

Has the founding team identified a principal? If yes, does the principal have the capabilities necessary to lead a successful school? If no, does the application/vetting process the team has developed require these capabilities?			
Well-defined organization chart including role clarification for decision-making purposes			
Bylaws define how the board will function (e.g. conflict of interest, open meetings, term of office)			

General Comments:

MISSION AND PURPOSES: Is the school design faithful to the basic ~~tenants~~ tenets of its charter?

	+	-	Comments
1. Mission clearly stated <u>and compelling (i.e. the mission meets a need in a way that is</u>			

<p><u>not already available)</u></p> <p>[Key elements to look for include innovation, choice not currently available, mission's commitment to diversity, etc.]</p>			
<p>2. In general, overall design should achieve stated purpose</p> <p>[Key elements include design of the curriculum, organizational structure, etc., and the potential to achieve purpose]</p>			
<p>3. Mission's impact on community clearly summarized <u>(it is not clear whether this is an extension of question 1 or if it is looking for other community impacts (e.g. providing health services for students and families)</u></p>			

General Comments:

EDUCATION PLAN: Is the academic (Education) program sound?

	+	-	COMMENTS
1. Instructional program based on sound educational theory and accomplishes purpose stated in mission			<p><u>Ideally, clarify one of two approaches to this:</u></p> <p><u>If the program is newly-designed by the founders, do they provide evidence or research that demonstrate specific components of the program are likely to result in high student achievement.?</u></p> <p><u>If the program is a preexisting program that is being applied to the school, have they provided evidence that this program has worked elsewhere with the proposed population of this charter school?</u></p>
2. Teaching approach and curriculum designed to accomplish the goals of the school and meet the needs of targeted population			
<p>3. <u>Teacher evaluation and staff development</u> planned to ensure quality of instruction in selected model of teaching</p> <p>[Prior to opening as well as on-going]</p>			

4. Methods of meeting exceptional children's learning needs clearly stated			
5. Curriculum and/or courses of study to be aligned with SCOS			<u>The State Board of Education does not mandate that the curriculum be aligned with SCOS; since it is not, should it be part of the evaluation rubric?</u>
6. High school entrance and exit requirements clearly stated			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>
7. School calendar meets required 180 days			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>

General Comments:

METHODS OF DOCUMENTING SUCCESS: Evaluation plan

	+	-	Comments
1. Methods of documenting student success <u>over the</u>			

<u>course of the year and participation in ABCs stated</u>			
2. Plan for assessing the needs of exceptional children stated			
3. Other measures of determining if school is meeting overall mission and purpose stated			

General Comments:

STUDENT BEHAVIORS~~SUSPENSION, EXPULSION OR EXCLUSION:~~

	+	-	Comments
1. <u>Behavioral code and implementation approach will support a learning environment</u>			
2. <u>Safety protocol developed that will ensure the safety of students, faculty, staff and visitors</u>			
1.3. <u>Procedures and grounds for suspension and expulsion clearly defined and meets legal</u>			

<u>requirements</u>			
2.4. <u>Expulsion/suspension policies regarding exceptional children stated and meets legal requirements</u>			

General Comments:

MARKETING AND ADMISSIONS POLICY:

	+	-	Comments
Policies and procedures for admitting students clearly defined			
Specific details of the lottery provided			<u>Should lottery standards be provided to applicants rather than applicants attempting to interpret and implement the law? (and reconcile conflicting state and federal guidelines?)</u>
<u>Activities reach a broad audience</u>			

<u>Plan documents a “good faith effort” to achieve diversity</u>			<u>What does “good faith effort” mean? Can the level of effort be defined? Would this be a deal breaker or simply require clarification to the founding team?</u>
<u>Activities support the mission of the school</u>			<u>This is unclear—how can or should the marketing activities support the mission of the school? Is this specifically referring to a cultural/ethnic/socioeconomic status focused mission?</u>
<u>Activities appropriate for school choice</u>			<u>The meaning of this is also unclear</u>

