

Overall Score Sheet

Section	Points Received	Applicant School's Possible Points
Application Overall Score	<i>149</i>	<i>271</i>
• Education Plan/Academic Framework	58	72
• Organizational Plan and Governance/Organizational Framework	54	131
• Business Plan/ Financial Framework	16	40
• Evidence of Support	19	24
• Required Appendices	2	4
Capacity Interview Score	53	84
• Education Plan	8	12
• Leadership & Governance	12	24
• Facility	3	4
• Finance	8	12
• Planning Year	2	4
• Individualized Question	20	28
Total	202	355



New Mexico Public Education Commission

2016 New Charter School Application Kit
Part C. Application & Rubric



School Information:

Name of Proposed Charter School: Students That Aspire to Teach (STAT) Charter School
School Address (if known): 7500 La Morada Pl. NW
School Location (City/Town): Albuquerque
School District within which the proposed school will be located: Albuquerque Public Schools
Grades to be served: 7-12
Requested Enrollment Cap: 500

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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 answers and responses. As you will see from those rubrics, it is best to provide clear, comprehensive, cohesive, reasonable, and at times, innovative responses. Too often, an applicant leaves something out (comprehensive) or does not explain how pieces in their proposal fit together (the educational program aligns with the budget—cohesive). The reviewers are also interested in reasonable answers; often applicants are excited to try many new things and this can be taken too far. Finally, remember to showcase the innovative aspects in your proposed charter school proposal whenever possible.

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

I. Academic Framework

A. 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	100	7-8	16:1
Year 2	200	7-9	16:1
Year 3	300	7-10	18:1
Year 4	400	7-11	18:1
Year 5	500	7-12	20:1
At Capacity (Enrollment Cap)	500	7-12	20:1

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	Included			Not included
A.(1) School Size	The application provides all of the required information.			The application does not provide the required information.

CSD EVALUATION:

Exceeds – 4

The applicant's response is rated Exceeds.

In the table above, the applicant clearly provides the number of students, grades levels served, and the student-teacher ratio for the first 5 years of the school's operation.

B. 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).

B. (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: *The STAT mission statement was designed to embody our goal of addressing the teacher shortage in New Mexico through a ‘grow-your-own’ approach.*

STAT Charter School will graduate college-ready students that are prepared to contribute to the education profession by educating and training future bilingual, early childhood, and special education teachers by way of a rigorous, personalized, and practical schooling option.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(1) School Mission	The mission statement incorporates all three questions above and therefore meets or exceeds the expectation by providing a clear, cohesive, comprehensive, reasonable, and innovative purpose for the proposed school.	The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level by providing a clear and reasonable purpose for the proposed school.	The mission statement does not adequately address the three questions above and therefore partially meets expectations.	The mission statement is inadequate or incomplete. --OR-- The application does not respond to this prompt.
<p>CSD EVALUATION: Meets – 3</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant’s mission statement answers all three questions clearly but as a whole does not provide a cohesive and comprehensive purpose for the school.</p> <p>As it relates to the student outcomes the school intends to accomplish, the applicant’s mission describes that the school will “graduate college-ready students that are prepared to contribute to the education profession”. This section of the statement is clear and comprehensive because it is specific to the proposed educational model for this school and the uniqueness of the program.</p>				

In regards to how the school intends to accomplish their goal, the mission statement provides a universal education model that the students will be provided “a rigorous, personalized, and practical schooling option”. This portion of the statement generalizes the type of educational model the school will utilize. Throughout the application, the applicant describes the blended learning model and practicums that the students will be exposed to that speaks to the uniqueness of the school.

C. 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.

C.(1) Mission-Specific Indicators/goals

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

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

APPLICANT RESPONSE:

STAT will employ a multi-faceted approach to education that promotes an expanded definition of student success. The STAT approach is driven by our mission of developing New Mexico’s future high-performing teachers. Our expanded definition of student success encompasses the following: (a) non-cognitive skills, (b) cognitive skills, (c) academic achievement, (d) personal experiences, and (e) transitional readiness. These five pillars of student success are in place to make certain students are prepared with a balance of pedagogical and human behavior as well as cognitive skills that are needed as teacher-leaders.

*Goal/Indicator 1 related to School’s Mission: **Academic Achievement: Math and Reading**
The annual goals described below align with the STAT mission of graduating college-ready students who will transition to careers in education upon completion of post-secondary training and education. STAT will build a culture for teaching and learning that encourages students to develop a mastery orientation in which they attribute accomplishments to personal abilities and efforts in an “I-can-do-it” outlook. In fostering this growth mindset, STAT will use the Northwest Evaluation Association’s Measures of Academic Progress (MAP) assessment to measure student proficiency tri-annually (Fall, Winter, Spring).*

GROWTH: *Each year a baseline for each student will be set according to Rasch Unit (RIT) scores from the fall short cycle administration. The goal for every student will be to meet or exceed their “typical growth” line as defined by NWEA. **Proficiency** is determined by a student’s ability to score ‘proficient’ or ‘advanced’ on Winter or Spring administrations of the benchmark assessment.*

Exceeds Standards

The school surpasses the target of this indicator if:

	<p>80% or more of FAY students meet or exceed their “typical growth” projection as defined by NWEA from their fall baseline to their spring score.</p> <p>OR</p> <p>The student tests “proficient” or “advanced” on the winter or spring short-cycle assessment.</p>
Meets Standards	<p>The school meets the target of this indicator if:</p> <p>79 - 65% of FAY students meet or exceed their “typical growth” projection as defined by NWEA from their fall baseline to their spring score.</p> <p>OR</p> <p>The student tests “proficient” or “advanced” on the winter or spring short-cycle assessment.</p>
Does Not Meet Standards	<p>The school does not meet the target of this indicator if:</p> <p>64 - 50% of FAY students meet or exceed their “typical growth” projection as defined by NWEA from their fall baseline to their spring score.</p> <p>OR</p> <p>The student tests “proficient” on the winter or spring short-cycle assessment.</p>
Falls Far Below Standards	<p>The school falls far below the target of this indicator if:</p> <p>Less than 50% of FAY students meet or exceed their “typical growth” projection as defined by NWEA from their fall baseline to their spring score.</p> <p>OR</p> <p>The student tests “proficient” on the winter or spring short-cycle assessment.</p>
<p>Academic Achievement: Math and Reading Rationale: The STAT academic achievement goal embodies academic achievement as well as cognitive skills, which are two pillars of our expanded definition of students success. Furthermore, STAT embraces an approach that considers cognitive factors in motivation.</p>	

We aim to create a culture that fosters patterns of attributions for success, eventually influencing expectations for future performance. Ormrod (2016) defines mastery orientation as a person attributing accomplishments to ability and effort. Mastery orientation promotes a growth mindset needed to meet our established academic achievement goals. Common Core State Standards in conjunction with New Mexico and Education and Training CTE standards guide the STAT instructional program. Academic achievement is represented by the proficiency levels demonstrated via assessment.

STAT benchmark assessment goals are based on NWEA's MAP which is a normed, adaptive, interim Common Core-aligned assessment. The specific goals we have set are based on an overall commitment to preparing STAT students for teaching careers. Selecting the MAP assessment was a STAT leadership decision due to the availability of reporting tools which include: achievement, growth, and school-level norm reports as well as data matches to help measure the progress of individual subgroups. Furthermore, STAT is committed to facilitating the consistent academic growth of students, therefore, a tool that predicts future state-specific standards-based performance known as the Projected Proficiency Summary Report will be utilized by the STAT administration and instructional council to determine interventions, tailor instruction, and make strategic programming decisions (NWEA, 2015).

Students that do not meet the goal of proficient or above on the reading and math benchmark assessments will have their academic programs modified to ensure they are receiving the intensive expert support they require. Remedies include an increase in lab time, homogeneous grouping adjustments, referral to the Student Assistance Team (SAT), and increased one-on-one and small group instruction. Fall (summer pre-school year) assessments will serve as baseline data used to measure final growth of FAY students when compared with end-of-year results.

References:

Northwest Evaluation Association. (2015). Comparative data to inform instructional decisions. Retrieved from <https://www.nwea.org/content/uploads/2015/08/MAP-2015-Comparative-Data-to-Inform-Instructional-Decisions-One-Sheet-DEC15.pdf>

Ormrod, J. E. (2016). Human learning (7th ed.). Upper Saddle River, NJ: Prentice-Hall.

Assessment: Northwest Evaluation Association's Measures of Academic Progress (3x/annually)

We believe that students cannot influence positive change in education if they themselves are not proficient in core content and vocational areas prior to graduating from STAT. Therefore, we have established bold goals that set a precedent for our students by using the predictive feature described above. Using a beginning, middle, and end-of-year (Fall, Winter, Spring) administration schedule, we will use data to adjust personalized learning plans, confer with parents and learning coaches during assessment meetings, and inform daily instruction for STAT students (including ELL and SPED services). Winter and spring assessment reports will be used to measure reading and math goal attainment on an individual student basis.

Goal/Indicator 2 related to School's Mission: Graduation Rate and College and Career Readiness

The annual goals described below align with the STAT mission of graduating college-ready students who will transition to careers in education upon high school graduation or completion of post-secondary training and education.

Components of Goal #2 call upon STAT students to:

1. Take the PSAT and/or Accuplacer before the end of their **sophomore year**;
2. Take the SAT, ACT, or Accuplacer by their **junior year**;
3. Meet New Mexico and (district) STAT-specific graduation requirements (includes 4 units of education and training career pathway courses) before the end of their **senior year**;
4. Satisfactorily meet admissions requirements to one or more college or university OR successfully secure employment before completing their **senior year**.

Exceeds Standards	85% or more of STAT students meet graduation requirements as well as college and career goals.
Meets Standards	84 - 75% of STAT students meet graduation requirements as well as college and career goals.
Does Not Meet Standards	74 - 65% of STAT students meet graduation requirements as well as college and career goals.
Falls Far Below Standards	Less than 65% of STAT students meet graduation requirements as well as college and career goals.

Graduation Rate and College and Career Readiness

Rationale: Each STAT student will be assigned an advisor upon enrollment. Advisors will serve as student allies. In the Academic Affairs Forum, the Advisory Board Company (2016) identifies six roles for faculty in student success, which include: addressing curricular barriers for completion, redesigning academic policies, evolving academic advising models, enhancing the learning experience, flagging signs of student risk, and mentoring at-risk student groups.

Advisors will monitor attendance, discipline, and academic progress in addition to other advisory-related responsibilities. This includes working collaboratively with students and parents/guardians to develop next step plans, facilitating the development of non-cognitive skills, and providing post-secondary advisement. In guiding students, advisors will help ensure that the four required education and training courses have been completed, college entrance exams have been taken, college admissions requirements have been satisfied, and/or employment has been secured prior to graduating from STAT. Students who fail to make adequate progress toward college and career goal attainment will be put on a prescriptive plan that follows the SMART format to help them get back on course. The STAT advisory model is in alignment with the 'transitional readiness' pillar of STAT's expanded definition of student success.

Students will also take the Accuplacer, PSAT, SAT, and/or SAT at times throughout high school that are most commonly suggested by experts. These designated testing times are intended to give students the best chances of earning admission into colleges and universities they wish to attend. PrepScholar ACT (2014) encourages students to test early for purposes of self-reflection, leading to self-regulated learning practices that will lead to

acceptable examination scores desired by students prior to graduation.

References:

Advisory Board Company. (2016). Six roles for faculty in student success. Retrieved from https://www.eab.com/-/media/EAB/Research-and-Insights/AAF/Infographics/32212_AAF_Infographic_ForDownload.pdf

PrepScholar SAT. (2014). When should you take the SAT or ACT? Best test dates. College Entrance Examination Board. Retrieved from <http://blog.prepscholar.com/when-should-you-take-the-sat-or-act-best-test-dates>

Assessment:

On a quarterly basis, advisors will update personalized learning plans (PLP) for each of their advisees. In addition, next step plans will be completed/updated during next step plan meetings with students and parents/guardians. Progress toward college and career goals will be evaluated and shared with parents at regular meetings including student-led conferences, assessment and next step plan meetings. SMART goals included in PLPs will be discussed and evaluated on a biweekly basis for all students, and SMART Plans will be discussed and evaluated weekly for those students who have failed to demonstrate adequate progress toward college and career goal attainment.

Other Mission-Specific Goal/indicator #1: Teacher Preparation (NM Teacher Competencies: NM Teach)

The following goal addresses our mission of developing future educators in order to address the teacher shortage in New Mexico.

<p>Exceeds Standards</p>	<p>The school surpasses the target of this indicator if:</p> <p>85% of FAY students receive a NMTeach summative evaluation rating of 'Meets' or above as indicated by a combined score from Winter and Spring Teachscape observations.</p> <p>OR</p> <p>The student places in the top 25% in one or more EdRising competitions during the New Mexico EdRising Chapter conference.</p>
<p>Meets Standards</p>	<p>The school surpasses the target of this indicator if:</p> <p>75 - 84% of FAY students receive a NMTeach summative evaluation rating of 'Meets' or above as indicated by a combined score from Winter and Spring Teachscape observations.</p> <p>OR</p> <p>The student places in the top 25% in one or more EdRising competitions during the New Mexico EdRising Chapter conference.</p>
<p>Does Not Meet</p>	<p>The school surpasses the target of this indicator if:</p>

Standards	<p>60 - 74% of FAY students receive a NMTeach summative evaluation rating of 'Meets' or above as indicated by a combined score from Winter and Spring Teachscape observations.</p> <p>OR</p> <p>The student places in the top 25% in one or more EdRising competitions during the New Mexico EdRising Chapter conference.</p>
Falls Far Below Standards	<p>The school surpasses the target of this indicator if:</p> <p>Less than 60% of FAY students receive a NMTeach summative evaluation rating of 'Meets' or above as indicated by a combined score from Winter and Spring Teachscape observations.</p> <p>OR</p> <p>The student places in the top 25% in one or more EdRising competitions during the New Mexico EdRising Chapter conference.</p>
<p>Teacher Preparation (NM Teacher Competencies - NM Teach)</p> <p>Rationale:</p> <p>The STAT mission and vision is comprised of academic and pre-service teacher preparation goals. We intend to introduce our future teacher leaders to the tools by which they will be evaluated. Our belief is that early exposure will yield long-term benefits, as future teachers will become familiar with, and accustomed to, the process for evaluation in the state of New Mexico. STAT students will build an awareness of the practices associated with each NMTeach domain, and will develop professional growth plans that help them remain on course to becoming high-performing teacher-leaders in New Mexico. Student ePortfolios will be developed and used to measure progress toward goal attainment. The teacher preparation component at STAT supports the personal experiences and transitional readiness pillars of our expanded definition of student success model.</p> <p>The goal associated with our personal experiences component is to help students find congruence with career aspirations, which we believe will lead to a higher rate of successful transitions to college and careers. A personal experiences rubric will be used to measure the teacher preparation practicum component and will be based on Kolb's Experiential Learning Theory that captures each of the following learner qualities in experience-based learning:</p> <p>"An effective learner needs four different abilities—concrete experience (CE) skills, reflective observation (RO) skills, abstract conceptualization (AC) skills, and active experimentation (AE) skills. That is to say that the learner must be able: (1) to get involved fully, openly, and without bias in new experiences; (2) to reflect on and interpret these experiences from different perspectives; (3) to create concepts that integrate these observations in logically sound theories; and (4) to use these theories to make decisions and solve problems leading to new experiences."</p> <p>(Sims, 1983, pp. 502-203)</p>	

	<p><i>As is the case with our personalized learning plan and UDL emphases, we understand that special education offers best practices that benefit all students. For this reason, we will adopt many SPED practices that we believe to be most impactful to students. Our transitional readiness rubric will not only include domains specific to industry-based certifications and college entrance examination scores, it will also include items such as training and learning, community participation, home living and personal skills, resource development, and recreation and leisure. We intend to use process steps defined by Research for Better Schools (1984), that when combined with personalized learning plans and Next Step Plans, will help ensure our students make successful postsecondary transitions.</i></p> <p>References: <i>Research for Better Schools, I. P. (1984). Post high school transition: A planning guide for educational and job placement.</i></p> <p><i>Sims, R. R. (1983). Kolb’s experiential learning theory: A framework for assessing person-job interaction. Academy Of Management Review, 8(3), 501-508. doi:10.5465/AMR.1983.4284610</i></p> <p>Assessment: <i>Students will have their progress toward meeting identified teacher competencies measured twice annually via the review of NMTeach aligned observation scores and corresponding feedback. Observations will be added to student portfolios as well as EdRising conference competition rubrics and self-reflections. Rubrics and self-reflections will be added once per academic year upon completion of the EdRising New Mexico Chapter conference.</i></p>								
	<p>Other Mission-Specific Goal/indicator #2: Attendance <i>Students that are not in school cannot learn. A lack of proficiency caused by missed instruction often leads to other self-defeating behaviors and a diminished self-concept. Learned hopelessness can cause students to drop-out of school. Likewise, truant students often become entangled in the juvenile justice systems as they are more likely to engage in high-risk behaviors. Furthermore, poor attendance and truancy are two precursors to dropping out of school. The student-centered STAT model considers the importance of engagement and relevance. As future teacher-leaders, students will learn of the importance of consistent daily attendance and strong work ethic, which are two facets of high-performing teachers by which they will be evaluated as professional educators. Therefore, STAT has embedded an attendance goal that illustrates our regard for student attendance as a prerequisite condition that allows learning to occur.</i></p> <table border="1" data-bbox="354 1577 1260 1843"> <tr> <td><i>Exceeds Standard</i></td> <td><i>Average Daily Attendance is greater than 96%</i></td> </tr> <tr> <td><i>Meets Standard</i></td> <td><i>Average Daily Attendance between 96% - 93%</i></td> </tr> <tr> <td><i>Does Not Meet Standard</i></td> <td><i>Average Daily Attendance between 93% - 90%</i></td> </tr> <tr> <td><i>Falls Far Below Standards</i></td> <td><i>Average Daily Attendance is less than 90%</i></td> </tr> </table>	<i>Exceeds Standard</i>	<i>Average Daily Attendance is greater than 96%</i>	<i>Meets Standard</i>	<i>Average Daily Attendance between 96% - 93%</i>	<i>Does Not Meet Standard</i>	<i>Average Daily Attendance between 93% - 90%</i>	<i>Falls Far Below Standards</i>	<i>Average Daily Attendance is less than 90%</i>
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<i>Falls Far Below Standards</i>	<i>Average Daily Attendance is less than 90%</i>								

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet- 1
C.(1) Goal(s) Related to the proposed school's Mission	The application includes all key elements in the indicators/goals provided. As such, the indicators/goals reflect the implementation of the proposed school's mission, are in SMART format, and include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The application includes most of the key elements in the indicators/goals provided. As such, the indicators/goals may somewhat reflect the implementation of the proposed school's mission, contain most elements of the SMART format, and attempt to include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The application includes some or a limited amount of the key elements in the indicators/goals. As such, what is provided may not reflect implementation of the proposed school's mission, may not be written in SMART format, and/or the measures and metrics provided are unclear.	The application's response to the indicators/goals is inadequate or incomplete. --OR-- The application does not state indicators/goals.

CSD EVALUATION:

Exceeds – 12

The applicant's response is rated Exceeds.

The applicant provides four goals that directly reflect the implementation of the mission and each goal utilizes attainable measures that include appropriate metrics and targets for assessing student achievement. In addition, the applicant's response clearly identifies each required key component and provides the information in a logical order that is easy to follow.

Each goal identified by the applicant impacts four separate areas that as a whole are directly related to a student's success at the school. The first goal will look at academic achievement and use the results from the NWEA assessment. The targets established for this indicator are reasonable.

The second and fourth goals relate to attendance and graduation readiness. For the graduation goal, the applicant specifies the components that students must complete. They include: taking college entrance exams within a specific high school year, meet STAT-specific graduation requirements, and meet admission requirements to a college or university or secure employment prior to the last high school year.

For the attendance goal, in order to meet ,each student is required to have an average daily attendance of at least 93 percent.

Although, all goals are linked to the school's mission statement, the third goal is specific to the unique educational model of the school. For these goals, students will be evaluated on specific tools used for teacher preparation.

D. Curriculum, Educational Program, Student Performance Standards.

D. (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, Instructional Program, student performance standards OR Timeline for Development Process*

STAT intends to readdress the way traditional public schools have reached and educated students by meeting them where many of them already are – in a digital universe where possibilities are endless, inquiry motivates, and the potential to create a world-class mind excites the young and old alike.

Doing that, of course, isn't easy; it requires a "disruptive" approach to traditional education, which we intend to make happen by creating a 21st century school design – one that will attract students who've been poorly served by older models, and one that will identify and hone the unique qualities that every child possesses.

The first steps of a revolution can be difficult, but STAT is committed to boldly taking these steps with a serious, significant commitment that includes STAT leadership, community members and most importantly, students, who can guide this process and provide a seed model that can grow to be a day-to-day star on the state of New Mexico's educational landscape. Our model of education is a new trajectory, one by which we will guide many students, regardless of background, previous educational attainment, and even current access to resources.

INSTRUCTIONAL PROGRAM: CORE ELEMENTS

STAT fully understands that in addition to traditional classrooms, today's learners require a system of education that offers immediate access to ubiquitous information available via online mediums. Students now, more than ever, desire an individualized learning program that allows them to play a major role in identifying their unique outcomes, with teachers and learning systems working together as the vehicle by which students arrive at their respective destinations. Through innovative design principles and autonomous leadership, we plan to attract to our program both consumers and non-consumers. Therefore, student-centered instruction will serve as a foundational program element. A combination of teacher and commercially-developed curricula will afford personalization through adaptive curriculum and learning analytics that move with students and help teachers make instructional decisions in real time. We will employ internal school systems that help foster positive relationships, as well as experiential learning teaching practicums that make attending school meaningful and turn learning into an active process.

Our instructional model design will focus on meeting learning objectives derived from Common Core, state, and national standards, while helping students to simultaneously develop 21st century skills. An authentic project-based teacher preparation component coupled with a best-of-both worlds approach for the delivery of student-focused instruction (face-to-face and online learning) will promote student agency. Our model emphasizes the development of cognitive and non-cognitive skills needed in teaching

or any other profession. Digital learning strategies coupled with partnerships with city government, nonprofit and business community leaders will help provide a custom-made educational experience for students that extends learning through a practical curriculum approach. Below you will find program components that represent the vision we have created for STAT.

Understanding by Design

Understanding by Design (UbD) is a scientific curriculum making approach that helps facilitate standards-based curriculum development, instructional design, and assessment. UbD is supported by research, with the strongest base being cognitive psychology. This method of curriculum development fosters meaningful learning, as the three-stage backwards design process helps ensure that standards and learning objectives foster the purposeful delivery of instruction. Through UbD, students deepen their understandings which occurs when applying new skills in authentic contexts. STAT's teacher preparation component is complemented by UbD, as students will have ongoing opportunities to construct knowledge via teaching practicums as well as project-based and service learning components built into the STAT program.

*The National Research Council's publication titled *How People Learn: Brain, Mind, Experience, and School* (Bransford, Brown, & Cocking, 2002), major research findings surrounding UbD. These findings include UbD's ability to more effectively facilitate the transfer of knowledge; create conditions for students to apply knowledge in new contexts; organize knowledge around larger more significant ideas; connect prior knowledge to new learning through deeper and more cognitively challenging learning experiences; integrate regular formative assessment opportunities that help teachers and students measure authentic understanding, and; guide teachers in the planning and facilitation of authentic, relevant, and meaningful learning experiences for students.*

Additional studies were conducted regarding the impact UbD has on achievement. These studies include:

- In an Authentic Pedagogy Study, Newmann et al. (1996) pointed to the authentic pedagogy and learning strategies and assessments found in UbD as the primary means by which academic achievement was substantially increased for both low and high-performing students; greatly decreasing the inequity between the two subgroups.*
- In Achievement Studies in Chicago Public Schools, Smith, Lee, and Newmann (2001) determined through empirical evidence that a teacher's instructional approach and attention to interactivity substantially increased student achievement in the core areas of math and reading. Data also supported the application of these instructional principles in reaching higher rates of mastery with low-achieving economically disadvantaged students. All findings support the foundation of UbD that emphasizes the development and assessment of student understanding through authentic intellectual work.*
- In The Third International Mathematics and Science Study (TIMSS), Martin et al. (2000) point to teachers' attention to building conceptual understanding as having a causal relationship to standards-based assessment results. This promotion of teaching for understanding coupled with the action-research approach to curriculum development, delivery, and evaluation are directly aligned with UbD principles.*
- The Southern Regional Education Board's (1992) High Schools That Work program, a supporting curriculum foundation within the STAT model, is grounded in UbD principles that will breathe life into the STAT model. HSTW vocational-academic practices that complement the STAT program include employing a cognitively challenging curriculum, building practical application-based components into the instructional program, attends to the relevance associated with learning activities, and utilizes authentic assessments that requires students to reflect upon, demonstrate,*

and articulate what they know and are able to do as a result of their participation. A study conducted by the National Center for Research in Vocational Education (2000) confirmed that vocationally-driven high school programs that effectively integrate the above HSTW principles demonstrate better results with respect to program completion and academic proficiency in core areas.

- *Research on Mathematics has been conducted, with notable ties to instructional approaches that are steeped in UbD principles. Senk and Thompson (2003) identify teaching mathematics with an emphasis on fostering students' conceptual understanding as an integral practice as required by the National Council of Teachers of Mathematics standards. Understanding and performance-based math curricula was studied to analyze the correlation between instruction focused on conceptual understanding and student achievement as demonstrated by assessment performance.*
- *In a study about Technology and its alignment with the UbD principles, Wenglinsky (1998) found that learning mathematics was enhanced through the use of computers. Technology integration was found to increase student performance and overall academic achievement when it focused on helping students use their higher order thinking skills and further construct knowledge through inquiry and application of knowledge and skills. This use of technology fostered authentic problem-solving and helped students develop deeper conceptual understandings, identified as integral to learning by cognitive psychology study findings related to UbD.*

STAT teachers and curriculum committee will utilize UbD in the design of supplemental instruction used in the face-to-face component of the STAT instructional program. Teachers will share and evaluate UbD units on a regular basis. STAT teachers will use action research for purposes of continuous improvement. Student work and achievement data will drive the continuous improvement process with technology playing a significant role in this process, aligning with the Future Ready Schools Model that employs technology to personalize and differentiate professional learning.

Martin, M., Mullis, I., Gregory, K., Hoyle, C., Shen, C. (2000). Effective schools in science and mathematics: IEA's Third International Mathematics and Science Study. Boston: International Study Center, Lynch School of Education, Boston College.

National Center for Research in Vocational Education. (2000). High Schools That Work and whole school reform: Raising academic achievement of vocational completers through the reform of school practice. Berkeley, CA: University of California at Berkeley.

Newmann, F., et al. (1996) Authentic achievement: Restructuring schools for intellectual quality. San Francisco: Jossey-Bass Publishers.

Senk, S., & Thompson, D. (2003). Standards-based school mathematics curricula: What are they? What do students learn? Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Smith, J., Lee, V., & Newmann, F. (2001). Instruction and achievement in Chicago elementary schools. Chicago: Consortium on Chicago School Research.

Southern Regional Education Board. (1992). Making high schools work. Atlanta, GA: Author.

Wenglinsky, Harold. (1998). Does It Compute? The Relationship between Educational Technology and Student Achievement in Mathematics. New Jersey: Educational Testing Service.

Teacher Education

STAT is utilizing ProTeam and Teacher Cadet curriculum programs developed by the Center for Educator Recruitment, Retention and Advancement (CERRA) (2013) which is headquartered on the campus of Winthrop University in Rock Hill, South Carolina. We are also partnering with Educators Rising (EdRising) - New Mexico, which is housed on the campus of New Mexico State University in Las Cruces, New Mexico. The ProTeam, Teacher Cadet, and EdRising programs offer curriculum and resources that we will couple with student teaching practicums and locally-developed pre-service education to design the teacher-preparation component of the STAT curriculum.

Pro Team (Middle School)

Developed by CERRA, Pro Team is a middle school program that serves as an interlude into the Teacher Cadet high-school aged program described below. The mission of ProTeam, a middle school recruitment program, is to make students who exhibit the potential for success aware of the skills needed to complete college and consider education as a viable career option, and to expand the pool of minority and male teachers available to the public schools. STAT will use Pro Team to introduce our middle school students to the teaching profession and help them build an awareness of the many opportunities that exist within the field of education.

South Carolina Center for Education Recruitment, Retention, and Advancement. (2013). ProTeam program overview. Winthrop University. Retrieved from http://cerra.org/media/documents/2013/9/ProTeam_OnePager_2013.pdf

Teacher Cadet (High School)

The Teacher Cadet curriculum will serve as the core teacher education course of study for STAT's high school program. Also developed by CERRA, Teacher Cadet is currently implemented in 8 states, with New Mexico becoming the 9th state through STAT's eventual use of the program. Teacher Cadet:

- Provides the needed spark to encourage academically-talented students to pursue a career in the education profession. After completing the course, 43% of the Teacher Cadets chose teaching as the career they planned to pursue after college. Nearly 1 out of 4 students who plan to teach indicated they were undecided or planned to pursue a different career before taking the course.
- Provides a curriculum-based, hands-on approach to educate students on the requirements to become a successful teacher and enables students to put their knowledge to work through a classroom internship.
- Makes students more aware and appreciative of the education profession which fosters advocacy for education policy reform at the state and national level.

According to CERRA 2014-2015 Teacher Cadet Data (2016),

- After completing the course, 41.1% of Teacher Cadets chose teaching as the career they plan to pursue after college; of these Cadets, 23.1% were undecided or had planned to pursue a different career before taking the course.
- 96.3% of Teacher Cadets reported that the course was very or somewhat effective in helping them formulate a positive perception of the education profession.
- 97.8% of Teacher Cadets reported that the coursework/activities increased their knowledge of the teaching profession and other careers in education.
- 98.4% of Teacher Cadets reported that the field experience helped them understand the many factors that contribute to effective teaching.
- 48.2% of Teacher Cadet sites were located in schools identified as 2014-15 Geographic Critical Need Schools. These schools meet at least one of the following three criteria:
 - An absolute rating of Below Average or At-Risk

- A teacher turnover rate of 20% or higher for the past three years
- A poverty index of 70% or higher
- 73.2% of the 979 students who applied for admission into the Teaching Fellows Program in 2014 were Teacher Cadets.
- More than 60,000 students have participated in the Teacher Cadet Program in its 29-year history.

South Carolina Center for Education Recruitment, Retention, and Advancement. (2016). Teacher cadet data. Winthrop University. Retrieved from <http://teachercadets.com/research/default.aspx>

Educators Rising (Middle School - High School)

Educators Rising (EdRising) (2016) is a skills-based teacher-preparation co-curricular program that facilitates exploration of the teaching profession via authentic hands-on teaching experiences. EdRising will serve as the formal career technical education component of the STAT program. In conjunction with the Education and Training pathway, the EdRising program will supplement the core academic and CERRA-developed curricula with focused pre-service education and training. The EdRising virtual campus offers many resources that help program developers design courses and experiences that guide young people on their path to becoming highly accomplished teachers. STAT students will participate in skill competitions at annual New Mexico chapter EdRising conferences. Competition areas include: (a) impromptu speaking, (b) public speaking, (c) impromptu teaching, (d) job interviewing, (e) EdRising moment, (f) creative lecture, (g) children's literature k-3, (h) children's literature pre-k, (i) lesson plan, (j) exploring careers in education, (k) job interview, (l) ethical dilemma, and (m) inside our school.

