

Name of Proposed School Columbus Community School

Team Members:

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APPLICATION REVIEW TEAM ANALYSIS SCORE SUMMARY

SECT. NO.	APPLICATION RUBRIC SECTION	POINTS RECEIVED	APPLICANT SCHOOL'S POSSIBLE POINTS
I.	EXECUTIVE SUMMARY	4	4
II.	EDUCATION PLAN/ ACADEMIC FRAMEWORK	69.5	112
III.	ORGANIZATIONAL PLAN & GOVERNANCE/ ORGANIZATIONAL FRAMEWORK	51.5	76
IV.	BUSINESS PLAN/ FINANCIAL FRAMEWORK	11	18
V.	EVIDENCE OF SUPPORT	10	10
VI.	REQUIRED APPENDICES	2	2
	<b>OVERALL SCORE</b>	148	222

## **CHARTER APPLICATION EVALUATION RUBRIC 2012: TEAM ANALYSIS**

The Charter Application Evaluation Rubric (“Rubric”) will be used to determine whether the Application meets, partially meets, or does not meet the application requirements of law and the authorizer. It can also be used by the applicant to guide the writing of the Application. The reviewers must objectively review each indicator in order to provide an overall assessment of the Application components.

The Rubric will be used to determine whether the Application may be approved, approved with conditions, or denied. A chartering authority may deny an application if:

- The application is deemed incomplete or inadequate.
- The application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act (NMSA 1978 §22-8B-6(K)(2011).
- The proposed head administrator or other administrative or fiscal staff was involved with another charter school whose charter was denied or revoked for fiscal mismanagement or the proposed head administrator or other administrative or fiscal staff was discharged from a public school for fiscal mismanagement.
- 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.
- 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.

*Please note the following definitions:*

### **Incomplete:**

- No information is provided in response to some or all of the prompts
- Prompts are met, but overall the responses lack meaningful detail or would require additional information to demonstrate an understanding of the key issue or concept to be addressed.
- Section not thoroughly explained and demonstrates lack of preparation.
- Information is inaccurate that reflects a fundamental misunderstanding of the key concept to be addressed by the section.

### **Inadequate:**

- The response raises concerns about whether the applicant understands the request and the basic issue raised by the request.
- Responses raise substantial concerns about the applicant’s ability to meet the requirement in practice.
- The founder’s overall plan for the school is difficult to comprehend and/or presents an unrealistic plan for the operation of a school or any aspect of the school.
- The response is difficult to comprehend.
- The section does not align, or the reviewer cannot ascertain whether the response aligns with the overall plan articulated.

Please Note: If an applicant school’s response to one of the questions is labeled “incomplete” or “inadequate” it should receive a score of zero for that section.

## I. EXECUTIVE SUMMARY

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
Executive Summary	The summary demonstrates a cohesive and comprehensive plan for the contemplated school and addresses all of the elements requested in the application.	The summary articulates a plan, but leaves out information that would explain some of the required elements for the executive summary.	The summary is confusing, incomplete and does not address most of the required elements for the executive summary.	No concerns noted. p. 2
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The model or focus of the proposed school is clearly stated.	The model or focus of the proposed school is not clearly stated.	A model or focus of the school is not provided.	No concerns noted.
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments			
	The response address all prompts and presents a summary of the proposed school that is cohesive and comprehensive.			

Score: 4 out of 4 possible points

## II. EDUCATION PLAN

- A. SCHOOL SIZE
- B. VISION
- C. MISSION

Evaluation Criteria. The vision and mission statements describe the purpose for the school and express the ideal, long-term impact, focus, scope and scale of the school.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
II.A. School Size	The applicant provides all of the required information.		The applicant does not provide all of the required information.	TEAM SCORE: 2 No concerns noted. p. 5-7
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
II. A and B. Vision and Mission	The mission statement clearly states the purpose for and goal of the school, and explains how the school will reach that goal. The mission statement clearly translates into measurable and achievable goals, the selected curriculum, operations, and all aspects of the school.		A mission statement is stated but does not clearly translate into measurable and achievable goals, the selected curriculum, operations and all aspects of the school.	The Mission, as stated, addresses a selected curriculum, but does not clearly translate into measurable goals.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	A coherent vision of what the school hopes to look like in the future is evident (long-term goals) and sustainable.		The vision is stated, but does not provide a clear picture of what the school will look like if it is achieving its goals.	The school vision is complete and offers a long term perspective of the school.
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	Summary/Comments: The response in this section inadequate. The vision statement gives a clear and comprehensive picture of what the school will look like in the future. The mission statement is general and vague, and lacks specific goals and how the school intends to achieve them.			

Score: 4 out of 6 possible points

D. GOALS

Evaluation Criteria. The school has clearly stated ambitious, but attainable educational goals that are aligned with the school’s mission. The goals are specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument).

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.D.(1) Student Academic Performance	The school has appropriate and manageable student academic performance goals that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measurable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable academic performance goals; or the goals do not meet the stated Evaluation Criteria.	Two academic achievement goals are listed that only partially relate to the school’s mission. How the goals will be monitored for implementation is not fully addressed. Goals that state how the school will meet the needs of all students are missing. p. 7
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school’s mission or vision.	The goals do not tie to the school’s mission or vision.	There are no goals addressing other elements stated such as dual language, STEM, job skills, college-prep, family involvement or becoming a “bi-national learning Center as stated in the executive summary and mission and vision.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.D.(2) Student Academic Growth	The school has appropriate and manageable student academic growth goals that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measurable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable academic growth goals; or the goals do not meet the stated Evaluation Criteria.	No concerns noted.  p. 7
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.	The stated goals do not fully align with the vision and mission statements and do not fully address academic performance.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.D.(3) Addressing Achievement Gaps	The school has appropriate and manageable goals that address how the school will address achievement gaps in both proficiency and growth between student subgroups; and the goals meet the stated Evaluation Criteria.	The school has stated goals, that only partially describe how the school will address achievement gaps in both proficiency and growth between student subgroups, or that are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address student achievement gaps in both proficiency and growth between student subgroups; or the goals do not meet the stated Evaluation Criteria.	The goals only address ELL students and do not address students who receive special education support.  p. 7
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.	The goals do not fully align with the school's mission and vision statements and do not adequately address student performance.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.D.(4) Attendance	The school has appropriate and manageable goals that address attendance and meet the stated Evaluation Criteria.	The school has goals that are measurable, but only partially address student attendance or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address student attendance or the goals do not meet the stated Evaluation Criteria.	The truancy rate appears high in that it states that approximately ¼ of the school's population, especially in view of the expanded and flexible schedule that is offered. To achieve the stated goals, a more aggressive approach to assuring high school attendance is needed.  p. 8
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.	Attendance goals are not articulated in the school's vision or mission statements. Again, given the challenges of the intended targeted population in the executive summary, strong attendance goals are merited and necessary.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

II.D.(5) Recurrent Enrollment	The school has appropriate and manageable goals that address recurrent enrollment that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address recurrent enrollment or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address recurrent enrollment issues; or the goals do not meet the stated Evaluation Criteria.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.	The mission and vision statements do not address recurrent student enrollment, which is an integral part of achieving the stated academic goals.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.



	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.D.(6) College Readiness	The school has appropriate and manageable goals that address college readiness that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measurable, but only partially address college readiness or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address college readiness; or the goals do not meet the stated Evaluation Criteria.	This section is clear and complete.  p. 9
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.D. (7) Graduation Rate	The school has appropriate and manageable goals that address graduation rates that are rigorous and reflect high expectations.	The school has goals that are measurable, but only partially address graduation rates or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address graduation rates; or the goals do not meet the stated Evaluation Criteria.	No concerns noted.  p. 9
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.D.(8) Growth for Lowest 25%	The school has appropriate and manageable goals that address the growth of the lowest 25% of students in reading and math that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measurable, but only partially address the growth of the lowest 25% of students in reading and math, or are insufficiently rigorous and do not reflect high expectations. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals that address the growth of the lowest 25% of students in reading and math; or the goals do not meet the stated Evaluation Criteria.	There is one very general goal that addresses student achievement of the lowest 25% of students, but lacks specificity. Reading and Math growth for the bottom 25% are not specifically addressed.  p. 9
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.	The Vision and Mission statements do not address academic growth performance.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	No concerns noted.
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				

<b>Evaluation</b>	<p>Summary/Comments:</p> <p>Each of the goals are specific, measurable and appeared attainable. However, with the exception of the college readiness goal, the goals are not clearly tied to the vision and/or mission statements. Student achievement/performance is not addressed in the areas of STEM, project-based learning, parental involvement, becoming a bi-national center, etc., all of which are integral to achieving higher academic outcomes.</p> <p>Taken as a whole, each of the goals does not paint a picture of how the school will achieve and sustain higher student achievement than what is already demonstrated in the traditional public schools.</p>
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**Score: 32 out of 48 possible points**

E. ORGANIZATIONAL GOALS

Evaluation Criteria. The school has clearly stated ambitious, but attainable organizational goals that are aligned with the school’s mission. The goals are specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument).

