

CONSTRUCTION CAREERS CENTER



Charter School Review

Presented to
**Floyd Crues, Assistant Superintendent for Middle School,
High School and Alternative Education**

July 17, 2003



July 17, 2003

Mr. Floyd Crues,
Assistant Superintendent
St. Louis Public Schools
801 North 11th Street
St. Louis, Missouri 63101

Dear Mr. Crues,

The staff and administration of the Construction Careers Center Charter High School have considered the questions developed by the St. Louis Public School District concerning the Education Plan, Business Plan, School Operation Plan, and Accountability Plan. The attached report contains the written responses to those questions.

In general, the Construction Careers Center has strong support from the Associated General Contractors and the construction industry. The school has been able to attract and retain a motivated certificated instructional staff that is student centered and has integrated construction applications into the academic classrooms. The school has benefited from the partnership with St. Louis Public Schools and the excellent cooperation received from the sponsor.

Major areas that will need additional effort include: 1) attracting and retaining students in sufficient numbers to meet the business plan, 2) improving student attendance, performance and ownership in the educational process, 3) developing, refining and organizing the curriculum to meet the needs of students and the industry, 4) securing needed financial resources to retire the building renovation costs, 5) maintaining a clean and attractive facility.

After you have reviewed the document, please let us know if you have concerns or issues where we should focus our attention. We greatly appreciate your personal support, guidance and direction towards the creation of the first construction charter high in the nation.

Sincerely,
Terry Eivins

ST. LOUIS PUBLIC SCHOOLS
Alternative Education/Student Rights

Charter School Review
Site Visits

Using the Rubrics

The rubrics in this document are meant to assist you as you assign scores for each criterion for the site visit. These rubrics provide a set of guidelines that are intended to help maintain consistency of scoring among reviewers.

Here are some suggestions for using the rubrics:

- Read through the full set of rubrics and become generally familiar with the underlying scoring principles.
- Keep these principles in mind as you conduct your site visit.
- Refer to the rubrics when you are uncertain or have difficulty deciding what score to assign for a particular criterion.
- When you have assigned a score for every criterion, check each score against the appropriate rubric to be sure you are satisfied with the score you have assigned.
- Do not let the rubrics become a distraction or an impediment; once you become comfortable with the scoring principles, refer to the rubrics only when necessary.
- The rubrics are examples; they are not meant to apply to every circumstance you may encounter. If a rubric doesn't neatly apply in your particular circumstance, use your judgement to make it fit.

Remember that the most important aspect of the rubrics is that they provide you with scoring levels for each criterion.

ST. LOUIS PUBLIC SCHOOLS
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Charter School Review
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CONSTRUCTION CAREERS CENTER
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**EDUCATIONAL PLAN
SCORES**

A. Educational Plan

1.	Mission and Purposes	<u>7</u>
2.	Academic Design	<u>6.75</u>
3.	Student Performance	<u>6.75</u>
4.	Support for Learning	<u>6.75</u>
5.	Documentation/Evidence	_____

TOTAL (Educational Plan) _____

Floyd C. Crues

Date

ST. LOUIS PUBLIC SCHOOLS
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A. Educational Plan 1. Mission and Purpose	Rate: 0 1 2 3 (4) x 1.75 = <u>7</u> (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • The staff has a clear understanding of the school mission. • The school has written goals that are clear, challenging, measurable, and fair. • The school meets a defined need in this community. 	<p>The Construction Careers Center Staff has a clear understanding of the School’s Mission and Purpose. Each staff member integrates the mission into their course of study.</p> <p>The Construction Careers Center establishes written goals each year for the administrator and staff.</p> <p>The Construction Careers Center attempts to prepare students with the necessary skills for entry into direct employment and with the skills needed for post-secondary education.</p> <p>Strengths:</p> <p>The Construction Careers Center Board of Education has a well-defined mission statement that is clearly understood by the instruction staff and integrated into their instructional programming.</p> <p>The Construction Careers Center Student/Parent Handbook clearly communicates the expectations to the community.</p> <p>Concerns:</p> <p>The Construction Careers Center is concerned that all students accept the mission and purpose of the school and accept their responsibility for learning.</p> <p>Recommendations:</p>

	<p>The Construction Careers Center should consider allocating additional resources to clearly communicate the student and parent responsibilities for learning.</p> <p>Some programs being considered for the 2003-2004 school year include:</p> <ol style="list-style-type: none">1. A structured program focused on preparing freshmen students with organizational skills and the schools' expectations during the first 20 days of school.2. Establishing a relationship with Washington University Minority Youth in Construction (MYIC) to provide life skills to 25 freshman students.3. Aligning curriculum to include Character Education for the entire student body. <p>Documentation/Evidence:</p> <p>Construction Careers Center Charter School Application</p> <p>Construction Careers Center Board of Education 2002-2003 Goals</p>
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EDUCATIONAL PLAN

While performing the site visit, please be sure to address the following issues:

1. The school has evidence they have or will integrate the state performance standards into the curriculum.
2. The methods of instruction used to ensure learning at each grade level (cooperative learning, integrated curriculum, etc.) are appropriate.
3. There are strategies of how the MAP assessment data will be used to make adjustments with teacher instruction and delivery systems.
4. School/business partnerships have been established and will be active in the school.
5. The charter school application has timelines, established for all areas that are to be implemented.
6. Timelines and implementation of services links to the community and community organizations are included.

Criterion A.I. - Educational Plan (Mission and Purposes)

Score 4 for an application that makes a **STRONG** case.

Statements of mission and philosophy are unusually **coherent and compelling**. Goals of the proposed school are particularly **clear and measurable**, reflect a strong commitment to high expectations, and provide a fair basis for measuring the school's performance and progress. **There is a clear and convincing alignment** among the proposed charter school's statement of needs, mission and philosophy, and stated goals. Overall vision provides an **excellent foundation** on which to build a strong set of plans for the public charter school.

Score 3 for an application that makes an **ADEQUATE** case.

All aspects of the applicant's statement of purposes of the proposed school - needs, mission, philosophy, and goals - are adequately addressed and some parts are strongly addressed. Taken together, these statements and the logic that connects them present an understandable, reasonable, and promising though not always compelling, case for the school. Proposed goals are clear enough and sufficiently measurable to provide a basis for accountability.

Score 2 for an application that makes a **LIMITED** case.

A few important student needs are discussed, though little supporting evidence is presented and some very obvious needs are overlooked. Statements of mission and philosophy present a partial vision of the proposed charter school. Some aspects of the vision are weakly stated or lack coherence. While some goal statements are appropriate, many are unclear, immeasurable, or do not present an adequate challenge for the school. While some connections are made between the stated needs, mission, philosophy, and goals of the school, in general, the alignment among these statements is unclear and unconvincing.

Score 1 for an application that makes a **MINIMAL** case.

Discussion of student needs is unconvincing and fails to address many or most of the needs faced by the target student population. Statement of the school's mission, philosophy, and goals is incomplete, and is neither coherent nor persuasive. Disconnected reasoning confuses the relationships between needs, mission, philosophy, and goals.

