



	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria					
School Name:	Telra Institute - School View	Telra Institute - School View	Telra Institute - School View	Telra Institute					
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Buffy Fowler	Biridiana Rodriguez	Danielle Allen	EC	EL -Xatli Stox	
Strengths					N/A	N/A			
Page									
Weaknesses					N/A	N/A			
Page									
			<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	<b>Section 1 Mission, Purposes, and Goals</b>	
			<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	<b>Section 1.1 Mission and Vision</b>	
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	
Rating						<p>The mission statement defines the purpose of the school. It is clear and concise. However, it is unclear how the applicant will measure a "rigorous, differentiated environment" or exactly how they'll measure "intellectual, academic, social, and emotional skills".</p> <p>The vision provides additional clarity to the mission, but it's still unclear how the school will determine whether or not students have been instilled with a "lifelong sense of curiosity, passion, initiative, and tenacity," how they will determine if the staff is supported in their growth/development, and whether or not parents feel that they've been engaged as partners in the mission. Applicant provided waitlist information for gifted schools in the district, demonstrating that there is demand for a gifted educational program.</p>			
Strengths				<p>The mission is clear and consistent throughout the application. The Charter School's mission aligns with the purposes of NC Charter School Law, specifically "5. Increasing learning opportunities for all students, with special emphasis on at-risk or gifted students." Target population aligns with the proposed school mission.</p>	27				
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Weaknesses					<p>The Applicant states that the total enrollment (318) is 0.45% of the CMS LEA K-5 enrollment. However, the submitted budget projects that 70 of the 318 students at capacity will be enrolled from LEA #2 (900-Union). The Applicant does not provide a rationale for the 22% of its at-capacity enrollment that will come from the 900-Union LEA.</p> <p>In the Applicant Contant Information, the Applicant states a desire to serve a population that mirror CMS's student demographics (see chart on p. 8). However, in the Targeted Population description, the Applicant describes a student population that will likely mirror the nearby areas/surrounding schools, which is predominately white.</p> <p>The Applicant "expects that the demographics of Telra will likely be 50-70% white in the early years... declining over time as the Telra makeup more closely approaches the CMS LEA ("30% white)" (p. 22). However, the Applicant does not describe in any detail how it will assure that the student demographics will shift and be more representative of CMS. Additionally, the Applicant details a sibling preference for admission (p. 77), which will likely maintain student demographics established in Year 1.</p> <p>The application provides extensive detail in their rationale for the location of the charter school. The applicant includes maps/figures detailing which areas of CMS are considered "K-5 gifted education 'deserts'" (p. 24). The applicant includes a heat map demonstrating the SES of the area, but does not state why they have chosen an area with a higher SES than an area with a low SES. The applicant simply states that they anticipate that over time the demographics of the school, including SES, will mirror that of CMS. There is not plan for assuring this change in demographics occurs over time.</p> <p>To demonstrate support/demands, the applicant speaks to an online survey, which was "distributed to parents of K-5 students through PTA and HOA email lists, handouts at in-person school planning meetings, and social media (Facebook, Nextdoor). Of 746 responses, 265 (36%) indicated a high likelihood (&gt;90%) of enrolling in a gifted specialty school, and another 137 (18%) were unsure ("50% likelihood of enrolling)" (p. 27). Appendix A breaks down this data, showing that 46% of survey responses (parents of K-5 students) indicated they stay in current school and not enroll in a gifted specialty school. The applicant however, extrapolates this data to state, "demand could be as high as 2,373 applicants - a 7.5:1 ratio of potential applicants to available slots in the proposed charter" (p. 27). The 265 survey respondents that indicated a high likelihood of enrolling in a gifted specialty school would barely suffice to cover the school's Year 1 enrollment projection of 238.</p>	<p>Mission only speaks to the "highly gifted" child. How does the mission of the school speak to students who may not be highly gifted?</p> <p>Waitlist information is provided for schools across the district, however, this proposed school will be located in the southernmost part of the county, which is ~35-40 minutes away from at least one of the schools on the list. Further, the applicant has no plans to provide transportation. How will they ensure that all students (not just the affluent ones who live in Ballantyne) have access to this school?