	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			a Charter School Applicati gs and Sample Scoring Cri		
School Name:	Huntersville Charter HS - School View	Huntersville Charter HS - School View	Huntersville Charter HS - School View		Hunte	ersville 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							22 //////////
	•Dr. Williams introduced the applicant. She		Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information
	stated the school is proposing to locate in Mecklenburg County. She explained the		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating	proposed enrollment and grade levels. She							
Strengths	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				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	applicant and received a clarification interview last year.				6-8			
Weaknesses	· ·							
Page	Mr. Walker stated this application was deemed incomplete last year.							
	•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		Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration
	for a facility.		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating	•Mr. Walker stated he likes the idea of a							
Strengths	trade school. He stated he would like more				N/A - No special requests			
Page	will be aligned with the trade curriculum. He also stated the transportation plan needs				9			
Page								
rage	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		Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication
	asked how many people are on that board. Ms. Nichols stated five, but they plan to add		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
	more board members and eventually want to have separate boards for the schools.							
Strengths	Kroeger asked for confirmation that				N/A - No Replication 13			
					15			
Page	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)	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)
Pating	Motion: Committee motion to forward applicant to full CSAB vote.		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
	Motion: Cheryl Turner				N/A - No proposed Management			
Strengths	Vote: Unanimous ⊠Passed □Failed				Organization 19			
Weaknesses					19			
	Motion: Full CSAB motion to forward applicant to full interview. Motion: Steven Walker Second: Cheryl Turner Vote: Unanimous  ☑Passed □Failed							
			Section 1 Mission,	Section 1 Mission,	Section 1 Mission,	Section 1 Mission,	Section 1 Mission,	Section 1 Mission,
			1	· ·		•	· ·	
			Purposes, and Goals	Purposes, and Goals	Purposes, and Goals	Purposes, and Goals	Purposes, and Goals	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	Section 1.1 Mission and Vision
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					The purpose of the proposed charter is			
Strengths					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 refletive of the CMS district.			
Page					21-22			

	Frankration	School Application	School Application					
	Evaluation Ratings and Sample	Evaluation Ratings and Sample	Evaluation Ratings and Sample			a Charter School Applicati		
	Scoring Criteria	Scoring Criteria	Scoring Criteria		Ratir	igs and Sample Scoring Cri	teria	
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -					
School Name:	School View	School View	School View			ersville Charter HS - School		
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
Weaknesses					The detailed suvey 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 percetage 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			
			Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed	Section 1.2 Purposes of the Proposed
			Charter School	Charter School	Charter School	Charter School	Charter School	Charter School
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths					Parents and students are provided with an expanded choice in the type of educational opportunity being made available. The multi-trade curricula offers differenctiated instrucion 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 challeenged 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			
			0 11 100 11 11 0					
			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	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					All goals are addressed. Academic goals are deailed, with measurable outcomes. The goal of the mission is clear.			
Page					25-26			
Weaknesses					Operational goals need to address how they will recurit 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			
			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					The uniqueness of the program provides students the opportunity to gain			
Strengths					squeries are 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.			

