

2010 CHARTER SCHOOL APPLICATION PRELIMINARY ANALYSIS

School Name: The EDGE Academy: *Excellence & Distinction in Gender Education*

Proposed Grades: 6-12

Total Projected Enrollment: 420

Review Date: 8/10/2010

I. TABLE OF CONTENTS – Not to be analyzed

II. APPLICATION COVER SHEET/NOTICE OF INTENT/ ABSTRACT – Not to be analyzed

III. STATEMENTS OF ASSURANCES/ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION – Not to be analyzed

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the proposed charter school and its mission must be in the best interest of the students and community that it proposes to serve.

A Charter School Mission and Statement of Need section will be complete if it has addressed the following components:

- A **Mission Statement** that is clear and compelling and includes the following components:
 - Who the school seeks to serve;
 - What the school seeks to accomplish;
 - What methods the school will use.
- An explanation of **how the school will know if it is achieving its mission** that includes school level or organizational goals that are:
 - Measurable;
 - Directly support the Mission Statement;
 - Stated using the SMART Goal format.

(NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.)
- An **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. This will include a

demographic description of the student and community population within which the school will be located.

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Mission Statement</u> Mission statement inaccurately describes who the school seeks to serves by stating it will “<i>be open to all students</i>” when it actually proposes to serve Albuquerque students in grades 6-12.</p>	P 10
<p><u>Achievement of Mission/Goals</u> The application does not discuss how the school will know if it is achieving its mission. It does not address how the school will gauge “<i>safe and challenging atmosphere, intellectual curiosity, rigor, relevance, relationships</i>” and other “<i>cornerstones</i>” mentioned in the school mission.</p>	P 10
<p>The application does not explain how 100% of the classes being single gender or ensuring 10 hours of staff training each school year can be considered ambitious goals.</p>	P 10
<p>Goal #1 does not provide a time-specific date of achievement.</p>	P 10
<p><u>Explanation of Need</u> While the application cites national studies that indicate a gender-based achievement gap, it does not include information on Albuquerque student results by gender.</p>	Pp 11-16

CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY

Please summarize your analysis of the Mission and Statement of Need section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

Summary Analysis
<p>The EDGE Academy presents a mission statement focused on providing gender specific classes and mentions many other school features that could be considered compelling. However, it fails to specify who the school actually seeks to serve by not articulating grade levels or the community in which it plans to be located.</p>
<p>The application makes no attempt to explain how the school will know if it is achieving its mission other than providing two school-level goals. The goals lack some SMART elements and they do not address many key pieces of the mission.</p>
<p>To address the statement of need the application provides a lengthy explanation of how the proposed</p>

charter school offers an innovative and research-demonstrated effective program to address the gender gap in student performance, but because it only cites national studies that indicate a gender based achievement gap, whether or not the school is needed in the community it proposes to serve is questionable.

V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why. (*NOTE: Refer to the Glossary of Terms Used in the Application, last two pages of this document, to assist in the analysis of this section.*)

A description of the Curriculum Framework will be complete if it has addressed the following components:

1. Philosophy and Approach to Instruction:

- A description of the educational philosophy and curricular approach of the proposed school.
- A description of why the particular educational philosophy and/or approach were selected.
- Documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.
- An explanation of why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- A description of how the educational philosophy and/or approach aligns with the school's mission and student needs.

2. Description of the Curriculum

- **If the curriculum has already been selected/developed:** A detailed description of the curriculum that includes a scope and sequence.

