



**STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)**

HANNA SKANDERA  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

September 5, 2012

Dear Public Education Commissioners:

Enclosed is the 2012 Charter School Application Final Recommendation and Evaluation for Health Leadership High School applying for a state charter in Albuquerque Public Schools to serve grades 9-12 and represented by founders, Tony Monfiletto and Everette Hill. Please know that the staff at the Charter Schools Division and four teams of independent reviewers gave full consideration to the information gathered in this process.

The review teams and the Charter Schools Division (CSD) have provided evidence and rationale gathered in the team analyses and in this evaluation to fully understand the recommendation.

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

Sincerely,

Kelly Callahan  
Interim Director  
Options for Parents: Charter Schools Division

## I. Recommendation

Approve:

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

Approve with Conditions:

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

### PROPOSED CONDITIONS

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

1. Obtain standing as an approved Board of Finance
2. Secure a facility that meets PSFA Approval
3. Complete the planning-year checklist

Deny:

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

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

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

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

**OPTIONS FOR PARENTS – CHARTER SCHOOLS DIVISION**



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

Interim Director of Options for Parents, or Designee

## I. Overall Score Sheet

Section	Points Received	Applicant School's Possible Points
Application		
• Executive Summary	3	4
• Education Plan/Academic Framework	88.75	106
• Organizational Plan and Governance/Organizational Framework	69	76
• Business Plan/ Financial Framework	17	18
• Evidence of Support	10	10
• Required Appendices	2	2
Capacity Interview	30	30
<b>Overall Score</b>	<b>219.75</b>	<b>246</b>

## II. Explanation Regarding Score Sheet

In the final recommendation and analysis the review team and the CSD considers the overall score as well as the score in each individual section. For example, while the total possible points in the Business Plan only equals 18 points, it is essential that an applicant school score high in this section and have a sound financial plan. If an applicant school receives a low score in this section then the review team carefully considers that in their final analysis. Also please note that while the review team did not score the community input hearing, the review team and the CSD may reference it in the final recommendation and evaluation if pertinent information was offered that contradicts or affirms what was found in the application or the capacity interview. Second, if the applicant school's proposal did not answer any prompt as a result of applicability (e.g., the applicant school will be an elementary school and so did not provide responses to graduation-related prompts) then the review team and CSD will adjust the total possible points in the application section where the non-applicable item(s) is found as well as in the final score.

### III. Final Analysis

Application Section	Points Received	Applicant School's Possible Points
Education Plan/Academic Framework	88.75	106
<p>Evidence/Statements Supporting Score in this Section</p> <p>The Education Plan section of the application requires the applicants' description of the proposed school's size, vision, mission, goals, curriculum, graduation requirements, instructional program, how special populations will be served, and its assessment and accountability plan.</p> <p>The vision and mission are clearly stated. The school intends to serve grades 9-12 and students from 14-24 years of age* with a requested enrollment cap of 430.</p> <p>Educational goals are presented for each of the eight areas required by the application. Overall, the goals presented contain necessary information, but will need to be refined to meet all of the stated evaluation criteria. It is unclear, however, if all of the goals presented apply to both the day program and the evening program, or if separate goals need to be developed for the evening program to ensure accountability. The attendance goal does address each program separately. These issues would be addressed during the contract negotiation process if the application is approved.</p> <p>The applicants did not choose to develop optional organizational goals.</p> <p>The philosophical approach and curriculum framework are clearly presented; the curricular approach and curriculum descriptions, however, lack some detail as each is in the developmental stage. The elements of curriculum and instructional program development are identified; however, timelines for collaborative development by staff and health professional are vague. A course scope and sequence is included as appendix A.</p> <p>Special Populations are addressed with some minor lack of detail noted in the analysis; overall, this subsection of the application demonstrates plans and capacity to meet the needs of special populations.</p> <p>The Assessment and Accountability subsection provides general information regarding assessments to be used, data-driven instruction, corrective actions and reporting; however, some details are lacking in this subsection such as clear identification of the specific assessments to be administered by grade level or to groups of students.</p> <p>The applicants address key required elements of the application and evaluation rubrics for this section; however, the application narrative reflects a lack of attention to supporting details to provide depth and clarity for each requirement.</p> <p><i>* The application identified a target student population; however, the targeted student population cannot be exclusive and all applicants who may exceed the age range and/or demographic description identified must be afforded equal opportunity and access to the proposed school.</i></p>		

