

2010 CHARTER SCHOOL APPLICATION ANALYSIS

School Name: **Trinity High School**

Review Date: 8/27/10

I. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

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

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Mission Statement</u></p> <ul style="list-style-type: none"> Substantial concern is raised about the name of this school, “Trinity,” that implies many indicators that are in opposition with the school’s explanation that it “will not have any religious affiliation and will not proselytize or support any form of religion ...” According to the online <i>Merriam-Webster Dictionary</i>, the definition of Trinity is cited to be “the unity of Father, Son, and Holy Spirit as three persons in one Godhead according to Christian dogma <u>and</u> (not capitalized) a group of three closely related persons or things ...” The application fails to refer to or demonstrate a clear focus on three specific components that are central to the overall plan for this school. The plan does state that it is using the Cristo Rey model; and further research about the Cristo Rey educational program model indicates it to be “a quality, Catholic, college-preparatory education to students from families of limited financial means.” “A Cristo Rey Network school shall meet the following standards. The school: <i>Standard one: Is explicitly Catholic in mission and enjoys Church approval.</i>” (This standard is 1 of 10.) Source: www.cristoreynetwork.org/start/mission_effectiveness.shtml. Throughout this application and within the mission statement, the school demonstrates a focus on “knowledge of morals and ethics” and “the study of morality and ethics” and philosophy. Significant information that is required about all academic 	<p>Pages 2-3, online resources <i>[The applicant's written response provides new information. The response also clarifies that no religious education will be put in the curriculum. And, "The part of the Cristo Rey model that the School is implementing is the one day a week work component. There is not a Catholic education curriculum presented."]</i></p> <p>Pages 2, 16, 22-23 <i>[The applicant's written response clarifies that the morals and ethics studies will</i></p>

<p>subjects, expected student performance, and clear assessments are missing.</p> <ul style="list-style-type: none"> • Meaningful detail and important additional information is not provided which would allow for an understanding of who the school will serve, what the school will accomplish, and what methods the school will use. Specifically, components of the Mission Statement are difficult to discern amongst the extraneous explanations about school days, curriculum philosophy, religious affiliation, number of students, testing methods, measurable goals, and community involvement -- none of which are included within the Mission Statement as compelling components that communicate the essence of the school. <p><u>Achievement of Mission/Goals</u></p> <ul style="list-style-type: none"> • Meaningful detail and important additional information is needed to make this section of the application complete; time-specific achievement dates are missing. Clear metrics, measures, and timelines to measure student success for these goals are needed for grades 9, 10, and 12; significant data is missing to address what data will be collected for these grades that are not tested as part of NMSBA. • Significant detail and additional important information that specifically provide relevant research-based data to support the applicant's claims of the proven success of the Cristo Rey model are missing. The application does not specifically identify any of the research that supports these stated conclusions. • The first three goals cited in this section are <u>student</u> goals, not school/organizational goals. <p><u>Explanation of Need</u></p> <ul style="list-style-type: none"> • This section lacks significant, meaningful detail and requires important additional information to be reasonably comprehensive regarding the student demographic data for the Española Valley. Dropout and student achievement rates for Española students are missing. The data provided is for all New Mexico students. Per the application prompt, "a demographic description of the <u>student</u> and community population within which the school will be located" is required. • Community and workforce/employment data is missing to help 	<p><i>be primarily incorporated into the curriculum as electives. Required, significant information about academics, student performance, and assessments is still missing.]</i></p> <p>Pages 2-6 <i>[The applicant's written response provides new information.]</i></p> <p>Pages 2-3 <i>[The applicant's written response provides new information.]</i></p> <p>Page 5 <i>[The applicant's written response provides new information, but does not provide adequate research-based data to support the Cristo Rey model.]</i></p> <p>Pages 4-6 <i>The written response does not provide school/organizational goals.]</i></p> <p>Pages 4-5 <i>[The applicant's written response provides new information.]</i></p> <p>Pages 4-7</p>
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<p>establish need and determine if the support framework for the proposed work experience program exists.</p> <ul style="list-style-type: none"> • “The School is committed to forming a safe environment through ongoing monitoring and supplemental supervision for the students.” This was noted to be a priority for parents and the school; however, follow-through development and explanation details for whom and how such a plan would be implemented are missing in the application. 	<p><i>[The applicant's written response provides new information.]</i></p> <p>Page 6 <i>[The applicant's written response does not provide follow-through development information regarding a safe environment plan.]</i></p>
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II. EDUCATIONAL PLAN

