

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	RISE Academy - School View				
CSAB Member Name:	Nicky Charles	Kelli Peterson	Shaunda Cooper	EC	EL -Xatli Stox
	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information	Application Contact Information
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	The applicant completed this section by answering all questions adequately	The proposed board chair is the contact person for the application.	This section of the application was completed as all questions were answered.		
Page	6-20	6	6-20		
Weaknesses	The enrollment rate and increases over five year are large and not justified. The applicant "anticipates that the need for an educational choice far exceed [their] intital capacity" but does not provide evidence for opening a charter that is nearly 50% white especially given the target location. The applicant lists receiving \$50k for start-up costs as a reason Torhclights was selected. Should this be a contract then and listed as fees in the budget? What is RISE providing for the \$50K. If the EMO is so successfull with the target population, is financially viable, and has existing schools, why are they not applying for a separate charter but hoping to open so many different schools as contractors. This poses capacity issues. How well is Torchlight prepared to open the 4 plus schools it's attaching itself to? The applicant stated that Torchlight had the highest growth scores of the CMO/EMO reviwed but what is the growth and how is the school graded? The applicant lists TAS's success with Black students but proposes a school that serves 47% white students. No true dat ais listed for the CMO. The role between the CMO and the school is unclear and confusing.	The applicant has not applied for 501 c3 status.	The 501c3 has not been applied for. In addition, there are concerns about enrollment numbers and targeted population of students. Have funds (\$50,000) been verified with Torchlight? This management company has at least 3 other schools in review.		
Page		6			
	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration	Application Special Request: Acceleration
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Page					

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School Name:	RISE Academy - School View				
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Weaknesses					
Page					
	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication	Application Addendum: Replication
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Page					
Weaknesses					
Page					
	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)	Application Addendum: Proposed Management Organization (EMO or CMO)
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	CMO has expereince in one of the desired LEAs	Torchlight Schools will provide \$50,000 in start-up funds.	The EMO has experience in the selected LEA		
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Weaknesses	<p>As previously mentioned, the CMO appears to have been primarily selected because the promised \$50k in start-up funding rather than the academic successes of the provider (which are not well documented as no data is provided). The structure between Torchlight and the school is unclear and vague. As a vendor, what precisely is the financial relationship between TAS/TLS and North Davidson Academy? The roles between EMO and applicant are unclear. The Lead Administrator appears to be an employee of the EMO but the teachers are hired by the school. Where does the accountability for teacher performance and Lead Administrator performance lie? What happens to the staff and the school specifically if the EMO cancels the contract?</p> <p>The applicant shared info about EMO's fund balance but fails to mention enrollment and other relevant information.</p>	<p>Within the description of the Torchlight Schools and their successes, it is stated that they have "exceeded growth" and closed the achievement gap, but does not provide specific data, rather than generalized growth.</p>	<p>It is unclear if the relationship between the school and management company are clear. Reader would advise clarifying the roles and identifying the duty of each party. Who employs the Principal? The EMO/CMO or the board?</p>		
Page		19			
	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals	Section 1 Mission, Purposes, and Goals
	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision	Section 1.1 Mission and Vision
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		<p>The mission statement is concise and clear as to what the vision and proposed model shall achieve.</p>	<p>Information was submitted and shows aspirations for bringing a new experience to the charter community.</p>		
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Weaknesses	The mission statement is extremely generic without indicating what is unique or innovative about the proposed school despite having "Innovating: in the school name. The vision appears to be for STEAM programming but it's tied to the mission at all. What is the active based learning described by the applicant? The application does not demonstrate clear understanding or commitment to active learning. With the board having "multiple church leaders", how will the school or the EMO guarantee a separation between school and religion?	The applicant states that it proposes to have a large FRL % of students, however, based upon the demographics of surrounding areas, it states that there is approximately 34% of FRL. How will the school draw in more students with a different demographic?	The mission statement lacks clarity. Is it possible to provide a more clear statement that will give insight on the true intention of the school's purpose to exist? What is the schools plan for advertising and reaching the desired F&R enrollment projection?		
Page		22			
	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	Section 1.2 Purposes of the Proposed Charter School	Section 1.2 Purposes of the Proposed Charter School
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	None	The applicant identifies that the purpose and development of the school will meet the legislative purpose of creating more opportunities for teachers, increasing learning opportunities for all students , and improve student learning.	N/A		
Page		24			
Weaknesses	The desired goal of creating new professional oppoortunity is not clearly articulated. What about the school and the mission provide opportunities that do not currently exist in the proposed location? The applicant fails to articulate how any of the three goals listed will be accomplished.		Reader would like to see a more defined plan for enhancing professional opportunities. In what way will professional development be enhanced for the staff? What is the plan for providing teachers with needed training to be great STEM teachers? This may be a good way to connect the proposed legislative purpose.		
Page					
	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School	Section 1.3 Goals for the Proposed Charter School
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	None				
Page					

