

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

Clara Science Academy - School View

School Name:	Clara Science Academy - School View								
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox	
Strengths Page					Mission in increase student access through program that promotes STEM learning, to increase success, and preparation for college and career readiness provides a demonstrated educational need. The need for increased diversity in STEM fields, in the area, for a targeted low-socio-economic population, that may have limited access to such programs aligns with the proposed mission and vision statement. The increased population growth rate could fall in line with the enrollment projections. Projected enrollment based on % of enrollments of the LEA. Referenced studies of disparity of access to STEM for the proposed target group in compelling, and measurable.				
Weaknesses Page					9-17	The school is identified as being a STEM school but in the application it also talks about focusing on reading and literacy. Which is the focus?			
						The description of how CSA will generate support is vague.			
						16			
Rating									
Strengths Page							Professional development for teachers to align with the ISTE standards for educators. With the STEM focus, teacher professional development will be focused on providing continuous training on STEM, and Literacy curricula. Teachers have the opportunity to integrate STEM into their daily lesson plans		
Weaknesses Page							Will the teachers who are hired be required to have any type of expertise in STEM?	Was the application proof read by other members of the board? It is very concerning how many grammatical mistakes and misspellings are throughout the application given the lofty literary goals expressed in the application.	
							17-18		
							17-18		
Rating									
Strengths Page					Various external assessment models have been proposed, with monthly, quarterly, and annual progress data being collected to determine if goals are being met. Baseline achievement levels will be established during the initial year. A growth of 5% each year, will be expected as means of measuring student outcomes. The reading and writing goal is proposed as a school wide goal, which identifies the those who are not identified as a student with special needs.				
Weaknesses Page					Retention goal - What ongoing strategies will CSA use to retain the students they enroll. There appear to be an excessive amount of weekly, monthly home visits and meetings that teachers are expected to participate in, when would all of these meetings take place? Mandatory home visits? Do parents have a choice of meeting locations?	How is this application not trying to be everything to everyone?			
					18-21				
					19-20				

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			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	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths								
Concerns/Questions:						They have state EOG end of grade growth measures set for the 1st year and following but they're only starting out K-3... Throughout the first half of the application they use the old ELL tag but then use the newer EL designation for English Learners. Was this application written at the same time or was it actually copy pasted from piecemeal?		
Comments Summary								
Rating			Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan
Strengths			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	Section 2.1 Instructional Program
Page			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
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)	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)
Strengths			Initial Application Review	Initial Application Review	N/A - No high school students	Initial Application Review	Initial Application Review	Initial Application Review
Page								
Weaknesses								
Page								
Rating			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	Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students
Strengths			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Page					Several board members, along with the school administrator have educational experience working with special populations. MTSS will be provided for all students. "Adequate" teachers who are qualified to provide EL services at all grade levels will be provided. AIG data will be used to differentiate instruction for students who meet the NC AIG Program standards.		The applicant has a clear process for implementing the MTSS. It is also clear that the applicant has done his/her research to best understand processes needed to identify and work with students who are at risk.	The plan properly reflects identification through the Home Language Survey and referral to EL Liaison for identification.
Weaknesses								
Page					35-39			

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CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC
Weaknesses					Timeline for identification of scholars who are at risk is not specific. Timelines for RTI and other interventions non-specific. Is it appropriate for a Board Member to be involved in counseling students? Extended day and Saturday school, will this be an option for struggling students or mandatory? Will you have an all ELL class? p38B		
Page					35-39		38
Rating			Section 2.3 Exceptional Children Initial Application Review	Section 2.3 Exceptional Children Initial Application Review	Section 2.3 Exceptional Children Initial Application Review	Section 2.3 Exceptional Children Initial Application Review	Section 2.3 Exceptional Children Initial Application Review
Strengths					Students will be identified as those who are eligible for special education services under the federal Child Find. The utilization of student records, and various tracking systems will also be used as a means to search records and identify students who have been previously identified as needing special education services. Procedures in place for coordinating resources for identified students, and ongoing progress monitoring. Referral by parents, teachers, and professional staff will be evaluated. Student records will be kept secured, with access for those who are working directly with student. It is estimated that 12% of the student population at CSA will require EC services.		The applicant has articulated a clear process for identifying students with disabilities. They have also articulated a plan to meet the learning styles and needs of all students.
Page					39-47		
Weaknesses					No mention of meetings, or additional interventions for exceptional students prior to the 10 day manifestation determination meeting. Will the EC coordinator hold a SPED credential?	In the EC identification section they talk about the possibility of students over the age of 18 self reporting but they are only growing to grade 6.	Although, articulated that they will provide the continuum of services needed per student IEP, are they prepared and equipped to provide all settings should the need arise? Or at least have a plan to provide all settings (ie: separate self contained, resource pull out, etc)?
Page					43-45		
Rating			Section 2.4 Student Performance Standards Initial Application Review	Section 2.4 Student Performance Standards Initial Application Review	Section 2.4 Student Performance Standards Initial Application Review	Section 2.4 Student Performance Standards Initial Application Review	Section 2.4 Student Performance Standards Initial Application Review
Strengths					Policies and procedures in place for promotion decisions, which include internal and external measures. All graduation standards will align with the NC standards. Promotion standards for students with IEP's are addressed.		
Page					47-49		