Educators Rising. (2016). Cocurricular programs. Retrieved from <https://www.educatorsrising.org/what-we-offer/cocurricular-programs>

Teacher preparation will be a requirement within the STAT model. Students will be placed in a full-year teacher preparation course each year they are enrolled at STAT. ProTeam will be used in grades seven and eight to focus on self-exploration, career awareness, and service learning. Upon promotion to ninth grade, students will be placed in the Teacher Cadet program in grades nine and ten, which will allow for a deeper dive into the knowledge and skills students will need to enter the teaching profession. EdRising will be a the STAT CTE component by which students will showcase their knowledge and skills via formal competitions held at annual New Mexico EdRising Conferences. Upperclassmen will see their focus shift to dual credit and concurrent enrollment through Central New Mexico Community College and the University of New Mexico, will continue to participate structured teaching practicums through the STAT partnership with sister school, Students That Aspire to Teach Charter School Early Learning Center, and will compete in annual EdRising conference competitions.

Bilingual Education

STAT's mission of developing future bilingual educators requires a sustained commitment to successfully implementing a bilingual education program. Developing biliterate and bilingual individuals is critical, especially given the relationship to Students That Aspire to Teach Charter School (STAT) that has a mission of ensuring the success of culturally and linguistically diverse students. Upon promotion at the end of sixth grade, STAT students will have the option of enrolling at STAT, in accordance with the lottery selection process as required by NMSA 22-8B-4.1 NMSA (1978). This pipeline of developing biliterate and bilingual youth will help STAT achieve the mission of developing future bilingual educators through the "grow-your-own" approach. Therefore, STAT will offer two bilingual education program models in accordance with the New Mexico Bilingual Multicultural Education and Title III Programs Technical Assistance Manual SY 2013-2014 (NMPED, 2013) to best meet the needs of students. The Maintenance

and Enrichment models will be used to vary the emphasis on home language instruction for students. Students placed in the maintenance model will receive one hour of English as a Second Language instruction as well as an hour of Language Arts instruction in their home language until prepared to transition to an English Language Arts class. Students placed in the enrichment model will receive an hour of instruction in their home language in order to preserve students' heritage language and produce college and career ready biliterate and bilingual individuals who will become our state's future teacher-leaders.

New Mexico Public Education Department. (2013). New Mexico bilingual multicultural education and title III programs technical assistance manual, SY 2013-2014. Retrieved from <http://ped.state.nm.us/ped/BilingualDocs/SY%202013-2014%20BMEB%20Technical%20Assistance%20Manual.pdf>

Personalized Learning

At STAT, personalization will serve as the primary guiding feature used to develop students' unique programs. As a model that has roots in vocationalism, partnerships with the local business, nonprofit, college and university communities will yield opportunities for internships, job-shadowing, and other enriching experiences that personalize learning for students and make curriculum practical. A union between school courses and external experiences will help tailor programs to students' individual teaching interests and needs. A blended learning model will help achieve a balance between learning and application thanks to online curriculum that provides students with 24/7 access to learning.

Personalized Learning Plans (PLP) will be developed for each STAT student. PLPs will be monitored by the STAT Counselor/Director of Student Services and maintained by teacher-advisors. PLPs will work in conjunction with Next Step Plans to create a unique plan of study for students. Parents, students, school staff and administration will work together during goal-setting meetings to map unique programs for students. PLPs will be developed for all students during meetings, at which time staff will pinpoint students' learning styles, interests, abilities, aptitudes, and aspirations. These elements will serve as the basis by which courses are selected and/or modified, experiential learning opportunities are planned, and individual goals and program outcomes are identified. Moreover, individual learning plans will function as the root source used to determine student growth over time, which helps the school develop a more genuine definition of student success for each of our learners.

Open space classrooms will be used during face-to-face instructional time. This classroom construct will promote student and teacher agency by helping create a customized playlist for students that is made up of high levels of flexibility, student options, abundance of curricular material, cross-curricular learning, and focused small group instruction. Strategies to support personalized learning in an open space environment centered upon student and teacher agency will be employed and will be the focus of in-service education experiences for staff and administration.

Methods that will become permanent in STAT will include:

Flexible use of space and time; social re-forming the classroom as community space; reflexive interactions between teacher–student and student–student within which they make choices and experience the consequences of those decisions; pervasive use of technology allowing students to plot and shape their own (at times disjointed) learning pathway; and drawing on collective intelligence to inform problem solving approaches to game design. (Deed et. al., 2014, p. 167)

*Deed, C., Cox, P., Dorman, J., Edwards, D., Farrelly, C., Keefe, M., & Yager, Z. (2014). Personalised learning in the open classroom: The mutuality of teacher and student agency. *International Journal of Pedagogies & Learning*, 9(1), 66-75. doi:10.5172/ijpl.2014.9.1.66*

Universal Design for Learning

The STAT applicant team has a background in special education as well as curriculum and instruction. We intend to design a program that maximizes opportunities for STAT students to access age and developmentally-appropriate tier-one curricula. This is especially critical when it comes to the development of face-to-face curriculum which will complement the digital core curriculum we will employ. Edgenuity is our digital core curriculum. Edgenuity is common-core aligned and each of their courses was designed using Universal Design for Learning (UDL) principles. It is our belief that when coupled appropriately, technology and inventive delivery of content can profoundly enhance learning for students. A fundamental purpose of universal design is to use innovation to make curriculum accessible for students regardless of their unique learner backgrounds and characteristics (Eagleton, 2008).

Eagleton, M. (2008). *Universal design for learning*. Research Starters Education (Online Edition).

Project, Problem, and Inquiry-Based Learning

Project, problem, and inquiry-based learning will have permanence in the instructional model offered at STAT. Face-to-face learning occurring in a brick-and-mortar facility will be driven by UbD planning and extend into a project-based constructivist model that focuses on independent construction of knowledge in a social context in which students rely on self-awareness of learning and understanding. Project-based learning will help create curricular authenticity and will motivate students to objectively demonstrate learning and help STAT instructors and administrators identify when and to what extent learning has occurred (Ormrod, 2016).

Ormrod, J. E. (2016). *Human learning* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.

ePortfolios: STAT's Expanded Definition of Student Success

STAT staff and students will use a set of operational definitions to help define and measure student success. Expectations for student success will include five measures:

- Non-cognitive skills,
- Cognitive skills,
- Academic achievement,
- Personal experiences, and
- Transitional readiness

As planning continues the STAT applicant team will work to further define student success. Clear definitions will be followed by the development of digital tools such as rubrics and data bases that we will use to evaluate and capture student competence in each of the five expanded student success areas. STAT understands the interconnectivity among each of the five success areas. However, attention to the five areas will be prioritized, with emphasis placed upon non-cognitive skills as a prerequisite to what we refer to as "transitional readiness." Our model is represented by the pyramid structure displayed above.

Non-cognitive skills. Non-cognitive rubrics and student ePortfolios will serve as two tools used to measure student progress in non-cognitive skills development. The Gallup Student Poll (2015) is a model self-assessment tool that we will use to provide baseline data to inform planning as well as monitor student progress. The Gallup Student Poll measures students' hope, engagement, and well-being. STAT will identify a comparable tool to assist with the evaluation of students' non-cognitive skill development. Non-cognitive development will also be defined by students' ability to understand and demonstrate

emotional intelligence. Attention will be paid to social-emotional learning, including the five components of emotional intelligence that include self-awareness, self-regulation, motivation, empathy, and social skill. Physical wellness will also be included and evaluated by students' ability to assume personal responsibility for their health including diet, exercise, and self-advocacy. We intend to measure students' physical wellness through screenings conducted by our community partners as well as our physical education and health curricula.

Gallup Education. (2015). Gallup Student Poll. Washington, DC: Author

Cognitive skills. *A cognitive skills rubric will be developed for measurement of student success in this respective area. This will include the ability of STAT students to employ the academic processes imbedded in CCSS; Learning and innovation, life and career, and information, media, and technology skills found in the Framework for 21st Century Learning, and; Creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship, and; technology, operations, and concepts that comprise the National Education Technology Standards for Students.*

Academic Achievement. *Individual academic plans (IAP) will be the basis by which student achievement is measured. Flair (2013) defines academic success as personal educational success determined by attainment of established learning outcomes as measured by performance assessment data. IAPs will be developed collaboratively between students, parents/guardians, and advisory teachers. Learning outcomes and goals will be identified during IAP meetings. The specific measure that will be used to monitor academic outcomes will be the academic achievement rubric that will include curriculum-based, district benchmark, as well as Partnership for Assessment of Readiness for College and Careers (PARCC) performance-based assessment data. Additional measures factored into academic achievement and built into the academic achievement rubric include: (a) course completion, (b) final course grades, (c) attendance, and (d) progress toward graduation.*

Flair, I. (2013). Academic achievement. Salem press encyclopedia.

Personal experiences. *Academic achievement and personal experiences are two fundamental program elements that are interchangeable and interrelated. In order to help students recognize curricular relevance, experiential learning will serve as a cornerstone that leads to future transitional readiness. Experiences will be built into individual academic plans and afforded to students via community partnerships. A goal of our personal experiences component is to help students find congruence with career aspirations that we believe will lead to a higher rate of successful transitions to college and careers. A personal experiences rubric will be the measure of students' performance in experiential learning. The rubric will be based on Kolb's Experiential Learning Theory that captures each of the following learner qualities in experience-based learning:*

An effective learner needs four different abilities—concrete experience (CE) skills, reflective observation (RO) skills, abstract conceptualization (AC) skills, and active experimentation (AE) skills. That is to say that the learner must be able: (1) to get involved fully, openly, and without bias in new experiences; (2) to reflect on and interpret these experiences from different perspectives; (3) to create concepts that integrate these observations in logically sound theories; and (4) to use these theories to make decisions and solve problems leading to new experiences. (Sims, 1983, pp. 502-203)

Sims, R. R. (1983). Kolb's experiential learning theory: A framework for assessing person-job interaction. Academy Of Management Review, 8(3), 501-508. doi:10.5465/AMR.1983.4284610

Transitional readiness. *Transitional readiness refers to the ability of individual students to transition to adulthood after graduating from STAT. College and career readiness is a key component, as we aim to equip students with the skills and knowledge required to achieve success as first year college students (and beyond) and/or obtain entry-level positions in the workforce. Furthermore, we hope to prepare our students to reach the “age of majority,” which is when a student turns 18 years old and is legally recognized as an adult. “Age of majority” is a term used in special education, generally specific to transitional planning employed when students with individual education plans prepare to graduate from high school and assume responsibility for their lives as adults.*

As is the case with our personalized learning plan and UDL emphases, we understand that special education offers best practices that benefit all students. For this reason, we wish to adopt many of such best practices that we believe to be most impactful to students. Our transitional readiness rubric will not only include domains specific to industry based certifications and college entrance examination scores, it will also include items such as training and learning, community participation, home living and personal skills, resource development, and recreation and leisure. We intend to use process steps defined by Research for Better Schools (1984), that when combined with personalized learning and Next Step Plans, will help ensure our students make successful postsecondary transitions.

Research for Better Schools, I. P. (1984). Post high school transition: A planning guide for educational and job placement.

INSTRUCTIONAL PROGRAM: SUPPLEMENTARY ELEMENTS

High Schools That Work: Key Practices

“High Schools That Work (HSTW) has identified a set of Key Practices that impact student achievement through development of multiple programs of study that prepare students for postsecondary studies and careers. These Key Practices provide direction and meaning to comprehensive school improvement:

High expectations: *Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.*

Program of study: *Require each student to complete an upgraded academic core and a concentration.*

Academic studies: *Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.*

Career-technical studies: *Provide more students access to intellectually challenging career-technical studies in high-demand fields that emphasize the higher-level academic and problem-solving skills needed in the workplace and in further education.*

Work-based learning: *Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.*

Teachers working together: *Provide cross-disciplinary teams of teachers time and support to work together to help students succeed in challenging academic and career/technical studies.*

Students actively engaged: *Engage students in academic and career-technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and*

technology.

Guidance: *Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career-technical concentration.*

Extra help: *Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.*

Culture of continuous improvement: *Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.”*

The STAT program will combine curriculum foundations to implement an innovative and disruptive model of education. UbD scientific curriculum-making, progressivism, constructivism, and vocationalism will work in unison to offer a dynamic schooling model. UbD’s six tenants complement the HSTW model practices. Both UbD and HSTW aim to create authentic learning experiences, assessment, and reflection that will promote learning focused on deep understandings of core content and teacher preparation/pedagogy (National Center for Research in Vocational Education, 2000).

National Center for Research in Vocational Education. (2000). High Schools That Work and whole school reform: Raising academic achievement of vocational completers through the reform of school practice. Berkeley, CA: University of California at Berkeley.

Student Advisory

Student advisory will serve as an integral part of the STAT program. Each student will be assigned to a teacher-advisor who will be responsible for a small group of students. Advisors will monitor factors associated with student success such as attendance, work completion, grade point average, and progress toward graduation. Above all, advisors will serve to maintain trusting relationships with students, which is of particular importance in a blended learning environment due to the distance education component. Strong student-advisor relationships support students from a social-emotional standpoint. Advisories help students develop self-esteem, and offer participants a peer network group that offers peer recognition and support. Proponents of advisory systems point out the connection between academics, and the social and emotional experiences of students (Imbimbo, Morgan, & Plaza, 2009). An advisory system complements our current plan to integrate a learning mentor system. This requires each student enrolled in STAT to have an adult who will serve as a liaison between the home and school, assisting with monitoring student progress and further supporting the student academically, socially, emotionally, and physically.

Imbimbo, J., Morgan, S., & Plaza, E.; New Visions for Public, S. (2009). Student advisory. Center for School Success Promising Practices Series.

McClure, L., Yonezawa, S., & Jones, M. (2010). Can school structures improve teacher-student relationships? The relationship between advisory programs, personalization and students' academic achievement. Education Policy Analysis Archives, 18(17), 1-17.

Dual Credit

STAT will have a Memorandum of Agreement (MOA) in place with the University of New Mexico (UNM) as well as Central New Mexico Community College (CNM). MOAs will include a range of mutually agreed upon dual credit offerings which will help students earn college-level credits that apply toward degree

programs while they simultaneously complete their high school graduation requirements. STAT will combine the ProTeam and Teacher Cadet curriculums with Educators Rising program resources to construct the teacher-preparation component at STAT that will help prepare students for post-secondary training and education and/or careers in education. EDU 1102 is a college-level dual credit offering currently in place through an agreement with both UNM and CNM. In addition to EDU 1102, we plan to continue working with UNM and CNM to add additional college-level courses in education to the MOAs so that students can transition into one of the many education-related degree programs that exist. To increase opportunities for students to earn college-level credits, concurrent enrollment opportunities will be sought after through both Albuquerque-based post-secondary institutions, in accordance with National Alliance of Concurrent Enrollment Partnerships standards (2009).

National Alliance of Concurrent Enrollment Partnerships. (2009). Program standards and required evidence for accreditation. Retrieved from <http://www.ped.state.nm.us/ped/CCRdocuments/DualCredit/DC%20Council%20Meeting%202011.16.15%20NACEP%20Program%20Standards.pdf>

Service Learning

Connecting campus to community to promote community engagement is fundamental goal of the STAT program, particularly within the middle school program. Bringle, Hatcher, and McIntosh (2006) offer the following operational definition of service learning:

A course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (p. 12)

STAT will collaborate with community partners to establish goals for the service learning component. We intend to maintain an educational and social justice focus for the STAT service learning program. Service learning experiences will be developed on a semester or year-long basis and will have an attached research component. According to Felten and Clayton (2011) effective service learning programs include appropriate and integrated service goals, include activities that are aligned and complementary to the general curriculum, are built upon strong collaborative community partnerships, are interactive and connected to learning that takes place in the regular instructional program, and includes pedagogy that is purposeful and designed with flexibility in mind to allow for a more dynamic experience for participants. Service learning will serve as a vehicle that allows STAT to extend learning beyond the confines of the traditional brick and mortar classroom. An underlying goal of the service learning program is the development of reflective civic-minded students with a heart for public service.

Bringle, R., Hatcher, J., and McIntosh, R. (2006). Analyzing morton's typology of service paradigms and integrity. *Michigan Journal of Community Service Learning*, 2006, 13, 5–15.

Felten, P., & Clayton, P. H. (2011). Service-learning. *New Directions For Teaching & Learning*, 2011(128), 75-84. doi:10.1002/tl.470

21st Century Learning

Attention will be paid to the development of skills that are indirectly related to core content proficiency. In recent years, educational and business industry-based organizations developed a Framework for 21st Century Learning, published by the Partnership for 21st Century Learning (2015). The construct of the

framework includes learning and innovation, life and career, and information, media, and technology skills infused in key subjects and academic themes. Little (2013) claims that the outcomes that make up the framework were developed due to America losing global capital as a result of not preparing students to compete in each of the areas that comprise the framework.

Smaldino, Louther, and Russell (2008) identify many characteristics of a multi-faceted 21st century learning program, noting that instructional technologies serve as a significant feature of this instructional shift. The structure of 21st century learning involves both teachers and students using methods, tools, and resources to extend learning beyond the confines of brick-and-mortar classrooms. Preparing students through 21st century learning instruction will be accomplished through the synthesis of National Education Technology Standards, Framework for 21st Century Learning, and utilization of technology integration curricular models that focus upon student outcomes.

For purposes of achieving the mission of STAT, we will use the framework for 21st century learning for identifying and measuring student outcomes and for planning and utilizing support systems that together include

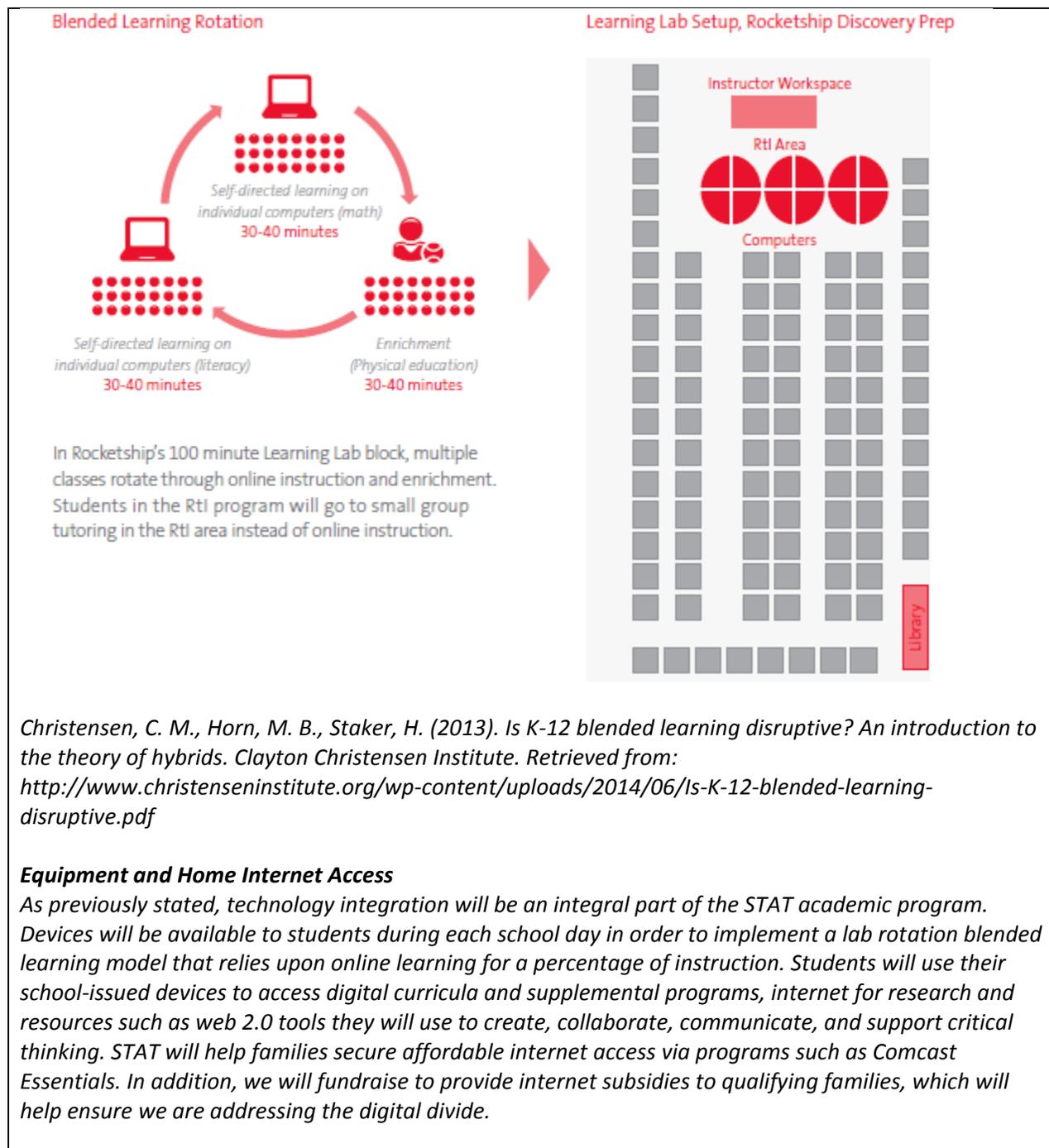
*21st century skills and key subjects,
Development of standards and assessments,
Design and implementation of curriculum and instruction,
Design and delivery of professional development,
Planning of professional development, and
Design of learning environments most conducive to 21st century learning (Partnership for 21st Century Learning, 2015).*

Partnership for 21st Century Learning. (2015). Framework for 21st century learning. Retrieved from: http://www.p21.org/storage/documents/P21_framework_0515.pdf

Smaldino, S. E., Louther, D. L., and Russell, J. D. (2008). Instructional technology and media for learning. 11th Ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Hybrid Innovation: Lab Rotation Blended Learning Model

STAT intends to utilize an educational model that looks very different from what has come to be known as the traditional model for teaching and learning. Christensen, Horn, and Staker (2013) identify two models of innovation as sustaining and disruptive. A definition of a hybrid model emerges as a best of both worlds delivery system that incorporates both online and face-to-face learning so that students can take full advantage of the benefits that come with features of online learning such as adaptive software and real-time learning analytics, as well as benefits associated with the traditional classrooms such as relationship building, teacher-student and student-student interactivity, and authentic project-based learning. STAT intends to use the lab rotation model format used by many high-performing schools. The lab rotation model is the backbone of the Rocketship Charter School model which is illustrated below:



		Ranking			
		Satisfied		Not Satisfied	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(1) Academic Program & Curriculum	<p>The description provided has the potential to raise the achievement of the intended student population. What is provided is research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly aligns with CCSS, NM Content Standards, and the proposed school’s mission. The application has provided and described a clear, comprehensive, and reasonable timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school’s mission.</p>	<p>The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the proposed school’s mission. The application has provided a clear timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school’s mission.</p>	<p>The description provided is limited and does not support or partially supports CCSS, NM Content Standards, and the proposed school’s mission.</p> <p>--AND/OR--</p> <p>The application has provided a limited timeline and plan for its development, including limited identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school’s mission.</p>	<p>The description AND/OR the timeline provided is incomplete or inadequate.</p> <p>OR--</p> <p>The application does not respond to this prompt.</p>	
	<p>CSD EVALUATION: Meets – 3</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant provides a clear and reasonable description of the curriculum that will be used for core content and the design method for the projects. In addition, the applicant identifies the instructional resources that will be used for the teacher preparation portion of the school’s educational model.</p> <p>Although the applicant has identified specific curriculum that has been developed, it is not clear if the school intends to modify or supplement that specific curriculum. In addition, the applicant describes using the backward design model to develop units for the projects. The applicant does not include dates by which these units should be developed.</p>				

E. Graduation Requirements.

E. (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 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: STAT Graduation Requirements*High School Graduation Requirements*

New Mexico Graduation Requirements	STAT Graduation Requirements
English - 4 Units	English - 4 Units
Math - 4 Units	Math - 4 Units
Science - 3 Units (2 Required Lab Courses)	Science - 3 Units (2 Required Lab Courses)
Social Science - 3.5 Units	Social Science - 3.5 Units
Physical Education - 1 Unit	Physical Education - 1 Unit
Health - .5 Units (May be taken in MS)	Health - .5 Units (May be taken in MS)
Career Cluster/Workplace Readiness/World Language - 1 Unit	Language - 2 Units; Career Cluster (Education & Training CTE) - 4 Units
Electives - 7.5 Units	Electives - 1.5 Units
Total Units Required for Graduation - 24.5 Units	Total Units Required for Graduation - 24.5 Units

Changes to graduation requirements:

Due to our mission of graduating college and career ready students that are capable of making an impact in education as high-performing teachers, STAT will require all students take two years of language that yield two total units required for admission to most four-year universities. Career-oriented courses will be an integral component of the STAT program, with students participating in four years of Education and Training CTE Courses that align with the CTE Pathway developed by the New Mexico Public Education Department's CTE Bureau.

Rationale for changes:

STAT's vision is to develop future teacher-leaders. Students must successfully satisfy New Mexico graduation requirements while fulfilling STAT's local district requirements that call upon students to successfully complete 4.5 units of Education and Training career cluster courses. Our students are those

interested in the teaching profession. Therefore, we will emphasize not only the attainment of units required for graduation, but will also ensure that students have satisfied University of New Mexico (UNM) freshman admission requirements (2016). UNM admission requirements align with New Mexico high school graduation requirements, however, two units of a single language other than English will be an additional STAT graduation requirement in order to facilitate the transition to postsecondary education.

University of New Mexico. (2016). Freshman admissions requirements. Office of Admissions. Retrieved from http://admissions.unm.edu/future_students/admission-requirements.html

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only	<p><i>Only applicable for high school proposals</i> High school graduation requirements are clearly articulated and meet state requirements. Any changes proposed by the application that vary from state minimum requirement are clearly explained.</p>			<p><i>Only applicable for high school proposals</i> The application does not address graduation requirements. OR The Application does not comply with state requirements.</p>
<p>CSD EVALUATION: Exceeds - 4</p> <p>The applicant’s response is rated Exceeds.</p> <p>The applicant’s response provides a table identifying all of the core areas that meet the state’s graduation requirements. In addition, the applicant clearly explains the changes in the units for electives from 1.5 to the school requirement of 7.5. The applicant explains that most of the elective credits are in the career cluster, which align with the mission of the school to prepare students for college that are seeking a degree as an educator.</p>				

F. Instruction.

F. (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:***Desired State of STAT Educational Programs***

STAT is a medical term that means "urgent." Our school name reflects the teacher shortage crisis we are facing in the state of New Mexico. STAT aims to address this very real deficiency through a "grow your own" approach that begins developing our state's future teacher-leaders while they are still secondary students at the middle and high school levels. Our students are those who are interested in the teaching profession and post-secondary education and training that leads to a career in education. STAT will sustain a commitment to fostering relationships and delivering a practical and rigorous academic program. Through our model we will make effective use of blended learning, provide students with hand-on teaching experience, purposefully integrate educational technology, employ a dual language program to develop biliterate and bilingual graduates, and emphasize college and career preparation.

Educational Philosophy

The STAT philosophy for teaching and learning is as follows:

We believe that all students are capable of learning, but will only maximize their individual potential through igniting an authentic passion for learning that leads to the development of a growth mindset. Relationships are integral to human development. All students have ingrained a desire for competence and acceptance. Through personalized learning, creating conditions that promote student agency, and maintaining high academic and social standards, students will thrive in our diverse society. Academic proficiency and the development of non-cognitive skills are prerequisites for long-term success. As a school focused on developing our state's future teacher-leaders, STAT believes in honing students' unique abilities and talents, nurturing the language development of students so they graduate as biliterate and bilingual individuals who will become fixtures in New Mexico's pool of bilingual educators. Helping students engage in self-analysis and evaluation creates the reflective educators needed to identify and solve problems of practice. Creativity, collaboration, and critical thinking are twenty-first century skills STAT students will possess upon graduation, which will eventually transfer to their professional teaching practice.

Instructional Strategies and Methods***STAT Education Technology Integration Model: SAMR***

The STAT applicant team understands that technology integration in and of itself is incapable of impacting instruction. However, we fully intend to integrate technology during face-to-face instruction. The impact of high-performing teachers is indisputable. Therefore, careful planning will be used to meaningfully mesh educational technology into both distance learning and face-to-face instruction to meet the diverse learning needs of our students. Likewise, purposeful planning will also ensure that teachers continue to play a very critical role as "guides on the side" who influence every aspect of the instructional program. Digital learning will be one of many tools used that will help ensure access and equity for ALL STAT students, regardless of past performance or socioeconomic status.

The SAMR model will be used as our technology integration model. This will serve as a consistent mode for planning and design that teachers will use to influence face-to-face instruction, which is a vital component of the lab rotation model we will employ. SAMR is a four-level integration model that guides the enhancement and ultimate transformation of instruction:

- *Substitution: Technology is used as a direct substitute for what you might do already, with no functional change.*
- *Augmentation: Technology is a direct substitute, but there is functional improvement over what you did without the technology.*
- *Modification: Technology allows you to significantly redesign the task.*
- *Redefinition: Technology allows you to do what was previously not possible. (Smaldino, Loucher, & Russell, 2008).*

Smaldino, S. E., Loucher, D. L., and Russell, J. D. (2008). *Instructional technology and media for learning*. 11th Ed. Upper Saddle River, NJ: Pearson Prentice Hall.

STAT Strategies for Addressing Diversity:

1. Maintain high standards and demonstrate high expectations for all ethnically, culturally, and linguistically diverse students.

Teachers are responsible for holding students to high standards. Teachers communicate high expectations to students, encourage problem-solving and collaboration, foster higher-order thinking activities, and effectively self-manage by meeting deadlines, staying organized, and managing their time appropriately. Students and their parents work with teachers to develop personalized learning plans that include student-developed goals and learning objectives that are evaluated regularly.

2. Show students you care by getting to know their individual needs and strengths and sharing their concerns, hopes, and dreams.

Teachers are expected to build and maintain nurturing relationships with students. Teachers hold weekly individual conferences with students to customize learning plans that include student goals, interests, strengths, wonders, etc. At the elementary level, Looping, which requires teachers to remain with a group of students for two or more years, is used to allow teachers to sustain nurturing relationships with students. Looping strengthens the instructional program as teachers are better able to differentiate, provide supports, and connect families with community resources after gaining a more solid understanding of students' strengths, weaknesses, and needs.

3. Understand students' home cultures to better comprehend their behavior in and out of the classroom.

Teachers conduct home visits and participate in parent connection workshops to involve them in their students' learning. During parent connection workshops, teachers facilitate learning activities that replicate the learning experience that takes place during the regular school day. Activities begin with the sharing of standards and objectives and end with formative assessment, which helps parents understand the regular instructional routine. In interactions with parents and students, teachers use probing questions to identify cultural influences that impact learning. Finally, teachers are expected to use what they learn about students' home cultures to bridge the home and classroom. These cultural connections are incorporated into lesson and unit plans.

4. Encourage active participation of parents or guardians.

Workshops and parent university classes directly involve parents, incorporating them as resources instead of involving them as passive recipients of information. Parents are connected with resources to help them develop their language and communication skills, secure employment, or earn their GED. The Teachers Involve Parents in Schoolwork (TIPS) strategy is used by all teachers on a regular basis, which greatly increased parent-student interactions and accelerates student growth. Using TIPS, teachers will design homework assignments that requires students to talk to their parents about the content, using parent expertise and experiences to extend learning beyond the classroom.

5. Tap into students' backgrounds to enhance learning.

Teachers involve students in learning by purposefully leading discussions that call upon students to share

their experiences. Students are also given opportunities to use KWL to identify what they know about concepts, what they want to know, and what they learned, which fosters student engagement. Semantic webbing can be used to help students apply their background knowledge to expand learning. In semantic webbing, teachers write a concept in the middle of the board and has students create a web by connecting related concepts and then expanding by categorizing subtopics.

6. Choose culturally relevant curriculum and instructional materials that recognize, incorporate, and reflect students' heritage and the contributions of various ethnic groups.

Teachers supplement the digital curriculum by creating portfolio assignments and project-based learning experiences that incorporate multicultural literature, interviews with parents and notable figures belonging to particular heritage groups, and using other media to ensure that students understand the contributions to United States history and culture made by individuals belonging to students' own racial and ethnic groups.

7. Identify and dispel stereotypes.

Teachers integrate texts and other supplementary materials that address harmful stereotypes that transcend racial lines. Teachers carefully design and select instructional materials that exclude gender, racial and ethnic stereotypes.