</p> <p>Applicant states that the school may actually be located in Union County, depending on space availability.</p> <p>Applicant states that the Targeted Population has a "special focus" on K-5 students that have the motivation and capability to benefit from a full-time advanced/gifted curriculum. How does the school intend to determine whether students have the "motivation and capability" for this program? What supports does the school have in place for students who may be entering the school behind grade level?</p> <p>The applicant states that the school will likely be predominantly white in the early years, and then become more diverse over time. What evidence does the applicant have that this will be the likely trend? If predominantly white students fill seats in the first few years, and then those students have siblings who receive enrollment preference, where is there space or availability for the racial demographics of the school to shift?</p> <p>Re location - the applicant names McKee Road, Polo Ridge, and Providence Spring as CMS schools near the center of the targeted location. All of these schools earned As in 2017-18, and had ED student populations of 5-12%. Given this, and the fact that the school does not plan to provide transportation or participate in the NSLP, how will the school ensure access to all students? Applicant notes that CMS schools are ~33% economically disadvantaged, but they're only anticipating 10-20% ED (which is high, given the ED population in surrounding schools). What steps will the applicant take to ensure access for all students?</p> <p>The applicant's reference to "gifted specialty deserts" located in the "underserved areas" of south and northwest Charlotte lack appropriate context. These very same areas are some of the wealthiest in Charlotte, as shown by the applicant, and contain some of the highest performing schools in the district. Students in these areas do not lack access to high quality public schools.</p>			

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Page					26 Budget, Tab 1 8, 22, 77 22-24		Pg. 21		
Rating			Section 1.2 Purposes of the Proposed Charter School Initial Application Review	Section 1.2 Purposes of the Proposed Charter School Initial Application Review	Section 1.2 Purposes of the Proposed Charter School Initial Application Review	Section 1.2 Purposes of the Proposed Charter School Initial Application Review	Section 1.2 Purposes of the Proposed Charter School Initial Application Review	Section 1.2 Purposes of the Proposed Charter School Initial Application Review	
Strengths					The identified purposes are management and focused on improving gifted student outcomes. The applicant states that while the Charter School will be managed to achieve all six tenets of the Legislative Purposes, the core focus is the Legislative Purpose 5: increasing opportunities with a special emphasis on gifted students. The applicant outlines the following three pillars: 1. Gifted teaching specialists 2. Advance curriculum 3. Supportive peer group.		The applicant clearly describes how the proposed school would increase learning opportunities for gifted students, through the use of gifted teaching specialists, advanced curriculum, and a supportive peer group.		
Page					28				
Weaknesses					There is an inconsistency in the expectation for teacher certification. On p. 28, the applicant states that "We expect all Telra Institute staff to have achieved or be working toward education certification." However, later in the application, the applicant states, "The Head of Instruction will... ensure that at least 50% of employees hold a professional educator's license for the subject or grade level they teach" (p. 69). If the Charter School anticipates supporting teachers in receiving their gifted education certification, it is unclear in the budget what money will be allocated to tuition reimbursements, etc. A lump sum of \$10,000 for Staff Development is identified in the Budget for Year 1. The budget indicates there are 17 instructional personnel identified for Year 1. This would mean each instructional staff would have approximately \$588 dedicated to Staff Development, which would likely not cover the cost of tuition reimbursement for AIG certification.		Review marketing plan. How does school intend to ensure that they will enroll a "like-minded" student body, if they are required to accept any child that enrolls?		
Page					28, 69, Budget				
Rating			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	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	
Strengths					The applicant had identified when progress on the established goals will be communicated to the board. Additionally, the applicant has committed to creating a Corrective Action Plan with any shortfall in performance relative to the goals.		Goals cover academics, operations, finance, and governance.		