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<p>A. Educational Plan 2. Academic Design</p>	<p align="right">Rate: 0 1 2 (3) 4 x 2.25 = <u>6.75</u> (weight) (score)</p>
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • The school has integrated the state performance standards into the curriculum. • The written curriculum for the learning objectives, content, and skills are appropriate for the student population. • The method for instruction used to ensure learning at each grade level (cooperative learning, integrated curriculum, etc.) is appropriate. • The school program has models or delivery strategies suitable for students with disabilities and limited English proficient students. 	<p>The Construction Careers Center staff has integrated Missouri Show-Me Standards into all curriculum areas.</p> <p>The Construction Careers Center School's curriculum is appropriate for the student population.</p> <p>The Construction Careers Center School's instructional methods are appropriate for each grade level.</p> <p>The Construction Careers Center School's program of study is augmented by resource educators to meet the needs of students with disabilities or limited English proficiencies.</p> <p>Strengths:</p> <p>The Construction Careers Center provides pre and post testing to measure academic progress of students on an annual basis and aligns curriculum to meet the needs as determined by Show-Me Standards and the Work Keys assessment.</p> <p>The Construction Careers Center Staff continually evaluates student progress to student physical and medical barriers that The Construction Careers Center employs two certificated special education instructors to provide resource services to students and staff.</p>

	<p>Concerns:</p> <p>Additional curriculum development is needed to insure students meet the academic standards prescribed by the Department of Elementary and Secondary Education and the construction industry.</p> <p>Recommendations:</p> <p>The Construction Careers Center Administration and Staff should consistently evaluate student performance against the expectations of the Missouri Department of Elementary and Secondary Education and the construction industry and align the curriculum and teaching strategies to insure the success of all students.</p> <p>Documentation/Evidence:</p> <p>Special Education Services provided.</p> <p>Work Keys assessment and other performance data</p> <p>Student referrals for additional resources.</p>
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Criterion A.2. - Educational Plan (Academic Design)

Score 4 for an application that makes a **STRONG** case.

Process and timeline for adopting performance standards **is in progress or has already been completed**. Based on a thoughtful analysis, a comprehensive curriculum aligned with the school's mission and goals already has been identified, or **most** aspects of the curriculum have been identified with remaining adoptions scheduled to occur. Instructional program reflects an **understanding of research and best practice**, and offers exciting potential for challenging students to high levels of performance. Strategies for meeting the teaming needs of language minority students and students with disabilities are **deeply integrated** into the curriculum and instructional program of the **entire school**.

Score 3 for an application that makes an **ADEQUATE** case.

Process and timeline for adopting performance standards holds reasonable promise, appropriate curriculum may have been identified for some content areas at some instructional levels. Although curriculum development and adoption remains to be completed, there is a responsible plan and timetable. Proposed instructional program is suitable and sound, but may not incorporate state-of-the-art or particularly innovative approaches. Adequate provision is made for meeting the needs of language minority students and students with disabilities, although programs and strategies may not always be well integrated with the overall instructional program of the school.

Score 2 for an application that makes a **LIMITED** case.

Process and timeline does not exist. However, discussion of the creation or adoption of student performance standards are underway, but not convincingly nor with a detailed plan or timeline. Limited progress has been made in identifying a suitable curriculum. Plans for implementing a curriculum are not comprehensive or realistic. The instructional program is not always consistent with student needs or with the mission, philosophy, and goals. Program models and delivery strategies are not always appropriate for language minority students or students with teaming disabilities.

Score 1 for an application that makes a **MINIMAL** case.

Discussion suffers from inconsistencies and vagueness, and fails to be convincing in addressing most parts of the academic design. Plans and timelines are superficial or unrealistic. Presents incomplete or disconnected reasoning, details, and evidence.

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A. Educational Plan 3. Student Performance	Rate: 0 1 2 (3) 4 x 2.25 = <u>6.75</u> (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • Maintains overall assessment plan (state achievement test, retest, and norm-referenced achievement test) for the school. • Strategies of how the MAP assessment data has been used to improve student outcomes. • Strategies of how the MAP assessment data has been used to make adjustments with teacher instruction and delivery systems. 	<p>The Construction Careers Center has an overall assessment plan that includes the MAP Assessment, the Terra Nova, the WorkKeys, PassKeys, Workplace Readiness and will be using the TABE during the 2003-2004 School Year.</p> <p>The Construction Careers Center has used the MAP assessment data to provide feedback to the staff, students and parents concerning the mastery of stated objectives. The responsibility for improving students' outcomes is jointly shared by staff, parents and students.</p> <p>The Construction Careers Center instructional staff and administration realign their instructional delivery system to focus on objectives outlined in the MAP Assessment.</p> <p>Strengths:</p> <p>The Construction Careers Center uses a variety of assessment tools to measure student progress and align curriculum content including the MAP, Terra Nova, WorkKeys, PassKeys, Workplace Readiness and will use the TABE during the 2003-2004 school year.</p> <p>The Construction Careers Center staff's professional development is clearly focused on closing the achievement gap and designing the curriculum to meet DESE standards and preparing students for entry into the construction industry.</p> <p>Concerns:</p>

	<p>The Construction Careers Center is in the second year of operation with Freshman and Sophomore students. The only MAP test scheduled to be administered is Health. In order for the staff to make adjustments in their curriculum to insure student mastery of skills for DESE and the construction industry, the staff is dependent upon the results of school-administered assessments.</p> <p>Recommendations:</p> <p>The Construction Careers Center staff should jointly review the results of the achievement tests and develop a coordinated plan for implementing strategies to improve student performance.</p> <p>Documentation/Evidence:</p> <p>Results of the various assessments</p>
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Criterion A.3. - Educational Plan (Student Performance)

Score 4 for an application that makes a **STRONG** case.

Presents a **strong, clear, thoughtful plan** for using multiple assessment methods to measure attainment of student learning objectives. **State-of-the-art student assessment plans** that incorporate state-wide assessment are presented. **Unusually effective strategies** are proposed for using assessment results to design student intervention programs, improve instruction, guide decisions about grouping and promotion, and to enhance outcomes for all students, including those with special needs. **Extraordinary knowledge and competence** regarding student assessment techniques is reflected in the discussion. Alignment of student assessment with student learning objectives and instruction is **exceptionally well articulated**.

Score 3 for an application that makes an **ADEQUATE** case.

Presents an adequate plan for using multiple assessment methods to measure attainment of student learning objectives. Describes an acceptable process for meeting the requirement for participation in state-wide assessment although these assessments may not be fully integrated into the overall student assessment plans. All aspects of the proposed strategies for using assessment results to improve student performance are adequately addressed and some aspects may be strongly addressed. Proposal reflects sufficient knowledge of assessment issues and expertise in designing and managing assessments. Student assessments are acceptably aligned with student learning objectives and instruction.

Score 2 for an application that makes a **LIMITED** case.

Addresses some parts of the plan for conducting and using student assessments, but treats other parts in a limited manner. Process for participation in state-wide assessment may be either lacking in detail or poorly conceived. Proposal reflects gaps in basic knowledge of assessment issues, as well as limited expertise in designing and managing student assessments. The relationship between student assessments, student learning objectives, and instruction are not well defined.

Score 1 for an application that makes a **MINIMAL** case.

Fails to present a competent discussion of many or most aspects of a student assessment plan. Process for participation in state-wide assessments is extremely sketchy or superficial. Shows no fundamental understanding of student assessment systems. Lacks the capacity to successfully implement and manage a student assessment system. Relationships between student assessments, student learning objectives, and instruction are either not addressed or are presented in a fragmented and incomplete way.

