

2010 CHARTER SCHOOL APPLICATION PRELIMINARY ANALYSIS

School Name: The GREAT Academy
Total Projected Enrollment: 180

Proposed Grades: 10-12
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></p> <p><u>Achievement of Mission/Goals</u> The organizational goals do not fully meet the required SMART Goal criteria.</p> <ul style="list-style-type: none"> • The first goal fails to identify a specific measurable target, i.e., “by how much will the graduation rate surpass the state average?” • The second goal fails to specify a tool or method by which achievement will be measured. • The third goal fails to specify which AYP goals will be met. • The fourth goal needs to specify what is meant by “participate” and to identify a tool or method by which achievement will be measured. • The fifth goal fails to include a timeframe or target date for achievement. <p><u>Explanation of Need</u></p> <p>The Explanation of Need section fails to provide sufficient information to understand how the demographics presented specifically relate to a need for the proposed charter school and to better understand the specific student and community population within which the school will be located. The Albuquerque area demographics vary greatly by quadrants, zip codes and/or school attendance areas and the proposed location of the school is only identified as within the Albuquerque Public Schools district.</p>	<p>page 15</p> <p>page 18</p>

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
The organizational goals to demonstrate how the school will know if it is achieving its mission fail to

fully meet the required SMART Goal criteria.

The explanation of need fails to include sufficient information to understand how the demographics presented specifically relate to a need for the proposed charter school and to better understand the specific student and community population within which the school will be located.

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><u>Description of the Curriculum</u></p> <p>E2020 has been selected for delivery of the core curriculum. Insufficient information is provided to understand how the GREAT Academy will provide for delivery of the virtual curriculum and how learning will be monitored and supported. The narrative does not address who the teacher(s) of record will be for the virtual courses.</p> <p>Gifted Education is included in the curriculum narrative; professional</p>	<p>pages 31-33</p>

<p>development for gifted education is also referenced. The proposed revenue Form 910B5 indicates a projected enrollment of 25% C and/or C-Gifted students. This implies that a curriculum will be developed; however, a description of the process, timeline and resources to be utilized for the development of this curriculum is not provided.</p>	<p>page 35</p>
<p>The leadership curriculum based on Joseph Rost’s definition consists of four basic components. The application states that students will take a component to the leadership course in each of three years, 10-12th grade. Insufficient information is provided to determine:</p> <ul style="list-style-type: none"> • how the four components will be included by taking one component in each of three years; • if a leadership curriculum based on Rost’s definition exists or if the leadership curriculum must be developed by the school. <p>If the curriculum is to be developed, a description of the process, timeline and resources to be utilized for development of this curriculum is not provided.</p>	<p>pages 38-41</p>
<p>Insufficient information is provided in this section to determine a scope and sequence of course offerings that will be taught in a face-to-face instructional format at The GREAT Academy. In addition, any curriculum development that would be required for these courses is not identified and a plan for development that includes a description of the process, timeline and resources to be utilized is not provided.</p>	
<p><u>Alignment with NM Standards</u></p>	
<p><u>Strategies and Methods</u></p>	
<p>Some curricular strategies and methods are listed; however, a clear descriptive example of the curricular strategies and methods in action in the classroom is not provided.</p>	<p>page 47</p>

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>The length of the school day and school year are not completely defined. Instructional hours are stated as <u>approximately</u> 7.5 per day. Although the applicant states that the school will be open M-Thurs, 12 hours/day (9AM – 9PM) with Fridays and Saturdays reserved for student make-up attendance, make-up work and for additional interventions, the applicant also states that The GREAT Academy reserves the right to choose, during the planning year, between a 5-day school week and a 4-day school week. A sample 4-day school calendar is included as Exhibit B. Insufficient information is provided to clearly understand how the Educational Plan will be managed in terms of instructional hours, length of school day and length of school year.</p> <p>The description of how the proposed length of the school day and school year supports the Educational Plan is inadequate. The description focuses on meeting the personal needs of the students rather than supporting the Educational Plan.</p> <p><u>Grade Levels, Class Size and Projected Enrollment</u></p> <p>The application does not provide a rationale for the grade-level phase-in plan.</p> <p><u>Graduation Requirements (if applicable)</u></p> <p>The application does not provide a description of how the proposed requirements that differ from the New Mexico Graduation</p>	<p>page 49</p> <p>page 49</p> <p>page 50</p> <p>page 50</p>

