

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	BEAM Academy				
CSAB Member Name:	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL
	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	All questions are adequately addressed and complete. Projected enrollment figures are tactical and realistic for the proposed region.	Responses meet the criteria of the section by addressing and completing all questions.			
Page					
Weaknesses	None	n/a	*The applicant has listed the opening year as "220." What was the intention here?		
Page			7		
	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	N/A	n/a			
Page					
Weaknesses	N/A	n/a			
Page					
	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	N/A	n/a			
Page					
Weaknesses	N/A	n/a			
Page					
	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					

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Strengths	The applicant provides sound rationale for contacting an EMO and for seeking out Torchlight Academy Schools, LLC. It further provides a good explanation about the financial arrangements between the school and the EMO, to include the specific responsibilities of the respective parties.	A copy of the executed management agreement was included in the application.	The applicant indicated a clear rationale for contracting with the EMO.		
Page		appendix A4.1	20		

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	<p>The application shows that Torchlight Academy Schools (T.A.S.) has offered Beam Academy \$50,000 in start-up funds to help with marketing the school, furnishing, and equipping it. Does this mean that the money does not need to be repaid by Beam Academy if the contract between the EMO and school is terminated? According to Article I, Section B (Termination) of the contract between the two parties, located at Appendix A4.1, "The School shall pay or reimburse T.A.S....for the prepaid portions of any expenses or liabilities incurred by T.A.S."</p> <p>Near the top of page 22 of the application it states that "The EMO contract can be terminated without cause." However, according to Article II, Section B.3 (Termination) at Appendix A4.1 (EMO Contract), "Either party may terminate this Agreement prior to the</p>	<p>Rationale lacks detail for why Torchlight Academy Schools LLC is in the best educational and financial interest of the charter school. Rationale also lacks sufficient evidence of thorough research regarding other management organizations' fees and financial/academic records that led to the selection of Torchlight. Responses are not persuasive in explaining that the proposed relationship with Torchlight will further the school's mission. The response " Torchlight Academy is the only school operated by Torchlight Academy Schools, LLC with published data in all stated areas" elude that Torchlight operates more than one school, however no student performance, governance nor financial data of other charter schools they manage were discussed. The response fails to discuss student performance data in detail other than a vague data point of "52% proficiency". Responses only speak to governance and financial performance by stating "Torchlight's governance and financial audits have been clean." Response does adequately speak to how the board of directors will govern the school independently of the EMO. It merely states, "The board of directors will govern the school independently of the EMO by receiving monthly reports in areas of academics, governance and financials from the Lead Administrator", who which, the contract clearly states, "shall be an employee of T.A.S [not an employee of the board]". On page 22, it states the EMO contract can be terminate without cause, however the contract in the Appendix A4.1 it states ""with just cause". The capacity to support the proposed school in finances, academics, and operations is not evident as it states in the contract in section G, that "T.A.S. reserves the right to subcontract any and all aspects of the Services". If this is can be possible, what is the value of Torchlight Academy Schools? The financial history provided for the EMO was for the school Torchlight Academy and not the EMO Torchlight Academy Schools but not totally sure because it also says New Generation Charter Academy. I observe several school names, " New Generation Charter Academy (on statement of revenues), Northeast Raleigh Charter</p>	<p>*Is the \$50,000 offered to the board by Torchlight Academy Schools, LLC a loan, gift, or grant? If it must be paid back, where is it reflected in the board's budget? *Why does the management agreement require that the board allow the management company to appoint an ex-officio member of the board? What is this person's role on the board? Will this person have voting rights? *The management agreement uses outdated citations for NC General Statutes. *Fact Check: East Arcadia Elementary School, the traditional public school in the area in which BEAM is to be located has received an "F" for 1 out of the past 3 years (2017-2019). It received a "D" in 2017 and 2019. It has met the Growth Standard every year since 2014. *Page 21 of the charter application indicates that a EMO representative will act in a consultant and advisory capacity for the board, but the management agreement requires that this person serve as an ex-officio member of the board. Why is there a discrepancy? *Page 22 of the application states, "The EMO contract can be terminated without cause. The only criteria is that the board give a 90-day notice." The management agreement does not state the same. Why is there a discrepancy? *The board provided the financial statements for Torchlight Academy for the past 3 years - not for the EMO, Torchlight Academy Schools, LLC. Bank statements were not provided either. This should deem the application incomplete. *The board provided IRS Form 990 for Northeast Raleigh Charter Academy, the former name of Torchlight Academy. It did not</p>		

