

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 were noted. p. 4
	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 were noted.
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments			
	This section is complete and adequate. The mission and vision statements clearly and concisely present an overall picture of the school and what it plans to accomplish.			

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 p. 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.	No measurable school goals are included, so it will be difficult to measure the full implementation and achievement of the mission.
	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.	No concerns were noted.
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: While this section gives a comprehensive picture of what the school will look like, measurable goals in the mission would have best completed this section. Likewise, the prompt for the mission is met, but the response lacks meaningful detail.			

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"/>	
II.D.(1) Student Academic Performance				TEAM SCORE: 1
	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.	The goals do not appear rigorous enough after the initial start-up years 1 and 2 (they either will “meet or exceed.”), Given the highly personalized nature of this program, at the end of year five, students should be exceeding state averages in academic achievement. p. 6
				TEAM SCORE: 1
	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.	As this is a program that plans to implement and emphasizes a STEM curriculum, goals including growth in Science should be included.
				TEAM SCORE: 2
			TEAM SCORE: 1	
			TEAM SCORE: 2	
			TEAM SCORE: 1	
			TEAM SCORE: 1	

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.	There is one general goal that addresses a “score.” It is unclear whether this goal pertains to the overall school performance or individual students. Science goals are not addressed. p. 7
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	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 goal, as written, does not address individual students. Science is not addressed.
	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 were 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 goal is very general and does not specifically address academic areas. p. 8
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

	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.	How the goals clearly tie to the school's mission and vision is not fully clear, as they closely tie to statewide averages that will fluctuate from year to year. p. 7-8
	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 were noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	No concerns were noted. p. 8
	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 school's mission or vision.	The goals do not tie to the school's mission or vision.	No concerns were 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 were 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 measurable, 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 were noted.

	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 were 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 were noted.

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	The school has one goal that caps at 45%, the number of 12 th graders who will take SAT, ACT or AP exam. Percentages of students that will pass each exam are not included. This number appears low given the goal that over 90% of students will graduate and the rigor of the online programs offered. This goal also fails to address the AP or ACT scores the school wants the students to receive. A goal measuring the number of AP classes, or students who enter college who will not be in need of remedial classes could have been added. p. 8
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	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.	Given the demonstrated successes of this program in other states, additional organizational goals would have strengthened this section. The one goal offered also could be more rigorous.
	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 were noted.
Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1	

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.	The goal as written is vague, confusing, and does not offer a 4-year target. The rate of “meeting or exceeding the state average when it can be calculated” is unclear. In addition, simply meeting the state average is not rigorous enough. p. 8
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	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 language is vague and simply meeting the state average is less than rigorous.
	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 were 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.	The goal, as written, is vague as it refers to a “state average” without offering a specific baseline or target. As the state average can fluctuate, using this as the indicator against which to measure growth does not reflect rigor. Furthermore, as written, this goal is unclear as to whether it will increase the performance of this group of students.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	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 alignment to the mission or vision of the school is not clear. p. 8
	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 were noted.
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments: Each of the goals are not as rigorous as they could be, nor do they fully align with the school’s stated mission of having all students meet the highest performance standards and maximizing his/her potential (the goals simply stat “meet or exceed.”). The lack of mention of the state average in each performance goal makes it difficult to know what the school’s performance targets are (ie., “meets or exceeds” state averages against a fluctuating target does not demonstrate specific student performance. This section partially meets the application’s intent to establish, measure and sustain high student performance over the length of the charter.</p>			

Score: 36 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.	Since STEM is a differentiating focus of the school, the goal of having just 8% of students enrolled in advanced STEM courses does not appear to reflect rigorous expectations and standards of performance. p. 8
	TEAM SCORE: 1			
	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.	No concerns were noted.
	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 do not lend themselves to monitoring progress.	No concerns were noted.
TEAM SCORE: 2				
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: The goals tightly align with parental involvement as stated in the Vision/Mission. A goal relating to STEM appears less than rigorous given the STEM focus of the school which sets it apart from other virtual programs.			

