				North Carolina Charter School Applie Ratings and Sample Scoring				
School Name:				Power Elite Male Academy - So	hool View			
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Nicky Charles	Kelli Peterson	Jay Whalen	EC	EL
	Power Elite Male Academy	Tai incerview initiaces	Excernal Evaluator Master	mony chance	Kenrecerson	Juy Wildich		
			Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information
	Dr. Williams introduced the applicant. She stated the school is proposing to locate in		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating	stated the school is proposing to locate in Mecklenburg County. She explained the proposed							
	enrollment and grade levels. She stated at capacity the school would serve grades K-8 with 396 students. She stated an LEA impact statement has					The proposed enrollments would serve a		
5	students. She stated an LEA impact statement has			Enrollment proejction is not overly aggressive and the capacity growth rate is	The purposed board chair serves as the contact person for	large population of ED students and		
				manageable	the application.	SWD		
Page	applicant that received a full interview last year and is partnered with Torchlight.			6		7		
r 5 5 7 7	 Ms. Rachelle Gray introduced herreff as a Board Chair. She stated the application has been revised based on last year's feedback. She stated the board hopes to slow the school to prison pipeline. She stated the management company provides capital that the state dees not provide and the board understands Torchight can be replaced if needed. Ms. Kakadelis saked for clarification on the survey data. Ms. Reverse stated only 59% of responses. Ms. Reverse stated only 59% of 			Mecklenburg already has a lot of charters and many applications by TAS. Is there empirical evidence that the LEA has enough students to support the revolment? This seven more relevant in netrom of assessing the ability of the LEA to serve several schools in the same LEA. How does the applicant propose limiting gender? The applicant states that the enrollment number is adequate based on the boards " perceived ability a secure an facility". What does this	The purposed board chair serves as the contact person for the application. The projected enrolment at grades 4th 5th start with 22 students. Is this considered one section and then it grows into two section? What is the rationale for this?	The applicant choes Torchlight Academy as an EMO; TAS has struggled with other schools it operates in the state. It is unclear if the school would be sustainable with enrollments of 4. The applicant states the enrollment was projected based on the board's assessment, but does not address what was assessed to create the projetions. What data/evolutioner was used to reate		
	indicate male or female students.			mean?		the demographic projections?		
Page				6 and 7	2-6	5-7		
	Ms. Reeves asked for clarification about the afterschool program. Ms. Grav stated the							
	afterschool program. Ms. Gray stated the afterschool program would be a co-ed program.							
			Application Special Request:	Application Special Provents Assolution	Application Special Provents Association	Application Special Request:	Application Special Request:	Application Special Request:
	other all male schools and expressed concerns		Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Acceleration Initial Application Review	Acceleration Initial Application Review	Acceleration
	 Ms. Kakadelis asked if the board has visited other all male schools and expressed concerns about the projected enrollment. Ms. Gray stated yes and spoke about some of those single gender schoole 		initial Application Review	Initial Application Review	Initial Application Review	mitial Application Review	mitial Application Review	mitial Application Review
Strengths	schools.							
	Mr. Quigley asked about the biggest							
Weaknesses	 Mr. Quigley asked about the biggest difference from last year's application. Ms. Gray 							
weakitesses e	stated the mission and program.							
Page .	Ms. Gray spoke about the goals of the school							
8	 Ms. Gray spoke about the goals of the school and active based learning. Mr. Quigley asked for clarification on the curriculum. Ms. Gray stated the 							
5	school would use strategies from Success Academy		Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication
V.	while using the NC Standard Course of Study. Ms. Reeves asked what curriculum would be used. Ms		Application Addendum: Replication	Initial Application Review	Initial Application Review	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication
Pating	Reeves asked what curriculum would be used. Ms. Gray stated the school would use the NC Standard		mitial Application Neview	initial Application Review		initial Application Review	mitial Application Review	Initial Application Review
Strengths	Course of Study. Ms. Reeves and Ms. Kakadelis stated that those are standards, not curriculum.							
Page .								
Weaknesses	Ms. Reeves asked what Ms. Gray saw when she visited Torchlight Academy in Wake County							
Page	she visited Torchlight Academy in Wake County. Ms. Gray stated she saw respect, confidence, leaders, and teachers reaching students where they							
Fage	leaders, and teachers reaching students where they							
	Motion: Committee motion to forward applicant to full CSAB write		Application Addendum: Proposed			Application Addendum: Proposed	Application Addendum: Proposed	Application Addendum: Proposed
i	full CSAB vote. Motion: Lindalyn Kakadelis		Management Organization (EMO or		Application Addendum: Proposed Management	Management Organization (EMO or	Management Organization (EMO or	Management Organization (EMO or
5	Second: Sherry Reeves		смо)	Application Addendum: Proposed Management Organization (EMO or CMO)	Organization (EMO or CMO)	CMO)	смо)	смо)
	Ms. Haire asked for more information about		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating	what applicants can submit prior to a full interview. Board members stated that applicants cannot							
	change the application, but sometimes submit			 Applicant prioritized a CMO with experience in NC and experience with the 				
n	responses to evaluator comments. Mr. Quigley stated at the end of the day we are judging the			applicants target population	TLS will provide 50k in start-up funds.	TAS-operated schools have high ED		
Strengths Page	application.				18	populations.		
