

Name of Proposed School TAOS MOUNTAIN CHARTER SCHOOL

Date of Team Analysis: August 13, 2012

Team Members:

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APPLICATION REVIEW TEAM ANALYSIS SCORE SUMMARY

SECT. NO.	APPLICATION RUBRIC SECTION	POINTS RECEIVED	APPLICANT SCHOOL'S POSSIBLE POINTS
I.	EXECUTIVE SUMMARY	3	4
II.	EDUCATION PLAN/ ACADEMIC FRAMEWORK	59	106
III.	ORGANIZATIONAL PLAN & GOVERNANCE/ ORGANIZATIONAL FRAMEWORK	44.5	68
IV.	BUSINESS PLAN/ FINANCIAL FRAMEWORK	8	18
V.	EVIDENCE OF SUPPORT	6	10
VI.	REQUIRED APPENDICES	1	2
	<b>OVERALL SCORE</b>	<b>121.5</b>	<b>208</b>

## TAOS MOUNTAIN CHARTER SCHOOL APPLICATION 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: 1
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.	The Executive Summary is missing some required elements including demographic data, the targeted geographical area of the proposed school, where under-served students are currently being educated, and why Taos Mountain Charter School would be more effective than the schools currently serving the student population. Pgs. 7-14
	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.	Adequate information is provided.
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments  The Executive Summary presents a solid overview of Waldorf-inspired education, including the philosophy, educational program, strategies for assessment, history and school culture; however the Summary fails to address some key components required by the application.			

Score: 3 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.	Adequate information is provided. P. 15
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	Adequate information is provided. P. 15
	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.	Adequate information is provided. Pgs. 15-16
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	Adequate information is provided in this section.			

Score: 6 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				<b>TEAM SCORE: 1</b>
	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 measureable, 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 elements to establish goals are stated and align with the school's mission. Three goals are presented; however, they are stated in general terms and lack specific information to meet the criteria stated above and in the application's Glossary of Terms. P. 16
	<b>Meets—2 <input type="checkbox"/></b>	<b>Partially meets—1 <input type="checkbox"/></b>	<b>Does not meet—0 <input type="checkbox"/></b>	<b>TEAM SCORE: 2</b>
	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.	Although measurable goals are not clearly stated, the elements discussed clearly tie to the vision and mission. P. 16
	<b>Meets—2 <input type="checkbox"/></b>	<b>Partially meets—1 <input type="checkbox"/></b>	<b>Does not meet—0 <input type="checkbox"/></b>	<b>TEAM SCORE: 0</b>
	The goals are specific and measurable, attainable and time-bound.	The goals will not lead to a sufficient plan to monitor progress toward meeting them.	The goals are too broad or vague and do not lend themselves to monitoring progress.	The goals are broad and do not lend themselves to the monitoring process. Pgs. 16-17
	<b>Meets—2 <input type="checkbox"/></b>	<b>Partially meets—1 <input type="checkbox"/></b>	<b>Does not meet—0 <input type="checkbox"/></b>	<b>TEAM SCORE: 0</b>

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.	The elements to establish goals are stated and align with the school's mission; however, specific measurable goals that meet the criteria stated above and in the application's Glossary of Terms need to be formulated. Additionally, references are made to portfolio review classifications of "high growth", "high status", "low status" which are not clearly defined or linked to an assessment tool/rubric. Pgs. 17-23
	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.	Elements discussed in this section clearly tie to the vision and mission. Pgs. 17-23
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	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.	Goals are not clearly stated in this section and statements indicate that goals will be established in the future after baseline testing. pgs. 17-23
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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.	A general discussion of closing achievement gaps through individualized education and an intervention plan does not include any measurable goals Pgs. 23-24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.	Insufficient information is provided. Pgs. 23-24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

	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 measurable goals are provided. Pgs. 23-24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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 measureable, 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 measurable goals are provided in this subsection. P. 24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the school's mission or vision.	The goals do not tie to the school's mission or vision.	No measurable goals are provided in this subsection. P. 24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	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 measurable goals are provided in this subsection. P. 24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
II.D.(5) Recurrent Enrollment	The school has appropriate and manageable goals that address recurrent enrollment that are rigorous and reflect high expectations. Goals meet the stated Evaluation Criteria.	The school has goals that are measureable, but only partially address recurrent enrollment or are insufficiently rigorous. Goals meet most of the stated Evaluation Criteria.	The school does not have measurable goals to address recurrent enrollment issues; or the goals do not meet the stated Evaluation Criteria.	A broad plan to involve and educate parents is discussed; however, specific measurable goals that address recurrent enrollment are not provided. P. 24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.	No measurable goals are provided in this subsection. P. 24
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

