



2012 Charter School Applications

LEA Impact Statement

May 9, 2012

Introduction:

Charlotte-Mecklenburg Schools (CMS) has received ten applications for charter schools within Mecklenburg County. We welcome the opportunity to respond through this impact statement. As educators, we want the children of this county to have access to the educational services they need. We support the Charter Schools Act of 1996 and believe that effective charter schools should be part of the educational landscape.

A team of CMS educators has reviewed the applications for ten proposed charter schools: Aristotle Preparatory Academy, Cameron Creek Charter, Charlotte Choice Charter, Charlotte Day Academy, Destination Leadership Academy, Entrepreneur High School, Invest Collegiate Consortium, Leadership Learning Academy, StudentFirst Academy and Thunderbird Preparatory Academy. We have prepared a detailed review and impact statement for each school as required by the state General Statute 115C-238.29A. Our reviews are attached. Please note we did not receive applications for Aileen Price Institute of Learning #1, Aileen Price Institute of Learning #2, Minds Engaged Academy and Montessori Academy of Cornelius.

Hugh Hattabuagh
Interim Superintendent, Charlotte-Mecklenburg Schools

Date

Ericka Ellis-Stewart
Board Chairperson, Charlotte-Mecklenburg Schools

Date

Aristotle Preparatory Academy

School Characteristics:

Number of students:

- Year 1 (2013-2014): 200
- Year 2 (2014-2015): 325
- Year 3 (2015-2016): 390
- Year 4 (2016-2017): 465
- Year 5 (2017-2018): 550 [K-7]

Number of administrators:

- 1 (Year 1 – Year 4)
- 2 (beginning Year 5)
 - Assistant Principal hired in Year 5

Number of traditional teachers:

- 8 (Year 1)
- 13 (Year 2)
- 16 (Year 3)
- 19 (Year 4)
- 22 (Year 5)

Number of specialist teachers:

- 2 (Year 1 – Year 2)
- 3 (Year 3 – Year 5)

Grade span: K-3 in Year 1; K-7 by Year 5

Student selection: open to all students with a focus on recruitment in the Southwest area of Charlotte

Entrance requirements: None

Board Structure: Board of Directors to whom subcommittees and school director will report. Faculty and staff will report to the school director.

Expansion plans: K-7 by year 5; plans to be a K-12 school.

Identified site: Christ Presbyterian, 2461 Arty Road, Charlotte

Summary of Planned Program:

Aristotle Preparatory Academy: A Challenge Foundation Academy aspires to provide educational choice for parents and students in and around the Mecklenburg County area with a particular focus on families in the Southwest corridor of Charlotte. The school's mission is to prepare students for success in college and make them productive citizens by fusing the *Core Knowledge Sequence*, elements of classical education, and the study of STEM topics. Character education will also provide a basis for the educational program.

APA is affiliated with A Challenge Foundation Academy (CFA), which organizes schools throughout the country, but does not act as a Charter Management Organization. It provides an instructional framework, professional development, and opportunities for resources. The apparent goal of CFA is to develop a collection of school partnerships.

The school will use traditional forms of assessment (DIBELS, EOC/EOG, MAPS, PSAT and ACT) to measure student's progress.

By middle school, students will be exposed to at least three STEM strands. Students will choose a STEM strand as a concentration during high school.

Impact on LEA:

In the first five years of existence, APA-CFA's budget will grow from approximately \$1.5 million to just over \$3.8 million. Resources to support this will come from state and local funds. Local funding will be weighted based upon allotments between Mecklenburg and Gaston counties.

