

2010 CHARTER SCHOOL APPLICATION PRELIMINARY ANALYSIS

School Name: Sage Charter School
Total Projected Enrollment: 452

Proposed Grades: K-12
Review Date: 8/10/2010

I. TABLE OF CONTENTS – Not to be analyzed

II. APPLICATION COVER SHEET/NOTICE OF INTENT/ ABSTRACT – Not to be analyzed

III. STATEMENTS OF ASSURANCES/ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION – Not to be analyzed

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the proposed charter school and its mission must be in the best interest of the students and community that it proposes to serve.

A Charter School Mission and Statement of Need section will be complete if it has addressed the following components:

- A **Mission Statement** that is clear and compelling and includes the following components:
 - Who the school seeks to serve;
 - What the school seeks to accomplish;
 - What methods the school will use.
- An explanation of **how the school will know if it is achieving its mission** that includes school level or organizational goals that are:
 - Measurable;
 - Directly support the Mission Statement;
 - Stated using the SMART Goal format.

(NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.)
- An **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. This will include a demographic description of the student and community population within which the school will be located.

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Mission Statement</p> <ul style="list-style-type: none"> The mission statement fails to specifically identify “economically disadvantaged students” as the target population; yet, the application cites that it will know it is achieving its mission when “Student data shows the school’s ability to successfully narrow the New Mexico achievement gap for New Mexico’s economically disadvantaged students.” <p>Achievement of Mission/Goals</p> <ul style="list-style-type: none"> The broad statements generally describing the school’s overarching indicators for success are not written in SMART goal format. This section lacks significant detail and important additional information to be reasonably comprehensive in identifying organizational goals with clearly defined measures that are time-specific with target dates to assess meeting the organizational/school goals during the full 5-year term of the applicant's proposed charter application. Each of the three organizational goals lacks significant detail, important additional information, definition, and measures to ensure the applicant's ability to achieve improved outcomes in practice. Specifically, the three individual goals are not written as SMART Goals per the prescribed format found in the <i>2010 New Mexico Charter School Application – GLOSSARY OF TERMS USED IN THE APPLICATION</i>. As stated, all three goals are single topic statements or titles: <u>Goal 1: Staff Professional Development</u>; <u>Goal 2: Governing Body Professional Development</u>; and <u>Goal 3: Diversity & Equity Education for Staff & Students</u>. For all three goals, the applicant then provides a description for each criteria rather than clearly defining that specific criteria within the actual goal itself. Specific expected results, indicators, and measures to clearly define what success will look like are missing. As presented, some of the criteria descriptors add additional goals within the “goal” identified. <u>Organizational Goal #1</u> addresses some of the criteria needed to articulate this goal in SMART terms; however, meaningful detail and additional important information to make this goal reasonably cohesive and comprehensive is lacking. The goal appears to identify two additional, different action goals: (1) Professional Development and (2) Data Collection to determine student achievement. Overall, the goal fails to provide metrics to adequately measure how the school will know its professional development (PD) efforts are working and how the school will determine academic success. <ul style="list-style-type: none"> The measure suggested for professional development mentions budget entries to purchase PD materials <u>and</u> staff evaluations of the actual workshops. It is unclear 	<p>Pages 34 and 40</p> <p>Page 34</p> <p>Pages 35-36</p> <p>Pages 35-36</p> <p>Page 35</p>

how budget entries will provide a metric to measure successful PD efforts. The metrics to be used to measure what data from the staff evaluations will indicate success is missing.

- A metric to measure the successful implementation of teacher tools to be used for student recordkeeping and data collection to prove student success in closing the achievement gap is missing. A clear metric to measure student academic accountability is missing.
- The target date for PD cites only one training session.
- The data collection goal fails to indicate time-specific target dates for when this data collection will occur.

- Organizational Goal #2 includes additional goals, thus making it incomprehensible, confusing, and inadequate as written. Clear metrics to measure “legal and fiscal responsibility, competent and fair evaluation of the Head Administrator’s performance, and ‘understanding’ of the Montessori school operational progress and philosophy” are missing.

- The applicant fails to indicate how it will provide adequate “Montessori board training in order to understand Montessori school operational progress and philosophy,” and a clear metric to measure how the school will know the governing body clearly understands these concepts is missing. The data to be collected to indicate success is not clearly identified.
- Time-specific, target dates for completing this training are not clearly articulated.

Page 35

- Organizational Goal #3 This goal fails to provide clear metrics to adequately measure how the school will know diversity and equity education staff training is effectively being implemented and yielding improved results. The data to be collected is not clearly identified.