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Weaknesses	Given the contract with the EMO, concrete governance goals should be identified. The applicant identifies a lot of growth measures but does 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 goals are very generic rather than specific for the identified student population and/or location.	The proposed goals as written are compliance based, rather than goals for that push the organization and board towards best practices.			
Page	26				
	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section	Evaluation Summary for Entire Mission, Purposes, and Goals Section
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Concerns/Questions:					
Comments Summary	This section is not very detailed making measuring viability and strength very difficult to evaluate. The applicant makes clear a desire to operate a school and provide additional highquality educational options but does not provide evidence that RISE Torchlight is equipped to provide such an option.	The proposed applicant has developed an aligned mission and vision for the proposed school that focuses on global students through STEAM and foreign language foci. However, the goals that have been set for the organization and board are grounded in compliance and things that they already must do to be in compliance with their obligations, thus the goals do not focus on building a sustainable organization and school.	This application demonstrates an aligned mission and vision for the proposed school that focuses on global students through STEAM and foreign language foci. However, each aspect of the application needs clarity and more detail to present a well rounded and fully understandable application. The relationship between the board and EMO/CMO should be clarified and fully defined in a contract.		
	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
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Page					
Weaknesses					
Page					
	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	Section 2.1b High School Graduation Requirements and Post-secondary Readiness (High Schools Only)	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)

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	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths			N/A		
Page					
Weaknesses			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
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Commitment to RTI	<ul style="list-style-type: none"> -The applicant proposes to use an RTI model. - While the proposed applicant does not provide a board member that will have the oversight in this area, the applicant does outline a reasonable oversight plan including the hiring of staff, and development of policies. - The determined screeners for EL students, W-Apt and Wida are effective tools. 	The applicant demonstrates an understanding of the importance of special population plans.	Plan describes data-driven intervention and assessments that will be used to receive interventions.	<p>The plan properly reflects use of the Home Language Survey and the EL identification process.</p> <p>Plan recognizes the importance of having highly qualified staff certified to teach EL students.</p>
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Weaknesses	<p>The applicant addresses at risk in terms of exceptional students but fails to address socio-emotional risks or non exceptional academic risks. The applicant should demonstrate a plan for all students at risk. Dual certification may be hard to find in the salary range. The EL program is very basic and does not address the needs of a rapidly changing Wake County population especially in Garner. The applicant should consider putting solid programming in place. Gifted student program are not described, neither is identification and evaluation for gifted students</p>	<p>-While the school proposes to use an RTI model, it is not clearly detailed as to the tiers or how students are identified in each tier.</p> <p>- The applicant does not provide a response related to having a board member that has experience in this area.</p> <p>- The applicant does not provide an adequate response to the strategies to be used for gifted and talented.</p>	<p>The applicant could benefit from adding more details to the plan with specific attention to the ELL population. The city of Garner has a high representation of spanish speakers.</p>	<p>Plan is not clear on what interventions will be used or who will implement the interventions.</p>	
Page	32-34	32-35		p. 32	
	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 applicant has an appropriate record plan in place. The applicant appear to be committed</p>	<p>-The applicant is clear to note that asking a family for their exceptionality information only occurs after acceptance.</p> <p>- The school will execute Child Find.</p>	<p>This portion of the application is completed and shows an understanding for an EC plan.</p>	<p>"On day one of the start of school, Exceptional Children and 504 students will receive required services and accommodations." Refers to FERPA as the law that drives confidentiality for student records. "The school will offer a full range of Exceptional Children's Services." School plans to review progress of IEPs once per month (exceeds expectations of IDEA)</p>	
Page	35,36	35		p. 35, p. 36. p 37	