- **If the curriculum has yet to be developed:** A description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

3. Alignment with NM Standards

- A copy of the alignment document if it was completed, **OR**
- If the alignment has not been completed, a description of the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

4. Strategies and Methods:

- A description of the strategies and methods to be used in delivering the curriculum.
- An explanation of how the curriculum will address students’ needs and assist students in reaching the NM Standards. (*NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations*)
- A descriptive example of the curricular strategies and methods in action in the classroom.
- A description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Philosophy and Approach to Instruction</u></p> <p>Other than the single gender approach to grouping students, this section does not provide much information about the philosophy and curricular approach to instruction in the classroom. For example, the mission uses “<i>rigor, relevance and relationships</i>” and mentions developing socially responsible life-long learners; the description of the curriculum begins with a quote touting 21st century skills and global awareness, etc.; strategies and methods cite Multiple Intelligences, inquiry-based, project-based learning, etc. but this section does not provide the school’s philosophical underpinning for any of these nor does it adequately explain how the approach to instruction encompasses them all as a coherent whole.</p>	<p>P 24</p>

<p><u>Description of the Curriculum</u> A detailed description of the curriculum is not provided. The application does not clearly identify a specific curriculum nor describe a plan for how it might be developed.</p> <p>Although not identified as the scope and sequence, the information regarding content areas by grade level lacks significant detail.</p> <p><u>Alignment with NM Standards</u> The application lacks considerable detail in the description of how an alignment process/document will be completed in accordance with the systematic process described in the 2010 NM Charter School Application Glossary.</p> <p><u>Strategies and Methods</u></p> <p>The application briefly mentions many instructional strategies and methods including “<i>Multiple Intelligences, learning styles, differentiated instruction, problem-based learning, inquiry-based learning, and overall-best practice</i>” but does not elaborate on or comprehensively address how any others (besides the gender-based strategies) would work in curriculum delivery.</p> <p>How the varied instructional strategies and methods mentioned (some of which are mentioned only as a possibility) fit together to create a solid educational program is not evident.</p> <p>Application makes reference to a “<i>Course Exploration Wheel</i>” and “<i>Real-world audiences</i>” but never defines what they are or elaborates on how they will work.</p> <p>While the application states that “<i>using technology within the classroom is paramount</i>” it does not describe how that would be approached at this school.</p> <p>Professional development for all but gender specific strategies is not addressed.</p> <p>The use of gender-specific instructional strategies (<i>increasing structure for boys, collaborative grouping for girls, etc.</i>) raises concern about the actual compliance with federal regulation to provide “substantially equal single-sex classes”.</p>	<p>Pp 28-29</p> <p>P 30</p> <p>Pp 32-39</p> <p>Pp 27-28</p> <p>P 25</p> <p>P 32-35 <i>(see attached Memo from attorney for CSD dated 8-9-10)</i></p>
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B. EDUCATIONAL PROGRAM

The educational program should support the school’s educational plan. A description of the educational program will be complete if it has addressed the following components:

1. Length of School Day and School Year:

- The proposed length of the school day, including the number of instructional hours;
- The proposed length of the school year, including number of days and total number of instructional hours;
- A description of how the proposed length of the school day and school year support the Educational Plan.

2. Grade Levels, Class Size and Projected Enrollment:

- The grade levels the charter school proposes to serve;
- If a phase-in of grade levels is proposed, a plan for the phase-in by year and grade levels and a rationale for the phase-in plan;
- The total projected student enrollment (at full enrollment for the school).
- Projected class size.

3. Graduation Requirements (if applicable):

- The school’s proposed credits and requirements for graduation.
- A description of how any proposed requirements that differ from the New Mexico Graduation Requirements [22-13-1.1.] support the school’s educational plan.

ANALYSIS: EDUCATIONAL PROGRAM

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Length of School Day and School Year</u></p> <p><u>Grade Levels, Class Size and Projected Enrollment</u> A rationale for the phase-in plan is not provided.</p> <p><u>Graduation Requirements</u> Applicants misrepresent the Next Step Plan requirements by asserting that it is only implemented for 8th and 11th graders. The Next-Step Plan is a requirement in New Mexico law, NM Public Statute, Article 13, Section 22-13-1.1 which states that the plan is to be developed each year.</p>	<p>P 41</p> <p>Pp 43& 46</p>

C. STUDENT PERFORMANCE EXPECTATIONS

Student academic performance is central to a school’s existence. Student performance expectations must be aligned with the mission and the educational plan.