	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 measurable goals are provided in this subsection. P. 24
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	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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 measureable, 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.	According to a referenced study, 94% of Waldorf graduates go on to college; however, it is unclear if this is intended to be the Taos Mountain Charter School goal to address college readiness. P. 25
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.	Insufficient information provided. P. 25
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
II.D. (7) Graduation Rate	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.	Insufficient information provided. P. 25
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	The school has appropriate and manageable goals that address graduation rates that are rigorous and reflect high expectations.	The school has goals that are measureable, 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 stated lacks specificity. (For example, does the 75% refer to the school's graduation rate or 75% of the state graduation rate?) P. 25  Note: The cohort of 2011 New Mexico graduation rate is 63% for all students.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.D. (7) Graduation Rate	The 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.	Adequate information is provided.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

	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.	The goal lacks specificity.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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 measureable, 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.	Applicant discusses a plan with strategies, but does not present a goal. P. 25
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	The stated goals are clearly aligned to the vision and mission of the school.	The goals do not clearly tie to the mission or vision of the school.	The goals do not tie to the mission or vision of the school.	No measurable goals are provided in this subsection. P. 25
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	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 measurable goals are provided in this subsection. P. 25
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	The application presents some quantifiable information and assessment tools/rubrics in the context of general discussion that could easily be used to develop measurable goals. However, specific, measurable, ambitious, time-bound goals are not presented. If this application is approved by the Public Education Commission, the contract-negotiation process would require the development of required goals for each of the above eight areas of focus.			

## Score: 9 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"/>	TEAM SCORE: 1
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 measureable, 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.	Four general organizational goals are presented that have clear potential to be written in measurable terms. They focus on: 1) Providing an authentic Waldorf –inspired environment; 2) A diverse student population reflective of the community; 3) Parent and community partnerships; 4) Student participation in community service. Pgs. 25-26  Additional specific information is presented on pages 99-100 that would increase measurability of the organizational goals.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	The school's stated organizational goals are clearly aligned to the vision and mission of the school.	The school's stated organizational goals do not clearly tie to the school's mission or vision.	The school's stated organizational goals do not tie to the school's mission or vision.	The generally-stated goals align to the vision and mission. Pgs. 25-26
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	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.	The goals need to be written in measureable terms that meet the stated criteria. Pgs. 25-26
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				

Evaluation	<p>Summary/Comments:</p> <p>The organizational goals are lacking specific, measurable, ambitious, and time-bound elements. If this application is approved by the Public Education Commission, the contract-negotiation process would require the full development of these optional organizational goals to meet the evaluation criteria.</p>
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**Score: 4 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"/>	
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.	The Waldorf-inspired philosophical framework and pedagogical approach is clearly presented. Pgs. 27-30
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	Extensive research is presented supporting the Waldorf curriculum and instructional practices. Pgs. 38-47
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	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.	Adequate information is provided. Pgs. 48-56
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

II.F.(4) Curriculum Research	Clear research-based evidence of the success of the chosen curriculum when used with the target population is included.	Research-based evidence provided on the chosen curriculum is partially relevant, limited, unreliable, or not valid.	Research to support the chosen curriculum is not provided.	The research is strong and complete. Pgs. 56-66
	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.	A grade-by-grade overview of the Waldorf-inspired curriculum is provided. Pgs. 66-76
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
II.F.(6)(7) Development Timeline / Instructional Program	A clear plan is in place to develop the school's instructional program; responsible staff and deadlines are identified.	A limited plan is in place to develop the school's instructional program; responsible staff may be identified.	No plan is in place to develop the school instructional program; no responsible staff is identified.	A general overview is provided, but lacks specific information regarding deadlines and responsibilities. The application indicates that the Director will develop a detailed planning document by January 2013. P. 77
	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.	Adequate information is provided. P. 77
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

II.G.(1) (2) Graduation Requirements / Graduation Waiver	High school graduation requirements, if applicable, are clearly articulated, meet state requirements, support the mission of the school, and are rigorous and reflect high expectations.	High school graduation requirements are insufficiently described, or do not support the mission of the school, or are not rigorous and do not reflect high expectations.	High school graduation requirements are not provided; or they are provided but do not meet state requirements.	The school will require that Portfolio and final project requirements be met in addition to the New Mexico state graduation requirements. P. 78
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: N/A
	Waivers, if applicable, state what the waiver is and why school is seeking it.		Waivers, if applicable, are included but without explanation.	No waivers are requested. N/A
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	The application includes extensive information regarding the Waldorf-inspired curriculum and significant supporting research.			

Score: 15 out of 16 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"/>	TEAM SCORE: 2
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.	Adequate information is provided. Pgs. 78-84
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	Adequate information is provided. Pgs. 84-86
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
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.	Differentiated instruction, Response to Intervention (RtI) model, academically at-risk students, and gifted students are included in the discussion. Pgs. 84-92
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	Adequate information is provided.			