	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			a Charter School Applicati ngs and Sample Scoring Cri		
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -				\ r	
School Name: CSAB Member Name:	School View Clarification Interview Minutes	School View Full Interview Minutes	School View  External Evaluator Master	Meredith Flowe	Nesha Pattison	ersville Charter HS - School	View	EL -Xatli Stox
Concerns/Questions:	Camication interview windles	Full little view williages	External Evaluation masser	wereuut riowe	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? The overall mission, and purpose, are clear and reflect a unique offering of academic and frade courses that focus on providing students with marketable skills that should lead to career ready training.	лозери сечено	č.	EL Adul SUA
Rating Strengths			Section 2 Education Plan Section 2.1 Instructional Program Initial Application Review	Section 2 Education Plan Section 2.1 Instructional Program Initial Application Review	Section 2 Education Plan Section 2.1 Instructional Program Initial Application Review	Section 2 Education Plan Section 2.1 Instructional Program Initial Application Review	Section 2 Education Plan Section 2.1 Instructional Program Initial Application Review	Section 2 Education Plan Section 2.1 Instructional Program Initial Application Review
Page Weaknesses Page								
			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	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
Rating			Initial Application Review	вица Аррисации кечием	Initial Application Review  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.	Initial Application Review	Initial Application Review	mittal Application Review
Page					31-34  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 CFE courses, core equivalent, and how is rigor jof course work implemented? What types of strategies will be used to address at-	What is the difference between the future ready core and future ready Occupational graduations other than		
Weaknesses Page			Section 2.2 Special Populations and "At-	Section 2.2 Special Populations and "At-	risk students?  Section 2.2 Special Populations and "At-	Minus the math for Occupational?  Section 2.2 Special Populations and "At-	Section 2.2 Special Populations and "At-	Section 2.2 Special Populations and "At-
			Risk" Students Initial Application Review	Risk" Students Initial Application Review	Risk" Students Initial Application Review	Risk" Students Initial Application Review	Risk" Students Initial Application Review	Risk" Students Initial Application Review
Rating  Strengths					A Multi-Tiered System of Supports provides assistance at various points of their education. The MTSS offers a tiered system of inidividualized 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.	

	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			a Charter School Applicati ngs and Sample Scoring Cri		
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -				v.e.	
School Name: CSAB Member Name:	School View Clarification Interview Minutes	School View Full Interview Minutes	School View  External Evaluator Master	Meredith Flowe	Nesha Pattison	ersville Charter HS - School  Joseph Letterio	EC	EL -Xatli Stox
					Students receive assistance and are evaluated at "various points", however there is no clear timeline for when ediferentiated instruction and blended learning are the only indentified strategies for servicing EL, and field students, but therefore a clearly defined centrichment than for academic plan for	Since you will not be running buses, What plan do you have to ensure transportation for any students who are unable to get to skill but when the side is assumed to share the side of the	How will progress of students be	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" (in 35). NC is a WIDA state, so all screening and annual assessments must use WIDA. See: https://sites.google.com/dpi.nc. gov/ncels/ei-data/ei-dentification 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, obtain prior test results and enter data in PowerSchool of 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  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 (LEP) document that is part of Charter compliance. The LIP 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)" (i.e. 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 core of 4.8 or above, with at least a 4.0 on the writing domain and a
Weaknesses Page					these students.	reason cannot carpool.	measured within the MTSS process?	35
			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	Section 2.3 Exceptional Children
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review

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	North Carolina Charter	North Carolina Charter	North Carolina Charter					
	School Application	School Application	School Application					
	Evaluation	Evaluation	Evaluation					
	Ratings and Sample	Ratings and Sample	Ratings and Sample		North Carolin	a Charter School Applicati	ion Evaluation	
	Scoring Criteria	Scoring Criteria	Scoring Criteria			gs and Sample Scoring Cr		
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -			-88		
					Ulima	ill- Charter US. Cal-a-l	1.70	
School Name:	School View	School View	School View			ersville Charter HS - Schoo		
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison  Enrollment packages identify students	Joseph Letterio	EC	EL -Xatli Stox
					with an IEP or 504, with a review of the			
					records with the previous school. Services will be provided as required by			
					the 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,		The applicant stated they will have an EC	
					and translated in the primary language. Students who are suspected of, or who		teacher/Coordinator on staff the 1st day of opening to work with students with	
					have not responded to Tier 3 supports		disabilities. They also recognize the	
Strengths					will be referred to the EC director for evaluation of special education services.		need for increased EC staff as the EC population grows.	
Page					36-37		39	
							If a student is suspected of having a	
					What is the timeframe for students receiving assistnace at "various points"?		disability how will you expedite the process to check eligibility? Look at	
					How is the determination that students		Child Find policy. If you remove a	
					are not in need of special education		student for more than 10 days (change	
					services, if they have been identified as havignare studentes identified as having	Please share the reasoning behind hiring a guidance counselor and	of placement) how will you all provide services to the student? Recommend	
Weaknesses					a disability, but not in need of special educational services?	exceptional children's director prior to	reviewing the Manifestation	
Page					educational services?	the opening year.	Determination policy. 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					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			
Strengths					achieve passing grades in required core classses			
Page					40			
					Increased performnce 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	Explain the apparent contradiction between " Our students will have a later		
Weaknesses					progress monitoring timelines?	start time" and 7:30 morning bell.		