<p>Requirements support the school’s educational plan.</p> <p>The application states that each student will be required to have six high school core credits completed prior to entry. No information is provided to clarify how the school will provide access to students who have been in a home-school setting or who have not earned six high school units (English, Algebra I, social Studies, Science and two electives).</p>	<p>pages 47and 50</p>
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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>The student-centered goals are not specific, not clearly and concisely stated and not easily understood. The goals do not meet the requirements of the SMART Goal format.</p> <ul style="list-style-type: none"> • The first goal requires more specificity as it indicates that 75% of GREAT Academy students will meet or exceed SBA proficiency standards. The SBA is only administered at the 11th grade level. • The second goal requires more specificity to understand specifically what is being measured. • The third and fifth goals do not provide enough information to ascertain the degree of participation required on the part of students to meet the goal. 	<p>page 51</p>

<ul style="list-style-type: none"> The fourth goal is missing a target date or timeframe for achievement and is not clearly stated. <p><u>Alignment</u></p>	
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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></p> <p>Several types of assessments are presented; however, a clear picture of a systematic and comprehensive plan for measuring student progress toward achievement of the NM Standards and the school’s student performance expectations fails to emerge from the narrative provided. Insufficient specific information is provided to understand when the types of assessments will be given, what kind of data will be extracted and how the data will be managed.</p> <p><u>Timeline for Achievement</u></p> <p><u>Corrective Action</u></p>	<p>pages 51-57</p>

<p><u>Remediation</u></p> <p>The information does not provide a clear remediation plan, including a timeline for implementation. The application refers to the use of the SATELLITES case management system (level 2 of the RtI framework) if a student’s performance falls below a final grade of “C” in one or more of the core competencies. No clear information is provided in this section in regard to remediation strategies or options prior to receiving one or more final grades below “C”.</p> <p>In the section on Special Populations, pages 60-61, a description of Tier I strategies is provided and the use of the E2020 as a curriculum is noted as providing ample opportunity for students to master the standards. However, because delivery and monitoring of the E2020 curriculum is not adequately addressed in the application, it is not possible to determine how the specific Tier I strategies listed on pages 61-62 will be implemented for E2020 course remediation at The GREAT Academy.</p> <p><u>Additional Assessments</u></p> <p><u>Documentation and Reporting</u></p>	<p>pages 53-57</p> <p>pages 60-62</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
<u>Modifications to meet Individual Student Needs</u> <u>Outline of Special Education Plan</u> <u>Access to Ancillary Services</u>	

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.

Summary Analysis
<p>The GREAT Academy presents seven basic philosophical principles to guide implementation of five components of the educational plan: Virtual Learning (E2020 for the core curriculum); Academic Improvement Plans; Service Learning; Leadership and Character Education; and two pathways to success (career and college preparatory). It also promises to include face-to-face instruction in the form of whole class, small-group instruction and individualized feedback. A significant amount of educational program information and ideas are presented and are supported by references to research. However, as the required narrative information within the Educational Plan section unfolds, a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes fails to emerge. The application fails to provide significant detail as to how the E2020 core curriculum will be managed; how students’ flexible schedules will be managed, which courses will be taught in the form of face-to-face whole classes, the specific number of instructional hours provided for students, whether the school week will be a 4-day or 5-day school week, how the leadership and other course curriculum will be developed or selected, how several of the goals will be measured for success, how the assessment plan will be organized, and how a school that is open from 9 am to 9 pm will be staffed. The application does not provide a coherent plan for implementing the Educational Plan for the proposed school.</p>

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>The GREAT Academy includes a projection of 25% of its students in the C & C-Gifted category and 8% in the A/B Reg/Gifted category. No rationale is provided to substantiate this projection</p>	Form 910B5
<p>The projected SEG revenue for each of the 5-years indicated on the 910B5s does not match the revenues upon which the 5-Year Budget Plan is based.</p>	Form 910B5 and Budget Plan