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

ANALYSIS: CURRICULUM FRAMEWORK

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Philosophy and Approach to Instruction</u></p> <ul style="list-style-type: none"> • This section raises substantial concern for the applicant’s understanding of the school’s philosophy and curricular approach to instruction and presents incomplete information in this section. The applicant confuses educational philosophy and curricular approach with instructional delivery approaches, methods, and tools. • Documentation, research, and/or a rationale that supports the educational philosophy and curricular approach are missing. Also missing are an explanation and specific information detailing why the educational philosophy and approach are likely to result in improved educational performance of students in this school. Page 13 presents limited information that "the curriculum was selected based on proven and previously implemented programs. . ." and cites reading and math improvement data/information for freshman and sophomores found in the Cristo Rey Report Card, July 2009. This report card lacks information regarding overall student achievement for all grades 9-12 and fails to compare student similarities and rationale for how and why this same model will work for this 	<p>Pages 8-15 <i>[The applicant's written response does not clarify its understanding of the differences between educational philosophy/curricular approach and delivery tools.]</i></p> <p>Pages 2, 8, 13 <i>[The applicant's written response does not provide: research and a rationale that supports the school's curricular approach; an explanation and information detailing why the educational philosophy and approach are likely to result in improved student educational performance; nor a description of how the educational philosophy and approach align</i></p>

<p>proposed school. Also missing is a description of how the educational philosophy and approach aligns with the school's mission and student needs. A clear focus on all core academic subjects is missing, and the plan fails to provide curricular information for delivering music, PE, and elective classes other than Philosophy.</p> <ul style="list-style-type: none"> • The graduation rates are cited to be “70% or higher.” in this section. This conflicts with the 99% rate cited in the mission section on page 2. • Significant detail and important additional information are missing regarding what 9th grade students will be doing on Friday -- the "student work day" for students in grades 10-12. Further, it is unclear which teachers will be available to provide instruction on these Fridays when professional development, collaboration, and work site visits are also cited to occur during this same day. • Also missing is specific detail to explain the school's alternative plans for any student who is ineligible due to age, does not have a job, can't keep a job, gets dismissed from a job or is otherwise unable to participate in the professional work program at any point of his/her educational program. Supervision and staffing for this program is not provided. • The application indicates that "staff members will act as advisors who help the students make a plan that outlines their career and future. The counselor will meet with the students individually twice a year to check on their progress and update the plan." Clarification is needed to determine to which plan the school is referring. • Substantial concern is raised that "Community members will be involved in all levels of School activities, including . . . <u>auxiliary teaching</u> . . ." Classes must be taught by HQT who are appropriately licensed and certified per NM statutory requirements. 	<p><i>with the mission and student needs. Also, a clear focus on all core academic subjects and curricular info for delivering music, PE and elective classes is not provided.]</i></p> <p>Page 8 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 13 <i>[The applicant's written response does not adequately and completely address the question of teacher availability.]</i></p> <p>Page 13 <i>[The applicant's written response to student employment concerns provides new information. The response does not adequately and completely respond to alternative plans.]</i></p> <p>Page 12 <i>[The applicant's written response does not clarify to which plan the school is referring in this section.]</i></p> <p>Page 13 <i>[The applicant's written response satisfies this concern.]</i></p>
<p><u>Description of the Curriculum</u></p> <ul style="list-style-type: none"> • This incomplete section raises substantial concerns about the applicant's understanding of curriculum development and 	<p>Page 15 <i>[The applicant's written</i></p>

