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HANNA SKANDERA  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

September 8, 2014

Dear Public Education Commissioners:

Enclosed is the 2014 Charter School Application Final Analysis and Recommendation for DZIL DIT L'OOi (DEAP) applying for a state charter in Navajo, Gallup McKinley County Schools, to serve grades 6-12 and represented by founders, Kayla D. Begay and Prestene Garnenez. The staff at the Charter Schools Division (CSD) along with a team of independent reviewers gave full consideration to the information gathered in this process.

The CSD has provided evidence and rationale gathered in the team analyses and interviews in this evaluation to fully understand the recommendation. Please give special consideration to Section II of this final analysis and recommendation.

Thank you all for your hard work and dedication to ensure that New Mexico's Charter Schools represent the best of alternative and innovative options for parents and students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Matthew Pahl".

Matthew Pahl  
Interim Director  
Charter Schools Division

I. Recommendation

APPROVE

Overall the application is complete and adequate; and during their Capacity Interview, DEAP(s) demonstrated the capacity to implement the education and governance/management plans as described in the application. Nothing was identified that would indicate the applicants of DEAP do not have the experience, knowledge, and competence to successfully open and operate a charter school.

APPROVE WITH CONDITIONS

Overall the application is complete and adequate; and during their Capacity Interview, DEAP(s) demonstrated the capacity to implement the education and governance/management plans as described in the application. Nothing was identified that would indicate the applicants of DEAP do not have the experience, knowledge, and competence to successfully open and operate a charter school; however, the conditions listed below are required by law and must be addressed. If the PEC determines that there are any other conditions that need to be addressed, then those should be negotiated in a contract.

**PROPOSED CONDITIONS**

DEAP will negotiate a contract with the Public Education Commission pursuant to 22-8B-9.1:

1. Obtain standing as an approved Board of Finance
2. Secure a facility that meets PSFA Approval
3. Complete the planning-year checklist
4. Provide a detailed scope and sequence for all grade levels and subjects offered in the first year, aligned with the charter application.
5. Provide a detailed curriculum for all grade levels and subject matter offered for the first 60 instructional days, aligned with the charter application.

DENY

Overall the application is either incomplete or inadequate; or during their Capacity Interview, the applicants of DEAP(s) did not sufficiently demonstrate the experience, knowledge, and competence to successfully open and operate a charter school.

The Charter Schools Act, in paragraph 1 of Subsection L of Section 22-8B-6 NMSA 1978, states that a chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if:

- (1) the application is incomplete or inadequate;
- (2) the application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act;
- (3) the proposed head administrator or other administrative or fiscal staff was involved with another charter school whose charter was denied or revoked for fiscal

- management or the proposed head administrator or other administrative or fiscal staff was discharged from a public school for fiscal mismanagement;
- (4) for a proposed state-chartered charter school, it does not request to have the governing body of the charter school designated as a board of finance or the governing body does not qualify as a board of finance; or
  - (5) the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.

**CHARTER SCHOOLS DIVISION**

By:  \_\_\_\_\_

Matthew Pahl, Interim Director of Charter Schools Division, or Designee

## II. Explanation Regarding Use of the Score Sheet

In the Final Analysis and Recommendation the CSD has considered the overall score in the written application, as well as the score in each individual section and Capacity Interview. For example, while the total possible points in the Business Plan only equals 52 points, it is essential that an applicant school score high in this section and have a sound financial plan. If an applicant school receives a low score in this section then the CSD carefully considers that in their final analysis.

Also please note two additional considerations:

- First, the CSD does not score the community input hearing, but may reference it in this Final Analysis and Recommendation and if pertinent information was offered that contradicts or affirms what was found in the application or the capacity interview.
- Second, if DEAP school did not answer any prompt because that prompt did not apply to DEAP school (e.g., DEAP school will be an elementary school and so did not provide responses to graduation-related prompts), then the CSD adjusted the total possible points in the application section where the non-applicable item(s) is found as well as in the final score. For this reason, you may see varying possible total points from application to application.

