



2010 CHARTER SCHOOL APPLICATION ANALYSIS

School Name: New Mexico International School

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><u>Mission Statement</u></p> <p>A clear and compelling mission statement is provided that includes all required components.</p>	<p>page 1</p>
<p><u>Achievement of Mission/Goals</u></p> <p>One organizational and three student performance goals are presented and support the Mission Statement. The organizational goal focuses on designation as a world school by the International Baccalaureate (IB) organization. The three student performance goals focus on English and Spanish academic performance, Arabic language, and proficiency in all assessed content areas of the NMSBA.</p>	<p>pages 1-2</p>
<p><u>Explanation of Need</u></p> <p>The explanation of need is based on research studies that support the need to provide a curriculum such as the International Baccalaureate. Substantial support for study of languages at an early age and for speaking more than one language is also provided. The long waiting lists of other charter schools with an IB focus in the Albuquerque metropolitan area are referenced to support additional need for international and immersion language programs such as the one proposed by NMIS.</p>	<p>pages 2-4</p>

<p><u>Description of the Curriculum</u></p> <p>NMIS intends to use the International Baccalaureate Primary Years Program (IB PYP) curriculum documents and the New Mexico Content Standards, Benchmarks, and Performance Standards as the foundation documents for the curriculum offerings of the proposed school.</p> <p>A comprehensive description of the IB curriculum and a sample alignment with the NM Standards are provided. Included are: 1) A scope and sequence chart that addresses Language Arts, Mathematics, Science and Technology and demonstrates a topical alignment to the New Mexico Content Standards, Benchmarks and Performance Standards; and 2) a table demonstrating an IB sample program of inquiry.</p> <p>Exhibit 4.0 on pages 28-31 addresses the study of languages in a one-way immersion classroom environment. (English, Spanish and Arabic)</p> <p>Textbooks and other instructional materials are identified.</p>	<p>page 32</p> <p>pages 9-17</p> <p>pages 20-27</p> <p>pages 28-31</p> <p>pages 31-32</p>
<p><u>Alignment with NM Standards</u></p> <p>IB PYP curriculum documents have partially been aligned with New Mexico Content Standards, Benchmarks, and Performance Standards. (As noted above, a topical alignment to the New Mexico Content Standards, Benchmarks and Performance Standards is provided.) A full alignment will begin during the first year of operation by a school-wide curriculum alignment committee (administration, teachers, parents, and governing council members). Completion is scheduled for approximately one year from the start date of the committee.</p>	<p>page 32</p>
<p><u>Strategies and Methods</u></p> <p>The target languages of Spanish and Arabic are addressed for English-speaking students through a table indicating percentages of instructional time delivered in each language.</p> <p>Professional development, necessary for implementation of the strategies and methods, will focus on IB requirements, one-way language immersion education, and core content standards training. Two hours each week (through early release) are scheduled for general meetings and/or grade level meetings.</p> <p>Other inquiry-based strategies and methods are imbedded in the International Baccalaureate curriculum.</p>	<p>page 33</p> <p>page 33</p> <p>pages 5-8</p>
<p>Criteria Not Sufficiently Addressed, Concerns & Additional Questions</p> <p><u>Philosophy and Approach to Instruction</u></p>	<p>Reference</p>

<p><u>Description of the Curriculum</u></p> <p>The application states on page 18 that “The Program of Inquiry (<u>Exhibit 3.0</u>) must be developed by school staff and must incorporate all New Mexico Content Standards”; however, no specific plan that includes a description of the process, a timeline, and resources (including staffing) to be utilized is provided.</p> <p>Resources for development of an Arabic Language Curriculum for fourth and fifth grade students are provided, however, no specific plan that includes a description of the process, a timeline, and resources (including staffing) to be utilized is provided.</p>	<p>page 18 <i>[The written response satisfied the concern regarding alignment to standards (page 32 of the application), but did not clarify the concern regarding development of The Program of Inquiry.]</i></p> <p>page 31 <i>[The applicant’s written response provided new information.]</i></p>
<p><u>Alignment with NM Standards</u></p>	
<p><u>Strategies and Methods</u></p>	