8. Create culturally compatible learning environments.

Teachers make classrooms and instruction more culturally compatible by allowing students to respond in their native languages, assigning roles and responsibilities in the classroom that align with cultural norms, and using materials that are reflective of students' home cultures.

9. Use cooperative learning strategies.

Teachers use heterogeneous grouping to give students an opportunity to work collaboratively and learn from one another, dispelling stereotypes related to race, ethnicity, and gender. Deliberately teaching students to work together, get to know one another, and communicate is a part of meaningful cooperative learning.

10. Capitalize on students' cultures, languages, and experiences.

Teachers include students' home cultural patterns for interaction, communication, and discourse and overall learning. Instruction reflects knowledge of students' diverse backgrounds and teachers treat students as mature learners, employing empathy to establish and maintain meaningful relationships.

11. Integrate the arts in the curriculum.

Teachers integrate the arts to foster enriching conversations. Students collaborate meaningfully as they work together to interpret and/or create artistic projects. Poetry can be used as a platform for students to share their culture and background with peers and teachers.

12. Promote students' health.

Teachers help students research and investigate aspects of mental and physical health and wellness. Schools connect students with community resources that promote mental and physical health such as counseling services, athletic organizations, and physical fitness training. Teachers incorporate health professionals as guest speakers and incorporate supplemental materials into the curriculum that teach and reinforce health and wellness topics.

13. Develop community ties and build community schools.

Community organizations are partners in education, connecting students and families with resources that help meet their basic needs. Lesson plans integrate community resources that nurture the emotional, civic, physical, and social needs of students.

14. Incorporate multiple forms of assessment.

Teachers use an expanded definition of student success to measure outcomes that are often overlooked. Rubrics, exhibitions, portfolios, performance tasks, etc. are used to measure students' cognitive and non-cognitive skills. Teachers deliberately look beyond high-stakes assessments as a primary evaluation tool.

15. Establish truly bilingual classrooms.

Teachers focus on students' heritage language so they gain the skills and knowledge they need to

succeed within the core curriculum. Teachers do not provide remedial instruction to students that hinders their overall achievement, instead, they immerse students in content supported by their native languages.

16. Embrace dual-language strategies.

Teachers again allow students to learn in their primary languages so that they can gain proficiency along with their monolingual classmates. Students serve as peer tutors to become bilingual and biliterate, which also affirms and shows respect to heritage languages that exist in classrooms.

17. Use integrated, holistic approaches to language experiences for second-language learners instead of rote drill and practice.

Teachers use language experience approaches to help students to master content in each of the core areas. Students are assigned complex tasks and must decide amongst one another who will be responsible for the various roles, negotiating roles and responsibilities in English.

18. Teach language through subject matter rather than specific linguistic skill exercises.

Teachers pair bilingual and monolingual students so they can work through complex material at the benchmark level. Pairs of students can support other pairs of students, which allows all students to access and succeed in the general curriculum.

***19. Adopt sheltered English strategies.**

Teachers speak at a rate and level of complexity that is appropriate to the proficiency level of students, use visual aids and graphic organizers as well as math manipulatives, build on prior knowledge, provide frequent opportunities for interaction among language learners, model academic tasks, and review key content and vocabulary.

20. Practice English in flexible, heterogeneous cooperative learning groups.

Teachers have students develop questionnaires in two or more languages that they then use to survey their community in an effort to identify and solve problems related to social justice. Students then graph, discuss and present their findings to the whole group with each student playing a key role in the process.

21. Use cross-age and peer tutoring.

Students work with their same age peers as well as other students of varying ages, races, and ethnicities to participate in instruction from the general curriculum. Teachers deliberately pair students from diverse backgrounds so that they can solve problems collectively.

22. Respect community language norms.

Teachers involve parents in learning and alternate between native languages and English to make certain that participation is equitable for all. Communication becomes the primary objective, and teachers pay respect to home languages while validating that language acquisition is very much process oriented.

23. Organize teaching around thematic, interdisciplinary units.

Teachers use interdisciplinary units to integrate language development, core content, and other important cognitive processes.

24. Enhance language learning through computers and peer tutors.

Teachers utilize software and applications to develop the English language skills of their bilingual and monolingual students. Word processing software can be used by pairs and/or small groups of students to generate language, revise writing, plan dialogue, etc. Students can use publishing programs to generate newsletters that incorporate the languages of all students in a class or school.

25. Help student build social capital.

Teachers assign work that calls upon students to share aspects of their culture, publish autobiographies, and writing children's books in their home languages. Assignments given to students can address social norms and assist with transitions.

Saravia-Shore, M. (2008). Diverse teaching strategies for diverse learners. Association for Supervision

and Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/107003/chapters/DiverseTeachingStrategiesforDiverseLearners.aspx>

STAT General Instructional Strategies

Constructivism: Learner-Centered Approaches

STAT teachers are fundamental when it comes to the quality of the academic program. Our teachers will promote a model of learning that calls upon students to construct their own knowledge. Facilitating learning will be the responsibility of STAT teachers who will balance teacher-directed instruction with their role as “guide on the side.” Relationship building coupled with learning conditions that promote student agency will be an active force in the STAT program. *Understanding by Design*, a scientific curriculum making method, supports constructivist principles through fostering authentic learning opportunities for students.

Case Studies

Students will work together to study “cases” that involve solving problems related to complex issues related to teaching and learning such as critical pedagogy, policy, access and equity. Through analysis of cases, students will work together to solve complex problems that affect education. The skills and knowledge developed through research and the STAT teacher-preparation curriculum will allow students to take a deep dive at addressing many of the most prevalent issues faced by practicing educators. Discussion and debate will be used to share and defend conclusions about the cases in which students study. Case studies utilize constructivism to bridge theoretical and practical curriculum.

Cooperative Learning

Communication and collaboration are essential in cooperative learning. In small heterogeneous groups, students work cooperatively to complete tasks and solve problems. Cooperative learning requires students to participate actively and each member of the group is responsible for contributing to the larger effort of task completion and/or problem-solving. Accountability is in place for all students, as upon task completion, students are responsible for self and peer evaluation through rubrics and personal reflection narratives.

Service Learning

Service learning will be a core component, especially at the middle school level. During grades seven and eight, students will participate in service learning activities so that they become accustomed to their future roles as public servants. The Pro Team teacher preparation component of the STAT program will support efforts to integrate service learning experiences that align with teacher competencies. Beginning in ninth grade, students will participate in structured practicums in which they work directly with supervising teachers and students to co-teach and provide support.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Meth	The application provides a clear, comprehensive, and cohesive overview of the educational philosophy and	The application provides a clear overview of the educational philosophy and instructional methods	The application provides a limited overview of the educational philosophy and instructional methods to be implemented that	The application’s overview of educational philosophy and instructional methods is

	instructional methods to be implemented that clearly support and aligns with the proposed school's mission, curriculum, instructional program, and performance standards.	to be implemented that adequately support and align with the proposed school's mission, curriculum, instructional program, and performance standards.	partially or do not support and align with the proposed school's mission, curriculum, instructional program, and performance standards.	incomplete or inadequate. --OR-- The application does not address educational philosophy and instructional methods.
<p>CSD EVALUATION: Exceeds - 4</p> <p>The applicant's response is rated Exceeds.</p> <p>The applicant provides a clear and comprehensive overview of the educational philosophy that is succinct and aligns with the mission and goals of the school .</p> <p>The applicant's response describes instructional methods that will be used for teaching technology and general education courses. In addition, the applicant includes methods for addressing diversity. The instructional methods described by the applicant support a blended learning approach for the targeted student population. The applicant provides a comprehensive description that supports the instructional methods chosen and addresses how each one is aligned to the school's mission, curriculum and program.</p>				

F.(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:

STAT 2017-2018 School Calendar

Important Dates	Event/ Activity	No School
August 9 - August 12, 2016	Professional Development for teachers	No School
August 15, 2016	1st Day of School for 4th-8th grade students	
September 4, 2017	Labor Day	No School
September 6, 2017	Home Visits	No School
October 9, 2017	Fall Break	No School
October 23 - October 27, 2017	Parent/Teacher Conferences	No School
November 10, 2017	Veteran's Day	No School
November 22-24, 2017	Thanksgiving Break	No School
December 18, 2017 – January 2, 2018	Winter Break	No School
January 3, 2018	1 st Day Back for Students	
January 15, 2018	Martin Luther King Day	No School
February 19, 2018	President's Day	No School
March 6 - 8, 2018	Parent/Teacher Conferences	No School
March 19 - 23, 2018	Spring Break	No School
April 6, 2018	Vernal Holiday	No School
May 25, 2018	Last Day of School	No School
May 28 - June 1, 2018	Snow Make-up Days	No School

Daily Schedule

22-2-8.1. Length of school day; minimum.

- A. Except as otherwise provided in this section, regular students shall be in school-directed programs, exclusive of lunch, for a minimum of the following:
 1. kindergarten, for half-day programs, two and one-half hours per day or four hundred fifty hours per year or, for full-day programs, five and one-half hours per day or nine hundred ninety hours per year;
 2. grades one through six, five and one-half hours per day or nine hundred ninety hours per year; and
 3. grades seven through twelve, **six hours per day or one thousand eighty hours per year.**
- B. Thirty-three hours of the full-day kindergarten program may be used for home visits by the teacher or for parent-teacher conferences. Twenty-two hours of grades one through five programs may be used for home visits by the teacher or for parent-teacher conferences.
- C. Nothing in this section precludes a local school board from setting length of school days in excess of the minimum requirements established by Subsection A of this section.
- D. The state superintendent [secretary] may waive the minimum length of school days in those districts where such minimums would create undue hardships as defined by the state board [department].

Daily Schedule

- *School day: 8:15 am – 3:15 pm*
- *6 periods/day – Monday-Thursday*
 - *55 minutes/class*
 - *5 minutes/passing period*
 - *30 minutes/lunch*

<i>GL Cohort</i>	<i>Period 1</i>	<i>Period 2</i>	<i>Period 3</i>		<i>Period 4</i>		<i>Period 5</i>	<i>Pe</i>
<i>Grade 9</i>	<i>Learning Lab-RDG/ELA</i>	<i>Math/Science</i>	<i>Learning Lab-Math</i>	<i>Lunch</i>	<i>ELA/Social Studies</i>		<i>Learning Lab-RDG/ELA</i>	<i>M</i>
<i>Grade 10</i>	<i>ELA/Social Studies</i>	<i>Learning Lab-RDG/ELA</i>	<i>Math/Science</i>		<i>Learning Lab- Math</i>		<i>ELA/Social Studies</i>	<i>Le</i>
<i>Grade 11</i>	<i>Learning Lab-RDG/ELA</i>	<i>Math/Science</i>	<i>Learning Lab-RDG/ELA</i>		<i>ELA/Social Studies</i>	<i>Lunch</i>	<i>Learning Lab- Math</i>	<i>M</i>
<i>Grade 12</i>	<i>ELA/Social Studies</i>	<i>Learning Lab-RDG/ELA</i>	<i>Math/Science</i>		<i>Learning Lab-RDG/ELA</i>		<i>ELA/Social Studies</i>	<i>Le</i>

- *4 blocks – Friday*
 - *Homeroom/Advisory*
 - *Elective Coursework*
 - *Content Coursework – Project-based and Service learning*
 - ***Student Teaching Practicums***

** Blended learning provides student the unique opportunity to extend learning beyond the hours of the traditional school day. Our rotation model will provide flexibility by allowing students to leverage the Internet as such to receive a more personalized learning experience, including increased student control over the time, place, path, and/or pace of learning. Therefore, we fully expect our teachers and students to maximize this unique learning opportunity by:*

- *Accessing digital core content outside of traditional school hours, and*
- *Utilizing a flipped classrooms approach that relies on teacher development of instructional plans and resources completed via the internet outside of school hours*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F. (2) School Day/Year	The application provides a calendar and schedule that completely comply with all state requirements and ensure effective, successful implementation of the educational program/curriculum. The application provides a detailed description of how the calendar optimally supports high achieving outcomes for the anticipated student population.	The application provides a calendar and schedule that comply with most state requirements and are sufficient to ensure successful implementation of the educational program/ curriculum. The application provides some detail regarding how the calendar supports high achieving outcomes for the anticipated student population.	The application provides a calendar and schedule that comply with some state requirements. The application provides few details regarding how the calendar supports the anticipated student population.	The application provides an incomplete or inadequate calendar and schedule that may or may not comply with state requirements. --OR-- The application does not address a school calendar and schedule.
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>The applicant provides a yearly calendar and daily schedule that do not align with the applicant’s school information and/or enrollment timelines found in section G of the Organizational Framework.</p> <p>The applicant intends to serve grades 7 through 12 by the 5th year of the school’s operation. According to the school information provided at the beginning of this application, for year 1 the school plans to enroll 100 students in grades 7-8. The calendar in the applicant’s response provides the date August 15, 2016 as the first day of school for students in 4th through 8th grade. The applicant has not provided any information in the application that they intend to serve 4th through 6th grade students. In addition, the start date in the calendar does not align with the enrollment timelines which indicate the first day of school is in August of 2018.</p> <p>The daily schedule provided by the applicant does identify the length of the school day for Monday through Thursday. However, it is not clear what portion of the daily schedule pertains to the middle school grades. The table provided represents the schedule for grades 9 through 12 but it is not clear what occurs in the 6th period. In addition, in the table for the high school grades, the applicant does not clarify what a portion of the students are doing when the other portion is at lunch. The schedule designated for the high school grades does comply with state requirements. For the middle school grades it is not clear.</p> <p>Furthermore, the applicant does not address how the schedule supports the educational program and how the calendar is optimal for achieving high outcomes.</p>				

F. (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: Effectiveness

*STAT intends to maintain an instructional focus that creates authentic learning experiences for students. In preparing students for career opportunities in education, we understand the significance of rigor, relevance, and relationships. **Understanding by Design** coupled with progressivist and constructivist principles will ensure that students develop deep understandings and satisfy Common Core State Standards and their associated learning objectives.*

*A focused **teacher education** component at STAT will take authenticity to new heights, injecting an element of vocationalism that takes students beyond a superficial understanding of the teaching profession, and into a more practical and hands-on experience that will influence their ultimate decision to pursue teaching as a career after graduating from STAT. The STAT **bilingual education models** will work in unison to hone the unique talents of our linguistically diverse learners, ensuring that English Language Learners and native English speakers are nurtured in a manner that creates biliterate and bilingual individuals who can serve as the future teacher-leaders in our great state. **Universal Design for Learning** will help STAT provide access and equity to all students regardless of their distinct learning differences. **Project, problem, and inquiry-based learning** is special component of STAT Charter School.*

Authenticity in learning promotes student engagement and increases overall student achievement through the direct application of knowledge and skills needed to enter the teaching profession. This 'type' of constructivist and constructionist learning is often touted in school models. However, STAT has the unique ability to create such conditions through our model and partnership with sister school, Students That Aspire to Teach Charter School that will provide STAT students ongoing opportunities to participate in teaching practicums at which time students will apply acquire knowledge and skills to provide instruction to students and help solve common problems of practice.

Differentiated Instruction

STAT's plan for differentiating instruction is multi-faceted and is in accordance with the New Mexico Public Education Department's Response to Intervention (RtI) framework that reflects state rule and helps to provide guidance to schools and districts. The New Mexico RtI model segments instruction into three distinct tiers (one through three).

***Tier One** instruction will occur within the core digital curriculum. The STAT digital curriculum by Edgenuity allows for STAT curriculum board and administration to refine instructional units in order to meet the unique needs of the STAT student population, which includes the ability to:*

- *Reordering lesson components,*
- *Omitting specific lesson components,*
- *Beginning with a quiz that serves as a diagnostic tool to identify student needs and proficiencies,*
- *Adding writing prompts and portfolio projects to inject culturally responsive and populace-specific content and assessments, and*
- *Setting performance criteria that prevents students from progressing through lessons until they receive face-to-face remediation from STAT teachers.*

Our digital curriculum makes it possible to provide students with developmentally appropriate instruction while providing immediate interventions as soon as academic and behavioral problems arise.

Tier Two instruction, will take place in breakout areas within the STAT learning lab. Tier two instruction will focus on providing students with targeted support at their ability level, which will be driven by learning analytics/objective student performance data extracted from the core digital curriculum. Initial groupings will be based on diagnostic data from the NWEA MAP test. Students will meet in small groups of 5-10 students per staff member and receive targeted intensive expert instruction in the core skill areas of reading, writing, and mathematical skills. Teachers will be flexed into the learning lab and will work closely with the STAT learning lab coordinator (educational assistant) which makes it possible to provide tier two instruction in breakout areas. We will also utilize other educational assistants, and even administrators to maintain the appropriate tier two staff to student ratio, especially in the first few years after the school's opening.

Students will also use online intervention resources through our online learning solution partner, Edgenuity. This includes enrollment in the Edgenuity MyPath program that provides focused data-driven interventions in reading and math, or, enrollment in foundational level courses offered through the core digital curriculum, which will help students develop the foundational skills they lack. Small flexible tier two groups will be formed based on students' needs.

The SAT process will help identify students in need of tier two interventions and objective performance data will be pulled from the STAT learning management system that houses our digital core curriculum. Response to intervention will be measured regularly. Data meetings will be facilitated by school administrators on a biweekly basis. These meetings will inform the decision-making process when it comes to grouping students as well as the final recommendations for students who require further tier two interventions and/or referral to tier three screening and evaluation.

Tier Three is intended to determine eligibility for Special Education services. Scientific and research-based interventions delivered to students in tier two will be monitored and used to make referrals to the STAT Multidisciplinary Team whose ultimate responsibility is referring students for screening and assessment to determine their need for special education services. This team also develops student IEPs upon determination of eligibility. Requests for initial evaluation can be initiated by parents or members of the STAT Student Assistance Team. The IEP and/or gifted IEP will be developed for those students who through evaluation have been deemed eligible for services that include specialized instruction and related services. Student determined to be ineligible to receive special education services can be referred back to the 504 Coordinator or Student Assistance Team to have a 504 accommodation plan developed and/or continue receiving tier two interventions.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	The application provides a clear, comprehensive and cohesive explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will	The application provides a clear explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the	The application provides a limited explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.	The application provides an inadequate and/or incomplete explanation of how the proposed educational philosophy, instructional

	be effective with the anticipated student population.	anticipated student population.		<p>methods, and yearly calendar and daily schedule will be effective with the anticipated student population.</p> <p>--OR--</p> <p>The application does not address the prompt.</p>
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>The applicant provides a response that describes the instructional methods to be used by the school and the implementation of an RtI program. The response does align with the educational program described in this application. However, the applicant does not address how the yearly calendar and daily schedule will be effective with the targeted student population.</p>				

G. Special Populations.

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

G. (1) Special Education.

G. (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: Access to Services

We believe that all students deserve to experience a full academic program with their peers, and therefore intend to implement as close to a full inclusion model as is possible, based on the example of successful programs at other New Mexico charter schools.

We will comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. seq. (IDEA) and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and abide by the guidelines set forth for NM Special Education Scope and Sequence Standards (NMAC-Title 6, Chapter 31, Part 2).

Identifying Student Needs

In the summer before school begins, our administrators and staff will conduct home visits with each new student and their families. This preliminary meeting will focus on building trusting relationships and at the same time will serve as an opportunity to gather pertinent information about our students. Which will include the home language survey, the free and reduced price lunch application, a behavior survey, and inquiring about previous school history and IEP's. For students who had an IEP or Gifted-IEP, we will work with their previous elementary and middle schools to acquire their IEPs. If so, we will strive to complete updated IEP's for all of our students within the first month of school.

In the first two weeks of school every student will take the NWEA-MAP assessment which will serve as a diagnostic to help us determine students' individual needs. For students who do not have an IEP when they arrive at our school, we will utilize their results from this assessment to create individualized learning plans. These individualized learning plans will begin the three-tier RTI process and keep track of interventions. If the Tier 1 interventions are insufficient, the SAT process will begin to identify student needs.

While we have intentionally designed a school with the purpose of better meeting the needs of our students, it is inevitable in any school that some students will struggle to maintain pace with their peers or will struggle in certain courses, etc. This reflects the unique ways that many children's brains learn and develop. In the case that an individual student is struggling, the SAT process will include:

A. Once an SAT process begins for a student our faculty will complete the following SAT forms for identified students: Student Profile Form, Hearing Screening Form, and Vision and Referral Form, Teacher Form, and the Teacher Input for Addressing Behavior if behavior is a concern. These forms, in addition to documentation regarding student needs, will be prepped for review with our Head Administrator.

B. Then, all relevant staff and the Head Administrator will meet to complete the SAT Teacher and Head Administrator Conference Form, review documentation, and determine the next steps.

C. If a SAT referral is deemed appropriate then at this stage, the SAT team leader will complete the following documentation to further the SAT process: Student Case History, Teacher Form, and Teacher Input for Addressing Behavior to document Tier One interventions. Faculty referring students for Gifted, will complete Characteristics of Gifted Students with Factors and necessary assessments. Formal

observations will be conducted to gage concerns in classroom environment.

D. The SAT team leader will meet with faculty to assure all data has been collected, schedules an initial meeting and sends parent/guardian Notice of and Invitation to Student Assistance Team Meeting. The SAT team meets to review data. For EACH area of academic concern, SAT completes SAT Intervention Plan for Academics. IF Student is being considered for Retention, SAT completes an Academic Improvement Plan. IF Behavior is a concern, SAT completes SAT Intervention Plan for Behavior. In collaboration, the SAT team will develop and implement a Behavior Intervention Plan. SAT team schedules follow up meeting to review response to intervention strategies/modify interventions/update SAT Intervention Plan for Academics or Behavior. IF a Student has a physical or mental impairment and is being considered for Section 504, the SAT team will proceed with Section 504 Process and Forms.

E. Follow up Meetings: The SAT team will review plan of action as identified on Academic and/or Behavior Support Plan and Student Assistance Team completes SAT Meeting Summary Form. SAT team will determine whether to continue modifications or modify the written plan and make additional recommendations. The SAT will discontinue the process if the process has demonstrated an appropriate response to intervention. The SAT team will schedule follow-up SAT meeting OR initiate appropriate Tier Three Referral. If Referral to Tier III is initiated, SAT team will complete the Fidelity Assurances for SAT Referral for Evaluation. The SAT Building Chairperson will ensure that the Referral Checklist is completed.

F. If a child is referred for Tier III services through the SAT process, they will be referred to the Multidisciplinary Evaluation to determine their eligibility for Tier III services. With the student's parent/family's consent, we will contract the necessary staff to perform the evaluation using criteria found in the New Mexico Technical Evaluation and Assessment Manual (NM TEAM). A qualified group of professionals (as defined in the IDEA and often referred to as the Multidisciplinary Team–MDT) and the parent uses the diagnostic evaluation report to determine the student's eligibility for special education and related services under the criteria of one or more of the 13 categories of disabilities as defined by the IDEA. Based on all information gathered, the eligibility determination group makes its decision. The three possible options are as follows:

a. The student is ineligible for special education or related services, but shows a need. In this case, the student is referred back to the SAT, which takes into consideration new information and addresses the student's needs.

b. The student is eligible, but does not show need for special education and related services. In other words, the student may have a qualified exceptionality under IDEA criteria, but the group that makes the eligibility determination finds that the student's exceptionality does not require specially-designed instruction which is the second prong of eligibility. If that is the case, the student remains in the general education program and is referred back to the SAT for consideration for a Section 504 Accommodation Plan.

c. The student is eligible and shows need for special education and related services. In this case, the SAT's role in the student's program ends. Instead, an IEP team (The Head Administrator, relevant faculty, specialists, parents/family) convenes and designs a master plan for the student known as an Individualized Education Program (IEP) to provide what he or she needs academically and/or behaviorally, including an alternative curriculum. The IEP is then implemented, and the student's IEP team reviews it as needed, but it must be reviewed at least annually. A reevaluation must be done at least every three years to determine continued eligibility for special education, unless the parents and the school agree that a reevaluation is not necessary under IDEA provisions.

Providing Services

Our model of utilizing the inclusion setting as much as possible will require, to the fullest extent possible, hiring educators who have a dual license for Special Education and Secondary Education. In this way, educators who facilitate in the STAT Learning and Dewey labs, develop and lead project-based learning activities, and deliver other online and face-to-face instruction will be equipped to provide services and

meet IEP accommodations in the normal classroom setting. For students who require specialized services (i.e. speech, physical, occupational, social work, etc.) we will contract with ancillary service providers. For our first two years, the fullest extent possible, dual-certified staff will be responsible for owning caseloads. In our third year, we will hire a special educator to be our SPED Coordinator. This person will be responsible of the logistics of IEP's. Such as, scheduling meetings and ensuring compliance even while the ownership of caseloads is shared across many SPED certified staff. The SPED Coordinator will also be able to provide services by pushing into classrooms or co-teaching with classroom teachers. Finally, the SPED Coordinator will be responsible for providing professional development with staff to meet the needs of students with IEPs.

Teacher Collaboration

Each day, Teachers will be given a designated time to work collaboratively. Having multiple SPED-certified staff members share caseloads will mean that those staff members are responsible for working as a group to ensure that each student's IEP is followed and goals are met.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) Special Education	The application provides a clear, cohesive, and comprehensive explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted.	The application provides a clear explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted.	The application provides a limited explanation of how the proposed school will provide required instructional services/supports to students with IEP and may not address both students with disabilities and students classified as gifted.	The application provides an incomplete and/or inadequate explanation of how the proposed school will provide required instructional services/supports to students with IEP. AND/OR The application fails to address both students with disabilities and students classified as gifted. --OR-- The application does not address Special Education.

**CSD EVALUATION:
Partially Meets – 2**

The applicant's response is rated Partially Meets.

The applicant's response provides a limited explanation of how the school will provide services and support to students with an IEP. The applicant's response is mostly dedicated to explaining the school's process for identifying a student for special services, but provides very limited information for a student being referred for gifted services. Towards the end of the response, the applicant describes that the

school intends to use the inclusion setting to the extent possible. In addition, they plan to hire teachers with dual certifications, specifically in the area of Special Education. The applicant does not clarify if the services and supports differ if a student is identified with a disability or classified as gifted.

G. (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: IEP Monitoring

Each SPED-certified educator who owns a student's IEP will become the head of a team serving that student along with each faculty member who serves the student. That team will be required to meet each trimester to determine that students' growth towards their IEP goals. A progress report will be prepared to share with the IEP team, parents/family and the student. IEP goals will be reviewed and modified on a yearly basis. Every three years, students with an IEP will be re-evaluated by a certified, contracted diagnostician to accurately determine each student's progress and current classification. The support and guidance of our certified SPED specialists and diagnosticians will ensure that each student's needs are properly identified and that teachers are provided with the interventions that truly support student growth and development.

Graduation

Our IEP team will work in collaboration to determine the most appropriate program of study for graduation based upon student needs and impact of the disability. Based on this information, the IEP Team will select from the four New Mexico approved graduation options:

- 1) Standard Graduation Option*
- 2) Career Readiness Graduation Option*
- 3) Ability Alternative Graduation Option*
- 4) Certificate of Transition*

The planning process begins at the 8th grade IEP meeting with the creation of a transition plan or "Next Step Plan." This Plan identifies a student's transition needs and courses of study needed to reach their academic and personal long-term goals. In collaboration with the student, parents/families, the goals will become part of the IEP. The plan will lay out a planned set of courses the student will take during high school leading to their successful graduation. The Next Step Plan will become part of the formal transition plan, which will lay out a continuum of services from age 14 until after graduation. The IEP team is responsible for ensuring the student will receive any post-school supports, programs, or services. The IEP team will also be responsible for setting appropriate "target levels of proficiency" on graduation exams of ADC's depending on which graduation option is deemed appropriate for a student.

Address Staffing Needs

STAT plans to sign a joint powers of agreement with the Cooperative Education Services (CES) to purchase professional services from ancillary providers as needed by our students. As articulated above, STAT is committed to identifying student needs the summer before school begins through family meetings and by requesting files from students' previous school. By reviewing student's existing IEP's we will be able to more accurately project the number of hours per week our students will need services from Speech and Language Pathologists, Occupational Therapists, and other providers to fulfill the terms of the IEP. As the school phases in grades and grows in student enrollment and staff, we may hire full or part time staff members to fill these positions. Additionally, in alignment with our model, STAT is committed to encouraging ongoing credentialing efforts of staff so we may eventually "grow our own" specialized teachers. UNM and CNM offer coursework to become SPED certified. We anticipate that it may take years before a staff member completes the credentialing requirements, however, so we will continuously network and advertise for such positions if we determine that there is enough need at our

school.

Monitoring 504

STAT understands that under Section 504 of the Rehabilitation Act of 1973, we are required to ensure students with disabilities have equal access to educational programs. In order to qualify for a Section 504 Plan, students must meet two requirements:

1. A child has any disability, which can include many learning or attention issues.
 2. The disability must interfere with the child’s ability to learn in a general education classroom
- Section 504 Plans will be made by an SAT team to include the child’s parent, general and special education teachers, the SPED Coordinators, and the school principal. A 504 plan will include:

- Specific accommodations, supports or services for the child
- Names of who will provide each service
- Name of the person responsible for ensuring the plan is implemented

All school staff that are involved with a student identified as having a physical or mental impairment that substantially limits a major life activity will be informed of the student's individualized needs as they relate to health, safety, and equitable access to the school environment. This requirement includes SDIS faculty, educational assistants, administrators, lunch staff, custodians, and other staff that are involved with students with Section 504 plans.

The 504 Plan will be reviewed each year by the SAT team and re-evaluated every three years or as needed.

Ranking					
←		Satisfied	Not Satisfied	→	
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet—1	
G.(1)(b) Special Education	The application provides 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.	The application provides a clear 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.	The application provides a limited 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.	The application provides an incomplete and/or inadequate 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.	
				--OR-- The application does not address the regular evaluation and monitoring of students with special needs.	
CSD EVALUATION:					
Meets – 3					
The applicant’s response is rated Meets.					
The applicant provides a clear description of how the school will evaluate and monitor the progress of special education students. The applicant describes that a team is required to meet each trimester to review the students’ growth. A progress report is prepared and shared with all members involved in the student’s plan.					

G. (2) English Language Learner (ELLs):

G.(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: Identifying ELL

All students enrolling at STAT will be required to complete the Home Language Survey during the registration process. The Executive Director/Principal and members of the STAT leadership team will make the necessary efforts to assure that parents/family are aware of the language form and ELL assessments as well as the types of services STAT provides for ELL students and families.

Within the first month of the school year (within 20 days from the day a student enrolls at STAT) the W-APT (WIDA-ACCESS Placement Test) will be administered to incoming students who indicate they speak a language other than English at home. This placement test will assist STAT educators with programmatic placement decisions such as RtI strategies, ELL placement, developing language curricula, and progress monitoring for ELL identified students. Students will be assessed annually for English proficiency. In order to properly diagnose needs and create individual plans, STAT will take into account all domains of language--listening, speaking, reading, writing, and comprehension.

Services

STAT will provide all students with the services and supports needed to achieve both the mission of the school and the personal and academic goals of each student. STAT will utilize a Language Assistance Team that will include a TESOL-endorsed ELL teacher, an ELA and a Bilingual-endorsed educator who are familiar with the student in question. For our first year, STAT will ensure that at least one of our full-time teachers is TESOL-endorsed so that they can both provide ELL services and also provide professional development to our other teachers. Students requiring particular accommodations or modifications can receive those services through lab rotations and breakout sessions that feature small group instruction within the learning lab breakout area and/or face-to-face breakout sessions with their ELL educator. If, over time, our student population proves to have significant ELL designations, then we will ensure that we budget for an ELL-specific teacher to deliver focused instruction, electives, and professional development, including co-planning PBL as well as planning and overseeing student teaching practicums with other classroom educators.

Differentiated Instruction

STAT will offer a hands-on, project-based learning experience with a focus on rigorous academics. To do this, we will make the curriculum culturally responsive by initiating personal and academic student interest inventories to understand our student's interests and needs as much as possible. From there, STAT educators will differentiate the instruction to meet their individual needs.