The Student Performance Expectations subsection will be complete if it has provided the following:

- Student-centered goals that are SMART:
 - Specific;
 - Measurable;
 - Ambitious and Attainable
 - Reflective of the school’s mission;
 - Time-Specific with Target Dates
- Student-centered goals that are aligned with the school’s mission and the educational plan

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Student-centered SMART Goals</u></p> <p>Two of the goals presented in this section (#2 and #3) do not meet all SMART goal criteria, lack specificity and are not tied to a learning standard as described in the 2010 New Mexico Charter School Application Glossary (vi).</p> <p>Goal #2 lacks specificity about how the digital portfolios will be measured, what the target performance is, and what information and data will demonstrate progress. The information included in the portfolios has not been spelled out in this section or elsewhere in the application. This goal as written in not a student performance goal, but rather a school process goal.</p> <p>In Goal #3 applicants do not explain how students abiding by school requirements to take an exam [which is merely in compliance with state statutes (22-2C-4.1 (2) NMSA)] can be considered an ambitious student-centered goal.</p> <p>Applicants do not explain the assumptions that went in to determining how the 75%--80% graduation rates were set and why this is an ambitious yet attainable goal. How the “four year cohort” referenced in this goal chart will affect the measurement of this goal is not evident. (Goal #4)</p> <p><u>Alignment</u></p> <p>None of the student performance expectations are clearly tied to the mission of this particular school.</p>	<p>P 45</p> <p>P 45</p> <p>P 45</p> <p>P 45</p> <p>P 45</p>

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

A Plan for Evaluating Student Performance will be complete if it addresses the following components:

- the types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations;
- the timeline for achievement of the NM Standards and/or the school’s student performance expectations;
- the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school’s student performance expectations;
- remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
- assessments that might be considered in addition to the statewide-mandated testing;
- documentation and reporting of student data to students and parents.

ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Types of Assessments</u> Application does not provide meaningful detail about what the digital portfolio assessments will consist of and how the career pathway courses will function as formative assessments.</p> <p>Applicants state that short-cycle assessment “<i>will be embedded into the grading scale</i>” but do not elaborate on how.</p> <p><u>Timeline for Achievement</u> Though some dates for the administration of the assessments are provided, the timeline for student achievement of the standards and the school’s performance expectations is not stated.</p> <p>Contradictory dates are given for the administration of the short-cycle assessments. In the previous subsection (P 45) the goal states they will be administered three times per year; page 46 states they will be implemented quarterly.</p> <p><u>Corrective Action</u> The application does not address the school’s procedures for taking corrective action in the event that EDGE student performance expectations are not met.</p> <p><u>Remediation</u> The application does not elaborate on how the remediation for students who fall behind will occur. Meaningful detail on the Advisory and Mentorship Class, Academic Improvement Plans and how the school will works with students to reach their grade level proficiencies is not provided.</p> <p><u>Additional Assessments</u></p>	<p>P 46</p> <p>P 46</p> <p>Pp 46-48</p> <p>Pp 45 & 46</p> <p>P 46</p>

<p>Documentation and Reporting</p> <p>The specific information that will be reported through the avenues presented in this section indicates only NMSBA results.</p> <p>The plan for documenting and reporting student data to parents and students lacks too much detail to be reasonably comprehensive, e.g., the application states that parents will receive “timely feedback through reports,” however, no process is identified for how this will occur. Later in this section it states that the school will “report progress through the school’s website, newsletter, and individual student reports sent home,” yet this represents only the NMSBA results while there are a number of additional assessments for which students and parents could receive data.</p>	<p>P 47</p> <p>Pp 46-48</p>
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E. SPECIAL POPULATIONS

A Special Populations subsection will be complete if it has addressed the following components:

- Suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
- An outline of a special education plan (*the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year*) that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
- How the charter school will provide access to ancillary services for these special populations, when necessary.

