

## Overall Score Sheet

Section	Points Received	Applicant School's Possible Points
<b>Application Overall Score</b>	275	287
• Education Plan/Academic Framework	82	84
• Organizational Plan and Governance/Organizational Framework	135*	131*
• Business Plan/ Financial Framework	34	44
• Evidence of Support	24	24
<b>Capacity Interview Overall Score</b>	92	92
<b>Overall Score – Application and Capacity Interview</b>	367	379

### Scoring Summary

Percentage of Points Earned: 97%

Responses Scored "Fall Far Below the Criteria: 0

*Responses Scored "Approaches the Criteria"*

Education Plan/Academic Framework: 1

Organizational Plan and Governance/

Organizational Framework: 0

Business Plan/ Financial Framework: 3

Evidence of Support: 0

The application **meets** the minimum scoring criteria because:

- No scoring area in Part A, B, or C received a score of Falls Below
- No more than 3 responses evaluated as "Approaches the Criteria" in any one section of the application
- The applicant earned at least 95% of the available points

\*Food Services points were awarded as "Preference points." Preference points are awarded because the applicant school plans to participate in the NSLP.



## **New Mexico Public Education Commission**

### **2017 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 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 below. Use the rubrics following the prompts to guide your responses.

**Please note:** The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

**Scoring:** Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics below govern general scoring practices.

<b>Meets the Criteria</b>  <b>100% of total points</b>	<ul style="list-style-type: none"> <li>• All required elements present</li> <li>• Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development</li> <li>• The proposal is reasonable and realistic</li> <li>• Fully consistent with other sections, including budget and mission</li> <li>• Fully consistent with all requirements of law</li> <li>• Coherent and easily understood</li> </ul>
<b>Approaches the Criteria</b>  <b>50% of total points</b>	<ul style="list-style-type: none"> <li>• Does not clearly meet all criteria identified above to be rated “Meets the Criteria”</li> <li>• The majority of required elements are present, but not all</li> <li>• Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept</li> <li>• Minor inconsistencies with other sections</li> <li>• May raise questions about legal compliance, but does not demonstrate non-compliance</li> <li>• May raise questions about reasonableness or viability of the proposal</li> </ul>
<b>Falls Far Below the Criteria</b>  <b>0 points</b>	<ul style="list-style-type: none"> <li>• None or less than a majority of the required elements are present</li> <li>• Contradicts other sections, or substantially inconsistent with other sections</li> <li>• Insufficient detail to understand the proposal, which includes: <ul style="list-style-type: none"> <li>○ Copying responses from a prior applicant’s application</li> <li>○ Copying statutory, regulatory, or policy/guidance language</li> <li>○ Plagiarizing information from other publicly available material</li> </ul> </li> <li>• Includes statements that violate or conflict with the requirements of law</li> <li>• Incoherent or cannot be understood</li> <li>• The proposal is patently unreasonable or unrealistic</li> <li>• Does not clearly meet criteria identified above to be rated “Approaches the Criteria”</li> </ul>

Minimum Scoring Expectations –

- No response is evaluated as “Falls Far Below the Criteria”;
- No more than 3 responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must earn 95% of the available points or more.

## I. Academic Framework

### A. Mission.

*Note:* 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 in Part A).

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

#### APPLICANT RESPONSE:

##### Mission:

Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, Albuquerque Collegiate Charter School ensures all K-5 students make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation.

Student outcomes Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) seeks to accomplish:

- Students make dramatic academic growth each year
- Demonstration of measurable academic performance setting students firmly on the path to college graduation

Academic growth will be measured as demonstrated on a variety of standardized assessments, further detailed in sections **I.B.(1) Mission Specific Indicators** and **I.G.(1) Assessment and Accountability**.

How Albuquerque Collegiate will accomplish student outcomes:

- A structured and ambitious school community
- High-quality instruction
- Intensive academic supports

At Albuquerque Collegiate, a structured and ambitious school community provides a safe, predictable, and achievement-oriented school environment, in which students can learn at the highest levels. Consistent school-wide systems and procedures that maximize instructional time for teachers and students are drawn from the most effective practices of the highest-achieving schools across the country. As students are exposed and held to high expectations, they will rise to not only meet but exceed those expectations. Our **DREAMS** values of **D**etermination, **R**espect, **E**nthusiasm, **A**mbition, **M**indset, and **S**hared Success together create a framework for a school culture focused on character development which will allow our scholars continued success as they advance through Albuquerque Collegiate and as they pursue ambitious academic and life goals.

At Albuquerque Collegiate, high-quality instruction will be guided by mission-driven, team-

oriented educators relentlessly focused on the measurable success of every student. To ensure that all students have access to rigorous and value-added instruction, we provide ongoing, targeted and actionable coaching through a weekly feedback cycle and a robust professional development program throughout the school year and summer. For our scholars to be academically competitive with their peers across the country, we deliver demanding, research-based, and practice-proven curricula successfully implemented at schools across the country delivering powerful results with similar communities, and we provide robust training and support to our instructional team to get the job done.

Intensive academic support for every scholar is essential to individual student success, as well as school-wide academic achievement. To ensure that every student at Albuquerque Collegiate succeeds at the highest levels, we must understand both the strengths and areas for growth for every single scholar. To develop this clear understanding, the use of frequent and rigorous assessments is vital. Our overarching aspiration is that every Albuquerque Collegiate scholar, across subgroups, will be able to read on or above grade level, and express their comprehension of grade-level reading material, fiction, and non-fiction, verbally and in writing. This will require that every student receive targeted and individualized daily interventions. School-wide schedules will ensure built-in time for individualized supports, one-on-one teacher pull-out instruction, and routine push-in intervention instruction every day; school-wide schedules and calendars will also ensure the staff training and support needed annually, cyclically, weekly, and daily to ensure the success of every student.

**What is innovative and unique about Albuquerque Collegiate:**

In fulfillment of our mission, Albuquerque Collegiate will provide an excellent college preparatory public elementary school option through a structured school community, driven by high-quality instruction and intensive and individualized academic supports for every student. The central elements of our innovative school design include: an extended school day, an extended school year, a prioritized and expanded focus on literacy and mathematics, a two-teacher model and daily blended learning opportunities in all kindergarten through 2<sup>nd</sup> grade classrooms, and a comprehensive coaching and development program for all teachers and school leaders. Each of the central elements of our design is directly informed by the successful practices of high-poverty, high-performing charter schools across the country.

**Extended School Day:** Through a structured school community, Albuquerque Collegiate will provide students an extended day and extended-year education. Albuquerque Collegiate students can arrive at school at 7:30 am, with formal instruction beginning at 8:00am, and dismissal at 4:00pm on regular school days (Mon, Tues, Thurs, Fri). Dismissal will be at 2:00pm on abbreviated professional development days (Weds). In total, Albuquerque Collegiate students will receive 2,280 minutes of instruction weekly (38 hours 0 minutes). In comparison, students attending an elementary school in the 87102 zip code receive a weekly average of 1,862 minutes (31 hours 2 minutes) of instructional time.<sup>1</sup> Albuquerque Collegiate will provide scholars with an additional 418 minutes of instruction weekly, equivalent to nearly seven extra hours of instruction per week.

**Extended School Year:** In addition to an extended day, Albuquerque Collegiate will provide

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<sup>1</sup> Based on Albuquerque Public Schools bell schedules for elementary schools in the 87102 zip code, <http://www.aps.edu/schools/bell-schedules>.



students a total of 180 instructional days per year. In comparison, the local school district, Albuquerque Public Schools (APS), provides 178 instructional days per year.<sup>2</sup> With an average of 456 minutes of daily instructional time, Albuquerque Collegiate will provide scholars a total of 82,080 instruction minutes per year (1,368 hours). In contrast, APS students attending an elementary school in the 87102 zip code will receive a total of 66,216 instructional minutes yearly (1,103 hours 36 minutes). This creates a difference of 15,864 instructional minutes per year. Albuquerque Collegiate scholars will receive an equivalent of approximately 42 additional APS school days every school year. If a student attends Albuquerque Collegiate from kindergarten through 5<sup>th</sup> grade, the total additional time in the six years of their attendance will be equivalent to 252 APS school days. Students who attend Albuquerque Collegiate from kindergarten through 5<sup>th</sup> grade will gain nearly 1.5 years of additional classroom time over the course of their elementary education experience.

**Prioritized and Expanded Focus on Literacy and Math:** To support high-quality instruction, as well as to ensure intensive and individualized academic supports for every scholar, Albuquerque Collegiate believes a prioritized and expanded focus on literacy and mathematics is essential. At Albuquerque Collegiate, scholars will receive 430 minutes of math instruction and 1,040 minutes of literacy instruction weekly. Compared to APS Curriculum & Instruction suggested minimum time for elementary schools, Albuquerque Collegiate will provide approximately 15% more mathematics instruction weekly, and 2.3 times more literacy instructional minutes weekly.

**Two-Teacher Model and Daily Blended Learning Opportunities:** Additionally, Albuquerque Collegiate's design includes a two-teacher model in all kindergarten through 2<sup>nd</sup> grade classrooms. This will ensure that students receive more individualized and small group instruction every day. For example, during literacy rotation blocks, students will be grouped by reading level into three groups of 10. The groups will rotate through a phonics station with one teacher, then rotate to reading comprehension with the second classroom teacher, and finally to independent practice within a blended learning station, targeted to meet students' individualized needs using technology. The Albuquerque Collegiate Founding Team is not aware of any schools in the local district employing this same strategy with two full-time licensed teachers.

**Comprehensive Coaching and Development:** A comprehensive coaching and development program for all teachers is a central element to the design of Albuquerque Collegiate. This comprehensive support program will be realized through intensive summer training, weekly professional development, and data days, along with continual teacher observation, coaching and feedback. In addition to three weeks of summer onboarding, teachers will receive 1.5 hours of research-based professional development each week. On an individualized level, every teacher will receive a meaningful instructional observation at least once a week, every week. Teachers who need more intensive supports and coaching will be observed at least twice per week. After each observation, teachers will benefit from an immediate feedback session, highlighting wins, outlining next-step goals, and working on at-bat practice with instructional strategies. Weekly feedback sessions will allow all individual teachers to be supported and pushed in individualized areas for growth.

The central elements of Albuquerque Collegiate's mission and school design are not only unique and innovative for the State of New Mexico and the City of Albuquerque, but they will also allow Albuquerque Collegiate scholars to achieve notable outcomes as identified in the school's

<sup>2</sup> Albuquerque Public Schools 2016-2017 School Calendar <http://www.aps.edu/schools/school-calendars/2016-17-calendar>.



mission. Ambitious and nationally competitive academic success for Albuquerque Collegiate scholars is essential to the future and continued success of our individual students, their families, and our community. As scholars are set firmly on the path to college graduation, they will be prepared academically, socially, and emotionally for the challenges that they may encounter on their journey through their K-12 and higher education careers. |

Total Points Available	Expectations
16	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify the student <u>outcomes</u> the proposed school seek to accomplish</li> <li>• Described how it will achieve the identified student outcomes (inputs/program)</li> <li>• Identify how the proposed outcomes and how they will be achieved is innovative and unique</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's mission statement:            "Within a structured and ambitious school community driven by high-quality instruction and intensive academic supports, Albuquerque Collegiate Charter School ensures all K-5 students make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation" is a reasonable and comprehensive statement that aligns with the applicant's educational philosophy and intended outcomes. The narrative defines the expected outcomes as: a structured and ambitious school community, high-quality instruction, and intensive academic supports.</p> <p>In order to attain these outcomes the applicant will provide ongoing, targeted and actionable coaching, professional development throughout the school year and summer months, intensive academic support, and school-wide systems and procedures.</p> <p>The applicant describes how the "central elements" of their educational program will deliver unique and innovative methods. Albuquerque Collegiate Charter School ("ACCS") proposes to include the following elements that are "directly informed by the successful practices of high-poverty, high-performing charter schools across the country": extended school day and year, two-teacher model for grades Kindergarten - 2, prioritized and expanded focus on literacy and math, daily blended learning, comprehensive coaching and development.</p>	

**B. Indicators/Goal(s) Related to 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 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 an approved school to demonstrate its achievements related to an approved 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 proposed school's ability to implement the proposed school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measurable, 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.

Again, please note that **these indicators/goals are subject to change through the negotiation process as an approved 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 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.

**B.(1) Mission-Specific Indicators/goals**

Identify and provide at least one mission-specific indicator/goal in the following section. Include the following key elements:

- First, ensure that the annual indicator/goal provided show the implementation of the proposed school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicator should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicator/goal. 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.**

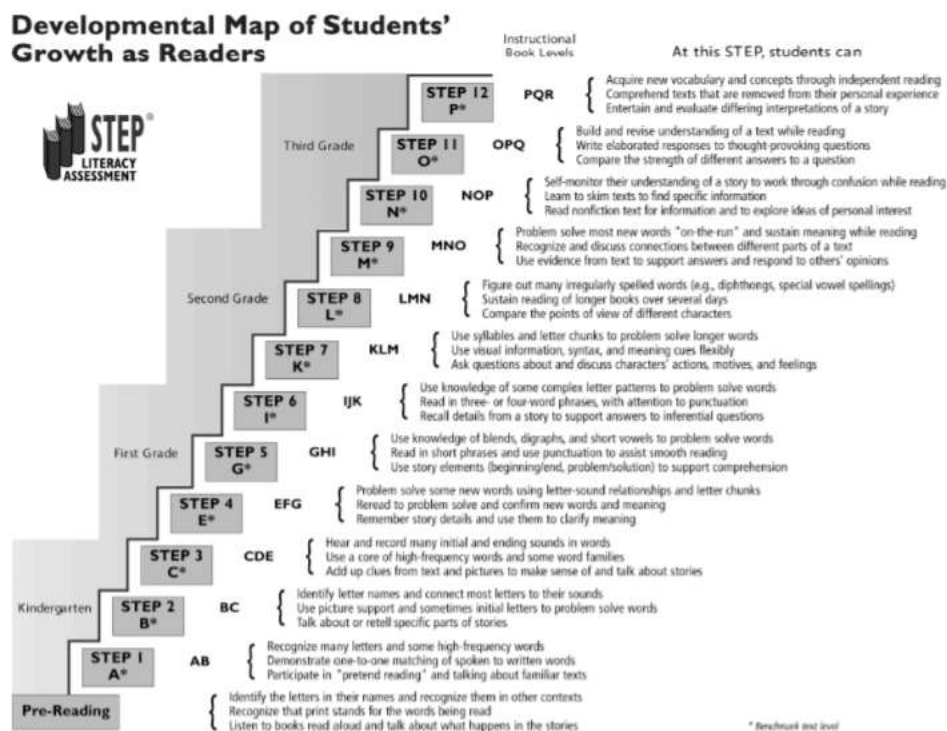
<b>APPLICANT RESPONSE:</b>	<p><i>Goal/Indicator related to School's Mission:</i></p> <p>Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) Mission-Specific Indicator:</p> <p>More than 70% of Albuquerque Collegiate scholars will grow a minimum of three steps of reading growth per year on the Strategic Teaching and Evaluation of Progress (STEP) reading assessment each year as tested.</p> <p>Student outcomes identified in the mission of Albuquerque Collegiate include:</p> <ul style="list-style-type: none"> <li>• Students make dramatic academic growth each year</li> <li>• Demonstration of measurable academic performance setting students firmly on the path to college graduation</li> </ul> <p>The Albuquerque Collegiate Founding Team's educational philosophy is deeply grounded in the belief that college preparation begins in Kindergarten. Research from the Annie E. Casey Foundation shows that a child's reading proficiency at the end of third grade is one of the most powerful indicators of future academic success. “Research shows that reading abilities in third grade act as a tell-tale barometer for later school success, since children who read at grade level are more likely graduate from high school. And those who graduate from high school are more likely to pursue further education.”<sup>3</sup> The importance of third-grade reading proficiency is further emphasized by The University of Chicago's Urban Education Institute: “Reading proficiency by 3rd grade is critical for all students, and an early indicator of future educational success, and yet, more than 80 percent of low-income children miss that critical marker. STEP is equipping students with the strong literacy skills needed for success in elementary, middle, high school and beyond.”<sup>4</sup> As Albuquerque Collegiate scholars achieve at least 3 levels of reading growth yearly (the grade level benchmark recognized by STEP, see <b>Figure 1</b>) on the rigorous STEP assessment, they will be meeting yearly and grade-level academic targets to succeed academically in grades K-5, ensuring later success in</p>
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<sup>3</sup> Association of Small Foundations, and Annie E. Casey Foundation, *Ensuring Success for Young Children: Early Childhood Literacy*. Discussion Guide Series: Investing in Strategies to Serve Vulnerable Children and Families, 2008. [www.aecf.org/m/resourcedoc/aecf-EnsuringSuccessforYoungChildrenEarlyLiteracy-2008.pdf](http://www.aecf.org/m/resourcedoc/aecf-EnsuringSuccessforYoungChildrenEarlyLiteracy-2008.pdf).

<sup>4</sup> The University of Chicago: Urban Education Institute. *STEP*. UChicago Impact, 2017. [www.uchicagoimpact.org/tools-training/step](http://www.uchicagoimpact.org/tools-training/step).

middle school, high school, and college.

**Figure 1 - STEP Levels by Grade**



Albuquerque Collegiate's mission intends for all scholars to make dramatic academic growth each year and demonstrate measurable academic performance, setting students firmly on the path to college graduation. Use of the STEP assessment ensures that Albuquerque Collegiate scholars are provided the same access to the high-quality, rigorous assessment that is used by many of the highest-performing charter schools and charter networks in the country, including schools within the Building Excellent Schools network, Achievement First, KIPP, Rocketship Education, New Schools for New Orleans, University of Chicago Charter Schools, and the Uncommon Schools Network. A report from the Urban Education Institute and the University of Chicago notes that "teachers and administrators from these schools have all observed improvements in standardized test scores after implementing STEP in their schools. For example, Uncommon's North Star Elementary kindergarten class began the 2008-09 school year with a median national percentile of 27.5 on the TerraNova Reading Exam, and ended the school year with a median national percentile of 95.3."<sup>5</sup>

The Albuquerque Collegiate Founding Team is deeply committed to ensuring our future scholars succeed academically, and firmly believes that through the establishment of SMART-format, mission-specific indicators, we will be able to achieve the outcomes identified in our school mission.

### **Specific:**

Our mission-specific indicator is clear and concise: 70% of scholars will achieve a

<sup>5</sup> The University of Chicago: Urban Education Institute. *Getting on Track Early for School Success: An Assessment System to Support Effective Instruction*. Foundation for Child Development, Nov. 12 2010. [www.fcd-us.org/assets/2016/04/Lit-Tech-Report.pdf](http://www.fcd-us.org/assets/2016/04/Lit-Tech-Report.pdf).

minimum of 3 levels of reading growth on the STEP assessment, yearly. The goal is tied to learning standards and outcomes that specify what students should be able to do each school year, and in each grade.

**Measurable:**

The mission-specific goal can easily be measured by comparing each student's STEP level at the beginning of the school year to their STEP level at the end of the school year. If a student has demonstrated 3 or more reading levels of growth, they will have met the measure for success. If a student achieves less than 3 levels of reading growth, they will have fallen short of the measure for success.

**Attainable:**

As noted in **Figure 1**, STEP considers 3 levels of growth to be the appropriate benchmark for each school year, with the expectation that Kindergarten students complete the year at STEP 3, 1<sup>st</sup> grade at STEP 6, 2<sup>nd</sup> grade at STEP 9, 3<sup>rd</sup> grade at STEP 12, and so on. It is important to note that not all incoming students will begin the school year at their expected STEP level. For example, a 1<sup>st</sup> grade student may come to Albuquerque Collegiate assessed at a STEP level 1. While they will be pushed to reach the 1<sup>st</sup> grade benchmark of STEP 6 by the end of the year, the mission-specific goal is that they achieve at least 3 levels of growth. If this example student reaches STEP 4 by the end of the year, they will have met the measure for success, because they demonstrated at least 3 levels of growth.

A key mission outcome for Albuquerque Collegiate is that scholars will make dramatic academic growth each year and demonstrate measurable academic performance that sets them firmly on the path to college graduation. At North Star Academy, a 2011 National Blue Ribbon Award for Excellence school serving 95% minority and 80% economically disadvantaged students, the expectation is that all kindergarten students achieve a STEP level 4 to be promoted to first grade. As a result of this high bar for expectation, North Star Principal Juliana Worrell states that “our lowest students are reading at grade level.”<sup>6</sup> Further demonstration of attainability comes from Uncommon Schools' Leadership Prep Brownsville Charter School in New York City. Leadership Prep's student enrollment is over 88% economically disadvantaged, 99% minority, 13.5% students with disabilities, and 3% English Language Learners. Upon entering Leadership Prep, 100% of kindergartners were below grade level in key skills of reading as reflected in their STEP scores. By the end of the year, 96% of kindergarten students grew 3 STEP levels or more. Leadership Prep kindergarten students grew an average of 4 STEP levels.<sup>7</sup> With a similar schedule design as Uncommon Schools, Albuquerque Collegiate will dedicate over three hours each school day to literacy instruction.

Albuquerque Collegiate scholars will be fully capable of achieving at least 3 levels of reading growth on the STEP assessment yearly, as it is the expectation for grade-level mastery and is proven possible by the highest-performing charter schools

<sup>6</sup> University of Chicago: Urban Education Institute. *Case Study: STEP Quickly Raises Reading Bar at Charter Networks*. UChicago Impact. [www.uchicagoimpact.org/case-study/step-quickly-raises-reading-bar-charter-networks](http://www.uchicagoimpact.org/case-study/step-quickly-raises-reading-bar-charter-networks). Accessed 4 April 2017.

<sup>7</sup> Leadership Prep Brownsville. *2014-2015 Accountability Plan Progress Report*. Uncommon Schools. Sep. 15 2016. [http://leadershipprepbrownsville.uncommonschoools.org/sites/default/files/downloads/2014-15-accountability-plan-progress-report-lpbv\\_final.pdf](http://leadershipprepbrownsville.uncommonschoools.org/sites/default/files/downloads/2014-15-accountability-plan-progress-report-lpbv_final.pdf).

across the country, many of which have directly informed our school design and schedule.

**Rigorous:**

An extensive study of STEP and its subscales using item response theory was conducted by assessment experts David Kerbow and Anthony Bryk in 2005. Kerbow and Bryk's report showed that students who successfully achieve the benchmarks of STEP 9 by the end of second grade and STEP 12 by the end of third grade are substantially more likely than other children to perform at or above grade level on external standardized assessments in reading. Indeed, 86% of assessed third graders who met the STEP 12 benchmark scored at or above the 50<sup>th</sup> percentile on the Illinois Standards Achievement Test (ISAT). In comparison, only 50% of third graders who met STEP 11 scored at or above the 50<sup>th</sup> percentile on the ISAT. These data points provide strong support for the predictive validity of STEP's developmental benchmarking system and its ability to guide students to success on external standardized assessments.<sup>8</sup>

Further demonstrating the level of rigor provided by the STEP assessment, Paul Bambrick-Santoya, Managing Director for the Uncommon Schools Network and author of *Leverage Leadership* and *Driven by Data*, states: "STEP is hands down, the finest early literacy assessment I have encountered anywhere in the country. More than any other assessment, the STEP passages required deep inference and critical thinking starting at the earliest reading levels. This avoids the common error of many other literacy assessments that assume we shouldn't assess until much later in a reader's development."<sup>9</sup>

The average scholar at Albuquerque Collegiate will be expected to grow a rigorous 3 STEP levels of reading growth every year. This expectation will ensure that scholars are meeting nationally normed grade-level growth expectations, a clear demonstration of dramatic growth and measurable academic performance, all of which set students firmly on the path to college graduation.

**Time-Bound:**

Target dates for growth measurement will be set from each student's initial STEP assessment, occurring in August of their incoming year, compared to their final STEP assessment of the year, occurring in May. Growth will be measured for all students during every year of attendance at Albuquerque Collegiate.

**Rating Categories:**

Category	Percentage Measure (%)
Exceeds Standards	86.1-100% of students achieve 3 or more STEP levels of reading growth.
Meets Standards	70.1-86.0% of students achieve 3 or more STEP levels of reading growth.

<sup>8</sup> The University of Chicago: Urban Education Institute. *Getting on Track Early for School Success: An Assessment System to Support Effective Instruction*. Foundation for Child Development, Nov. 12 2010. [www.fcd-us.org/assets/2016/04/Lit-Tech-Report.pdf](http://www.fcd-us.org/assets/2016/04/Lit-Tech-Report.pdf).

<sup>9</sup> University of Chicago: Urban Education Institute. *Case Study: STEP Quickly Raises Reading Bar at Charter Networks*. UChicago Impact. [www.uchicagoimpact.org/case-study/step-quickly-raises-reading-bar-charter-networks](http://www.uchicagoimpact.org/case-study/step-quickly-raises-reading-bar-charter-networks). Accessed 4 April 2017.



	Does Not Meet Standards	56.1-70.0% of students achieve 3 or more STEP levels of reading growth.
	Falls Far Below Standards	Less than 56.0% of students achieve 3 or more STEP levels of reading growth.
	Other Mission-Specific Goals/indicators, if appropriate	

Total Points Available	Expectations
12	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Include one mission specific indicators/goals</li> <li>• Align to the student outcomes identified in the mission response (A.1.)</li> <li>• Include all elements of the SMART Format: <ul style="list-style-type: none"> <li>○ Specific</li> <li>○ Measurable</li> <li>○ Attainable</li> <li>○ Rigorous</li> <li>○ Time bound</li> </ul> </li> <li>• Include the following rating categories – Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards</li> <li>• Include measures and metrics, including percentages, for each rating category</li> <li>• Explain why the established goals are rigorous</li> <li>• Explain why the established goals are attainable</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The mission-specific goal focuses on reading growth outcomes for all students using the Strategic Teaching and Evaluation of Progress ("STEP") reading assessment. This goal aligns with the mission statement as it relates to ensuring academic growth of the students by demonstrating measureable academic performance.</p> <p>The goal includes the required elements of the SMART format. The applicant's response clearly details each element of the SMART format that is easily understood because in many instances the narrative provides the applicant's rationale and research-based information supporting the rationale. For instance, the rigor element of the SMART goal for ACCS is supported by an extensive study that has been conducted with the STEP assessment by David Kerbow and Anthony Bryk. The narrative states, "Kerbow and Bryk's report showed that students who successfully achieve the benchmarks of STEP 9 by the end of the second grade and STEP 12 by the end of third grade are substantially more likely than other children to perform at or above grade level on external standardized assessments in reading." The narrative provides student performance data that was studied in the report.</p> <p>Lastly, the applicant has set rigorous and attainable rating categories that include a rating for an "exceeds standards", "meet standards", "does not meet standards", and "fall far below standards."</p>	



## C. Curriculum, Educational Program, Student Performance Standards.

C. (1) Provide a description the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards, and 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 requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

**APPLICANT RESPONSE:****CURRICULUM OVERVIEW**

Albuquerque Collegiate's proposed curriculum is rooted in both successful research-based practice and intentional alignment with rigorous state and national standards. In support of our mission, our academic goals as outlined in the charter application, and the needs of our target community, this model supports intensive literacy and math instruction for every scholar. Comprehensively, and as outlined in further detail below, Albuquerque Collegiate will establish a strong academic foundation for all scholars starting in kindergarten. All curricula are selected and designed to meet four criteria: (1) the curriculum is rigorous, (2) the curriculum is comprehensive, (3) the curriculum provides intensive and differentiated support, and (4) the curriculum focuses extensively on literacy.

- **The curriculum is rigorous:** Given our high expectations for all scholars, we will ensure that all curricula is aligned to national and state standards. For Albuquerque Collegiate scholars to be competitive within our city, state, and nation, we will choose and design curricula that provide the level of academic content and rigor necessary to support our scholars in meeting our ambitious mission-specific indicators across all grade levels.
- **The curriculum is comprehensive:** Albuquerque Collegiate will provide a comprehensive focus on literacy and mathematics, and use our extended day (8 hours) to maximize instructional time in these foundational areas with scholars (208 average daily minutes in literacy and 86 average daily minutes in mathematics). Additionally, we know that a rigorous curriculum must extend beyond lesson activities. Examples of curricula and curricular supports incorporated strategically beyond classroom lessons include literacy- and math-centered activities during breakfast brainwork, and content-reinforcing chants and cheers during transitions.
- **The curriculum provides intensive and differentiated support:** The Albuquerque Collegiate instructional team will proactively address any gaps in learning that scholars have upon the start of the school year by providing targeted, differentiated support. Reading development is most crucial in the earliest grades, as early literacy, language development, and reading skills are the foundation of all future learning.<sup>10</sup> Therefore, the central purpose of our two-teacher model in every K-2 classroom is to ensure every scholar can read proficiently by providing a lowered student-to-teacher ratio within differentiated reading groups to maximize small-group intervention, individualized supports, and targeted remediation within the classroom in real time, and to eliminate all academic gaps, ensuring every child is equipped with strong reading comprehension and textual analysis skills upon

<sup>10</sup> Lesaux, N. (2010). *Turning the Page: Reinforcing Massachusetts for Reading Success*. Retrieved from [www.strategiesforchildren.org/Publications/TurningThePageReport.pdf](http://www.strategiesforchildren.org/Publications/TurningThePageReport.pdf).

entering third grade, a critical grade level that often determines school success. Students will also receive intensive and differentiated support through the use of blended learning stations (45 minutes daily). Blended learning stations will be adaptive to individual student learning levels to meet the needs of each student.

- **The curriculum focuses extensively on literacy:** The Albuquerque Collegiate Founding team proposes to change the school and life trajectory of underserved children by providing them a strong literacy foundation starting in kindergarten. In total, Albuquerque Collegiate will devote 220 minutes of instructional time daily (160 minutes on Wednesdays) to strategically ensure mastery in literacy. This extensive focus on literacy in the early grades will provide a strong foundation for our scholars as they transition to middle school, high school, and college success.

The curriculum will be a blend of internal and commercial resources. All resources will be aligned with the New Mexico Content Standards and the Common Core State Standards (CCSS) and will prepare students for the PARCC and Istation ISIP assessments. We will draw heavily on resources shared by high-performing charter schools across the country and professional connections made through the direct study of over 35 excellent schools as part of the Building Excellent Schools (BES) Fellowship. Our model and practices have been adapted from proven techniques of successful schools studied and directly observed during the BES Fellowship. In turn, we will foster an environment of collaboration and sharing of best practices among teachers and other schools within New Mexico.

**Figure 2** provides a brief overview of our proposed core academic curriculum materials, followed by a description of the approach and core components of each. Curricular resources will support teachers in their implementation of objective-driven lessons that have been segmented from corresponding standards within the framework of Common Core State Standards. We will use curricular resources to shape the course for teachers' lessons around a targeted objective. The School Leadership Team will support teachers in developing a clear vision of each objective, how that should be assessed, and how to scaffold learning throughout a lesson to ensure scholar mastery. Curricular resources are necessary to add depth to lessons by reinforcing and expanding knowledge base for scholars, provide differentiation in the lesson, and offer additional and varied opportunities for scholar practice of the objective. Our selection of curricula is research-based and has been proven successful in other high-performing schools with similar student demographics.

**Figure 2 - Proposed Core Academic Curriculum Materials K-5**

Grade	Language Arts	Mathematics	Social Studies	Science
K	Phonics: SRA Reading Mastery Writing: Lucy Calkins Units of Study Read Aloud: Text Talk Independent Practice: Istation Reading	EngageNY/ Eureka Math Istation Math	Scott Foresman	Full Options Science Systems (FOSS)
1	Phonics: SRA Reading Mastery Writing: Lucy Calkins Units of Study Read Aloud: Text Talk Independent Practice: Istation Reading	EngageNY/ Eureka Math Istation Math	Scott Foresman	Full Options Science Systems (FOSS)
2	Phonics: SRA Reading Mastery Writing: Lucy Calkins Units of Study Read Aloud: Text Talk Independent Practice: Istation Reading	EngageNY/ Eureka Math Istation Math	Scott Foresman	Full Options Science Systems (FOSS)
3	Phonics: SRA Reading Mastery (as needed) Literature: Junior Great Books	EngageNY/ Eureka Math Istation Math	Scott Foresman	Full Options Science Systems

	Writing: Lucy Calkins Units of Study Independent Practice: Istation Reading			(FOSS)
4	Literature: Junior Great Books, Great Books (advanced readers) Writing: Lucy Calkins Units of Study Independent Practice: Istation Reading	EngageNY/ Eureka Math Istation Math	Scott Foresman	Full Options Science Systems (FOSS)
5	Literature: Junior Great Books, Great Books (advanced readers) Writing: Lucy Calkins Units of Study Independent Practice: Istation Reading	EngageNY/ Eureka Math Istation Math	Scott Foresman	Full Options Science Systems (FOSS)

## Literacy Overview

The Albuquerque Collegiate Literacy curriculum is a blend of internally created and commercially developed resources. It is strongly modeled upon the curricular programs used at top-performing charter schools across the country, deeply informed by the *Great Habits Great Readers* model from instructional leaders within the Uncommon Schools North Star Academies network (Paul Bambrick-Santoyo, Aja Settles, and Juliana Worrell). *Great Habits Great Readers* and the Reading-by-Habit model it proposes provide concrete guidance about strategies, systems, and lessons from the country's top classrooms that bring the habits of reading to life, creating countless opportunities for students to take a tremendously complex skill, and perform it fluently and easily.<sup>11</sup>

The Literacy Curriculum that Albuquerque Collegiate is proposing is thoughtfully and intentionally aligned with the Common Core State Standards, as all materials have been vetted to be aligned with rigorous national standards and used in schools that are among the top-performing in the country. Our proposed literacy curriculum is also directly aligned with the ambitious college preparatory mission of Albuquerque Collegiate. The high-quality instruction and intensive academic supports we will provide to scholars through our literacy curricular program will ensure that students can make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation.

## Literacy in Grades K-2

In the primary grades, the goals of literacy instruction are to (a) build fluency in decoding and speaking (through crafting habits of discussion), (b) develop students' reading comprehension strategies, (c) accelerate vocabulary development, and (d) lay the foundation for articulate expression in writing. K-2 students will receive approximately 220 minutes of daily literacy instruction (160 minutes on Wednesdays), which is especially valuable for English Learners who "respond well to a plan of instruction in which each aspect of the language builds on another, with plenty of opportunities for practice."<sup>12</sup> With 2 teachers in each classroom, and a 15 to 1 student-teacher ratio during all literacy instruction, we have increased opportunities for differentiated instruction, especially during the critical literacy blocks. During literacy block rotations, students will be grouped in three groups of 10 students, with each group rotating through a phonics station, guided reading/reading comprehension, and lastly through an independent practice/blended learning station. Students will be grouped by ability for all literacy rotation blocks.

<sup>11</sup> Bambrick-Santoyo, Paul, Aja Settles, and Juliana Worrell. (2013). *Great Habits Great Readers: A Practical Guide for k-4 Reading in the Light of Common Core*. Jossey-Bass.

<sup>12</sup> Haver, Johanna J. (2003). *Structured English Immersion: A Step-by-Step Guide for K-6 Teachers and Administrators*. Corwin Press, CA.

- **Read Aloud:** During the 25-minute Read Aloud in K-2, “the teacher reads aloud to students but both the teacher and the students think about, talk about, and respond to the text.”<sup>13</sup> Focusing on sight words, high-frequency words, and new vocabulary, teachers will model habits of effective readers in thinking aloud, engaging students by asking thoughtful, multi-leveled questions.<sup>14</sup> Achieving such standards as “with prompting and support, ask and answer questions about key details in a text” and “describe characters, settings, and major events in a story, using key details,” the Read Aloud teaches the skills and knowledge outlined in the Common Core State Standards, and is further supported through practice during the reading comprehension block. Albuquerque Collegiate will purchase a library of books from “Text Talk,” a proven program that focuses on comprehension and vocabulary.
- **Direct Instruction- Phonemic Awareness and Phonics:** Phonemic awareness and phonics instruction incorporate visual, auditory, and tactile cues. Using Reading Mastery, a curriculum producing demonstrable results for students from low-income families, teachers engage students in making verbal connections with visual representations of phonemes, and use call and response to teach students pronunciation and reinforce fluency with letter sound patterns. Differentiating instruction for a variety of learners, teachers give students tactile experiences, engaging multiple modalities.
- **Guided Reading and Reading Comprehension:** With a 10:1 student-teacher ratio, scholars will engage in guided reading groups with leveled-text at their instructional level. Reading strategies and behaviors are modeled and practiced. The teacher will establish a particular objective or purpose for the reading, informed by teacher observation of scholars’ needs and data from the Strategic Teaching and Evaluation of Progress (STEP) reading assessments. Teachers will instruct a mini-lesson around the objective, and scholars will be able to independently practice the skill, while the teacher intervenes when appropriate to provide live coaching through prompts and questions.
- **Essential Literacy Skills - Independent Practice:** During independent practice, each scholar will work on a computer to practice literacy skills and concepts at their target level through the Istation Reading software. Istation Reading is an adaptive literacy computer program that personalizes learning to maximize student growth. The curriculum focuses on research-based skills tailored for many levels of reading development in areas of phonemic awareness, phonics/word analysis, vocabulary, comprehension, and fluency.

### Literacy in Grades 3-5

The literacy instruction for grades 3-5 will be composed of three primary blocks. The first is a focus on reading comprehension, literature study, and vocabulary development. The second is a focus on writing through conventions practice and grammar (as discussed below). Independent reading will occur during the third literacy block, DEAR (Drop Everything and Read). Students will be held accountable for their independent reading and will be responsible for completing a nightly journal (assessing completion as well as comprehension) as well as presenting a final project on each completed book. Students will have individualized reading plans based on frequent assessments to determine appropriate texts for independent and small group reading. There will continue to be shared reading, focusing on nonfiction comprehension and fictional analysis. Additionally, significant instructional time will include the reading and writing of non-fiction texts with a focus on science and social studies content. During literacy blocks in grades 3 through 5, two teachers will be present and active in the classroom.

<sup>13</sup> Fountas, Irene and Pinnell, Gay Su. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking and Writing About Reading, K-8*. Portsmouth, NH.

<sup>14</sup> Keene and Zimmerman. (1997). *Mosaic of Thought*. Heinemann.

**Writing in Grades K-5**

In grades K-2, students will receive a 40-minute daily writing program. Beginning with a 10-minute lesson on handwriting mechanics, students transition into a full Writing Workshop where the teacher begins the year teaching students how to use pictures and words to communicate ideas, with the expectation of full sentences and paragraphs in later parts of kindergarten through grade 2.

In grades 3-5, each Writing and Grammar class will begin with a “daily edit” exercise and a mini-lesson on rules of grammar and writing conventions. The class will incorporate a Writer’s Workshop structure for students’ composition of fiction and nonfiction works in multiple genres. Teachers will model techniques of effective authors, and supply frequent, specific feedback to improve student writing. Students will write in various genres and use a process including prewriting, drafting, revising, editing and publishing. Students will improve writing by focusing on ideas, organization, voice, word choice, sentence fluency, writing conventions, and presentation. Teachers will model techniques of effective authors, and supply frequent, specific feedback to improve student writing. Students write in various genres and learn the writing process of prewriting, drafting, revising, editing, and publishing. All students will respond to literature, as stressed in the Common Core State Standards.

**Mathematics in Grades K-5**

Albuquerque Collegiate will provide a comprehensive mathematics program through which scholars will acquire a strong foundation in basic skills, procedural computation, and conceptual understanding within each of the domains, including number sense and operations, operations and algebraic thinking, measurement and data, and geometry, and they will do so for each grade level as outlined by the Common Core State Standards. The Albuquerque Collegiate Founding Team believes that mathematical understanding and procedural skills are equally important; therefore, we will use research-based curricula such as EngageNY/Eureka Math to ensure scholars are equipped with both facets of mathematical knowledge. The EngageNY/Eureka Math program was developed by the New York State Education Department to assist schools and districts with the implementation of Common Core, providing curricular modules and units in PreK-12<sup>th</sup> grade that can be adopted and adapted for use in schools and classrooms across the country. The modules are designed to meet a high level of quality, rigor, and alignment with the Common Core State Standards. The Albuquerque Collegiate team is eager to be able to use the EngageNY/Eureka Math curriculum as it is widely used at many high-performing schools across the country, including BES schools: Vista College Prep in Phoenix, AZ; Nashville Classical Charter School in Nashville, TN; and Bronx Classical Charter Schools in New York City, NY. Use of the EngageNY/Eureka program will provide Albuquerque Collegiate teachers with a strong framework for mathematics units, assessments, and daily lessons, while still allowing them the necessary flexibility to meet the needs of our individual scholars. This curricular program is directly aligned with the Albuquerque Collegiate mission as it will allow our teachers to provide high-quality instruction and intensive academic supports to our scholars, ultimately allowing each scholar to make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation. A K-5 curriculum map for the EngageNY/Eureka program is available in **Attachment A**.

Every scholar will receive 70-90 minutes of daily math instruction. We will use a direct-instruction approach for every daily lesson objective. Each 50-minute math lesson will include teacher modeling, guided support, and scholar independent practice. Lessons will be sequentially outlined unit-by-unit to scaffold conceptual understanding for scholars. A 20-minute Math



Routines block will occur daily to employ questioning techniques and routines that promote mental math acuity. In K-2, scholars will practice calendar skills, patterns, skip counting, and money concepts. In grades 3-5, scholars will move towards routinely practicing more complex skills, including multiplication, division, and the manipulation of fraction drills, mental word problems, and algebraic patterns. Math Routines will provide constant, spiraling review of taught standards to ensure scholars are fully mastering all taught content throughout the school year and beyond.

### **Science in Grades K-5**

Albuquerque Collegiate will implement a rigorous, standards-based science curriculum that maximizes student learning and engagement. Because of its documented success with similar populations of students, we have selected Full Options Science Systems (FOSS) as a foundational program in our science curriculum. FOSS is a research-based science curriculum that provides meaningful science education for elementary school students and prepares them for life in the 21<sup>st</sup> century. The FOSS program also provides hands-on activities and readings in science. At a developmentally appropriate pace, students will develop and master scientific knowledge and skills through the study of multiple scientific fields as emphasized in the New Mexico Content Standards. Students will apply the scientific method, conduct experiments of their own design, and present their findings professionally.<sup>15</sup> We will supplement this research-proven model as needed to ensure that our students are receiving a rigorous foundational science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the middle school level. The FOSS program is aligned with the rigorous Next Generation Science Standards. As New Mexico has not yet adopted these standards statewide, Albuquerque Collegiate will adapt the curriculum accordingly to align with the New Mexico Content Standards for Science in grades K-5. The Albuquerque Collegiate Founding Team believes that the FOSS curricular program's alignment with National Next Generation Science Standards will increase the rigor and quality of instruction provided to our scholars. As the mission of Albuquerque Collegiate is to prepare students to make dramatic academic growth each year and demonstrate measurable academic performance, we have carefully selected the FOSS curricular program to provide our teachers and scholars with the strong foundation to do just that.

### **Social Studies in Grades K-5**

Students must receive a rich and rigorous education in social studies. The Albuquerque Collegiate Founding Team believes this can be accomplished even with our alternating units of Social Studies and Science during K-2, due to the intensity of our literacy program that underpins learning in the other key subjects, especially with the intentional focus on and use of non-fiction texts. When schedules change in grade 3 with a full year of social studies every day, students' reading skills will be so strong that their ability to grasp content will also be strengthened and the impact of social studies instruction will be maximized. For texts, we expect to use the Scott Foresman Social Studies curricula for all grades. We will develop supplemental curricula in social studies that align with and reinforce the New Mexico Content Standards, so that our students are prepared for a rigorous middle school curriculum, continuing on the college preparatory trajectory. The Scott Foresman curricular materials are widely used among top-performing charter schools that our team has directly observed and studied including Vista College Prep (Phoenix, AZ) and Purpose Prep (Nashville, TN). The Scott Foresman curricular materials will be adapted through our curriculum alignment process to align with the New

<sup>15</sup> What is FOSS? (2017). Retrieved from <https://www.fossweb.com/what-is-foss>.

Mexico Content Standards for Social Studies in grades K-5. The Albuquerque Collegiate team believes that the widely used and highly regarded Scott Foresman curricular program will provide our scholars the skillsets necessary to meet the outcome goals of our mission, allowing all scholars to demonstrate dramatic growth and measurable academic performance yearly.

### **Enrichment in Grades K-5**

Students in grades K-5 will receive 45 minutes of daily enrichment instruction. Enrichment will provide scholars with extracurricular opportunities, and allow for a variety of experiences including music, theater, dance, art, and physical education. In initial years of operation, before a full-time enrichment teacher is hired, members of the Leadership Team, who will be licensed and endorsed accordingly, will lead enrichment sessions for scholars. The Albuquerque Collegiate team is developing community partnerships to support in this area. Fridays are designated as “Community Enrichment” days, meaning members of the community, with support and under the instruction of classroom teachers, will volunteer to lead scholars in a wide variety of extracurricular opportunities, based on volunteer areas of expertise. New Mexico Content Standards for physical education will be used to guide enrichment instruction related to physical education.

### **CURRICULUM DEVELOPMENT**

Through the Common Core State Standards, the Albuquerque Collegiate Founding team has a clear vision of learning for all grade levels that is consistent with national standards, rigorous, and college preparatory. Using the Common Core State Standards and New Mexico Content Standards as our comprehensive framework for the knowledge and skills that scholars are expected to attain by the end of each grade, we will create curriculum maps for each grade level. Our curriculum maps will ensure all learning expectations are addressed in a developmentally appropriate fashion and will allow our instruction to build a strong foundation of knowledge and skills over time for scholars. In year 0, the Principal, along with contracted consultant services, will create the curriculum maps for grades K-2. In subsequent years, the Principal will create and edit existing curriculum maps before the start of the school year for all grades to be served that year and the next grade, to ensure vertical alignment of standards across grades. Additionally, our curriculum maps will reduce redundancy of learning goals since every teacher will know the knowledge scholars will have attained during the previous year; therefore, when scholars transition to the next grade, teachers will be able to pick up learning in an appropriate place to continue to push scholars along a rigorous learning trajectory of new content.

As our instructional team will be equipped with a solid understanding of the framework of standards and how these standards will scaffold learning over the course of the grade bands, we will unpack each standard to understand the particular skills, knowledge, and vocabulary necessary to ensure full comprehension of each standard. By breaking down the standards into smaller objectives, we will be able to implement objective-driven lessons that will ensure student mastery. These objective-driven lessons will build over time, leading to comprehensive understanding of the broader standards.

Once our instructional team has clarity around the standards, particularly the concepts and skills that need to be taught, we will determine how standards will be addressed by examining assessments. We believe deeply in the backwards-planning approach, which entails having clarity around student outcomes before designing curriculum.<sup>16</sup> Our team will analyze state and national assessment exemplars, then create end-of-unit and end-of-year assessments that align

<sup>16</sup> Wiggins, Grant, and Jay McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development (ASCD).



with state and national assessments, as informed by our purchased curricular materials and resources. We will then develop a Scope and Sequence that will chart a course around the sequence of objectives, incorporating the time it takes to teach each new concept or skill, as well as review time and opportunities to spiral a learning objective in other content. The Scope and Sequence will ensure a solid trajectory of the learning goals for scholars that will lead to achievement of grade-level standards over the course of the academic year. Our Scope and Sequence guide will outline all standards that need to be taught with an emphasis on power standards, or the most seminal and repeating standards. Given our strategic and mission-critical focus on high-quality instruction, intensive academic supports, and extended learning time, we expect that scholars will master all grade-level standards by April of each academic year, in time for state PARCC testing in grades 3-5. Our Scope and Sequence guide will also outline power standards for the subsequent grade-level objectives per our vertical alignment map to ensure that scholars will be equipped with knowledge and understanding necessary in the next grade level.

Our curriculum maps and Scope and Sequence guides will be created before the start of summer staff orientation. In the planning year, these guides will be created by the Founding Principal and Founding School Director of Operations, with contracted consultant services and support as necessary. In subsequent years, these guides will be created by the Principal, Student Supports Coordinator, Instructional Specialist, and teachers who demonstrate strong proficiency with curricular development, with contracted consultant services and support as necessary. Although these materials will be created before the start of the school year, they will be constantly reviewed and revised as needed throughout the school year with teacher input.

In the planning year, our Founding Principal, Founding School Director of Operations, and contracted consultant services (if necessary) will also develop unit plans for trimesters one and two, for all core subjects. During the initial year of operation, the Principal will begin to work with grade-level teams at the beginning of the second trimester to outline unit plans for the third trimester, as we will ultimately want teachers to take ownership for unit plan creation, development and revisions with the Principal and Instructional Specialist in subsequent years. In the second year of operation and succeeding years, grade-level teams will work with their grade-level lead, the Principal, Student Supports Coordinator, and Instructional Specialist to revise existing unit plans and create and develop unit plans for new grade levels. The timeline for creation of curriculum maps, Scope and Sequence, and unit plans is outlined in **Figure 3**.

**Figure 3 - Timeline for Creation of Grade-Level Curriculum Map, Scope and Sequence, Unit Plans**

Planning Year and Year 1 of Operation (2018-2019)		
Resource	Responsible Staff	Timeframe
Curriculum Map (K-2)	Principal, Contracted Consultant (if needed)	January 2017- February 2018
Scope and Sequence (K-1)	Principal, School Director of Operations, Contracted Consultant (if needed)	March 2018- April 2018
Unit Plans Trimester 1 & 2 (K-1)	Principal, School Director of Operations, Contracted Consultant (if needed)	April 2018-May 2018
Unit 1 Lesson Plans (K-1)	Principal, School Director of Operations, Contracted Consultant (if needed)	June 2018- July 2018

Unit Plans Trimester 3 (K-1)	Principal, Grade Level Teams, Student Supports Coordinator	November 2018- January 2019
<b>Year 2 (2019-2020)</b>		
<b>Resource</b>	<b>Responsible Staff</b>	<b>Timeframe</b>
Curriculum Map: K-2 (revisions) Grade 3 (creation)	Principal, Grade-Level Lead, Student Supports Coordinator	April 2019
Scope and Sequence: K-1 (revisions) Grade 2 (creation)	Principal, Grade-Level Lead, Student Supports Coordinator	May 2019
Unit Plans Trimester 1 & 2 K-1 (revisions) Grade 2 (creation)	Principal, Grade-Level Lead, Student Supports Coordinator	June 2019- July 2019
Unit Plans Trimester 3 K-1 (revisions) Grade 2 (creation)	Principal, Grade-Level Lead, Grade-Level Teams	November 2019- January 2020
<b>Year 3 (2020-2021)</b>		
<b>Resource</b>	<b>Responsible Staff</b>	<b>Timeframe</b>
Curriculum Map: K-3 (revisions) Grade 4 (creation)	Principal, Grade-Level Lead, Students Supports Coordinator	April 2020
Scope and Sequence: K-2 (revisions) Grade 3 (creation)	Principal, Grade-Level Lead, Student Supports Coordinator	May 2020
Unit Plans Trimester 1 & 2 K-2 (revisions) Grade 3 (creation)	Principal, Grade-Level Lead, Instructional Specialist	June 2020- July 2020
Unit Plans Trimester 3 K-2 (revisions) Grade 3 (creation)	Principal, Instructional Specialist, Grade-Level Lead, Grade-Level Teams	November 2020- January 2021
<b>Year 4 (2021-2022)</b>		
<b>Resource</b>	<b>Responsible Staff</b>	<b>Timeframe</b>
Curriculum Map: K-4 (revisions) Grade 5 (creation)	Principal, Instructional Specialist, Grade-Level Lead	April 2021
Scope and Sequence: K-3 (revisions) Grade 4 (creation)	Principal, Instructional Specialist, Grade-Level Lead	May 2021
Unit Plans Trimester 1 & 2 K-3 (revisions) Grade 4 (creation)	Principal, Grade-Level Lead, Instructional Specialist	June 2021- July 2021
Unit Plans Trimester 3 K-3 (revisions) Grade 4 (creation)	Principal, Instructional Specialist, Grade-Level Lead, Grade-Level Teams	November 2021- January 2022
<b>Year 5 (2022-2023)</b>		
<b>Resource</b>	<b>Responsible Staff</b>	<b>Timeframe</b>

Curriculum Map: K-5 (revisions)	Principal, Instructional Specialist, Grade-Level Lead	April 2022
Scope and Sequence: K-4 (revisions) Grade 5 (creation)	Principal, Instructional Specialist, Grade-Level Lead	May 2022
Unit Plans Trimester 1 & 2 K-4 (revisions) Grade 5 (creation)	Principal, Grade-Level Lead, Instructional Specialist	June 2022- July 2022
Unit Plans Trimester 3 K-4 (revisions) Grade 5 (creation)	Principal, Instructional Specialist, Grade-Level Lead, Grade-Level Teams	November 2022- January 2023

Grade-level teams will be responsible for daily lesson plans. As the grade-level teams will use common lesson plans, subjects, components of the lesson plans, lesson plan materials, resources and exit tickets will be broken up by teacher. Each grade-level team's curriculum planning will meaningfully engage scholars in the learning process. We will provide intensive support to teachers, first during staff summer PD training prior to the start of the academic school year (17 days), and then throughout the school year (1.5 hours per week of whole-group PD and 8 full Data Days during the year), to create aligned, standards-based curricula and execute effective pedagogy. Given our curricular framework, we will ensure scholar mastery of Common Core State Standards, benchmarks, and learning goals.

**Figure 4** outlines our comprehensive curriculum planning process. Through the curriculum development process and the stages outlined below, the Albuquerque Collegiate team will design a clear sequence of rigorous college-preparatory learning.

#### **Figure 4 - Curriculum Planning and Standards Alignment Process**

Step	Details
#1 - Examine National and State Standards	<input type="checkbox"/> Focus on the big picture and standards to be taught/assessed <input type="checkbox"/> Create curriculum (standards) maps sequencing standards in a developmentally appropriate manner
#2 - Unpack standards into skills and organize into units	<input type="checkbox"/> Unpack Common Core and New Mexico Content Standards into the most discrete skills that students will need to know and be able to do <input type="checkbox"/> Divide skills into conceptual and procedural, as applicable
#3 - Examine exemplars for how standards will be assessed - use Common Core website for appendices and online materials from proactive states (TN, MA, NY) and use Istation and PARCC for how NM Standards will be assessed	<input type="checkbox"/> Backwards planning and always start with the end in mind <input type="checkbox"/> Using the resources available, examine how each standard will be assessed <input type="checkbox"/> Look for examples that fit the cross-section between Common Core Standards
#4 - Develop (or revise existing) Scope and Sequence	<input type="checkbox"/> Use the Curriculum Map and skills breakdown to develop a Scope and Sequence

#5 - Develop (or revise existing) Unit Plans with an Objectives Calendar	<input type="checkbox"/> Gather/order resources, materials and text <input type="checkbox"/> Decide on the benchmarks that students will need to master along the way <input type="checkbox"/> Group skills into chunks based on benchmarks (consider thematic and cross-curricular connections) <input type="checkbox"/> Create measurable and rigorous daily objectives (that clearly state <i>what</i> students will learn and <i>how</i> they will demonstrate their learning)
#6 - Develop a Skills Tracker	<input type="checkbox"/> Input important objectives into the Unit Tracker to monitor student mastery <input type="checkbox"/> Update and save the skills tracker to share with co-teachers, Principal, Student Supports Coordinator, and Instructional Specialist
#7 - Develop Lesson Plans with clear objectives, activities, and exit tickets/assessments	<input type="checkbox"/> Develop daily and ongoing assessments to match the objectives. Analyze the rigor of each day's assessment <input type="checkbox"/> Develop appropriate activities to allow students to show mastery of the objective throughout various parts of instructional blocks <input type="checkbox"/> Decide what resources and materials will be needed. Develop any relevant graphic organizers, templates, text, etc. that students will need to be successful <input type="checkbox"/> Create a model/exemplar <input type="checkbox"/> Plan for communication of real-world application, the purpose and how each objective connects to what students have already learned and will learn

### CURRICULUM REVIEW AND EVALUATION

The supplemental curricula that will be made available to our teachers have been chosen based on research and their successful use in other high-performing college-preparatory urban charter schools serving a student population similar to that of Albuquerque Collegiate. While we are confident these curricula will give our teachers a solid foundation for their curriculum development and planning, we will continually evaluate the effectiveness of these materials according to our interim assessment results, which will empower our teachers to make data-driven recommendations for changes and additions to the curriculum throughout the life of the school, to ensure maximum learning results for our scholars. Furthermore, we will schedule an annual review of all curricular choices by the Principal, Student Supports Coordinator, and Instructional Specialist.

Total Points Available	Expectations
12	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Describe the proposed school's curriculum</li> <li>• Identify information that demonstrates the curriculum is research-based</li> <li>• Describe a curriculum that is reasonable based on the professional judgment of experienced educators</li> <li>• Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards and New Mexico Content Standards</li> <li>• Identify information that demonstrates how the curriculum will align with the proposed school's mission</li> <li>• Include a reasonable, based on the professional judgment of experienced educators, timeline and plan for the development of the entire proposed curriculum-including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments,             <ul style="list-style-type: none"> <li>○ The timeline must identify:                 <ul style="list-style-type: none"> <li>▪ responsible staff,</li> <li>▪ action steps, and</li> <li>▪ deadlines</li> </ul> </li> <li>○ The timeline must include specific action steps that will ensure alignment with CCSS, NM Content Standards and the proposed school's mission</li> <li>○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1<sup>st</sup> of the planning year, the deadline for having the commencement of operations approved</li> <li>○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico</li> </ul> </li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>An overview of the curriculum, provided by the applicant, ensures the curriculum is "rooted in both successfully research-based practice and intentional alignment with rigorous state and national standards." The applicant further details how the "curricula" meets its established criteria for the selection and design. The criteria ensures the curriculum is rigorous, comprehensive, provides intensive and differentiated support, and focuses extensively on literacy. The applicant states that the curriculum "will be a blend of internal and commercial resources" and ensures these resources are aligned with state academic standards and supports students in their preparation for state-standardized assessments. The narrative includes a table titled "Figure 2 - Proposed Core Academic Curriculum Materials K-5" that clearly outlines the curricular resources that will be used. The established criteria for the curriculum directly supports the mission of ACCS as it relates to ensuring annual academic growth and demonstrating measureable academic performance.</p> <p>According to the narrative, the curriculum (maps and Scope and Sequence guides) will be developed</p>	

before the start of the summer staff orientation. The applicant provides a well-developed timeline (Figure 3) for the development of the curriculum during the planning year and first year of operation for grades Kindergarten - 2. Additionally, the timeline also extends for years 2 through 5 and includes the grade levels that will be served during those years. Lastly, the applicant outlines a comprehensive process for designing the curriculum that begins with a standards alignment process (Figure 4). The applicant aims to annually review all of its curricular resources (including supplemental ones) with their school leadership team.

