

## 2010 CHARTER SCHOOL APPLICATION ANALYSIS

School Name: **J. Paul Taylor Academy**

Review Date: 8/27/10

### I. 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.

#### ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Strengths, Criteria Addressed	Reference
<p><b><u>Mission Statement</u></b></p>	
<p>The Mission statement is succinctly stated and supports the school's educational plan to serve 200, K-8 students in a dual language, project-based instructional program. This plan includes a strong emphasis on fostering parent and community involvement.</p>	<p>Pages 17 and 20</p>
<p><b><u>Achievement of Mission/Goals</u></b></p>	
<ul style="list-style-type: none"> <li>• Administrative School Goal #1 that focuses on family and community involvement is stated as a SMART goal that reflects an ambitious, targeted 75% family and community participation rate to be achieved during the first five years.</li> </ul>	<p>Page 17</p>
<ul style="list-style-type: none"> <li>• Administrative School Goal #3 that focuses on a phased-in dual language program that will begin in Kindergarten is also written as a SMART goal that reflects an authentic, attainable goal that will result in all children in grades K-4 being instructed in both English and Spanish by year 5.</li> </ul>	<p>Page 17</p>
<p><b><u>Explanation of Need</u></b></p>	
<p>The explanation of need presented offers a comprehensible description for how J. Paul Taylor Academy (JPTA) provides a practical option that is in the best interest of the students that it proposes to serve. The application presents demographic information about the community in which the proposed charter would be located and describes how student academic proficiency in the local district is low; ELL percentages in LCPS elementary and middle schools are 17%; and 29% of Las Cruces</p>	<p>Pages 18-19</p>

children live below the poverty level.	
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<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Mission Statement</u></b></p> <p><b><u>Achievement of Mission/Goals</u></b></p> <ul style="list-style-type: none"> <li>Some of the criteria that will be used to measure Administrative School Goal #2 are provided, but significant detail that identifies a clear metric to measure staff development results and time-specific/target dates for completion are missing. The data to be collected is missing. Also, this goal fails to provide clear measures in the areas of staff development for Project Based Learning, mastery based grading, and <i>Love and Logic</i>, which was cited to help the School achieve its goal of increasing diversity.</li> <li>Some of the criteria that will be used to measure Administrative School Goal #4 are provided, but it fails to identify a clear metric to measure increased student diversity that reflects the ethnic and socio-economic diversity of Las Cruces. The data to be collected is missing.</li> </ul> <p><b><u>Explanation of Need</u></b></p>	<p>Page 17 <i>[The applicant's written response did not clarify what metrics that would quantify results from staff development training/activities.]</i></p> <p>Page 17 <i>[The applicant's written response satisfies the concern.]</i></p>

**II. 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.

**ANALYSIS: CURRICULUM FRAMEWORK**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Philosophy and Approach to Instruction</u></b></p> <ul style="list-style-type: none"> <li>The project-based, student-centered, hands-on learning program that includes extensive parent involvement proposed in this model will allow students to be fully engaged in their own learning. Research supports this model to be effective when used with similar student populations.</li> <li>The “phases of development progression chart” provided reflects strong student inquiry, investigation, and problem solving activities and further provides for individual student self-assessment of their learning. A strong PDSA (Plan, Do, Study, Act) by each student of his/her project activities is also</li> </ul>	<p>Page 20</p> <p>Page 21</p>

<p>presented. This model fosters student responsibility and accountability for learning.</p>	
<p><b><u>Description of the Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• The curriculum is focused on learning two languages and familial involvement – to include expected attendance at evening activities. The plan also includes community integration through project-based learning with smaller class sizes. The curriculum is well-aligned to and supports the school's mission.</li> <li>• Sample curricula plans and schedule are provided to describe the K-6 first project activities that reflect academic inquiries to guide instruction.</li> <li>• Letters of support from NMSU indicate that their Music and Human Performance, Dance and Recreation Departments will help facilitate Music, Art and PE at JPTA.</li> <li>• Professional development accompanying the language arts materials is designed to address teaching in a dual language program. Three days of staff development at the start of each school year; monthly staff development plus weekly extended days for curriculum meetings are cited.</li> <li>• The Head Administrator will attend a national Project-Based Learning conference to guide the process of training staff in addition to training by company representatives, DVD, and online.</li> </ul>	<p>Page 25</p> <p>Pages 28-39</p> <p>Pages 26-27</p> <p>Page 45</p> <p>Pages 45-46</p>
<p><b><u>Alignment with NM Standards</u></b></p>	
<p><b><u>Strategies and Methods</u></b></p> <ul style="list-style-type: none"> <li>• Purchased series, such as Scott Foresman Reading/Language Arts and Math will be enriched with computer activities, plays, musical applications, projects, and newspaper.</li> <li>• Students will be clustered according to the standards and benchmarks they need to master, regardless of grade levels. Afternoon block will be project based learning; students will apply their academic skills in multi-grade projects.</li> <li>• Direct instruction and computer-based instruction will be used in math and language arts.</li> </ul>	<p>Page 42</p> <p>Page 42</p> <p>Page 43</p>