The cost of APA is estimated at \$978,808 in state funding and \$410,054 in local funding based on its projected enrollment of 200 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Areas of Strength:

- Vision is clear and provides insight into the reasons why they want to exist.
- Focus on STEM provides what appears to be an attempt to address the growing call for increased instruction in the math and sciences.
- Growth plan is clearly outlined and presents contingencies plans in the event the initial location is unavailable.
- Combination of *Core Knowledge Sequence* and Classical Education models could provide a rigorous educational environment.
- Partnership with Challenge Foundation Academy appears able to provide additional academic, professional, and organizational support.
- Plan for teacher development in *Core Knowledge Sequence*.
- Presents clear goals for student achievement within the 5 year.
- Provides a variety of assessment modes to assess student progress towards school's goals and objectives.
- Focuses on character development in an effort to create an environment of respect and academic excellence.
- Introduction of service projects beginning in middle school.

Areas of Concern:

- While STEM is a focus, there is an over-emphasizing to the detriment of literacy development and in such a way as to appear contrived.
- Provides no clear plan for developing elementary literacy.
- The mention of Dorothy Sayers *Lost Tools of Learning*, which forms the basis for the classical education component of the curriculum, will not be implemented until the high school has been added; however, the document discusses how classical education practices will be based on Sayers' work, which does not appear accurate given the timetables presented.
- *Core Knowledge Sequence* prescribes specifically which topics, stories, works of art, and other content to be taught; thereby limiting students' ability to read broadly and deeply across cultures and authors.
- This reviewer's research revealed *Core Knowledge Sequence* is to consume only 50% of the total curriculum, but the application offers a limited plan for how literacy will be developed beyond the *Core Knowledge Sequence* beyond 3rd grade as the program is currently being written. Unfortunately, without definitive information regarding how ELA will be supplemented beyond 3rd grade, it is hard to say the program is as clearly defined as is needed to ensure the highest level of academics at this time.

- The application states the K-8 will base their education on *Core Knowledge Sequence*; however earlier in the document the developer states the Core Knowledge Language Arts program is not developed beyond the 3rd grade. This presents conflicting information.
- While research on *Core Knowledge Sequence* revealed a connection to the Common Core State Standards, the application does not demonstrate alignment with the Common Core State Standards. This oversight on curricular alignment presents particular concern as the Common Core State Standards will provide the basis around which state assessments will be developed and students may not be in a position to meet standards.
- Teacher observation schedule, while it follows the prescribed format outlined in state guidelines the application fails to provide more concrete ways to assess teacher progress toward helping students meet goals. As a new school, teacher evaluations for growth purposes need to take place with a higher level of frequency and specificity.
- The application speaks specifically about technology; however, it is difficult to say if the resources are fully in place to meet the objectives stated.
- While the information presented meets the requirements outlined, the quality of the presentation is troubling as several errors in construction are found throughout which reflects poorly on the developer.

Cameron Creek Charter (CCC)

School Characteristics:

Number of students:

- Year 1 (2013-2014): 260
- Year 2 (2014-2015): 300
- Year 3 (2015-2016): 300
- Year 4 (2016-2017): 300
- Year 5 (2017-2018): 300 [K-5]

Number of administrators:

- 4
- 2 support staff

Number of traditional teachers:

- 12 core teachers

Number of specialist teachers:

- 2 Special areas
- 2 teacher assistants

Grade span: will open and maintain K-5

Student selection: Application with lottery selection

Entrance requirements: standard for K-5

Board structure: Board of directors, Financial company, Principal PTO

Expansion plans: to increase K-5 enrollment by 40 students

Identified Site: north or west Charlotte area

Summary of Planned Program:

Cameron Creek Charter (CCC) seeks to create a challenging learning environment that encourages high expectations and success through development-appropriate instruction. CCC proposes to serve the at-risk students of Charlotte-Mecklenburg by offering smaller class sizes, differentiated instruction, teacher looping(stays with same class for two years), hands-on learning, teacher collaboration, individualized learning plans (PEP, IEP), and Student Intervention Teams.

The school will use traditional forms of assessment (DIBELS, EOC/EOG, MAPS, and Study Island to measure student's progress.