#### D. Graduation Requirements.

D. (1) Identify 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, ensure they are clearly explained. For further information please see the following link:

<http://ped.state.nm.us/GradReqs/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.

#### APPLICANT RESPONSE:

Not Applicable

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify all of the proposed school's graduation requirements</li> <li>• Align to state graduation requirements OR Explicitly identify all requirements that vary from state minimum requirements</li> <li>• If there are variances from state minimum requirements- <ul style="list-style-type: none"> <li>○ Explain why the proposed school believes the change is important</li> <li>○ Explain how the change supports the mission</li> <li>○ Explain how the change ensures student readiness for college, career, or other post-secondary opportunities</li> </ul> </li> </ul>
<b>REVIEW TEAM EVALUATION:</b> Not applicable	

**E. Instruction.**

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

**APPLICANT RESPONSE:****Educational Philosophy**

Albuquerque Collegiate's mission and vision are modeled after and informed by the most successful, high-performing urban charter schools across the country, and particularly those successfully educating and delivering strong academic results with demographics (high FRL and high ELL) similar to the community we intend to serve. The National Charter School Research Project at the Center on Reinventing Public Education recognizes that "[b]uilding schools from scratch is difficult and chancy... What is clear, however, is that if the charter movement hopes to expand in numbers adequate to create public value and meet the demand from parents and authorizers for more high-quality schools, it must find ways to leverage existing knowledge and not just rely on school-by-school innovations."<sup>17</sup> Deeply rooted in research-based and proven models of success and through our national work with Building Excellent Schools, our educational philosophy propels and informs the three core elements of Albuquerque Collegiate's design: (1) a structured and ambitious school community, (2) high-quality instruction and (3) intensive academic supports. Albuquerque Collegiate's educational philosophy is exemplified through nine pillars of practice, each driven by the corresponding core element.

**A Structured and Ambitious School Community**

*High expectations for all is a belief held by all.*

In order for students to succeed and be set on the path to college, every person associated with the school community – our governing board, leadership, staff, community partners, families, and students – must have an unwavering belief that *all* students can and will learn at high levels. One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.<sup>18</sup> High expectations underpin and instill within students our **DREAMS** values of **D**etermination, **R**espect, **E**nthusiasm, **A**mbition, **M**indset, and **S**hared **S**uccess - all of which implicitly and explicitly inform the achievement-oriented culture of our school.

As a school community, we set the bar high in everything we do, and this includes our expectations for behavior. Behavior not only encompasses misbehavior in the classroom and discipline, but all actions, including arriving at school on time, how students walk in the hallways, completion of nightly homework, and behavior during mealtimes. Behavior expectations will be clearly communicated to students and families, taught thoughtfully and well, and in age- and grade-appropriate ways during school orientation each year, as well as reinforced throughout the school year in daily homework/behavior trackers which will require a daily parent/guardian signature. In order to hold students to a high behavioral standard and allow teachers to enforce the standards, first we clearly and positively teach students how to succeed in school, and how to manage themselves and why, and all parties come to fully understand and agree that high behavioral expectations are set because they allow for maximum use of instructional time, ensuring that all scholars succeed academically and are able to navigate the world around them and build futures bright with promise for themselves and their families.

<sup>17</sup> Lake, Robin J. (2007). *Identifying the DNA of Successful Charter Schools*. National Charter School Research Project.

<sup>18</sup> Lemov, Doug. (2015). *Teach Like a Champion 2.0*. San Francisco, CA: Jossey-Bass.



As the adults responsible for providing an excellent education, we first hold ourselves to a high standard of professional excellence. Every adult affiliated with Albuquerque Collegiate, from the front office staff, to the teachers, school leader, and board members, is responsible for the success of our students. It is a team effort, and as such, we take a team approach towards clearly articulated goals for absolute and growth performance and organizational success. We are intentional about setting those underpinning goals as a staff that will propel success on these larger goals, developing ourselves in the profession, and are maintaining a positive, solutions-oriented, respectful, and ambitious adult culture.

*Students cannot learn in chaos.*

Teacher and psychologist Robert Sullo writes in *The Motivated Student: Unlocking the Enthusiasm for Learning*, “When we infuse our classrooms with ritual and establish specific routines and procedures for repeated behaviors, we make it easier for students to feel safe and secure. With this basic need addressed, students have the emotional energy to turn their attention to the primary goal of education: developing academic competence.”<sup>19</sup> Before any learning can occur, students must have a safe and predictable learning environment in which they can thrive. Albuquerque Collegiate is steadfast in its commitment to establishing and maintaining a highly structured atmosphere that supports joyful student learning.

In a 2016 study conducted by the New Mexico Legislative Finance Committee (LFC), *Program Evaluation: Assessing “Time-on-Task” and Efforts to Extend Learning Time*, findings show that New Mexico students are losing approximately 32% of instructional time per year due to a variety of non-instructional factors including late starts, recess, and breakfast after the bell. On average, elementary students lose two days of instructional time to breakfast. The report recommends that school districts should ensure that best practices and effective strategies are being used to maximize time-on-task.<sup>20</sup> Albuquerque Collegiate fully agrees with this recommendation and intends to implement effective strategies with fidelity. As part of the Building Excellent Schools (BES) Fellowship, we have closely and directly studied the systems of high-performing schools that are able to implement effective procedures that support maximum time-on-task, have built these into our school design, and will replicate these procedures within our school. When working to keep instructional time sacred, particularly for our most vulnerable and at-risk students, simply put, structures and procedures, like those strategically developed and finely tuned for breakfast and bathroom transitions, matter. Every minute and every second matter when it comes to maximizing instructional time for our students.

*Families are key players in student success.*

Albuquerque Collegiate knows that families are essential players in the success of students, and we work closely with families to ensure that success, setting each and every student on the path to college starting on the first day of kindergarten. If both teacher and parent/guardian are aligned in holding high academic and behavioral expectations for their student, particularly for low-income students, these students are shown to typically exceed expectations.<sup>21</sup> Albuquerque Collegiate will maintain frequent and honest communication with families. We will hold numerous family events throughout the school year including Home Visits for all new families, summer Family Orientations for all new and returning families, monthly Cafecitos, two annual Parent-Teacher Conferences, and quarterly Family Literacy Nights. It is important to us that we

<sup>19</sup> Sullo, Robert. (2009). *The Motivated Student: Unlocking the Enthusiasm for Learning*. ASCD.

<sup>20</sup> New Mexico Legislative Finance Committee. (2016). *Program Evaluation: Assessing “Time-on-Task” and Efforts to Extend Learning*.

<sup>21</sup> Benner, A & R. Mistry. (2007). *Congruence of Mother and Teacher Educational Expectations and Low-Income Youth’s Academic Competence*. Journal of Educational Psychology. Vol. 99, No. 1.

meet the language needs of our students and their families, and we will commit to this charge through all family interactions; we place a premium on hiring bilingual staff and all materials will be provided in each family's home language. We understand that families will have varying abilities for involvement, but we also know that all families truly want the best for their children. Our students' families are entrusting us with the responsibility to educate their child, a trust we do not take lightly.

### High-Quality Instruction

*Exceptionally trained teachers are the driving force of student achievement.*

Research shows that teacher quality is the most significant indicator of a student's academic performance.<sup>22</sup> Keeping in mind this research, Albuquerque Collegiate is dedicated to recruiting, training, and retaining exceptionally strong educators. The national and local teacher shortage is a large factor to consider for Albuquerque Collegiate, and therefore we are taking strategic steps to guarantee that we put excellent educators in front of our students, starting on day one.

Our hiring process will be thorough and highly selective. Albuquerque Collegiate's founding team has budgeted dollars in our planning year to ensure we have the resources to identify and ascertain top candidates. In all subsequent years, we continue to budget the necessary dollars for regional and national recruitment efforts. Additionally, Albuquerque Collegiate intends to establish strong partnerships with local colleges of education to attract and retain local talent. Recruitment efforts will go beyond the city and state, as we are additionally looking for top teachers across the country, from proven teacher preparation programs.

The most important aspect of our work with teachers is their training, coaching, and continual development once hired. Working with a mission-driven team that has been selected for their capacity and growth mindset, our staff professional development (PD) begins with an intensive three-week summer training, held each year, before the start of classes. This summer PD allows us the necessary time for rigorous curriculum planning, norming of instructional practices, and mastery of school-wide systems and procedures that will underpin our school culture and our academic program. During the school year, teachers will receive 1.5 hours per week of planned PD, during which they will work with grade-level teams to plan curriculum, as well as to analyze student data to inform whole class instruction and individualized student interventions. Beyond the considerable amount of time for teacher development and collaboration, each teacher at Albuquerque Collegiate will be observed, at minimum, once each week with a coaching session to immediately follow. To ensure to our families that we are putting the most effective teachers in front of their children, we dedicate the time and resources to develop a top-caliber teaching staff.

*A college preparatory curriculum that prominently emphasizes literacy begins in kindergarten.*

Less than one in four students attending a district school in the 87102 zip code can read proficiently,<sup>23</sup> yet we know that literacy proficiency is the most foundational skill on which academic success is built. Albuquerque Collegiate is dedicated to serving low-income students, predominantly from the 87102 zip code which encompasses Albuquerque's poorest communities. Research indicates that students from low-income families hear two-thirds fewer words than students from more affluent backgrounds. Specifically, by kindergarten, a student

<sup>22</sup> Saunders, William, and June Rivers. (1996). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center.

<sup>23</sup> New Mexico Public Education Department. (2016). *PARCC Proficiencies 2016*. <http://ped.state.nm.us/ped/index.html>.

from a low-income family has been exposed to approximately 30 million fewer words than their more affluent peer.<sup>24</sup> This means that on their first day of kindergarten, many students are already behind where they need to be in their literacy and vocabulary skills, and such lack of readiness is often measured as “Below Pre-Readiness” on national reading assessments such as the Strategic Teaching and Evaluation of Progress (STEP). For this reason, Albuquerque Collegiate prioritizes and dramatically expands literacy instruction and thus the development of literacy skills for all students.

On standard instructional days, students will receive 220 minutes of instructional time dedicated to building foundational literacy skills – or 250% the amount of instructional time in literacy that they would receive at their traditional neighborhood school.<sup>25</sup> On PD instructional days, scholars will receive 180 minutes of literacy instruction. To guarantee that the vast majority of students are able to read on or above grade level by the end of third grade, we will implement New Mexico’s Common Core State Standards with full fidelity. A 2014 report from the Thomas B. Fordham Institute found that the three largest barriers to strong Common Core implementation are: (1) ill-aligned curricular materials, (2) state and district assessments that do not adequately measure the standards, and (3) ineffective professional development for teachers and other key players.<sup>26</sup> Practices at Albuquerque Collegiate thoughtfully address these potential barriers. Curricular materials will be meticulously aligned and modeled after the most successful curricula used in high-performing schools serving similar populations of students, paying particular attention to curricula that are most impactful for English Language Learners. Only quality assessments aligned with the rigorous Common Core Standards will be administered to students, with intentional time for teacher data analysis each week and strategically throughout our annual calendar during step-back Data Days. As noted, significant time and efforts will be dedicated to providing the most effective professional development for teachers and school leaders.

At the most fundamental level, a college preparatory curriculum is one that promotes literacy proficiency above all else. If our students read with fluidity, comprehension, and insight, they will have the foundation they need to succeed in all future grades. We put literacy first, and we maximize all temporal, financial, and staffing resources towards powerful reading by grade three.

*Quality assessments are necessary to understand student growth and develop action plans for intervention.*

To ensure that every student at Albuquerque Collegiate succeeds at the highest levels, we must understand both the strengths and areas for growth for every single scholar. To develop this clear understanding, the use of frequent and rigorous assessments is vital. Our assessment systems are developed to mirror those of the highest-performing urban charter schools across the country, and draw from the highly regarded practices of Paul Bambrick-Santoyo, author of *Leverage Leadership* and *Driven by Data*.<sup>27</sup> We will use New Mexico’s recently adopted formative assessment, Istation’s Indicators of Progress (ISIP), a web-delivered computer-adaptive testing system that provides continuous progress monitoring by frequently assessing and reporting student ability in reading and mathematics. Alongside the Istation ISIP assessments, we will use the STEP Reading Assessment, conducted five times per year. As Albuquerque Collegiate will

<sup>24</sup> Hart, Betty, and Todd Risely. (2003). “The Early Catastrophe: The 30 Million Word Gap by Age 3.” *American Educator*.

<sup>25</sup> Based on APS Elementary Curriculum & Instruction suggested minimum time. <http://www.aps.edu/curriculum-and-instruction/elementary-learning-1/literacy>.

<sup>26</sup> Cristol, Kaite, and Brinton Ramsey. (2014). *Common Core in Districts, An Early Look at Early Implementers*. Thomas B. Fordham Institute.

<sup>27</sup> Bambrick-Santoyo, Paul. (2010). *Driven by Data*. San Francisco, CA: Jossey-Bass.

---. (2012). *Leverage Leadership*. Jossey-Bass.

strive for high-quality instruction and practices, we are eager to administer the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment to our students in grades 3-5. PARCC is a high-quality summative assessment that will challenge our students to demonstrate their foundational and higher-level skills, ultimately providing our staff and families with a greater understanding of student proficiency in mathematics and English Language Arts.

### Intensive Academic Supports

#### *Strategic use and understanding of data-driven instruction.*

As indicated above, the research-based and practice-proven methods and tools outlined by Paul Bambrick-Santoyo will drive many of our assessment and data analysis practices. Bambrick-Santoyo's trainings are used widely by the New Mexico Public Education Department's Priority Schools Bureau, through their work with the Principals Pursuing Excellence, Teachers Pursuing Excellence, and School Turnaround programs. Through the Principals Pursuing Excellence program, 53% of participating school leaders experienced one or more school letter grades of growth: 18% experienced two school letter grades of growth, and 3% experienced three letter grades of growth - moving from a school grade of "F" to a grade of "B" in one year.<sup>28</sup> The four key principles that will guide our data-driven instruction are outlined here: **(1) Assessments** – Use rigorous interim assessments that provide meaningful data; **(2) Analysis** - Examine the results of assessments to identify the causes of both strengths and shortcomings; **(3) Action** - Teach effectively what students most need to learn; and **(4) Culture** - Create an environment in which data-driven instruction can survive and thrive.<sup>29</sup> Teachers will receive comprehensive training on assessment, analysis, action, and culture to ensure the success of the assessment system and the effective use of data to inform instructional decisions, student supports, and the professional development needs of teachers in the classroom.

#### *Individualized supports ensure success for all.*

Albuquerque Collegiate is committed to implementing the state's Three-Tiered Response to Intervention (RtI) framework thoughtfully and with fidelity. The RtI framework ensures that all students have the opportunity to learn to their fullest capacity. According to the state's RtI manual, Tier 1 is high-quality teaching using differentiated instruction. Proactive and preventive, this approach provides early interventions to address academic and behavioral difficulties when they first arise.<sup>30</sup> All students at Albuquerque Collegiate are guaranteed individualized supports to meet their unique needs. In the classroom, this takes form in the two-teacher per room model in the lower elementary grades. During Reading Mastery instruction, students are broken into three small groups in which teachers are able to work closely with small groups of students (no more than 10), noting their strengths and areas for growth and honing in on skill mastery. During this time, students also have the opportunity to work independently on individually targeted skills and practices through the use of blended learning computer stations in every classroom. Students who need more intensive individualized supports will receive one-on-one pullout instruction with a teacher daily as needed. These classroom pullouts will allow students to receive the directed interventions needed for them to achieve proficiency. All students can and will achieve proficiency. In order to guarantee this, intensive individualized instruction is necessary.

<sup>28</sup> Corbett, Julie. (2015). *New Mexico, State Policy Brief*. The Center on School Turnaround, WestEd.

<sup>29</sup> Bambrick-Santoyo, Paul. (2010). *Driven by Data*. San Francisco, CA: Jossey-Bass.

<sup>30</sup> New Mexico Public Education Department. (2014). *Response to Intervention Framework*.

*Increased instructional time produces increased mastery.*

Research indicates that adding time to the school day and/or year can have a meaningfully positive impact on student proficiency and upon a child's entire educational experience. That time, however, must be dedicated to academic learning time, not just simply additional time in the school building. The WestEd report *Improving Student Achievement by Extending School: Is It Just a Matter of Time?* concludes there is little or no relationship between what they call "allocated time" and student achievement. Allocated time refers to the total number of days or hours students are required to attend school, which encompasses substantial non-instructional time. There is, however, a significant relationship between academic learning time and achievement. Academic learning time is defined as the precise period when instructional activity is perfectly aligned with a student's readiness and learning occurs.<sup>31</sup> The impact of increased academic learning time can be especially consequential for economically disadvantaged students, who tend to enter school trailing behind their more affluent peers academically, continue to lag as they proceed through each grade, and have fewer opportunities outside of school for learning.<sup>32</sup>

Increased instructional time is one of the most vital pillars of practice at Albuquerque Collegiate. To achieve exceptional results, we will put in exceptional effort and we will strategically expand and prioritize time to ensure the success of every student. This means increasing the amount of time we spend with our students focused on standards mastery. Our school year will have 180 days, 2 days more than the standard district elementary school calendar.<sup>33</sup> We will also have extended school days, from 8:00am to 4:00pm Monday, Tuesday, Thursday, and Friday, and from 8:00am to 2:00pm on Wednesdays, to account for teacher collaboration and planning time. Each year, Albuquerque Collegiate students will receive approximately 287 hours more hours of instruction than an APS district school student, the equivalent of an additional 46 days of school.

We design a school to deliver success, hire a team that puts the mission first, and simply put in the work - so that our students can dream big, work hard, and achieve ambitious success.

### **Instruction**

The Albuquerque Collegiate Founding Team believes deeply in the power of high-quality instruction and transformative teaching. In the critically acclaimed and bestselling book *Focus: Elevating the Essentials to Radically Improve Student Learning*, education author Mike Schmoker writes that "effective teaching can completely change the academic trajectory of low-achieving students - vaulting them from the lowest to the highest quartile."<sup>34</sup> Our entire school staff will promote and foster a culture of achievement, employing effective instructional strategies such as setting objectives and providing feedback, asking high-level questions and cues, and reinforcing effort and providing recognition that have greatest positive effect on achievement for all scholars, in all subject areas, at all grade levels.<sup>35</sup> The Albuquerque Collegiate staff will employ instructional strategies based on decades of proven study about how to deliver achievement results with disadvantaged populations of students that parallel achievement of their affluent peers within the top quartile and higher on rigorous national assessments. Our instructional methodologies are most informed by the work of influential

<sup>31</sup> Anronson, J., Zimmerman, J., and Carlos L. (1998). *Improving Student Achievement by Extending School: Is It Just a Matter of Time?*. WestEd

<sup>32</sup> National Center on Time & Learning. (2015). *The Case for Improving & Expanding Time in School: A Review of Key Research & Practice*.

<sup>33</sup> Based on APS 2016-2017 school calendar <http://www.aps.edu/schools/school-calendars/2016-17-calendar>.

<sup>34</sup> Schmoker, M. (2011). *Focus: Elevating the Essential to Radically Improve Student Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>35</sup> Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.



researchers and educators including Robert Marzano, Mike Schmoker, Doug Lemov, Paul Bambrick-Santoyo, as well as the work of high-performing charter schools across the country, including those within the Building Excellent Schools network.

#### Instructional Consistency:

Supported by professional development and the leadership team, teachers will implement common instructional practices and approaches. Teachers will use common grade-level lesson and unit plans, and classwork and assessment formats. Teachers will use similar procedures, language, and curriculum templates. The use of common procedures and language will create school consistency and reinforce camaraderie amongst staff and support teachers in implementing curriculum. Common structures include common blackboard configuration, transition procedures, grading procedures, songs/rituals/chants, lesson plan and curriculum templates, assessment templates and procedures, and student academic expectations.

- **Format Matters:** Beginning in kindergarten, Albuquerque Collegiate scholars will be trained and cued as needed, to always ask and answer questions and address teachers and peers in complete sentences, using proper grammar and strong, articulate voices. Our instructional staff will maintain high expectations for all scholars at all times, which will be reinforced and practiced through our English Language Development program and will ultimately best support the development of scholars' oral literacy skills. Scholars will be respectfully corrected on format if an answer or question is given using incomplete sentences and/or improper grammar.<sup>36</sup>
- **Common Blackboard Configuration:** All teachers will use the common Blackboard Configuration (BBC) endorsed by educational expert Dr. Lorraine Monroe. The BBC reinforces consistency of academic expectations by providing a means to hold teachers accountable for the content taught and methods used to teach it, and by providing scholars with clear communication about the expected outcomes for learning for each lesson.<sup>37</sup>

#### Teach Like a Champion Taxonomies:

Albuquerque Collegiate teachers will be trained to use effective techniques that reinforce high expectations for all scholars. Effective teachers in high-performing schools, particularly those within the Uncommon Schools network and National Blue Ribbon North Star Academy Charter Schools, use these techniques nationwide. **Figure 5** provides examples of proven instruction techniques that will be employed by all members of the Albuquerque Collegiate school community. *Teach Like a Champion*, and *Teach Like a Champion 2.0* are practice- and research-based tools focused on an established set of techniques and shared vocabulary that allow teachers to employ champion strategies, particularly with students from low-income backgrounds, to ensure dramatic academic and behavioral achievement for all students. The *Teach Like a Champion* framework supports the idea that great teaching can be learned and is aimed at teachers who want to improve their students' academic success based on lessons learned from techniques used by top-performing teachers. *Teach Like a Champion 2.0* includes 62 practical, engaging, and easy-to-implement techniques to improve teaching practice and build the capacity of educators to help their students become college- and career-ready.

<sup>36</sup> Lemov, Doug (2010). *Teach Like a Champion*. San Francisco, CA. Jossey-Bass.

<sup>37</sup> Bullmaster-Day, Marcella. (2008). *Research Foundations of the Lorraine Monroe Leadership Institute Essential Elements of Educational Excellence*. Lorraine Monroe Leadership Institute Research Foundations.

**Figure 5 - Academic and Behavioral Instructional Techniques<sup>38</sup>**

Technique/Umbrella Skillset	Description
Positive Framing: Classroom Culture- Building Character and Trust	Technique in which teachers make corrections constructively and positively, narrating explicitly what they want scholars to do instead of what they are not doing. A teacher would say, “Alexandra, I need your eyes tracking the speaker,” instead of “Alexandra, stop looking back at Tanya.” This technique includes the rules of assuming the best of students, allowing plausible anonymity, positive narration, and using challenges and aspirations to engage students in a productive manner.
Do It Again: Classroom Culture- Systems and Routines	Technique in which a teacher gives students more practice when they are not up to speed - not just doing something again, but doing it better, striving to do their best.
100%: Classroom Culture- High Behavioral Expectations	Method in which a teacher requires everyone’s full participation to complete a task or activity associated with learning and will not continue instruction until all students are fully engaged. 100% includes five techniques including: radar/be seen looking, make compliance visible, least invasive intervention, firm calm finesse, and art of the consequence. The 100% techniques allow teachers to catch challenges early, and fix issues noninvasively and in a positive manner, all without breaking the thread of instruction.
Right is Right: Academic Ethos - Setting High Academic Expectations	There is a difference between right and partially right. When responding to an answer in class, the teacher holds out for an answer that is “all-the-way” right or all the way to the standard of rigor. Scholars should not be told an answer is correct when it is not.
Stretch It: Academic Ethos - Setting High Academic Expectations	Many teachers respond to a correct answer by saying “good” or “correct.” With this technique, a teacher can push scholars to higher standards by asking them to <i>stretch</i> their answer by explaining how they arrived at an answer or asking them to answer a more complex question that builds on the same concept or standard. This technique also pushes students to continually use full sentences when answering questions and conversing in the classroom, a skill particularly impactful for English Language Learners.
Habits of Discussion: Ratio - Building Ratio Through Discussion	Ratio serves as an overarching method in which the teacher purposefully minimizes time spent talking to afford more opportunities for the class to lead instruction by answering questions as a group or individually. The Habits of Discussion technique ensures that discussions are more productive and enjoyable by normalizing a set of ground rules or “habits”

<sup>38</sup> Lemov, Doug (2010). *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College*. San Francisco, CA. Jossey-Bass.  
New Mexico Public Education Commission, Final 2/10/2017



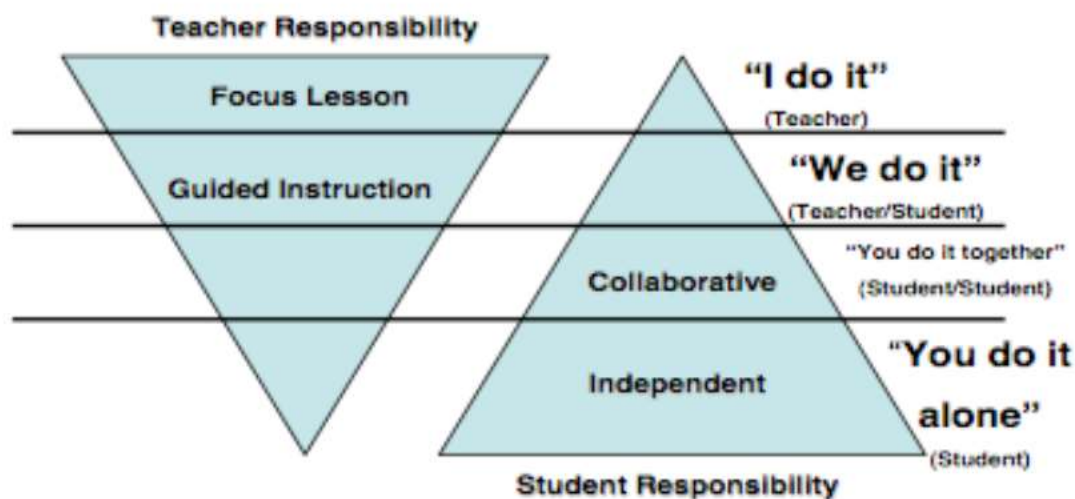
	that allow discussion to be more efficiently cohesive and connected. Habits of Discussion include discussion fundamentals of voice, tracking and names, as well as follow-on prompting, sentence starters, and “managing the meta” by expanding ideas through a series of connected ideas and comments.
No Opt Out: Academic Ethos - Setting High Academic Expectations	Process in which a scholar who answers incorrectly is not able to give up on the learning process. We have high expectations for scholar performance, and a teacher should not accept “I don’t know” for an answer. Instead, the teacher should prompt the scholar to answer a clarifying question, or push the scholar to attempt to answer. If the scholar genuinely does not know the answer, the teacher will call on a fellow classmate to assist, and then the teacher will return to the scholar to ask the same or a similar question, for which the scholar has been supported to be able to answer it correctly.
Warm/Strict: Classroom Culture- Building Character and Trust	Strategy that combines a warm, caring tone with a high-expectations standard for behavior. Often used by teachers to build culture and set the tone inside their classrooms, emphasizing high expectations, caring, and mutual respect.
Precise Praise: Classroom Culture - Building Character and Trust	Technique used by teachers to reward scholars with praise using very specific examples that are meaningful and genuine. For example, a teacher would say, “Javier, you did a great job classifying common nouns and proper nouns correctly.”

### Gradual Release

This powerful pedagogical strategy outlined in **Figure 6** emphasizes consistent, clear modeling of both new behaviors and new academic skills. Teachers accomplish this process by following the Gradual Release of Responsibility Model, commonly referred to as the “I do, We do, You do” instruction process.<sup>39</sup> In the “I do” stage, the teacher models the behavioral or academic skill by having scholars watch while he/she works through the new skill step-by-step. Teachers then shift to the “We do” stage, allowing the scholars a chance to work through each step of similar problems, reinforcing the same skill. Scholars may do this as a class with strong teacher support, then in small groups reporting to the class, and then in pairs. In this format, teachers give scholars the opportunity to take increasingly greater roles in using the material. Teachers are slowly letting scholars take more and more responsibility in practicing the skill. Finally, when the teacher is confident that scholars can handle the task on their own based on sufficient checks for understanding, scholars move to the “You do” stage. Teachers continue to support and check for understanding as scholars work independently to master the skill. The “I do, We do, You do” process will be used throughout the day to teach objective-driven lessons.

### Figure 6 - Gradual Release Model

<sup>39</sup> Fisher, Dougals & Frey, Nancy. (1998). *Better Learning Through Structured Teacher: A Framework for the Gradual Release of Responsibility*. New Mexico Public Education Commission, Final 2/10/2017



Adapted from Doug Fisher & Nancy Frey, 2008

The primary purpose behind this model of instruction is to promote the growing independence of scholars in the content areas. Throughout the course of the lesson, the scholar should be able to complete the assignment independently and at higher levels than when first introduced. As the teacher gives more opportunity for scholars to practice the work, scholars are given the time and appropriate independence to work on problems autonomously. This approach leads to effective practice of skills, greater retention, and sufficient mastery of concepts.

### Reading and Writing Across the Curriculum

Albuquerque Collegiate's comprehensive focus on literacy will demand an integration of literacy skills and concepts across all subjects. Our teachers will give scholars multiple opportunities to read, comprehend, and write across all subjects within the school day. Scholars will be taught to interpret and respond to texts across all content areas, and to develop stronger reading comprehension, access important material and evidence easily, and become familiar with a wide variety of texts. An emphasis of literacy across content areas will provide additional time for scholars to develop strong reading comprehension skills, as well as the ability to access content regardless of subject matter. Scholars will become familiar and comfortable with fiction and non-fiction texts, and the particular structures that ideas and content are expressed in different genres.

Numerous studies have shown that reading and writing across the curriculum are essential to learning. Without strategies for reading course material and opportunities to write thoughtfully about it, students have difficulty mastering concepts.<sup>40</sup>

### Differentiated Instruction

Albuquerque Collegiate's low student-to-teacher ratio allows for high differentiation throughout all literacy blocks, ensuring we are reaching all learners through multiple modalities. With a focus on individualization, research indicates that early reading instruction is most effective within small homogeneous groups. Our model will allow for groups of ten students to rotate through three literacy block stations. In the phonics block rotation, students will receive direct phonics instruction using the Reading Mastery curriculum, which will allow increased

<sup>40</sup> Allington, R. (2002). *You Can't Learn Much from Books You Can't Read*. Educational Leadership.

opportunities for differentiation and constant focus on flexible grouping of students. In literacy block #2, another group of students will be receiving direct instruction from the second classroom teacher on guided reading and reading comprehension. In the final literacy block rotation, the remaining group of students will work on individually targeted independent practice, either through the use of independent reading and writing practice, or through the Istation adaptive software curriculum.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Describe the educational philosophy of the proposed school</li> <li>• Identify primary instructional methods to be implemented that align to the educational philosophy</li> <li>• Identify information that demonstrates the instructional methods are research-based</li> <li>• Describe how the educational philosophy and instructional methods support and align to the mission and curriculum</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant provides a clear explanation of ACCS's educational philosophy based on the expectation "that all students can and will learn at high levels." The philosophy is based on research specific models of success with urban, low income populations and through the work and partnership with Building Excellent Schools. The applicant's response includes comprehensive details supporting the core elements of the philosophy: a structured and ambitious school community, high-quality instruction, and intensive academic supports. These core elements align with how the applicant intends to fulfill its mission to accomplish annual dramatic academic growth in its students and demonstrate measurable academic performance setting students firmly on the path to college graduation.</p> <p>For example, the applicant describes that a component of reaching "high-quality instruction" is by a "thorough and highly selective" hiring process that can "identify and ascertain top candidates". Once ACCS hires a "top candidate", the school understands that training, coaching and continual development is key to a teacher's growth. In the end, these processes are a part of fulfilling how "exceptionally trained teachers are the driving force of student achievement".</p> <p>As the school curriculum design is highly structured, the applicant intends to implement "common instructional practices and approaches" to promote "school consistency and reinforce camaraderie amongst staff and support teachers in implementing curriculum." The applicant's response includes a selection of strategies that are research-based, as Marzano, which are effective with the targeted student population. By implementing instructional consistency and proven research-based instructional strategies, the applicant has proven to align with its mission, philosophy and curriculum.</p>	

E.(2) 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.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate yearly calendar and daily schedule are designed to directly impact and align with the student outcomes outlined in our mission. In order for Albuquerque Collegiate scholars to make dramatic academic growth each year and be able to demonstrate measurable academic performance that sets them firmly on the path to college graduation, our yearly calendar and daily schedule include numerous components that will ensure student success.

See **Attachment B** for the Albuquerque Collegiate Yearly Calendar and **Attachment C** for the Albuquerque Collegiate Daily Schedule.

Yearly Calendar (Attachment B)

**Annual Start Date and End Date:** The Albuquerque Collegiate yearly calendar proposes, for the school's first year, a start date of Wednesday, August 1, 2018 and an end date of Wednesday, May 23, 2019. Annually the start date will be the first Wednesday in the month of August, and the last day of the school year will be 180 instructional days after the first day of school. Start and end dates are indicated on the calendar in green.

- **Teacher Professional Development Days and Times:** The Albuquerque Collegiate yearly calendar includes 17 days of summer staff professional development prior to the start of the year, and 8 Data Days during the school year, for a total of 25 days of staff professional development. Each of these days will be a standard 8 hours in length. Staff development days are indicated on the calendar in light blue. Data Days are indicated on the calendar in dark blue.
- **School-Wide Assessment Periods:** Assessment periods on the Albuquerque Collegiate yearly calendar include periods for the STEP assessment, as well as periods for the Istation ISIP Reading and Math assessments. The STEP assessment, represented in yellow on the calendar, will be conducted five times over the course of the year, with the first of the assessments serving as a diagnostic, to be individually administered during summer Home Visits, Family Orientations, or within the first week of school. All other STEP assessment administrations will be conducted on an individual student basis, during each of the four STEP windows. In addition to STEP assessment windows, the Albuquerque Collegiate annual calendar also includes three windows for Istation's Indicators of Progress (ISIP) Early Reading and Math Assessments, indicated on the calendar in orange. These interim assessments will be administered to all students at the beginning, middle and end of year, based upon the set Istation assessment window calendar. Not included on the calendar for year one of operation are PARCC and the New Mexico Standards-Based Assessment for Science. PARCC administration will begin in the 2020-2021 school year when Albuquerque Collegiate will have a third-grade class. The NM Science SBA will be administered beginning in the 2021-2022 school year when Albuquerque Collegiate will have a fourth-grade class.
- **School Days, Holidays, and Partial Days:** The Albuquerque Collegiate annual calendar includes the number of instructional days by each month of the year, which combine for a total of 180 instructional school days in the 2018-2019 school year. Holidays are indicated in gray on the annual calendar and account for national holidays, while mirroring the local

district-recognized holidays throughout the school year. Half-Day school days are indicated on the calendar with a forward slash. Half-Day school days will occur during the first three days of the school year, allowing scholars to become acquainted with the culture of Albuquerque Collegiate, scaffolding them in preparation for longer school days during the coming year. The daily schedule and narrative below will provide additional information about Professional Development “PD” days that occur each Wednesday during the school year.

- Parent-Teacher Conferences: The Albuquerque Collegiate annual calendar includes two parent-teacher conferences, with one occurring at the end of the first trimester and another occurring at the end of the second trimester. Albuquerque Collegiate will schedule parent-teacher conferences for all families at the end of the first and second trimesters.

### Daily Schedule

**Instructional Times:** As noted in **Attachment C: Daily Schedule**, Albuquerque Collegiate will begin arrival at 7:30am every day with standard dismissal on Monday, Tuesday, Thursday and Friday at 4:00pm. Dismissal on Wednesdays (PD Days) will be at 2:00pm. Formal instruction will begin at 8:00am daily. On standard instructional days, formal instructional time, minus break times (morning activities, bathroom, recess, lunch), will total 6 hours and 45 minutes (405 minutes). On Wednesday, formal instruction time for PD instructional days, minus break times (morning activities, bathroom, recess, lunch), will total 5 hours and 5 minutes each day. We want to ensure that our additional time with scholars is respected and used well. Each week, Albuquerque Collegiate scholars will receive a total of 32 hours and 5 minutes of instructional time, excluding breaks.

**Break Times:** Break Times in the Albuquerque Collegiate Daily Schedule include Morning Activities, a Recess/Bathroom block, and a Lunch/Recess block. Break times combine for a daily total of 85 minutes (1 hour 25 minutes), and a weekly total of 425 minutes (7 hours and 5 minutes).

**Start and End Times:** The Albuquerque Collegiate Daily schedule allows for arrival beginning at 7:30am, with formal instruction beginning at 8:00am, when students must be in class ready for instruction. On standard dismissal days (Monday, Tuesday, Thursday, and Friday), students are dismissed at 4:00pm. On professional development dismissal days (Wednesdays), students are dismissed at 2:00pm. As noted above, the first three days of the school year will be half days and will dismiss at 12:00pm.

### Minimum Hour Requirement

New Mexico State Statute (22-2-8.1 “School year; length of school day; minimum”) requires that exclusive of lunch, the length of school day minimum is five and one-half hours per day in full-day kindergarten and grades 1 through 6. Albuquerque Collegiate will not only meet but exceed the minimum length of school day for all grades. Kindergarten students will participate in the same full-day program outlined for students in grades 1 through 5. On standard schedule days, exclusive of lunch, the length of the school day will be 7 hours and 40 minutes. On PD schedule days (Wednesdays), the length of the school day will be 5 hours and 40 minutes.

### Educational Program and Outcomes for Anticipated Population

Albuquerque Collegiate will provide an excellent public school option through a structured and ambitious school community, driven by high-quality instruction and intensive academic supports for every student. Setting the path for college graduation starting on the first day of a child’s



formal schooling begins with the establishment of strong, foundational instruction, with a prioritized and expanded focus on literacy and mathematics starting in kindergarten and continuing every day thereafter throughout a student's academic career. The central elements of our school mission will drive our staff, families, and students to build a culture of achievement and game-changing results for the students of Albuquerque. A structured and ambitious school community provides a safe, predictable, and achievement-oriented school environment, in which students can learn at the highest levels. High-quality instruction is guided by mission-driven, team-oriented educators relentlessly focused on the measurable success of every student. Intensive academic support for every scholar is essential to individual student success, as well as school-wide academic achievement.

Albuquerque Collegiate Charter School will provide students with an extended day and extended year model, based on a trimester schedule. Students will receive 180 days of school, totaling 1,368 hours of instruction throughout the school year, with over 45% of that time dedicated to literacy education and development. A trimester schedule allows our teachers to put together more robust report cards, including information from STEP and interim math assessments, all of which are shared with parents at parent-teacher conferences two times per year, or three times if necessary for struggling students. Expectations of the school's culture will be communicated to students and families through Family Orientation trainings, provided the week before classes begin. In the founding year, all students will attend week one on an abbreviated schedule (dismissal at 12:30pm) to allow them time to adjust and become acquainted with the school environment. In subsequent years, this abbreviated schedule will be used for incoming kindergarten students in week one.

#### A Structured and Ambitious School Community:

A longer school day and school year will allow Albuquerque Collegiate scholars, many of whom we expect will begin the school year below grade-level proficiency, significant additional time to catch up so that 70% or more of them are able to meet grade-level standards and/or grade-level growth, measured by the STEP and Istation assessments, by the end of the school year. In total, Albuquerque Collegiate students will receive 38 hours of instruction weekly. In comparison, students attending an elementary school in the 87102 zip code receive a weekly average of 31 hours 2 minutes of instructional time.<sup>41</sup> Albuquerque Collegiate will provide scholars an additional 418 minutes of instruction weekly, equivalent to nearly seven extra hours of instruction per week. Furthermore, Albuquerque Collegiate will provide scholars a total of 1,368 hours of instruction per year. In contrast, APS students attending an elementary school in the 87102 zip code will receive a total of 1,103 hours and 36 instructional minutes yearly. This creates a difference of 15,864 instructional minutes received per year. As a result, Albuquerque Collegiate scholars will receive an equivalent of approximately 42 additional APS school days every school year. The Albuquerque Collegiate Founding Team firmly believes this will set up our scholars to make dramatic academic growth each year and allow our scholars to demonstrate measurable academic performance setting them firmly on the path to college graduation.

#### High-Quality Instruction:

The Albuquerque Collegiate yearly calendar and daily schedule illustrate multiple components that are directly tied to the school's commitment to high-quality instruction. To begin with the daily schedule, students will receive 2,280 minutes of instruction per week, with more than 45%

<sup>41</sup> Based on Albuquerque Public Schools bell schedules for elementary schools in the 87102 zip code <http://www.aps.edu/schools/bell-schedules>.



of that time dedicated directly to literacy instruction. Currently, less than one in four students attending a district school in the 87102 zip code can read proficiently,<sup>42</sup> yet we know that literacy proficiency is the most foundational skill on which academic success is built. For this reason, Albuquerque Collegiate prioritizes and dramatically expands literacy instruction and thus the development of literacy skills for all students. We expect that many students in our anticipated population will come from the 87102 zip code, and that our student body will include a large population of English Learners. With an expanded and prioritized focus on literacy instruction and practice, we aspire to significantly impact our students' reading proficiency and English language development.

Albuquerque Collegiate firmly believes that exceptionally trained teachers are the driving force behind student achievement. As such, our yearly calendar includes 17 days of summer staff professional development before the start of the year, and 8 Data Days during the school year, for a total of 25 days of staff PD. Our staff PD begins with an intensive three-week summer training, held each year, before the start of classes. This summer PD allows us the necessary time for rigorous curriculum planning, norming of instructional practices, and mastery of school-wide systems and procedures that will underpin our school culture. During all Data Days, teachers closely analyze student data to inform their practices and differentiate instruction for all students, particularly for those students who struggle with content and for those who need additional pushes beyond grade-level standards. We expect that our anticipated population will greatly benefit from our time dedicated to deep data analysis, as it will ensure teachers have adequate planning time to recognize and address small and large gaps for struggling and scholars and provide additional pushes for scholars that need advanced grade-level challenges. Our daily calendar also includes a weekly PD day on Wednesdays, where teachers are provided 1.5 hours of planned professional development, during which they will work with grade-level teams to plan curricula and analyze student data to inform whole-class instruction and individualized student interventions.

#### Intensive Academic Support:

Intensive and individualized academic support for every scholar is essential to both individual student success and school-wide academic achievement. To ensure that every student at Albuquerque Collegiate succeeds at the highest levels, we must understand both the strengths and areas for growth for every single scholar and every type of learner. For this reason, the Albuquerque Collegiate daily schedule was intentionally built to include an instructional schedule that will be conducive to small group instruction and individualized interventions, as well as responsive to the English language developmental needs of our scholars. The 3 literacy block rotations will allow our scholars to work in small leveled groups with individual teachers for 2 of the blocks and work independently via the Istation application, which is directly tailored to meet scholars' individual needs based on interim assessments and monthly progress monitoring results. In addition, our daily schedule includes a 20-minute English Language Development block. As we anticipate having an English Language Learner population of 30% or higher, based on demographics from district elementary schools in the 87102 zip code, we believe this time committed to the development of English language usage and comprehension will be critical for the success of our scholars, particularly those who have limited English proficiency. Lastly, our daily schedule accounts for 20 minutes of intervention time four days a week, which will allow teachers to work with individual students or very small groups of students to address individualized academic challenges. With an anticipated special education

<sup>42</sup> New Mexico Public Education Department. (2016). *PARCC Proficiencies 2016*. <http://ped.state.nm.us/ped/index.html>.

population of 14% of our students, daily intervention time will be essential for addressing gaps and areas for growth for all of our scholars, particularly those who are identified as needing special education services.

#### Budgetary Support

The Albuquerque Collegiate yearly calendar and daily schedule are supported and exemplified in the budget through a variety of line items described in the 5-Year Budget Plan (**Appendix G**). These line items include professional development for Summer, weekly PD, and Data Days (Function:1000, Object:55820), Assessment (Function:1000, Object:56113), and daily Breakfast/Lunch program (Function:3100, Object:55915).

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Include a yearly Calendar that identifies: <ul style="list-style-type: none"> <li>○ Annual start date and end date</li> <li>○ Teacher Professional Development days and times</li> <li>○ School wide assessment periods</li> <li>○ School days, holidays, and partial days</li> <li>○ Teacher Parent Conferences</li> </ul> </li> <li>• Include a daily schedule that identifies: <ul style="list-style-type: none"> <li>○ Instructional times</li> <li>○ Break times</li> <li>○ Start and End Times</li> <li>○ Differences in the daily schedule for full and partial days</li> </ul> </li> <li>• Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1.</li> <li>• Describe how the calendar and schedule support the proposed school's educational program</li> <li>• Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population</li> <li>• Be supported by the proposed budget found in the Financial Framework section of the application</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response describes how the extended day and year model, based on a trimester schedule will provide intensive academic support by dedicating over 45% of instructional time to literacy education and development. In addition, the block rotations include additional time for the anticipated 30% student population of English Language Learners ("ELL").</p> <p>The yearly calendar and daily schedule adhere to and go beyond the expectations laid out in state statute through implementing an extended school day and school year. The calendar clearly identifies the required components of this criteria. The daily schedule includes the instructional and break times, start and end times, and a separate schedule details what a partial day looks like (occurs on Wednesdays).</p>	

E. (3) Provide a **clear, comprehensive and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate Founding Team is committed to ensuring that we educate the city's neediest students, many of whom live within the 87102 zip code. Research indicates the median household income in the 87102 zip code is the lowest of the 17 zip codes located within Albuquerque's city limits and encompasses many of the city's oldest and historically poorest neighborhoods, including Martineztown, Wells Park, Barelás, East San Jose, South Broadway, and Albuquerque's Downtown area.<sup>43</sup>

**Figure 7** illustrates, 87102 has a higher rate of unemployment, a larger Hispanic population, lower educational attainment, and more families living below the poverty level than the city as a whole, and certainly compared to the most affluent zip code in the city, 87122, located in the far Northeast Heights.

**Figure 7 – Poverty, Education and Hispanic Statistics for Albuquerque, 87102 and 87102 Zip Codes**

Demographics	87102 <sup>44</sup>	87122 <sup>45</sup>	Albuquerque <sup>46</sup>
Median Income	\$21,109.00	\$93,564.00	\$39,997.00
Unemployment level	9.47%	3.59%	5.81%
% Families below the poverty level	26.02%	1.18%	10.32%
% Hispanic	68.75%	13.14%	42.86%
High School Diploma or higher for persons 25+	60.07%	98.02%	84.24%
Bachelor's degree or higher for persons 25+	18.99%	64.58%	30.28%

As outlined in the data presented here, and further illustrated in **Figure 8** below, schools located in the 87102 zip code have a higher percentage of Hispanic students, English Language Learners, and students receiving free or reduced-price lunch (FRL), when compared to the demographic data for the district as a whole.

There are six APS elementary schools in the 87102 zip code. **Figure 8** outlines demographic data for the Albuquerque Public Schools district and for the elementary schools in the 87102 zip code.

<sup>43</sup> Zip Atlas. (2016). *Median Household Income in Albuquerque, NM by Zip Code*. Retrieved from zipatlas.com:

<http://zipatlas.com/us/nm/albuquerque/zip-code-comparison/median-household-income.htm>.

<sup>44</sup> Zip Atlas. (2016). *87102 Zip Code Map and Detailed Zip Code Profile*. Retrieved from zipatlas.com:

<http://zipatlas.com/us/nm/albuquerque/zip-87102.htm>.

<sup>45</sup> Zip Atlas. (2016). *87122 Zip Code Map and Detailed Zip Code Profile*. Retrieved from zipatlas.com:

<http://zipatlas.com/us/nm/albuquerque/zip-87122.htm>.

<sup>46</sup> Zip Atlas. (2016). *Albuquerque, New Mexico Zip Code Map & Detailed Profile*. Retrieved from zipatlas.com:

<http://zipatlas.com/us/nm/albuquerque.htm>.

**Figure 8 - Student Demographics, Albuquerque Public Schools District and 87102 Elementary Schools<sup>47</sup>**

Demographics		APS District	87102 Elementary Schools
Student Ethnicity	Hispanic	67%	89%
	Caucasian/ White	21%	7%
	American Indian	4%	2%
	African American	2%	2%
	Asian	2%	0%
% Economically Disadvantaged		68%	90%
English Language Learners		17%	34%
Students with Disabilities		15%	14%
Truancy		15%	15%

Currently, every APS school in the 87122 zip code is rated as an “A” school, while not a single school in the 87102 zip code, which has more than eight times as many schools, is “A” rated.<sup>48</sup> As a result, parents and families living in the 87102 zip code have extremely limited options for sending their students to high-achieving public schools, particularly neighborhood elementary schools, which sets the foundation for all future learning K-12 and beyond. **Figure 9** sets forth the public elementary schools within the 87102 zip code, along with the percentage of 3<sup>rd</sup>-5<sup>th</sup> grade students proficient or above in ELA and Mathematics.

**Figure 9 – Profile of Public Elementary Schools, 87102 Zip Code<sup>49</sup>**

Schools	3 <sup>rd</sup> Grade Proficient or Above ELA	3 <sup>rd</sup> Grade Proficient or Above Math	4 <sup>th</sup> Grade Proficient or Above ELA	4 <sup>th</sup> Grade Proficient or Above Math	5 <sup>th</sup> Grade Proficient or Above ELA	5 <sup>th</sup> Grade Proficient or Above Math
Coronado	31.1%	37.5%	52.1%	47.9%	38.7%	43.1%
Dolores Gonzales	26.9%	36.8%	15.5%	15.5%	19.1%	17.0%
East San Jose	14.3%	15.3%	11.5%	8.2%	6.5%	4.3%
Eugene Field	11.5%	11.5%	7.3%	7.2%	14.6%	9.1%
Lew Wallace	15.5%	6.6%	14.6%	8.1%	30.9%	30.3%
Longfellow	30.2%	51.5%	19.5%	14.6%	27.3%	11.1%
Overall Average	21.7%	25.2%	19.6%	15.9%	20.3%	16.7%

<sup>47</sup> Albuquerque Public Schools (2016). *APS- About Us*. Retrieved from <http://www.aps.edu/about-us>.

<sup>48</sup> New Mexico Public Education Department. (2016). *NM PED School Grades 2015-2016*. Retrieved from <http://aae.ped.state.nm.us/>.

<sup>49</sup> New Mexico Public Education Department. (2016). *PARCC Proficiencies 2016*.

**Special Factors**

The Albuquerque Collegiate Founding Team expects that our anticipated student population will most closely reflect the demographics for APS elementary schools in the 87102 zip code, as this will be our target zip code for facility location. In addition, our team will target our recruitment efforts and events primarily to families in the 87102 zip code, 87102 neighborhoods, and surrounding areas.

**Educational Philosophy**

Deeply rooted in research-based and proven models of success for similar communities of students across the country, our educational philosophy propels and informs the three core elements of Albuquerque Collegiate's design: (1) a structured and ambitious school community, (2) high-quality instruction, and (3) intensive academic supports. The Albuquerque Collegiate team deeply believes in the ambitious potential of all students. In order for our future scholars to be set firmly on the path to college graduation, our entire team must be aligned with this expectation. This belief is particularly important as we anticipate that many of our scholars will enter school below grade level. However, we know that through rigorous, high-quality instruction, our scholars cannot only catch up to grade level, but also exceed grade-level expectations. We also know that with a college-preparatory curriculum that emphasizes literacy, our scholars, particularly those identified as English Language Learners, will make dramatic academic growth each year. Furthermore, through intensive academic supports for every single scholar, we know that all students, including those with disabilities, will be supported based on individualized needs and set up for academic success.

**Instructional Methods**

Albuquerque Collegiate's proposed instructional methodologies are most informed by the work of influential researchers and educators including Robert Marzano, Mike Schmoker, Doug Lemov, Paul Bambrick-Santoyo, as well as the work of high-performing charter schools across the country including those within the Building Excellent Schools network, particularly those with demographics similar to Albuquerque Collegiate's anticipated population. The instructional methods that Albuquerque Collegiate has chosen to employ have proven to be highly successful in urban charter schools with high minority, English Learner and low-income student populations, as Albuquerque Collegiate expects to serve a student population that is approximately 93% minority and 90% low-income.

**Yearly Calendar and Daily Schedule**

As illustrated in **Figure 9 - Profile of Public Elementary Schools 87102 Zip Code**, we can see that the vast majority of students in grades 3 through 5 are not proficient in grade-level English Language Arts or Mathematics. For this reason, Albuquerque Collegiate prioritizes and dramatically expands literacy instruction and thus the development of literacy skills for all students. We expect that our anticipated student body will include a large population of English Learners. With an expanded and prioritized focus on literacy instruction and practice, we aspire to significantly impact our students' reading proficiency and English language development. Furthermore, Albuquerque Collegiate's daily schedule is intentionally built to include an instructional schedule that will be conducive to small group instruction and individualized interventions, as well as responsive to the English language developmental needs of our scholars. This focus on small group instruction and individualized supports will also ensure that our students with disabilities are supported to meet all academic goals and areas for growth.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify the anticipated student population, including:             <ul style="list-style-type: none"> <li>○ Demographic information based on the local community population</li> <li>○ Educational proficiency upon enrollment at the school</li> <li>○ Attendance and truancy trends</li> <li>○ English Language Proficiency</li> <li>○ Other special educational needs</li> </ul> </li> <li>• Explain any special factors influencing the makeup of the anticipated student population</li> <li>• Explain how the educational philosophy has been designed to meet students' needs</li> <li>• Explain how the instructional methods have been designed to meet students' needs</li> <li>• Explain how the yearly calendar and daily schedule have been designed to meet students' needs</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response clearly outlines the anticipated student population in the 87102 community, including income, race/ethnicity, proficiency levels, levels of ELL students, and levels of students with special needs. The 87102 zip code is the area where the Albuquerque Public Schools elementary schools are located and the area that reflects the anticipated student population of ACCS.</p> <p>The demographic data collected by the applicant and the applicant's response make a clear connection of how the educational model (philosophy and instructional methods) of ACCS will be effective with the anticipated student population. For instance, the applicant understands that its student population will be below their grade level upon entering school and explains that the chosen model has been proven to be successful through its research of the work conducted by Robert Marzano, Mike Schmoker, and others.</p> <p>As noted in E(2) of this application, the applicant's calendar and schedule support increased instructional time in literacy education.</p>	



## F. Special Populations.

This includes those with Individualized Education Programs (IEPs) and English language learners (ELLs).

### F. (1) Special Education.

F. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

#### APPLICANT RESPONSE:

The Albuquerque Collegiate Founding Team will maintain high expectations for all students, including those with identified special needs, and will ensure all students receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). All elements of Albuquerque Collegiate's education program are designed to meet the academic and behavioral needs of all students, including those with learning disabilities and those identified as gifted. Albuquerque Collegiate will comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974, New Mexico State Statute and Administrative Code (NMAC 6.31.2).

#### Identification:

Upon formal enrollment and after accepting a seat at the school, the Albuquerque Collegiate team will conduct intake activities with all students and families which will include Home Visits, during which time we will discuss whether or not the enrolling student has an existing Individualized Education Program (IEP). Though we do not anticipate receiving many incoming students with preexisting IEPs at such early grades (kindergarten and first grade in year 1), we will identify any incoming students who may have an IEP. This practice will occur only after a student is fully enrolled, to ensure the school abides by all anti-discrimination policies and requirements regarding recruitment and enrollment.

For any scholars identified to have a preexisting IEP, the Albuquerque Collegiate team will ensure a timely transfer of all student records by requesting the transfer of records from the student's previous school and district. If we experience a challenge in obtaining these records, we will work with the student's parent(s)/guardian(s) and contact the Public Education Department for assistance. If the preexisting IEP is still not made available within 30 days of the student's enrollment, an IEP meeting will be held to review the needs of the student and decide on further steps concerning evaluation and development of a new IEP.

To identify students with exceptionalities who do not have an existing IEP, the Albuquerque Collegiate team will follow guidance set forth by the New Mexico Public Education Department, specifically adherence to the Response to Intervention (RtI) implementation plan, which is a direct reflection of the RtI state guidance manual.<sup>50</sup> The three-tiered framework will guide the Albuquerque Collegiate team in the process of addressing student achievement and behavior for all students by the use of appropriate, research-based instruction and/or interventions. Student progress will be monitored over time and the data will be used to guide instructional decisions and behavioral strategies, as students receive interventions and/or are moved through the three tiers of the model.

In Tier 1, all students will be screened to assess their academic skills in the content areas, as well

<sup>50</sup> New Mexico Public Education Department. (2014). *Response to Intervention Framework*.

as language proficiency, vision, hearing, general health, and social and behavioral health. In addition to universal screening, the Albuquerque Collegiate team will analyze interim assessment, as well as daily tracked data and determine which students are progressing as expected behaviorally and academically, which students are not progressing as expected in one or more particular areas, and if the majority of the students in a grade or class are facing challenges behaviorally or academically. Students who may be identified as very high risk academically or behaviorally and/or who may be clearly suspected of having a disability or giftedness based on the results of the universal screening may be immediately referred to Tier 2 support, at the school's discretion. The use of RtI strategies will not and cannot be used to delay or deny the provisions of a full and individual evaluation.

If data indicate that a student is not progressing as expected (either struggling or significantly advanced), as determined by the school's cut scores for the universal screener among other data points, the student's teacher(s) will continue to provide Tier 1 instruction with differentiation, adding targeted interventions for that scholar based on data. The teacher will continue to monitor and document the student's progress. If after two rounds of interventions and documented lack of progress, the student will be referred to Tier 2. This process is reflected in **Attachment D: RtI Tier Process Map**, pulled from the New Mexico Public Education Department's Response to Intervention Framework guidance document.

Tier 2 will be used to provide strategic and individualized support for at-risk scholars who are either struggling or are significantly advanced, and for whom Tier 1 instruction and interventions were insufficient. The Albuquerque Collegiate Student Assistance Team (SAT), composed of a school administrator, teacher, specialists as appropriate, and the student's parent(s)/guardian(s) will gather data about the student, develop a theory about the cause of the student's challenges, and then design an individualized SAT intervention plan for the student. Students receiving Tier 2 services will continue to receive Tier 1 instruction, while also receiving more targeted, intensive interventions prescribed by the SAT intervention plan.