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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)	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					N/A	N/A			
Page									
Weaknesses					N/A	N/A			
Page									
			Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students	Section 2.2 Special Populations and "At-Risk" Students	
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	
Rating									
					The application includes a clear process for identifying English Language learners.				
					The application includes a description of a MTSS plan to identify and meet the needs of students performing below grade level. The plan however includes a statement that indicates that students placed in Tier 2 of the MTSS plan will also be placed on an IEP. Then a threshold is identified for moving a student to Tier 3 of the MTSS plan. It is unclear at what threshold the IEP referral will be implemented.	Board has extensive experience working with gifted students.		The plan properly reflects identification through the Home Language Survey (HLS) and describes the subsequent process for EL identification, assessment, and service offerings. The plan also recognizes the importance of training all content teachers. It includes co-teaching and sheltered instruction as part of their language program to serve EL students.	
Strengths					39				
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Weaknesses					<p>Of the board members identified, a number of board members have experience with the gifted student population. For other special populations, the application describes a pre-opening plan that involves "(a) recruiting additional board members that have broader experience with these populations, (b) hiring a Head of Instruction experienced in working with students with disabilities or EL, (c) engaging an Exceptional Children consultant to help design the Telra staffing model and procedures, (d) working with the North Carolina Department of Public Instruction (NCDPI) and ensuring that staff are trained on the MTSS program and all involvement with using the Every Child Accountability &amp; Tracking System (ECATS)" (p. 38). The school is not adequately experience to serve other special populations, such as EL and special education students.</p> <p>In its response to how the instructional plan/curriculum will meet the needs of EL students, the applicant does not explain how the curriculum chosen is appropriate or will differentiated to serve the needs of EL students. The description includes after school tutoring provided and some teaching assistance available, but any stipends for after school tutoring or any TAs for ELs are not identified in the budget. (p. 39)</p> <p>The description of the MTSS plan does not indicate which staff member will be responsible for monitoring and implementing the MTSS and RTI process for at-risk students.</p> <p>The application states that classroom teachers, applicants, and specialists will be delivering interventions. The budget indicates that only one EC teacher will be hired in Y1-5, while 2-3 Electives/Specialty teachers will be hired during Y1-5. It is unclear what specialty teachers there 3 individual will be. The application calls for instructional supports and assistants, of which 0 are accounted for in the budget for Y1-5.</p>	<p>Applicants describes the use of co-teaching to allow "at-risk" students to receive instruction in the same physical classroom with their assigned teacher. Applicant then states "in this manner materials developed under the students IEP will be delivered in the same classroom setting as their regular instruction." Will pullouts not be used for any students, regardless of what's in their IEP?</p> <p>Students receiving EL services must be monitored for at least two years following their exit from the program.</p>			
Page					38	Pg. 37			
				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	
Rating									
Strengths					<p>The application includes a clear process for identifying students who have been previously found to be eligible for special education services.</p>		<p>Articulated a plan to inform parents of the evaluative services available. Has reached out to a professor for consult on the hiring of special educator and setting up program.</p>		
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Rating								
Strengths					None.			