<p>implementation (including instructional delivery). Overall, this section lacks significant detail and important additional information to be reasonably comprehensive in its curricular philosophy/approach to education and demonstrates lack of preparation. <u>Missing Items</u> are:</p> <ul style="list-style-type: none"> ➤ A detailed description of the proposed curriculum and a <u>specific</u> plan for its development that will include a scope and sequence <u>and</u> a description of the process and timeline. Elective courses, other than Philosophy, are missing from this section. ➤ A description of the educational philosophy and curricular approach to be implemented; ➤ A description of why the School’s approach and philosophy was selected; and ➤ An explanation of why the educational philosophy and approach are likely to result in improved educational performance of students is missing. <ul style="list-style-type: none"> • The plan states that the "School will follow all the state's goals objectives related to curriculum." This section lacks significant detail and important additional information that specifies what these "goals objectives" are. Also missing from the curriculum development and implementation plans are specific timelines. • Significant detail and additional important information that specifically provides relevant research-based data to support the applicant’s claim that work experience positively influences academic performance are missing. • Significant detail and additional important information that specifically provides relevant research-based data to support the applicant’s claims are missing relative to “when a student has a clear understanding of the underpinnings of moral choices and one’s personal responsibility, then that student is more likely, with that knowledge, to make prudent choices . . . “ The application also purports, "This self-awareness and personal responsibility for moral choices in everyday life will result in better classroom discipline, a great decline in bullying, allow teachers to deliver the curriculum without the incessant interruptions that always plague classrooms these days, and students will therefore learn more than in other classroom settings.” Relevant, research-based data to support these claims is also missing. • _“The curriculum and undisturbed classroom learning environment will greatly facilitate the School’s mission and students’ needs.” This is cited to help prepare students for college along with the School instilling “within its students the classic understanding of morals and ethics so that our graduates 	<p><i>response does not address the missing curricular components and the missing educational philosophy and curricular approach concerns.]</i></p> <p>Page 10 <i>[The applicant's written response does not clarify what "goals objectives" are being referenced.]</i></p> <p>Page 13 <i>[The applicant's written response does not address missing research-based data.]</i></p> <p>Page 15 <i>[The applicant's written response does not address missing research-based data.]</i></p> <p>Page 15 <i>[The applicant's written response does not address missing research-based data.]</i></p>
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<p>will be able to make wise and informed choices . . . We believe the curriculum can accomplish this goal.” Significant detail and additional important information that specifically provide relevant research-based data to support these claims are missing.</p> <ul style="list-style-type: none"> • Significant detail and important additional information are missing about the School's expectations for its core curriculum "mastery and skill development" levels, measures, and the grade levels involved. • The plan cites that ". . .the School will incorporate an enrichment curriculum, which will include a secondary language, philosophy and leadership training." Significant detail and important additional information to make this section reasonably comprehensive and complete are missing. Also missing are significant detail and important additional information regarding the curricular development for PE, leadership, character and citizenship, career exploration/goals, philosophy, and the cited course electives presented on pages 22-23 and 26-27. Also missing is a Financial Literacy course as required. • Significant detail and important additional information are missing regarding the curriculum and staff oversight/supervision for the required off-site work program to be completed by students starting in grade 10. The application fails to indicate if work program participation is required for grades 10-12 or just some of those years. The applicant does not provide the exact delivery model and schedule to implement the work experience component. Page 2 cites, “. . .we will build into our program the model of working one day a week in a professional environment.” Page 13 indicates that "Each student will average working <u>four full days per month</u>." Complete, comprehensive information to indicate where grades 10-12 students would be during the remaining school days and instructional time during all other Fridays is missing. Further, information to indicate whether or not the work program will provide graduation course credit(s) is missing. Page 14 states, "One way to get the students ready for college and work is to make 'working' <u>part of the curriculum</u>." Page 8 cites, "Through a curriculum enriched by actual <u>weekly work</u> in a professional environment. . ." and Page 51 cites that the educational program will emphasize the "<u>one day a week</u> work component." Curriculum development, strategies/methods, credit-earning opportunities, and implementation plans for the work program 	<p>Page 10 <i>[The applicant's written response does not address missing expectations for core curriculum mastery and skill development levels, measures, and grade levels.]</i></p> <p>Pages 10 and 13 <i>[The applicant's written response does not address missing curricular development components.]</i></p> <p>Pages 2, 8, 11, 13 14, 29, 51 <i>[The applicant's written response clarifies that students will not be awarded credit for the work experience but fails to specify the expected dates that students will be engaged in this program. Concern is raised that students will be required to attend the work experience component as part of their course of studies at Trinity but will receive neither course credit nor wages.]</i></p>