A parent/guardian or any staff member may request that a student be referred to the SAT, and the SAT will determine if the student does or does not meet criteria for referral. If a student is referred to Tier 2, the student's parent/guardian will be notified and encouraged to participate in the process. Tier 2 referral, services, and screenings do not require parental consent. Parental consent is required for Tier 3 referral and evaluation. In addition, a parent/guardian may request an initial special education evaluation for their student at any time. If the school agrees with the parent/guardian request, the student will be evaluated. However, if the school disagrees and chooses to decline the request, in accordance with New Mexico Administrative Code (NMAC 6.31.2.10.C(1)(d)), the school will issue prior written notice, which a parent/guardian can challenge by requesting a due process hearing.

The Albuquerque Collegiate team will adhere to the following steps as outlined in the school's SAT process.

- Step 1 - Referral to SAT Coordinator: A teacher will complete the SAT referral pack and submit to the Student Supports Coordinator, who will serve as the SAT Coordinator.
- Step 2 - SAT Referral Packet Review and Certification: The Student Supports Coordinator, along with the student's teacher(s) will collect all meaningful data, including documentation of provided interventions, parental contact, work samples, results of the universal screening, attendance data, and all other relevant data, in order to determine certification of the referral.
- Step 3 - The SAT Meeting: If the referral is certified, the Student Supports Coordinator will schedule a SAT meeting, ensuring notification to the student's parents/guardians, teacher(s)

and other SAT members. After reviewing all collected data, the SAT will make one of the following decisions: a) refer the student back to Tier 1 if the student appears to not need additional interventions; b) develop a SAT intervention plan if the student appears to need additional interventions; c) request the referring teacher to provide additional information if the data are insufficient; or d) refer the student for a multidisciplinary evaluation due to an obvious disability.

- Step 4 - Implement and Monitor Interventions: The Student Supports Coordinator will schedule a follow-up SAT meeting following implementation of interventions as prescribed in the initial meeting. Continual progress monitoring will occur at two-week intervals. The SAT will meet for the follow-up meeting after at least four (4) interval data points have been collected. After examining the collection of data points, the SAT will make one of the following determinations:
  - Improvement noted - no further actions/interventions required, refer back to Tier 1
  - Improvement noted - continue current actions/interventions for a set amount of time
  - No improvement noted - create new or revised SAT intervention plan
  - No improvement noted - refer student for Section 504 eligibility consideration
  - No improvement noted - refer student for special education evaluation consideration to determine whether Tier 3 services are required

If a student is referred for evaluation, a multidisciplinary evaluation will be completed by a qualified group of professionals, contracted as needed, following written parent consent and prior written notice. The group of professionals will then make a determination if the student is eligible for special education status and related services. If the student is determined to be ineligible but shows need, the student will be referred back to Tier 2 for interventions and supports. If the student is determined to be eligible, but does not show need for gifted or special education specially-designed instruction, the student will remain in the general education program and will be referred back to the SAT for consideration for a Section 504 eligibility consideration. Lastly, if a student is determined to be eligible and shows a need for gifted or special education and related services, the IEP team will develop, implement, and revise an IEP annually and as needed for the student.

### **EL Identification Considerations:**

The Albuquerque Collegiate team is committed to ensuring all students receive individualized, targeted and appropriate instructional supports and interventions. Specifically, we will ensure that our students designated as English Learners (ELs) are not over-identified as students with disabilities as a result of their EL status or level of English language proficiency and will not be referred for special education identification or for special education services based solely upon their language ability. We will implement the Three-Tiered Response to Intervention approach for all students. In Tier 1, Albuquerque Collegiate teachers will provide language support services for ELs to assist them in acquiring English language proficiency and to ensure that they are able to meet all academic content area standards and benchmarks. Not all ELs will require Tier 2 supports, as all teachers must ensure that all relevant and appropriate Tier 1 instructional supports are provided to each EL student before making a consideration for referral to Tier 2. Data considerations for referral to Tier 2 for ELs will include the student's language usage survey, results from the diagnostic language assessment, and annual results from the ACCESS for ELLs assessment. With that noted, if an EL student is not progressing as expected, and their limited progress is not due to limited English language proficiency, they can be referred to the Student Assistance Team for supplemental support. "A SAT referral for a student identified as an EL presumes that he or she has had an adequate opportunity to learn by receiving culturally and

linguistically responsive quality instruction in Tier 1, but still demonstrate low literacy skills in both their first and second languages.”<sup>51</sup> Interventions and the SAT intervention plan will include interventions for that student in both English and the student’s native language to ensure that the student is continuing to develop their English language proficiency and addressing any academic gaps in their native language. If, after following appropriate procedure for Tier 2 interventions, an EL student still is not demonstrating progress, the student can be referred to Tier 3 for evaluation, following parental consent and prior written notice. In Tier 3, the IEP team will need to consider the language learning needs of the EL student and ensure a language teacher/specialist can provide feedback and assist with planning interventions to ensure the student receives all the services for which he or she is eligible. Special education services do not and will not supersede any language support services for which an EL student may be eligible.

### **Instructional Supports, Services & Spectrum of Needs:**

The Albuquerque Collegiate Founding Team is deeply dedicated to creating a school community that holds high expectations for every student, while also ensuring that all our students are provided intensive and individualized academic supports to set them firmly on the path to college graduation and life success. All Albuquerque Collegiate students will have access to a high-quality, rigorous, college preparatory curriculum regardless of special education status. To the greatest extent possible, students receiving special education services will be integrated in the regular education population and included in every part of the school’s culture. The goal of our special education program is to help special education students excel at the highest levels. We believe this includes developing lifelong strategies for success and achievement at the highest possible level. We will equip scholars with strategies for independence and, to the extent possible, exit scholars from special education services when they no longer need the designation.

Albuquerque Collegiate will implement an inclusive educational model in the Least Restrictive Environment possible that will serve all students across a spectrum of needs, including students who have mild, moderate, and severe disabilities as well as students who are identified as gifted, in a manner that will maximize each student’s academic potential and establish a solid academic foundation for success in middle school, high school, and college. Our approach and design will emulate high-performing urban charter schools serving similar students with special education needs, language proficiency barriers, and/or special circumstances that may put them at risk for academic failure. Guided by the research of special education expert Thomas Hehir of Harvard University and others, we will provide an educational program that maximizes accommodations and minimizes modifications for our scholars.<sup>52</sup>

For students that receive special education services, the Albuquerque Collegiate team will ensure that all Individualized Education Programs are well developed and tailored to include ambitious and attainable goals for each student. In addition, the IEP teams will ensure that each scholar’s teacher(s) fully understand requirements of the scholar’s IEP and how best to provide them with both standard and intervention-based instruction, including full understanding of the student’s accommodation and modification requirements, as needed.

The Albuquerque Collegiate Founding Team exhaustively understands that if granted a charter, we will be a public school and both required and afforded the opportunity to serve *all* students, which includes all subgroups of learners. With that understanding, our team is proposing a daily schedule, curricular model, and instructional methods that will allow every single one of our

<sup>51</sup> New Mexico Public Education Department. (2014). *Response to Intervention Framework*.

<sup>52</sup> Hehir, Thomas. (2005). *The Changing Role of Intervention for Children with Disabilities*. National Association of Elementary School Principals.

students to make dramatic academic growth each year and demonstrate measurable academic performance each year that puts them firmly on the path to college- and career-readiness. To meet the spectrum of needs that our students will have, our team will take all necessary steps to ensure each individual student receives individualized and targeted supports that address their specific needs. For many of our students, we anticipate that this will include one-on-one and small group instruction. As such, our daily schedule during the regular school days includes ample time for students to receive these supports through our intervention block, independent practice time, and small group instruction with 2 teachers in all of our K-2 classrooms. In addition, the Albuquerque Collegiate team will ensure that all scholars have access to appropriately licensed and qualified staff, based on both their individual needs and the full spectrum of needs across our student population. Albuquerque Collegiate's organizational chart reflects this and, as required, we will contract for additional services that cannot be met or provided by our hired staff.

### **Identification and Instructional Supports for Gifted Students:**

The Albuquerque Collegiate Team understands that gifted education is included under New Mexico state rules for special education, following the federal requirements for the Individuals with Disabilities Education Act (IDEA), considering giftedness an exceptionality. The process for identification of gifted students will follow the Response to Intervention implementation plan noted above, which accounts for students not progressing as expected, both behind and ahead of expectations. After proceeding through Tier 1 and Tier 2 services, a student is deemed to need an initial evaluation, an evaluation will be conducted and an eligibility determination will be made. The Albuquerque Collegiate staff will strictly adhere to all identification guidance provided in the *Gifted Education in New Mexico Technical Assistance Manual*, provided by the Public Education Department.<sup>53</sup> The intervention and evaluation process flow chart for gifted students can be found in **Attachment D: RtI Process Maps**. In alignment with guidance from the Gifted Education Technical Assistance Manual, instructional supports for gifted scholars will be individualized and tailored to meet specific student needs. Service strategies will include small group instruction, pull-out/push-in class instruction, and homogenous or ability grouping instruction, particularly during literacy rotation blocks. All students, across classrooms and across grade levels will be grouped homogenously during literacy blocks. If a gifted student's homogenous level is in a higher grade, the student will be moved to the appropriate grade and classroom for that specific instructional block or blocks. Services for students who are gifted will also include more opportunities for student choice, curriculum and instruction specifically fit to each student, student participation in the IEP goal setting process, and access to appropriate grade level content and classroom experiences with peers.

### **Staff Responsibilities & Training:**

All Albuquerque Collegiate teachers and staff members will hold the unwavering belief in the potential of all students, particularly our special education students, both those identified as gifted and those identified as having a disability. As noted above, the Albuquerque Collegiate team has planned for appropriate staffing and contracted special education services in year 1 of operation and in all subsequent years as our student enrollment grows, along with our anticipated special education student population. Albuquerque Collegiate will be responsible for identification of special education students, adhering to the RtI framework and referral process, special education evaluation, and ongoing supports and services to special education scholars

<sup>53</sup> New Mexico Public Education Department. (2011). *Gifted Education in New Mexico Technical Assistance Manual*. Santa Fe, NM. <http://ped.state.nm.us/gifted/Gifted%20TA%20manual.pdf>.



based on their IEPs.

Identification of special education students will be the responsibility of multiple staff members. The school leadership team, including the Principal, School Director of Operations, and the Student Supports Coordinator will be responsible for gathering preexisting IEPs and student records. All instructional staff members will be responsible for monitoring student progress, providing interventions to students as needed, and referring scholars to the SAT if they are not progressing as expected after interventions are provided.

All staff members will be responsible for adherence to the RtI three-tiered model of student intervention. Specific members of the instructional staff will be responsible for serving on the school's Student Assistance Team, including the Student Supports Coordinator (who will be a licensed special educator in the State of New Mexico and will serve as the SAT Coordinator), the Principal, and teachers as necessary for student support and interventions.

The Principal, School Director of Operations, and the Student Supports Coordinator will be responsible for coordinating and contracting services needed for individual student special education evaluation. In addition, the school leadership team, will be responsible for communication with and consent from a student's parent(s)/guardian(s).

When students are determined to qualify for special education services, the IEP team, consisting of the Student Supports Coordinator, Principal, and teachers will develop individual student IEPs. The Student Supports Coordinator and special education teacher will be responsible for caseload monitoring, assessment of services and student progress of goals, and annual revisions of the student's IEP. All staff members will be responsible for ensuring scholars with IEPs are receiving all accommodations and modifications as outlined in their IEP. In addition, all teachers will have detailed weekly plans for intervention services, modifications, and accommodations for all identified students. These services will be logged weekly through a school-based system that will serve as documentation of provided services for all students. The Student Supports Coordinator will ensure all logged information has been tracked and documented each week, for all students.

Training for instructional and non-instructional staff will be provided throughout the school year and during the summer three-week professional development onboarding process. During the three-week summer PD, all staff will receive training from the leadership team on the Response to Intervention three-tiered model of support, as well as training on understanding an IEP, providing accommodations and modifications, and reporting requirements for individuals. Throughout the school year, the Student Supports Coordinator, special education teacher, and other staff as necessary, will attend local professional development trainings on serving special education students.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will identify and provide instructional supports and services to students with disabilities who have IEPs or are eligible for an IEP.</li> <li>Describe how the proposed school will ensure students who are ELs are not over identified as students with disabilities.</li> <li>Describe how the proposed school will identify and provide instructional supports</li> </ul>



	<p>and services to gifted students who have IEPs or are eligible for an IEP.</p> <ul style="list-style-type: none"><li>• Describe how the school will address the spectrum of needs that students with IEPs may present.</li><li>• Identify specific responsibilities for school staff, classroom teachers and special education staff.</li><li>• Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.</li></ul>
<p><b>REVIEW TEAM EVALUATION:</b> Approaches the Criteria</p> <p>The response addresses a majority of the criteria, but does not sufficiently:</p> <ul style="list-style-type: none"><li>• Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP.</li><li>• Describe how the school will address the spectrum of needs that students with IEPs may present.</li></ul> <p>Clear and comprehensive flowcharts and maps of ACCS' Response to Intervention plan, provided by the applicant, outline the process thoroughly for identification and providing support services. A three-tiered approach will be used for all students. With that said, the applicant's narrative further supports the details not included in the flowcharts and maps. Additionally, the applicant's response clearly explains its process for ensuring English Learners "are not over-identified as student with disabilities as a result of their EL status or level of English language proficiency." As it relates to gifted students, the applicant states that "instructional supports for gifted scholars will be individualized and tailored to meet specific student needs."</p> <p>However, the narrative minimally describes how the school will address the spectrum of needs that students with IEPs present, both gifted and those with disabilities.</p>	

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

**APPLICANT RESPONSE:**

**Regular Interval Progress Monitoring:**

The Albuquerque Collegiate Founding Team is deeply dedicated to ensuring that students receive intensive and individualized supports to meet their needs, particularly those outlined in each student's Individualized Education Program. For our student that receive special education services, this intensive and individualized support takes the form of progress monitoring, both at regular intervals during the school year and annually, as required by state and federal law.

In accordance with all state and federal laws, a student's IEP team will review the student's IEP as needed, and at least annually. If a student is not progressing as expected (far behind or far advanced) based upon their IEP goals, the student's IEP will be reviewed to ensure it is aligned with student needs and reflects appropriate annual goals. At a minimum, each student's IEP will be reviewed annually, within 364 days of the previous year's IEP review. In addition, every three years, and as needed in between the three-year intervals, every student with an IEP will be reevaluated to determine eligibility status for special education and/or related services. The Student Support Coordinator will provide annual training to all families whose children are receiving special education services, including training on the IEP process, differences between modifications and accommodations, and the IEP form.

Throughout the school year, students receiving special education services will receive regular interval progress monitoring. A student's IEP team will determine the appropriate frequency of progress monitoring, to be responsive to the student's growth and/or tolerance for additional assessment, all of which will be documented in the student's IEP. Guidance from the NM Public Education Department states that regular interval monitoring may "range from weekly or biweekly to every nine weeks."<sup>54</sup> The Albuquerque Collegiate team will conduct regular interval monitoring of student progress at least once per month through the use of the Istation ISIP assessment and associated monthly progress monitoring tool. Monthly progress will be documented for the student, noting their overall academic progress, as well as their specific growth toward attainment of identified IEP goals. This report will be shared monthly with the student's parent(s)/guardian(s).

**School Staff Responsibilities:**

All Albuquerque Collegiate teachers and staff members will hold the unwavering belief in the potential of all students, particularly our special education students, both those identified as gifted and those identified as having a disability. As further detailed in section I.F.(1)(a) of the application, Albuquerque Collegiate will be responsible for identification of special education students, adhering to the RtI framework and referral process, special education evaluation, and ongoing supports and services to special education scholars based on their IEPs.

Looking specifically at when students are determined to qualify for special education services, the IEP team, consisting of the Student Supports Coordinator (a special educator licensed in the State of New Mexico), Principal, and teachers will develop individual student IEPs. The Student Supports Coordinator and special education teacher will be responsible for caseload monitoring, assessment of services and student progress toward IEP goals, and annual revisions of the

<sup>54</sup> New Mexico Public Education Department. (2009). *The Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention*. New Mexico Public Education Commission, Final 2/10/2017

student's IEP. All staff members will be responsible for ensuring scholars with IEPs are receiving all accommodations and modifications as outlined in their IEP. In addition, it will be the responsibility of all instructional staff members to continually monitor special education scholars' progress toward IEP goals and document student progress. This rich data collection will allow our instructional staff to deeply understand student growth and be able to evaluate the effectiveness of our services to each individual scholar who holds an IEP. Lastly, the School Director of Operations will be responsible for coordinating and contracting necessary services for scholars that cannot be provided by the Albuquerque Collegiate staff.

**Student & Family Engagement and Communication:**

Student and family communication is a critical component of student achievement and the development of strong school and family relationships. The Albuquerque Collegiate staff will regularly communicate with families about their students' progress toward annual IEP goals, level of proficiency, services and supports provided, and the school's special education program for their student. Communication will be conducted through monthly progress monitoring reports and documentation of services, trimester reports, mid-trimester progress reports, discussed at Parent Teacher Conferences, and through regular monthly calls from teachers to students' families. The Albuquerque Collegiate staff will also abide by all communication and consent requirements as outlined by state and federal law. The Albuquerque Collegiate team will be thoughtful and intentional about engaging families to be active members of the IEP development process and team, in order to ensure we develop the appropriate educational plan to meet each student's individual needs. All communication with parents will be conducted in the parent's preferred language.

**Program Evaluation:**

The Albuquerque Collegiate Founding Team is deeply committed to providing all students with a structured and ambitious school community, high-quality instruction and intensive academic supports. For this to remain true, we will regularly assess the quality and effectiveness of our Response to Intervention implementation, special education program, and associated services. It is important to the Albuquerque Collegiate team that we look at both short-term and long-term effectiveness of our programs, examining delivery of programs within the school year, across grades, across cohorts, subgroups and school years, and across time for individual students. Specifically, our team will collect and analyze data related to:

- Special education enrollment compared to the local district and neighboring schools
- The number of students referred for Tier 2 interventions and assessment by the Student Assistance Team, and the recommendation results of the SAT intervention plans and assessments
- The number of students referred for Tier 3 evaluation and the recommendation results of those evaluations
- The percentages of students served in the three Tiers of intervention at given times throughout the school year, looking specifically at trends in the increase/decrease of referrals between Tiers
- Subgroup referrals and potential over/under-identification of subgroups, specifically EL students
- Academic growth of our students receiving special education services, and comparison of their growth to that of students not receiving special education services
- Delineation of interventions by category and the effectiveness of those interventions for

school-wide populations and individual students

- Trends in behavior for our special education students, including any suspension data for the school, if applicable, and comparison of those trends in behavior for our non-special education students
- Comparison of special education subgroup (students with disabilities and gifted) proficiency compared to Albuquerque Collegiate peers, neighboring school, district, statewide and national proficiency overall and for similar subgroups
- Percentage of students deemed to have met their annual IEP goals, looking specifically at comparisons of services and interventions for those who did vs. those who did not meet goals
- Number and percentage of students exited from the special education program annually

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals</li> <li>• Identify specific responsibilities for school staff, classroom teachers and special education staff</li> <li>• Identify the regular intervals at which progress will be monitored and success will be evaluated</li> <li>• Identify specific actions/reporting that will engage students and or families</li> <li>• Describe how the school will evaluate the effectiveness of its special education program and services</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response supports a clear and cohesive plan for regular progress monitoring of at least once per month through the use of the Istation ISIP assessment and other associated tools, meeting the legal requirements. This complete plan describes the school staff responsibilities, communications to students and families, and steps for evaluating the program. The program evaluation is of particular strength because it assesses the effectiveness and delivery of the program by collecting and analyzing relevant school data from neighboring schools, local districts, state level, and national level performances of similar students.</p>	

**F. (2) English Language Learner (ELLs):**

F.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.

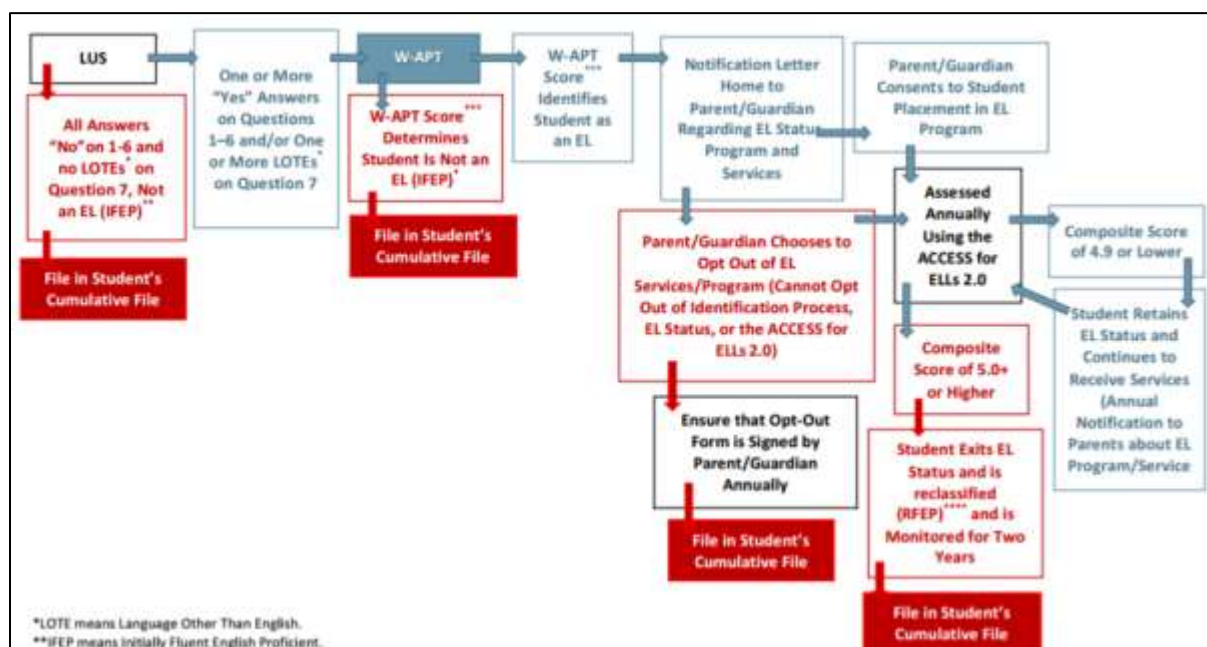
**APPLICANT RESPONSE:**

The Albuquerque Collegiate Founding Team anticipates a student population that includes between 17% (APS district average) and 34% (APS elementary schools in the 87102 zip code) of students who will be identified as English Learners (EL). As such, we recognize that it is of utmost importance that our staff be prepared to accurately identify EL students and effectively serve them in attaining high levels of academic achievement. To do so, we will strictly follow guidance provided by the New Mexico Public Education Department's (PED) Bilingual Multicultural Education Bureau for identification of and instructional support for English Learners.

**Identification:**

Albuquerque Collegiate staff will follow EL identification procedures in accordance with the Every Student Succeeds Act (ESSA), Title III, Section 3111(b)(2)(A) and New Mexico Administrative Code (6.29.5.11 "Identification of English Learners"). New Mexico Administrative Code requires that the Department-approved language usage survey shall be completed for all new students initially enrolling in a public school. The language usage survey will be completed for all enrolling kindergarten scholars. The language usage survey will be completed and signed in-person either at the lottery following enrollment acceptance, at a home visit, or at family orientation. The language usage survey will be provided to families in the language of their choice and will be kept in the student's cumulative file following completion. For students entering 1<sup>st</sup>-5<sup>th</sup> grade who have previously attended a New Mexico public school, Albuquerque Collegiate staff will do intentional due diligence to acquire the student's formerly completed language usage survey from their previous New Mexico public school. The Albuquerque Collegiate staff will make three requests (electronically and in-person as necessary) to the former school, and if at that point the document has still not been received, the student's family will need to complete a new language usage survey. For students who have not previously attend a New Mexico public school, the process will mirror that for incoming kindergarten students. See **Attachment E** for the New Mexico Language Usage Survey, available in English, Spanish, and Navajo.

**Figure 10** illustrates the Language Usage Survey Process, including completion of the Language Usage Survey (LUS) and administration of the W-APT English language proficiency screener.

**Figure 10 - Language Usage Survey Process**

New Mexico Administrative Code states that students for whom the Department-approved language usage survey indicates a language other than English shall be screened with the Department-approved English language proficiency screening assessment. If a parent/guardian answers “yes” to any of the questions 1-6 and/or 7 on the language usage survey form, the student will then be administered the Department-approved screening assessment.

Based on guidance from the NM PED Bilingual Multicultural Education Bureau, beginning in the 2017-2018 school year, students in grades 1-12 will be administered the WIDA Screener Online, in place of the W-APT assessment, which will still be used for kindergarten students. Following assessment administration, students will receive an EL determination based on Department-approved cut scores for the W-APT and WIDA Screener Online, in which students will either be identified as English Learners or non-English Learners.

Following the process map, a notification letter will be sent home to the student’s parent/guardian regarding their EL status, and program/services. The parent/guardian may choose to either consent to student placement in the EL program or choose to opt out of EL program/services. If the parent/guardian chooses to opt out, they will be required to annually sign an opt-out form, which will be included in the student’s cumulative file. If the parent/guardian consents to student placement in the EL program, the student will then be assessed annually using the ACCESS for ELLS 2.0 assessment. If the student’s composite score remains at 4.9 or below, they retain their EL status and continue to receive services, with annual notification sent to parents. If the student receives a composite score of 5.0 or higher, the student will be exited from EL status and reclassified as “reclassified fluent English proficient” (RFEP), and will continue to be monitored for regular progress over two years.

### Services & Supports:

Through Title VI of the 1964 Civil Rights Act, Federal law requires that all English Learners have equal access to a high-quality education and the opportunity to achieve their full academic potential. The Albuquerque Collegiate team seeks to provide an English Learner program that enables all of our EL student to attain English proficiency, as demonstrated on the ACCESS for



ELLS 2.0 assessment, and provides students meaningful access to the standard instruction program at our school. For that reason, we are proposing a Structured English Immersion (SEI) program to serve the needs of our students. Albuquerque Collegiate's SEI program will specifically focus on helping our EL students develop English language skills, while ensuring that all students have equal access to high-quality instruction in grade-level content. Albuquerque Collegiate EL students will particularly benefit from our school's intensive and expanded focus on literacy, leveled reading groups across grades, individualized independent practice block, and our daily instruction dedicated to English Language Development for all students.

### **English Language Development Standards & Instructional Support:**

As illustrated in **Attachment C: Daily Schedule**, Albuquerque Collegiate will dedicate 20 minutes on all regular schedule days (Monday, Tuesday, Thursday, Friday) to explicit English Language Development instruction. The Albuquerque Collegiate Founding Team believes that oral and auditory language is the foundation upon which reading and writing are built. As a result, we will provide a unique and comprehensive focus on English language development for all scholars. Our English Language Development block will be driven largely by the WIDA English Language Development Standards for each grade, pushing for all students to reach level 6-Reaching in all 5 of the major WIDA ELD Standards. The English Language Development program at Albuquerque Collegiate is designed to support students in reaching proficiency in both informal and academic language, which will allow scholars to be able to construct meaning from oral and written language, to relate complex ideas and information, to recognize features of different genres, and to use various linguistic strategies to communicate.<sup>55</sup> Further use of the WIDA ELD standards will include space in all lesson plans for the inclusion of applicable grade-level ELD standards and complementary standards.

The Albuquerque Collegiate Founding Team has designed a daily schedule, curricular model, and instructional methods that will ensure support to our EL students so they can develop English Language proficiency. An expanded and prioritized literacy curricular model will allow each of our students to receive extensive direct instruction and practice time to build English language proficiency. Furthermore, the independent practice rotation will allow our EL students to work on computer-adaptive software, designed to meet their targeted areas for growth. During this independent practice rotation block and during the end-of-day intervention block, students may also receive pull-out or push-in services from our Student Supports Coordinator and their teachers to work on English Language Development in a one-on-one or small group setting.

### **Grade-Level Content & Spectrum of Needs:**

Through a Structured English Immersion program, each of Albuquerque Collegiate's students are guaranteed access to appropriate grade-level content in all subject areas within the classroom and with their non-EL peers. All students will be grouped during literacy blocks in homogenously leveled reading groups to ensure individualized student needs are met. All groupings will be based upon interim reading assessment data. We do anticipate that our students will have a variety of English language development needs and levels of proficiency. As such, we will ensure every student receives individualized and targeted supports throughout the school day and across a spectrum of needs. Some of our higher-level EL students may not need one-on-one pull-out supports daily, while other students who are identified as level 1 English Learners will need greater daily instructional and intervention supports. With the staffing model of

<sup>55</sup> Dutro, Susan, and Carroll Moran. (2003). *Rethinking English Language Instruction: An Architectural Approach*. New Mexico Public Education Commission, Final 2/10/2017

Albuquerque Collegiate and a low student-to-teacher ratio, we are confident that we will be able to serve and meet the needs of all English Learner students.

### **Staff Responsibilities & Training:**

In the book *You've Got to Reach Them to Teach Them*, nationally recognized education professional development trainer May Kim Schreck states that "[t]he basis for holding high expectations for all children under our care is respect for them as individuals and the belief in their unlimited range of possibility as learners."<sup>56</sup> The Founding Team of Albuquerque Collegiate is fully aligned with this core principle. All Albuquerque Collegiate teachers and staff members hold the unwavering belief in the potential of all students, particularly our English Learner students. English language development for all students is a responsibility of all staff members. Initial student identification will fall primarily within the role of the Leadership Team (Principal, School Director of Operations, and Student Supports Coordinator), while daily instruction, access to grade-level content, support and interventions will largely fall under the roles of classroom teachers and the Student Supports Coordinator. All staff members, including non-instructional staff, will be expected to be able to articulate the Language Usage Survey Process Map, and to be able to communicate with families about the process.

Training for instructional and non-instructional staff will be provided throughout the school year and during the summer three-week professional development (PD) onboarding process. During the three-week summer PD, all staff will receive training from the leadership team, who will have received a formal training from the State, on the EL identification process, as well as Albuquerque Collegiate supports and interventions for EL students, including the English Language Development program. During the school year, members of the Leadership Team and selected teachers will participate in PED-provided training that will support Albuquerque Collegiate in providing a strong EL program rooted in best-practice supports and interventions. PED-provided training has included the following in past years: WIDA ELD Standards & Differentiation Training, WIDA ELD Standards & Lesson Planning Training, WIDA Leading Schools for EL Achievement for Education Leader Training, WIDA ELD Formative Language Assessment Training, and WIDA Engaging ELs in Science.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will identify English Learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs</li> <li>Identify how the school will implement the English Language Development Standards for ELs in its school</li> <li>Identify how the school will provide ELs with instruction and support to develop English language proficiency</li> <li>Identify how the school will provide ELs with access to grade level content</li> <li>Describe how the school will address the spectrum of needs that ELs may present</li> <li>Identify specific responsibilities for school staff and classroom teachers</li> </ul>

<sup>56</sup> Schreck, Mary Kim. (2011). *You've Got to Reach Them, to Teach Them*. Solution Tree Press.

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|--|---|
|  | <ul style="list-style-type: none"><li>• Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities</li></ul> |
|--|---|

**REVIEW TEAM EVALUATION:** Meets the Criteria

The applicant's response describes a strong plan for the identification of English Learner students, as required by law, and a comprehensive plan for supporting ELL students in the academic classroom. This plan follows the New Mexico Public Education Department's guidance.

Evidence of a complete process for identification, provided by the applicant is demonstrated by the diagram, Figure 10 - Language Usage Survey Process. ACCS intends to support ELL students through a comprehensive process describing its instructional supports, a Structured English Immersion program, ensuring training is provided to teachers and identifying what the teacher's responsibilities are.

F. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners.

**APPLICANT RESPONSE:**

**Regular Interval Progress Monitoring:**

The Albuquerque Collegiate Founding Team will ensure that students receive intensive and individualized supports to meet their needs. For our students identified as English Learners, this intensive and individualized support takes the form of progress monitoring, both at regular intervals during the school year and annually, as required.

Annually, all students who maintain English Learner status will be assessed using the ACCESS for ELLs assessment, until that student meets the exit criteria, which is a composite score of 5.0 or higher. If the student does not meet the exit criteria, they will retain the appropriate EL status and continue to receive services and supports. In addition, students who maintain their EL status following the assessment administration will be provided an annual notification to parents about the EL Program and services the student will receive. If the student does reach a composite score of 5.0 or higher, the student will exit EL status and will be reclassified as “Reclassified Fluent English Proficient” (RFEP) and will be monitored for progress for two years.

During the school year, students will be monitored frequently and at regular intervals through use of the Istation ISIP assessment and associated monthly progress monitoring tool. Students who are identified as Tier 2 or Tier 3 on the Istation ISIP assessment will be required to receive monthly progress monitoring in reading. Although we anticipate that not every one of our EL students will be in Tier 2 or Tier 3 for Istation, we will plan to use this regular monitoring tool to assess their progression, growth, and attainment of identified academic goals. Guidance from the U.S. Department of Education advises that “educators need tools that help them continually monitor students’ progress and adjust instructional strategies to target and support student students’ needs. For English language proficiency, LEAs must assess ELs at least annually using a valid and reliable assessment.”<sup>57</sup> The guidance also advises that English Learners can greatly benefit from multi-tiered systems of support, including Response to Intervention. Accordingly, Albuquerque Collegiate will closely follow the New Mexico 3-Tiered RtI Framework and its processes for monitoring progress, differentiating instruction and providing interventions for all students, particularly for our English Learner scholars.

**Monitoring Exited EL Students:**

An identified EL student must take the ACCESS for ELLs 2.0 English proficiency assessment annually until the student achieves a composite score of 5.0 or higher, at which point the student will no longer be classified as an English Learner. With an overall score of 5.0 or higher, the student will be considered proficient in English. In accordance with New Mexico Administrative Code (6.29.5.12), the student’s former English Learner status will be changed to reclassified fluent English proficient (RFEP), and the student will be monitored for two years to ensure the student succeeds academically. The student will no longer be assessed through the ACCESS for ELLs assessment. Students will be monitored regularly by their teachers through the lens of the RtI framework. If a student who has been exited from EL status is not progressing academically as expected and regular monitoring suggests that the student may still need English language supports, the Student Assistance Team (SAT) will intervene. The SAT will gather available data on the student, develop a postulation as to why the student is not progressing as expected, and

<sup>57</sup> U.S. Department of Education. (2016). *English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)*. <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf>.

design an intervention plan. In limited cases, if the SAT finds that the student is still not progressing with the intervention plan and supports, the English language proficiency screener can be re-administered to the student.

**School Staff Responsibilities:**

As noted in the section above (I.F.(2)(a)), initial student identification will fall primarily within the role of the Leadership Team (Principal, School Director of Operations, and Student Supports Coordinator), while daily instruction, access to grade-level content, support, and interventions will largely fall under the roles of classroom teachers and the Student Supports Coordinator. All staff members, including non-instructional staff will be expected to be able to articulate the Language Usage Survey Process Map, and communicate with families about the process. Classroom teachers and the Student Supports Coordinator will also be responsible for providing student supports and interventions, and tracking these interventions for all students. In addition, classroom teachers, with the support of the Student Supports Coordinator, will administer regular Istation interim assessments and monthly Istation progress monitoring assessments.

**Student and Family Engagement:**

Student and family communication is a critical component of student achievement and the development of strong school and family relationships. The Albuquerque Collegiate staff will regularly communicate with families about their student's EL status, level of proficiency, supports provided, and the school's EL program for their student. Communication will be conducted through trimester reports, mid-trimester progress reports, discussed at Parent Teacher Conferences, and through regularly monthly calls from teachers to students' families. The Albuquerque Collegiate staff will also abide by all communication requirements, including the required annual notification to families outlined in the Language Usage Survey Process Map.

**Program Evaluation:**

The Albuquerque Collegiate Founding Team will provide all students a structured and ambitious school community, high-quality instruction, and intensive academic supports. We will regularly assess the quality and effectiveness of our EL program and associated services. The Albuquerque Collegiate team will regularly evaluate the effectiveness of the EL program, as advised and outlined in the *Serving English Learners* Technical Assistance Manual from the NM PED's Bilingual Multicultural Education Bureau. Evaluation will be integrated into all aspects of EL programming including procedures, programs and practices, resources, staffing, and student outcomes. Evaluation will be continuous, which will provide multiple data points. Collected longitudinal data will be analyzed and used to modify the EL program, as appropriate. Specifically, data will be analyzed to compare the performance of EL students to reclassified fluent English proficient students, as well as to initially fluent English proficient students.

Lastly, to maintain compliance with the Office of Civil Rights requirements, the Albuquerque Collegiate team will ensure that the following areas of concern are regularly evaluated and addressed:

- percentage of EL students in Special Education;
- percentage of EL students in the gifted program;
- school rating (achievement gaps and/or different educational outcomes for ELs compared to non-ELs);
- staff turnover for those serving ELs;
- data accuracy and reporting;
- parent and community concerns; and

- any other issues that would negatively impact ELs.

Albuquerque Collegiate will also use the program evaluation tools provided by the PED Bilingual Multicultural Education Bureau, including the Monitoring Checklist and the Parents of ELs Interview Form.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Describe how the proposed school will monitor the progress of ELs toward English language proficiency both annually and within the school year</li> <li>• Identify specific responsibilities for school staff and classroom teachers</li> <li>• Identify the regular intervals at which progress will be monitored</li> <li>• Identify specific actions/reporting that will engage students and or families</li> <li>• Describe how the school will evaluate the effectiveness of its EL program and services</li> <li>• Describe how the school will monitor exited EL students (reclassified fluent English proficient students – RFEPs) for two years for academic progress</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response supports a clear and cohesive plan that falls in line with the design of ACCS. The response describes the processes for regular progress monitoring of ELL students that include an annual assessment using the ACCESS and frequent monitoring through the use of the Istation ISIP assessment and other associated tools. This complete plan describes the school staff responsibilities, communications to students and families, and steps for evaluating the program. The program evaluation assesses the specific components that are requirements of the Office of Civil Rights.</p>	



**G. 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 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 a variety of testing requirements including 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. For more information on NM Assessment requirements, please see:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/Test%20Graph%202016.pdf>

G.(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, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school's projected student population.

**APPLICANT RESPONSE:**

The term “90/90/90” was originally coined by researcher Douglas Reeves to identify schools where 90% or more of students qualify for free or reduced-price lunch, 90% or more of students are identified as an ethnic minority, and 90% or more of the students meet district or state academic standards in reading or another area.<sup>58</sup> Reeves found five key characteristics of these 90/90/90 schools, one of the most prominent being “frequent assessment of student progress and multiple opportunities for improvement.”<sup>59</sup>

At Albuquerque Collegiate we will use rigorous, frequent assessments to obtain real-time, authentic data which will drive our instructional decisions and targeted student supports, as well as inform the needs of our professional development program. We will assess students throughout the school year through a number of daily, weekly, interim, and annual tools, which will provide us numerous data points enabling us to monitor student growth and development. Guided by best practice, our assessments will include state-required, nationally normed, and common internally created formative assessments.

**Assessment Calendar and Assessment Schedule by Grade:**

**Attachment F: Assessment Calendar and Schedule by Grade** outlines all state-mandated assessments, assessment periods and dates related to teacher analysis and use of data to inform instruction. The attachment also includes assessments based on Special Education and English Learner designation. Identified state-mandated assessments include: the Kindergarten Observation Tool (KOT), Istation's Indicators of Progress (ISIP) Early Reading, PARCC English Language Arts (ELA), PARCC Math, Standards-Based Assessment (SBA) Science, End of Course (EOC) Physical Education, WIDA-Access Placement Test (W-APT), ACCESS for ELLs, and the New Mexico Alternative Performance Assessment (NMAPA).

**State-Mandated Assessment Calendar**

Assessment	Grade Levels	Test Window/ Frequency <sup>60</sup>	Teacher Analysis & Use of Data
<b>Kindergarten Observation Tool (KOT)</b>	Kindergarten	Observations conducted during the first 30 instructional days of school	Individual Student Analysis immediately following observation recording. Use of data during first full-day staff development day of the year (early September)
<b>Istation's Indicators of</b>	K-2	Beginning of Year (BOY): First 40 Days	BOY: Analysis and use of data at September staff

<sup>58</sup> Reeves, Douglas (2003). *High Performance in High Poverty Schools: 90/90/90 and Beyond*. Center for Performance Assessment.

<sup>59</sup> Ibid.

<sup>60</sup> Based upon dates released by the New Mexico Public Education Department. (January 2017). *2016-201 Statewide Assessment Calendar of Events*.

<b>Progress (ISIP) Early Reading</b>		Middle of Year (MOY): January 9- January 27 End of Year (EOY): May 1- May 19 Monthly progress monitoring for Tier 2 and Tier 3 students	development day MOY: Analysis and use of data during February weekly PD session EOY: Analysis and use of data during last Data Day of year (May)
<b>PARCC ELA/Math</b>	3-5	April 4- May 12	Teacher Analysis and use of data during summer PD kickoff (if available)
<b>SBA Science</b>	4	February 27- March 24	Teacher Analysis and use of data during summer PD kickoff
<b>EOC Physical Education</b>	4-5	Last 3 weeks of school year	Teacher Analysis and use of data during last Data Day of the school year (May)
<b>W-APT</b>	Based on eligibility, One-time diagnostic	Within first 30 calendar days of school year. Administered only <i>once</i> for a student based on language usage survey, only if the student has not been administered the assessment previously	Teacher Analysis and use of data within first 40 calendar days of school year.
<b>ACCESS for ELLs</b>	Based on eligibility	January 9- March 3	Teacher Analysis and use of data during last Data Day of the school year (May)
<b>NMAPA</b>	Based on eligibility, grades 3-5	March 13- April 7	Teacher Analysis and use of data during summer PD kickoff

#### State-Mandated Assessment Schedule by Grade

Grade	Assessment	Test Window/Frequency
<b>Kindergarten</b>	Kindergarten Observation Tool	Within first 30 days of instruction
	ISIP Early Reading	BOY: First 40 Days of instruction MOY: January 9- January 27 EOY: May 1- May 19 Monthly progress monitoring (Tier 2 & 3)
<b>1<sup>st</sup> Grade</b>	ISIP Early Reading	BOY: First 40 Days of instruction MOY: January 9- January 27 EOY: May 1- May 19 Monthly progress monitoring (Tier 2 & 3)

<b>2<sup>nd</sup> Grade</b>	ISIP Early Reading	BOY: First 40 Days of instruction MOY: January 9- January 27 EOY: May 1- May 19 Monthly progress monitoring (Tier 2 & 3)
<b>3<sup>rd</sup> Grade</b>	PARCC ELA & PARCC Math	April 4- May 12
<b>4<sup>th</sup> Grade</b>	SBA Science	February 27- March 24
	PARCC ELA & PARCC Math	April 4- May 12
	EOC Physical Education	Last 3 weeks of school year
<b>5<sup>th</sup> Grade</b>	PARCC ELA & PARCC Math	April 4- May 12
	EOC Physical Education	Last 3 weeks of school year

#### Assessments Based on Eligibility

Assessment	Grades	Test Window/Frequency
<b>W-APT</b>	Based on eligibility, One-time diagnostic	Within first 30 calendar days of school year. Administered only <i>once</i> for a student based on language usage survey, only if the student has not been administered the assessment previously
<b>ACCESS for ELLs</b>	Based on eligibility, all grades	January 9- March 3
<b>NMAPA</b>	Based on eligibility, grades 3-5	March 13- April 7

#### Data Collection, Analysis, and Usage to Inform Instruction:

Through the use of state-mandated assessments, Albuquerque Collegiate will gather a wealth of information and data, all of which will be closely analyzed, evaluated, and used to inform instruction across classrooms and on an individual student basis. Albuquerque Collegiate will adhere to state requirements regarding state-mandated assessment administration and data reporting.

- **Kindergarten Observation Tool (KOT):** The KOT will support Albuquerque Collegiate teachers in observing what entering kindergarten students know and can do in relation to kindergarten standards. The KOT assessment focuses on the following areas: Self, family and community; Physical development, health and well-being; Approaches to learning; Scientific conceptual understanding; Literacy; and Numeracy. Teachers will record and report official data to the state using the online KOT Application. The observation tool will provide our teachers with critical information about individual students' learning that will be used to inform direct interactions with students and initial decisions regarding groupings for mathematics and literacy. Teachers will also use this information to share updates with families in the first month of school about each child's progress.
- **Istation's Indicators of Progress (ISIP) Early Reading:** The ISIP Early Reading assessment is an online computer-adaptive assessment that will provide data with frequent, age-appropriate measurement for students. ISIP Early Reading specifically measures proficiency in

phonological awareness, phonics, vocabulary, comprehension, and fluency. The Istation assessment will serve Albuquerque Collegiate as both a universal screener and a progress monitoring tool for our scholars. Students will log in using a designated and individualized login, then complete the assessment on laptops. Teachers will have immediate access to web-based reports that will make it easy to monitor performance of whole classes and individual students. Data from the ISIP Early Reading assessment will be directly used to determine literacy rotation groupings that will be homogeneously leveled. In addition, the data provided by ISIP Early Reading will be used so teachers can adapt instruction during literacy blocks. For example, if students are demonstrating high levels of proficiency in phonics specifically with consonant sounds, but are struggling with multiple vowel sounds, the teacher will adjust lesson plans to focus more heavily on scholars' identified areas for growth. Istation's Early Reading assessment will also serve as a progress monitoring tool for our scholars identified through the assessment as Tier 2 or Tier 3, indicating that they need additional supports to meet grade-level proficiency targets. Students in Tier 2 and Tier 3 will be progress-monitored monthly. Data will be reported during all testing windows, as well as during monthly progress monitoring periods.

- **PARCC ELA and Math:** The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment will be used at Albuquerque Collegiate beginning in third grade. PARCC will serve as our summative assessment in grades 3-5, to determine students' overall proficiency in English Language Arts and Mathematics. PARCC data will provide Albuquerque Collegiate with a comprehensive look at student proficiency and performance levels for being on track for college and career readiness. PARCC will allow the Albuquerque Collegiate team to gather a school average score, through which we can compare our overall grade-level performance to that of the local district, the state, and the consortium of PARCC states. It is a goal of the Albuquerque Collegiate team that we prepare students to achieve ambitious academic growth, so that they can be competitive with their peers across the country. PARCC data will be one of our greatest indicators for measurement of that goal. As PARCC results are not released until after the academic year in which the assessment is administered, immediate evaluation and utilization to direct instruction will not be feasible. However, once Albuquerque Collegiate does receive score reports for students, these reports will be used to provide students' new grade-level teachers information about individual student and whole-class levels of proficiency in areas of literacy text, informational text, vocabulary, writing expression, and knowledge and use of language conventions in English Language Arts. In mathematics, data will include level of understanding in areas of major content, additional and supporting content, expressing mathematical reasoning, and modeling and application. Data will be used to redress the grade-level scope and sequence plans, unit plans, determination of spiraled standards from the previous year, and any intensive whole group or small group re-teaches that may be necessary. Scores will be reported to the state within the provided timeframe following the assessment. Score reports will be shared with students and parents, in their preferred language. To better help families understand the score reports, the Albuquerque Collegiate team will host a "PARCC Parent Night" where the test will be prefaced and parents are taught how to interpret student score report results.
- **SBA Science:** The New Mexico Standards-Based Assessment for Science will be administered annually to 4<sup>th</sup> grade students at Albuquerque Collegiate. In grades 3-5, students will begin a more intensive study of science and social studies. Analysis of results from the 4<sup>th</sup> grade SBA Science test will include detailed focus on student performance by standards strand, as well as analyzing category of science understanding in the Nature of

Science, Physical Science, Life Science, and Earth Science. Such data will greatly inform the development and revisions to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade science materials including grade-level scope and sequence plans, unit plans, whole and small group intervention reteaches, and preparation for the gap between the 4<sup>th</sup> and 7<sup>th</sup> grade SBA assessments. Scores will be reported to the state within the provided timeframe following the assessment. Score reports will be shared with students and their parents.

- **EOC Physical Education:** Physical education will be taught in all grades at Albuquerque Collegiate. As such, students in grades 4-5 will complete the P.E. End of Course (EOC) assessment annually, serving as the summative exam for this course. Data from this assessment are directly tied to NM physical education standards, looking specifically at students' knowledge, skills, and applications as measured by the P.E. standards. Data will be used to support individual student learning and improve the overall physical education program and its instruction in grades K-5. Scores will be reported to the P.E. teacher, school, and state for the purposes of student grades, curriculum review, and use for the Educator Effectiveness System.
- **W-APT:** The WIDA ACCESS Placement Test will be used to determine if a student is proficient or non-proficient in English and if they need to be identified as an English Learner. The W-APT is administered to a student only once to determine their EL status identification. Results will be reported to the state and to the student's parents. Data will indicate to the Albuquerque Collegiate team if a student is an English Learner. These results will inform the type of intervention support provided to the student.
- **ACCESS for ELLs:** The ACCESS for ELLs assessment will provide Albuquerque Collegiate with designations for EL students' level of English proficiency. This assessment will provide Albuquerque Collegiate teachers with information to enhance instruction and learning for EL students. In addition, student performance will serve as a strong indicator in evaluation of the effectiveness of the school's EL program. Data will be reported to the state and to students' families. Family reports will help parents understand their student's level of English language proficiency along the developmental continuum.
- **NMAPA:** The New Mexico Alternative Performance Assessment will be provided to students with significant cognitive disabilities. Use of this assessment ensures that all students with disabilities are meaningfully included in the school's assessment and accountability plan. NMAPA will likely be used for only a very small subpopulation of scholars with significant cognitive disabilities. The assessment will measure the performance of these scholars against the NM Extended Grade Band Expectations and the Common Core Extended Grade Band Expectations. Results from the assessment will help Albuquerque Collegiate staff and service providers determine the level of academic skill the student has attained up to the point of assessment. Reporting requirements for this assessment include participation guidelines to ensure that the student meets the requirements to receive this particular assessment.

### **Proposed Assessments for Performance Framework and Contract**

#### **Istation Math and Reading:**

As the Public Education Commission requires all state-chartered charter schools to administer short cycle assessments in mathematics and reading as part of the negotiated performance framework, the Albuquerque Collegiate team is proposing to use Istation's Indicators of Progress (ISIP) assessments in reading and mathematics.

The ISIP Early Reading assessment, detailed above, will be administered for all Albuquerque



Collegiate students in grades K-2, as required by the NM PED. The Founding Team of Albuquerque Collegiate proposes that this assessment be used for all K-3 students and that the ISIP Advanced Reading assessment be used for students in grades 4-5. Research has shown that Istation helps students grow in skills predictive of future reading success. In a study of the effectiveness of Istation reading curriculum and assessments, data showed that students who had used the Istation reading curriculum and assessments grew much faster than students who had not used the Istation reading curriculum and assessments.<sup>61</sup> Istation's computer-adaptive curriculum and assessments are research-based and aligned directly with the New Mexico Common Core State Standards.<sup>62</sup> The ISIP Reading assessments include real-time data and customizable data reporting, which will allow Albuquerque Collegiate teachers to implement data-driven instruction and effectively document intervention strategies provided to students. Reports include a priority report, executive summary, summary report, classroom summary, student summary handouts, and skill growth. The Albuquerque Collegiate team is particularly excited about the use of the Priority Report as it will automatically escalate students and indicate skills that will require critical intervention while also providing instructional recommendations.

In addition, the Albuquerque Collegiate team proposes to use ISIP Math as the short cycle assessment for the PEC Performance Framework contract. Istation's math assessment, like ISIP Early and Advanced Reading assessments, is computer-adaptive, meaning students will be automatically placed on individual Istation Math learning pathways based on results from the assessment. ISIP Early Math, which will be used in grades K-1, serves as a universal screener and is developmentally appropriate in design. ISIP Math assessments will measure skills in number sense, operations, geometry, algebra and algebraic thinking, measurement, data analysis, probability and statistics, personal financial literacy, and mathematical reasoning. The Istation math curriculum and assessments are designed to meet the needs of all students, including English Learners and special education students.

#### STEP:

The Albuquerque Collegiate team is also proposing to use the STEP assessment as part of our school's overall assessment plan in our negotiated performance framework. STEP is a rigorous formative literacy assessment that will be provided to scholars throughout the school year. Use of the STEP assessment ensures that Albuquerque Collegiate scholars are provided the same access to the high-quality, rigorous assessment that is used by many of the highest-performing charter schools and charter networks in the country, including Achievement First, the Building Excellent Schools network, KIPP, Rocketship Education, New Schools for New Orleans, University of Chicago Charter Schools, and the Uncommon Schools Network. An extensive study of STEP and its subscales using item response theory was conducted by David Kerbow and Anthony Bryk in 2005. Kerbow and Bryk's report showed that students who successfully achieve the benchmarks of STEP 9 by the end of 2nd grade and STEP 12 by the end of 3rd grade are substantially more likely than other children to perform at or above grade level on external standardized assessments in reading; 86% of assessed third graders who met the STEP 12 benchmark scored at or above the 50<sup>th</sup> percentile on the Illinois Standards Achievement Test (ISAT). In comparison, only 50% of third graders who met STEP 11 scored at or above the 50<sup>th</sup>

<sup>61</sup> Pararapichayatham, Chalie. (2014). *Istation Reading Growth Study Grades 1-8*.

<sup>62</sup> Istation. (2016). *Istation Reading Curriculum Correlated to New Mexico Standards for ELAR, K-8*.

[http://www.istation.com/Content/downloads/correlations/NewMexico\\_Correlations\\_K-8.pdf](http://www.istation.com/Content/downloads/correlations/NewMexico_Correlations_K-8.pdf).

percentile on the ISAT. These data provide strong support for the predictive validity of STEP's developmental benchmarking system and its ability to guide students and predict success on external standardized assessments.<sup>63</sup>

**Alignment to Mission & Anticipated Population Needs:**

Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, Albuquerque Collegiate will ensure all students are able to (a) make dramatic academic growth each year and (b) demonstrate measurable academic performance that puts them firmly on the path to college graduation. Albuquerque Collegiate's assessment plan, including state-required assessments as well as proposed assessments to be included in the PEC Performance Framework contract, will help to ensure that scholars are provided all tools necessary to achieve the ambitious outcomes in our mission.

We believe that an ambitious school community is one that will produce students who are academically competitive and on-par with their peers across the city, state, and country. Through use of standardized assessments like PARCC and Istation Reading and Math, we will be able to compare the learning and proficiency of our scholars to their peers across the country who have taken the same assessments.

For instruction to be truly high-quality, we understand that we must be responsive to data and that after deep analysis, we must use these data to inform our instruction. Through use of all assessments outlined in our plan, particularly the Kindergarten Observation Tool, Istation Reading and Math, and STEP, we will be able to make real-time adjustments to instruction during the school year to better meet students' needs and provide the highest-quality instruction possible. Through use of summative assessments including PARCC, SBA Science, and the P.E. EOC, we will use data to inform subsequent-year instruction for grade-level cohorts, and to address individual student gaps from the previous school year.

Lastly, our assessment plan will allow the Albuquerque Collegiate team to provide targeted and informed, intensive academic supports to all students. Data from the W-APT, ACCESS for ELLs, and Istation Reading and Math progress monitoring will allow our instructional team to deeply understand individual student needs. Data gathered through these assessments will identify clear areas for growth for students, which will enable our team to deliver individualized and intensive academic supports to all students.

The Albuquerque Collegiate Founding Team anticipates that the student population will most closely reflect the demographics for Albuquerque Public Schools (APS) elementary schools in the 87102 zip code, as this will be our target zip code for facility location. In addition, our team will target our recruitment efforts and events primarily to families in the 87102 zip code, neighborhoods, and surrounding areas. As such, we expect to have a student population that is approximately 89% Hispanic, 90% economically disadvantaged, 34% English Learners, and 14% students with disabilities. Our assessment plan includes assessments that will address the needs of our anticipated population, particularly our special education and English Learner students. Assessments in our plan that are specifically for our special education and English Learner students include the WIDA Access Placement Test, ACCESS for ELLs, and the New Mexico Alternative Performance Assessment (NMAPA).

Beyond assessments solely for our special education and English Learner students, the Istation

<sup>63</sup> The University of Chicago: Urban Education Institute. *Getting on Track Early for School Success: An Assessment System to Support Effective Instruction*. Foundation for Child Development, Nov. 12 2010. [www.fcd-us.org/assets/2016/04/Lit-Tech-Report.pdf](http://www.fcd-us.org/assets/2016/04/Lit-Tech-Report.pdf).

Reading and Math assessments will allow us to conduct ongoing progress monitoring for our students identified through the assessment in Tier 2 and Tier 3. Monthly progress monitoring will allow simplified tracking of student progress toward annual goals, a skill that is often a challenge for new teachers to master. In addition, the Istation assessments have been reviewed and endorsed by the Council of Administrators of Special Education (CASE). The assessments also received an endorsement and a Protocol for Review of Instructional Materials for ELLs (PRIME) from WIDA to assess the alignment of the content to WIDA English Language Proficiency Standards. The Albuquerque Collegiate team is confident that our proposed assessment will meet the specific needs of our anticipated student population.

Total Points Available	Expectations
6	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> <li>○ Include assessments/progress monitoring for special populations</li> </ul> </li> <li>• Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered</li> <li>• Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated and utilized to inform instruction</li> <li>• Describe how the data identified will be used to inform instruction</li> <li>• Align with all state assessment and data reporting requirements</li> <li>• Describe how the assessment plan meets the specific needs of the proposed school's projected student population</li> <li>• Describe how the assessment plan aligns to the proposed school's mission</li> <li>• Include any assessments that may be negotiated as part of the performance framework and contract</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant has developed a clear, comprehensive, and cohesive plan for implementing "rigorous frequent assessments" that will provide data that will be used to base decisions on instruction, targeted student support and purposeful professional development. The response includes the specific data that will be collected and analyzed from the multiple assessment tools. Attachment F: Assessment Calendar and Schedule by Grade reviews all state-mandated assessments by grade level and frequency (test window). Of particular strength is the development of a short cycle assessment plan using both the ISIP and STEP tools, as part of the performance framework.</p> <p>Throughout the ACCS application, the applicant has been consistent with aligning its mission with all aspects of the school design. The assessment plan is no different. The applicant's response supports how the school will use data to inform instruction and ensures the assessments described meet the specific needs of its targeted population.</p>	

G.(2) Provides a **clear, comprehensive and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if 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 complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate team will take a comprehensive and strategic approach to analyzing data, putting it into action in the classroom, and taking steps of corrective action as necessary. This approach toward data will inform and support our ability to proactively target students who need additional supports. Academic deficits around learning outcomes, both school-wide and at the individual student level, will trigger targeted corrective action. Our frequent assessment cycle with built-in progress monitoring systems will ensure that teachers know each student's instructional level, allow student grouping to be flexible, and ensure that instructional needs will be targeted. Instruction at Albuquerque Collegiate will be tailored so that each child will be appropriately challenged, but not frustrated.