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A. Educational Plan 4. Support for Learning	Rate: 0 1 2 (3) 4 x 2.25 = <u>6.75</u> (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • Active participation of the parents in the children's education. • Parent participation in the school operations. • Timelines and implementation of service links to the community and community organizations. • School/business partnerships have been established and are active in the school. 	<p>The Construction Careers Center has organized a parent organization to connect the school to the parents, publishes a newsletter and actively encourages parent participation through regular contact by the staff and administration.</p> <p>The Construction Careers Center parents actively participate in sponsoring school social activities, participate as chaperones on field trips, serve on the technology committee, and volunteer time at the school.</p> <p>The Construction Careers Center requires each student to volunteer time for community projects. Students are connected to the construction community with field trips, industry speakers bureau and mentors that participate through the Big Brothers/Big Sisters organization.</p> <p>The Construction Careers Center has strong partnerships with the construction industry. The construction industry is visible at the school and has assumed responsibility for maintaining and operating the school under the Charter granted by St. Louis Public School District.</p> <p>Strengths: The major strengths of the Construction Careers Center includes the strong partnership with the Associated General Contractors of St. Louis and the related construction industry.</p> <p>The construction industry has provided many opportunities for field trips to construction sites, provided speakers for the classroom, served on curriculum development committees and provided financial resources for the school.</p>

	<p>The Construction Careers Center staff has actively encouraged parent participation by scheduling parent teacher conferences, publishing a regular newsletter, encouraging parents to participate on various committees, participate by chaperoning on field trips and outings, encouraged social activities that include parents, and maintaining an open environment that allows active participation by parents.</p> <p>Concerns:</p> <p>The Construction Careers Center has not formally developed a coordinated plan and established responsibilities with timelines to connect the school to parents, community and community organizations.</p> <p>Recommendations:</p> <p>The Construction Careers Center should develop a coordinated plan to establish responsibilities and timelines to connect the school to parents, community and community organizations</p> <p>Documentation/Evidence:</p> <p>Contractors' financial pledges to the school Construction industry participation in curriculum development Articulation agreements linking program completers to the registered construction apprenticeship programs.</p>
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Criterion A.4. - Educational Plan (Support for Learning)

Score 4 for an application that makes a **STRONG** case.

Presents a **strong and compelling plan** for creating an environment and support systems that will be particularly conducive to learning. **All aspects of the discussion are well conceived and clearly presented.** The plan succeeds in **integrating** an array of promising practices and tactics into a strategic program that supports learning. **Demonstrates understanding** of the **positive influence** the united efforts of families, schools, and communities can have on students' learning.

Score 3 for an application that makes an **ADEQUATE** case.

Addresses in a satisfactory manner all aspects of a plan to provide support for learning and strongly addresses some components of the plan. Application contains a reasonable description of the interrelationships among the components of the plan. While all the proposed approaches are within the bounds of accepted practice, most are not considered cutting edge or innovative. Acknowledges the interrelated roles that families, schools, and communities can play in student learning.

Score 2 for an application that makes a **LIMITED** case.

Addresses some parts of a plan to provide support for learning, but treats them in an incomplete or limited manner. While some of the proposed approaches meet generally accepted standards, others may have little demonstrated value. Lacks connections among the several components of the plan. Examples, evidence, and logical support are simple or superficial and there is evidence of internal inconsistencies in the plan.

Score 1 for an application that makes a **MINIMAL** case.

Fails to be convincing in addressing most parts of the plan to provide support for learning. Shows little or no understanding of accumulated knowledge about settings and practices that enhance student learning. Presents incomplete, disconnected, or unsupported reasoning.

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**BUSINESS PLAN
SCORES**

B. Business Plan

1.	Planning & Implementation	<u>5</u>
2.	Governance & Management	<u>9</u>
3.	Finance	<u>7</u>
4.	Facility/Educational Needs	<u>5.25</u>
5.	Marketing & Recruiting Students	<u>2</u>
6.	Documentation/Evidence	_____

TOTAL (Business Plan) _____

Floyd C. Crues

Date

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B. Business Plan 1. Planning & Implementation	Rate: 0 1 2 3 (4) x 1.25 = <u>5</u> (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • A non-profit corporate structure that meets the requirements of the law. • The founding group has continued to meet the interests of the community, parents, teachers, and others. • The school has an effective process for collecting and managing core data. • The school uses data to drive important decisions. 	<p>The Construction Careers Center Board of Education is incorporated as a 501(c)3 not-for-profit organization that meets the requirements of the law.</p> <p>The Construction Careers Center Charter High School was founded by the Associated General Contractors of St. Louis. The AGC of St. Louis continues to meet the interests of the community, parents, teachers and others.</p> <p>The Construction Careers Center uses the School Information System (SIS) data management system to process all information collected for managing core data. Student attendance and grades are collected and recorded by individual teachers on lap top computers and the information is updated on the server daily.</p> <p>The Construction Careers Center uses the school data to drive important decisions. The major goals for the 2003-2004 School Year focuses on increasing enrollment, improving attendance, and increasing academic achievement based on data collected on the school information system.</p> <p>Strengths:</p> <p>The Construction Careers Center's corporate structure supports the interests of the construction community, students, parents and the instructional and administrative staff.</p> <p>The Construction Careers Center decision making is based upon data collected from student records, comments from the instructional staff and recommendations from the administration.</p>

	<p>Concerns:</p> <p>The school has collected data over a limited time. Adjustments in curriculum and learning activities should be validated over a longer period of time.</p> <p>Recommendations:</p> <p>The Construction Careers Center staff should develop strategies to increase student enrollment, improve student attendance and academic performance.</p> <p>The Construction Careers Center staff should develop strategies to clearly communicate the purpose and intentions of the school and the student expectations during the first 20 days of attendance.</p> <p>The Construction Careers Center staff should develop strategies to discourage and provide an alternative to out-of-school suspensions.</p> <p>Documentation/Evidence:</p> <p>School Informations Systems Automated Student Records.</p>
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Criterion B.I. - Business Plan (Planning and Implementation)

Score 4 for an application that makes a **STRONG** case.

The charter school **has on file** at the building site a Missouri nonprofit corporation pursuant to section 355.326, RSMo, based on the class of corporation selected. Evidence of **exceptionally** broad-based participation which includes parents, teachers, the school principal, community members, and stakeholders in the planning process and in the governance of the school. Evidence should also be presented that the governance of the school includes participants with **extensive** expertise and knowledge in all areas for operating a successful charter school. The school has an **effective** management for collecting and processing core data. The school can **clearly demonstrate how it uses data to make important decisions** as it relates to financial management, instruction, and professional development.

Score 3 for an application that makes an **ADEQUATE** case.

The charter school is able to obtain a Missouri nonprofit corporation pursuant to section 355.326, RSMo, but did not have it at the site level. Evidence of broad-based participation which includes parents, teachers, the school principal, community members, and stakeholders in the planning process and in the governance of the school. Evidence should also be presented that the governance of the school includes participants with expertise and knowledge in all areas for operating a successful charter school. The school has a management plan for collecting and processing core data. The school can demonstrate how it uses data to make some decisions as it relates to financial management, instruction, and professional development.

Score 2 for an application that makes a **LIMITED** case.

The charter school cannot produce the Missouri nonprofit corporation pursuant to section 355.326, RSMo but it has been approved for this status. Some evidence of participation which could include parents, teachers, the school principal, community members, and stakeholders in the planning process and in the governance of the school. Evidence is presented that the governance of the school includes participants with expertise and knowledge in some areas for operating a successful charter school. The school has a limited management plan for collecting and processing data. The school demonstrates how it uses some data to make some decisions as it relates to financial management, instruction, and professional development.

Score 1 for an application that makes a **MINIMAL** case.

The charter school does not have a Missouri nonprofit corporation pursuant to section 355.326, RSMo. Little evidence of broad-base participation in the planning process and governance of the school. Participants lack expertise and knowledge for the operation of a charter school. Little evidence is presented that the school has an effective management system for collecting and processing core data. Limited evidence to support data being used to make some decisions as it relates to financial management, instruction, and professional development.