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Philosophy and Approach to Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Significant detail and important additional information are missing to explain how the curriculum will focus on mastery of basic competencies, what these competencies are, for which grades/courses/subjects, and what evidence will exist to demonstrate mastery.</li> </ul>	<p>Pages 20, 25  <i>[The applicant's written response satisfies the concern.]</i></p>

<ul style="list-style-type: none"> <li>• Significant detail and important additional information are missing to explain how this school's dual language program will embrace a full Bilingual Program to include transition, maintenance, etc.</li> <li>• The philosophy and approach to instruction described in this application lack significant detail and focus on the instructional delivery of Science, Health, Social Studies, PE, Music, and Arts.</li> </ul>	<p>Page 23 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Pages 42-44 <i>[The applicant's written response satisfies the concern.]</i></p>
<p><b><u>Description of the Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Significant and meaningful detail is lacking about the curriculum for grades 4-8 and it is not clear how all classes will be taught by an appropriately licensed/certified teacher of record. The application does not explain how grades 4-8 will be instructed in the following required subject areas: communication skills, New Mexico History, geography, health education, and PE. The NMSU letter of support suggests that pre-service teachers may be teaching Music and PE, courses which require a highly-qualified, licensed teacher.</li> <li>• The curricula descriptions and implementation plan for required Science, Health, and Social Studies curricula address some of the criteria but lack meaningful detail and require important additional information to be reasonably comprehensive. Curricula descriptions for elective courses are missing. A Dual Language curriculum is missing.</li> <li>• The description of teacher/staff professional development lacks significant detail and important information to indicate what Science, Health, and Social Studies training opportunities, expectations, and methodologies for including these subject areas in the project-based components of this School's proposed educational program will be.</li> <li>• Teacher professional development to address training for delivering computer-based instruction is missing.</li> </ul>	<p>Pages 34-39 and Pages 26-27 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Pages 28-39 and 43 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Pages 45-46 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Pages 45-46 <i>[The applicant's written response does not clarify what PD for delivering computer-based instruction may be</i></p>

<ul style="list-style-type: none"> <li>• Curricula for elective courses/programs, such as music, art, and computers/technology are missing.</li> <li>• This section has omitted information and significant detail to describe how the school will comply with developing required <i>Next Step Plans</i> for 8th grade students.</li> </ul> <p><b><u>Alignment with NM Standards</u></b> This plan lacks meaningful detail to clearly demonstrate how the creative, student-driven projects will be developed and aligned to meet <u>all</u> required K-8 grade-level and course NM content and performance standards.</p> <p><b><u>Strategies and Methods</u></b></p> <ul style="list-style-type: none"> <li>• The plan cites that the afternoon block will provide for the development of science, health, social studies, and arts standards and benchmarks. Significant detail is lacking to describe the specific strategies and methods to be used and how cross-subject integration will occur.</li> <li>• The strategies and methods for delivering the dual language component within this educational plan lack significant detail.</li> <li>• Strategies and methods for the instructional delivery in the</li> </ul>	<p><i>offered and does not clearly specify when and how students will learn needed basic computer skills to assist them in completing all aspects of their projects, particularly, basic keying skills to key reports of all types and needed skills to complete computer-based instruction lessons.]</i></p> <p>Pages 28-39 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 42 <i>[The applicant's written response concurs that they omitted Next Steps Plans and provides new information.]</i></p> <p>Page 39-42 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 42 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 42 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 42</p>
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multi-grade level student groupings' lack meaningful detail and require important additional information to be reasonably comprehensive.	<i>[The applicant's written response satisfies the concern.]</i>
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**ANALYSIS: EDUCATIONAL PROGRAM**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Length of School Day and School Year</u></b></p> <p><b><u>Grade Levels, Class Size and Projected Enrollment</u></b> Grade levels will be K-8 with an enrollment cap of 180; the school will open with grades K-6 and phase in grades 7 and 8 in years 2 and 3 respectively. Class size will be 20 per class.</p> <p><b><u>Graduation Requirements (if applicable)</u></b> Not applicable.</p>	Page 46