As a foundation, all STAT students will receive instruction that is grounded in building literacy across all content areas. To do this, STAT will focus on strengthening academic and content vocabulary, developing school policies, structures and culture for supporting literacy, and implementing literacy interventions for struggling readers and writers. All STAT students will access differentiated language instruction in reading and writing through learning lab breakout sessions, literature-based and non-fiction/expository instruction in Language Arts/Social Studies face-to-face breakout sessions, and additional differentiation via project-based and experiential learning activities. Within those structures, instruction will be specialized to meet individual student needs.

Using Guided Language Acquisition Design (GLAD), STAT will focus on English language development (ELD) and literacy. A standards-based ELD model, GLAD emphasizes on building academic language and increasing levels of academic achievement for students throughout the English language proficiency spectrum. STAT will use effective strategies within each of the four GLAD components, which include:

- Focus/motivation
- Input
- Guided oral practice, and
- Reading/writing

Specific strategies will be the focus of professional development. Teachers trained in the SIOP model of ELD will also participate in GLAD training and implementation, as the two strategies are complementary to one another.

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (2)(a) English Language Learners (ELLs)		The application provides a clear, comprehensive, and cohesive explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.	The application provides a clear explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.	The application provides a limited explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.	The application provides an inadequate and/or incomplete explanation of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.
					--OR-- The application does not address how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.

CSD EVALUATION:

Exceeds – 4

The applicant’s response is rated Exceeds.

The applicant provides a comprehensive explanation of how students identified as English Language Learners (ELL) will be supported through instructional services and support from personnel. The response follows a logical order that presents a cohesive process. The school plans to use a Language Acquisition Team consisting of a TESOL-endorsed teacher, bilingual-endorsed teacher, and ELA teacher familiar with the specific ELL student. Teachers will incorporate differentiation strategies to meet the individual needs of students identified as ELL through lab learning breakout sessions. Lastly, the school will focus on English language development and literacy and plans to use Guided Language Acquisition Design.

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

APPLICANT RESPONSE: Monitoring

The Language Assistance Team (LAT) will ensure that the Home Language Survey and ACCESS are administered properly, within the testing window, and on an annual basis. Additionally, they will monitor ELL students’ progress toward meeting specific language objectives by tracking ELL student performance on short cycle assessments and collaborating with the general education teacher as well as TESOL-endorsed staff who will focus on push-in delivery of services via the learning lab and face-to-face breakout sessions. The pull-out model will be used to the least extent possible, but may be required in the event that additional supports for students are required. STAT’s LAT will also ensure that ELL students receive proper testing accommodations for state mandated tests.

Staffing

STAT seeks to attract and retain highly qualified and motivated educators. For this reason, we have budgeted for our salary schedule to be marginally higher than our local district. Due to our progressive model, partnership with Students That Aspire to Teach Charter School Early Learning Center, and commitment to developing bilingual educators, we intend to recruit and retain dual-certified/endorsed teachers (Regular Education, SPED, Bilingual, and/or TESOL). In our first year and beyond we will ensure that our full-time staff is appropriately licensed to provide ELL services. As our student body grows, we will continue to recruit and hire TESOL-endorsed staff as is appropriate. Additionally, within our budgets for professional development and resources and materials, a portion is dedicated to ensuring our staff have access to development and tools they need to meet ELL students’ needs.

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (2)(b) English Language Learners (ELLs)	The application provides a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners.	The application provides a clear plan to regularly evaluate and monitor the progress of English language learners.	The application provides a limited plan to evaluate and monitor the progress of English language learners.	The application provides an incomplete and/or inadequate plan to evaluate and monitor the progress of English Language Learners. --OR-- The application does not address evaluating and monitoring the progress of English language learners.	
	<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>The applicant provides a limited description of the school’s process for evaluating and monitoring the progress of English language learners. The response minimally includes the use of short cycle assessments for tracking the performance of ELL students. The remaining portion of the applicant’s response is dedicated to the staffing needs of recruiting and retaining dual-certified/endorsed teachers.</p>				

H. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the 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>

H.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, 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: Use of Assessments

Data from an array of assessments will be used by staff to continually adjust evaluate the curriculum and instruction for each student, not only to improve the capacity of our students but our teachers as well.

The assessment approach will allow teachers to easily assign supplementary or enrichment assignments, change pacing or sequencing of lessons, or otherwise personalize the program within the digital core curriculum as well as during face to face curriculum. Online coursework is fully aligned to Common Core and New Mexico state standards. The applied learning developed by the instructional staff challenges students to raise the bar towards college prep standards as determined by ACT and SAT, addressing weaknesses that may arise in SBA and PARCC testing.

The assessment program measures student progress and improvement on a daily, weekly, monthly and annual basis. The ongoing performance assessment built into the program provides a constant stream of student data that the school and its teachers will use to dynamically differentiate instruction on a daily basis. Performance data drives intervention, remediation, acceleration and enrichment for each student on an individual and group basis.

To the extent that the state standardized test results are available for an incoming student, teachers will integrate these results into the student's portfolio and course map. This data will be used to track student progress from year to year and also within a year.

As part of the registration process, the teachers and administrators work with a student's stakeholders to determine their appropriate course placements. Baseline test results, previously completed courses, test scores, and other data will be taken into account at the stakeholders meeting.

STAT will use a commercially available assessment, approved by the PED to gauge students' annual growth and help drive progress toward graduation, college and career readiness. Results will be analyzed and used by teachers to plan targeted lessons based on identified skill weaknesses. The school expects for each student to demonstrate at least a year of academic growth for a year in school, but aims higher. Students will participate in MAP short cycle assessments in August, December and post testing each May.

STAT's curriculum includes embedded summative and formative assessments into each course including quizzes, unit tests, teacher-developed writing prompts and portfolio assignments, midpoint and final exams. Portfolio and performance assessments will include written compositions, science lab reports, short answers, essays, book responses and a variety of work samples. These assessments require direct teacher evaluation rather than being machine graded.

In addition to embedded, performance based and short cycle assessments, STAT will administer the PARCC in accordance with the law. Academic expectations in the curriculum will not only be aligned with Common Core, State Standards and the SBA, but also with ACT and SAT levels. The school is dedicated to meeting and exceeding all New Mexico standardized testing requirements.

Testing is just one aspect of the overall performance data available to the student and their stakeholders. Student data will be accessible for viewing by school staff, teachers and parents or guardians online at all times. Digital data is available in real time and parents will have their own username and password to use in viewing their student's grade book, exploring their student's curriculum and communicating with teachers and staff.

In addition to tracking students' progress for in-house use, this data will be used for formal reporting to various stakeholders on the students' and the school's instructional progress. School leadership will account for school progress against its student performance measures to all stakeholders including

parents, the authorizer, the PED and the community periodically. The Governing Council will prepare an annual report of academic progress for distribution to all stakeholders as well as the submission to the school's authorizer.

Alongside the formative and summative assessments embedded in our curriculum, the following assessments will be in place/administered at STAT:

Grade Levels	Assessment Name: Tested Areas	Frequency	Assessment Purpose
All (new students)	Placement	Registration	Appropriate placement within instructional program
7-12	W-APT	Within 20 days after a student enrolls	English language proficiency/Identify ELL or non-ELL status
7-12	ACCESS	Spring Semester (during approved testing window)	English language proficiency/Reevaluate ELL classification
7-11	Measure of Academic Progress (MAP)	Aug / Dec / May	Baseline and progress
7-12	PARCC: Math, Reading, Writing	Spring	Student proficiency in core areas/mastery of CCSS
7,11	SBA: Science	Spring	Student proficiency/mastery of Science standards
9-12	End of Course (EoC) Exam: Writing and Social Studies	Last two weeks of course	Student proficiency/mastery of writing and social studies standards
10-12	PSAT, SAT, ACT	10/11 SAT ACT : 11/12	Assesses college readiness
9-12	Accuplacer	Annually (Goal calls for assessment taken before end of 10th grade)	Dual enrollment eligibility/Assess college readiness

Assessment results will be used to identify and address gaps in student learning and make adjustments to school curriculum. The Head Administrator and teaching staff will review the data and discuss ways to modify the digital curriculum, enhance pacing standards, differentiate lessons, remediate skills or content, refine dynamic groupings, identify students and teachers needing support, assess areas for professional development and communicate results and actions to the school's stakeholders.

		← Satisfied		Not Satisfied →	
		Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
H.(1) Use of Assessments		The application provides a clear, comprehensive and cohesive plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Clear evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided.	The application provides a clear plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Some evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided.	The application provides a limited plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Limited or no evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided.	The application provides an incomplete and/or inadequate assessment plan. --OR-- The application did not address plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.
	<p>CSD EVALUATION: Meets – 6</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant provides a clear plan for assessing students that includes the assessment tools that will be administered and addresses that they meet state and federal mandated requirements. In addition, the applicant briefly describes how the school will use the assessment results to inform instruction.</p> <p>The table provided in the applicant’s response describes the purpose for each assessment tool, how often or when the assessment takes place, the name of the assessment and which grades will be administered which assessment. However, the applicant does not provide the measures that will indicate achievement.</p> <p>In addition, the applicant explains that the school will review the data and determine if instructional strategies need to be modified or if professional development needs to be developed. Results and recommended actions will be communicated to the school’s stakeholders.</p>				

H.(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: *Individual and School-Wide Corrective Action*

In many ways, a school's ability to adapt and grow based on objective measures of the school's performance is one of the most important characteristics for success in the long term. At STAT, we understand that a vocational college preparatory model that utilizes a hybrid innovation is largely untested in the state of New Mexico. As a founding team committed to excellence, it will be incumbent upon us to reflect, adapt, evolve, and improve constantly--at the level of individual students, classrooms, and whole school. Following are the procedures we envision for realizing a process of reflection and growth.

Whole School

At the end of each school year, the administration will lead a whole-staff reflection on annual assessment data and other important school indicators (ie attendance, holistic well-being, behavior, family involvement, etc.). This reflective protocol will involve identifying trends and underlying causes before creating solutions or adaptations to implement in the coming school year. While the specific corrective actions taken will need to be designed strategically to address challenges and shortcomings we experience as a school. These may result in changes to: staffing patterns, job descriptions, professional development plans, instructional materials, budget priorities, schedules, and/or personnel.

Classroom Level

Each classroom teacher will submit a unit-level reflection to the head administrator or instructional leader based on the unit's intended outcomes and what the unit assessment shows. This process will be supported and deepened by peer critique with other teachers. Peer critique and reflective protocols will take place during weekly Professional Development time that has been set aside in our schedule. This peer feedback and thought-partnership will aid in individual teachers improving with support from their peers. Based on unit data, class-wide trends will be identified to inform and improve the teacher's practice while individual students not meeting the expectations will be triggered for remediation or support both within the core curriculum and also within the skills labs structure. In addition, the lead administrator and/or instructional leader will conduct regular classroom walkthroughs and complete required observations to assess teacher execution and classroom culture, with feedback and ongoing coaching and targeted support provided as needed.

Individual Students

While classroom teachers will be responsible for monitoring student growth in their class, advisors will be responsible for monitoring their students' performance and behavior overall. Each advisor will receive student grades and behavior reports each trimester and will use those with the student and parents to create personalized learning plans based on a student's performance, which may include initiating a 504 or SPED referral process as necessary. For those students who have an IEP, 504 Plan, or are identified as ELL, other processes will be in place to monitor their progress and respond appropriately.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	
H.(2) Individual and School-wide Corrective Action	The application provides a clear, comprehensive and cohesive description of the corrective actions that 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. 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 is provided.	The application provides a clear description of the corrective actions that 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. An adequate explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided.	The application provides a limited description of the corrective actions that 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. A limited or incomplete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided.	The application provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.

CSD EVALUATION:

Meets – 3

The applicant’s response is rated Meets.

The applicant provides a clear description of how assessment data will be reviewed and describes the process for determining when a corrective action would take place and what it would be.

First, the applicant’s response includes a timeframe of when data will be analyzed at the school-level, teacher-level and when advisors will review the data. For each level of staff, the response describes how the data will be reviewed to determine classroom trends. However, the applicant does not specify if certain groups review a specific set of assessment results.

Next, the applicant provides a description of what kind of correction action will take place if the group reviewing the data determines that would be the next step. However, the applicant provides a minimal

description of what would trigger a corrective action and does not address who is responsible for implementing the corrective action.

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the 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: Reporting on Progress

Families: Individual student progress will be shared with families via trimester report cards and conferences. Each instructional teacher will share grades and notes with advisors. Grading will be accomplished through a standards-based grading system and will demonstrate students' mastery of grade-level common core and state content standards. Advisors will then compile each student's grades and write a narrative of that student's progress to be shared with families. This narrative will also include information about relevant assessment data like PARCC or NWEA. The advisor will be the point person for conferences. At the same time, students themselves will reflect on their personal health and wellness, their goals, and their progress. They will share this with families. Conferences themselves will be student-led and will focus on setting goals and making plans for the coming trimester. Rather than having conferences during one long and unscheduled day, families should be able to schedule a conference with their child's advisor over the course of a few days or weeks where different time slots are held aside for conferences. In addition to conferences, families will be able to access student grades and attendance through an online system through the school's website. Mid-trimester grades will be expected to be uploaded online by the 6-week mark to ensure that families and students are aware of a student's performance without any surprises at the end of the trimester. If parents wish to schedule a mid-trimester conference to understand the root causes of student performance and help create a plan for finishing the trimester strong, they will be encouraged to do so.

Governing Council: Each trimester, advisory teachers with the guidance of the head administrator will compile, synthesize, and report to the Governing Council on relevant data and trends from NWEA, standards-based grading, attendance, behavior, and other relevant information as requested. Annually, the board and administrative staff will analyze the school's progress on PARCC and the school's report card. Improvement goals will be set for the coming year.

Broad community: The administration of STAT will host an annual meeting with the Family Advisory Committee (FAC) and External Leadership Committee (ELC) to share relevant data from the school year, including PARCC, NWEA, attendance, discipline, etc. With the help of the FAC, the administration will host an open public meeting at the school to share pertinent information and celebrate the school's successes with the public. It will also be important to share the school's successes and progress with our community partners who will then help us devise a strategic plan to maintain momentum or refine our program so that it becomes more conducive to student achievement.

Authorizer: STAT understands its obligation to submit student data through the STARS system to Public Education Department several times during the school year and has included those responsibilities in job descriptions. Further, STAT is aware of the Public Education Commission-authorized schools monitoring plan, the site visits that will be conducted at the school, and the renewal application process. STAT is committed to being held accountable and will provide its authorizer student assessment and other data and information it requires for monitoring charter schools.

Ranking					
		Satisfied ←		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(3) Reporting on Progress	The application provides a clear, comprehensive, and cohesive plan that explains how student assessment and progress will be appropriately communicated to parents, the proposed school’s Governing Body, the proposed school’s Authorizer, and the broader community.	The application provides a clear plan that explains how student assessment and progress will be appropriately communicated to parents and the proposed school’s Governing Body.	The application provided a limited plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The application provides an inadequate or incomplete plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application does not address the communication of student assessment and progress.	
	<p>CSD EVALUATION: Exceeds – 4</p> <p>The applicant’s response is rated Exceeds.</p> <p>The applicant provides a clear and comprehensive plan that includes processes for communicating student assessment and progress results to all stakeholders. In addition, the applicant provides detailed information on how parent-teacher conferences will be conducted.</p> <p>The applicant describes that during parent –teacher conferences, the teacher and advisor will be present to explain the progress reports to the parents. The progress reports will include a narrative written by the advisor that includes any assessment results and progress made by the student. The conference will be led by the student and may reflect on the student’s well-being. In addition, parents will be allowed to select a time and day within a specified timeframe to assure flexibility. Parents also have the option of accessing grades through the school’s online system.</p> <p>The school plans to communicate student achievement results at an annual meeting that will be open to the public. The applicant also states that the school will make sure the authorizer receives the necessary 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:

GOVERNING BOARD

Roles and Responsibilities

STAT will have a five-member Governing Board. STAT will hold public nominations for any vacancies on the Governing Board. The board may include parents of enrolled students, professional educators and members of the community at large. The board creates organizational structures and responsibilities, and works within the following guidelines:

- *Select a board member appointment process and committee structure that will assure equal and democratic representation of family members, community members, and educators.*
- *Create a meeting timeline and procedure that will result in successful school policy-making that adheres to New Mexico State Statutes. The number of meetings will be determined by the Board once it is established. The board meetings will be announced to comply with the open meetings act (Chapter 10 article 15 NMSA 1978). These policies will not include day-to-day operation of the school or personnel issues.*
- *Establish a process for negotiation with the PED concerning only issues of concern regarding the Charter School. Conflicts between the charter school and PED are first mediated and if no resolution is found they will be arbitrated.*
- *Submit any required applications, budgets, and accountability reports to the Public Education Department (PED). Submit documentation to the PED Board or the Public Education Department as is required by New Mexico State Statute.*
- *Hire Executive Director*
- *Ensure compliance of the approved Charter Application.*
- *Oversight of School Budget*

The board will have authority only when acting as a board in regular or special session. The board will not be bound in any manner by any statement or action by an individual board member. No individual board member will speak for or represent the entire board unless authorized by the majority of the board.

Number and Election

(a) The Governance Board shall consist of no less than five members.

(b) The business and property of the Charter School is managed and controlled by the Governance Board in accordance with State and Federal Guidelines. The Board shall serve until the expiration of their two-year term or until the election of their respective successors, as otherwise provided in these Bylaws for filling vacancies. The Board Chairperson shall be elected annually at the meeting of the Governance Board and shall be chosen by a majority vote of the Governance Board.

Meetings. *The meetings of the Governance Board shall be held monthly or as determined by a majority vote of the Governance Board. Notice of time and place of these meetings may be given by mail, e-mail, or telephone at least five days in advance of the meeting in accordance with the Open Meetings Act.*

Special Meetings Notice. *Special meetings of the Governance Board shall be held whenever called by the Chairperson or any member of the Board at such time and place as may be specified in the notice. Notice of such special Governance Board Meetings shall be given to each Board Member at least 24 hours before the day on which the meeting is to be held.*

Meetings by Telephone Conference Call. *Meetings may be held by telephone conference call or other similar telecommunications equipment through which all persons participating in the meeting can hear each other at the same time.*

Quorum and Voting. *A majority of the members shall constitute a quorum for the transaction of business, and all actions of the Governance Board, except as otherwise provided in the articles of Incorporation or these Bylaws shall be taken by a majority vote. Voting may be held by telephone conference call or other telecommunications equipment through which participants have access to simultaneous and open communication.*

Vacancies. *Any vacancy on the Board shall be filled for the unexpired portion of the term by a majority vote of the remaining members, at any special meeting of the Board called for that purpose.*

Removal of Members. *Any Board member may be removed by a vote of the full Governance Board at any regular or special meeting called for that purpose. Any such member proposed to be removed shall be entitled to at least five (5) days notice in writing by mail of the proposed removal and of the meeting and place at which such removal is to be voted upon, and shall be entitled to appear and be heard at such meetings.*

Chair. *At all meetings of the Governance Board, the Chairperson will act, as Chairperson of the Board, or in her or his absence the Vice-Chair shall preside.*

Compensation. *Governance Board Members shall not receive any compensation for their services as board members.*

Officers

Number, Qualifications, Election and Term of Office.

The officers of the Governance Board shall consist of: Chairperson, Secretary, Treasurer, and such officers with such powers and duties not inconsistent with these Bylaws as may be appointed and determined by the Governance Board.

Vacancies. *A vacancy in any office shall be filled for the unexpired portion of the term by the Governance Board at any regular or special meeting.*

Chairperson. *Chairperson shall be the Chairperson of the Governance Board in its general operations, and shall do and perform such other duties as may be assigned to him/ her by the board.*

Secretary. *The Secretary shall record all the proceedings of the meetings of the Governance Board and any proceeding of committee meetings, shall cause all notices to be duly given in accordance with the provisions of the Bylaws, and shall perform all other duties incident to the office of the Secretary.*

Treasurer. *The Treasurer in conjunction with the school business manager shall oversee the school budget and shall keep or cause to be kept all the books of accounts of all the business and transactions of*

the Board. The Treasurer shall also perform all other duties incident to the office of the Treasurer.

Committees and Advisory Boards

General Appointment Committees. The Governance Board may create committees and delegate to those committees any and all duties allowed by the laws of the State of New Mexico.

Advisory Board. The Governance Board may appoint an Advisory Board to serve and benefit the Charter School. Advisory Board members will be appointed each year by the Governance Board and may serve at the discretion of the Governance Board. The Advisory Board shall consider and make recommendations concerning issues related to the operation of the school.

Parent Teacher Advisory Team (PTAT). The PTAT meets on a regular basis and assists in parent and student involvement activities and provides support through program planning and funding raising efforts. PTAT will provide support for “Parent Connection” activities that enhance student learning.

Relationship with the Proposed School’s Administrator

The Head Administrator/Executive Director will be a liaison to the STAT Governing Board. The Governing Board will be in charge of selecting an Executive Director and defining duties as the Charter School begins operations. The Governing Board is responsible for personnel decisions regarding the Executive Director. The STAT Board will evaluate the Executive Director. The Governing Board will delegate to the Executive Director the authority to implement the approved Charter and the School’s policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Board. The Executive Director shall be responsible for all matters pertaining to the School’s affairs, including recruitment and supervision of faculty and staff, discipline of students, maintenance of school property, and the relationship among students, families and faculty. The Executive Director shall approve the payment of proper bills for school expenditures and sign contracts for the school.

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(1) Governance Description	<p>The application incorporates all key components of their governance structure, specifically outlining the roles and responsibilities of the GB members. The application provides comprehensive “bylaws”.</p>	<p>The application incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The application provides adequate “bylaws”.</p>	<p>The application incorporates some of the key components of their governance structure partially outlining the roles and responsibilities of the GB members. The application provides limited “bylaws”.</p>	<p>The application provides an incomplete or inadequate outline of their governance structure. The application does not provide “bylaws”. --OR-- The application does not address the governance structure.</p>	
<p>CSD EVALUATION: Partially Meets – 2 The applicant’s response is rated Partially Meets. The applicant provides a brief overview of the roles and responsibilities of the Governing Body (“board”)</p>					

members that describes some of the key components of the board's structure. Such as selecting a board appointment process, creating a meeting timeline and process for school policymaking, provide oversight and ensuring compliance with statutes and the charter application.

However, specific items described in the response do not reflect a responsibility of the board. For example, the response includes, "*Submit any required applications, budgets, and accountability reports to the Public Education Department (PED). Submit documentation to the PED Board or the Public Education Department as is required by New Mexico State Statute.*" According to statute, the board should be reviewing and approving the reports, not submitting them.

The section of the applicant's response that relates to the board meetings includes a description of the frequency of the meetings, how much in advance is the time and place of the meeting provided, and information on meetings by telephone conference call. In general, the applicant provides a limited description that does not include specific detail required by the Open Meetings Act amended during the 2013 legislative session.

First, as it relates to the notice of time and place of the board meetings, the applicant indicates the notice may be given at least five days in advance of the meeting. However, the applicant does not address the responsibility of the board to determine at least annually in a public meeting what notice for a public meeting is reasonable. Furthermore, the applicant says it "may be given" and does not clarify what the minimum numbers of days for notice would be.

Second, as it relates to the notice of special meetings, the applicant describes that board members will be notified "at least 24 hours before the day on which the meeting is to be held." The applicant does not clarify what the timeframe is for public notice. The Open Meetings Act requires that a public body make the agendas available to the public at least seventy-two hours prior to monthly or special meetings.

Third, as it relates to meetings by telephone conference calls, the applicant indicates meetings "may be held by telephone conference call" but does not specify under what circumstances a public member may participate in the meeting through teleconference. According to the Open Meetings Act, teleconferencing for a board meeting is allowable "when it is otherwise difficult or impossible for the member to attend the meeting in person".

The applicant's response includes a brief description of the responsibilities for the Chair, Secretary and Treasurer. The applicant does not address the creation of the audit and finance committees. Furthermore, the applicant states that the board "may" appoint an advisory board, but statute requires the board to have one.

In the section of the response regarding removal of board members, the applicant describes a process to communicate to the member being removed and includes a meeting by which the member may attend. The applicant does not address under what circumstances a member would be removed.

Finally, the bylaws submitted in the application are limited due to the reason that it does not include much of the information required by statute and the minimal information included in this response. In addition, the bylaws refer to the entity "La Promesa" throughout the document instead of the applicant entity name.

Overall, the applicant provides a limited description that incorporates some of the required components and the bylaws do not include all the key components required by statute.

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: PROPOSED INITIAL GOVERNING BODY MEMBERS

Dr. Ralph Segala (Chair)

Julian Munoz (Treasurer)

Gloria Velasquez

Officer (TBD)

Officer (TBD)

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A.(2) Description of Prospective Governance Expertise	The application provides a compelling and relevant list of all GB members and describes their experience, skills, and qualifications. Membership reflects (or will reflect) the diverse experiences and skills necessary to oversee all aspects of the proposed school.	The application provides a list of all GB members along with a description of their experience, skills, and qualifications. Most of the membership appears to reflect (or will reflect) the diverse skills necessary to oversee all aspects of the proposed school.	The application provides a list of GB members. However, the GB membership description appears to lack appropriate and diverse experiences and skills necessary to oversee all aspects of the proposed school.	The application provides an inadequate or incomplete list of GB members; or the provided list fails to include descriptions of the members’ experience, skills, and qualifications. --OR-- The application does not address the description of the GB members and their experience, skills, and qualifications.	
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant’s response only provides three names for the proposed initial governing body members and does not describe their experience, skills and qualifications. For the remaining two governing body positions, the applicant states, “(TBD)”.</p>				

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:

Selecting New Governing Body Members

a) Vacancies on the board will be advertised through the school newsletter. Current Board members may actively recruit potential board members. Furthermore, when a vacancy arises a Search Committee will be formed, made up at minimum of one current Board Member and the school's Head Administrator.

The Search Committee will seek out individuals ("identified individuals") who possess the specific experience and expertise needed to fill the vacancy in order to maintain an effective Governing Board.

(Note: Per state statute, no Governing Board member can receive funding from the school, as either a contract worker or in any other capacity, therefore a Board member must resign from the Board prior to entering into contract or accepting a paid position at the School).

b) Identified individuals will submit a letter of interest outlining the skills and expertise they possess which make them a strong fit for the Governing Board. This letter will be submitted to the Governing Board and the School Head Administrator.

c) The Governing Board Chair will meet with identified individuals, assess their leadership experience, time constraints, level of commitment, experiences, goals, and expectations as potential members of the Governing Board.

d) Identified individuals will be expected to attend a monthly Governing Board meeting to better understand the scope of the Council's work and to have an opportunity to meet the other members. The Governing Board Chair may ask for their input regarding Council business in order to assess their strategic approach, philosophical positions, and professional fit.

e) The Governing Board will vote, during an open public meeting, to select a member to the Board. The action item will be included as part of the Board agenda and will require a resolution that current members of the Governing Board will vote on. A majority vote will select a new member. Selected members will receive an orientation on the mission, administrative and Organizational structure of STAT. At a minimum, board members will participate in on-going professional development sanctioned by the New Mexico Public Education Department.

The different knowledge, skills, and perspectives that will be helpful to be included on the GB include:

- Understanding of high performing charter school accountability, public stewardship, legal responsibility and compliance obligations.*
- The knowledge and experience of being an educator, especially within any number of specialties like Bilingual, Special, Early Childhood Education, Teacher Preparation, or blended learning such that the board member can provide evaluation and leadership on our academic programs.*
- Knowledge and skill related to college and career readiness requirements such that the board member can provide guidance, evaluation, and leadership within strategic planning efforts related to the education and training pathway.*
- Legal knowledge and skills such that the board member can provide accountability and counsel on legal matters for the school.*
- Accounting knowledge and skills such that the board member can provide accountability and leadership on financial matters for the school.*
- Development, strategic planning, and nonprofit leadership knowledge such that the board member can provide leadership for our school in building a sustainable organization.*

General qualifications of Governing Council members:

- *Commitment to the mission, vision, core values, goals and educational approach of STAT.*
- *Understanding of and commitment to Board roles and responsibilities.*
- *Ability to commit to attend monthly Governing Board meetings and serve on a subcommittee as a volunteer.*
- *Experience and/or expertise in one of these areas: education, business, management, finance/accounting, fundraising, law, government, technology, community relations, community organizing, etc.*
- *Good cooperation and communication skills*
- *High standards and expectations for self and others.*

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(3) Selection of Members		The application provides a clear and appropriate process or plan for selecting new GB members that is focused on selecting quality leaders who have the identified skills necessary to govern the proposed school. The application describes how governing body members will be recruited, evaluated, and selected as vacancies arise	The application provides a clear process or plan for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The application describes how governing body members will be recruited, evaluated, and selected as vacancies arise	The application provides a limited process or plan for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise	The application provides an inadequate or incomplete process or plan for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise --OR-- The application does not address the process for selecting new GB members.

**CSD EVALUATION:
Partially Meets – 2**

The applicant’s response is rated Partially Meets.

The applicant provides a limited process for selecting new Governing Body members and the response has minimal information on the recruitment of new members. The applicant does not provide specific details on how potential members will be evaluated and selected if vacancies arise.

The applicant’s response describes how the board will begin recruiting new members. The first step is to form a “Search Committee” to “seek out individuals (“identified individuals”) who possess the specific experience and expertise” the board is seeking and advertise the position “through the school newsletter”. The applicant lists “different knowledge, skills, and perspectives” and states that these

elements “will be helpful to be included on the GB”. It is unclear if these elements define the experience and expertise the board is seeking in a member or if this list is only a guide that is “helpful” for the board. In addition, no detail is provided on how the Search Committee intends to “seek out individuals”.

Next, the identified person is asked to submit a letter of interest to the board and Head Administrator. In section (c) of the applicant’s response, the board chair meets with the identified person to “assess their leadership experience, time constraints, level of commitment, experiences, goals, and expectations” as a potential member of the board. The applicant does specify the areas the board chair is regarding when meeting the individual but no additional detail clarifies how the board chair will assess each area and what would constitute a positive assessment of the identified person as a potential board member.

Furthermore, the applicant’s response does not address any timelines for replacing a board member.

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:

Annual Governing Body Training

STAT fully understands that Governing Board training is required by New Mexico State Statute 22-8B-5.1 and 6.80.4.20 NMAC “all governing body members of charter schools shall attend at least 5 hours of training at least annually . . . “The STAT Governing Board will seek training provided at the New Mexico Coalition for Charter Schools Conference and/or through webinars provided by NMCCS, the NM Attorney General’s Office (re: Open Meetings Act), the New Mexico School Board’s Association Law Conference, through Mathews Fox PC., and other opportunities that are relevant and sanctioned by the Public Education Department.

STAT has budgeted for board development costs and board travel in its annual operating budget.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(1) Governance Training	The application provides a clear, comprehensive, and cohesive plan for GB training that complies with state requirements and is completely supported by the budget.	The application provides a clear plan for GB training that complies with state requirements and is supported by the budget.	The application provides a plan for GB training but it is not clear if it complies with state requirements and/or support in the budget is unclear .	The application provides an inadequate or incomplete plan for GB training. --OR-- The application does not address the training of GB members.

CSD EVALUATION:

Partially Meets – 2

The applicant’s response is rated Partially Meets.

Overall the applicant’s response represents a limited plan for Governing Body training. The response minimally addresses the training for the Governing Body and includes names of agencies that provide this training. The applicant states, “*The STAT Governing Board will seek training provided at the New Mexico Coalition for Charter Schools Conference and/or through webinars provided by NMCCS, the NM Attorney General’s Office (re: Open Meetings Act), the New Mexico School Board’s Association Law Conference, through Mathews Fox PC., and other opportunities that are relevant and sanctioned by the Public Education Department.*”

Furthermore, the applicant did not include a budget in Appendix G and a determination if “board development costs and board travel” are budgeted for can not be evaluated.

