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HANNA SKANDERA  
SECRETARY OF EDUCATION

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GOVERNOR

## OPTION FOR PARENTS CHARTER SCHOOLS DIVISION

### NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

#### INSTRUCTIONS

According to NMSA § 22-8B-6(B) this Notice of Intent to Submit Charter Application ("NOI") must be filed by the organizers of a proposed charter school to the Public Education Commission at the address below and to the superintendent of the school district in which the charter school is proposed to be located. *Failure to notify may result in your application being rejected.*

This year the NOI is due by close of business, January 10, 2012. Notice by mail will be timely if it is postmarked on or by January 6, 2012.

Notice to the Public Education Commission should be delivered one of the following methods:

Electronically to:

[KellyCallahan2@state.nm.us](mailto:KellyCallahan2@state.nm.us)

By mail or personal delivery:

PUBLIC EDUCATION COMMISSION  
c/o New Mexico Public Education Department  
Attn: Ms. Kelly Callahan, General Manager  
Options for Parents/Charter Schools Division  
300 Don Gaspar, Room 301C  
Santa Fe, New Mexico 87501

The NOI is to provide information for the primary point of contact, enrollment projections and a concise proposal overview (not to exceed 5 pages).

You are strongly encouraged to send notice to the Superintendent of your local district by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact your local district regarding electronic filing.

## NOTICE OF INTENT

### GENERAL INFORMATION

Name of Proposed Charter School(s): **Premier High School of Albuquerque  
Premier High School of Clovis  
Premier High School of Farmington  
Premier High School of Las Cruces  
Premier High School of Santa Fe**

Primary Contact Person: **Charles Cook**

Mailing Address: **1301 Waters Ridge Drive  
Lewisville, Texas 75057**

Phone: **972.316.3663 Ext. 247**

Email: **[cmorgan@ResponsiveEd.com](mailto:cmorgan@ResponsiveEd.com)**

### APPLICANT TEAM

<b>Charles Cook</b>	<b>CEO</b>	<b>ResponsiveEd</b>	<b>Multiple Years Charter School Experience</b>
<b>Dr. Alan Wimberley</b>	<b>CLO</b>	<b>ResponsiveEd</b>	<b>Multiple Years Charter School Experience</b>
<b>Robert Davison</b>	<b>COO</b>	<b>ResponsiveEd</b>	<b>Multiple Years Charter School Experience</b>
<b>Rosalinda Gonzalez</b>	<b>CAO</b>	<b>ResponsiveEd</b>	<b>Multiple Years Charter School Experience</b>
<b>James Taylor</b>	<b>CFO</b>	<b>ResponsiveEd</b>	<b>Multiple Years Charter School Experience</b>

### MODEL AND FOCUS

The goal and focus of Premier High School will be to reach an often overlooked, generally forgotten, student population – high school dropouts. Often considered to be beyond the reach of education, dropouts are seen by a Premier High School as opportunities to show that these students can reconnect and succeed in school and that they possess the potential to achieve much more. It is the goal of the Premier High School staff is to see every student graduate and receive a high school diploma that will offer more opportunity and open doors later in life.

**DOES THE SCHOOL EXPECT TO CONTRACT WITH ANOTHER ENTITY FOR EITHER MANAGEMENT, OR SUBSTANTIAL OVERSIGHT OR DIRECTION IN THE SCHOOL'S OPERATION?**

Yes: .

No: .

**DOES THE APPLICANT TEAM OR ANY MEMBERS OF THE TEAM CURRENTLY OPERATE ANY OTHER SCHOOLS?**

Yes: .

No: .

**IF THE PROPOSAL IS A REPLICATION, IDENTIFY THE SCHOOL(S) YOU ARE REPLICATING AND WHAT DATA THAT YOU HAVE TO SUPPORT THIS MODEL SHOULD BE REPLICATED.**

In November of 1998, the Texas State Board of Education authorized ResponsiveEd to open an unprecedented 15 schools. Thirteen years later, ResponsiveEd now operates over 50 open-enrollment public charter schools and is planning to open additional campuses in the near future.

ResponsiveEd enrollment has grown from 726 students in 1999-2000 to over 9,000 students enrolled in 2011. In addition, the total number of ResponsiveEd graduates now exceeds 4,700 student graduates through the 2010-11 school year. ResponsiveEd's total Texas Assessment of Knowledge and Skills ("TAKS") passing average for the school year of 2009-10 was 93% for the "All Student" population. ResponsiveEd TAKS Progress Indicators have consistently exceeded Texas state averages by approximately ten percentage points.