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School Name:	BEAM Academy				
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Page	22	19, 20, 21, Apendix A4.1 pg 4, 8			
	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals
	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	The mission statement is clear and effectively explains the purpose of the school.	The mission statement defines the purpose of the proposed charter school and is clear and concise. The mission of the school to focus on agriculture is based off industry need and employment opportunities in the community. Recently passes legislation promotoes and supports the agricultural industry.	*The mission statement is appropriately written.		
Page		pg. 23	23		

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School Name:	BEAM Academy				
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Weaknesses	Page 30 states that the average class size will be 21 students but page 32 shows that it will be 22 students.	none	<p>*The vision statement does not speak to students' agricultural mastery and the community-rooted nature of the school. What will this look like if the school is achieving its mission? *Fact Check: East Arcadia Elementary School, the traditional public school in the area in which BEAM is to be located has received an "F" for 1 out of the past 3 years (2017-2019). It received a "D" in 2017 and 2019. It has met the Growth Standard every year since 2014. *If the school is to be located in the area at the southern tip of Bladen County, why has the applicant not selected Columbus County and Pender County as potential feeder spots for students? *The applicant mentioned "project-based learning" as very important in question 4 on page 25, but that was not mentioned in the mission or the vision for the school. *Bladen Community College does not offer programs in Agriculture. How does the applicant know that agriculture instruction is a need/desire in the community? *A survey that includes 68 responses does not demonstrate sufficient educational need, especially when the survey asks if the respondents are parents of children in grades K-8 when the school is only opening in grades K-4. *If the school district has closed all of the schools, except one, in East Arcadia over the years, why does the applicant feel that its school will fare better in the area?</p>		
Page					
	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					

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Strengths	The school provides a good explanation of how it will support Legislative Goal #3.	Response describes how the proposed charter school will achieve the legislative purpose of providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system. The school will achieve this purpose by using an agricultural based curriculum. This purpose clearly aligns to the proposed mission of the school.	*The applicant fulfills one of the 6 legislative purposes for a charter school. The purpose is aligned to the mission of the school.		
Page		27	27		
Weaknesses	None	none			
Page					
	Rating	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School
Rating		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths	Responses provide SMART goals in areas of operations, academics, finance, and governance.	*There appears to be a clear process for monitoring the goals.		
Page	Page		27		
Weaknesses	Concerns/Questions	Responses lack the process for monitoring and/ or revisiting goals at least annually.	*How does a school test more than 100% of the required students? *What is the process for revising the goals? *The goals do not speak to Agricultural Mastery. *What does "fervently engaging agricultural studies" look like?		
Page	Page				
	Final Interview Review	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section
Rating	Rating	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review

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Strengths			<p>*Torchlight Academy, which is managed by Torchlight Academy Schools, LLC, has exceeded the Growth Standard since 2016 and has received a School Performance Grade of "C" since then also. *When Emereau:Bladen opened in 2017, the board projected 308 students in grades K-6. Its 20-day ADM was 296. As of September 18, 2019, the school has 558 students in grades K-8 and 332 students in grades K-4. With its initial enrollment projection of 220 students in grades K-4, BEAM Academy may be able to achieve its projected enrollment with a strong marketing plan and compelling educational program. BEAM Academy's board will need to carefully consider its competition and plan accordingly.</p>		