Page	Ma Buttonuorth asked for more information							
•	Ms. Butterworth asked for more information about the board. Mr. Ford stated he wants to see more information because he is not interacted in coging			The Service Agreement with Torchlight is not dated so it is unclear how	The applicant holds the belief that without a management company stand alone charters are unable to be financially solveant and will struggle with compliance. This provides insight into the applicants misunderstanding of the			
a	information because he is not interested in seeing another charter school in Mecklenburg if that school			long the commitment with that particular EMO is valid. The agreement appears	importance of the composition of the charter board.			
				to be boilerplate and instance contradicts the narrative esp. in relation to governance (TL board member?) and separation of powers.	While TLS may have demonstrated academic growth, what			
	have time to play or experiment with this population. He stated he hopes to hear more at the full			 The applicant does not list fees and the relationship is unclear. 	While TLS may have demonstrated academic growth, what is their experience with an all male model?			
	interview to make him feel more comfortable.			 Are TLS and TAS the same or is one a specific school? 				
N	Vote: Unanimous ⊠Passed □Failed			 As a vendor, what precisely is the financial relationship between TAS/TLS and Power Files Academy? The roles between FMO and applicant are unclear 	THe applicant states that the EMO rep will attend all	The applicant only reference Torchlight Academy's performance. Other schools		
				and Power Elite Academy? The roles between EMO and applicant are unclear. • How precisely was "best fit" of EMO decided.	charter board meetings. Will other vendors attend the meetings? This is concerning that a vendor will be a part of	Academy's performance. Other schools operated by TAS are not high-quality		
,	Motion: Full CSAB motion to forward applicant to			 The Lead Administrator appears to be an employee of the EMO but the 	the governance meetings.	schools. TA is a C and exceeding growth,		
	full interview. Motion: Sherry Reeves			teachers are hired by the school. Where does the accountability for teacher		but others are F with very low		
5	Second: Lindalyn Kakadelis			performance and Lead Administrator performance lie? What happens to the staff and the school specifically if the EMO cancels	It is of concern that the teachers will be employees of the management company, because this is a vendor of the	proficiency rates. It is unclear what specific expertise TAS		
	Vote: Unanimous			the contract?	entity.	has with a single-gender model		
				The applicant shared info about EMO's fund balance but fails to mention		It is unclear why all non-teachers are		
				enrollment and other relevant information Has TAS/TLS served students in the same age range before?	While it is stated that the TLS contract can be terminated, with 90 days, what would be the implications since the	employees of the EMO and not the school: and why teachers are joint		
Weaknesses				 nas (AS) i La serveu sudents in the same age range before? 	teachers will be employees of TLS?	employees of the EMO and school.		
						18-19		
Page					18-21	20		
			Cashian 4 hat					
			Section 1 Mission,		Section 1 Mission, Purposes, and	Section 1 Mission,	Section 1 Mission,	Section 1 Mission,
			Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals	Goals	Purposes, and Goals	Purposes, and Goals	Purposes, and Goals
				Section 1 Mission, Purposes, and Goals				
			Purposes, and Goals Section 1.1 Mission and Vision	Section 1.1 Mission and Vision	Goals Section 1.1 Mission and Vision	Purposes, and Goals Section 1.1 Mission and Vision	Purposes, and Goals Section 1.1 Mission and Vision	Purposes, and Goals Section 1.1 Mission and Vision
Rating			Purposes, and Goals		Goals	Purposes, and Goals	Purposes, and Goals	Purposes, and Goals

			North Carolina Charter School Applic				
			Ratings and Sample Scoring				
School Name: CSAB Member Name:	Clarification Interview Minutes Full Interview Minutes	External Evaluator Master	Power Elite Male Academy - So Nicky Charles	Kelli Peterson	Jay Whalen	EC	FI
CSAB Wember Name:	Clamication interview windles Full interview windles	External Evaluator Master	Nicky Charles	The mission statement is clear, and concise and specific to	The mission statement is concise and	ru.	EL
Strengths			Applicant addresses soft skills and international consciousness	the target population.	expressly refers to males.		