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:

Governance Evaluation

The Governing Board will be required to conduct a self-evaluation on an annual basis. The self-evaluation process will include evaluations for individual members as well as the entire governing body in a peer to peer exchange. An evaluation matrix will be established by the Board Development Board upon approval of the charter proposal. Alternately, STAT will consider the use of one or more assessment tools recommended in the "Creating an Effective Charter School Governing Board Guidebook" that was published in 2000 by the US Charter Schools organization. Examples include:

- 1. Board Self-Assessment Questionnaire*
- 2. Self-Assessment for Nonprofit Governing Boards*
- 3. Charter School Board of Directors Self-Assessment Template*
- 4. Board Development Assessment Tool*
- 5. Visionary Board Leadership Assessment*

Beyond attendance, the Governing Board will review and refine processes and procedures based on the assessment tools developed by the Board Development Board. Topics will include, but not be limited to, Leadership Roles, Composition, Committees, Meetings, Governance Effectiveness and Fund Raising.

The standards for each topic will be assessed to determine if the Board is Strong, Satisfactory or Weak in each of the topics.

Examples of strong evaluation results are listed below:

Leadership Roles: *There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board. Board Members demonstrate awareness of their responsibilities through appropriate actions.*

Composition: *5-7 members are seated; There is a target profile of expertise and perspective needed on the Board which sets current and future recruitment priorities; Expertise in key fields is currently on the Board; A Board member matrix has been established and integrated; Board has diversity relevant to community and school population; Defined terms and Officer Election Process is open and transparent resulting in diverse, independent candidates with appropriate skill sets; There is a defined orientation process.*

Meetings: *At least 10 meetings with schedule planned in advance; additional meetings scheduled when required; The public is given advance notice of meeting schedule in a regular and accessible manner; Meetings held in location convenient to the public; agenda and relevant background information provided at least five days in advance of meetings; Meetings average 90 minutes to 2 hours; Agenda focused on issues to be addressed by the Board - not just reporting sessions; Board is appropriately deliberative; Over 50% of board meeting time is focused on school performance; Minutes and records of attendance are maintained for all meetings, major debates and clearly recorded motions and votes; Board members utilize and understand an appropriate system of procedural rules (i.e. Roberts Rules of Order) which facilitate deliberation and the taking of appropriate actions.*

Governance Effectiveness: *All Board members have read and fully understand the critical components of the Charter; Board sets policies to achieve mission and standards in Charter with input from stakeholders; There is a clear evaluation process with benchmarks and performance measures for the*

School Leader, process is implemented; There is a formal evaluation process to evaluate partner organizations performance; Board determines personnel policies which include grievance procedures and whistleblower policy; Board pays attention to test results and considers action to improve when necessary; Board members adhere to the bylaws, which are in accordance with Charter School standards; There is a schedule for the regular review of the bylaws.; The Board has an annual strategic planning process and is prepared to address critical changes, such as new location or change in student population; The Board fully understands its oversight responsibilities, and has procedures and scorecards for accomplishing it; The Board has adopted a comprehensive set of policies, is aware of their content, and implements them consistently; The Board has an appropriate dispute resolution policy that addresses and resolves most disputes with a minimum level of rancor

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(2) Governance Evaluation	The application provides a clear, comprehensive, and cohesive plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	The application provides a clear plan for an annual self-evaluation of the GB that reflects that body's effectiveness.	The application provides a limited plan for an annual self-evaluation of the GB.	The application provides an inadequate or incomplete plan for an annual self-evaluation of the GB. --OR-- The application does not address the self-evaluation of GB members.

**CSD EVALUATION:
Meets – 3**

The applicant's response is rated Meets.

The applicant describes a clear plan on how the Governing Body intends to conduct an annual self-evaluation.

First, the applicant describes evaluation tools that are being considered for the annual self-evaluation. The applicant lists 5 tools and indicates an "evaluation matrix" will be established by the board. The applicant's response indicates the board is in the preliminary stage of their plan. No additional detail is provided to clearly understand why the board is considering the assessment tools listed in the response or details on what an "evaluation matrix" is.

Next, the applicant states that the assessment tools developed by the "Board Development Board" will be the basis for reviewing and refining processes and procedures in the following areas: Leadership roles, Meetings, Composition, Governance effectiveness and Fund Raising. This list is not inclusive according to the applicant. As a whole, the areas identified by the applicant reflect topics that may evaluate a body's effectiveness. The applicant's response does not clarify if the assessment tool referred to is the evaluation matrix or an already developed assessment tool included in their list.

The applicant states, "The standards for each topic will be assessed to determine if the Board is Strong, Satisfactory or Weak in each of the topics." In addition, the applicant includes examples of evaluative statements that would constitute a "Strong" evaluation.

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:

Monitoring

The Governing Council will conduct monthly meetings and will make a concerted effort to develop various committees that will also meet on a monthly basis. Standing agenda items at all monthly Governing Council meetings shall include the Executive Director’s, Principal’s and the Finance/Business Manager’s monthly reports on the school’s financial statements, organizational reports, and quarterly academic performance reports that include such information as student achievement levels based on state content and performance standards, attendance, enrollment from year to year, post-secondary readiness, and other metrics relevant to the mission of the school.

Governing Board and Administrative Team

The Executive Director will serve as the key administrator for the Charter School. The Principal will carry out the day-to-day operations of the school, and also handle the compliance of rules within the student and employee policies and procedures handbook. The Business Manager will carry out all the financial management responsibilities of the school. He/she will report directly to the Executive Director. These three members of the administrative team will be responsible for providing the monthly reports to facilitate the monitoring of key requirements related to the achievement of the STAT mission and implementation of a high quality education.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
C(1) Monitoring	The application’s descriptions of how the Governing Body will monitor outcomes clearly demonstrate an understanding of, and capacity to, monitor the organizational, financial, and academic success of the proposed school, to ensure the proposed school is meeting its mission, and able to manage and sustain a quality school.	The application’s descriptions of how the Governing Body will monitor outcomes adequately demonstrate its understanding of, and capacity to, monitor the organizational, financial, and academic success of the proposed school, to ensure the proposed school is meeting its mission.	The application’s descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic success of the proposed school, to help the proposed school meet its mission.	The application’s description of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The application does not address the prompt.

CSD EVALUATION:

Partially Meets – 2

The applicant’s response is rated Partially Meets.

The applicant describes a limited plan of how the Governing Body will monitor outcomes and the plan is not clear on how the Governing Body will ensure the school is meeting its mission and providing a quality education.

The applicant's response describes that monthly meetings will take place to address standard topics and "develop various committees". The topics include: "*the Executive Director's, Principal's and the Finance/Business Manager's monthly reports on the school's financial statements, organizational reports, and quarterly academic performance reports that include such information as student achievement levels based on state content and performance standards, attendance, enrollment from year to year, post-secondary readiness, and other metrics relevant to the mission of the school.*" No additional detail is provided by the applicant to clarify what other metrics will be reported that are "relevant to the mission of the school." Although, the board meetings will include monthly reports, the applicant does not clarify how these reports relate "to the achievement of the STAT mission and implementation of a high quality education." Furthermore the applicant's response does not state what type of committees will be developed, considering an audit and finance committees are required.

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: See Appendix B.

Criteria and the process that used to select the school's head administrator:

The governing board will avoid any conflicts of interest and will follow state and federal procurement procedures. Students That Aspire to Teach Charter School will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, veteran status, or any other category protected by law.

Selection will be based on following criteria:

- *Administrative Certification*
- *Knowledgeable of Charter Schools*
- *Experience in curriculum and instruction*
- *Commitment to the Students That Aspire to Teach Charter School mission and vision*
- *Experience with Dual Language Models*
- *Experience with education technology and blended learning*
- *Knowledgeable of the Education and Training pathway*
- *Awareness of the community served by Students That Aspire to Teach Charter School*
- *Meet Job Description criteria*

Process:

- *Students That Aspire to Teach Charter School Governing Board will advertise the position of Executive Director for a minimum of two weeks.*
- *Students That Aspire to Teach Charter School Board will assign a committee to screen applicants*
- *Students That Aspire to Teach Charter School Board will interview applicants recommended by the committee*

- *Students That Aspire to Teach Charter School Board will select Executive Director at an Open Board Meeting*

Proposed STAT Administrator

Chris Jones has been identified as the prospective head school administrator/executive director of STAT Charter School. Jones developed the STAT model and is committed to fulfilling the mission and vision of STAT. Below you will find a non-exhaustive list of Jones’ leadership characteristics and qualifications for running STAT and delivering the STAT mission:

Experience:

- *10+ years of charter school experience serving in various capacities, including:*
 - *Educational Assistant*
 - *Teacher*
 - *Reading Coordinator*
 - *Literacy Coordinator*
 - *Principal Intern*
 - *Assistant Principal*
 - *Principal*
- *Senior Director of Learning Technologies, Albuquerque Public Schools*

Education:

- *Doctor of Education (Ed.D) student – eLearning*
- *Master of Education (MEd)– Education Administration*
- *Master of Science (MS) Education – Reading Education*
- *Bachelor of Occupational Education (BOE) – Professional Technical Education*
- *Associate of Applied Science (AAS) – Business Administration*

Professional Certifications:

- *Level 3B – Pre K-12 Administrative License*
- *Level 3A Instructional Leader – Pre K-12 Special Education License*
- *Level 3A Instructional Leader – Pre K-12 Specialty Area License with Endorsements in Business Education, Technology Education and Reading*
- *Level 3A Instructional Leader – 7-12 Secondary Vocational Technical License*
- *Level 3A Instructional Leader – K-8 Elementary License with Endorsements in Business Education, and Reading*

Key Accomplishments:

- *Member of Charter Renewal Team: Nuestros Valores Charter School and La Promesa Early Learning Center*
- *Founder and Creator of Albuquerque Public Schools Virtual Academy*
- *Developer/Director of Generation YES (GenYES) Albuquerque Public Schools*
- *Primary Founder of Students That Aspire to Teach (STAT) Charter School*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
C.(2) Head Administrator	The application provides a clear, comprehensive, and cohesive description of the desired or, if	The application provides a clear description of the desired, or, if selected, the head	The application provides a limited description of the desired, or, if selected, the head administrator’s	The application provides an inadequate or incomplete description of the

	<p>selected, the head administrator’s leadership characteristics and qualifications and takes into account the mission of the proposed school. The application provides evidence of a clear plan to hire and evaluate a highly-qualified administrator.</p>	<p>administrator’s leadership characteristics and qualifications and may or may not clearly take into account the mission of the proposed school. The application provided evidence of a plan to hire and evaluate a highly-qualified administrator.</p>	<p>qualifications. The application provided some evidence of a plan to hire and evaluate an administrator.</p>	<p>head administrator’s qualifications, and the plan to hire and evaluate an administrator. --OR-- The application provides no plan to address the head administrator’s qualifications and the hiring and evaluating of an administrator.</p>
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CSD EVALUATION:

Meets – 6

The applicant’s response is rated Meets.

The applicant provides a clear outline of the process for hiring a head administrator that includes criteria for the selection process and steps toward the approval of the selected candidate. The applicant does not provide any timelines for the hiring and selection process, other than for advertising the position. For this application, the head administrator is the Executive Director.

The applicant’s response includes specific characteristics that align with the mission and the student population to be served. The selection criteria and Appendix B outline these.

The applicant’s response identifies a proposed leader (Chris Jones) that has the experience, skills, and characteristics STAT is seeking and in addition states, “Jones developed the STAT model and is committed to fulfilling the mission and vision of STAT.”

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: *See Head Administrator/Executive Director job description, Appendix B*

The Head Administrator/Executive Director will be evaluated by the Governing Council with data demonstrating the effectiveness of the Executive Director in all areas of the day to day operations of the school will be aligned to New Mexico administrator evaluation systems.

The Executive Director shall be employed by the Governing Board, adhere to policies adopted by the Board and shall uphold and enforce the Charter Contract.

The Executive Director shall be responsible for all matters pertaining to the school’s affairs, including recruitment and supervision of faculty and staff; discipline of students; maintenance of school property;

and the relationship among students, parents and faculty. The Executive Director shall approve the payment of proper bills for school expenditures.

Ranking					
		Satisfied ←		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(3) Head Administrator Job Description		The application describes a clear and comprehensive plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator and provides a detailed job description for the head administrator that includes a comprehensive list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The application describes a clear plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator and provides an adequate job description for the head administrator that includes a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The application describes a limited plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator and provides a limited job description for the head administrator that may or may not include a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The application provides an inadequate or incomplete plan to hire and evaluate an administrator. --OR-- The application provides no plan to hire and evaluate an administrator.
	<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>In Appendix B, the applicant provides a list of “EXAMPLES OF DUTIES & RESPONSIBILITIES (NOT inclusive)” for the position of Executive Director. Although a list is provided, that applicant does not provide information on how the Governing Body will carry out and delineate the roles and responsibilities of the Executive Director.</p> <p>In addition, The applicant’s response does not address how the responsibilities of the Executive Director are unique to the school’s mission. However, Appendix B lists a couple responsibilities of the Executive Director that align with the goals of the school as it relates to developing community partnerships and the curriculum for STAT.</p>				

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: Head Administrator Evaluation

Please see Head Administrator Job Description, Appendix B

The Head Administrator will be evaluated by the Governing Board with data demonstrating the effectiveness of the Head Administrator in all areas of the day to day operations of the school will be aligned to New Mexico administrator evaluation systems.

The Head Administrator shall be employed by the Governing Board, adhere to policies adopted by the Board and shall uphold and enforce the Charter Contract.

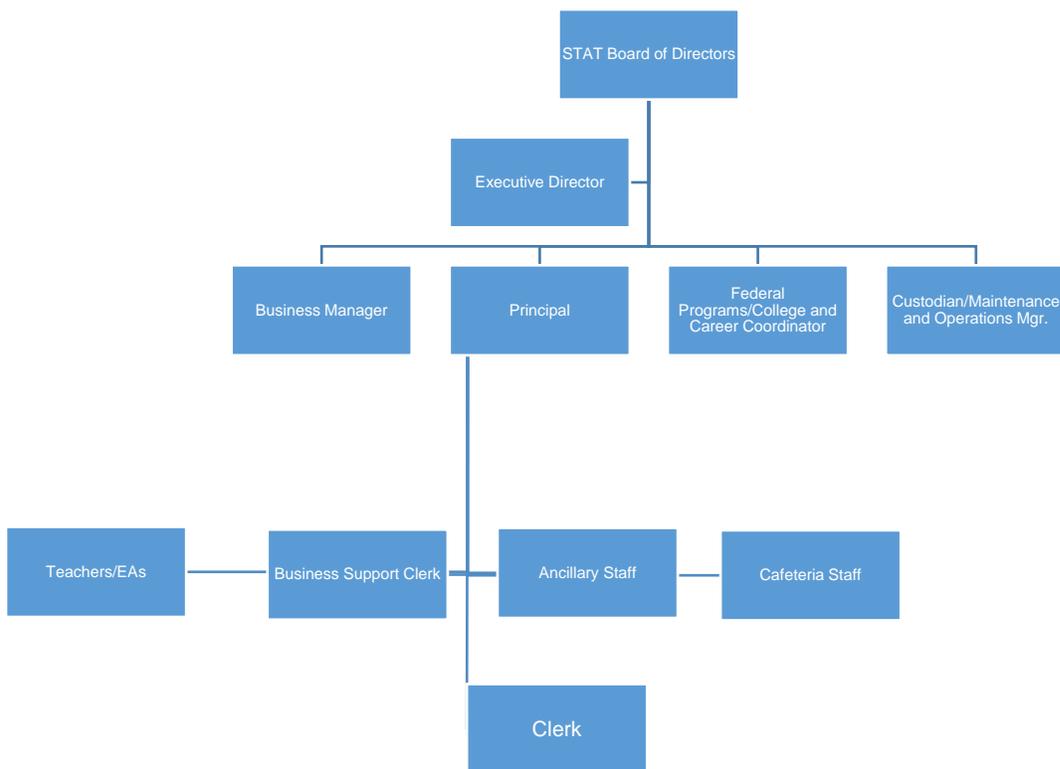
The Head Administrator shall be responsible for all matters pertaining to the school's affairs, including recruitment and supervision of faculty and staff; discipline of students; maintenance of school property; and the relationship among students, parents and faculty. The Head Administrator shall approve the payment of proper bills for school expenditures.

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(4) Head Administrator Evaluation		The application describes a clear and comprehensive plan for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school.	The application describes a clear plan for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school.	The application describes a limited plan for annually evaluating the head administrator. The plan does not take into account the mission and goals of the proposed school.	The application provides an inadequate or incomplete plan for annually evaluating the head administrator. --OR-- The application provides no plan to annually evaluate the head administrator.
	<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant's response is rated Partially Meets.</p> <p>The applicant provides a limited description that demonstrates a written affirmation that the Governing Body intends to evaluate the "Head Administrator" by stating, "The Head Administrator will be evaluated by the Governing Board with data demonstrating the effectiveness of the Head Administrator in all areas of the day to day operations of the school will be aligned to New Mexico administrator evaluation systems." However, the applicant does not provide detail on the process for evaluating the Head Administrator or the data that would be reviewed to demonstrate his/her effectiveness. The applicant's response also stated, "Please see Head Administrator Job Description, Appendix B ". Upon reviewing Appendix B, the applicant does not include information addressing the evaluation process.</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: *STAT Organizational Chart*



STAT Organizational Structure Narrative

The Executive Director will serve as the key administrator for the Charter School. The Principal will carry out the day-to-day operations of the school, and also handle the compliance of rules within the student and employee policies and procedures handbook. Part-time contracted Federal Programs/Curriculum/College and Career Coordinator will provide oversight of special programs and appropriate implementation STAT.

The Executive Director will be a liaison to the STAT Governing Board. The Governing Board will be in charge of selecting an Executive Director and defining duties as the Charter School begins operations. The Governing Board is responsible for personnel decisions regarding the Executive Director. The STAT Board will evaluate the Executive Director.

The Executive Director will select the Principal, Federal Programs/Curriculum/College and Career

Coordinator, Business Manager, and Custodian. The Executive Director will provide professional development opportunities for the Administrative Team and the custodian as well as evaluate their performance.

The Principal will coordinate Professional development opportunities for teachers and staff. The Principal will observe and evaluate teachers, EA's, Ancillary Staff, (to include Speech Therapist, Nurse, Social Worker, and Counselor), Office Manager, and Clerk in coordination with Office Manager, Business Support Clerk, and cafeteria staff.

Part time Federal Programs/Curriculum, College and Career Coordinator will provide oversight of special programs and appropriate implementation of STAT.

The Business Manager will carry out all the financial management responsibilities of the school. He/she will report directly to the Executive Director.

Educational Assistant, Teachers and academic staff will have regular meetings with the Federal Programs/Curriculum/College & Career Coordinator and Principal who will then communicate developments to the Executive Director.

The regular teaching day for staff members will be eight hours (7:30 am -3:30pm) or 1.5 hours longer than in most traditional districts. Teachers will be required to participate in staff meetings, IEP meetings, and extra-curricular activities etc. There will also be board meetings, parent meetings, and open house activities those teachers and staff members will be encouraged to attend.

The school year will consist of four nine-week quarters with a break during Thanksgiving, winter, and spring breaks. The summer break will be eight weeks, unless students attend the four-week summer school session. Holidays traditionally observed by school districts will also be observed (Christmas Day, Thanksgiving, Martin Luther King, Labor Day, Memorial Day, etc.)

Teachers will receive 10 days of sick leave and 2 personal days per year. A teaching day will include: teaching, preparation time, staff meetings/development, duty, and lunch.

All administrative personnel will report to the Executive Director who will make himself available for teaching and academic staff as needed.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(1)Organizational Structure	<p>The application provides a clear, comprehensive, cohesive, and reasonable organizational chart and narrative that align structures with the mission of the proposed school and demonstrate a clear understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.</p>	<p>The application provides a clear organizational chart and narrative that demonstrate an adequate understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.</p>	<p>The application provides a limited organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.</p>	<p>The application provides an inadequate or incomplete organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.</p> <p>--OR--</p> <p>The application does not include an organizational chart and supporting narrative.</p>
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>The applicant provides a limited organizational chart that does not clearly demonstrate the relationships between the applicant and external agencies. However, the applicant’s narrative and organizational chart do clearly describe the reporting structure between the administration, staff, and governance.</p> <p>In the application, the applicant has referenced their sister school “La Promesa Early Learning Center” as a partner. Specifically, the proposed school intends to work closely with the sister school to conduct teaching practicums for students. The applicant’s response does not address the relationship with their sister school.</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: See Appendix C for STAT Job Descriptions

STAT seeks to hire highly-qualified multi-endorsed instructional staff that is capable of planning and delivering in-person instruction for multiple classes at STAT where students rotate on a fixed schedule between digital and face-to-face learning. Instructional staff must be committed to delivering personalized and enriched instruction and must be adept at monitoring student progress to determine instructional needs. Furthermore, prospective instructional staff members must be steadfast in their efforts of monitoring the effectiveness of digital instruction and making or recommending changes. Finally, all instructional staff must be highly collaborative and dedicated to working with team members, such as other teachers, digital lab monitors, tutors, and educational assistants, to review student progress and change instruction to ensure high-progress, enriched learning for every child.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(2) Job Descriptions	The application provides clear, comprehensive, and cohesive job descriptions for all key staff, including qualifications and clear, appropriate reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The application provides clear job descriptions for most of the key staff, including clear reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The application provides limited job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart. The job descriptions are attached as Appendix D.	The application provides inadequate or incomplete job descriptions for key staff.] --OR-- The application does not address job descriptions for key staff.

CSD EVALUATION:
Partially Meets – 2

The applicant’s response is Partially Meets.

The applicant provides clear job descriptions for the following: Digital Lab Monitor, Executive Director, Principal, Business Manager, Federal Programs/Curriculum, and College Coordinator. However, the applicant does not account for the dual teaching certifications required for teachers in the area of special education.

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: *STAT'S staffing plan that is supported by the budget and meets our unique programmatic needs. It was designed to meet the school's educational goals and objectives based on projected SEG utilizing the 910B-5 form. We developed our budget to cover the cost of essential staff and resources to fulfill our mission and goals and complement our overall model. All staffing projections are tied to student enrollment.*

The first year budget includes a six (6) full time Regular Education Teachers; one (1) full time Special Education Teachers; one (1) full time Educational Assistant and Health Assistant; one (1) full time Principal, Counselor, Administrative Assistant, Business Manager (Contracted Services), and half time Registrar/Business Office Assistant. Cost of living increases are included in the attached budget for employed personnel.

Travel and training expenditures will be budgeted and used for Professional Development for Teachers and Staff on Curriculum Framework/Strategies and Methods during the month of July.

	Y1	Y2	Y3	Y4	Y5
Executive Director	1	1	1	1	1
Principal	0	0	1	1	1
Fed. Programs/CCR Counselor	1	1	1	1	1
Business Mgr.	contracted	contracted	contracted	contracted	contracted
Custodian	1	1	1	1	1
Teachers (Reg.)	6	12	18	24	30
Teachers (SPED)	1	2	3	4	5
EAs	1	2	3	4	5
Business Support Clerk	.5	.5	1	1	1
Ancillary Staff	contracted	contracted	contracted	contracted	contracted
Cafeteria Staff	contracted	contracted	contracted	contracted	contracted
Clerk/Admin. Assistant	1	1	1	2	2
IT	contracted	contracted	contracted	contracted	contracted

The 5-year budget is a balanced budget based on the following factors. First our staffing plans for years 1 through 5 are 12.5, 19, 23, 28 and 33. Pursuant to Section 22-10A- through 22-10A- 11, NMSA 1978 of the School Personnel Act. Our school will pay Teachers and Principal the Statutory Minimums.

All major start-up costs will be included in the Federal Stimulus Start-up application if applicable. If Federal funds are not available, we will begin ordering all supplies and equipment in July when SEG

funds are disbursed to be ready to open school in August.

Other first year expenses include the following:

- *Object Codes 53414 - Other Professional Services*
- *Object Codes 55915 - Other Contracted Services*
- *NM Coalition for Charter Schools membership - \$2,000*
- *AptaFund Accounting System annual fee (Web based system) - \$8,500 ***
- *Student Database System annual fee (Web based system) - \$7,000 ***
- *Ancillary/Special Education Services to accommodate student Individual Education Plan (IEP) - \$25,000*
- *ESL and/or Bilingual services - \$9,000*
- *Janitorial/Maintenance - \$25,000*
- *Copiers/Leases - \$5,000*
- *Business Manager - \$60,000*
- *PE Teacher - \$15,000*
- *Nurse - \$10,000*
- *Bus Service for field trips - \$1,500*
- *Technology services - \$10,000***

*** The first year costs for technology start-up services, Aptafund accounting software purchase, and student database software purchase will be included in the proposed budget for Federal stimulus funding if available.*

Expenditures for technology services will be to maintain server and student database system. Initial cost for the purchase and installation of the school server will be included in the proposed budget for Federal Stimulus funding if available, but are also included in the main operational budget if funds are not available through Federal Start up.

OTHER FUNDING RESOURCES:

Federal Entitlement Programs

STAT will actively seek funds through any Federal Entitlement Programs where criteria are met. These may include, but not limited to the following: Title I, State School Improvement Grants, Title II, Title IV, Unit/School Technology Improvement, Title VII- Bilingual Education, Special Education, at-risk and other Direct and/or Flow-through Grants.

Lease Reimbursement

New Mexico state law provides that the Public School Capital Outlay Council (PSCOC) may approve charter school applicants for the purpose of making lease payments for classroom facilities, including facilities leased by charter schools. The amount of a grant to a school shall not exceed:

(a) the actual annual lease payments owed for leasing classroom space for the schools, including charter schools, in the district; or

(b) seven hundred dollars (\$700) or current allocation multiplied by the full time equivalent enrollment (MEM)

Books, Library, Software

STAT will be eligible for Instructional Material and Library flow-through grants offered by the State of New Mexico Public Education Department as well as the Public School Library Funding: GO Bond 2010.

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3) Staffing Plan Need	The application provides a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum and aligns with and is supported by the budget.	The application provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum and generally appears to be aligned with the budget.	The application provides a limited staffing plan to support adequate implementation of the academic program/ curriculum but is partially aligned with the budget.	The application provides a staffing plan that is inadequate or, incomplete, and/or and does not align with the budget. --OR-- The application does not provide a staffing plan.	

CSD EVALUATION:

Does Not Meet- 1

The applicant’s response is rated Does Not Meet.

The applicant provides a chart that outlines the staffing plan for the next five years. Since a 5-year budget is not available, the response can not be evaluated against the budget.

In addition, the applicant does not address a plan to hire and evaluate highly- qualified staff.

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:

Professional learning, given its significance, is included as the first facet of our school model. Effective implementation of our school design plans will require our teachers and administration have the required capacity to carry out our mission. Moreover, we plan to provide effective and relevant professional learning experiences for staff. In doing so, we intend to use the United States Department of Education’s Online and Connected Professional Learning Strategies as our foundation for planning and delivering professional learning. These three strategies include:

- *Fostering online and connected learning as part of the day-to- day activities in schools and districts;*
- *Integrating online and connected learning with ongoing face-to- face and formal professional learning, aligned with improvement goals; and*
- *Connecting with other networks and online communities of practice nationally and globally. (United States Department of Education, 2014, p. 2).*

Our goal is to develop community amongst our staff and administration through a shared commitment to achieving the objectives found within our vision and mission statements. We will partner with our local colleges and universities to provide teachers with relevant in-service educational experiences. In addition, we will work collaboratively with local subject matter experts employed within existing and potential partner organizations. These subject matter experts will work with our instructional staff and school leadership to coordinate professional learning experiences that bridge theory and application in professional practice.

Personalization and differentiation will serve as the cornerstone of our professional learning model. Teachers will be afforded time to embark upon meaningful professional learning that uses the three strategies listed above to focus on individual needs most relevant to their classrooms and students. We plan to focus on creating a model for digital learning implementation that can be used throughout other schools and districts in New Mexico. STAT founders and governing board members will commit to providing school administration with the necessary resources and guidance to implement a personalized professional learning program that embodies the very expectations that extend to students inside of school classrooms.

STAT promotes teacher and staff professional development each school year. STAT will encourage staff to obtain at least ten (10) hours of professional development per year. The staff will be responsible for determining their own professional development activity aligned with the school's mission. Staff members will be encouraged to attend professional development training together to promote the academic, team building, and holistic approach philosophies of the school.

Professional Development will focus on increasing the capacity of our staff and our ability to fulfill the school's instructional goals and mission. It is integral for STAT staff to be equipped to deliver dynamic effective instruction in a blended learning environment while addressing the New Mexico Common Core State Standards in their daily instructional practice.

The comprehensive professional development program will address the following as a baseline:

- *Utilizing the advisory model to foster relationships, increase communication, and boost levels of academic achievement*
- *Implementing pedagogy, strategies and best practices for teaching in a blended learning environment*
- *Developing a working knowledge of the curriculum and developing meaningful enhancements as well as state and district testing and graduation requirements*
- *Utilizing and navigating the tools of the Digital Delivery Curriculum program*
- *Developing Personalized Learning Plans and conducting Stakeholders meetings*
- *Understanding assessments and utilizing results to guide instruction and improve strategies*
- *Gaining knowledge of school processes and policies*
- *Collaborating on continuous improvement of the curriculum*
- *Using project based technology tools in the classroom*
- *Planning and supervising student teaching practicums*
- *Understanding and utilizing the NMTeach evaluation system for professional growth*

Teachers will be trained on the selected curriculum. The training will prepare them to start the year prepared to get the most from our resources. Training will cover curriculum, personalized instruction, school year events, grading and report cards, communication and technology tools. Before school begins each year, staff will engage in a minimum of one week of face to face training and orientation, delivered

in part by the curriculum provider. We will utilize the curriculum and technology provider’s guidance resources for teachers and school based personnel.

The school will provide teachers with ongoing professional development activities throughout the year and can be integrated into regularly scheduled collaboration time. Presenters with various backgrounds and areas of content expertise will conduct sessions on a rotating basis throughout the year via a staff exhibition/professional café model.

Personal professional development plan: Each instructional staff member will be required to submit a professional development plan at the beginning of each school year detailing the steps they will take to advance their skills and performance.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(4) Professional Development Plan	The application provides 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. The plan is completely supported by the budget.	The application provides a clear plan for Professional Development that meets state requirements, supports the implementation of the proposed school’s educational plan, mission and performance goals. The plan is mostly supported by the budget.	The application provides a limited plan for Professional Development that meets state requirements and appears to be somewhat supported by the budget.	The application provides an inadequate or incomplete Professional Development Plan. --OR-- The application does not address a Professional Development Plan.

**CSD EVALUATION:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The applicant provides an overview of the strategies the school intends to use in the professional development model and a list of topics for a professional development plan . The applicant states, “Personalization and differentiation will serve as the cornerstone of our professional learning model.” Although the applicant provides a description of components that make up a professional development model, the response does not specify a plan for professional development that is specific to the school and meets the state requirements. It is not clear, what steps make up the plan and when and how it will be implemented. Furthermore, no budget was included in Appendix G to determine if the budget supports a plan.

E. Employees.

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

APPLICANT RESPONSE:

Personnel policy at the school will be conducted in accordance with the School Personnel Act, codified at NMSA 2000 22-10-1 through 22-10-27. The Executive Director will have complete authority over all employment matters, including employment, discipline, re-employment, and termination in compliance with the School Personnel Act, the school may terminate an employee with less than three years for any reason the school deems necessary. NMSA 22-10-14 (A) Employees who have been employed for three or more consecutive years shall only be terminated only for just cause NMSA 22-14-10 (D). Just cause means a reason that is rationally related to an employee’s competence or proper performance of his/her duties and that is not in violation of the employee’s constitutional civil rights. NMSA 22-10-2 (F).