Score: 6 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"/>	TEAM SCORE: 2
II.1.(1)(a) – (d) Special Education	The school demonstrates a clear understanding of and capacity to meet all legal requirements regarding identifying, providing an appropriate continuum of services, and monitoring students that are receiving special education services, including students who are gifted.	The school demonstrates a partial understanding of and capacity to meet state and federal requirements regarding students receiving special education services, including students who are gifted.	The response does not demonstrate an understanding of and capacity to meet state and federal requirements regarding students receiving special education services, including students who are gifted.	Adequate information is provided. Pgs. 93-95
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	The school has a plan in place to meet all legal requirements to regularly evaluate and monitor progress of special education students to ensure attainment of IEP goals.	The school has a partial plan in place to meet the needs of students with IEPs; but details are not provided.	The school has no stated process in place to monitor students with IEPs.	No details provided regarding monitoring IEP student progress throughout the year. P. 94
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
	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.	An assurance is provided that the school will follow the graduation options as outlined in New Mexico's Graduation options for Students with Disabilities. However, no plan is provided. P. 94

	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	The school has identified the appropriate staff and ancillary services to adequately meet the needs of special education and ELL students, and provides an explanation for how they will be adequately budgeted.	The school has identified some of the staff needed to meet the needs of special education and ELL students. An explanation is provided indicating how they will be adequately budgeted.	The school has not identified appropriate staffing to adequately address the needs of special populations; or the plan for how they will be budgeted is not provided; or the budget does not appear adequate.	ELL addressed; however, limited information is provided for ELL support and there is no reference to ELL support in the budget. P. 96
	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.	Adequate information is provided.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

<p>II.1 (3)(a)-(e) English Language Learners (ELL)</p>	<p>The school has a plan in place to identify and meet the needs of English Language Learners. Intervention strategies are fully described</p>	<p>The school has a partial plan in place to identify and meet the needs of English Language Learners. Intervention strategies are partially described.</p>	<p>The school has no plan in place to identify or meet the needs of English Language Learners.</p>	<p>Limited information is provided in regard to meeting the needs of ELL students. Intervention strategies are vague and minimally addressed and ELL identification and placement test referenced in the application is not current. P. 96</p> <p>Additionally, the application states: "It is expected that LEP and NEP students will respond best to full-immersion in a predominantly English speaking classroom. . . . TMCS expects to purchase services from an ESL consultant, as needed, to assist teachers in strategies best suited for teaching ELL students." These statements indicate limited knowledge of mandated services and support required for ELL students in the state of New Mexico. P. 96</p>
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	<p>The school describes how instruction will be differentiated based on identified student needs and examples are provided.</p>	<p>The school describes how instruction will be differentiated to meet student needs, but there are no examples.</p>	<p>The school does not sufficiently describe how instruction will be differentiated to meet student needs, and there are no examples.</p>	<p>This subsection focuses primarily on English immersion and translation support and does not reflect current best practices for differentiating instruction based on identified student needs. P. 97</p>
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	<p>The school has a plan in place to meet all legal requirements to regularly evaluate and monitor the progress of English Language Learners.</p>	<p>The school has a partial plan in place to meet the needs of English Language Learners; but details are not provided.</p>	<p>The school has no process in place to monitor the progress of English Language Learners.</p>	<p>Adequate information is provided. P. 98</p>
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

	The budget reflects allocation(s) for resources, staffing, and training to serve the needs of ELL students.	The budget reflects some of the costs involved in addressing ELL students; however, sufficient detail is not provided.	The budget does not reflect costs involved in addressing the needs of ELL students.	No costs are clearly reflected in the budget to address the needs of ELL students.
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	Summary/Comments:  The Special Populations section does not adequately address key components of meeting the needs of ELL students. The application demonstrates minimal knowledge and understanding of current best practices, staffing needs, identification and assessment of ELL students, and instructional support strategies.			

Score: 10 out of 18 possible points

J. ASSESSMENT AND ACCOUNTABILITY

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

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
II.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.	In this section, the application addresses some general methods to assess the proposed organizational goals, and in doing so, provides more details than were first presented on pages 25-26. This general information can be used to further refine the development of organizational goals that are clearly measureable during contract negotiations if approved. P. 99-100
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	An anticipated schedule or frequency of assessing is not sufficiently addressed. P. 102
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

II.J.(1)(3)(4) Use of Assessments / Self-Monitoring	Strategies to monitor all students and to take appropriate corrective actions are clearly defined, including interventions and a plan to close the achievement gap between student subgroups.	A plan for taking corrective action is only generally described.	There is no evidence of a plan for corrective action, or the plan does not address what adjustments the school will make based upon grade-level or school-wide data.	Adequate information is provided. Pgs. 105-106
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	<b>Remediation/At-Risk Students</b> 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.	<b>Remediation/At-Risk Students</b> 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.	<b>Remediation/At-Risk Students</b> 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.	The Response to Intervention (RtI) framework is discussed on pages 88-91.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

	<i>School-Wide Practices</i> The school has provided a comprehensive plan to analyze data, indentify school-wide practices that need to be changed, and implement the necessary adjustments in order to improve student outcomes.	<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.	<i>School-Wide Practices</i> The school does not provide a plan.	The application does not provide a clear and comprehensive plan to analyze data and address school-wide practices that may need to be changed as a result of the data analysis. P. 106
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.J.(5) Reporting on Progress	The school provides a plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Council, the school's authorizer, and the broader community.	The school provides a plan, but it does not include communication of student assessment and progress to all identified parties.	There is no plan provided to communicate assessment results or student progress.	Adequate information is provided.  (Note: Reporting to parents is addressed on page 102; All else addressed on pages 106-107.)
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments:</p> <p>Overall, assessment and accountability is addressed in general terms. Specific details required to establish measurable goals and conduct data analysis as utilized in a public schools for progress monitoring, reporting, and possible school-wide corrective action are not clearly presented in this section.</p>			