Page					40-42			
			Section 2 5 School Culture and Dis-1-11-	Section 2 5 School Culture and Discipling	Section 2 5 School Culture and Dis-!-!!	Section 2 5 School Culture and Dis-1-11	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipling
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating			- Pro-					т. т.
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	North Carolina Charter School Application Evaluation Ratings and Sample	North Carolina Charter School Application Evaluation Ratings and Sample	North Carolina Charter School Application Evaluation Ratings and Sample		North Carolin	a Charter School Applicati	on Evaluation	
	Scoring Criteria	Scoring Criteria	Scoring Criteria			igs and Sample Scoring Cr		
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -					
School Name:	School View	School View	School View		Hunte	ersville Charter HS - Schoo	View	
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
Strengths					Staff will model community engagement, and promote community, through having an "open door" policy. New students who enter aftee the start of the school year will have student and staff mentors to assist them with understanding the school culture and climate. Student conduct will have clear definitions of offenses and consequences, along with policies and consequences, along with policies and consequences, along with policies and consequences doubt and the staff of the proceedures rights. A student handbook will explain school codes of conduct. There will be four levels within the school disciplinary process which outline various types of infractions, and actions to be taken.			
Page Weaknesses					Is there a plan for alternative placement options for disciplinary actions that require temporary, or permanant, loss of placement?	Are there any plans to develop an athletic program or something equivalent that will attract high school students? Why do the tier 2 and 3 escalations take so long? Being so close to the Carolina Renaissance festival grounds is the board exploring any opportunities for students to be involved?		
Page					44			
			Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan	Evaluation Summary for Entire Education Plan
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					Educational plan offers a blended learning environment that offers technical skills that support a career pathway. The learning model looks to allow for more stuent choice with academic, and career training, which would appeal to students and families looking for alternative educational programs.			
Concerns/Questions:					The academic plan does not have defined timelines for assessments, progress monitoring, and/or rigor in the core academic areas. The academic plan is vague, with regard to what core academic programs will be used to instruct, and provide support to students.			
Comments Summary					The differentiated and blended learning model of instruction offers a more flexible, and student centered approach to learning. However, more detailed instructional supports and strategies for struggling students need to be outlined, along with timelines for interventions and assessement. Rigor needs to be a imbedded in the instructional model, and an explaination of planned instructional methods for core academic subjects.			
			Saction 2 Coverns	Section 2 Coverns	Saction 2 Coverns	Section 2 Coverns	Section 2 Coverns	Section 2 Coverne
			Section 3 Governance and Capacity	Section 3 Governance and Capacity	Section 3 Governance and Capacity	Section 3 Governance and Capacity	Section 3 Governance and Capacity	Section 3 Governance and Capacity
			Section 3.1 School Governing	Section 3.1 School Governing	Section 3.1 School Governing	Section 3.1 School Governing	Section 3.1 School Governing	Section 3.1 School Governing
			Body/Section 3.2 Governance Initial Application Review	Body/Section 3.2 Governance Initial Application Review	Body/Section 3.2 Governance Initial Application Review	Body/Section 3.2 Governance Initial Application Review	Body/Section 3.2 Governance Initial Application Review	Body/Section 3.2 Governance Initial Application Review
Rating				ин гррпсии петем		ин гррпсии петем	принцион нетем	

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Ratings and Sample Scoring Criteria  Scoring Criteria  And Mark Coll Secretary No. 1997  And Mark Coll Secre		North Carolina Charter	North Carolina Charter	North Carolina Charter					
Ratings and Sample Scoring Criteria Scor		School Application	School Application	School Application					
Scoring Criteria  Note The Property of Control of Contr		Evaluation	Evaluation	Evaluation					
Scoring Criteria  Note The Property of Control of Contr		Ratings and Sample	Ratings and Sample	Ratings and Sample		North Carolin	a Charter School Applicati	on Evaluation	
Huntersville Charter HS School View School		•					• • • • • • • • • • • • • • • • • • • •		
School View  Call Montes from:							<u> </u>		
Class Women Asset  Class Women A							61 6		
Completed or period. Operands in control states of the complete or period or									
Westernes	CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Meredith Flowe		Joseph Letterio	EC	EL -Xatli Stox