Employees are entitled to due process prior to termination, if such employee has a vested property or livery interest in his or her employment. In the event of termination, the Executive Director, shall provide the employee with written notice of the reasons why termination is recommended. The employee may request the opportunity to make a statement to the Governance Board concerning reasons for the termination. The Executive Director shall provide the employee the opportunity to be heard. The procedures to be followed are those set forth in NMSA 2000 22-10-14, 22-10-17, and in the school Personnel Act in general. Any employee aggrieved by a decision of the school may appeal, as set forth in NMSA 22-10-14, and 22-10-17, if the school Personnel Act is changed, modified, or amended, then the school’s procedure will also be changed, modified, or amended to conform to the Act.

Evaluations

The Principal will formally evaluate all staff annually. Evaluations will be based on instructional quality, student mentorship, student progress and achievement and administrative obligations. Teachers will have a post-evaluation conference with the Principal at which time the teacher will be informed of the positive and negative aspects of his/her practice and to set goals for the next school year. The Principal will review the teacher goals and decide whether those goals have/have not been met. If the goals have been met successfully the teacher may be recommended for a salary increase and/or monetary incentive, and re-hired for the upcoming school year. If the goals have not been met successfully, the teacher may not be considered for re-hire for the upcoming school year. This determination will ultimately rest with the Executive Director.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer/Employee Relationship	The application clearly describes the employer/employee relationship and provides clear terms of employment for all classes of employees. The application	The application describes the employer/employee relationship and provides the terms of employment for all classes of employees. The application explains how the proposed school will address employees’	The application provides a limited description of the terms of employment for all classes of employees and may or may not address how the proposed school will address employees’ recognized representatives.	The application’s description of the employer/employee relationship is incomplete or inadequate. --OR-- The application does not address the relationship between the employer and the

	completely and appropriately explains how the proposed school will address employees' recognized representatives.	recognized representative.		employee.
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant's response is rated Partially Meets.</p> <p>The applicant includes a limited description of the terms of employment for all classes of employees as it relates to the termination of employees and the employees' rights to due process. However, the applicant lists the incorrect reference number of statute. For example, the applicant refers to "NMSA 22-10-14 (A) Employees who have been employed for three or more consecutive years shall only be terminated only for just cause NMA 22-14-10 (D)." The reference to 22-10-14 (A) should be 22-10A-24. Throughout the response, the applicant makes the incorrect references to the School Personnel Act.</p> <p>The applicant's response does not include benefits, work schedules, annual number of contract days, and pay terms for all classes of employees. In addition, the applicant does not provide an explanation of how the school will address employees' recognized representatives.</p>				

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:

Community Advisory Board. An Advisory Board will be developed to serve and benefit the Charter School. Advisory Board members will be appointed each year by STAT administration. The Advisory Board shall consider and make recommendations concerning issues related to the operation of the school. These decisions include:

- Curriculum and instruction
- Program development
- Professional learning
- Community partnerships
- Wellness initiatives
- Education and training pathway planning

Parent Teacher Advisory Team (PTAT) will be established and will meet on a regular basis to assist in parent and student involvement activities, also providing support through program planning and funding

raising efforts. PTAT will provide support for “Parent Connection” activities that enhance student learning.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F. (1) Community involvement.	The application provides 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 how parental involvement will help to advance the proposed school’s mission.	The application provides a clear 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 application provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the proposed school.	The application provides an inadequate and incomplete plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. --OR-- The application does not address community involvement.

CSD EVALUATION:

Partially Meets - 2

The applicant’s response is rated Partially Meets.

The applicant’s response provides a brief overview of the two advisory boards that will be developed. They include the Community Advisory Board and the Parent Teacher Advisory Team (PTAT). For the Community Advisory Board, the applicant lists the areas for which the advisory board will make recommendations. No such information is provided for PTAT.

The applicant does not provide an explanation of how the advisory boards are meaningful to stakeholders and how it will help advance the mission.

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 GB.

APPLICANT RESPONSE:

We will focus on responding to and resolving concerns and complaints before they are escalated, and at the lowest possible administrative level. The school will first and foremost strive to develop strong and supportive relationships with families and the community. In the event that there is a complaint, however, the school will follow procedures to ensure consistency and fair treatment to all. The first level for resolving a concern would be to address the individual teacher or staff with whom there is a conflict informally, utilizing peacemaking processes to work through tension. The intent is to allow for early resolution at the lowest possible level. If the issue cannot be resolved with the individual staff, then it will be referred to the administration for mediation. If the conflict or concern is not resolved, then the Governing Council will follow these steps of the complaint/concern process:

1. Report to a member of the STAT Leadership team including the Executive Director, Principal, or Federal Programs/College and Career Coordinator, who will ensure the complaint or concern is received.
2. Consultation on the issue, during which those affected by the concern have an opportunity to answer questions from the designated members of leadership.
3. Leadership determines a recommended resolution and forwards that recommendation onto the Governing Board.
4. Governing Board and Head Administrator are responsible for implementing the recommendation.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Complaint Resolution	The application provides 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 assures a timely and meaningful response from the proposed school administration or the GB.	The application provides a clear plan to receive and process concerns and complaints from the community and parents. The plan is somewhat transparent, fair, accessible to the community, and assures a timely and meaningful response from the proposed school administration or the GB.	The application provides a limited plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the proposed school administration or the GB.	The application provides an inadequate or incomplete plan to address community and parent complaints. --OR-- The application does not address complaint resolution.
<p>CSD EVALUATION: Meets – 3</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant provides a clear process to receive and process concerns and complaints with families and the community. The structure includes three levels. The first level is intended for “early resolution” with the staff member. If the issue is not resolved, the administrator will mediate with both parties. If the issue is still not resolved, the applicant describes the steps the “Governing Council” will follow to ultimately make a recommendation on a resolution to the board.</p> <p>In the applicant’s response, no information is provided to address how the concerns/complaint process is communicated to the public and no timelines are provided to assess the timeliness of a response from the school.</p>				

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:

STAT will have no more than 500 students and expects to launch with 100 in grades 7-10. Outreach activities will be coordinated to reach a broad range of students and maximize the pipeline from our sister school.

The plan for student recruitment will occur through the following means:

- *School Website*
- *Social Media*
- *Information Sessions*
- *Community Outreach/Networking*
- *Partner/supporting organization referrals*

Timeline

Fall 2017- Initial outreach to students and families in the community. Information sessions. Collect registrations applications.

December 2017 - Governing Council establishes enrollment period / deadline

January 2018 - Begin initial enrollment process

January - March 2018 - Enrollment push with strong marketing, information sessions and outreach

April 2018 - Enrollment deadline (tentative) followed by lottery if initial enrollments exceed 180 New

April - July 2018 Students complete enrollment process, attend orientation

August 2018 - School begins

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1) Student Recruitment	<p>The application provides 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 reason-able. The outreach/ marketing plan is completely supported by the budget.</p>	<p>The application provides a clear outreach and recruitment plan that ensures equal access to the proposed school. Adequate recruitment /enrollment timelines are presented. The outreach/ marketing plan appears to be supported by the budget.</p>	<p>The application provides a limited recruitment plan for ensuring equal access to the proposed school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is partially supported by the budget.</p>	<p>The application provides an inadequate or incomplete outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the proposed school. The outreach / marketing plan does not appear to be supported by the budget. --OR-- The application does not address student recruitment.</p>	

CSD EVALUATION:**Partially Meets – 2**

The applicant's response is rated Partially Meets.

The applicant provides a limited process for outreach and recruitment of students that includes a list of the activities that will occur. They include: school website, social media, information sessions, community outreach/networking, and partner/supporting organization referrals. The applicant does not provide additional detail to explain what steps will be taken for each activity and how they will be developed and implemented. The applicant does provide a reasonable timeline that includes dates for recruitment and enrollment of students.

The applicant's statement, "STAT will have no more than 500 students and expects to launch with 100 in grades 7-10" is not correct. Specifically, the grades noted for the "launch" year. In the first part of the application, the applicant indicates that in Year 1 only grades 7 through 8 will be served.

Since a budget was not included in Appendix G, no verification was made to confirm if the described processes for recruitment are supported by the budget.

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:

Applications for enrollment will be accepted on a first-come first-serve basis as permitted by NMSA 1978 22-8B-4.1A. If the number of applications exceed the number of openings, a lottery process for admission will be instituted for all applicants. Notice of the lottery, including the date and time, will be advertised to the public in the newspaper and to the applicant pool. The Principal, or a designee, will draw numbers for the lottery. The corresponding names will be listed in the order they are drawn. All names will be drawn and listed in the order of the drawing on the appropriate grade-level roster. After openings are filled, all others will be put on a waiting list according to the order of the drawing. A member of the Governing Council as well as a member of the outside community will be present for the drawing.

Subsequent lotteries will be conducted based upon enrollment needs. Students who are accepted will be notified via a letter sent to their homes. Students who do not confirm within the deadline specified in the letter will forfeit their right to attend STAT for the year they enrolled.

In following years, applications will be accepted on an on-going basis. Applications will be kept on file at the school at all times.

Ranking					
		Satisfied		Not Satisfied	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(2) Lottery Process	<p>The application provides a complete, comprehensive, and cohesive description of its lottery procedures that comply with state statutes, and support equal access to the proposed school. Tentative dates are provided.</p>	<p>The application provides a clear description of its lottery procedures that comply with state statutes. Tentative dates are provided for the most part.</p>	<p>The application provides a general description of lottery procedures that comply with state statutes. Some tentative dates are provided.</p>	<p>The application provides an inadequate or incomplete description of its lottery procedures or what is provided does not comply with state statutes.</p> <p style="text-align: center;">--OR--</p> <p>The application does not address the lottery process.</p>	
	<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is rated Partially Meets.</p> <p>The applicant’s response provides a brief description of the school’s process to implement a lottery that complies with state statutes. The applicant does not address how the plan supports equal access to the school and does not provide timeframes or dates for the lottery process.</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: *STAT will comply with the law (NMSA 1978 § 22-8B-5.2(2011)).*

Board members are prohibited from using confidential information acquired by virtue of their board member status for private gain. Furthermore, board members are prohibited from accepting or receiving gifts, financial or otherwise, that influence them in their duties as a board member.

Board members must maintain their ethics and their conduct at the highest standards. Board members must not engage in activities that violate federal, state, or local laws which in any way diminish the integrity of the school. Nepotism is prohibited in accordance with state statutes.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(1) Conflict of Interest	The application provides a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to meet the requirements of the law. The application provides a sample disclosure statement of any real or potential conflict of interest.	The application provides a clear Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law.	The application provides a limited Conflict of Interest Policy. However, the response may raise questions or concerns about understanding or capacity regarding the requirements of the law.	The application provides a Conflict of Interest Policy that is inadequate or incomplete or does not meet the requirements of the law. --OR-- The application does not address a Conflict of Interest Policy.
CSD EVALUATION: Partially Meets – 2				
The applicant’s response is rated Partially Meets.				
The applicant provides a minimal description that includes certain prohibitions for board members and addresses the ethics and conduct a board member must maintain. It is not clear if the applicant’s response constitutes the complete Conflict of Interest Policy. In addition, the applicant’s response minimally addresses the requirements of statute. The applicant did not provide a statement of disclosure.				

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

I.(1) If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the 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: NA

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
I. (1). Third Party Relationships	<p><i>If Applicable</i> The application indicates that there is /are third party relation-ship(s), and the application provides a clear, comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the proposed school. The application demonstrates a complete understanding of the legal implication of the relationship to the proposed school.</p>	<p><i>If Applicable</i> The application indicates that there is /are third party relationship(s), and The application provides a clear description of all third-party relationships that are considered integral to accomplishing the mission of the proposed school. The application demonstrates knowledge of the legal implication of the relationship to the proposed school.</p>	<p><i>If Applicable</i> The application indicates that there is /are third party relationship(s), and the application provides some information about the relationships and how it/they will support the proposed school. The application may or may not indicate a limited knowledge of the legal implication of the relationship to the proposed school.</p>	<p><i>If Applicable</i> The application is inadequate or incomplete. --OR-- The application indicates that there is /are third party relationship(s), but the application does not address the relationship.</p>

**CSD EVALUATION:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The applicant marked this section “NA”, but throughout the application the applicant has identified services that will be contracted. This is evident in the table provided by the applicant in section D.(3) of the Organizational Framework. The table clearly indicates that the Business Manager, Ancillary staff, Cafeteria staff, and IT will be “contracted”. In addition, the applicant has acknowledged a partnership with their sister school, La Promesa Early Learning Center. The sister school will provide a venue for students to conduct their praticanum.

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: NA

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
I.(2) Proposed Agreement	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>	
	The application indicates that there is /are third party relationship(s), and it provides a proposed, signed, clear, formal agreement between the proposed school and each third party relationship OR memorandum of understanding (MOU) between the proposed school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.	The application indicates that there is /are third party relationship(s), and it provides a proposed, signed formal agreement or MOU between the proposed school for most prospective third-parties, delineating major roles and responsibilities OR the application provides some formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.	The application provides a limited proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) OR signed letter(s) of intent between the proposed school and prospective third-parties. Roles and responsibilities provided may be general .	The application provides an inadequate or incomplete response --OR-- Does not address the prompt.	

**CSD EVALUATION:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The applicant marked this section “NA”, but throughout the application the applicant has identified services that will be contracted. This is evident in the table provided by the applicant in section D.(3) of the Organizational Framework. The table clearly indicates that the Business Manager, Ancillary staff, Cafeteria staff, and IT will be “contracted”. In addition, the applicant has acknowledged a partnership with their sister school, La Promesa Early Learning Center. The sister school will provide a venue for students to conduct their practicum.

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.

NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load	<input checked="" type="checkbox"/>	STAT would like to utilize the individual class load waiver to configure staff and students in a manner that best supports blended learning.
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 type="checkbox"/>	Click here to enter text.
Subject areas	<input type="checkbox"/>	Click here to enter text.
Purchase of instructional materials	<input checked="" type="checkbox"/>	STAT would like to utilize this waiver to secure and utilize instructional material that is not on the NMPED IMB multiple list.
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 type="checkbox"/>	Click here to enter text.
Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.	
NMAC 6.29.1.9.G.	STAT would like to utilize the individual class load waiver to configure staff and students in a manner that best supports blended learning.	
22-15-9. Distribution of Funds for Instructional Materials	STAT would like to utilize this waiver to secure and utilize instructional material that is not on the NMPED IMB multiple list	

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0
J.(1) Waivers	The application provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the proposed school's proposed autonomy, its mission, and the educational program and curriculum.	The application provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The application provides a limited list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the application fails to identify the waivers in III.K. (1) and (2). Or, the application does not address waivers.
<p>CSD EVALUATION: Meets – 2</p> <p>The applicant's response is rated Meets.</p> <p>The response has listed two waivers in the table above and has provided the statute and rationale for each waiver.</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: *STAT will provide transportation services in alignment with NMPED state statutes and regulations. STAT will utilize transportation funding following the approved budgeting formula from the NM PED. Working with the local district (APS) and/or alternative bussing services, we will intend to secure a local transportation provider to meet the needs of students and families. We will assess where our students are coming from, and develop a viable and sustainable transportation plan. We also expect that parents will provide transportation as needed, and that local high school students may choose to walk and/or drive to school.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
K.(1)Transportation	<p><i>If Applicable</i></p> <p>The applicant states that it plans to offer transportation to its students. The applicant provides a clear description of how student transportation needs will be met that is supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The applicant states that it plans to offer transportation to its students. The applicant provides an adequate description of how student transportation needs will be met that appears to be supported by the budget.</p>	<p><i>If Applicable</i></p> <p>The applicant states that it plans to offer transportation to its students. Only a limited description of how student transportation needs will be met is provided OR the applicant has not fully addressed transportation in the budget.</p>	<p><i>If Applicable</i></p> <p>The applicant states that it plans to offer transportation to its students. The applicant provides an inadequate or incomplete description of how student transportation needs will be met.</p> <p>--OR--</p> <p>The applicant does not state whether or not it plans to offer transportation to its students.</p>
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant’s response is Partially Meets.</p> <p>The applicant’s response indicates the school plans to offer transportation but does not provide additional detail on the steps the school will take to “<i>assess where our students are coming from, and develop a viable and sustainable transportation plan.</i>” Additionally, a budget is not included in Appendix G to determine if transportation is addressed in the budget.</p>				

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:

STAT will participate in the lunch program in order to receive cash subsidies from the U.S. Department of Agriculture (USDA) for each meal served. We will serve lunches that meet Federal requirements, and offer free or reduced price lunches to eligible children. School lunches will meet meal pattern and nutrition standards based on the latest Dietary Guidelines for Americans.

STAT will use the prototype applications assigned by the USDA National School Lunch Program for each fiscal year and follow the income guidelines to determine Free or Reduced Status. If our school qualifies during its base year we will apply as a Provision II or CEP school in order to offer Free lunches to all STAT students.

All lunches will be contracted with The Canteen or other approved Food Vendors to be cooked on-site. All income and expenditures will be tracked within Fund 21000 (Food Services). An accurate breakfast and lunch count will be taken on a daily basis in order to stay within this budget and to avoid having to use Operational funds for food services.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet—1
K.(2) Food Services	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>
	The applicant plans to offer food services to its students. The applicant provides a clear description of how food services will be provided that is supported by the proposed budget.	The applicant plans to offer food services to its students. The applicant provides an adequate description of how food services will be provided that appears to be supported by the proposed budget.	The applicant plans to offer food services to its students. Only a limited description of how food services will be provided is included OR the applicant has not fully addressed food services in the budget.	The applicant plans to offer food services to its students. The applicant provides an inadequate or incomplete response of how food services will be provided. --OR-- The applicant plans to offer food services to its students but provides no other information.

CSD EVALUATION:
Partially Meets – 2

The applicant’s response is rated Partially Meets.

The applicant’s response describes that the school will participate in the lunch program and indicates “All lunches will be contracted with The Canteen or other approved Food Vendors to be cooked on-site.” Since a budget is not included in Appendix G, no determination was made to confirm if the budget addresses food services.

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 22nd, 2016**. 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: *See Appendix E*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1) Projected Facility Needs	The applicant completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix “J.”	The applicant provides evidence from PSFA that it has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the review process has not been completed, the plan has received PSFA’s tentative approval.	The applicant has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the review and approval process has not been completed.	The applicant has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The applicant does not address the Facilities Master Plan Ed / Spec checklist.

CSD EVALUATION:
Does Not Meet - 1

The applicant’s response is rated Does Not Meet.

The applicant has completed and attached the Facilities Master Plan Ed/Spec Checklist in Appendix E, but does not demonstrate that it has been submitted to PSFA for review and approval.

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:

STAT’s formal facilities master plan is included as Appendix E and is still in the process of review. However, STAT fully intends to partner with sister school, La Promesa Early Learning Center. The partnership will serve to develop a pipeline of future educators who are capable of assuming hard-to-fill positions as Bilingual, Early Childhood, and Special Education teachers. Our target population is found in the northwest quadrant of Albuquerque. STAT plans to share a campus with LPELC, with the goal of building out four vacant building structures that are adjacent to the LPELC campus located at 7500 La Morada NW. LPELC has a mission of serving students from infant to grade 12, and has included this

model in their facilities master plan. LPELC and PSFA are working on a current facilities master plan that includes plans to expand in order to add a high school component. In the interim (until a formal build out takes place), STAT has the opportunity to occupy a current LPELC building/facility that houses the middle school component. This space can be utilized for up to two years until student enrollment increases and the structure can no longer accommodate the STAT population.

Ranking				
		Satisfied		Not Satisfied
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(2) Facility Plan	The applicant provides evidence that it has researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic location. The evidence includes a clear plan to prepare the facility/property in time for the proposed school’s opening.	The applicant provides evidence that it has researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.	The applicant provides evidence that it has done some research on potential facilities/properties in the desired geographic location.	The applicant does not provide evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application does not address the proposed school’s facility needs.
CSD EVALUATION:				
Exceeds – 4				
The applicant’s response is rated Exceeds.				
The applicant’s response identifies the facility the school intends to occupy in the first and potentially the second year of operation. The school will share a facility with the sister school, La Promesa Early Learning Center (LPELC). The applicant states, <i>“In the interim (until a formal build out takes place), STAT has the opportunity to occupy a current LPELC building/facility that houses the middle school component. This space can be utilized for up to two years until student enrollment increases and the structure can no longer accommodate the STAT population.”</i>				
The facility identified by the applicant is an appropriate and viable facility due to the fact, that the LPELC facility resides in the northwest quadrant of Albuquerque, which is identified as the geographical area of the target population.				
In addition, the applicant identifies that there is a future plan for “building out four vacant building structures” adjacent to the LPELC campus.				

III. Financial Framework

A. Budgets.

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

A.(1) Provide, and attach as **Appendix 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: *See Appendix "F" Revenue Project Form 910B5*

State Equalization Guarantee: STAT will receive 98% of the SEG monies. Most revenues will flow from the State of New Mexico through PED to STAT. STAT will work collaboratively with the New Mexico State Auditors to assure timely reporting and other financial/fiscal processes. In accordance with the 1999 Charter Schools Act and good business practices, STAT will be held accountable for its fiscal performance.

A revised budget will be prepared and submitted to PED based on the projected enrollment numbers for the STAT student population.

State Equalization Guarantee Numbers-Years 1-5

<i>School Year</i>	<i>Projected Student</i>	<i>Total</i>	<i>Program State</i>
<i>Equalization</i>	<i>Population</i>	<i>Units</i>	<i>Guarantee (SEG) Less 2%</i>
<i>2017-2018</i>	<i>100</i>	<i>272.479</i>	<i>\$1,078,862.94</i>
<i>2018-2019</i>	<i>200</i>	<i>459.355</i>	<i>\$1,818,786.36</i>
<i>2019-2020</i>	<i>300</i>	<i>569.033</i>	<i>\$2,253,049.29</i>
<i>2020-2021</i>	<i>400</i>	<i>603.192</i>	<i>\$2,388,299.64</i>
<i>2021-2022</i>	<i>500</i>	<i>751.189</i>	<i>\$2,974,284.17</i>

Details of the STAT projection for SEG revenues for each year's budget are as follows: We used a T&E Index of 1.067 (APS 2016-2017), Risk Index of .079, Small School Size Adjustment of 120 units (Eliminated in 4th year with 400 students), and a Unit Value of \$4,040.24. A growth factor of 100 MEM was calculated in years 2 through 5 of the 910B5.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	The application provides 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. The worksheet clearly demonstrates understanding of and capacity to implement New Mexico public school funding.	The application provides 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. The worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement New Mexico public school funding.	The application provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet contains some errors that may raise questions about understanding of and capacity to implement New Mexico public school funding.	The application provides an incomplete or inadequate 910B5 State Equalization Guarantee (SEG) Computation Revenue Worksheet for each of the 5-year budget plan. --OR-- The application does not include a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
<p>CSD EVALUATION: Meets – 6</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant provides an adequate SEG Computation Revenue Worksheet to reflect a 5-year budget plan. The appropriate values and computations are used and the forms reflect the correct number of projected students.</p> <p>In the response, the applicant states, <i>“Details of the STAT projection for SEG revenues for each year’s budget are as follows: We used a T&E Index of 1.067 (APS 2016-2017), Risk Index of .079, Small School Size Adjustment of 120 units (Eliminated in 4th year with 400 students), and a Unit Value of \$4,040.24. A growth factor of 100 MEM was calculated in years 2 through 5 of the 910B5.”</i></p> <p>For the most part, the applicant’s response demonstrates that specific index appropriations and values are incorporated in the forms. However minor errors were identified in those forms. They include:</p> <ol style="list-style-type: none"> 1. In year 1 the SEG Computation Revenue Worksheet uses a 15% average for Special Education, while the other years have a lower percentage. 2. Although the applicant states a growth factor of 100 MEM was calculated for the forms for years 2 through 5, no growth units were included in those forms. 				

A.(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 STAT Five-Year Budget Plan*

The 5-year budget is a balanced budget based on the following factors. First our staffing plans for years 1 through 5 are 12.5, 19, 23, 28 and 33. Pursuant to Section 22-10A- through 22-10A-11, NMSA 1978 of the School Personnel Act. Our school will pay Teachers and Principal the Statutory Minimums.

First year expenditures also include a server, furniture and equipment for the school. Instructional Materials will be purchased from Fund 14000 (Instructional Materials Grant). All professional Development for Teachers and Principals will come out of fund 24154 (Title IIA). The Full time SPED Teacher will come out of fund 24106 (IDEA-B). Majority of Lease payment will come out of fund 31200 (Lease Assistance Grant), the balance will be paid from operational \$46,400 (Total lease \$120,000 in first year for a smaller portion of our permanent facility).

Other first year expenses include the following:

- *Object Codes 53414 - Other Professional Services*
 - *NM Coalition for Charter Schools membership - \$2,000*
 - *AptaFund Accounting System annual fee (Web based system) - \$8,500*
 - *Student Database System annual fee (Web based system) - \$7,000*
 - *Ancillary/Special Education Services to accommodate student Individual Education Plan (IEP) - \$25,000*

- *Object Codes 55915 - Other Contracted Services*
 - *ESL and/or Bilingual services - \$9,000*
 - *Business Manager - \$60,000*
 - *Janitorial/Maintenance - \$25,000*
 - *Copier/Leases - \$5,000*
 - *PE Teacher - \$15,000*
 - *Nurse - \$10,000*
 - *Bus Service for field trips - \$1,500*
 - *Technology services - \$10,000*

Ranking					
		Satisfied		Not Satisfied	
		Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
A(2) 5-Year Budget Plan		The application provides a five-year budget 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. The draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school.	The application provides a five-year budget that appears to support the proposed school’s mission and the proposed school’s five- year growth plan, including staffing, facilities, educational program and services. The draft budget adequately demonstrates the financial capacity and long-term sustainability of the proposed school.	The application provides a five-year budget that generally supports the proposed school’s five-year growth plan. However, the draft budget may raise some questions about the financial capacity or the long-term sustainability of the proposed school.	The application provides an inadequate or incomplete five-year budget. --OR-- The application does not include a 5-year budget.
	<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant’s response is rated Does Not Meet.</p> <p>The applicant submitted an Appendix G that does not contain the 5-year budget plan. Instead the appendix includes 80 pages of the Uniform Chart of Accounts.</p> <p>The applicant includes a response for this section, but the information in the response can not be evaluated without a budget.</p>				

<p>A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the 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.</p>
<p>APPLICANT RESPONSE: <i>Budget Narrative</i></p> <p><i>STAT will comply with 6.20.2 NMAC Budget Preparation Standards.</i></p> <p><i>STAT shall follow budget requirements stated in Sections 22-8-5 through 22-8-12.2, NMSA 1978, and procedures of the department in preparing, submitting, maintaining and reporting budgetary information. The budget will be balanced prior to submission.</i></p> <p><i>Each budget prepared will be for the upcoming fiscal year from July 1st through June 30th. The budget</i></p>

will be prepared based on current year actual expenditures as well as projected increases for those expenditures. STAT will also review budget for all expenditures relating to implementing the school's mission and educational program. Based on projected membership for the upcoming fiscal year, STAT will budget for appropriate staff, ancillary services and all other support services based on projected IEPs, membership increases, professional development and all other instructional or operational services.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(3) Budget Narrative	The application provides 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 applicant's thorough understanding of the budget and of budgeting.	The application provides a clear budget narrative with some meaningful detail that explains basic assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the proposed school's mission, educational program, staffing and facility. The budget narrative demonstrates the applicant's general understanding of the budget and of budgeting.	The application provides a limited budget narrative that explains some basic assumptions, how those were determined, and identifies some priorities. The budget narrative may raise some questions about the applicant's understanding of the budget and of budgeting.	The application provides an incomplete or inadequate budget narrative. --OR-- The application does not provide a budget narrative.
<p>CSD EVALUATION: Does Not Meet – 1</p> <p>The applicant's response is rated Does Not Meet.</p> <p>The applicant does not provide a budget narrative that addresses the prompt. Instead the applicant provides a brief overview of the process for preparing a budget for the "upcoming fiscal year" and indicates "STAT" plans to comply with standards and follow budget requirements.</p>				

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

Provide a narrative description of how 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: *Budget Control*

In order for our school to avoid a shortage on cash mainly due to not meeting our projected enrollment, we will immediately adjust our budget based on our 40th day enrollment. We will first begin by creating a Budget Adjustment Request to reduce our budget accordingly so that the Governing Council and Principal will have a better understanding of the overall budget they are working with for the year. We would first begin with reviewing and reducing non-operational expenditures such as supplies and supply assets. If absolutely necessary, our Personnel policies and contracts will include a statement on the possibility of a reduction in force based on budgetary issues. Please keep in mind, however, that our budget is extremely conservative. We budget as though all employees take all benefits offered by the school, which is not necessarily the case. There is a large possibility that additional funds will be available in the salary benefits line items.

Cash will be evaluated on a daily basis in order to avoid cash flow problems. Payroll must and will take priority. All other expenditures will be paid within the allotted time frame by each vendor. If vendors can be paid by Federal and other reimbursable funds through OBMS, the vendor will be set up as a "Direct Pay" vendor if the school's cash flow will be low for the required payment date.

Each year our budget is created to account for all projected Special Education services for the upcoming fiscal year, not including additional funds provided by IDEA B. Additional revenues provided by IDEA B would actually help offset already budgeted expenditures in our SEG budget.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(4) Strategies for Budget Control	The application provides a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide clear evidence that the adjustments are viable and realistic. The suggested budget control strategies demonstrate capacity to manage the budget successfully.	The application provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide some evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a general capacity to manage the budget successfully.	The application provides a limited description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic.	The application provides an inadequate or incomplete description of budget adjustments. --OR-- The application does not address strategies for budgeting control.

**CSD EVALUATION:
Partially Meets – 2**

The applicant's response is rated Partially Meets.

The applicant provides a limited description for adjusting the budget, should they have financial budget and cash-flow challenges. The applicant's response states, *"We would first begin with reviewing and reducing non-operational expenditures such as supplies and supply assets. If absolutely necessary, our Personnel policies and contracts will include a statement on the possibility of a reduction in force based on budgetary issues."* However, no additional detail is provided by the applicant to explain what positions would be reduced.

Although, the applicant explains that the *"budget is extremely conservative"* and *"There is a large possibility that additional funds will be available in the salary benefits line items"*, these statements can not be confirmed due to the reason that a budget was not included in Appendix G.

Additionally, the applicant's response for modifying the budget for both, an increase of students with special education needs and low enrollment of students in the first year operation is minimal.

In regards to students with special education needs, the applicant states, *"Each year our budget is created to account for all projected Special Education services for the upcoming fiscal year, not including additional funds provided by IDEA B. Additional revenues provided by IDEA B would actually help offset already budgeted expenditures in our SEG budget."* In these statements, the applicant does not address how the budget would be modified if more students require special education needs in the current year than in the prior year, since special education funding is based on the prior year numbers. In addition, the last statement does not clarify if the additional revenues through IDEA-B are from the current or prior year and/or the applicant intends to use the revenues from the prior year for the current year.

The applicant's response does not address how the budget would be modified if the school has a lower enrollment than originally projected for first year of operation

Overall, the applicant's response is not clear to determine if the process is viable and realistic.

B. Financial Policies, Oversight, Compliance, and Sustainability

B.(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: *Please see the attached Financial Control Policies (Appendix K).*

STAT will comply with 6.20.2 NMAC Internal Control Structure and Standards.

Internal control consists of the plan of organization and all the related methods and measures adopted within a business to safeguard its assets from employee theft, robbery, and unauthorized use; and enhance the accuracy and reliability of its accounting records. This is done by reducing the risk of errors (unintentional mistakes) and irregularities (intentional mistakes and misrepresentations) in the accounting process.

We will establish and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions of safeguarding assets.

All cash receipts will be collected by the designated activity director and/or Office Manager. A triplicate receipt book will be kept in a locked area. The original copy will be given to the customer, the second copy will be turned in to the business office with the payment and the third copy will be kept in the receipt book. The business office assistant will create the deposit slip for the office manager to take to the bank. The deposit will be posted by the business office assistant and reconciled by the Business Manager.