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Concerns/Questions:			<p>*On the other hand, Three Rivers Academy, which is managed by Global Education Resources (a management company that is partly run by the Executive Director of Torchlight Academy) has experienced a performance decline in the year that it has been assumed. In the 2017-18 school year, Three Rivers Academy (then Heritage Collegiate Leadership Academy) had a School Performance Grade of D and met the Growth Standard. Under the management of Global Education Resources, this school had a School Performance Grade of F and it did not meet the Growth Standard. In a year's time, the School Performance Score dropped from 40 in 2018 to 19 in 2019. Additionally, it is worth noting that the board of Essie Mae Kiser Foxx Charter School, which opened in 2018, voted to terminate its contract with Torchlight Academy Schools, LLC for the following reasons: (1) "Failure to account for expenditures or pay operating costs pursuant to the established budget; (2) Failure to follow agreed upon procedures, rules, regulations, and policies; (3) Failure to adhere to the curriculum adopted by the governing board; (4) General non-performance as agreed upon." What has Torchlight Academy Schools, LLC done in the interim to prevent this type of separation from occurring again? It should be further noted that Essie Mae Kiser Foxx Charter School received an F as its Performance Grade and only met the Growth Standard, making it a low-performing school in its initial year of operation. *Leigh Ann Kerr of the Division of School Business provided the following statement on September 19, 2019: "The audit reports received and reviewed through the school's [Torchlight Academy's] fiscal year ended June 30, 2018, did not include significant financial issues (e.g., deficit, material weakness findings, etc.). However, the management letters applicable to Torchlight Academy's June 30, 2016, June 30, 2017 and June 30, 2018 Single Audits issued by school's external auditor revealed financial issues and multiple internal control weaknesses which, if unaddressed, could result in the school exhibiting potential financial insolvency."</p>		
Comments Summary			N/A		

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School Name:	BEAM Academy				
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	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan
	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Page					
Weaknesses					
Page					
	Rating	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths	n/a			
Page	Page				
Weaknesses	Concerns/Questions	n/a			
Page	Page				
		Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths	There is a clear process to screen and test students that are english language learners. There is a realistic plan for hiring licensed personal for students with special needs.	*A process for identifying at-risk and EL students was provided. *A plan for how utilizing and evaluating data to inform instruction and measure progress for at-risk and EL students was provided. *The applicant guarantees that a licensed EL teacher will be hired, and this part-time position is reflected in the budget.	A board member has been identified as a long-standing special education teacher.	The plan shows an initial idea of how to identify and provide services for EL students.
Page	Page			Appen. H	36

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Weaknesses			<p>*The applicant intends to seek teachers with dual certification in EL. What is the applicant's plan B if this is not possible?</p> <p>*What are the SPECIFIC instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students?</p> <p>*What are the SPECIFIC research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance the abilities of intellectually gifted students?</p> <p>What are the SPECIFIC plans for monitoring and evaluating the progress and success of gifted students? What are the means for providing qualified staffing for gifted students?</p>	<p>How will all student systematically move throughout the tiered support within the RTI problem solving framework? How will BEAM Academy establish clear processes of each tier of support? How will staff know what tier of support is needed for specific students? How will staff know when supports are no longer needed?</p>	<p>It's important to keep in mind that the degree of EL services is determined by completing the mandatory Language Instruction Educational Program (LIEP) document that is a part of Charter compliance. The LIEP is required as part of the Charter Performance Framework.</p> <p>See A5 -EL component.</p> <p>See: https://sites.google.com/dpi.nc.gov/ncels/new-el-coordinators</p> <p>Monitoring the student's progress in English acquisition must be based on the NC English Language Development Standards or WIDA Standards.</p> <p>The teachers' skills and competency needs to be able to meet the EL student's needs are not addressed here. A thorough PD plan should be in place to build the capacity and necessary skills of the staff to meet the EL student's needs. As the school would not have a dedicated staff for ELs during the first year, consider adding an all-staff PD targeted to English Learners e.x. Sheltered Instruction such as SIOP.</p>
Page	Concerns/Questions	none		35	36
	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children	Section 2.3 Exceptional Children
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		<p>There is a clear process, RTI, that proposed school will use to identify exceptional students. There is a realistic plan for hiring licensed personal for students with special needs. Evidence of an understanding of state and federal obligation and requirements pertaining to students with disabilities.</p>		<p>The need for Child Find training has been included within the application.</p> <p>Student confidentiality and record security was addressed. Some elements of locating previously identified special education students were included in the application. There is mention of the full continuum of special education services.</p>	
Page	Strengths			38	