Section 3.4 Staffing Prises, Foling, and Section 3.4 Staffing Prises, Foling,						contains Federal Documentation of Tax- kxempt status. Board members listed, to include title county of residents, back ground check clearance. The governance structure outlines training of Board members, performnce 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			
Weakness Page    Management   M	Page								
Section 3.4 Staffing Plans, Hring, and Management Manag							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 ont have the potential to disrupt the ability of the principal to manage staff		
Section 3.4 Staffing Plans, Hiring, and Management Mana						No concerns or questions			
Masagement	Page								
Initial Application Review Initial Application R				Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and	Section 3.4 Staffing Plans, Hiring, and
Faschers with current RC teaching Ricenses or those working toward growths. ICMS will comply with heiring over 50% teachers Ricenses. All teachers is core subjects will have a facilities. Will be evaluated through \$TSA. Job Silling and experience is continued. Considered through \$TSA. Job Silling and experience is continued. Considered through enters, word of mouth. Employee contracts, and processor of the contracts and the school processor of the contract and processor processor of the contract and the school processor of the contract and th									Management Initial Application Review
Teachers with current KC issaling licences or these voting recovary for the hirtory and the forming licences or these voting town planting with property in the hirtory of	Rating			ппан аррисания нечен	ппан эррпсаноп печен	ппан эфрисатоп печен	madi Application review	пиш гррпской печен	ппан принамент
Weaknesses  Weaknesses  Weaknesses  Page  Section 3.5 Staff Evaluations and Professional Development Initial Application Review I						licences or those working toward liscensure are given priority in the hiring process. HCSH will comply with having over 50% teachers licences. All teachers in core subjects will have a Bachleo's degree. Teachers that have SP I status will be evaluated through BTSA. 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.			
Weaknesses  Page  Weaknesses  What will merit increased be based on?  Section 3.5 Staff Evaluations and Professional Development Initial Application Review	Page					54-59			
Section 3.5 Staff Evaluations and Professional Development  Rating  Rating  Principal will ensure that the school meests that on on hold licences will be assigned experienced mentors, and will evaluated using formal and informal measures. Teachers receive support through internal professional opportunities included in the budget yearly. Preparation, development, with external professional opportunities included in the budget yearly. Preparation, development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and mainstainance of HCMS's mission will be supported through professional development, and manual staff surveys.	Weaknesses					What will merit increased be based on?			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.
Professional Development Professional Development Professional Development Professional Development Professional Development Professional Development Initial Application Review Initia	Page					54			56-57
Professional Development Professional Development Professional Development Professional Development Professional Development Professional Development Initial Application Review Initia				Costion 2 E Stoff Free Local con 1	Castion 2 E Staff Free Local Communication	Costion 2 E Stoff Frankrish	Section 2 E Staff Free Local	Costion 2 E Staff Frankrish	Section 3.5 Staff Evaluations and
Initial Application Review Initial Application Initial Appl				Professional Development	Professional Development	Professional Development	Professional Development	Professional Development	Professional Development
Principal will ensure that the school meets the 50% liensure requirement. Teachers that do no hold licences will be assigned experienced mentors, and will evaluated using formal and informal measures. Teachers receive support through internal professional development, with external professional development, with external professional opportunities included in the budget yearly. Preparation, development, and mainstainance of HCNS's mission will be supported through professional development, and animal staff surveys.  Strengths  Page									Initial Application Review
meets the 50% liensure requirement. Teachers that do no hold licences will be assigned experienced mentors, and will 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 mainatainance of HCNS's mission will be supported through professional development, and mainatainance of HCNS's mission will be supported through professional development, and an an additional development. The supported through professional development, and annual staff surveys.  Page	Rating								
						meets the 50% liensure requirement. Teachers that do no hold licences will be assigned experienced mentors, and will evaluated using formal and informal measures. Teachers receive support through internal professional development, with external professional opportunities included in the budget yearly. Preparation, developement, and mainatainance of HCHS's mission will be supported through professional development, and annual staff surveys.			