Score: 5 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"/>	
				TEAM SCORE: 2
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 were noted. p. 8
				TEAM SCORE:
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 were noted. P. 12
				TEAM SCORE: 2
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.	No concerns were noted.
				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 were noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	No concerns were noted. p. 19
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	No concerns were noted. p. 21 and Appendix A
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	No concerns were noted. p. 22
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

II.G.(1) 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 were 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 were noted. The school will seek a waiver for Driver's Education. P. 23
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section meets all standards and presents a well-defined philosophy and curriculum that is research-based and designed to meet the needs of all students. The section is very detailed and demonstrates the quality and thoroughness of the curriculum, especially in regards to alignment with the Common Core standards, ability for differentiation continuous improvement. This section is adequate and complete.			

Score: 18 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.	TEAM SCORE: 2 No concerns were noted. p. 23
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.	TEAM SCORE: 1 The applicant identifies PLP's (Personalized Learning Plans), Multi-Tiered Interventions, "real connections" in terms of face-to-face activities, collaboration between teachers and working closely with students as strategies. This prompt does not mention multi-tiered interventions, activities, or why these instructional methods and strategies are effective for the varied targeted population. p. 24
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.	TEAM SCORE: 2 No concerns were noted.
Evaluator Comments and Questions The application reviewer has opportunity to take notes on the application.				

Evaluation	<p>Summary/Comments: The application demonstrates a high level of instructional methods and strategies, and differentiation to meet the needs of all students. Instructional methods promise to deliver the quality curriculum the school will offer. However, a few of the stated methods and strategies and their effectiveness need more detail and depth.</p>
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Score: 5 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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>TEAM SCORE: 1</p> <p>The school appears to have a general understanding of Federal/State laws, but a limited understanding of school-based procedures and processes.</p> <p>p. 27</p>
	<p>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.</p>	<p>The school has a partial plan in place to meet the needs of students with IEPs; but details are not provided.</p>	<p>The school has no stated process in place to monitor students with IEPs.</p>	<p>TEAM SCORE: 0</p> <p>A monitoring plan is stated. However, the applicant states the student will be referred to the Student Study Team, instead of NM’S Student Assistance Team, to determine strategies or if an evaluation needs to occur, and returning to the IEP team to review results. The prompt asks about monitoring progress of special education students, so this part of the response is not accurate, and may reflect confusion about students who have not been identified as special education students, and students who have been.</p> <p>p. 29</p>

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	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.	The response does not address the Pathways that are allowable in New Mexico. p. 29
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: .5
	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.	The school identifies a half-time special educator director and half-time counselor in year one and full-time positions for subsequent years. Special education teachers and caseload requirements are not addressed. In addition, counselors are not considered special education staff. This response reflects some confusion pertaining to requirements in this state. p. 30
	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 were noted.
	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.	While intervention strategies are described, they are not tied to specific strategies that need to be provided to ELL students, depending on their language skill (i.e.: sheltered instruction) p. 30
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	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.	No concerns were noted. p. 25-27
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	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.	No concerns were noted. p. 31
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	Staffing may need to include more than a part-time staff, depending upon size of school and number of students requiring services.	

Evaluator Comments and Questions
 The application reviewer has opportunity to take notes on the application.

Evaluation	Summary/Comments: This section demonstrates a thorough understanding of federal laws and regulations. However, this section was partially inadequate and incomplete and reflects a lack of understanding and preparation for serving special populations according to the state specific laws and regulations governing special education services.
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Score: 10.5 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.J.(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: 2 No concerns were noted. pgs. 32-34
	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.	TEAM SCORE: 2 No concerns were noted. Pgs. 32-33
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

II.1.(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.	No concerns were noted.
	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>The response does not address a plan to address struggling students using the Student Assistance Team and the RTI model.</p> <p>P. 36</p>
Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1	