Through use of Istation Reading and Math interim assessments, and state-required summative assessments, PARCC and SBA Science, our team will monitor academic performance and take appropriate corrective action if needed, for both school-wide and individual student performance.

**School-Wide Performance Monitoring and Corrective Action:**

The Albuquerque Collegiate team is deeply committed to solely implementing proven and research-based methods for all instruction and corrective action within the school. To ensure thorough planning and thoughtfulness in relation to corrective action for school-wide performance, the Albuquerque Collegiate team will strictly adhere to New Mexico State Statute 22-2E-4(E), requiring that in the event the school receives a grade of D or F, the Governing Board of Albuquerque Collegiate will prioritize resources toward proven programs and methods linked to improved student achievement.

**Interim Assessments:**

Through use of Istation's Indicators of Progress (ISIP) Reading and Math assessments, Albuquerque Collegiate will regularly monitor academic performance, school-wide, throughout the school year. Subject to approval from the Public Education Commission, Albuquerque Collegiate will use the ISIP Reading and Math assessments as the chosen short-cycle assessments in the PEC Performance Framework contract. As we will also use benchmark goals to monitor school-wide academic performance, the Albuquerque Collegiate team will propose the following rating categories for our short-cycle assessment goals.

**Figure 11 - Short Cycle Assessment Goal, ISIP Reading**

Category	Percentage Measure (%)
Exceeds Standards	86.1-100% of students achieve Tier 1 academic performance on ISIP Reading.
Meets Standards	70.0-86.0% of students achieve Tier 1 academic performance on ISIP Reading.

Does Not Meet Standards	56.1-69.9% of students achieve Tier 1 academic performance on ISIP Reading.
Falls Far Below Standards	Less than 56.0% of students achieve Tier 1 academic performance on ISIP Reading.

**Figure 12 - Short Cycle Assessment Goal, ISIP Math**

Category	Percentage Measure (%)
Exceeds Standards	86.1-100% of students achieve Tier 1 academic performance on ISIP Math.
Meets Standards	70.0-86.0% of students achieve Tier 1 academic performance on ISIP Math.
Does Not Meet Standards	56.1-69.9% of students achieve Tier 1 academic performance on ISIP Math.
Falls Far Below Standards	Less than 56.0% of students achieve Tier 1 academic performance on ISIP Math.

The Istation reading and math interim assessments will be administered three times over the course of the school year: beginning of year (BOY), middle of year (MOY), and end of year (EOY). Upon receiving results from the BOY assessment, the Albuquerque Collegiate Leadership Team will meet to develop a backwards plan to achieve the short-cycle assessment goals by administration of the EOY assessment. This plan will include a goal for the MOY assessment, dependent upon results of the BOY assessment. Understanding that many of our students may be below grade level upon enrollment, we do not anticipate that we will meet our short-cycle assessment goals following the BOY assessment, but will ambitiously strive to reach these goals by the MOY assessment. **Appendix G: 5-year Budget Plan** reflects expenses for use of the Istation assessment, curriculum, and professional development training (see Function: 1000/ Object: 55820, Function: 1000/ Object: 56112, and Function: 1000/ Object: 56118).

*Trigger:* Less than 70% of scholars achieve Tier 1 academic performance on the ISP Reading and/or Math MOY assessment.

The Albuquerque Collegiate team will hold a full-day Data Day (full professional development day) closely following administration of the MOY assessment. During this Data Day, we will plan to address the results, receive a professional development session from a trainer through Istation, and develop school-wide, grade-level, and classroom action plans for improvement. The Leadership Team, with support of the school's non-instructional staff, will prepare all relevant data reports and materials. The full school team will meet on the Data Day to assess results school-wide using the Executive Summary Report, Summary Report, and Skill Growth Report. The school Leadership Team will discuss results and provide a school-wide push, and grade-level pushes for areas for growth. Professional development provided by an Istation trainer will include a quick review of reports, which will have already been addressed during the summer Istation PD, with the greatest focus on creating action plans to adjust classroom instruction based on data, as well as ensuring individualized supports as needed.

Grade-level teams will then work together to dive more deeply into the data using the Summary



Report, Skill Growth Report, and Classroom Summary Reports. These reports will allow grade-level teams to better understand where all students in that grade are thriving and areas where the team will need to provide whole-class reteaches and interventions where students are struggling. This deep analysis will allow teachers to determine which interventions will be their highest-leverage target areas, ensuring that at least 70% of grade-level students can meet our short-cycle assessment goals by the EOY assessment. After grade-level teams have established a grade-wide plan for improvement, co-teachers will meet to review the Classroom Summary, Student Summary Handouts, and Priority Reports. Analysis of these reports will provide teachers greater detail about individual student performance, including identifying which students will most benefit from further intervention. Co-teachers will then develop a plan to monitor the progress of their Tier 2 (T2) and Tier 3 (T3) students monthly, and a clear plan for weekly interventions and supports for their T2 and T3 students. All of the grade-level and co-teacher data analysis and action planning will be supported and overseen by the school Leadership Team and the Istation trainer, as necessary. These school-wide, grade-level and classroom action plans will be used leading up to the EOY assessments.

*Trigger:* Less than 70% of scholars achieve Tier 1 academic performance on the ISP Reading and/or Math EOY assessment.

If after the EOY ISIP Reading and Math assessments, we have still not met our goal, our team will meet on the following Data Day to review all reports and to meet as grade-level and co-teacher teams. The process will closely follow the plan above for the MOY assessment. However, instead of school-wide, grade-level, and classroom action plans being developed for immediate implementation and adjustment of instruction, plans will be developed for the following year's teachers, to inform instruction for the start of the next school year. This will give teachers in the following school year the opportunity to understand class-wide gaps, as well as individual student priorities. At the school-wide level, the school Leadership Team, along with grade-level representatives, will discuss and begin to fill out, for internal use, the Public Education Commission's Improvement Plan. Review of this document will help guide action plans and any necessary changes for the following school year. If the school receives a school grade of a C or lower, the Leadership Team will complete the Improvement Plan in its entirety.

#### **Summative Assessments:**

In years 3-5 and all subsequent years of operation, the Albuquerque Collegiate team will administer the PARCC ELA and Math assessments to students in grades 3-5, and the SBA Science assessment to 4<sup>th</sup> grade students. As a school, our goal will be to have a higher percentage of students score proficient or advanced than the state and local district averages. Whether our results indicate such outcomes, we will closely analyze results upon availability, looking closely at school-wide and class-level areas of strength and areas for growth. We will then run an analysis of schools both locally and nationally with demographics similar to ours to see which schools had higher levels of performance, particularly in our areas for growth, if data are available. Our goal would be to partner with those schools to learn about the supports they are providing to students and how they have adjusted instruction to achieve such high results. If this would be possible, funding to support the collaboration plan would come from the school's professional development funds, **Appendix G: 5 Year Budget Plan** (Function: 1000, Object: 55820).

#### **Individual Student Performance Monitoring and Corrective Action:**

At the individual student level, the Albuquerque Collegiate team will closely monitor student



academic performance through implementation of the Response to Intervention (RtI) framework. The RtI framework is outlined in greater detail in mapping out the Three-Tiered Framework and process for identifying special education students. However, through proper implementation of the RtI framework, the Albuquerque Collegiate team expects that the vast majority of students who receive interventions and regular progress monitoring will not need to be evaluated for special education services. Additionally, in accordance with New Mexico State Statute 22-2C-6(A), “Remediation programs; promotion policies; restrictions,” all programs and promotion policies will be aligned with the district-determined (in the case of Albuquerque Collegiate, ISIP Reading and Math) assessment results and requirements of the state assessment and accountability program.

As noted above, the ISIP Reading and Math interim assessment results will be used as indicators for any individual student intervention needs. Any students who fall within the Tier 2 (T2) or Tier 3 (T3) bands within the ISIP assessments (not to be confused with RtI Tiers) will be required to receive monthly progress monitoring, using the Istation Reading and/or Math progress monitoring assessment tool.

*Trigger:* An individual student is identified as T2 or T3 for academic performance based on the ISIP Reading and/or Math assessment, BOY, MOY or EOY assessments.

If a student scores within the T3 range for both Reading and Math, the student will be immediately referred to the Student Assistance Team (SAT), with an exception for students who scored within T3 as a result of or related to their special education or English Learner status. The SAT would then follow proper protocol and procedure for assessing this student and providing them with a SAT Intervention Plan. Any students who score within the T2 range for one or both assessments, or a student who scores in the T3 range for one assessment, will be provided differentiated instruction at Tier 1. If after two rounds of Tier 1 interventions these approaches are proving ineffective, the student will be referred to the SAT for Tier 2 interventions.

The Albuquerque Collegiate team is confident in our ability to achieve the short-cycle assessment goals of having at least 70% of our students score within T1 on the ISIP Reading and Math assessments. As such, we will have robust plans and supports in place to ensure every student receives targeted interventions to meet his or her individual needs. These plans will include professional development sessions with Istation trainers focused on T2 and T3 student supports and strategies to move them into T1. All students identified through ISIP as T2 and T3 will have weekly intervention and support plans developed by their teachers, which will include plans for one-on-one and/or small group instruction, supports during whole-class instruction, and flexible regrouping as necessary.

If after the ISIP EOY assessments, a student still scores within T3 for Reading and/or Math, with an exception for students that scored within T3 as a result of or related to their special education or English Learner status, that student may be recommended for retention. This process is further detailed in the following section, **I.G.(3)**.

### **Evaluation of Academic Program and Corrective Actions:**

The Albuquerque Collegiate team will use multiple data points to assess the effectiveness of the academic program and corrective action plans, including the annual school grade provided by the Public Education Department, ability to meet our short-cycle assessment goals, and if applicable, the PEC Improvement Plan. Within the school grade report card, our team will look closely at the scores for current standing, school growth, growth for highest- and lowest-performing students, and opportunity to learn results. The Albuquerque Collegiate team will also

assess our ability to meet the short-cycle assessment goals outlined above in **Figures 11 and 12**. Assessment of the goals will occur after each of the three interim assessments is administered to students. Through thorough data analysis following each assessment administration, we will have robust discussion regarding the effectiveness of the academic program, as well as the effectiveness of the developed corrective action plan between assessment administrations. Both the annual school grade and measurement of short-cycle assessment goals will indicate to our team the degree to which we are exceeding, meeting, not meeting, or falling far below standards. The figure below provides a high-level overview of how we will evaluate our education program's effectiveness.

**Figure 13 - Evaluation of Effectiveness of Education Program**

Category	School Letter Grade	Short-Cycle Assessment Reading Goal	Short-Cycle Assessment Math Goal
Exceeds Standards	A	86.1-100% of students achieve Tier 1 academic performance on ISIP Reading.	86.1-100% of students achieve Tier 1 academic performance on ISIP Math.
Meets Standards	B	70.0-86.0% of students achieve Tier 1 academic performance on ISIP Reading.	70.0-86.0% of students achieve Tier 1 academic performance on ISIP Math.
Does Not Meet Standards	C	56.1-69.9% of students achieve Tier 1 academic performance on ISIP Reading.	56.1-69.9% of students achieve Tier 1 academic performance on ISIP Math.
Falls Far Below Standards	D or F	Less than 56.0% of students achieve Tier 1 academic performance on ISIP Reading.	Less than 56.0% of students achieve Tier 1 academic performance on ISIP Math.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to: <ul style="list-style-type: none"> <li>monitor academic performance and</li> <li>take appropriate corrective action if the school is not on track to or does not meet academic performance expectations</li> </ul> </li> <li>Address specific responsibilities related to: <ul style="list-style-type: none"> <li>meeting student academic achievement or growth expectations <u>at the school-wide level</u></li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student)</li><li>• Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.</li><li>• Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and(B) and 22-2E-4(E)</li></ul>
<b>REVIEW TEAM EVALUATION:</b> Meets the Criteria	
<p>The applicant's response is a continuation from the prior response on how data will be used to inform instruction. This plan details a complete process for how assessment data will be used in meaningful ways to provide individualized instruction for all students that aligns with state mandates. Through the use of Data Days, following the three Istation assessments, the staff will focus on breaking students into performance groups. Additionally, yearly standardized assessment data is collected into the overall blueprint for individual students and their learning. Lastly, ACCS describes a plan for evaluating the effectiveness of the education program. The applicant includes a rating category chart to assess reading and math goals through the short-cycle assessment process.</p>	

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

**APPLICANT RESPONSE:**

**Communication of Student Achievement to Stakeholders:**

The Albuquerque Collegiate team has worked and will continue to work diligently to garner significant community support. As such, we will consistently keep our stakeholders engaged and hold ourselves to a high level of accountability as we communicate student achievement progress. As a public institution, Albuquerque Collegiate will be transparent and actively communicative with all stakeholders, including the Albuquerque Collegiate Governing Board, students and families, the broader community, and the Public Education Department and Public Education Commission. In addition, the Albuquerque Collegiate team will strictly abide by and follow all state and federal requirements regarding communication to students and families regarding student achievement and progress.

**Governing Board:**

The Albuquerque Collegiate Governing Board will be responsible for all academic achievement oversight and academic achievement-related policies. The school Principal will report on academic progress to the Governing Board at all monthly Board meetings. The Principal will also report to the Board's Academic Achievement Committee at all monthly committee meetings. Academic progress will be presented to the Board via the Board's Monthly Dashboard (**Attachment G**). The Dashboard includes information on both the Istation Reading and Math interim assessments, as well as the STEP assessment, by classroom, and by subgroup. In addition to monthly reports via the Dashboard, the Principal will share any active corrective action plans the school has developed between interim and formative assessments, and answer any questions the Board may have regarding academic progress.

As noted above, the Board will communicate any academic policies and changes to those policies to the Principal, specifically the school's promotion and retention policy. The Albuquerque Collegiate Governing Board's Academic Promotion and Retention Policy (**Attachment H: Governing Board Policies**) will meet all requirements in accordance with New Mexico State Statute 22-2C-6 "Remediation programs; promotion policies; restrictions."

**Parents and Families:**

Albuquerque Collegiate will work closely with families as their children are just beginning their formal academic careers, leading up to attendance and graduation from the competitive four-year college of their choice. We believe it is critical to maintain frequent and honest communication with families, especially in the early grades, as the skills, knowledge, habits, and character established in these grades lay the foundation for all future academic success and life's many economic and social opportunities. Albuquerque Collegiate's student achievement communications plan for students and families includes a behavior and homework tracker that communicates the student's overall behavior to families daily, and requires that the student's parent sign in acknowledgement of the behavior and certifying the student completed his or her homework for that night. Parents will also receive monthly calls from their child's teacher(s), which will serve as an informal touch point about the student's progress in class. In addition, parents will receive Trimester Report Cards and Trimester Progress reports at the trimester midway point. The progress reports and report cards will include a letter grade by subject, data

on the student's most recent ISIP Reading and Math assessments, attendance and tardies, and if applicable, any related updates to RtI progress monitoring, IEP annual goal progress, and ELL level status. Parents will have the opportunity to discuss Trimester Report Cards with their child's teacher during Parent Teacher Conferences that follow Trimester Report Card delivery. Parent Teacher Conferences will also serve as an opportunity for teachers to dive more deeply into student achievement data with families, ensuring that families understand a student's level of proficiency and how to read and interpret individual student score reports from assessments including ISIP Reading and Math, STEP, PARCC, SBA Science, and if applicable, ACCESS for ELLs and NMAPA. Albuquerque Collegiate will also host an annual Family Assessment Night where we further detail assessment report interpretation and understanding. Our team will ensure that all communication to families is delivered in the family's preferred language.

Along with regular student achievement communication to families, the Albuquerque Collegiate team will adhere to all requirements of communication and consent from families regarding student promotion and retention (see **Attachment H: Governing Board Policies**); English Learner placement and annual tests (see Application Section **I.F.(2)(a)(b)**); and special education referral, evaluation, IEP development, and related services (see Application Section **I.F.(1)(a)(b)**).

#### **Students:**

Albuquerque Collegiate firmly believes that students must develop self-advocacy skills, and we strive for our students to develop ambitious goals for themselves. As such, we believe it is important to share individual student achievement data with our students in a developmentally appropriate manner. In the lower elementary academy (K-2), students will know their STEP levels and identified ISIP Reading and Math tiers. In the upper elementary academy (3-5), students will be taught, alongside their families, to read, interpret, and understand Trimester Report Cards and individual assessment reports. We believe that educating students about their achievement data will allow them greater understanding about their strengths and areas for growth, ultimately empowering them to be advocates for their own education and ambitious growth.

#### **Broader Community:**

The Albuquerque Collegiate team is deeply dedicated to stakeholder accountability and transparency. We believe that this accountability will be a strong means for us to engage with the broader local community and encourage participation in our school events and community programs. Regular communication to the broader community will include academic achievement highlights immediately following student assessments through the use of social media platforms, our school website, and our monthly newsletter, which will be available online and in print at our front office. Our team will also develop an annual report of information that includes more detailed student achievement data from the beginning of the year through the end of the school year. This annual report will also provide details about the demographic makeup of our student population. Beginning in the second trimester, community members can also schedule informational meetings and tours of the school, to be led by our school Leadership Team and Operations Fellows. These tours will provide community members a glimpse into the life of an Albuquerque Collegiate student and will give community members an opportunity to learn more about our student achievement data and academic program. Student achievement data will also be shared at all recruitment events, once data are available. We are confident that our students will demonstrate high achievement and this will serve as a big recruitment tool when speaking

with interested families.

The Albuquerque Collegiate team strongly feels that our communications plan will be effective in reaching our target community population, as it disseminates information through a variety of avenues. Community members can gather information through any of our online platforms, printed material, or coming directly into the school for events and tours, as well as through various recruitment efforts which will include newspaper print ads, community bulletin boards, and ads at city bus stops. As we are aware there is a large Spanish-speaking population within the community, all materials will be available in English and Spanish.

**Public Education Commission and Public Education Department:**

The Albuquerque Collegiate team is dedicated to maintaining strong communication and meeting all reporting and communications requirements as set forth by the Public Education Commission and the Public Education Department. We will be actively engaged and uphold lines of open and honest communication with both the authorizer and the state education department. As such, the Albuquerque Collegiate team will be staffed accordingly to ensure that all reporting deadlines, particularly those related to student achievement data, will be met in a full and timely manner. In addition, the Albuquerque Collegiate team will share with the Public Education Commissioners and PED Charter School Division staff all materials shared with the broader community, as requested and necessary.

**Specific Assessment Data Communications:**

Student achievement data will be reported out to and shared with stakeholders, as appropriate, for all assessments included in the Albuquerque Collegiate assessment plan.

Data from interim assessments, including Istation Reading and Math, and STEP, and from summative assessments including PARCC ELA and Math, SBA Science, and P.E. EOC will be shared with stakeholders in a variety of ways. Executive Summary reports, which do not include specific student information or identification, will be available through our website and summarized through communication in our monthly newsletter and social media platforms and included in the annual report. Families will receive individual student reports via printout each trimester, in the family's preferred home language. The Albuquerque Collegiate Governing Board will receive copies and explanation of executive summary reports, summary reports, and skill growth, classroom and priority reports with specific student identification removed to protect the privacy of individual students, following all assessment periods, when data become available, delivered by the Principal.

Data related to diagnostic and specific student population assessments, including the Kindergarten Observation Tool, ACCESS for ELLS, W-APT, and NMAPA will be shared with stakeholders only as appropriate. Parents will receive individual student reports for any of the applicable assessments. Board members will receive overall data, excluding any individual student identifying information. Reports of high-level data and demographic information will also be included in the released annual report.



Total Points Available	Expectations
6	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify how student achievement and progress will be communicated to: <ul style="list-style-type: none"> <li>Students</li> <li>Parents</li> <li>The governing body</li> <li>The authorizer</li> <li>The broader community</li> </ul> </li> <li>Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data</li> <li>Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate</li> <li>For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I)</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response describes a comprehensive plan of regular communication of student assessment and progress. The plan directs communications to the students up through the New Mexico Public Education Department. This multi-step process includes:</p> <ul style="list-style-type: none"> <li>- Monthly presentations to the governing board (dashboard) along with daily planners for behavior/homework tracking.</li> <li>- Monthly phone calls from the teachers.</li> <li>- Progress reports in addition to report cards.</li> </ul> <p>Since the applicant anticipates a high population of ELLs, ACCS intends to offer communication in both English and Spanish, ensuring that care providers have access to the information.</p>	

## II. Organizational Framework

### 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 the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

#### APPLICANT RESPONSE:

See attached **Appendix A** for Bylaws

#### Roles & Responsibilities:

The Governing Board of Albuquerque Collegiate Charter School ("Albuquerque Collegiate") will assume authority and accountability for all matters of school governance and oversee critical elements of school administration. Upon authorization from the Public Education Commission, the Founding Board of Albuquerque Collegiate will transition from a Founding Board to a Governing Board, electing Board officers, adopting the Bylaws attached in **Appendix A**, and complying with all components of the New Mexico Open Meetings Act (NMSA 10-15-1). The Governing Board of Albuquerque Collegiate will be legally and ethically responsible for oversight of the school's academic and organizational success and financial health. Key oversight responsibilities of the Board include:

- **Mission and Strategic Planning Alignment:** Ensure alignment of all strategic plans and actions with the mission, vision and educational philosophy of the school. All goals and evaluations of progress will be tied closely to and measured by the mission of Albuquerque Collegiate.
- **Financial Supervision:** Ensure the financial health of the school through consistent review and yearly approval of and adherence to the annual budget.
- **Legal Compliance:** Ensure compliance with all federal, state, and local laws and regulations and review compliance on a regular basis.
- **School Administration Evaluation:** Select, set compensation for, support, and evaluate the school Principal who will be responsible for day-to-day management operations of the school.
- **Public Accountability:** Actively engage various stakeholder communities, responding to concerns and promoting the mission of the school.

#### Membership Structure, Selection, and Removal:

The Albuquerque Collegiate Governing Board will be composed of individual members who are highly qualified, mission-aligned, and have a variety of skillsets and backgrounds. As outlined in the Albuquerque Collegiate Charter School Governing Board Bylaws, the Board shall consist of at least seven (7) members and no more than fifteen (15) members. All members of the Governing Board shall have identical rights and responsibilities. Annually, the Board will establish a set number of board members for the following fiscal year. If the set number for membership is higher than current membership, the Governance Committee will lead member recruitment efforts.

In addition to approving and signing the Bylaws, a written job description will be signed by all board members, as well as the Board Conflict of Interest Policy. A sample draft of the Albuquerque Collegiate Governing Board Job Description is included in **Attachment I**. The

Conflict of Interest Policy is included in **Attachment H**.

Members shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a member may not be reduced, except for cause as specified in the Bylaws. No member shall serve more than two (2) consecutive, three-year terms. Members shall serve staggered terms to balance continuity with new perspectives.

The initial Governing Board will serve staggered terms. The initial Governing Board shall consist of at least one member who will serve a one-year term (ending in Summer 2019), at least two members who will serve a two-year term (ending in Summer 2020), and at least two members who will serve a three-year term (ending in Summer 2021).

In accordance with the Bylaws, a member may resign at any time by filing a written resignation with the Chair of the Governing Board. In addition, the Governing Board may remove any officer or member with a majority vote of the entire Governing Board at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or member proposed for removal at least thirty (30) days before any final action is taken by the Governing Board. This statement shall be accompanied by a notice of the time when, and the place where, the Governing Board is to take action on the removal. The officer or member shall be given an opportunity to be heard and the matter considered by the Governing Board at the time and place mentioned in the notice.

Cause for removal from the Governing Board shall include, but is not limited to the following: violation of the Conflict of Interest Policy; illegal behavior; failure to attend three consecutive Governing Board meetings without approval for absence, violation of the Governing Board's Code of Ethics; or other reasons deemed worthy of removal by the Albuquerque Collegiate Governing Board. Governing Board Policies and Code of Ethics are included in **Attachment H**.

#### **Officer Structure:**

The Governing Board of Albuquerque Collegiate is organized by the following positions, and further detailed in **Attachment J: Board Officer Job Descriptions**:

- **Board Chair:** The Board Chair will be responsible for presiding over and leading all meetings, guiding the Board in enforcement of all policies and regulations relating to Albuquerque Collegiate. In addition, the Board Chair will work closely with and communicate regularly with Board Members and school administration, to disseminate important information and review operational and organizational strategies and priorities of the Governing Board. Furthermore, the Board Chair will be accountable for appointment of all committee chairs, assisting in the development of all committees, and supervising the effectiveness of other board officers, members, and overall board governance.
- **Vice Chair:** The Vice Chair of the Board will act in the role of the Board Chair at any meetings at which the Chair is absent. If the office of Board Chair becomes vacant, the Vice Chair shall assume the office of the Chair for the unexpired portion of the term.
- **Treasurer:** The Treasurer of the Board will lead the financial oversight of the Board, chairing the Finance Committee, working closely with the school administration to help prepare the annual budget, and ensuring the school is in compliance with federal and state mandatory reporting requirements. The Treasurer is responsible for regular reporting to the Governing Board on the financial position of the school, ensuring the Board's financial understanding through accurately prepared financial reports.

- **Secretary:** The Secretary of the Board is responsible for maintaining all records of the Governing Board, including Bylaws, meeting agendas, minutes, and Board policies and procedures. The Secretary is also responsible for recording official minutes of all meetings in compliance with the New Mexico Open Meetings Act (NMSA 10-15-1), and distributing all notices and documents of meetings, as described in the Bylaws or required by law.

As outlined in the Bylaws, the election of officers shall be held at the annual meeting of the Governing Board. All Board officers must receive a majority vote of approval in order to assume Board office. The Governance Committee will present a slate of officers to the Governing Board. The nominated officers will be drawn from among the members of the Governing Board. The newly elected officers will take office on July 1<sup>st</sup> following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A member may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

#### **Committees:**

The Governing Board of Albuquerque Collegiate will maintain several standing committees dedicated to the oversight and success of the school. Additional committees and task forces may be added as need through a formal resolution process by the Governing Board. Each standing committee shall consist of at least three people. With the exception of the Governance Committee, all other committees may be composed of both Board members and community members, as deemed necessary. All committee members will be assigned based upon the ideal fields of expertise needed for the specific work of that committee. Each committee member shall serve a term of two years and these terms shall be staggered on all committees to ensure continuity of each committee. The Chair of each standing committee will be appointed by the Board President and shall be a current Governing Board member.

Standing Committees of the Governing Board, both legally required and school-specific, include:

- **Governance Committee:** The Governance Committee will be responsible for maintaining, developing, and evaluating the Albuquerque Collegiate Charter School Governing Board. Recruitment, nomination, and selection of new Board members will be led by the Governance Committee, as will nominations for Board officers. In addition, the Governance Committee will be responsible for providing professional development opportunities to Board members, as well as onboarding training for new Board members. Ideal fields of expertise to be represented on this committee will include management, human resources, and prior nonprofit Board membership.
- **Financial Committee:** The Finance Committee will be responsible for overseeing the financial management and viability of the school. The committee will work closely with the Board Chair and school administration to review monthly cash flow and budget statements, prepare financial reports as needed, and present financial materials to the Governing Board to ensure understanding by all members. Ideal fields of expertise to be represented on this committee will include finance, consulting, accounting, and business ownership.
- **Audit Committee:** The Audit Committee is responsible for oversight of the annual financial audit and its facilitation through an external financial auditor. The Audit Committee will release and review the Request for Proposal (RFP) for external financial audit services, make a recommendation to the Governing Board, work and communicate with the selected financial auditor, track audit findings, and communicate progress and necessary policy changes to the Governing Board and school administration. Ideal fields of expertise to be

represented on this committee will include finance and accounting.

**Academic Achievement:** The Academic Achievement Committee is responsible for reviewing the academic progress of the school in order to evaluate student performance outcomes, as aligned with identified academic goals. The committee will determine if the school is meeting academic accountability goals and expected academic progress based on benchmark goals. The committee will ensure all board members regularly review and discuss student achievement progress and metrics, for school-wide data as well as student subgroups. Ideal fields of expertise to be represented on this committee will include data analysis and educational leadership.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Include governing body bylaws in Appendix A</li> <li>• Summarize <u>key</u> governance components in the application response:               <ul style="list-style-type: none"> <li>○ Membership structure (number , roles, length of terms)</li> <li>○ Officer structure (roles, election process, responsibilities, length of terms)</li> <li>○ Committee structure that includes both legally required committees and school specific committees (selection process, responsibilities, membership, length of service terms)</li> <li>○ Member selection, discipline and removal processes</li> </ul> </li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant provided a set of comprehensive bylaws that described the key components of its governance structure. The applicant's response includes a thorough description of the membership structure, election and selection process for board members, and the process by which a member may be removed or resign from the position. Subcommittees were identified along with the descriptions of ideal skill sets for each committee.</p>	

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 **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of 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., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

**APPLICANT RESPONSE:**

High-quality Governing Board oversight will be essential to the success of Albuquerque Collegiate Charter School ("Albuquerque Collegiate"). The outlined qualifications for Governing Board members is based upon best practices from the National Charter School Resource Center. As the Governing Board of Albuquerque Collegiate is established, the following criteria will be considered for Board membership:

- Expertise aligned with needs: strategic planning, senior management, accounting or finance, fundraising, law, facilities, governance, education, and community engagement
- Belief in charter schools and specifically in Albuquerque Collegiate's mission, educational philosophy and approach
- Passion for and commitment to youth and education in greater downtown Albuquerque
- Availability and time to participate fully in the Board role
- Familiarity with or interest in the greater downtown Albuquerque community
- Access to personal networks capable of assisting Albuquerque Collegiate's development
- Ability to work well in groups and put group goals before personal agenda
- Addition of diversity to the board as defined by age, race/ethnicity, socioeconomic background, gender, etc.

A webinar from the National Charter School Resource Center, *Finding, Recruiting, and Retaining Outstanding Board Members*, advises that in addition to starting with a balanced set of skills for the Board, Governing Boards also need to screen for individual qualities and diversity considerations.<sup>64</sup>

The eight criteria for all Board members noted above will ensure that the Albuquerque Collegiate Governing Board has the required capacity in all areas of support to be able to provide strong oversight and ensure the success of the school. Specifically looking at areas of expertise and skillsets, the Governing Board will ensure that members have the capacity to plan strategically, as charter school founding and governance are complex and multi-faceted endeavors. The Board will also ensure that some members have senior management experience, as this will be an essential skill when it comes to Principal evaluation and difficult decision-making. One of the largest pitfalls for charter schools is weak financial oversight. For that reason, we will be sure to include accounting, finance, and fundraising as prioritized skillsets. Legal expertise will also be critical for the success of the Board, as there are numerous statutes and regulations by which the school and Board must abide. It is important to note that the individual or individuals on the Board with legal expertise will not act as formal legal counsel for the school. Individuals with

<sup>64</sup> *National Charter School Resource Center*. U.S. Department of Education, 23 May 2013, [www.charterschoolcenter.org/webinar/board-governance-finding-recruiting-and-retaining-outstanding-charter-school-board-members](http://www.charterschoolcenter.org/webinar/board-governance-finding-recruiting-and-retaining-outstanding-charter-school-board-members).



strong understandings of real estate and facilities will be able to provide the Board with continued guidance about the complex facilities acquisition, build-out, and financing process. The Board will seek out individuals with previous governance experience, to help guide the full Board in governance best practices and meeting procedures. In addition, education will be a critical skillset needed on the Board. The Governing Board will need to recruit and retain members who have a variety of educational experience from early childhood through college education. This expansive education experience will provide much-needed context for the Board around academic achievement, as well as an understanding of high educational expectations for children from birth to college completion. Lastly, the Albuquerque Collegiate Board will prioritize community engagement and outreach expertise. As a public school that will be built for the greater Albuquerque community, we are committed to continually engaging the community both inside and outside the school.

### **Proposed Initial Governing Body Members**

Following PEC authorization, members of the Founding team of Albuquerque Collegiate, with the exception of Jade Rivera, will serve as initial Governing Body Members for the school. The Governing Board anticipates that Ms. Rivera will serve as the school's Founding School Director of Operations, with approval from the hired Principal. Each of the proposed Governing Board members has been selected based upon mission alignment, deep commitment to the Albuquerque community, specifically greater downtown Albuquerque, and a professional skill set that contributes to the successful founding and governance of a high-quality charter school. Proposed initial Governing Board members are listed below, with specific skillsets noted, followed by brief prior experience and background biographies.

<b>Name</b>	<b>Board Title</b>	<b>Skills</b>
Cynthia Al-Aghbary	Board Member	Community Engagement Senior Management Human Resources
Beverly Cruz	Board Member	Senior Management Finance Community Engagement
Tomas Garcia	Board Member	Law Governance Community Engagement
Joshua Gallegos	Board Member	Education Community Engagement Strategic Planning
Scott Hughes	Board Member	Education Data Analysis and Research Senior Management
Rosa Pynes	Board Member	Education Strategic Planning Finance
Katie Rarick	Board Member	Finance Fundraising Education

**Cynthia Al-Aghbary**

As the Executive Director of Government Programs and Clinical Operations, Mrs. Al-Aghbary oversees health care management project implementation, acting as the business lead for multi-million dollar Medicare and Medicaid projects. When Mrs. Al-Aghbary started with Health Care Service Corporation (HCSC), HCSC had approximately 20,000 New Mexico Medicaid members, and she has been the lead in expansion and implementation efforts that now account for a combined total of 700,000+ members in 5 states, including New Mexico. She is responsible for starting the Social Community Care teams that address social determinants of health, starting a Health Education and Health Literacy program, and ensuring compliance with federal and state CMS and Medicaid regulations during program implementations and ongoing operations. She has a Bachelor's of Science Degree in Nursing and Masters of Science Degree in Community Health Nursing from the University of New Mexico. She has worked as a nurse in New Mexico since 1982 and is aware of the literacy needs of many of the state's residents due to her role in healthcare. As a result, she understands the importance of a solid foundational education program in improving the overall health and social welfare of the community. She completed Leadership Albuquerque in 2012 and is committed to welfare of the City of Albuquerque and the State of New Mexico.

**Beverly Cruz**

Beverly Cruz is currently a Senior Vice President at the Greater Albuquerque Chamber of Commerce, where she oversees all areas of the Chamber's programs and operations. With a team of 10, Ms. Cruz works to move forward the mission of the Chamber and plan for the future of the business advocacy organization through project and budget management, talent acquisition, contract negotiation, financial statement analysis, internal and external logistical and communications planning, community outreach, and press correspondence. Ms. Cruz also has a professional background as a 4<sup>th</sup> grade teacher, president of a manufacturing company, and television reporter, producer, and anchor.

**Tomas Garcia**

Tomas Garcia is a litigation attorney at Modrall, Sperling, Roehl, Harris, and Sisk, P.A. in Albuquerque, where he practices in the areas of commercial, healthcare, torts/personal injury, and transportation law. Mr. Garcia serves as the Chair of the State Bar of New Mexico Young Lawyers Division, and he holds a seat on the State Bar of New Mexico Board of Bar Commissioners. He is a fellow of the American Bar Association Business Law Section and, as a participant in the American Bar Association Litigation Section's Diverse Leaders Academy, he is also a member of the Litigation Section's Diversity and Inclusion Committee. Mr. Garcia was named "Young Lawyer of the Year" by the New Mexico Defense Lawyers' Association in 2015. Before entering private practice, Mr. Garcia clerked for Justice Charles W. Daniels of the New Mexico Supreme Court. A native of Albuquerque's South Valley, Mr. Garcia received his law degree from Georgetown University Law Center, his master's degree from the Kennedy School of Government at Harvard University, and his bachelor's degree from Yale University.

**Joshua Gallegos**

Joshua Gallegos is a Senior Academic Advisor at the University of New Mexico Anderson School of Management. Mr. Gallegos established his desire to work with students in higher education after participating in a fellowship that emphasized using a theory-to-practice-based approach to student development. Mr. Gallegos has provided professional academic advisement and mentoring to college students across colleges at the University of New Mexico for five

years. His particular interests are engaging first-year students, primarily first-generation, LGBTQ, and military veteran students. He received his undergraduate degree from the University of New Mexico and has been committed to the UNM community as a professional since that time.

**Scott Hughes**

Scott Hughes is Research Associate Professor at the University of New Mexico Center for Education Policy Research (CEPR). After finishing his doctorate in history in 2000, Mr. Hughes entered public service in the fall of 2001. He spent two and a half years as a research analyst for the New Mexico Legislative Education Study Committee and seven years on the staff, with the last two years as the Director of the Office of Education Accountability within the Office of the Secretary of the Department of Finance and Administration. Mr. Hughes has been with CEPR for the past six years, where he has headed or served as a team member on various education-related projects from early childhood to higher education.

**Rosa Pynes**

Rosa Pynes has dedicated her professional career to education, seeing it as her purpose to continue involvement in education to assure all children can obtain an excellent education. Mrs. Pynes is a native of Grants, New Mexico and a graduate of the University of New Mexico's Anderson School of Management. After graduation from UNM, she joined Teach For America, to teach 4<sup>th</sup> and 5<sup>th</sup> grade bilingual Math and Science in Dallas, TX. After teaching for 2 years, she joined the central staff at Dallas Independent School District as the Early Childhood Coordinator, supporting Dallas ISD's early childhood initiatives, impacting over 7,000 children. Mrs. Pynes now works for Teach For America as a Recruitment Manager, identifying top-talent leaders across 10 college campuses to apply and join Teach For America.

**Katie Rarick**

Katie Rarick has worked in education for over ten years. She is a native New Mexican who attended Albuquerque Public Schools and received her undergraduate degree in Management Information Systems from The Anderson School of Management at University of New Mexico. She taught 7<sup>th</sup> and 8<sup>th</sup> grade math in Philadelphia, PA and also received her Masters of Education from The University of Pennsylvania. She currently runs the regional finance team at Teach For America, where her team manages a \$216 million budget. She moved back to New Mexico three years ago with her family and plans to send her children to public schools, because she believes her children will receive an excellent education from her local community schools.

The Founding Team is actively seeking out additional candidates for the initial Governing Board to enhance the team's expertise in community engagement and facilities. Currently, the team is working with the back-office provider EdTec for support in financial and budget development, as well as Dove Property Advisors to guide our facilities identification.

With expansive experience and expertise in education, finance, law, governance, senior management, and strategic planning, the proposed initial Governing Board is prepared to provide strong oversight to ensure the success of Albuquerque Collegiate and its future scholars.

Members of the proposed Governing Board hold a wide array of expertise in the field of education, from early education to post-secondary education, with members previously or currently working as classroom teachers, school leadership team members, education researchers, and academic advisors. This vast experience will provide the full Board with a strong guide for oversight of academic achievement and student success.

To ensure that public funds are managed properly, financial expertise on the Board will help guide the work of the Board's Finance Committee, as well as the full Board in all financial updates during Board meetings. Experts in the area of finance, accounting, and development will provide financial literacy training and guidance to the Board so that all members have a strong understanding of the school's finances and expectations for future financial proceedings.

Members who are well-versed in law and statutory interpretation will ensure that the Board and the school comply with all legal obligations related to governmental organizations and public schools. These members will ensure that all actions of the Board and the school are consistent with local, state, and federal law.

A key responsibility of the Governing Board will be selection and oversight of the school Principal. With members experienced in senior management, the Board will be equipped to select, hire, and professionally evaluate the performance of the school Principal, ensuring that the Principal is meeting all performance goals and is an overall highly effective leader.

Lastly, strong strategic planning experience and expertise will be needed as the Founding Team transitions to a full Governing Board following authorization. In the implementation year, also known as the planning year, the Governing Board, alongside hired school Leadership Team members, will have to take the written application from plans to actual action and implementation, ensuring that the school is set up for success on Day 1 of operation. Just as the application is expansive, the implementation and action steps required for successful school operation are equally if not more demanding.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify all qualifications and skill sets the governing body will require and ensure are represented within its regular membership</li> <li>• Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school</li> <li>• Specifically address how the governing body will have the skills to: <ul style="list-style-type: none"> <li>○ Ensure student success and academic achievement</li> <li>○ Oversee the stewardship and management of public funds and responsible government accounting</li> <li>○ Ensure compliance with legal obligations related to government organizations and public schools</li> <li>○ Select and oversee a qualified and highly effective school leader</li> <li>○ Support the applicant team in moving from an application to a fully operational school</li> </ul> </li> <li>• Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require</li> </ul>

**REVIEW TEAM EVALUATION:** Meets the Criteria

The applicant has developed criteria that is used in considering membership to the Governing Board of Albuquerque Collegiate Charter School. In summary the applicant is seeking specific expertise, fidelity to the mission of ACCS and a belief in charter schools, and commitment to the board all around. The founding team has used these 8 criteria (page 89 of the application) to identify potential candidates for the governing body. A review of their skill sets and bios align with the established criteria. The skills of the candidates range from law, finance, education, and nonprofits.

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 governing body members will be recruited, evaluated, and selected as vacancies arise.

**APPLICANT RESPONSE:**

The founding team of Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) is committed to recruiting and retaining a Governing Board composed of highly qualified, mission-aligned members who have a variety of skillsets and backgrounds. Our process for selecting new Governing Body members is informed by best practices from the National Charter School Resource Center’s “Finding, Recruiting, and Retaining Outstanding Board Members” webinar and supporting materials.<sup>65</sup>

Upon authorization, Albuquerque Collegiate will launch a comprehensive governing board recruitment plan with both short-term and long-term strategies. Short-term strategies will be focused on filling any board vacancies for the current year, while long-term strategies will be focused on identifying potential board members for future years, as we consider the long-term viability and success of Albuquerque Collegiate Charter School. Recruitment, nomination, and selection of new Governing Board members will be led by the Albuquerque Collegiate Governance Committee.

The Governance Committee will approach all processes of recruitment and selection with the notion that recruitment should be an ongoing process, and that board recruitment must be informed by the mission, vision, and goals of Albuquerque Collegiate.

The Governance Committee and Governing Body of Albuquerque Collegiate will follow the following action step plan for the recruitment, nomination, and selection of new board members:

**1. Preparation:**

Before beginning the formal recruitment search, the Governance Committee will thoroughly review the Albuquerque Collegiate Bylaws (**Appendix A**) and the Governing Board Member Job Description and Agreement (**Attachment I**) to ensure they comply with all eligibility requirements and guidelines related to Governing Board membership. In addition, the Governance Committee will conduct a needs assessment of the current Board. The needs assessment will allow the Governance Committee to collect data about the current Board. Data collection will include criteria including skillset/area of expertise, anticipated length of board term remaining, age, race/ethnicity, gender, community involvement, etc. This needs assessment will allow the Governance Committee to analyze the profile of the current Board and determine where the Board should prioritize its recruitment efforts based on criteria data, while taking into account remaining length of board member terms.

**2. Develop Initial List of Prospective Board Members:**

Members of the Governance Committee will be tasked with identifying and seeking out referrals for prospective board members. Governance Committee members will conduct a multipronged approach to develop an initial list of prospective members. This approach will include recommendations and referrals, marketing promotion, and online interest search resources. The Governance Committee will ask other members of the Board, well-connected community

<sup>65</sup> *National Charter School Resource Center*. U.S. Department of Education, 23 May 2013, [www.charterschoolcenter.org/webinar/board-governance-finding-recruiting-and-retaining-outstanding-charter-school-board-members](http://www.charterschoolcenter.org/webinar/board-governance-finding-recruiting-and-retaining-outstanding-charter-school-board-members).



members, and executives with whom the school already has a relationship, for referrals to individuals who may be interested and meet the general criteria for board membership. In addition, the Governance Committee will advertise via the school's monthly newsletter, website, and social media pages. Lastly, Governance Committee members will use online board interest search resources such as BoardMatch, BoardSource, and LinkedIn Board Connect. This multipronged approach will then allow the Governance Committee to develop an initial list of board member prospects.

### **3. Outreach to Top Candidates:**

After an initial list is developed, the Governance Committee will identify top candidates based on the aforementioned needs assessment. Members will then reach out to candidates via email and/or phone. This contact will include an overview of Albuquerque Collegiate, information about board service, and an opportunity to schedule an in-person interest meeting.

### **4. In-Person Meeting:**

The Governance Committee members and a school leadership representative will host a scheduled in-person meeting with individual prospective Board members. During this meeting, Governance Committee members and the school leadership representative will provide more detailed information about the school's mission, vision, educational philosophy, and academic outcomes. Governance Committee members will also provide information about the roles, responsibilities, duties, and expectations of Board members. The prospects will have time to share information about themselves, communicate their thoughts about education, ask questions, and convey their level of interest in board service for Albuquerque Collegiate. Candidates who wish to continue with the process will provide a resume and personal background information form.

### **5. Evaluation**

Immediately following the in-person meeting with candidates who wish to continue through the recruitment process, the Governance Committee will evaluate the candidate based upon a number of factors. Using a committee-created scoring rubric, members will assess and evaluate each candidate based on their alignment with the mission, vision, and educational philosophy of Albuquerque Collegiate to ensure that they will be strong supporters of the Albuquerque Collegiate model. Governance Committee members will also assess the candidate's ability to fulfill all Board service duties, and the extent to which the candidate fills a current need of the Board. Lastly, the Board will discuss any potential issues that may arise with each candidate, including but not limited to potential conflicts of interest (**Attachment H: Governing Board Policies - Conflict of Interest**).

### **6. Selection/Appointment of New Board Members**

In accordance with the Albuquerque Collegiate Charter School Bylaws (**Appendix A**), final selection and appointment of all Board members requires a 2/3 majority vote from the full Governing Board. Before a vote, the Governance Committee will prepare a proposed slate of candidate(s) based on their evaluation of the Board's needs and scored rubrics. The Governance Committee members will then present the slate to the full Governing Board for a vote. Candidates will be informed of the Board's vote and if selected, they will receive a formal offer. Candidates must sign the Governing Board Member Job Description and Agreement to formally accept the Board's offer. The Governance Committee will maintain a continued relationship with candidates who are not voted for appointment by the Board, or were not selected by for the proposed slate. Maintaining these relationships will ensure that the Albuquerque Collegiate

Governing Board always has a network of pre-identified prospective board members.

The recruitment and selection process for new Governing Board members will begin immediately upon authorization and transition from Founding Board to Governing Board. The process will be thorough so as to recruit and select only highly qualified candidates. While preparation and development of a prospect list may be lengthy, outreach, meetings with prospects, and evaluation should occur in a timely manner, to maintain candidate interest and engagement. The Albuquerque Collegiate Governance Committee will continually seek out top potential board members, as the recruitment process should be ongoing.

As acknowledged in the Albuquerque Collegiate Bylaws, Governing Board membership should include a total of 7-15 members. In the case of a board vacancy, or if board membership is ever at eight members or below, the Governance Committee will follow the outlined recruitment and selection process, though expedited, to ensure a vacancy is filled within 45 days. As the Governance Committee should already have a “wait list” of potential prospective board members ready, we will be well-prepared to complete the process within 45 days. The Governance Committee will take the vacancy into account when conducting the Board’s needs assessment, as this will heavily influence the criteria for selecting a replacement.

The Albuquerque Collegiate Governing Board will ensure that all newly selected Governing Board members meet required qualifications and skillsets based upon requirements set out in the bylaws, signed Governing Board Member Job Description and Agreement, and qualifications outlined in Organizational Framework **Section II.A(2)**. The Board will also ensure that all board members are able to fulfill the legal obligations as required by board membership. In order to ensure all skillsets and qualifications are represented on the board, the Governance Committee will track criteria via the committee-created board profile and needs assessment.

The recruitment, selection, and vetting process for Albuquerque Collegiate Governing Board membership is extensive and exhaustive. The roles and responsibilities of Governing Board members are demanding, as they are stewards of public funding. The Governing Board of Albuquerque Collegiate will continually ensure that it has high-quality leaders filling the roles of board membership service. The vetting process for new Governing Board members must reflect and respond to the urgent charge of the school and its board to educate the children of New Mexico.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties</li> <li>• Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties</li> <li>• Describe how the processes will ensure that all governing body vacancies are filled within 45 days</li> <li>• Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2)</li> <li>• Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the</li> </ul>

	responsibilities of governing body service
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**REVIEW TEAM EVALUATION:** Meets the Criteria

The applicant's response clearly and thoroughly outlines the process for recruiting, vetting and selecting board members. The narrative indicates the Governance Committee is responsible for all processes of recruitment and selection. Within the response, the applicant details the steps that will be taken. These include: a preparation process of reviewing bylaws and collecting data, creating an initial list of candidates, outreach, in-person meetings, and evaluation and selection/appointment process.

## 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, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

### APPLICANT RESPONSE:

Development and training of the Governing Board of Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) is essential to the success of the Governing Board and the Board’s oversight of the school. In accordance with New Mexico State Statute (NMSA 22-8B-5.1) and New Mexico Administrative Code (NMAC 6.80.4.20), the Albuquerque Collegiate Governing Board and its members will abide by all state requirements related to Governing Body Training. Currently, Administrative Code outlines requirements for newly selected Governing Body members to include five hours of training, all of which are Public Education Department (PED) approved and sponsored by the New Mexico School Boards Association (NMSBA) or the New Mexico Coalition for Charter Schools (NMCCS). For Governing Board members who have held membership for more than one year, current requirements are outlined as five hours of annual training approved by the PED and sponsored by either the NMSBA or NMCCS. In addition, NMAC 6.80.4.20 also requires that all Board members complete written attendance forms for all training courses, which are to be kept on file by the school and PED.

The Founding Team of Albuquerque Collegiate is aware of PED-proposed rule changes to NMAC 6.80.4.20, to take effect July 1, 2017, if approved. The outlined Governing Board Training Plan detailed below is written to meet both the requirements of the current Statute and Administrative Code, as well as proposed rule changes if adopted in July 2017. The Albuquerque Collegiate Founding Team welcomes the increased training support and accountability for all new and seasoned charter school board members.

### Onboarding New Board Members

Onboarding training for newly selected Albuquerque Collegiate Board Members will include both internal training and external training components. All internal training plans are informed by best practices as identified by Build a Better Board<sup>66</sup> and the National Charter Schools Institute book, *Charter School Board University*.<sup>67</sup>

### Internal Training:

- Internal training will be led primarily by the Board Chair and members of the Board’s Governance Committee. Onboarding will begin for each newly selected Board member with a “one-on-one” meeting. If the Board member is filling a vacancy on the Board, this meeting will occur within 45 days of the vacancy. Attendees of this meeting will include the new Board member, the Board Chair, a member of the Governance Committee who will be assigned as a mentor to the incoming Board member, and a member or members of the school’s Leadership Team. If permissible, the meeting will include a tour of the school building with the school leadership representative(s). During this meeting, the Board Chair and the representative of the Governance Committee will review the Board Member Job Description and Agreement (**Attachment I**) with the new Board Member, which they will sign as formal agreement to join the Board. In addition, the Board members will review the Board Handbook. The Governing Board Handbook will include, but is not limited to, the

<sup>66</sup> “Orienting New Board Members.” *Build a Better Board*, 2015, <http://www.buildabetterboard.com/wp-content/uploads/2016/04/Orienting-New-Board-Members.pdf>.

<sup>67</sup> Carpenter, Brian. *Charter School Board University*. 2<sup>nd</sup> ed., National Charter Schools Institute, 2007.

following sections and topics:

- Responsibilities of the Governing Board;
- Mission, Vision, and Core Beliefs;
- School Information related to the organizational chart;
- School Calendar;
- Academic Performance;
- Board Bylaws;
- Outlines of Board Committees and Task Forces;
- Finance and Accounting (including recent financial statements and the most recent audit report), and;
- All Board Policies.

All new Board members will be expected to read through the Board Handbook, which will be discussed in greater detail at a subsequent meeting.

Following one-on-one meetings, the Board Chair and Governance Committee will host a group orientation meeting for all incoming Board members immediately following observation of a full Board meeting. If there is only one new Board member at the specified time, the Board member will receive an individualized orientation meeting. The half-day orientation meeting will serve as both a formal welcome to the Board and an informational training session to fully engage new Board members. The orientation will include a welcome and introduction of all new and current Board members, highlighting personal and professional experience as well as motivation for Albuquerque Collegiate Board involvement. While introductions will include all new and current Board members, the rest of the orientation attendance will be required only for the new Board members, their Board mentors, and the Board Chair. Introductions will be followed by a deeper dive into the school's mission, vision, educational philosophy, core values, and school culture. The orientation meeting will also focus on information about the local community where Albuquerque Collegiate is located, as well information about the demographic makeup of the student population. Lastly, the new member orientation will focus on the contents of the Board Handbook, including emphasis on the Bylaws, Board policies, committees and task forces, overall governance training and expectations, and developed plans for external PED-approved training(s).

The Albuquerque Collegiate Founding Team has allocated \$500 annually for Board member training (see **Appendix G, Function:2300, Object: 55812**).

### **External Training:**

Current New Mexico Administrative Code requires that all new charter school Governing Board members receive at least five (5) hours of Department-approved and NMSBA or NMCCS-sponsored training. The proposed rule revision will require seven (7) hours of Department-led training to be completed before the new Board member receives voting rights, and three (3) hours of Department-approved provider training to be completed during the same fiscal year of new membership. Albuquerque Collegiate will require that all new Board members complete the seven-hour training with the Department as soon as possible following board membership acceptance. This seven-hour training is composed of 2 hours on charter school governing body ethics and responsibilities, two (2) hours on charter school fiscal requirements, one (1) hour on evaluating academic data, one (1) hour on open government requirements (Open Meetings Act and Inspection of Public Records Act), and one (1)hour on legal and organization performance requirements.

In addition to the single seven-hour training, the Governing Board, in order to be fiscally conservative and responsible, will expect that all new Board members complete the remaining three (3) hours of training through PED Charter School Division-offered trainings which are held throughout the year at no cost to the school or its Board members. All new Board members, supported by the Board Secretary, are required to record and track attendance at required trainings. Records of attendance must include training date, start and end times, facilitator name and the training's Department-assigned course code. All records will be held by the Board Secretary.

The Albuquerque Collegiate Founding Team has allocated \$500 annually for Board member training (see **Appendix G, Function:2300, Object: 55812**), for external trainings approved and led by PED. The budgeted amount will account for travel mileage reimbursement if needed for trainings held outside of Albuquerque. The Founding Team expects that nearly all trainings attended by new Board members will be held in Albuquerque. This assumption is based on previous and current training offerings from the PED Charter Schools Division.

### **Annual Training for Continuing Board Members**

Current New Mexico Administrative Code requires that all charter school Governing Board members who have held Board membership for more than one (1) year receive at least five (5) hours of Department-approved and NMSBA or NMCCS-sponsored training. The proposed rule revision will require eight (8) hours of Department-approved provider training annually. The eight (8) hours of training are expected to include one (1) hour on governing body ethics, three (3) hours on fiscal requirements, two (2) hours on evaluating academic data, one (1) hour on open government requirements, and one (1) hour on overseeing the organizational performance of a charter school. Again, in order to be fiscally conservative and responsible, the Board of Albuquerque Collegiate will expect that all continuing Board members complete the required five (5) hours, and eight (8) hours if rule revision is adopted, of training through PED Charter School Division-offered trainings which are held throughout the year at no cost to the school or its Board members. All continuing Board members, supported by the Board Secretary, are required to record and track attendance at required trainings. Records of attendance must include training date, start and end times, facilitator name, and the training's Department-assigned course code. All records will be held by the Board Secretary.

The Albuquerque Collegiate Founding Team has allocated \$500 annually for Board member training (see **Appendix G, Function:2300, Object: 55812**), for trainings approved and led by PED. The budgeted amount will account for travel mileage reimbursement if needed for trainings held outside of Albuquerque. The Founding Team anticipates that nearly all trainings attended by continuing Board members will be held in Albuquerque. This assumption is based on previous and current training offerings from the PED Charter Schools Division.

Individual and whole-Board training needs will be identified through annual Board and individual Board member evaluations. Board members as a whole and individually will self-evaluate their individual needs and the needs of the Board for the following topics: governing body ethics, fiscal requirements, evaluating academic data, open government requirements, and oversight of organizational performance. If members identify needs outside these areas of development, the Governance Committee will make a request to the Public Education Department. If the Department is unable to provide the requested training, the Board will evaluate the budget and research options for PED-approved training providers.

The Albuquerque Collegiate Governing Board training plan is based upon charter school



governance best practices, as well as state requirements. The total board training allocation can be found in **Appendix G, Function:2300, Object: 55812.**

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties</li> <li>• Identify a plan for annual governing body training, including action steps, timelines, and responsible parties</li> <li>• Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements – including any requirements that may change from year to year</li> <li>• Identify any costs required to support the training plan, or onboarding process, and describe how those costs are supported in the budget</li> <li>• Ensure the onboarding process and training plan address training on the open meetings act and responsibilities</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant provided a clear description of the requirements for training and professional development of the board members that meets state requirements. The plan describes internal and external trainings and differentiates between those for new and continuing board members. The response identifies who is responsible for the trainings and includes generally how they will be conducted. Throughout the response, the applicant has identified the potential costs of these trainings.</p>	

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.

**APPLICANT RESPONSE:**

**Plan for Annual Governing Board Self-Evaluation**

In alignment with the Albuquerque Collegiate Governing Board's policy and procedure on Board Self-Assessment, the Founding Team of Albuquerque Collegiate believes that efficient and effective performance of the Board will have a significant impact on the overall success of the school and should be an essential component of good governance. Therefore, the Board will conduct an annual assessment of its own work. Our plan for Board self-evaluation is based upon best practices from BoardSource<sup>68</sup> and the National Charter Schools Institute's publication *Charter School Board University*.<sup>69</sup> The full self-assessment will include both a whole Board evaluation, as well as an individual Board member self-evaluation component.

The Governance Committee will administer and lead the efforts of the self-assessment and the reported recommendations that will follow. The Governance Committee will schedule the annual Board self-assessment to occur prior to the Board's annual retreat, so that plans to strengthen the Board can become part of the Board's annual goal-setting at the retreat. Ideally, the assessment will be administered during the Board's April meeting, with findings and written recommendations provided by the Governance Committee at the May Board meeting. All Board members will participate in the full Board evaluation, as well as the individual Board member evaluation.