- Specific timeline target dates for the staff training are not addressed.
- The application fails to identify what specific data/information will be gathered from the “Community Data Surveys” and the metric(s) to be used to measure expected change. It is also unclear what measures will be used to “evaluate the benefits of community diversity.” Clear definitions are also not provided.
- Substantial concern is raised regarding the timeline and the school’s ability to adequately impact needed change with the 5-year target date timeline identified. The need for annual data review and potential change/revisions raises additional substantial concerns for the applicant to meet their goals in practice.

Page 36

Explanation of Need

SCS specifically identifies their target population to be “low income,” but this is not reflected in the mission statement.

Page 40

CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY

Please summarize your analysis of the Mission and Statement of Need section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis

- Sage Charter School (SCS) focused their statement of need in support of this application on monitoring Hispanic student progress and helping close the achievement gap between Hispanic and Caucasian students as targeted by NM legislative House Bill 150a *Hispanic Education Act* and also on meeting the educational needs and issues identified by the LFC Committee's 6/4/09 *The Three-Tiered Licensure and The Achievement Gap, Report #09-08*. These reports and the rationale behind HB150a provide compelling need for schools to remedy these issues.
- The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school’s plans align. The mission statement fails to specifically identify “economically disadvantaged students” as the target population; yet, the application cites that it will know it is achieving its mission when “Student data shows the school’s ability to successfully narrow the New Mexico achievement gap for New Mexico’s economically disadvantaged students.”
- There is no written evidence that explains how the four broadly stated overarching "indicators for success" -- Student Success, High Performance, Narrowing NM Achievement Gap, and Challenging Opportunities (p. 34) -- will be obtained or measured or how they directly support the Mission Statement. The school's SMART "goals" are not written as SMART goals per the prescribed format found in the application; instead they are stated as single topic statements or titles -- #1-Staff Professional Development, #2-Governing Body Professional Development, and #3-Diversity & Equity Education for Staff & Students. These organizational/school goals do not support, explain or relate to how the mission will be achieved. Overall, the SMART goals do not align or correlate to the four indicators of the mission statement.
- This incomplete section provides broad statements generally describing the school’s overarching indicators for success which are not written in SMART goal format and fail to provide clear measures for data collection to help the school assess progress of any sort.

V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why. (*NOTE: Refer to the Glossary of Terms Used in the Application, last two pages of this document, to assist in the analysis of this section.*)

A description of the Curriculum Framework will be complete if it has addressed the following components:

1. Philosophy and Approach to Instruction:

- A description of the educational philosophy and curricular approach of the proposed school.
- A description of why the particular educational philosophy and/or approach were selected.
- Documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.
- An explanation of why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- A description of how the educational philosophy and/or approach align with the school's mission and student needs.

2. Description of the Curriculum

- **If the curriculum has already been selected/developed:** A detailed description of the curriculum that includes a scope and sequence.
- **If the curriculum has yet to be developed:** A description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

3. Alignment with NM Standards

- A copy of the alignment document if it was completed, **OR**
- If the alignment has not been completed, a description of the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

4. Strategies and Methods:

- A description of the strategies and methods to be used in delivering the curriculum.
- An explanation of how the curriculum will address students' needs and assist students in reaching the NM Standards. (*NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations*)
- A descriptive example of the curricular strategies and methods in action in the classroom.
- A description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Philosophy and Approach to Instruction</p> <ul style="list-style-type: none"> The application states that the Montessori methodology was chosen based on supportive research data, including research from varied sources and research data confirming the success of “mixed-age” developmental groupings, hands-on learning, cosmic education, and an anecdotal listing of why Montessori was selected. In addition, reference is made to the publication titled <i>Montessori: The Science Behind the Genius 2005</i>, indicating that within the publication is current scientific research that "provides the most compelling data (to) show the Montessori Method to work equally well for children of various ability, ethnic, economic, and social backgrounds. To date, Montessori education is the most researched educational system in the world." The application lacks significant detail that specifically cites any of these research points to support the stated conclusions. <i>Cosmic Education</i> is not listed as an approach to the instructional methods. <p>Description of the Curriculum</p> <ul style="list-style-type: none"> Significant detail and important additional information describing the contents, instructional delivery, assessment, development, and implementation of curriculum for the "Student Service Learning" elective course are missing. Significant detail and important additional information describing the contents, development, and implementation of curriculum for the "Project" course are missing. Significant detail and important additional information describing the contents, development, and implementation of curriculum for PE and Music are missing. Significant detail and important additional information for how and at what grade levels <i>The Six Traits of Writing – Portfolios</i> will be implemented are missing. Significant detail and important additional information for how and at what grade levels the <i>Language from the Roots Up</i> curriculum will be implemented are missing. Meaningful detail and additional important information identifying what set of skills will indicate mastery within the Measurable Outcomes is missing. <p>Alignment with NM Standards</p> <p>Significant detail and important additional information specifying how the Project and Student Service Learning courses and PE will be aligned to NM content standards are missing.</p> <p>Strategies and Methods</p> <ul style="list-style-type: none"> The example presented, “Fundamental Needs of Man,” does not include the strategies, Cosmic Curriculum or Peace Education. 	<p>Pages 44-45</p> <p>Page 95</p> <p>Page 95</p> <p>Page 95</p> <p>Page 106</p> <p>Page 108</p> <p>Page 87</p> <p>Page 95</p> <p>Page 79-80</p>