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B. Business Plan 2. Governance & Management	Rate: 0 1 2 3 4 x 2.25 = <u>9</u> (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> ▪ Effective governance model that focuses on the vision and mission of the school. ▪ There is a clear understanding for the membership of the Board of Directors and the officers. ▪ Maintains a location of the posting of the board agenda and copies of the agendas. ▪ Maintains copies of the Board of Directors minutes. ▪ A clear understanding of the local board procedures and operations. ▪ Written policies, rules, and/or bylaws to ensure viability of the governance and administrative structures. ▪ Has a viable organizational structure to accomplish the needs for the school. 	<p>The seven member board of education appointed by the Associated General Contractors of St. Louis with representatives from the contracting community, education, parent, and the labor union clearly focuses on the visions and mission of the school.</p> <p>The Board of Education Members clearly understand the vision and mission of the Construction Careers Center as evidenced by the participation and decision making that impacts the education of the students.</p> <p>The Board of Education Meeting Notice and Board Agenda is made available to interested parties and posted at the school.</p> <p>The minutes of the Construction Careers Center Board of Directors are recorded, approved by the directors, and available for review.</p> <p>All Board members have received an orientation concerning the board procedures and operations. Five of the seven board members have served on the board since the inception of the school.</p> <p>The Construction Careers Center Board of Education has developed and approved Board Polices and Procedures that govern the operation of the school.</p> <p>The organizational structure of the school has been successful in accomplishing the needs of the school.</p>

	<p>Strengths:</p> <p>The Board of Education is governed by seven volunteers that freely give of their time and expertise.</p> <p>The Board of Education follows the procedure outlined the Charter School application concerning governance, board membership, board procedures and organizational structure.</p> <p>Concerns:</p> <p>Meeting notices and board agendas are not always posted in a public place.</p> <p>Recommendations:</p> <p>The Construction Careers Center Board of Education meeting notices and Board agendas should be uniformly posted before each meeting.</p> <p>Documentation/Evidence:</p> <p>Construction Career Center Charter School Application Minutes of the Construction Careers Center Board of Education Meeting</p>
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Criterion B.2. - Business Plan (Governance & Management)

Score 4 for an application that makes a **STRONG** case.

There is **compelling evidence** that the Board of Directors will possess the disposition, capacities, and the powers needed to provide a strong vision and continuity of leadership for the School. There is an **especially clear and appropriate differentiation** of roles and responsibilities between the proposed Board and the administrative leadership of the school, and these relationships are **clearly defined** in written policies and rules or in plans for such policies and rules. The governing board and/or school leadership **always** operates under the Sunshine Law, posts the board agenda, makes copies of the agenda for others, maintains and distributes minutes of all board meetings. The administrative structure of the school is capable of **providing strong, even inspirational, leadership** for the school, while at the same time making strong provisions for teacher, student, and parent input to decisions.

Score 3 for an application that makes an **ADEQUATE** case.

Presents an acceptable model for governing and managing the school, although the approach may lack a solid research base. There is evidence of thoughtful selection of a qualified, though not outstanding, slate of Board members. The governing board and/or school leadership consistently operates under the Sunshine Laws, posts the board agenda, makes copies of the agenda for others, maintains and distributes minutes for some board meetings. The administrative structure is adequately designed and staff have the capacities needed to provide effective leadership, including the will to make satisfactory provisions for teacher, student, and parent input to decisions. The relationship between the Board and the administration of the school is sufficiently clear to avoid major problems, but could be better reflected in the school's policies and procedures. Existing policies and rules (or plans for them) adequately point the way toward viable administrative and governance structures and relationship, though continued development is needed.

Score 2 for an application that makes a **LIMITED** case.

Although provision has been made for a Board of Directors, plans for the selection, operating procedures, and proposed membership of the Board raise some questions. The role of the Board and how it will relate to the school administration is only partially or unconvincingly defined. The governing board and/or school leadership sometimes operates under the Sunshine Law, posts the board agenda, makes copies of the agenda for others, maintains and distributes minutes for some board meetings. Leadership of the school, while adequate in some ways, is weak on some dimensions. For example, leaders of the school may be unable to articulate a comprehensive, compelling vision or may lack sensitivity to the concerns of teachers, students, and parents.

Score 1 for an application that makes a **MINIMAL** case.

Fails to display a clear understanding of governance and management issues, including a suitable role for the Board. Does not present a coherent discussion of the approaches that will be taken to school leadership. The governing board and/or school leadership does not operate under the Sunshine Law, post the board agenda, make copies of the agenda for others, maintains, and distributes minutes in a timely manner to the board.

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B. Business Plan 3. Finance	Rate: 0 1 2 3 (4) x 1.75 = <u>7</u> (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • Practices consistent with Missouri financial accounting system. • Has a copy of the last annual audit by CPA. • Provides for liability insurance. • School has received or made efforts to acquire grant monies to enhance the quality of education. 	<p>The Constuction Careers Center accounting sytem is consistent with the Missouri financial accounting system.</p> <p>The Construction Careers Center has evidence of an annual audit completed for the year ending June 30, 2002. The audit for June 30, 2003 is currently in progress.</p> <p>The Construction Careers Center provides Liabiltiy Insurance as evidenced by the policy attached.</p> <p>The Construction Careers Center has applied for and received grants to enhance the quality of education. Grants have been received from the Department of Elementary and Secondary Education, the Walton Foundation, the National Careers Cluster Demonstration Grant, the E-Rate Grant, and numerous grants from local and national foundations.</p> <p>Strengths:</p> <p>An annual audit is performed by an independent agency.</p> <p>Liability insurance is provided for the school, directors, students and volunteers.</p> <p>The Associated General Contractors of St. Louis Education Foundation has made provisions for a part-time development agency to apply for grants.</p> <p>Concerns:</p> <p>Additional facility funds are needed to improve the building and retire the facilitys' debt.</p>

	<p>Recommendations:</p> <p>The Construction Careers Center should continue to develop additional resources to improve the building, retire debt and improve instruction.</p> <p>Documentation/Evidence:</p> <p>2001-2002 Construction Careers Center Financial Audit Minutes of the AGC of St. Louis Education Foundation Minutes</p>
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Criterion B.3. - Business Plan (Finance)

Score 4 for an application that makes a **STRONG** case.

Presents convincing evidence of strong financial planning with careful attention to budgeting, accounting practices, audit, and maintaining needed cash flow. Revenue projections appear particularly solid, are sufficient to meet expenditures, and, when projected into the future, provide a viable long-term financial base for the school. Persistent pursuit of additional resources has paid off for the applicant, and careful management promises excellent payoff on their use of resources. Has the last annual audit by a CPA at the school site. **Has received grant monies** that have enhanced the quality of education at the site and has demonstrated an **aggressive approach** to obtaining additional grants. The school site **does** provide liability insurance.

Score 3 for an application that makes an **ADEQUATE** case.

Presents satisfactory evidence of sound financial planning and management. Standard budgeting and accounting practices are followed, and adequate provisions are made for needed cash flow. Realistic assessments have been made of available and needed resources, but estimates provide little flexibility and leave little room for error. Has the last annual audit by a CPA at the school site. Has received some grant monies that have enhanced the quality of education at the site and is applying for some additional grants. The school site does provide liability insurance.

Score 2 for an application that makes a **LIMITED** case.