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Weaknesses	Concerns/Questions	none	*The applicant provides a general description of Exceptional Children Programming, but does not provide any specific examples regarding meeting the mild, moderate, or severe student needs. *Is it reasonable to expect that the Exceptional Children's Director will have a parent/student conference for all students who have IEPs every quarter? Is this conference expected to take the place of IEP meetings? *To whom will the Exceptional Children's Director report monthly on the progress of students with IEPs?	The current plan addresses the need to hire an EC director/teacher. Once that staff is in place, what type of proactive supports and two-way communication will be in place for that staff member? Managing the demands of a full caseload plus managing administrative duties of an EC Director will require fluid communication with the administrative staff so that student needs and timelines are met as set by state and federal guidelines. How will the staff salary be supplemented? The current salary allocation may not be sufficient, considering the expectations of the position.	
Page	Page				
	The application provides appropriate detail and information to support its academic performance standards.	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths	none			
Page	Page				

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School Name:	BEAM Academy				
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Weaknesses	Concerns/Questions	Resppnses did not provide SMART goals for attendance, discipline nor academics.	*Student performance standards for the school as a whole are not described by the applicant as requested. A clear and compelling process for setting, monitoring, and/or revising academic achievement goals was not evident. *The applicant did not provide a clear plan for interventions based on benchmark data (who, what, when, where, how). *The assessment plan does not detail the collection and analysis of student cohorts or school level performance. *What does a composite 70% look like on a report card for students in grades K-2? *Who is responsible for developing/modifying personal education plans? How will these differ from IEPs? *What are the policies and standards for promoting students with special needs? *What makes 70% mastery a reasonable expectation for promotion and graduation? *Why is there no exit standard for agricultural mastery? *No student attendance goals were provided.		
Page	Page				
	It states, on page 45, that "BEAM Academy's school culture will be built around the theme of the Agricultural Sciences." How will the themes or elements of agricultural science support a school's culture?	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths	There will be student code of conduct handbook provided for parents that also include a grievance policy which establishes due process and procedures for processing complaints and appeals.			
Page	Page				

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Weaknesses	Concerns/Questions	To what extent will students and parents have in their input in amending the Student Code of Conduct?	*How will a culture of mutual cooperation, sharing, and academic rigor be established at the school? *What are regular, family-type discussions in a school setting? When will these occur? Who will participate? How will the effectiveness of the discussions be measured? *What are the actual day-to-day practices that will be used to promote effective discipline? *What does the applicant consider minor offenses, major offenses, or offenses requiring long-term suspension or expulsion beyond the "reportable 16?" *How will the school take into account the rights of students with disabilities in regard to actions that may or must lead to suspension and expulsion? *What is the actual grievance procedure?	What systems, processes and programs will be in place to support social/emotion needs of students attending BEAM? Will you follow a specific program selected to explicitly support potential social/emotional learning and/or needs? How will BEAM address the behavioral needs of students with 10 or more cumulative suspension, occurring in close proximity one to another with a pattern of behavior? What will happen as a proactive measure whenever supporting students with social/emotional needs? How will staff know how to support students will intensive social/emotional learning needs?	
Page	Page	46		46/47	
	Final Interview Review	Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan
	Rating	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Concerns/Questions:			The applicant does not have a clear and comprehensive plan for ensuring the success of at-risk students, English Learners, AIG students, EC students, etc. The applicant does not provide sufficient evidence of strategies to promote and maintain a positive learning environment at the school for all students. The applicant does not provide a clear and compelling plan for establishing and monitoring schoolwide student performance standards.		
Comments Summary			N/A		
	Initial Application Review	Section 3 Governance and Capacity	Section 3 Governance and Capacity	Section 3 Governance and Capacity	Section 3 Governance and Capacity
	Strengths	Section 3.1 School Governing Body/Section 3.2 Governance	Section 3.1 School Governing Body/Section 3.2 Governance	Section 3.1 School Governing Body/Section 3.2 Governance	Section 3.1 School Governing Body/Section 3.2 Governance