Impact on LEA:

The cost of CCC is estimated at \$1,236,350 in state funding and \$606,444 in local funding based on its projected enrollment of 260 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

In Mecklenburg County, there are already several Charter schools open in this area of the country.

Areas of Strength:

- Focus on parental involvement.

Areas of Concern:

- ELL students will not have an ESL teacher, but will be “immersed” in English with their classmates.
- No fine arts or CTE teacher. Unclear how this curriculum will be provided to students.

- World Language program is not specified.
- Application sites Brain Based Learning as a program—it is a theory, not a program.
- Facility is not yet chosen for school. This presents problems for a transportation plan.

Charlotte Choice Charter, Inc. (CCC)

School Characteristics:

Number of students:

- Year 1 (2013-2014): 216
- Year 2 (2014-2015): 252
- Year 3 (2015-2016): 288
- Year 4 (2016-2017): 324
- Year 5 (2017-2018): 324 [K-8]

Number of administrators:

- 3

Number of traditional teachers:

- 12 (Year 1)
- 14 (Year 2)
- 16 (Year 3)
- 18 (Year 4)
- 18 (Year 5)

Number of specialist teachers:

- 2 Special areas (Year 1)
- 3 Special areas (Year 2-5)
- 4 teacher assistants (Year 1-5)

Grade Span: K-5, then expanding by one grade level per year until K-8

Student selection: Application with lottery

Entrance requirements: Resident of Mecklenburg County

Board structure: 7 members

Expansion plans: K-5 with plans to be K-8

Identified site: None currently

Summary of Planned Program:

Charlotte Choice Charter (CCC) will focus on providing students with opportunities to demonstrate growth in the Affective domain of *Bloom's Taxonomy* and offer character education integrated with the Common Core Standards.

CCC teachers will be trained by Open Court (Literacy), Saxon (Math) and Lucy Calkin (Writing) consultants. Training will also be offered on children living in poverty.

CCC places an emphasis on math, reading and character education (Affective Domain).

Impact on LEA:

The cost of CCC is estimated at \$982,039 in state funding and \$503,815 in local funding based on its projected enrollment of 216 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Areas of Strength:

- Marketing plan
- Code of Conduct
- Use of Character Education/Affective Domain
- Employee Handbook

Areas of Concern:

- No location of school identified; presents problem for transportation plan.

- No identified funding source.
- Staff use— might revisit responsibilities and see if positions could be combined.
- Salaried are listed below those of public school positions and may make it difficult to secure staff.
- No curriculum identified for Science, Social Studies, World Languages

Charlotte Day Academy (CDA)

School Characteristics:

Number of students:

- Year 1 (2013-2014): 324
- Year 2 (2014-2015): 384
- Year 3 (2015-2016): 444
- Year 4 (2016-2017): 504
- Year 5 (2017-2018): 604[K-8]

Number of Administrators:

- 2

Number of Traditional Teachers:

- 18

Number of Specialist Teachers:

- 2

Grade Span:

- Year 1: K-5
- Year 2: K-6
- Year 3: K-7
- Year 4: K-8
- Year 5: K-8

Student selection: Application with lottery selection

Entrance requirements: same as public school

Board structure: Board of directors, executive director of the school

Expansion plans: expand from K-5 to K-8 over four years

Identified Site: none yet

Summary of Planned Program:

Following the principals of “the Basic School” and based on the former Evelyn Mack Academy (private school), small class sizes, extended school day, summer enrichment, literacy, phonics, math, science, technology, performing arts and PE.

The curriculum focus is “the eight commonalities” or Core Commonalities according to Dr. Boyer’s book, *The Basic School: A Community of Learning*.

Vmath and Voyager Passport programs will be available for at-risk and ELL students.

Impact on LEA:

The cost of CDA is estimated at \$1,412,851 in state funding and \$807,926 in local funding based on its projected enrollment of 324 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Areas of Strength:

- The schools foundation as a previously established private school (Evelyn Mack Academy) may aid in enrollment efforts.
- The educational plan has a strong focus on parental involvement.