Payroll contracts and all supporting documentation (I9, W-4, Background checks, NMPSIA), as well as timesheets will be kept in the business office for safekeeping. The Business Office assistant will process payroll in Aptafund. The Business Manager will approve and submit payroll deposits and paychecks.

All payments processed by the business office will require 2 signatures (not business office personnel) who will verify all documentation attached to the payment.

A check register showing all transactions for the month will be presented to the Governing Council on a monthly basis for review and approval along with all other required financial reports.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(1) Financial Policies and Internal Controls	The application provides a clear, comprehensive, and cohesive description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.	The application provides a clear description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.	The application provides a limited description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.	The application provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.

CSD EVALUATION:

Paritally Meets – 2

The applicant's response is rated Partially Meets.

The applicant's response provides a limited description on the internal control procedures and Appendix K makes references to other policies not described in this response. The applicant provides a brief overview for collecting cash receipts, safekeeping of contracts, supporting documentation and payroll processing documents.

B. (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: *Financial Personnel*

STAT will hire a Business Manager who will be responsible for the entire budget process and putting the annual budget document together; accumulating and entering all financial transactions and adjustments into the school financial system and preparing accurate financial reports, including state reports, bank reconciliation's, interim statements, and the Comprehensive Annual Financial Report in accordance with state regulations. Assists with financial information by providing general business support as dictated by district, state, and federal policies, regulations, and controls. Responsible for monitoring payroll processes monthly and overseeing daily department operations.

The business manager will have a degree in accounting and experience with government accounting. The BM will be licensed by the NM Public Education Department.

A business office assistant will also be hired in order to support all internal control procedures. The Business Office Assistant will be responsible for the day to day functions such as accounts payable, deposits, and payroll. This person will have experience in bookkeeping and payroll.

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(2) Financial Personnel	<p>The application identifies the appropriate staff to perform financial tasks, and the staff positions are completely supported in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are clearly provided. The application includes evidence of a clear plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p>	<p>The application identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The application provides some qualifications and responsibilities for those positions. The application includes evidence of a plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p>	<p>The application generally identifies the appropriate staff to perform financial tasks. The application includes a limited plan to hire and evaluate highly-qualified staff no later than two weeks prior to the start of the proposed school year.</p>	<p>The application provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks. AND/OR The application include no evidence of a plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p> <p>--OR--</p> <p>The application does not address identification of appropriate financial personnel for the proposed school.</p>	

**CSD EVALUATION:
Does Not Meet – 1**

The applicant’s response is rated Does Not Meet.

The applicant’s response provides a description of the job responsibilities for the Business Manager and Business Office Assistant and includes a few qualifications for both positions. The qualifications are: *“The business manager will have a degree in accounting and experience with government accounting. The BM will be licensed by the NM Public Education Department”* and for the assistant, *“This person will have experience in bookkeeping and payroll.”* Both positions are addressed in the organizational chart. These two positions can not be confirmed in the budget because it was not included in Appendix G and the applicant does not demonstrate in the response they are supported by the budget.

Lastly, the applicant does not provide a plan for hiring and evaluating Highly Qualified staff.

B.(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: *Financial Oversight*

The purpose of the Governing council is to govern STAT in accordance with the terms of its charter, in compliance with the New Mexico Charters School Act, NMSA 1978 22-8B-1 and all amendments. The Governing Council acts as a Board of Finance for the Charter School. The Governing Council has the responsibility to ensure that STAT operates in accordance with all applicable laws and regulations, complies with Open Meetings Act, and meets its commitments to the school's authorizers as reflected in the school's approved charter.

The Governing council will appoint a finance committee that will meet on a monthly basis or more, if needed, with the Principal and the business manager to review all monthly financial statements. The monthly financial statement will include all Journal Entries for review and approval by the finance committee; detailed revenue and expenditure report; monthly cash reconciliation along with the bank statement and all cleared checks; check register report; and balances for each fund by function. The committee will also assume responsibility for making recommendations to the Council in areas of financial planning as well as provide budget preparation and oversight.

The Governing Council will also appoint an audit committee composed of two Council members, one volunteer Audit Committee member who is a parent of a student attending our school, and one volunteer member with a Financial background. The Principal and Business Manager will serve as ex officio members of the Audit Committee. The Audit committee will comply with the New Mexico Audit Act and all state and local regulations. The committee will attend the entrance and exit conference for annual and special audits; meet with the auditors on a monthly basis after audit field work begins until the conclusion of the audit. They will track and report progress of the audit and any findings to the GC and make recommendations to the council on any policy changes that might be needed to address any audit findings.

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(3) Financial Oversight		The application provides a clear, comprehensive, and cohesive description : of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the proposed schools overall governance and management. Clearly stated financial controls demonstrate a sound understanding of the required GB oversight and financial reporting.	The application provides a clear description of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an adequate understanding of the required GB oversight and financial reporting.	The application provides a limited description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the proposed school's overall governance & management. Stated financial controls demonstrate some understanding of the required GB oversight and financial reporting.	The application provides an incomplete or inadequate description of how the GB will provide fiscal oversight and of the state-required audit and finance committees. --OR-- The application does not provide a clear plan for financial oversight.

CSD EVALUATION:

Meets – 3

The applicant’s response is rated Meets.

The applicant’s response provides a clear description of the responsibilities of the audit and finance committees which demonstrates an adequate understanding of oversight and financial reporting by the Governing Body

Responsibilities for the finance committee include the following, *“meet on a monthly basis or more, if needed, with the Principal and the business manager to review all monthly financial statements. The monthly financial statement will include all Journal Entries for review and approval by the finance committee; detailed revenue and expenditure report; monthly cash reconciliation along with the bank statement and all cleared checks; check register report; and balances for each fund by function. The committee will also assume responsibility for making recommendations to the Council in areas of financial planning as well as provide budget preparation and oversight.”*

Responsibilities for the audit committee consist of complying *“with the New Mexico Audit Act and all state and local regulations. The committee will attend the entrance and exit conference for annual and special audits; meet with the auditors on a monthly basis after audit field work begins until the conclusion of the audit. They will track and report progress of the audit and any findings to the GC and make recommendations to the council on any policy changes that might be needed to address any audit findings.*

In addition, the applicant indicates the Governing Council will act as the Board of Finance and will appoint members to the finance and audit committees of the school. In this response the applicant describes the composition of the members for the audit committee but does not provide the same

detail for the finance committee. It should be noted, that in II. Organizational Framework, the applicant does not address the requirement of creating the finance and audit committees as required by statute.

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:

STAT Founders conducted local outreach. It is very difficult to reach a broad audience in a community that focuses primarily on the events and developments of the local school district, which happens to be the largest school district in the state of New Mexico. We were fortunate to have assistance from KRQE, which provided coverage regarding our school model and its importance when it comes to addressing the urgent teacher shortage we face in our great state. The following outreach activities summarize our efforts:

- *Local media outlets*
- *Student assemblies at sister school, La Promesa*
- *Informational sessions that took place during fairs and other events*
- *Meetings with significant community leaders*
- *Stakeholder and student surveys*
- *STAT website – www.statcharterschool.com*
- *Social media – Facebook, Twitter, LinkedIn*

Our primary intention of outreach was to make our community aware of the STAT model, and most importantly, inviting and encouraging students and other stakeholders to respond to surveys so that we could collect quantitative data that demonstrates support for STAT as well as qualitative data that assists the founding team in planning the STAT model.

We feel that our outreach efforts demonstrated a commitment to working with our community and we intend to continue engaging stakeholders in dialogue to help develop and govern the STAT program. Utilizing the media is always a great option to help reach a broad audience, but is very difficult to accomplish as a proposed charter school. A media release was developed and issued to assist with our efforts. Below you will find the media release and coverage that helped our founding team develop community support for our proposed school.

For more information, contact:
 Chris Jones, Founder, STAT Charter School
 Mailing Address: 7500 La Morada NW, Albuquerque, NM 87120
 Telephone Number: (505) 803-0812
 Email: statcharter.abq.nm@gmail.com



NEWS RELEASE

May 2, 2016

FOR IMMEDIATE RELEASE

STAT CHARTER SCHOOL, A SCHOOL FOR NEW MEXICO'S FUTURE TEACHER LEADERS SEEKS AUTHORIZATION TO OPEN IN FALL 2017

STAT founding team seeks parent, student, and community input to assist with planning.

[Albuquerque, NM] Students That Aspire to Teach (STAT) Charter School seeks to change the future of our state's educational landscape through a grass roots approach to address the teacher shortage in the state of New Mexico. The problem? According to a December 2015 report published by Dr. Karen Trujillo with the NMSU Alliance for the Advancement of Teaching and Learning, there were over 500 vacancies attributed to a lack of available candidates. Over 91% of reported vacancies were teaching positions and about half of those positions were reported in the central region of New Mexico.

"STAT was a concept that arose out of a very authentic need observed during my own experience as a principal. The overarching goal behind STAT is not only to address our personal need to recruit and retain high performing educators; we are most interested in becoming a significant part of the solution to solving the teacher shortage on a much larger scale," said Chris Jones, Founder of STAT Charter School.

STAT Charter School wants to be the state's first progressive and comprehensive solution to the teacher shortage through the training of prospective educators during grades 7-12. STAT students will follow the Career and Technical Education (CTE) Education and Training pathway. Students will:

- Prepare for career opportunities in education
- Participate in a lab rotation blended learning model that helps ensure proficiency in math and reading while increasing
- Participate in a teacher preparation program consisting of structured curricula and student teaching practicums

STAT is asking parents, students and community members to take an online survey before Friday May 27 to provide input that will assist with planning.

- PARENTS - <http://goo.gl/forms/bSw5FmbSTa>;
- STUDENTS - <http://goo.gl/forms/M47ZdYrsA8>;
- COMMUNITY MEMBERS - <http://goo.gl/forms/ggxrbw1DPk>;

STAT will submit its charter application to the Public Education Commission or Albuquerque Public Schools Board of Education on June 1, 2016.

STAT Charter School, Improving education on student and one teacher at a time. For more information visit, www.statcharterschool.com or email statcharter.abq.nm@gmail.com

6/1/2016

New charter school would focus on attracting kids to the teaching field | KRQE News 13

KRQE NEWS 13

New charter school would focus on attracting kids to the teaching field



By [Candace Hopkins](http://krqe.com/author/candace-hopkins/) (<http://krqe.com/author/candace-hopkins/>)

Published: May 12, 2016, 5:49 pm | Updated: May 13, 2016, 6:29 am



ALBUQUERQUE (KRQE) – An Albuquerque principal wants to open a charter school, catering to students who want to become teachers.

Experts say New Mexico is experiencing one of the worst teacher shortages in the country. During the 2015-2016 school year alone, Albuquerque Public Schools had hundreds of unfilled positions, but one educator says something could be done to attract more people to the field.

<http://krqe.com/2016/05/12/new-charter-school-would-focus-on-attracting-kids-to-the-teaching-field/>

1/3

6/1/2016

New charter school would focus on attracting kids to the teaching field | KRQE News 13

"We thought to ourselves, why not begin with this grass roots movement, who would help us to earlier identify students who may be interested in the profession," said STAT Charter School Founder Chris Jones.

Jones is currently the principal at [La Promesa Early Learning Center \(http://www.lpelc.com/\)](http://www.lpelc.com/), a Westside charter school. He came up with the idea to open STAT Charter School, which stands for 'Students That Aspire to Teach'.

Jones said, "We really are emphasizing career exploration for students, not only that but self-awareness."

The school would operate in two now-vacant buildings next to La Promesa. It would offer teaching-focused curriculum starting in 7th grade and would give high school students a chance to see what it's really like to teach.

"We'll have actual practicum where students do their student teaching with our sister school, La Promesa," said Jones.

One teacher says the program could help students figure out if teaching is for them before they have to commit in college and will help build a better teaching force locally.

"Curriculum teachers will never be naturals but naturals can learn the curriculum and I think a school like this will go ahead and attract natural teachers," said 6th Grade Teacher Eppie Lopez.

STAT is still in the application phase. The next step is to get the Public Education Commission's authorization to move forward. Organizers estimate the school would have as many as 400 students. If approved, they hope to open in August of 2017.

Related Posts



<http://krqe.com/2016/04/27/mayor-berry-wants-to-close-alamosa-public-library/>
[Mayor recommends closing Alamosa Public Library \(http://krqe.com/2016/04/27/mayor-berry-wants-to-close-alamosa-public-library/\)](http://krqe.com/2016/04/27/mayor-berry-wants-to-close-alamosa-public-library/)



Watch Live Now



<http://krqe.com/2016/05/12/new-charter-school-would-focus-on-attracting-kids-to-the-teaching-field/>

2/8

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A.(1) Outreach Activities	The application provides clear, comprehensive, and cohesive evidence that it has developed an effective and thoughtful outreach program. There is sound evidence that the applicant has addressed a broad audience to develop community support for the proposed school. Clear descriptions of outreach activities demonstrate that the applicant is attempting to reach a broad audience and understand the community needs.	The application provides clear evidence that it has developed an adequate outreach program. There is adequate evidence that the applicant has addressed a broad audience and understands the community needs.	The application provides general evidence that it has developed an outreach program. There is some evidence that the applicant has addressed a broad audience and understands the community needs.	The application provides inadequate or incomplete evidence that it has developed an outreach program. --OR-- The application does not provide a description of outreach activities, or evidence that the applicant developers have conducted any exploratory community outreach to understand the community needs.

CSD EVALUATION:

Meets – 3

The applicant’s response is rated Meets.

The applicant provides clear evidence of the outreach activities that have been developed with the purpose of making the community aware of the STAT model. The applicant includes evidence of reaching a broader audience through local media outlets.

The applicant’s response summarizes the methods utilized for the outreach program by the founders of STAT. The response lists the following activities: local media outlets, student assemblies, informational sessions, meetings with community leaders, conduct surveys, “STAT website”, and “Social media”. The applicant does not provide evidence of all of the activities listed.

In addition, the applicant states, *“It is very difficult to reach a broad audience in a community that focuses primarily on the events and developments of the local school district, which happens to be the largest school district in the state of New Mexico.”* The applicant’s statement does not describe whether the school district they refer to is the Espanola or what measures are used to determine the “largest school district”. If total enrollment is used to determine a large school district, the Espanola has a total of 3,944 total enrollment based on enrollment data for the 14-15 school year provided by the Public Education Department(PED). This same document provided by PED has other school districts that exceed the total enrollment of 3,944 students.

Within the response, the applicant includes evidence of the effort to communicate to a broad audience. The first document is a news release letter, dated May 2, 2016, that was intended “to develop community support “ for the school. The second document is an article written by Candace Hopkins of KRQE News 13. The article provides an overview of STAT and Mr. Jones, the proposed Executive Director/Head Administrator for the proposed school.

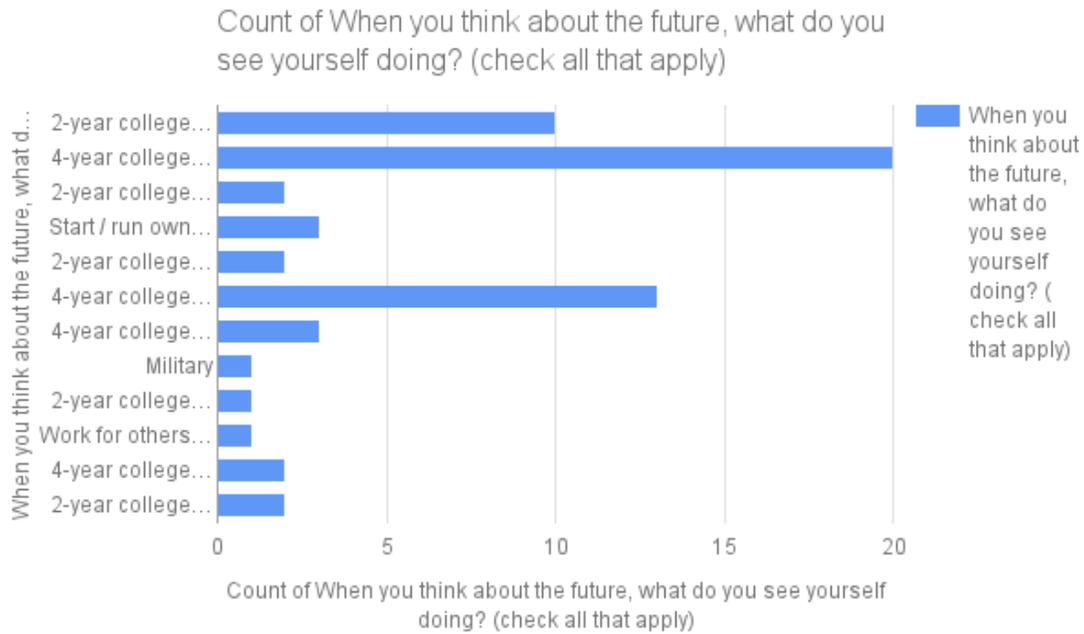
B. Community Support.

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:

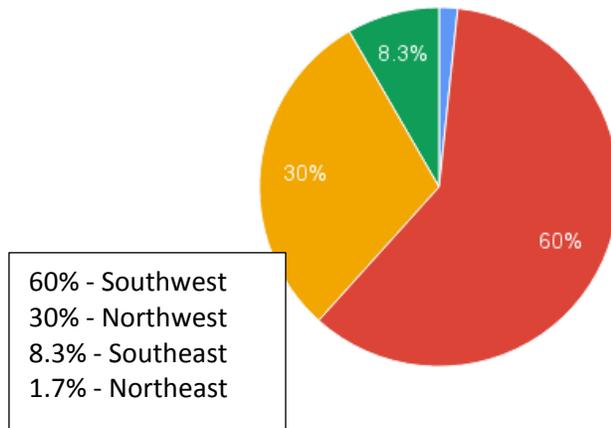
STAT founders, through outreach activities, and student information sessions, were able to gather qualitative data via a survey tool for both stakeholders (parents and members of the community) as well as students.

STUDENT RESPONSE DATA:



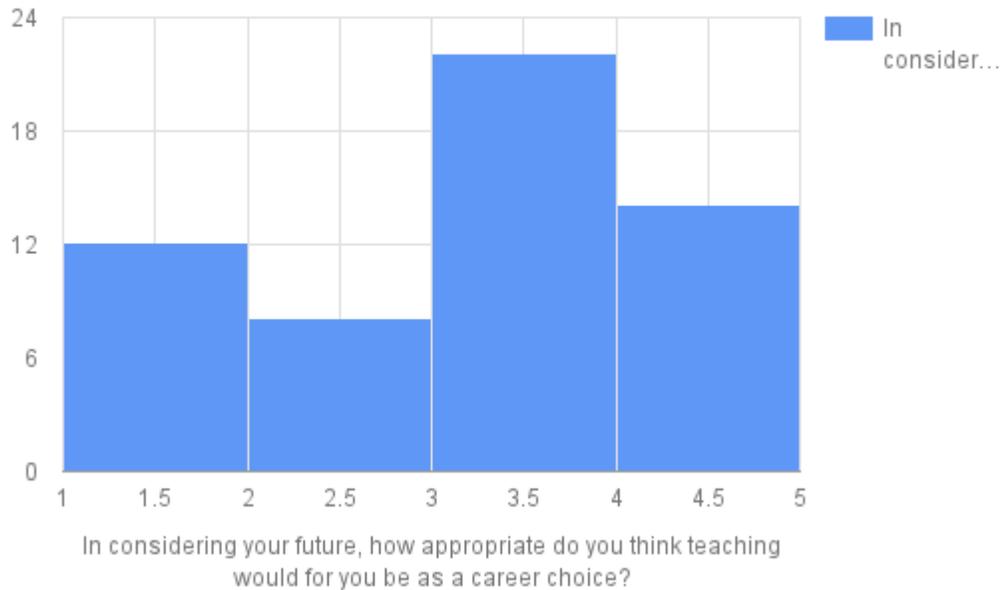
“4-year college or technical college” has the highest value for “When you think about the future, what do you see yourself doing? (check all that apply)”

Count of In which quadrant of Albuquerque do you reside?



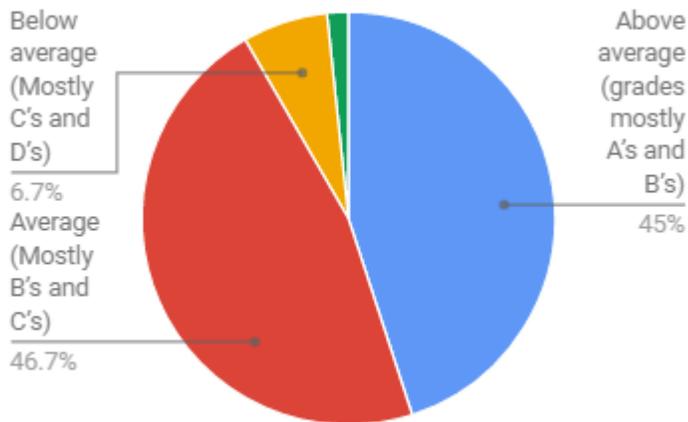
90% of respondents live in the southwest and northwest quadrants of Albuquerque.

Histogram of In considering your future, how appropriate do you think teaching would for you be as a career choice?



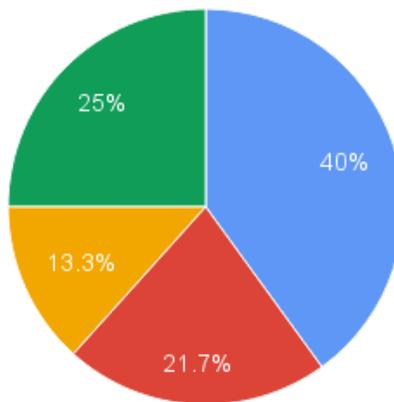
1= teaching would not be a good fit for me; 5= teaching would be a great career choice for me

Count of How do you currently do in school?



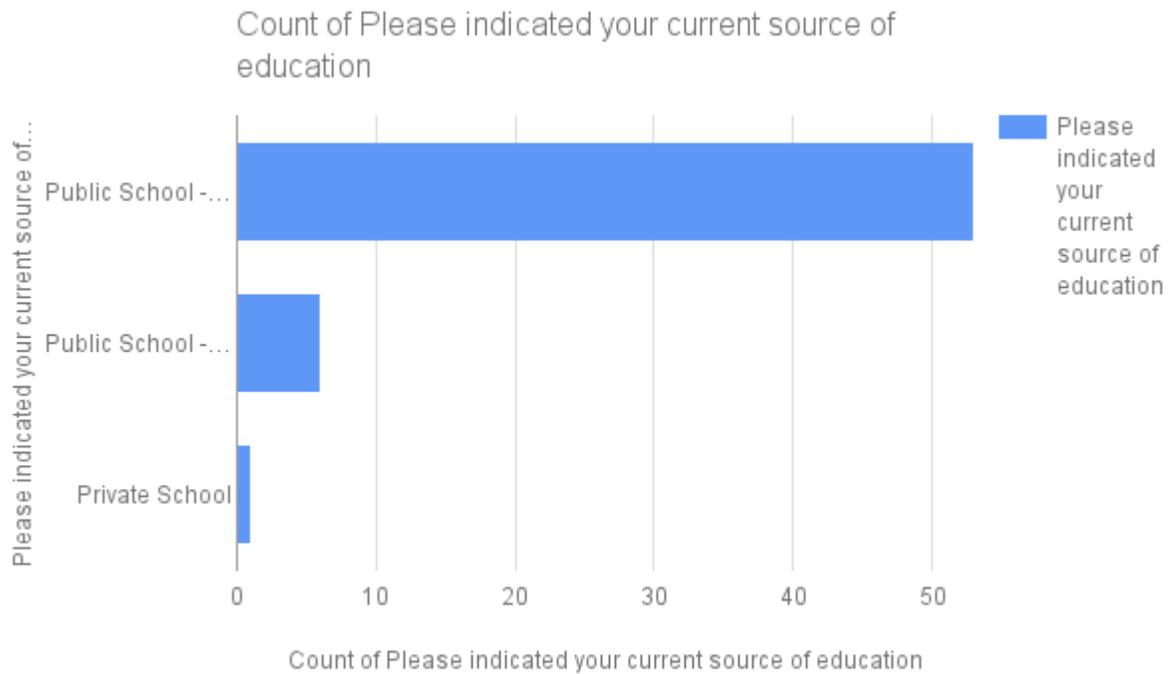
“Failing or close to failing” has the lowest value for “How do you currently do in school?”

Count of STAT is a secondary option that will introduce students to the teaching profession. We will use blended learning to personalize your education...



Question: STAT is a secondary option that will introduce students to the teaching profession. We will use blended learning to personalize your educational path, advisory to support you, project-based learning/student teaching to help you use what you learn, and dual credit to ensure you reach your post-graduation goals. At this time, what response best describes your reaction to the STAT school?
 Options: 1. It sounds perfect for me. I would like to apply when able; 2. I'm highly interested but need a few more details; 3. STAT sounds like a great model for some, but I'm undecided on whether I'd apply, and; 4. I'm not interested in considering STAT at this time.

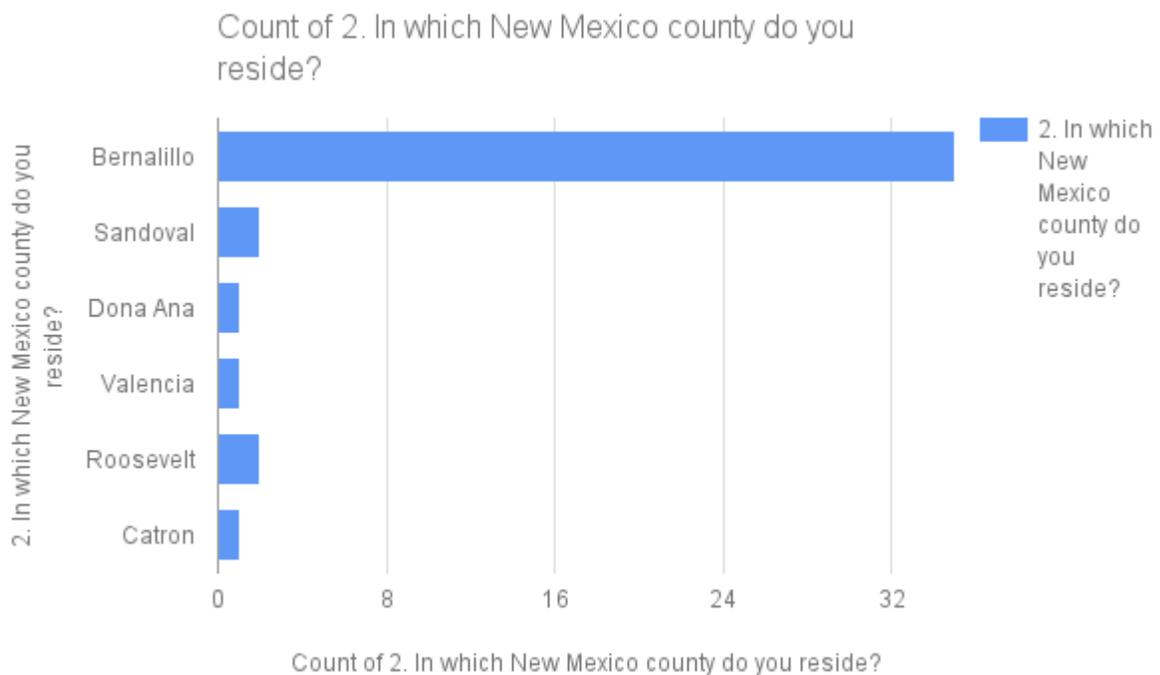
“It sounds perfect for me. I would like to apply when able.” has the highest value for “STAT is a secondary option that will introduce students to the teaching profession. We will use blended learning to personalize your educational path, advisory to support you, project-based learning/student teaching to help you use what you learn, and dual credit to ensure you reach your post-graduation goals. At this time, what response best describes your reaction to the STAT school?”



“Public School - Charter School” has the highest value for “Please indicated your current source of education”

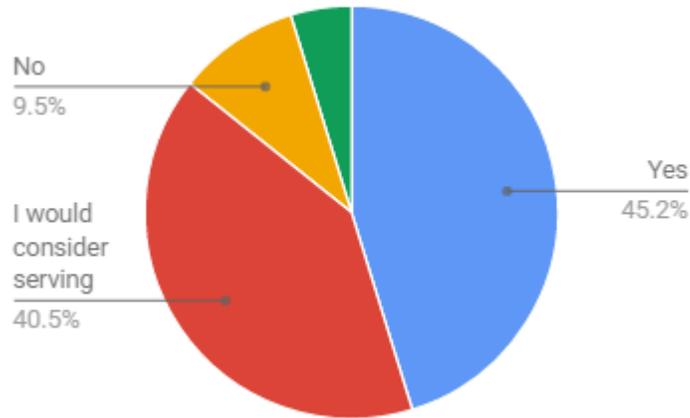
***DATA IS BASED ON 60 RESPONDENTS RANGING IN GRADES 5-8.

STAKEHOLDER RESPONSE DATA:

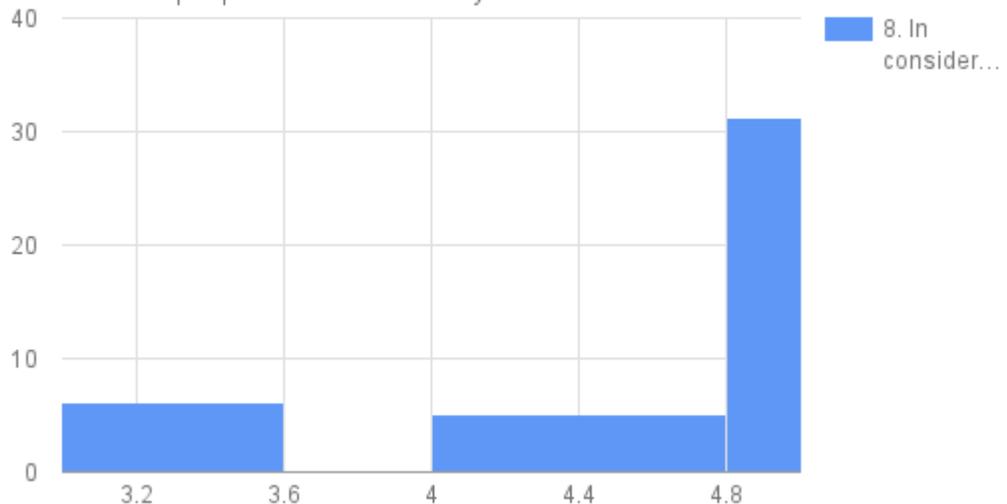


“Bernalillo” has by far the highest value for “2. In which New Mexico county do you reside?”

Count of 4. Would you be willing to take an active role in the development of STAT Charter School,...