Score: 9 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.	Adequate information is provided. Pgs. 108-115
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2



III.A.(2) Description of Founders' Expertise	The applicant's expertise demonstrates relevant qualifications and experience in areas that are important to implementing the proposed plan.	The applicant has some relevant experience in operating a public school or business, but does not demonstrate how that experience is relevant to implementing the plan for a charter school.	The applicant does not have experience in operating a public school or private business and has not otherwise demonstrated that the applicant has the capacity to implement the planned charter school.	The applicants demonstrate substantial experience in nonprofit, business and private school settings.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
II.J.(3) Description of Prospective Governance Expertise	GB members are listed with qualifications. Membership reflects (or will reflect) diverse experiences and skills necessary to oversee all aspects of the school.	GB membership reflects (or will reflect) some diversity of experience and skills.	GB membership reflects a lack of diverse experiences and skills, or no list is provided.	Adequate information is provided. Prospective members have experience in organizational development; Community outreach; leadership; school administration; charter schools; budgets; parental involvement; business; and educational entrepreneurship. Pgs. 115-116
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
III.A.(4) GB Selection of Members	The process described for selecting new GB members is focused on selecting leaders who have the skills necessary to govern the proposed school.	The process described for selecting GB members attends to the method of selection, but only vaguely addresses the qualifications for membership.	A plan to recruit GB with identified skill sets is not provided; or no specific needs or qualifications for GB members are listed.	The recruitment criteria are stated as integrity, orientation toward service and genuine support of the school's well-being. P. 117. Additional qualifications are noted on page 112 at the top. Qualifications are vaguely addressed in terms of skills necessary to govern the proposed public charter school.
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				

Evaluation	<p>Summary/Comments:</p> <p>Overall, a wide range of founder and proposed governing body member expertise, knowledge and experience is identified. However, the identification of specific governing body membership skills necessary to oversee a public charter school is vaguely addressed.</p>
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Score: 7 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.	Adequate information is provided. P. 117
	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.	The application states that a detailed policy will be developed during the planning year; however, no details of a self-evaluation plan are presented. P. 118
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:  Governing body training is adequately addressed; however, no plan is presented for an annual self-evaluation of the governing body.			

**Score: 2 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.	Adequate information is provided. Pgs. 118-119
	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.	References to Principal (in various sections of the application), Head Administrator, Director and School Coordinator (pages 118-119) are unclear. Appears to be the same position.  A very general recruitment plan is described, but lacks specific details. P. 119  The application states: "The school Coordinator will participate as a non-voting member." P. 119. No school staff may be a member of the governing body.
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				

Evaluation	<p>Summary/Comments:</p> <p>A more detailed process for hiring the administrator would strengthen this section. Overall, requirements are adequately addressed.</p>
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Score: 3 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.	Adequate information is provided. Pgs. 122-123
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.D.(2) Job Descriptions	Job descriptions are provided for all key staff.	Job descriptions are provided for most key staff.	Job descriptions are not provided.	Brief, but adequate job descriptions are provided. Pgs. 123-126
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	Note: The application states: "The Director and an experienced Waldorf-methods teacher will evaluate TMCS teachers annually to measure their performance to contractual expectations." Only a licensed administrator may formally evaluate a teacher. However, the Waldorf-methods teacher may provide mentoring and input. P. 126
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2

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.	Adequate information is provided. Pgs. 127-128
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
	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.	The staffing plan is not fully aligned with the budget. Additionally, it is questionable whether or not 100 students in the first year will support the number of FTE indicated in this section Pgs. 127-128
	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.	Adequate information is provided. P. 128
	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.	Adequate information is provided. Pgs. 128-129

Evaluator Comments and Questions	
The application reviewer has opportunity to take notes on the application.	
Evaluation	<p>Summary/Comments:</p> <p>Overall this section meets application requirements; however, some issues are evident in regard to the staffing plan and its alignment with the 5-Year Budget Plan.</p>

**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.	<p>Although the application provides an assurance of equal employment opportunity employment and generally discusses staff recruitment and selection, no clear description of terms of employment and how the school will address employees' recognized representatives is provided. The application notes that terms will be developed later as part of the employee handbook. P. 129</p> <p>The narrative provided under "Staff Selection" contains references to the State Board of Education (no longer in existence), and involvement of the Governing Council in all termination decisions of lead teachers and key staff. These references indicate a lack of knowledge in regard to the Council's responsibility to hire the Head Administrator who is then fully responsible for all hiring and firing of staff.</p>
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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		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	No personnel policies are provided in Appendix E. The application states that Personnel policies and procedures will be developed by the Director by June 15, 2012 [sic].

	state regulations; or there is a defined plan for developing these policies.		comply with applicable federal and state regulations.	An assurance that policies will comply with all Federal and State Non-discrimination requirements is provided. Pgs. 130-131 and Appendix E
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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.	The staff discipline process is to be developed as part of the employee handbook by the TMCS Governing Council and Director. It is not provided. Pgs. 131-132
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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.	The employee grievance process is to be developed as part of the employee handbook by the TMCS Governing Council and Director. It is not provided. P. 132
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:  Most requirements of this section are not provided in the application.			