Areas of Concern:

- No facility yet selected.
- No ELL support staff.
- Unclear how charter school is connected to Evelyn Mack, i.e. is this really a conversion?

- School will only have a part-time guidance counselor.
- Transportation will not be available to students.

Destination Leadership Academy (DLA)

School Characteristics:

Number of students:

- Year 1 (2013-2014): 135
- Year 2 (2014-2015): 180
- Year 3 (2015-2016): 225
- Year 4 (2016-2017): 270
- Year 5 (2017-2018): 270 [K-5]

Number of administrators:

- 1 (Year 1)
- 2 (Year 2-5)

Number of traditional teachers:

- 9 (Year 1)
- 14 (Year 2)
- 18 (Year 3)
- 23 (Year 4)
- 23 (Year 5)

Number of specialist teachers:

- 1 Media Specialist (Year 1-5)

Grade span: K-2 in Year 1 and K-5 by Year 5

Student selection: focus on recruitment with students living in the northwest corridor of Mecklenburg County.

Entrance requirements: None

Board structure: Min of 5 max of 11 members

Expansion plans: K-5 by year 5

Identified Site: unknown; currently seeking a facility

Summary of Planned Program:

The Destination Leadership Academy (DLA) mission is to develop scholars by providing rigorous academics and character development using real life application and experiences. The school's structure will create problem solvers, critical thinkers, and self-directed students who will be capable of making an effective transition into middle school.

DLA will follow the educational approach of Expeditionary Learning (EL). This approach involves innovative learning opportunities that are rigorous and relevant to 21st century learning needs.

The business plan includes funds for marketing, staffing, partnership with Expeditionary Learning, contracted transportation, and continuous staff development that increases the staff numbers.

Impact on LEA:

The cost of DLA is estimated at \$588,688 in state funding and \$314,885 in local funding based on its projected enrollment of 135 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Areas of Strength:

- The EL model program has five core practices that are aligned with the newly adopted NC Common Core.

Areas of Concern:

- The business plan indicates that they expect to receive additional funds from Title 1 & EC services; however, their staffing plan does not include personnel to serve these students.
- DLA indicates that they will be open to all students, however it appears that they have not anticipated the needs of EC or ESL students as this is not reflected in their staffing projections. This leads one to believe the plan is scheduled for exclusion of these students.
- Significant amount of funds used to contract with a company to provide training. No mention of utilizing a “train the trainer” model to grow from within the staff, thus reducing in-service cost for in the future.

Entrepreneur High School

School Characteristics:

Number of students:

- Year 1 (2013-2014): 120
- Year 2 (2014-2015): 276
- Year 3 (2015-2016): 388
- Year 4 (2016-2017): 520
- Year 5 (2017-2018): 632 [9-12]

Number of administrators:

- 2 (Year 1 – Year 2)
- 3 (beginning Year 3)

Number of traditional teachers:

- 8 (Year 1)
- 16 (Year 2)
- 24 (Year 3)
- 36 (Year 4)
- 48 (Year 5)

Number of specialist teachers:

- 0 Specialists listed

Grade span: 9-11 in Year 1; 9-12 by Year 5

Student selection: open

Entrance requirements: placement exam

Board Structure: min of 3 max of 11

Expansion plans: By year 5 to be a 9-12 school

Identified site: site not yet identified

Summary of Planned Program:

The mission of Entrepreneur High School is to provide young people with middle-skill knowledge and hands-on experience that enable them to enter their chosen profession immediately after graduation, with an emphasis on having all the prerequisite for starting a successful business, in a learning environment that utilizes the latest technology and is focuses on each student's learning preference and needs including internet-based options.

Students can receive the equivalence of a high school diploma or a diploma completion of a nationally accredited youth apprenticeship training program.