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
II.E Organizational Goals	The school has appropriate and manageable organizational goals that are rigorous and reflect high expectations.	The school has organizational goals that are measurable, but there may be too few or too many goals for the school to manage successfully or are insufficiently rigorous.	The school’s organizational goals are not measurable; or the goals do not meet the stated Evaluation Criteria.	There is one goal that addressed parent and volunteer involvement; however, it is general and does not appear to be aggressive in its intent, given that it is an integral part of the school’s vision and key to achieving higher student outcomes. p. 9 <b>TEAM SCORE: 1</b>
	The school’s stated organizational goals are clearly aligned to the vision and mission of the school.	The school’s stated organizational goals do not clearly tie to the school’s mission or vision.	The school’s stated organizational goals do not tie to the school’s mission or vision.	The vision does make a statement about connecting students with community members for the purpose of facilitating student growth and learning. Thus, a close tie to the stated mission and vision is not achieved. <b>TEAM SCORE: 1</b>
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals do not lend themselves to monitoring progress.	Monitoring progress will be difficult as the goal is written. <b>TEAM SCORE: 1</b>
	<b>Evaluator Comments and Questions</b>			
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments: There is one general goal that vaguely ties to the vision statement. The goal appears weak given the application’s articulation of the need to involve parents in the success of the school and the academic achievement of its students. Separate goals for teacher professional development in the areas of STEM and PBL (project- base learning) would have strengthened this section.</p>			

**Score: 3 out of 6 possible points**

F. CURRICULUM

G. GRADUATION REQUIREMENTS (If Applicable)

Evaluation Criteria: The school uses a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population and that is aligned with NM State Standards.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
				<b>TEAM SCORE: 2</b>
II.F.(1) Philosophy	The philosophical approach and curriculum framework are clearly presented and clearly aligns with the school's stated mission and goals.	The philosophical approach and curriculum framework are partially defined and/or the alignment with the school's stated mission and goals is unclear.	The philosophical approach and curriculum framework are not clearly presented and do not align with the school's stated mission and goals.	No concerns noted.  p. 11
				<b>TEAM SCORE: 2</b>
II.F.(2) Research/Data	Research provided on the proposed instructional practices supports the use of this philosophy or approach to achieve high student outcomes.	Research provided on the proposed instructional practices is partially relevant, limited, unreliable or not valid.	Research on the proposed instructional practices is not provided.	No concerns noted.
				<b>TEAM SCORE: 1</b>

II.F.(3) Curriculum Description	A description of the curriculum is provided and reflects an organized, cohesive curriculum for all grade levels, and aligns with the school's mission and educational philosophy.	A description of the curriculum is provided, but only partially aligns with the school's mission and educational philosophy.	The description of the curriculum does not align with the school's mission and educational philosophy; or a description of the curriculum is not provided.	A general description of the curriculum is provided, which partially aligns with the vision and mission; however, the description does not adequately address all grade levels. Yet, as the prompt does not require addressing all grade levels, this component will be scored <b>with one point</b> . In addition, how the school's philosophy and different curricular models will raise achievement and directly serve the targeted population is not evident.  p. 12
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.F.(4) Curriculum Research	Clear research-based evidence of the success of the chosen curriculum when used with the target population is included.	Research-based evidence provided on the chosen curriculum is partially relevant, limited, unreliable, or not valid.	Research to support the chosen curriculum is not provided.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

II.F.(5) Curriculum Overview	A Scope and Sequence and course offerings are provided. A timeline detailing curriculum development, including who will do that work, is provided.	Course offerings or Scope and Sequence are provided but do not sufficiently align with the school's mission and educational philosophy. A timeline describing curriculum development is provided but may provide insufficient detail.	The Scope and Sequence or course offerings are not provided; and/or a timeline outlining the curriculum development is not provided.	There is an unclear description between project-learning, STEM, and how and when these approaches will align with the Common Core Standards. More detail and depth of explanation are needed.  p. 13 Appendix A
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.F.(6)(7) Development Timeline / Instructional Program	A clear plan is in place to develop the school's instructional program; responsible staff and deadlines are identified.	A limited plan is in place to develop the school's instructional program; responsible staff may be identified.	No plan is in place to develop the school instructional program; no responsible staff is identified.	Other than hiring staff 4-5 staff in the months prior to the school's opening, there are no specific deadlines, responsible parties or tasks identified with assuring curriculum alignment, which makes this section incomplete.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
II.F.(8) Alignment Timeline	There is sufficient evidence that the chosen curriculum is aligned with NM State Standards, or an adequate timeline for aligning the curriculum is provided.		There is no evidence that the chosen curriculum is aligned with NM State Standards, nor is a timeline for aligning the curriculum with NM State Standards provided.	The timeframe presented is very general and limited in scope. A specific timeline towards completion is missing.  p. 14
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.G.(1) (2) Graduation Requirements / Graduation Waiver	High school graduation requirements, if applicable, are clearly articulated, meet state requirements, support the mission of the school, and are rigorous and reflect high expectations.	High school graduation requirements are insufficiently described, or do not support the mission of the school, or are not rigorous and do not reflect high expectations.	High school graduation requirements are not provided; or they are provided but do not meet state requirements.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

	Waivers, if applicable, state what the waiver is and why school is seeking it.		Waivers, if applicable, are included but without explanation.	No concerns noted.
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	Summary/Comments: The development of the curriculum including the timeline for alignment with NM standards is incomplete and lacks meaningful detail, especially in light of the complex curricular approaches the school intends to use. As written, the reviewer cannot ascertain if the plan is realistic enough to complete the alignment task within a reasonable time period. It is not evident how various components of the curriculum (STEM, dual language, and project-based learning), once aligned, integrate to provide one cohesive curriculum framework that is designed to support the targeted population.			

**Score: 13 out of 18 possible points**



H. INSTRUCTION

Evaluation Criteria: The school identifies quality methods and strategies that have been demonstrated to be effective in meeting the needs of the targeted student population. For unique or innovative practices, the charter school applicant presents a compelling rationale for their effectiveness.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
II.H.(1) Instructional Strategies	The school's proposed instructional practices support and are aligned with the school's mission, vision and educational philosophy	The school's proposed instructional practices partially align with the school's mission, vision, and educational philosophy	The connection between the school's proposed instructional practices and the school's mission, vision, and educational philosophy has not been established.	Instructional strategies addressed do not include teachers coaching and mentoring learning, use of data to drive instruction, and how practices will combine to build a "bi-national learning center" as stated in the executive summary.  p. 15  <b>TEAM SCORE: 1</b>
II.H.(2) Effectiveness	Evidence of the effectiveness of the proposed methods/strategies with the target student population is included.	Evidence of the effectiveness of the proposed methods/strategies with the target student population is not clearly stated.	Evidence of the effectiveness of the proposed methods/strategies with the target student population is not provided.	Evidence of the extent of the effectiveness of the stated instructional methods/strategies does not fully tie to supporting the school's targeted population.  p. 17  <b>TEAM SCORE: 1</b>
II.H.(3) Differentiated Instruction	The school describes how instruction will be differentiated based on identified student needs, and examples are provided.	The school describes how instruction will be differentiated to meet student needs, but there are no examples.	The school does not sufficiently describe how instruction will be differentiated to meet student needs, and there are no examples.	A few general examples are provided; however, this section lacks sufficient detail about how differentiation of instruction will be used in the classroom in order to meet all student needs.  <b>TEAM SCORE: 1</b>
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	<p>Summary/Comments: This section is incomplete in that it does not fully address all the prompts; overall, it lacks sufficient and meaningful details that clearly demonstrate how the school intends to meet the needs and challenges of the targeted population. For example, the application provides a list of possible projects, but does not demonstrate how these projects would be taught via the planned curricular models. Another example is the lack of specificity on how different instructional methodologies will integrate into daily teaching and learning, and how such methodologies will be adjusted to the targeted student population is not clear.</p>			

Score: 3 out of 6 possible points

I. SPECIAL POPULATIONS

Evaluation Criteria: The school has plans in place to meet the legal requirements and individual needs of those determined to be special needs students (including gifted students), English Language Learners, at-risk students, or those students performing below grade level.