As one of the few charter school systems accredited by the Southern Association of Colleges and Schools (AdvanceED), the ResponsiveEd family of schools far exceeds the standard and creates a greater definition of excellence and quality.

**VISION/MISSION STATEMENT**

The mission of Premier High School will be to provide hope for students though an encouraging, innovative learning environment, where they are academically successful and develop into lifetime learners. The Premier High School staff will strive to inspire and implement measurable academic performance standards.

Each student will be expected to meet high standards of academic performance by demonstrating the knowledge and skills required for college and career readiness. Premier High Schools understand that in order to succeed in this mission, a combined effort of community leaders, parents, students, and staff must be cultivated.

**STUDENTS TO BE SERVED**

Past and present success proves that the Premier High School model works for all students, regardless of nationality or socioeconomic status. In Texas, students in the Valley, one of the highest poverty regions of the state as well as an almost exclusive Limited English Proficiency (LEP) Hispanic population, have consistently proven successful at ResponsiveEd campuses. In 2011, as a district, 81% of Hispanic students met state standards on the TAKS test, compared to the state average of only 74%. The same study

shows that 78% of African-Americans at ResponsiveEd campuses met the state standard, compared to the Texas average of just 67%. Students can expect to find hope and success at ResponsiveEd schools.

## **ASSESSMENT OF NEED**

In Texas, ResponsiveEd schools are an exceptional option for parents and students in search of another answer, another choice, or another opportunity. Students enter the doors hoping for a second chance and leave with a new focus toward a successful future. Premier High Schools in New Mexico will continue building on the success and traditions of similar ResponsiveEd high quality charter schools in Texas. Students in New Mexico who might be considered unreachable by some will have the opportunity to thrive in an environment designed to their individual educational needs.

High school students need to be in a learning environment that allows them to engage in their education beyond taking notes and tests. Studies have shown that student motivation to learn is the prime factor that often determines success and progress. Whether a student has high potential or high challenge, the need for an environment that creates authentic learning experiences is great.

The student in the 21<sup>st</sup> century must be able to connect what they learn with the real world they live in. This provides deeper meaning and greater understanding for each student. Authentic learning, provided through highly qualified staff, emergent technology and rigorous curriculum, can offer opportunities for every high student to engage in a learning process that is connected to their current situation.

Whether the educational methodology is problem-based, project-based or program-based, all learning should be student-centric, focused primarily on the need of each particular student. Technology provides personalized, differentiated instruction on campuses. Educated adults can focus on training students in strategies that focus on how to learn. In a 21<sup>st</sup> century environment, students can be afforded the time and opportunity to develop qualities and skills that improve their capacity and ability to succeed later in life. The primary element to increase capacity is a focus on a student's unique learning style. Learners aware of their strengths know how to plan their learning in order to increase their potential. This capacity for learning provides a foundation for lifelong success.

Additionally, Premier also addresses dropout prevention needs. Statistics show that too many students are choosing to forgo the opportunity to receive their diploma by dropping out of high school. According to a recent CBS News report, four million students will enter high school this year, and an astonishing one million of them will drop out without receiving a diploma.<sup>1</sup> That equates to 7,000 dropouts every school day – one every 26 seconds.<sup>2</sup> Any review of these facts and statistics prove that the odds of financial hardship for these individuals increase exponentially without a high school diploma. Studies indicate that the decision to leave high school early translates into a loss of approximately \$630,000 over their lifetime.<sup>3</sup> Dropouts are also much more likely to end up in poverty or prison than a high school graduate. In fact, nearly 60% of those incarcerated are high school dropouts.<sup>4</sup> As such; dropouts can become a tremendous financial burden on the community. Annually, dropouts cost taxpayers nearly \$8 billion in public assistance programs alone.<sup>5</sup>

When addressing dropouts in New Mexico, it is crucial to stress the importance of choosing to attend Premier High School to receive a high school diploma rather than simply choosing to pursue a General Educational Development (GED) degree. A recent article posted by the Manhattan Institute for Policy Research supports the idea that a GED is not equal to a high school diploma.<sup>6</sup> The author states that GED recipients are not likely to receive a better job or higher pay than a person with a high school education.<sup>7</sup> Additionally, 95% of GED recipients will not complete a four-year college degree plan, compared to 25% of those holding a diploma.<sup>8</sup>

Furthermore, a *New York Post* article states that dropouts who are now GED-holders have significantly more issues with lower income and higher odds of unemployment and criminal activity than students with a diploma.<sup>9</sup> Figures such as these make it difficult to argue the comparison between a GED and a diploma. While it is important that dropouts or at-risk students receive some sort of educational completion document, studies prove that high school diploma recipients have a greater chance at future success than those with a GED.

