Enrollment projection is not overly aggressive and the capacity growth rate is manageable. The proposed board chair serves as the contact person for the applicants. The proposed enrollment would serve a larger population of MD students and OM.

Monitoring already has a lot of changes and many applications by TLS. Is there empirical evidence that indicates how many students to suggest the enrollment? This is more relevant in terms of assessing the ability of the TLS to serve current students in the same ESL. Even does the applicant program based on the board's "perceptional ability to ensure facilities". What does this mean?

The applicant holds the belief that without a management company, because this is a vendor of the management organization, it will struggle with compliance. This provides insight into the applicant's understanding of the contract?

While it is stated that the TLS contract can be terminated, with 90 days, what would be the implications since the board is an EMO, and not the employees of the management company. As a vendor, what precisely is the financial relationship between TLS/TAS and EMO?

It is of concern that the teachers will be employees of TLS? Has this contract been reviewed by the school's board of trustees? The lead administrator appears to be an employee of the EMO but the contract is boilerplate and instance contradicts the narrative esp. in relation to the governance meetings.

While TLS may have demonstrated academic growth, what data/evidence was used to create the demographic projections? What does this mean?

The applicant chose Torchlight Academy in an EMO, TLS has struggled with other schools. The TLS contract can be terminated with 90 days if it is unclear if the school would be sustainable with enrollment of 48 students per grade. The applicant states the enrollment was projected on the board's recommendation, but does not address what happened when the school aged children but it didn't meet the demographic projections.
## Power Elite Male Academy - School View

### Section 1.1 Goals for the Proposed Charter School

<table>
<thead>
<tr>
<th>Initial Application Review</th>
<th>Full Interview Minutes</th>
<th>Evaluation Summary for Entire Mission, Purposes, and Goals Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant does not clearly articulate how the mission is achieved, nor are the strategies described in detail in the mission statement.</td>
<td>The applicant proposes to meet the mission purpose through “male responsibility.” The applicant does not provide evidence of community support.</td>
<td>The mission statement is not measurable, but rather aspirational.</td>
</tr>
<tr>
<td><strong>Weaknesses</strong></td>
<td><strong>Rating</strong></td>
<td><strong>Strengths</strong></td>
</tr>
<tr>
<td>Applicant does not clearly articulate how the mission is achieved, nor are the strategies described in detail in the mission statement.</td>
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### Section 2.1 Instructional Program

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### Section 3.1 Purposes of the Proposed Charter School

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### Comments Summary

- The applicant proposes to meet the mission purpose through “male responsibility.” The applicant does not provide evidence of community support.
- The mission statement is not measurable, but rather aspirational.
- The mission statement is clear, and concise and specific to the targeted population.
Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)

Initial Application Review

- The applicant is committed to the school's success.
- Applicant's proposed fall lease agreement is reasonable.
- Programming at-risk accounts for differentiated instruction and gifted and talented.

Weaknesses

- No intervention for non-academic risks.
- School certification may be found in the school's range.
- Student program not described, need for identification and evaluation for gifted and talented.

Strengths

- No weaknesses.

Ratings

- 0

Notes

- Initial Application Review

Section 2.2 Special Populations and "At-Risk" Students

Initial Application Review

- The applicant is clear on the need for intervention for students who are at risk.
- The plan to identify at-risk students is rigorous.
- What specific tools and data are being used to identify at-risk students?
- There is no experience on the board of directors to address the needs of at-risk students.

Weaknesses

- No weakness.

Strengths

- No weaknesses.

Ratings

- 0

Notes

- Initial Application Review

Section 2.3 Exceptional Children

Initial Application Review

- The applicant is clear on the need for intervention for students who are at risk.
- The plan to identify at-risk students is rigorous.
- What specific tools and data are being used to identify at-risk students?
- There is no experience on the board of directors to address the needs of at-risk students.

Weaknesses

- No weakness.

Strengths

- No weaknesses.

Ratings

- 0

Notes

- Initial Application Review

North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria

Power Elite Male Academy - School View

School Name: Power Elite Male Academy

School Type: Academy

Initial Application Review

- The applicant is committed to the school's success.
- Applicant's proposed fall lease agreement is reasonable.
- Programming at-risk accounts for differentiated instruction and gifted and talented.

Weaknesses

- No intervention for non-academic risks.
- School certification may be found in the school's range.
- Student program not described, need for identification and evaluation for gifted and talented.

Strengths

- No weaknesses.