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<p>are missing. This section creates confusion and demonstrates a major lack of preparation for the work experience program. Substantial concern is raised for the applicant's ability to implement this program in practice.</p> <ul style="list-style-type: none"> • The plan indicates that the work study/experience program "will follow the School year with specialized academic scheduling which will enable students to work without ever missing a class." Also stated, "The purpose of this program will be to enable students to take college preparatory classes. . ." This plan is incomplete and lacks meaningful detail and requires important additional information to explain how it fits into the proposed grades 10-12 student learning program and a rationale for why a 4-day week is selected for these grades and this model. • This section lacks significant detail and important additional information regarding the development and implementation in the classroom of thematic units, team projects, technology applications, and online computer classes. Overall, this section is filled with promises, assurances, and plans to meet the State's curricular requirements but lacks detail and specifics for how and who will be responsible and when such activities will occur. No course electives are cited for computer/technology training. • Significant detail and important additional information to make this section reasonably comprehensive and complete are missing regarding the design of the college or university preparatory program/components and implementation activities. Implementation plans for a dual credit program are missing. Additionally, plans/strategies for delivering the philosophy courses that are emphasized in the mission section are missing. • Significant detail and important additional information are missing regarding curriculum and implementation for Project Lead the Way (PLTW) mentioned on page 46. Meaningful detail and important information to explain why this program was selected and how it supports the school's mission, goals, and educational plan are also missing. • The plan states that it is using the Cristo Rey model; and further research on the website provided about the Cristo Rey educational program model indicates it to be "a quality, Catholic, college-preparatory education to students from 	<p>Page 13 <i>[The applicant's written response does not clarify the concerns relative to academic scheduling, college prep classes, and the work schedule.]</i></p> <p>Pages 15 and 29-30 <i>[The applicant's written response does not clarify the development of classroom instruction.]</i></p> <p>Page 31 <i>[The applicant's written response does not address the development of the college prep, dual credit, and philosophy courses.]</i></p> <p>Pages 28 and 46 <i>[The applicant's written response does not address the development of PLTW and fails to provide clarification for how and why this program was selected and how it aligns with the school's mission, goals, and educational plan.]</i></p> <p>Page 2 <i>[The applicant's response to the Cristo Rey model clarifies that no religious curricula will be taught at Trinity.]</i></p>
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<p>families of limited financial means.” “A Cristo Rey Network school shall meet the following standards. The school: <u>Standard one: Is explicitly Catholic in mission and enjoys Church approval.</u>” Based on this model, substantial concern is raised that Trinity’s educational program and curricular content will not be compliant with the required separation of church and state per the following: NMAC 22-13-15. Public school instruction; prohibition;</p> <p><u>Alignment with NM Standards</u> Significant, meaningful detail and important additional information to address the school's plans, a description of the process, and a specific timeline to be used for the alignment of all of its course curricula, the work study program, and online/computer-based instruction components are missing. Plans for a systematic comparison of the school's curricula with the NM standards, identification of gaps between the NM standards and the school's curricula and plans for writing additional curricula to address any identified gaps are missing. The plan states, ". . .our academic programs will favorably impact the Statewide Adequacy Standards requirements. . ." -- clear definition for what these refer to is missing.</p> <p><u>Strategies and Methods</u></p> <ul style="list-style-type: none"> • Significant detail and important additional information are missing regarding the specifics about "Dr. Marzano's Professional Learning Communities school model" and what outcomes will be achieved for student learning by implementing this model. • A descriptive example of the curricular strategies and methods in action in the classroom is missing. • Significant, comprehensive detail is missing regarding the timeline, resources, and funding for teacher/staff professional development (PD) for the numerous instructional strategies and methods described. Expectations are cited that teachers will attend in-service on Friday's, after school, staff meetings, collaborations, at conferences, online, during orientation, as well as initiate research and continue PD on their own time. Page 3 cites, "While students are working on this fifth day, teachers and Principals will use this time for training, collaboration, curriculum planning, and contacts with parents and community members." The plan cites several strategies and 	<p>Pages 27-28 <i>[The applicant's written response does not address alignment of curricula.]</i></p> <p>Page 11 <i>[The applicant's written response does not clarify the expected outcomes for student learning by implementing Dr. Marzano's model.]</i></p> <p>Pages 3, 10-11, 13, 29-30, 32-34 and Apdx C Pages 10, 32, 34 <i>[The applicant's written response does not address the missing curricular strategies and methods.]</i></p> <p>Page 28 <i>[The applicant's written response does not clarify PD concerns.]</i></p>
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<p>methodologies to be implemented but lacks specific professional development and funding to train teachers. (PD is cited for the following: Content Standards, Solution Tree, Baldrige, computer-based instruction, Writing for Success, character education, and STAR, MAPS assessments and data-driven instruction.)</p> <ul style="list-style-type: none"> • Significant detail and important additional information are missing to explain how the after-school program, home visits, and <i>Seminar for Parents</i> support and/or will be integral components in the School's proposed program. 	<p><i>[The applicant's written response does not clarify concerns about the after school program, home visits, and parent seminar.]</i></p>
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ANALYSIS: EDUCATIONAL PROGRAM