Page			22	22	2 The vision is vague and does not clearly		
					articulate what achieving the mission		
			What precisely is "male responsibility". Global competitive certainly seems to include women and girls. Nurrative states that the student population will reflect the LG which appears not to be the case given that a single sex structure is prosposed. Applicant fails to specifically indicate which resarch based educational practices will be used		looks like. It is unclear exactly what "male responsibility" means in the mission statement. The applicant just restates the projected enrollment numbers, but does not explain the targeted population any further. Where do the enrollment figures come from and what deis do you know about the projected population? The description of the surrounding		
			 Active based learning, though well documented and researched, is not 		schools is vague and no specific schools		
			described in detail in the application so the incorporation of the instructional methodology remains unclear		are mentioned. Nothing was submitted as part of		
			 Limited parent surveys are not enough to indicate the financial viability 	The mission statement is not measurable, but rather	Appendix A to provide evidence of		
Weaknesses				aspirational.	community support.		
					23		
Page			22	23	24		
		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	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School	Charter School	Charter School	Charter School
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating				The applicant proposes to meet the legislative purpose for			
Strengths				The applicant proposes to meet the legislative purpose for expanded choices of educational opportunities.			
Page				24			
			The evidence and supports for single gender schools provided describe the benefits for adolescents but the applicant prosposes an elementary school. Can the applicant support the choice for a single sex school at that level?	The cited research that the applicant provides for the single gender model in generalized, and not specific to the educational model, demographics and approach that is			
Weaknesses Page			the applicant support the choice for a single sex school at that level?	being proposed. 25			
1.080							
		Section 1.3 Goals for the Proposed			Section 1.3 Goals for the Proposed	Section 1.3 Goals for the Proposed	Section 1.3 Goals for the Proposed
		Charter School Initial Application Review	Section 1.3 Goals for the Proposed Charter School Initial Application Review	Section 1.3 Goals for the Proposed Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review	Charter School Initial Application Review
Rating			miliar Application Neview	initial Application Review	initial Application Review	mitial Application Review	initial Application Review
Strengths			Clear goals for operations, academics, and finance	no strenghts			
Page			26 Given the contract with the EMO, concrete goverance goals should be identified. The applicant identifies a lot of growth measures but doens not set clear benchmarks for success. Many of the processes are yet to be developed which for a repeat applicant working with an EMO is concerning.	The proposed goals as written are compliance based, rather than goals for that push the organization and board towards beat practices.	The "Operations" goals are things needed to be legally compiliant to open. They are not outcomes-based goals. The "Academics" goals need further refinement: you cannot test "greather than 100% of all students", what are the L&A performance measures that the subgroup goals are contingent on; what benchmark assessments are being used? Some "Finance" and "Governance" goals are not outcomes-based.		
					25		
Page			26	27	26		
		Evaluation Summary for Entire Mission.		Evaluation Summary for Entire Mission, Purposes, and	Evaluation Summary for Entire Mission.	Evaluation Summary for Entire Mission.	Evaluation Summary for Entire Mission.
		Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Goals Section	Purposes, and Goals Section	Purposes, and Goals Section	Purposes, and Goals Section
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating Strengths			The section is complete		The applicant is proposing a unique, single-gender model that is specifically targeting a diverse population with a high FD %.		
Strengths Concerns/Questions:			The section is complete What is the division of responsibility between the EMO and Power Elite? How will the mission be accomplished?		ED %. The mission and vision is vague and can use further development. There is no evidence to support the enrollment projections and a clear lack of knowledge of the targeted population. The applicant did not provide sufficient evidence of need for this school in Charlotte.		
				While the propsed applicant has selected to serve an all male			
Comments Summary			Overall, this section is not detailed enough to assess financial viability or whether the school will actually rovide better educational options for underserved students. It is also unclear how a charter can serve only boys.	population, it is unclear as the purpose of selecting TLS outside of the applicants belied that only charters connected to an EMO are able to thrive. The contractual relationship between TLS and the governing board is conflicting as a member of the EMO will serve on the board.			
		Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan	Section 2 Education Plan
		Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program	Section 2.1 Instructional Program
		Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating							

				North Carolina Charter School Applic Ratings and Sample Scoring				
School Name:				Power Elite Male Academy - Sc				
School Name: CSAB Member Name:	Clarification Interview Minutes Full Intervi	ew Minutes	External Evaluator Master	Nicky Charles	Kelli Peterson	Jay Whalen	EC	EL
Strengths	Clarification Interview Windles Put Intervi	ew winutes	External Evaluator Master	Nicky Charles	Kelli Peterson	Jay Whaten	EC	EL
Page								
Weaknesses								
Page								
		Requ	on 2.1b High School Graduation uirements and Post-secondary eadiness (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)
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths								
Page Weaknesses								
Page								
		Section	n 2.2 Special Populations and "At-			Section 2.2 Special Populations and "At-	Section 2.2 Special Populations and "At-	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	Risk" Students	Risk" Students	Risk" Students
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
				The applicant is committed to RTI Applicant proposed full-time EC and EL staff Programming for at +ids accounts for differentiated instruction			Assurance that school will hire a licensed EC teacher as EC Director that will oversee services provided to students with disabilities. Statement that they will obtain and verify license of any contract personnel such as related	The plan shows an initial idea of how to identify and provide services for EL
Strengths					no strenghts		service providers.	students.