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Weaknesses	<p>The applicant mentioned an EC director does not spell out details in the budget. The applicant should consider their plan distinguish between 504 and IEP more consistently as the needs are very different</p> <p>The board has not yet adopted any policies and should prioritize that to help parents decide whether the school is a good fit.</p> <p>The application mentions a school psychologist and therapists but neither the budget narrative or financials adequately address the costs</p> <p>Who comprises the IEP?</p> <p>How will data be used to monitor and progress students?</p> <p>The applicant refers the goal of preparing students for EOG. Is that the real goal or is the goal to teach children and have the successes be reflected in the scores</p>	<p>-The applicant states that the Exceptional Director will meet with parents each quarter to discuss student progress, but further in the paragraph it states that that same person will report on the progress of the student once a month.</p>	<p>The plan for EC lacks detail. A policy will been to be adopted that clearly identifies the roles and responsibilities of each employee. Additionally, the plan should outline the use of the IEP as it relates to daily instruction and testing.</p>	<p>In section 5, the plan should explicitly state that instruction will be specially destined to meet the unique needs of the student. The plan needs to state the the child's IEP will be reviewed at least once per year (365 days).</p>	
Page	37	39		p. 38, P. 39	
	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards	Section 2.4 Student Performance Standards
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		NO Strenghts	N/A		
Page					
Weaknesses	<p>Is uniform grading system truly best for K-8 school? Seems that the early grades may need a different structure.</p> <p>What specific benchmark tests will be used at the various grade levels?</p> <p>How will early grades be promoted?</p> <p>Can the applicant share more about the specifics of the performance standards in terms of evaluating STEAM successes?</p>	<p>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 Montessori model or the standards based report card that was mentioned earlier within the application.</p> <p>- What content areas does SchoolNet assess? Grade levels? Computer based? Alignments with state assessment?</p>	<p>Does the school plan to use Montessori model or the standards based report card that was mentioned in the earlier part of the application?</p> <p>This portion of the application lacks clarity and need to be clarified.</p>		
Page	40-41	40			
	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
Rating					

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Strengths		No strengths identified	This portion of the application was completed.	Plan does describe the protection under IDEA for students removed for more than ten days.	
Page				p. 42	
Weaknesses	The plan is very basic and generic and fails to provide any innovation that would drive up positive school culture. None of the value embedded in the name are built into the school culture plan. How does school promote social development in its policies? The language reads very punitive rather than supportive. How exactly will positive school culture be measures and evaluated for teachers?	The applicant does not detail how it will define offenses.	The school culture and discipline plan packs details and fails to help the reader understand how this plan will work in real time. As charter schools, applicants have the ability to be innovative. This is a good place to exercise that freedom.	Plan does not mention the manifestation determination meeting or describe when it is needed. Plan does not mention that students with disabilities will continue to receive services during a change of placement.	
Page	41,42	42		p. 42	
	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
Rating					
Strengths					
Concerns/Questions:					
Comments Summary	The education plan section is very repetitive without being detailed. It appears that the applicant understand key terminology without being able to provide clear and concise examples of how the catch phrases (like active based learning, STEAM infused, data driven, etc.) will actually be utilized in the classroom.	The education plan, while well aligned with the intended targeted population, the plan lacks some detail regarding how STEAM will be infused with quality instruction. The applicant currently has 10 days in the summer to provide PD, however, such model, along with other tenants of the program may require more days to ensure full effective execution. Additionally, the applicant while aligned with the state, does not fully detail how the culture of the school is collaborative with individual offenses, which are not detailed or listed out.	How will school leaders evaluate the		
	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 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	Section 3.1 School Governing Body/Section 3.2 Governance	Section 3.1 School Governing Body/Section 3.2 Governance