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Length of School Day and School Year</u></p> <ul style="list-style-type: none"> • The number of instructional hours <u>and</u> a description of how the proposed length of the school day and school year support the Education Plan are missing from this section. • Significant, meaningful detail and important additional information providing the reason(s) for the differences in the school week and days and hours for attendance between the 9th graders and the 10-12th graders is missing. Information indicating how/why this model best supports and aligns with the school's mission, goals, and educational plan is missing. The instructional structure/scheduling for this design are missing. • The fact that significant, meaningful detail and important additional information is missing as well as the presentation of confusing and conflicting information make this section difficult to understand. Specifically, the application states, "In the first year. . .our School will serve only the ninth grade; we will have a 5-day class week, with classes conforming to the State-mandated prescribed hours of educational instruction, which <u>generally</u> (emphasized) means 6 hours per day." Substantial concern is raised about the applicant's lack of understanding of statutory instructional hour requirements. The applicant goes on to state that the hours of operation for the 9th grade will be 8:15 a.m. - 3:30 p.m. (7 hours 15 minutes total) with no designated lunch break identified. 	<p>Page 30 <i>[The applicant's written response does not clarify the number of instructional hours nor does it clarify how the proposed length of school day and year support the Education Plan.]</i></p> <p>Page 30 <i>[The applicant's written response does not clarify its scheduling structure and explain how this model supports the school's mission, goals, and educational plan.]</i></p> <p>Page 30 <i>[The applicant's written response does not clarify its instructional hours.]</i></p> <p>Pages 2, 3, 8, 13, 30</p>