Page				33 &34			33	35 It's important to keep in mind that the degree of EL services is determined by completing the mandatory Language Instruction Educational Program (LEP) document that is a part of Charter compliance. The LIEP is required as part of the Charter Decommence
Weaknesses				No intervention for non-academic risks Dual certification may be hard to find in the salary range Gifted student program are not described, nether is identification and evaluation for gifted students	What are the details of the assessment plan that is referred to related to KT? "-While the school proposes to use an RTI model, it is not clearly detailed as to the tiers or how students are disentified in each tier. The applicant does not provide a response related to having a board member that has experience in this area. The applicant does not provide an adequate response to the strategies to be used for gifted and talented."	The plan to identify at-risk students is vague. What specific tests and data are being used and who is responsible for varing at-risk student data? There is no experience on the baard for varing at-risk students. The plan seems to just be to hire people. The answer lacks detail as to how the school there is sufficient expertise in place. The school does not specifically detail how they will eliminate language barriers and there is not a sufficient description of services or methods for Ets.	Plan only mentioned using benchmark data to identify students who are at-isk. Will other data be used? If iso, what data? What decision rules will be used to determine what students are at risk and what "tief" of intervention the student may need? How will libe included in the review of the data and problem solving provided? Who will be included in the review of the data and problem solving provided? Who will be included in the review of the data and problem solving provided? What specific programs, strategies, or supports will be utilized to assist students who are identified as at-risk?	of the Charter Performance Pranework. See 3-F2: component. See: https://itea.google.com/dpinc. gov/ncei/new-icoordinators Monitoring the student's progress in Figlish acquisition must be based on the NC English Language Development Standards or WIDA Standards. The teachers' skills and competency needs to be able to met the E is student' s needs are not addressed here. A thorough PD plant should be in place to build the capacity and necessary skills of the staff to meet the E is student's needs. As the school would not have a dedicated staff for EE doing the first year, consider adding an all-staff PD targeted Instruction such as SIOP.
					33.37	33 34 35	33-34	35
Page					33-37	35	53-34	35
		Sect	ction 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
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating Strengths Page				Good record keeping plan	-The applicant is clear to note that asking a family for their exceptionality information only occurs after acceptance. - The school will execute Child Find. The applicant will institute a frequent internal audit of the special education files to ensure that signatures and timelines are adhered. 37-38	The applicant outlined plans for identifying students and implementing Child Find 36-37	Plan includes multiple ways (parent disclosure, reguest of records, powerSchold 8 CEXS search) to identify students who enroll with an existing IED- will be provided on day 1 of instruction. E Director will review records monthly to ensure compliance and appropriate identification. Articulated plan on how the school will maintain confidentiality of EC records. An understanding of the school's requirements to provide a free Appropriate Public Education in the Least Restrictive Environment. 36-41	
rage Weaknesses				The applicant should consider their plan distinguish between 504 and IEP more consistently as the needs are very different The board has not yet adopted any policies and should prioritize that to help parents decide whether the school is ago difi. The application mentions a EC director, teachers, and a full range of service but none of these are adequately address the costs	s/-ss	It is unclear who would be apart of the team to create IFS and do re- evaluations. The exceptional children's programming is vague and the explanantion of services is does not fully articulate how EC students would be served. The staffing plan for EC is unclear and there is not sufficient detail provided for how approriate services will be administered. The applicant states they will use related-service providers, but does not elaborate on who those are or how they will provide services.	30-14 When someone makes a referral, how will this be documented? Who will the referral be sens to that no undue delays are incurred? Once referral is received, how will determine! there is a need for further assessment and if so, what assessments are needed and why?	

				North Carolina Charter School Appli				
				Ratings and Sample Scoring				
School Name:				Power Elite Male Academy - S				
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Nicky Charles	Kelli Peterson	Jay Whalen	EC	EL
						36 38-40		
Page						41	36-41	
			Section 2.4 Student Performance			Section 2.4 Student Performance	Section 2.4 Student Performance	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	Standards Initial Application Review	Standards Initial Application Review	Standards Initial Application Review
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths				None	The applicant proposes to put a student, parent, and teacher and school compact to outline the support that will be provided to a student in January that is at risk of dropping out.	The applicant outlines grade cutoffs for transitioning to the next grade.		