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Length of School Day and School Year</u></b> "Additional enrichment will be offered during the spring and fall breaks at a minimal cost to families." Clarification is needed as to whether this enrichment course/program will be required per the teacher, curriculum, and/or students' IEP, or remediation plans or if this enrichment will be a voluntary learning opportunity that students and parents choose to participate in.</p> <p><b><u>Grade Levels, Class Size and Projected Enrollment</u></b></p> <p><b><u>Graduation Requirements (if applicable)</u></b> Not applicable.</p>	Page 46 <i>[The applicant's written response satisfies the concern.]</i>

**ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Student-centered SMART Goals</u></b></p> <p><b><u>Alignment</u></b> Goals to support the dual language and project-based components of the school's mission statement reflect alignment.</p>	Pages 17 and 47-48

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Student-centered SMART Goals</u></b></p> <ul style="list-style-type: none"> <li>The goals identified on pages 47 and 48 lack clearly defined quantitative expectations that are measureable. Student quantitative performance data for project based expectations is not defined.</li> <li>Goal #1 provides metrics to measure some of the identified expectations. "Continuous progress" is not clearly defined.</li> <li>Goal #2 provides metrics to measure some of the identified expectations. "Consistent progress" is not clearly defined, and only expected growth for 25% of those children acquiring Spanish in the dual language program is identified, thus lacking meaningful detail to address expectations for the majority of the students acquiring Spanish in the dual language program.</li> <li>Goal #3 fails to provide adequate metrics to measure “student ownership” of their learning, and metrics/rubrics to assess their "project-based" materials/presentations are also missing</li> </ul> <p><b><u>Alignment</u></b></p>	<p>Pages 47-48 <i>[The applicant’s written response satisfies the concern.]</i></p> <p>Page 47 <i>[The applicant’s written response satisfies the concern.]</i></p> <p>Page 48 <i>[The applicant’s written response satisfies the concern.]</i></p> <p>Page 48 <i>[The applicant’s written response does not clarify clear metrics to measure student ownership of learning.]</i></p>

**ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Types of Assessments</u></b></p> <ul style="list-style-type: none"> <li><i>Short-cycle assessments</i> to be used: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for Language Arts; Developmental Reading Assessment (DRA); writing portfolios; pre- and post-math tests from Scott Foresman materials and teacher tests; and teacher created assessments and rubrics for science and social studies projects.</li> <li><i>Summative assessment</i> to be used: NMSBA</li> </ul> <p><b><u>Timeline for Achievement</u></b> At the end of the first year, 75% of students will demonstrate a gain of one or more year's academic growth and continue to obtain a minimum</p>	<p>Page 48</p> <p>Page 49</p>

<p>of one year's academic progress each successive year through year 5.</p> <p><b><u>Corrective Action</u></b> NM Three Tier plan for implementation of SAT will be used.</p> <p><b><u>Remediation</u></b></p> <p><b><u>Additional Assessments</u></b> Short-term assessments as identified above are cited in this section.</p> <p><b><u>Documentation and Reporting</u></b></p>	<p>Page 49</p> <p>Page 50</p>
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<b><u>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</u></b>	<b>Reference</b>
<p><b><u>Types of Assessments</u></b> The application does not identify how other learning results/projects, such as portfolios, Power Points, display boards, plays, songs, stories/books, art works, and other tangible creations, will be assessed. Significant detail is lacking about proficiency expectations for grades K-8 that present a well-articulated plan for what students should know and be able to do.</p> <p><b><u>Timeline for Achievement</u></b></p> <p><b><u>Corrective Action</u></b></p> <p><b><u>Remediation</u></b> The application fails to identify what entry level tests will be used to assess a student's need for remediation and how remediation groupings will be determined. This section addresses some of the criteria but lacks meaningful detail and requires important additional information to identify how placement level decisions will be made and what criteria will be used for student placement decisions.</p> <p><b><u>Additional Assessments</u></b></p> <p><b><u>Documentation and Reporting</u></b> Some of the criteria is addressed in this section, but it lacks meaningful detail and requires additional important information to address what documentation and reporting will be implemented to apprise parents and guardians of all types of evaluative/assessment opportunities that will be conducted, such as, short-cycle assessment results, NMSBA results, weekly, quarterly, semester, event- and/or class-generated</p>	<p>Pages 48-49 <i>[The applicant's written response specifies that rubrics will be developed to assess other results/projects. However, the applicant's written response does not clarify the proficiency expectations for grades K-8.]</i></p> <p>Page 50 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 50 <i>[The applicant's written response satisfies the concern.]</i></p>