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Rating	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths	Experienced educators are represented on the board.			
Page	Page				
Weaknesses	Concerns/Questions	The board lacks diversity in skill set needed to be an effective and successful board and independently evaluate the EMO and compliance with local, state, and federal laws. For example, no one has a background in finance/ accounting, legal, nor development. On page 49, it states that the board will conduct a nation-wide search for their Lead Administrator. However, in the contract with Torchlight Academy Schools, it states that this person will be an employee of Torchlight Academy Schools and hired by them.	*What are the board's plans to elect additional board members with other expertise? *Are Lillian Graham and Marjorie Graham related? *Within the governing board's primary functions and responsibilities, what are the board's duties and roles? *How will the board ensure active and effective representation of key stakeholders? *What kinds of ongoing professional development will existing board members receive? *What are the roles and duties of the internal councils that the board intends to form? What is the reporting structure for these councils as it relates to the school's governing body and leadership? What are the roles and duties of the Parental Advisory Council that the board intends to form? *What is the grievance process for parents for issues unrelated to suspensions and expulsions? *Explain this statement in Article V, Section III of the bylaws: "The Board of Directors may appoint other officers or agents (i.e. Chief Executive Officer/School Director), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties."		
Page	Page				
Rating	Rating	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management
Rating	Rating	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths	Compensation plans have been developed along with healthcare options.	*The compensation and benefits package is likely competitive.		

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Page	Page		58		
Weaknesses	Concerns/Questions	The response did not speak to effective planning for unsatisfactory leadership/teacher performance turnover. How long will they keep a poor teacher on staff?	*What is the timeline, criteria, and recruiting/selection process for hiring the school leader? *A salary range is provided for the core content teachers, but not the specialized classroom teachers. *Grievance Policy: What if the grievance is with the lead administrator? Who will sit on the board's Grievance Committee? *Question 9 indicates that an EC Instructional Assistant will be added in year 3, but there are zero assistants in the staffing plan chart. Please explain the discrepancy. *What are the means for providing qualified staffing for gifted students?		
Page	Page				
		Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths	There are eighteen professional development days.	*The schedule for professional development before and during the school year will likely provide effective support for the teaching staff.		
Page	Page		61		
Weaknesses	Concerns/Questions	Who will the Lead Administrator assign to mentor all beginning teachers in year 1 as stated on page 60? How will professional development be identified for teachers throughout the school year to address the needs of individual teachers?			
Page	Page				
	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing	Section 3.6 Enrollment and Marketing
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths	Responses articulate a clear student recruitment and marketing plan and timeline which is budgeted for.			
Page	Page				