Impact on LEA:

The cost of Entrepreneur High School is estimated at \$523,278 in state funding and \$279,898 in local funding based on its projected enrollment of 120 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

The proposed charter school has a potential negative impact on CTE offerings within CMS by drawing students who may currently be accessing comprehensive CTE curricula/programs.

Areas of Strength:

- The proposed charter attempts to address the needs of a specific student population that may benefit from a purely vocational curriculum.

Areas of Concern:

- The proposed charter does not have the goal of providing students with a NC diploma. The offered diplomas appear to be trade certificate based.
- The curriculum appears to be skills based and not to address 21st century skills.
- Entrance criteria have not been fully developed in that they state that the entrance exam will be similar to the ACCESS test required by NCCCS.
- There is no information regarding their progress on acquiring a site outside of their desired location.
- No specialist teachers listed in their projections for staffing, as well as no guidance counselor.

Invest Collegiate Consortium, Inc (ICC)

School Characteristics:

Number of students:

- Year 1 (2013-2014): 558
- Year 2 (2014-2015): 660
- Year 3 (2015-2016): 792
- Year 4 (2016-2017): 950
- Year 5 (2017-2018): 1140 [K-10]

Number of administrators:

- 2 (Year 1 – Year 2)
- 3 (beginning Year 3)
 - 1 Guidance (Year 1-2); 3 Guidance (Year 3-4), 4 Guidance (Year 5)

Number of traditional teachers:

- 32 (Year 1)
- 37 (Year 2)
- 45 (Year 3)
- 50 (Year 4)
- 56 (Year 5)

Number of specialist teachers:

- 0 indicated in projections

Grade span:

- Year 1: K-6
- Year 2: K-7
- Year 3: K-8
- Year 4: K-9
- Year 5: K-10

Student selection: nothing listed in application

Entrance requirements: None

Board Structure: 5 members

Expansion plans: adding a grade level each year until K-12

Identified site: Old CMS PDC site on West Blvd.

Summary of Planned Program:

The mission of Invest Collegiate is to provide a Core Knowledge curriculum (Hirsch) in grades K-8; Saxon Reading and Math curriculum in grades K-5; Honors and AP courses in grades 9-12; to collaborate with the local community college to extend course offerings in grades 11-12; and an educational program which exceed the current NC Graduation requirements and National Common Core Standards.

The Invest Collegiate educational plan is built around the concept of leadership and learning.

Impact on LEA:

The cost of ICC is estimated at \$2,692,321 in state funding and \$1,238.012 in local funding based on its projected enrollment of 558 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Areas of Strength:

- Mission statement is clearly stated.
- School would be located in center of county, targeting a diverse group of students.

- Center-city location is desirable and easily accessible to professional parents working in uptown charlotte.
- School curriculum appears to be relatively rigorous.

Areas of Concern:

- No funding in business plan for renovations of building.
- No funding in business plan to address outdoor area for PE.
- No viable explanation for student lunches.
- Proposal does not detail support of racial diverse or economically disadvantaged students.
- No specialist teachers listed in projections on staff- is there a pathway for inclusion of children with exceptionalities? What about ELL students?

Leadership Learning Academy, Inc (LLA)

School Characteristics:

Number of students:

- Year 1 (2013-2014): 240
- Year 2 (2014-2015): 320
- Year 3 (2015-2016): 380
- Year 4 (2016-2017): 450
- Year 5 (2017-2018): 540 [K-8]

Number of administrators:

- 2 (Year 1 – Year 5)
 - 1 Guidance (Year 2); 2 Guidance (Year 3-5)

Number of traditional teachers:

- 10 (Year 1)
- 14 (Year 2)
- 19 (Year 3)
- 23.5 (Year 4)
- 27 (Year 5)

Number of specialist teachers:

- 2 (Year 1)
- 3 (Year 2)
- 5 (Year 3)
- 6 (Year 4)
- 7 (Year 5)

Grade span:

- Year 1: K-4
- Year 2: K-5
- Year 3: K-6
- Year 4: K-7
- Year 5: K-8

Student selection: open with lottery

Entrance requirements: standard public school requirements

Board Structure: 7 members

Expansion plans: adding a grade level each year until K-8

Identified site: site in west-side corridor of Mecklenburg County. Currently, the site being looked at is the known facility where Access Academy is located at Moore's Chapel Road, Charlotte.