Score: 1 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"/>	
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.	Adequate information is provided. Pgs. 132-135
	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.	Adequate information is provided. Pgs. 135-136
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	Adequate information is provided for this section.			

**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.	A complete Student Discipline Policy will be developed during the planning year. A description of Waldorf discipline goals and processes is provided as a basis for the policy development. An assurance that the policy will comply with the Student Rights and Responsibilities Act is provided. However, specific requirements of the Act are not articulated and no discussion of how the school will take into account the rights of students with disabilities is provided. Pgs. 136-141
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	Policy development in regard to alternative educational settings will be developed during the planning year. No details are provided. P. 141
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	Insufficient information is provided in response to requirements of the application for this section.			

**Score: 1 out of 4 possible points**

H. STUDENT RECRUITMENT AND ENROLLMENT

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

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.H.(1) Student Recruitment	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.	A comprehensive plan is provided; however, the only timeline identified is “by opening day of school in fall of 2013”. P. 142
	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.	<p>The application specifically describes lottery procedures for Kindergarten; however, lottery procedures for other grades are not specifically outlined. It is unclear if procedures for other grade levels would be different. P. 146</p> <p>On page 144, the application cites federal nonregulatory guidance concerning lottery policy (<i>Charter Schools Program, Title V, Part B of the ESEA Nonregulatory Guidance, April 2011, pgs. 17-19</i>) and has provided a comprehensive framework for the lottery process that gives priority to children of board members, children of full-time teachers and staff, and children of founding families. However, the nonregulatory guidance also states: "Exemptions from the lottery specified . . . are permissible only to the extent that they are consistent with the State's charter school law. . . ." New Mexico state law does not provide an exemption for children of a charter school's founders or children of board members or children of employees of the charter school. [22-8B-4.1 NMSA 1978]</p>
	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.	Adequate information is provided. P. 147

	Meets—2 <input type="checkbox"/> The school has described conditions for dis-enrollment of students that comply with legal and state requirements.	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/> Conditions identified for dis-enrollment of students are not stated or do not comply with legal and state requirements.	<b>TEAM SCORE: 0</b> Applicants address development of a transition plan for any student leaving prior to the eighth grade; however, dis-enrollment, re-enrollments and transfers which comply with legal and state requirements are not addressed. P. 147
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
<b>Evaluation</b>	<p>Summary/Comments:</p> <p>The application narrative for this section indicates a limited familiarity with and understanding of New Mexico state law pertaining to enrollment and lottery requirements.</p>			

**Score: 4.5 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"/>	TEAM SCORE: 1
III.I.(1) Conflict of Interest	The Conflict of Interest Policy is provided and demonstrates an understanding of the issue and requirements of the law.		The Conflict of Interest Policy is not provided or does not comply with requirements.	Applicants provide an assurance that a detailed conflict of interest policy will be adopted. P. 148  The proposed policy included in Appendix G consistently refers to an unknown organization as “MNA”, a charitable organization, makes references to corporations, and ensures operation in a manner consistent with charitable purposes. It is apparent that this proposed policy has been borrowed from “MNA” and has not yet been customized and/or reviewed for compliance with NM law. The sample disclosure statement provided also needs to be reviewed for compliance with NM Law. Appendix G-1 and G-2.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
III.I.(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.	Compliance with OMA addressed; however compliance with IPRA is not addressed. p. 148
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				



Evaluation	<p>Summary/Comments:</p> <p>The requirements for this section have been partially addressed.</p>
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**Score: 2 out of 4 possible points**

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

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

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE:
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.	N/A No partnerships have been identified.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE:
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.	N/A
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	N/A			

Score: 0 out of 0 possible points

K. WAIVERS.

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

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
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.	Adequate information is provided.
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
	(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.	N/A
	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.	Adequate information is provided.
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:			
	Adequate information is provided.			