Page					43	42		
Weaknesses				Kothing in the performance standards is aligned with the Power Elite nothing gender specific, nothing globally reflective) What is the 70% report card score based on? Is uniform grading system truly best for K 43 school? Seems that the early grades may need a different structure. What specific benchmark tests will be used at the various grade levels? How will early grades be promoted? Can the applicant share more about the specifics of the "remedial plan mentioned"	The performance goals as written within the application, state that students are expected to reach 70% or greater individual report card average, however, this does not align with Montesort model or the standards based report card that was mentioned earlier within the application. Vintar content areas does Schooldwate basess? Greade levels? Computer based? Alignments with state assessment? In what way does the school propose to have a pulse on potential drop outs? 4.1-3	The applicat does not address how/if EOGs will factor into student performance standards 42-43		
Page					41-43	42-43		
			Section 3 E School Culture and Division	Section 2.5 School Culture and Dissipling	Section 2.5 School Culture and Dissipline	Section 2 E School Culture and Dia 1	Section 2 E School Culture and Direct 1	Section 2 E School Culture and Direl
			Section 2.5 School Culture and Discipline Initial Application Review	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	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
Rating			Initial Application Review	initial Application Review		Initial Application Review	Initial Application Review	Initial Application Review
Strengths					The school ethos focuses on male responsibility. The applicant will provide an onboarding for students both in the beginning of the school year, and when students enter mid year as well. 43			
Page				The plan for school culture is not particular sensitive to the needs of the target oppulation or the vision described. The tenets lack detail. How does school promote social development in its policies? The language reads very public rather than supportive. How exactly will positive school culture be measures and evaluated for	The applicant does not detail how it will define offenses. There is a missed opportunity to detail the ways in which he male responsibility ethos will be demonstrated through student culture. The response lacks detail, and only provides generalized approaches that can be adapted within any school and not specific to this model, nor aligned with the previous "militry approach" stated.	Overall this section is vague and does not sufficiently answer the questions. There is nothing specific to how the culture and discpline plan relates to at risk males, or just males generally.		
Page					44	43-44		
			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				initial Application Review			Initial Application Review	Initial Application Review
Strengths Concerns/Questions:						The applicant will use the NC Standard Course of Study The education, discipline, at-risk, EL, and exceptional children programming is vauge and lacks sufficient detail to outline exactly what strategies and supports are being used. The applicant does not specifically tie any of their application to an all-male population.		
Comments Summary				The education plan lack specificity and alignment to the school mission. Given the unusual single sex structure proposed, the applicant should describe the education plan in more detail.	While the applicant proposes an all-male school, there are several places where the applicant lacks detail and attention to this specific model, such a culture and performance standards. The applicant mentions a focus on culturally responsiveness, but does not build in this specific. Towa to' actionable assessment of such within either of these areas.			
			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	Cardian 2.1 Calculation Darks (Cardian 2.2 Ca	Contine 2.1 Cohord Councils Date (Contine 2.2.2	Section 3.1 School Governing	Section 3.1 School Governing	Section 3.1 School Governing
			Body/Section 3.2 Governance	Section 3.1 School Governing Body/Section 3.2 Governance	Section 3.1 School Governing Body/Section 3.2 Governance	Body/Section 3.2 Governance	Body/Section 3.2 Governance	Body/Section 3.2 Governance
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
				Applicant proposed SMART goals for Board				
Rating Strengths Page				Board Chair has education experience. The Board is committed to formal training and professional development hours	no strengths	The applicant outlined a plan for orientation and training for all members. 48		

			North Carolina Charter School Applic				
			Ratings and Sample Scoring				
School Name: CSAB Member Name:	Clarification Interview Minutes Full Int	nterview Minutes External Evaluator Master	Power Elite Male Academy - Sc Nicky Charles		Jay Whalen	EC	EL
Caas memoer name:	Liantication interview Minutes Full int	terview Minutes	There is no legal experience on the baard. How large is the pool for single sex educators who are willing to lead a new school for \$70,000 Who owns the 501 (32) The board would benefit from more educational and some legal expertise on the board given the ties to an EMO. The previous narrative and EMO agreement outline TLS/TAS members on the board but this section does not address this. It is unclear from the org chart who manages who and what aspects of the school. The incomplete board member forms does not allow to identification of conflict. The board terms are very logand do not encourage innovation or diversity among members. For example, if members, an what point can community members participate in the decision-making? Br-Jeaws are not fully executed is the School Director, the EMO, and the Lead Admin the same entity? The by- laws contraction the rain of board in the parts of the organization	Kelli Peterson The applicant does not have current 501/3 status.	Jay Wriaen Jay Wriaen It is unclear if any board member has specific expertise in launching or leading an all male education environment. The applicant din or provide sufficient evidence that the founding board has the capacity and expertise to launch the schemating. EC/EL, and opperational expertise. Additional education expertise would also be beneficial. The applicant (din on provide specific about the ties the board has to the community. There is not a clear and detailed process for evaluating and revising policies.	EL.	ει
					47-48		
Page				46	49		
		Section 3.4 Staffing Plans, Hiring, an Management	d 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			The applicant shares a diverse recruitment plan Applicant is committed to performance raises, providing health care and benefits and retirement		The applicant has a hiring process that includes panel interviews and sample teaching, as well as a focus on receptiveness to educationally disadvantaged populations. (Though It is uncleas who is on the hiring panel interviews).		