Summary of Planned Program:

The purpose of Leadership Learning Academy (LLA) includes plans to provide a comprehensive liberal arts education that focuses on the essential values of academic success, leadership and citizenship for grades K-8.

The educational plan for LLA proposes a plan to provide an instructional based curriculum developed by Howard Gardner and which is based on Gardner's Multiple Intelligence's (MI). The MI method will be used across all content areas and are identified within 9 intelligences.

Impact on LEA:

The cost of LLA is estimated at \$1,046,556 in state funding and \$559,795 in local funding based on its projected enrollment of 240 students in the first year of operation. The operation of a new

charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Areas of Strength:

- Students will take a MI inventory to assess their abilities with the eight different types of intelligence and then teachers can begin to adjust their teaching/tutoring methods to match.

Areas of Concern:

- Mission statement creates an assumption as certain skills are needed as criteria.
- Not one student uses just one type of intelligence; we all use several in our daily lives. It's helpful to determine each student learner's top intelligences and tailor the teacher's methods to best meet the learner's particular strengths or combination of strengths.
- Transportation plan includes a school-owned bus plan for consolidated stops; however projected staff does not include staff of a driver. Parent handbook addresses information and violations for bus also.
- ELL students will not have an ESL teacher, but will be offered remedial tutoring, Saturday school and a well-trained, excited teaching team. (Meeting the needs of gifted and at-risk students are also offered the same "services").

StudentFirst Academy

School Characteristics:

Number of students:

- Year 1 (2013-2014): 432
- Year 2 (2014-2015): 480
- Year 3 (2015-2016): 528
- Year 4 (2016-2017): 576
- Year 5 (2017-2018): 624 [K-12]

Number of administrators:

- 10 (Year 1)
- 11 (Year 2)
- 12 (Year 3-5)

Number of traditional teachers:

- 34 (Year 1)
- 34 (Year 2)
- 38 (Year 3)
- 38 (Year 4)
- 38 (Year 5)

Number of specialist teachers:

- 8 (Year 1)
- 10 (Year 2)
- 10.5 (Year 3)
- 11 (Year 4)
- 11 (Year 5)

Grade span:

- Year 1: K-8
- Year 2: K-9
- Year 3: K-10
- Year 4: K-11
- Year 5: K-12

Student selection: open with lottery

Entrance requirements: standard public school requirements however school board may refuse admission to students who have been suspended or expelled from another school. High school students will audition for entrance. This process is not clearly defined in application.

Board Structure: 11 members

Expansion plans: adding a grade level each year until K-12

Identified site: formerly Wilson Middle School, currently StudentFirst Academy Private School.

Summary of Planned Program:

StudentFirst Academy has been in operation for ten years as a private school. StudentFirst Academy believes that every child wants to learn; has the right to be a globally competitive, high quality education; and desires to develop the social skills conducive to proactive citizenship.

StudentFirst Academy offers smaller classes, extended hours day hours from 2:30-5:30 and uses the Paideia program and the ‘trivium’ of classical education to guide teaching methodology in lower, middle and upper school.

Impact on LEA:

The cost of StudentFirst Academy is estimated at \$1,883,800 in state funding and \$1,007,631 in local funding based on its projected enrollment of 432 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Current proposed charter school location is less than one mile from West Mecklenburg High School and would draw students from that school (and magnet program) and its feeder elementary and middle schools.

Areas of Strength:

- Addressing the achievement gap through targeted programs.
- Extending the school day to include after-school enrichment activities that include both academic and non-academic.
- Educational plan that includes all areas of the curriculum.
- All ready established private school.

