

AGENDA ITEM EXECUTIVE SUMMARY

- I. **Public Education Commission Meeting Date:** January 15, 2016
- II. **Item Title:** Discussion And Possible Action On 2016 New Application Package And Process
- III. **Executive Summary and Proposed Motions:**

A. **2016 New Application**

CSD is bringing forth proposed revisions to the new application review process and the new application kit for the PEC's consideration and discussion. CSD has made the proposed changes, seen in track changes, based on lessons learned in the most recent application cycle.

The proposed revisions to Part C of the new application include only changes to the prompts, the evaluation criteria have not been included in order to focus the discussion on proposed revisions to the application process and questions. If revisions are adopted and the PED requests, CSD will prepare and present evaluation criteria to the PEC at the next meeting.

Proposed Motions:

-Move to adopt the proposed new application process and prompt revisions presented in today's materials and direct CSD to present evaluation criteria and a complete application package to the PEC at the next meeting.

-Move to adopt the proposed new application process and prompt revisions presented in today's materials, with the changes discussed on the record today, and direct CSD to present evaluation criteria and a complete application package to the PEC at the next meeting.



New Mexico Public Education Commission

~~2015~~2016 New Charter School Application Kit Part A. Introduction and Instructions



Part A. Introduction and Instructions

Introduction

The Charter Schools Act

The *New Mexico Charter School Application Kit* was developed to provide guidance in the writing and review of new charter school submissions. The target audience for this document is both the founding group (the applicants) as they develop a charter school application and the potential Authorizer, the Public Education Commission (PEC), Authorizer's designee(s) or Authorizer's legal counsel (collectively referred to as "Authorizer") as they review and evaluate the quality and completeness of the application.

The New Mexico Charter Schools Act provides the following policy statement:

The Charter Schools Act ... is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students, including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of educating children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements. (22-8B-3 NMSA 1978 *et seq*).

Starting a new charter school in New Mexico requires proposals from committed individuals who have the capacity to achieve strong educational outcomes. Through charter schools, the PEC as Authorizer and the Charter Schools Division ("CSD") in the New Mexico Public Education Department ("PED") seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your application. The PEC makes the final determination regarding the application after reading the application, hearing from the applicant and the local community, and considering the information provided by the CSD.

The CSD Vision is as follows:

Driving student success in New Mexico by supporting ~~both~~ excellent authorizing practices and charter schools that provide quality ~~programs and innovation in~~ innovative education.

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An Overview of the Review Process

As mentioned, completing this application requires dedication to an ambitious project, but most importantly, to the students who will attend your proposed charter school. To better understand the entire process, we provide this overview of the new application kit and the steps beyond it in your journey toward an approved public charter school in New Mexico. The PEC will make the final decision to deny, approve, or approve with conditions charter school applications. The PEC makes its decision based on, but not limited to, the following:

- 1) the application
- 2) the community input hearing
- 3) the capacity interview, and
- 4) the CSD's recommendation

The

Administrative Review – CSD staff will confirm whether the applicant team has met all requirements and whether the application package contains all components required by statute, rule, and application instructions. An application package is administratively complete if it adheres to the page limitations identified for each response and overall if:

1. The applicant team timely submitted a NOI to the PEC and the district and the applicant team attended all required trainings;
2. The application package contains complete information for each application component, including:
 - Executive Summary (Information must be consistent with the contents of the application package),
 - School Size (Information must be consistent with the contents of the application package),
 - All narrative sections, required exhibits and attachments;
3. The application package contains all required appendices; and
4. The application package contains all required documents submitted on the application attachment and/or templates approved for the 2016 application cycle, including 910B5 SEG Worksheet and 5 year Budget Plan.

By January 1 of each year, the PEC approves and makes available in writing at its office and online at its web site an application for a new charter for a specified fiscal year. On _____, 2015, the PEC approved the application for a new charter for the 2016 application cycle, which includes templates and attachments designated by the PEC. Templates and attachments must not be altered from the approved content, format and sequence. An application package submitted for a new charter may be deemed administratively incomplete if it contains modifications to the content, format or sequence of the application, templates or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

Failure to meet the criteria above will result in the application package being deemed Administratively Incomplete. The application will be evaluated based on the information that is included in the application package when it is submitted.

Applicants will receive written notification of the deficiencies not more than 10 business days after the submission of the application package. If the application is deemed administratively incomplete, the Applicant's file will be closed. The Applicant, upon receiving notice of an incomplete application package, may submit a new application package, as long as the submission deadline of June 1, 2016 at 5:00 p.m. has not passed.

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Substantive Review – Upon determination that an application package is administratively complete, the Application will be evaluated and scored using the Evaluation Rubric, which is embedded in the application. The review team for your application consists of outside experts ~~as well as a~~ **who are overseen by the CSD. Each team leader. A team member** will review your application independently and thoroughly. Once complete, the team will come together to discuss your application; ~~the CSD team leader will then score your application based on the input of the whole. and provide a consensus score and analysis. This preliminary analysis will be provided to the applicant team and the PEC.~~

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The PEC and the CSD has determined that answers that score in the “Exceeds” and “Meets” categories are satisfactory and those that fall into the “Partially Meets” and “Does Not Meet” are unsatisfactory. ~~CSD has the ability to review scores for uniformity between applications assessed at the same time and review teams reviewing applications at the same time. Please try to demonstrate your capacity in every section of the application in order to effectively demonstrate: (1) the uniqueness of your school, (2) how it will best serve students in the community where you propose to open a school, (3) and the capacity of your team to carry out the school’s mission as it is proposed. (See Part C below.) Once the team has completed its review, a recommendation is presented from the CSD to the Public Education Commission.~~

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A substantively complete application package meets the following scoring requirements:

- No evaluation area receives a score of Does Not Meet; and
- No more than one evaluation area in each section is scored as Partially Meets; and
- 95% of the evaluation areas in each Section (Educational Framework, Organizational Framework, Financial Framework, and Evidence of Support) score at the Meets level.