assessments, report cards, project assessments, etc. Overall, how the school will inform parents about periodic, cyclical student data, data for placement, progress, and achievement are missing in this plan.	
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**ANALYSIS: SPECIAL POPULATIONS**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Modifications to meet Individual Student Needs</u></b> The application demonstrates an understanding of the multi-disciplinary team responsibilities to provide an appropriate least restrictive environment to students with IEPs.</p>	Pages 52-53
<p><b><u>Outline of Special Education Plan</u></b> The application describes the special education referral process and how students with potential learning barriers will be assessed.</p>	Page 53
<p><b><u>Access to Ancillary Services</u></b> The applicant indicates that the school will contract for ancillary services and indicates that these individuals will participate in the decisions made for students for whom they are providing services.</p>	Page 53

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Modifications to meet Individual Student Needs</u></b> This section lacks significant detail and requires additional important information to be reasonably comprehensive regarding students identified with special needs in various special education categories and/or service levels such as minimum, moderate, or maximum. Significant detail and important additional information are also needed about the delivery model, pull-out model, diagnoses, transitioning of students, and the least restrictive environment.</p>	Pages 52-53 <i>[The applicant's written response does not clarify the delivery models.]</i>
<p><b><u>Outline of Special Education Plan</u></b> Significant detail and procedures for Special Education Placements, student modifications, and curriculum delivery are missing. Significant detail and important additional information to address the school's plans for full inclusion are missing.</p>	Page 53 <i>[The applicant's written response satisfies the concern.]</i>
<p><b><u>Access to Ancillary Services</u></b> The application fails to describe the types of ancillary services that may be provided.</p>	Page 53 <i>[The applicant's written response satisfies the concern.]</i>

### III. 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.

#### ANALYSIS: BUDGET

Strengths, Criteria Addressed	Reference
<p><b><u>Revenue Projection Form 910B5</u></b> Applicant submitted the completed 910B5.</p> <p><b><u>5-Year Budget Plan</u></b></p> <p><b><u>Revenue and Expenditure Assumptions</u></b></p> <ul style="list-style-type: none"> <li>• Budget narrative discusses spending priorities for each year of the charter term. Explanation of salaries and contracted services are detailed.</li> <li>• Spending priorities align with the mission and educational plan.</li> </ul> <p><b><u>Revenue Sources Other Than SEG Funds</u></b> Instructional Material funds and PSCOC lease reimbursement funds are included in this section.</p> <p><b><u>Expenditure Assumptions for Other Than SEG Funds</u></b> Plans for expending the PSCOC lease funds and textbook allotments are provided. Mention of purchasing instructional materials, classroom furniture, and equipment with planning year funds is noted in this section but not cited as a revenue source above.</p>	<p>Appendix C</p> <p>Pages 54-55</p> <p>Page 56</p> <p>Page 56</p>

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Revenue Projection Form 910B5</u></b></p> <p><b><u>5-Year Budget Plan</u></b> The planned salary calculation for the Principal for years 2-5 is below the required Principal salary level per NM statute. Also, the school has underfunded the Principal's salary for years 2-5 in its 5-year operating budget calculations.</p>	<p>Page 55 and Appendix D <i>[The applicant's written response cites their misinterpretation of NM statute as the reason for the noncompliant principal salary for years 2-5.]</i></p>