While there is some evidence of financial planning, much of that planning is either incomplete or inadequately done. Though some effort is being made to follow accepted accounting procedures, it is unclear that school personnel will have the capacity to follow through. Except for the per pupil allocation, little attention has been paid to seeking resources for the school. The school indicates they have the last annual audit by a CPA but it is not available. Has received limited grant monies that have enhanced the quality of education at the site but has not applied for additional grants. The school, site does provide liability insurance.

Score 1 for an application that makes a **MINIMAL** case.

Little evidence of sound financial planning and management. Little assurance that standard accounting practices will be followed or that adequate resources will be available when needed. Displays only minimal understanding of the fiscal requirements of operating a school. The school indicates they did conduct an annual audit by a CPA but does not know where it is. Has not received grant monies that could have enhanced the quality of education at the site or is applying for additional grant funding. The school site believes it has liability insurance but is not aware of policy.

ST. LOUIS PUBLIC SCHOOLS
Alternative Education/Student Rights

Charter School Review
 Site Visit

CONSTRUCTION CAREERS CENTER
 Charter School Name

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B. Business Plan 4. Facility/Educational Needs	Rate: 0 1 2 (3) 4 x 1.75 = <u>5.25</u> (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • Policies and practices that likely make the school safe and orderly. (Develop and implement emergency procedures and conduct appropriate drills.) • Accident report form. • Site is well maintained (cleanliness). • Adequate space for student learning. • Timelines for any needed renovation. • Technology present and working. • Adequate furniture and places for supplies and storage items. • Classroom rules and procedures posted. 	<p>The Construction Careers Center has developed and implemented emergency procedures and conduct appropriate drills.</p> <p>The Construction Careers Center has developed and maintains an accident report form with the automated student records.</p> <p>The Construction Careers Center facility is being renovated with updated electrical, mechanical and plumbing systems. Limited resources are being allocated for custodial services and additional work is needed to maintain clean facilities.</p> <p>The Construction Careers Center facility is adequate for student learning with the expanded space being renovated.</p> <p>The Construction Careers Center has developed and implemented a timetable for renovating the facility.</p> <p>The Construction Careers Center has developed and implemented a technology plan to provide for student and staff accessibility to technology.</p> <p>The Construction Careers Center has purchased adequate furniture and supplies. Storage is limited but will be improved with the renovation and new addition.</p> <p>The Construction Careers Center instructional staff posts classroom rules and procedures in each classroom.</p> <p>Strengths:</p>

	<p>The Construction Careers Center has develop and received DESE approval for their Technology Plan.</p> <p>The Construction Careers Center instructional staff posts rules in each classroom and provides copies for each parent.</p> <p>The Construction Careers Center has provided two computer labs and has made computers available in most classrooms.</p> <p>The Construction Careers Center has maintained a plan to renovate the facilities and provide needed space for instruction.</p> <p>Concerns:</p> <p>Additional work is needed on the Emergency Plan and additional attention is needed to improved the cleanliness of the facility.</p> <p>Recommendations:</p> <p>The Construction Careers Center should complete an Emergency Plan prior to school resuming in the Fall of 2003.</p> <p>The Construction Careers Center should develop a plan for improving the cleanliness of the facility before the 2003-2004 School Year.</p> <p>The Construction Careers Center should develop strategies for students to accept responsibility for maintaining the cleanliness of the facility</p> <p>Documentation/Evidence:</p> <p>Approved Technology Plan for the Construction Careers Center. Contract with ABM for custodial services Tour of facility to view renovations</p>
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Criterion B.4. - Business Plan (Facility/Educational Needs)

Score 4 for an application that makes a **STRONG** case.

Demonstrates **unusual understanding** of what it takes to make a school safe and orderly. Has **comprehensive plans** for emergency procedures and practices these procedures throughout the school year. Evidence of classroom rules and procedures are evident in **all** classrooms. Has made **remarkable progress** towards needed renovation of the site and the site is **extremely well maintained**. The school site has excellent furniture, supplies, textbooks and room for storage. **Technology labs are in place and a technology plan has been written. The site maintains an accurate accident report form.**

Score 3 for an application that makes an **ADEQUATE** case.

Demonstrates a good understanding of what it takes to make a school safe and orderly. Has emergency procedures and practices these procedures throughout the school year. Evidence of classroom rules and procedures are posted in most classrooms. Has made progress towards needed renovation of the site and the site is well maintained. The school site has good furniture, supplies, and textbooks and has adequate room for storage. Technology labs are somewhat limited but the technology plan is written.

Score 2 for an application that makes a **LIMITED** case.

Demonstrates an understanding of what it takes to make a school safe and orderly. Has emergency procedures in place but needs some revisions. Practices the emergency procedures at certain times of the school year. Has made limited progress towards needed renovation of the site but the site is well maintained. The school site needs additional furniture, supplies or textbooks. Storage is somewhat adequate but could be improved. Technology labs are not utilized to their potential and the technology plan is still a work in progress.

Score 1 for an application that makes a **MINIMAL** case.

Is aware of school safety but needs additional support for an orderly climate. Emergency procedures are written but have not been used on a consistent basis. Site needs additional renovation but lacks a plan for renovation. Lacks adequate furniture, supplies, or textbooks and does not have resources to acquire these items. Storage is needed and it impacts the climate of the school. Technology has not been used effectively and the school does not have a technology plan.

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<p>B. Business Plan 5. Marketing & Recruiting Students</p>	<p align="right">Rate: 0 1 (2) 3 4 x 1.00 = <u>2.0</u> (weight) (score)</p>
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • The student body reflects the diversity of the community. • Recruitment of students has been sufficient in meeting the proposed projected growth over time. • Waiting lists are maintained and used in an appropriate manner. 	<p>The Construction Careers Center student body reflects the diversity of the community.</p> <p>The Construction Careers Center recruitment has meet the projected growth, but student enrollment has not been maintained at appropriate levels.</p> <p>The Construction Careers Center maintains a waiting list of students desiring to enroll in the school. Enrollment vacancies are filled from the waiting list.</p> <p>Strengths:</p> <p>Information is provided to all St. Louis Public School eighth grade students.</p> <p>The Construction Careers Center participates in the St. Louis Public School eighth grade Career Awareness Fair.</p> <p>The Construction Career Center Counselor has developed and implemented a recruitment plan.</p> <p>Concerns:</p> <p>The enrollment of female students is approximately 25% of the population. The Bosnian and Asian population is under-represented at the school.</p> <p>Additional recruitment activities are needed to maintain the projected growth and retention of students.</p>

	<p>Recommendations:</p> <p>The Construction Careers Center should develop strategies to improve the recruitment plan to identify student applicants that will enroll and maintain the projected growth patterns established for the school.</p> <p>The Construction Careers Center should develop strategies to improve parental involvement and increase the participation from the Bosnian and Asian communities.</p> <p>Documentation/Evidence:</p> <p>Construction Careers Center Recruitment Plan. Construction Careers Center Applicant Pool Construction Careers Center Acceptance List</p>
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Criterion B.5. - Business Plan (Marketing & Recruiting Students)

Score 4 for an application that makes a **STRONG** case.

Offers **especially sound, often creative**, plans for recruiting students in sufficient numbers to operate the school, achieve its educational objectives, and sustain its projected growth. Offers **evidence of strong existing links** with target families and the community, and provides **well-conceived** plans for broadening and strengthening those relationships. The student body reflects the diversity of community. Waiting lists are well maintained and used throughout the school year.

Score 3 for an application that makes an **ADEQUATE** case.

Offers adequate plans for recruiting sufficient numbers of students for the school to become and remain fiscally and educationally viable. Plans for building parent and community support for the school are fully developed and appropriate, although they may not be extensive or particularly creative. The student body for the most part reflects the diversity of the community. Waiting lists are maintained and used throughout the school year.