Substantively Incomplete Preliminary Application Package – Each Applicant whose application package fails to meet the scoring requirements identified above will receive written notification of the deficiencies, including a copy of the preliminary analysis completed by the review team. An Applicant with a substantively incomplete preliminary application package then has two options for continuing in the application process:

- The Applicant may use the information provided in the preliminary analysis as technical assistance to improve the application package, and resubmit no later than August 1st, or

~~The Public Education Commission reads and evaluates all applications.~~

- The Applicant may submit a written notification that the original application package be considered by the PEC without revision, or
- By August 1st, the Applicant may submit a written request that the application package be withdrawn.

If a revised application package or written notification has not been submitted by August 1st, the Applicant’s file will be closed.

Capacity Interview ~~is when the~~ CSD staff and the ~~charter school experts selected to review your application have a chance to ask you questions.~~ **review team will interview the applicant team.** The **interview** questions are designed to determine ~~your~~ **the applicant team’s** capacity to ~~actually~~ implement the charter school proposed in ~~your application.~~ **the application package and provide an opportunity for the applicant team to provide clarifying information regarding weaknesses identified in the preliminary review.** Your responses are scored and analyzed **and may inform the analysis of the written application.**

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The Application score and analysis, along with a score and analysis of the Capacity Interview will form the basis for the CSD's recommendation to the PEC. ~~(See Part D below.)~~

~~The Community Input Hearing is designed to give the~~ The PEC holds a chance to ask you ~~public hearing at which the applicant team has an opportunity to answer the PEC's~~ questions. During the hearing, the PEC also has a chance to hear from the community and to learn about the positives and negatives for potentially opening a school like the one ~~you propose~~ proposed.

Please note that the PEC will ask the applicants to respond to questions on the application during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the application.

CSD Recommendation – CSD utilizes information from the external team consensus score and preliminary analysis, capacity interview, community input hearing, and revised application package (if applicable) to prepare a recommendation. The recommendation is presented to the Applicant and Public Education Commission at least two weeks prior to the PEC meeting. The CSD may refer to parts of the Community Input Hearing in the recommendation ~~if it reiterates a point of~~ relevant to the analysis ~~being presented in its~~ the recommendation and/or in the preliminary analysis.

PEC Consideration – The PEC will make the final decision to deny, approve, or approve with conditions charter school applications. The Public Education Commission reads and evaluates all applications, if warranted in CSD's overall comments. The PEC makes its decision based on, but not limited to, the application following:

- 1) the application,
- 2) the review team preliminary analysis,
- 3) the community input hearing,
- 4) the capacity interview,
- 5) the CSD's recommendation, and
- 6) the Applicant's statements at the PEC meeting.

If you have further questions regarding this process, please do not hesitate to call the Charter Schools Division at (505) 827-6909. ~~The CSD Review involves the entire CSD staff. The staff will discuss your application, capacity interview, and community input hearing. CSD has the ability to review scores for uniformity between applications assessed at the same time and review teams reviewing applications at the same time.~~

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The 20152016 New Charter School Application Kit

The kit is made up of the following five parts:

1. Part A—Introduction and Instructions
2. Part B—Executive Summary
3. Part C—Application and Rubric
4. Part D—Capacity Interview Questions and Rubric
5. ~~Part E—Score sheets~~

The kit differs from prior years' applications in format and expectations and reflects our work to conform this application to the law. Please be sure that you use the most current form. The kit is intended to guide you through the steps of developing a charter school proposal. While the new kit comes in ~~five~~four parts you will only be submitting **Part B, Executive Summary, and Part C, Application and Rubric**. All parts of the kit comply with the amended Charter School Act, which requires charter schools' performance to be measured according to a framework of specific criteria. You will note that the application itself is organized by frameworks.

The **Part A, Introduction and Instructions**, provides you with information regarding expectations, application timelines, contact information, an application glossary of terms, and logistical information. Although you are not scored based on this section, the overall ability to create a clear, cohesive, comprehensive, reasonable, and innovative charter school application depends in large part on following the instructions in this guide.

The **Part B, Executive Summary**, requires you to provide a summary or overview of the work of your proposed school. This offers the reviewers a general understanding of what will be explained and described in detail within the application itself. In addition, this summary will be posted on the CSD website so that the public knows who is applying for a state-funded public charter school. This section is not evaluated for points. However, your summary should adequately reflect what is found in the rest of the application. For instance, if your school has a STEM focus, then this should be mentioned in the Executive Summary. **This section should be submitted to the CSD along with the Part C, Application, between ~~June~~May 1st and ~~July~~June 1st of the current year (5:00 PM MST).**

The **Part C, Application and Rubric**, contains a series of requests for information that should be responded to as completely as you deem appropriate. ~~Please use the rubrics to guide your responses, and note that some questions are weighted more heavily than others. For example, the question on mission is an important one and is weighted more heavily than the question regarding transportation. In addition, it~~It is important not to compartmentalize your responses, but rather to use the prompts to assist you in presenting a clear, comprehensive, cohesive, reasonable, and innovative educational, organizational, and financial frameworks for a public charter school. The evaluators will be looking for a consistent ~~message of substance~~narrative that presents evidence of a thorough and thoughtful plan ~~that is formulated by a capable team, deserving of entrustment~~being entrusted with millions of dollars of public funds ~~and that, which~~ will offer a vibrant and innovative educational option for New Mexican children and their families. Your mission should be reflected throughout the Application in all proposed programs, budgets, and resource allocations. **Note: Simply following the prompts does not guarantee approval by your selected authorizer.**

The **Part D, Capacity Interview Questions and Rubric**, does not require any written information from you. Instead, you are strongly encouraged to use the questions in Part D to better assess your own

capacity to implement the framework for the charter school that you have outlined in your application, and to prepare answers in advance to the interview questions. All applicants receive the same ~~14~~¹⁰ questions (two follow up questions permitted for each) and ~~one~~^{five} individualized ~~question~~^{questions}, which ~~is~~^{are} created by your application reviewers in response to their review of your written application.