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Weaknesses	Concerns/Questions		*Why does the board need to approve students' lottery applications? Why does the board need to accept or deny a recommendation from the management company related to student enrollment?		
Page	Page		63		
	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement
Rating		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths	A Parent-Community Support Committee will be developed. This committee will meet monthly and offer trainings and ways for parents to be involved and volunteer.	*The plan for involving parents in the life of the school has potential for success if implemented well.		
Page	Page		67-68		
Weaknesses	Concerns/Questions	none			
Page	Page				
	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy
Rating		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths				
Page	Page				
Weaknesses	Concerns/Questions	How will the lottery be administered, digital, manually, what is the process to ensure transparency and fairness?			
Page	Page				
	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)	Section 3.8b Weighted Lottery (If Applicable)
Rating		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths	n/a	N/A		
Page	Page				
Weaknesses	Concerns/Questions	n/a	N/A		
Page	Page				
	Final Interview Review	Evaluation Summary for Entire Governance and Capacity Plan	Evaluation Summary for Entire Governance and Capacity Plan	Evaluation Summary for Entire Governance and Capacity Plan	Evaluation Summary for Entire Governance and Capacity Plan
Rating	Rating	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	BEAM Academy				
CSAB Member Name:	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL
Strengths					
Concerns/Questions:			*Four of the five board members are educators. While it is good to have educators on the board, the board is lacking in diversity of expertise. *Agricultural Mastery is not mentioned in the recruitment or retention plan for teachers. What does this look like for teachers?		
Comments Summary			N/A		
	Section 4 Operations	Section 4 Operations	Section 4 Operations	Section 4 Operations	Section 4 Operations
	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths			The application includes provisions (to include amending the budget) for students in need of specialized transportation.	
Page	Page				
Weaknesses	Concerns/Questions	The response speaks to having a transportation coordinator but the this person is not budgeted for on the budget.	*What vehicles other than buses is the applicant planning to use? *It is unclear how the transportation plan supports extracurricular activities and field trips. *What special arrangements is the school planning regarding providing transportation as a related service? *Other than regular inspections, how will the applicant ensure compliance with state and federal laws and regulations related to transportation services?	How will provisions for special transportation be determined?	
Page	Page	72		72	
	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths				
Page	Page				

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	BEAM Academy				
CSAB Member Name:	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL
Weaknesses	Concerns/Questions	The response states on page 73 "The school's budget provides for a child nutrition coordinator whom will be responsible to the day-to-day operations of the program," however, this person is not accounted for in the budget.	*What is the applicant's contingency plan if it is not fully enrolled in the National School Lunch Program at the beginning of the school year? *Who will provide breakfast and lunch? *Does the applicant have a facility with a fully functioning kitchen?		
Page	Page				
	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance
Rating		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths	Insurance quotes are provided to secure comprehensive and adequate insurance coverage, including worker's compensation and liability			
Page	Page				
Weaknesses	Concerns/Questions		The transportation plan indicates that the school will provide its own buses, yet there is no insurance coverage for owned autos.		
Page	Page				
	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan
Rating		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths	Start-up plan identified timelines for tasks that need to be completed.			
Page	Page				

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	BEAM Academy				
CSAB Member Name:	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL
Weaknesses			<p>*When will the principal begin work? What is the principal's role in the start-up? *How will the board fund start-up activities prior to receiving its first allotment from DPI? The management company has pledged \$50,000 working capital to help with start-up, but has not provided sufficient financial records to demonstrate that it has \$50,000 to spare. Is the \$50,000 a loan or a grant? *Where will staff positions be advertised? How will the board recruit staff in a way that makes working in Bladen County attractive? *What is the board's contingency plan if it does not reach its enrollment projections? *What is the board's contingency plan if the selected facility is not ready for the opening day?</p>		
Concerns/Questions		Is the 50k pledge from the management company a loan that needs to be repaid?			
Page	Page	75			
	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths	Facility plans are reasonable.			
Page	Page				

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria					
School Name:	BEAM Academy				
CSAB Member Name:	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL
Weaknesses	Concerns/Questions	none	<p>*"...the recommended size of the elementary school classroom in the United States is approximately 900 Square feet." How has the applicant determined that a classroom with 800 Sq Ft will meet its needs, especially with the amount of project-based learning intended? *The 11 classrooms in the opening year only includes space for 10 homerooms (2 classes each in grades K-4) and one EC classroom. What will the applicant do if a self-contained EC classroom is necessary? *The applicant lists courses in Arts Education, Guidance, Health Education, and Information Technology in its Scope and Sequence. Where will these courses be taught, especially the Arts Education courses? *What makes the facility at 1741 East Arcadia Road preferable to the two contingent facilities that the applicant has identified? *The board is relying upon the management company to acquire and manage the facility and manage any necessary renovations. How will the board hold the management company accountable? How will the board know if the management company is making appropriate decisions in this regard?</p>		
Page	Page				
	Final Interview Review	Evaluation Summary for Entire Operations Plan	Evaluation Summary for Entire Operations Plan	Evaluation Summary for Entire Operations Plan	Evaluation Summary for Entire Operations Plan
Rating	Rating	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths					
Concerns/Questions:			The applicant did not provide enough detail to demonstrate that it is prepared to oversee the operation of the school or to oversee the management company's operation of the school.		
Comments Summary			N/A		
	Section 5 Financial Plan	Section 5 Financial Plan	Section 5 Financial Plan	Section 5 Financial Plan	Section 5 Financial Plan
	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget	Section 5.1 Charter School Budget