**III. Overall Score Sheet**

<b>Section</b>	<b>Points Received</b>	<b>Applicant School's Possible Points</b>
<b>Application</b>		
• Education Plan/Academic Framework	103	108
• Organizational Plan and Governance/Organizational Framework	136	144
• Business Plan/ Financial Framework	52	52
• Evidence of Support	24	24
• Required Appendices	4	4
<b>Capacity Interview</b>		
	60	60
<b>Overall Score</b>	<b>373</b>	<b>392</b>

**IV. Final Analysis**

Application Section	Points Received	Applicant School's Possible Points
<b>EDUCATION PLAN/ACADEMIC FRAMEWORK</b>	103	108

**Evidence/Statements Supporting Score in this Section:**

The CSD review team found the Education Plan/Academic Framework section to be adequate.

The mission of the school is innovative and unique. It addresses what the school seeks to accomplish but does not address how the school will achieve the mission. A clear and reasonable purpose for the school is articulated.

There are 4 goals proposed. They are: 1) Service learning, 2) cultural revitalization, 3) wellness and perseverance philosophy, and 4) career and college prep. Each goal includes all key elements and is presented in SMART format with metrics for assessing progress toward each goal. The rationale provided for the goals is reasonable, detailed and specific. A detailed plan and specific methods of assessment are presented in addition to short-cycle assessments from expert sources. The curriculum, instructional program and student performance standards are thorough and clearly aligned with NM Content standards. The school utilizes curriculum unique to the mission of the school as well as research-based approaches. The research provided is clear and substantiates how the instructional program will achieve high outcomes for students.

The scope and sequence in Appendix A aligns all elements of the curriculum with the instructional program. The graduation proposal meets and exceeds state standards by requiring additional credits in math and science and is directly aligned with the mission of school. The applicants demonstrate a comprehensive understanding of instructional strategies including: student advisories, cooperative learning, experiential and project based learning, culturally sensitive instruction, service learning and parent/family involvement all of which aligns with the mission and curriculum. The applicants explain how the proposed methods/strategies will be employed and clearly, cohesively and comprehensively explain how the target student population will be served. The application also specifies how the instruction will be differentiated (PD, cooperative learning, project-based learning, technology, portfolios, etc.).

The section relating to Special Education demonstrates a comprehensive understanding of IDEA, the SAT process and RTI. The continuum of services is comprehensive, inclusive of IDEA requirements and the SAT process. Sensitivity to individual student needs is demonstrated. The evaluation and monitoring plan is Clear, Cohesive and Comprehensive. It includes IEP team reports and other measures of progress monitoring.

The graduation plan is Clear, Cohesive and Comprehensive. Transition planning is provided through activities and experiences that will empower students to reach their post-graduation goals. This is achieved through coordinating each student's interests with his or her needs. The IEP team will identify measurable, post-graduation goals based on results from formal and informal transition assessments. The projected course of study is designed to assist students in achieving their post-school goals.

The budgeting and staffing plan is Clear, Cohesive and Comprehensive but the review team feels it may not be adequate to meet all the needs for ancillary services. A clear and comprehensive plan is provided for accommodation of student 504 plans offering assistive technology when necessary, SAT team meetings, and informing all members of staff about prescribed accommodations.

ELL assessment will be accomplished through completion of the Home Language Survey during the registration process. Staff will make the necessary efforts to assure that parents/families are aware of the language form and ELL assessments as well as the types of services that will be provided for ELL students and families.

Within the first month of the school year, the W-APT (WIDA-ACCESS Placement Test) will be administered to incoming students who may be designated as English language learners. One highly qualified, TESOL endorsed teacher who will serve as the ELL coordinator has been budgeted. S/he will be responsible for collaborating with classroom teachers to utilize, develop, and infuse developmentally appropriate SIOP techniques, curricula, and instructional materials in order to ensure equal access for ELL students. In addition, funding to cover the cost of materials for ELL programs and professional development has been budgeted.

A Reading Specialist at 0.25 FTE is proposed in year 1, to expand to full time in years 2-5. Plans are in place to add an additional ELL teacher in years 4 and 5. Comprehensive and cohesive plans to provide ELL instruction including interpersonal skills training, hands on learning and sheltered instruction when necessary are in place.