Topic	Ranking			Comments &References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
II.1.(1)(a) – (d) Special Education	The school demonstrates a clear understanding of and capacity to meet all legal requirements regarding identifying, providing an appropriate continuum of services, and monitoring students that are receiving special education services, including students who are gifted.	The school demonstrates a partial understanding of and capacity to meet state and federal requirements regarding students receiving special education services, including students who are gifted.	The response does not demonstrate an understanding of and capacity to meet state and federal requirements regarding students receiving special education services, including students who are gifted.	TEAM SCORE: 1  A general statement is made regarding identifying and providing services to special education services; however, ensuring access to the general education curriculum for these students is not fully addressed.  p. 18
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The school has a plan in place to meet all legal requirements to regularly evaluate and monitor progress of special education students to ensure attainment of IEP goals.	The school has a partial plan in place to meet the needs of students with IEPs; but details are not provided.	The school has no stated process in place to monitor students with IEPs.	This section is missing. The SAT process is for students who require support prior to becoming evaluated to determine if they are eligible to receive special education support.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
The school provides a complete plan for graduating students with special education needs (if applicable) that is in compliance with Federal and State regulations.	There is an incomplete plan for graduating students with special education needs (if applicable).	The plan for graduating students with special education needs (if applicable) is not provided; or the plan provided is not in compliance with Federal and State regulations.	No concerns noted.	

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	The school has identified the appropriate staff and ancillary services to adequately meet the needs of special education and ELL students, and provides an explanation for how they will be adequately budgeted.	The school has identified some of the staff needed to meet the needs of special education and ELL students. An explanation is provided indicating how they will be adequately budgeted.	The school has not identified appropriate staffing to adequately address the needs of special populations; or the plan for how they will be budgeted is not provided; or the budget does not appear adequate.	Ancillary staff and how they will be budgeted is identified, however, a statement is made that students will be integrated with the rest of the school's students. This does not take into account the full continuum of services that needs to be provided to students who require a more restrictive setting.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.(2) Students with 504 Plans	The school demonstrates understanding and capacity to meet all legal requirements regarding students with Section 504 Plans.		The school does not demonstrate understanding and capacity to meet all legal requirements regarding students with Section 504 Plans.	No concerns noted.  p. 20
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.1 (3)(a)-(e) English Language Learners (ELL)	The school has a plan in place to identify and meet the needs of English Language Learners. Intervention strategies are fully described	The school has a partial plan in place to identify and meet the needs of English Language Learners. Intervention strategies are partially described.	The school has no plan in place to identify or meet the needs of English Language Learners.	Intervention strategies are not described.  p. 20
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

	The school describes how instruction will be differentiated based on identified student needs and examples are provided.	The school describes how instruction will be differentiated to meet student needs, but there are no examples.	The school does not sufficiently describe how instruction will be differentiated to meet student needs, and there are no examples.	Students who are ELL are eligible for a continuum of services specifically designed for the levels at which they are functioning. Referrals for a special education evaluation would not be appropriate unless many other processes and procedures had been put into place.  Examples of how instruction will be differentiated do not include recommended interventions utilized based upon ELL “best practices.”  p. 21
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	The school has a plan in place to meet all legal requirements to regularly evaluate and monitor the progress of English Language Learners.	The school has a partial plan in place to meet the needs of English Language Learners; but details are not provided.	The school has no process in place to monitor the progress of English Language Learners.	The plan does not address retesting students as required with the state- recommended assessment.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The budget reflects allocation(s) for resources, staffing, and training to serve the needs of ELL students.	The budget reflects some of the costs involved in addressing ELL students; however, sufficient detail is not provided.	The budget does not reflect costs involved in addressing the needs of ELL students.	No concerns noted.

### Evaluator Comments and Questions

The application reviewer has opportunity to take notes on the application.

<b>Evaluation</b>	<p>Summary/Comments:</p> <p>The responses in this section demonstrate only a partial understanding of the requirements regarding special education, ELL students, and the role of the Student Assistance Team. Based upon the responses, the implementation of the requirements is incomplete and concerns are raised about the applicant’s ability to meet the requirements both in practice and compliance.</p>
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Score: 10 out of 18 possible points

J. ASSESSMENT AND ACCOUNTABILITY

Evaluation Criteria: The school has appropriate assessments in place to evaluate student needs, the effectiveness of the educational program, and progress toward school goals. The school will use the assessment data to affect teaching and learning to improve student achievement, or meet other goals of the school.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
II.I.(1) Measuring Organizational Goals (if applicable)	A comprehensive list of assessments that will specifically measure organizational goals that align with the mission of the school is provided.	A partial list of assessment tools to measure organizational goals is provided. The assessment tools only partially align with the mission of the school.	A list of assessment tools to measure organizational goals is not provided; or the assessment tools do not align with the mission of the school.	TEAM SCORE: 0 The response is difficult to comprehend. There was only one goal stated on page 9, and it is difficult to ascertain whether the response aligns with the goal.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.J.(2) Assessments to Measure Academic Goals	A comprehensive list of assessment tools that measure academic goals is provided and align with the mission of the school. Grade levels to be assessed and anticipated schedule or frequency of assessing is provided.	A list of assessments is provided; however, the list only partially aligns with the mission of the school. The grade levels to be assessed and anticipated schedule or frequency of assessing is not sufficiently addressed.	A list of assessments is not provided, or the list of assessments do not align with the mission of the school; or the grade levels to be assessed, anticipated schedule or frequency of assessing is not addressed.	No concerns noted.  P. 22

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: .5
II.J.(1)(3)(4) Use of Assessments / Self-Monitoring	Strategies to monitor all students and to take appropriate corrective actions are clearly defined, including interventions and a plan to close the achievement gap between student subgroups.	A plan for taking corrective action is only generally described.	There is no evidence of a plan for corrective action, or the plan does not address what adjustments the school will make based upon grade-level or school-wide data.	The plan is very general. While it touches upon how corrective actions may be taken, a comprehensive plan is not presented that would address what actions the school will take at the individual and school-wide levels, or what interventions may be employed to close the recognized student achievement gap in this population.  p. 23
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

	<p><i>Remediation/At-Risk Students</i>                  The school demonstrates understanding and capacity to meet all legal requirements regarding identifying, providing an appropriate range of services, and monitoring students who are struggling. Student Assistance Teams and Response to Intervention strategies for the 3 tiers are fully described.</p>	<p><i>Remediation/At-Risk Students</i>                  The school has a partial plan in place that complies with legal requirements to identify and meet the needs of students who are struggling and to identify students with special needs. Student Assistance Teams and RTI are mentioned but details are not provided.</p>	<p><i>Remediation/At-Risk Students</i>                  The school does not provide a plan that complies with legal requirements; or the plan does not demonstrate the capacity to meet the needs of remedial or at-risk students.</p>	<p>There is no response to this prompt.</p>
	<p>Meets—2 <input type="checkbox"/></p>	<p>Partially meets—1 <input type="checkbox"/></p>	<p>Does not meet—0 <input type="checkbox"/></p>	<p>TEAM SCORE: 0</p>
	<p><i>School-Wide Practices</i>                  The school has provided a comprehensive plan to analyze data, indentify school-wide practices that need to be changed, and implement the necessary adjustments in order to improve student outcomes.</p>	<p><i>School-Wide Practices</i>                  The school has described a plan to analyze data and identify school-wide practices in need of change; however, the plan does not include effective structures or processes for implementation.</p>	<p><i>School-Wide Practices</i>                  The school does not provide a plan.</p>	<p>Effective structures or processes for data collection and analyses are not fully articulated. How data will be used to guide instruction and change instructional practices is not presented</p>
	<p>Meets—2 <input type="checkbox"/></p>	<p>Partially meets—1 <input type="checkbox"/></p>	<p>Does not meet—0 <input type="checkbox"/></p>	<p>TEAM SCORE: 2</p>