Page			53-55		56 The staffing shart is not sufficient to		
Weaknesses			The applicant relies heavily on TAS/TLS for recruitment but are they families with that part of the state in order to adequate be a resource? The applicant does not have a turn-over plan There is not be listed and it is unclear who the additional school application for the state of the suncer who the additional school application for the state of the suncer who the additional school application for the state of the state of the state of the state of the Hing plan is not in line with the budget projection How specifically are teachers involved in the decision making as this is not addressed in the governmence plan? The confusing structure and distinction between the EMD and the school continues to make evaluating the feasibility difficult The recruitment plan incorporates a bunch of random pedagogy not inucluded in the instructional plan.	Why does the proposed applicant not include a leader for year 0 for planning purposes, which does not provide for adequate planning for an effective school. In what ways will the proposed school use its culture towards teacher retention efforts? Who is the best employee for an al male school, as a profile been created? When providing the detail on the school leader candidate, why is not important that they have had experience leading an all male public school? The applicant states that the hiring and firing of staff will be between the board, leader, and management company. This demonstrates a misunderstanding of the vendor board relationship.	The staffing chart is not sufficient to support the discussional and operational program. It is unclear what the each specialized tackers roles are. No clerical/front office positions are listed. The transportation and nutrition coordinators listed in the suffing plan or and cuttering the the staffing plan or the contract of the process for reviewing recommendations from the management company? The performance bonues do not appear to be in the budget. Additionally, it is unclear. The plan to "jointy" hire teachers by the management company and board is unclear. The project dataries to not appear to be competitive for the area. What is the surface role is a staffield the additional leader "role is. Is that the additional effector and teachers, sufficient for a 14% EC population. That is accelead of "30 sudents in year 1.		
Page		Section 3.5 Staff Evaluations and	53-55	53-55	57 Section 3.5 Staff Evaluations and	Section 3.5 Staff Evaluations and	Section 3.5 Staff Evaluations and
		Professional Development Initial Application Review	Section 3.5 Staff Evaluations and Professional Development Initial Application Review	Section 3.5 Staff Evaluations and Professional Development	Professional Development	Professional Development Initial Application Review	Professional Development
Rating		Initial Application Review	Initial Application Review	Initial Application Review	initial Application Review	initial Application Review	Initial Application Review
Strengths			There is a plan for a variety of evaluation tools including surveys, instructional reviews, data reviews, etc.) The applicant committed a full two weeks, individualized monthly PD, and online PD	The applicant plans to have a teacher mentoring structure in place for beginning teachers. 59	The school has budgeted funds to support professional development. (Though it is not aligned; \$15k in narrative and \$20k in budget) 59		

				North Carolina Charter School Applic Ratings and Sample Scoring				
School Name:				Power Elite Male Academy - So	hool View			
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Nicky Charles	Kelli Peterson	Jay Whalen	EC	FI
USAB Wember Name:	Carincaton interview windes	rui interview Minutes	External Evaluator Master	Is there a plan if dually certified teachers cannot be recruited? • Who evaluate teachers, contracted workers, and Lead Admin (Board or EMO)? Are there any measures specific to the single set mission? • How is the Lead Admin evaluated and are school discipline and parent • Where is the cost of living increases reflected in the budget and who easichly is eligible to receive it?		Nothing in the professional development plan mentions males or a single-gender education. Is it reasonable for the school to provide a mentor to all beginning teachers with such a small staff? What does this look like?	r.	a
Page					59	59-60		
			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								
Strengths Page				Detailed marketing plan is included 62-64	no strengths	The applicant outlined a number or marketing strategies to students. 63		
				The school does not view or use parents as partners The recruitment and enrollment windows are very short for an enrollment that part of 220 What is pet of 220 Parents are not enarged on the outreach process Snail marketing budget given the many events listed What is the charge of applications refering to (p. 64) What is the charge of applications refering to (p. 64)		It is unclear when all the marketing strategies are happening. Some are listed in the marketing plan, but many others, like door knocking, mailers, press releases, daycare outreach, and local youth leagues, are not mentioned. Who is also responsible for all of these		
Weaknesses					no concerns	strategies in the planning year? 62-64		
Page						02-64		
			Section 3.7 Parent and Community			Section 3.7 Parent and Community	Section 3.7 Parent and Community	Section 3.7 Parent and Community
			Involvement	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement	Involvement	Involvement	Involvement
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating						The applicant shows a commitment to		
Strengths				Diverse family workshops	no strengths	engaging parents.		
Page				66		65-67		
Weaknesses				How is the Parent Community Support Committee formed? How will working parents and shift workers be engaged? Parental engagement is very different than parental involvement during recruitment and enrollment.	The applicant does not capatalize on being an all male school within the Parent-Community Support, and rather provides general responses but not specific to the proposed model and population.	It is unclear how the school plans to recruit and train parent volunteers. Who is responsible for the training, planning, and facilitating of the parent workshops.		
Page				66	66	66		
			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 Strengths					no strengths	The policy is in line with statute.		