**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.	Transportation will not be offered. P. 150
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: N/A
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.	Food services will not be offered. P. 150
<b>Evaluator Comments and Questions</b>				
The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:  N/A			

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

M. FACILITIES

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

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
III.M.(1) Projected Facility Needs	The applicant has attached appropriate documentation from the Public School Facilities Authority (PSFA) director that demonstrates the applicant's proposed capital outlay needs are in alignment with New Mexico public school facility requirements.		The applicant did not attach appropriate documentation from the PSFA director that demonstrates the applicant's proposed capital outlay needs are in alignment with New Mexico public school facility requirements.	A PSFA approval letter is provided based on the use of the current Taos Waldorf School facilities. The letter states that the applicants plan to have a cap of 208 students consisting of K-12 <sup>th</sup> grades. The application indicates a cap of 300. (P. 15 and Appendix I)
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 2
III.M.(2) Facility Plan	The application provides evidence that efforts have been made to begin a search for an appropriate facility in the desired geographic location.	The application provides some evidence that school facility requirements must be met, but no efforts have begun to locate an appropriate facility in the desired geographic location.	The application does not provide evidence that the school has begun to consider it facility needs.	Adequate information is provided. Pgs. 150-151  <i>Note: The applicants intend to use the current Taos Waldorf School facilities. The application indicates that Taos Waldorf School will close if the application is approved.</i>
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0

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.	Capital outlay needs are not specifically addressed. Facility maintenance, repair and equipment needs are not reflected in the budget. P. 151
<p align="center"><b>Evaluator Comments and Questions</b></p> <p align="center">The application reviewer has opportunity to take notes on the application.</p>				
Evaluation	<p>Summary/Comments:</p> <p>The school has identified an existing facility currently occupied by Taos Waldorf School which will close if this application is approved. Stated also is that the land will be deeded to the Steiner Foundation which will then rent the facility to Taos Mountain Charter School. The budget does not include proposed expenditures for facility maintenance, repair or equipment needs, and the narrative does not provide an explanation.</p>			

**Score: 4 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.	<p><b>TEAM SCORE: 1.5</b></p> <p>The 910B5 contains some computation errors.</p> <p>Small school growth, and save harmless calculations are figured incorrectly for all years.</p> <p>Small school size adjustment was used only in year one and would be available to the school for all five years.</p>
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.	<p><b>TEAM SCORE: 0</b></p> <p>State Equalization Guarantee (SEG) totals do not match between 910B5, Revenue statement, and expenditures. Budget is not balanced; all funds must be accounted for in the budget.</p> <p><i>Note: On page 152 under strategies for Potential Budget Shortfall, the application indicates that the school intentionally budgeted expenditures to total less than revenue to ensure a cash reserve at year-end.</i></p> <p>\$40,000 is allocated for the Director's salary at 1.0 FTE. Minimum statutory required</p>

				<p>salary for K-12 Principal is \$80,000.</p> <p>Staffing plan outlined on pages 127-128 does not align with the five year budget plan.</p> <p>Benefits not correct; medical benefits limited to \$400 per month and retirement contribution is noted as 3%. (p. 152) The budget plan does not include all benefits to which NM teachers and staff are entitled.</p> <p>No funds allocated for required audit, legal expenses or governing body training.</p> <p>Facility maintenance, repair and equipment needs are not reflected in the budget.</p>
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	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
IVA(3) Budget Narrative	The budget narrative is provided that explains basic assumptions, how those were determined based on reliable sources, and identifies priorities that are consistent with the school's mission, educational program, staffing and facility.	A limited budget narrative explanation is provided. Budgetary assumptions are flawed, or there is minimal connection to the school's mission, educational program, staffing or facility.	Little or no detail is provided in the budget narrative, OR there is no connection to the school's mission, educational program, staffing or facility.	Narrative provided is insufficient (lacks detail) to fully understand revenue and expenditure assumptions on which the proposed 5-year budget plan is based. Pgs. 151-152
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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.	Other than intentionally budgeting expenditures to total less than revenue to ensure a modest cash reserve at year-end (which leads to a budget which is not balanced) there is no description of what adjustments will be made to meet financial budget and cash-flow challenges. P. 152
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 0
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.	A salary schedule is provided, however, it is inadequate to comply with state requirements. The basis for placement on the current 3-tier licensure salary schedule with minimum statutory salaries based on the level of licensure is not provided. Appendix L
Evaluator Comments and Questions				
The application reviewer has opportunity to take notes on the application.				
Evaluation	<p>Summary/Comments:</p> <p>The completed 910B5 worksheet, 5-year budget plan provided (not a balanced budget plan), and the limited and sometimes inconsistent supporting narratives provided for this section indicate a limited familiarity with and understanding of New Mexico state law pertaining to school finance.</p>			

**Score: 2.5 out of 10 possible points**

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

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

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	
VB(1)(2) Financial Policies and Internal Controls	Financial policies and internal controls are included, are sufficient, and comply with requirements and financial best practices. The policies demonstrate the financial capacity to support the school program.	The financial policies and internal controls are provided, but are deficient or do not comply with generally accepted accounting principles and financial best practices. The information provided does not demonstrate that the applicant understands New Mexico public school finance laws.	The school does not describe or address the financial policies.	Key elements are present in the financial policies and internal controls, but are addressed in very general, non-specific terms. Pgs. 153 - 154  <b>TEAM SCORE: 1.5</b>
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	<b>TEAM SCORE: 1.5</b>
IV.B.(3) Financial Personnel	The school has identified the appropriate staff to perform financial tasks, and the staff positions are supported in the organizational structure and in the budget. Qualifications and responsibilities for those positions are provided.	The school has identified staff to perform financial task that is supported by the organizational structure and budget; however, qualifications and responsibilities are not provided.	The school's organizational structure or budget does not provide enough staff support to conduct business services.	The application indicates that the school will contract with a business manager who will work with the Director at the school level; however, there is no mention of any other staff supporting the performance of financial tasks and a limited statement regarding qualifications and responsibilities is provided. P. 155
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	<b>TEAM SCORE: 1.5</b>