<p>These two strategies are not explained or detailed throughout the curriculum.</p> <ul style="list-style-type: none"> • The concept of competition among students to create artificial motivation lacks meaningful detail and requires important additional information and research-based data to be reasonably comprehensive. An outline of what students are allowed or encouraged to compete for is lacking. It is unclear if students will be competing for grades, seating, recognition, etc. Meaningful explanation to support what the competition concept/framework would look like in a multi-age classroom are lacking. • Meaningful detail and important additional information about how the secondary “pod” groupings will be determined and how students in “pods” advance from level to level are missing. • Significant detail and important information to address how the proposed "Student Service Learning" and "Project" elective courses will be delivered are missing. Also missing are strategies and methods for the delivery of Music and required PE courses. 	<p>Page 84</p> <p>Page 86</p> <p>Page 79</p>
--	--

B. EDUCATIONAL PROGRAM

The educational program should support the school’s educational plan. A description of the educational program will be complete if it has addressed the following components:

1. Length of School Day and School Year:

- The proposed length of the school day, including the number of instructional hours;
- The proposed length of the school year, including number of days and total number of instructional hours;
- A description of how the proposed length of the school day and school year support the Educational Plan.

2. Grade Levels, Class Size and Projected Enrollment:

- The grade levels the charter school proposes to serve;
- If a phase-in of grade levels is proposed, a plan for the phase-in by year and grade levels and a rationale for the phase-in plan;
- The total projected student enrollment (at full enrollment for the school).
- Projected class size.

3. Graduation Requirements (if applicable):

- The school’s proposed credits and requirements for graduation.
- A description of how any proposed requirements that differ from the New Mexico Graduation Requirements [22-13-1.1.] support the school’s educational plan.

ANALYSIS: EDUCATIONAL PROGRAM

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Length of School Day and School Year</p> <p>Grade Levels, Class Size and Projected Enrollment</p> <p>Graduation Requirements (if applicable)</p> <ul style="list-style-type: none"> • This section lacks meaningful and important additional information regarding its proposed graduation requirements. Specifically, <ul style="list-style-type: none"> ➤ The required .5 credit Health course is omitted from the high school's graduation requirements, thus reflecting noncompliance with current graduation and elective requirements of 7 credits. ➤ The application proposes to identify two specific elective courses (of the seven required elective credits) to be <u>required</u> of all graduates -- <i>Student Service Learning</i> and <i>Project</i> -- thus changing the school's required graduation courses. This is not clearly articulated within the graduation requirements. 	<p>Pages 93-95</p>

C. STUDENT PERFORMANCE EXPECTATIONS

Student academic performance is central to a school’s existence. Student performance expectations must be aligned with the mission and the educational plan.

The Student Performance Expectations subsection will be complete if it has provided the following:

- Student-centered goals that are SMART:
 - Specific;
 - Measurable;
 - Ambitious and Attainable
 - Reflective of the school’s mission;
 - Time-Specific with Target Dates
- Student-centered goals that are aligned with the school’s mission and the educational plan

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Student-centered SMART Goals</p> <ul style="list-style-type: none"> • This section lacks significant detail and important additional information to be reasonably comprehensive in identifying student-centered goals with clearly defined measures that are time-specific with target dates to assess student performance during the full 5-year term of the applicant's proposed charter application. 	<p>Pages 106-108</p>