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Weaknesses					Besides students performance on state mandated tests, how are the other standards for promotion measurable?	The claim is made that during weekly meetings the teachers will discuss each and every student. Is that really feasible? How long will such a meeting last and where will students be learning and under what supervision during this time?		
Page					48			
Rating			Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline Initial Application Review
Strengths					Parents and students sign contract with regard to behavioral and academic expectations. High parental involvement, clear expectations of behavior, and promoting a positive school climate through program strategies, such as PBIS, are components of CSA's plan to establish a positive school culture. There are 3 levels of disciplinary actions, which align with the discipline plan, all of which are documented in the students Handbook Code of Conduct.			
Page					49-52			
Weaknesses					No concerns	They talk a lot about flexible classrooms allowing students to choose whether they want to lay down on the floor and other such freedoms while serving kindergartners and 1st graders. Is this prudent? Don't they need some structure at that young of an age?		
Page								
Rating			Evaluation Summary for Entire Education Plan Initial Application Review	Evaluation Summary for Entire Education Plan Initial Application Review	Evaluation Summary for Entire Education Plan Initial Application Review	Evaluation Summary for Entire Education Plan Initial Application Review	Evaluation Summary for Entire Education Plan Initial Application Review	Evaluation Summary for Entire Education Plan Initial Application Review
Strengths								
Concerns/Questions:								
Comments Summary								
Rating			Section 3 Governance and Capacity Initial Application Review	Section 3 Governance and Capacity Initial Application Review	Section 3 Governance and Capacity Initial Application Review	Section 3 Governance and Capacity Initial Application Review	Section 3 Governance and Capacity Initial Application Review	Section 3 Governance and Capacity Initial Application Review
Strengths					Board members have a diverse background in education, and business, which contributes to a wide range of skills and knowledge. There are clear roles, and responsibilities assigned to board members. There are trainings and PD opportunities for board members. The board will seek input from various sources with regard to school policies. There will be a Parent Advisory Council, to support teachers and staff			
Page					52-60			
Weaknesses					Who selected the current board members? Who determines the varying terms of service for founding board members? Are parents, and community allowed to speak during the board meeting, if they have not submitting a request in writing?			
Page								

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			Section 4.3 Civil Liability and Insurance Initial Application Review	Section 4.3 Civil Liability and Insurance Initial Application Review	Section 4.3 Civil Liability and Insurance Initial Application Review	Section 4.3 Civil Liability and Insurance Initial Application Review	Section 4.3 Civil Liability and Insurance Initial Application Review	Section 4.3 Civil Liability and Insurance Initial Application Review
Rating								
Strengths Page					Adequate plan to secure appropriate insurance coverage. 82 Appendix L			
Weaknesses Page					No concerns			
			Section 4.4b Start-Up Plan Initial Application Review	Section 4.4b Start-Up Plan Initial Application Review	Section 4.4b Start-Up Plan Initial Application Review	Section 4.4b Start-Up Plan Initial Application Review	Section 4.4b Start-Up Plan Initial Application Review	Section 4.4b Start-Up Plan Initial Application Review
Rating								
Strengths Page					Location is a challenge, and will be addressed through consultations, meetings, and review of other organizations past practices. 83-84			
Weaknesses Page					No concerns			
			Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review
Rating								
Strengths Page					Facility plans include leasing space from a local church, along with working with local commercial real estate firms to identify additional options. Short term facility use plan, includes timeframe. Facility needs are addressed. Facility search will identify sites that are move in ready. 84-86			
Weaknesses Page					Would a church have the capacity for 250 students. 84			
			Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review
Rating								
Strengths								
Concerns/Questions:								
Comments Summary								
			Section 5 Financial Plan Section 5.1 Charter School Budget Initial Application Review	Section 5 Financial Plan Section 5.1 Charter School Budget Initial Application Review	Section 5 Financial Plan Section 5.1 Charter School Budget Initial Application Review	Section 5 Financial Plan Section 5.1 Charter School Budget Initial Application Review	Section 5 Financial Plan Section 5.1 Charter School Budget Initial Application Review	Section 5 Financial Plan Section 5.1 Charter School Budget Initial Application Review
Rating								
Strengths Page					Budget projections, and assumptions are appropriate for the 5 year operating budget. 87 Appendix O		In looking at the projections for hiring new EC staff the applicant has a clear understanding that the EC population will grow and the need for more staff grows as well.	
Weaknesses Page					What is the reason for the decline in Facility Lease/Mortgage for year 2, and 3? Appendix O			
			Section 5.2 Budget Narrative Initial Application Review	Section 5.2 Budget Narrative Initial Application Review	Section 5.2 Budget Narrative Initial Application Review	Section 5.2 Budget Narrative Initial Application Review	Section 5.2 Budget Narrative Initial Application Review	Section 5.2 Budget Narrative Initial Application Review
Rating								
Strengths Page					Data collected from various sources, and studies done in the area. There is a contingency plan for lower than anticipated revenue, and budgetary support. 87-91			

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Weaknesses					The breakeven point for necessary student enrollment is high, 208, and could present an immediate budgetary concern.					
Page					88					
					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	Section 5.3 Financial Compliance
					Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating										
							Internal controls will be implemented, and evaluated annually. Documentation will be used to identify procedures that are appropriate for specified staff. Approved firm will conduct audit.			
Strengths							92			
Page							No concerns			
Weaknesses										
Page										