ANALYSIS: SPECIAL POPULATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Modifications to meet Individual Student Needs</u> The application does not elaborate on what is meant by “<i>supplemental supports</i>” and does not present a clear plan for how the student will receive individualized instruction.</p> <p>The application does not suggest other types of modifications to the educational plan that will be offered to help students access the curriculum.</p> <p><u>Special Education Plan</u> An outline of the SAT process does not demonstrate an understanding of Special Education requirements.</p> <p>The Special Education Plan outline is underdeveloped—it does not mention human resources, professional development, service provision, curriculum modifications, documentation, records management, placement and facilities.</p> <p><u>Access to Ancillary Services</u></p>	<p>P 50</p> <p>Pp 49-51</p>

EDUCATIONAL PLAN SUMMARY

Please summarize your analysis of the Educational Plan section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

<u>Summary Analysis</u>
<p>The educational plan is strongly aligned to the mission goal of providing single-gender instruction and cites research to support this approach. However, other than that strategy for organizing students, the application does not provide much information about the philosophy and curricular approach to instruction in the classroom. A variety of strategies and methods are briefly mentioned throughout this plan, however, the only elaboration is to reinforce the goal of providing single gender instruction.</p> <p>Applicants state that the school will use differentiation, problem-based learning, project-based learning, inquiry-based learning, gender-specific strategies, technology, Junior Achievement, course exploration wheel, development of the whole student, small learning community, advisory/mentoring, family and community involvement, etc. Most of the terms are not ever defined, a rationale is not provided for why they may be used and how the varied methods and strategies that are mentioned in this section will be combined is not clearly addressed. The use of gender-specific instructional strategies in fact, raises concern about the actual compliance with federal regulation to provide “substantially equal single-sex classes.”</p> <p>The description of the curriculum is not provided. A description of how the the curriculum will be aligned to NM Standards and Benchmarks is also missing. Teacher professional development for all but</p>

gender specific strategies is not addressed. The school's procedures for taking corrective action are incomplete.

One of the student-centered goals sets clearly-defined high expectations for student, the other three lack specificity. Student performance expectations are not clearly tied to the mission of the school.

The EDGE Academy plans to comply with the length of school day and year requirements, plans to phase-in grades and has aligned graduation requirements to state law.

Remediation plans and plans for documenting and reporting student data lack details. The special education plan is inadequate and underdeveloped.

Elsewhere in the application is reference to how the school will be organized into the Male and Female Academies (see Organizational Chart on page 67). A description of what students who attend the school would experience in terms of that structure and the educational climate of such organization is not clearly presented.

As presented, this section is an incomplete picture of an educational plan.

VI. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports implementation of the mission and educational plan.

A. BUDGET

A Budget subsection will be complete if it has addressed the following components:

- A completed revenue projection form 910B5 (included in the application appendices).
- A proposed operating budget covering each year of the charter term based on current unit value using the **5-Year Budget Plan** (included in the application appendices).
- A detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. The following should be addressed:
 - major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and
 - spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.

- A detailed narrative description, including the projected amounts, of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
- A detailed narrative description of the expenditure assumptions for these other revenue sources.

ANALYSIS: BUDGET

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Revenue Projection Form 910B5</u></p> <p><u>Operating Budget</u> The amount budgeted in Year 1 for line item 14 does not meet the minimum salary requirements for high school assistant principals required in law Section 22-10A-11, NMSA 1978.</p> <p><u>Revenue and Expenditure Assumptions</u> Applicants do not explain Line item 9 “Related Service Personnel” and which staff positions it covers.</p> <p>It is not evident which line item covers the contracts for ancillary services providers mentioned on.</p> <p>Applicant plans to spend \$20,000 of Federal Start-up funds during the planning year to “<i>educate future staff to become master/certified professional trainers in single gender program.</i>” Then during the 5 operational years, it has also budgeted \$30,000 per year for professional development on “gender-specific strategies and methodologies.” The total amount of professional development (\$170,000...or more if Title II funds are used as suggested) over the term of the charter are stated only for professional development that focuses on gender-specific strategies. This limited professional development offering does not support the implementation of the full educational program.</p> <p><u>Revenue Sources Other Than SEG Funds</u></p> <p><u>Expenditure Assumptions for Other Than SEG Funds</u></p>	<p>Appendix 5</p> <p>Appendix 5</p> <p>p 56</p>

B. FISCAL MANAGEMENT

A plan for fiscal management subsection will be complete if it has addressed the following components:

- A detailed plan indicating how the charter school will manage its fiscal responsibilities.

