

	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria					
School Name:	Huntersville Charter HS - School View	Huntersville Charter HS - School View	Huntersville Charter HS - School View	Huntersville Charter HS - School View					
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox	
	Huntersville Charter High School								
	*Dr. Williams introduced the applicant. She stated the school is proposing to locate in Mecklenburg County. She explained the proposed enrollment and grade levels. She stated in year 5, the school would serve grades 9-12 with 405 students. She also indicated that the school did not provide its total number at full capacity. She stated an LEA impact statement has been submitted. She stated the applicant is a repeat applicant and received a clarification interview last year.			Application Contact Information Initial Application Review	Application Contact Information Initial Application Review	Application Contact Information Initial Application Review	Application Contact Information Initial Application Review	Application Contact Information Initial Application Review	
Rating									
Strengths					All questions completed, with projected enrollment figures listed, and adequate yr 1 growth pla. Projected enrollment and growth based on family survey of interest.				
Page					6-8				
Weaknesses									
Page									
	*Ms. Jennifer Nichols introduced herself as Board Chair and explained the mission of the school, which is a trade-based high school. She stated land is already secured for a facility.			Application Special Request: Acceleration Initial Application Review	Application Special Request: Acceleration Initial Application Review	Application Special Request: Acceleration Initial Application Review	Application Special Request: Acceleration Initial Application Review	Application Special Request: Acceleration Initial Application Review	
Rating									
Strengths						N/A - No special requests			
Page						9			
Weaknesses									
Page									
	*Ms. Turner asked for more information about Aspire. Ms. Nichols stated Aspire is a foundation that was created to open schools that reach special populations. Ms. Turner asked how many people are on that board. Ms. Nichols stated five, but they plan to add more board members and eventually want to have separate boards for the schools.			Application Addendum: Replication Initial Application Review	Application Addendum: Replication Initial Application Review	Application Addendum: Replication Initial Application Review	Application Addendum: Replication Initial Application Review	Application Addendum: Replication Initial Application Review	
Rating									
Strengths						N/A - No Replication			
Page						13			
Weaknesses									
Page									
	*Ms. Kroeger asked for confirmation that students will receive a standard diploma as well as the trade skills. Ms. Nichols stated yes.								
	*Mr. Ford asked if there is any connection to Huntersville. Ms. Nichols stated it is not a municipal school, but Huntersville is supportive of the school. She stated Huntersville has wanted a trade school, but it hasn't happened.			Application Addendum: Proposed Management Organization (EMO or CMO) Initial Application Review	Application Addendum: Proposed Management Organization (EMO or CMO) Initial Application Review	Application Addendum: Proposed Management Organization (EMO or CMO) Initial Application Review	Application Addendum: Proposed Management Organization (EMO or CMO) Initial Application Review	Application Addendum: Proposed Management Organization (EMO or CMO) Initial Application Review	
Rating									
Strengths						N/A - No proposed Management Organization			
Page						19			
Weaknesses									
Page									
	Motion: Committee motion to forward applicant to full CSAB vote. Motion: Cheryl Turner Second: Joel Ford Vote: Unanimous <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed								
	Motion: Full CSAB motion to forward applicant to full interview. Motion: Steven Walker Second: Cheryl Turner Vote: Unanimous <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed								
				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 Initial Application Review	Section 1.1 Mission and Vision Initial Application Review	Section 1.1 Mission and Vision Initial Application Review	Section 1.1 Mission and Vision Initial Application Review	Section 1.1 Mission and Vision Initial Application Review	
Rating									
Strengths						The purpose of the proposed charter is clearly defined. The description of the rationale for selecting the location and target student population are in line with the mission and vision of the charter. Demographic chart likely reflective of the CMS district.			
Page						21-22			