	<p><i>School-Wide Practices</i> The school has provided a comprehensive plan to analyze data, identify 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>A plan for monitoring data is provided; however, a plan that addresses school-wide practices and adjustments based on data analysis is not provided. For example, an EPSS plan, turnaround principles, etc. are not mentioned.</p> <p>p. 36</p>
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.J.(5)Reporting on Progress	<p>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.</p>	<p>The school provides a plan, but it does not include communication of student assessment and progress to all identified parties.</p>	<p>There is no plan provided to communicate assessment results or student progress.</p>	<p>The plan is general and does not address how individual student assessment and progress will be tailored and communicated to stakeholders.</p> <p>p. 36</p>
<p>Evaluator Comments and Questions The application reviewer has opportunity to take notes on the application.</p>				
Evaluation	<p>Summary/Comments: Overall, the section provides sufficient details and communicates a plan for assessing students throughout the term of the charter.</p> <p>While the school has comprehensive assessment measures in place, there is a lack of information that is “New Mexico” specific that complies with state statutes/requirements.</p>			

Score: 8 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"/>	
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 concerns were noted. p. 37
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

<p>III.A.(2) Description of Founders' Expertise</p>	<p>The applicant's expertise demonstrates relevant qualifications and experience in areas that are important to implementing the proposed plan.</p>	<p>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.</p>	<p>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.</p>	<p>No concerns were noted. p. 38</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>
<p>II.J.(3) Description of Prospective Governance Expertise</p>	<p>GB members are listed with qualifications. Membership reflects (or will reflect) diverse experiences and skills necessary to oversee all aspects of the school.</p>	<p>GB membership reflects (or will reflect) some diversity of experience and skills.</p>	<p>GB membership reflects a lack of diverse experiences and skills, or no list is provided.</p>	<p>No concerns were noted.</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>
<p>III.A.(4) GB Selection of Members</p>	<p>The process described for selecting new GB members is focused on selecting leaders who have the skills necessary to govern the proposed school.</p>	<p>The process described for selecting GB members attends to the method of selection, but only vaguely addresses the qualifications for membership.</p>	<p>A plan to recruit GB with identified skill sets is not provided; or no specific needs or qualifications for GB members are listed.</p>	<p>No concerns were noted. p. 40</p>		
<p align="center">Evaluator Comments and Questions The application reviewer has opportunity to take notes on the application.</p>						

Evaluation	<p>Summary/Comments: This section is adequate and complete and reflects knowledge of the steps necessary to building a quality governing board. It clearly demonstrates an understanding and plan for the formation of a high performing governing board.</p>
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Score: 8 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 were noted. p. 40
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
III.B.(2) Governance Evaluation	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.	No concerns were noted. p. 40

Evaluator Comments and Questions

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

Evaluation	<p>Summary/Comments: The application demonstrates knowledge of and an understanding of the oversight of a governing body in both compliance monitoring and best practices.</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.	No concerns were noted. p. 41
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	Criteria align with statutes and regulations, best practices for holding management accountable, and on-line learning qualifications. p. 42
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section is adequate and complete. It demonstrates a clear understanding of the appropriate relationships between management and the governing body. It is clear that the governing body has an understanding of how to hold management responsible for school and student outcomes.			

Score: 4 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 org chart is missing the governing body and administrator’s relationship to Connections Academy. pgs. 43, 44
III.D.(2) Job Descriptions	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2 No concerns are noted.
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: 2 No concerns are noted. p. 45
	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.	A waiver will be requested to address class size, class loads, and flexibility in staffing. As stated and explained in this section, it does not appear that the special education staffing will be adequate. p. 47
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	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.	No concerns were noted.
	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 were noted. p. 48
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	No concerns were noted. The plan is clearly outlined with timeframes and expectations. Pgs. 49-50
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				

Evaluation	Summary/Comments: The evaluation and professional development plans for all staff is forward thinking and allows for on-going monitoring. Teacher professional development and on-going support and on-going evaluation clearly align with requirements of on-line teaching.
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Score: 12 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.	TEAM SCORE: 2 No concerns were noted. p. 50
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.	TEAM SCORE: 2 No concerns were noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

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 Guidelines for Due Process are included. The School Personnel Act is referenced, but the policies do not include the school's process and procedures. Pgs. 51-52
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	How grievance process will be addressed is not stated.
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section is adequate and complete and demonstrates an understanding of state laws and regulations as well as meeting the expectations of teaching in an on-line environment. However, the application does not include a written set of guidelines on how they will address due process.			