Application Section	Points Received	Applicant School's Possible Points
Organizational Plan and Governance/Organizational Framework	69	76
<p>Evidence/Statements Supporting Score in this Section</p> <p>The Organizational Plan and Governance section of the application requires the applicants to address the governing body creation/capacity, governing body training and evaluation, leadership and management, organizational structure of the school, employee relationships, community/parent/employee involvement in governance, student policies, student recruitment and enrollment, legal compliance, partnership/contractor relationship (if applicable), waivers, transportation and food, and facilities.</p> <p>The description of the founders' qualifications and the composition of the proposed governing body reflect a wide range of expertise, knowledge and experience, and demonstrate the capacity to oversee a successful public charter school. Governing body training is addressed and budgeted, and governing body self-evaluation tools are identified for use annually. The governing body oversight plan is sound.</p> <p>An experienced Principal for the proposed school has been selected and the position is currently funded by a Kellogg Foundation grant.</p> <p>The organizational structure is clear and well designed. The staffing plan (page 55) is aligned with the budget. Instructional-hour requirements are met for both the day program and the evening re-engagement program. An explanation of the relationship between the school and the employees is provided and policies are established.</p> <p>Community involvement is a strong component of the proposed school; however, some detail is lacking in the description of parental and professional educator involvement in the governance and operation of the school and in addressing complaints from the community and/or parent body.</p> <p>Adequate student policies are provided and student recruitment and enrollment are adequately addressed. A Conflict of Interest Policy is provided, however, the legal compliance subsection is not fully addressed.</p> <p>Based on the application narrative, the partnership/contractor relationship between HLHS and the High School Leadership Network is not clearly presented. The application states that no governance relationship will exist between HLHS and any other organization. However, the application also states that HLHS will become a member of the High School Leadership Network (HSLN) and receive services through its affiliation. The Center will incubate a network of four or five schools located in New Mexico as a part of the Leadership High School Network. From \$0 to \$50,000 over a 5-year term has been placed in the budget for this membership. Legal implications of the relationship, if any, are unclear. P. 65</p> <p>Waivers to be requested are adequately addressed. The proposed school will provide transportation and food services. Although a facility has not been identified, a PSFA letter approving the facilities</p>		

master plan is provided.

As in the previous section, the applicants address most key elements required by the application and evaluation rubrics for this section; however, the application narrative reflects a lack of attention to supporting details and to providing depth and clarity for each subsection of the application.

<b>Application Section</b>	<b>Points Received</b>	<b>Applicant School's Possible Points</b>
Business Plan/ Financial Framework	17	18
<p>Evidence/Statements Supporting Score in this Section</p> <p>The Business Plan/Financial Framework Section requires the applicants to address projected revenue, a five-year budget plan based on the revenue, financial policies and oversight, compliance, and sustainability.</p> <p>Information provided in this section demonstrates an understanding of revenue and expenditures necessary to operate a public school and to meet requirements of law. The school budget is based on realistic revenue and expenditure projections, valid assumptions, and supports the mission and educational program of the school.</p>		

<b>Application Section</b>	<b>Points Received</b>	<b>Applicant School's Possible Points</b>
Executive Summary, Evidence of Support, Required Appendices	15	16
<p>Evidence/Statements Supporting Score in this Section</p> <p>The proposed Health Leadership High School will be located in South Valley or Southwest Mesa. The model/focus of the proposed school is clearly stated. However, how the school will be more effective than existing public schools is not fully addressed in the Executive Summary and the sources of the data presented on pages 1 and 3 are unclear.</p> <p>The applicant demonstrates community support for the proposed school through community and business relationships. Community outreach activities are designed to reach the targeted student population. Community involvement, outreach, and support are strengths of this proposed school. The co-founders cite extensive experience with the community the school intends to serve.</p> <p>All required appendices are provided.</p>		



--

Section	Points Received	Applicant School's Possible Points
Capacity Interview	30	30
<p>Evidence/Statements Supporting Score in this Section</p> <p>The applicant team responses to all questions asked during the capacity interview demonstrated significant knowledge, experience and capacity with all aspects of operating a public charter school in the state of New Mexico.</p>		

**Other Pertinent Information**

Health Leadership High School proposes to open with 110 students in grades 9-12 and to serve students ranging in age from 14 to 24. The requested enrollment cap is 430.

The application addresses most of the requirements identified in the application and evaluation rubrics; however, responses to the requirements of several sections are often brief and lacking in detail that would provide an expected level of depth to more clearly demonstrate quality. In contrast, during the capacity interview, the founding team's responses demonstrated a high level of experience and expertise that would shepherd the implementation of a quality public charter school. Nothing was identified that would indicate the applicants do not have the experience, knowledge and competence to successfully open and operate a charter school.

Significant support for the proposed Health Leadership High School was voiced during the public comment period of the community input hearing, primarily from community health organization representatives. Given the degree of community organization support, the commitment of four private funders for a total of \$400,000 (stated in the capacity interview) and the Kellogg grant already obtained by the founders, it appears the lack of federal stimulus funds would not be a major issue for this proposed school.

Based on the PED Charter Schools Division data, 54 charter schools have been authorized in the Albuquerque Public Schools geographical boundaries and serve 14% of the district enrollment. (34 are currently state-authorized charter schools and 20 are currently district-authorized charter schools.) APS originally authorized 37 district charter schools, 17 of which became state-charter schools upon renewal.