~~The Part E, the score sheets are used to calculate and finalize the scores attained in your written application and your capacity interview. The score sheet is provided by the CSD to PEC as part of the CSD recommendation on the application. The PEC makes the final determination about the application. The CSD and PEC encourage charter school applicants to strive to "meet" or "exceed" in every category.~~

Summary

Experience has shown that successful charter schools tend to have a number of common characteristics such as:

- A clear, focused, results-oriented mission statement that aligns to all parts of the proposal
- Demonstrated understanding of the population that the school is likely to serve, based on the location the school seeks to locate
- An educational program that is likely to be effective for the targeted population
- Strong goals to assist the school in meeting its mission and educational programming
- Strong, experienced, and diverse leadership and governance that aligns the mission of the school with results oriented practice
- A Governing Body that provides strong, professional functions in financial oversight, Board functions, and supporting the leadership of the school
- Strong financial planning and management

Authorizers want thoughtful, well-developed applications from capable school developers who are committed to enhancing education in New Mexico. Please note that all successful applicants shall enter into a planning year, complete a planning year checklist, and negotiate a contract with their authorizer prior to receiving approval from the Authorizer to commence operations. The templates used in the negotiations are available on CSD's website.

Please Note: At the time of publishing this application, the CSD has not been awarded a United States Department of Education Charter Schools Grant (federal stimulus grant). There is no guarantee that there will be federal or state monies available for start-up charter schools in New Mexico in ~~2015~~²⁰¹⁶ or going forward.

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Instructions and Timeframe

*(The following dates are for applicants who intend to submit an application to the PEC. All applications must be submitted between **May 1 and June 1** ~~and July 1, 2015~~ **2016**.)*

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| Form and Point of Contact | All submissions should be prepared utilizing the 2015 2016 New Charter School Application Kit . The Executive Summary, the Application, and all appendices must be complete when submitted. Any questions regarding the Application and the review process must be directed to Linda Olivas, Executive Administrative, linda.olivas@state.nm.us (505) 827-6909. During this process, please consult with Ms. Olivas prior to contacting other CSD or PED staff members for assistance and information. charter.schools@state.nm.us |
| Notice | Be sure that CSD has the most current e-mail address and phone number for you <i>at all times</i> . Due to the limited number of CSD staff and heavy work load, the CSD will NOT send any notices or other information by hard copy unless required to do so by law. |

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Introduction and Instructions

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| Deadline: Charter Application | <p>Charter Applications may be submitted between <u>May 1st and June 1st and July 1st of the current year.</u> However, the deadline for submission of all materials to the PED's CSD is JulyJune 1st by no later than close of business (5:00 p.m. Mountain Time).</p> <p>Note: Submission prior to <u>JulyJune 1st</u> of the current year will not commence the administrative review deadlines for review. <u>The start of the 60-day deadline for Authorizer review will not begin until July 2nd.</u></p> |
| Deadline: Public School Facilities Authority (PSFA) Master Facilities Plan/ Ed. Spec. Checklist | <p>Charter applications must include evidence that the founders have completed and submitted a Facilities Master Plan/Ed. Spec. Checklist. The completed form must be submitted to the PSFA by Friday, April 24, 201522, 2016. Please contact PSFA for more information.</p> <p>Find the Facilities Master Plan/Ed. Spec. Checklist form on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.</p> |
| Manner of Submission of the completed Charter Application | <p>Only electronic copies will be accepted: All applicants <u>must submit an electronic version</u> of their new application on Sharepoint. Submission <u>details were accounts will be created and training will</u> provided during the new application training. If you have questions about submission via sharepoint contact <u>Julianna Montoya @ 827-6698 or julianna.montoya@state.nm.us.charter.schools@state.nm.us.</u></p> |
| Technical Assistance Workshops (Dates to be determined. Notices will be sent by email.) | <p>At least <u>two five</u> Technical Assistance Workshops will be provided by the CSD. <u>You Applicant teams that submit a timely NOI</u> will be notified of the details, <u>date, time, dates, times, and location locations for all trainings</u> via email. Attendance at Technical Assistance Workshops are mandatory for new applicants. Please be diligent about checking your emails and the CSD website for information regarding the Technical Assistance Workshops.</p> |
| Administrative Review Period (May 1-June 3) | <p>CSD staff confirms whether the application package contains all <u>components required by statute, rule, and application instructions, and whether the applicant team timely submitted an NOI and attended all training sessions. An administratively complete application package must adhere to the page limitation.</u></p> |
| Substantive Review Period (July 2-August 31 June 6 – June 24) | <p>A review team of <u>outside charter school leaders experts</u> will <u>be selected to read and analyze the applications. Each team consists of outside charter school experts and one is overseen by CSD education administrator as the team lead.</u></p> |
| Capacity Interviews (June 27-July 27-August 7) 8) | <p>The Capacity Interview will be held prior to the PEC's Community Input Hearings, which are held in the geographic location of the community the prospective school intends to serve. The Capacity Interview is a critical component of the review process and the founders' key spokesperson must be available. In addition, if a particular person drafted a section in its entirety, that person should also be available to answer questions. This interview will be designed to demonstrate the founding group's capacity to implement the school as planned in the Application.</p> |
| Preliminary | <p>The review team's preliminary analysis is provided to the applicant and the PEC.</p> |

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Introduction and Instructions

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| Analysis (July 18) | |
| Public Hearing to Obtain Community Input (August 17-21, July 25-29)** | As provided by the New Mexico Charter Schools Act, the PEC will hold Community Input Hearings to allow the local community, including the local school district, the opportunity to provide comments on the application. In addition, the PEC will use this opportunity to obtain information from the applicants that may inform the commissioners, prior to taking an actual vote. Please note, the PEC expects that founders have a knowledge and understanding of all parts of their submitted application, including budget. |
| Revised Application Package (August 1) | <u>An Applicant whose Preliminary Analysis does not meet the scoring requirements may submit a revised application package. The revised application package will be used by CSD in making the final recommendation.</u> |
| CSD Recommendation (August 28, 15)** | The CSD will send its recommendations to the PEC and the applicant by close of business on August 29, 2015, 15, 2016. The recommendation will be sent by email. This recommendation will be one of three recommendations: a) to approve, b) approve with conditions, or c) deny the Application. |
| PEC Decision-Making Meeting (August 31-September 24-25, 1)** | The PEC will hold a public decision-making meeting to either a) approve, b) approve with conditions, or c) deny the Applications. At this meeting, the applicants will have an additional opportunity, prior to the decision, to address the PEC and to answer questions from the PEC members.* |

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**These dates are subject to change based on conflicts beyond the control of CSD and the PEC. The number of charter applications submitted to the PEC for consideration may influence these dates as well.