<ul style="list-style-type: none"> • Each of the three student-centered goals lacks significant detail, important additional information, definition, and measures to ensure the applicant's ability to achieve improved outcomes in practice. Specifically, the three individual goals are not written as SMART Goals per the prescribed format found in the <i>2010 New Mexico Charter School Application – GLOSSARY OF TERMS USED IN THE APPLICATION</i>. As stated, the first goal is a single, topic/title statement: <u>Goal 1: Literacy – The Six traits of Writing – Portfolios</u>, and the second goal is a subject/course title: <u>Goal 2: Geometry/Math</u>. For all three goals, the applicant then provides a description for each criteria rather than clearly defining that specific criteria within the actual goal itself. Specific expected results, indicators, and measures to clearly define what success will look like are missing. As presented, some of the criteria descriptors presented add additional goals within the topic or subject/course goal provided. • Student-centered goals to address the required project-based component identified in this school's proposed educational plan are missing. • Goal #1 - <i>Literacy</i>: This "goal" is missing a clear definition for what specific literacy indicators it intends to assess, and clear metrics to measure specific literacy indicators/activities and student "improvement" and "success" are missing. The specific indicators of improvement/success and the specific data to be collected that will indicate that progress/achievement has been accomplished are missing. <ul style="list-style-type: none"> ➤ The goal states that SCS "will put forth extra effort, support, and instruction to meet the needs of low achievement and special needs students" yet fails to identify the specific activities that will be implemented to accomplish these strategies/ tasks. Further, the goal fails to address how it will serve the specific needs of <u>all</u> students. ➤ The timeline only identifies reviewing student's performance expectations for one full year and fails to identify clear metrics to measure growth. Plans for assessing students for years 2-5 are missing. Expectations for HS students are missing. ➤ The specific "teacher assessment and feedback" components are missing. The specific data to be gathered and information to be assessed from the formative assessment cumulative writing samples contained in portfolios is not identified. ➤ Identification of when and what the "multiple opportunities for writing and assessment of written work" is missing. Expected outcomes with clear metrics to measure improved results are missing. ➤ Identification of when and how much "additional instructional time" will be expected is missing. 	<p>Pages 106-108</p> <p>Page 106</p> <p>Page 106</p>
--	--

<p>Expected outcomes with clear metrics to measure improved results/growth are missing.</p> <ul style="list-style-type: none"> ➤ Identification of clear measures reflecting how much "narrowing the New Mexico Achievement Gap for all students" is expected to be is missing. <ul style="list-style-type: none"> • Goal #2 <i>Geometry/Math</i>: This "goal" is missing metrics to measure expected improvement of 1st-6th grade students' math and problem solving skills. Further, specific metrics to measure expected improvement/growth of students' formative assessment results of geometry tests and portfolios are missing. <ul style="list-style-type: none"> ➤ Clear metrics to measure how much students will "meet or exceed" state levels of proficiency in Geometry and NMSBA testing are missing. Expected levels of improvement of student scores in Geometry are missing. ➤ The timeline only identifies reviewing student's performance expectations for one full year and fails to identify clear measures to define growth. Plans for assessing students for years 2-5 are missing, and expectations for HS students are missing. • Goal #3 <i>Vocabulary</i>: This "goal" is not concisely or correctly stated but does appear to address all criteria, though the grade levels to be assessed are not specifically articulated (“for every new student and as a review for Montessori students as well.”). <ul style="list-style-type: none"> ➤ Specific measures to indicate expected student outcomes for the grades 4-8 "Language from the Roots Up" curriculum are missing. Expected outcomes for years 2-5 are also missing. ➤ Expected outcomes that will indicate improvement/progress for student lessons and weekly tests are missing. Identification of the measure and timeframe for “continue to improve thereafter” for student scores on the NMSBA are missing. Grade levels are also not identified. ➤ Meaningful detail, important additional information, and measures are lacking to demonstrate how “The Montessori English/Language curriculum timelines exceeds the NM Benchmarks. . .” ➤ Significant detail is missing to clearly define what time span “through the grades over the years. . .” refers to, and a specific measure and metric to indicate improvement starting from the “lower elementary” in the Latin and Greek curriculum implementation is missing. <p>Alignment</p>	<p>Page 107</p> <p>Pages 107-108</p>
---	--------------------------------------

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

A Plan for Evaluating Student Performance will be complete if it addresses the following components:

- the types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations;
- the timeline for achievement of the NM Standards and/or the school’s student performance expectations;
- the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school’s student performance expectations;
- remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
- assessments that might be considered in addition to the statewide-mandated testing;
- documentation and reporting of student data to students and parents.

ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Types of Assessments Specific short-cycle assessments to be implemented and NMSBA are not identified as required assessments in this section.</p> <p>Timeline for Achievement Substantial concern is raised about the applicant's expectations for student achievement, particularly for those students who may be several grade levels below grade level, to meet grade level proficiency in one year as stated in the application. The application fails to provide a description of how the school will adequately support such students to achieve grade level proficiency in one year.</p> <p>Corrective Action</p> <ul style="list-style-type: none"> • The application fails to make a distinction between remediation and corrective action. • This section is underdeveloped; significant detail and important additional information are lacking to identify the specific adjustments the school will make to improve student performance and/or help the school to meet the NM standards. • Substantial concerns about the applicant's understanding of being a state chartered school with LEA status are raised regarding the following plan to be implemented for students at SCS. Per the application, "<i>H. A student who does not demonstrate academic proficiency for two successive school years shall be referred to the student assistance team for placement in an alternative program designed by the school district. Alternative program plans shall be filed with the department.</i>" The charter school may not directly transfer students to another district school because the student fails to demonstrate academic proficiency for two successive years. Parent and student choice must determine such decisions. 	<p>Page 109-110</p> <p>Page 115</p> <p>Pages 113 and 115-119</p> <p>Pages 115-119</p> <p>Page 117</p>