<p><b><u>Revenue and Expenditure Assumptions</u></b></p> <ul style="list-style-type: none"> <li>• The operating budget addresses some of the criteria but lacks meaningful detail and requires important additional information about funding for all of the positions identified in the organizational chart. Specifically, the organizational chart identifies additional administrative employee positions that are not funded in the operating budget, i.e., Student Wellness Director, Speech Language Pathologist, and Diagnostician.</li> <li>• The application does not describe how the school will be able to provide adequate staff for the MS grades' required courses, to include elective courses, and still ensure maintaining class sizes of 20 students only. Clearly defined staffing patterns and scheduling plans for all grades and elective courses are missing.</li> <li>• Significant detail is lacking to explain how sustaining the budgets for services at the same levels annually (as calculated in this School's 5-year operating budget, Appendix D) will adequately fund the school's needs.</li> </ul> <p><b><u>Revenue Sources Other Than SEG Funds</u></b>  Significant detail and additional important information with regard to other potential funding from federal start-up grant funds, IDEA, Bilingual, Technology, Nutrition Program, Teacher Mentorship, and Title I funding are missing.</p> <p><b><u>Expenditure Assumptions for Other Than SEG Funds</u></b>  Expenditure assumptions to support potential IDEA, Bilingual, and Title I funds are missing. The expenditure plans for the federal grant planning year funds are underdeveloped.</p>	<p>Pages 55, 60 and Appendix D  <i>[The applicant's written response clarifies the salary for the Student Wellness Director/Health Services Provider. Confusion was created with the two different titles for the same position..]</i></p> <p>Page 60 and Appendix D  <i>[The applicant's written response satisfies the concern.]</i></p> <p>Pages 54-56  <i>[The applicant's written response clarifies that increased expenditures are planned for instruction; professional/technical services; and other purchased services for years 1-2; however, expenditures for years 3-5 in these same areas remain the same.]</i></p> <p>Page 56  <i>[The applicant's written response provides new information.]</i></p> <p>Page 56  <i>[The applicant's written response provides new information.]</i></p>
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**ANALYSIS: FISCAL MANAGEMENT**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Fiscal Management Plan</u></b></p> <p><b><u>Internal Control Procedures</u></b> Internal control procedures provided address deposit procedures, segregation of check disbursement duties, payroll, safeguarding material items/building keys, and reporting to PED.</p> <p><b><u>Annual Audit of Financial Operations</u></b> Compliant auditing procedures are identified.</p>	<p>Pages 57-58</p> <p>Page 58</p>

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Fiscal Management Plan</u></b> This section is missing a detailed plan indicating how the school will manage its fiscal responsibilities and meet state requirements.</p> <p><b><u>Internal Control Procedures</u></b></p> <p><b><u>Annual Audit of Financial Operations</u></b></p>	<p>Page 57 <i>[The applicant’s written response does not clarify its detailed plan for how the school will manage fiscal responsibilities.]</i></p>

**IV. 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.

**ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Governance and site-based management structure</u></b></p>	

<p><b><u>Organizational chart and narrative description</u></b>  Appropriate delineations of responsibility and oversight are depicted in the school’s organizational chart.</p>	Page 60
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<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Governance and site-based management structure</u></b>  A description of the overall site-based management structure is missing.</p> <p><b><u>Organizational chart and narrative description</u></b></p>	Page 60 <i>[The applicant’s written response restates the governing body structure but does not clarify what the <u>site-based management</u> structure will be.]</i>

**ANALYSIS: DESCRIPTION OF THE GOVERNING BODY**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Governing Body policies and procedures</u></b></p> <ul style="list-style-type: none"> <li>• Governance Council (GC) membership will be 7-9 members with 5 standing committees.</li> <li>• This section reflects a thorough understanding of GC policies and procedures. This section is addressed with specific, comprehensive, and accurate information that shows thorough preparation and presents a clear, realistic picture of how the GC will operate.</li> </ul> <p><b><u>List of governing body members and qualifications</u></b></p> <ul style="list-style-type: none"> <li>• A complete list of all GC members, their backgrounds, experience/expertise, linkages, gender, ethnicity and stakeholder group is included.</li> <li>• A matrix to identify qualifications and diversity of the board is presented. This section demonstrates thorough preparation and presents clear information.</li> </ul> <p><b><u>Staff, families, and community involvement in governance</u></b></p> <ul style="list-style-type: none"> <li>• The application states that “the Governance Council will promote active parental/guardian and community involvement through ensuring that its members represent our diverse community.”</li> <li>• Representatives from staff, families and community will be invited to be members of GC committees.</li> <li>• Monthly school newsletters will notify families and staff of GC meeting dates and agenda, and information will also be posted on the school’s website and in local newspapers.</li> </ul>	Pages 60 and 63  Pages 63-71  Pages 71-74  Page 75  Page 75  Page 75