The full Board evaluation will assess the overall effectiveness of the Board as a whole, as well as assess effectiveness of the Board in several subcategories, with four (4) open-response questions at the end. The assessment will be based on a self-scored rubric rating 31 items within five (5) subcategories as excellent (3), adequate (2), or poor (1). Open-response questions on the evaluation will include questions related to strengths and areas for growth for the Board, as well as as perceived training needs. Subcategories of assessment will include the following:

- **Board Structure:** Number of Board members, representation of skill sets, new Board member orientation, Board committees. Maintaining regular membership with required qualifications and skillsets identified in charter application **Section II.A.(2)**.
- **Board Operations & Legal Compliance:** Use of Bylaws, insurance, legal and ethical obligations, adherence to Open Meetings Act, attendance, responsibilities of members and officers, governmental legal obligations, addressing grievances of staff, parents, and families. Ensuring compliance with all legal obligations related to government organizations and public schools.
- **Finance and Accounting:** Budget approval and oversight, financial reporting, annual audit, governmental reporting and accounting requirements for stewardship and management of public funds, fund development.
- **Principal Oversight:** Selection and oversight of a qualified and highly effective school leader, job description, target goals for evaluation, succession plan, accountability partnership, and personnel policies.
- **Academic Achievement & School Mission:** Ensuring student success and overall academic achievement. Fulfillment of school mission, analysis of assessment data, review of mission-

<sup>68</sup> "Successful Board Self-Assessment." BoardSource, June 7 2016, <https://boardsource.org/resources/successful-board-self-assessment/>.

<sup>69</sup> Carpenter, Brian. *Charter School Board University*. 2<sup>nd</sup> ed., National Charter Schools Institute, 2007.

specific indicators, and accountability plan and goals oversight.

The Albuquerque Collegiate Governing Board Self-Evaluation Forms for both whole- Board and individual assessment can be found as **Attachment K**.

BoardSource advises that each Board member should have the opportunity to comment on how he/she assesses his/her own performance vis-à-vis the full Board. As such, in addition to assessing the effectiveness of the full Board, members will also assess their own individual effectiveness as a Board member. Individual Board member assessment topics include attendance, input on policy, fund development, and strategic relationship-building. Additionally, individual Board members will have an opportunity to comment in an open-response section about factors that contributed to their performance, what they feel they need from the Board to maintain/increase their Board commitment or effectiveness, and any suggestions to help the Board increase its effectiveness overall.

### **Parent/Family and Staff Feedback**

The Albuquerque Collegiate Founding Team recognizes that the Governing Board and its members will ultimately serve as public servants, who will be deeply committed to transparency and accountability. Thus, it is critical that feedback from parents and families, school staff, and community members is collected, analyzed, and included in any report recommendations to the Board. Approximately two (2) months before the Governance Committee's compilation and analysis of evaluation data, stakeholders will have access to and will be encouraged to complete a Governing Board feedback survey. The survey will be promoted through the school's website, social media platforms, monthly newsletter, within the school building itself, and through information sent home with students. The survey will be available both online and in print.

Once the Governance Committee has administered the Board self-assessments and stakeholder feedback surveys, the committee will begin to compile, analyze, and discuss findings. Based on these findings, the Governance Committee will develop a written recommendation report to address areas where improvement is needed and highlight areas of strength. The Governance Committee's recommendations may include recommendations pertaining to Board recruitment, training, structure, functioning, engagement, communication, committee effectiveness, and other governance-related areas. The Governance Committee will present its findings to the full Board at the Board's monthly meeting in May. As the Albuquerque Collegiate team greatly values transparency and accountability, the Governance Committee's recommendation report will be available to the public, posted alongside the corresponding meeting's agenda and minutes.

Comprehensively, the Albuquerque Collegiate team sees the purpose of annual Board evaluation as a means to measure effectiveness and push for continuous improvement, as these are expectations held for everyone at Albuquerque Collegiate. The recommendation report will greatly inform the Board as it establishes new and revised goals at its annual retreat. Furthermore, to ensure improvement is continuous, the board will dedicate a portion of each monthly board meeting to discuss areas identified for growth. These discussions will be guided by formative assessment discussion topics from *Charter School Board University*.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards</li> <li>• The plan must include action steps to obtain feedback from, at a minimum, parents and families, and all willing staff</li> <li>• The plan must include action steps to evaluate the effectiveness of the governing body in: <ul style="list-style-type: none"> <li>○ maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2)</li> <li>○ ensuring student success and academic achievement</li> <li>○ ensuring fulfillment to school's mission</li> <li>○ overseeing the stewardship and management of public funds and responsible government accounting</li> <li>○ ensuring compliance with legal obligations related to government organizations and public schools</li> <li>○ selecting and overseeing a qualified and highly effective school leader</li> <li>○ addressing grievances received from staff and parents and families</li> </ul> </li> <li>• Describe how the identified plan will focus on and support continuous improvement</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant has developed a thorough plan for annually evaluating the governing body. The plan provides for critically looking at the board structure, operations and legal compliance, finance and accounting, principal oversight, and academic achievement and school mission. In addition, the applicant included steps for ensuring that community stakeholders, namely the parents and staff, have the opportunity to give the board feedback on its performance. After feedback is provided, all the data is gathered and analyzed by the Governance committee. This will result in a written recommendation report that will be presented at a subsequent board meeting where it will inform the board on any new and revised goals.</p>	

### C. Leadership and Management.

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

#### APPLICANT RESPONSE:

The Albuquerque Collegiate Founding Team fully understands the importance of Board oversight and recognizes the legal obligations to which the Governing Board must and will faithfully adhere. In addition to the requirements set out for charter school governing bodies in New Mexico State Statute (Public School Code 22-1-1 and (Local School Boards; Powers; Duties 22-5-4), the Albuquerque Collegiate Governing Board will comply with all requirements as laid out in New Mexico Administrative Code (Procedural Requirements 6.29.1.9). The Albuquerque Collegiate Governing Board oversight plan is informed by best practice from the National Charter School Resource Center and the New Mexico Public Education Commission Charter School Performance Framework.

The Governing Body oversight plan includes both deep goal-driven work of Board Committees, and analysis and discussion of the full Board. In addition, the Albuquerque Collegiate school Leadership Team, including the Principal and School Director of Operations, will be a strong partner in the work of oversight by providing timely and consistent financial, organizational, and academic data to the Board and its committees, as the Leadership Team will have greater insights about day-to-day finances, operations, and academics within the school building. To that end, our Board fully recognizes the importance of differentiating governance and management. The Board's role is oversight, while the school Leadership Team's role is implementation. The Principal will report directly to the Governing Board and its Committees, with input from the School Director of Operations as necessary. Maintaining the distinction between governance and management allows for the most effective school overall.

Further, the Governing Board is charged with ensuring the success of the school's academic mission, vision, and goals, and providing the oversight of public dollars that are managed ethically and soundly in compliance with all state regulatory requirements and national standards. The Board and its Committees are charged within ensuring that the school is an academic success, an organizational success, and fiscally sound in both the short- and long-term.

#### Academic Performance:

The Academic Achievement Committee of the Board will most closely oversee and monitor the school's academic performance on an ongoing basis. Informed by academic data provided by school management, and alongside the school Principal (the one management role that formally reports to the Board), the Academic Achievement Committee will present monthly academic updates to the full Board via the Board's monthly dashboard for the Board's review and discussion at monthly meetings held under Open Meeting Law. The Dashboard will highlight STEP and Istation interim assessment data by classroom. As the Board will closely monitor subgroup performance, the Dashboard will also show academic performance data disaggregated by subgroup for ethnicity, special education, English Learners, and economically disadvantaged students. Our Board's dashboard is informed by research from the National Charter School Resource Center, which indicates that good dashboards display the most important metrics for

student success, contain appropriate data to inform decision-making, and provide data that allows the board to measure past, current, and future progress.<sup>70</sup> (See **Attachment G: Sample Monthly Dashboard**, pages 3-4 Academic Performance.) The Dashboard will allow the Board to consistently evaluate the degree to which we are an effective school, executing successfully on our mission and achieving ambitious, measurable goals for all students across all subgroups and in all classrooms.

In addition to using the monthly Board dashboard as a monitor of academic performance at Albuquerque Collegiate, the Board and its Academic Achievement Committee will also review the PEC's Performance Framework for Albuquerque Collegiate on an ongoing basis, and at least quarterly. The two major components of the academic performance indicators of the Performance Framework include meeting standards according to the statewide A-F grading system and identifying mission-specific indicators which show the implementation of the school's mission. Both the Academic Achievement Committee and the Board will be well-acquainted with the academic performance indicators in the Performance Framework, as well as the state's A-F grading system. In particular, the Academic Achievement Committee will ensure that progress toward the school mission and mission-specific indicators is reviewed and discussed at all full Board and Committee meetings monthly.

During full Board and Committee meetings, members will discuss trends in data, successes and areas for growth for the school, and ultimately identify actionable steps based specifically on data and previously identified criteria to ensure that we are fulfilling our mission for all students.

#### **Organizational Performance:**

The organizational performance of Albuquerque Collegiate will be monitored by the full Board, with specific components assigned to specific committees and task forces, as this area of the Performance Framework encompasses many components of school and Governing Board operations. As the organizational performance framework will require the Board to work and collaborate closely with the school Leadership Team, particularly the Principal, it is imperative that the Albuquerque Collegiate Governing Board clearly understand the role of management and governance as related to organizational performance. As noted in administrative code (NMAC 6.29.1.9), the Board will refrain from involvement in delegated administrative functions.

The PEC Performance Framework will serve as the guide for identifying criteria and standards for success. Major components of the organizational performance framework include indicators, measures, and metrics related to attendance, recurrent enrollment, and governing body performance, including compliance with all applicable laws, rules, and terms of the charter contract with the Public Education Commission. The organizational performance framework is divided into six different sections: educational plan, business management and oversight, governance and reporting, employees, school environment, and school-specific terms. The Academic Achievement Committee will monitor the seven parts of the educational plan section monthly. The Finance Committee will oversee the two components of the business management and oversight section monthly. The Governance Committee will take charge of the two components of the governance and reporting section monthly. Lastly, the Audit Committee will monitor the section on employees, which has four components, as well as the section on school

<sup>70</sup> Colorado League of Charter Schools. "Webinar: Charter School Board's Role in Oversight." *National Charter School Resource Center*, 23 Feb. 2017, <https://www.charterschoolcenter.org/webinar/charter-school-board%E2%80%99s-role-oversight>.



environment, which contains three components, as part of its cyclical work in support of the annual audit. Each committee will review their sections at monthly committee meetings, and include an update on organizational performance in their designated report at each full monthly Board meeting.

### **Financial Performance:**

The financial performance of Albuquerque Collegiate will be most closely monitored by the Finance Committee, which will be chaired by the Board Treasurer, and which will report to the full Governing Board at all Board meetings. Reports to the full Board will include a review of the financial snapshot in the Board's dashboard (see **Attachment G: Sample Monthly Dashboard**, page 2), as well as the balance sheet, cash flow statement, income and expense statement, and budget versus actual report. National governance experts advise that the Board should receive these specific reports on a regular basis, and that all of these documents must meet the criteria of being timely, accurate, and comprehensible.<sup>71</sup> The Finance Committee will work with the school Leadership Team, including the Principal and School Director of Operations as necessary, along with the back-office provider, to ensure that all financial reports are prepared in a timely manner, contain complete and correct information, and are presented in such a way that they can easily be understood by all members of the Board.

In addition to oversight of the required reports and the financial snapshot portion of the monthly dashboard, the Finance Committee is also tasked with monthly oversight of the financial performance framework. The financial performance framework addresses multiple elements on operating budgets, audits, periodic reports, expenditures, reimbursements, audit reviews, meals, and general information. The Finance Committee will address all of the financial performance framework sections at all monthly committee meetings, and will provide an update to the full Governing Board at all monthly Board meetings. During Board meeting updates, the Finance Committee will discuss financial standing, projected status, expenditure impact on school operations and mission, and identify actionable next steps for development and budget activities.

Responsible and thorough oversight of academic, organizational, and financial performance is not only the legal and ethical obligation of the Governing Board; it reflects the Board's belief in and commitment to the mission of Albuquerque Collegiate. A structured school community, with high-quality instruction and intensive and individualized academic supports, can exist only if it is closely monitored and supported academically, organizationally, and financially. The Founding Team of Albuquerque Collegiate understands that our Governing Board must act as a responsible public entity, ensuring we are providing all students a quality education. We aim to do so with our mission as our ultimate guide.

Total Points Available	Expectations
12	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards</li> <li>Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible</li> </ul>

<sup>71</sup> Carpenter, Brian. *Charter School Board University*. 2<sup>nd</sup> ed., National Charter Schools Institute, 2007.

	<p>parties, and identified criteria or standards</p> <ul style="list-style-type: none"><li>• Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards</li><li>• Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity</li></ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant presented a clear plan for how the governing body will monitor organizational, financial, and academic outcomes to ensure the school is a success and aligned with the mission. Specifically, the applicant emphasizes the role of the board is to provide oversight, while the Leadership Team's role is implementation the educational model.</p> <p>The applicant's response describes an oversight plan that includes both "deep goal-driven work" at the committee level and involves "analysis and discussion" with the whole board. Financial and academic outcomes will be monitored at the committee level, while the organizational outcomes will be reviewed by the whole board. Monthly dashboards will be developed to report on the status of the academic, financial and organizational performance of the school.</p>	

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 the proposed school. In your description, take **into account the mission of the proposed school**. 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 the proposed school and delivering its unique mission.

**APPLICANT RESPONSE:**

The Governing Board of Albuquerque Collegiate Charter School will hire (or re-hire) an appropriately licensed Head Administrator, referred to as the “Principal,” annually. The Principal will be hired on an annual renewable contract, subject to annual performance evaluation. Minimum requirements, as reflected in **Appendix B: Head Administrator Job Description**, include a New Mexico Level IIB Administrator license, and state-required fingerprinting and background check, in accordance with New Mexico Statute 22-10A-5 which includes: “background checks; known convictions; alleged ethical misconduct; reporting required; limited immunity; penalty for failure to report.” The Governing Board will hold the Principal accountable with regard to all aspects of the school’s academic program, financial management, and organizational health. The Principal will be entrusted with advancing the school’s mission, maintaining the financial viability of the organization, and achieving academic outcomes as defined in the Public Education Commission’s Performance Framework contract with Albuquerque Collegiate. He or she will work with the Governing Board to assess the school’s adherence to its mission and to set short- and long-term goals. The Principal will lead and manage the work of school staff, and bear ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability.

**Recruitment and Selection Process:**

The Albuquerque Collegiate Founding Team has developed a robust, rigorous, and ongoing recruitment and selection process for the annual hiring (or re-hiring) of the Principal. The process action steps and timeline ensure that the Governing Board will be able to identify and hire a highly-qualified, licensed administrator well before the required deadline of July 1, 2018 for year 1 of school operation. **Figure 14** illustrates the timeline plan during the school’s planning year, which will be further detailed immediately following the figure.

**Figure 14 - Principal Hiring Plan Timeline, Year 1**

Event	Date
Authorization from the Public Education Commission	August 31- September 1, 2017
Governing Board Organizational Meeting, Approval of Principal Job Description, Principal Recruitment & Selection Task Force Appointments	September 2017
Job Posting and Acceptance of Applications	September 2017 - November 30, 2017
Application Review and Screening Interview	(as received) November 2017- early

by Task Force	December 2017
Invitation for Final Interview and In-Person Final Interview with full Governing Board	Late December 2017 - Early January, 2018
Governing Board Selection and Offer	Mid-January, 2018

Within 30 days of authorization from the Public Education Commission, the Governing Board will conduct its organizational meeting, at which action items will include approval of the Principal Job Description for public posting and acceptance of applications, as well as assignment of membership to the Principal Recruitment & Selection Task Force. Once approved, in the month of September, the position will be posted and open for application submission through the end of December. Our recruitment efforts will be national, exhaustive, and selective.

The Principal position will be posted to career and education websites including: The University of New Mexico's Lobo Career Connection, Teach For America's National People and Opportunities Hub, Teach For America New Mexico's newsletter and social media platform pages, the United Way of Central New Mexico's Center for Nonprofit Excellence Nonprofit Job Listings Page, Monster.com, the Albuquerque Journal's Jobs page, SchoolSpring.com, LinkedIn, New Mexico Workforce Connection, and, with Board approval for membership, the New Mexico Coalition for Charter Schools and New Mexico Association for Charter School Education Services websites. Information about the position will also be posted and shared with local and regional Colleges of Education including the University of New Mexico, New Mexico State University, and New Mexico Highlands. The position will also be posted on the Albuquerque Collegiate website, advertised in our newsletter, posted to the Albuquerque Collegiate Facebook page, and advertised through Facebook using targeted analytics. In addition, members of the Albuquerque Collegiate Founding Team will seek out referrals within personal and professional networks.

Application submissions will require a resume, cover letter, three (3) professional references, and response to a series of short-answer questions. As applications are received during the months of September through November, the Principal Recruitment & Selection Task Force will review applications, screening the resumes for minimum qualifications and appropriate experience. The Task Force will also review applicant responses to the three short-answer questions in the application. Task Force members will use a rubric to rate responses on a scale of 0-3. Applicants that receive an average score of a 5.0 or above will be invited to the next step of the application process, the screening interview. **Figure 15** illustrates a sample question and scoring rubric the Task Force will use.

**Figure 15 - Principal Application Sample Question and Scoring Rubric**

<b>Question: What do you think are the key factors to ensuring success working with a predominantly low income, urban population of students?</b>		
<b>Strongly Response:</b>	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• High expectations with high levels of accountability at all levels (students, teachers, leaders, etc.)</li> <li>• Structured/disciplined learning environment</li> <li>• Relentlessness</li> <li>• Extra support/time for students</li> <li>• High-quality leaders and teachers who take responsibility for student learning</li> </ul>

<b>Scoring:</b>	Exceeds - 3	Meets - 2	Somewhat Meets - 1	Does Not Meet - 0
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**Total Score for Written Responses:** \_\_\_\_\_/9

Average score of 5 or higher - invite for screening interview.

Score below 5 - email thanking for time, but not interested.

Screening interviews will be conducted between November and early December, either in person, or if a candidate is not in the New Mexico area, through a phone or video conference. In the screening interview, the Principal Recruitment & Selection Task Force will assess candidates' mission-fit with Albuquerque Collegiate as well as their demonstration of leadership characteristics. Specific leadership characteristics the Task Force will look for include humility, achievement, respect, enthusiasm, commitment to community, and hard work. The Task Force will ask a series of four (4) questions to test mission alignment, again using a scoring rubric to rate responses on a scale of 0-3. Applicants that receive an average score of 7.0 or above will be invited to a final in-person interview. **Figure 16** illustrates a sample question and scoring rubric the Task Force will use during the Screening Interview.

**Figure 16 - Principal Screening Interview Sample Question and Scoring Rubric**

**Question: We expect that students will come to Albuquerque Collegiate one or more grade levels behind academically. Should they be held to the same standards at the end of their first year as students in wealthier schools and districts, most of whom start at or above grade level already? Should the expectations be the same?**

<b>Strongly Response:</b>	<b>Aligned</b>	<ul style="list-style-type: none"> <li>Absolutely.</li> <li>We have to set high standards so students can strive to get achieve ambitious goals.</li> <li>Students that come to Albuquerque Collegiate with a lot of challenges will need more support to meet the standards, but we cannot change the expectations for them.</li> </ul>
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<b>Scoring:</b>	Exceeds - 3	Meets - 2	Somewhat Meets - 1	Does Not Meet - 0
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**Total Score for Screening Interview Responses:** \_\_\_\_\_/12

Average score of 7 or higher - invite for screening interview.

Score below 7 - email thanking for time, but not interested.

Along with the invitation for a final in-person interview, the Task Force will send applicants pre-work reading and an assignment. Pre-work reading will include the Albuquerque Collegiate charter application and the Albuquerque Collegiate charter contract with the Public Education Commission. The assignment will require that the applicant prepare a mock 15 to 20-minute professional development session focused on a designated *Teach Like a Champion* strategy. The applicant will present their PD session to the Governing Board during the final in-person

interview.

The final in-person interview, which will be conducted in late December through early January and attended by the full Governing Board, will consist of a Question and Answer section, delivery of the pre-planned professional development session, a performance task focused on data analysis, and an opportunity for applicants to ask questions of the Governing Board. The Question and Answer section will focus on testing:

- applicant's commitment and alignment with the mission and educational philosophy of Albuquerque Collegiate;
- applicant's ability and openness to work within consistent systems rather than personal preferences;
- applicant's approach to various matters such as human resources and handling difficult staff situations; accountability and holding self, staff, and students to a high bar; and budgeting and difficult financial decisions;
- applicant's communication skills and ensuring clarity and brevity; and
- questions directly related to the applicant's understanding and knowledge of the charter application and PEC contract.

Next, the applicant will present their *Teach Like a Champion* PD session to the Board. Following the PD session, the applicant will be given an "on-the-spot" performance task focused on data analysis. The performance task will require that the applicant analyze mock student assessment data and present findings to the Board. Applicants will be given a total of 15 minutes to complete the assessment analysis and presentation. To close out the interview, the Governing Board will answer any final questions the applicant may have.

Based on scoring rubrics from all sections of the final in-person interview, the Governing Board will make a final decision, by vote held at a public meeting. The selected applicant will receive an offer no later than January 15<sup>th</sup> with one week of time to accept or decline the offer. Prior to the start of year 1, the selected Principal may then begin full-time employment with Albuquerque Collegiate, if available. The selected Principal may also choose to begin part-time employment until June, at which time, s/he would be required to begin full-time employment with Albuquerque Collegiate. For purposes of recruiting and hiring all other year 1 staff, the Principal will be required to work at least part-time to screen applicants and offer staffing positions.

### **Subsequent-Year Hiring Process:**

In hiring for the Principal position for year 2 of school operation and subsequent years of operation, the Governing Board will first need to determine if they want to renew the contract of the current Principal. The Board will use the mid-year evaluation of the Principal to help determine whether they will offer a new contract to the current Principal. This determination will be made in early January of the school year. The Board will then meet with the Principal to either offer a subsequent-year contract or inform the current Principal that a subsequent-year contract will not be offered. If a contract is offered, the Principal will need to accept or decline the new contract within one (1) week of the offer. If s/he does accept continued employment as Principal, a formal contract will be prepared and signed by all parties in early February. If either the Board or the current Principal decides not to renew the contract, the Board will begin the recruitment and selection process for a new Principal. The general process for recruitment and selection will mirror that as outlined above, but the timeline will differ as follows:

- Job Posting and Acceptance of Applications: mid-January to early March
- Application Review and Screening Interview: early to mid-March



- Final In-Person Interview: late March to early April
- Decision and Offer: mid-April

**Position Vacancy:**

In the event that the position of the Principal ever becomes vacant during a school year, the Albuquerque Collegiate Governing Board would contract local services for a short-term interim replacement. The Board would then conduct an expedited Principal recruitment and selection process. To assist in this process and ensure that the Albuquerque Collegiate team is taking an ongoing approach to recruitment, the Governing Board will collect interested resumes through the school's website for ongoing interest in both teaching and leadership positions.

**Principal Leadership Characteristics and Experience**

The Albuquerque Collegiate Founding Team understands the critical importance of a strong Principal to the continued success of our proposed school. At a minimum, the Principal must hold a New Mexico Level IIB Administrator License and pass background check and fingerprint clearance. At a higher level, the Founding Team has identified key leadership characteristics and experiences the Principal must possess, as we believe that these identified characteristics and experiences will ensure the Principal has the required capacity to operate a successful, high-quality, high-performing public charter school and will ensure that individual is prepared to successfully execute on the mission, vision, and goals of Albuquerque Collegiate.

As reflected in **Appendix B: Head Administrator Job Description**, the Principal will possess the following leadership characteristics and experience:

- Commitment to, belief in, and alignment with the school's mission, goals, and educational philosophy: At his or her core, the Principal must believe that all children can learn and that school and teachers can and will make that happen, regardless of a student's background.
- Experience in leadership and management of both adults and students: The Principal must demonstrate clear capacity to lead and operate a school professionally, which includes motivation and mobilization of both adults and students.
- Experience working with students from low-income backgrounds and English Learner populations: The Principal must understand the increased challenges this may pose, while remaining relentless in their commitment to holding high expectations for all scholars.
- Ability to assess data, find trends, and use information to make strategic decisions: Strong data analysis skills and understanding will be critical to the success of our school, as it will be used to inform and adjust instruction, as well as determine achievement toward success and identified goals.
- Experience in budgetary planning, accounting, and effective allocation of resources: As stewards of public dollars, Albuquerque Collegiate is accountable to taxpayers for maintaining fiscal responsibility and aligning expenses with student achievement priorities.
- Exceptional verbal and written communication skills: The Principal will be required to engage with a variety of stakeholders, and must present him/herself professionally as a direct representative of our school.
- Strong organizational skills and ability to multi-task: The work of the Principal will be highly demanding and require exceptional ability to complete many tasks, while paying particular attention to detail.
- Ability to maintain a growth mindset: The Principal must be able to approach situations with optimism and a sense of perseverance, and be willing to take personal responsibility for actions and results. The Principal must also be eager to continue to improve in effectiveness,

remain open to and interested in feedback on performance, and hold a steady determination to pursue excellence regardless of the situation.

Preferred proficiency in Spanish: While not required, a Principal who is proficient in Spanish (in addition to English) will be highly preferred, as we know our student population and greater local community will have large populations of Spanish speakers.

Total Points Available	Expectations
12	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards</li> <li>• Identify all leadership characteristics and all qualifications the head administrator must possess</li> <li>• Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school</li> <li>• Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school</li> <li>• Describe how the identified process will ensure the school is able to identify and hire a highly-qualified, licensed administrator no later than July 1, 2018</li> <li>• If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including required licensure.</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>A cohesive plan for hiring the head administrator well before the set deadline of July 1, 2018 has been developed by the applicant. It includes a complete job description that aligns with the mission and state requirements. A timeline with action steps details the process for hiring the head administrator for the school's first year of operation. Included in the plan is a sample of written and spoken interview questions that clearly align with the mission. A scoring rubric has been created to reflect the high expectations the governing body requires for the leadership of the school.</p> <p>In subsequent years, the applicant's response states that the current Principal would have to renew his/her contract to continue in the school's second year of operation. The renewal is decided by the board and based on a mid-year evaluation of the Principal.</p>	

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 B**.

**APPLICANT RESPONSE:**

The Head Administrator, identified as the Principal, will be hired, or re-hired if returning from the previous school year, annually by the Albuquerque Collegiate Charter School Governing Board. The Governing Board of the school will convey and delineate the roles and responsibilities of the Principal through a required contract, to be signed by both the Principal and the Board Chair on behalf of the full Governing Board. The contract will include the Principal job description, compensation and benefits package, certification of the Principal's background check and fingerprints, certification of the Principal's full understanding of the school's charter application and authorizer contract, and the process and criteria for annual evaluation of the Principal. The Principal job description will be reviewed and approved annually by the Governing Board. The compensation and benefits package will reflect the corresponding line items in the annual budget. Certification of the background check and fingerprints do not have to be re-conducted annually. If the Principal is being rehired from the previous school year, documentation from the Principal's employment file will be included to meet this requirement.

In the case of a new Principal hire, the interview process will include required review of the school's charter application and contract with designated interview questions from the Governing Board related to the applicant's understanding and knowledge of the charter application and PEC contract. The hired Principal will sign a certification stating they fully understand obligations and goals outlined in the school's charter application and contract with the authorizer.

See **Appendix B: Head Administrator Job Description** for the qualifications, characteristics, experience, and responsibilities required of the Albuquerque Collegiate Charter School Principal.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify the process the governing body will use for annually conveying and delineating the roles and responsibilities of the head administrator</li> <li>Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application</li> <li>Attach a job description in Appendix B that: <ul style="list-style-type: none"> <li>Lists all major responsibilities of the head administrator</li> <li>Includes responsibilities that are unique to charter school leaders</li> <li>Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy</li> <li>Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications</li> </ul> </li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>In Appendix B of the application, the applicant details a clear job description for the Principal describing</p>	

the roles and responsibilities of the position.

The job description outlines responsibilities within: the whole school and governing body, for personnel, with budget and finance, and curriculum/instruction. The responsibilities align with the structures developed with the governing body, the educational model and the mission.

C. (4) 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.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate Founding Team firmly believes that the goal of Teacher and Principal evaluations is to improve performance that will yield higher quality education for all students. The Albuquerque Collegiate Governing Board will evaluate the head administrator, termed the “Principal,” at the mid-year point, and at the end of the school year. The evaluation plan directly reflects Albuquerque Collegiate’s deep commitment to the mission and goals of the proposed school. Our mission highly values and prioritizes student achievement as a driving force. As such, 50% of the Principal’s evaluation is tied directly to student achievement, particularly to the Principal’s ability to meet mission-specific indicators and short-cycle assessment goals. The Albuquerque Collegiate evaluation plan is informed extensively by the NMTEACH Summative School Leader Evaluation system, mirroring the summative report scoring format and percentage of total score by similar categories. The evaluation plan also makes direct use of the High Objective Uniform State Standard of Evaluation (HOUSSE) competencies.

**Evaluation Process**

The Albuquerque Collegiate evaluation process and plan meet all requirements outlined in New Mexico Administrative Code (6.69.7.8 and 6.69.7.9). The process includes a requirement for the Principal to complete a personalized professional development plan within the first 40 days of the school year. The process includes both a mid-year and an end-of-year evaluation, each making use of the HOUSSE competencies, which include instructional leadership, communication, professional development, and operations management. As noted in section II.C.(3), the contract provided to the Principal each year will include the most updated and board-approved Principal evaluation.

The evaluation process begins with completion of the Principal self-assessment and development of a personalized professional development plan. The Principal self-assessment is drawn directly from the HOUSSE competencies and indicators: Form A.<sup>72</sup> The Principal self-assessment will allow the Principal to evaluate their own level of understanding within the four HOUSSE competencies. Based on this self-evaluation, the Principal will then create a professional development plan, which will require the Principal to identify competency focus areas, actionable steps, timelines, and evidence of implementation. The self-assessment and professional development plan must be completed by the Principal within the first 40 days of the school year. See **Attachment L: Head Administrator Evaluation**, pages 1-2, for the Principal Self-Assessment and Principal Professional Development Plan.

Within the first two weeks of January of each year, the Governing Board will conduct the mid-year evaluation, which will be used to help determine if the Board decides to offer a contract extension to the acting Principal. The mid-year and end-of-year evaluations only differ in target goals in the student achievement section, as the Board will not expect that mission-specific indicators and short-cycle assessment goals will have been met by the mid-year point. The end-of-year evaluation will be conducted between the final day of school and the end of the fiscal year.

<sup>72</sup> New Mexico Public Education Department. Principal Self-Assessment (Form A).  
[http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse\\_a.pdf](http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/housse_a.pdf).

### Summative Evaluation & Components

**Attachment L: Head Administrator Evaluation** includes the full evaluation report, which contains a summative report, score breakdowns for student achievement, teacher observations, and multiple measures. The summative report outlines points earned by section, for a total of 100 possible points. The summative report also includes an effectiveness ratings chart, and comment sections for the Governing Board to address strengths, areas of growth, and next steps, all of which is reflective of the NMTEACH Summative School Leader Evaluation summative report.<sup>73</sup> The Albuquerque Collegiate evaluation plan maintains the percentage allocations in the NMTEACH evaluation, with student achievement accounting for 50% of possible points, and Teacher Observations and Multiple Measures both accounting for 25% of possible points.

**Attachment L: Head Administrator Evaluation** further details the breakdown of points within the three major sections. The student achievement score will be determined by ability to meet identified mission-specific indicators and short-cycle assessment goals. Goals have been adjusted for the mid-year evaluation, as the Board does not expect that the final goal metrics will be fully achieved by mid-year. The student achievement section of the evaluation is directly linked to the school's mission and goals. Furthermore, it ensures that the evaluation is measuring student success and academic achievement as critical components of Principal performance and effectiveness.

Section 2 of the evaluation includes measures related to teacher observations. The teacher observation section includes two components - completion of teacher observations and feedback sessions, and quality of feedback. Mid-year, the evaluation will assess the Principal's ability to complete weekly teacher observations and feedback sessions. At the end of the year, the evaluation will assess the Principal's ability to complete required NMTEACH teacher evaluations within the required timeframe. The teacher observation section also includes a quality of feedback component, which will evaluate the strength of the feedback provided to teachers.

The final section of the evaluation, multiple measures, includes the HOUSSE competencies and teacher surveys. The Governing Board will determine scores for each of the four HOUSSE competencies using the HOUSSE Form D Guidance scoring rubric.<sup>74</sup> In addition to the measures of effectiveness outlined in the scoring rubric for each of the four domains, the Governing Board will also be looking for the measures outlined in **Figure 17**.

**Figure 17 - Additional Measures of Effectiveness, by HOUSSE Competency Domain**

Domain	Measure of Effectiveness
1: Instructional Leadership	<ul style="list-style-type: none"> <li>• Maintain a high bar of academic achievement for all students and teachers</li> <li>• Utilization and implementation of research-based and proven methods of student intervention and individualized supports</li> <li>• Consistent monitoring of EL and special education student services and interventions</li> </ul>

<sup>73</sup> New Mexico Public Education Department. NMTEACH Educator Effectiveness Plan: Final Summative Report. <http://ped.state.nm.us/ped/NMTeachDocs/3.%20%20intro2.%20SL%20Summative%20Eval%20FINAL.pdf>.

<sup>74</sup> New Mexico Public Education Department. HOUSSE Form D Guidance. <http://ped.state.nm.us/ped/NMTeachDocs/Toolbox/HOUSSE%20Form%20D%20Guidance.pdf>.



2: Communication	<ul style="list-style-type: none"> <li>Address grievances received from staff and student families, at an internal level</li> </ul>
3: Professional Development	<ul style="list-style-type: none"> <li>Strong oversight of novice teacher mentor program</li> </ul>
4: Operations Management	<ul style="list-style-type: none"> <li>Maintain responsible governmental accounting standards</li> <li>Ensure compliance with all federal, state and local legal obligations</li> </ul>

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria</li> <li>The plan must include action steps to evaluate the effectiveness of the head administrator in: <ul style="list-style-type: none"> <li>ensuring student success and academic achievement</li> <li>ensuring fulfillment to school's mission</li> <li>overseeing the stewardship and management of public funds and responsible government accounting</li> <li>ensuring compliance with legal obligations related to government organizations and public schools</li> <li>addressing grievances received from staff and parents and families</li> </ul> </li> <li>Describe how the plan specifically takes into account the mission and goals of the proposed school</li> <li>Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant presents a clear plan for the evaluation of the Principal. The Principal is evaluated at mid-year and at the end of the school year. It is important to note that 50% of the evaluation is tied to student achievement data and significantly aligns with achieving "dramatic academic growth" annually. In the beginning, the Principal completes a self-evaluation and develops a professional development plan. Next, formal evaluations are conducted which include specific indicators of success (based on student performance on standardized short cycle testing), as well as additional measures of effectiveness as directed by the HOUSS Competency Domain.</p>	

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

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of 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 proposed school.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate Organizational Chart outlines the reporting relationships of the Governing Board, Principal, and all school staff. **Attachment M: Organizational Chart** represents the organizational chart at full build-out in year 5 of the school's operation. All entities included in the organizational chart will be essential to the operation and success of Albuquerque Collegiate.

**Reporting Structure and Relationships Narrative:**

The narrative defines the reporting structure for each position listed in the organizational chart included in **Attachment M**. The responsibility to hire, evaluate, and terminate school level employees will belong to the Principal. Likewise, in all years, the responsibility to hire, evaluate, and terminate the Principal will belong to the Governing Board.

Governing Board: As a public entity, the Governing Board is responsible for execution of the mission and oversight of the organization, and is responsible for reporting on the school's academic, organizational, and financial health to the community and to the authorizer. Under Open Meeting Law, with the input of and access by the community, the Governing Board will be guided by the mission of the school, with the intention that all Governing Board decisions and discussions will be informed by what will best position the school to successfully execute on the mission and ensure academic success for all students who attend the school. The Governing Board will annually hire, oversee, and evaluate the Principal. While the Board will not hire other school staff, it is the duty of the Board to set the salary schedule and approve the annual budget for staffing needs, as well as to approve all personnel policies that inform employment at the school. As part of the Governing Board's work, the Board will be comprised of four committees; Audit, Finance, Governance, and Academic Achievement, all of which will report actions and progress to the Governing Board at monthly Board meetings.

PEC/PED: The Board, alongside the school Principal, will be responsible for communication and required informational reporting to the Public Education Commission and Public Education Department.

Advisory Council: The Albuquerque Collegiate Advisory Council will assist the school Principal with making mission-aligned, school-based decisions, working diligently to engage parents and families in the education of their children. The Council will be chaired by the Principal and will be made up of families, school employees, and community members, including business community members. The Council will have a standing block of time on all Governing Board agendas to share updates and input with the Board.

Principal: The school Principal will report to and be overseen by the Governing Board. The Principal will attend all Governing Board meetings and committee meetings, as requested, to provide information on management operations of the school. The Principal will be responsible for all day-to-day operations of the school including instructional leadership, planning, operation and supervision of the educational program of the school, discipline of students and oversight of all school employees. The Principal will hold the responsibility of hiring all employees, and

disciplining and terminating any staff, as necessary. The Principal will also evaluate all direct reports and all instructional staff. The Principal will conduct classroom observations of all instructional staff, with feedback coaching sessions to follow on an individual and co-teacher basis. The Principal, in collaboration with the School Director of Operations, will oversee and approve any necessary contracted services.

Student Supports Coordinator: The Student Supports Coordinator (SSC) will report directly to the school Principal. The SSC will be part of the school leadership team and supervise the work of the special education teachers. The SSC will be responsible for supporting teaching and learning, particularly for Albuquerque Collegiate's special education and English Learner scholars. The SSC will also chair the Student Assistance Team (SAT) and manage any of the other SAT members in regard to that program.

Special Education Teachers: Special education teachers will report both to the Student Supports Coordinator (SSC) and to the Principal. For all special education-related services and caseloads, the special education teachers will work with the SSC. For all standard classroom instruction, the special education teachers will be supported by the Principal. Special education teachers will be evaluated annually through NMTEACH by the Principal.

Instructional Specialist: The Instructional Specialist will report directly to the Principal. The Instructional Specialist will provide supports to Albuquerque Collegiate general education and special education teachers regarding literacy instruction. The Instructional Specialist will be evaluated annually by the Principal.

Teachers: All teachers will report directly to the Principal. Albuquerque Collegiate teachers will work alongside the Principal, Instructional Specialist, Student Supports Coordinator, special education teachers, and each other to deliver high-quality instruction to students. Teachers will be evaluated annually through NMTEACH by the Principal.

School Director of Operations: The School Director of Operations (SDO) will report directly to the school Principal. The SDO will be part of the school leadership team and supervise the work of the Operations Fellows and Office Manager. In addition, the SDO will coordinate contracted services. The SDO will manage daily operations of the school and ensure all financial and programmatic records are accurate and up-to-date

Office Manager and Operations Fellows: The Office Manager and part-time Operations Fellows will report directly to the School Director of Operations, and as required, to the Principal. The Office Manager and Operations Fellows will be hired by the Principal with the input of the School Director of Operations. The Office Manager and Operations Fellows will be evaluated annually by the School Director of Operations, with the input of the Principal.

Contracted Services: All contracted services will be coordinated by the School Director of Operations with approval from the Principal. For operational services, such as custodial services, contracted employees will report to the School Director of Operations. For instructional services, like those of a Speech and Language Pathologist, contracted employees will report directly to the Principal. All logistical efforts will be managed by the School Director of Operations.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"><li>B. Include an organizational chart</li><li>C. Include a narrative that describes the structures and relationships represented in the organizational chart</li><li>D. Include all entities essential to the operation and success of the proposed school</li><li>E. Reflect an understanding of the appropriate relationship between each of the relevant entities</li></ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The organizational chart and narrative provided by the applicant, clearly delineates the reporting structure for each position listed and external agencies as the New Mexico Public Education Commission and Public Education Department. The chart represents the full build-out in year 5 of the school's operation. It is clear that the applicant had clearly defined the vision for the operations of the school and those that will be involved. The narrative provides a quick and concise overview of those operations.</p>	

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 **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 C**.

**APPLICANT RESPONSE:**

Staff Job Descriptions are included in **Appendix C**.

The organizational structure of Albuquerque Collegiate will develop and expand as the school reaches its enrollment capacity. Additional teachers and support staff will be added to support enrollment demands and student needs. The founding staff will be provided with a strong structure on which to fulfill the mission. Certified and licensed staff include the following in the staffing model, years 1-5.

**Figure 18 - Certified and Licensed Albuquerque Collegiate Staff**

Position	2018-2019 120 Scholars	2019-2020 180 Scholars	2020-2021 240 Scholars	2021-2022 300 Scholars	2022-2023 360 Scholars
Principal	1 Total	1 Total	1 Total	1 Total	1 Total
Student Supports Coordinator	1 Total	1 Total	1 Total	1 Total	1 Total
Instructional Specialist	-	-	1 Total	1 Total	1 Total
Teachers	7 Total	10 Total	12 Total	14 Total	16 Total
Special Education Teachers	1 Total	2 Total	2 Total	3 Total	4 Total
Enrichment Teachers	-	-	1 Total	1 Total	2 Total

**Figure 19 - Non-Certified Albuquerque Collegiate Staff**

Position	2018-2019 120 Scholars	2019-2020 180 Scholars	2020-2021 240 Scholars	2021-2022 300 Scholars	2022-2023 360 Scholars
School Director of Operations	1 Total	1 Total	1 Total	1 Total	1 Total
Office Manager	1 Total	1 Total	1 Total	1 Total	1 Total
Operations Fellows*	2 Total	3 Total	3 Total	4 Total	4 Total

\*Operations Fellows will be part-time staff

**Staff Positions Essential to School Operation and Success**

School Director of Operations:

Multiple pieces of research, from the Annie E. Casey Foundation's *Creating New Schools: The Strategic Management of Charter Schools* to the Pacific Research Institute's *Free to Learn:*

*Model of Successful Charter Schools*, demonstrate that often the highest performing charter schools separate management and academic responsibilities between school leaders.<sup>75</sup> Researcher Peter Frumkin advises, “divide the leadership of the school so that one person is almost exclusively devoted to managing operations while the other focuses on learning... This sort of divided leadership may take the form of pairing a principal with a chief of operations or an executive director with an academic director.”<sup>76</sup> For this reason, we are proposing a Principal and School Director of Operations model. While the Principal will still have final say as the head administrator, supervision of the school’s operations instead of management of operations, will free up the Principal to focus more of their valuable time on curricular and instructional supports to teachers and students. The School Director of Operations will serve on the school leadership team and be hired, supervised, and evaluated by the Principal. The School Director of Operations will be entrusted with advancing the mission of the school through assisting in the creation and implementation of the budget, with budget priorities set by the Principal and budget approved by the Governing Board. The School Director of Operations is responsible for coordination of external and internal operations, along with fundraising and grant writing. The School Director of Operations will be charged with managing the school operations, including vendor and contractor relationships and facilities, as well as managing and maximizing the impact of the full operations team, overseeing and supervising the work of the Office Manager and Operations Fellows.

#### Student Supports Coordinator:

The Albuquerque Collegiate team anticipates having a special education population of approximately 14% and an English Learner population of approximately 34%. We will ensure that our scholars are provided with extensive supports from their general education and special education teachers, and strong implementation of services and interventions provided for special education and English Learner students will be provided for their success. Consequently, our staffing plan includes the Student Supports Coordinator position, who be a licensed special educator in the State of New Mexico. The Student Supports Coordinator will be entrusted with advancing the mission of the school through managing the creation and execution of Individualized Education Programs (IEPs) for special education students and the creation, execution, and fidelity of Albuquerque Collegiate’s English Learner (EL) program. The Student Supports Coordinator will also be responsible for providing instructional supports of Albuquerque Collegiate’s general education and special education teachers, as they provide interventions and monitor the progress of special education and EL students, as well as provide direct services to students with disabilities as needed.

#### Instructional Specialist:

The Albuquerque Collegiate Instructional Specialist will serve as a specialized literacy teacher in the upper elementary academy (Grades 3-5). The Instructional Specialist will be hired, supervised, evaluated by, and held accountable to the Principal. The Instructional Specialist will be entrusted with advancing the mission of the school through maintaining and improving a college preparatory curriculum for each grade, including the assessments, scope and sequence, unit plans, and lesson plans, all of which will be deeply embedded within the school’s focus on literacy.

<sup>75</sup> Izumi, Lance and Claire Yan Xiaochin. (2005). *Free to Learn: Lessons from Model Charter Schools*. San Francisco, CA: Pacific Research Institute.

<sup>76</sup> Frumkin, Peter. (2003). *Creating New Schools: The Strategic Management of Charter Schools*. Baltimore, MD: Annie E. Casey Foundation.



**General Education Teachers:**

Albuquerque Collegiate General Education Teachers will be hired, supervised, and evaluated by and held accountable to the Principal. General Education Teachers will advance the mission of the school through the development of a rigorous standards-aligned curriculum, responsiveness to feedback provided, and collaboration with the instructional team on areas of instructional and/or curricular need at the school.

**Special Education Teachers:**

Albuquerque Collegiate Special Education Teachers will be hired, supervised, evaluated by, and held accountable to the Principal. Special Education Teachers will advance the mission of the school through the development of a rigorous standards-aligned curriculum, responsiveness to feedback provided, and collaboration with the instructional team on areas of instructional and/or curricular need at the school, with particular focus on supports for special education students. Special Education Teachers will also be responsible for development and implementation of Individualized Education Programs (IEPs) for special education students on their caseload.

**Office Manager:**

The Office Manager will be held accountable by the School Director of Operations and the Principal. The Office Manager will ensure the efficient operation of the school's main office and work with members of the leadership and operations teams to ensure the success of the school.

**Operations Fellows:**

Operations Fellows will be held accountable by the School Director of Operations and the Principal. "Ops Fellows" will ensure support of the efficient operation of the school and work with the School Director of Operations and leadership team to ensure the overall success of the school.

<b>Total Points Available</b>	<b>Expectations</b>
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li><b>A.</b> In the application response identify:               <ul style="list-style-type: none"> <li>a. all certified and licensed staff identified in the application,</li> <li>b. all non-certified or unlicensed staff identified in the application that could be considered essential to operation and success of the proposed school, and</li> <li>c. any non-traditional roles or positions</li> </ul> </li> <li><b>B.</b> In the application response describe why the identified roles are key to the operation and success of the proposed school</li> <li><b>C.</b> Attach staff job descriptions as Appendix C for all of the positions identified in the application response that:               <ul style="list-style-type: none"> <li>a. List all major responsibilities of the positions</li> <li>b. Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy</li> <li>c. Identify all hiring requirements including qualifications and licensure or certification</li> <li>d. Identify reporting lines ("reports to") that aligns to the organizational chart</li> </ul> </li> </ul>
<b>REVIEW TEAM EVALUATION:</b> Meets the Criteria	

The applicant's response describes all key staff positions, including the required qualifications for each. In the response, the applicant provides a rationale for the selection of staff positions and explains how it aligns with the mission and targeted student population. For instance, dividing the responsibilities of operating a school between the School Director of Operations and the Principal allows the Principal to focus on being an instructional leader to attain the student outcomes of the school's mission. Appendix C of the application provides a complete set of staff job descriptions. Additionally, a staffing model for the first 5 years of the school's operations is provided. It is expected that by year 5, ACCS will be at full capacity.

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

**APPLICANT RESPONSE:**

"More than any other variable in education - more than schools or curriculum – teachers matter."<sup>77</sup> Recognizing that teacher quality is the single greatest factor in determining student achievement, the Albuquerque Collegiate team is dedicated to recruiting and retaining the best and brightest talent available. Albuquerque Collegiate will employ a staff of professionals committed to upholding the highest academic and behavioral expectations and providing all students with a rigorous, college preparatory K-5 educational program. All staff members will demonstrate alignment with the mission and vision of Albuquerque Collegiate and will work relentlessly to ensure they are realized. The plan to recruit these highly dedicated and determined individuals is designed to be ongoing, extensive, and exhaustive. To ensure all positions are filled in a timely and reasonable manner, the staffing, recruitment, and selection process is greatly informed by the highly-effective and rigorous staffing plan model at Vista College Prep in Phoenix, AZ.

The staffing structure of Albuquerque Collegiate will develop and expand as the school reaches its enrollment capacity. Additional teachers and support staff will be added to support enrollment demands and student needs. **Figure 20** outlines the staffing plan from year 1 of operation through year 5 of operation, a full student enrollment capacity. All positions listed in year 5 of operation are reflected in **Attachment M: Organizational Chart**.

**Figure 20 - Staffing Plan Years 1-5**

Position	2018-2019 120 Scholars	2019-2020 180 Scholars	2020-2021 240 Scholars	2021-2022 300 Scholars	2022-2023 360 Scholars
Principal	1 Total	1 Total	1 Total	1 Total	1 Total
School Director of Operations	1 Total	1 Total	1 Total	1 Total	1 Total
Student Supports Coordinator	1 Total	1 Total	1 Total	1 Total	1 Total
Instructional Specialist	-	-	1 Total	1 Total	1 Total
Teachers	7 Total	10 Total	12 Total	14 Total	16 Total
Special Education Teachers	1 Total	2 Total	2 Total	3 Total	4 Total
Enrichment Teachers	-	-	1 Total	1 Total	2 Total
Office Manager	1 Total	1 Total	1 Total	1 Total	1 Total
Operations Fellows*	2 Total	3 Total	3 Total	4 Total	4 Total

\*All operations fellows will be employed part-time

<sup>77</sup> Ripley, Amanda. (2010). "What Makes a Great Teacher?." *The Atlantic Online*.

**Hiring Plan:**

In year 1 of operation, all formal hiring will begin immediately following the acceptance and start date of the Principal, which is anticipated for mid-February. The Albuquerque Collegiate Founding Team has developed a robust, rigorous, and ongoing recruitment and selection process for the annual hiring of staff. The process action steps and timeline to ensure that the Principal will be able to identify and hire highly-qualified staff. **Figure 21** illustrates the timeline plan during the school's planning year.

**Figure 21 - Staff Hiring Plan Timeline, Year 1**

Event	Date
Recruitment and Applicant Interest	Beginning in October 2017
Job Posting and Acceptance of Applications	Beginning in December 2017
Application Review and Screening Interview by Principal	Beginning in February 2018
Invitation for Final Interview and In-Person Final Interview with Principal	Beginning in mid-March 2018
Principal Decision and Offer	Beginning in late March 2018

**Figure 21** represents the “rolling” nature of the recruitment and selection process in year 1. The timeline also includes the step of building applicant interest through recruitment, prior to the posting of positions. Our team believes this will help ensure a strong and abundant applicant pool. As the Principal will not yet be hired at this time, responsibility of recruitment and job posting will be conducted through contracted service. All formal hiring will be conducted and approved by the Principal upon hire.

The year 1 positions will be posted to career and education websites to include: The University of New Mexico's Lobo Career Connection, Teach For America's National People and Opportunities Hub, Teach For America New Mexico's newsletter and social media platform pages, the United Way of Central New Mexico's Center for Nonprofit Excellence Nonprofit Job Listings Page, Monster.com, the Albuquerque Journal's Jobs page, SchoolSpring.com, LinkedIn, New Mexico Workforce Connection, and with Board approval for membership, the New Mexico Coalition for Charter Schools and New Mexico Association for Charter School Education Services websites. Information about the positions will also be posted and shared with local and regional Colleges of Education, including the University of New Mexico, New Mexico State University, and New Mexico Highlands. The positions will also be posted on the Albuquerque Collegiate website, advertised in our newsletter, posted to the Albuquerque Collegiate Facebook page, and advertised through Facebook using targeted analytics. In addition, we will seek out referrals within personal and professional networks.

Application submissions will require a resume, cover letter, three (3) professional references and response to a series of short-answer questions. Upon hire in mid-February, the Principal will begin to review applications, screening the resumes for minimum qualifications and appropriate experience. The Principal will also review the applicant's response to the three short-answer questions included in the application. The Principal will use a rubric to rate responses on a scale of 0-3. Applicants that receive an score of a 5.0 or above will be invited to the next step of the application process, the screening interview. **Figure 22** illustrates a sample question and scoring

rubric the Principal will use.

**Figure 22 - Staff Application Sample Question and Scoring Rubric**

Question: What do you think are the key factors to ensuring success working with a predominantly low income, urban population of students?				
Strongly Response:		Aligned	<ul style="list-style-type: none"><li>• High expectations with high levels of accountability at all levels (students, teachers, leaders, etc.)</li><li>• Structured/disciplined learning environment</li><li>• Relentlessness</li><li>• Extra support/time for students</li><li>• High quality leaders and teachers who take responsibility for student learning</li></ul>	
Scoring:	Exceeds - 3	Meets - 2	Somewhat Meets - 1	Does Not Meet - 0
Total Score for Written Responses:			_____/9	
Average score of 5 or higher - invite for screening interview.				
Score below 5 - email thanking for time, but not interested.				

Screening interviews will be conducted beginning in late February, either in person, or if a candidate is not in the New Mexico area, through a phone or video conference. In the screening interview, the Principal will assess candidates' mission fit with Albuquerque Collegiate as well as their demonstration of leadership characteristics. Specific leadership characteristics the Principal will look for include humility, achievement, respect, enthusiasm, commitment to community, and hard work. The Principal will ask a series of four questions to test mission alignment, again using a scoring rubric to rate responses on a scale of 0-3. Applicants that receive a score of 7.0 or above will be invited to a final in-person interview. **Figure 23** illustrates a sample question and scoring rubric the Principal will use during the Screening Interview.

**Figure 23 - Staff Screening Interview Sample Question and Scoring Rubric**

<b>Question: We expect that students will come to Albuquerque Collegiate one or more grade levels behind academically. Should they be held to the same standards at the end of their first year as students in wealthier schools and districts, most of whom start at or above grade level already? Should the expectations be the same?</b>		
<b>Strongly Response:</b>	<b>Aligned</b>	<ul style="list-style-type: none"> <li>• Absolutely.</li> <li>• We have to set high standards so students can strive to get achieve ambitious goals.</li> <li>• Students that come to Albuquerque Collegiate with a lot of challenges will need more support to meet the standards, but we can't change the expectations for them.</li> </ul>

<b>Scoring:</b>	Exceeds - 3	Meets - 2	Somewhat Meets - 1	Does Not Meet - 0
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<b>Total Score for Screening Interview Responses:</b>	_____/12
Average score of 7 or higher - invite for screening interview.	
Score below 7 - email thanking for time, but not interested.	

Applicants will be notified within 48 hours if they have been invited to the next round for a final interview. If invited for a final interview, any applicant applying for an instructional position will receive a pre-work assignment of designing and delivering a lesson plan. In year 1, the Principal's observation of the lesson delivery will be conducted either at the teacher's current school, through a recorded video if the teacher is out of state, or presented as a mock lesson for any applicant who is not currently employed at a school. In future years, the lesson will be delivered to students attending Albuquerque Collegiate. Applicants for non-instructional positions will not be required to complete the demonstration lesson component of the application process.

The final interview, and demonstration lesson if necessary, will occur within two (2) weeks following the applicant's screening interview. Components of the final interview will include a series of scenarios with applicant responses, an in-person or virtual school walkthrough with applicant questions and observations, and a final opportunity for applicants to ask any questions they may have.

The purpose of the scenario response component of the interview is to primarily create an experience in which the applicant has to articulate their thinking in an "on-the-spot" manner, a skill that will often be utilized by both instructional and operational staff at Albuquerque Collegiate. Scenarios will be based on the following four topics:

1. It Takes a Village Mentality - Understanding when "*whatever it takes*" needs to be spread out amongst a team and you need to use supports/processes.
2. Working within Consistent Systems - A test of personal preference vs. school-wide systems, doing things the "*Albuquerque Collegiate way*."
3. 100% - An assessment to the commitment of high-expectations and loving students enough to hold them accountable.
4. Data Analysis - Using evidence to create concrete, detailed, actionable plans.

**Sample Scenario: Disengaged Student (Topic: It Takes a Village Mentality)**

**Goal:** Does the applicant have a "sole provider mentality" or will they recognize and reach out for supports to tackle problems? Does the applicant have an appropriate "*whatever it takes*" attitude, while also being able to differentiate when to take on a problem by themselves versus using a team and system of supports?

**Scenario:**

Ana, a student in your 2nd grade class, has become increasingly disengaged (her head is down with little participation) in class over the past two weeks. Noticing the lack of engagement from your student you pull her aside for a conversation during intervention/choice time. She does not share much information with you regarding her change in behavior and affect. That afternoon



you call home to speak with her mother. It has been two days since you called home and you have not received a call back from the family. Vanessa is becoming increasingly disengaged, failing to complete homework assignments, and participating in class at an absolute minimum level. *Question: How do you respond? What do you do and why?*

Following the scenario response component of the interview, applicants will complete a school walkthrough. In year 1 as the school facility will not yet be prepared, the Principal will utilize videos from schools of similar design, for a virtual walkthrough. The purpose of the school walkthrough is to give applicants an opportunity to better visualize the day-to-day functions of Albuquerque Collegiate, specifically in areas of Culture (student engagement, behavior, systems), Curriculum (rigor, completion and quality of work), Campus (overall environment). The Principal will be assessing the applicant's ability to make specific observations about student and teacher interactions, provide multiple examples of systems, ask questions about school policies in relation to actions they see implemented, and make thoughtful connections between school culture and student achievement.

To close the interview, the Principal will answer any final questions the applicant may have. Final selection will be based on scoring rubrics, similar to those provided above, from all sections of the interview process. The applicant will be notified within 48 hours if they have been selected for a position, with the expectation that the applicant accepts or declines within 1 week of the offer.

#### Mid-Year Vacancies and Subsequent Year Hiring:

In the case that a staff position becomes vacant during a school year, the Principal, with support of the leadership team, will determine whether to develop a plan to fill the need internally if feasible, or choose to contract services temporarily until a replacement is found. The Principal will then conduct an expedited staff recruitment and selection process. To assist in this process, and ensure that the Albuquerque Collegiate team is taking an ongoing approach to the recruitment process, the school will collect interested resumes through the school's website for ongoing interest in both instructional and operational positions.