+The PEC will request that every applicant agree to an extension of the 60 day statutory deadline for the final decision on the charter applications due to time constraints experienced in meeting this deadline in the past. This extension is requested to ensure that every application is given full consideration before a vote by the PEC.

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Glossary of Terms Relevant to the Application

Alignment of Curriculum: The curriculum of all public schools must be aligned with the New Mexico Common Core Standards, Content Standards, Benchmarks and Performance Standards. An alignment document - by subject and grade level - lists each of the performance standards, cross-referenced with the instructional materials, and a timeline for when they are addressed.

Assessment: A valid and reliable method(s), tool(s) or system(s) to evaluate and demonstrate progress toward - or mastery of - the academic and non-academic performance goals stated in the application.

Charter School Act: The Charter Schools Act, 22-8B-1 et. seq. NMSA 1978, allows the authorization of charter schools that are independent public schools. Charter Schools operate under charters granted for up to five years by the Public Education Commission (PEC) or local school districts, known as authorizers. Once an authorizer has awarded a charter, the new charter school organizes around the core mission, curriculum, theme, and/or teaching method described in its application. Charter schools are allowed autonomy including control of their own budget, hiring their own employees, and other functions that the charter school is required to perform in order to carry out the educational program described in its charter. A charter school, on an annual basis, must demonstrate academic improvement, fiscal responsibility, and sound organizational operations which comply with the law.

In 2011, the Legislature amended sections of the Charter School Act to add and modify accountability requirements for charter schools and authorizers. By using a Performance Contract and accompanying Performance Framework, charter schools have specific material terms they must meet. In addition, they are assessed by the indicators contained in the Performance Frameworks. The categories evaluated by the Performance Framework are Academic, Financial, and Organizational indicators. If the school is approved the authorizers negotiates terms of the Performance Contract with the charter schools prior to the time that the school commences operations.

Mission-Specific Indicators/Goals: The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to ~~identify~~**identify** appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,

(3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

SAMPLE. The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

☐ The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

☐ The school falls far below the standard if it fails to meet any of the standards set forth above.

Instructional Hours: Hours in which regular students are in school-directed instructional programs, exclusive of lunch and breaks.

Mission: The mission of the school is a concise statement that describes the purpose of the school and how the school will achieve it. The mission should answer questions such as: 1) what outcomes for students does your school seek to accomplish; 2) how will it accomplish that; and 3) what is unique about your school? The best mission statements are clear, focused, compelling, and have a focus on

outputs rather than inputs. The statement should be the driving force and rationale behind all the other components of the application.

New Mexico Common Core Standards, Content Standards, Benchmarks, and Performance Standards:

The State of New Mexico has established the Content Standards with Benchmarks and Performance Standards to be used by all public schools, including charter schools, and state-supported educational institutions to develop, deliver, and assess curriculum. For English Language Arts and Math, New Mexico has adopted the Common Core Standards <http://newmexicocommoncore.org/>. For all other subjects, the NM Standards may be accessed at <http://www.ped.state.nm.us/nmStandards.html>.

NM Standards: Refers to New Mexico Content Standards, Benchmarks, and Performance Standards.

Partnership for Assessments for Readiness of College and Career (PARCC): New Mexico has adopted the PARCC assessments along with 19 other states. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 19 states working together to develop a common set of K–12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K–12 assessments will build a pathway to college and career readiness by the end of high school, mark students’ progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support.

Partnership: A partner organization is essential to the existence of the charter school and without which the school’s mission cannot be accomplished. A “partnership” contemplates a formal relationship, rather than an informal or tangential agreement to provide ancillary support to particular school programs. A partner organization will be an entity that is committing funds or other resources to support the school’s operation and long term existence. If the school’s plan contemplates reliance on a partner, the applicant should provide evidence (draft contract, memorandum of understanding or other document that evidences the commitment) that the proposed partner is willing to commit to that relationship on the condition the charter school is approved. A partner is **not** a major curriculum provider or other vendor who may be key, but replaceable through a substitute entity.

Plan: A plan, for purposes of this application, is a detailed statement of how an outcome will be achieved. A plan must include clear expectations, criteria, actions steps, timelines, benchmarks, and responsible parties.

Policy: A policy, for purposes of this application, is a guiding statement that reflects the principles, rules, or guidelines to be adopted by the school’s governing body once the charter contract is formally executed. Policy statements contain clear expectations, criteria, timelines, and responsible parties to be implemented on behalf of the governing body.

Procedure: A procedure, for purposes of this application, is a statement of the specific methods to be used or course of action that will be taken to implement a policy in the day-to-day operation of the school. A procedure identifies actions steps, timelines, benchmarks, and responsible parties.

Remediation for students not achieving standards: Remediation, for purposes of this application, refers to a process, procedure, plan, or a variety of instructional support opportunities to assist individual students who are not achieving proficiency in the NM standards or other student performance expectations.

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Scope and Sequence: A scope and sequence should include the following components:

- Grade levels, grade spans, age spans or other sequence
- The knowledge, content standards/areas or organizing themes within the grades levels, grade spans, age spans or other sequence.
- The time/number of lessons/etc. spent to address specific knowledge, content standards/areas or organizing themes.
- Sufficient coverage of all grade level content standards/areas required by the state.

SMART Format: Indicators/goals must be written in SMART format according to the format set forth in **Mission-Specific Indicators/Goals** description above. The criteria for SMART format is as follows:

- Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- ~~Ambitious and~~ Attainable. A goal should be ~~challenging yet~~ attainable and realistic.
- ~~Reflective of the School's Mission.~~ Rigorous. A goal should be a ~~natural outgrowth of the school's mission, reflecting the school's values and aspirations~~ challenging based on current or expected performance.
- Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.

Special Populations: Special populations may include students who have been identified with special needs that require an Individualized Education Plan (IEP), a Section 504 Accommodations plan, English language learner (ELL) instruction, or those who require access to ancillary services including, but not limited to, health, speech/language services, social work services, physical therapy, occupational therapy, etc.