**ANALYSIS: PARTNERSHIPS**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Partner organization and contact information</u></b> The application cites that no partnerships are anticipated.</p> <p><b><u>Nature and purpose of partnership</u></b></p> <p><b><u>Partner organization involvement with school governance</u></b></p> <p><b><u>Evidence of formal partnership agreement</u></b></p>	<p>Page 75</p>

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Partner organization and contact information</u></b> Substantial concerns are raised that evidence of partnerships with (1) NMSU's College of Arts and Sciences and (2) Department of Human Performance, Dance, and Recreation for the delivery of JTPA's art, music, and PE classes/programs has been provided within the application but not been identified in this section. Significant information is missing to explain how the school could teach these classes without these partnerships. Specifically,</p> <ul style="list-style-type: none"> <li>➤ The College of Arts and Sciences letter presents "a <u>plan</u> by the Music Department in the J. Paul Taylor Academy" and further states "we have student resources who could teach general music classes to grades K-8 on a rotating basis."</li> <li>➤ The Department of Human Performance, Dance and Recreation letter states, "We believe that such a <u>partnership</u> will provide our pre-service teachers with excellent opportunities to gain valuable experience working in physical activity settings."</li> </ul> <p><b><u>Nature and purpose of partnership</u></b></p> <p><b><u>Partner organization involvement with school governance</u></b></p> <p><b><u>Evidence of formal partnership agreement</u></b> It is not clear that the persons who signed the partnership letters are in positions of authority to sign formal agreement letters/documents that would bind NMSU to the purported partnerships identified in the application.</p>	<p>Pages 26-27 and 75 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Pages 26-27 <i>[The applicant's written response does not clarify that the partnership letters are signed by persons in positions of authority.]</i></p>

**ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Job descriptions for all organizational chart positions</u></b></p> <p><b><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></b></p> <ul style="list-style-type: none"> <li>• Year 1 staffing plan includes 7 teachers (1 for each grade) plus a SPED Lead, a Health Services Provider/Nurse/Physical and Mental Health Instructor, 5 EAs, 1 Principal, 1 Secretary, and 1 Custodian.</li> <li>• Pupil/Teacher ratio will not exceed 20:1 with all certified teaching staff and 15:1 with all certified and classified teaching staff.</li> <li>• Years 2-3 staffing are provided and include increased services contracts to support the project-based learning program. Years 4-5 staffing reflect no staffing changes.</li> </ul>	<p>Page 83</p> <p>Page 83</p> <p>Pages 84-85</p>

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Job descriptions for all organizational chart positions</u></b></p> <p>This section addresses some of the criteria but lacks meaningful detail and requires important additional information to be complete. Substantial concerns are raised that:</p> <ul style="list-style-type: none"> <li>• The key roles and responsibilities and the "Duties" listing for the Head Administrator position fail to include all staff/employee hiring.</li> <li>• A new position titled "Student Health Coordinator" is cited in this section; however, this position is not found on the organizational chart nor funded in the operational budget.</li> <li>• Employee job descriptions for the Student Wellness Director, Speech Language Pathologist, and Diagnostician are missing.</li> </ul>	<p>Page 75 and 77-78 <i>[The applicant's written response concurs that this omission should be included in the Head Administrator's Duties.]</i></p> <p>Pages 76, 60, and Appendix D <i>[The applicant's written response cites the use of various names for the same position; Student Health Coordinator is the preferred title for the "Student Wellness Director."]</i></p> <p>Pages 77-83 and 60 <i>The applicant's written response notes the incorrect title being used for the Student Health Coordinator. However, the response fails to address the omission of the Speech Language Pathologist and Diagnostician positions.]</i></p>