In subsequent years of operation, the Principal would follow the year 1 timeline for recruitment and selection, specifically for known open positions for the next school year. The Albuquerque Collegiate leadership team, under the direction of the Principal, will aim to have high levels of staff retention and will work to ensure that the vast majority of staff members feel supported and successful and want to continue with the team, whether in their same post, or a different position, for years to come. Mid-year evaluations, based on student data and components of the NMTEACH educator effectiveness framework for teachers, will be used to assess professional growth and success and to help determine if a staff member should or should not be offered a contract extension for the following school year. A meeting will be held during which each staff member is able to discuss their mid-year evaluation with the Principal and if offered a contract extension for the following year, accept or decline the offer. The Principal will follow the recruitment and selection process, posting all positions that will be vacant at the end of the school year, and begin accepting applications on a rolling basis for the following school year.

The Albuquerque Collegiate recruitment and selection process and overall staffing plan is detailed and robust, creating a rolling acceptance process and extended timeframe ensuring that all staff positions will be filled prior to the start of summer professional development for staff beginning in July of each year. The rolling acceptance process is designed to recruit applicants throughout the school year, with a quick and thorough interview and selection process for the

applicants themselves. The recruitment and selection process and timeline are directly informed by effective practices utilized by schools of similar design. These exemplar school models have provided Albuquerque Collegiate a reasonable and adequate staffing plan that will support effective and timely creation and implementation of our academic program.

#### **Staffing Plan Alignment to Budget:**

The Albuquerque Collegiate staffing plan is aligned to and reflected in multiple sections of the budget. The organizational model represents fiscal conservatism, and decisions around the allocation of resources are based solely on the school's mission. **Appendix G- 5 Year Budget Plan** is based on full enrollment and includes line items for staff recruitment (\$500 per new staff member for the following year, Function: 2400, Object: 55915), personnel (Function: 1000 Instruction- Personnel Services Compensation and Employee Benefits, Function: 2100 Support Services Students- Personnel Services Compensation and Employee Benefits, Function: 2300 General Administration- Personnel Services Compensation and Employee Benefits, Function: 2400 School Administration- Personnel Services Compensation and Employee Benefits, and Function: 2500 Central Services- Personnel Services Compensation and Employee Benefits) reflecting the growth of our staffing structure in years one through five. Growth or retraction in funding will adjust the organizational structure of the school as needed, which will always be approved by the Governing Board. Furthermore, the budget supports the school's proposed 2-teacher model in kindergarten through 2<sup>nd</sup> grade classes and the 20:1 student to teacher ratio in 3<sup>rd</sup> through 5<sup>th</sup> grade classes.

#### **Meeting Unforeseen Budget Challenges**

If Albuquerque Collegiate encounters any financial difficulties that produce a budget gap, Albuquerque Collegiate will look for ways to re-balance its budget immediately. Likely, a budget shortfall would come from a missed enrollment target – this is one of the largest areas of risk for new charter schools. In that situation, Albuquerque Collegiate would look to capitalize on some the expenses that are driven naturally by the number of students, such as instructional materials, textbooks, and other expenses tied to number of students. After capturing any of those natural areas of savings, there would be a review of the staffing plan to ensure it is still appropriate considering the budget challenges and if possible, realign it and lower costs. If enrollment was such that it no longer made sense to have the number of teachers originally planned, then Albuquerque Collegiate would look to reduce the number of teachers. Ideally, Albuquerque Collegiate will approach staffing in a way where it can delay some hires until it has more certain enrollment numbers early in the year. The priority would be to preserve educational programming elements and scale back on otherwise discretionary or non-mission critical elements of the budget.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties</li> <li>Describe how the staffing plan and process will ensure the school is able to hire highly-qualified staff no later than two weeks prior to the start of the proposed school year, or on an annual basis, fill all vacancies within a reasonable time</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/ curriculum during the planning year and for all subsequent years</li><li>• Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment</li><li>• Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment</li></ul> |
|--|---|

**REVIEW TEAM EVALUATION:** Approaches the Criteria

The response addresses a majority of the criteria, but does not sufficiently:

Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/ curriculum during the planning year and for all subsequent years.

The response does not appear to be fully consistent with other sections, including budget and mission.

The applicant outlines a rigorous recruitment and interview process for instructional staff. The interview process used in hiring the Principal is similar for the teachers. Sample written and spoken questions are included in the narrative and align with the mission and goals of the school.

The applicant's staff hiring plan includes action steps and timeframes to ensure teachers are hired by late March 2018. The applicant intentionally targets this date in order to select from the strongest pool of teachers. Since the applicant has developed its plan for the next five years, it will continue to accept resumes on a rolling basis to continue to build a strong applicant pool and to be prepared for filling any unanticipated vacancy.

A discrepancy found in the staffing plan accounts for a specific number of teachers that does not align with the model of having 2 teachers in a classroom for the primary grades. Additionally, the 5-year budget also does not reflect the required teachers for implementing the 2-teacher model.

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate Founding Team believes that quality teacher and staff development will be key to attracting and retaining talented individuals and essential to raising student achievement levels. It will be the responsibility of the Albuquerque Collegiate Leadership Team to support teachers to execute dramatic student results. Research continually shows that when classroom instruction improves, student achievement gains increase.<sup>78</sup> Therefore, we plan to prioritize on-going, varied opportunities for teachers to improve their instruction through providing three (3) weeks of planned summer professional development, weekly 1.5 hour professional development sessions focused on curriculum, instruction and school culture, eight (8) full-day data days, a beginning teacher mentorship program, as well as a robust individual coaching program for all teachers.

Albuquerque Collegiate's annual professional development plan will meet all state requirements outlined in New Mexico administrative code 6.65.2.8 "Requirements for Program Design and Implementation," 6.65.2.9 "Requirements for Program Evaluation," and 6.65.2.10 "Requirements for Professional Development Funding." Albuquerque Collegiate's professional development program will meet and align to the New Mexico adopted national staff development council standards for staff development, as required for designing, implementing, and evaluating our professional development program. Program design and implementation will meet all standards outlined in **Figure 24**, tied to context, process, and content standards. Albuquerque Collegiate will assess the effectiveness of the professional development program annually, at the end of each school year. The school Leadership Team, including the Principal, School Director of Operations, and Student Supports Coordinator will conduct the evaluation to include survey data from participants regarding their learning, any organizational change and support they've received, use of knowledge and skills and growth of student learning. Lastly, any state and federal funding received to support professional development programs and activities will demonstrate alignment with the New Mexico professional development framework, explicitly addressing content and context standards outlined in NMAC 6.65.2.10.

**Figure 24 - Professional Development Standards of Design and Implementation**

Context Standards	Process Standards	Content Standards
<ul style="list-style-type: none"> <li>• Improve learning of all students by organizing adults into learning communities whose goals are aligned with those of the school</li> <li>• Require skillful school leaders who guide continuous instructional improvement</li> <li>• Require resources to</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement</li> <li>• Use multiple sources of information to guide improvement and demonstrate its impact</li> </ul>	<ul style="list-style-type: none"> <li>• Improve the learning of all students by preparing educators to understand and appreciate all students</li> <li>• Create safe orderly and supportive environments, and hold high expectations for their academic achievement</li> <li>• Deepen educators'</li> </ul>

<sup>78</sup> Odden, Allan, and Marc Wallace. (2003). "Leveraging Teacher Pay." *Education Week*.

support adult learning and collaboration	<ul style="list-style-type: none"> <li>• Prepare educators to apply research to decision making</li> <li>• Use learning strategies appropriate to the intended goal</li> <li>• Apply knowledge about human learning and change</li> <li>• Provide educators with the knowledge and skills to collaborate</li> </ul>	<ul style="list-style-type: none"> <li>• content knowledge</li> <li>• Provide them with research-based instructional strategies to assist students in meeting, rigorous academic standards and prepare them to use various types of classroom assessments appropriately</li> <li>• Provide educators with knowledge and skills to involve families and other stakeholders appropriately</li> </ul>
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Just as the Albuquerque Collegiate team believes that every instructional minute is sacred for students, we also believe that any time dedicated to professional development and learning opportunities should be equally safeguarded. As such, we will not use dedicated professional development time for routine staff meetings. Our team will dedicate 10 minutes prior to the start of each school day to meet and discuss necessary items related to routine staff meetings during what we call “morning huddle.”

### Professional Development Plan

Research shows that teacher quality is the most significant indicator of a student’s academic performance.<sup>79</sup> With this in mind, Albuquerque Collegiate is committed to employing a comprehensive training and support program for all teachers. This comprehensive support program will be realized through intensive summer training, weekly professional development, data and staff development days throughout the school year, and continuous teacher observation, coaching, and feedback.

### Summer Staff Professional Development Training:

In year one and all subsequent years of operation, Albuquerque Collegiate will deliver three weeks of staff development during the summer, prior to the start of the school year. The first week of summer training will focus on building school culture, aligned with the mission and vision of Albuquerque Collegiate. Week one of summer training, facilitated by the Principal and School Director of Operations, will consist of outlines of the school day, week, and year, as well as extensive practice to norm school systems and procedures including student arrival, breakfast, transitions, lunch, and dismissal. Weeks two and three of summer training will focus on curriculum and instructional practices. As noted in **Section I.C.(1)** of the application, teachers will be provided full lesson plans for the first unit of instruction in all core subjects. In week two, teachers work with the Principal to internalize expectations around lesson plan development, familiarization with Albuquerque Collegiate’s instructional scope and sequence, as well as dedicated time to practice school-wide taxonomies. The last week of training will focus on

<sup>79</sup> Saunders, William and June Rivers. (1996). *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center.

preparing for week one of classes with students. This preparation, led by the Principal and School Director of Operations, will consist of daily run-throughs, practice sessions, and scenario planning. Development of adult culture will be a key component of the three-week summer training. It is important to note that summer professional development will not be limited to teachers, but is designed to provide training for non-instructional staff as well. Week 1 of summer professional development will primarily be whole-school learning, with weeks 2 and 3 differentiated for instructional and operational staff accordingly. At Albuquerque Collegiate, all staff members will play critical roles in the success of scholars. Annual summer professional development will enable instructional and operational staff to open doors on day 1 of school each year, fully prepared to ensure the success of every scholar. Summer Training associated costs will include printed materials, as well as costs for Istation and STEP professional development trainers.

**Weekly Professional Development:**

With an abbreviated Wednesday schedule, (student dismissal at 2:00pm) teachers will be provided with an hour and a half of weekly staff professional development. Weekly professional development sessions will alternate between focuses on school culture, systems and procedures, and curriculum and instruction.

Sessions related to school culture, systems and procedures, and thus heavily correlated to daily school operations, will be led by the Principal, with support from the School Director of Operations. At the beginning of the year, the focus will be on systems and procedures that must get done correctly on day one and every day thereafter, including: arrival/dismissal, breakfast/lunch, bathrooms, and building transitions. As the year progresses, the focus will shift to systems and procedures that enhance the mission and vision of Albuquerque Collegiate including classroom and community area management, use of the grade level behavior system, and development of *Teach Like a Champion* taxonomies and strategies.

Weekly professional development sessions focused on curriculum and instruction will allow the instructional team the opportunity to focus on instructional areas of need both as they arise and as planned for throughout the school year. The Principal, in collaboration with the Student Supports Coordinator, will lead grade level teams and content teams to identify areas of growth, set data informed goals and establish action items to improve instruction. During the first trimester, the instructional team will focus heavily on lesson plan delivery and development. The Principal, Student Supports Coordinator, and Instructional Specialist, when hired, will conduct thorough reviews of lesson plan drafts, providing feedback to teachers before the submission of final version lesson plans. Professional Learning Communities, which will be comprised of grade level teams and content focused teams (Literacy/Social Studies and Math/Science), will meet throughout the school year to discuss upcoming lesson plans and changes to be made based on student achievement trends. As the year progresses, the Principal, Student Supports Coordinator, and Instructional Specialist, when hired, will identify development opportunities for grade level teams and content teams to incorporate more strategies directly tied to data informed instruction, differentiated instruction for all scholars, and specific approaches to supporting English Learners and special education students. Weekly professional development training associated costs will be minimal to include any necessary printed resources.

Weekly Professional development sessions will be comprised to address both annually required trainings, as well as tailored to address school-wide, professional learning community and individual teacher specific professional development needs. In addition, one Wednesday per month will be designated as a “Wellness Wednesday,” in which teachers may leave following



student dismissal. Wellness Wednesdays encourage teachers to schedule any necessary appointments, so that they do not have to miss instructional time during the school day.

**Data and Staff Development Days:**

Data Days will occur a total of eight times over the course of the year. Data Days will occur shortly after interim assessment administration, which will allow teachers and school leaders to deep dive into specific class, grade, and student level results. During all Data Days, under the guidance of the Principal and with the support of the School Director of Operations, teachers will closely analyze student data to inform their practice, and develop plans to differentiate instruction for all students, particularly for those students who struggle with content, as well as for students who need additional pushes beyond grade level standards. Teachers will have the opportunity to reflect upon and action plan for homogenous grouping used in reading and math instruction and adjust according to current data, making groups fluid and flexible in response to student needs. Teachers will conduct item analyses, where they will correlate each question to a standards-based objective, assess scholar mastery per the objectives, and determine specific misunderstandings that may exist with groups of scholars or individual scholars to guide re-teaching plans. Teachers will break the mastery of objectives into groups, which will correlate with the following circumstances:

- Objectives mastered by 100% of scholars - Scholars may require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within the same standard strand.
- Objectives mastered by 70% or more of scholars - The 30% of scholars who did not demonstrate mastery may require small group intervention and support.
- Objectives mastered by less than 70% of scholars - Scholars will require a re-teach of a lesson to the majority of the classroom.

Full-day Data Days will also include expanded components of weekly professional development sessions, with focus elements to include data analysis, supports for struggling scholars, classroom management and culture, and delivery of lessons and assessments. Full-day Staff Data Days will be led by the Leadership Team, and consultants, as necessary, including professional development training from Istation and STEP vendors. Associated costs may include training from STEP and Istation trainers, as well as printed resources, and are provided for within the proposed budget.

**Teacher Coaching:**

Albuquerque Collegiate's individual teacher development plan will include components of classroom observation, feedback debriefs, grade level and school-wide instructional rounds, and individual teacher check-ins. All teachers will be observed by the Principal at least once each week for a minimum of 20 minutes. For teachers that need more intensive supports and coaching, they will be observed at least twice per week. Teachers will receive feedback through written follow-ups and debrief conversations around strengths and areas for growth within observed lessons. Achievement data from the lesson's objective will be discussed, and both teacher and scholar actions will be correlated to the data to determine trends. Next steps will be derived from these debrief conversations and follow-up observations will be conducted to ensure a frequent observation-feedback loop.

After each observation, teachers will be provided with an immediate 20-minute feedback session, highlighting wins, outlining next step goals, and working on at-bat practice with instructional strategies. Weekly feedback sessions, led by the Principal, as observed, will allow all individual

teachers to be supported and pushed in individualized areas of growth.

Targeted and individualized teacher coaching and feedback sessions will be closely tied to the NMTEACH evaluation system and observation domains. The Principal will attend all mandatory school leader NMTEACH training annually from the Public Education Department. In addition, the Principal will study the framework intensively to understand the rubric, standardize scoring, and share informative data with observed teachers. This continual use of the NMTEACH observation rubric will allow teachers to understand their scores overall and within specific domains, as well as use information from their feedback sessions to improve for future observations. The Principal will follow all NMTEACH protocol for formal observations, which will be included in teachers' formal NMTEACH evaluation.

The Principal and Student Supports Coordinator will conduct instructional rounds regularly, which will allow them to assess a whole-school analysis of instruction by observing every classroom for a brief period of time. Following a discussion, notes will be calibrated, trends will be determined, and instructional needs will be prioritized in a subsequent professional development session with teachers. Instructional rounds will also allow the Principal and Student Supports Coordinator to identify exceptionally strong lessons, which will be video recorded and used during professional development sessions as exemplar models. The Albuquerque Collegiate Leadership Team will build a resource bank of instructional videos, which will include videos from excellent teachers in other schools. Teacher coaching associated costs will include necessary technology items and necessary printed resources.

**External Professional Development:**

External professional opportunities will include Public Education Department provided trainings, school partnership visits and local and national trainings aligned to the mission, vision and educational program of Albuquerque Collegiate. The New Mexico Public Education Department provides many professional development trainings for teachers and school leaders throughout the school year. The Albuquerque Collegiate team will participate in these trainings both as required, and as made available, in alignment with identified needs, areas of development and growth for staff, and ability to attend while maintaining coverage of school-based classrooms and needs. Most PED trainings are no cost or low cost, which will make them prioritized trainings for teachers and school leaders. As funds are available, the Albuquerque Collegiate team will also send leadership and select teaching staff to visit and learn from partnership schools, which will include Vista College Prep (Phoenix, AZ) in year 1 of operation. Partnership schools will be identified as schools that have similar demographic makeups compared to Albuquerque Collegiate, as well as demonstrated academic results through use of similar educational programs. External professional development will lastly include local and national trainings identified to align to the mission, vision and educational program of Albuquerque Collegiate. These trainings may include, but are not limited to, workshops from Building Excellent Schools and the Uncommon Schools network, which focus on behavior and culture, engaging academics, systems and routines, and deepening literacy content knowledge. Associated costs for external professional development may include travel, per diem, and cost of training programs.

**Mentorship Program:**

In accordance with New Mexico administrative code 6.60.10.8 "Requirements for Mentorship Programs," all beginning teachers at Albuquerque Collegiate will participate in a mentoring program. The mentorship program will provide individual support for beginning teachers from designated mentors. Support for beginning teachers will include collaborative curriculum

alignment, design, and planning, as well as classroom observations, student assessment, individual instructional conferences, and instructional resource development. Beginning teachers will participate in the mentorship program for 1 year, with included support for an additional 2 or 3 years for a teacher that does not successfully complete the first year and maintains employment at Albuquerque Collegiate. Individuals who wish to serve as a mentor must have received an NMTEACH effectiveness rating of “effective” or higher in their previous year teaching. Mentors will receive structured and research-based trainings, which will include the development and needs of beginning teachers, the process of developing mentorship relationships, the process of documenting teacher growth, and the best practices in working with novice teachers. Mentor trainings and general oversight of the mentorship program will be managed by the school Principal. Mentors will be compensated \$500 annually for their services and support.

The mentorship program will be grounded in level 1 teacher competencies, outlined in NMAC 6.69.4.12.(B). Mentors, with oversight of the Principal, will use ongoing formative and summative evaluation to assess the improvement of the beginning teacher’s practice. **Figure 25** outlines the nine essential teacher competencies and indicators for level 1 teachers that will be used for the beginning teacher’s ongoing formative and summative assessments.

**Figure 25 - Level 1 Teacher Competencies and Indicators**

Competency		Indicators
1	The teacher accurately demonstrates knowledge of content area and approved curriculum	<ul style="list-style-type: none"> <li>Utilizes and enhances approved curriculum</li> <li>Gives clear explanations relating to lesson content and procedure</li> <li>Communicates accurately in the content area</li> <li>Shows interrelatedness of one content area to another</li> </ul>
2	The teacher appropriately utilizes a variety of teaching methods and resources for each area taught	<ul style="list-style-type: none"> <li>Provides opportunities for students to work independently, in small groups, and in large groups, as appropriate</li> <li>Uses a variety of methods such as demonstrations, lecture, student-initiated work, group work, questioning, independent practice, etc., as appropriate</li> <li>Uses a variety of resources such as field trips, supplemented printed materials, manipulatives, etc., as appropriate</li> <li>Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities</li> <li>Implements necessary and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.</li> </ul>
3	The teacher communicates with and obtains feedback from students in a manner that enhances student	<ul style="list-style-type: none"> <li>Explains and/or demonstrates the relevance of topics and activities</li> <li>Communicates to students the instructional intent, directions or plan at the appropriate time</li> </ul>

	learning and understanding	<ul style="list-style-type: none"> <li>Establishes and states expectations for student performance</li> <li>Clarifies actions, directions, and explanations when students do not understand</li> <li>Actively solicits communication from students about their learning</li> <li>Communicates regularly with students about their progress</li> </ul>
4	The teacher comprehends the principles of student growth, development and learning, and applies them appropriately	<ul style="list-style-type: none"> <li>Uses and instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, decision-making, etc.</li> <li>Uses teaching techniques which address student learning levels, rates, and styles</li> <li>Uses materials and media which address student learning levels, rates and styles</li> <li>Uses resources such as community service agencies, school personnel, parents, etc., to meet students' learning levels, rates, and styles.</li> </ul>
5	The teacher effectively utilizes student assessment techniques and procedures	<ul style="list-style-type: none"> <li>Uses a variety of assessment tools and strategies, as appropriate</li> <li>uses information gained from ongoing assessment for remediation and instructional planning</li> <li>Maintains documentation of student progress</li> <li>communicates student progress with students and families in a timely manner</li> </ul>
6	The teacher manages the educational setting in a manner that promotes positive	<ul style="list-style-type: none"> <li>Serves as a model for constructive behavior patterns</li> <li>Executes routine tasks effectively and efficiently</li> <li>Establishes and states expectations for student behavior</li> <li>Handles transitions effectively</li> <li>Has materials and media ready for student use</li> <li>Minimizes distractions and interruptions</li> <li>Manages student behavior effectively and appropriately</li> <li>Identifies hazards, assesses risks, and takes appropriate action</li> </ul>
7	The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept	<ul style="list-style-type: none"> <li>Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities, and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups.)</li> <li>Acknowledges student performance and</li> </ul>

		achievement <ul style="list-style-type: none"> <li>• Acknowledges that every student can learn</li> <li>• Provides opportunities for each student to succeed</li> <li>• Provides students with opportunities for active involvement and creativity</li> <li>• Provides opportunities for students to be responsible for their own behavior and learning</li> <li>• Promotes positive student/teacher relationships</li> <li>• Encourages high student expectations</li> <li>• Demonstrates an awareness and respect for each student's background, experience, learning ability, language and culture</li> </ul>
8	The teacher demonstrates a willingness to examine and implement change, as appropriate	<ul style="list-style-type: none"> <li>• Seeks out information on methodology, research, and current trends in education to enhance and improve the quality of learning</li> <li>• Implements a variety of strategies to enhance learning</li> <li>• Recognizes that change entails risk and that modifications may be needed</li> </ul>
9	The teacher works productively with colleagues, parents, and community members	<ul style="list-style-type: none"> <li>• Collaborates with colleagues</li> <li>• Communicates with parents on a regular basis</li> <li>• Uses conflict resolving strategies when necessary</li> <li>• Involves parents and community in their learning environment</li> <li>• Communicates in a professional manner with colleagues, parents and community members regarding educational matters</li> </ul>

### Alignment of Programs

The Albuquerque Collegiate professional development plan and mentorship program are fully supported by the 5-year budget plan (**Appendix G**), represented in Function: 1000, Object: 55820. Furthermore, the professional development plan and mentorship program are aligned to the mission, educational program, mission-specific indicators, and short-cycle assessment goals that have been established by the Albuquerque Collegiate team. The professional development and mentorship programs will be designed to emphasize the support and development of teacher capacity to deliver high-quality instruction and intensive academic supports, key components of the mission, educational program and performance goals of Albuquerque Collegiate.

Total Points Available	Expectations
8	A complete response must: <ul style="list-style-type: none"> <li>• Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs             <ul style="list-style-type: none"> <li>○ Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10</li> <li>○ Describe how the school will ensure professional development time is not used</li> </ul> </li> </ul>

	<p>for routine staff meetings</p> <ul style="list-style-type: none"><li>• Identify a mentorship plan for novice teachers including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8</li><li>• Describe how the annual professional development plan and the mentorship plan for novice teachers:<ul style="list-style-type: none"><li>○ are supported by the budget</li><li>○ support the implementation of the proposed school's educational plan, mission, and performance goals</li><li>○ not only address required annual trainings, but are also tailored to address school and teacher specific professional development needs</li></ul></li></ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant has outlined a robust professional development plan that includes summer, weekly, and term-focused professional development. Within the professional development plan, the applicant plans for whole staff, whole teaching staff, and individual professional development. Professional development happens weekly, with a shortened school day for the students, and as regular part of the teacher's work week.</p> <p>The applicant's response to the topics that will be addressed at the various intervals dedicated with professional development align with elements of the educational model as it relates to assessment tools, instructional strategies, curricular resources, and data-decision making. In addition, personalized professional development is provided to support and develop teachers "to deliver high-quality instruction and intensive academic supports, key components of the mission, educational program and performance goals" of ACCS.</p>	



**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.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate employment terms have been developed to maximize student achievement, plan for organizational growth, and maintain sound fiscal health. Prior to the Principal's first hire in the planning year, the Albuquerque Collegiate Governing Board will approve a comprehensive Personnel Handbook. The Personnel Handbook will include information related to hiring, employment classifications, daily and annual work schedules, holidays and vacations, the payroll schedule, staff evaluation policies and procedures, an overview of health and retirement benefits, personal, sick, and other types of leave, workplace safety and environment, and discipline and grievance resolution for employees. All employment terms will be in accordance with New Mexico State Statute and Administrative Code, including adherence to the School Personnel Act.

**Classes of Employees:**

All employees of Albuquerque Collegiate will be classified as either full-time or part-time, certified or non-certified, and exempt or non-exempt. We may also hire consultants/contracted employees and/or temporary employees.

- **Full-Time Employees:** Full-time employees are those who are scheduled to work the full academic year and who work no fewer than 40 hours per week. All full-time employees are eligible to participate in the School's benefits program.
- **Part-Time Employees:** Part-time employees are those who work fewer than 30 hours per week. Part-time employees are not eligible to participate in the School's benefits program.
- **Certified Employees:** Certified Employees are required to hold an appropriate license through the New Mexico Public Education Department Professional Licensure Bureau in order to perform the duties outlined in their job description.
- **Non-Certified Employees:** Non-Certified Employees are not required to hold a license through the New Mexico Public Education Department Professional Licensure Bureau in order to perform the duties outlined in their job description.
- **Exempt:** Albuquerque Collegiate will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as exempt are not eligible to receive overtime pay.
- **Non-exempt:** Albuquerque Collegiate will abide by the Fair Labor Standards Act (FLSA) in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay.
- **Consultant/Contracted Employee:** Consultants are independent contractors who work under a consultancy agreement. Consultants have no employee status, and are not eligible for benefits.
- **Temporary Employee:** Temporary employees are those employees whose employment with the School is for a limited period, generally not exceeding two academic trimesters, or five months, whichever is greater. Temporary employees are not entitled to participate in the

School's benefits program.

### Benefits and Pay Terms:

Pay Schedule: Employees will be paid semi-monthly, with paychecks issued twice per month, once at the beginning of the month, and once at the mid-point of the month. There will be 24 pay periods every year.

Salary Schedule: In accordance with the School Personnel Act (NMSA 22-10 A), Albuquerque Collegiate has outlined proposed pay terms and salary schedules for staff:

**Figure 26 - Instructional Staff Salary Schedule**

Years in Position @ ACCS	Level I License		Level II License		Level III License	
	Bachelor's	Master's	Bachelor's	Master's	Master's	Doctorate
Year 1	\$ 40,800	\$ 41,300	\$ 50,400	\$ 50,900	\$ 50,400	\$ 50,900
Year 2	\$ 41,616	\$ 42,126	\$ 51,408	\$ 51,918	\$ 51,408	\$ 51,918
Year 3	\$ 42,448	\$ 42,969	\$ 52,436	\$ 52,956	\$ 52,436	\$ 52,956
Year 4	\$ 43,297	\$ 43,828	\$ 53,485	\$ 54,015	\$ 53,485	\$ 54,015
Year 5	\$ 44,163	\$ 44,704	\$ 54,555	\$ 55,096	\$ 54,555	\$ 55,096
Year 6	\$ 45,046	\$ 45,599	\$ 55,646	\$ 56,198	\$ 55,646	\$ 56,198
Year 7	\$ 45,947	\$ 46,511	\$ 56,759	\$ 57,322	\$ 56,759	\$ 57,322
Year 8	\$ 46,866	\$ 47,441	\$ 57,894	\$ 58,468	\$ 57,894	\$ 58,468
Year 9	\$ 47,804	\$ 48,390	\$ 59,052	\$ 59,637	\$ 59,052	\$ 59,637
Year 10	\$ 48,760	\$ 49,357	\$ 60,233	\$ 60,830	\$ 60,233	\$ 60,830

The Albuquerque Collegiate instructional staff salary schedule reflects a 20% salary increase compared to the local district's salary schedule. With the exception of the Student Supports Coordinator, who is considered part of the school leadership team, all staff members who hold a teaching license will receive a salary based on the annually approved salary schedule.

The Office Manager's proposed salary schedule is outlined in **Figure 27**.

**Figure 27 - Office Manager Salary Schedule**

Years in Position @ ACCS	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Office Manager</b>	\$30,000	\$30,600	\$31,212	\$31,8336	\$32473

Operations Fellows will be part-time, non-exempt employees, and will be paid hourly. The proposed hourly wage is outlined in **Figure 28**.

**Figure 28 - Office Manager Salary Schedule**

Years in Position @ ACCS	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Operations Fellow</b>	\$10/hr.	\$10.50/hr.	\$11/hr.	\$11.50/hr.	\$12/hr.

School Leadership team members, including the Principal, School Director of Operations, and Students Supports Coordinator, will be based upon the proposed salary schedule outlined in **Figure 29**.

**Figure 29 - Leadership Team Salary Schedule**

Years in Position @ ACCS	Principal	School Director of Operations	Student Supports Coordinator
Year 1	\$80,000	\$75,000	\$60,000
Year 2	\$81,600	\$76,500	\$61,200
Year 3	\$83,232	\$78,030	\$62,424
Year 4	\$84,897	\$79,591	\$63,672
Year 5	\$86,595	\$81,182	\$64,946

**Benefits:** Full-time employees at Albuquerque Collegiate will be eligible to receive full benefits, which include health insurance, life insurance, disability coverage, unemployment compensation, and worker's compensation. The Albuquerque Collegiate Founding Team has assumed 13.9% for employer contributions to the state retirement system, as well as the assumption of Albuquerque Collegiate contributing, on average, \$5,000 per employee toward medical, dental, and vision benefits, with a 10% anticipated increase year over year. We have budgeted for Social Security (6.2%), Medicare (1.45%), state disability (\$2 per person per fiscal quarter), and state unemployment insurance (1.37% on the first \$24,100 per person per calendar year). We have also budgeted for workers' compensation insurance at 1.10% of total wages. In addition to evaluating compensation levels, we will be reviewing employer benefits to ensure Albuquerque Collegiate is continuing to be highly competitive with other local public schools.

**Work Schedules:**

Albuquerque Collegiate staff members will be expected to arrive at work at 7:15am daily. On regular schedule days, staff will be dismissed at 4:45pm. On early dismissal PD days (Wednesday), staff will be dismissed at 4:00pm. Part-time Operations Fellows will create individualized daily schedules, to work less than 30 hours per week, with the Principal and School Director of Operations each year.

Contracts will be renewed annually and will include the required number of work days as follows:

- 205 Work Days: Instructional Staff (all teachers, instructional specialist)
- 215 Work Days: Operational Staff (Office Manager)

- 225 Work Days: Leadership Team (Principal, School Director of Operations, Student Supports Coordinator)

The Albuquerque Collegiate Founding Team will hold high expectations for staff attendance. However, we recognize that there will be times throughout the year when employees must miss work.

- Sick Days: In alignment with the current NMTEACH educator evaluation, each full-time staff member will be entitled to 6 paid sick days per school year.
- Personal Days: Each full-time staff member will be entitled to 2 paid personal days per school year. Written notice requesting a personal day must be given to the Principal for approval at least 14 days in advance of the requested date.
- Family Medical Leave Act: Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity, or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to twelve (12) weeks.
- Jury Duty: All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Principal immediately so that alternative accommodations can be made. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.
- Bereavement: Full-time employees are entitled to take up to three (3) consecutive days off, with pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, family is defined as a spouse, domestic partner, child, parent, sibling, grandparent, or grandchild.
- Military Leave: The Unified Services Employment and Re-employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

### **Major Conditions of Employment:**

Major conditions of employment will include background checks, fingerprinting, employment contracts, and license requirements. Adherence to applicable statute and administrative code include NMSA 22-10A-5 "Background checks; known convictions; alleged ethical misconduct; reporting required; limited immunity; penalty for failure to report," NMSA 28-2-3 "Employment eligibility determination," NMSA 28-2-4 "Power to refuse, renew, suspend or revoke public employment or license," NMSA 22-10A-21 "Employment contracts; duration," and NMAC 6.66.2.8 "Licensed School Instructor Contract Requirements."

### **Grievance Policy:**

The Albuquerque Collegiate employee grievance policy and procedure will be represented in both the Personnel Handbook and the Governing Board Policies (**Attachment H**).

It is the policy of Albuquerque Collegiate Charter School to treat employees in a fair and

impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the school. Therefore, Albuquerque Collegiate has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as possible.

A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the school Principal where both employees are present. The resolution of the Principal shall be considered final.

The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Albuquerque Collegiate.

1. In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
2. If a resolution has not been reached through the discussion, the employee should present the written material to the Principal within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action.
3. The Principal will respond to both parties within two (2) business days of receiving the complaint.
4. If the Principal cannot resolve the complaint, or if the complaint involves the Principal, the employee may present the complaint to the Governing Board. The Governing Board will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Governing Board are final.
5. There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
6. At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

### **Employee Discipline, Re-Contracting, and Discharge**

Employment contracts will be based on and signed prior to the beginning of each fiscal year. In accordance with NMSA 22-10A-23, offers of reemployment must be accepted in writing within 15 days of notice or 15 days of the last day of the school year, and a written employment contract must be signed and executed no later than days before the first day of a new school year. Further detailed in **Section II.D.(3)** of this application, Albuquerque Collegiate's staff recruitment timelines meet the reemployment and offer acceptance requirements.

The Albuquerque Collegiate Governing Board and Principal will comply with all applicable law related to termination of employment, including notice, which is required on or before the last day of the school year or existing employment contract. Furthermore, termination is defined by non-renewal of a contract for the following school year. For individuals who have been employed by Albuquerque Collegiate for less than three years, any reason for termination will be

sufficient, and the employee must be provided with a written reason within 10 days of request. For individuals who have been employed by Albuquerque Collegiate for more than 3 consecutive years, just cause reasoning must be provided, meaning a reason that is rationally related to the employee's competence turpitude or the proper performance of the employee's duties and that it is not in violation of the employee's civil or constitutional rights. The employee may dispute the termination with the Albuquerque Collegiate Governing Board. Both parties must follow the outlined timeline in NMSA 22-10A-24 and 22-10A-25.

If necessary, Albuquerque Collegiate may also discharge an employee, which is defined as severing the employment relationship with a certified employee prior to the expiration of the current employment contract. Just cause reasoning must be provided, meaning a reason that is rationally related to the employee's competence turpitude or the proper performance of the employee's duties and that it is not in violation of the employee's civil or constitutional rights. Furthermore, a written notice of intent must be provided. If the employee requests, a hearing must be held, which is required to occur 20-40 days after the request, with at least 10 days given notice. Following the hearing, the Governing Board must provide a final decision within 20 days.

### Employee Unions:

Albuquerque Collegiate employees will not be initially covered under any collective bargaining agreement. The Albuquerque Collegiate Founding Team does not intend to have an employee bargaining unit, however, in the event that one is certified, the Governing Board will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act. Applicable statute includes NMSA 10-7E-5 "Rights of Public Employees." The Governing Board of Albuquerque Collegiate shall comply with all applicable statute and code, including NMSA 10-7E-6 "Rights of Public Employers," NMSA 10-7E-7 "Appropriate Governing Body; Public Employer," and NMSA 10-7E-19 "Public Employers; Prohibited Practices."

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract)</li> <li><input type="checkbox"/> Identify the primary conditions of employment for each class of employees, including: <ul style="list-style-type: none"> <li>○ Benefits and pay terms</li> <li>○ Daily work schedules and annual work calendars</li> <li>○ Major conditions of employment</li> <li>○ Employee conflict and grievance resolution processes</li> <li>○ Employee discipline, recontracting, and contract termination processes</li> </ul> </li> <li><input type="checkbox"/> Explain how the school, through the governing body and head administrator, will address employee unions and other school specific employee representatives</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response addresses all the components of this section. It clearly presents all classes of employees, including full-time, part-time, certified or non-certified, and exempt or non-exempt. Benefits, pay terms and salaries are outlined and in accordance with state statute. The applicant plans to renew contracts annually. Annual work days for employees range from 205 to 225 days based on the position. Included in the response are the major conditions of employment which align with state mandates. They include background checks, fingerprinting, employment contracts, and license</p>	



requirements. Additionally, protocols have been developed to address employee grievance, employee discipline, re-contracting, and discharge. Lastly, the narrative addresses employee unions.

## 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 proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** 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.

### APPLICANT RESPONSE:

As outlined in New Mexico State Statute (22-8B-3), the New Mexico Charter Schools Act is enacted for a number of purposes, including encouragement of parental and community involvement in the public school system. As a public school, the Albuquerque Collegiate Governing Board and leadership team will highly value and work to ensure that staff, family, and community voices are provided meaningful opportunities for school involvement, engagement, and input. In accordance with State Statute (22-5-16 Advisory school councils; creation; duties), Albuquerque Collegiate will create a school Advisory Council.

The Albuquerque Collegiate Advisory Council will assist the school leadership team with making mission-aligned, school-based decisions, working diligently to engage parents and families in the education of their children. The Council will be made up of families, school employees, and community members, including business community members. As such, the Albuquerque Collegiate Principal, who will chair the Council and be an active member, will ensure to have equal representation among the three groups of stakeholders on the Council. As appropriate and based on corresponding expertise, the Governing Board of Albuquerque Collegiate will invite members of the Advisory Council to sit on Board Task Force committees. For example, if a parent who serves on the Advisory Council holds expertise in facilities related work, they may be invited to sit on the Facilities Task Force to help advise the Governing Board members on that Task Force.

Roles and responsibilities of the Albuquerque Collegiate Advisory Council will include working with the school Principal to provide feedback and advice on policies relating to curriculum and instruction challenges, as well as proposed and actual budgets. The Advisory Council will also work to develop creative ways to engage more parents and families in the Albuquerque Collegiate school community, especially through academically and mission-focused family nights, in which the Advisory Council will play a large role in coordinating. As noted above, Advisory Council members may also be called upon by the Governing Board, to support the work of Board-led Task Force committees. Ultimately, the Advisory Council will work as a collection to serve as the champion for students in building community support for Albuquerque Collegiate and encouraging greater community participation in the Albuquerque Collegiate school community. All work of the Advisory Council will be consistent with federal, state and local law, as well as in direct alignment with the Albuquerque Collegiate mission. Just as the Board will be singularly focused on looking at all issues through the lens of the mission of the school, the Advisory Council will work in a similar fashion, with the mission of Albuquerque Collegiate driving any and all decisions, and suggestions, coming back to the mission of ambitious academic achievement for all students at all times.

The Advisory Council will meet monthly to engage in the work as described above, developing action-based plans for expanding family and community engagement, as well as solutions-focused suggestions and feedback to provide the Albuquerque Collegiate leadership team and

Governing Board. The Council will have a standing block of time on all Governing Board agendas to share updates and input with the Board. As the Governing Board will comply with all requirements of the New Mexico Open Meetings Act, Advisory Council members, as well as any non-Council members, are welcomed to attend Board meetings and speak during the designated public comment time.

Meaningful opportunity for input and participation for Albuquerque Collegiate staff, families, and community members will also be made available through annual surveys to each of these stakeholder groups. Survey feedback and data will be discussed at length during the Board's annual retreat, inclusive of actionable steps to improve and/or maintain the support and engagement of staff, families, and community members.

In accordance with New Mexico State Statute (22-8B-4-K) Charter schools' rights and responsibilities; operation), Albuquerque Collegiate cannot and will not require family or parental support or involvement as grounds for admission acceptance, enrollment, or otherwise differentiating treatment of any student. Albuquerque Collegiate will not plan to have a suggested amount of parent service or contribution, as to ensure that no parents, family members, or students feel ostracized within the Albuquerque Collegiate community.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify school operation and governance structures that will provide: <ul style="list-style-type: none"> <li>○ A meaningful opportunity for parental input and participation</li> <li>○ A meaningful opportunity for professional educator input and participation</li> <li>○ A meaningful opportunity for community input and participation</li> </ul> </li> <li><input type="checkbox"/> Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission</li> <li><input type="checkbox"/> Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, disenrolling, or otherwise differentiating treatment of a student</li> <li><input type="checkbox"/> If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>In accordance with state statute, the applicant will create a school Advisory Council. The applicant's response outlines a plan of the roles and responsibilities of this council, which will include parents and community members. The applicant explains the role of the Advisory Council is to assist the school leadership team and to participate in board meetings. Based on the narrative, the school's Advisory Council goes above and beyond legal requirements in the involvement of the school. The applicant states "Advisory Council members may also be called upon by the Governing Board, to support the work of Board-led task force communities", if a parent or community member has expertise in an area of need.</p>	

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 ensures a timely and meaningful response from school administration and the governing body.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate grievance process ensures that all community members, students, and parents and families that may wish to file a grievance related to Albuquerque Collegiate's administration, and/or other employees shall receive a transparent, fair, accessible, timely, and meaningful process as outlined below.

**Initial Conversation:**

If an individual has a grievance, the individual should discuss said grievance informally with the teacher, administrator, or staff member directly involved with the matter. It is the hope and expectation that the majority of concerns will be resolved at this stage.

**Filing a Formal Complaint:**

An individual who believes that Albuquerque Collegiate has discriminated against or harassed her/him because of her/his race, color, creed, ethnicity, national origin, sex, sexual orientation, mental or physical disability, age, or ancestry in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint in writing with the School Director of Operations. If the School Director of Operations is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Principal.

**Contents of a Formal Complaint and Timeline:**

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The written complaint must include the following information:

- The individual's name who is filing the complaint. If the complaint is filed on behalf of a student, the student's name and the name of the individual who is filing on behalf of the student.
- The name, address, telephone number, and e-mail address of the individual or the student's legal representative, if any.
- The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
- A description, in as much detail as possible, of the alleged discrimination or harassment.
- The date(s) of the alleged discrimination or harassment.
- The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
- A description, in as much detail as possible, of how the individual or student wants the complaint to be resolved.

Formal complaint forms which include sections for all of the above-mentioned requirements will be available at the school's front office, as well as on the school's website to ensure that it is easily accessible.

### Investigation and Resolution of the Complaint:

Respondents will be informed of the charges as soon as the School Director of Operations or Principal deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated. The School Director of Operations, Principal, or one of their designees will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint, and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen (15) school days of receiving the complaint.

Within twenty (20) school days of receiving the complaint, the School Director of Operations or the Principal will meet with the individual(s) who filed the complaint to review the information gathered and, if applicable, to propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten (10) school days of the meeting with the complaint filing individual(s), the School Director of Operations or the Principal will provide written disposition of the complaint to the filing individual(s) and to the respondent(s).

It is understood that in the event a resolution contemplated by Albuquerque Collegiate involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action, unless it directly involves the complainant (i.e., a directive to "stay away" from the complainant, as might occur as a result of a complaint of harassment).

All the timelines above will be implemented as specified, unless the nature of the investigation or circumstances prevent such implementation, in which case, the matter will be completed as quickly as possible. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented. In addition, it should be noted that in the event the respondent is subject to a collective bargaining agreement which sets forth a specific timeline for notice and/or investigation of a complaint, such time lines will be followed.

Confidentiality of students/respondents and witnesses will be maintained, to the extent possible and appropriate.

Retaliation against someone because he/she has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action, up to and including suspension or expulsion/discharge.

### Appeals/Final Step:

If the complainant is not satisfied with the disposition of a complaint, the student/parent may appeal the disposition to the Governing Board. The Governing Board will issue a written response to the appeal within 30 school days of receiving the appeal. The Board expects that all prior steps will have been followed before action is taken at a Board level. All applicable public open meeting laws will be followed for the Board's meeting.

### Special Education Grievances:

The Albuquerque Collegiate special education grievance process is informed by the New Mexico Public Education Department's Special Education Bureau Guidance Document *Parent and Child Rights in Special Education: Procedural Safeguards Notice*.<sup>80</sup>

- Avenue One: A complainant who alleges discrimination on the basis of disability relative to

<sup>80</sup> New Mexico Public Education Special Education Bureau. *Parent and Child Rights in Special Education: Procedural Safeguards Notice*. Aug. 2011.

[ped.state.nm.us/ped/SEBdocuments/forms/Parent%20Rights%20August%202011%20final.pdf](http://ped.state.nm.us/ped/SEBdocuments/forms/Parent%20Rights%20August%202011%20final.pdf).

the identification, evaluation, or educational placement of that student, who because of a handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, and/or the Individuals with Disabilities Education Act should first contact the Principal and follow the outlined grievance procedure. The school and the complainant may also choose to jointly file a request with the NM PED Special Education Bureau for a mediation that is conducted by a state-assigned, state-funded, trained mediator. Use of this option is voluntary and is intended to result in a legally binding written agreement between the complainant and the school. It is the hope and expectation that the majority of special education concerns will be resolved at this stage or earlier.

- Avenue Two: A complainant may also choose to contact available local resources for help and support. Resources can include advocacy groups as well as the Department's Special Education Bureau to speak to the Parent Liaison.
- Avenue Three: A complainant may choose to file a formal state-level complaint or request for a due process hearing. In this case, the school will strictly follow all outlined actions steps, meeting appropriate deadlines and requirements as outlined by the state's state-level complaint process and due process hearing procedure (NMAC 6.31.2.13 Additional Rights of Parents, Students and Public Agencies).

#### McKinney Vento Grievance Process:

The McKinney Vento Act requires all state and local education agencies to develop, review, and revise their policies to remove barriers to the enrollment and retention in school of children and youth experiencing homelessness. It is the hope and expectation that any McKinney Vento disputes be resolved at the school level through the standard grievance process. If the dispute is not resolved at the school level, Albuquerque Collegiate will follow all proper protocol as laid out by the New Mexico Public Education Department (NMAC 6.10.3 Complaint Procedure). This process requires that the charter school forward PED's dispute resolution process form along with the school's written explanation of the school's decision to PED's homeless liaison within 5 calendar days of the school's final decision.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties</li> <li>• Include a final step in the process that provides grievants a meaningful opportunity to be heard by and receive a response from the governing body if they are unable to obtain resolution from the head administrator</li> <li>• Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response</li> <li>• Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and Special Education grievance processes</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant has developed a detailed grievance process for community members and parents. The plan articulates the directed roles, timelines, and possible avenues for further problem solving. The plan specifies how delicate populations with grievances will be dealt with, including special education and</p>	



homeless students. Major elements of the plan describe the initial communication, filing a formal complaint, and the appeals/final step.

### G. Student Recruitment and Enrollment.

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

#### APPLICANT RESPONSE:

The Albuquerque Collegiate Founding Team has designed a comprehensive recruitment plan to attract a sufficient pool of applicants to meet our 2018-2019 enrollment projections. In addition, the described outreach and recruitment plan will be used in subsequent years of school operation in order to recruit and enroll a new cohort of kindergarten scholars each year as well as to fill any vacant seats in upper grades. In accordance with New Mexico Administrative Code (6.80.4.12-D “Initial Requirements and Review Process for Start-Up Schools”), Albuquerque Collegiate will comply with all requirements related to enrollment, including the lottery process, advertising, tuition and admissions requirements, enrollment preference for siblings of currently enrolled students, and compliance with allowable information to be included in applications for admission. Furthermore, Albuquerque Collegiate will have an admissions process that does not discriminate against anyone on the basis of race, gender, national origin, color, disability, or age.

Immediately upon authorization, Albuquerque Collegiate will begin an extensive outreach process to span from September 1, 2017 to December 31, 2017. The enrollment period, during which we will accept applications will be from January 1, 2018 to March 31, 2018. Should we receive more applications than we will have seats available, we will conduct a public random lottery in the first week of April. If for some reason we do not receive an amount applications that exceeds the seats available, all applicants will be admitted to the school and all additional applicants will be provided a seat in the order the application is received. For more information about the Albuquerque Collegiate lottery process, please see application **Section II.G.(2)**.

In order to attract a student body that is demographically reflective of the local community and school district, Albuquerque Collegiate will conduct city-wide outreach efforts, with targeted outreach and recruitment to families in the greater downtown area, particularly in the Martineztown, Wells Park, Sawmill, Old Town, Barelás, San Jose, and South Broadway neighborhoods. With a deep commitment to community engagement and outreach, the Albuquerque Collegiate Founding Team has already conducted and will continue to conduct prior to and following authorization multiple direct and small group meetings with members of our target community. Moving forward, outreach and recruitment activities will include:

- **Community Informational Events:** Hosted at a variety of locations including the South Broadway and Main Downtown Libraries, as well the Wells Park, Barelás, and Duranes Community Centers. Community Informational events will be held monthly, September through April, providing families and community members with information about Albuquerque Collegiate’s mission and school design, and ensuring that all families know that the school is free, non-selective, and available to all students, including those with disabilities and those who are English Learners. These events will also serve as a forum for questions from the community and relationship-building with community space hosts. The events will be led by Albuquerque Collegiate planning year hired staff, board members, and community volunteers, and all materials (written and verbal) will be available in English and Spanish and available in other home languages as needed. Associated costs include light refreshments and printed materials for each event.
- **Major Community Events:** We will share information about the school and the opportunity to apply through our participation in large-scale and ongoing events in the local community,

including but not limited to, the Downtown Growers Market, Downtown Summerfest and Winterfest, Halloween on Forrester Street, Annual South Valley Dia De Los Muertos Parade and Celebration, Old Town Holiday Stroll, Twinkle Light Parade, and Zoo Boo. Albuquerque Collegiate will set up a booth at these events with information for families about our school design and support families as needed through the application process. Associated costs include small favors and printed materials. Booths will be managed by school staff, board members, and volunteers.

- **Canvassing:** Staff, board members, and volunteers will speak to target neighborhood residents about Albuquerque Collegiate and distribute promotional materials. Canvassing will occur a minimum of twice during the outreach period (Sep 1 to Dec 31) and twice during the enrollment period (Jan 1 to Mar 31). Associated costs include promotional materials.
- **Public Advertising:** We will use newspaper advertising, community bulletin boards, social media (Facebook, Instagram, Twitter) and other methods, including advertisements at bus stops and within city busses to describe the Albuquerque Collegiate enrollment process. Albuquerque Collegiate staff, board members, and contracted providers will work together to identify advertising avenues, design ads, and promote the school. Associated costs will include contracted services and cost of advertisement space. Public Advertising will most heavily be used immediately prior to and during the enrollment period.
- **Child Development and Pre-Kindergarten Centers:** Albuquerque Collegiate staff will work to collaborate with City of Albuquerque Child Development Centers and Pre-Kindergarten Centers in the target community, as well as with privately run child care facilities to provide information to staff and families about Albuquerque Collegiate. Associated costs include printed materials. Staff, board members, and/or volunteers will discuss allowable recruitment efforts with Child Development and Pre-Kindergarten Centers including monthly tabling and posted materials.
- **Faith-Based Organizations:** Albuquerque Collegiate staff, board members, and volunteers will make visits to target area Faith-Based Organizations and attend their hosted events, to provide clergy and parishioners information about Albuquerque Collegiate. Albuquerque Collegiate staff, board members, and volunteers will attend events and provide informational sessions as invited by Faith-Based Organizations. Associated costs include printed materials.
- **Home Visits:** If invited to scholar and family homes, Albuquerque Collegiate staff, board members, and volunteers will meet with families in their homes to explain how Albuquerque Collegiate's mission and school design will have positive impacts for their children.

The purpose of our informational sessions, attendance at community events and advertising is to provide families with general information regarding the mission, vision, and educational philosophy of Albuquerque Collegiate, as well as information regarding the grade levels served and number of seats available each year. Approval pending, we will continue to conduct informational sessions, group presentations, canvassing events, and advertising with increasing frequency from June 2017 through August 2018. In addition, we have established a website at [www.abqcollegiate.org](http://www.abqcollegiate.org) and public Facebook page where families and supporters can gather more information on our academic program and access enrollment interest forms (Sep 1 to Dec 31) and applications for enrollment (Jan 1 to Mar 31).

Albuquerque Collegiate staff hired and contracted in the planning year will take charge of outreach and recruitment efforts on behalf of the school prior to our August 2018 opening. In subsequent years, the leadership team for Albuquerque Collegiate will manage the outreach and recruitment efforts. All outreach and recruitment efforts and expenditures will be overseen by the Albuquerque Collegiate Governing Board. The Founding team of Albuquerque Collegiate has

budgeted \$20 per new student each year in the proposed budget. This amount is based upon yearly outreach and recruitment expenditures from similarly designed start-up and established charter schools across the country (see function code: 2400, object: 55915 in **Appendix G, 5 Year Budget Plan**).

In full compliance with all state and federal laws regarding nondiscrimination, Albuquerque Collegiate will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical ability, age, ancestry, athletic performance, special need, proficiency in the English language or a in a foreign language, or academic achievement in admitting students. Albuquerque Collegiate will not discriminate in student recruitment or enrollment practices against students who have or who may appear to have disabilities. Albuquerque Collegiate will not set any admissions criteria that are intended to discriminate or have the effect of discriminating on any of these bases.

To ensure equal access to Albuquerque Collegiate, as well as to attract a student body that is demographically reflective of the local community and school district, the Albuquerque Collegiate Founding Team will host events and informational sessions in the target area zip code (87102), in addition to having a city-wide advertisement plan that is accessible to community members in print, free of charge, as well as through online platforms. As the anticipated student population has a high concentration of Hispanic students, English Learners, and students eligible to receive free/reduced priced lunch, the Albuquerque Collegiate team will develop outreach and recruitment efforts directed to reach these populations, while also ensuring equitable access to all populations. For example, printed recruitment materials and advertisements will be made available in both English and Spanish. For more information about the Albuquerque Collegiate anticipated student population, please see application **Section I.E.(3)**.

With a robust outreach and recruitment plan for the year prior to operation, the Albuquerque Collegiate Founding Team is also acutely aware that recruitment efforts must be ongoing during the school year if there are vacant seats, as well as in subsequent years to recruit new kindergarten cohorts each year and fill any vacant seats in upper grades. Beyond the planning year, and during each school year if needed, recruitment efforts will closely mirror the activities and strategic tactics noted above. In addition, the Albuquerque Collegiate team will also call upon the school's Advisory Council to engage in outreach and recruitment efforts on a volunteer basis. We firmly believe that families with enrolled students will be the strongest community advocates for the school and thus we will equip and empower our Albuquerque Collegiate families to conduct outreach on behalf of our school community.

The Albuquerque Collegiate Founding Team is deeply aware of the challenges some charter schools have faced in reaching their initial enrollment targets and therefore we have put into place a plan to reach and exceed our enrollment targets and thus provide a waiting list for all available seats. The following annual timeline windows have been set:

- Outreach & Recruitment/Enrollment Interest: September 1 to December 31
- Application Enrollment Period: January 1 to March 31
- Lottery: First week of April

For the planning year, the Albuquerque Collegiate Founding team has set the goal of receiving 240 total enrollment interest forms from families by December 31. This is double the number of seats available upon opening in August 2018. This number is set at 200% of the enrollment capacity as we do not anticipate that all families who complete an enrollment interest form will also complete an application for enrollment. In future years, the standing goal will be to receive

enrollment interest double that of the number of available seats in order to best ensure that we reach our enrollment targets on the first day of school.

For the planning year, the application for enrollment goal has been set at 180 total applications for enrollment from families by March 31. This is one and a half times the number of seats available upon opening in August 2018. This number is set at 150% of the enrollment capacity as we do not anticipate that every family who completes an application for enrollment will enroll, if provided a seat. We also want to ensure that we conduct a yearly lottery and have a yearly waiting list. In future years, the standing goal will be to receive a number of applications for enrollment that is one and a half times that of the available seats.

If broken down by month and week in the planning year, this will require the Albuquerque Collegiate team to receive, on average, 60 enrollment interest forms per month, with approximately 15 per week between September 1, 2017 and December 31, 2017. To receive the set goal of applications, the Albuquerque Collegiate team will need to receive 60 applications for enrollment per month and approximately 15 per week between January 1, 2018 and March 31, 2018. With weekly outreach and recruitment events during the enrollment interest period and enrollment period, we believe this is a reasonable set of timelines and goals to achieve full enrollment by August 1, 2018.

During the school year, the Albuquerque Collegiate Governing Board will evaluate recruitment and enrollment goals monthly at all Board meetings via the Board's monthly dashboard, which includes analysis of enrollment and attendance over time, as well as key demographics, which will help the Board assess the degree to which the school is attracting a student body that is demographically representative of the community and local district (see page 1 **Attachment G: Sample Monthly Dashboard**). If for any reason enrollment numbers are below projections, the Board, along with the school leadership team, will discuss and develop an action plan to address the issue and fill any vacant seats. During the planning year, the board will also assess whether monthly and established outreach and enrollment period goals are being met. If these monthly and periodic goals are not meeting targets, the Board will evaluate which outreach and recruitment efforts have been most effective and will reconfigure the outreach and recruitment plan accordingly.

On an annual basis, the Board will assess and evaluate the overall effectiveness of the Albuquerque Collegiate outreach and recruitment plan, specifically looking at the effectiveness of the plan's ability to ensure equal access to the school and attract a student body that is representative of the local community and school district. The Board will conduct this assessment via the monthly dashboards over the course of the year, comparing the demographic makeup of Albuquerque Collegiate to that of the local school district, as well as to neighboring elementary schools in the 87102 zip code. The goal of the recruitment and outreach plan is to have a representative student population that reflects the local community elementary schools. The Board will use this data to make intentional adjustments in future recruitment and outreach efforts. For example, if the Board is finding that the school's English Learner population is lower than that of the local district, outreach and recruitment efforts will be targeted to reach non-English speaking or Limited English Proficient populations. In partnership with a marketing and advertising contractor, the Board and school leadership team would develop a strategic plan to identify actions to better reach and recruit students from this community.