<p>Remediation</p> <ul style="list-style-type: none"> • This section lacks significant detail that identifies the specific research-based assessments that will be used. • A distinction was not made with elementary and secondary students and the requirement of payment for remediation and extended day programs. • This section addresses some of the criteria but lacks meaningful detail about what will be done by teachers in the classroom for remediation. What teachers will do when students lack the skills needed for success in a particular activity is not clearly stated in the plan. 	<p>Page 109-110</p> <p>Page 116</p> <p>Pages 115-119</p>
<p>Additional Assessments</p> <ul style="list-style-type: none"> • Substantial concern is raised about the applicant’s understanding of the difference among “assessment strategies and data” and the evaluative instruments/tools that are used to determine progress. Didactic, discussion, “traditional Montessori assessment philosophy and methods, Montessori approach, consensus building, responsibility, lesson plans . . .” are examples of strategies, tools, and methods. • Mastery levels for grades K-3 and 5-12 are missing. Significant detail and important information are missing that clearly define SCS' expectations and criteria for mastery. A "Checklist of Mastery of Criteria" to be used to track and monitor "the growth and development of each learner" is mentioned but not clearly explained. 	<p>Pages 110-111</p> <p>Page 111</p>
<p>Documentation and Reporting</p> <p>Substantial concern is raised about the applicant's understanding of reporting requirements as a state chartered school (LEA); reporting to the local school district is not required.</p>	<p>Page 119</p>

E. SPECIAL POPULATIONS

A Special Populations subsection will be complete if it has addressed the following components:

- Suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
- An outline of a special education plan (*the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year*) that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
- How the charter school will provide access to ancillary services for these special populations, when necessary.

ANALYSIS: SPECIAL POPULATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Modifications to meet Individual Student Needs Significant detail and additional important information are lacking about what instructional modifications may be implemented for ELL/ESL students.</p> <p>Special Education Plan</p> <p>Access to Ancillary Services</p>	<p>Pages 122-125</p>

EDUCATIONAL PLAN SUMMARY

Please summarize your analysis of the Educational Plan Summary section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis
<ul style="list-style-type: none"> • The educational plan should describe what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes. This incomplete plan is missing significant detail and additional important information to make it reasonably comprehensive relative to numerous educational concepts, alignment with NM content standards, instructional strategies/methods, student performance expectations and measures for course/subject contents, instructional delivery, assessment, development, and implementation of curriculum for the Student Service Learning, Project course, PE, Music and elective courses/programs. • The graduation requirements are not compliant with NM statute and are not well articulated within the plan. • The section related to student performance expectations demonstrates the applicant's lack of understanding of how to correctly develop student-centered SMART goals. The student performance and evaluation sub-sections lack significant detail and important additional information to be reasonably comprehensive in identifying student-centered goals with clearly defined measures that are time-specific with target dates to assess student performance during the <u>full</u> 5-year term of the applicant's proposed charter application. • Each of the three student-centered goals lacks significant detail, important additional information, definition, and measures to ensure the applicant's ability to achieve improved outcomes in practice. Specifically, the three individual goals are not written as SMART Goals. • Substantial concern is raised about the applicant's understanding of the differences between remediation and corrective action; significant detail and important information are lacking to identify the specific adjustments the school will make to improve student performance and/or help the school to meet the NM standards. • References to “the district” in this part of the application demonstrate a lack understanding of what it means to be a state-chartered school with LEA status. • Substantial concern is raised for having parents pay for remediation services for students to attend summer and extended day programs; this is noncompliant with NM statute that requires

public schools to provide students a free public education.

- Significant detail and additional important information are lacking about what instructional modifications may be implemented for ELL/ESL students; this section is incomplete.

VI. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school’s finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports implementation of the mission and educational plan.

A. BUDGET

A Budget subsection will be complete if it has addressed the following components:

- A completed revenue projection form 910B5 (included in the application appendices).
- A balanced proposed operating budget covering each year of the charter term based on current unit value using the **5-Year Budget Plan** (included in the application appendices).
- A detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. The following should be addressed:
 - major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and
 - spending priorities that align with the school’s mission, educational program, management structure, professional development needs, and growth plan.
- A detailed narrative description, including the projected amounts, of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
- A detailed narrative description of the expenditure assumptions for these other revenue sources.