Areas of Concern:

- Proximity to CMS schools.
- Financial concerns as private school may be impetus for conversion to charter school.
- Curriculum is delivered in Didactic (lecture) format.
- Current educational research is not cited in educational plan. Many curriculum components are not fully explained.
- Increase in staff for high school expansion is minimal.
- Letters of support are dated.
- Application uses outdated data regarding CMS in its definition of need for charter school.
- Common Core State Standards omitted from educational discussion.

Thunderbird Preparatory Academy (TPA)

School Characteristics:

Number of students:

- Year 1 (2013-2014): 353
- Year 2 (2014-2015): 450
- Year 3 (2015-2016): 883
- Year 4 (2016-2017): 983
- Year 5 (2017-2018): 1083 [K-10]

Number of administrators:

- 2 (Year 1 – Year 5)
 - 1 Guidance (Year 2); 2 Guidance (Year 3-5)

Number of traditional teachers:

- 20 (Year 1)
- 25 (Year 2)
- 53 (Year 3)
- 59 (Year 4)
- 63 (Year 5)

Number of specialist teachers:

- 4 (Year 1)
- 5 (Year 2)
- 7 (Year 3)
- 9 (Year 4)
- 10 (Year 5)

Grade span:

- Year 1: K-4
- Year 2: K-5
- Year 3: K-8
- Year 4: K-9
- Year 5: K-10

Student selection: open with lottery

Entrance requirements: standard public school requirements however school board may refuse admission to students who have been suspended or expelled from another school. High school students will audition for entrance. This process is not clearly defined in application.

Board Structure: 5 members

Expansion plans: adding a grade level; in year three moving to K-8 and then by year 7 being a until K-12 school

Identified site: Board is actively looking at sites of 20 acres or more in northern Meck County.

Summary of Planned Program:

Thunderbird Preparatory Academy will develop talented, engaged students that recognize and achieve their full potential collaboratively within an international leadership school environment, one child at a time. Their leadership Development mission will be consistently based on a clear, inspiring Leadership Vision that all children can excel in learning for life when they are fully engages, enriched and embraced.

The curriculum for school is described as based o works of Dr. Donald O. Clifton of the Gallup Organization, Dr. Steven R. Covey and Dr. Corey J. Helgesen the schools consultant. Teachers

will be required to follow NC Standard Course of Study.

Impact on LEA:

The cost of Thunderbird Preparatory is estimated at \$1,519,552 in state funding and \$792,203 in local funding based on its projected enrollment of 353 students in the first year of operation. The operation of a new charter school of this size in Mecklenburg County could affect the CMS enrollment trend that is the basis for the Ten-Year Capital Needs Assessment (CNA).

Current proposed charter school location is less than one mile from West Mecklenburg High School and would draw students from that school and its feeder elementary and middle schools.

Areas of Strength:

- Comprehensive application and addresses all areas of the curriculum.
- Differentiation is specifically addressed through the implementation of various instructional methodology.
- Formal/Summative assessment is specified.
- Lottery process is well defined and open to all students in Meck County.

Areas of Concern:

- Lack of identified location of school.
- Transportation not provided for students.
- The format for observing/evaluating staff is limited and does not include standards and effective practices that lead to quality teaching performances.
- Expectation for LEP students to demonstrate high level order thinking without an emphasis on developing adequate academic language to enable student to think critically.

Aileen Price Institute of Learning #1

Charlotte-Mecklenburg Schools did not receive a copy of that application for the proposed charter school.

Aileen Price Institute of Learning #2

Charlotte-Mecklenburg Schools did not receive a copy of that application for the proposed charter school.

Minds Engaged Academy

Charlotte-Mecklenburg Schools did not receive a copy of that application for the proposed charter school.

Montessori Academy of Cornelius

Charlotte-Mecklenburg Schools did not receive a copy of that application for the proposed charter school.