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Weaknesses					The detailed survey of demand is reflective of what stakeholder groups that the trade school is desired, and needed, not from the families. Of the 300 families randomly chosen, there is no mention of what percentage of these families responded to the survey, only the percentage of participant answers, which does not give a clear number of how many families participated in the survey.	Regarding the focus on trade not needing a library art room or gymnasium should you not at least have a media center for students to conduct internet trade based research?			
Page					23				
Rating									
Strengths					Parents and students are provided with an expanded choice in the type of educational opportunity being made available. The multi-trade curricula offers differentiated instruction that uses a blended learning platform.				
Page					24				
Weaknesses					The special emphasis on at-risk or gifted students is based on the differentiated learning environment and CTE courses, with a note that the HCHS campus is shared with two schools for unique and challenged earners. Sharing a campus does not constitute shared services, or increasing opportunities for all students, given HCHS does not control the sites resources to include staff, and programs when needed by students.				
Page					24				
Rating									
Strengths					All goals are addressed. Academic goals are detailed, with measurable outcomes. The goal of the mission is clear.				
Page					25-26				
Weaknesses					Operational goals need to address how they will recruit a student body that is reflective of the economic and racial diversity of the community by year 5. Academic goals should further address the number of students that will test. A measure of success is engagement of students in career and technical classes, and apprenticeships - How will engagement be measured?				
Page					25-26				
Rating									
Strengths					The uniqueness of the program provides students the opportunity to gain experience in trades that can lead to entering into the work force upon graduation from high school. The goal of providing students with choice of post-secondary education, in conjunction with technical training offers students who may choose not to move on to a four year university options for immediate career paths.				

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School Name:										
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox		
Concerns/Questions:					The special emphasis on at-risk or gifted students is not supported. The assessment for the demand for the school describe stakeholder needs, and suveys interest of families in these programs. Does the family interest reflect a population of students that are considering the trade school option?					
Comments Summary					The overall mission, and purpose, are clear and reflect a unique offering of academic and trade courses that focus on providing students with marketable skills that should lead to career ready training.					
Rating										
Strengths										
Page										
Weaknesses										
Page										
Rating										
Strengths					Students choose diploma options, which can reduce the number of core academic course, while still allowing form them to work toward a certificate. Appendi B, C, and D outline curriculum requirements by grade level, core content electives, and the yearly academic calendar.					
Page					31-34					
Weaknesses					When do students have to declare that they will be going on to a four-year college, when determining the diploma option. Will the Future-Ready Occupational requirement option yield a high school diploma? Are CTE courses, core equivalent, and how is rigor of course work implemented? What types of strategies will be used to address at-risk students?	What is the difference between the future ready core and future ready Occupational graduations other than Minus the math for Occupational?				
Page										
Rating										
Strengths					A Multi-Tiered System of Supports provides assistance at various points of their education. The MTSS offers a tiered system of individualized supports and interventions. Once a students performance improves they are placed back at tier 1.		They identified two founding board members who have worked with worked with gifted and students with disabilities.			
Page					34					

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Weaknesses					Students receive assistance and are evaluated at "various points", however there is no clear timeline for when evaluations will take place. The differentiated instruction and blended learning are the only identified strategies for servicing EL, and gifted students, but there is no clearly defined enrichment and/or academic plan for these students.	Since you will not be running buses, What plan do you have to ensure transportation for any students who are unable to get to school without it? This is assuming that they for whatever reason cannot carpool.		How will progress of students be measured within the MTSS process?
Page					34-36			35
Rating								

The HLS must be completed during enrollment by the parents/guardians not the student, as indicated in the plan "Students will be allowed to self-identify by filling out the Home Language Survey in the HCHS Enrollment Package provided to every family" (p. 35). NC is a WIDA state, so all screening and annual assessments must use WIDA. See: <https://sites.google.com/dpi.nc.gov/ncels/el-data/el-identification>

If a final determination has been made for another primary language other than English, then:

Either:

1) the school must determine if the student is an NC transfer or coming from another WIDA state
if NC transfer, then transfer the test and EL data via PowerSchool
If from another WIDA state, obtain prior test results and enter data in PowerSchool

2) If the student is not a NC transfer or from another WIDA state, then the school must use of either the WAPT or WIDA Screener. Those scores must be entered into PowerSchool

The degree of EL services are determined by completing the mandatory Language Instruction Educational Program (LIEP) document that is part of Charter compliance. The LIEP is required as part of the Charter Performance Framework. See A5 -EL component. The plan also should review the section about NC EL Identification Exit Criteria. It states "students may exit from the program when they receive an administrative recommendation, a grade of C or above in English classes, and appropriate scores on the ACCESS (assessment designed by the WIDA Consortium to determine student's English proficiency)" (p. 35). However, the exiting EL Identification criteria indicates that students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status. The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading domain and at least a 4.0 on the writing domain. See: <http://www.ncpublicschools.org/docs/accountability/policyoperation/s/lep/testing-students-identified.pdf>