II.J.(5)Reporting on Progress	The school provides a plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Council, the school's authorizer, and the broader community.	The school provides a plan, but it does not include communication of student assessment and progress to all identified parties.	There is no plan provided to communicate assessment results or student progress.	No concerns noted.
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments:                      The responses lack meaningful detail and would require additional information to demonstrate an understanding of the key issues raised in this section. There does not appear to be a cohesive assessment plan that would indicate how the school plans to collect and use data to monitor, increase and sustain high student outcomes as shown in Student Performance section.</p> <p>There is no clear plan of how the school would use assessment data to determine individual and school-wide interventions, or how the effectiveness of these interventions would be measured for effectiveness. The applicant did not address the student-at risk prompt. The assessment of the one organizational goal was somewhat confusing in that it lacks sufficient details.</p> <p>How the school will address support student attainment of higher academic achievement and receiving competitive job skills training is mentioned in the vision/mission, yet a thorough assessment plan is not clearly and fully delineated. For example, use of assessments (i.e. rubrics) for projects-based learning is not clearly defined, nor is assessment of STEM curriculum.</p>			

**Score: 4.5 out of 12 possible points**

### III. ORGANIZATIONAL PLAN AND GOVERNANCE

#### A. GOVERNING BODY CREATION/CAPACITY

Evaluation Criteria: The composition of the Governing Body ("GB") reflects a wide range of expertise, knowledge and experience, and demonstrates the capacity to oversee a successful school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school's compliance with legal obligations)



Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
III.A.(1) Governance Description	The roles and responsibilities of the GB members are specifically outlined, and there is a clear description of the separation between the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator.	There is a partial description of the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator; or the description is either inappropriate or does not sufficiently address the distinction between roles.	There is no description provided of the roles and responsibilities of the GB and the roles and responsibilities of the school's administrator.	No references to statutory responsibilities are made. The distinction between governance and management is not outlined and clearly evident. The roles and responsibilities between governance and management are not clearly articulated.  p. 24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

III.A.(2) Description of Founders' Expertise	The applicant's expertise demonstrates relevant qualifications and experience in areas that are important to implementing the proposed plan.	The applicant has some relevant experience in operating a public school or business, but does not demonstrate how that experience is relevant to implementing the plan for a charter school.	The applicant does not have experience in operating a public school or private business and has not otherwise demonstrated that the applicant has the capacity to implement the planned charter school.	Areas of expertise are listed in the potential governing board members, yet how this expertise will translate into choosing strong GC members to implement and oversee the school is unclear.  p. 27
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.J.(3) Description of Prospective Governance Expertise	GB members are listed with qualifications. Membership reflects (or will reflect) diverse experiences and skills necessary to oversee all aspects of the school.	GB membership reflects (or will reflect) some diversity of experience and skills.	GB membership reflects a lack of diverse experiences and skills, or no list is provided.	While diversity of skills and expertise are outlined, they are not clearly linked to each individual member, which makes it challenging to understand if the governing body as a whole possesses all the necessary skills and expertise critical to implementing the plan and providing appropriate oversight. More information is provided in the Appendices (GC Bylaws); however, the application does not make reference to such.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
III.A.(4) GB Selection of Members	The process described for selecting new GB members is focused on selecting leaders who have the skills necessary to govern the proposed school.	The process described for selecting GB members attends to the method of selection, but only vaguely addresses the qualifications for membership.	A plan to recruit GB with identified skill sets is not provided; or no specific needs or qualifications for GB members are listed.	A partial process for membership selection is described yet critical pieces of information are missing. For example, how resumes "arrive" at the Nominating Committee are not clear and membership of the Nominating Committee is also not mentioned. .  p. 28

<b>Evaluator Comments and Questions</b>	
The application reviewer has opportunity to take notes on the application.	
<b>Evaluation</b>	<p>Summary/Comments: This section requires more detail and attention to process, specifically in the areas of governing board selection and professional development that will create a governing body that is clear about its oversight responsibilities. Other areas that require more detail are identifying governing council needs; recruiting membership based on missing areas of expertise upon these needs and how to translate these needs into a council that can successfully oversee the operations and performance of the school is unclear. While the attached by-laws delineate more specificity and present many more details, they do not always coincide with the material presented in this section. In a general sense, this section needs to better present a picture of how the governing body will monitor school and student outcomes and hold the school leader responsible for these outcomes.</p>

**Score: 4 out of 8 possible points**

**B. GOVERNING BODY TRAINING AND EVALUATION**

Evaluation Criteria: There is an ongoing and comprehensive plan for Governing Body trainings, evaluations, and continuous improvement and complies with state requirements.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.B.(1) Governance Training	There is a plan for GB training that complies with state requirements and is supported by the budget.		There is no plan for GB training, or the training does not comply with state requirements, or the plan is not supported by the budget.	TEAM SCORE: 2  No concerns noted.  p. 28
III.B.(2) Governance Evaluation	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	There is a plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	There is an incomplete or partial plan for an annual self-evaluation of the GB; or the plan as described appears insufficient.	There is no plan for evaluating the GB.	The school intends to contract out an evaluation process for the governing body, but does not specify how the results of the evaluation will be used to increase performance.

<b>Evaluator Comments and Questions</b>	
The application reviewer has opportunity to take notes on the application.	

<b>Evaluation</b>	<p>Summary/Comments: This section is complete and meets the evaluation criteria.</p>
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**Score: 4 out of 4 possible points**

**C. LEADERSHIP AND MANAGEMENT**

Evaluation Criteria: There is clear description about the roles and responsibilities of the Governing Body vs. those of the school’s administrator; administrator employment process; and structure of the board to provide rigorous oversight and support.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.C.(1) Monitoring	The provided plans describing the Governing Body demonstrate its capacity to monitor the operational, financial and academic success of the school, to ensure the school is meeting its mission and to sustain a quality school.		The provided plans describing the Governing Body do not demonstrate its capacity to monitor the operational, financial and academic success of the school, to ensure the school is meeting its mission and to sustain a quality school.	While the applicant lists the appropriate reports the GC will receive, how the governing body will use these reports to recruit, develop, and sustain the capacity of a high performing governing council to appropriately use these reports is not evident. The reports in and of themselves do not identify a plan for high quality, ongoing monitoring to ensure school performance.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
III.C.(2)(3) Head Administrator Selection/ Evaluation	The administrator’s qualifications are clearly described. Evidence of a plan to hire and evaluate a highly qualified administrator is provided.	The administrator’s qualifications are described; however, there is no description of a process for hiring and evaluating the administrator.	The administrator’s qualifications are not described, and there is no description of a process for hiring and evaluating the administrator.	No concerns noted.  p. 29
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

**Evaluator Comments and Questions**

The application reviewer has opportunity to take notes on the application.

Evaluation	<p>Summary/Comments: The capacity of a governing council's ability to provide quality monitoring and oversight is not fully evident in that the application recognizes what should be done but fails to provide any detail or depth of information to develop the governing body.</p>
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Score: 2 out of 4 possible points

D. ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Evaluation Criteria: The school’s organizational chart and accompanying descriptions clearly delineate and justifies the roles and responsibilities and lines of authority and reporting within the school.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.D.(1) Organizational Structure	The school’s organizational chart and narrative description clearly reflect the relationship between administrative, teaching, and support staff.	The organizational chart and narrative description identifies staff, but the relationships are not clear.	The organizational chart is not provided; or the chart or narrative does not demonstrate an understanding of appropriate relationships between staff.	TEAM SCORE: 1  The chart is clear, however, the narrative is missing. The relationship between all members is not clear.  p. 31
III.D.(2) Job Descriptions	Job descriptions are provided for all key staff.	Job descriptions are provided for most key staff.	Job descriptions are not provided.	TEAM SCORE: 1  Descriptions for an Associate for Administration and an Associate for Instruction were not provided.
III.D.(3) Staff Evaluation	A clear process is provided for evaluating teacher effectiveness that is tied to student performance and the school’s mission and goals.	The process is provided for evaluating teachers; however, it is unclear how the teacher evaluation process is tied to student performance or the school’s mission and goals.	No clear process is provided for evaluating teacher performance.	TEAM SCORE: 1  The evaluation is not linked to student achievement or the mission and goals.