Score 2 for an application that makes a **LIMITED** case.

Plans for recruiting students are only partially developed and fail to address some factors. Provides only limited confidence that the school will enjoy family and community support, or that student enrollment will be adequate to generate the funding needed for the school to become and remain viable. The student body somewhat reflects the diversity of the community. Waiting lists are used but not on a consistent basis.

Score 1 for an application that makes a **MINIMAL** case.

Fails to present a comprehensible plan for student recruitment or for building productive relationships between the school and the families and the community it intends to serve; recruitment and marketing efforts are approached in a fragmented and incomplete manner. The student body does not reflect the diversity of the community. No evidence that waiting lists have been used.

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Charter School Review
Site Visit

CONSTRUCTION CAREERS CENTER
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JULY 17, 2003
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**OPERATIONAL PLAN
SCORES**

C. Operational Plan

- | | |
|---|----------|
| 1. Student and Parent Policies and Procedures | <u>5</u> |
| 2. Human Resource Information | <u>5</u> |
| 3. Meeting Requirements | <u>3</u> |
| 4. Implementation of the Charter | <u>3</u> |
| 5. Documentation/Evidence | _____ |

TOTAL (Operational Plan) _____

Floyd C. Crues

Date

OPERATIONAL PLAN

While performing the site visit, please be sure to address the following issues:

1. Parent involvement plans are shared and expectations established during admission
2. Salary, benefits, and retirement contributions are addressed and contribute to working conditions that will attract high-quality staff.
3. Ensure a criminal background check and a child abuse registry check is conducted for each employee (certified and non-certified).
4. Evidence that Title 1, transportation, and food service has been addressed.
5. The charter school application has timelines established for all areas that are to be implemented.
6. Orientation plans for parents and/or guardians.
7. Orientation plans for students throughout the school year.

	<p>Construction Careers Center often experiences difficulty getting necessary student information in a timely manner.</p> <p>Construction Careers Center seems to attract a large number of special education students whose disability is mental retardation or requiring self-contained or class-within-a-class services.</p> <p>Recommendations:</p> <p>Construction Careers Center is tightening the application process, requiring information at the time of application to ascertain any special services that may be required for an applicant with a disability.</p> <p>Documentation/Evidence:</p> <p>Back of application Parent/Student Orientation packet Acceptance letters Letters requesting additional information related to a Safe Schools offense or copy of current IEP Interview questions</p>
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Criterion C.1. - Operational Plan (Student and Parent Policies and Procedures)

Score 4 for an application that makes a **STRONG** case.

Proposed procedures for registering and admitting students **are especially fair and easy to understand**, and they **reduce uncertainty** by facilitating early decisions about admission. Student policies and procedures are **exceptionally clear and well defined**. The school provides a **coherent and equitable** guideline for holding parents accountable for the Safe Schools Act and for parent involvement throughout the school year.

Score 3 for an application that makes an **ADEQUATE** case.

Proposed procedures for registering and admitting students provide a reasonable schedule for making decisions about student enrollment. Student policies and procedures (or plans for their development) are understandable and competently presented. The school provides an adequate framework for holding parents accountable for the Safe Schools ACT and for parent involvement throughout the school year.

Score 2 for an application that makes a **LIMITED** case.

Proposed procedure for registering and admitting students are limited; they may not be fully developed, or they may fail to take into account the needs of students and their families for timely decisions. The school is inconsistent in holding parents accountable for the Safe Schools ACT and for parent involvement throughout the school year.

Score 1 for an application that makes a **MINIMAL** case.

Proposed procedures for registering and admitting students are limited; they may not be fully developed, or they may fail to take into account the needs of students and their families for timely decisions. The school does not hold parents accountable for the Safe Schools Act and lacks a plan for parent involvement throughout the school year.

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C. Operational Plan 2. Human Resource Information	Rate: 0 1 2 3 (4) x 1.25 = <u>5</u> / 1.25 (weight) (score)
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • Maintain job descriptions for principal, other administrative positions, and/or key support positions. • Salary, benefits, and retirement contribute to working conditions and will help attract high-quality staff. • School has a recruitment plan for meeting staffing needs. • Ensure a criminal background check and child abuse registry check is conducted for each employee. • The school has a high-quality professional development plan which contributes to the working conditions and helps attract new employees. 	<p>Job descriptions for the Construction Careers Center administrator, counselor, and staff teachers are included in the Charter.</p> <p>Salary, benefits, retirement system, and working conditions contribute to attracting high quality teacher candidates.</p> <p>Construction Careers Center uses various sources from which to draw instructional candidates.</p> <p>Construction Careers Center does a three-fold background check to include: child abuse, fingerprint, and personal. In addition, serious candidates undergo a psychological evaluation conducted by an outside agency.</p> <p>The Construction Careers Center staff is involved in mandatory staff development offerings as well as opportunities to attend staff development offered by outside agencies.</p> <p>Strengths:</p>

	<p>Pre-school teacher workdays include numerous staff development presentations to include such topics as:</p> <ul style="list-style-type: none">Verbal JudoDiscipline strategies for at-risk studentsBehaviors exhibited by students who take advantage of counseling services at ProvidentBrain-based LearningLesson plan formatting with state standards <p>Teacher recruitment at Construction Careers Center includes participation in Teacher Fairs, REAP, and word-of-mouth.</p> <p>All staff of Construction Careers Center participate in the drug testing program to include initial testing followed by random testing.</p> <p>Background checks of Construction Careers Center staff include: child abuse, fingerprint, and a reference check by an outside agency.</p> <p>Each potential hire of Construction Careers Center participates in a psychological evaluation by an outside agency which indicates how the candidate matches the profile established by Construction Careers Center.</p> <p>The benefit package for Construction Careers Center staff include:</p> <ul style="list-style-type: none">Health and dental insuranceShort and long term disability coverageSLPS Retirement SystemTuition reimbursement <p>Concerns:</p> <p>Specific job descriptions for some staff positions are lacking; i.e. art teacher, ISS teacher</p> <p>Recommendations:</p> <p>The administration and staff of Construction Careers Center, working together, needs to refine existing job descriptions and write job descriptions for new positions.</p> <p>Documentation/Evidence:</p>
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	<p>Charter for Construction Careers Center Health plan Staff profiles (Psychological Associates) Teacher application data base Staff in-services/professional development</p>
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Criterion C.2. - Operational Plan (Human Resource Information)

Score 4 for an application that makes a **STRONG** case.

Presents **compelling evidence** that the school will adhere to **exceptionally high** professional standards in hiring teachers, administrators, and other school staff **Unusually well-defined** personnel policies designed to support excellent working conditions. Compensation package makes **judicious, strategic use of resources** to attract unusually high-quality staff and create incentives for excellence in performance and productivity. **Extraordinarily strong recruitment plan** which highlights the salary, benefits, and the professional development of all employees. Ensures that all employees have a criminal background check and child abuse registry check.

Score 3 for an application that makes an **ADEQUATE** case.

Presents acceptable assurances that the school will adhere to high standards in hiring teachers, administrators, and other school staff. Working conditions and compensation packages are well designed to attract high-quality staff. A good recruitment plan which highlights the salary, benefits, and professional development plan for employees. Ensures that all employees have a criminal background check and child abuse registry check.

Score 2 for an application that makes a **LIMITED** case.

Provides only limited assurances that the school will adhere to high professional standards in hiring teachers, administrators, and other school staff. Has a recruitment plan but does not stress the importance of the professional development plan. Some employees have not had a criminal background check or the child abuse registry check.