Budget sufficient for the recruitment of highly qualified level 2 teachers has been planned. They propose to hire at least 1 TESOL endorsed teacher during year 1 who will also serve as the ELL coordinator. They have also budgeted for a contacted 0.25 FTE reading specialist in year 1. As the student population grows, the school will hire additional TESOL endorsed teachers as well as a full time reading specialist in years 2-5, to provide ELL students with an education that meets their unique language needs. This is a clear, comprehensive and cohesive approach. The budget has clearly and comprehensively provided plans for staffing. The assessment plan is clearly delineated and comprehensive with timelines, short-cycle and summative assessments both in-house and state mandated. The corrective action plan did not detail specifically what would trigger corrective actions on a student-by-student basis.

<b>ORGANIZATIONAL PLAN AND GOVERNANCE / ORGANIZATIONAL FRAMEWORK</b>	136	144
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**Evidence/Statements Supporting Score in this Section:**

The CSD review team found the Organizational Plan and Governance/Organizational Framework section to be adequate and complete.

All key components including roles and responsibilities of GC members are specifically outlined and bylaws (Appendix B) are comprehensive. The duties and responsibilities of the audit committee need to be more clearly defined. The GC membership provides a great variety of skills, expertise and backgrounds needed for launching the school. DEAP has identified the skills necessary to govern the proposed school and described how future governing body members will be selected as vacancies arise, according to projected future needs. The training and evaluation plan is clearly thought out and comprehensive. All state requirements have been articulated. The proposed self-evaluation plan is clearly delineated and comprehensive and the monitoring process demonstrates how the mission of the school will be supported.

The head administrator screening and hiring process is clear and comprehensive. Specific steps have been delineated for the assurance of finding and selecting quality candidates. Additionally, the head administrator roles and responsibilities are clearly outlined and appropriately planned for the first few years of the school's existence. The Organizational Chart provided is thorough and well planned. It clearly identifies the staff needed and the appropriate lines of reporting. The job descriptions provided clearly outline the necessary qualifications and the appropriate reporting lines consistent with the organizational chart.

The schedule provided supports the school's proposed educational program and the calendar and daily schedule provide a roadmap for achieving high outcomes for the student population. The professional development plan is comprehensive and supported by the budget. The school will utilize Wiggins and McTighe's *Understanding by Design* for curricular development aligned to the content standards. Classification and terms of the proposed staff are clear and comprehensive. Differences between certificated and non certificated employees are delineated.

The proposed policies and procedures are comprehensive and will be reviewed by legal counsel prior to the school's opening. They contain references to state and tribal law but no mention of adherence to federal laws. The discipline process is thorough and comprehensive and adheres to (NMSA 22-10-14A). The process is clearly outlined and takes relationships into consideration as is appropriate for cultural mores.

The employee grievance process is not fully formulated; it simply mentions progressive discipline but does not spell out the process particularly as relates to non-salaried or part-time



employees. The process for concerns/complaints from community and parents is clearly spelled out and inclusive of cultural mores. The process is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GC

The proposed student discipline process, as outlined, did not include students with disabilities and therefore only partially meets the criteria. The answers provided were general in nature and did not go into detail regarding least restrictive environment or long term alternative placement.

The marketing and outreach plan is clear, comprehensive and supported by a thorough understanding of the cultural mores of the target population. The lottery process, as outlined, is comprehensive, thorough and complies with state statutes. Adequate provisions for meals and transportation are made.

The school's short and long range facility plans indicate a vision for the school that fits into the mission. The FMP/Ed/Spec is complete and has been submitted to the PSFA. A thorough facility/property investigation has been undertaken, resulting in several viable options. The capital outlay plan is thorough and comprehensive. They intend to use state-issued lease reimbursement through PSCOC payments to fund the cost of rent, maintenance, equipment and repairs of a temporary facility.

Application Section	Points Received	Applicant School's Possible Points
<b>BUSINESS PLAN/ FINANCIAL FRAMEWORK</b>	52	52

**Evidence/Statements Supporting Score in this Section:**

The CSD review team found the Business Plan/Financial Framework adequate and complete.

