year} * 5 \text{ years} = \$1,250$)

Technical Assistance Materials and Supplies: Supplies for MCSAB-provided in-person CSP subgrant program training and technical assistance will cover publishing, expendable office supplies, and other materials necessary to carry out this activity. We estimate a cost of \$100 per in-person training for these supplies and have 3 trainings planned per year (pre-application, reviewer, and post-award training), for a total of \$1,500 over the grant term. ($\$100 * 3 \text{ trainings} * 5 \text{ years} = \$1,500$).

Pre-Opening Trainings Materials and Supplies: Supplies for MCSAB-provided in-person CSP subgrant program training and technical assistance will cover publishing, expendable office supplies, and other materials necessary to carry out this activity. We estimate a cost of \$100 per in-person pre-opening training for these supplies and have 2 trainings planned per year (Fall and Spring), for a total of \$1,000 over the grant term. ($\$100 * 2 \text{ trainings} * 5 \text{ years} = \$1,000$).

CONTRACTUAL

All contractual-related items are part of MCSAB's technical assistance allocation.

Contractual	Year 1	Year 2	Year 3	Year 4	Year 5	Total
NACSA	\$20,000	\$15,000	\$5,000	\$0	\$0	\$40,000
MSF	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000
MSEA	\$165,030	\$165,543	\$165,837	\$136,592	\$138,998	\$772,000
TOTAL	\$245,030	\$240,543	\$230,837	\$196,592	\$198,998	\$1,112,000

MCSAB will contract with three technical assistance providers to fulfill all technical assistance-related activities within its CSP project plan. These providers are the National Association of Charter School Authorizers (NACSA), Mississippi First (MSF), and the Mississippi Education Accelerator (MSEA). More information about each of these partners is provided on page 38 of the Project Narrative.

NACSA

Contractual	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Authorizer Evaluation Tool Development (Activity 3.1.)	██████	██████	██████			██████
██████	██████	██████	██████	█	█	██████

Authorizer Evaluation Tool Development (Activity 3.1.): The proposed funds reflected here only support the development and refinement of MCSAB’s third-party evaluation tool and process as proposed in Activity 3.1. in the Project Narrative. These one-time costs are concentrated in the initial three years and will taper off as the process matures. The cost of implementing the evaluation will be paid for through non-CSP MCSAB funds to ensure sustainability of the process beyond CSP, which is why no evaluation implementation funds are requested or reflected here. Furthermore, MCSAB has an on-going contract with NACSA for application process support and other technical assistance, which is why those costs are also not requested or reflected here as part of CSP. Costs per year for NACSA’s support on Activity 3.1. are as follows:

- Year 1 Tool and Process Development: MCSAB estimates a \$20,000 cost for development of the evaluation tool and process (separate from the implementation thereof, as explained

above). This flat fee will cover NACSA’s time, travel, and any other costs to develop the tool.

- Year 2 Tool and Process Refinement: MCSAB estimates a \$15,000 cost for refining the evaluation tool and process.
- Year 3 Finalization: \$5,000 is budgeted respectively for refinement of the tool by NACSA based on user experience and feedback.

Mississippi First (MSF)

Contractual	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Annual Parent Survey (Activity 2.2.)	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
MCSAB Policy Adoption (Activity 3.2.)	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
TOTAL	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000

Annual Parent Survey (Activity 2.2.): To support MSEA’s work in Activity 2.2., MSF will partner with an experienced researcher to conduct and report on an annual parent and general public survey to assess awareness, general sentiment, satisfaction levels, and concerns about charter schools in Mississippi (for more information see pages 19 and 41 of the project narrative). MCSAB estimates that this activity will cost \$30,000 per year, with \$10,000 going to staff time and \$20,000 going to a subcontract with a researcher to conduct the survey.

- Staff time: Based on MSF’s experience with its 2016 scientific parent survey, MCSAB estimates that it will take MSF staff approximately 100 hours from start to finish to manage this project. At MSF’s daily rate of \$800 per day, this equates to \$10,000 per year. MSF will develop the questions for the survey, manage the subcontract with a survey researcher to

conduct the survey, and conduct in-depth analysis of the survey results for use by MCSAB and partners.

- Subcontract with MSF’s researcher: When MSF contracted with an experienced social science center to conduct the poll for its first scientific parent survey in 2016, MSF ascertained that the going national rate for this type of work is \$20,000 after talking to several researchers. The subcontractor will conduct the poll based on the specifications set by MSF and provide MSF with the full polling data and a basic analysis.