- A description of the school’s internal control procedures that it 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 statutes and regulations and state statutes and rules relative to fiscal procedures.
- A description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

ANALYSIS: FISCAL MANAGMENT

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Fiscal Management Plan</u> The plan for how the business manager will accomplish the list of tasks on page 60 is not presented. This section lacks significant detail as to how the standards for fiscal management that were presented on pages 60-64 will be implemented at the school. There were no school-specific processes mentioned in this section but merely a presentation of basic tenets of fiscal management.</p> <p>The application presented only limited understanding of how the Governing Council will play a role in the management of the fiscal responsibilities. These were limited to serving as a board of finance, having one member of the council sit on the school’s finance committee, and the statement: “Frequent interaction occurs between the Governance Council and the administration relating to discussions of the school’s fiscal status and trends,” with no description of when these discussions will occur, and what will be reported.</p> <p>The responses to this section were incomplete.</p> <p><u>Internal Control Procedures</u> The application does not include a description of the school’s internal control procedures rather it states that they will be developed in the planning year. The response describes the purpose of internal control and the ingredients that they should contain, however, statements about what the school will utilize are not made.</p> <p>This section is also incomplete and inadequate in its presentation of school-specific processes. The lack of detail does not demonstrate an understanding of how the management structure contributes to the overall safeguarding of public funds.</p> <p><u>Annual Audit of Financial Operations</u> The application does not address the prompt regarding the annual audit. This section is also incomplete.</p>	<p>Pp. 60-64</p> <p>Pp. 60-64</p> <p>Pp. 60-64</p> <p>Pp. 60-64</p>

FINANCIAL PLAN SUMMARY

Please summarize your analysis of the Financial Plan section of the school's application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

Summary Analysis

The EDGE Academy presents completed 910 B5 forms and a balanced 5-year operating budget. It provides some detail about revenue and expenditure assumptions and includes a description of other revenues sources—beyond the SEG—that could be used to support the implementation of the educational plan. A few line items in the operational budget are not clearly explained and because the educational plan is not well developed, how well the school's budget aligns with and supports the implementation of the educational plan is not made clear. The salary budgeted for the assistant principals do not meet state minimum salary requirements in the first year. Funding for teacher professional development for all but gender-specific strategies is not included.

However, the bigger concern in this section and for the application as a whole is that the school's plans for fiscal management are incomplete and inadequate. The applicants failed to address how the annual audit of fiscal operations will be conducted. The discussion about internal control procedures is markedly vague. It contains many statements of what *may* happen or what *should* happen rather than what will happen. This seems to demonstrate a lack of preparation and does not provide a clear picture of how the school leadership intends to manage the school's finances in compliance with all applicable federal and state requirements.

VII. GOVERNANCE /MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals will have, and how those groups will relate to one another. The Plan should outline how decisions are made at the school site, and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

A. GOVERNANCE /MANAGEMENT STRUCTURE

The Governance Structure subsection will be complete if it has addressed the following components:

- A description of the over-all school governance and site-based management structure.
- An organizational chart for the school that:

- o illustrates the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school’s leader and administration;
- o Includes on the chart all proposed administrative/staff positions, parent councils, advisory committees and community groups (if any).
- A narrative description of the chart.

ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Governance and site-based management structure</u> The organizational chart depicts the Male and Female Academies, each with a Dean of its own reporting to the Head Administrator, however, there is no description of how the school will operate with two separate academies and the governance and management implications for such a structure. For example, will each academy have its own teachers and EAs (as depicted in the chart) or will they actually be staff of both academies? The narrative did not supply sufficient detail to make the organizational chart meaningful.</p>	P 67
<p>How the Governance Council (GC) would relate to the two separate academies is not discussed.</p>	P 67
<p>The organizational chart shows a direct line from the Parent/Parent Organizations/ Advisory Board/ Community Organizations to only the Dean of the Male Academy and the EA of the Male Academy—and no direct connection to the Female Academy. The application does not describe the significance of that line.</p>	P 67
<p><u>Organizational chart and narrative description</u> The chart includes “<i>Parents/Parent Organizations/Advisory Board/Community Organizations</i>” but does not provide a narrative description of these entities. A clear picture of how the school will collaborate and what role these entities will play at the school is not provided. That the chart shows a direct line from these groups to several others in the chart makes their role even more confusing.</p>	P 67

B. DESCRIPTION OF THE GOVERNING BODY

The Governing Body subsection will be complete if it has addressed the following components:

- Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act, and that address:
 - o board powers and duties as a whole, individual members, and officers of the governing body;

- governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;
- the criteria and the process that will be used to select the school’s head administrator;
- budgeting and operation of the school; and
- how decisions will be made.
- A list of each of the members of the school’s governing body;
- A brief description of the qualifications of each governing body member.
- An explanation of the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Governing Body policies and procedures</u> Proposed bylaws suggest a minimum of four board members. This does not meet legal requirements that a governing body have at least five members, Section 22-8B-4B NMSA 1978.</p> <p>Plans are to have teachers, the Head Administrator, and the Business Manager as nonvoting members of the GC. Section 22-21-1 prohibits such individuals from serving on the board.</p> <p>Board member orientation and on-going professional development is not addressed.</p> <p>The practice of having one-year board terms raises concern for the stability of the governing council.</p> <p><u>List of governing body members and qualifications</u> Applicants refer to the Founders/ GC members as “<i>Interim</i>” and only provide the names of three individuals on it. Applicants did not include statements of assurances of the required five governing council members, rather it includes only three. The charter school rules and the application require the applicants to provide the names of the governing body members and an assurance that each member has read the application and agreed to it submission. This subsection of the application is incomplete.</p> <p><u>Staff, families, and community involvement in governance</u> While the application states that no more than one third of the GC may be parents of current students, it presents a plan that could create a GC with 50% of its members being parents. How the school plans to reconcile the difference is not specified.</p>	<p>P 70</p> <p>P 71 Article IV: Membership in Appendix 6</p> <p>Pp 70-71 Article IV C in Appendix#6</p> <p>P 73</p> <p>Appendix 2</p> <p>Pp 70 & 73</p>

C. PARTNERSHIPS: *This section is optional and should be completed if the school has identified a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions.*

The Partnership subsection will be complete if the following components are included:

- Name of the partner organization.
- Name of the contact person at the partner organization and that person’s full contact information.
- A description of the nature and purpose of the school’s partnership with the organization.
- If applicable, an explanation of how the partner organization will be involved in the governance of the school.
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

ANALYSIS: PARTNERSHIPS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Partner organization and contact information</u> Not applicable. Applicants do not plan to be in partnership with an organization that is essential to their existence.</p> <p><u>Nature and purpose of partnership</u> N/A</p> <p><u>Partner organization involvement with school governance</u> N/A</p> <p><u>Evidence of formal partnership agreement</u> N/A</p>	

D. SCHOOL ORGANIZATIONAL STRUCTURE

A School Organizational Structure subsection will be complete if the following components are included:

- Based on the organizational chart provided under subsection A. *GOVERNANCE/MANAGEMENT STRUCTURE* above, job descriptions that identify key roles, responsibilities and accountability for each staff position listed on the organizational chart.
- A staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.

ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Description of Site-based Management structure and Job descriptions for all organizational chart positions</u></p> <p>The organizational chart distinguishes the Male and Female Academies with separate Deans, teachers and EAs, but nowhere in the application is this structure fully explained.</p> <p>Line items in the operational budget include staff positions that are not depicted in the organizational chart: Department chairs, Related Service Personnel, Business Office Support, Secretary/Clerical and Maintenance/Custodial.</p> <p>There is no job description for the Department chairs and no explanation of which staff positions are included in the Related Service Personnel.</p> <p>Staffing plan includes 1 FTE Library/Media I.T.—which is also included in the operational budget, however, this position is not included in the organizational chart nor is there a job description for it.</p> <p><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></p> <p>The staffing chart for Year 5 is missing.</p> <p>The application fails to address how the school will operate the two distinct academies, how staff positions will be distributed or shared, and how the 1:20 ratio presented in the staffing plan is accomplished when each class will need to be taught by properly certified, endorsed and highly qualified teachers for all subject areas with a plan for 100% of the instruction to be in single-gender classes.</p>	<p>Chart P 67</p> <p>Chart P 67 Budget - Appendix 5</p> <p>Budget - Appendix 5</p> <p>Budget - Appendix 5</p> <p>P 93</p>

E. EMPLOYEE RELATIONS

An Employee Relations subsection will be complete if the following components are addressed:

- A description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- The proposed salary schedules that comply with the minimum salary requirements as identified in the School Personnel Act for all employees.
- A description of the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.
- An explanation of the school’s staff discipline process that provides for due process.

ANALYSIS: EMPLOYEE RELATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>School’s personnel policies and procedures</u></p> <p><u>Proposed salary schedules for all employees</u> Only teacher salary schedules are provided—all other staff are not included.</p> <p><u>Evaluation process for staff</u> Evaluation process for staff other than teachers is not provided.</p> <p><u>Staff discipline process</u> There is no response to this prompt.</p>	<p>Appendix 8</p> <p>Pp 96-98</p>

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

A student enrollment procedures and discipline policy section will be complete if the following components are addressed:

- A description of the school’s admissions policies and procedures, including an explanation of the timeline for admission.
- A description of the school’s lottery process that is in accordance with applicable law.
- A brief description of the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC] (Note: proposed student discipline procedures are to be included in the Appendices.)

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>School enrollment policies and procedures</u> The application does not present a plan for how it will advertise the number of available slots or an enrollment period.</p> <p><u>Description of lottery process</u> The school does not plan to create a waiting list of students who were not enrolled during the lottery process rather the school intends to draw names randomly if slots become available during the year. Details for how this will be managed, how grade levels and gender factor into the management of names and how the process will be communicated to stakeholders is not presented.</p>	<p>Pp 99-100</p> <p>P 99</p>

<p>Description of proposed student discipline policy Although the application references compliance with state and federal guidelines and asserts that the policy will be developed during the planning year, it does not provide a description of the proposed student discipline policy.</p> <p>The application cites research in gender differences in behavior and has clearly stated teaching strategies will vary depending upon the gender receiving instruction, for example, on page 34 it cites research that suggests “boys can think better when they are able to move around” however, it is silent as to how the Male and Female academies will function in regards to discipline policies and procedures or if there are gender-specific strategies that may play into behavioral expectations as well.</p> <p>Proposed student discipline procedures (appendix) The draft <i>Student Behavior Handbook</i> does not adequately describe procedures for dealing with student discipline. It provides few indicators of student behavior and does not tell how the school will handle actual disciplinary infractions.</p>	<p>P 99</p> <p>P 34</p> <p>Appendix 9</p>
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G. FACILITIES:

The facilities plan should demonstrate that the applicant group has carefully considered the school’s facilities needs and understands its options for meeting those needs.

Has the applicant group selected or secured a facility? Yes No

NOTE: Based upon “YES” or “NO”, complete the appropriate analysis below.