Score: 6 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"/>	
				TEAM SCORE: 2

III.F.(1) Community involvement.	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.	There is a partial plan to involve parental, professional educator, and community in the governance and operation of the school.	There is no description of parental, professional educator, and community involvement in the governance and operation of the school.	The school offers ample opportunities for parents and other community members to engage in the governance of the school, evaluation of lesson plans and curriculum, and staying involved via on-line and face-to-face through field trips, parent meetings, etc. p. 53
Meets—2 <input type="checkbox"/>		Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.F.(2) Complaint Resolution	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.	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.	No plan to address community and/or parent complaints is provided.	No concerns were noted.
Evaluator Comments and Questions The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: Stakeholder feedback is ongoing via several channels (see page 53). The school plans to use a third-party objective evaluator to conduct satisfaction surveys for all stakeholders. The school has plans to meet the stated mission on involving parents in the school and a student's academic life.			

Score: 4 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;">TEAM SCORE: 2</p> No concerns were noted.
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;">TEAM SCORE: 0</p> Alternative educational settings for special education students are not addressed. p. 55
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: The student policies follow state laws and regulations as well as address responsibilities appropriate to an online school. The section is partially complete due to the lack of due process for special education students.			

Score: 2 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"/>	TEAM SCORE: 2
III.H.(1) Student Recruitment	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 were noted. p. 55
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
III.H.(2) Lottery Process	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.	Dates and timelines are missing. p. 55, 56
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.H.(3) Enrollment Process	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.	No concerns were noted.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

	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 section includes related information but re-enrollment and transfers are not addressed. p. 57
Evaluator Comments and Questions The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section is incomplete and may reflect a misunderstanding of the key concept of dis-enrollments and transfers according to state laws and regulations.			

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"/>	
III.(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.	<p style="text-align: center;">TEAM SCORE: 2</p> No concerns were noted. p. 60 and Appendix G
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.	<p style="text-align: center;">TEAM SCORE: 2</p> No concerns were noted. p. 60 and Appendix G
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section is adequate and complete.			

Score: 4 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"/>	
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 does not sufficiently 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.	<p>TEAM SCORE: 2</p> <p>No concerns were noted. See Evaluator Comments and Questions below.</p> <p>p. 61 and Appendix H</p>
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.	<p>TEAM SCORE: 2</p> <p>No concerns were noted. See Evaluator Comments and Questions below.</p> <p>p. 61 and Appendix H</p>
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments: NMCA has plans to contract with Connections Academy of New Mexico, LLC. A comprehensive plan for the contract is provided and demonstrates an understanding of all legal implications and state statutes surrounding contracting with a third-party.</p>			

Score: 4 out of 4 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"/>	
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.	There were no concerns noted. Waivers are being sought for Individual Class Load, Teaching Load, Length of School Day, Staffing Pattern, Subject Areas, Purchase of Instructional Materials, Evaluation Standards for School Personnel, School Principal Duties, and Drivers Education. p. 64
	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: 2
	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.	No concerns were noted. Explanations were stated for each waiver requested.
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				

Evaluation	Summary/Comments: The waivers reflect the autonomy necessary for an on-line charter school environment.
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Score: 4 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	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.	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.	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.	TEAM SCORE: 1 The plan does not state that transportation will be available for students who may need to go to an out-of-home therapy session as required by an IEP (if the ancillary service cannot be provided virtually). p. 64
III.L.(2)Food Services	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.	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.	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.	TEAM SCORE: 2 No concerns were noted. The school does not plan to offer food services as it is not a “brick and mortar” school.

Evaluator Comments and Questions

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

Evaluation	Summary/Comments: The section did not address providing transportation for special education students who may not be able to receive some ancillary services required by their IEP's virtually.
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Score: 3 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"/>	TEAM SCORE: 2
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.	No concerns were noted.
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.	No concerns were noted. pgs. 65-66

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.M.(3) Projected Facility Costs	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.	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.	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.	No concerns were noted.
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section is adequate and complete.			