For more information about Albuquerque Collegiate's Communications and Marketing Plan, please see **Attachment N: Albuquerque Collegiate Charter School Communications and Marketing Plan**. The Communications and Marketing plan was developed beginning in Fall

2016 through a partnership with Siarza Social Digital, a local communications and marketing agency located in East Downtown. The Communications and Marketing plan includes strategies, key messaging and goals for Albuquerque Collegiate community outreach, engagement and student and family recruitment.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify a prospective student outreach and recruitment plan including action steps, timelines, responsible parties and associated costs</li> <li>• Describe: <ul style="list-style-type: none"> <li>○ how the plan is tailored to ensure equal access to the school</li> <li>○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district</li> </ul> </li> <li>• Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan</li> <li>• Explain why the recruitment and enrollment timelines are reasonable</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response describes a long-term recruitment plan, that includes monthly family recruitment events in the targeted 87102 zip code area. These events are intended to ensure equal access to ACCS and to attract students that are reflective of the zip code area and the Albuquerque Public Schools district. In addition to regular family events, the applicant identified popular community events to attend in order to recruit students.</p> <p>Targeted goals for recruitment have been outlined in the narrative and will be reviewed at monthly board meetings. ACCS' goal is to receive applications at 150% of the school's capacity. Attachment N: Albuquerque Collegiate Charter School Communications and Marketing Plan, a part of the application, includes strategies, key messaging and goals that provide reasonable timelines to reach ACCS' goal.</p> <p>The narrative indicates that the outreach and recruitment plan will be reviewed by the board over the course of the year, utilizing the monthly dashboards to compare the demographics of the school's population to the local school district and neighboring schools.</p>	



G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, and **support equal access** to the proposed school (include how a wait list will be maintained). Please provide tentative timeframes or dates.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate Founding Team has created a comprehensive plan to implement an annual lottery process. Albuquerque Collegiate will have an admissions and lottery process that does not discriminate against anyone on the basis of race, gender, national origin, color, disability or age, ensuring the lottery process supports equal access to the school. Furthermore, the lottery process will comply with all applicable state statute, including the following;

- NMSA 22-1-4-C, “Free public schools; exceptions; withdrawing and enrolling; open enrollment,” stating that any person entitled to a free public school education, pursuant to the provisions of section 22-1-4, may enroll or re-enroll in a public school at any time.
- NMSA 22-8B-4.1-B, “Charter schools’ enrollment procedures,” stating that a start-up school may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applications exceeds the number of spaces available; and also states, in subsequent years of operation, a charter school shall give enrollment preference to students who have been admitted to the charter school through an appropriate admission progress and remain in attendance through subsequent grades, and siblings of students already admitted to or attending the same charter school.
- NMSA 22-8B-4-K, “Charter schools’ rights and responsibilities; operation,” which states, except, as otherwise provided in the Public School Code, a charter school shall not charge tuition or have admission requirements.

**Lottery Process:**

As referenced in **Section II.G.(1)**, Albuquerque Collegiate will accept applications for enrollment from January 1 to March 31, annually. Applications for enrollment will include basic contact information, which grade the student will be entering in the following school year, and the minimum age requirement for enrolling kindergarten students, as pursuant to NMSA 22-8-2, a student must be at least five years of age prior to December 1 on September 1<sup>st</sup> of the current school year. During the application enrollment period, as well as during the outreach and recruitment interest period, annually from September 1 to December 31, the Albuquerque Collegiate team will advertise the number of seats available by grade through a variety of platforms. Applications for enrollment will be available beginning on January 1, electronically on the school’s website, social media platform pages, and through the school newsletter. Hard copies of the application will also be made available at all Albuquerque Collegiate recruitment events, at local community centers, at the school in subsequent years beyond enrollment for the inaugural class of students, as well as available by request by mail. Submissions will be accepted in hard copy and electronic formats. Annually, the enrollment applications will be managed by the School Director of Operations and supervised by the Principal.

The Albuquerque Collegiate team will hold the lottery within the first week of April, annually. It is the goal of the Albuquerque Collegiate team to receive 1.5 times the number of applications for the number of seats available, as we anticipate that not every family will complete the registration process and enroll their student. If for some reason the Albuquerque Collegiate team receives less applications than seats available, all students who have submitted applications will be admitted, and any applications received following the lottery, will be admitted on a first-come, first-served basis, until all seats have been filled. Any applications received thereafter will

be added to the waitlist in order of which they were received.

Should Albuquerque Collegiate receive a number of applications that exceeds the number of seats available by grade, we will hold a public random lottery each year in the first week of April. The lottery process will be directly managed by the School Director of Operations, supervised by the Principal, and conducted by an impartial third party. Individual students will be assigned a coded number and drawn randomly by grade, taking note of any students drawn that have a sibling also applying for enrollment. In year 1 and all subsequent years, there will be 60 seats available in kindergarten; 60 kindergarten student names will be drawn and assigned a seat, and all remaining names will be pulled and will create the waitlist in order of draw. Any siblings of students applying for seats in upper grades that have a kindergarten sibling that received a seat will be given immediate preference for their grade seat draw.

At the public lottery, students and families will be given directions and information about registration if they were selected for an available seat. If selected for the waitlist, families will be informed of their waitlist order and provided information about the waitlist process. If any students who received a seat decline the seat, the offer will be extended to the student highest on the waitlist. If not in attendance at the lottery, all families will be contacted by phone, and by mail, in unavailable by phone, to inform them of their student's seat selection or assignment order on the waitlist. For students that received an open seat, the registration packet must be completed within 2 weeks of the lottery date. Registration packets will be available at the lottery, and either electronically or hard-copy mailed to students that received an available seat, based on family preference. Registration packets can be accepted in hard-copy format or in electronic format. The Albuquerque Collegiate team will make at least 3 attempts to contact a student's family if they have not submitted the registration packet for a student that was selected to fill a seat through the lottery. If a lottery selected student's family declines the offer for enrollment, the Albuquerque Collegiate team will contact the first student on the waitlist to offer the seat and follow the 2-week registration period procedure. The Albuquerque Collegiate team will continue this process until all seats have been filled and all students have been registered.

Following the lottery, and throughout the school year, applications for enrollment can continue to be received, and will be added to the waitlist in the order in which they were received. At the beginning of the school year, if a student does not attend the first 3 days of school, Albuquerque Collegiate will make at least 2 attempts to contact the student's family to see if the student does or does not plan to attend the school. If they decline or if after 2 attempts the school does not receive a response, the seat will be opened to the next student on the waitlist. Similarly, if a student leaves during the school year, their seat will be offered to the student at the highest position on the waitlist.

Annually, at the end of the school year, included with the end of year family survey, families will indicate whether they will or will not reenroll their student for the following school year and subsequent grade level. If the family does not indicate a request for reenrollment, their seat will be considered available for enrollment for the next school year. If a student chooses to reenroll, the family will also have to indicate if the reenrolling student has a sibling that will be applying for enrollment. If so, the sibling will be given preference for enrollment at their designated grade level. The lottery process will be repeated annually following the periods for recruitment of new students, acceptance of applications for enrollment, as well as the actual lottery and waitlist process. Waitlist seats do not "roll over." A new lottery draw will be conducted and held annually.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"><li>• Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties</li><li>• Describe each of the steps of the process:<ul style="list-style-type: none"><li>○ Pre-lottery entry</li><li>○ Lottery</li><li>○ Post-lottery registration</li><li>○ Waitlist maintenance and entry</li></ul></li><li>• Describe how the lottery process supports equal access to the school</li></ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant developed a plan for the lottery admission process that includes action steps, timelines, and identifies the responsible parties that comply with state mandates. The applicant intends to accept applications from January 1 through March 31, with a lottery at the beginning of April. Students will be selected through a public lottery system. After the seats are filled, the waitlist order is determined by a random draw. With the long application period and the comprehensive recruitment outreach plan, potential students in the 87102 zip code area have ample opportunity for applying to the school.</p>	

**H. Legal Compliance.**

H. (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.

**APPLICANT RESPONSE:**

See **Attachment H Governing Board Policies** for the Conflict of Interest Policy and Disclosure Statement.

The Conflict of Interest Policy outlines and includes action steps, timelines and responsible parties, set to guide the Albuquerque Collegiate Governing Board and Governing Board members' actions related to signing and reviewing the policy, as well as procedural implementation if a member is in violation of or is perceived to be in violation of the policy.

In accordance with New Mexico State Statute (22-8B-5.2 "Governing body conflicts of interest), the Albuquerque Collegiate Conflict of Interest policy meets all statutory requirements. The policy states the following, in **Section III - Procedures**:

- A. A person shall not serve as a member of the Governing Board of Albuquerque Collegiate Charter School if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which Albuquerque Collegiate contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person's immediate family member and Albuquerque Collegiate voidable at the option of the Public Education Commission, the Public Education Department or the Governing Board of Albuquerque Collegiate. A person who knowingly violates this subsection may be individually liable to Albuquerque Collegiate for any financial damage caused by the violation.
- B. No member of the Governing Board or employee, officer, or agent of Albuquerque Collegiate shall participate in selecting, awarding, or administering a contract with Albuquerque Collegiate if a conflict of interest exists. A conflict of interest exists when the member, employee, officer, or agent, or an immediate family member of the member, employee, officer, or agent has a financial interest in the entity with which Albuquerque Collegiate is contracting. A violation of this subsection renders the contract voidable.
- C. Any employee, agent, or board member of the chartering authority, the New Mexico Public Education Commission, who participates in the initial review, approval, ongoing oversight, evaluation, or charter renewal process of Albuquerque Collegiate is ineligible to serve on the governing body of the school chartered by the chartering authority.

Additionally, the Conflict of Interest Policy includes the definition for immediate family member as the following: "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, or any other relative who is financially supported.

The Albuquerque Collegiate Conflict of Interest Policy includes a disclosure statement which is to serve as written acknowledgement of the policy and an opportunity for Board members to identify any potential or perceived conflicts of interest upon signature. The disclosure statement included in the policy reads as follows:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please describe any relationships, positions, or circumstances in which you or an immediate family member are involved that you believe could contribute to a Conflict of Interest arising, as defined in the Albuquerque Collegiate Charter School's Policy of Conflicts of Interest.

*I hereby certify that the information set forth both is true and complete to the best of my knowledge. I*

*have reviewed, and agree to abide by, the Policy of Conflict of Interest Albuquerque Collegiate Charter School that is currently in effect.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Provide a governing body conflict of interest policy that includes action steps, timelines and responsible parties</li> <li>• Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011)</li> <li>• Include all forms the governing body will or may be required to submit pursuant to the policy</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The conflict of interest policy developed by the applicant includes action steps, timelines, and identifies the responsible parties. This policy complies with the requirement of state statutes. A disclosure statement provided by the applicant requires the signer to acknowledge any conflict of interest as described in the ACCS policy and to certify the information is accurate.</p>	

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

I.(1) If there is /are third party relationship(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 proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

**APPLICANT RESPONSE:**

There are no third-party relationships that will control or influence essential elements including the existence, operation, curriculum, or instruction of the Albuquerque Collegiate Charter School.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify any third party relationships with specific, identified organizations that control or influence essential elements including the existence, operation, curriculum, or instruction of the proposed charter school, are required by a partner organization, or any part of the application</li> <li>• Describe, in detail, the relationships</li> <li>• Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school</li> <li>• If any such relationships exist identify:               <ul style="list-style-type: none"> <li>○ The specific, identified organizations</li> <li>○ Contact information for that organization</li> <li>○ Specific individuals in the organization that will be associated with the proposed school</li> </ul> </li> <li>• Describe all legal implications of the essential/required relationships including the legal benefits and responsibilities of each party</li> </ul>
<b>REVIEW TEAM EVALUATION:</b> Not Applicable	



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

**APPLICANT RESPONSE:**

Not Applicable

Total Points Available	Expectations
4	<p>A response is only required if relationships were identified in questions I.(1)</p> <p>A complete response must:</p> <ul style="list-style-type: none"><li>• In the application response, identify all MOUs or formal agreements that are attached in Appendix D</li><li>• Include proposed formal agreements or MOUs that are signed in Appendix D</li><li>• Identify the responsibilities, activities, and costs of both sides</li></ul>
<b>REVIEW TEAM EVALUATION:</b> Not Applicable	

**J. Waivers.**

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's 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](http://ped.state.nm.us/admin.personnel/waiver_requests.html).

NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load	<input checked="" type="checkbox"/>	<p>NMSA 22-10A-20 "Staffing patterns; class load; teaching load"</p> <p>All Albuquerque Collegiate Charter School ("Albuquerque Collegiate") classrooms in kindergarten through grade 5 will have a class capacity of 30 students. In kindergarten through grade 2, all classrooms will be led by two teachers. While the classroom student to teacher ratio will be 15:1, each teacher will be equally responsible for the individual class load of 30 students. The waiver request is in direct alignment with the mission, educational program, and curriculum plan of Albuquerque Collegiate. The waiver allows students greater opportunity to receive intensive and individualized academic supports, as they will have greater access to more teachers and more teacher touch points throughout the school day. In addition, this two-teacher model is one that is utilized by many of the highest performing urban charter schools across the country, and upon which Albuquerque Collegiate is modeled.</p> <p>In alignment with New Mexico State Statute, Albuquerque Collegiate will request the waiver with the understanding that the school must demonstrate this waiver request is based on a viable alternative curricular plan, that is in the best interest of the school, and that on an annual basis, the plan is presented to and supported by the teaching staff.</p>
Teaching load	<input type="checkbox"/>	Click here to enter text.
Length of school day	<input type="checkbox"/>	Click here to enter text.
Staffing pattern	<input checked="" type="checkbox"/>	<p>NMSA 22-10A-20 "Staffing patterns; class load; teaching load"</p> <p>As noted above, in the individual class load section, Albuquerque Collegiate will be requesting a wavier for the individual class load requirement. Kindergarten through grade 5</p>

		<p>classes at Albuquerque Collegiate will have a capacity of 30 students. K-2 classes will have 2 teachers, and will thus not have a need for an educational assistant as outlined in NMSA 22-10A-20 (A)(B).</p> <p>NMSA 22-10A-20 “Staffing patterns; class load; teaching load”</p> <p>The waiver request is in direct alignment with the mission, educational program, and curriculum plan of Albuquerque Collegiate. The waiver allows students greater opportunity to receive intensive and individualized academic supports, as they will have greater access to more teachers and more teacher touch points throughout the school day. In addition, this two-teacher model is one that is utilized by many of the highest performing urban charter schools across the country, and upon which Albuquerque Collegiate is modeled.</p> <p>In alignment with New Mexico State Statute, Albuquerque Collegiate will request the waiver with the understanding that the school must demonstrate this waiver request is based on a viable alternative curricular plan, that is in the best interest of the school, and that on an annual basis, the plan is presented to and supported by the teaching staff.</p>
Subject areas	<input type="checkbox"/>	<a href="#">Click here to enter text.</a>
Purchase of instructional materials	<input checked="" type="checkbox"/>	<p>NMSA 22-15-8 “Multiple list; selection; review process”</p> <p>Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) will utilize a waiver for the purchase of instructional materials, in order to align with our mission outcome of preparing all students for ambitious and nationally competitive academic success. The Albuquerque Collegiate team will want to be able to use materials and resources that match or most closely match those used by the highest performing urban charter schools in the country. Though we anticipate that many of our materials will come from the approved list, we do not want to be limited. The Albuquerque Collegiate team will demonstrate standards alignment for any materials or resources purchased that are not on the department-approved list.</p>

Evaluation standards for school personnel	<input type="checkbox"/>	Click here to enter text.
School principal duties	<input type="checkbox"/>	Click here to enter text.
Drivers education	<input checked="" type="checkbox"/>	<p>NMSA 22-13-12 “Approved driver-education courses”</p> <p>Albuquerque Collegiate Charter School will not offer Drivers education courses, as our student population will not be of legal driving age.</p>
<b>Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1</b>	<b>Description of how waiver will support school’s plan.</b>	
Click here to enter text.		Click here to enter text.
Click here to enter text.		Click here to enter text.

Total Points Available	Expectations
3	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify all non-discretionary waivers that will be utilized</li> <li>Describe how the non-discretionary waiver will support the school’s plan: <ul style="list-style-type: none"> <li>include a specific description of how the waiver will be used and how the school’s practice will vary from the standard legal requirement</li> <li>include a specific explanation of how the waiver aligns to the school’s mission, educational program, and curriculum</li> </ul> </li> <li>Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested</li> <li>Describe how the discretionary waivers will support the school’s plan: <ul style="list-style-type: none"> <li>Include a specific description of how the waiver will be used and how the school’s practice will vary from the standard legal requirement</li> <li>include a specific explanation of how the waiver aligns to the school’s mission, educational program, and curriculum</li> <li>identify how the school will meet the requirements for being granted a discretionary waiver</li> </ul> </li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response describes the waivers that will be requested to support the school's plan. They include: individual class load, staffing pattern, and purchase of instructional materials. The applicant seeks a waiver to have a class size of up to 30, as the school is utilizing a two-teacher model in each classroom. With lower elementary classes being of that size, the applicant is also applying for a waiver from having a classroom aide. The last waiver regarding the purchase of instruction materials is to have flexibility in purchasing the multiple curricular resources that are included in ACCS' educational model.</p>	

**K. Transportation and Food.**

K. (1) *If Applicable*, state how the proposed school plans to offer transportation to its students. Provides 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>.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate Founding Team does not currently plan to provide transportation services for students.

Total Points Available	Expectations
4	<p>A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.</p> <p>These are awarded as “preference points” if the school plans to provide to and from school transportation to all students.</p> <p>All schools must be prepared to meet IEP transportation requirements.</p> <p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address:               <ul style="list-style-type: none"> <li>○ Identifying equipment purchase or contracting needs</li> <li>○ Identifying hiring and or contracting needs</li> <li>○ Hiring or contracting</li> <li>○ Establishing training needs and inspection process needs</li> <li>○ Establishing travel routes and pickup/drop off points</li> <li>○ Establishing transportation policies and practices</li> <li>○ Identifying student transportation needs</li> </ul> </li> <li>• Identify how the school will fund the transportation plan costs</li> <li>• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services</li> </ul>
<b>REVIEW TEAM EVALUATION:</b> Not Applicable	

K.(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.

**APPLICANT RESPONSE:**

Studies from the United States Department of Agriculture (USDA) indicate that more than 30% of children experience hunger in New Mexico and are at higher risk for being under-nourished.<sup>81</sup> The Albuquerque Collegiate Founding Team believes it is critical for our scholars to be fully nourished and healthy in order to learn and achieve at the high levels that are at the heart of our mission and vision. We also know that data from the Centers for Disease Control and Prevention suggests that student participation in the USDA School Breakfast Program (SBP) and National School Lunch Program (NSLP) are associated with increased academic grades and standardized test scores, reduced absenteeism, and improved cognitive performance.<sup>82</sup> As such, Albuquerque Collegiate will offer food services for all students, as we know this will be particularly impactful for the anticipated 90% of students that will qualify for free or reduced price lunch.

**Plan for Establishment of Food Services:**

The Albuquerque Collegiate team will follow all federal and state guidance regarding establishment and administration of food services. During the planning and implementation year, the Albuquerque Collegiate School Director of Operations and Principal will assist the Governing Board in creating a Request for Proposals (RFP) for food services. The Governing Board will release the RFP no later than April 1, 2018. Proposals will be due on or before May 1, 2018, with evaluation and selection to occur prior to June 1, 2018. All received bids will be required to include the cost of transportation to and from the school, serving utensils, and packaging. The Governing Board, with input from the school leadership team, will ultimately base the decision on cost, efficiency, compliance with New Mexico regulations, and alignment to our organizational needs. In addition, the school leadership team will take all necessary steps to become a Local School Food Authority to manage the process of meal counting and broader administration of the school food program.

The Albuquerque Collegiate operations team will work to ensure any students with religion-specific food requirements or allergies always have an alternative meal available if the meal provided does not meet their dietary requirements. The Office Manager will keep and communicate to teachers a detailed list of all student food allergies, sensitivities, and religious requirements and will ensure that students are never exposed to any food products that may be harmful to them.

The Albuquerque Collegiate Founding Team has already taken steps to identify potential vendors for food services. Communication via telephone and email have already been conducted with Alyssa Hartman of Revolution Foods, Inc. and John McCarthy of Canteen New Mexico, both of which are PED Student Nutrition Bureau Approved Food Service Management Company (FSMC) Vendors for the 2016-2017 school year. Communication with these FSMC vendors has included an introduction to the services they provide and discussed options for services and products. Prior to the Governing Board's release of the RFP, the Albuquerque Collegiate team

<sup>81</sup> Roadrunner Food Bank of New Mexico. (2017). *Feeding Hungry Children in New Mexico*. <http://www.rafb.org/hungry-people-in-nm/feeding-hungry-children/>.

<sup>82</sup> Centers for Disease Control and Prevention. (2014). *Health and Academic Achievement*. [https://www.cdc.gov/healthyyouth/health\\_and\\_academics/pdf/health-academic-achievement.pdf](https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf).



will continue to gather information about local and national FSMC vendors.

Necessary equipment will be dependent upon both facility and selected vendor. For example, if the Albuquerque Collegiate Governing Board chose to contract with Revolution Foods, we would need a Rethermalization Oven, as well as a double-door refrigerator and milk cooler. These products can be purchased independently or built into a potential contract budget with Revolution Foods. If the Governing Board chose to contract with Canteen New Mexico, we would need a Food Warmer, as well as a double-door refrigerator and milk cooler. Associated costs are included in **Appendix G 5-Year Budget Plan** (Function: 3100, Object: 55915). Budget permitting, we would also utilize food delivery and serving services of the chosen contracted vendor. However, the Albuquerque Collegiate team anticipates that the operational staff will act as servers during mealtimes, as this will likely be more financially feasible, especially in early years of operation.

In alignment with guidance from the PED Student Nutrition Bureau, the Albuquerque Collegiate team will have all kitchen staff trained in Hazard Analysis and Critical Control Points (HACCP), in addition to an annual training on Civil Rights, with documentation for all food service related trainings. The operational staff will also expect to have two annual health inspections coordinated with the Environmental Health Department each school year. In addition, the School Director of Operations, and Principal as necessary, will attend relevant and necessary Public Education Department training offerings.

### **Food Service Programs:**

The Albuquerque Collegiate Founding Team will propose to participate in the federal National School Lunch and Breakfast programs. Following year 1 of operation, the Albuquerque Collegiate team will also apply to the Community Eligibility Provision program, if our student population meets the designated requirements. Currently, 4 of the 6 elementary schools in our target zip code participate in the CEP program, and APS as a whole is eligible. In order to apply to partake in the National School Lunch and Breakfast Programs, the Albuquerque Collegiate team, specifically the School Director of Operations, with supervision from the Principal, will follow the steps outlined in the *Checklist for New NSLP Applicants* guidance provided by the NM PED Student Nutrition Bureau.<sup>83</sup> The programs will be open to all enrolled students. The Albuquerque Collegiate team will gather appropriate documentation to verify income data for students' families and the school's involvement in the programs. We will strongly encourage every family to complete Free and Reduced Price Lunch forms, regardless of whether they think they will qualify and will incentivize completion of the forms early in the year with the goal of 100% completion. The School Director of Operations will manage the process of securing all forms and communicating with families about all enrollment documentation during the registration process.

Records will be kept to document that the breakfast and lunch programs follow all federal and state rules and regulations. Records that will be kept include, but are not limited to, meal production records and inventory records that document that amounts and types of foods used, number of breakfasts/lunches served each day by category (free, reduced price, full price), applications submitted by families for free and reduced price meals and a description of the follow-up actions taken to verify eligibility, records of income, expenditures, and contributions received, and documentation related to the PED's Student Nutrition Bureau's comprehensive

<sup>83</sup> New Mexico Public Education Department. (2010). *Checklist for New NSLP Applicants*.  
[http://ped.state.nm.us/nutrition/na\\_nb11/NSLP\\_NewApplicantChecklist.pdf](http://ped.state.nm.us/nutrition/na_nb11/NSLP_NewApplicantChecklist.pdf).

five year review.

#### Associated Costs and Plan for Reimbursement:

All Albuquerque Collegiate students will have access to the meal program. We have included food service fees for all students in our budget regardless of Free and Reduced Price Lunch eligibility. While we anticipate that 90% of scholars will qualify for Free or Reduced Price Lunch, we are committed to ensuring that every scholar has access to a free breakfast and lunch at our school, as we know the nutritional value of these meals will directly impact scholars' academic success and ability to be attentive and engaged during the extended school day. Albuquerque Collegiate will incur the cost for any expenses not covered through the federal reimbursement of the program.

Based on guidance from the Public Education Department's Student Nutrition Bureau, *New Applicant* Information, the Albuquerque Collegiate leadership team will plan to submit a monthly reimbursement claim form to the Student Nutrition Bureau. Guidance also states that agencies typically receive reimbursement within four to six weeks after submission of the reimbursement claim form. The Albuquerque Collegiate team will plan accordingly to absorb costs through mid-October of each school year, until the first reimbursement is received. Based on the year 1 calendar, from August 1, 2018 - October 15, 2018 there are 48 instructional days. The Albuquerque Collegiate budget assumes the cost of \$5.22 per student, per school day, based upon federal reimbursement rates. **Figure 30** outlines the yearly cost prior to reimbursement.

**Figure 30 - Yearly Start-Up Cost Food Service Prior to Reimbursement**

School Year	Student Enrollment	Total Cost
(Y1) 2018-2019	120	48 days x \$5.22 x 120 students= \$ 30,067.20
(Y2) 2019-2020	180	48 days x \$5.22 x 180 students= \$ 45,100.80
(Y3) 2020-2021	240	48 days x \$5.22 x 240 students= \$ 60,134.40
(Y4) 2021-2022	300	48 days x \$5.22 x 300 students= \$ 76,986.00
(Y5) 2022-2023	360	48 days x \$5.22 x 360 students= \$ 92,361.60

New Mexico State Statute 22-12-13, "School lunch program" states that a local school board may accept gifts or grants for use in connection with a school lunch program. In accordance with this statute, Albuquerque Collegiate will plan to annually pull from object code 41920-Contributions and Donations from Private Sources, to cover the initial start-up cost of the breakfast and lunch programs, prior to reimbursement dispersal.

Total Points Available	Expectations
4	<p>A response is only required if the school plans to offer food services at the school. These are awarded as "preference points" if the school plans to participate in free and reduced lunch programs.</p> <p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify a plan for establishing food services at the school including specific action</li> </ul>

	<p>steps, timelines responsible parties, and associated costs that address:</p> <ul style="list-style-type: none"><li>○ Identifying equipment purchase or contracting needs</li><li>○ Identifying hiring and or contracting needs</li><li>○ Hiring or contracting</li><li>○ Establishing training needs and inspection process needs</li><li>○ Identifying and completing relevant program application and reporting requirements</li></ul> <ul style="list-style-type: none"><li>• Identify all federal and state food service programs the school plans to participate in</li><li>• Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements</li><li>• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services</li></ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response describes a plan for establishing food services that comply with federal and state requirements. Presently, steps have been taken to communicate with two food vendors, Revolution Foods, Inc. and Canteen New Mexico. In those conversation, the applicant has been made aware of which vendors will provide the necessary equipment for serving food and those that need to be purchased. All decisions on equipment is dependent upon both the facility and selected vendor. The applicant plans to cover the initial start-up food service costs prior to federal reimbursement through contributions and donations.</p> <p>These points were awarded as “preference points” because the school plans to participate in free and reduced lunch programs.</p>	

**L. 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 21, 2017**.

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](http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf).

L.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

**APPLICANT RESPONSE:**

Please see **Appendix E** for the PSFA-Approved Projected Facility Plan Documentation, including the New Mexico Public School Facilities Authority approval letter and Albuquerque Collegiate Facilities Master Plan Ed. Spec. Checklist.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Demonstrate the applicant submitted a Facilities Master Plan to PSFA no later than April 21, 2017</li> <li>• Demonstrate the PSFA has approved the applicant's Facilities Master Plan</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant has provided the Facilities Master Plan and the approval letter sent by the New Mexico Public School Facilities Authority.</p>	

L. (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 proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

**APPLICANT RESPONSE:**

The Albuquerque Collegiate Founding Team has conducted a comprehensive facility search throughout the targeted zip code of 87102, Albuquerque's most impoverished zip code. Within this zip code, our team, with the support and services of Dove Property Advisors, has researched multiple facility options. Dove Property Advisors owner and qualifying broker, Connie Dove, has helped secure facilities and financing for several local charter schools in the Albuquerque and Rio Rancho areas. A letter of support identifying the strategic networking relationship between Dove Property Advisors and Albuquerque Collegiate Charter School can be found in **Attachment R**.

In March, 2017 Dove Property Advisors conducted outreach and research to determine if there are or may be any public facilities that are available, appropriate, and viable within the 87102 or immediate surrounding area. Results from this outreach and research indicated that no public facilities were available, appropriate, and viable based on expertise of qualifying broker, Connie Dove.

In March and April of 2017, Dove Property Advisors also researched and identified over 50 facilities and properties in the targeted geographic location that were available and met minimum space requirements. See available search results in **Attachment O - 87102 Available Facilities**. Most of the facility space available identified in **Attachment O** would not be appropriate, as the vast majority of spaces are in large office buildings and would not be conducive to the needs of our school setting. From the list of identified available facilities, the Albuquerque Collegiate Founding Team found 5 locations that could possibly be appropriate to suit the needs of our proposed school. Upon further due diligence, none of the 5 facilities were deemed appropriate or viable due to lack of growth space or tenants in potential joint use facilities that would not want to co-locate with an elementary school.

As a result of conducting this due diligence process, Dove Property Advisors became aware of two Albuquerque charter schools that are wishing to vacate their current facilities in order to identify larger facilities better suited to meet their growing needs. One of these schools, Albuquerque Charter Academy, is located in the 87102 target zip code, and is the school identified in the Albuquerque Collegiate PSFA Facilities Master Plan. Since the facility is already a charter school, it meets all requirements of New Mexico State Statute 22-8B-4.2 "Charter school facilities; standards" including occupancy, adequacy, and ownership. The identified potential facility is appropriate viable, and located in the targeted geographic location.

In order to prepare the facility to meet the needs of Albuquerque Collegiate, classroom sizes within the building will have to be enlarged to meet standards outlined in New Mexico Administrative Code 6.27.30.13, which detail requirements for classroom square footage per student. The proposed changes will begin immediately following Albuquerque Charter Academy's last day of the school year (2017-2018) and need to be completed by July 9, 2018 at the latest, which is the start of summer staff professional development. Action steps will include a formal assessment of necessary tenant improvements to meet the educational needs of Albuquerque Collegiate, contracting of appropriate parties, and execution of necessary

tenant improvements. Responsible parties that will be involved include the Albuquerque Collegiate Governing Board, Principal, School Director of Operations, facility owner, general contractor, real estate broker and the New Mexico Public School Facilities Authority. We are estimating that these facility modifications will cost approximately \$80,000 based on the expertise of our real estate broker who has extensive experience with charter school facility renovations. All facility cost modifications will be assumed by the facility owner.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Demonstrate the applicant has: <ul style="list-style-type: none"> <li>○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable</li> <li>○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable</li> <li>○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership</li> </ul> </li> <li>• Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location</li> <li>• Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs</li> <li>• Identify how the project to prepare the facility will be funded</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant has provided an extensive list of facilities that have been identified 87102 zip code area. Through the use of Dove Property Advisors, ACCS has located a site that will meet the needs of the school, with the costs of modifications assumed by the facility owner. The timeline for completion of the school facility occurs prior to the Summer Institute training for teachers.</p>	



### III. Financial Framework

- **School size.**

State the requested enrollment, grade levels to be served and student/teacher ratio.

A.(1) Academic Year	Number of Students		Grade Levels	Student/Teacher Ratio	
Year 1	120		Kindergarten-1 <sup>st</sup> Grade	15:1	
Year 2	180		Kindergarten-2 <sup>nd</sup> Grade	15:1	
Year 3	240		Kindergarten-3 <sup>rd</sup> Grade	15:1	
Year 4	300		Kindergarten-4 <sup>th</sup> Grade	16:1	
Year 5	360		Kindergarten-5 <sup>th</sup> Grade	16:1	
At Capacity (Enrollment Cap)	360		Kindergarten-5 <sup>th</sup> Grade	16:1	

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Identify the anticipated number of students for each of the first five years and “at capacity” based on the long term strategic plan</li> <li>• Identify the grade levels requested to be served in each of the first five years (phase in plan) and “at capacity” based on the long term strategic plan</li> <li>• Identify the Student/Teacher Ratio (not student staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity” based on the long term strategic plan</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The completed table included in this section of the application clearly defines the enrollment from years 1-5 and at capacity. It includes the number of students, grade levels served, and the student to teacher ratio. These numbers align with the applicant's educational model and provide well-thought progression of grade levels that will serve students in their early years in the school's first year of operation. As the school grows their students, the educational model and mission can be achieved.</p>	

## 7. 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 of all areas of the budget.

B.(1) Provide, and attach as **Appendix F**, 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.

### APPLICANT RESPONSE:

Please see **Appendix F** for Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Include a complete 910B5 Worksheet in Appendix F</li> <li>• Use appropriate values and computations in each year</li> <li>• Use current unit value</li> <li>• Budget 15% for Special Education</li> </ul>
<b>REVIEW TEAM EVALUATION:</b> Meets the Criteria	
<p>The applicant has attached completed 910B5 worksheets for the operations of year 1 through year 5 of the school. These worksheets use appropriate values and computations in each year, use the current unit value, and budget for 15% of students to be special education. These worksheets demonstrate an understandings of how NM funding is generated.</p>	

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school's mission and aligns with 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 proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

**APPLICANT RESPONSE:**

Please see **Appendix G** for the 5-Year Budget Plan.

Total Points Available	Expectations
12	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F</li> <li>• Supports the proposed school's mission and all elements of the proposed program laid out in the application</li> <li>• Align with the proposed school's five- year growth plan</li> <li>• Budget 15% for Special Education</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Approaches the Criteria</p> <p>The response addresses a majority of the criteria, but does not sufficiently: Supports the proposed school's mission and all elements of the proposed program laid out in the application.</p> <p>The five-year budget plan provided by the applicant is based on the 910B5 worksheets noted in B(1) of this application. Most areas of the budget align with the school's mission and the educational program for the next five years, with the exception of the staffing model for instructional staff. The budget does not include a sufficient number of teachers to implement the two-teacher model in the primary grades. A related issue was noted in the staffing plan included in this application.</p>	

B.(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 proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

**APPLICANT RESPONSE:**

Albuquerque Collegiate Charter School ("Albuquerque Collegiate") has put together a five-year budget, built around the proposed educational program in this charter application. The multi-year budget has been prepared using conservative revenue and expense assumptions. Our team has utilized feedback from experts in the charter school budgeting and finance field, as well as local resources. The Five-Year Budget plan includes a limited subset of public funds available to New Mexico charter schools and a secured grant through Excellent Schools New Mexico.

**Figure 31** illustrates an overview of each fiscal year. The budget reflects a positive operating income and an increasing fund balance to meet any unforeseen financial developments. The operating income is projected to be positive in every year, with the school's fund balance anticipated to hit reach 27% by the 5<sup>th</sup> year of operations.

**Figure 31 - Five-Year Budget Overview**

Five-Year Budget	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Total Revenue	\$1,434,475	\$2,050,618	\$2,373,601	\$2,775,526	\$3,177,452
Total Expenses	\$1,430,517	\$1,839,246	\$2,201,381	\$2,646,378	\$3,114,900
Operating Income (EBIDA)	\$3,958	\$211,372	\$172,220	\$129,148	\$62,552
Beginning Fund Balance	-	\$3,958	\$215,330	\$387,551	\$516,699
Ending Fund Balance	\$3,958	\$215,330	\$387,551	\$516,699	\$579,251
Operating Income as % of Total Revenues	0.3%	10.3%	7.3%	4.7%	2.0%
Fund Balance as % of Total Revenues	0.3%	10.5%	16.3%	18.6%	18.2%
Total Revenue Per Student	\$11,954	\$11,392	\$9,890	\$9,252	\$8,826
Total Spending Per Student	\$11,921	\$10,218	\$9,172	\$8,821	\$8,653

**Revenues**

The Albuquerque Collegiate team has estimated revenue rates to remain flat year over year, based on starting enrollment of 120 Kindergarten and 1<sup>st</sup> grader scholars and the goal of adding 60 new students and one new grade level each year to reach a final enrollment of 360 students for grades K through 5 in year five of operation. The budget includes a secured startup grant of \$200,000 from Excellent Schools New Mexico.

The recurring public revenue projections are based on our completion of the 910B5 SEG

Revenue Workbook. Key assumptions are that total special education population should be 15% each year, with Level A students constituting 2%, Level B students constituting 4%, Level C students constituting 3%, and Level D students constituting 5% of total enrollment. For SEG calculation purposes, we were careful to only include funding being generated from Level C and Level D students.

Other SEG worksheet assumptions include an adjusted ancillary FTE calculation of 0.0315 based on the same calculation used for Albuquerque Public Schools. While we anticipate having a large English Language Learner population, we did not assume any bilingual units funding. We did assume participation in the elementary physical education program equal to 6% of our enrollment in a given year. The T&E Index was tied to the T&E index for Albuquerque Public Schools, or 1.066 in each year. For simplicity purposes, we assumed no teachers would be nationally board certified. We also assumed the at-risk index to be 0.075, also the current at-risk index for Albuquerque Public Schools. Finally, in Years 1 and 2, please note that we qualified for additional size adjustments for having a membership smaller than 200 in each year. Each SEG total reflects the net amount calculated due to Albuquerque Collegiate after the 2% administrative fee is withheld.

While there was no place for entering additional revenue assumptions for other public funding sources, we included the net impact of lease assistance funding (estimated at \$700 per student) to our facility lease assumption, National School Lunch Program, and School Breakfast Program funding (estimated at \$858 per student) to our school breakfast and lunch program, and E-rate reimbursement funding to our telecommunication expenses or a net 80% savings.

We should note that while we did not include it, we understand that we are likely to be able to tap into federal Title I program funding. Additionally, we may be able to tap into other funding sources such as IDEA funding, instructional materials funding, and possibly transportation funding should we decide to offer transportation in future years of operation. We also did not include an internal assumption of at least \$30,000 in Governing Board fundraising per year, something that most schools of similar design are able to achieve on a recurring annual basis.

### **Expenses**

The expenditures of Albuquerque Collegiate are divided into three main categories: personnel (administrative and teacher salaries and benefits), school operations, and facilities. All expenditures are driven by the school's mission and aligned to the educational program, in order to ensure that all Albuquerque Collegiate scholars are prepared for success in college and beyond.

#### **Personnel:**

Personnel costs, benefit costs, and employer liability costs equate to approximately 61% of the anticipated spending during the first five years for Albuquerque Collegiate, or an average of \$5.8K in spending per student per year. The staffing plan ties to the proposed personnel plan and the phase-in of those positions over time. For further consideration, please see **Figure 32**.

**Figure 32- Personnel Expenses**

Function	Object	Class	Role	Yr 1 Total	Yr 1 FTE Count	Yr 2 Total	Yr 2 FTE Count	Yr 3 Total	Yr 3 FTE Count	Yr 4 Total	Yr 4 FTE Count	Yr 5 Total	Yr 5 FTE Count
1000	51100	1411	Teachers	319,200	7.0	465,120	10.0	569,397	12.0	677,475	14.0	789,743	16.0
1000	51100	1412	SPED Teachers	45,600	1.0	93,024	2.0	94,884	2.0	145,173	3.0	197,436	4.0
2100	51100	1218	Student Supports Coordinator	60,000	1.0	61,200	1.0	62,424	1.0	63,672	1.0	64,946	1.0
2100	51100	1318	Instructional Specialist	-	-	-	-	52,020	1.0	53,060	1.0	54,122	1.0
2300	51100	1217	Office Manager	30,000	1.0	30,600	1.0	31,212	1.0	31,836	1.0	32,473	1.0
2400	51100	1112	Principal	80,000	1.0	81,600	1.0	83,232	1.0	84,897	1.0	86,595	1.0
2500	51100	1217	Operations Fellows	-	-	25,337	1.5	25,844	1.5	35,147	2.0	35,850	2.0
2500	51100	1220	School Director of Operations	75,000	1.0	76,500	1.0	78,030	1.0	79,591	1.0	81,182	1.0

Personnel expenses are also reflective of the school's mission and educational program, as we will provide our K-2 scholars with a two-teacher classroom experience. Our largest staffing category, teachers, starts at an assumed average salary of \$45,600, with half of our teachers assumed to be Level I starting at \$40,800 and the other half assumed to be Level 2 starting at \$50,400 based on our pay scale. We should also note that this assumption reflects a 20% increase in starting pay relative to Albuquerque Public Schools, and our pay scale builds in also a larger increase year over year at 2% each year. Other roles have also been budgeted, specifically around administrative functions, special education, supplemental instruction, and enrichment. On average, 77% of the proposed personnel spending is going towards classroom instructional roles when comparing spending on teachers and special education teachers to all personnel spending across the five years.

When Albuquerque Collegiate opens, it plans to have a staff of 12 in 2018-19 and grow to a final staff of 29 in 2022-23. This staffing plan represents a minimum level that will otherwise be evaluated and revisited should more resources be available. As mentioned earlier, teacher salaries are budgeted to increase 2% year over year starting in 2019-20 to ensure continued competitiveness; all other salaries will also increase by 2% year over year.

We have budgeted a 13.9% assumption for employer contributions to the state retirement system based on the FY 2017 employer contribution rate in Object 5211 in the respective functional areas for each position, regardless of ability to participate and to ensure an abundance of budgeting conservatism. We have also budgeted the assumption of Albuquerque Collegiate contributing, on average, \$5,000 per employee toward medical, dental, and vision benefits, with a 10% increase year over year. This has been budgeted in Object 52311 in the respective function areas for each position; the \$5,000 assumption works out to be a \$416 per month employer contribution, which will fulfill the employer contribution minimums outlined by New Mexico Public School Insurance Authority. We have budgeted for Social Security (6.2%) in Object 52210, Medicare (1.45%) in Object 52220, state disability (\$2 per person per fiscal quarter) in Object 52316, and state unemployment insurance (1.37% on the first \$24,100 per person per calendar year) in Object 52500. We have also budgeted for workers' compensation insurance at 1.10% of total wages in Object 22710. In addition to evaluating compensation levels, we will be reviewing employer benefits to ensure Albuquerque Collegiate is continuing to be highly competitive with other local public schools.

#### Facilities:

We are in the process of identifying a final facility. For the purposes of the budget and without an official option, we have included our most realistic option. This is a 16,500 square foot space that can accommodate us through our 3<sup>rd</sup> year of operations for \$10,000 per month and that is otherwise move-in ready in Year 1, and then \$15,000 per month in Years 2 and 3. This works out to be about just under \$11 per square foot when at facility capacity. For year 4, we have budgeted a total square footage need of 70 square feet per student at \$11.50 per square foot, with a 1.75% increase to the rate and increase of total square footage in year 5. Total square footage



includes classroom, office, and general space. Janitorial services have also been budgeted at \$1.50/square foot in a given year, utilities at \$1.50/square foot in a given year, and maintenance at \$0.50/square foot in a given year. At these levels, this budget represents an average \$877/student lease cost, with total facility costs averaging around 12%. As noted earlier, \$700 per student has been subtracted from this line item to account for the impact of the lease assistance funding. You can find the facility rent and operating expense totals in Function 2600 in the appropriate Object codes in the 54000 series.

#### School Operations:

Albuquerque Collegiate has budgeted for expenditures relate to the general operation of the school, including professional development, student and staff recruitment, instructional and assessment materials and supplies, printing, field trips, food cost, and legal and audit feeds. For all school operations budgeted spending, we have talked with vendors to get quotes or their best estimate of price in future years. When it made sense, we included a 1.75% increase year over year for line items. We took great care to ensure that the appropriate factors were driving expenses. Key spending assumptions are further itemized and outlined in **Attachment P: Non-Personnel Budget Expenses**.

- Professional Development: (Function: 1000, Object: 55820) Allocation accounts for professional development related to Istation and STEP training
- Recruitment: (Function: 2400, Object: 55915) Allocation accounts for:
  - Staff Recruitment: \$500 per new staff member for the following year, and \$50 per new employee for background checks
  - Student Recruitment: \$20 per new student for the following year
  - Membership within the NM Coalition for Charter Schools (\$12.50/student)
- Instructional and Assessment Materials and Supplies/Student Supplies and Materials:
  - Textbooks: (Function: 1000, Object: 56112) Accounts for a \$325 allocation per new student per year
  - General Supplies and Materials: (Function: 1000, Object: 56118) Accounts for an allocation of \$150 per student for classroom materials, \$30 per student for uniforms, and \$125 per special education student for additional materials
  - Supply Assets: (Function: 1000, Object: 53414) Accounts for an allocation of \$75 per student for new desks, \$2,500 per new classroom, \$850 per staff member for computers, \$275 for every 2 students for chromebooks
  - General Supplies and Materials: (Function: 2300, Object: 56118) Accounts for an allocation of \$50 per student for copier supplies, and \$700 per month for office supplies
- Governing Board:
  - Board Training: (Function: 2300, Object: 55812) Accounts for \$500 each year for annual training
  - Board Expenses: (Function: 2300, Object: Accounts \$50 per month of Board related expenses each year
- Technology:
  - Software: (Function: 1000, Object: 56113) Accounts for a fixed cost of \$6,000 for a Student Information System, and \$5 per student for SIS license
  - Software: (Function: 2400, Object: 56113) Accounts for \$50 per month for website hosting
- Contracted Services:

- Other Professional Services: (Function: 1000, Object: 53414) Accounts for special education services at \$900 per special education student, using a 15% special education population estimation
- Other Professional Services: (Function: 2100, Object: 53414) Accounts for \$15 per student for contracted nursing support
- Auditing: (Function: 2300, Object: 53411) Accounts for \$13,000 for annual cost of audit
- Legal: (Function: 2300, Function: 53413) Accounts for 20 hours of legal services at \$125 per hour for limited legal support
- Other Professional Services: (Function: 2300, Object: 53414) Accounts for \$900 a month for technology support, \$10,000 in first two years for consulting services from Building Excellent Schools, \$2,000 per year for E-rate application support, and \$5,000 per Teach for America corps member teacher support
- Other Professional Services: (Function: 2500, Object: 53414) Accounts for back-office services at \$59,999 per year, and \$149 average per employee for payroll services
- Other Contract Services: (Function: 3100, Object: 55915) Accounts for \$5 per student for meals (with an average daily attendance of 95% for an effective \$907.50 per student less the calculated reimbursement for \$858 per student through NSLP)

All expenses outlined in **Appendix G: 5-Year Budget Plan** are a direct reflection of the mission, vision, and educational program of Albuquerque Collegiate. The 5-Year budget plan is inclusive of Albuquerque Collegiate's staffing model, as well as the overall facility needs, identified in the PSFA Facilities Checklist. The Albuquerque Collegiate Founding Team deeply believes that with the vast majority of our expenses going toward personnel costs, we will assuredly recruit and retain excellent teachers, which will be the greatest factor in providing scholars with the dramatic academic growth necessary to excel in elementary school, and into middle school, high school and become college graduates.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Explain basic assumptions</li> <li>• Identify reliable sources for each assumption</li> <li>• Include priorities consistent with the proposed school's mission</li> <li>• Include priorities consistent with the proposed school's educational program</li> <li>• Include priorities consistent with the proposed school's staffing</li> <li>• Include priorities consistent with the proposed school's facility</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Approaches the Criteria</p> <p>The response addresses a majority of the criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>• Include priorities consistent with the proposed school's educational program.</li> </ul> <p>The applicant's budget narrative thoroughly describes most budget items in its 5-year budget plan. The response takes into account sources not included on the budgeting spreadsheet, including the school breakfast and lunch program, lease assistance funding, and e-rate rebates. The applicant also</p>	

acknowledges other sources of possible funding that are not included in the budget, notably Title I, IDEA, and governing board fundraising.

As stated in the budget plan section B(2) of the application, the number of teachers included in the budget and assumptions does not seem sufficient to implement the two-teacher model for students in grades K-2.

B. (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 the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula the proposed school will only receive additional funding during the next school year.

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

#### **APPLICANT RESPONSE:**

##### **The Budget Process**

Part of ensuring that Albuquerque Collegiate Charter School will be able to meet unforeseen financial challenges, whether budget or cash flow in nature, is predicated on a quality budgeting process, herein outlined. By implementing a strategic budgeting process that incorporates multiple stakeholders and a high level of rigor and analysis, Albuquerque Collegiate Charter School will mitigate the potential for future budget and cash flow difficulties.

Albuquerque Collegiate Charter School's budget cycle will start in early spring with a working draft developed by school management, EdTec, and the standing Finance Committee. EdTec will start by soliciting input from school management and engaging them in a strategic planning exercise each year to ensure budgeting is aligned to mission and intended outcomes. EdTec will also prepare analysis and provide knowledge and expertise around charter school funding, observed spending trends, and other industry benchmarks. EdTec will then help by bringing the technical work together of the budget pro forma, along with clear assumptions and notes, as well as ensuring the proper state forms are completed. This will get considered and reviewed by the standing Finance Committee, which will make recommendations or suggested changes prior to forwarding on to the broader Governing Board for review. Proper care will be taken to ensure the budget reflects all compliance requirements for federal and state revenues, and that it is otherwise a prudent and reasonable use of public funds.

The proposed budget with recommendations will be brought forward for presentation at an open, public board meeting, and then for approval at a subsequent open, public board meeting after the initial presentation. June 30th will be the absolute cutoff to have a board-approved budget in place, and a copy of the approved budget in the required format will be provided to the New Mexico Public Education Department and Public Education Commission by the required deadline. Furthermore, as a public entity, Albuquerque Collegiate Charter School understands that documents such as the approved budget are public record, and such documents will be made available upon request in line with any other standard public records request.

##### **Meeting Unforeseen Budget Challenges**

Part of ensuring that Albuquerque Collegiate Charter School can meet unforeseen budget challenges is also dependent on having access to timely information. Dashboards that communicate student enrollment leading up to the 40-Day Count, as well as throughout the year, will be especially critical for ensuring spending is in line with the likely revenue for the year. Financial statements that are generated timely will allow the school to take corrective action

should it encounter financial difficulties.

If Albuquerque Collegiate encounters any financial difficulties that produce a budget gap, Albuquerque Collegiate will look for ways to re-balance its budget immediately. Likely, a budget shortfall would come from a missed enrollment target – this is one of the largest areas of risk for new charter schools. In that situation, Albuquerque Collegiate would look to capitalize on some the expenses that are driven naturally by the number of students, such as instructional materials, textbooks, and other expenses tied to the number of students. After capturing any of those natural areas of savings, there would be a review of the staffing plan to ensure it is still appropriate considering the budget challenges and, if possible, realign it and lower costs. If enrollment was such that it no longer made sense to have the number of teachers originally planned, then then Albuquerque Collegiate would look to reduce the number of teachers. Ideally, Albuquerque Collegiate will approach staffing in a way where it can delay some hires until it has more certain enrollment numbers early in the year. The priority would be to preserve educational programming elements and scale back on otherwise discretionary or non-mission critical elements of the budget.

In addition, Albuquerque Collegiate would pursue other budget balancing options including deferring certain costs to future years when enrollment or finances were more stable, renegotiating with vendors per contractual agreements to delay or push out expenses to a later time when the budget might have more capacity, and pursue opportunities to partner up with other schools and cost share different service or otherwise pursue purchasing collaborative options.

The current budget plan does not include any non-secured fundraising, but Albuquerque Collegiate intends to have a robust development effort, and it would likely invest more effort in pursuing more aggressive fundraising initiatives considering a budget challenge. In addition to reducing spending, a key job responsibility of the Director of School Operations will be to research and apply to grants in accordance with general school guidelines. Funds received through grants will additionally help close any financial gaps that the school may experience.

Part of our budget challenge mitigation strategy is making the investment of working with EdTec as our financial back office provider. EdTec has a tremendous amount of national experience and expertise in the world of charter school finance, and we have included them as part of our operation plan versus some of the alternative options to ensure we have the best individuals working on our financial challenges before they even occur.

### **Meeting Unforeseen Cash Flow Challenges**

Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) has prioritized, as part of its startup plan, amassing non-public funding to provide a cash flow buffer going into the start of the year. To that end, Albuquerque Collegiate has secured a commitment from Excellent Schools New Mexico for \$200,000 to be used for startup related expenses.

Additionally, Albuquerque Collegiate will be structuring its vendor relationships to take advantage of deferred payment options anywhere from 30 to 120 days deferred. Albuquerque Collegiate estimates that it can secure deferred payment terms for at least \$50,000 worth of spending in the first few months to the second half of the year. This, combined with the starting cash reserve, will provide the school with adequate cash flow at the front end to fund critical expenses such as special education services prior to funding starting. Furthermore, we anticipate that with adequate special education licensed staff, our scholars will need limited outside services prior to the 40-day count. In addition, we expect that most special education evaluations

will not occur within the first 40-days, as the team wants to ensure proper protocol and adherence to the Response to Intervention implementation plan. Deferred payment terms with vendors mentioned above will allow the school to adequately cover any special education related expenses, including any necessary special education evaluations conducted within the first 40 days of the school year, as deemed necessary.

Albuquerque Collegiate also understands the need for timely reporting to ensure that public funding arrives timely. To that end, it will work with EdTec to ensure that all reporting is done in a way that ensures that Albuquerque Collegiate is not otherwise encountering self-inflicted cash flow difficulties.

Finally, Albuquerque Collegiate will also be pursuing an application to the New Mexico Public Education Department or the US Department of Education for the Charter Schools Program Grant, which can provide anywhere from \$300,000 to \$600,000 in additional startup funding for a charter school. The New Mexico Public Education Department is currently applying for funds through this grant and the Founding Team of Albuquerque Collegiate has provided a letter of support on their behalf, as we could be potential beneficiaries of these funds if granted.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Describe budget control strategies <u>as well as</u> budget adjustments that will be made to meet financial budget and cash-flow challenges</li> <li>Include explanations that are viable and realistic based on the professional judgment of experienced, licensed school business officials</li> <li>Address how special education students will receive services <u>before</u> special education funding is provided based on accurate 40 day counts</li> <li>Address how gaps between budgeted students and actual enrollment will be addressed</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Approaches the Criteria</p> <p>The response addresses a majority of the criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>Address how special education students will receive services before special education funding is provided based on accurate 40 day counts;</li> <li>Address how gaps between budgeted students and actual enrollment will be addressed.</li> </ul> <p>The applicant plans to contract with a back office firm, EdTec, to manage the school's finance and to assist the standing Finance Committee with drafting a quality budgeting process to mitigate any potential budget and cash flow difficulties. The applicant's response provides minimal information on the criteria that will be used to develop a "strategic budgeting process".</p> <p>If budget issues arise, the applicant recognizes enrollment numbers are the main factor. ACCS proposes to adjust the budget by reducing expenses that are dependent on the number of students, such as instructional materials. The next solution is to reduce the number of teachers. It is not clear how ACCS will be able to implement its 2-teacher model with fewer teachers.</p> <p>Additionally, in order to meet unforeseen cash flow challenges, the applicant has a commitment from Excellent Schools New Mexico for \$200,000, as well as the option to defer payments with its vendors.</p>	



Therefore, with deferred payment terms of at least \$50,000 worth and cash reserves, the applicant intends to have "adequate cash flow" to cover any special education services, "including any necessary special education evaluations conducted within the first 40 days of the school year, as deemed necessary", prior to funding. Another solution provided by the applicant states, "Furthermore, we anticipate that with adequate special education licensed staff, our scholars will need limited outside services prior to the 40-day count." The narrative minimally describes how the cash reserves and deferred payment amounts will address students requiring special education services for severe disabilities prior to funding.

Overall, the applicant has described adequate controls to monitor potential budget shortfalls with short-term solutions.

### C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.

#### APPLICANT RESPONSE:

As part of **Appendix H - Internal Control Procedures**, Albuquerque Collegiate Charter School ("Albuquerque Collegiate") has provided a draft of its financial policies and procedures. These policies and procedures are intended to constitute a high-level codification of our internal control framework for ensuring a number of intended outcomes, specifically safeguarding assets, ensuring payroll activity is properly posted and reconciled, segregating disbursement responsibilities from reconciliation responsibilities, ensuring a high level of fidelity and reliability in financial information, and ensuring more broadly compliance with federal and state statutes, rules, and regulations. Aspects of these financial policies and procedures have been heavily informed by best practice of other charter schools with successful financial management, and a majority of the provisions included have been reviewed by audit firms working with charter schools nationally.

No less than annually, the Governing Board, with the consultation of the Finance Committee and financial back-office provider EdTec, will review and evaluate the adequateness of its financial policies and procedures. Specifically, Albuquerque Collegiate will conduct an internal audit to evaluate such things as adequate documentation and approvals on file. The Finance Committee will review the results of this internal audit and make recommendations for corrective action or improvements to the current policies and procedures. Additionally, the Governing Board through its Audit Committee will also solicit feedback from its audit firm, and the Governing Board will utilize any findings, auditor concerns, or lack thereof as evidence of the adequacy of its internal controls.

These policies and procedures were drafted in close consultation with EdTec, the proposed back-office provider. EdTec employs certified public accountants and staff who otherwise meet the New Mexico school business official requirements. As part of working with EdTec, Albuquerque Collegiate will enjoy a segregation of duties vis-à-vis its differentiated staffing structure across the functions of cash disbursement, payroll, and cash reconciliation. Specifically, EdTec employs staff with different functions and permissions on behalf of clients so that there are checks and balances on behalf of its clients – no one EdTec staff member has responsibilities that crosses these three functional areas. In practice, this looks like:

#### Cash Disbursements – Non-Payroll

The School Director of Operations will manage the purchase order and invoice approval process, as well as facilitate all direct communication with vendors. He or she will solicit bids when applicable and bring contracts, as supervised by the Principal, in front of the Governing Board for approval. Approved invoices, based on the adopted budgeted and consultation with the Principal, will be submitted to an EdTec Accounts Payable Representative for processing. Invoices will be remitted to EdTec with coding based on the adopted budget and the implemented chart of accounts that conforms to state coding standards. EdTec will process the transactions, and then it will generate a report for review and quality assurance. Once the School Director of Operations has reviewed the report and the school Principal has approved payment, EdTec will issue payment to those invoices and vendors. In circumstances when an invoice requires a second approval or signature, anything over \$5,000, EdTec will request approval from

the Principal and Governing Board Treasurer. Once the payments have been generated, EdTec will issue a check register which lists all payments made and an aging report for any unpaid invoices. Monthly, the School Director of Operations will prepare a combined check register for all payments made on behalf of the school for review by the Board as part of an additional layer of financial oversight. Credit card and debit card transactions will have a separate process for entry to ensure that all activity is being entered and proper documentation is secured. The school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year, and the back-office provider will keep electronic versions as well. For payments to independent contractors, the School Director of Operations will collect W-9s from all eligible vendors to be submitted to EdTec. EdTec will complete all the required tax reporting for vendors to the IRS.