<ul style="list-style-type: none"> <li>• Identification of who will be responsible for and will who implement HR duties for the school is missing.</li> </ul> <p><b><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></b></p> <ul style="list-style-type: none"> <li>• Substantial concern is raised that compliance with NM teacher licensure and certification requirements will be met for all student instruction for "other contracted services (that) include those provided by the experienced physical education and music professionals hired to oversee the practicum students to be provided by these (NMSU) departments to serve the children at the school." The application fails to describe the staffing plans for PE, Art, and Music classes/programs for all grade levels and the specific roles/responsibilities that will be assumed by NMSU "professionals" and the pre-service teachers.</li> <li>• It is not made clear how the addition of only 1 teacher per grade level per year for grades 7 and 8 in years 2-5 will adequately meet course/program requirements as well as the requirement for fully licensed teachers for each course in a secondary program. The staffing plan is underdeveloped relative to the MS programs to be added in years 2-5 and no schedule is provided.</li> </ul>	<p>Pages 77-83 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 84 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Pages 84-85 <i>[The applicant's written response satisfies the concern.]</i></p>
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**ANALYSIS: EMPLOYEE RELATIONS**

<b><u>Strengths, Criteria Addressed</u></b>	<b><u>Reference</u></b>
<p><b><u>School's personnel policies and procedures</u></b></p> <ul style="list-style-type: none"> <li>• Employment relationships depicted in the application describe a positive, safe work environment that provides appropriate due process to employees.</li> <li>• Specific terms of employment included in this section address: background checks and certification/licensure, mentorship, safety/support, leaves, insurance, sexual harassment, conflict of interest, reduction in force, resignation, retaliation, and reassignment.</li> </ul> <p><b><u>Proposed salary schedules for all employees</u></b></p> <ul style="list-style-type: none"> <li>• Proposed Salary schedules for Levels 1-3 teachers and Certified Instructional Staff Levels 1-3 are provided.</li> <li>• Salary schedules comply with state minimum salary requirements of the NM School Personnel Act for these employees.</li> </ul> <p><b><u>Evaluation process for staff</u></b></p> <ul style="list-style-type: none"> <li>• Application demonstrates an understanding of the state required process for evaluating the head administrator.</li> </ul>	<p>Pages 85-89</p> <p>Pages 85-89</p> <p>Pages 89-91</p> <p>Pages 92-93</p>

<ul style="list-style-type: none"> <li>• Head Administrator will follow a process in compliance with the NM Personnel Act and 3-tier licensure framework to observe and evaluate staff.</li> <li>• Professional Development plans will be created within 40 days of the start of school based on the nine teacher competencies.</li> </ul> <p><b><u>Staff discipline process</u></b> Plans for progressive discipline (including the development of a growth plan, if necessary) are described.</p>	<p>Pages 92-93</p>
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<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>School's personnel policies and procedures</u></b> This section indicates that a mentor will not be assigned to all new teachers until "after its (the school's) first year of operation." This is noncompliant with NM statutory requirements for the required Teacher Mentor Program.</p> <p><b><u>Proposed salary schedules for all employees</u></b></p> <ul style="list-style-type: none"> <li>• The principal salary schedule is not provided.</li>   <li>• According to the 5-year operating budget, the principal salary for years 2-5 is noncompliant with NM statute.</li> </ul> <p><b><u>Evaluation process for staff</u></b></p> <p><b><u>Staff discipline process</u></b></p>	<p>Page 86 <i>[The applicant's written response provides new information.]</i></p> <p>Page 91 <i>[The applicant's written response specifies that the principal's salary was purposely omitted.]</i></p> <p>Appendix D <i>[The applicant's written response cites their misinterpretation of NM statute as the reason for the noncompliant principal salary for years 2-5. The applicant further cites its plan to transfer funds to meet the statutory requirement of paying the MS principal salary rate plus benefits for years 2-5 to be compliant.]</i></p>

**ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>School enrollment policies and procedures</u></b></p> <p><b><u>Description of lottery process</u></b> Compliant procedures for holding the school’s lottery the end of May 2010 after the enrollment periods are cited.</p> <p><b><u>Description of proposed student discipline policy</u></b> .</p> <p><b><u>Proposed student discipline procedures (appendix)</u></b> Student discipline policy is an exact replica of what is in the previous "Description of proposed student discipline policy" section.</p>	<p>Page 94</p> <p>Appendix B</p>