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
III.D.(4) Staffing Plan	The staffing plan demonstrates a sound understanding of staffing needs and appears viable and adequate for effectively implementing the educational program/curriculum.	The staffing plan is provided but does not demonstrate enough support to effectively implement the educational program/curriculum.	The staffing plan is not adequate to support effective implementation of the educational program/ curriculum.	The Associate for Instruction is not on the staffing plan. No secretary/registrar is budgeted until Year 2. The staffing in the budget does not “match” the 5 year-staffing plan. In addition special education teachers/coordinator. A bilingual coordinator is not identified nor is a stipend for teachers who may take on this responsibility.  p. 33
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The staffing plan is aligned with the budget and projected enrollment.	The staffing plan partially aligns with the budget and projected enrollment.	The staffing plan does not align with the budget and projected enrollment.	Office staff, special education teacher(s) are mentioned in application but are not shown in the budget or 5 year staffing plan for all years.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.D.(5) School Day/Year	The school calendar and schedule demonstrates compliance with state requirements and are sufficient to ensure successful implementation of the educational program/ curriculum.	The school calendar and schedule do not comply with state requirements, or are not sufficient to ensure successful implementation of the educational program/ curriculum.	The school calendar and schedule are not provided.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

III.D.(6) Professional Development Plan	A plan for Professional Development is provided that supports the implementation of the school's educational plan, mission, and goals, and meets state requirements.	A partial plan for Professional Development is provided that partially supports the implementation of the school's educational plan, mission, and goals; or the development plan does not meet state requirements.	No Professional Development Plan is provided.	A list of topics is provided but not a plan, including timelines and providers. The lack of a plan makes it unclear how the topics will help implement the school's vision/mission, educational plan and goals.  p. 34
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments: The responses in this section are not adequate. The staffing plan does not fully support all aspects of the school. Positions are identified without job descriptions or allocations in the budgets. A cohesive professional development plan is not presented, that will show how the teachers will be supported in reaching the mission/vision and goals.</p>			

**Score: 7 out of 14 possible points**

**E. EMPLOYEES**

Evaluation Criteria: The school provides an explanation of the relationship between the school and the employees, establishes policies; including an employee discipline and grievance processes.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.E.(1) Employer/Employee Relationship	The school provides a clear description of the terms of employment for all classes of employees and how the school will address employees' recognized representatives.		The school does not provide a clear description of the terms of employment for all classes of employees and how the school will address employees' recognized representatives.	The policies are well developed and cover statutory responsibilities of the school.  pgs. 42-44
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	<b>TEAM SCORE: 2</b>



III.E.(2) Personnel Policies	Personnel policies and procedures are provided and there is a plan to ensure that the policies align with the mission of the school and comply with all applicable federal and state regulations; or there is a defined plan for developing these policies.		Personnel policies and procedures are not provided and there is no plan for ensuring policies will be developed and that they will align with the school's mission and comply with applicable federal and state regulations.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.E.(3) Staff Discipline Process	A staff discipline process is provided that is clear and follows an appropriate route for due process.		There is no staff discipline process provided that is clear and follows an appropriate route for due process.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.E.(4) Grievance Process	An employee grievance process is provided that is clear and follows appropriate legal guidelines.		An employee grievance process is not provided.	No concerns noted.
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments: This section is complete and adequate; however, it is recommended that exempt and non-exempt staff be identified. There is concern on the part of the reviewers that the applicant is requesting a waiver to devote 50% of the head administrator's time to teaching, only in that the duties the head administrator will delegate to Associates are neither included in the budget nor described in the organizational section.</p>			

**Score: 8 out of 8 possible points**

F. COMMUNITY/PARENT/EMPLOYEE INVOLVEMENT IN GOVERNANCE.

Evaluation Criteria: The applicant provides a clear process for including the community, parents and employees in the governance of the school and a stated process for receiving and responding to concerns.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	

<p>III.F.(1) Community involvement.</p>	<p>The plan clearly describes meaningful parental, professional educator, and community involvement in the governance and operation of the school and includes how their involvement will help to advance the school's mission and vision.</p>	<p>There is a partial plan to involve parental, professional educator, and community in the governance and operation of the school.</p>	<p>There is no description of parental, professional educator, and community involvement in the governance and operation of the school.</p>	<p>A partial plan is evident, but how the GC will meaningfully involve the Advisory Council is not clear. The purpose and outcomes of the Advisory Council is also not clear, and the Advisory Council is not mentioned in the Appendices (Bylaws).</p> <p>p. 36</p>
	<p>Meets—2 <input type="checkbox"/></p>	<p>Partially meets—1 <input type="checkbox"/></p>	<p>Does not meet—0 <input type="checkbox"/></p>	<p><b>TEAM SCORE: 1</b></p>
<p>III.F.(2) Complaint Resolution</p>	<p>The applicant provides a plan to receive and process concerns and complaints from the community and parents that assures a timely and meaningful response from the school administration and/or the GB.</p>	<p>A plan to receive and process concerns is provided, but it does not address how the concerns will be resolved by the school administration and/or the GB.</p>	<p>No plan to address community and/or parent complaints is provided.</p>	<p>The outlined process has the strong potential to involve the GC in the day-to-day operations of the school. The applicant also fails to outline how more serious complaints will be resolved, for example, special education or other compliance issues. It is also unclear how the council will handle the severity of complaints.</p> <p>p. 37</p>
<p align="center"><b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.</p>				

Evaluation	Summary/Comments: This section is incomplete. The Advisory Council needs to be defined.
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Score: 2 out of 4 possible points

G. STUDENT POLICIES

**Evaluation Criteria:** The applicant understands the legal requirements for student discipline which is demonstrated by providing a student discipline policy that is in accordance with the Student Rights and Responsibilities rule of the NMPED.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.G.(1) Student Discipline Policy	There is a description of the Student Discipline Policies that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations. An explanation is provided of how the school will take into account the rights of students with disabilities.	There is a partial description of Student Discipline Policies that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations. A partial explanation is provided of how the school will take into account the rights of students with disabilities.	There is no description of the Student Policies or the policies provided; or the description does not comply with the Public Education rules and regulations.	<p style="text-align: center;"><b>TEAM SCORE: 2</b></p> <p>The policies are well developed and present an understanding of the school's responsibilities to its students.</p> <p>Appendix F</p>
III.G.(2) Alternative Placements	The application and/or student discipline policy describes how the school will address alternative educational settings for eligible students who are long term suspended or expelled that is consistent with the Students' Rights and Responsibilities.	The application and/or student discipline policy describes how the school will address alternative educational settings for eligible students, but fails to demonstrate an understanding of the school's legal obligations.	The application does not address alternative educational settings for eligible students.	<p style="text-align: center;"><b>TEAM SCORE: 2</b></p> <p>No concerns noted.</p> <p>p. 38</p>
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	<p>Summary/Comments: The section is complete and contains the required statutory references and duties.</p>			

**Score: 4 out of 4 possible points**

H. STUDENT RECRUITMENT AND ENROLLMENT

Evaluation Criteria: Outreach activities to increase awareness of the school to families are in place. Lottery and Enrollment policies reflect compliance with state statutes, and are fair and equitable.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.H.(1) Student Recruitment	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	<b>TEAM SCORE: 2</b>
	The school has a comprehensive outreach and recruitment plan that is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are reasonable.	The school has an outreach and recruitment plan, but it may not be effective in attracting students from the targeted population; or the timelines for recruiting/enrolling students do not appear reasonable.	The school does not provide an outreach and recruitment plan that markets to the targeted population.	No concerns noted.  p. 38
III.H.(2) Lottery Process	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	<b>TEAM SCORE: 2</b>
	The lottery procedures are clearly explained and comply with state statutes. Tentative dates are provided.	The lottery procedures are partially explained. Tentative dates may or may not be provided.	The lottery procedures are not explained or do not comply with state statutes. Tentative dates are not provided.	No concerns noted.  p. 39
III.H.(3) Enrollment Process	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	<b>TEAM SCORE: 1</b>
	The school has a clear description of the enrollment process that is in full compliance with state statutes.	The school has an enrollment process that is in partial compliance with statutes.	No description of the enrollment process is provided; or the enrollment process is not in compliance with statutes.	An enrollment process is generally described, however, specific procedures regarding enrollment information are not stated, such as registration information, etc.  p. 39
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	<b>TEAM SCORE: 0</b>
	The school has described conditions for dis-enrollment of students that comply with legal and state requirements.		Conditions identified for dis-enrollment of students are not stated or do not comply with legal and state requirements.	This prompt is not addressed.

<b>Evaluator Comments and Questions</b>	
The application reviewer has opportunity to take notes on the application.	
<b>Evaluation</b>	Summary/Comments: This section is only partially complete and does not fully reflect the applicant understands of the statutory and legal responsibilities the school has in assuring full access to enrolling in the school.