What type of format  Weaknesses  Weaknesses						How will the CTE staff be evaluated, and what type of formal skill or educational			

	North Carolina Charter School Application	North Carolina Charter School Application	North Carolina Charter School Application					
	Evaluation	Evaluation	Evaluation					
	Ratings and Sample	Ratings and Sample	Ratings and Sample		North Carolin	a Charter School Applicati	on Evaluation	
	Scoring Criteria	Scoring Criteria	Scoring Criteria		Ratin	gs and Sample Scoring Cri	teria	
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -					
School Name:	School View	School View	School View		Hunte	ersville 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
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	Section 3.6 Enrollment and Marketing
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					Social media websites, articles in local publications, personal presentations, parent meetings, and open house will be used to recruit potential students. A calendar of student recruitment timelines are listed, outlining pre-			
Strengths Page					operational events. 61-64			
Weaknesses					What will be the ongoing timeframes for continued recruitment?	Is the RTO process up to speed for 2019 matching your planned calendar?		
Page								
			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	Section 3.7 Parent and Community Involvement
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					Parent participation through Parent- portal login, volunteer opportunities, and PTO.			
Page					64			
Weaknesses					No conerns.	Since the time of submitting the application has the board thought of any particular programs to offer parents to help build school culture?		
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	Section 3.8 Admissions Policy
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					First year enrollment for 9th and 10th grade students, during a 30-day open			
Strengths					enrollment period. Every applicant receives a lottery number. Enrollment packages mailed out to students who were selected ina publicity-held drawing.			
Page					65-67			
Weaknesses					If there are not as many applicants as available seats for a gread level, the students are enrolled in other grades until the quota is met. How would those students assigned to a different grade level recieve their grade specific curriculum and instruction?			
Page					66			
			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)	Section 3.8b Weighted Lottery (If Applicable)
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating Strengths					N/A - no weighted lottery			
Page					,			
Weaknesses								
Page								
			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	Evaluation Summary for Entire Governance and Capacity Plan	Evaluation Summary for Entire Governance and Capacity Plan
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
-								

	North Carolina Charter	North Carolina Charter	North Carolina Charter					
	School Application	School Application	School Application					
	Evaluation	Evaluation	Evaluation					
	Ratings and Sample	Ratings and Sample	Ratings and Sample		North Carolin	a Charter School Applicati	on Evaluation	
	Scoring Criteria	Scoring Criteria	Scoring Criteria		Ratin	gs and Sample Scoring Cr	teria	
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -					
School Name:	School View	School View	School View		Hunte	ersville 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
Strengths					The Board has signicant experience on the business end or running an organization, which could be beneficial to establishing contacts, within the CTE areas, and work in favor of optaining appentiships for students, and support from local businesses. The staffing appears to be appropriate for the starting number of students, with an increase as new grade levels are added. The direction of the principal, and Board, with regard to training and job duties is outlined.			
Concerns/Questions:					Qualifications of the CTE staff are not detailed. What will be the plan to attain a fully qualified teaching staff, and by what operating year?			
Comments Summary					HCHS has sufficiently outlined the roles, and expecations for governance by its Board. Staffing and Iniring goals are consistant with meeting student academic, and career readiness goals, set forth in the mission and vision statement. Recruitement of prospective students is broad enough to provide information that is easily accessible to all students.			
			Section 4 Operations	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	Section 4.1 Transportation Plan
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					N/A - No transportation is provided		School identified they are not providing transportation.	
Page					67-68			
					Carpool list does not address transportation issues. What will be done for students with disabilities that require transportation services? If transportation is deemed to be an issue		How will you manage major barriers with transportation of students to school? How will you ensure students with disabilities are not let out of carpools due to specific needs? If school takes a field trip how will you ensure	
Weaknesses					with a significant number of students will it be addressed?		students with disabilities will get to participate?	