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"/>	
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.	TEAM SCORE: 2 No concerns were noted. p. 67 and Appendix J
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.	TEAM SCORE: 2 No concerns were noted. p. 67 and Appendix K

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	No concerns were noted. p. 67
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 were noted. p. 70
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 were noted. Appendix L
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section is adequate and complete.			

Score: 10 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	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2 No concerns were noted. p. 71
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
IV.B.(3) Financial Personnel	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	No concerns were noted. p. 73
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

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.	No concerns were noted. p. 73
	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	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.	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.	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.	No concerns were noted. p. 74
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: The long-range success and sustainability is outlined, with a plan in place to involve all major stakeholders to assure viability. The ties to parents are especially strong. The governing body demonstrates strong capacity already and demonstrates a strong likelihood of strong monitoring and evaluation of school and student outcomes.			

Score: 8 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"/>	
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.	<p>TEAM SCORE: 2</p> <p>No concerns are noted. Outreach activities include 3 information sessions (Albuquerque, Santa Fe and Las Cruces, and 6 online information sessions during the spring of 2012. They compiled data from 640 families or 987 students throughout New Mexico.</p> <p>p. 75</p>
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.	<p>TEAM SCORE: 2</p> <p>No concerns were noted. See above.</p>
	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.	No concerns were noted.
	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 were noted. There are several letters of support from community leaders, STEM professionals, parent organizations, business organizations and educators. P. 82 and Appendix M
	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.	No concerns were noted. p. 83
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments: This section was adequate and complete and demonstrated community support for the school. A list of potentially interested families from around the state is provided, and clearly demonstrates an evidence of need. Outreach with other organizations and community partners are evident which points to the support this school already has throughout the state.			

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 were noted.
Evaluator Comments and Questions The application reviewer has opportunity to take notes on the application.				
Evaluation	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
		Section Total	4	4
II.	EDUCATION PLAN			
		II.A. School Size	2	2
		II. C. Mission	2	0
		II. B. Vision	2	2
		Section Total	6	4
		II.D.(1) Student Academic Performance Goals, Element 1	2	1
		II.D.(1) Student Academic Performance Goals, Element 2	2	1
		II.D.(1) Student Academic Performance Goals, Element 3	2	2
		II.D.(2) Student Academic Growth Goals, Element 1	2	1
		II.D.(2) Student Academic Growth Goals, Element 2	2	1
		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	1
		II.D.(3) Addressing Achievement Gap, Element 3	2	2
		II.D.(4) Attendance, Element 1	2	2
		II.D.(4) Attendance, Element 2	2	2
		II.D.(4) Attendance, Element 3	2	1
		II.D.(5) Recurrent Enrollment, Element 1	2	2
		II.D.(5) Recurrent Enrollment, Element 2	2	2
		II.D.(5) Recurrent Enrollment, Element 3	2	2
		II.D.(6) College Readiness, Element 1 (If Applicable)	2	1
		II.D.(6) College Readiness, Element 2 (If Applicable)	2	1
		II.D.(6) College Readiness, Element 3 (If Applicable)	2	2
		II.D.(7) Graduation Rate, Element 1 (If Applicable)	2	1
		II.D.(7) Graduation Rate, Element 2 (If Applicable)	2	1
		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	1
	II.D.(8) Growth for Lowest 25%, Element 3	2	2
	Section Total	48	35
	II.E. Organizational Goals, Element 1 (Optional)	2	1
	II.E. Organizational Goals, Element 2 (Optional)	2	2
	II.E. Organizational Goals, Element 3 (Optional)	2	2
	Section Total	6	5
	II.F.(1) Curriculum Philosophy	2	2
	II.F.(2) Curriculum Philosophy/Approach Research/Data	2	2
	II.F.(3) Curriculum Description	2	2
	II.F.(4) Curriculum Research	2	2
	II.F.(5) Curriculum Overview	2	2
	II.F.(6) & (7) Curriculum Development Timeline & Instructional Program	2	2
	II.F.(8) Curriculum Alignment Timeline	2	2
	II.G.(1) & (2) Graduation Requirements / Graduation Waiver, Element 1	2	2
	II.G.(1) & (2) Graduation Requirements / Graduation Waiver, Element 2	2	2
	Section Total	18	18
	II.H.(1) Instructional Strategies	2	2
	II.H.(2) Instructional Effectiveness	2	1
	II.H.(3) Differentiated Instruction	2	2
	Section Total	6	5
	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	1
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 4	2	.5
	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	2
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 3	2	2
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 4	2	1
	Section Total	18	10.5
	II.J.(1) Measuring Organizational Goals, If Applicable	2	2
	II.J.(2) Assessments to Measure Academic Goals	2	2