<p><u>5-Year Budget Plan</u></p> <p>The Five-year Budget Plan is <u>not balanced</u>.</p> <p>Administrative salaries exceed instructional salaries for the first year of operation. (including benefits: \$290,805 administrative / \$258,720 instructional)</p> <p>The lines of authority within the administrative structure are not provided. The Governance-Management Plan indicates that the Director of Operation and Director of Academics will be hired by the Board of Directors and both positions are shown as equal in authority on the organizational chart. However, the positions are budgeted as 1.0 FTE Principal/Director and 1.0 FTE Assistant Principal, implying that one position is equivalent to an Assistant Principal in authority.</p> <p>The amount budgeted for rental of land and building is not adequately explained by the narrative. (\$336,000 in the first year increasing to \$474,000 in the fifth year)</p> <p><u>Revenue and Expenditure Assumptions</u></p> <p>The budget narrative and the 5-Year Budget Plan fail to align. Insufficient information is provided in the budget narrative to understand how budgetary figures were determined. The staffing included in the budget narrative does not clearly align with positions funded by the Budget Plan. Totals indicated in the narrative under “Other Professional Services, Other Contracted Services and Operation and Maintenance of Plan do not align with totals included in the Budget Plan. Object codes are used in the assumptions on page 73 that do not appear on the 5-Year Budget Plan format.</p> <p>Totals for Other Contract Services increase and decrease longitudinally over the 5-year period with no clear rationale: year 1- \$ 18,000; Year 2 - \$30,000; Year 3 - \$40,000; Year 4 - \$12,000; Year 5 - \$2,000.</p> <p><u>Revenue Sources Other Than SEG Funds</u></p> <p><u>Expenditure Assumptions for Other Than SEG Funds</u></p>	<p>5-Year Budget Plan</p> <p>5-Year Budget Plan and graphs.</p> <p>5-Year Budget Plan and pages 92-93, 101</p> <p>5-Year Budget Plan</p> <p>Pages 73-74 and 5-Year Budget Plan</p> <p>5-Year Budget Plan</p>
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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></p> <p><u>Internal Control Procedures</u></p> <p><u>Annual Audit of Financial Operations</u> The annual audit of financial operations as described does not address a state-chartered charter school as a component unit of the NMPED audit.</p>	<p>pages 90-91</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
<p>Although familiarity with requirements of the budgeting process and fiscal management is demonstrated by references to federal stimulus funds, lease reimbursement, enrollment count adjustments, at-risk and T&E indexes, the narrative fails to present a clear picture of the school’s financial viability. The 5-Year Budget Plan fails to demonstrate soundness of revenue projections, expenditure requirements and clear alignment with and support of implementation of the mission and educational plan.</p>

The GREAT Academy 5-Year Budget Plan is not balanced and does not align with the budget narrative. SEG revenue projections include approximately one-third of the student membership as special education students without a substantiating rationale. 910B5 revenue projections for each of the 5 years do not match the revenue projections stated on the 5-year Budget Plan. Revenue and expenditure assumptions do not provide sufficient information to understand how budgetary figures were determined.

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:
 - 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;
 - 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></p> <p>The application states:</p>	

<p>“The Board of Directors will hire the Director of Operations and the Director of Academics and approve all policy. The Director of Operations and Director of Academics, with assistance from BOD members, will hire all other employees and oversee the operation of the school, and all other leaders will be responsible for areas as described in their individual job descriptions.”</p>	<p>page 92</p>
<p>“It exercises leadership through the formulation and adoption of policy as well as hiring, establishing the duties, evaluating, the Director of Operations and Director of Academics.”</p>	<p>page 93</p>
<p>Only one head administrator may be hired and evaluated by the school’s governing council and that head administrator is solely responsible for all hiring and firing of the school’s employees. [6.80.4.7K NMAC].</p>	<p>pages 92, 93 and 101 (Organizational Chart)</p>
<p>The application provides that “Board of Directors members shall be entitled to receive \$75.00 per day pursuant policy to the per diem and of \$0.35 per mile or the going rate consistent with the mileage policy.” The proposal to pay governing body members a per diem for attending meetings is not prohibited by the charter Schools Act. However, it is not a good practice because the law, Section 22-5-5 NMSA 1978, states that “the members of a local school board shall serve without compensation.”</p>	<p>page 94</p>
<p><u>Organizational chart and narrative description</u></p> <p>The organizational chart presented on page 101 illustrates a reporting structure for the proposed school that is not in compliance with law. The Board of Directors oversees two positions (Director of Operations [DOO] and Director of Academics [DOA]) which violates the requirement for one head administrator as the Chief Executive Officer of the school [6.80.4.7K NMAC]). Additionally, the Business Manager reports to the Executive Secretary/Business Office Assistant and classroom teachers report to the school counselor/student data coordinator. Insufficient information is provided to adequately explain the organizational structure represented by the chart.</p>	<p>page 101</p>

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:

- 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></p> <p>On page 107, the application states: “Board members will be appointed by a committee comprised of the Director of Operations, Director of Academics, parents and teachers” To place the Directors and teachers in a position to approve who they will be accountable to in the organization undermines the oversight responsibilities of the governing body.</p> <p>The criteria and process that will be used to select the school’s head administrator are not provided. Only evaluation is discussed.</p> <p>The duties stated for the Board of Directors overlap with the responsibilities of the head administrator and undermine the authority of the school’s head administrator for the day-to-day operation of the school. For example:</p> <ul style="list-style-type: none"> ● “Building relationships with the students of the GREAT Academy”; ● “Offering consultation to Great Academy students on research topics, research procedures, connections to Industry and University programs and individuals, etc.” ● “Offering expertise to the Academy leadership.” ● “[Board members] will also be actively engaged in the learning on campus. They are seen in the classrooms, labs and resource rooms. They are seen on campus working with the students. . .” <p><u>List of governing body members and qualifications</u></p>	<p>page 107</p> <p>page 97</p> <p>page 98</p> <p>page 98</p> <p>page 98</p> <p>page 103</p>

<p><u>Staff, families, and community involvement in governance</u></p> <p>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 is not provided.</p>	
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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></p> <p>Eleven potential partnerships are identified. However, most, do not meet the definition of a partnership as defined in the application glossary.</p> <p>Based on the school’s intended provision of dual credit for students, it will be necessary to develop a Memorandum of Agreement with an institution or institutions of higher learning. A blank copy of the Memorandum is included as Exhibit K. However, the application does not indicate which of the institutions The GREAT Academy intends to develop an agreement with.</p> <p><u>Nature and purpose of partnership</u></p> <p>A description was not provided to address this prompt in the application.</p> <p><u>Partner organization involvement with school governance</u></p> <p>A description was not provided to address this prompt in the</p>	<p>pages 112-113</p> <p>pages 112-113, Exhibit K</p>

application.	
<u>Evidence of formal partnership agreement</u> Evidence of a formal partnership agreement was not provided.	

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>Job descriptions for all organizational chart positions</u></p> <p>The application states: “The DOO and DOA have the decision making power at the GREAT Academy.” See Governance/Management Structure subsection above for details of analysis regarding dual leadership and dual hiring by Board of Directors.</p>	page 113
<p><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></p> <p>The narrative information is inadequate to provide a comprehensive understanding of how the school’s proposed staffing and pupil-teacher ratio supports the educational plan. The short narrative provided on page 114 simply states that the school will hire staff to achieve a PTR of 30:1. To address the years 1-5 staffing plan, the narrative refers the reader to the budget spreadsheet. No additional information is provided.</p>	page 114

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>The following passage on page 115 indicates that the Board of Directors is involved in the discipline of employees and students which is contrary to law:</p> <p>“Any decision of the DOO or DOA in which a student and/or employee of the school has been aggrieved may be appealed to a committee made up of three members of the Board of Directors appointed by the Chairperson. The Board does perform as a hearing authority in such cases which may be appropriate. This applies to decisions made by the DOO or DOA as they pertain to policies established through the Board relative to student and/or employee issues only relating to performance, policy adherence, etc... Policies, procedure, conduct of students, faculty shall initially be handled procedurally through the DOO and all decisions not covered under board policy shall be considered final.”</p> <p><u>Proposed salary schedules for all employees</u></p> <p>On page 116, the application attempts to address due process and proposed salary schedules by inserting selected excerpts from the statute: 10-9-6 Public Officers and Employees and 22-10A-4. The first excerpt is not complete and is incomprehensible in the context of the application requirements. The second excerpt is primarily a description of the New Mexico licensure framework for teachers and does not address the requirement for the school’s proposed salary schedules.</p> <p>On page 118, proposed salary schedules are again addressed, but not provided. The school intends to negotiate all employment contracts individually while complying with the minimum salary requirements. However, a proposed salary schedule is required as part of the contents of application for a start-up charter school. Additionally, the Training and Experience (T&E) Index for the proposed charter school is based on a salary schedule adopted by the school’s governing body and is an</p>	<p>page 115</p> <p>page 116</p> <p>page 118</p>