ANALYSIS: BUDGET

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Revenue Projection Form 910B5</p> <ul style="list-style-type: none"> • This section lacks meaningful detail and requires additional important information to explain why revenue student membership (SEG) projections don’t match the application membership (SEG) projections: <ul style="list-style-type: none"> ➤ For grades K-8 in year 1 are cited to be 292 membership, however, the 910B5 reflects projections for 280 membership (mem). ➤ Year 2 is cited to be 332 mem, but the 910B5 reflects mem projections for 320. ➤ Year 3 mem projections are cited to be 372 mem, but the 910B5 reflects mem projections for 360. 	<p>Pages 126 and Appendix C</p>

<ul style="list-style-type: none"> ➤ Year 4 is cited to be 412 mem, but the 910B5 reflects mem projections for 400. ➤ Year 5 mem projections are cited to be 452, but the 910B5 reflects mem projections for 440. <p>Operating Budget Funding for fine arts, physical education, and Bilingual staff to adequately support the instructional program is missing.</p> <p>Revenue and Expenditure Assumptions</p> <ul style="list-style-type: none"> • The contract services budget fails to include counseling expenditures. • The narrative fails to provide a description for the Related Service personnel expenditure. <p>Revenue Sources Other Than SEG Funds</p> <p>Expenditure Assumptions for Other Than SEG Funds</p>	<p>Appendix C</p> <p>Page 128</p> <p>Page 126 and Appendix C</p>
---	--

B. FISCAL MANAGEMENT

A plan for fiscal management subsection will be complete if it has addressed the following components:

- A detailed plan indicating how the charter school will manage its fiscal responsibilities.
- A description of the school’s internal control procedures that it will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
- A description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

ANALYSIS: FISCAL MANAGEMENT

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Fiscal Management Plan</p> <p>Internal Control Procedures The description of “Segregation of duties” addresses some of the criteria but lacks meaningful detail and requires important additional information to be reasonably comprehensive. No position has been identified in the application that will be involved in cash and varied transactions relative to supply, equipment, and purchases.</p> <p>Annual Audit of Financial Operations</p>	<p>Page 131</p>

FINANCIAL PLAN SUMMARY

Please summarize your analysis of the Financial Plan Summary section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis

- The application does not explain why revenue student membership projections in the budget documents (910B5) don’t match the application membership projections. Additionally, revenue calculations are incorrect and budget projections are invalid.
- The contract services budget fails to include counseling expenditures, and significant detail is needed to articulate the expenditure for Related Service Personnel.
- The plan does cite that the school will also apply for federal grant funds and utilize funds from the Instructional Materials, Title I, IDEA-B, PSCOS lease reimbursement funds, elementary and secondary art, music, theater and dance funding as well as seek funds from the City of Albuquerque. Adequate expenditure assumptions for using these funds are presented.

VII. GOVERNANCE /MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management practices, what roles and responsibilities various groups and individuals will have, and how those groups will relate to one another. The Plan should outline how decisions are made at the school site, and provide a convincing picture of the school leadership’s capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

A. GOVERNANCE /MANAGEMENT STRUCTURE

The Governance Structure subsection will be complete if it has addressed the following components:

- A description of the over-all school governance and site-based management structure.
- An organizational chart for the school that:
 - o illustrates the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school’s leader and administration;
 - o Includes on the chart all proposed administrative/staff positions, parent councils, advisory committees and community groups (if any).
- A narrative description of the chart.

ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
Governance and site-based management structure <ul style="list-style-type: none"> • Meaningful detail and important information to be reasonably comprehensive is lacking about the community outreach, 	Pages 136 and 140-142

<p>parents, PTC, students, and Student Council roles and relationships as delineated in the organizational chart. The narrative descriptions cite the volunteer and assistive nature of these components, but the downward arrows between these components suggests a “reporting” structure between and among these components.</p> <ul style="list-style-type: none"> • The application states that the Head Administrator and Business Manager “shall serve <i>ex-officio</i> on the Governing Body.” This is noncompliant with NM law, which does not allow any employee of the school to be a member <u>on</u> a Governing Body. Section 22-21-1NMSA 1978 prohibits such individuals from serving on the board. 	<p>Page 138</p>
<p>Organizational chart and narrative description</p> <ul style="list-style-type: none"> • The organizational chart addresses some of the criteria but requires important additional information. The following positions, which were identified in other areas of the application, are missing in the organizational chart: Related Services, Secretary, Information Systems, and Custodian. Additionally, there is no narrative description for these positions. 	<p>Page 136</p>
<ul style="list-style-type: none"> • The application states that the “arrows represent two-way communication.” While communication appears to be open and two-way, the organizational chart fails to identify a clear reporting structure or a relationship connection between the governing body and the administration. 	<p>Page 136</p>

