

Name of Proposed School *Health Sciences Academy*

Team Members:

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CAPACITY INTERVIEW TEAM ANALYSIS SCORE SUMMARY

| CAPACITY INTERVIEW SECTION | POINTS RECEIVED | APPLICANT SCHOOL'S POSSIBLE POINTS |
|----------------------------|-----------------|------------------------------------|
| 12 STANDARD QUESTIONS      | <b>16.5</b>     | 24                                 |
| 3 INDIVIDUALIZED QUESTIONS | <b>2</b>        | 6                                  |
| OVERALL SCORE              | <b>18.5</b>     | 30                                 |

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| <b>Educational Plan</b> | 1. Describe a typical day for a student in your school. Please be as concise and specific as possible; consider the teachers, the materials, the class, the parents, ancillary staff, etc.   |
| <b>1</b>                | <p><b>Comments:</b><br/> <i>The review team determined that the school representatives did not fully answer the question. Specifically, the review team agreed that the answer lacked specificity regarding how the many of the activities, ideas, and goals listed (Friday curriculum, graduate students helping in small clusters, ninety-minute blocks, online E2020, evening classes, remediation etc.) tied to the school's mission and vision of a Health Sciences curriculum. This question was designed to clarify how the founders would implement all that is proposed in their application; after answering this question, the review team agreed that the symmetry of all of the various components listed in the application was still not clear.</i></p> |
| <b>Educational Plan</b> | 2. What is your plan if the school's actual enrollment population is different from the targeted population you originally intended to serve?  |
| <b>1.5</b>              | <p><b>Comments:</b><br/> <i>The review team agreed that the school representatives did not have a specific plan, but that they did a sufficient job justifying this lack of a plan by explaining the isolated and unvaried population of the community that they intend to serve—97% of the community is Hispanic and 100% economically disadvantaged. However, the review team also decided that a plan for serving the adult population in evening classes should have been presented, as this targeted population will be more difficult to recruit.</i></p>  |
| <b>Governance</b>       | 3. Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the school's administration during the transitional period between the planning year and the first year of operations. Describe how those relationships evolve over the full term of the charter.   |

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| <b>1</b>          | <p><b>Comments:</b><br/> <i>The review team agreed that the school representatives' responses did not help to further clarify the distinction between many of the involved parties—the health partners advising the board, the committees of parents, students, community members, etc. The review team noted that the representatives did not adequately clarify the specific steps to be taken during the two time periods in question—the transitional period in the planning year and the full term of the charter.</i></p> |
| <b>Governance</b> | 4. How does the school's governing body exercise its oversight and accountability? What does the governing body have oversight of?  |
| <b>1</b>          | <p><b>Comments:</b><br/> <i>The review team agreed that the school representatives did an adequate job answering the second piece of this question; however, they did not adequately answer the first part, by explaining "how" the GB exercises its oversight and accountability. No tangible processes were provided or in place.</i></p>   |
| <b>Facility</b>   | 5. Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes. Whose responsibility is it to carry out this major piece of opening a charter school?   |
| <b>2</b>          | <p><b>Comments:</b><br/> <i>The review team decided that the school representatives presented adequate information for this answer.</i></p>   |
| <b>Facility</b>   | 6. If you cannot find a building that meets PSFA approval, what is your next steps plan?  |
| <b>2</b>          | <p><b>Comments:</b></p>   |

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|                                | <p><i>The review team decided that the school representatives presented adequate information for this answer.</i></p>  |
| <b>Finance</b>                 | 7. How are you going to open your school without federal start-up funds?   |
| <b>1.5</b>                     | <p><b>Comments:</b><br/> <i>The school representatives began answering this question by reading off a list of letters of support, once the review team redirected the representatives back to the question regarding money, they did list some options regarding financial support—they have applied for federal funds directly (84.282B) and they listed other foundations to which they plan to apply for grants (Kellogg, New Mexico Community Foundation, and Healthy Futures Inc.).</i></p> |
| <b>Finance</b>                 | 8. If something in your budget is not working as planned, for instance, you do not get the desired enrollment numbers for the first year, what will be your plan of action?  |
| <b>2</b>                       | <p><b>Comments:</b><br/> <i>The review team agreed that the school representatives did have a plan in place regarding how to prioritize funding based on enrollment numbers.</i></p>   |
| <b>Policies and Procedures</b> | 9. If your school requires a change to the original charter contract what is the process for your governing body to address that change?   |
| <b>1</b>                       | <b>Comments:</b>   |