General Comments:

ORGANIZATION AND BUSINESS PLAN:

	+	-	Comments
1. Staffing needs identified and reflect required NCLB qualifications			
2. Projected enrollment seems realistic for mission			

3. School budget supports mission & indicates sound financial plans			
4. Expense projections realistic			
5. Facility needs identified & realistic budget projected			
6. Procedure for obtaining financial audits stated & auditing firm identified with mailing address and phone numbers provided			<u>Pre-screening question, not necessary to be considered by committee</u>
7. Civil liability & insurance requirements stated, budgeted, & plans outlined for obtaining			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>
8. Transportation plan outlined & budgeted as necessary			

General Comments:

HEALTH AND SAFETY REQUIREMENTS: Does the plan adequately address how the school will meet requirements for the following?

	+	-	Comments
1. Safety of students, faculty,			<u>MOVED ABOVE TO STUDENT</u>

staff and visitors			<u>BEHAVIOR (Unless “safety” here includes issues other than student behavior and the other issues listed here (i.e. immunization, fire and safety, food prep, hazardous chemicals, and blood borne pathogens)</u>
2. Immunization and health records requirement			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>
3. Fire and safety regulations			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>
4. Food preparation and inspection if applicable			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>
5. Use and disposal of hazardous chemicals			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>
6. Handling of bloodborne pathogens			<u>Pre-screening question, not necessary to be considered by committee (state mandated?)</u>

General Comments:

MARKETING PLAN:

<u>MOVED TO SECTION ABOVE</u>	+	-	Comments
• Activities reach a broad audience			
• Plan documents a "good faith effort" to achieve diversity			
• Activities support the mission of the school			
• Activities appropriate for school choice			

General Comments:

OVERALL RECOMMENDATION (Check One):

<input type="checkbox"/>	Not Recommended for Interview
<input type="checkbox"/>	Recommended for Interview
<input type="checkbox"/>	Additional Information Needed

Sub-committee signature: _____

Date: _____

¹ Bifulco, R. & Ladd, H. F. (2006) The Impacts of Charter Schools on Students Achievement: Evidence from North Carolina. *Education Finance and Policy*, pp 50-90. Accessed on December 4, 2007 at : <http://www.mitpressjournals.org/doi/pdf/10.1162/edfp.2006.1.1.50>

² Demographic data accessed on October 25, 2007 from North Carolina Department of Public Instruction website at: <http://abcs.ncpublicschools.org/abcs/>.

³ <http://www.grandfatheracademy.org/>, <http://www.crossnoreschool.org/academy.html>, <http://www.elonhomes.org/kennedy.shtml>

⁴ <http://www.raleighcharterhs.org/aboutus/admissions.asp>

⁵ <http://www.questcharter.org/>,

⁶ http://www.magellancharter.org/aboutus/right_school.pdf

⁷ Noblit, G., & Corbett, D. (2001) North Carolina Charter School Evaluation Report. Raleigh, NC: Department of Public Instruction of North Carolina and the University of North Carolina at Chapel Hill.

⁸ Noblit & Corbett (2001) section I, p. 9.

⁹ Interview with Dr. Les Stein, by Dana Brinson on August 24, 2007.

¹⁰ Based on Average Daily Membership data for North Carolina Public Schools in month 1 of the 2007-08 school. Retrieved October 31, 2007 from <http://www.ncpublicschools.org/fbs/accounting/data/>

¹¹ Data source: Information presented by Joel Medley of DPI's Office of Charter Schools to the Blue Ribbon Commission on Charter Schools on July 18, 2007.