ANALYSIS: EDUCATIONAL PROGRAM

Strengths, Criteria Addressed	Reference
<p><u>Length of School Day and School Year</u></p> <p>The school day will be 6.5 instructional hours on Monday, Tuesday, Thursday and Friday and 5.5 instructional hours on Wednesday. The school year will consist of 180 days.</p> <p>An optional 1.25-hour After School/Extended Day program will be offered four days per week.</p>	<p>page 34</p> <p>page 34</p>
<p><u>Grade Levels, Class Size and Projected Enrollment</u></p> <p>The school intends to open with 120 students, K-2 and increase by an additional 40 students in years 2 through 4, reaching its cap of 240 students in the fourth year of implementation.</p>	<p>page 35</p>
<p><u>Graduation Requirements (if applicable)</u> N/A</p>	

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Length of School Day and School Year</u></p>	

<p>The total number of instructional hours for the school year is not stated.</p> <p>A description of how the proposed length of the school day and school year support the Educational Plan is not provided.</p>	<p>page 34 <i>[The applicant's written response provided new information.]</i></p> <p>page 34 <i>[The applicant's written response provided new information.]</i></p>
<p><u>Grade Levels, Class Size and Projected Enrollment</u></p> <p>A rationale for the grade-level phase-in plan is not provided.</p>	<p>page 35 <i>[The applicant's written response provided new information.]</i></p>
<p><u>Graduation Requirements (if applicable)</u></p> <p>N/A</p>	

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Strengths, Criteria Addressed	Reference
<p><u>Student-centered SMART Goals</u></p> <p>Three summative student-performance goals are presented focusing on English and Spanish academic performance, Arabic language, and proficiency in all assessed content areas of the NMSBA.</p>	<p>page 36</p>
<p><u>Alignment</u></p> <p>The three student-performance goals support the Mission Statement.</p>	<p>page 36</p>

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Student-centered SMART Goals</u></p> <p>Goal 1 states that students will score proficient or above on the English Standards Based Assessment and the Spanish Logramos, 2nd Edition. The goal lacks specificity in terms of what content areas will be measured on the English Standards Based Assessment and the Spanish Logramos, 2nd Edition assessment for purposes of determining achievement of this goal.</p>	<p>page 35 <i>[The applicant's written response provided new information.]</i></p>

<u>Alignment</u>	
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ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

Strengths, Criteria Addressed	Reference
<p><u>Types of Assessments</u></p> <p>Formative and summative assessments will be used to measure student achievement levels.</p> <p>A clear comprehensive list of assessments is provided in a chart on page 37.</p> <p>Additional data collection to guide the school in its Educational Plan for Student Success is addressed.</p>	<p>page 36</p> <p>page 37</p> <p>page 38</p>
<p><u>Timeline for Achievement</u></p> <p>Specific grade level objectives are provided for academic and language proficiency that address the timeline for achievement of the NM Standards and/or the school’s student performance expectations.</p>	<p>pages 38-39</p>
<p><u>Corrective Action</u></p> <p>A corrective action process is described on page 36 of the application.</p>	<p>page 36</p>
<p><u>Remediation</u></p> <p>The school’s remediation plan is based on the New Mexico 3-Tier Student Assistance Team (SAT) model for intervention.</p>	<p>pages 40-41</p>
<p><u>Additional Assessments</u></p> <p>Assessments in addition to the statewide-mandated testing are addressed in Exhibit 6.0, page 37</p>	<p>page 37</p>
<p><u>Documentation and Reporting</u></p> <p>A documentation and reporting plan is described.</p> <p>The NM Quality of Education Survey is addressed.</p>	<p>pages 41-42</p> <p>page 42</p>