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Strengths					Enrollment packages identify students with an IEP or 504, with a review of the records with the previous school. Services will be provided as required by the most current or existing IEP. Students who are ineligible for special education services, yet are struggling, my receive further interventions and be referred for review by the 504 team. Child Find information will be posted, and provided to parents in written form, and translated in the primary language. Students who are suspected of, or who have not responded to Tier 3 supports will be referred to the EC director for evaluation of special education services.			The applicant stated they will have an EC teacher/Coordinator on staff the 1st day of opening to work with students with disabilities. They also recognize the need for increased EC staff as the EC population grows.		
Page						36-37		39		
Weaknesses						What is the timeframe for students receiving assistance at "various points"? How is the determination that students are not in need of special education services, if they have been identified as havignare studentes identified as having a disability, but not in need of special educational services?	Please share the reasoning behind hiring a guidance counselor and exceptional children's director prior to the opening year.	If a student is suspected of having a disability how will you expedite the process to check eligibility? Look at Child Find policy. If you remove a student for more than 10 days (change of placement) how will you all provide services to the student? Recommend reviewing the Manifestation Determination policy.		
Page								37; 39		
					Section 2.4 Student 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	Section 2.4 Student Performance Standards
					Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating										
Strengths							Academic goals are in line with the stated mission and vision of the school. Performance standards combine core academics with Career and Technical education. Increased student performance with be measured through assessments, along with stat or federally mandated tests. The use of data will be used to drive instruction, and improve student performance outcomes. Credit recovery will be a tool for students to achieve passing grades in required core classes			
Page							40			
Weaknesses							Increased performance on EOC's, for students who select a trade focus, is focused in areas that are cirtical to successful skill mastery in their chosen field. What are concidered "critical" areas? What would be the criteria for determining that graduation requirements are "unattainable" for a student? What are the assessment, and progress monitoring timelines?	Explain the apparent contradiction between " Our students will have a later start time..." and 7:30 morning bell.		
Page			40-42							
	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	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	Initial Application Review	Initial Application Review				
Rating										

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Strengths					Certified non-profit. Appendix F contains Federal Documentation of Tax-Exempt status. Board members listed, to include title county of residents, back ground check clearance. The governance structure outlines training of Board members, performance measures, along with participation requirements. Appendix G, H, I, cover Board member information. Appendix J, and K, relate to By-laws that govern member conduct				
Page					45-53				
Weaknesses					No concerns or questions	Explain how the appropriate boundaries will be maintained between the three schools on the shared campus. Will each have a separate mailing address? By the board approving all terminations does this not have the potential to disrupt the ability of the principal to manage staff and day to day operations?			
Page									
			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	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	
Rating									
Strengths					Teachers with current NC teaching licences or those working toward licensure are given priority in the hiring process. HCSH will comply with having over 50% teachers licences. All teachers in core subjects will have a Bachelor's degree. Teachers that have SP1 status will be evaluated through BTSAs. Job skills, and experience is outlined. Positions will be posted on job websites, considered through referral, word of mouth. Employee contracts, and handbooks will outline employee policies. Staffing needs will be filled as needed, upon review of student enrollment and program needs.				
Page					54-59				
Weaknesses					What will merit increase be based on?	How will the annual merit system work for staff, maintaining consistency?		As you have no dedicated staff for ELs at this time, consider adding an all-staff PD targeted to English Learners e.x. Sheltered Instruction such as SIOP.	
Page					54			56-57	
			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	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	Initial Application Review	Initial Application Review	
Rating									
Strengths					Principal will ensure that the school meets the 50% licensure requirement. Teachers that do not hold licences will be assigned experienced mentors, and will be evaluated using formal and informal measures. Teachers receive support through internal professional development, with external professional opportunities included in the budget yearly. Preparation, development, and maintenance of HCSH's mission will be supported through professional development, and annual staff surveys.				
Page					59-61				
Weaknesses					How will the CTE staff be evaluated, and what type of formal skill or educational certification will be required				

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Strengths Page					Vigorous marketing plans may attract students to the program, therefore validating the demand for CTE programs, and supporting the enrollment projections. Reductions in staff, and working with school partners to reduce costs are strategies that would be implemented to adjust for lower than anticipated revenue. The budget accounts for small class sizes. Annual reviews of outside vendors will be performed by the board to ensure compliance and fidelity. Conflicts of interest applies to all contracts. The budget aligns with the core and CTE course staffing requirements. There will be at least a 10% fund balance each year.			
Weaknesses Page					76-80			
					Is it a conflict of interest to use the labor services of the trade organizations that you will in turn guarantee work, through the contracting of instruction of CTE courses?			
					80			
			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
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths Page					Monthly financial reports, and quarterly reviews will ensure adequate internal controls, and record keeping to maintain financial compliance.			
Weaknesses Page					80			
					No concerns			