Page					-			
Weaknesses					<p>The application does not actually explicitly outline achievement goals other than meeting proficiency for NC EOG tests for grade promotion. The application states that "Telra Institute Standards (TIS)" will be defined for each curriculum and grade level during the planning year (p. 46).</p> <p>Student attendance goals are not addressed in the application.</p> <p>The application does not include an assessment plan details the collection and analysis of individual students, student cohorts, and school level performance through out the school year, at the end of the academic year, and for the term of the charter or a process for using data to support instruction is clearly articulated, with detailed plans to provide adequate training for teachers and school leaders.</p>			
Page					46			
			Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline	Section 2.5 School Culture and Discipline
			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating								
Strengths					<p>The application includes a clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support.</p> <p>The application includea a plan for creating the intended culture for students and parents. It hopes to hire teachers and administrators that believe in this culture. The plan doesn't address how the school will revisit or evaluate culture implementation in order to maintain/sustain the intended culture.</p> <p>The school plans to use PBIS as a discipline model.</p>			
Page					47			
Weaknesses					<p>The application does not include evidence of a legally sound school discipline plan that outlines discipline procedures, suspension and expulsion procedures, and appeals processes. The application states, "Certain offenses may result in suspension or expulsion of students, including physicalviolence (kicking, biting, scratching), persistent disruption of class or other school functions, and possession of weapons or illegal substances" (p 49). This statement does not distinguish which behaviors will result in suspension vs. expulsion. Additionally, the applicatin thats that "The policy will require that, in the event of a studentsuspension or expulsion, the student's due process rights will be further communicatedto parents via email and in a phone call or a face-to-face meeting" (p. 49) indicating that perhaps the families would not have access to due process rights prior to a behavioral consequence takes place.</p>			

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Page					49				
Rating									
Strengths					The application has identified curricular materials and assessments that are adequate for its target population and thus aligned to the mission and vision of the charter school. The application includes adequate plans for identifying EL and gifted students. There is consideration of how to address the needs of students who may need additional supports, such as establishing an MTSS and RTI plan. However, the proper implementation of additional supports may not be feasible due to lack of budgeting.		Education plan has significant focus on gifted education, which is aligned with the school's mission. However, it's unclear that the applicant is prepared to meet the needs of all students who may enroll, particularly those who enter behind grade level or who require special education services.		
Concerns/Questions: Comments Summary					There is concern that insufficient thought has been put to how to differentiate the curriculum and educational programming to serve non-gifted special populations. Additionally, plans to serve these special population include external service providers and instructional supports/educational assistants that are not budgeted for in the submitted budget. Additionally, performance goals are not clear/measurable or differentiated for special populations.				
Rating									
Strengths					There is general evidence that the board members will contribute knowledge/skills, specifically as it pertains to gifted education with some experience in finance and business entities.  The board members appear to have a general understanding of the roles and responsibilities of a governing board, including the hiring process of the CEO/school leader, financial sustainability, and oversight of the school's mission and goals.  The proposed structure will ensure that there is proper oversight of the school's performance, operations, and finances. It should be noted, however, that the organizational chart includes a Director of Operations, which does not appear in the submitted budget (p. 135). There is an assistant administrator, which perhaps would fill this role, but that is unclear.		Board has ties to Charlotte community and wide variety of expertise. Board has created a comprehensive set of governance training and onboarding activities for new board members.		
Page					Board member resumes & responses (Appendix H)				

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Weaknesses					<p>The board members presented do not appear to have background experience as it pertains to law, special education, English language learners, or community engagement.</p> <p>While the bylaws detail processes for implementing a conflict of interest policy, the board members' responses did not demonstrate knowledge of the proper procedure for addressing conflicts of interest. Answers ranged from "Depending on the nature of the situation and who it involved, I'd either share my concerns with the Board chair, or bring them up with the Board as a whole, after speaking privately with the individual(s) involved about the issue" (p. 145) to "I think I would confront them" (p. 154).</p>	<p>How much K-12 education expertise does the board have? What experience does board have with K-12 school administration?</p>			
Page					Board member resumes & responses (Appendix H)				
				Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management	Section 3.4 Staffing Plans, Hiring, and Management
Rating				Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths					<p>The charter school aligns its health benefits, retirement, social security to the Department of Public Instruction's Local School District School Benefits calculator.</p>	<p>Board has strategy to recruit gifted certified teachers from UNCC, but it unclear that the salary scale will help with recruiting veteran teachers, or be competitive given the specialized training that these teachers from UNCC will have.</p>			
Page					67				
Weaknesses					<p>The proposed core teacher salaries (\$40,000), including EC teacher(s), are not competitive to CMS teacher salaries. According to salary.com, "The average Public School Teacher salary in Charlotte, NC is \$56,176 as of September 26, 2019, but the range typically falls between \$49,044 and \$64,857." The charter school is looking for highly qualified teachers with a very specific skillset (gifted certification) and it is unlikely that the school will be able to properly hire the needed staff at such a low pay rate.</p> <p>The proposed recruitment and hiring strategy is an area of deficiency. The charter school proposes "certification. Given the connectivity our board member, Professor Michael Matthews, provides to the gifted education program at UNC Charlotte, the university will be an invaluable source of teaching talent for Telra. Of course, this channel will be supplemented through the usual sources of recruiting teaching talent, e.g., online job boards, job fairs, advertisements in educational trade journals."</p> <p>The application does not address an effective plan for unsatisfactory leadership/teacher performance and turnover.</p>	<p>Who will pay the salary of the CEO and Head of Instruction in year 0?</p> <p>Applicant did not provide timeline/criteria/recruiting selection and process for school leader.</p>			

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CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Buffy Fowler	Biridiana Rodriguez	Danielle Allen	EC	EL -Xatli Stox
Page					67			
					65			
			Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths					The tenets of professional development for the school are clearly identified: learning communities, direct mentorship, and formal training.  The application includes a plan/calendar of summer training to onboard teachers.			