ANALYSIS: SPECIAL POPULATIONS

Strengths, Criteria Addressed	Reference
<p><u>Modifications to meet Individual Student Needs</u></p> <p>The school intends to implement Universal Design for Learning (UDL), a reform framework to meet the needs of a diverse group of students including bilingual, ELL and special education students. The goal of UDL is to teach every student in an inclusive setting. Access to the proposed educational program is provided through instructional modification as described on pages 42-47</p> <p>English Language Learners (ELL) will be supported through curriculum planning using the UDL framework, through the use of The Sheltered Instruction Observation Protocol (CIOP) and by a licensed teacher with a Teaching English to Speakers of Other Languages (TESOL) endorsement.</p>	<p>pages 42-47</p> <p>pages 54-56</p>
<p><u>Outline of Special Education Plan</u></p> <p>A clear outline of the special education plan based on the RtI process is provided. Section 504 is addressed.</p>	<p>pages 47-52</p>
<p><u>Access to Ancillary Services</u></p> <p>NMIS will contract for ancillary services.</p>	<p>pages 56-59</p>

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><u>Revenue Projection Form 910B5</u></p> <p>A completed revenue projection form 910B5 is provided. Bilingual, physical education and fine arts funding, sources that are dependent on approval of applications, have been included in the revenue projections along with an estimated 10% special education membership. The school indicates that it is aware of the tentative nature of the funding</p>	<p>page 58 and Forms 910B5</p>

sources and demonstrates knowledge of what needs to be considered in the budgeting process.	
<u>5-Year Budget Plan</u>	
The proposed 5-year operating budget is based on the current unit value and is balanced for each of the 5 years.	5-Year Budget Plan
<u>Revenue and Expenditure Assumptions</u>	
A description of the revenue and expenditure assumptions on which the operating budget is based is provided.	pages 58-59
<u>Revenue Sources Other Than SEG Funds</u>	
The school states that it intends to apply for federal start-up, bilingual, physical education and fine arts funding.	page 58
<u>Expenditure Assumptions for Other Than SEG Funds</u>	

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<u>Revenue Projection Form 910B5</u>	
<u>5-Year Budget Plan</u>	
<u>Revenue and Expenditure Assumptions</u>	
The narrative states that the average salary used for teachers was \$45,000. The budget plan indicates \$50,000 was used.	page 58 <i>[The applicant's written response provided new information.]</i>
Arabic will be taught to 4 th and 5 th grade students. It is unclear as to why an Arabic instructor will be contracted for the school's first two operating years when the phase-in plan doesn't include 4 th grade students until the third year of operation and 5 th grade students until the fourth year of operation.	page 59 <i>[The applicant's written response satisfied the concern.]</i>
<u>Revenue Sources Other Than SEG Funds</u>	
The projected amounts for some of the revenue sources other than SEG are not clearly identified.	pages 58-59 <i>[The applicant's response did not clarify projected amounts for the federal stimulus grant as a revenue source other than SEG.]</i>

<p><u>Expenditure Assumptions for Other Than SEG Funds</u></p> <p>A detailed narrative description of the expenditure assumptions for “other than SEG” revenue sources is not provided.</p>	<p>pages 58-59</p>
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ANALYSIS: FISCAL MANAGEMENT

Strengths, Criteria Addressed	Reference
<p><u>Fiscal Management Plan</u></p> <p>The fiscal management plan addresses: the Governing Council as a Board of Finance; monthly financial reports; establishing and approving the annual budget; the head administrator’s oversight of management and fiscal decisions; student data and other required reports; business manager responsibilities; and financial software. Financial policies and procedures are also identified for development by the Governing Council.</p>	<p>pages 59-60</p>
<p><u>Internal Control Procedures</u></p> <p>A general description of proposed internal control procedures that address segregation of duties, purchasing, receiving purchases, cash disbursements, cash receipts, payroll, bank reconciliations, inventory, journal entries, travel and petty cash is provided and demonstrate an understanding of requirements.</p>	<p>pages 61-63</p>
<p><u>Annual Audit of Financial Operations</u></p> <p>The school’s annual audit as a component unit of the Public Education Department is addressed.</p> <p>Finance and Audit Committees of the Governing Council are addressed.</p>	<p>page 64</p> <p>pages 59 and 64</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