<p>essential part of establishing the proposed budget. A salary schedule was not provided.</p> <p><u>Evaluation process for staff</u></p> <p>The description of the staff evaluation is presented as an assurance, discussion of licensure and salary levels, and fails to provide specificity in addressing the process for evaluation.</p> <p><u>Staff discipline process</u></p> <p>The explanation of the school’s staff discipline process that provides for due process is inadequate. Staff discipline is not described in the application narrative, but is briefly referenced in the Proposed Personnel Policies and Practices, Exhibit G. However, the reference provided only allows the administrator to use progressive discipline and does not provide the steps in the process.</p>	<p>page 119</p> <p>Exhibit G, pages 177-178</p>
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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></p> <p>The narrative states: “The GREAT Academy accepts all students that come to the school in “good standing” with all proper records and shots if space is available.” “Good standing” is not defined.</p> <p><u>Description of lottery process</u></p>	<p>page 119</p>

<p>The description of the lottery process contains conflicting numbers: “In SY (1), if the numbers do exceed the <u>120</u>, then the members are selected by a lottery process. The interested members are assigned a number and a random number generator will determine the <u>150</u> that are selected to attend that school year.”</p> <p>The use of a random number generator for selection of students raises concern in regard to transparency of the lottery process. A charter school is expected to be able to assure a random and unbiased result.</p> <p>The narrative describing the lottery process does not include a procedure for additional lotteries to be held should seats still be open.</p>	<p>page 120</p> <p>page 120</p> <p>page 120</p>
<p><u>Description of proposed student discipline policy</u></p>	
<p><u>Proposed student discipline procedures (appendix)</u></p>	
<p>A Proposed Student Policy Handbook is included as Exhibit F, pages 135-170. The handbook uses language found in 6.11.2 NMAC including references to the Board of Education, local school board or administrative authority. The school’s Board of Directors is the policy-making authority for student discipline procedures in alignment with 611.2, not the “Board of Education, local school board or administrative authority.”</p>	<p>Exhibit F pages 135 and 141</p>

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 “YES” a Facilities section will be complete if the following components are addressed:

- A description of the proposed facility, including location, size, and layout of space. An explanation of how the facility will support the implementation of the school’s educational plan.
- An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “YES”

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Description of proposed facility and how facility will support school’s educational plan</u></p> <p>N/A</p> <p><u>Proposed capital outlay needs</u></p> <p>N/A</p>	

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><u>Explanation of needs of a facility that will support educational plan</u></p> <p>The school is to be located in Albuquerque. No information is provided to indicate a specific area, quadrant or location based on student or community needs other than that it will be leased space from a strip mall, mall or business complex.</p> <p>An explanation of the school’s needs for a facility that will support the implementation of the school’s education plan is not provided in this section, but referenced briefly in the “Description of the Curriculum” section on page 33 as follows:</p> <p style="padding-left: 40px;">“Because the GREAT Academy will be using a hybrid curricular model (a combination of virtual curriculum, traditional classroom instruction, small group and one-on-one instruction), the facility layout will accommodate computer labs, traditional classrooms, and a resource lab.”</p> <p>The narrative for this section and the statement above lack meaningful detail necessary to understand the layout of space required to fully support the school’s educational plan.</p> <p><u>Reasonable plan to identify and secure an adequate facility</u></p> <p>The required plan is not provided.</p> <p><u>Proposed capital outlay needs</u></p>	<p>page 121</p> <p>page 33</p>

Capital outlay needs are not addressed.	
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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
<p><u>Transportation</u></p> <p><u>Food Services</u></p> <p><u>Student access to other services</u></p> <p>The following statement provided as a rationale for hiring a second counselor in the fourth year of operation does not make sense: “The GREAT Academy will hire a second counselor in the fourth year to maintain recommended ASCA ratios of 350:1” The school’s full enrollment is set at 180 students; the American School Counselor Association (ASCA) recommends a 250-to-1 ratio of students to school counselors. Based on the ASCA recommendation, the school is sufficiently staffed with one counselor.</p>	<p>page 122</p>

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 Governance Management Structure lacks clarity and fails to provide a coherent plan for oversight and management of the proposed charter school. The organizational chart illustrates a dysfunctional reporting structure; the dual hiring by the Board of Directors of two administrative positions does not meet the requirements of law; some specific roles and responsibilities of the Board of Directors and the Head Administrator(s) are in conflict; the nature of the proposed partnerships is unclear and evidence that the school has formal partnership agreements is not provided; required salary schedules are not provided; and facility plans are inadequately addressed. A clear picture of the school's governance and management practices is not evident.

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

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></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>	

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 addressed all of the required components in this section.