**Score: 5 out of 8 possible points**

**I. LEGAL COMPLIANCE.**

Evaluation Criteria. Legal compliance with the Open Meetings Act and Inspection of Public Records Act and conflicts of interest law are explained.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
				<b>TEAM SCORE: 2</b>
III.I(1) Conflict of Interest	The Conflict of Interest Policy is provided and demonstrates an understanding of the issue and requirements of the law.		The Conflict of Interest Policy is not provided or does not comply with requirements.	No concerns noted.  p. 40
				<b>TEAM SCORE: 1</b>

III.(2) Transparency	There is an explanation of how the school will comply with the Open Meetings Act (agendas posted 24 hours in advance, quorums, executive or closed session procedures, etc.) and Inspection of Public Records Act (meeting minutes, accessibility to public records, etc.)	There is a partial explanation of how the school plans to comply with the Open Meetings Act and Inspection of Public Records Act.	There is no explanation of how the school plans to comply with the Open Meetings Act and Inspection of Public Records Act.	Inspection of Records is not included in the application or Bylaws Draft.
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments: The application demonstrates an understanding of statutory transparency in conducting public business, evident in both this section and the attached draft bylaws. However, an explanation of how the school will handle the Inspection of Public Records Act is not provided.</p>			

**Score: 3 out of 4 possible points**

J. EVIDENCE OF PARTNERSHIP/CONTRACTOR RELATIONSHIP (If Applicable).

Evaluation Criteria. The application describes any third party relationships that will have a legal impact on the school if entered after approval. A copy of any and all proposed agreements is attached.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
				TEAM SCORE: N/A

III.J.(1). Third Party Relationships	The application describes in sufficient detail all third-party relationships that are considered integral to accomplishing the mission and vision of the school and demonstrates an understanding of the legal implication of the relationship to the school.	The application partially describes third-party relationships, but does not tie the relationship to the school's mission and vision. The applicant does not demonstrate the legal implications of the proposed relationship.	The application mentions important third-party relationships but does not describe how the relationship is tied to the mission and vision of the school or provide an explanation of the legal relationship of that third-party to the school.	
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: N/A
III.J.(2) Proposed Agreement	A proposed formal agreement or memorandum of understanding between the school and the prospective third-party is provided.		No proposed agreement or memorandum of understanding between the school and the prospective third-party is provided.	
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	Summary/Comments:  N/A			

**Score: 0 out of 0 possible points**

K. WAIVERS.

Evaluation Criteria. Waiver requests are presented clearly and demonstrate alignment with the school's mission and educational plan.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2



III.K.(1)(2) (3) Waivers	The school has provided a list of state laws or policies for which a waiver is requested, including a rationale for why the waiver is being requested.		The school has provided a list of state laws or rules for which a waiver is requested; however, the rationale for the waiver is not included.	Waivers are being sought for the following: Length of School Day Staffing Pattern Subject Area Purchase of Instructional Materials School Principal Duties Drivers Education  p. 43
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: N/A
	(This is to be completed only by schools seeking local district authorization.) The school has provided a list of authorizer policies for which a waiver is requested including a rationale for why the waiver is being requested.		(This is to be completed only by schools seeking local district authorization.) The school has provided a list of authorizer policies for which a waiver is requested; however, the rationale for the waiver not included.	
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: .5
The requested waivers align with the school's proposed autonomy and its mission, and that alignment is clearly described.	The waivers align with the school's proposed autonomy, but no clear alignment of the requested waivers with the school's mission is described.	The requested waivers do not align with the school's mission.	There was a partial alignment of some of the waivers with the school's mission. Most of the waivers requested and the rationale for requesting them were confusing and may reflect a misunderstanding of what waivers to seek and why.  p. 42 – 43	

### Evaluator Comments and Questions

The application reviewer has opportunity to take notes on the application.

Evaluation	<p>Summary/Comments: Some of the waivers selected along with the rationale given were difficult to comprehend. In addition, given the intent to incorporate different curricular approaches and achieve higher student outcomes, a question emerges on the lack of a waiver for evaluation of school personnel. While this missing piece does not downgrade the application in any way, using the state evaluation model may make it more difficult to fully achieve the charter goals.</p>
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**Score: 2.5 out of 4 possible points**

L. TRANSPORTATION AND FOOD

Evaluation Criteria: The school considers the transportation and food services for the students and develops adequate plans to address those needs.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.L.(1)Transportation	<p>The school states whether or not it plans to offer transportation to its students.  If yes, the school has provided a clear description of how transportation will be provided that is supported by the proposed budget.</p>	<p>The school has stated whether or not it plans to offer transportation to its students.  If yes, the school has provided only a partial description of how student transportation will be provided. The plan is supported by the budget.</p>	<p>The school has not stated whether or not it plans to offer transportation to its students.  Or, if stated, the school does not provide a description of how student transportation needs will be met; or the plan is not supported by the budget.</p>	<p>TEAM SCORE: 2</p> <p>No concerns noted.  p. 44</p>
III.L.(2)Food Services	<p>The school states whether or not it plans to offer food services to its students.  If yes, the school has provided a clear description of how food services will be provided that is supported by the budget.</p>	<p>The school states whether or not it plans to offer food services to its students.  If yes, The school has provided a partial description of how student food services will be provided. The plan is supported by the budget.</p>	<p>The school has not stated whether or not it plans to offer food services to its students.  Or, if stated, the school does not provide a description of how the food services will be met; or the plan is not supported by the budget.</p>	<p>TEAM SCORE: 2</p> <p>No concerns noted.  p. 44</p>

<b>Evaluator Comments and Questions</b>	
The application reviewer has opportunity to take notes on the application.	
<b>Evaluation</b>	Summary/Comments: This section was adequate and complete.

**Score: 4 out of 4 possible points**

M. FACILITIES

Evaluation Criteria: The proposed description of the facility and plan for proposed capital outlay needs provides sufficient detail to demonstrate capacity for implementation and support of the school program.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.M.(1) Projected Facility Needs	The applicant has attached appropriate documentation from the Public School Facilities Authority (PSFA) director that demonstrates the applicant’s proposed capital outlay needs are in alignment with New Mexico public school facility requirements.		The applicant did not attach appropriate documentation from the PSFA director that demonstrates the applicant’s proposed capital outlay needs are in alignment with New Mexico public school facility requirements.	TEAM SCORE: 2  No concerns noted.  p. 44 and Appendix I
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.M.(2) Facility Plan	The application provides evidence that efforts have been made to begin a search for an appropriate facility in the desired geographic location.	The application provides some evidence that school facility requirements must be met, but no efforts have begun to locate an appropriate facility in the desired geographic location.	The application does not provide evidence that the school has begun to consider it facility needs.	TEAM SCORE: 2  No concerns noted.  p. 44
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">III.M.(3) Projected Facility Costs</p>	<p>A detailed description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is provided, and is sufficient to support the school program. The school provides a realistic projection for facility maintenance, repair and equipment needs.</p>	<p>A detailed description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is provided but may not be sufficient to support the school program. The school identifies facility maintenance, repair and equipment needs, but does not provide for these costs in the projected budget.</p>	<p>A description of the school's proposed capital outlay needs, including projected requests for capital outlay assistance, is not provided or is not sufficient to support the school program.</p>	<p>No concerns noted.</p>
<p><b>Evaluator Comments and Questions</b></p> <p>The application reviewer has opportunity to take notes on the application.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Evaluation</b></p>	<p>Summary/Comments:                  This section is adequate and complete.</p>			

**Score: 6 out of 6 possible points**

## IV. BUSINESS PLAN

### A. BUDGET

Evaluation Criteria: The school budget is based on realistic revenue and expenditure projections, valid assumptions, and supports the mission and educational program of the school.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
IVA(1)910B5 Worksheet	The applicant has provided a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan.	The applicant has provided a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan; however, there are minor mistakes in the computations.	The applicant did not provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan, or the worksheet provided contains substantial errors, demonstrating a lack of understanding about New Mexico public school funding.	No concerns noted.  p. 45
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: .5
IVA(2) 5-Year Budget Plan	A five-year budget that aligns with the school's 5-year growth plan, including staffing, facilities, educational program and mission of the school is provided, and demonstrates the financial capacity to support the school program.	A five-year budget is provided; however, it only partially aligns with the staffing, facilities, educational program or mission of the school.	The budget provided does not adequately address staffing, facilities, educational program or the school mission; or a budget is not provided.	The following staff were not budgeted for all five years and appear necessary to adequately serve the target population: Registrar School Counselor Special Education Teacher(s)  The Office Manager is responsible for the audits, financial reporting to the GC, and for responding to audit findings. There is not mention of qualifications of that staff member. In addition, the budget includes an amount of \$25,000 in function 2400 but does not clearly identify this