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	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		The proposed board is composed of various industry experience.	N/A		
Page		44			
Weaknesses	The board is very small and lacks adequate number of individuals with educational experience.	<ul style="list-style-type: none"> - The applicant does not have non-profit status. - The applicant response to the duties of the board lacks detail, such as the individual areas of oversight, and the oversight of the Lead Administrator. - The charter board sees their role and the management company as supplemental, however the board is the governing entity and should have oversight over the management organization. - While there are members of the board that are parents, consideration should be given to have a board member that is a parent of a student that attends the proposed school. - The proposed applicant discusses the orientation and training of board members, however, does not include accountability measures, or understanding the charter operating agreement/contract which is important to the understanding of the responsibilities of the collective body, areas of autonomy and limitations of autonomy. 	Reader has concerns about the number of board members. In addition, what experience does each member have that contributes to a strong board?		
Page	44	43-50			
	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
Rating					
Strengths		no strengths			
Page					

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Weaknesses		<p>Why does the proposed applicant not include a leader for year 0 for planning purposes? The application states that the leader is to be hired in March 2021, with opening the school in the Fall, which does not provide for adequate planning for an effective school.</p> <p>In what ways will the proposed school use its culture towards teacher retention efforts?</p> <p>Although the school is not proposing to pay into TRS, have analysis been conducted to determine how this transition could impact teachers that are in the TRS system, as well as how it could impact hiring?</p>	<p>The school leader will need to come on board earlier than proposed to open a new school. The budget will need adjusting to accommodate the change. Please provide more clarity on the plan to hire and retain quality teachers.</p>		
Page		50			
	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development	Section 3.5 Staff Evaluations and Professional Development
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		The operator has allocated resources to PD.	This section of the application was completed.		
Page		56			
Weaknesses		<p>Should the operator consider more allocated money for the first few years for PD, as to ensure that onboarding and introduction to the curriculum occurs on a reoccurring basis?</p> <p>What tool is being adopted or create to evaluate the leader and teachers?</p> <p>What platform is being used for online PD for teachers? Cost?</p> <p>There is only 1 day in the summer allocated to STEAM infused strategies- thus fidelity of implementation?</p>	<p>The board should consider allocating more funding for adequate training and development of staff. Teaching and integrated curriculum requires that staff be trained in proper delivery. The funds allocated at this time do not appear to be sufficient for such a huge undertaking.</p>		
Page		56-58			
	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
Rating					

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Strengths		The applicant plans to market in both English and Spanish.	English and Spanish marketing.		
Page		59			
Weaknesses		The applicant proposes several opportunities for engagement, but it is one sided, where it is more in forums and spaces where presentations will occur, rather than planning and gaining buy-in. There is a barrier to access when an application costs for obtainment by a parent. Is this allowable?	The marketing plan does not seem adequate. The board should consider diversifying the approach in the community.		
Page		59-61			
	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement	Section 3.7 Parent and Community Involvement
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		none identified	N/A		
Page					
Weaknesses		none identified	N/A		
Page					
	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy	Section 3.8 Admissions Policy
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		no strengths	N/A		
Page					
Weaknesses		The lottery as described is not transparent and lacks details of how it will be conducted, where, and details of waiting list, etc.	Please include more details in the policy. As it stands today, the policy would not be sufficient.		
Page		64			
	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
Rating					
Strengths	NA		N/A		
Page					
Weaknesses	NA		N/A		
Page					

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School Name:	RISE Academy - School View				
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	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	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Concerns/Questions:					
Comments Summary		While the applicant has outlined several ways in which they will provide for community and parent contact, it lacks a specific focus on two-way engagement. Additionally, the applicant recognizes the importance of evaluation for both the leader and teacher, but does not provide detail of the tool that will be used. Lastly, while the charter board does have various expertise, it is concerning the way in which they will operate with the management company, and ultimately who has the decision making authority.	Application shows a general understanding for each category submitted. However it lacks clarity and details to make this a thorough application.		
	Section 4 Operations	Section 4 Operations	Section 4 Operations	Section 4 Operations	Section 4 Operations
	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan	Section 4.1 Transportation Plan
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	The school has plans for bus transportation and car pool options Text messaging is increasingly popular with parents and a great addition The applicant presents a solid budget for buses	The applicant plans to contract transportation services.	The applicant has submitted a a transportation plan.	"RISE Academy's transportation program is designed to ensure that no child is denied access to the school due to a lack of transportation. The school anticipates working closely with educationally disadvantaged students. "	
Page	67	67		p. 67	
Weaknesses	The transportation plan, though ambitious, is not very detailed and does not demonstrate whether all 210 -380 students are able to attend school without transportation as a barrier. How many buses are included in the contract? Are there limitations in terms of miles and numbers?	no concerns	The application is unclear about the number of students that will be served with transportation. Also, has the amount of funds allocated been reviewed for increase?	Plan does not explicitly state how transportation will be provided to students with disabilities that require transportation as a related service.	
Page	67			p. 67	
	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