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Weaknesses					The proposed budget includes a budget item "Staff Development" which has 10,000 allocated for year 1 and 25,000 for Year 2. The application states, "Telra's professional development program will include peer mentoring, reflection and discussion, visits with other schools, online professional development courses (e.g. <a href="http://www.rt3nc.org/">http://www.rt3nc.org/</a> ), onsite and offsite workshops, and conferences" (p. 70), it is unclear how this assortment of staff development activities will be covered with the budgeted amount.  The application does not include a thoughtful plan for professional development in the areas of special education and EL students, including the implementation of IEP's, discipline of students with disabilities, and communication with EL families.	The board is encouraging teachers to obtain their National Board certifications - are the increases in pay reflected in the budget? Does the board anticipate recruiting any national board certified teachers? Will the current salary scale be competitive to hire these teachers?		
Page					70			
			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
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Strengths					The application includes a recruitment and marketing timeline that aligns with the school's planned start date.	Board has detailed plan for marketing and recruitment with application benchmarks, etc.		
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Weaknesses					<p>The application includes minimal details for a plan to ensure equal access to a diversity of students, including those living in poverty, academically-low achieving, with disabilities, or EL learners. The plan includes text around raising awareness for folks that may not be familiar with charter school choices, ie "low awareness of charter offerings, e.g., by strategically locating community information sessions in low income areas, holding online/recorded sessions to reach families who cannot attend physically due to work commitments or mobility constraints" (p. 73) Besides the narrative, the application does not include examples of the following efforts: "Telra will use a variety of methods to create an equal opportunity for all students to attend the school. Marketing will use multiple channels (e.g., electronics, print, physical) to capture families who may be underrepresented in any one audience. Awareness sessions will be held across Charlotte in diverse socioeconomic neighborhoods and materials will be translated to Spanish. Parents will be afforded multiple engagement techniques to learn more about the school and/or apply, including the website, email, phone, community information sessions, office hours, and scheduled home visits for families with mobility challenges" (p. 74-75)</p> <p>The plan includes some platforms for advertisement such as Charlotte Observer, South Charlotte Weekly, Ballantyne Parent, which may only target a particular audience.</p>				
Page					74-75 73				
			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	
Rating			Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	
Strengths					<p>The application includes a detailed timeline with techniques to communicate with parents and community members.</p>	<p>Speaker series is a great idea - those are usually more common in the higher education space, but parents may appreciate them. Would like to see more thought given to how the school can offer programming that will be beneficial to a wider array of parents.</p>			
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Weaknesses					The Director of Operations is expected to be hired by the CEO/board in June 2021, just 2 months prior to the start of the school year. The plan does not explain how this is sufficient time for the Director of Ops to complete all tasks necessary prior to the start of the school year.  The application does not include credible contingency plans for potential challenges, such as under-enrollment, inability to hire adequate staff, finding suitable location, sufficient start up funds, in the start-up plan/timeline. The lack of detail for address potential concerns minimizes the gravity of each of these challenges.	Remains unclear how the board intends to pay the CEO and Head of Instruction in year 0. Are these loans that will need to be repaid? If so, how does the school plan to repay the loans?			