State and Federal Accountability System Academic Performance Indicator: The School Grading Accountability System is the first part of the academic framework which is used to evaluate all public schools, including charter schools, in the state of New Mexico. Annually, each school will receive a grade of A through F that reflects the school's performance on a School Grading Report. The School Grading Report includes criteria components such as Current Standing, School Growth for its top 75% of students, School Growth for its lowest 25% of students, Opportunity to Learn, Graduation, College and Career Readiness. (The latter two being appropriate for high school only.) *More information regarding the New Mexico A–F grading system may be accessed at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.* The following performance indicator has been established by the PEC to demonstrate that the charter school is meeting acceptable standards according to the New Mexico A–F grading system:

Annually, the school will meet the first academic indicator in the Performance Framework if it receives an A or a B on its School Grade Report Card. The school can also meet standards if it achieves a C if it shows a proper plan is in place or if accredited by a reputable accrediting agency. The school does not meet standards if it receives a C and does not have a proper plan in place nor is

Introduction and Instructions

~~2015~~2016

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accredited by a reputable accrediting agency.

Understanding the State's A–F Grading System is critical in the development of your school as it is a major component of your school's annual evaluation.

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New Mexico Public Education Commission Charter Schools Division

~~2015~~ 2016 New Charter School Application Kit Part B. Executive Summary



Part B: Executive Summary

This section should be two to three pages long and address in a narrative form the following points:

- Your proposed school's name and a description of the ~~targeted~~anticipated student population including key demographic data (academic performance, home languages, special populations) based on the ~~and the~~ targeted geographical area of the proposed school.
- Where the targeted students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.
- Evidence that there is a community need for a school of this nature in the location proposed. Note: NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate." Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.).
- How you project that the school will be more effective than the schools currently serving the targeted student population, or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the targeted service area. Provide a brief summary of any data you have to support this assumption.
- The founders of the proposed school, their background, and expertise.
- If different from the list provided above, the founding governing board.

To complete the following form, click on the text box and begin to type.

New Charter Application Executive Summary

Executive Summary



New Mexico Public Education Commission

**2015 New Charter School Application Kit
Part C. Application & Rubric**



School Information:

Name of Proposed Charter School: _____

School Address (if known): _____

School Location (City/Town): _____

School District within which ~~your school~~ the proposed school will be located: _____

Grades to be served: _____

Requested Enrollment Cap: _____

Contact Information:

Primary Contact Person: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Tel: _____ Fax: _____

Alternate Tel: _____ E-Mail: _____

Secondary Contact Person: _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Tel: _____ Fax: _____

Alternate Tel: _____ E-Mail: _____

Founder (if different from above): _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Tel: _____ Fax: _____

Alternate Tel: _____ E-Mail: _____

Founder (if different from above): _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Tel: _____ Fax: _____

Alternate Tel: _____ E-Mail: _____

| | |
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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school you will not answer questions about graduation), where indicated in red below. Use the rubrics following the prompts to guide your answers and responses. As you will see from those rubrics, it is best to provide clear, comprehensive, cohesive, reasonable, and at times, innovative responses. Too often, an applicant leaves something out (comprehensive) or does not explain how pieces in their proposal fit together (the educational program aligns with the budget—cohesive). The reviewers are also interested in reasonable answers; often applicants are excited to try many new things and this can be taken too far. Finally, remember to showcase the ~~innovati~~innovative aspectson in your proposed charter school proposal whenever possible. ~~Charter Schools are in existence for this reason.~~

~~Please note: The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased if your answers receive “Exceeds” or “Meets” score as indicated in the scoring rubric as set forth below.~~

Academics

A. School size. State the ~~projected~~requested enrollment, grade levels to be served and student/teacher ratio.

| Academic Year | Number of Students | Grade Levels | Student/Teacher Ratio |
|------------------------------|--------------------|--------------|-----------------------|
| Year 1 | | | |
| Year 2 | | | |
| Year 3 | | | |
| Year 4 | | | |
| Year 5 | | | |
| At Capacity (Enrollment Cap) | | | |

| | Included | Meets—3 | Partially Meets—2 | Not included |
|----------------|---|--------------------|------------------------------|--|
| A. School Size | The applicant provides all of the required information. | | | The application does not provide the required information. |
| | ← Satisfied | | | Not Satisfied → |

B. Mission. Note: ~~The School~~The proposed school shall report each year on implementation of its mission as set forth in the mission-specific indicator(s) as set forth in the Performance Framework, Academic Framework (see glossary).

B. State the mission or the driving force that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does ~~your school~~the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about ~~your school~~the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outputs rather than inputs.

Please provide your Mission statement here

C. Indicators/Goal(s) Related to ~~the School~~the proposed school's Mission. The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of ~~the school~~the proposed school mission. Mission-specific indicators/goals **MUST BE** provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow ~~the school~~an approved school to demonstrate its achievements related to ~~the an approved school~~mission. The Performance Framework is assessed on an annual basis ~~and may be revised yearly.~~

Mission-specific indicators/goals put into the application should:

- (1) demonstrate ~~the school~~the proposed school's ability to implement ~~the school~~the proposed school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis ~~and then potentially revised yearly.~~

Again, please note that **these indicators/goals are subject to change through the negotiation process as an approved ~~the school~~ works with their Authorizer in the contract negotiation process during the planning year.**

Please note: The criteria for SMART Format is as follows:

- Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- Attainable. A goal should be ~~challenging yet~~attainable and realistic. The applicant should identify why the goal is attainable.
- Rigorous. A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- Time-Bound with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.

C.(1) Mission-Specific Indicators/goals Required

Identify and provide at least two mission-specific indicators/goals in the following section. Include the following key elements:

- First, ensure that the annual indicators/goals provided show the implementation of ~~the school~~the proposed school's mission.

- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicators/goals. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.” NOTE: **Please see examples in the glossary or in Part A of this application.**

Goal/Indicator 1 related to School's Mission:

Goal/Indicator 2 related to School's Mission:

Other Mission-Specific Goals/indicators, if appropriate:

~~C.(2) Provide a clear, comprehensive, cohesive, and reasonable rationale for the indicators/goals developed. In that rationale, offer a detailed plan, and specific methods of assessment to be used annually for the indicators/goals listed above. It is best to use an assessment developed by experts outside of the school (i.e. Discovery short cycle assessment) rather than using grades provided by teachers in the classroom.~~

~~Rationale for Goal/Indicator 1: _____~~

~~Rationale for Goal/Indicator 2: _____~~

~~Rationale for Other Indicators/goals, if appropriate: _____~~

D. Curriculum, ~~Instructional~~ Educational Program, Student Performance Standards.

~~D.(1) Provide a description of a the proposed school's curriculum, and instructional program with the potential to raise the achievement of the intended student population. The proposed curriculum description provided must be research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly align with the New Mexico Common Core State Standards, and the school the proposed school's mission.~~

~~Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC recommends requires one semester's curriculum to be fully completed by the charter school during the planning year and approved before commencement of operations is approved.~~

Curriculum, Instructional Program, student performance standards OR Timeline for Development Process

~~D.(2) Substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. (Required if a curriculum program is provided)~~

~~Research/Data~~

~~D.(3) Provide a clear, comprehensive, and reasonable Scope and Sequence that clearly aligns with the description of the curriculum and instructional program and is aligned with the school's mission. Insert Course Scope and Sequence as Appendix A. (Required if a curriculum and academic program are provided)~~

~~Scope and Sequence~~

E. Graduation Requirements.

E.(1) Identify ~~your school~~ the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following

link: <http://ped.state.nm.us/GradRegs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

*Graduation Requirements***F. Instruction.**

F.(1) Provide a **clear, comprehensive, and cohesive** overview of the ~~instructional strategies~~ educational philosophy and instructional methods to be implemented that **clearly** support and align with ~~your school~~ the proposed school's mission, and curriculum, ~~instructional program and performance standards.~~

Instructional Strategies and Methods

D.(5) Provide a yearly calendar and daily schedule (length of school day, instructional blocks and breaks) that completely comply with all state requirements and ensure effective, successful implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

School Day/Year

F.(2) Provide a **clear, comprehensive and cohesive** explanation of how the proposed curriculum, educational philosophy, instructional methods, and yearly calendar and daily schedule ~~strategies are~~ will be effective with the target anticipated student population.

Effectiveness

~~F.(3) Provide a clear and comprehensive description of how instruction will be differentiated based on identified student needs and provide specific examples.~~

Differentiated Instruction

G. Special Populations. This includes those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

G.(1) Special Education.

G.(1)(a) Provide a **clear, cohesive, and comprehensive** ~~explanation description of how the practices and strategies the school~~ the proposed school will provide required instructional services/supports to employ to provide a continuum of services, and ensure students' with IEPs. Ensure you address both students with disabilities and students classified as gifted. in special populations access to the general education curriculum.

Access to Services

G.(1)(b) Provide a **clear, cohesive, and comprehensive** description of how ~~the school~~the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

IEP Monitoring

~~G.(1)(c) If applicable, provide a **clear, cohesive and comprehensive** plan for graduating students with special education needs that complies with federal and state regulations. (high schools only)~~

Graduation

~~G.(1)(d) Provides a **clear, cohesive and comprehensive** plan that addresses how the school will provide ancillary staff support for special need students~~

Address Staffing Needs

G.(2) Students with Section 504 Accommodation Plans.

~~H.(2) Provide a **clear, comprehensive, and cohesive** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.~~

Monitoring 504

G.(3) English Language Learner (ELLs):

~~G.(3)(a) Provide a **clear, comprehensive, and cohesive** explanation of how English language learners will be identified.~~

Identifying ELL

G.(3)(b) Provide a **clear, comprehensive, and cohesive** ~~explanation~~description of how ~~the school~~the proposed school will provide required curriculum, and instructional services/supports to ~~identified~~ students identified as ELLs.

Services

~~G.(3)(c) Provide a **clear, comprehensive, and cohesive** description of how instruction will be differentiated or sheltered based on identified ELL student needs. Please include relevant examples.~~

Differentiated Instruction

G.(3)(d) Provide a **clear, comprehensive, and cohesive** plan to regularly evaluate and monitor the progress of English language learners.

Monitoring

~~G.(3)(e) Provides a **clear, comprehensive, and cohesive** description of how the school will budget and staff to meet the needs of ELLs.~~

Staffing

H. Assessment and Accountability. A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with ~~the school~~the proposed school's student performance indicators/goals, and should be presented along with a clear timeline for achieving these standards/indicators/goals. A clear

explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., PARCC, SBA, Discovery, DRA, DIBELS, NWEA MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards.

H.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, ~~and~~ frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that ~~the school~~ the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the school the proposed school's targeted student population, ~~and how the assessments will be used to inform instruction~~.

Use of Assessments

H. (2) Provides a **clear, comprehensive and cohesive** description of the how assessment data will be analyzed and what corrective actions ~~that~~ will be taken if ~~the school~~ the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a **A complete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how ~~the school~~ the proposed school will assess effectiveness ~~is provided~~.

Individual and School-Wide Corrective Action

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, ~~the school~~ the proposed school's Governing Body, ~~the school~~ the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

Reporting on Progress

Organization

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with ~~your school~~ the proposed school's administration). Provide comprehensive "bylaws" ~~or specifically explain how your governing body will develop its governing documents or "bylaws" if not submitted with application.~~ or specifically explain how your governing body will develop its governing documents or "bylaws" if not submitted with application. If complete, attach governing documents bylaws as Appendix B.

Governance Description

A.(2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a ~~compelling and relevant list~~ of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that ~~your~~ the membership reflects ~~(or will reflect)~~ the diverse experiences and skills necessary to oversee all aspects of ~~the school~~ the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (i.e., ~~assure~~ ensure student success, develop, implement, oversee the management of public funds, and oversee ~~the school~~ the proposed school's compliance with legal obligations).

Description of Prospective Governance Expertise

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills -necessary to govern the proposed school. Describe how ~~future~~ governing body members will be recruited, evaluated, and selected as vacancies arise.