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
IVA(3) Budget Narrative	The budget narrative is provided that explains basic assumptions, how those were determined based on reliable sources, and identifies priorities that are consistent with the school’s mission, educational program, staffing and facility.	A limited budget narrative explanation is provided. Budgetary assumptions are flawed, or there is minimal connection to the school’s mission, educational program, staffing or facility.	Little or no detail is provided in the budget narrative, OR there is no connection to the school’s mission, educational program, staffing or facility.	Budget does not fully align with schools mission or grade levels. Positions are mentioned throughout the charter application, but are not shown in the budget.  p. 46
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
IVA(4) Strategies for Budget Control	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The adjustments are viable and realistic.	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges; however, the adjustments may not be viable or realistic.	The school does not provide a description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or the description of the adjustments is not viable or realistic.	No concerns noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
IVA(5) Salary Schedule (Appendix)	A proposed salary schedule is provided for key staff, including teachers and administrators that complies with state requirements.		A proposed salary schedule for key staff is provided; however, the salaries for teachers and administrators do not comply with state requirements.	No concerns noted.  Appendix L
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	Summary/Comments: The budget includes a salary for \$30,000 for a business manager, however, the charter application calls for the office manager to report to the finance committee and Governing Board on all financial and audit reports. There is not a job description for the office manager nor does the charter reference the appropriate qualifications for the office manager to perform such duties.			
	All administrative and teaching costs are included in the budget where appropriate; however, there is neither a budget nor mention of any support staff such as the registrar, counselor, or SPED Teachers.  Budget and charter application do not completely align with the staffing plan on pages 33-34.			

**Score: 7.5 out of 10 possible points**

**B. FINANCIAL POLICIES AND OVERSIGHT, COMPLIANCE AND SUSTAINABILITY**

Evaluation Criteria: Financial policies are in place that reflect generally accepted accounting practices, including compliance, adequate oversight and reporting.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
VB(1)(2) Financial Policies and Internal Controls	Financial policies and internal controls are included, are sufficient, and comply with requirements and financial best practices. The policies demonstrate the financial capacity to support the school program.	The financial policies and internal controls are provided, but are deficient or do not comply with generally accepted accounting principles and financial best practices. The information provided does not demonstrate that the applicant understands New Mexico public school finance laws.	The school does not describe or address the financial policies.	<b>TEAM SCORE: .5</b>
				<p>Weak cash receipts policy. The schools allows for miscellaneous receipts to be issued (not sure what this requirement includes). There is not mention of pre-numbered receipts. This section indicates that the sponsor is liable for funds lost or stolen but does not address how this will be prevented.</p> <p>Recap Guidelines indicate that no money shall be left on school premises over weekends, holidays or summer breaks, but there is no mention of where that money would be kept if funds are collected at the end of a business day before a weekend or holiday (safe, home, etc)</p> <p>Deposit Procedures have weak internal controls over who will collect and receipt the money, write up the deposit slips, and actually deposit the money.</p> <p>p. 56</p>

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
IV.B.(3) Financial Personnel	The school has identified the appropriate staff to perform financial tasks, and the staff positions are supported in the organizational structure and in the budget. Qualifications and responsibilities for those positions are provided.	The school has identified staff to perform financial task that is supported by the organizational structure and budget; however, qualifications and responsibilities are not provided.	The school’s organizational structure or budget does not provide enough staff support to conduct business services.	In addition, a secretary and office manager will be trained to provide reports and financial information. The job descriptions for these positions did not state these responsibilities nor the qualifications to perform these functions.  p. 57
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
IV.B.(4) Financial Oversight	A description of how the GB will provide proper legal and fiscal oversight is provided, including a description of required audit and finance committees. Clearly stated financial controls demonstrate an understanding of the required GB oversight and financial reporting.	A description of GB oversight is provided, however, the plan lacks important specifics and/or a clear recognition of the legal and financial obligations of a charter school.	There is no clear plan for financial oversight and/or the applicant demonstrates substantial weakness in understanding the fiscal oversight obligations of the GB.	The office manager should not be reporting to the GC. This would be the responsibility of the Finance Committee Chair and/or Business Manager.  p. 58 and Bylaws (Appendix E)
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2



IV.B.(5) School Sustainability	<p>The school has provided clear evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and vision, and performance objectives.</p>	<p>The school has provided some evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and vision, and performance objectives.</p>	<p>The school has provided no evidence that it has considered the sustainability of the school by describing long-range goals and strategies that will help build the school's capacity; or the evidence provided calls into question the long-term sustainability of the school.</p>	<p>No concerns noted.</p>
<p><b>Evaluator Comments and Questions</b>                  The application reviewer has opportunity to take notes on the application.</p>				
Evaluation	<p>Summary/Comments:                  The charter application lacks strong internal control procedures. Also, the budget and the staffing plan do not align and do not support all positions, nor all positions described in terms of qualifications. It may be that the school will require more support for financial monitoring and oversight than school based personnel that have other roles and responsibilities. The charter application lacks strong internal control procedures. Also, the budget and the staffing plan do not align and do not support all positions</p>			

**Score: 3.5 out of 8 possible points**

## V. EVIDENCE OF SUPPORT

Evaluation Criteria. The applicant demonstrates community support for the proposed school through community partnerships, business relationships, and resource agreements. The school clearly describes all community outreach activities designed to reach a broad audience. The application demonstrates not only a sufficient community interest in the school, but also a sufficient demand for the school’s proposed program or model. Aggregate data for prospective students are provided.

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
V.A. Outreach Activities	The application describes all outreach activities and future outreach plans. Described outreach activities are designed to reach a broad audience and are sufficient to ensure that all students have an equal opportunity for to enroll.	The application provides a description of outreach activities; however, the described outreach activities may not reach a broad audience and, thus, not provide all students with an equal opportunity to enroll.	The application provides no description of outreach activities, nor does it provide any evidence that the school developers have conducted any exploratory community outreach.	No concerns noted. Surveys were given which indicated a total of 106 interested students.  p. 59
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
V.B. Evidence of Support	The applicant has provided sufficient evidence of community support for the school by providing data regarding interest demonstrated by the targeted population or other evidence of support (not just anecdotal).	The applicant has provided limited evidence of community support for the school or that there are, in fact, students and/or families interested in enrolling.	The school has not provided evidence that there is actual community and student support for the proposed school.	The community is small, and homogenous in terms of their demographics.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

V.C. Community Ties	The application provides a description of ties to the community and evidence of an understanding of the community and student needs that the school intends to serve.		The application does not demonstrate ties to the local community and/or any evidence that it is familiar with the community and student needs that the school intends to serve.	Ties to community organizations and business were cited.  p. 60
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
V.D. and F. Community Relationships <i>Optional evidence of support.</i>	The applicant demonstrates that it has developed networking relationships and/or other resources or agreements with community persons or entities. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.) Letters or other documentation of support are provided.			No concerns noted as stated above.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

V.E. Uniqueness of Proposed School	The applicant provides evidence that if there are public schools that serve the same grade levels in the geographic area in which the school plans to locate, the school can demonstrate that its education plan is unique or substantially different and thus is able to provide a needed option for students and families.		The applicant identifies at least one other public school serving the same grade levels in the geographic area in which the school plans to locate; but is unable to demonstrate the uniqueness of its education plan or provide other evidence of need in the targeted community.	The use of different curricular approaches supports the uniqueness of the proposed school. The lack of a nearby school in the community further demonstrates need.
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: The responses in this section demonstrate that the school has engaged in a wide outreach effort, and that the community, at-large, supports the existence of this school.			

**Score: 10 out of 10 possible points**

### VI. REQUIRED APPENDICES

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
VI. Appendices	The application contains all of the required appendices.	The application contains the most significant appendices, but omitted others.	The application omits the appendices; or the appendices it includes are not the most significant ones.	No concerns noted.
<b>Evaluator Comments and Questions</b>				

The application reviewer has opportunity to take notes on the application.	
<b>Evaluation</b>	Summary/Comments: This section is adequate and complete.