Ratings

- 0

Notes

- Initial Application Review

Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)

Initial Application Review

- The applicant is clear on the need for intervention for students who are at risk.
- The plan to identify at-risk students is rigorous.
- What specific tools and data are being used to identify at-risk students?
- There is no experience on the board of directors to address the needs of at-risk students.

Weaknesses

- No weakness.

Strengths

- No weaknesses.

Ratings

- 0

Notes

- Initial Application Review

Section 2.2 Special Populations and "At-Risk" Students

Initial Application Review

- The applicant is clear on the need for intervention for students who are at risk.
- The plan to identify at-risk students is rigorous.
- What specific tools and data are being used to identify at-risk students?
- There is no experience on the board of directors to address the needs of at-risk students.

Weaknesses

- No weakness.

Strengths

- No weaknesses.

Ratings

- 0

Notes

- Initial Application Review
The applicant does not have current 501c3 status. The applicant plans to have a teacher mentoring structure.

<table>
<thead>
<tr>
<th>Name</th>
<th>EL</th>
<th>CSAB Member Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelli Peterson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Weaknesses

<table>
<thead>
<tr>
<th>Rating</th>
<th>Page</th>
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<tbody>
<tr>
<td>☒</td>
<td>47-58</td>
</tr>
</tbody>
</table>

#### Motion: Sherry Reeves
- Full interview.
- Full CSAB motion to forward applicant to full CSAB vote.
- He stated he hopes to hear more at the full interview.
- Mr. Quigley asked for clarification on the curriculum. Ms. Haire asked for more information about the projected enrollment. Ms. Reeves asked what curriculum would be used. Ms. Gray stated the school would use the NC Standard Course of Study. Ms. Reeves and Ms. Kakadelis continued to make evaluating the feasibility difficult.

#### Motion: Lindalyn Kakadelis
- Ms. Gray stated she saw respect, confidence, and active based learning. Mr. Quigley asked for the difference from last year’s application. Ms. Gray stated the school is proposing to locate in other all male schools and expressed concerns to indicate male or female students.
- Ms. Reeves asked what Ms. Gray saw when she visited the school. Ms. Gray stated they did ask for a survey data. Ms. Reeves asked what curriculum would be used. Ms. Gray stated the school would use the NC Standard Course of Study.
- Ms. Reeves asked what AP listed and it is unclear who the additional school leader is. Ms. Rachelle Gray introduced herself as an LEA impact statement has been created but is not in the staffing plan.

### Strengths

<table>
<thead>
<tr>
<th>Page</th>
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<tbody>
<tr>
<td>59</td>
</tr>
</tbody>
</table>
### Power Elite Male Academy - School View

#### Section 3.8b Weighted Lottery (If Applicable)

- **Detailed marketing plan is included**: No Strengths
- The applicant outlined a number or marketing strategies to attract.
- It is unclear where all the marketing strategies are happening. Some are tied to the marketing plan, but many others, like door Prize. A door Prize, press releases, database marketing, and local media were not mentioned. The applicant is also responsible for all these strategies in the planning year.

**Strengths**
- The school does not view parents as partners.
- The recruitment and enrollment activities are very short on an enrollment target of 200.

**Weaknesses**
- What is the school’s plan for recruitment?
- Parents are not engaged in the outreach process.
- What is the impact of applications, referring 12? (p. 6).

**Page 67**

- The applicant shows a commitment to managing and engaging parents.
- It is unclear how the school plans to recruit and train parent volunteers. Who is responsible for the planning, training, and facilitating of the parent workshops?

**Page 68**

- The admissions policy isn’t developed. Nothing about the admission and admissions process addresses the target or target population. The plan is generalized and not specific to the proposed model and population.
- It is stated that the board will adopt an admission policy, however, that should clearly be determined and included within the application responses.

**Page 69**

- The marketing plan is not transparent and lacks details of how it will be conducted, where, and details of working titles, etc.

**Page 70-71**

- The applicant shows a commitment to managing and engaging parents.

**Page 72-73**

- The marketing plan is not transparent and lacks details of how it will be conducted, where, and details of working titles, etc.
- The marketing plan is also responsible for all these strategies in the planning year.

### Evaluation Summary for Entire Governance and Capacity Plan

**Strengths**
- The applicant shows a commitment to managing and engaging parents.

**Weaknesses**
- The marketing plan is not transparent and lacks details of how it will be conducted, where, and details of working titles, etc.