B. DESCRIPTION OF THE GOVERNING BODY

The Governing Body subsection will be complete if it has addressed the following components:

- Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act, and that address:
 - board powers and duties as a whole, individual members, and officers of the governing body;
 - governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;
 - the criteria and the process that will be used to select the school’s head administrator;
 - budgeting and operation of the school; and
 - how decisions will be made.
- A list of each of the members of the school’s governing body;
- A brief description of the qualifications of each governing body member.
- An explanation of the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
Governing Body policies and procedures The Head Administrator requirements fail to identify hiring, firing, evaluation, and disciplinary action of employees as duties.	Page 148
List of governing body members and qualifications	
Staff, families, and community involvement in governance This section addresses some of the criteria but lacks meaningful detail and requires important additional information to identify specifically how families and the community may be actively involved in the governance of the school other than occupying the one seat on the governing body.	Page 153

C. PARTNERSHIPS: *This section is optional and should be completed if the school has identified a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions.*

The Partnership subsection will be complete if the following components are included:

- Name of the partner organization.
- Name of the contact person at the partner organization and that person’s full contact information.
- A description of the nature and purpose of the school’s partnership with the organization.
- If applicable, an explanation of how the partner organization will be involved in the governance of the school.
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

ANALYSIS: PARTNERSHIPS --

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
Partner organization and contact information Not applicable.	
Nature and purpose of partnership N/A	
Partner organization involvement with school governance N/A	
Evidence of formal partnership agreement N/A	

D. SCHOOL ORGANIZATIONAL STRUCTURE

A School Organizational Structure subsection will be complete if the following components are included:

- Based on the organizational chart provided under subsection A. *GOVERNANCE/MANAGEMENT STRUCTURE* above, a description of the site-based management structure at the school and job descriptions that identify key roles, responsibilities and accountability for each staff position listed on the organizational chart will be presented.
- A staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio that supports the educational plan.

ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Description of site-based management structure and job descriptions for all organizational chart positions</p> <ul style="list-style-type: none"> • Job descriptions for the “Related Services” position, Educational Assistants, Secretary, Information Systems position, and Custodian job descriptions are missing. • A description of the site-based management structure and relationships for these positions is also missing from this section. <p>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</p>	<p>Pages 136, 154-159</p> <p>Pages 154-159</p>

E. EMPLOYEE RELATIONS

An Employee Relations subsection will be complete if the following components are addressed:

- A description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- The proposed salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act.
- A description of the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.
- A description of the school’s staff discipline process that provides for due process.

ANALYSIS: EMPLOYEE RELATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>School’s personnel policies and procedures</p> <ul style="list-style-type: none"> • A description of and implementation procedures for the required teacher mentoring program for all first-year teachers is missing from this application. • The <i>Personnel Manual</i> cites “the Human Resources Department;” however, the organizational chart fails to identify a Human Resource (HR) position and funding for HR is missing from the application. Information citing who will be responsible for HR activities and compliance is missing. 	<p>Appendix A</p> <p>Appendix A, page 11 & Appendix C</p>

<p>Proposed salary schedules for all employees</p> <ul style="list-style-type: none"> • The application directed the reader to “the aligned salary scale table depicted below” for the Head Administrator’s salary information – the table is missing. • The minimum annual salary level for Educational Assistants is noncompliant with current NM statute. <p>Evaluation process for staff</p> <p>Staff discipline process Due process procedures for all employees are missing from this application and are not specifically addressed in the personnel manual. Meaningful detail and important information to be reasonably comprehensive are missing. The progressive discipline process states that “a number of tools” may be used “to motivate, correct, and/or discipline employees, including but not limited warnings, reprimands, suspension with or without pay, and discharge, as determined to be appropriate in each individual circumstance.” Substantial concern is raised for the applicant’s understanding of required due process procedures and levels of correction/appeal and the ability of the applicant to meet personnel requirements in practice.</p>	<p>Page 160</p> <p>Page 162</p> <p>Appendix A, page 15</p>
---	--

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

A student enrollment procedures and discipline policy section will be complete if the following components are addressed:

- A description of the school’s enrollment policies and procedures, including an explanation of the enrollment timeline.
- A lottery process that is in accordance with applicable law.
- A brief description of the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC] (Note: proposed student discipline procedures are to be included in the Appendices.)
-

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>School enrollment policies and procedures</p> <ul style="list-style-type: none"> • The applicant fails to adhere to the guidance provided by CSD regarding the enrollment and lottery process. This section fails to indicate that the number of available openings (for each grade level) for each lottery will be publicly published. Applicant does not comprehend that first come first served only applies after total spaces have been noted during the published 	<p>Pages 166-167</p>

<p>enrollment periods and there are still spaces available. Student information other than contact and grade level information should not be taken prior to a lottery or the need for a lottery is determined.</p> <p>Lottery process See comments above.</p> <p>Description of proposed student discipline policy</p> <p>Proposed student discipline procedures (appendix)</p>	<p>Page 166</p> <p>Pages 166-167</p>
--	--------------------------------------

G. FACILITIES:

The facilities plan should demonstrate that the applicant group has carefully considered the school’s facilities needs and understands its options for meeting those needs.