Score 1 for an application that makes a **MINIMAL** case.

Fails to provide assurances that the school will adhere to high professional standards in hiring teachers, administrators, and other school staff. Lacks recruitment plan and has limited evidence of a comprehensive professional development plan for employees. Employees have not had a criminal background check or the child abuse registry check.

	<p>Construction Careers Center strives to meet all reporting obligations to the Department of Elementary and Secondary Education and St. Louis Public Schools.</p> <p>Bus passes are purchased for and distributed to all students using public service transportation to get to the Construction Careers Center.</p> <p>St. Louis Public Schools Food Service Department administers the Food Service for the students of Construction Careers Center. The SIS data base contains information as to eligibility of students for free or reduced breakfast and lunch and this information is updated and shared at specified reporting times.</p> <p>The administrator of Construction Careers Center has regular communication with Jocelyn Strand at the Department of Elementary and Secondary Education as well as with Dave Camden.</p> <p>Open communication exists between St. Louis Public Schools and Construction Careers Center personnel.</p> <p>Concerns:</p> <p>The quantity and variety of lunches served the students of Construction Careers Center is a matter of concern.</p> <p>Recommendations:</p> <p>Increase dialogue between Food Service and Construction Careers Center to improve the quantity and variety in the school lunches.</p> <p>Documentation/Evidence:</p> <p>Metro bus pass invoices Free and reduced lunch forms Copies of all reports – CORE data Attendance reports to St. Louis Public Schools Free and reduced lunch reports to St. Louis Public Schools</p>
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Criterion C.3. - Operational Plan (Meeting Requirements)

Score 4 for an application that makes a **STRONG** case.

Plans for meeting applicable requirements **reflect thorough familiarity** with codes and regulations, **well-conceived** strategy, and substantial progress toward compliance.

Score 3 for an application that makes an **ADEQUATE** case.

Adequate plans are presented for meeting applicable requirements, and reasonable progress toward compliance is documented.

Score 2 for an application that makes a **LIMITED** case.

Plans address some requirements but reflect a poor understanding of others or ignore some requirements altogether, Progress toward compliance is limited.

Score 1 for an application that makes a **MINIMAL** case.

Plans for meeting requirements are incomplete or presented in a disconnected fashion. There is little evidence of progress toward compliance.

	<p>The Board of Construction Careers Center keeps themselves apprised of Charter expectations, timelines, and procedures and makes their recommendations known to the staff through the administrator.</p> <p>Parents/guardians accompany their student to the interview conducted by staff members of Construction Careers Center. This is in addition to the mandatory Orientation meeting opportunities for the student and their parent/guardian.</p> <p>Scheduling of personal visits/tours to the Construction Careers Center is encouraged.</p> <p>Concerns:</p> <p>Using MAP scores to improve instruction has not been fully refined as the science and math scores from the first participation are not yet available. However, the staff continually reviews instructional strategies that will improve any test scores.</p> <p>Recommendations:</p> <p>A new plan is being implemented for the Construction Careers Center freshmen class that includes emphasis on the work ethic, organizational skills, attitude, and behavior expectations.</p> <p>Staff of the Construction Careers Center needs to address writing across the curriculum.</p> <p>Documentation/Evidence:</p> <p>New student Orientation packet MAP scores for science and math when available Charter First 20 Days curriculum for incoming freshmen</p>
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Criterion C.4. - Operational Plan (Implementation of the Charter)

Score 4 for an application that makes a **STRONG** case.

Implementation plans are **unusually sound**. Planned major contracts are **carefully designed** to enhance the goals of the charter school. Plans for orientation reflect an understanding of the student population and are **creatively designed** to ensure the effective participation of parents, guardians, and relevant community members in the operation of the charter school. Has a **comprehensive plan** for improving the (MAP) state assessment scores and has implemented the plan.

Score 3 for an application that makes an **ADEQUATE** case.

Implementation plans are well developed; activities and timelines are reasonable. Planned major contracts are justified and meet accepted standards. Plans for orientation of parents, guardians, and relevant community members are well designed, but are more traditional than innovative. Has a good fundamental plan for improving the (MAP) state assessment scores and has implemented the plan.

Score 2 for an application that makes a **LIMITED** case.

Implementation plans are incomplete; they may be only partially developed or they may be poorly stated. Some planned major contracts appear to be designed without full understanding of standard procurement practices. Plans for orientation address some, but not all, of the skills and understanding parents, guardians, and relevant community members will need to participate effectively in the operation of the school. Has a plan for improving the (MAP) state assessment scores but has yet to implement the plan.

Score 1 for an application that makes a **MINIMAL** case.

Implementation plans are unconvincing and fail to address many or most startup issues. Many of the planned contracts are unjustified, poorly designed, or appear to be based on unacceptable procurement practices. Plans for orientation are superficial and offer little promise of preparing parents, guardians, and relevant community members for effective participation in the operation of the charter school. Does not have a working plan for improving the (MAP) state assessment scores.

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**ACCOUNTABILITY PLAN
SCORES**

D. Accountability Plan

1.	Knowledge of Students' Experiences	<u>4</u>
2.	Policies & Procedures	<u>8</u>
3.	Necessary Information Reported	<u>6</u>
4.	Charter School Law	<u>6</u>

TOTAL (Accountability Plan) _____

Floyd C. Crues

Date

ACCOUNTABILITY PLAN

While performing the site visit, please be sure to address the following issues:

- Staff, student, and parent handbooks are provided.
- Safe Schools Act is addressed.
- Policies for health services and the administration of medication and infectious diseases are addressed.
- Staff members will be trained in proper use of emergency devices.
- The charter school application has timelines established for all areas that are to be implemented.
- Systems for maintaining core data records and teacher certification will be in place.
- System for maintaining emergency medical information for all students and staff members.
- School calendar is provided and is comprehensive in nature.
- Perception surveys will be given (students, parents, and staff) and data used to make decisions.

	<p>Construction Careers Center requests student records as part of the application process.</p> <p>The Construction Careers Center utilizes the SIS data management system for student records: attendance, address/phone numbers, immunizations, discipline, grades.</p> <p>Mid-term, quarter/semester grade reports are mailed to parents/guardians of Construction Careers Center students after the grading period ends.</p> <p>Construction Careers Center maintains academic, discipline, and attendance files. Parents are informed of concerns.</p> <p>Concerns:</p> <p>Securing information from “sending” schools/parents is a laborious task and often results in incomplete files necessitating “tracking down” the information.</p> <p>Recommendations:</p> <p>The Construction Careers Center should develop strategies to receive needed information to adequately serve students.</p> <p>Documentation/Evidence: SIS data base Office/guidance files</p>
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Criterion D.1. - Accountability Plan (Knowledge of Students' Experiences)

Score 4 for an application that makes a **STRONG** case.

There is **compelling evidence** that the school maintains comprehensive records for student achievement, attendance, immunizations, permission slips, health, parent/guardian contact numbers, and discipline. The school has **compelling evidence** it sends all student records in a timely manner when requested. The school has an **effective plan** for using these records and the plan is **well designed** to produce information that effectively responds to the concerns or the needs of others.

Score 3 for an application that makes an **ADEQUATE** case.

There is sufficient evidence that the school maintains records for student achievement, attendance, immunizations, permission slips, health, parent/guardian contact numbers, and discipline. The school has sufficient evidence it sends student records in a timely manner when requested. The school has a plan for using these records and the plan is designed to produce information that effectively responds to the concerns or the needs of others.