Strengths, Criteria Addressed	Reference
<p><u>Governance and site-based management structure</u></p> <p>A clear description of the overall school governance and site-based management structure is provided.</p>	pages 66 - 68
<p><u>Organizational chart and narrative description</u></p> <p>A clear organizational chart and narrative description of roles and responsibilities are provided. A School Advisory Committee is included.</p>	pages 66-68,

ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

Strengths, Criteria Addressed	Reference
<p><u>Governing Body policies and procedures</u></p> <p>Board powers and duties as a whole, individual members, and officers of the governing body are addressed.</p> <p>The New Mexico Open Public Meetings Act is addressed.</p> <p>A seven-step process is provided for selection of Governing Council members.</p> <p>A twelve-step process is provided for selection of the school’s Head Administrator.</p>	<p>pages 68-71</p> <p>page 70</p> <p>page 71</p> <p>page 72</p>

<p><u>List of governing body members and qualifications</u></p> <p>Five Governing Body members are listed with qualifications.</p>	<p>pages 72-73</p>
<p><u>Staff, families, and community involvement in governance</u></p> <p>A School Advisory Committee is identified as a component of the NMIS site-based management structure and will serve in an advisory role to the school’s administration in regard to school policies, budgets and procedures prior to submission to the Governing Council.</p> <p>Town Hall meetings to solicit input from the school community will be held two times per year by the Governing Council.</p>	<p>page 67</p> <p>page 68</p>

<p>Criteria Not Sufficiently Addressed, Concerns & Additional Questions</p>	<p>Reference</p>
<p><u>Governing Body policies and procedures</u></p> <p>The following provision stated on page 69 under “Individual Council Member Roles”, is in conflict with the role of the school’s administrator. The Governing Council does not have an operational role in the school.</p> <p style="padding-left: 40px;">“. . . offering mediation assistance between parents/teachers/staff if direct resolution of the problem cannot be accomplished by the parties involved.”</p> <p>On page 70 under “Meetings” the application states: “It is expected that Governing Council members will attempt to build consensus around major decisions. If a general consensus is not possible, the President of the Governing Council will call for a vote of the members.” A Governing Council cannot rule by consensus. It must vote on all action items.</p> <p>The application states that the Head Administrator of NM International School will be a non-voting member of the Governing Council. Section 22-21-1 prohibits such individuals from serving on the board.</p>	<p>page 69 <i>[The applicant’s written response acknowledges the concern.]</i></p> <p>page 70 <i>[The applicant’s written response acknowledges the concern.]</i></p> <p>page 71 <i>[The applicant’s written response acknowledges the concern.]</i></p>
<p><u>List of governing body members and qualifications</u></p> <p>The Governing Council for NM International School consists of the members that submitted signed statements of assurance that they have read the application in its entirety and agree to its submission. It is the intent of the statute, rule, and applications that the assurances are from the governing body members who will govern the school, not from individuals who are only temporarily serving on the governing body.</p>	<p>page 72 <i>[The applicant’s written response acknowledges the concern.]</i></p>

<p><u>Staff, families, and community involvement in governance</u></p> <p>The application does not address how staff, families and the community will be notified of the opportunity to participate in the school governance.</p>	<p>page 73 <i>[The applicant's written response provided new information.]</i></p>
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ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

Strengths, Criteria Addressed	Reference
<p><u>Job descriptions for all organizational chart positions</u></p> <p>Job descriptions that identify key roles, responsibilities and accountability for each staff position listed on the organizational chart are provided.</p>	<p>pages 73-82</p>
<p><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></p> <p>A complete 5-year staffing plan is provided. Pupil-Teacher Ratio will be 20:1.</p>	<p>page 83</p>