Page					ilo su enguis	68		
Weaknesses				The admission policy isn't developed. However, nothing within the enrollment and admission process addresses the single sex target population. The plan is generalized and not catered to proposed school.	It is stated that the board will adopt an admission policy, however, that should already be determined and included within the application response. The lottery as described is not transparent and lacks details of how It will be conducted, where, and details of waiting list, etc.			
Page				68	67-68			
			Section 3.8b Weighted Lottery (If			Section 3.8b Weighted Lottery (If	Section 3.8b Weighted Lottery (If	Section 3.8b Weighted Lottery (If
			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								
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
			Evaluation Summary for Entire Governance and Capacity Plan Initial Application Review	Evaluation Summary for Entire Governance and Capacity Plan Initial Application Review	Evaluation Summary for Entire Governance and Capacity Plan Initial Application Review	Evaluation Summary for Entire Governance and Capacity Plan Initial Application Review	Evaluation Summary for Entire Governance and Capacity Plan Initial Application Review	Evaluation Summary for Entire Governance and Capacity Plan Initial Application Review
Rating			Governance and Capacity Plan		Plan	Governance and Capacity Plan Initial Application Review	Governance and Capacity Plan	Governance and Capacity Plan
			Governance and Capacity Plan		Plan Initial Application Review	Governance and Capacity Plan Initial Application Review The applicant shows a commitment to	Governance and Capacity Plan	Governance and Capacity Plan
Rating Strengths Concerns/Questions:			Governance and Capacity Plan	Initial Application Review	Pian Initial Application Review	Governance and Capacity Plan Initial Application Review	Governance and Capacity Plan	Governance and Capacity Plan

Link end Normal field Name (Section 4) Section 4) Section 4 Operations Name					North Carolina Charter School Applic Ratings and Sample Scoring				
District of persons Name of the second sec	School Marrie								
		Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master			lay Whalen	FC	FI
Here Here <th< td=""><td>C3AB Weinber Name.</td><td>Clarification interview windles</td><td>Full Interview Minutes</td><td></td><td>INCAY GIOLES</td><td>Kelli Petersoni</td><td>Jay Wilden</td><td></td><td>LL</td></th<>	C3AB Weinber Name.	Clarification interview windles	Full Interview Minutes		INCAY GIOLES	Kelli Petersoni	Jay Wilden		LL
Image: set in the set of the set					-	-			Section 4 Operations
1 Image: second secon									
Single Second secon	Rating				inda Application Review		initial Application Review		initial Application Review
Image: second	Strengths					The applicant plans to train bus drivers on the school's culture. The applicant plans to provide parent orientation regarding school transportation program as well.		any special arrangements for special	
Image: section of the section of t	Page				70		70	70	
Circle Circle Circle Circle Circle Circle Circle Circle Circle Circle Circle Circle Circle 	Weaknesses				What are the details for bus routes (distance, number, etc.?)	no concerns	number of buses and bus drivers is not outlined. There is a transportation coordinator listed in the application, but that posisiton is not in the staffing pian or budget. It is unclear if the pian is sufficient to support a population of >90% ED students.		
Initial print with a second	Page				70		70		
Initial Second Secon				Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan	Section 4.2 School Lunch Plan
image image: specific speci									
Interpart Interpart Registering of the part by the part of the part o	Rating								
Note: Since in the second s					Lunch Program •The applicant planned for the program in the budget	and understands the requirement of school nuitrition.	National School Lunch Pogram through the CEP program.		
Notes Notes <th< td=""><td>Page</td><td></td><td></td><td></td><td>71</td><td>71</td><td></td><td></td><td></td></th<>	Page				71	71			
Image: section 1.0 click light get merces							kitchen facilities for a food service program. The child nutrition coordinator is not in the staffing plan or the budget.		
Image: second	Page				71	71	71		
Interpretation Interpretation Interpretation Interpretation Interpretation Interpretation Interpretation Interpretation Notesting				Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance	Section 4.3 Civil Liability and Insurance
Single state Image: state stat				Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
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Image: Properties of the section of the secting of the secting of the secting o					72				
Initial Application Review Multial Application Review <th< td=""><td></td><td></td><td></td><td></td><td></td><td>no concerns</td><td></td><td></td><td></td></th<>						no concerns			
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Weaknesse •*Ostatiid chalanges are not adequativg adensed on the tarts op parts are definition with the DMO (************************************					74				
Image: section 4.5 Facility					•The start-up plan may benefit from more specificity especially around the accountability and role division with the EMO •The plan's timeline is very tight and depends on all things going according to		mangement company (which is quite small) and volunteers. This seems unrealistic to launch the school. The start up plan lacks detail; particularly around who is responsible for each activity.		