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>School enrollment policies and procedures</u></b> The process of having early and late enrollments does not demonstrate that the school will ensure clear, timely communication of the number of available slots to parents/guardians/public. This is missing in the application.</p> <p><b><u>Description of lottery process</u></b></p> <p><b><u>Description of proposed student discipline policy</u></b> The application presents the basic tenets of the <i>Love and Logic</i> philosophy and practices to implement this approach. However, this description does not provide rules of conduct that specify unacceptable behavior and consequences. Substantial concerns are raised that this plan is compliant with NMAC 6.11.1.</p> <p><b><u>Proposed student discipline procedures (appendix)</u></b></p>	<p>Page 93 <i>[The applicant's written response does not address their plans to communicate the number of available slots prior to conducting their lottery.]</i></p> <p>Pages 94-95 and Appendix B <i>[The applicant's written response satisfies the concern.]</i></p>

**ANALYSIS: FACILITIES – IF “NO”**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Explanation of needs of a facility that will support educational plan</u></b></p> <ul style="list-style-type: none"> <li>Detailed descriptions of the school’s facilities needs are presented in tables that specify space needs for each grade level and room of the school in the first year of operation and at full capacity in year 5.</li> <li>A proposed school location is also identified -- a former private school with 11,814 square feet, 3 small portables, and a cafeteria in an adjacent building is described. A floor plan of</li> </ul>	<p>Pages 96-97</p> <p>Pages 97-98</p>

<p>this facility is provided. The application explains how this facility could suffice for the projected student population in the first few years.</p> <p><b><u>Reasonable plan to identify and secure an adequate facility</u></b> A feasible, reasonable plan for identifying and securing an adequate facility is described.</p> <p><b><u>Proposed capital outlay needs</u></b></p> <ul style="list-style-type: none"> <li>• The school would apply for capital outlay funds during any cycle that funding is made available dependent upon the school's eligibility.</li> <li>• The school plans to move into their own building by year 3 and would request funds for construction, playground equipment, improving energy efficiency and/or to become ADA and safety compliant.</li> </ul>	<p>Page 97</p> <p>Page 99</p> <p>Page 99</p>
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<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Explanation of needs of a facility that will support educational plan</u></b> The application does not explain how only one classroom will be adequate to meet classroom space needs for middle school courses/programs, particularly when implementing elective courses.</p> <p><b><u>Reasonable plan to identify and secure an adequate facility</u></b></p> <p><b><u>Proposed capital outlay needs</u></b></p>	<p>Page 97 <i>[The applicant's written response satisfies the concern.]</i></p>

**ANALYSIS: OTHER STUDENT SERVICES**

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>Transportation</u></b> During the first year, the school will not provide transportation to students other than for those with an IEP indicating the need. If transportation is necessary in the following years, the school plans to coordinate services with LCPS and the current school bus company.</p>	<p>Page 99</p>
<p><b><u>Food Services</u></b></p> <ul style="list-style-type: none"> <li>• The applicant plans to offer full cafeteria services if they obtain a facility that already has a cafeteria facility. The school is applying to participate in the Provision 2 National School Lunch Act program.</li> <li>• An alternate plan is identified if the facility does not have a cafeteria; students would bring their lunches in year 1 and then the school may contract with ARAMARK food services in the following years to provide sack lunches for those students eligible for free and reduced lunches. Other students would</li> </ul>	<p>Page 99</p> <p>Page 99</p>

bring their own lunches	
<b><u>Student access to other services</u></b>	
<ul style="list-style-type: none"> <li>The school will contract for counseling services. A potential contractor in Las Cruces was identified (Families and Youth Incorporated).</li> <li>The school has budgeted for a full-time Student Health Coordinator, RN, who has student counseling experience.</li> </ul>	Page 99  Page 99

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Transportation</u></b></p> <p><b><u>Food Services</u></b></p> <p><b><u>Student access to other services</u></b></p> <p>Meaningful detail is lacking to address how student academic and career counseling needs, to include <i>Next Step Plans</i>, will be met.</p>	Page 100 <i>[The applicant's written response satisfies the concern.]</i>

## V. 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.

### ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b>Statement of public school insurance authority coverage participation</b></p> <p>Statement provided indicating compliance with all applicable rules, and projected insurance cost is provided. School will promote safe practices and maintaining a safe environment.</p>	Page 101

### ANALYSIS: WAIVERS

<b>Strengths, Criteria Addressed</b>	<b>Reference</b>
<p><b><u>List of waivers that will be requested from PED</u></b></p> <p>The school will implement 100% discretion when purchasing instructional materials.</p>	Page 101

<p><b><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></b> None requested.</p>	
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