### **Cash Disbursements - Payroll**

The School Director of Operations will maintain employee files, including but not limited to, employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a bi-weekly or semi-monthly basis, the School Director of Operations will submit payroll information and changes to an EdTec Payroll Specialist. From there, the EdTec Payroll Specialist will process all the information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through a payroll processor such as Paychex or ADP. This payroll preview will be sent to the Principal who will approve or modify payroll as needed. After approval, the EdTec Payroll Specialist will process the payroll and coordinates delivery to the school and employees. On a quarterly basis, EdTec will complete all the required tax reporting to IRS and any state agencies. In addition to the standard payroll processing, EdTec will manage reporting related to retirement and plan administration as needed.

### **Cash Reconciliation**

The School Director of Operations will submit bank statements and deposit logs each week. Based on the adopted budget and the state chart of accounts, an EdTec accountant will enter and code all revenues in an accounting system. Other financial activity not originating within the accounting system, for example payroll activity, or otherwise not processed through the accounts payable system will be entered by an EdTec accountant. EdTec will complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize banking activity until documentation is supplied. EdTec will maintain a fixed asset schedule and ensure all expenses are capitalized and depreciated as appropriate. EdTec will also make sure transactions that should be applied to the balance sheet are correctly recognized. Monthly, the general ledger will undergo routine maintenance to ensure that items are properly coded.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• In the application response identify all the internal control procedures that have been attached in Appendix H</li> <li>• Attach in Appendix H internal control procedures the proposed school will utilize to:</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li>○ safeguard assets</li><li>○ segregate its payroll</li><li>○ segregate cash and check disbursement duties</li><li>○ provide reliable financial information, promote operational efficiency</li><li>○ ensure compliance with all applicable federal and state statutes, regulations, and rules</li><li>● Attach procedures that, based on the professional judgment of experienced, licensed school business officials, successfully ensure appropriate segregation of duties</li><li>● In the application response, provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school</li></ul> |
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**REVIEW TEAM EVALUATION:** Meets the Criteria

The internal control procedures found in Appendix H provides a clear process for the management of purchase orders and spending, as well as payroll and cash reconciliation and segregation of duties according to GAAP standards. The applicant will contract with EdTec to review its financial polices and procedures annually and provide consulting services to the Finance Committee. The Director of School Operations will be the point person for organizational matters.

C. (2) 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 proposed school year.

**APPLICANT RESPONSE:**

Albuquerque Collegiate Charter School (“Albuquerque Collegiate”) is proposing to work with EdTec, a financial back-office provider for charter schools, to help fulfill its financial management functions. EdTec is identified as a contracted service in the organizational chart and **Section II.D.(1)** of the application. Albuquerque Collegiate has used EdTec to support it in budget development and preparation of the 910B5 worksheets, as well as in its preparation of the financial framework portion of the application. The cost of using EdTec has been budgeted at \$60,000 in each year in the budget. In contracting with EdTec, Albuquerque Collegiate will receive the services of a business manager, accountant, payroll specialist, and accounts payable specialist to meet the functional responsibilities outlined in **Section II.C.(1)**. Since these staff members will work for EdTec, EdTec will be responsible for establishing the qualifications and responsibilities for each staff member. However, Albuquerque Collegiate Charter School will ensure that the EdTec business manager will be appropriately licensed with a New Mexico School Business Official license, at minimum two weeks prior to the start of the proposed school year.

The School Director of Operations and Principal will also have pivotal roles in the financial management and operational functions for Albuquerque Collegiate Charter School. Specifically, leaders in these positions will have familiarity and/or experience with financial and operational management of a high performing charter school. They will also be charged with managing the day-to-day relationship with EdTec, as well as ensuring that EdTec has access to the information outlined within **C.(1)**.

The potential contract with EdTec as well as the School Director of Operations and Principal positions are directly reflected in alignment with the budget in **Sections III.B.(1)** and **III.B.(2)**. Furthermore, recruitment, identification, and evaluation are accounted for within the budget, job descriptions, and staff recruitment plans **Section II.D.** Job Descriptions of both the Principal and School Director of Operations includes explicit responsibilities and experience related to financial management and supervision, **Section II.C(2)** and **II.D.(2)**. In addition, **Appendix H** outlines all financial tasks, and by which staff members’ tasks are to be performed.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks</li> <li>Align completely with the organizational chart from response to D(1) in the Organizational Framework</li> <li>Align completely with the budget in A(1) and A(2) responses in Financial Framework</li> <li>Describe appropriate qualifications and responsibilities for each of the identified positions</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>• Include a plan that will result in the recruitment, identification, and evaluation of candidates and the hiring of highly-qualified staff for each of the identified positions no later than two weeks prior to the start of the proposed school year</li></ul> |
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**REVIEW TEAM EVALUATION:** Meets the Criteria

The applicant will contract with EdTec to fulfill the financial management functions, and the cost of this service is included in the school budget. The organizational chart includes the relationship between the financial back-office provider and the applicant. The Director of School Operations is the point person on location at the school and the job description included in the application includes the qualifications and responsibilities for this position.



C.(3) Provide a **clear, comprehensive, and cohesive plan** for 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 proposed school's overall governance and management.

**APPLICANT RESPONSE:**

As a matter of governance, Albuquerque Collegiate will establish a standing Finance Committee to be comprised of a subset of Board members with relevant financial management and charter school finance expertise and experience, and to be chaired by the Board's Treasurer. This committee will meet regularly, no less than monthly, to review the financial health of the school as evidenced by its financial statements and other financial analysis produced by financial back-office provider EdTec. As needed, the Finance Committee will request supplemental information both from EdTec and school management to otherwise assist with its review of information. The Finance Committee will also be charged with the responsibility of annually assessing the adequacy of its financial policies and procedures, making financial recommendations to the Board, and developing and recommending the Annual Budget. All formal decisions will be made by the Governing Board, including but not limited to, formal Annual Budget adoption and contract approvals. The Finance Committee will also be charged with ensuring ongoing compliance with financial covenants and regulations through its close work with EdTec and school management. Finally, the Finance Committee will be responsible for ensuring that the Governing Board takes action that is free from conflict of interest or that said conflicts, whether real or perceived, are adequately disclosed.

Albuquerque Collegiate will also have an Audit Committee with the expressed purposed of overseeing the audit process and final report issuance. The Audit Committee is to be comprised of a subset of Board members with relevant audit expertise and experience, with a majority of the Audit Committee members not on the standing Finance Committee to avoid any conflicts of interest. To the extent necessary, the Audit Committee may leverage outside volunteers and advisors to provide requisite expertise and need. Albuquerque Collegiate has budgeted \$13,000 to contract with the state-selected audit firm. The Audit Committee will be responsible for meeting with the audit firm prior to the start of the audit to get an overview of the audit process, as well as the roles and responsibilities of all involved parties. From there, the Audit Committee will report back to the Governing Board what to expect.

When the audit process commences, the school Leadership Team and EdTec will make sure that the audit firm has access to all necessary financial information and records as well as non-financial records and documents maintained by the school in advance of actual audit field work. During the audit field work, any documents requested by the firm will be provided in a timely manner. The Audit Committee shall provide oversight that the audit firm has the information it needs and is otherwise receiving materials in a timely manner.

Once the audit is complete, the Audit Committee, along with the school administration and EdTec, will review the audit report and management letter. Should the audit report or management letter include any findings, including but not limited to, material weakness or significant deficiencies, the Audit Committee will respond to and develop a formal plan to address any issues. To the extent that it requires additional coordination and input, the Audit Committee will work with the Finance Committee to implement any policy changes or corrective action under its charge. In addition, the audit firm will be asked to present the findings to the Board, and the Audit Committee will share its recommendations.

Copies of the final audit report will be forwarded on to the state and authorizer, as well as any other required agencies. The annual audit will be conducted in accordance with all federal, state, and local auditing requirements and standards, including those required of public charter schools in New Mexico, in addition to any other conditions or criteria required by the authorizer. In addition, Albuquerque Collegiate will retain the audit firm for any other required reporting, including but not limited to, the filing of its annual 990 return with the IRS and other tax matters.

The committees, whether the Finance Committee or the Audit Committee, will interact with school management in a manner consistent with preserving the broader Governing Board prerogative. The committees will work closely and collaboratively with school management to meet their responsibilities. These committees will not unilaterally take action or otherwise engage in decision-making reserved for the Governing Board, but rather they will look to facilitate and enhance the Board's decision-making by sharing of their expertise and providing oversight over their respective subject matter competencies.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> <li>Function generally</li> <li>Ensure proper legal oversight</li> <li>Ensure proper financial oversight</li> </ul> </li> <li>Describe how the proposed school's audit and finance committees will interact with the school's management</li> <li>Describe how the audit and finance committees will interact with the full Governing Body</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant states that the board will create a standing Finance Committee, comprised of members with relevant finance and charter school finance experience. This group will meet no less than monthly to oversee the school's financial health. All necessary materials will be provided by EdTec. Additionally, the board will form an Audit Committee to oversee the audit process and final report issuance. The governing board will communicate with the school management, as is appropriate.</p>	

## IV. Evidence of Support

### A. Outreach Activities.

A.(1) 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 develop community support for the proposed school. Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs.

#### APPLICANT RESPONSE:

Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, the mission of Albuquerque Collegiate Charter School is to ensure all K-5 students make dramatic academic growth each year and demonstrate measurable academic performance that puts them firmly on the path to college graduation. This mission has been informed by, and is deeply rooted in, conversations with members of the Albuquerque community.

Since September 2016, members of the Albuquerque Collegiate Founding Team have been meeting with and reaching out to Albuquerque residents, including community leaders, community organizations, businesses, local residents, parents and families of school-aged children, and community members who live and/or work within the greater Downtown area. In order to reach a broad audience of stakeholders in the community, our team's outreach efforts have been expansive. The comprehensive outreach program has included one-on-one meetings, active community organization engagement and involvement, presentations and informational sessions, and web-based outreach. These outreach activities have allowed our team to engage with a wide variety of community members and deeply understand what Albuquerque residents want to see in a new school for our community.

#### One-on-One Meetings

Over the last 9 months, members of the Albuquerque Collegiate Founding Team have conducted extensive outreach efforts to connect with, dialogue with, and solicit feedback from community members across the City of Albuquerque. Founding Team members have held over 150 one-on-one meetings with stakeholders since September 2016 and have more scheduled for the upcoming months. Meetings have been held with a broad network of individuals, from parents and families of young children, to business owners, community organizers, neighbors, colleagues, elected officials, potential donors, and numerous educators. Our team has met with representatives from numerous highly regarded local businesses and organizations including the Albuquerque Biopark, Presbyterian Health Services, Working Classroom, The New Teacher Project, Sandia National Laboratories, French Funerals, Wells Fargo, the Central Regional Education Cooperative, Blue Cross Blue Shield, Modrall Sperling Law Offices, and various departments within the University of New Mexico.

The purpose of the one-on-one meetings has been to establish meaningful relationships with members of the broader Albuquerque Community, tell them about the proposed plans for Albuquerque Collegiate, gather feedback, and garner community support for the school. As a result of a number of the one-on-one meetings, the Albuquerque Collegiate Founding Team and proposed Governing Board was fully established.

#### Community Organization Engagement and Involvement

Members of the Founding Team of Albuquerque Collegiate have deep roots in Albuquerque, a

number of them with longstanding ties to the greater Downtown area. Our team has continually sought to engage the community, and be involved in community organizations and events. **Figure 33** lists the community meetings and events members of the Albuquerque Collegiate team have attended on behalf of the school since September 2016. The Albuquerque Collegiate Founding Team has maintained ongoing engagement with organizations including nonprofit supporter Impact & Coffee, and early childhood peer learning group Bernalillo County Early Childhood Accountability Partnership.

**Figure 33 - Community Meetings and Events**

Date	Event	Additional Information
September 2016	A Conversation about Education in New Mexico	Hosted by the Albuquerque Community Foundation
September 2016	Albuquerque Business First 40 Under 40 Reunion	ABF 40 Under 40 15-Year Reunion
September 2016	Albuquerque Economic Development Investors Lunch	AED Quarterly Luncheon-networking event for business professionals in Albuquerque
September 2016	Impact & Coffee	Community Organizer Presenters: Galloping Grace Youth Ranch
October 2016	New Mexico Rising: Engaging our Communities for Excellence in Education	Hosted by New Mexico First, NM PED regional meeting soliciting community input about the Every Student Succeeds Act plan
October 2016	Fiesta de Barelitas	Annual neighborhood festival with entertainment
October 2016	Halloween on Forrester	Annual Halloween block party for safe trick-or-treating
November 2016	Albuquerque Winterfest	Family holiday gathering at Albuquerque Civic Plaza
December 2016	Q&A with Potential School Board Candidates	APS Board Candidate Forum, held at the Harwood Art Center
December 2016	Impact & Coffee	Holiday Party with 2 community presenters
January 2017	ECAP Connections + Capacity Lunch & Learn	Focus: Community Listening. Held at Explora Science Center
January 2017	The Moment: Downtown ABQ Main Street Initiative	Fundraiser event hosted by Board of the Future
January 2017	Town Hall with Senator Jerry Ortiz y Pino	Town Hall during the legislative session, held at the Hotel Blue
January 2017	Business and Community Leaders Call	PED Legislative Briefing with Secretary Skandera

February 2017	Early Childhood Coffee Chat	Held by Bernalillo County Early Childhood Accountability Partnership
March 2017	NMAEYC Conference	Annual conference hosted by the New Mexico Association for the Education of Young Children, held at the Albuquerque Convention Center
March 2017	Downtown Neighborhoods Association Annual Meeting	Held at the Hotel Blue
March 2017	Early Childhood Coffee Chat	Hosted by Bernalillo County Early Childhood Accountability Partnership
March 2017	ECAP Network Meeting	Held at the Explora Science Center
April 2017	Downtown Growers' Market Season Kickoff	Fundraiser kickoff for 21 <sup>st</sup> season of the Downtown Growers' Market
April 2017	Impact & Coffee	Community presenters: UNM 4 Nepal, Albuquerque Reads
April 2017	DNA April Meeting	Downtown Neighborhoods Association Monthly Meeting
April 2017	Early Childhood Coffee Chat	Hosted by Bernalillo County Early Childhood Accountability Partnership
April 2017	Wells Park Neighborhood Association Meeting	Wells Park Neighborhood Association monthly meeting
April 2017	Preschool Storytime	Albuquerque Main Library
April 2017	Bizwomen Mentoring Monday	Professional women's networking event hosted by Albuquerque Business First
May 2017	DNA May Meeting	Downtown Neighborhoods Association Monthly Meeting
May 2017	The Moment: Holman's Foundation for Autism	Fundraiser event hosted by Board of the Future
May 2017	LIBRE Education Reform Committee Meeting	Monthly Education Committee Meeting
May 2017	Preschool Storytime	Albuquerque Main Library

### **Presentations and Informational Sessions**

In addition to one-on-one meetings, and community organization meeting and event engagement, the Albuquerque Collegiate Founding Team has also hosted a number of informational sessions, and presented to various community organizations and businesses about our school design. Through these presentations, our team has explained aspects of the Albuquerque Collegiate design, our college preparatory mission, and has actively sought out community members' suggestions, questions, concerns, and support. **Figure 34** outlines the formal events at which Albuquerque Collegiate has presented or hosted informational sessions to generate a dialogue with the community.

**Figure 34 - Albuquerque Collegiate Presentations and Informational Sessions**

Date	Event	Additional Information
September 2016	Albuquerque Chamber of Commerce Executive Committee Meeting	Presentation to Executive Committee about Albuquerque Collegiate and educational needs in Albuquerque
September 2016	Impact & Coffee	Presentation/ Informational Session for Impact and Coffee attendees
September 2016	Excellent Schools New Mexico Board Meeting	Presentation to nonprofit governing board
November 2016	Cuidando Los Niños Staff Meeting	Presentation to members of the Cuidando Los Niños staff
December 2016	Raza Development Fund Visit	Presentation to potential fund developers visiting from out of state
January 2017	Wells Park Community Center Tabling	Informational Session for parents and families picking up children at the community center's after school program
January 2017	Barelas Community Center Tabling	Informational Session for parents and families picking up children at the community center's after school program
February 2017	Early Childhood Coffee Chat	Presentation to ECAP Coffee Chat Attendees
March 2017	NMAYEC Community Organization Table	Informational Session at the annual conference of over 1,000 early childhood educators across the state
March 2017	ECAP Network Meeting	Presentation to ECAP network meeting attendees
April 2017	Community Canvassing	Canvassing in the Sawmill



		neighborhood area
April 2017	Preschool Storytime	Presentation to staff and families at Albuquerque Main Library
May 2017	DNA May Meeting	Presentation to DNA Board members and meeting attendees
May 2017	LIBRE Education Reform Committee Meeting	Presentation to committee members
May 2017	Community Canvassing	Canvassing in the Wells Park neighborhood area

### Online Presence

Albuquerque Collegiate has also sought out community support and input through an online presence via a Facebook page, school website, community input survey, and electronic newsletter. We believe online outreach to be a strong avenue to reach a broader network of community members, particularly families with young children that may choose to attend Albuquerque Collegiate in the future. The Albuquerque Collegiate website, Facebook page, and Newsletter provide information to stakeholders about our school design, our college preparatory mission, vision and educational philosophy, and the components of innovation that will set Albuquerque Collegiate apart from currently existing schools in the community. For more information about the Facebook page, website and newsletter use the following links:

- Facebook: <https://www.facebook.com/AbqCollegiate/>
- Website: [www.AbqCollegiate.org](http://www.AbqCollegiate.org)
- Newsletter: Subscribe [HERE](#)

Outreach activities conducted by the Albuquerque Collegiate Team have provided us with a wide network of supporters across the city and state, and with meaningful feedback and suggestions about our proposed plans that have been directly integrated into our school design and represented throughout the application. Further detailed in the following **Section IV.B.(1)**, our team has gathered substantial quantitative and qualitative data regarding the needs and of the community. Whether meeting with members of the business community, neighborhood associations, educators, or parents and families, the feedback that we most often heard was, “Thank you. We need a school like this in our city, especially in our Downtown community.” For the last several months, this sentiment has been repeated over and over again to members of the Albuquerque Collegiate Founding Team. Evidence of community outreach implementation can be found in **Attachment Q: Community Outreach Materials**. Outreach materials used by the Albuquerque Collegiate team have been tailored to reach a broad audience and a variety of stakeholders, with some marketing materials specifically written to address the concerns of parents and families, highlighting family nights and home visits, while other outreach materials were intentionally prepared to reach Spanish-speaking community members. The Albuquerque Collegiate Team has been exceptionally intentional about our outreach efforts in ensuring they reach an audience that is representative of the whole Albuquerque community, and the smaller Downtown community.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"><li>• Describe an outreach program to develop community support for the proposed school that has been implemented during the application process</li><li>• Describe specific activities that have been implemented, include evidence of implementation</li><li>• Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community</li><li>• Describe how this outreach has enabled the applicant team to understand community needs</li></ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant has demonstrated a significant history of outreach and community involvement (see Figure 34 - Albuquerque Collegiate Presentations and Informational Sessions), since September 2016. In addition, an online presence has been created, including a Facebook page and online survey, with the purpose of gathering information of the community the applicant intends to serve.</p>	

**B. Community Support.**

B. (1) Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (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 support earlier descriptions of the anticipated demographics of the students 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.)

**APPLICANT RESPONSE:**

Through extensive community outreach, the Albuquerque Collegiate Founding Team has sought to garner community support from a broad network of supporters, in particular those who reside within the greater downtown Albuquerque area. Outreach efforts to hundreds of community members and families have made it clear that a college preparatory charter elementary school is a vital part of the educational and community aspirations of our city. As such, our team believes that through the demonstrated support from the community, we will be embraced and supported as the community's school.

Further detailed in **Sections IV.A.(1)** and **IV.C(1)**, Albuquerque Collegiate's community outreach efforts have included one-on-one meetings, community organization engagement and involvement, presentations and informational sessions, online presence, and strategic networking relationships. The community outreach efforts have reached a broad audience across the City of Albuquerque, with outreach to parents and families of young children, business owners, community organizers, neighbors, colleagues, elected officials, potential donors, and numerous educators.

Over 150 one-on-one meetings have been held with members of the community. A total of 30 community meetings and events have been attended and 15 presentations and informational sessions have been hosted by the Albuquerque Collegiate Founding Team. Community meetings and informational sessions have reached audiences from small groups of 6 parents and family members at the Downtown Library's Preschool Storytime to more than 1,000 educators from across the state at the New Mexico Association for the Education of Young Children's (NMAEYC) Annual Conference. Albuquerque Collegiate's online presence has also expanded our reach to a broad audience of supporters across the community. We have over 100 followers on both our Facebook page and Newsletter subscriber lists, with the number of followers and subscribers growing every day. In addition, the Albuquerque Collegiate Founding Team has dedicated considerable time to establishing meaningful networking relationships with over 12 national, regional, and local community organizations and businesses including the Albuquerque Hispano Chamber of Commerce, the Boys & Girls Clubs of Central New Mexico, and Vista College Prep Charter School in Phoenix, AZ. These networking relationships will be critical to our academic and organizational success, and have already proven to be strong partnerships for further securing community support and engagement.

Through all community outreach efforts, the Albuquerque Collegiate team has actively solicited feedback from community members and parents. Members of the community have shared formal responses with our team via a survey, further detailed below, but most often have preferred to share feedback and thoughts via in-person conversations. The feedback we heard most often was, "We need a school like this in our community." As one life-long Downtown resident told a member of our team, who is a neighbor and fellow Downtown resident, after a neighborhood association meeting, "Thank you for being here. I commend what you are doing. Please let me

know how we can help. The kids in this neighborhood, they deserve just as much as the kids in what some other people might call the better part of town. This is the heart of our city. If we want change, it has to start here.”

In order to further demonstrate the strong support for Albuquerque Collegiate across the city, and particularly within the greater Downtown area, the Albuquerque Collegiate Founding Team released a Community Input Survey. The survey was open from April 3, 2017 to May 29, 2017 and available online as well as in hard-copy format. The survey can be found in **Attachment R: Community Input Survey**. The purpose of the survey was to gather community feedback about the need and desire for Albuquerque Collegiate to exist in the city’s greater Downtown area. The survey resulted in a total of 121 responses from members of the community, with nearly 40% of the responses from Downtown residents. Respondents were split about 50/50 from parents/grandparents of school-aged children/grandchildren, compared to those without school-aged children/grandchildren. While feedback from students’ families is critical, the Albuquerque Collegiate Founding Team also believes that community feedback and support must also come from community members who may not have a direct tie to the school, such as a family that may be considering enrollment for their child(ren). The survey included a total of 10 questions, asking respondents to provide contact information, kept confidential, as well as questions regarding their satisfaction with local schools, whether they are parents/grandparents to school-aged children, and if they would be supportive of Albuquerque Collegiate coming into the community and why.

Overwhelmingly, survey data showed that respondents said they were not satisfied with educational options for children in Albuquerque, particularly in the Downtown area. For the few respondents that said they are generally satisfied, a number of them recognized the need for more options, with one respondent stating, “I am in support of providing various educational opportunities for students and families. My experience with Albuquerque Public schools has been very positive; however, I am aware of other families that needed other educational options. Every student has their own needs based on learning, so providing a variety of learning environments is important.”

Following the question about satisfaction with educational options, the survey asked “What do you think are the major challenges standing in the way of student success in district schools?” Respondents cited many challenges, but most commonly, answers were similar to the one provided here from a parent of a 4-year-old: “The outdated teaching schedule/system. Kids need more structure and more personal time with teachers. The teachers need to have manageable classroom sizes and demand more from kids. Also, parents are key to students’ success. Making sure parents and teachers are on the same page is important.”

When asked, “How likely would you be to send your child/grandchild to a college-preparatory focused charter school, as opposed to your zoned district school?” over 84% of respondents said somewhat likely to very likely. Only 6.7% of respondents said somewhat unlikely to very unlikely, with 9.2% of respondents stating not applicable.

When asked specifically what survey respondents most like about Albuquerque Collegiate that is different from other schools, we received a wide variety of answers, with most respondents citing the college preparatory focus, 2-teacher model, and overall high expectations. One response that was particularly striking stated, “the focus on academic achievement at an early age - talking about college starting in Kindergarten. Having two teachers in the classroom at all times, this is crucial in order to provide more time with students who need the most support.”

Additional responses can be reviewed in **Attachment R: Community Input Survey**.

The last question of the survey asked, “On a scale from 1-5, 5 being the most supportive, how supportive are you of Albuquerque Collegiate Charter School founding a new college-preparatory focused elementary school in Albuquerque’s greater downtown area?” Again, the responses were overwhelmingly positive. Over 90% of respondents stated they would be supportive (scores of 4 or 5), 6.6% of respondents stated they were neutral (score of 3), and 3.3% of respondents stated they would not be supportive (scores of 1 or 2).

The demand in Albuquerque’s greater Downtown area for a high-quality, college preparatory elementary school has been resounding and clear, as has the support for Albuquerque Collegiate to open in and serve the Wells Park, Martineztown, Barelás, San Jose, and South Broadway neighborhoods. The Albuquerque Collegiate Founding Team has experienced and continues to experience abundant support from a broad base of community members through one-on-one meetings, ongoing community organization engagement and event attendance, presentations and informational sessions hosted by the Albuquerque Collegiate team, web-based outreach, and overall presence in the community. We firmly believe that both the qualitative and quantitative data noted throughout this section of the application demonstrate that Albuquerque Collegiate will be widely supported throughout the city, and will be fully embraced by the greater Downtown community. Albuquerque Collegiate is a school designed by members of the greater Downtown community, for the greater Downtown community.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Include quantitative data that demonstrates community support from a broad audience for this proposed school</li> <li>• Include qualitative data that demonstrates community support from a broad audience for this proposed school</li> <li>• Ensure the demonstrated support includes support within the community of the specific targeted geographic location</li> <li>• Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community’s school and that there is abundant support for this school as a part of the community</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant created, disseminated, and analyzed a survey targeting families and community members in the target community for the school. Qualitative and quantitative data supports the notion that families and community members in the desired community want another option for schooling.</p>	

### C. Community Relationships

C. (1) 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 proposed school's operations, as described in Section II. I (1) of this application.)

#### APPLICANT RESPONSE:

Gathering support through meaningful and strategic relationships has been a central focus for the Albuquerque Collegiate Founding Team over the last several months, and we expect that it will remain at the forefront of our work throughout the founding timeline and launching into operation. Members of the Albuquerque community, particularly those within the greater Downtown area where we seek to be located, have enthusiastically embraced Albuquerque Collegiate and are eager to be engaged in our school community. Through networking relationships with various business and organizations, both local and regional, we believe that Albuquerque Collegiate will be strongly supported and welcomed into the community. Stakeholders with whom we have already developed strategic relationships include the following:

- **50 CAN Education Advocacy Fellows:** The Albuquerque Collegiate Team will partner with 50 CAN Education Advocacy Fellows Amanda Aragon and Seth Saavedra to collaborate in areas of community organizing, student mentoring, and parent programming, all of which are core elements of the 50 CAN fellowship work, and will allow the Albuquerque Collegiate team to deeply engage further with local community members, and students and families in particular.
- **Albuquerque Chamber of Commerce:** The Albuquerque Chamber of Commerce has made education a top priority for nearly two decades through education policy advocacy, community programming such as the Albuquerque Reads program and Leadership Abq. The Albuquerque Collegiate team is honored to have Albuquerque Chamber of Commerce Senior Vice President, Beverly Cruz, as a founding team member and proposed Governing Board member. We believe that our engagement with the Albuquerque Chamber of Commerce will provide multiple opportunities to engage with our city's business leaders to spread awareness about the mission and vision of Albuquerque Collegiate.
- **Albuquerque Hispano Chamber of Commerce:** The Albuquerque Hispano Chamber of Commerce Education Committee has indicated that they are excited to support and partner with Albuquerque Collegiate in the future through networking, referral and possible fundraising activities. This networking relationship is particularly important to the Founding Team of Albuquerque Collegiate because we expect to serve a majority Hispanic student and family population. The support we receive from the Albuquerque Hispano Chamber of Commerce will be critical for garnering additional abundant support for our school and ensuring that we are fully embraced by Albuquerque's Hispanic community.
- **Boys & Girls Clubs of Central New Mexico:** The Albuquerque Collegiate Founding Team is excited to partner with the Boys & Girls Clubs of Central New Mexico, as the organization is committed to supporting our efforts of community and family engagement, as well as future collaboration to provide Albuquerque Collegiate scholars with programs outside of the school day and school year offered at Boys & Girls Clubs in Central New Mexico. The Boys & Girls Clubs have a long-established reputation throughout the central NM community, and will be a strong partner for Albuquerque



Collegiate as we seek to engage families in the Albuquerque area.

- **Building Excellent Schools (BES):** BES is a national non-profit aimed at training high-capacity leaders to found and lead high-performing, independent, charter schools across the country. Ms. Rivera, our Lead Founder, participated in the BES Fellowship, which consisted of an intensive year-long professional development program, closely studying over 40 of the country's highest performing charter schools. BES will continue to support the efforts of Albuquerque Collegiate through ongoing professional development opportunities for staff and the proposed Governing Board, as well as through facilitation of learning partnerships with established and successful charter schools across the country with a similar design. The Albuquerque Collegiate Founding Team believes this is a critical partnership, as BES is a well-established and well-respected national organization with a track record of incubating and supporting successful urban charter schools.
- **Dove Property Advisors:** The Albuquerque Collegiate Founding Team has been working with Dove Property Advisors to identify potential facilities in the greater Downtown area. Dove Property Advisors has been successful in securing facility space for other charter schools in the city. The sooner we are able to clearly identify and confirm a facility, the stronger our message and brand will be to families in the area.
- **EdTec:** The Albuquerque Collegiate Founding Team has been working with EdTec to develop a sound budget and financial oversight plan. A nationally recognized and highly respected back-office provider to charter schools across multiple states, EdTec seeks to continue to provide back-office financial and budget support to Albuquerque Collegiate once the school is operational.
- **Excellent Schools New Mexico:** Excellent Schools New Mexico is committed to supporting and championing high performing charter schools across New Mexico. The organization will provide Albuquerque Collegiate with a start-up grant of at least \$200,000 immediately following authorization. In addition, Albuquerque Collegiate will partner with ESNM for professional development opportunities.
- **Siarza Social Digital:** The Albuquerque Collegiate Founding Team has been working with Siarza Social Digital to develop our communications and marketing plan, as well as our website. We look forward to working with Siarza Social Digital in the future through social media presence, website hosting, marketing, and advertising.
- **Teach For America - New Mexico:** The Albuquerque Collegiate Team is excited to work collaboratively with Teach For America - New Mexico. TFA - NM will offer support to Albuquerque Collegiate through recruitment of teachers and staff, via the TFA alumni and corps members networks.
- **Turner Education Consulting:** The Turner Education Consulting group provides professional development to charter schools across the country, particularly those serving underserved communities. The Albuquerque Collegiate Founding Team believes this partnership with Turner Education Consulting will greatly benefit the professional development of our staff in areas of school culture, systems and operations, and curriculum and instruction.
- **Vista College Prep:** The Albuquerque Collegiate Founding Team has established a strong collaborative relationship with Vista College Prep, a high-performing charter school in Phoenix, AZ, serving a population of students that we expect will be very similar to our student population. Vista College Prep has the highest literacy proficiency scores in the State of Arizona for schools with high populations of students receiving free or reduced price lunch. The partnership with Vista College Prep will provide the

Albuquerque Collegiate staff with collaborative support in areas of instruction, staff development, management and operations, and school culture.

The Albuquerque Collegiate Founding Team has dedicated considerable time to the establishment of meaningful and strategic networking relationships among community agencies, groups, and individuals. The formalized agreements and relationships are listed above and further detailed in **Attachment S: Networking Relationship Support Letters**. The Albuquerque Collegiate Founding Team has also established informal networking relationships with organizations including the Downtown Neighborhood Association, the Bernalillo County Early Childhood Accountability Partnership (ECAP), and the University of New Mexico's Family Development Program. Our team firmly believes that both the formal and informal networking relationships that we have established demonstrate a strong base for community support, and will continue to engage our school within the local community, creating abundant support and great opportunity for Albuquerque Collegiate to be fully embraced as the community's school.

Total Points Available	Expectations
4	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships</li> <li>Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships</li> <li>Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant's response clearly demonstrates how it has built networking relationships with local and national organizations. These include partnerships with national programs dedicated to high achieving educational pursuits, including Building Excellent Schools and 50CAN education policy fellows. This places the applicant's school on the national charter school educational trajectory, while connections with the New Mexico Boys and Girls Club and the Albuquerque Chamber of Commerce solidifies local connections. The applicant provided a numerous amount of support letters along with a list of meetings.</p>	

#### D. Uniqueness and Innovation.

D.(1) 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 demand for the proposed school's educational program.

##### APPLICANT RESPONSE:

In alignment with our mission, Albuquerque Collegiate will provide an excellent college preparatory public elementary school option through a structured school community, driven by high quality instruction and intensive and individualized academic supports for every student. The central elements of our innovative school design include: an extended school day, an extended school year, a prioritized and expanded focus on literacy and mathematics, a two-teacher model and daily blended learning opportunities in all kindergarten through 2<sup>nd</sup> grade classrooms, and a comprehensive coaching and development program for all teachers and school leaders. Each of the central elements of our design are directly informed by the successful practices of high-poverty, high performing charter schools across the country.

**Extended School Day:** Through a structured school community, Albuquerque Collegiate students will be provided an extended day and extended year education. Albuquerque Collegiate students can arrive to school at 7:30 am, with formal instruction beginning at 8:00am, and dismissal at 4:00pm on regular school days (Mon, Tues, Thurs, Fri). Dismissal will be at 2:00pm on abbreviated professional development days (Weds). In total, Albuquerque Collegiate students will receive 2,280 minutes of instruction weekly (38 hours 0 minutes). In comparison, students attending an elementary school in the 87102 zip code receive a weekly average of 1,862 minutes (31 hours 2 minutes) of instructional time.<sup>84</sup> Albuquerque Collegiate will provide scholars with an additional 418 minutes of instruction weekly, equivalent to nearly seven extra hours of instruction per week.

**Extended School Year:** In addition to an extended day, Albuquerque Collegiate will provide students with a total of 180 instructional days per year. In comparison, the local school district, Albuquerque Public Schools, provides 178 instructional days per year.<sup>85</sup> With an average of 456 minutes of daily instructional time, Albuquerque Collegiate will provide scholars with a total of 82,080 instruction minutes per year (1,368 hours). In contrast, APS students attending an elementary school in the 87102 zip code will receive a total of 66,216 instructional minutes yearly (1,103 hours 36 minutes). This creates a difference of 15,864 instructional minutes received per year. As a result, Albuquerque Collegiate scholars will receive an equivalent of approximately 42 additional APS school days every school year. If a student attends Albuquerque Collegiate from kindergarten through 5<sup>th</sup> grade, the total additional time in the six years of their attendance will be equivalent to 252 APS school days. Therefore, students that attend Albuquerque Collegiate from kindergarten to 5<sup>th</sup> grade will gain nearly a year and a half of additional classroom time over the course of their elementary education experience.

**Prioritized and Expanded Focus on Literacy and Math:** To support high quality instruction, as well as to ensure intensive and individualized academic supports for every scholar, Albuquerque Collegiate believes a prioritized and expanded focus on literacy and mathematics is essential. At Albuquerque Collegiate, scholars will receive 430 minutes of math instruction and 1,040 minutes of literacy instruction weekly. Compared to APS Curriculum & Instruction

<sup>84</sup> Based on Albuquerque Public Schools bell schedules for elementary schools in the 87102 zip code <http://www.aps.edu/schools/bell-schedules>.

<sup>85</sup> Albuquerque Public Schools 2016-2017 School Calendar <http://www.aps.edu/schools/school-calendars/2016-17-calendar>.

suggested minimum time for elementary schools, Albuquerque Collegiate will provide about 15% more mathematics instruction weekly, and 2.3 times more literacy instructional minutes weekly.

**Two-Teacher Model and Daily Blended Learning Opportunities:** Additionally, Albuquerque Collegiate's design includes a two-teacher model in all kindergarten through grade two classrooms. This will ensure that students receive more individualized and small group instruction every day. For example, during literacy rotation blocks, students will be grouped by reading level into three groups of 10. The groups will rotate through a phonics station with one teacher, then rotate to reading comprehension with the second classroom teacher, and finally to independent practice within a blended learning station, targeted to meet students' individualized needs using technology. The Albuquerque Collegiate Founding Team is not aware of any schools in the local district employing this same strategy with two full-time licensed teachers.

**Comprehensive and Coaching Development:** A comprehensive and development program for all teachers is a central element to the design of Albuquerque Collegiate. This comprehensive support program will be realized through intensive summer training, weekly professional development, data days, and continuous teacher observation, coaching, and feedback. In addition to three weeks of summer onboarding, teachers will receive an hour and a half of research-based professional development each week. On an individualized level, every teacher will receive a meaningful instructional observation at least once per week, every week. For teachers that need more intensive supports and coaching, they will be observed at least twice per week. After each observation, teachers will be provided with an immediate feedback session, highlighting wins, outlining next step goals, and working on at-bat practice with instructional strategies. Weekly feedback sessions will allow all individual teachers to be supported and pushed in individualized areas of growth.

The central elements of Albuquerque Collegiate's mission and school design are not only unique and innovative for the State of New Mexico and the City of Albuquerque, but they will also allow Albuquerque Collegiate scholars to achieve notable outcomes as identified in the school's mission. Ambitious and nationally competitive academic success for Albuquerque Collegiate scholars is essential to the future and continued success of our individual students, their families, and our community. As scholars are set firmly on the path to college graduation, they will be prepared academically, socially, and emotionally for the challenges that they may encounter on their journey through their K-12 and higher education careers.

### **A Compelling Demand and Need:**

The Albuquerque Collegiate Founding Team has come to understand the desire and need for our proposed school through both quantitative and qualitative data. Numerous data points from elementary school proficiency rates, to school grades in the 87102 zip code, to teacher satisfaction indicate the need for a school that will directly address these issues.

Data from the 2016 PARCC assessment indicates that the vast majority of assessed elementary students, grades 3-5, across New Mexico are below grade level proficiency in English Language Arts and Mathematics. **Figure 35** shows the proficiency rates for students attending APS elementary schools is lower than the state rate, and even lower than the district rate, is the proficiency rate for elementary students attending elementary schools in the 87102 zip code.<sup>86</sup>

<sup>86</sup> New Mexico Public Education Department. (2016). PARCC Proficiencies 2016.

**Figure 35 - 2016 Elementary School PARCC Proficiency Rates**

	<b>% proficient or above ELA</b>	<b>% proficient or above Math</b>
<b>Statewide</b>	<b>24.6%</b>	<b>26.1%</b>
<b>Albuquerque Public Schools</b>	<b>23.6%</b>	<b>25.0%</b>
<b>87102 (APS)</b>	<b>20.52%</b>	<b>19.3%</b>

Students in Albuquerque's greater downtown area are not only falling short nationally, they are falling behind their peers across the state and across the city. Research from the Annie E. Casey Foundation shows that a child's reading proficiency at the end of third grade is one of the most powerful indicators of future academic success. Students that cannot read proficiently by the end of third grade are four times more likely to drop out of high school. For students of color that come from low-income households, the likelihood of dropping out of high school jumps to eight times that of their peers. The Albuquerque Collegiate team anticipates a student population that will be reflective of the greater Downtown community, with 93% of students identified as students of color, and 90% identified as economically disadvantaged. For this reason, our team deeply understands the need for an educational program that prioritizes and emphasizes an expanded and intentional focus on literacy and mathematics. With a longer school day, longer school year, and two-teacher model in grades K-2, Albuquerque Collegiate will be able to provide scholars the targeted interventions and individualized supports necessary to achieve dramatic academic growth and measurable academic performance that put students firmly on the path to high school completion and college graduation.

Qualitative data gathered by both the Albuquerque Collegiate Founding Team, as well as through external sources, clearly indicates a demonstrated need to improve community and teacher satisfaction within New Mexico schools. A 2016 study conducted by the Learning Policy Institute on "teaching attractiveness ratings" gave New Mexico a score of 2.18, putting it in the bottom 10% of states nationwide.<sup>87</sup> A strong contributor to this low score was the working conditions rating which includes components tied to administrative support, collegiality, and pupil-teacher ratios.

The Albuquerque Collegiate educational program is designed to specifically address these issues, providing teachers with extensive administrative support in systems and operations, as well as curriculum and instruction. Albuquerque Collegiate's proposed two-teacher model also keeps student-to-teacher ratios low, at 15:1 in years 1 through 3, and 16:1 in subsequent years of operation. We firmly believe that systematic support, comprehensive coaching development and a low student-to-teacher ratio will contribute to a high level of satisfaction with working conditions, as well as a higher overall teacher attractiveness rating at Albuquerque Collegiate.

Further demonstration of community concern regarding teacher morale and retention is evidenced through results from the New Mexico Public Education Department's Fall 2016 community input meetings regarding the Every Student Succeeds Act (ESSA). Reports from community meetings, particularly the Albuquerque meeting, which was attended by teachers, school leaders, parents, families, business leaders, and interested community members indicate a clear concern from the community about the improvement of teacher morale and access to

<sup>87</sup> Learning Policy Institute. (2016). *Understanding Teacher Shortages*. <https://learningpolicyinstitute.org/product/understanding-teacher-shortages-interactive>



professional development. Community members specifically suggested that more frequent and varied options for professional development opportunities need to be available to teachers, including providing teachers with a better understanding of the NMTEACH evaluation system. Other suggestions include improving teacher retention and moral through clear and supportive communication that is not received as punitive.<sup>88</sup>

Members of the Albuquerque Collegiate Founding Team actively participated in the NM PED's ESSA community meeting in Albuquerque on October 18, 2016. Suggestions highlighted above from community members were thoughtfully incorporated into our school design, specifically those around teacher supports and professional development. At Albuquerque Collegiate, teachers will have access to extensive and varied professional development learning opportunities, from a 17-day summer staff development prior to the start of the school year to weekly 1.5-hour learning sessions, to 8 full data days built into the school year. Through the comprehensive coaching development model, teachers will receive weekly observations and feedback sessions, both of which will be grounded in the NMTEACH evaluation standards and domains. The transparency and frequency of observations will familiarize teachers with the observation protocol and allow them to target areas of growth within the evaluation domains.

There is a significant demand and need from the Albuquerque community for a high-quality, college preparatory school, that supports both teachers and individual students, while striving for ambitious academic achievement for every student, regardless of their background. Albuquerque Collegiate Charter School is designed to support teachers in addressing the needs of students, so that we ensure the dramatic academic growth and measurable academic performance of every Albuquerque Collegiate scholar, setting them firmly on the path to college graduation.

Total Points Available	Expectations
8	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>Describe the uniqueness, innovation and significant contribution of your educational program to the broader or the local NM public education environment</li> <li>Include 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</li> <li>Describe how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate</li> </ul>
<p><b>REVIEW TEAM EVALUATION:</b> Meets the Criteria</p> <p>The applicant reiterates the unique qualities of the proposed school, including the extended school day and year, expansive literacy and math blocks, the two-teacher model, and intensive professional development and coaching for teachers. The applicant supports the need for high achieving charter schools in the 87102 zip code area, through ELA and math proficiency levels, which are below 21% in the aforementioned zip code.</p> <p>Additionally, sections from the educational plan of this application provide supportive evidence of how</p>	

<sup>88</sup> New Mexico First. (2016). *New Mexico Rising: Engaging our Communities for Excellent in Education- Albuquerque Meeting Report*. [file:///C:/Users/jrivera/Downloads/ESSA+ALBUQUERQUE%20\(2\).pdf](file:///C:/Users/jrivera/Downloads/ESSA+ALBUQUERQUE%20(2).pdf)



the applicant's educational model improves the quality of education for students from a low socio-economic background and surrounding low-performing schools.

## Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	<input checked="" type="checkbox"/>
B	Head Administrator Job Description	<input checked="" type="checkbox"/>
C	Job Descriptions for Certified, Licensed, and Other Key Staff	<input checked="" type="checkbox"/>
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	<input type="checkbox"/>
E	PSFA-Approved Projected Facility Plan Documentation	<input checked="" type="checkbox"/>
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	<input checked="" type="checkbox"/>
G	5-year budget plan	<input checked="" type="checkbox"/>



## New Mexico Public Education Commission

### 2017 New Charter School Application Kit Part D. Capacity Interview Questions



**Scoring** – All responses will be scored using the following rubric:

<p><b>Meets the Criteria</b></p> <p><b>4 points</b></p>	<ul style="list-style-type: none"> <li>• The applicant’s response completely addresses the question posed</li> <li>• The applicant’s response aligns with and enhances the related information presented in the written application</li> <li>• The applicant understands the information in the written application and the work that will be necessary to successfully implement the proposal</li> <li>• The applicant demonstrates the ability to appropriately respond to contingencies and challenges that will be faced when implementing the proposal</li> <li>• The applicant demonstrates a strong capacity to successfully operate a high-quality, effective school by implementing the proposal in the written application</li> </ul>
<p><b>Approaches the Criteria</b></p> <p><b>2 points</b></p>	<ul style="list-style-type: none"> <li>• The applicant’s response does not meet all of the criteria required to be evaluated “Meets the Criteria”</li> <li>• The applicant’s response addresses the question posed, but may not do so fully</li> <li>• The applicant’s response mostly aligns with the related information presented in the written application</li> <li>• The applicant partially understands the work that will be necessary to successfully implement the proposal in the written application</li> <li>• The applicant demonstrates limited capacity to appropriately respond to contingencies and challenges that will be faced when implementing the proposal</li> <li>• The applicant demonstrates some capacity to operate a functional school by implementing the proposal in the written application</li> </ul>
<p><b>Falls Far Below the Criteria</b></p> <p><b>0 points</b></p>	<ul style="list-style-type: none"> <li>• The applicant’s response does not meet all of the criteria required to be evaluated “Approaches the Criteria”</li> <li>• The applicant’s response does not address the question posed</li> <li>• The applicant’s response does not align with the related information presented in the written application</li> <li>• The applicant does not understand the work that will be necessary to successfully implement the proposal in the written application</li> <li>• The applicant demonstrates no capacity to respond to contingencies and challenges that will be faced when implementing the proposal</li> <li>• The applicant does not demonstrate the capacity to operate a functional school by implementing the proposal in the written application</li> </ul>

			Capacity Interview Questions
<b>Educational Plan: Mission</b>			1. How is the mission, as described in the application, essential to the success of the proposed school?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The applicant clearly expressed how the mission defines the goals and its outcomes and that all decisions and/or actions made by the board have been guided by the mission. The founders further explained that the mission will fulfill the intended outcomes of achieving "dramatic academic growth" that is defined by advancing three levels of growth based on the STEP assessment. Their response indicates they have a basis and rationale for selecting their mission and can clearly articulate how the mission supports the success of the proposed school.
<b>Educational Plan: Innovation</b>			2. What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founders named elements of their educational model and explained how these elements support the success of the mission. These elements include: extended day, a primary focus on English language arts and math, a two-teacher model, and comprehensive professional development which includes a coaching model. Additionally, they explained that the listed elements have been impactful in other schools the founders have researched which have resulted in academic growth. The lead founder further detailed her experience of visiting high-performing schools as a Building Schools of Excellence fellow where she observed these elements in action.
<b>Educational Plan: Mission Implementation</b>			3. How will you evaluate whether your mission and implementation of it are working?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	A member of the founding team that is also on the academic achievement committee of the board, explained that its evaluation of the model will be conducted by measuring and reviewing that students are demonstrating three levels of growth through formative assessments. Additionally, the board will conduct a self-assessment to ensure they are meeting the intended goals.
<b>Leadership &amp;</b>			4. What role does a governing body play in the success of a charter school? Describe your strategic process for identifying

<b>Governance</b>			and selecting members. How will this process support the success of your proposed school?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The role of the board as understood by the founders is to ensure academic and fiscal success, follow state and federal laws, and ensure the model is protected. The board understands that they serve on behalf of the public. Another member of the founding team clearly articulated the selection process outlined and fully described in their narrative. A specific element of the selection process highlights seeking experts in the different areas that are required for the school to operate successfully. The overall selection process is important to the board as it depicts a robust and mission-aligned board. The founding team present at the capacity interview represented vast areas of knowledge and experience that indicate how well the school will be supported in the coming years. Each member was able to address sufficiently the questions asked and provide additional detail on certain aspects not reflected in the application. Based on this team, there is confidence that the board for the proposed school would have equal representation in the coming years.
<b>Leadership &amp; Governance</b>			5. What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team explained the co-leadership model that includes a Head Administrator (Principal) and Director of Operations and how this structure supports the various responsibilities to operate a school. The role of the Principal is to hire the staff, develop the professional development and evaluation systems, communicate the vision to all key stakeholders, and oversee the educational model in its entirety. The founding team noted that the organizational chart incorporates the Director of Operations and allows the Principal to be the "instructional leader" while the other leader is responsible for facility management, oversight of all non-instructional day-to-day operations, and enrollment processes. The lead founder (Ms. Rivera) has been identified as the proposed Director of Operations. The founders were able to clearly articulate the comprehensive selection process identified in their application and noted that a co-leadership model supports the success of the school to reach its mission-aligned goals. The Board intends to begin the selection process for a Principal in November of 2017, many months prior to the first day of school.
<b>Leadership &amp; Governance</b>			6. How does a high quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?
<b>Score</b>			<b>Review Team Comments:</b>



4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	In a prior question, the founding team explained how it would assess its academic goals are being met and discussed the assessments that would be used. Additionally, the founding team understands the need for the board to evaluate five areas: the structure, operations, finance, oversight of leadership, and academic results. The board will review monthly dashboards to make adjustments and review monthly finance reports. The founders understand the significance of ensuring a complete process for evaluating all aspects of the operations of a school and have ensured that their goals are mission-aligned.
<b>Leadership &amp; Governance</b>			7. Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school's administration during the transitional period between the planning year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school.
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team understands the specific roles and responsibilities of the planning year and believes that the transition must include collaboration with the Principal as well as monitoring the progress monthly to address any issues that may arise. The founding team explained that during the planning year the board will engage in policy development, fiscal oversight, and ongoing fundraising.
<b>Leadership &amp; Governance</b>			8. Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establishing and implementing them and how these will contribute to the success of the proposed school.
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team referred to the by-laws and policies that are included in the application and indicated the board is a policy-making body. They understand that its policies are guided by the mission. The founders explained that all policies and by-laws developed and approved by the board will be subject to annual review.
<b>Leadership &amp; Governance</b>			9. How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team intends to conduct an annual external audit and board evaluation to monitor the goals and its operations. As expressed in prior questions, the board has a process for monthly reviewing data and dashboards to determine if decisions need to be made.

<b>Facility</b>			10. Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team explained that they have been working with Dove Property and have identified a facility that is currently occupied by a charter school. As that charter school will be moving, the founding team believes this facility will serve their needs as it meets the school facility requirements and capacity load for their first three years of operation. The facilities team is responsible for ensuring the facility.
<b>Facility</b>			11. If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founders explained that a second facility has been identified near the airport and does meet their needs. They believe that the realtors they are working with will be able to find additional facilities if the primary one does not work because of the relationship they have developed with Dove Property.
<b>Finance</b>			12. How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED's OBMS system, etc.)?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founders have secured funds of \$300,000 to use during the planning year in addition to fundraising. Two of the founders have experience with fundraising. They have also spoken with other organizations that can match additional funds. A consultant from EdTec also indicated that the school will have an opportunity to apply for a Charter Start-Up grant in the subsequent year. Additionally, the founding team indicated the budget identifies where the funds will be coming from to confirm the funds being discussed for use during the planning year and how they will be expended.
<b>Finance</b>			13. In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40 day count?
<b>Score</b>			<b>Review Team Comments:</b>

4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team has made enrollment projections of 120 students in the first year of operation. They are opening K-1 grades. They have developed varied marketing and outreach initiatives and their goal is to receive 240 interest forms (twice the enrollment target). Between January and March they will collect enrollment applications and continue communicating with the families that have enrolled to keep family interest prior to the first day of school. As it relates to the enrollment projections for the actual 40 day count, the founding team has included a buffer of 4 months in the budget submitted with the application to address this.
<b>Finance</b>			14. Suppose your actual enrollment on the first day is 50% below your pre-opening "enrollments" and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team understands that only reaching 50 percent of its enrollment target would have a "tremendous" impact on its business plans. However, they identified areas where adjustments may be made that would still align with its mission, to include: reducing material purchases, changing to a 1.5 teacher model, restructuring the salaries and having the administration take on additional roles to support the classrooms. They believe that by working closely with EdTec to readjust the budget to serve a lesser amount of students under a 1.5 teacher model will be a part of the board's strategy.
<b>Planning Year</b>			15. Describe the organizational steps the proposed school will take during the planning year to be ready for opening?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team identified seven areas that they will focus on during the planning year: establish board functions and policies, hiring the school leader, acquire a facility, recruit and enroll students, hiring of staff, and developing the curriculum and instructional plans. They explained that as a board they expect to be "well-prepared" through the establishment of committees, approval of policies, developing internal controls and a handbook, and selecting the school leaders. By establishing these areas initially will ensure the board is ready to provide oversight of the management focus areas described in this section.
<b>Review Team's Individualized Questions</b>			16. The timeline for curriculum development in the planning and first year of operation indicate a select group is involved in those plans, what opportunities will teachers have in the planning process throughout the school year? Follow-up: How will teachers be innovative and creative in their classrooms?
<b>Score</b>			<b>Review Team Comments:</b>

4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	At the beginning of the school year, teachers will have common lesson and unit plans that have been developed for the first trimester of the year. The founders believe that the teachers should first focus on mastering the Albuquerque Collegiate's school culture and learning how to intellectually prepare for curriculum and instruction. During the second trimester, teachers will begin working on developing lessons in conjunction with the Principal to create common lesson plans.
<b>Review Team's Individualized Questions</b>			17. Have you researched or visited schools in New Mexico that have had success with the educational model being proposed for ACCS?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The lead founder indicated that she has visited other schools with this model in other states but has not seen this same model in New Mexico schools. As a Building Schools of Excellence fellow she is participating in an internship that follows a similar 2-teacher model serving a similar student population of the proposed school.
<b>Review Team's Individualized Questions</b>			18. With a Limited Restricted Environment at ACCS as the primary choice for students with disabilities, how will ACCS be inclusive to students with more severe disabilities? What would a daily schedule for a student with special education modifications look like?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founders believe that all students should be engaged in daily classroom activities and that first and foremost a student's needs as identified in their Individualized Education Plan ("IEP") are met. They explained that the needs will be met through using: - Blocks of time in the instructional schedule to include pull-out or push-in services, and - Twenty minutes at the end of the day on individual intervention for all students. Ultimately, they believe that a general education in the classroom is ideal, however the 2-teacher model allows for flexibility in the instructional schedule to suit the needs of the students and their families. Additionally, a member of the founding team further explained that as a community nurse she will bring her experience to address any ancillary needs and Medicaid options for students.
<b>Review Team's Individualized Questions</b>			19. The chart of the salary schedules for teachers (Figure 26) provided in the application include the same salary amounts for a Level II and Level III licensed teacher. What is the rationale for that decision?
<b>Score</b>			<b>Review Team Comments:</b>

4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founding team is purposeful in their strategy to primarily hire Level I and II teachers with the intent to train teachers in the "Albuquerque Collegiate ways". The founding team has considered how their budget may be adjusted in the future to hire teachers in advanced levels or for teachers that would be moving into those advanced levels. Since the budget is looked at annually, they expect the board to discuss any changes and provide flexibility within the budget.
<b>Review Team's Individualized Questions</b>			20. Although transportation is not being provided, how will you address transportation needs as a related service for a special education student who requires it as part of their IEP? The target population described in your application is made up of families that have a low socio-economic status and sometimes transportation is an obstacle in choosing a good school to send their children. Why do you think that by not providing transportation, you will still be able to recruit students and reach your enrollment goals?
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The lead founder, Ms. Rivera explained that transportation would be provided for special education students with transportation requirements listed on the IEP and that relationships with local vendors have been established for this type of service. Additionally, the founders believe that the facility they have as their first choice is easily accessible through public transportation and intend to keep the location of the school as close to families as possible. In the future, they will look into transportation options.
<b>Review Team's Individualized Questions</b>			21. In developing the 5-year budget, what steps did the team take into consideration? The application indicates you will be hiring EdTec, were they consulted for the development of this budget? If so, what supports did they provide.
<b>Score</b>			<b>Review Team Comments:</b>
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	The founders, through the EdTec consultant described that the initial steps looked at the enrollment target and the number needed to implement the 2-teacher model, similar to what EdTec has done in other states in creating a charter school budget. As a consulting company, EdTec provides back-office and general consulting services to the school. Similar to what EdTec has done in other states, in New Mexico they have begun conversations with the New Mexico Public Education Department to ensure they understand the financial requirements and their goal for the proposed school is to produce clean audits for three consecutive years. EdTec believes they can accomplish that goal.
<b>Review Team's Individualized Questions</b>			22. The budget submitted with the application indicates an insufficient number of teachers to implement the 2-teacher model at the primary grades. Will you explain how a total of 7 teachers will allow for implementation of the educational model?

Score			<b>Review Team Comments:</b> The founders explained that the special education staff FTE will be coded to reflect doing any "regular" education work and serves as the additional teacher to fulfill the 2-teacher model. They envision having the special education staff and regular staff rotating throughout classrooms to allow the special education teacher to work with special education students in a co-teaching model. The response provided by the founding team has shown their capacity to ensure necessary requirements will be provided to all students while maintaining compliance with state policies and law. The founding team understands that special education staff FTE funded with special education categorical funding may only serve special education students. In this case, however, the school will be funding the special education FTE teacher from operational dollars. The school will ensure that special education FTE teacher meets caseload requirements, and with time that is not dedicated to meeting caseload requirements will provide general education instruction in the classroom per the 2-teacher model.
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	
<b>Review Team's Individualized Questions</b>			23. Your application describes a plan for acquiring cash flow that is intended for "critical expenses such as special education services". Regardless of budgetary concerns, explain how the school would provide the determined services to a child enrolled in your school that is autistic and requiring an aide, prior to and up to the 40-day count?
Score			<b>Review Team Comments:</b> The founders explained that they will contract out for any necessary ancillary special education services that are required per a student's IEP. As it relates to payments for these services, the founding team and the EdTec consultant described a plan for deferring payments with vendors and prioritizing funds to ensure student needs are met first.
4 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	0 <input type="checkbox"/>	