¹² Letter dated September 11, 2007 from Tony Gurley, Chairman of Wake County Board of Commissioners to State Representative Jennifer Weiss and State Senator Richard Stevens

¹³ Stulberg, L. (2007) *Beyond the Battle Lines: Lessons from New York's Charter Caps Fight*. Seattle: National Charter School Research Project, University of Washington. Available online at http://www.ncsrp.org/cs/csr/view/csr_pubs/14. Ziebarth, T. (2006) *Stunting Growth: The Impact of State-Imposed Caps on Charter Schools*. Washington, D.C.: National Alliance for Public Charter Schools. <http://www.publiccharters.org/content/publication/detail/533> (accessed July 1, 2007).

¹⁴ Rotherham, A. (2007) *Smart Charter School Caps*. Washington, D.C.: Education Sector. Available online at http://www.educationsector.org/analysis/analysis_show.htm?doc_id=532967. Stulberg, L. (2007) *Beyond the Battle Lines: Lessons from New York's Charter Caps Fight*. Seattle: National Charter School Research Project, University of Washington.

¹⁵ *Principles & Standards for Quality Charter School Authorizing* (rev. 2007) National Association of Charter School Authorizers. Accessed on November 1, 2007 at: http://www.qualitycharters.org/files/public/final_PS_Brochure.pdf

¹⁶ U.S. Department of Education, Office of Innovation and Improvement, *Supporting Charter School Excellence Through Quality Authorizing*, Washington, D.C., 2007. Accessed on November 1, 2007 at <http://www.ed.gov/nclb/choice/charter/authorizing/authorizing.pdf>.

¹⁷ Available online at: <http://www.ncpublicschools.org/docs/data/reports/2006-07/byarea.pdf>

¹⁸ As of September 19, 2007, list provided by DPI

¹⁹ Vanourek, G. (2005) *Mapping the Grid: Descriptive Inventory Survey of Charter Support Organizations*. Washington, D.C: National Alliance for Public Charter Schools.

²⁰ Vanourek, G. (2005) *Mapping the Grid: Descriptive Inventory Survey of Charter Support Organizations*. Washington, D.C: National Alliance for Public Charter Schools.

²¹ Vanourek, G. (2005) *Mapping the Grid: Descriptive Inventory Survey of Charter Support Organizations*. Washington, D.C: National Alliance for Public Charter Schools, p. 40.

²² Vanourek, G. (2005) *Mapping the Grid: Descriptive Inventory Survey of Charter Support Organizations*. Washington, D.C: National Alliance for Public Charter Schools, p. 22

²³ Balboni, E., Rainer E., Chae, C. Olsen, K. (2007) *2007 Charter School Facility Finance Landscape*. New York: The Educational Facilities Financing Center of Local Initiatives Support Corporation.

²⁴ Balboni, E., Rainer E., Chae, C. Olsen, K. (2007) *2007 Charter School Facility Finance Landscape*. New York: The Educational Facilities Financing Center of Local Initiatives Support Corporation, p. 14.

²⁵ Public Impact, *School Turnarounds: Cross-Sector Evidence on Dramatic Organizational Improvement* (Lincoln, IL: Center on Innovation and Improvement, 2006).

²⁶ National Association of Charter School Authorizers, *Starting Fresh in Low Performing Schools* (Chicago: NACSA, 2006). Available online at: <http://www.qualitycharters.org/i4a/pages/index.cfm?pageid=3276>.

²⁷ For example, Bob Luddy of The Franklin Academy said that his school had 1500 students vying for 100 available slots last year. Interview by Dana Brinson, September 6, 2007.

²⁸ p. 33, available online at: <http://www.indygov.org/NR/rdonlyres/9BB05C96-2A65-4DEA-9F27-28AD8BB88C71/0/2005CharterApplicationforweb.pdf>

²⁹ p. 33, available online at: <http://www.indygov.org/NR/rdonlyres/9BB05C96-2A65-4DEA-9F27-28AD8BB88C71/0/2005CharterApplicationforweb.pdf>

³⁰ p. 2-3 of the *Answer Manual* that guides applicants in completing a charter application. Available online at: <http://www.ren2010.cps.k12.il.us/request.shtml>