IV.B.(4) Financial Oversight	A description of how the GB will provide proper legal and fiscal oversight is provided, including a description of required audit and finance committees. Clearly stated financial controls demonstrate an understanding of the required GB oversight and financial reporting.	A description of GB oversight is provided, however, the plan lacks important specifics and/or a clear recognition of the legal and financial obligations of a charter school.	There is no clear plan for financial oversight and/or the applicant demonstrates substantial weakness in understanding the fiscal oversight obligations of the GB.	The application includes reference to the audit and finance committees; however, clearly stated financial controls are lacking. p. 155
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	Identified areas for school sustainability include strategic fundraising, community education and outreach and an "inbuilt" community service component in the curriculum. The information provided lacks specifics and the application indicates that a long-range plan will be developed "upon approval". P. 155
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:  Overall, the Financial Policies and Oversight, Compliance and Sustainability section requirements are addressed, but each section is lacking required detail.			

Score: 5.5 out of 8 possible points

## V. EVIDENCE OF SUPPORT

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

Topic	Ranking			Comments & References
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.	It is unclear from the narrative as to whether or not the described outreach activities are designed to reach a broad audience to ensure that all students have an equal opportunity to enroll. P. 156  The application indicates that three informational meetings were held in February and March of 2012 with 10 people in attendance at each. When asked at the end of the meeting if attendees would support the school, the response was a collective "YES". The school established a website and intends to hold future meetings in the summer of 2012. Pgs. 156-157
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
V.B. Evidence of Support	The applicant has provided sufficient evidence of community support for the school by providing data regarding interest demonstrated by the targeted population or other evidence of support (not just anecdotal).	The applicant has provided limited evidence of community support for the school or that there are, in fact, students and/or families interested in enrolling.	The school has not provided evidence that there is actual community and student support for the proposed school.	The application indicates the number of students per grade interested in the school (totaling 63), but does not indicate how/where this data was collected p. 157
	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.	Founders' ties to the community are addressed. Adequate information is provided. Pgs. 157-158
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1
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.			The school plans to develop future networking relationships by reserving first and last days of the school calendar each month student community service and by identifying and developing several evolving partnerships for community networking. Limited demonstration that the applicants have already developed these relationships is provided. P. 158  Letters of support, primarily from individuals in the community, are provided. Pgs. 159-167
	Meets—2 <input type="checkbox"/>	Partially meets—1 <input type="checkbox"/>	Does not meet—0 <input type="checkbox"/>	TEAM SCORE: 1

V.E. Uniqueness of Proposed School	<p>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.</p>		<p>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.</p>	<p>A limited statement is provided indicating that no other schools are currently offering the proposed educational model. P. 159</p>
<p align="center"><b>Evaluator Comments and Questions</b></p> <p align="center">The application reviewer has opportunity to take notes on the application.</p>				
Evaluation	<p>Summary/Comments:</p> <p>Limited information is provided to clearly demonstrate community support for the proposed school. No specific evidence is provided to demonstrate that outreach activities have been/will be designed to reach a broad audience to ensure that all students in the geographic area have an equal opportunity to enroll. Development of community partnership and relationships are in the planning stage and are not yet clearly established.</p>			

**Score: 6 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: 1
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.	<p>The following documents were not provided in the appendices, but included a statement that they would be developed/adopted during the planning year:</p> <ul style="list-style-type: none"> <li>Governing Body personnel policies (required)</li> <li>Student discipline policy (required)</li> </ul>
<b>Evaluator Comments and Questions</b> The application reviewer has opportunity to take notes on the application.				
Evaluation	Summary/Comments:  Most required appendices were provided with the exception of the governing body personnel policies and the student discipline policy.			