Weaknesses Page					with a significant number of students		students with disabilities will get to	
			Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	with a significant number of students will it be addressed?	Section 4.2 School Lunch Plan	students with disabilities will get to	Section 4.2 School Lunch Plan
Page			Section 4.2 School Lunch Plan Initial Application Review	Section 4.2 School Lunch Plan Initial Application Review	with a significant number of students will it be addressed? 68	Section 4.2 School Lunch Plan Initial Application Review	students with disabilities will get to participate?	Section 4.2 School Lunch Plan Initial Application Review
Page Rating					with a significant number of students will it be addressed?  68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program		students with disabilities will get to participate?  Section 4.2 School Lunch Plan	
Page					with a significant number of students will it be addressed? 68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch.		students with disabilities will get to participate?  Section 4.2 School Lunch Plan	
Page Rating Strengths Page					with a significant number of students will it be addressed? 68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services. 68 Incomplete information given regarding the participation in the National School		students with disabilities will get to participate?  Section 4.2 School Lunch Plan	
Page Rating Strengths					with a significant number of students will it be addressed?  68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services. 68 Incomplete information given regarding		students with disabilities will get to participate?  Section 4.2 School Lunch Plan	
Page Rating Strengths Page Weaknesses			Initial Application Review	Initial Application Review	with a significant number of students will it be addressed? 68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services. 68 Incomplete information given regarding the participation in the National School Lunch Program 69	Initial Application Review	students with disabilities will get to participate?  Section 4.2 School Lunch Plan Initial Application Review	Initial Application Review
Page Rating Strengths Page Weaknesses			Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance	with a significant number of students will it be addressed?  68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide Iunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services.  68 Incomplete information given regarding the participation in the National School Lunch Program  69  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance	students with disabilities will get to participate?  Section 4.2 School Lunch Plan Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance
Page Rating Strengths Page Weaknesses			Initial Application Review	Initial Application Review	with a significant number of students will it be addressed?  68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services.  68 Incomplete information given regarding the participation in the National School Lunch Program 69  Section 4.3 Civil Llability and Insurance Initial Application Review	Initial Application Review	students with disabilities will get to participate?  Section 4.2 School Lunch Plan Initial Application Review	Initial Application Review
Rating Strengths Page Weaknesses Page Rating			Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance	with a significant number of students will it be addressed?  68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services.  68 Incomplete information given regarding the participation in the National School Lunch Program 69  Section 4.3 Civil Liability and Insurance Initial Application Review  Insurance quote provided. appendix L, based on the appropriate number of staff and students	Initial Application Review  Section 4.3 Civil Liability and Insurance	students with disabilities will get to participate?  Section 4.2 School Lunch Plan Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance
Page Rating Strengths Page Weaknesses Page Rating Strengths			Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance	with a significant number of students will it be addressed?  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced funch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services.  68 Incomplete information given regarding the participation in the National School Lunch Program 69  Section 4.3 Civil Liability and Insurance Initial Application Review  Insurance quote provided. appendix L, based on the appropriate number of staff and students 69	Initial Application Review  Section 4.3 Civil Liability and Insurance	students with disabilities will get to participate?  Section 4.2 School Lunch Plan Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance
Rating  Strengths Page  Weaknesses Page  Rating  Strengths			Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance	with a significant number of students will it be addressed?  68  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced lunch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services.  68 Incomplete information given regarding the participation in the National School Lunch Program 69  Section 4.3 Civil Liability and Insurance Initial Application Review  Insurance quote provided. appendix L, based on the appropriate number of staff and students	Initial Application Review  Section 4.3 Civil Liability and Insurance	students with disabilities will get to participate?  Section 4.2 School Lunch Plan Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance
Rating  Strengths Page  Weaknesses Page  Rating  Strengths			Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance	with a significant number of students will it be addressed?  Section 4.2 School Lunch Plan Initial Application Review  Area vendors will be used to provide lunch each day for students who qualify for free or reduced funch, and for those students who elect a hot lunch. Possibility of the culinary program providing food services.  68 Incomplete information given regarding the participation in the National School Lunch Program 69  Section 4.3 Civil Liability and Insurance Initial Application Review  Insurance quote provided. appendix L, based on the appropriate number of staff and students 69	Initial Application Review  Section 4.3 Civil Liability and Insurance	students with disabilities will get to participate?  Section 4.2 School Lunch Plan Initial Application Review  Section 4.3 Civil Liability and Insurance	Initial Application Review  Section 4.3 Civil Liability and Insurance

	North Carolina Charter	North Carolina Charter	North Carolina Charter					
	School Application	School Application	School Application					
	Evaluation	Evaluation	Evaluation					
	Ratings and Sample	Ratings and Sample	Ratings and Sample		North Carolin	a Charter School Applicati	on Evaluation	
	Scoring Criteria	Scoring Criteria	Scoring Criteria		Ratir	ngs and Sample Scoring Cri	iteria	
	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -					
School Name:	School View	School View	School View		Hunte	ersville Charter HS - School	View	
CSAB Member Name:		Full Interview Minutes	External Evaluator Master	Meredith Flowe	Nesha Pattison	Joseph Letterio	EC	EL -Xatli Stox
			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	Section 4.4b Start-Up Plan
Rating	-		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths	<u> </u>				General timeline provided for start up.			
Page					71-72			
Weaknesses					Budget contraints that require donnor cultivation, with continued fundraising efforts			
Page					72-73			
6-					1 1 1			
			Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility
D-ti			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating	_				Facility is being cutomized to accomodate the classrooms in a configuration that supports CTE courses, and academic classes, along with meeting the health and safety requirements of a local school unit.			
Page					73-74			
Weaknesses					Will money be paid to the Aspire Carolinas Foundation for property use by HCHS?			
Page					neis			
			Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire	Evaluation Summary for Entire
			Operations Plan	Operations Plan	Operations Plan	Operations Plan	Operations Plan	Operations Plan
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					There is a viable plan for the provision of the school lunch plan, and assessing participation needs. Insurance, and facility code adhearane is approproriate for the enrollment and staffing projections. Construction of facilities that are spacific to the differencetated blended model, outlined in the mission and vision statement, allows for program implementation to follow the proposed plan of instruction.			
Concerns/Questions:	e e				Potential transporation needs of students, especially those with special needs, are not addressed. What is the contingency plan if there are construction delays?			
Comments Summary	y				The overall construction of the HCHS campus is supportive of the schools mission.			
			Section 5 Financial Plan	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	Section 5.1 Charter School Budget
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating	В				Proposed enrollment projections for			
Strengths					year 1-5 are in line with enrollment projections.		Growth in EC personnel is shown through out the 5 year plan.	
Page	e				51 Budget: Revenue Projections from each		91	
Weaknesses Page					LEA Year 1, Appendix N: LEA #1 & 2, State and Feral EC Funds are inaccurate, with Totals not correct. Total Budget: Revenue Projections Year 1 through Year 5 reflect accurate total revenue. No Appendix M: Revenue Assurances		Noticed on budget year 1 there is only .5 EC Teacher listed. Is this due to the other 1/2 of the teacher being EC Coordinator? If not, how will you ensure the needs of students with disabilities will be met throughout the day?	
			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	Section 5.2 Budget Narrative
Rating	B		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review

	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			a Charter School Applicati gs and Sample Scoring Cri				
Į.	Huntersville Charter HS -	Huntersville Charter HS -	Huntersville Charter HS -							
School Name:	School View	School View	School View		Hunte	ersville 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		
Strengths					Vigorous marketing plans may attract students to the program, therefore validating the damand 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.					
Page					76-80					
Weaknesses					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?					
Page					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		
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review		
Rating										
Strengths					Monthly financial reports, and quarterly reviews will ensure adequate internal controls, and record keeping to maintain financial compliance.					
Page					80					
Weaknesses					No concerns					
Page										