MCSAB Policy Adoption (Activity 3.2.): MSF will provide technical assistance to MCSAB in analyzing current procedures and formalizing these procedures into adopted procedures and protocols. MCSAB estimates that this activity will cost \$30,000 per year, with the entire amount supporting MSF staff time.

- Staff time: Based on MCSAB’s prior experience with policy adoption work, MCSAB estimates that it will take MSF staff approximately 300 hours from start to finish to support MCSAB in adopting the policies it aims to tackle each year. At MSF’s daily rate of \$800 per day, this equates to \$30,000 per year. MSF will research, compile, analyze, and recommend model policies for adoption by MCSAB and advise MCSAB during the adoption process.

Mississippi Education Accelerator (MSEA)

Contractual	Year 1	Year 2	Year 3	Year 4	Year 5	Total
████████	████████	████████	████████	████████	████████	████████
██████	████████	████████	████████	████████	████████	████████
██████	████████	████████	████████	████████	████████	████████
Supplies	\$7,000	\$6,310	\$5,000	\$3,000	\$3,000	\$24,310
TOTAL	████████	████████	████████	████████	████████	████████

The majority of technical assistance funds will support a contract with MSEA. MSEA will provide technical assistance to charters school over the entire life-cycle: aspiring, applying, approved, opening, and operating. This work aligns to Activities 1.1., 1.2., 2.1., and 2.2. in the Project Narrative. Because of the size of this total contract [REDACTED]—and the amount of work represented, MCSAB has chosen to organize this explanation using the federal budget categories rather than by each activity as the other contracts are explained. Overall, the largest share of MSEA’s contract will be spent in the first three years as systems and tools are established and will decrease in the final two years, even as travel will increase each year to accommodate the growing charter sector.

Personnel

Personnel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
MSEA Executive Director	[REDACTED]					
MSEA Assistance Director	[REDACTED]					
<i>Total</i>	[REDACTED]					

Salary funds are front-loaded in the first three years to enable MSEA staff to develop the necessary technical assistance support tools and trainings for the duration of the grant term.

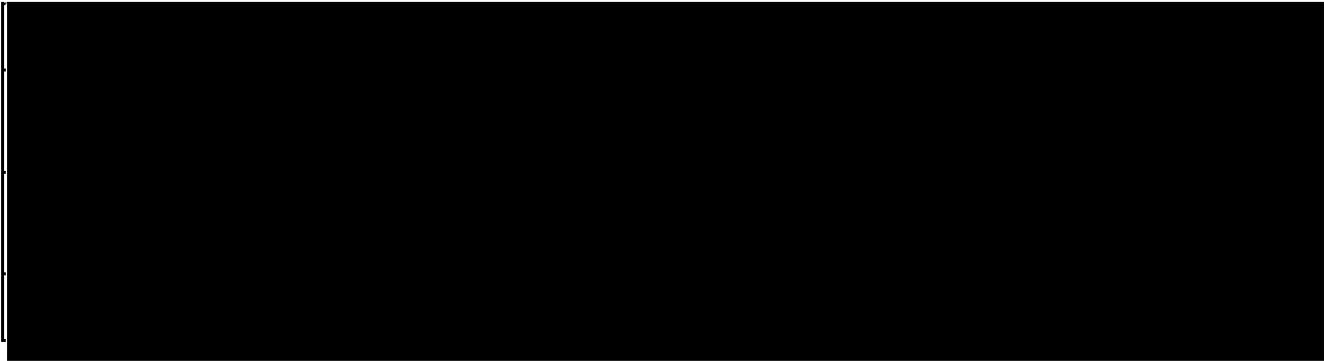
Salaries are calculated as follows: $Salary * \%FTE = CSP \text{ Project Salary}$.

- MSEA Executive Director—The Executive Director’s salary is [REDACTED]. In Years 1-3, the ED will devote [REDACTED] of her time to CSP, with this allocation declining in Years 4-5 to 50%. The MSEA Executive Director will be responsible for actively recruiting CMOs (Activity 1.1.), developing and furthering existing talent pipeline partnerships (Activity 1.1.), providing pre-approval technical assistance to aspiring applicants (Activity 1.2.), delivering technical

assistance to high-quality aspiring and approved charter applicants (Activity 1.2.), and delivering pre-opening technical assistance trainings (Activity 2.1.).