ANALYSIS: EMPLOYEE RELATIONS

Strengths, Criteria Addressed	Reference
<p><u>School's personnel policies and procedures</u></p> <p>Comprehensive and clearly-stated personnel policies and procedures are included as Appendix IX.</p>	<p>Appendix IX</p>
<p><u>Proposed salary schedules for all employees</u></p> <p>Proposed salary schedules for teachers, educational assistants, and coordinators are provided and meet minimum requirements.</p>	<p>pages 85-57</p>
<p><u>Evaluation process for staff</u></p> <p>The evaluation process is addressed on pages 88 -89 of the application and included in the personnel policies on pages 16-17 of Appendix IX.</p>	<p>pages 88-89 and Appendix IX, pages 16-17</p>
<p><u>Staff discipline process</u></p> <p>The staff discipline process is addressed on page 89 of the application and included in the personnel policies on page 8 of Appendix IX.</p>	<p>pages 89 and Appendix IX, page 8</p>

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Strengths, Criteria Addressed	Reference
<p><u>School enrollment policies and procedures</u></p> <p>A description of admissions policies and procedures, including a timeline for admission is provided.</p>	Pages 89-92
<p><u>Description of lottery process</u></p> <p>A description of the school’s lottery process is provided.</p>	Pages 89-92
<p><u>Description of proposed student discipline policy</u></p> <p>A description of a proposed “zero-Tolerance policy for student discipline is provided.</p>	page 93
<p><u>Proposed student discipline procedures (appendix)</u></p> <p>Proposed student discipline procedures are provided.</p>	Page 40-45 of Appendices

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>School enrollment policies and procedures</u></p> <p>Documentation required for enrollment includes proof of Citizenship. It is not permissible to require proof of Citizenship.</p>	page 92 <i>[The applicant’s written response acknowledges the concern.]</i>
<p><u>Description of lottery process</u></p>	
<p><u>Description of proposed student discipline policy</u></p>	
<p><u>Proposed student discipline procedures (appendix)</u></p>	

ANALYSIS: FACILITIES – IF “YES”

Strengths, Criteria Addressed	Reference
<p><u>Description of proposed facility and how facility will support school’s educational plan</u></p> <p>The proposed K-5 NMIS intends to share a campus with the established</p>	

<p>Cottonwood Classical Preparatory School currently serving grades 6-12. Both schools would be located in Los Ranchos de Albuquerque in the Unser facility which already has an E-Occupancy certificate.</p> <p>A site-plan of the Unser Campus is provided. The west building is 37,650 square feet.</p>	<p>page 94</p> <p>page 96</p>
<p><u>Proposed capital outlay needs</u></p>	

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>Clarification is needed to understand the layout of the interior space of the facility.</p> <p>An explanation of how the facility will support the implementation of the school's education plan is not provided.</p>	<p>pages 94-96 <i>[The written response satisfied the concern.]</i></p> <p>pages 94-96 <i>[The applicant's written response provided new information.]</i></p>
<p><u>Proposed capital outlay needs</u></p> <p>Proposed capital outlay needs are not addressed.</p>	<p>pages 94-96 <i>[The applicant's written response provided new information.]</i></p>

ANALYSIS: OTHER STUDENT SERVICES

Strengths, Criteria Addressed	Reference
<p><u>Transportation</u></p> <p>Transportation services will not be provided unless required by a student's IEP.</p>	<p>page 96</p>
<p><u>Food Services</u></p> <p>Food services will not be provided.</p>	<p>page 97</p>
<p><u>Student access to other services</u></p> <p>Other services will be contracted through Cooperative Educational Services (CES).</p>	<p>page 97</p>

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

Strengths, Criteria Addressed	Reference
<u>Statement of public school insurance authority coverage participation</u> A statement of participation in the New Mexico Public School Insurance Authority (NMPSIA) coverage is provided.	page 98

ANALYSIS: WAIVERS

Strengths, Criteria Addressed	Reference
<u>List of waivers that will be requested from PED</u> No waivers will be requested by NMIS.	page 98
<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>	