

Name of Proposed School                      Indigo Hills Charter School

Team Members:

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(Team Lead)

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CAPACITY INTERVIEW TEAM ANALYSIS SCORE SUMMARY

CAPACTIY INTERVIEW SECTION	POINTS RECEIVED	APPLICANT SCHOOL'S POSSIBLE POINTS
12 STANDARD QUESTIONS	15	24
3 INDIVIDUALIZED QUESTIONS	0	6
OVERALL SCORE	15	30

<b>Educational Plan</b>	1. Describe a typical day for a student in your school. Please be as concise and specific as possible; consider the teachers, the materials, the class, the parents, ancillary staff, etc.
<b>1</b>	<b>Comments:</b> The response was incomplete and requires more detailed information, such as role of parents, use of ancillary staff to support RtI, what a typical classroom looks like, in order to paint a full picture of the school day for students and staff. Statements regarding RTI as a main part of the day “with the three tiers” was confusing and did not align with the prompt or with state statutes.
<b>Educational Plan</b>	2. What is your plan if the school’s actual enrollment population is different from the targeted population you originally intended to serve?
<b>1</b>	<b>Comments:</b> The response did not offer a step- by -step plan should the actual enrollment differ from the targeted enrollment. The response indicated that the school would adjust to whatever mixture of population but failed to detail how the educational program, staffing and special education services would adjust as needed.
<b>Governance</b>	3. Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the school’s administration during the transitional period between the planning year and the first year of operations. Describe how those relationships evolve over the full term of the charter.
<b>1</b>	<b>Comments:</b> The team did not discuss transition from founding members to GC members and then building toward a sustainable and high functioning Governing board. Did not discuss roles between GC and accountability of administrator. In addition, the GC cannot be responsible for hiring teachers. The response raises concerns about the applicants’ full understanding of the full statutory requirements and general best practices necessary to meeting their oversight responsibilities to the school.
<b>Governance</b>	4. How does the school’s governing body exercise its oversight and accountability? What does the governing body have oversight of?
<b>1</b>	<b>Comments:</b> The response did not fully explain how the GC would, in reality, exercise their oversight responsibilities during monthly meetings; which reports they would require to assure performance and fiscal compliance, and their overall relationship with and evaluation of the administrator.
<b>Facility</b>	5. Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes. Whose responsibility is it to carry out this major piece of opening a charter school?
<b>2</b>	<b>Comments:</b> The team appeared to understand the difficulty and complexity of securing a facility.

<b>Facility</b>	6. If you cannot find a building that meets PSFA approval, what is your next steps plan?
<b>1</b>	<b>Comments:</b> The group did not offer a plan should they fail to find an approved facility. They explained in general terms what they hope to have happen.
<b>Finance</b>	7. How are you going to open your school without federal start-up funds?
<b>2</b>	<b>Comments:</b> The group offered several scenarios to try and find other funding sources, but did not offer a coherent plan. The scenarios stated included looking at all aspects of retaining funding in addition to cutting operational expenses.
<b>Finance</b>	8. If something in your budget is not working as planned, for instance, you do not get the desired enrollment numbers for the first year, what will be your plan of action?
<b>1</b> Concern:	<b>Comments:</b> No step-by-step plan to address funding issues or unforeseen issues was discussed. The answer was vague and lacked significant financial details which would create an alternative budget scenario.
<b>Policies and Procedures</b>	9. If your school requires a change to the original charter contract what is the process for your governing body to address that change?
<b>2</b>	<b>Comments:</b> The group appears to understand the amendment process.
<b>Policies and Procedures</b>	10. What role do policies have in the operation of a school? What triggers the need for a policy?
<b>1</b>	<b>Comments:</b> The answer was vague and addressed the formation of only a few policies, such as personnel and Business Services (response stated these were the required ones). Other required policies, and how these may be triggered or changed were not mentioned. The group did not demonstrate a full understanding of the use and need for sound policies and policy making decisions.
<b>Policies and Procedures</b>	11. What do you anticipate your process will be for developing policies? How will you ensure that your policies and procedures are not only compliant, but current and effective?
<b>1</b>	<b>Comments:</b> The first part of question was not answered. As in the above question, there was no mention of student policies, operation policies, school safety policies, etc., only personnel and finance policies.
<b>Planning Year</b>	12. What major challenges to you anticipate during the planning year as you work to open

	a new school? How do you envision organizing yourselves to carry out the tasks required to open a school?
<b>1</b>	<b>Comments:</b> The first part of the question was not answered, other than the challenge of finding a facility. They mentioned that the governing board would initially be a working board, but they had not delineated or assigned duties or areas of responsibilities once approved.
<b>Review Team's Individualized Question</b>	13. We were not able to locate the Assessment and Accountability Plan (Section J). The prompts were not fully addressed in this section. What assessments are in place to evaluate the effectiveness of the educational program and progress toward school goals, and how will the school use the assessment data to affect teaching and learning to improve student achievement or meet other goals of the school?
<b>0</b>	<b>Comments:</b> The response was inadequate in that no coherent assessment plan is in place, which raises substantial concerns about the applicant's ability to meet the requirements in place. An attempt was made by the review team to clarify exactly the assessment plan for all students, not just special education students, but the applicant failed to specify what these assessments would be, how they will be used to direct teaching and support the student. A full understanding of the key issue to be addressed was not apparent.
<b>Review Team's Individualized Question</b>	14. We were not able we were able to identify a staffing plan under the Education Plan (Section II). What does the staffing plan for the first year looks like?
<b>0</b>	<b>Comments:</b> The response was incomplete and would require more details to present a clear understanding of the key issues to be addressed. The review team does not have a clear sense of the staffing pattern for the school throughout the term of the charter.
<b>Review Team's Individualized Question</b>	15. The performance goal is general and do not address all students in the area of Student Academic Growth (Educational Plan, Section D, p. 5). How do you plan to measure the growth of all students including special population students including first two years? What about the other 50%?
<b>0</b>	<b>Comments:</b> The response did not demonstrate clear picture of how the growth of all students would be measured. In this way, the response mirrored the confusion in the written section of the charter application. This response links to the overall lack of clarity around the school's assessment plan. Thus, the response raises substantial concerns about the applicant's ability to meet the requirement in place. An attempt was made by the review team to clarify exactly what information the team was looking for, but an understanding of the key issue to be addressed was not demonstrated.