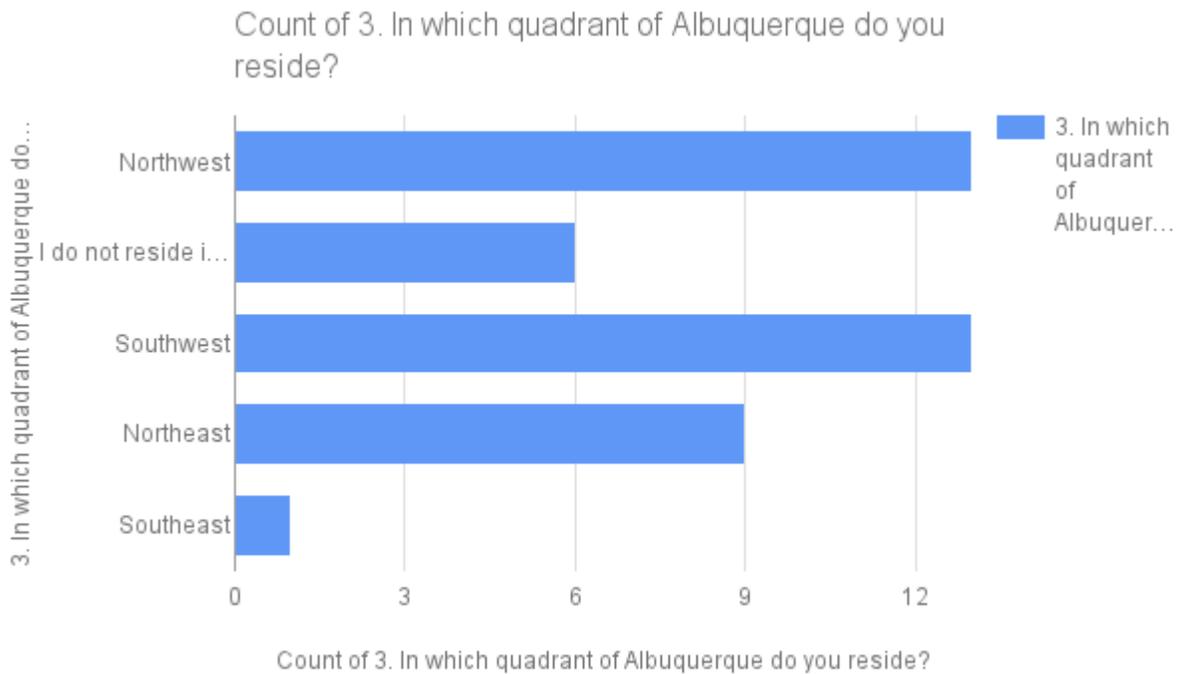
Histogram of 8. In considering the educational landscape in New Mexico, how appropriate would a teacher-preparation secondary education model be...



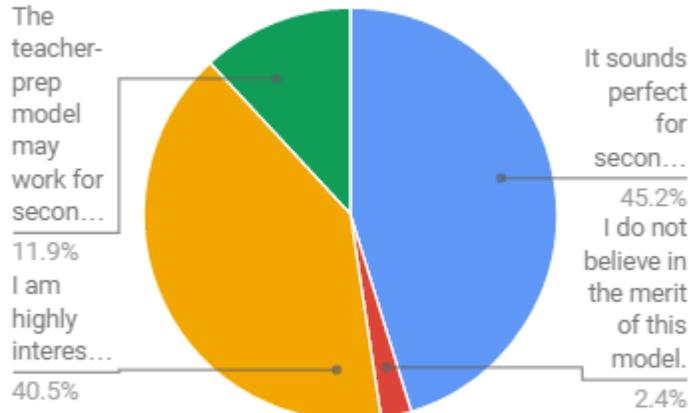
8. In considering the educational landscape in New Mexico, how appropriate would a teacher-preparation secondary education model be for our state? Please provide your input below by using t...

Questions 8: In considering the educational landscape in New Mexico, how appropriate would a teacher-preparation secondary education model be for our state? Please provide your input below by using the scale from 1 – 5 to rank the appropriateness of the proposed STAT model.

Options: 1= The STAT model is highly inappropriate; 5= The STAT model is a must-do for New Mexico

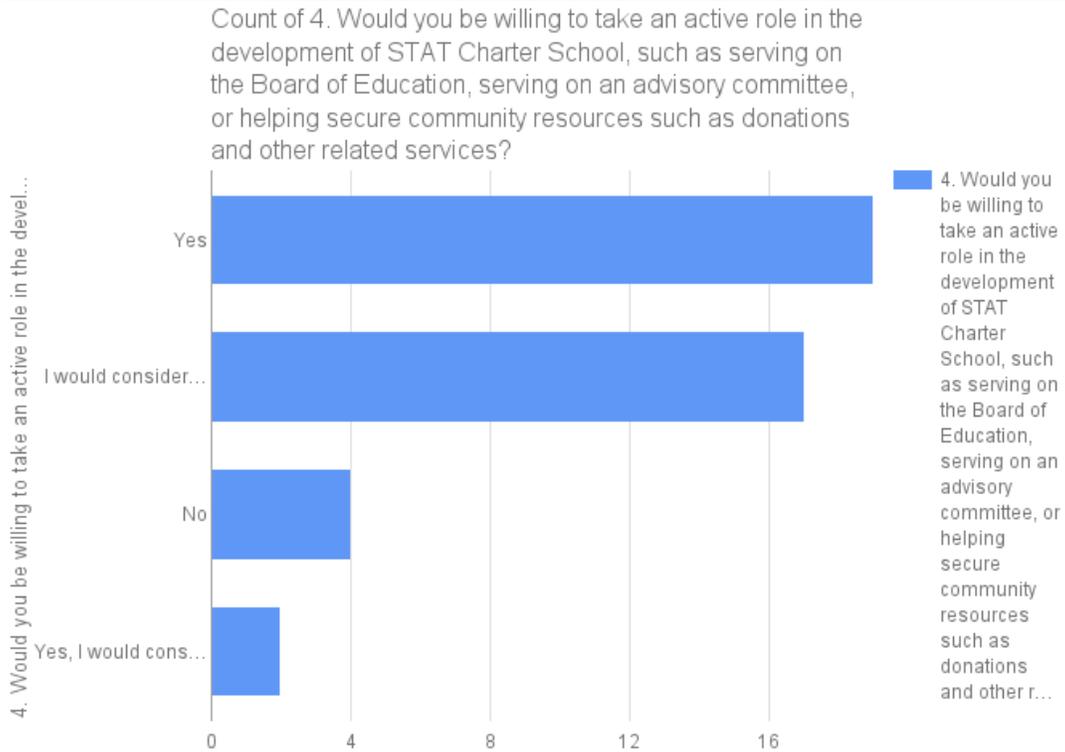


Count of 9. What response best describes your reaction to the STAT Charter School proposal at...



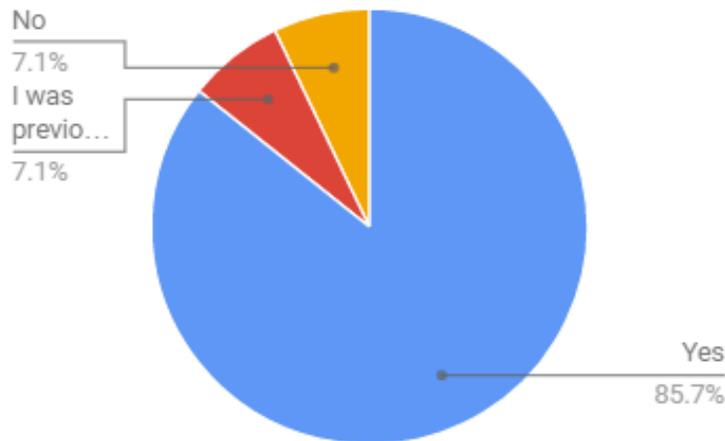
Question 9: What response best describes your reaction to the STAT Charter School proposal at this time?

Options: 1. It sounds perfect for secondary students. I would encourage the secondary-age students I know to apply; 2. I am highly interested in the STAT concept and would like to continue learning more about the model; 3. The teacher-prep model may work for secondary students, but I need more information prior to taking a position, and; 4. I do not believe in the merit of this model.



Count of 4. Would you be willing to take an active role in the development of STAT Charter School, such as serving on the Board of Education, serving on an advisory committee, or helping secure community resources such as donations and other related services?

Count of 5. As a New Mexico resident, are you concerned about the current teacher shortage?



Options: 1. Yes; 2. No, and; 3. I was previously unaware that a teacher shortage exists in New Mexico.

***Stakeholder data based on 42 responses from parents, community members and leaders.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. (1) Evidence of Support	The application provides sufficient measurable, quantifiable and qualitative data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community.	The application provides adequate quantifiable data-based evidence of broad-based support for the proposed school among residents in the targeted community.	The application provides limited measurable evidence of support for the proposed school among residents in the targeted community.	The application provides inadequate or incomplete evidence of community or student support for the proposed school. --OR-- The application does not provide evidence that there is community and student support for the proposed school.

CSD EVALUATION:

Meets – 6

The applicant’s response is rated Meets.

The applicant provides adequate quantifiable data based on results from a survey given to students and stakeholders “through outreach activities”. No additional data from other resources or tools is included in this section and the written results included in the applicant’s response are not clear.

The applicant’s response includes various charts to demonstrate how respondents answered each question. Sixty students in grades 5 through 8 participated in the survey. The stakeholder data was based on 42 respondents consisting of parents, community members and leaders.

Overall, the data provided by the applicant demonstrates that most of the respondents came from the targeted community based on specific questions addressing where a person resided. Although each display includes the specific survey question and provides bar charts with a range of numbers or pie charts with percentages, the applicant does not provide additional detail to summarize the results of the data for each chart. At times it is not clear if the applicant provides a summary of the results. For example in the third pie chart of this response, it states, “It sounds perfect for me. I would like to apply when able.” has the highest value for “STAT is a secondary option that will introduce students to the teaching profession. We will use blended learning to personalize your educational path, advisory to support you, project-based learning/student teaching to help you use what you learn, and dual credit to ensure you reach your post-graduation goals. At this time, what response best describes your reaction to the STAT school?”

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: *See Appendix H*

STAT has an expanded community that includes students, parents, staff, and members of the non-profit and business communities. Located in the northwest quadrant in Albuquerque, NM, STAT is working closely with sister school, La Promesa Early Learning Center, to adopt successful community school practices and initiatives. Employing a community school model, STAT has developed important relationships with state, local community and city government organizations, including:

- *Congresswoman Michelle Lujan Grisham*
- *City of Albuquerque's Running Start of Careers Program*
- *Southwest Literacy Association*
- *100+ Tutoring*
- *Youth Development Incorporated*
- *Educators Rising – New Mexico*
- *Albuquerque Counseling*
- *New Mexico Smiles GO*
- *Partnership for Community Action*
- *Mission Graduate*
- *Reading Success Movement*
- *ABC Community School Partnership*
- *Office of the Mayor of Albuquerque – Collective Impact*

STAT will work with our partners to develop community school goals related to academic achievement, health and wellness; offer support services to students, families and other members of the Albuquerque community; extend the school day for students; offer facility usage opportunities; assist with continuing education opportunities; facilitate workplace readiness and other career preparation opportunities; and provide the STAT community with an overall holistic educational and community experience built upon mutually nurturing relationships.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(1) Community Relationships / Optional evidence of support.	The applicant clearly demonstrates that it has developed meaningful, 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 III.J (1) of this application.)	The applicant demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals.	The applicant provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals.	The applicant provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals. --OR-- The application does not address the applicant’s networking relationships or other agreements with local community agencies, groups, or individuals.
<p>CSD EVALUATION: Exceeds – 4</p> <p>The applicant’s response is rated Exceeds.</p> <p>The applicant clearly demonstrates the networking relationships that have been developed to support the STAT model through the letters provided in Appendix H. , The letters have been written by associates of “state, local community and city government organizations,” which align with the list of “important” relationships the applicant has established. Furthermore, the letters demonstrate meaningful support for the applicant and the commitment to work with the applicant.</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: *See Appendix I*

STAT will employ a disruptive model of education that makes effective use of educational technology, the rotation blended learning model, maintenance and heritage bilingual education models, digital core curriculum, high levels of teacher-teacher, teacher-student, a structured student advisory program, and student-student interactivity; all through a 21st century learning environment that fosters collaboration, communication, and critical thinking to promote creativity. In addition to the core instructional program features listed above, STAT will implement a model of education that employs an expanded definition of student success. In doing so, STAT staff and students will use a set of operational definitions to help define and measure student success. Expectations for student success will include five measures:

- *Non-cognitive skills,*
- *Cognitive skills,*
- *Academic achievement,*
- *Personal experiences, and*
- *Transitional readiness.*

As planning continues the STAT applicant team will work to further define student success. Clear definitions will be followed by the development of digital tools such as rubrics and data bases that we will use to evaluate and capture student competence in each of the five expanded student success areas. STAT understands the interconnectivity among each of the five success areas. However, attention to the five areas will be prioritized, with emphasis placed upon non-cognitive skills as a prerequisite to what we refer to as "transitional readiness." Our model is represented by the pyramid structure displayed below.



There is an authentic need for a school such as STAT that is capable of addressing the teacher shortage from a grow-your-own approach. In a 2015 report published by the NMSU Alliance for the Advancement of Teaching and Learning, the central region in New Mexico was identified as having the most profound

teacher shortage when compared to other geographic regions in the state of New Mexico. Significant recommendations include developing programs to train, attract, and retain highly qualified teachers in all areas, with particular emphasis on Math and Science teacher development.

Conclusions:

- 1. The **Central region** has the direst need for teachers in the state of New Mexico. In fact, the central region has 50% of the openings (257)*
- 2. There is an extreme shortage of Special Education teachers in New Mexico. SPED accounts for 32% of the vacancies.*
- 3. Elementary teachers are needed throughout the state. Elementary (PreK-6) openings represent 23% of the vacancies.*
- 4. There is a shortage of Math and Science teachers throughout the state of New Mexico. Math (34) and Science (29) account for 13% of the vacancies.*
- 5. It is important to include counselors and ancillary service providers when we discuss vacancies in New Mexico. There are currently 47 openings in these areas.*

Next Steps:

- 1. Develop programs to recruit and retain qualified teachers in all subjects and at all grade levels.*
- 2. Encourage students to consider Special Education as a career choice during college.*
- 3. Offer incentives for current Educational Assistants to get the training and certification necessary to become teachers, especially in Special Education.*
- 4. Develop programs that attract and retain highly qualified teachers in Math and Science to fill the need for qualified STEM teachers.*
- 5. Determine how many classrooms are currently staffed by teachers working under an Alternative license or an otherwise substandard license.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(1) Uniqueness of Proposed School	The application provides clear evidence of the uniqueness, innovation and significant contribution of its 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 the proposed school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program.	The application provides adequate evidence of the significant contribution of its 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 the proposed school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program.	The application provides unclear or general descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is limited or weak .	The application provides inadequate or incomplete evidence of the uniqueness, innovation, or significant contribution of its educational program to public education. --OR-- The application does not address the uniqueness or innovation of the proposed school’s educational program.
<p>CSD EVALUATION: Meets - 6</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant provides a report titled “Teacher Vacancies in New Mexico December 2015” which details data that was gathered to represent the shortage of teachers in the New Mexico region. This report is Appendix I, referenced in the applicant’s response. This report demonstrates the evidence of the uniqueness of the educational program model and confirms the premise by which the applicant chose this specific model. However, the applicant does not provide information on the comparisons and contrasts of other public schools within the region.</p>				

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"/>

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
Appendices	The application provides all of the required appendices.			The application provides most of the significant appendices	The application does not provide the most significant appendices. --OR-- The application does not include all of the required appendices.
<p>CSD EVALUATION: Partially Meets – 2</p> <p>The applicant's response is rated Partially Meets.</p> <p>The applicant includes most of the significant appendices in the application, but did not submit Appendix D and both appendices E and G are incomplete. Appendix E does not show the PSFA has been reviewed and approved. Appendix G does not include the 5-year budget plan. In regards to Appendix D, a third-party partnership is identified throughout the application with the sister school, which would require an agreement or MOU.</p>					



New Mexico Public Education Commission

2016 New Charter School Application Kit Part D. Capacity Interview Questions



Questions and Follow-up Questions				
<i>Each question and any related probing follow-up questions are scored together for a total of up to 4 points each.</i>				
Educational Plan: Mission		1. How is the mission, as described in the application, essential to the success of the proposed school?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Meets: The applicant's response included all key components of the mission. The applicant explained that the mission is to address the teacher shortage by graduating college students, and training special education and bilingual teachers in a rigorous and specialized environment. In addition, the mission will achieve the goal of developing and operating a high performing charter school.
Educational Plan: Innovation		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?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Meets: The applicant explained that there is a severe shortage of highly qualified leaders with experience. The most important contribution to the central New Mexico community and state will be to produce a pipeline of high performing teachers that will be provided teaching experiences and exposure to the teacher evaluation system through the academic model of the proposed school. In addition, the applicant stated, that along with developing teachers, the model will allow students to make good career choices. The applicant described that a 10 year timeline will determine the results and success of the model. The applicant continued by explaining that the transition will be easy for students based on the model including participation and completion of specific electives and a combination of curricular resources described in the written application. The applicant further stated that they intend to work closely with their partnerships to complete the mission and that they are fully committed.
Educational Plan: Mission Implementation		3. How will you evaluate whether your mission and implementation of it are working?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	Partially Meets: The applicant began with reviewing the goals/indicators described in the written application and described the alignment of the goals/indicators to the mission. The applicant did not provided information on how they will determine if the implementation of the mission is working.

Rubric for Questions: 1 – 3	4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
	<p>The answer to these questions demonstrate a comprehensive, clear, and reasonable understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. All answers given align with and enhance the related information presented in the written application.</p>	<p>The answer to these questions demonstrate a reasonable understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. Most answers given align with and enhance the related information presented in the written application.</p>	<p>The answer to these questions demonstrate a limited understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. Some answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to the questions were inadequate or incomplete.</p>
<p>Leadership & Governance</p>	<p>4. What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?</p>			
<p>Score</p>				<p>Review Team Comments: Partially Meets. The applicant stated that the governing body (GB) must understand the mission. They further described that the plan is to advertise and request a letter of intent for potential GB members. The applicant indicated the evaluation of potential members will be based on an understanding of principles, mission, program and commitment. However, the applicant did not provide detailed information on how the components described will be assessed in the selection process and how the process supports the success of the proposed school.</p>
<p>4 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>2 <input checked="" type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>	
<p>Leadership & Governance</p>	<p>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?</p>			
<p>Score</p>				<p>Review Team Comments: Partially Meets: The applicant began by stating that the Executive Director is the liason between the school and the board and will “wear different hats” in the multiple roles. Mr. Jones, a founding member has been identified as the Executive Director. Although the organizational plan in the written application outlines an Executive Director and Principal, the applicant stated that due to the nature of the budget Mr. Jones will assume the position of Executive Director and Principal. The applicant indicated that they intend to rely on the support from the founding members. The answers provided by the applicant partially responded to the questions but did not clarify the process for identifying and selecting the school leader and how the process supports the success of the</p>
<p>4 <input type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>2 <input checked="" type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>	

				proposed school.							
Leadership & Governance				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?							
Score				Review Team Comments:							
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	<p>Partially Meets: The applicant stated they have an assessment in draft form and indicated the evaluation would be part of their strategic planning. The applicant described that the evaluation would measure if goals are being met and whether gaps are apparent. When asked about the “evaluation matrix” mentioned in the written application, the applicant stated that they hope to get it and listed several examples of assessment tools that could be used. The applicant did not provide concrete details to provide evidence of a strategic process for conducting evaluations. The applicant’s response did not describe how the processes support the success of the proposed school.</p>							
Rubric for Questions: 4 – 6				4—Exceeds		3—Meets		2—Partially Meets		1—Does Not Meet	
				<p>The answers to these questions demonstrate a <u>comprehensive, clear and reasonable understanding</u> of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. <u>All answers</u> given align with and enhance the related information presented in the written application.</p>		<p>The answers to these questions demonstrate a <u>reasonable understanding</u> of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. <u>Most answers</u> given align with and enhance the related information presented in the written application.</p>		<p>The answers to these questions demonstrate a <u>limited understanding</u> of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. <u>Some answers</u> given align with and enhance the related information presented in the written application.</p>		<p>The answers to the questions were <u>inadequate or incomplete.</u></p>	

Leadership & Governance				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.	
Score				Review Team Comments: Partially Meets: The applicant described how the founding board will move to a governance board and identify potential GB members. They further explained that it will be “a collective effort” of an “experienced” founding team, partners and parents that will assist during the transitional year. The will have people to field calls; experts to develop scope and sequence, schedules, and resources. All curriculum experts and administration experts will “rely on one another”. Overall, the founding board plans to support the school during the transitional period. Although the applicant pointed out the experts within the founding board, they did not provide any concrete details to demonstrate their specific roles and responsibilities. The applicant did describe the role of the Executive Director as the liason between the founding board and new board and it is his responsibility to ensure the new GB members understand the mission. No further information was provided to describe how the relationships will evolve to ensure the success of the school.	
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Rubric for questions: 7		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
		The answer to these questions demonstrate a comprehensive, clear, and reasonable understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. All answers given align with and enhance the related information presented in the written application.	The answer to these questions demonstrate a reasonable understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. Most answers given align with and enhance the related information presented in the written application.	The answer to these questions demonstrate a limited understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. Some answers given align with and enhance the related information presented in the written application.	The answers to the questions were inadequate or incomplete.

Leadership & Governance					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.
Score					Review Team Comments: Partially Meets: The applicant provided a general overview of the importance of by-laws and policies and indicated that decisions are based on those documents. The applicant clearly described the state requirements for public notice of a meeting. No further information was provided by the applicant to describe the strategic processes the school will use to establish and implement the school’s by-laws and policies and how those will contribute to the success of the school.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Leadership & Governance					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?
Score					Review Team Comments: Partially Meets: The applicant stated that they would apply the guidance provided by PED, LFCE, and continue to keep current through ongoing sessions. In addition, they indicated that the Executive Director will update and inform the GB and use the “dashboard” for those updates. No additional information was provided by the applicant to address how the school will determine when they are in need of change and how it will react.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Rubric for Questions: 8 – 9		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
		The answers to these questions demonstrate a <u>comprehensive, clear, and reasonable understanding</u> of the importance of by-laws and policies, and of implementing effective practice that flows from policy. <u>All answers</u> given align with and enhance the information presented in the written application.	The answers to these questions demonstrate a <u>reasonable understanding</u> of the importance of by-laws and policies, and of implementing effective practice that flows from policy. <u>Most answers</u> given align with and enhance the information presented in the written application.	The answers to these questions demonstrate a <u>limited understanding</u> of the importance of by-laws and policies, and of implementing effective practice that flows from policy. <u>Some answers</u> given align with and enhance the information presented in the written application.	The answers to the questions were <u>inadequate or incomplete.</u>

Facility					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?
Score					Review Team Comments:
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Meets: The applicant described acquiring land adjacent to the sister school, La Promesa Early Learning Center and with an approved checklist will obtain architectural plans. The Executive Director will be the person responsible for ensuring the facility meets all requirements and codes for the state as well as other founding members. In addition, the applicant described their contingency plan of using several classrooms for the proposed school located in the sister school until the build out was completed. They indicated there would be no disruption to the students since both facilities are close to each other.	
Facility					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?
Score					Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Not applicable	
Rubric for Questions 10 – 11		4—Exceeds		3—Meets	
		The answers to these questions demonstrate a comprehensive, clear and reasonable plan for securing an adequate facility. All answers given align with and enhance the related information presented in the written application.		The answers to these questions demonstrate a reasonable plan for securing an adequate facility. Most answers given align with and enhance the related information presented in the written application.	
				The answers to these questions demonstrate a limited plan for securing an adequate facility. All answers given align with and enhance the related information presented in the written application.	
				The answers to the questions were inadequate or incomplete.	
Finance					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.)?
Score					Review Team Comments:
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	Partially Meets: The applicant stated that bank accounts would be set up and billing would be delayed until the end of July but would allow for operations to begin in April. In addition, the applicant intends to open up a foundation to assist with start-up costs. In relation to the contingency plan described with the sister school, the	

				<p>applicant would begin lease payments at the beginning of July. The applicant also described organizations that provide funds through an application process and named Venture and Daniel funds. As it relates to the Edgenuity curriculum, that would be billed on June 30 and training would be provided to teachers in May. Although, the applicant did provide concrete solutions for delaying payments of the facility and curriculum, the remaining solutions of applying for funds and creating a foundation were not clear as those being selected for the school’s plan for acquiring funding.</p>	
Finance				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?	
Score				<p>Review Team Comments: Meets: The applicant clearly described the enrollment plan to reach the projected enrollment of 100 students. They explained that one of their founding members is a marketing professional that has already launched social media platforms, Twitter and Facebook accounts, and conducted interviews with the Executive Director. The applicant also has an active website with the purpose of the getting the message out to the community about the school. They intend to start enrollment in March and April and want their waiting list to make the 40 day count. The applicant stated that although New Mexico does have two schools that have a teacher cadet program, those schools only enroll 32 students per year. They have stated that their program will not be limited to 32 students and will provide a blended learning environment that is personalized to the student.</p>	
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		
Finance				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.	
Score				<p>Review Team Comments: Meets: The applicant stated that an actual enrollment of 50% below the pre-opening “enrollments” would be detrimental but that the budget could be adjusted by reducing non-operational assets and cash enrollment. The applicant also described that a clause would be written into the contracts regarding a reduction of pay or force. The applicant’s response clearly details the actions they would take to address a budget situation.</p>	
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		
Rubric for Questions 12 – 14		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
		The answers to these questions demonstrate a comprehensive, clear and reasonable understanding of, and competence in,	The answers to these questions demonstrate a reasonable understanding of, and competence in, sound fiscal practice. Most	The answers to these questions demonstrate a limited understanding of, and competence in, sound fiscal practice. Some answers given	The answers to the questions were inadequate or incomplete.

	sound fiscal practice. All answers given align with and enhance the related information presented in the written application.	answers given align with and enhance the related information presented in the written application.	align with and enhance the related information presented in the written application.	
Planning Year	15. Describe the organizational steps the proposed school will take during the planning year to be ready for opening?			
Score	Review Team Comments:			
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	Partially Meets: Throughout the capacity interview the applicant has described steps the proposed school plans on implementing during the planning year, such as obtaining a facility, ensuring payments will be delayed, and starting the marketing plan. Those steps have been described with concrete details that demonstrate the applicant has been active in the beginnings of starting a charter school. However, the applicant’s response regarding supplemental funding and the specific responsibilities of the founding members during the planning year have been limited.
Rubric for Question: 15	4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
	The answers to these questions demonstrate a comprehensive, clear, and reasonable understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely school opening. All answers given align with and enhance the related information presented in the written application.	The answers to these questions demonstrate a reasonable understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely school opening. Most answers given align with and enhance the related information presented in the written application.	The answers to these questions demonstrate a limited understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely school opening. Some answers given align with and enhance the related information presented in the written application.	The answers to the questions were inadequate or incomplete .

Review Team's Individualized Questions					16. Can you describe to us how the schedule for grades 9 through 12 support the school's educational program? What occurs during the Friday blocks?
Score					Review Team Comments: Partially Meets: The applicant described how grades 9-12 will have a blended learning model with each class lasting 65 minutes. The 65 minutes will ensure teachers are providing face-to-face instruction. During lab time students will focus on math and reading and the applicant states about 1/3 of the day students will be exposed to online learning. Breakout sessions will use data to inform the instruction required. Friday blocks will be focused on experiential learning and student practicums. The applicant indicated that the written application did not have the "most updated" schedule and that "it is a work in progress". The applicant's response addressing the Friday blocks does not clearly describe how the school will determine or schedule activities in experiential learning and student practicums.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Review Team's Individualized Questions					17. Please describe a day in the life of a 7 th grader including the length of the school day, how many periods and breaks the student would have in a day? Do the middle school grades also participate in the Friday blocks?
Score					Review Team Comments: Partially Meets: The applicant began explaining that a master schedule will be built out for 7th grade and similar to the the high school schedule. The applicant was reviewing the 9th grade schedule in the written application as they explained that a 7th grade would have five class periods and attend the Friday blocks. The applicant continued to describe a tiered process for students and the instructional methods and resources that will be used for each tier. The applicant did not address the breaks a student would have in a day or provide details on what a 7th grader experiences in a day. Instead, the applicant provided specific details on the tiered approach for students.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Review Team's Individualized Questions					18. Can you clarify for us how the calendar and schedule, as described in the application, will be effective with the student population?
Score					Review Team Comments: Partially Meets: The applicant stated that the calendar aligns with the district calendar and assures it will meet the instructional hours. The applicant did not provide information on how the calendar and schedule will be effective with the targeted student population.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		

Review Team's Individualized Questions				19. How will the assessment tools inform the school that all students are making academic progress? What measures will determine that?
Score				Review Team Comments: Meets: The applicant's response described a variety of assessments tools that may be used with students at the proposed school. The applicant indicated first looking at the results from the PARCC assessment. They described providing professional development for teachers and parents in order to assist them in understanding assessment results. In addition, the applicant explained that teachers will be collaborating amongst each other about the results and students will learn to understand data and how all students are developing within a classroom. Another founding member, spoke of conducting the home language surveys and sending home developmental profiles. Towards the conclusion, the applicant indicated they want to replicate what works. Although the applicant's answer provided evidence of good practices for reviewing data, the applicant did not provide information on the measures that will determine all students are making progress. In a follow-up question, the applicant explained that they would use the measures provided by NWEA MAP. They further explained that all students will participate in taking NWEA and teachers will have data meetings to constantly evaluate progress. Since the applicant's first response listed many assessment tools, a follow-up question was asked about which tools had been chosen. The applicant described having reviewed Discovery and PARCC. The applicant also believes in using a tool that will provide the typical growth projection. Overall the applicant has an understanding of the tools that are available to them and identified how NWEA would enable the school to determine a student's progress.
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	
Review Team's Individualized Questions				20. Describe how the school will provide services and support for students classified as gifted? How will services and supports be determined?
Score				Review Team Comments: Meets: The applicant described the school's process for identifying the needs of students with an IEP. They explained that during a student's advisory period, he/she can discuss what their desires are and the teacher can review results from SAT and a student's Individual Plan. Based on the results and conversations with the student, he/she may be offered dual-credit courses and opportunities to learn at centers like Explore and Bio. The applicant indicated that have many partnerships with organizations that can assist the school in providing experiential learning based on a student's ability and interests.
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	

Review Team's Individualized Questions					21. Can you tell us about your approach in regularly evaluating and monitoring the progress of English Language Learner students?					
Score					Review Team Comments:					
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		Meets: The applicant's response demonstrates evidence of a plan for evaluating and monitoring the progress of ELL students. They will conduct initial assessments and create an ELL plan with the collaboration of the teacher and advisory team. ELL students will receive instruction through a dual-language model and the Executive Director will monitor the student's progress on all assessments taken, especially any benchmark testing.					
Review Team's Individualized Questions					22. How will the development of a Parent Teacher Advisory Team provide meaningful involvement in the governance and operation of the school?					
Score					Review Team Comments:					
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		Partially Meets: The applicant described that parents can participate in board study sessions. They also added that the External Advisory Board will assist with goal setting and selecting the PTAT team. The advisory board will also include leaders that partner with the applicant. The applicant's response described mainly the role of the advisory board but did not provide clear detail on how PTAT will provide meaningful involvement in the governance and operation of the school.					
Review Team's Individualized Questions					23. Please describe for us the contract requirements for employees and their benefits package?					
Score					Review Team Comments:					
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		Meets: The applicant stated that instructional employees will be licensed and a background will be conducted. They indicated the benefits package will be provided through the New Mexico State Insurance Authority. In addition, the contract will include sick and personal leave.					
Rubric for Individualized Questions					4—Exceeds		3—Meets		2—Partially Meets	1—Does Not Meet
					The answers to these questions are <u>comprehensive, clear, and reasonable</u> . <u>All answers</u> given align with and		The answers to these questions are <u>reasonable</u> . <u>Most answers</u> given align with and enhance the related information		The answers to these questions are <u>limited</u> . <u>Some answers</u> given align with and enhance the related information	The answers to the questions were <u>inadequate or incomplete</u> . The answers to these questions do not address questions/concerns

	<p>enhance the related information presented in the written application. The answers to these questions adequately address questions/concerns about information presented in the application and clearly demonstrate a strong capacity to implement a legally compliant charter school that improves student achievement.</p>	<p>presented in the written application. The answers to these questions adequately address questions/concerns about information presented in the application and demonstrate the capacity to implement a legally compliant charter school that improves student achievement.</p>	<p>presented in the written application. The answers to these questions somewhat address questions/concerns about information presented in the application, but leave some questions about the applicant's capacity to implement a legally compliant charter school that improves student achievement.</p>	<p>about information presented in the application, and increase or remain unchanged the questions about the applicant's capacity to implement a legally compliant charter school that improves student achievement.</p>
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