Initial Application Review Initial Application Review <td>Page</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>73</td> <td></td> <td></td>	Page						73		
Initial Application Review Initial Application Review <td></td> <td></td> <td></td> <td>Section 4.5 Facility</td>				Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility
Strength Page Realistic contignecy plan included The applicant has identified a stret. back up space. The applicant has identified a stret. Image Page 75 74 0 Image The control of the facility succear. The applicant if on contine how many classrooms the identified a stret. The control of the facility is succear. The applicant if on contine how many classrooms the identified facility As- there is little deal about any classrooms the identified facility As- there is little deal about any classrooms the identified facility As- there is little deal about any classrooms the identified facility As- there is little deal about any classrooms the identified facility As- there is little deal about any classroom space. Image: Control the facility is succear. The applicant identified facility As- there is little deal about any classroom space. Image: Control the facility is succear. The applicant identified facility As- there is little deal about any classroom space. Image: Control the facility is succear. The applicant identified facility As- there is little deal about any classroom space. Image: Control the facility is succear. The applicant identified facility As- there is little deal about any common use space? The applicant identified facility As- there is little deal about any common use space? The applicant identified about any common use space? The applicant ide									
Page Image <									
Weaknesse Weaknesse Page Evaluation Summary for Entire Operations Plan									
Operations Plan Evaluation Summary for Entire Operations Plan Operations Plan Operations Plan Operations Plan	Weaknesses				Given the target population of all boys and the assertions made throughout the narrative, why does the facility not include ourdoor and recreational space or	The applicant does not clearly indicate what the current and back up facility currently has, but rather only identifies that the need 30 dassoon spaces. The applicant does not have any expertise on thier board in facilities, but rather defers to the management company expertise.	The cost of the facility is unclear. The applicant did not outline how many classrooms the identified facility has. Does it have a kitchen, office space, and common use space? The description of the facility is vague and there is little detail about any renovations or retrofitting that needs to happen.		
Operations Plan Evaluation Summary for Entire Operations Plan Operations Plan Operations Plan Operations Plan									
				Operations Plan			Operations Plan	Operations Plan	Operations Plan

				North Carolina Charter School Appli Ratings and Sample Scoring				
School Name:				Power Elite Male Academy - S	•			
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Nicky Charles	Kelli Peterson	Jay Whalen	EC	EL
Rating Strengths				All sections explained and complete		The applicant displayed a commitment to reducing barriers around lunch and transportation.		
Concerns/Questions:						The subsections of this portion of the application are extensely acque and lacks detail. The facility description is not sufficient. The transportation and nutrition coordinators listed do not appear in the slaffing chart or budget. The start up plan lacks detail or or description of who will carry out planning activities.		
Comments Summary				This section is boiler plate and standard. None of the operations processes fully aling with mission and vision or contain the necessary details to fully evaluate viability	The applicant understands the requirement to obtain and provide school nutrition and transportation. The applicant has identified both a potential space and back-up space as a site location.			
			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
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating				•Revenue projections are reasonable based on the identified LEA •There is alignment between the enrollment in budget and Section 1				
Page Weaknesses Page				 The section does not identify other funds but throughout the application, SS0k from the ENO are mentioned. It is unclear what those funds will be used for and why the ENO is providing the money. Not strong evidence that there is enough interest to fill the enrolment projections. 	The application stated 10 teachers, but the budget allots for 16 and indicates EL, and others that were not allocated in the staffing section. Benefit allocation seems low. Operational expenditures seems low. Management Company cost is 203k year 1, 242k year 2, but unclear as to what services are being offered in exchange for compensation.	The staffing plan in the application does not align with the budget. It is uncera if the cost of living increases are included in the salary projections. The performance bouxes are not budgeted for. Also, the salaries do not appear to be to be competitive for the area. It was never fully explained what specific services are provided by the management company for x320k per year. The applicant did not explain how 520k is sufficient to support a lunch plan for 90% ED population. The tech and software costs and projections do not align with the rest of the application. Dudget		
Rating			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
Strengths Page								
Weaknesses				The budget narrative doesn't reflect any items for the proposed mission and vision. Fro example, are there any items budgeted for single-sex educational experiences? The budget (esp. the operations portion) does not grow with the increase in students which is very concerning. The budget section does not identify "other funds" but within the budget narrative. Solt from the EMO are mentioned. It is unclear what those funds will be used for and why the EMO is providing the money. Not strong evidence that there is enough interest to fill the enrollment projections.		The applicant is planning for an applicant pool within a 50-mile, which is extremely large. That will be more than the claimed 1-hour bus ride. What research was used to determine the enrollment projections? No specific contingencies we listed is revenues are low.	Contingency plan to seek funds through PRC 029 and PRC 118 for high needs students may not be successful based on fund application due dates being prior to the school possibly knowing of the needs of the those students. Check out the Exceptional Children's weakiet to see what other funding sources may be available.	
Page						78	78	
			Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	Section 5.3 Financial Compliance	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					The board will use GAAP.	Auditor is identified.		
Page Weaknesses					80 The applicant fails to detail how it will ensure internal controls will occur.			
Page					80			