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|                                       | <p><i>The review team agreed that the school representatives' responses were partially adequate. The review team noted however that the representatives implied that these issues could be taken care of on a "yearly" basis which indicated a lack of understanding regarding the actual amount of time a GB may spend on processes having to do with charter contract changes.</i></p>  |
| <p><b>Policies and Procedures</b></p> | <p>10. What role do policies have in the operation of a school? What triggers the need for a policy?</p>  |
| <p><b>2</b></p>                       | <p><b>Comments:</b><br/> <i>The review team decided that the school representatives presented adequate information for this answer.</i></p>   |
| <p><b>Policies and Procedures</b></p> | <p>11. What do you anticipate your process will be for developing policies? How will you ensure that your policies and procedures are not only compliant, but current and effective?</p>  |
| <p><b>1.5</b></p>                     | <p><b>Comments:</b><br/> <i>The review team determined that the school representatives were prepared to ensure that all policies were compliant, current, and effective. However, the review team noted that three GB members are outside of the Gadsden area, which is concerning regarding the school representatives' answer to the "process" for "developing policies." The review team agreed that if out-of-area GB members form the majority of the GB then it may be problematic and may require legal review if this school is approved.</i></p> |

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| <b>Planning Year</b>                                       | 12. What major challenges do you anticipate during the planning year as you work to open a new school? How do you envision organizing yourselves to carry out the tasks required to open a school?  |
| <b>1</b>   | <p><b>Comments:</b><br/> <i>The review team agreed that the answer to the first part of the question was sufficient. However, the school representatives' answer regarding the organization of carrying out tasks was concerning. The school representatives still did not present a specific description/distinction between the levels of influence and leadership in the school. The representatives mentioned several groups and entities involved in carrying out the tasks of opening a new school (Healthy Futures Inc., founders, parents, etc.), but did not describe the relationship between, and processes for, distinguishing all of these entities.</i></p>   |
| <b>Review Team's Individualized Question: Organization</b> | 13. Please describe the entity "Healthy Futures Inc." and how it plays a role in the future of the Health Sciences Academy. In your answer it would be helpful if you addressed the members of Healthy Futures, its current role in Gadsden, and how the members of Healthy Futures relate to the HSA governing body and administration.  |
| <b>1</b>   | <p><b>Comments:</b><br/> <i>The review team agreed that there were conflicting responses among the school representatives for this answer. Many individuals emphasized that Healthy Futures would serve as nothing but an advisory group or "resource" to the school as well as a "revenue stream" for the school's finances. At the same time the representatives mentioned that Healthy Futures would be involved in the hiring of the of the school's administration. The review team noted that this question was created due to the raised concerns between this entity and the school illuminated within the application itself; however, the answers provided to this question did not eliminate those concerns.</i></p> |
| <b>Review Team's</b>                                       | 14. The application distinguishes between day school and evening school enrollment.   |

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| <b>Individualized Question: Mission &amp; Vision</b>       | Evening school is for adult education and anticipates 185 students by year five. How will this program work? How will you recruit people? Do you have a plan to teach adults? How will you staff and support this program?   |
| <b>1</b>   | <b>Comments:</b><br><i>The review team agreed that the school representatives did partially clarify their intentions for the adult program and did further demonstrate the need for educating the high percentage of drop outs in the community. However, the school representatives did not describe a viable or thoughtful plan for recruiting, staffing, or financially supporting this aspect of the school.</i>   |
| <b>Review Team's Individualized Question: Organization</b> | 15. Describe how you plan to address special education FTE of .20 for a special education teacher? What action will you take to address this issue?  |
| <b>0</b>   | <b>Comments:</b><br><i>The review team agreed that the plan offered was not viable or consistent with the school application. The representatives explained that they would hire a Special Education Coordinator and allow adults (instructional assistants) to work with students with special needs in the "classroom clusters." Overall, the review team agrees that adequate information was not provided, nor did the information provided align with the application itself.</i> |