Premier High School will be the option dropout students in New Mexico need to make that life-changing decision to reconnect with school and complete their education. A high school diploma is necessary for students to positively impact their community and their future. Local students and dropouts will find at Premier High School proven academic methods matched with a staff that genuinely wants them to achieve their greatest potential.

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<sup>6</sup>Whitaker, B. (2010, May 28). High School Dropouts Costly For American Economy. CBS News. Retrieved August 19, 2011, from <http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>7</sup><http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>8</sup>Rouse, C.E. (2007). Quantifying the Costs of Inadequate Education: Consequences of the Labor Market. In C.R. Belfield and H.M. Levin (Eds.), *The Price We Pay: Economic and Social Consequences of Inadequate Education* (pp. 99-124). Washington, DC: Brookings Institution Press

<sup>9</sup><http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>10</sup><http://www.cbsnews.com/stories/2010/05/28/eveningnews/main6528227.shtml>

<sup>11</sup>Greene, J.P. (2002, April 24). Not-Quite High School. *National Review*. Retrieved August 21, 2011, from <http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

<sup>12</sup><http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

<sup>13</sup><http://www.manhattan-institute.org/html/miarticle.htm?id=4948>

<sup>14</sup>Greene, J.P. (2004, October 1). GEDs Just Don't Cut It. Retrieved August 21, 2011, from <http://www.manhattan-institute.org/html/miarticle.htm?id=4850>

## SCHOOL CHARACTERISTICS

The distinguishing characteristics of the academic program at Premier High School will include serving grades 9-12 utilizing personalized, self-directed, and accelerated curriculum options. Learning through the use of highly qualified educators plus emergent technology will be emphasized at Premier High School, as evidenced by a 1:1 student to computer ratio. Educators facilitate the learning process, provide learning resources, and ensure that students are able to learn and progress effectively.

The learning experience at Premier High School will be created to lead students to become independent learners with the capacity to be successful in life beyond the classroom walls. Premier High School will utilize strategies focused on a student's unique learning style and ability to develop personalized learning that becomes a natural part of the student's life. Students work on credit courses independently, while receiving focused assistance with their studies and high-stakes testing. Students are allowed to progress at their own pace, using the leadership habits, character qualities, and independent learning capacities.

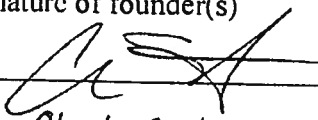
## EFFECTIVENESS

The traditional educational system is regulated by a fixed sequential pacing and strict scope of content dependent on a teacher. In such a system, teachers have been trained to believe their primary role is to possess content knowledge and to spend the maximum portions of their workday speaking that knowledge to students. The students must catch the verbalized content, participate in reinforcing tasks such as note-taking or textbook reviews, and replicate the "learned content" on tests, quizzes or homework. Consequently, such a system is "teacher-centric," focusing on the teaching process and making the teacher the primary centerpiece in the process. Though there are some direct instruction strategies that are effective, merely verbalizing content in lecture fashion requires learner-capacity skills that may not be present or developed in some students—especially those students currently at risk of dropping out of school.

Premier High Schools are "student-centric," making the learning process of the student the primary centerpiece of the system. Data to support the effectiveness and successful academic performance of the Premier High School learning system is available upon request. The focus of Premier High School, from the first day students walk through the door, is differentiation (i.e., individualization). Each student will come to Premier High School unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student. Recognizing these differences, and creating differentiated approaches for each, is the heart of the Premier High School learning system. The unique quality of Premier High School will be its distinct focus on the learning process rather than the teaching process. Premier High School will accomplish this through the Premier High School "3D Learning System":

- A. Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey)
- B. Delivery (i.e., the process of transferring or replicating information)
- C. Data (i.e., the process of gathering, assessing and charting the journey according to results).

Signature of founder(s)

  
\_\_\_\_\_  
Chuck Cook

Date: \_\_\_\_\_ 01/09/12 \_\_\_\_\_

[PRINT NAME]