**Comments Summary**
- This section lacks clarity and does not address the unique mission proposed or target population.
### Section 4.1 Transportation Plan

<table>
<thead>
<tr>
<th>Rating</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>The applicant proposed a transportation plan that, if described in detail, will likely provide accessibility.</td>
<td>no concerns</td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>The applicant plans to contract with relevant services. The applicant plans to train bus drivers on the school's culture. The applicant plans to provide necessary training regarding school transportation program as well.</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>The school proposes to have a transportation coordinator.</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>The transportation plan is written. The number of buses and bus drivers is not outlined. There is no transportation coordinator listed in the application, but that position is not in the staffing plan or the budget.</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>If the plan is sufficient to support transportation needs.</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

- **How many buses will the school have?**
- **What are the details for bus routes (distance, number, etc.)?**
- **Where will the buses be located?**
- **How will they ensure that they receive all FRL forms back?**
- **What are the details for bus routes (distance, number, etc.)?**
- **Where will the buses be located?**
- **How will they ensure that they receive all FRL forms back?**

### Section 4.2 School Lunch Plan

<table>
<thead>
<tr>
<th>Rating</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>The applicant is committed to child nutrition and hopes to use the National School Lunch Program. The applicant planned for the program in the budget.</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>The school has a process for serving meals, including the requirement of school nutrition. The school plans to participate in the National School Lunch Program through the SFSP.</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>The budget does not increase with increases in student population.</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td>70</td>
<td>How will they ensure that they receive all FRL forms back?</td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

- **The child nutrition coordinator is not in place.**
- **The application does not have any expertise on their board in facilities, but rather defers to the management company.**
- **The cost of the facility is unclear. The applicant has identified a site.**
- **The start up plan lacks detail; the staffing plan or the budget.**
- **The school plans to participate in the CEP program.**
- **The applicant plans to train bus drivers on the school's culture.**
- **The description of the facility is vague.**
- **The applicant does not clearly indicate what the current and backup facility currently has, but rather only identifies that they need 50 square feet.**
- **The applicant does not have any expertise on their board in facilities, but rather defers to the management company.**
- **The cost of the facility is unclear.**
- **The applicant has identified a site.**
- **The start up plan lacks detail; the staffing plan or the budget.**
- **The school plans to participate in the CEP program.**
- **The applicant plans to train bus drivers on the school's culture.**
- **The description of the facility is vague.**
- **The applicant does not clearly indicate what the current and backup facility currently has, but rather only identifies that they need 50 square feet.**
- **The applicant does not have any expertise on their board in facilities, but rather defers to the management company.**
- **The cost of the facility is unclear.**
- **The applicant has identified a site.**
North Carolina Charter School Application Evaluation

Ratings and Sample Scoring Criteria

Power Elite Male Academy - School View

<table>
<thead>
<tr>
<th>Section 5 Financial Plan</th>
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</table>

### Section 5.1 Charter School Budget

<table>
<thead>
<tr>
<th>Element</th>
<th>Rating</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing plans</td>
<td></td>
<td>The application describes staffing plans that align with the application's mission and vision.</td>
</tr>
<tr>
<td>The application does not include the budget narrative.</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Benefit allocations correct.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Operational expenditures correct.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>The budget narrative does not align with the application.</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>The budget narrative does not include the budget narrative.</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>The performance bonuses are not reported.</td>
<td>Low</td>
<td></td>
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<thead>
<tr>
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<tbody>
<tr>
<td>Financial projections</td>
<td></td>
<td>All financial projections are reasonable based on the identified LEA.</td>
</tr>
<tr>
<td>The applicant is planning for an enrollment of 139, which is consistent with the enrollment projections.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>The performance bonuses are not reported.</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>The board understands Torchlight can be replaced if needed.</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

### Section 5.2 Budget Narrative

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>The budget narrative does not include any items for the proposed mission and vision.</td>
<td>Low</td>
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<tr>
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<td></td>
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<tr>
<td>The personnel costs and projections do not align with the application.</td>
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### Section 5.3 Financial Compliance

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<td>The applicant displayed a commitment to providing services for all students and exceptional performance.</td>
<td>Yes</td>
<td></td>
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### Section 5.4 Financial Controls

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<tr>
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### Section 5.5 Financial Risk

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<td>Yes</td>
<td></td>
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</table>

### Strengths

- The applicant displayed a commitment to providing services for all students and exceptional performance.
- The budget narrative does not include any items for the proposed mission and vision.
- The performance bonuses are not reported.

### Weaknesses

- Financial projections are reasonable based on the identified LEA.
- The applicant displayed a commitment to providing services for all students and exceptional performance.
- The applicant displayed a commitment to providing services for all students and exceptional performance.