		II.J.(1)(3)(4) Use of Assessments / Self Monitoring	2	2
		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	1
		II.J.(5) Reporting on Progress	2	1
		Section Total	12 – OR – 10	8
III	ORGANIZATIONAL PLAN & GOVERNANCE	III.A.(1) Governance Description	2	2
		III.A.(2) Description of Founders' Expertise	2	2
		III.A.(3) Description of Prospective Governance Expertise	2	2
		III.A.(4) GB Selection of Members	2	2
		Section Total	8	8
		III.B.(1) Governing Body Training & Evaluation: Training	2	2
		III.B.(1) Governing Body Training & Evaluation: Evaluation	2	2
		Section Total	4	4
		III.C.(1) Leadership & Management: Monitoring	2	2
		III.C.(2)(3) Leadership & Management: Administrator Selection/Evaluation	2	2
		Section Total	4	4
		III.D.(1) Organizational Structure	2	1
		III.D.(2) Job Descriptions	2	2
		III.D.(3) Staff Evaluation	2	2
		III.D.(4) Staffing Plan, Element 1	2	1
		III.D.(4) Staffing Plan, Element 2	2	2
		III.D.(5) School Day / Year	2	2
		III.D.(6) Professional Development Plan	2	2
		Section Total	14	12
		III.E.(1) Employer/Employee Relationship	2	2
		III.E.(2) Personnel Policies	2	2
		III.E.(3) Staff Discipline Process	2	1
		III.E.(4) Grievance Process	2	1
		Section Total	8	6
		III.F.(1) Community Involvement	2	2
		III.F.(2) Complaint Resolution	2	2
		Section Total	4	4
		III.G.(1) Student Discipline Policy	2	2

		III.G.(2) Alternative Placements	2	0
		Section Total	4	2
		III.H.(1) Student Recruitment	2	2
		III.H.(2) Lottery Process	2	1
		III.H.(3) Enrollment Process, Element 1	2	2
		III.H.(3) Enrollment Process, Element 2	2	0
		Section Total	8	5
		III.I.(1) Legal Compliance: Conflict of Interest	2	2
		III.I.(2) Legal Compliance: Transparency	2	2
		Section Total	4	4
		III.J.(1) Evidence of Partnership: Third Party Relationships (If Applicable)	2	2
		III.J.(2) Evidence of Partnership: Proposed Agreement (If Applicable)	2	2
		Section Total	4	4
		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	2
		Section Total	4	4
		III.L.(1) Transportation (If Applicable)	2	1
		III.L.(1) Food Service (If Applicable)	2	2
		Section Total	4	3
		III.M.(1) Projected Facility Needs	2	2
		III.M.(2) Facility Plans	2	2
		III.M.(3) Projected Facility Costs	2	2
		Section Total	6	6
IV	BUSINESS PLAN	IV.A.(1) 910B5 Worksheets	2	2
		IV.A.(2) 5-Year Budget Plan	2	2
		IV.A.(3) Budget Narrative	2	2
		IV.A.(4) Strategies for Budget Control	2	2
		IV.A.(5) Salary Schedule (Appendix)	2	2
		Section Total	10	10
		IV.B.(1)(2) Financial Policies and Internal Controls	2	2
		IV.B.(3) Financial Personnel	2	2
		IV.B.(4) Financial Oversight	2	2
		IV.B.(3) School Sustainability	2	2

		Section Total	8	8
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
		Section Total	10	10
VI	REQUIRED APPENDICES			
		VI. Appendices	2	2
		Section Total	2	2