If “NO” a Facilities section will be complete if the following components are addressed:

- An explanation of the needs of a facility that will support the implementation of the school’s educational plan, including desired location, size, and layout of space.
- A description of a reasonable plan to identify and secure an adequate facility.
- The proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “NO”

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Explanation of needs of a facility that will support educational plan</p> <p>Other than the estimated square footage and the desire to be located “near a variety of public and private facilities”, the applicant fails to explain the facility needs that would support the educational plan. How</p>	<p>P 102</p>

<p>the male and female academies would be laid-out, among other details is not addressed.</p> <p>This section is incomplete.</p> <p><u>Reasonable plan to identify and secure an adequate facility</u> The applicants do not provide a plan for identifying and securing the facility.</p> <p><u>Proposed capital outlay needs</u></p>	
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H. OTHER STUDENT SERVICES

This section will be complete if the following components are addressed:

- A description of the school’s plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
- A description of the school’s plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.
- A description of the school’s plans for providing student access to other services, including but not limited to counseling and health services and plans for contracting services, if applicable.

ANALYSIS: Other Student Services

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<u>Transportation</u>	
<u>Food Services</u>	
<u>Student access to other services</u>	

GOVERNANCE / MANAGEMENT PLAN SUMMARY

Please summarize your analysis of the Governance/Management section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

Summary Analysis

The EDGE Academy presents an organizational structure in which the governance council hires the Head Administrator who then oversees all other staff. The chart depicts the Male and Female Academies, each with a Dean of its own. However the larger issue is that there is no description of how the school will operate with two separate academies and the governance and management implications for that structure. For example, how the Governance Council and Parent Advisory Board/ etc. would represent or relate to the two separate academies is not discussed. How staff will be distributed or shared and how the teacher/student ratio can be accomplished when 100% of the classes are single gender is not explained. It never specifies if the two academies will share the same student discipline policy and procedures or if there are gender-specific strategies that may play into behavioral expectations. Student enrollment procedures and facility lay-out to accommodate the Male and Female Academies are not addressed.

The application identifies appropriate powers and duties of the Governing Council and of the officers of the GC. Member terms and elections are discussed. Plans are for the GC to operate under by-laws and use parliamentary procedures, however, proposed bylaws suggest a minimum of four board members and plans to have staff as nonvoting members (these are both contrary to law).

The Governing Council is incomplete with only three individuals confirmed. Board member orientation and on-going professional development is not addressed.

Who the “*Parents/Parent Organizations/Advisory Board/Community Organizations*” actually are and what roles these entities will play at the school is not specified.

A number of inconsistencies exist with regard to staff positions, job descriptions and who is budgeted. The staff discipline process is completely absent. Salary schedules and the evaluation process for some staff are missing.

The lottery process lacks meaningful detail. The application states that the student discipline policy will be developed during the planning year and does not provide a description of it. The Student Behavior Handbook does not adequately describe the procedures for dealing with student discipline.

Other than the estimated square footage and the desire location as “*near a variety of public and private facilities*” the applicant fails to explain the facility needs that would support the educational plan. The application also does not provide a reasonable plan for identifying and securing a facility.

As a whole, the Governance/management plan addresses some of the criteria but lacks meaningful detail in providing a picture of how the school could successfully operate.

VIII. REQUIREMENTS

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

A. LEGAL LIABILITY AND INSURANCE COVERAGE:

The legal liability and insurance coverage section will be complete if contains:

- A statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<u>Statement of public school insurance authority coverage participation</u>	

B. WAIVERS

The waivers section will be complete if the following components are addressed:

- A list of the specific waivers that will be requested from the department’s requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.
- If any waivers will be requested that are not pertaining to those listed above, the applicable statute and/or state rule that the school will request to be waived is cited.

ANALYSIS: WAIVERS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>List of waivers that will be requested from PED</u> The application does not provide any indication for why the graduation requirement waiver may be requested and how this aligns with the educational plan presented.</p> <p><u>Other waivers not pertaining to PED waivers that will be requested from PED; must include applicable statute and/or state rule to be waived</u></p>	P 107

REQUIREMENTS SUMMARY

Please summarize your analysis of the Requirements section of the school's application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

Summary Analysis

The application does not provide any indication for why the graduation requirement waiver may be requested and how this aligns with the description of the educational plan.
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