- MSEA Assistant Director—At a salary of [REDACTED] of the 5 years, MCSAB estimates the contract will cover \$45,000 of the Assistant Director’s salary per year for each of the 5 years. The Assistant Director will be responsible for developing technical assistance tools , including but not limited to the "School Startup Toolkit," the "School Startup Sandbox," and the "School Choice Parent Portal" (Activity 1.2.). The Assistant Director will also prepare for and help the Director implement trainings including, but not limited to, sessions focused on building a financial plan and school budget under the Mississippi funding formula, board leadership, and community engagement (Activity 1.2.), and provide ongoing technical assistance as-needed to any/all charter schools (Activity 2.2.).

Fringe



Fringe for MSEA employees is estimated at 30% of salary devoted to CSP per year for the duration of the grant: $CSP\ Project\ Salary * 30\% Fringe = Fringe$.

Travel

Travel	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Airfare	\$4,800	\$4,800	\$4,800	\$4,800	\$4,800	\$24,000
Mileage	\$1,284	\$1,926	\$2,782	\$3,852	\$5,136	\$14,980

Hotel	\$2,946	\$3,219	\$3,583	4,038	\$4,584	\$18,370
████████	████████	████████	████████	████████	████████	████████
████████ ████████ ████████	████████	████████	████████	████████	████████	████████
████████	████████	████████	████████	████████	████████	████████

MSEA incurs travel-related expenses primarily from charter school recruitment activities, including visiting CMOs’ bases of operation for cultivation and attending the National Charter Schools Conference, the New Schools Venture Fund Summit, high-performing CMO invite-only retreats such as IDEA Public Schools’ Reach Higher Summit, and Charter School Growth Fund gatherings. CSP support for travel-related expenses will allow MSEA to more aggressively recruit high-performing CMOs by prioritizing in-person interactions. MSEA also incurs travel for in-person visits to charter schools or applicants for technical assistance purposes. Technical assistance travel occurs in-state whereas recruitment travel is out-of-state. Travel assumptions are described below:

- Airfare: We assume \$600 for roundtrip airfare between Jackson, Mississippi, and the conference locations and CMO locations for on-site recruitment visits and an average of 8 trips per year, for a total of \$24,000 in airfare over the grant term. ($\$600 \text{ airfare} * 8 \text{ trips per year} * 5 \text{ years} = \$24,000$)
- Mileage: MSEA uses the IRS mileage rate when travelling in a privately owned vehicle. The approved mileage rate is \$0.535/mile in 2017. Since the charter schools supported by MSEA may be located in any part of the state, a roundtrip of 400 miles from Jackson, Mississippi, is estimated per trip. Annual costs are calculated as follows: $\$0.535 * 400 \text{ miles} * \# \text{ of annual charter schools}$. Total mileage over the grant term adds to \$14,980.

- Hotel: MSEA assumes an average rate of \$150 per night for all out-of-state hotels as well as two hotel nights per out-of-state trip and 8 out-of-state trips, for a total of \$19,200 in out-of-state hotels over the grant term. $(2 \text{ nights} * \$150 \text{ per night} * 8 \text{ trips} * 5 \text{ years} = \$19,200)$ For in-state hotels, MSEA assumes one hotel night per approved charter school each year at the standard federal rate, for a total of \$6,370 in in-state hotels over the grant term. $(1 \text{ night} * \$91 \text{ per night} * \# \text{ of approved schools per year} = \text{annual in-state hotels})$ Total hotel over the grant term totals to \$18,370.
- Per Diem: MSEA budgets using the average federal rate for meals and incidentals for three days per out-of-state trip and 8 trips per year, for a total of \$7,680 in out-of-state per diem over the grant term. $(3 \text{ days} * \$64 \text{ per diem} * 8 \text{ trips} * 5 \text{ years} = \$7,680)$ MSEA budgets using the standard federal in-state rate of \$51 for meals and incidentals, with an assumption that each in-state trip will be 1.5 days and that MSEA will take at least one trip per approved charter school per year, for a total of \$6,720 in in-state per diem over the grant term. $(1.5 \text{ days} * \$51 \text{ per diem} * \# \text{ of approved schools per year} = \text{annual in-state per diem})$ Total per diem over the grant term adds to \$14,400.
- Airport Parking and Ground Transportation: For each out-of-state trip, we budget \$13.25 per day, rounded to the nearest dollar, for airport parking and \$20 for the first and last day for ground transportation, for a total of \$3,190 in airport parking and ground transportation over the grant term. $(3 \text{ days} * \$13.25 \text{ per day, rounded to the nearest dollar,} * 8 \text{ trips} * 5 \text{ years} = \$1,590 \text{ airport parking plus } 2 \text{ days} * \$20 \text{ per day} * 8 \text{ trips} * 5 \text{ years} = \$ground \text{ transportation} = \$1,600 \text{ for a total of } \$3,190)$