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	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	<ul style="list-style-type: none"> The applicant is committed to child nutrition and hopes to use the National Lunch Program 	The applicant has a process for gaining FRL percentages, and understands the requirement of school nutrition.	School plans to use the school the National School Lunch Program		
Page	67	68			
Weaknesses	<ul style="list-style-type: none"> The applicant planned for the program in the budget. Program isn't innovative. Is there an opportunity to embed child nutrition in with the STEAM curriculum. Agricultural sciences are very reasonable tenets to add to an innovative STEAM school in North Carolina. 	How will they ensure that they receive all FRL forms back?			
Page	67	68			
	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
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Adequately met	Plans to secure the required insurance coverages and includes quotes.	Plan in place.		
Page		69			
Weaknesses		no concerns	N/A		
Page					
	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan	Section 4.4b Start-Up Plan
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths			N/A		
Page					
Weaknesses			N/A		
Page					
	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility	Section 4.5 Facility
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		The applicant has an identified facility.	N/A		
Page		70			
Weaknesses		Since the applicant will need more space each year, will the cost of the facility increase as they lease more space or is it a flat rate?	Consider salaries based on the county the school will be in. Also, the budget may need adjusting to accommodate changes.		
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**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	RISE Academy - School View				
CSAB Member Name:	Nicky Charles	Kelli Peterson	Shaunda Cooper	EC	EL -Xatli Stox
	Evaluation Summary for Entire Operations Plan	Evaluation Summary for Entire Operations Plan	Evaluation Summary for Entire Operations Plan	Evaluation Summary for Entire Operations Plan	Evaluation Summary for Entire Operations Plan
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths					
Concerns/Questions:					
Comments Summary		The applicant has identified a facility for lease for the operation of the school with adequate spacing for year one and growth. The applicant understands their requirement for transportation, and school nutrition.			
	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
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths	Increasing budget lines in some areas where student enrollement is increasing.	no strengths			
Page					
Weaknesses	The budget revenue projection from each LEA in year 1 does not align with the total revenue projections in Year 1 throuh Year 5. The Lead Admin salary varis is unclear and ranges from \$64k to \$77 but it's unclear why the average salary doesn't match the total. The overall teachers salaries are very low. Where is the EC support reflected (is it part of the contracted services line item?). The professional contract should reflect increases with increased student enrollment. The child nutrition contract will likely increase with increases in enrollment but is not reflected in the budget. What can the \$50k in "wroking capital" be attributed to?	Is the budgeted amount for salaries competitive? The allocated paper amount is very low (2k) annually. The fees for contract for management is 174y1, 291y2, 341y3- What services are being provided for this amount of money? As there is still line items for accounting, and finances. The applicant states in the application that the PD budget will be 10k, but in the budget it states 20k. How is the curriculum and instruction monies the same each year, where start-up costs should be more than annually?	The school's budget does not align with a lot of initiatives that have mentioned in the application.		
Page					
	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative	Section 5.2 Budget Narrative
	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review	Initial Application Review
Rating					
Strengths		none			

**North Carolina Charter School Application Evaluation
Ratings and Sample Scoring Criteria**

School Name:	RISE Academy - School View				
CSAB Member Name:	Nicky Charles	Kelli Peterson	Shaunda Cooper	EC	EL -Xatli Stox
Page					
Weaknesses	none				
Page					
	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
Rating					
Strengths		The board will use GAAP.	N/A		
Page		75			
Weaknesses		The applicant fails to detail how it will ensure internal controls will occur.	What checks and balances system will be used to ensure proper financial management?		
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