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	BEAM Academy				
CSAB Member Name:	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL
Rating		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	Strengths				
Page	Page				

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name: BEAM Academy

CSAB Member Name: Les Stein Gayla Mair Kebbler Williams Michelle Hamm EL

		<p>Reponse did not discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received. What are the priorities and what will be cut? There is a lack of</p>	<p>*The applicant did not provide an assurance in Appendix M to demonstrate that the management company's proposed \$50,000 in working capital is a source of revenue, so it remains unclear if this \$50,000 is a loan or a grant. *The total revenue projections on page 301 do not match the total revenue projections on page 302. *The transportation plan includes a transportation coordinator and the school lunch plan includes a child nutrition coordinator, yet neither of these positions are included in the personnel budget. The operations budget includes \$200,000 for a bus service contract, but the transportation plan indicates that the applicant will provide its own buses. No money has been budgeted for buses, fuel, or maintenance. *The applicant has budgeted for 1 substitute teacher. What will the school leadership do if more than 1 teacher is absent on a given day? *The amount budgeted in the Office section of the Operations Budget seems low, especially for year one. *What is the additional \$1000 under Management Company meant to cover? *The cost of insurance is quoted at \$14,225. Why is \$20,000 set aside in the budget for insurance? *Please explain the \$20,000 that is budgeted for child nutrition. *How many computers/electronic devices does the applicant intend to provide for students? *Page 66 in the application says the marketing budget is \$5000 in the first year, but the Operations Budget earmarks \$10,000 for marketing in the first year. Why is there a discrepancy? *Page 61 in the application says the professional development budget is \$15,000 in the first year, but the Operations Budget earmarks \$30,000 for professional development in the first year. Why is there a discrepancy? *How does the applicant know that the Instructional Materials and Curriculum/Texts budget line items will appropriately cover the costs of materials and texts related to agricultural mastery? *What is included in the Financial Professional Contract line item in the Operations Budget? *The applicant has indicated that it is not contracting with a service provider to operate PowerSchool, but it has</p>		
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**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	BEAM Academy				
CSAB Member Name:	Les Stein	Gayla Mair	Kebbler Williams	Michelle Hamm	EL
Page	Page				
	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths				
Page	Page				
Weaknesses	Concerns/Questions	I do not see where in the budget the school garden and maintenance is accounted for in alignment with the mission of the school.	*How will elements of project-based learning and agricultural mastery be affected if the school does not reach its break-even point? *Explain the management company's operation as a "manager-at-risk." *Describe the criteria and procedures for the selection of contractors and large purchases. *Does the board have any expertise in fundraising and development?	Will the amount allocated for related services cover the expense of the speech therapist, occupational therapist, physical therapist, etc? How will additional support as outlined by the IEP be included within the budget? (school psychologist, teacher of visually impaired, teacher of the deaf/hard of hearing, etc.) How will additional funding sources be utilized for students with an IEP that presents high needs which have been outlined within the IEP? The Exceptional Children website includes resources which may be helpful.	
Page	Page			78	
	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Strengths				
Page	Page				
Weaknesses	Concerns/Questions	There is a lack of knowledge expertise in financial compliance on the board to ensure adequate internal controls are included in policy and carried out.			
Page	Page				