Score: 1 out of 2 possible points

## Score Summary

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



	II.D.(8) Growth for Lowest 25%, Element 1	2	0
	II.D.(8) Growth for Lowest 25%, Element 2	2	0
	II.D.(8) Growth for Lowest 25%, Element 3	2	0
	<b>Section Total</b>	<b>48</b>	<b>9</b>
	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	1
	<b>Section Total</b>	<b>6</b>	<b>4</b>
	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	1
	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	0	0
	<b>Section Total</b>	<b>16</b>	<b>15</b>
	II.H.(1) Instructional Strategies	2	2
	II.H.(2) Instructional Effectiveness	2	2
	II.H.(3) Differentiated Instruction	2	2
	<b>Section Total</b>	<b>6</b>	<b>6</b>
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 1	2	2
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 2	2	1
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 3	2	0
	II.I.(1)(a) – (d) Special Populations: Special Education, Element 4	2	1
	II.I.(2) Students with 504 Plans	2	2
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 1	2	1
	II.I.(3)(a) – (e) Special Populations: English Language Learners, Element 2	2	1
	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	0
	<b>Section Total</b>	<b>18</b>	<b>10</b>
	II.J.(1) Measuring Organizational Goals, If Applicable	2	1
	II.J.(2) Assessments to Measure Academic Goals	2	1
	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	2
		II.J.(1)(3)(4) Use of Assessments / School-Wide Practices	2	1
		II.J.(5) Reporting on Progress	2	2
		<b>Section Total</b>	<b>12</b>	<b>9</b>
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	1
		<b>Section Total</b>	<b>8</b>	<b>7</b>
		III.B.(1) Governing Body Training & Evaluation: Training	2	2
		III.B.(1) Governing Body Training & Evaluation: Evaluation	2	0
		<b>Section Total</b>	<b>4</b>	<b>2</b>
		III.C.(1) Leadership & Management: Monitoring	2	2
		III.C.(2)(3) Leadership & Management: Administrator Selection/Evaluation	2	1
		<b>Section Total</b>	<b>4</b>	<b>3</b>
		III.D.(1) Organizational Structure	2	2
		III.D.(2) Job Descriptions	2	2
		III.D.(3) Staff Evaluation	2	1
		III.D.(4) Staffing Plan, Element 1	2	2
		III.D.(4) Staffing Plan, Element 2	2	1
		III.D.(5) School Day / Year	2	2
		III.D.(6) Professional Development Plan	2	2
		<b>Section Total</b>	<b>14</b>	<b>12</b>
		III.E.(1) Employer/Employee Relationship	2	0
		III.E.(2) Personnel Policies	2	1
		III.E.(3) Staff Discipline Process	2	0
		III.E.(4) Grievance Process	2	0
		<b>Section Total</b>	<b>8</b>	<b>1</b>
		III.F.(1) Community Involvement	2	2
		III.F.(2) Complaint Resolution	2	2
		<b>Section Total</b>	<b>4</b>	<b>4</b>
		III.G.(1) Student Discipline Policy	2	1
		III.G.(2) Alternative Placements	2	0
		<b>Section Total</b>	<b>4</b>	<b>1</b>

		III.H.(1) Student Recruitment	2	1.5
		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
		<b>Section Total</b>	<b>8</b>	<b>4.5</b>
		III.I.(1) Legal Compliance: Conflict of Interest	2	1
		III.I.(2) Legal Compliance: Transparency	2	1
		<b>Section Total</b>	<b>4</b>	<b>2</b>
		III.J.(1) Evidence of Partnership: Third Party Relationships (If Applicable)	0	0
		III.J.(2) Evidence of Partnership: Proposed Agreement (If Applicable)	0	0
		<b>Section Total</b>	<b>0</b>	<b>0</b>
		III.K.(1)(2)(3) Waivers, Element 1	2	2
		III.K.(1)(2)(3) Waivers, Element 2 -- DISTRICT AUTHORIZATION ONLY)	N/A	N/A
		III.K.(1)(2)(3) Waivers, Element 3	2	2
		<b>Section Total</b>	<b>4</b>	<b>4</b>
		III.L.(1) Transportation (If Applicable)	0	0
		III.L.(1) Food Service (If Applicable)	0	0
		<b>Section Total</b>	<b>0</b>	<b>0</b>
		III.M.(1) Projected Facility Needs	2	2
		III.M.(2) Facility Plans	2	2
		III.M.(3) Projected Facility Costs	2	0
		<b>Section Total</b>	<b>6</b>	<b>4</b>
<b>IV</b>	<b>BUSINESS PLAN</b>	IV.A.(1) 910B5 Worksheets	2	1.5
		IV.A.(2) 5-Year Budget Plan	2	0
		IV.A.(3) Budget Narrative	2	1
		IV.A.(4) Strategies for Budget Control	2	0
		IV.A.(5) Salary Schedule (Appendix)	2	0
		<b>Section Total</b>	<b>10</b>	<b>2.5</b>
		IV.B.(1)(2) Financial Policies and Internal Controls	2	1.5
		IV.B.(3) Financial Personnel	2	1.5
		IV.B.(4) Financial Oversight	2	1.5
		IV.B.(3) School Sustainability	2	1
		<b>Section Total</b>	<b>8</b>	<b>5.5</b>
<b>V</b>	<b>EVIDENCE OF SUPPORT</b>			
		V.A. Outreach Activities	2	1

		V.B. Evidence of Support	2	1
		V.C. Community Ties	2	2
		V.D. & F. Community Relationships (Optional Evidence of Support)	2	1
		V.E. Uniqueness of Proposed School	2	1
		<b>Section Total</b>	<b>10</b>	<b>6</b>
<b>VI</b>	REQUIRED APPENDICES			
		VI. Appendices	2	1
		<b>Section Total</b>	<b>2</b>	<b>1</b>