~~Enumerate the qualifications desired for members that will assure your school~~ the proposed school's governance is competent to operate a public school.

Selection of Members

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, including the Open Meetings Act, and is **completely supported** by the budget you propose.

Governance Training

B.(2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

Governance Evaluation

C. Leadership and Management.

C.(1) Provide a clear, comprehensive, and cohesive plan ~~Describe for~~ how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that ~~your school~~ the proposed school is successfully meeting its mission and providing a quality education.

Monitoring

C.(2) Identify and provide a **clear, comprehensive, and cohesive plan for hiring a head administrator.** Include a clear, comprehensive, and cohesive description of the leadership characteristics and

qualifications for the head administrator needed to run ~~your school~~ **the proposed school**. In your description, take **into account the mission of** ~~the school~~ **the proposed school**. Accordingly, ~~it~~ include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator **no later than July 1**.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running ~~your school~~ **the proposed school** and delivering its unique mission.

~~Finally, provide evidence of a clear plan to both hire and subsequently evaluate a highly- qualified administrator.~~

Head Administrator Selection

C.(3) Describe how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as Appendix C.

Head Administrator Evaluation

C.(2) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

Head Administrator Evaluation

~~C.(3) Describe how the governing body will convey and delineate the roles and responsibilities of your school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix C.~~

Head Administrator Evaluation

D. Organizational Structure of ~~the School~~ **the proposed school.**

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of** ~~the school~~ **the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to ~~the school~~ **the proposed school**.

Organizational Structure

D.(2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and ~~then-appropriate~~ reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as Appendix D.

Job Descriptions

Staff Evaluation

D.(3)(a) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding

of ~~the school~~ the proposed school's staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum, and is aligned with the budget, and projected enrollment. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the school year.

Staffing Plan

~~D.(3)(b) Provide a clear, comprehensive, and cohesive staffing plan that is clearly aligned with the budget, projected enrollment, and implementation schedule.~~

Staffing Plan Alignment with Budget

~~D.(5) Provide a calendar and schedule (length of school day and school year including total number of days/hours of instruction) that **completely comply with all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.~~

School Day/Year

D.(6) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of ~~the school~~ the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

Professional Development Plan

E. Employees.

E.(1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation** of how you will address employees' recognized representatives.

Employer/Employee Relationship

~~E.(2) Provide a **clear, comprehensive, and cohesive** set of governing body personnel policies and procedures **that are aligned** with the stated employer/employee relationship, and comply with all applicable state and federal statutes and regulations (attach as Appendix E). **OR** If you plan to develop those governing body personnel policies and procedures later, state how and when they will be developed and how you will ensure that they comply with applicable federal and state statutes and regulations.~~

Personnel Policies

~~E.(3) Provide a staff discipline process that is **clear, comprehensive, and cohesive** and that is aligned with the stated employer/employee relationship, and follows an appropriate route ensuring due process.~~

Staff Discipline Process

~~E.(4) Provide a **clear, comprehensive, and cohesive** employee grievance process that is aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines.~~

Grievance Process

F. Community/Parent/Employee Involvement in Governance.

F.(1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of ~~the school~~ the proposed school. The plan includes ~~how~~ structures to facilitate **parental involvement** that will help to advance ~~the school~~ the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

Community Involvement

F.(2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ~~assure~~ ensures a timely and meaningful response from school administration ~~or~~ and the GB.

Complaint Resolution

G. Student Policies.

G.(1) Provide and attach as Appendix F, **clear, comprehensive, and cohesive** Student Discipline Policies (6.11.2 NMAC) that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a ~~detailed explanation~~ of how it will take into account the rights of students with disabilities.

Student Discipline Policy

G.(2) Provide a **clear, comprehensive, and cohesive** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. Ensure that the plan is consistent with the Students' Rights and Responsibilities rules.

Alternative Placements

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H. Student Recruitment and Enrollment.

H.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to ~~the school~~ the proposed school and is likely to be effective in attracting a representative student body ~~students~~ from the targeted ~~population~~ community. The recruitment /enrollment timelines presented are **reasonable**. ~~Ensure that the outreach/ marketing plan is supported by the budget.~~

Student Recruitment

H.(2) Provide a **complete, comprehensive, and cohesive** ~~description~~ plan to implement ~~of your~~ a lottery process. ~~Ensure all proposed~~ and ~~procedures~~ and policies ~~that~~ that comply with state statutes, and **support equal access** to ~~the school~~ the proposed school (include how ~~you will maintain~~ will be maintained). Please provide tentative timeframes or dates.

Lottery Process

Enrollment Process

I. Legal Compliance.

I.(1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

Conflict Of Interest

I.(2) Provide a **comprehensive and clear** explanation that demonstrates a **complete understanding of, and capacity to** comply with the Open Meetings Act in its several parts (agendas posted in advance, quorums, executive or closed session procedures, minutes, etc. NMSA 1978 Section 10-15-1 to 4), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc. NMSA 1978 14-2-1 to 12) that meets the requirements of the laws. For further information please see the following link: <http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

*Transparency***J. Evidence of Partnership/Contractor relationship. (If Applicable.)**

J.(1) If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of ~~the school~~the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to ~~the school~~the proposed school.

Third Party Relationships

J.(2) If applicable, provide and attach as Appendix H, a proposed, **signed, clear, formal** agreement between ~~the school~~the applicant and each third party relationship **OR** memorandum of understanding (MOU) between ~~the school~~the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

K. Waivers.

K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the wavier is being requested. Ensure that the rationale **clearly demonstrates** how requested waivers **align with** ~~the school~~the proposed school's ~~proposed autonomy, its mission, and the educational program and curriculum~~. For further information please see the following link: http://ped.state.nm.us/admin/personnel/waiver_requests.html.