Supplies

Supplies	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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Recruitment Materials and Supplies	\$3,000	\$3,000	\$2,000	\$250	\$250	\$8,500
Pre-Approval Technical Assistance Materials and Supplies	\$3,000	\$2,000	\$1,250	\$500	\$500	\$7,750
Pre-Opening Technical Assistance Materials and Supplies	\$500	\$310	\$250	\$250	\$250	\$1,560
On-Going Training and Technical Assistance Materials and Supplies	\$500	\$1,000	\$1,500	\$2,000	\$2,000	\$7,000
<i>Total</i>	<i>\$7,000</i>	<i>\$6,310</i>	<i>\$5,000</i>	<i>\$3,000</i>	<i>\$3,000</i>	<i>\$24,310</i>

Supply costs include publishing, expendable office supplies, and other materials necessary to carry out recruitment, training, and technical assistance activities from Activity 1.1., 1.2., 2.1., and 2.2. Most expenses are front-loaded to allow purchasing of materials to be used over the grant term. Assumptions are as follows:

Recruitment Materials and Supplies (Activity 1.1.): This line item covers all materials, supplies, and other non-travel meeting costs of recruitment. MSEA has front-loaded these costs to allow for the purchase of marketing materials such as brochures, toolkits, pitchbooks, etc., as they are developed in the first three years of the grant term for use during the entire five-year term.

Pre-Approval Technical Assistance Materials and Supplies (Activity 1.2.): This line item covers all materials, supplies, and other non-travel meeting costs of pre-approval training and technical assistance. Like recruitment materials, MSEA has front-loaded these costs to allow for the purchase of training materials such as toolkits, one-pagers, etc., early in the grant term for use during the entire five-year term (\$2,500 in Year 1; \$1,500 in Year 2, and \$750 in Year 3). This items also includes \$500 per year to defray on-site training costs for meeting space rental, light refreshments, and office supplies.

Pre-Opening Technical Assistance Materials and Supplies (Activity 2.1.): This line item covers all materials, supplies, and other non-travel meeting costs of pre-opening technical assistance. Because MCSAB will provide most of the pre-opening trainings, MSEA has budgeted a much smaller amount for these materials, primarily to cover any toolkits or one-pagers that need to be published as supports for pre-opening schools.

On-Going Training and Technical Assistance Materials and Supplies (Activity 2.2.): This line item covers all materials, supplies, and other non-travel meeting costs of on-going training and technical assistance. In contrast to pre-approval costs, MSEA has budgeted for these costs to grow as the charter sector grows and demand for technical assistance from approved schools increases. Most of this item (all of Years 2-5) will defray on-site training costs for meeting space rental, light refreshments, and office supplies. \$500 in Year 1 is reserved for publication of FAQ one-pagers that can be used throughout the grant term.

OTHER

All other-related items are part of MCSAB’s subgrant program.

Other	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Number of Subgrants	2	2	3	4	4	15
Award Size	\$900,000	\$900,000	\$900,000	\$900,000	\$900,000	\$900,000
TOTAL	\$1,800,000	\$1,800,000	\$2,700,000	\$3,600,000	\$3,600,000	\$13,500,000

90% of the total budget will be used to provide direct financial support for new high-quality charter schools. As described in the project narrative, MCSAB will award CSP grants using a multi-level peer review process that offers competitive priority for charter high schools, rural charter schools, charter schools in LEAs with a significant number of schools identified for comprehensive support, and charter school conversions which plan to improve struggling school

or turnaround struggling schools. Due to limited philanthropic funding in Mississippi and significant startup costs, qualifying charter school operators will need to rely heavily if not exclusively on CSP grant funds and as such will receive the maximum grant award of \$900,000. Please see Selection Criteria F in the project narrative for more information about subgrants.