Page					82				
					84				
Rating			Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	Section 4.5 Facility Initial Application Review	
Strengths					The application includes a facility plan that is reasonable and adequately meet the requirements of the educational program and anticipated student population.				
Page					85-86				
Weaknesses					The applicant has not yet identified a suitable facility in South Charlotte and proposes the following options for Year 1:  "Telra is considering multiple options for a year 1 facility, including A. Leasing commercial real estate, B. Subleasing classroom space from a church, another private/charter school, or underutilized space from Charlotte-Mecklenburg Schools, C. Leasing vacant land and financing/leasing modular classroom units such as those provided by Vesta Modular or Mobile Modular, or D. Partnering to construct and lease a custom facility with a charter school development company such as Schoolhouse Development or Charter School Capital."  The application does not present a concrete plan for attaining a facility. Additionally, the budget does not support the ability to construct and lease a custom facility.	Does 14 classrooms in year 1 (with 14 core teachers) allow space for EC/EL pullouts? What is the plan for students whose IEPs require this? Interesting that a school with a focus on gifted education would deem a dedicated library unnecessary - what is the plan to give students access to necessary resources for research projects, etc?			
Page					84				
Rating			Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	Evaluation Summary for Entire Operations Plan Initial Application Review	
Strengths					The application includes evidence of insurance quotes and proper insurance coverage outlined in section 4.3 Civil Liabilities and Insurance. The application includes details around facility needs that aligned to the proposed enrollment and educational program.				

	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria	North Carolina Charter School Application Evaluation Ratings and Sample Scoring Criteria					
School Name:	Telra Institute - School View	Telra Institute - School View	Telra Institute - School View	Telra Institute					
CSAB Member Name:	Clarification Interview Minutes	Full Interview Minutes	External Evaluator Master	Buffy Fowler	Biridiana Rodriguez	Danielle Allen	EC	EL -Xatli Stox	
Concerns/Questions: Comments Summary					<p>The application demonstrates knowledge of facility needs and the costs of attaining a proper facility for educational needs outlined in the application. However, it is unclear that the application has sufficient funds for attaining a proper facility.</p> <p>The largest concern in the Operations section, however, is the lack of detail and appropriate plan and demonstration of funds to appropriately provide transportation and food services for students who are living in poverty and/or receiving special education.</p>				
Rating									
Strengths					<p>The enrollment projections in the submitted budget align with the total student enrollment projections in Section 1 of the application (including 1% (3 students) for EC students). However, different sections of the budget demonstrate no funds for EC students in Year 1 (tab 3).</p> <p>The budget includes a budget worksheet that contains assumptions that reflect rent, utilities, maintenance, and insurance. The budget however, does not include maintenance costs for Year 1.</p>		<p>Applicant has provided a 5 year plan for operating budget. The projection is consistent and seems to align with the proposed sections of the application.</p>		
Weaknesses					<p>The applicant identified two LEAs in the budget (CMS &amp; Union), but does not mention Union in the Application Narrative.</p> <p>The budget includes teacher salaries of \$40,000 for all teacher, including EC teachers, which is far below the average for CMS teachers. Additionally, the salaries for the CEO and Director of Operations is \$60,000. It is unclear how the school will be able to hire teachers and staff of high quality with below average salaries.</p> <p>Neither the budget or narrative provide detailed budget assumptions that include the impact of the anticipated number of students who receive free or reduced price lunches.</p>	<p>Board mentions 20% of its ADM coming from Union County but hasn't given any (apparent) thought to this anywhere else in the application.</p> <p>Year 1 breakeven is the same as the projected enrollment. This is concerning - the contingency plan of reducing staffing/classrooms assumes that all underenrollment is happening in one class or grade, as opposed to being spread across several grades/classrooms.</p>			
Page					Budget				
Rating									
Strengths					<p>The application describes individual and collective qualifications for implementing the financial plan, predominately through board members' experiences in financial planning in a business environment.</p>				
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