| NMSA 1978 § 22-8B-5(C) Waiver | Requested? | | Description of how waiver will support school's plan. |
|-------------------------------------|--------------------------|--------------------------|---|
| | yes | no | |
| Individual class load | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| Teaching load | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| Length of school day | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| Staffing pattern | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| Subject areas | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| Purchase of instructional materials | <input type="checkbox"/> | <input type="checkbox"/> | Insert |

| | | | |
|---|--|--------------------------|--------|
| Evaluation standards for school personnel | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| School principal duties | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| Drivers education | <input type="checkbox"/> | <input type="checkbox"/> | Insert |
| <u>NMSA 1978 § 22-2-2.1 Waiver</u> | <u>Description of how waiver will support school's plan.</u> | | |
| | | | |

| | |
|---|---|
| <p>K.(2) Only for schools seeking local district authorization. Provide a list of Authorizer policies for which a waiver is requested (see NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code), including a rationale for why the waiver is being requested. Ensure that the rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum. (If you require additional space, attach as an Appendix.)</p> | |
| Discretionary Waiver(s) Sought: | Description of how waiver will support school's plan: |
| Insert | Insert |
| Insert | Insert |
| Insert | Insert |
| Insert | Insert |

L. Transportation and Food.

L.(1) If Applicable, state how ~~your school~~ **the proposed school** plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that is supported by the proposed budget.
 For further information please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>.

Transportation

L.(2) If Applicable Provide a plan to offer food services to students (i.e, contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

Food Services

M. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 24th 20152016**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

M.(1) ~~Describe in detail the charter school's projected facility needs and the desired school environment.~~ **Complete, submit, and attach as Appendix I,** the Facilities Master Plan Ed / Spec Checklist to the Public Schools Facilities Authority (PSFA) for review and approval, and attach the **approved form** as Appendix "J."

Projected Facility Needs

M.(2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for ~~the school~~the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

Facility Plan

~~M.(3) Provide a description of the school's potential capital outlay needs, including projected requests for capital outlay assistance that are reasonable and sufficient to support the school program. Recognizing that facility needs may change in the future provide a reasonable projection for facility maintenance, repair, and equipment needs.~~

Projected Facility Costs

Finance

A. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the budget.

A.(1) Provide, and attach as Appendix J, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding.

Budget Narrative

A.(2) Provide, and attach as Appendix K, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports ~~the school~~the proposed school's mission and aligns with ~~the school~~the proposed school's five- year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of ~~the school~~the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

Budget Narrative

A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with ~~the school~~the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates ~~the school~~the proposed school's thorough understanding of the budget and of budgeting.

Budget Narrative

A.(4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how ~~your school~~the proposed school will modify the budget when there are students with special education needs currently attending ~~the school~~the proposed school, but under the funding formula ~~the school~~the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how ~~your school~~the proposed school will address the budget in the event that ~~the school~~the proposed school has budgeted for more students, based on early enrollment, than actually enroll in ~~the school~~the proposed school at the beginning of ~~the school~~the proposed school year.

Strategies for Budget Control

A.(5) ~~Provide, and attach as Appendix L, a clear, comprehensive, and cohesive proposed salary schedule for all staff, including teachers, administrators, and other salaried / hourly staff that complies with state requirements.~~

B. Financial Policies, Oversight, Compliance, and Sustainability

B.(1) ~~Provide a clear, comprehensive, and cohesive set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls demonstrate capacity to appropriately manage public funds.~~

Financial Policies

B.(2) Provide a description of the internal control procedures ~~your school~~the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ~~insure~~ensure compliance with all applicable federal and state statutes, regulations, and rules relative to ~~your school~~the proposed school's procedures.

Internal Control

B.(3) Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the school year.

Financial Personnel

B.(4) Provide a **clear, comprehensive, and cohesive** ~~description plan for~~of how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in ~~the school~~the proposed school's overall governance and management. ~~Clearly stated financial controls demonstrate a sound understanding of the required GB oversight and financial reporting.~~

Financial Oversight

B.(5) Provide a **clear, comprehensive, and cohesive description** of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. Please ensure that you consider the sustainability of the school in your description.

*School Sustainability***Evidence of Support****A. Outreach Activities.**

A. Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to **ensure develop community support for the proposed school** that all students have an equal opportunity to enroll. Provide clear descriptions of outreach activities demonstrating that **the school the applicant** is attempting to reach a broad audience **and understand the community needs and to ensure that all students have an equal opportunity to enroll.**

*Outreach Activities***B. Community Support.**

B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for **the school the proposed school** among residents in the targeted community **or student population** (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to **demonstrate that the interested students meet support earlier descriptions of the anticipated** the demographics of the students **you are hoping to who will be served** by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

*Evidence of Support***C. Community Relationships**

C. Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to **the school the proposed school**'s operations, as described in Section III.J(1) of this application.)

Include Letters detailing support commitments or other documentation of support are provided.

*Community Relationships***D. Uniqueness and Innovation.**

D. Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling **need demand** for the proposed school's educational program.

*Uniqueness of Proposed School***E. Letters of Support.**

~~E. **Optional.** Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)~~

~~Letters of Support~~

Appendices and Attachments

| Appendix Number | Appendix Description (* indicates optional appendix) | Attached (Check if Yes) |
|-----------------|---|--------------------------|
| A | Course Scope and Sequence | <input type="checkbox"/> |
| B | *Governing Documents | <input type="checkbox"/> |
| C | Head Administrator job description | <input type="checkbox"/> |
| D | Job Descriptions (of licensed and certified staff) | <input type="checkbox"/> |
| E | *Governing Body Personnel Policies | <input type="checkbox"/> |
| F | Student Discipline Policy | <input type="checkbox"/> |
| G | Conflict of Interest Policy/Disclosure Statement | <input type="checkbox"/> |
| H | *Proposed contract or agreement with partner or contractor (Required if you have one) | <input type="checkbox"/> |
| I | PSFA-approved projected facility plan documentation | <input type="checkbox"/> |
| J | 910B5 SEG Computation Revenue Estimate | <input type="checkbox"/> |
| K | 5-year budget plan | <input type="checkbox"/> |
| L | Proposed salary schedule for licensed staff | <input type="checkbox"/> |
| <u>L</u> | <u>OPTIONAL - letters of support from community leaders, business people or elected officials</u> | <input type="checkbox"/> |
| Waivers | *Other Waivers | <input type="checkbox"/> |
| Founders | *Names and descriptions of qualifications/experience | <input type="checkbox"/> |