**Score: 2 out of 2 possible points**

## Score Summary

Section Number	Description	Elements	Possible	Score
I	EXECUTIVE SUMMARY			
		Element 1	2	2
		Element 2	2	2
		<b>Section Total</b>	<b>4</b>	<b>4</b>
II.	EDUCATION PLAN			
		II.A. School Size	2	2
		II. C. Mission	2	0
		II. B. Vision	2	2
		<b>Section Total</b>	<b>6</b>	<b>4</b>
		II.D.(1) Student Academic Performance Goals, Element 1	2	1
		II.D.(1) Student Academic Performance Goals, Element 2	2	0
		II.D.(1) Student Academic Performance Goals, Element 3	2	2
		II.D.(2) Student Academic Growth Goals, Element 1	2	2
		II.D.(2) Student Academic Growth Goals, Element 2	2	0
		II.D.(2) Student Academic Growth Goals, Element 3	2	2
		II.D.(3) Addressing Achievement Gap, Element 1	2	1
		II.D.(3) Addressing Achievement Gap, Element 2	2	0
		II.D.(3) Addressing Achievement Gap, Element 3	2	2
		II.D.(4) Attendance, Element 1	2	1
		II.D.(4) Attendance, Element 2	2	0
		II.D.(4) Attendance, Element 3	2	2
		II.D.(5) Recurrent Enrollment, Element 1	2	2
		II.D.(5) Recurrent Enrollment, Element 2	2	0
		II.D.(5) Recurrent Enrollment, Element 3	2	2
		II.D.(6) College Readiness, Element 1 (If Applicable)	2	2
		II.D.(6) College Readiness, Element 2 (If Applicable)	2	2
		II.D.(6) College Readiness, Element 3 (If Applicable)	2	2
		II.D.(7) Graduation Rate, Element 1 (If Applicable)	2	2
		II.D.(7) Graduation Rate, Element 2 (If Applicable)	2	2

	II.D.(7) Graduation Rate, Element 3 (If Applicable)	2	2
	II.D.(8) Growth for Lowest 25%, Element 1	2	1
	II.D.(8) Growth for Lowest 25%, Element 2	2	0
	II.D.(8) Growth for Lowest 25%, Element 3	2	2
	<b>Section Total</b>	<b>48</b>	<b>32</b>
	II.E. Organizational Goals, Element 1 (Optional)	2	1
	II.E. Organizational Goals, Element 2 (Optional)	2	1
	II.E. Organizational Goals, Element 3 (Optional)	2	1
	<b>Section Total</b>	<b>6</b>	<b>3</b>
	II.F.(1) Curriculum Philosophy	2	2
	II.F.(2) Curriculum Philosophy/Approach Research/Data	2	2
	II.F.(3) Curriculum Description	2	1
	II.F.(4) Curriculum Research	2	2
	II.F.(5) Curriculum Overview	2	1
	II.F.(6) & (7) Curriculum Development Timeline & Instructional Program	2	1
	II.F.(8) Curriculum Alignment Timeline	2	0
	II.G.(1) & (2) Graduation Requirements / Graduation Waiver, Element 1	2	2
	II.G.(1) & (2) Graduation Requirements / Graduation Waiver, Element 2	2	2
	<b>Section Total</b>	<b>18</b>	<b>13</b>
	II.H.(1) Instructional Strategies	2	1
	II.H.(2) Instructional Effectiveness	2	1
	II.H.(3) Differentiated Instruction	2	1
	<b>Section Total</b>	<b>6</b>	<b>3</b>
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 1	2	1
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 2	2	0
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 3	2	2
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 4	2	1
	II.I.(2) Students with 504 Plans	2	2
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 1	2	1
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 2	2	0
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 3	2	1
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 4	2	2
	<b>Section Total</b>	<b>18</b>	<b>10</b>
	II.J.(1) Measuring Organizational Goals, If Applicable	2	0
	II.J.(2) Assessments to Measure Academic Goals	2	2

		II.J.(1)(3)(4) Use of Assessments / Self Monitoring	2	.5
		II.J.(1)(3)(4) Use of Assessments / Remediation & At-Risk Students	2	0
		II.J.(1)(3)(4) Use of Assessments / School-Wide Practices	2	0
		II.J.(5) Reporting on Progress	2	2
		<b>Section Total</b>	<b>12</b>	<b>4.5</b>
III	ORGANIZATIONAL PLAN & GOVERNANCE	III.A.(1) Governance Description	2	1
		III.A.(2) Description of Founders' Expertise	2	1
		III.A.(3) Description of Prospective Governance Expertise	2	1
		III.A.(4) GB Selection of Members	2	1
		<b>Section Total</b>	<b>8</b>	<b>4</b>
		III.B.(1) Governing Body Training & Evaluation: Training	2	2
		III.B.(1) Governing Body Training & Evaluation: Evaluation	2	2
		<b>Section Total</b>	<b>4</b>	<b>4</b>
		III.C.(1) Leadership & Management: Monitoring	2	0
		III.C.(2)(3) Leadership & Management: Administrator Selection/Evaluation	2	2
		<b>Section Total</b>	<b>4</b>	<b>2</b>
		III.D.(1) Organizational Structure	2	1
		III.D.(2) Job Descriptions	2	1
		III.D.(3) Staff Evaluation	2	1
		III.D.(4) Staffing Plan, Element 1	2	1
		III.D.(4) Staffing Plan, Element 2	2	0
		III.D.(5) School Day / Year	2	2
		III.D.(6) Professional Development Plan	2	1
		<b>Section Total</b>	<b>14</b>	<b>7</b>
		III.E.(1) Employer/Employee Relationship	2	2
		III.E.(2) Personnel Policies	2	2
		III.E.(3) Staff Discipline Process	2	2
		III.E.(4) Grievance Process	2	2
		<b>Section Total</b>	<b>8</b>	<b>8</b>
		III.F.(1) Community Involvement	2	1
		III.F.(2) Complaint Resolution	2	1
		<b>Section Total</b>	<b>4</b>	<b>2</b>
		III.G.(1) Student Discipline Policy	2	2
		III.G.(2) Alternative Placements	2	2



		<b>Section Total</b>	<b>4</b>	<b>4</b>
		III.H.(1) Student Recruitment	2	2
		III.H.(2) Lottery Process	2	2
		III.H.(3) Enrollment Process, Element 1	2	1
		III.H.(3) Enrollment Process, Element 2	2	0
		<b>Section Total</b>	<b>8</b>	<b>5</b>
		III.I.(1) Legal Compliance: Conflict of Interest	2	2
		III.I.(2) Legal Compliance: Transparency	2	1
		<b>Section Total</b>	<b>4</b>	<b>3</b>
		III.J.(1) Evidence of Partnership: Third Party Relationships (If Applicable)	0	0
		III.J.(2) Evidence of Partnership: Proposed Agreement (If Applicable)	0	0
		<b>Section Total</b>	<b>0</b>	<b>0</b>
		III.K.(1)(2)(3) Waivers, Element 1	2	2
		III.K.(1)(2)(3) Waivers, Element 2 -- DISTRICT AUTHORIZATION ONLY)	N/A	
		III.K.(1)(2)(3) Waivers, Element 3	2	.5
		<b>Section Total</b>	<b>4</b>	<b>2.5</b>
		III.L.(1) Transportation (If Applicable)	2	2
		III.L.(1) Food Service (If Applicable)	2	2
		<b>Section Total</b>	<b>4</b>	<b>4</b>
		III.M.(1) Projected Facility Needs	2	2
		III.M.(2) Facility Plans	2	2
		III.M.(3) Projected Facility Costs	2	2
		<b>Section Total</b>	<b>6</b>	<b>6</b>
IV	BUSINESS PLAN	IV.A.(1) 910B5 Worksheets	2	2
		IV.A.(2) 5-Year Budget Plan	2	.5
		IV.A.(3) Budget Narrative	2	1
		IV.A.(4) Strategies for Budget Control	2	2
		IV.A.(5) Salary Schedule (Appendix)	2	2
		<b>Section Total</b>	<b>10</b>	<b>7.5</b>
		IV.B.(1)(2) Financial Policies and Internal Controls	2	.5
		IV.B.(3) Financial Personnel	2	0
		IV.B.(4) Financial Oversight	2	1
		IV.B.(3) School Sustainability	2	2
		<b>Section Total</b>	<b>8</b>	<b>3.5</b>
V	EVIDENCE OF SUPPORT			

		V.A. Outreach Activities	2	2
		V.B. Evidence of Support	2	2
		V.C. Community Ties	2	2
		V.D. & F. Community Relationships (Optional Evidence of Support)	2	2
		V.E. Uniqueness of Proposed School	2	2
		<b>Section Total</b>	<b>10</b>	<b>10</b>
VI	REQUIRED APPENDICES			
		VI. Appendices	2	2
		<b>Section Total</b>	<b>2</b>	<b>2</b>