Has the applicant group selected or secured a facility? Yes No

NOTE: Based upon “YES” or “NO”, complete the appropriate analysis below.

If “YES” a Facilities section will be complete if the following components are addressed:

- A description of the proposed facility, including location, size, and layout of space. An explanation of how the facility will support the implementation of the school’s educational plan.
- An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “YES”

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Description of proposed facility and how facility will support school’s educational plan Not applicable.</p> <p>Proposed capital outlay needs N/A</p>	

If “NO” a Facilities section will be complete if the following components are addressed:

- An explanation of the school’s needs for a facility that will support the implementation of the school’s educational plan, including desired location, size, and layout of space.
- A reasonable plan for identifying and securing an adequate facility.

- An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “NO”

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Explanation of school’s facility needs to support educational plan</p> <ul style="list-style-type: none"> • The proposed Site 1 property does not meet the school’s plans to have at least 5 acres; this Wyoming Blvd location site is 2.5 acres. • The application indicates that “SCS is providing descriptions of two proposed sites it is interested in that meets the requirements of 22-8b-80 NMSA 2006.” Only “Site 1” information is provided; information for a second site is missing. <p>Reasonable plan for identifying and securing adequate facility</p> <p>Proposed capital outlay needs</p>	<p>Page 173</p> <p>Page 173</p>

H. OTHER STUDENT SERVICES

This section will be complete if the following components are addressed:

- A description of the school’s plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
- A description of the school’s plans for meeting the food services needs of its students and plans for contracting services for food services.
- A description of the school’s plans for providing student access to other services, including but not limited to counseling and health services and plans for contracting services, if applicable.

ANALYSIS: Other Student Services

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p>Transportation</p> <p>Food Service</p> <p>Student access to other services</p> <ul style="list-style-type: none"> • This section lacks significant detail and clear definition for the specific counseling, health, or additional services that it will contract out for on an as need basis. • Meaningful detail and important additional information are missing for funding health, counseling, and other additional contract services. Per the budget narrative, funding to provide additional services is only identified for “instruction and administrative needs.” 	<p>Pages 175 and 128 & Appendix C</p> <p>Page 175 and Appendix C</p>

GOVERNANCE / MANAGEMENT PLAN SUMMARY

Please summarize your analysis of the Governance/Management Plan Summary section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis

- Overall, this plan is found to be inadequate.
- The organizational chart addresses some of the criteria but requires important additional information. These positions with their narrative descriptions are missing in the organizational chart: Related Services, EAs, Secretary, Information Systems, and Custodian. The *Personnel Manual* cites “the Human Resources Department;” however, the organizational chart fails to identify a Human Resources (HR) position and funding for HR is missing from the application.
- A description of and implementation procedures for the required teacher mentoring program for all first-year teachers is missing from this application.
- Due process procedures for all employees are missing from this application and are not specifically addressed in the personnel manual
- Substantial concern is raised regarding the applicant’s understanding of compliant enrollment, lottery, and admission requirements per NM statute.
- Significant detail and clear definition for the specific counseling, health, or additional services that it will contract out for on an as need basis are missing. Per the budget section, funding to provide additional services is only identified for “instruction and administrative needs.”

VIII. REQUIREMENTS

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

A. LEGAL LIABILITY AND INSURANCE COVERAGE:

The legal liability and insurance coverage section will be complete if contains:

- A statement that the charter school will participate in the public school insurance authority and will comply with all applicable rules of that authority.

ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

Criteria Not Sufficiently Addressed Concerns & Additional Questions	Reference
Statement of public school insurance participation	

B. WAIVERS

The waivers section will be complete if the following components are addressed:

- A list of the specific waivers that will be requested from the department’s requirements, rules, and provisions including, but not limited to those found in the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.
- If any waivers will be requested that are not pertaining to those listed above, the applicable statute and/or state rule that the school will request to be waived is cited.

ANALYSIS: WAIVERS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
List of waivers to be requested from PED	
Other waivers not pertaining to PED waivers to be requested from PED; must include applicable statute and/or state rule to be waived	

REQUIREMENTS SUMMARY

Please summarize your analysis of the Requirements Summary section of the school’s application. Your summary should reflect your overall impression of the section as presented.

Summary Analysis
The application addressed all of the required components in this section.