Score 2 for an application that makes a **LIMITED** case.

There is evidence that the school maintains records for student achievement, attendance, immunizations, permission slips, health, parent/guardian contact numbers, and discipline. The school has some evidence it sends student records in a timely manner when requested. The school has a limited plan for using these records and the plan is not effectively used.

Score 1 for an application that makes a **MINIMAL** case.

There is limited evidence that the school maintains records for student achievement, attendance, immunizations, permission slips, health, parent/guardian contact numbers, and discipline. The school does not consistently send student records in a timely manner when requested. The school does not have a plan for using these records.

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<p>D. Accountability Plan 2. Maintains all necessary procedures and practices for holding others accountable</p>	<p>Rate: 0 1 2 3 4 x 2.00 = <u>8</u> (weight) (score)</p>
<p>Reviewer will find evidence of the following:</p> <ul style="list-style-type: none"> • Staff members and parents have a copy of parent handbook. • Staff members, parents, and students have a copy of the student handbook. • Staff members, parents, and students have knowledge of the Safe Schools Act and have a copy of the Student Discipline Policy. • Copy of Board of Directors policy available to staff members and copy in the principal's office. • School health services program includes policy on administration of medication. • School health services program has specific provisions for complying with statutes and regulations regarding infectious diseases. • Established procedures for first aid and emergency care and maintains records for students served. • Staff members are trained in proper used of emergency devices. 	<p>Staff members of Construction Careers Center have a copy of the Parent/Student Handbook.</p> <p>Parents and students of the Construction Careers Center have a copy of the Parent/Student Handbook.</p> <p>Staff, students, and parents of Construction Careers Center have knowledge of the Safe Schools Act and Discipline Policy.</p> <p>A copy of Board of Directors' policy contained in the Charter is available in the principal's office.</p> <p>The Construction Careers Center has a policy in place on administration of medication to students.</p> <p>Construction Careers Center has procedures for notifying necessary parties regarding infectious diseases.</p> <p>Procedures are in place at Construction Careers Center for maintaining first aid and emergency care records of students.</p> <p>The Construction Careers Center provides workshops on the proper use of emergency devices and appropriately trains staff members.</p> <p>Strengths:</p>

	<p>All Construction Careers Center students are given a copy of the Parent/Student Handbook which includes a parent sign-off sheet.</p> <p>All Construction Careers Center staff members have a copy of the Charter, the Employee Handbook, and the Parent/Student Handbook.</p> <p>The Safe Schools Act and Discipline Policy of Construction Careers Center is in the Parent/Student Handbook.</p> <p>Construction Careers Center maintains a log of first aid and medication administration by Med. I certified staff person.</p> <p>All Construction Careers Center staff and students are drug tested.</p> <p>Concerns:</p> <p>No nurse on premises; one staff member has Med. I certification.</p> <p>Recommendations:</p> <p>Seek funding source for full-time nurse position.</p> <p>Documentation/Evidence:</p> <p>Parent/Student Handbook Charter Drug test results Log of first aid and medication administration</p>
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Criterion D. 2. - Accountability Plan (Policies & Procedures)

Score 4 for an application that makes a **STRONG** case.

There is **remarkably clear and consistent evidence** that the school maintains all necessary procedures and practices for holding others accountable.

Score 3 for an application that makes an **ADEQUATE** case.

There is adequate evidence that the school maintains all necessary procedures and practices for holding others accountable.

Score 2 for an application that makes a **LIMITED** case.

There is only partial evidence that the school maintains procedures and practices for holding others accountable.

Score 1 for an application that makes a **MINIMAL** case.

There is little evidence that the school maintains necessary procedures and practices for holding others accountable.

	<p>DESE reports need to be distributed to Construction Careers Center staff and a focused review of the data used to improve instruction.</p> <p>Documentation/Evidence:</p> <p>Emergency contact and medical information in office files CORE data copies</p>
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Criterion D. 3. - Accountability Plan (Necessary Information Reported)

Score 4 for an application that makes a **STRONG** case.

The Annual Report Card is **unusually thorough and contains conceptually sound data**, which reflects the **critical elements** of the school. The office staff displays **extraordinary** knowledge and competence in maintaining accurate core data records and teacher certification records.

Score 3 for an application that makes an **ADEQUATE** case.

The Annual Report Card has been completed and contains factual data about the school. The office staff displays a good knowledge and competence level in maintaining accurate core data records and teacher certification records.

Score 2 for an application that makes a **LIMITED** case.

The Annual Report Card has been completed but lacks some factual data about the school. The office staff has some knowledge and understanding about maintaining accurate core data records and teacher certification records.

Score 1 for an application that makes a **MINIMAL** case.

The Annual Report Card was not completed to a satisfactory level. The office staff lacks the appropriate knowledge and understanding about maintaining accurate records on core data records and teacher certification records.

	<p>The Construction Careers Center offers a 200 day school year for students, a 7 2/3 hour school day, and a 230 day teacher contract.</p> <p>Each staff member at Construction Careers Center develops a Professional Development Plan (PDP) at the beginning of each school year and various professional development opportunities are made available during pre-school teacher workdays. Other opportunities are available throughout the school year. Additional PDP's are administratively written as needed.</p> <p>The Construction Careers Center staff offers after school "tutoring" three afternoons a week and individual teachers respond to student and/or parent requests for additional academic help.</p> <p>Concerns:</p> <p>Getting Construction Careers Center students to avail themselves of additional instructional opportunities is often difficult.</p> <p>Recommendations:</p> <p>The Construction Careers Center is seeking funding to offer classes for credit outside of regular school hours to aid students deficient in credits.</p> <p>The Construction Careers Center, based on data, will institute a new program for freshmen the first 20 days of school which will focus on organizational skills, work ethic, attitude, and respect for self and others.</p> <p>Documentation/Evidence:</p> <p>School calendar Staff Professional Development Plans Outline for freshmen first 20 days of school</p>
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Criterion D. 4. - Accountability Plan (Charter School Law)

Score 4 for an application that makes a **STRONG** case.

There is **compelling evidence** that the charter school maintains an **exceptional** affiliation with the St. Louis Public Schools and the principal attends all meetings on a regular basis sponsored by St. Louis Public Schools. The school maintains an **exceptionally well-designed** professional development plan, programs for at-risk students, and has **several** innovative programs to meet the diverse needs of the students, parents, and staff. The school has implemented a **comprehensive** plan for the collection of data, **which includes perceptions of the students, parents, and staff.**

Score 3 for an application that makes an **ADEQUATE** case.

There is evidence that the charter school maintains an affiliation with St. Louis Public Schools and the principal attends most of the meetings sponsored by the St. Louis Public Schools. The school maintains a professional development plan, programs for at-risk students, and has some innovative programs to meet the diverse needs of the students, parents, and staff. The school has implemented a plan for the collection of data, which includes some perception data.

Score 2 for an application that makes a **LIMITED** case.

There is evidence that the charter school is aware of the importance of maintaining an affiliation with the St. Louis Public Schools and the principal attends some of the meetings sponsored by the St. Louis Public Schools. The school has a limited professional development program and needs more support for at-risk students. The need for more innovative programs is evident and the collection of necessary data is also clearly lacking.

Score 1 for an application that makes a **MINIMAL** case.

There is a lack of evidence that shows the charter school has an affiliation with the St. Louis Public Schools but the principal does attend some of the meetings sponsored by the St. Louis Public Schools. The school needs to focus on a professional development plan and needs a great deal of support for at-risk students. Innovative programs are extremely limited and the collection of perceptual data is missing.