Financial policies provide a clear and comprehensive plan for what is needed for internal controls and demonstrate capacity to appropriately manage public funds. The description of the internal control procedures safeguard assets, segregate payroll and check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance. Internal controls are comprehensive and meet statute. The staffing proposal completely supports the organizational needs and separation of duties required. GC oversight shows a clear and comprehensive understanding for fiscal responsibility including how committees will operate and their financial controls.

The SEG explanation is comprehensive but the 910B5 needs to provide more specific budget expenses. T&E did not change for years 2 through 5 and budget salary level may not support

the district's T&E. The proposed budget supports sustainability and growth, however, no worker's compensation has been budgeted. The liability allotment looks low, and testing costs don't appear to be accounted for.

The student reporting system and custodial supplies look slightly low. All things considered, the proposed budget clearly supports the school's mission. The budget narrative explains basic assumptions and how those were determined based on reliable sources. The budget adjustment plan is thorough, comprehensive and conservative as indicated by the fact that money has been left in reserve. The moneys from the Kellogg grant will help sustain the school during the start-up. The salary schedule (Appendix L) is complete and comprehensive and it will adequately support key personnel.

Application Section	Points Received	Applicant School's Possible Points
<b>EVIDENCE OF SUPPORT</b>	24	24

**Evidence/Statements Supporting Score in this Section:**

The CSD review team found the Evidence of Support section to be adequate and complete

Long range goals are cohesive and comprehensive. They provide a plan to help build the school's capacity and bolster student enrollment. Outreach activities proposed are well developed and thought out. The school provides sound evidence of having considered a broad audience and a thorough understanding of cultural mores relating to community participation.

The applicant provided measurable and qualitative data by conducting door knocking interviews with 64 residents and surveys of 116 residents which revealed that students from the Red Lake-Navajo community presently choose to attend public school in the Gallup McKinley County School District, local BIE schools, Window Rock Unified School District, Wingate School District, Many Farms Schools, Round Rock Schools and Chinle School District as well as private schools like Rehoboth Christian School, St. Michaels Indian School, and Navajo Prep.. Many of the families surveyed indicated they would attend DEAP if it were available rather than travel long distances.

Extensive, meaningful and strategic networking has been conducted which is supported by through documentation. Substantial evidence of the uniqueness and innovation of their mission as well as a compelling need for the school is provided.

<b>REQUIRED APPENDICES</b>	<b>4</b>	<b>4</b>
<b>Evidence/Statements Supporting Score in this Section:</b>		
All required appendices were uploaded with the application.		

Section	Points Received	Applicant School's Possible Points
<b>CAPACITY INTERVIEW</b>	<b>60</b>	<b>60</b>

**Evidence/Statements Supporting Score in this Section:**

The applicants have a comprehensive plan which answered all questions ensuring the mission is being supported through formalized contact with all stakeholder groups and utilization of SMART goals. With support from NACA, the applicants have thoroughly and comprehensively developed the application and demonstrated comprehensive understanding of the process in their answers to the Capacity Interview questions. The background and experience of the members of the founding group provide varied and needed expertise and they have a firm grasp of the responsibilities to attain success.

The applicants demonstrated a clear understanding of the delineation of roles between the GC and the head administrator of the school. There are comprehensive and cohesive plans in place for regular student data performance reports from the Head of School that should preclude any "surprises" at the end of the year regarding student performance.

The applicants demonstrated a thorough and comprehensive knowledge of all aspects of GC policy and bylaw requirements. They have utilized several resources to accumulate usable, reliable information.

The applicants have worked with the PSFA to gain understanding of the process of obtaining a facility with e-occupancy and a weighted NMCI. They have contingency plans in place for more than one possible facility. A member of the founding team has a masters' degree in community planning which lends expertise to the process. The team has contacted Gallup-McKinley public schools administration to inquire about facility sharing in one of the existing schools. The district has not yet responded.

When asked about their contingency if only 50% of planned enrollment materializes, the applicants stated that the hiring process must be conservative since it is the greatest portion of

the budget. They also have plans in place for recruitment both in the immediate community and the surrounding areas. Overall, the review team felt the applicants had a clear and comprehensive understanding of the entire application process and the necessary steps to move into a planning year.