<ul style="list-style-type: none"> • Significant, meaningful detail and important additional information is missing to make this section reasonably comprehensive because conflicting information is also presented for the school day hours of operation for the 5-day week for grades 10-12. Paragraph 2 on page 30 states that the length of the school day "will be from 8:00 a.m. until 4:40 p.m., four days a week." This would make the length of the grades 10-12 school day to be 8 hours 40 minutes with no designated lunch break. • Significant, meaningful detail and important additional information is missing to make this section reasonably comprehensive regarding the need or justification for grades 10-12 students attending an <u>additional</u> 35 workdays. Inconsistent information is presented throughout the application for how many hours and days the 10-12th grade students will be participating in the Friday workdays - page 13 indicates "Each student will average working four full days per month." Page 30 simply states "On Fridays, the student will work. . ." Page 8 cites, "Through a curriculum enriched by actual weekly work in a professional environment. . ." Page 3 states, "On Fridays, the students will work at a meaningful and professional job setting." Also stated on page 3, "While students are working on this fifth day, teachers and Principals will use this time for training, collaboration, curriculum planning, and contacts with parents and community members." Finally, back to the beginning of the application, page 2 cites, ". . .the innovation of allowing the students to work in a professional environment one day per week." Page 2 goes on to state, ". . .we will build into our program the model of working one day a week in a professional environment." The lack of an exact plan and schedule to be used to implement the work experience component renders this significant part of the educational plan not understandable. • Substantial concern is raised for the applicant's lack of understanding of length of school day and planning school year requirements regarding the statement, "In order to fulfill requirements of yearly teaching hours, days will be added at the end of the year <u>if needed</u>." The school calendar must be declared and submitted during the development of a school's budget annually, and there is no statutory requirement for "yearly teaching hours." • Significant detail and important additional information is needed to define the specifics regarding "The extended School day and year . ." that is presented on page 31. The reason/purpose, staffing, and funding plans for this component are missing. 	<p><i>[The applicant's written response does not clarify its school day hours.]</i></p> <p>Page 3 <i>[The applicant's written response does not clarify the additional workdays and the actual work experience days.]</i></p> <p>Page 31 <i>[The applicant's written response does not clarify the length of school day and school year.]</i></p> <p>Pages 16 and 31 <i>[The applicant's written response does not clarify their proposed extended school day and year.]</i></p>
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<ul style="list-style-type: none"> • Significant, meaningful detail and important additional information are missing to make this section reasonably comprehensive about the School's plan to require students to participate in the Friday work experience at an off-site work location within the community, and no credit or salary is being granted for this component. 	<p>Pages 16 and 30-31 <i>[The applicant's written response does not provide information regarding the Friday work experience.]</i></p>
<p><u>Grade Levels, Class Size and Projected Enrollment</u></p> <ul style="list-style-type: none"> • A rationale for the grades phase-in plan is missing from this section. • "If all students do not return each year, we will consider accepting other students to take their place, up to 40 students per grade." A lack of understanding is raised about the applicant's knowledge of meeting student membership terms for public school enrollment policies. 	<p>Page 31 <i>[The applicant's written response regarding their rationale for phasing in grades is incomplete.]</i></p> <p>Page 31 <i>[The applicant's written response does not clarify the student enrollment concern.]</i></p>
<p><u>Graduation Requirements</u></p> <ul style="list-style-type: none"> • A description of how the proposed requirements that differ from the NM graduation requirements, 22-13-1.1 support the school's educational plan is missing. • This section lacks significant detail to be reasonably comprehensive and complete and raises substantial concerns about the applicant's understanding of graduation requirements and their ability to meet the requirements in practice. Further, inconsistent, confusing, and contrary information is presented when comparing the "curriculum requirements" on page 16 with the "Graduation Requirements" noted on page 31. Finally, Trinity HS curriculum requirements are stated in "years" rather than units/course credits as required per statute. Specific issues noted in this section and missing graduation course requirements are cited below: <ul style="list-style-type: none"> ➤ 4 units of mathematics that must include Algebra 2 are required; Trinity requires "3-4 years Mathematics" ➤ 3.5 units in Social Science are required, to include Economics; Trinity is <u>missing</u> the Economics requirement ➤ 1 unit in PE plus a .5 unit in Health is required; Trinity only requires 1 "year of PE/Health Education;" the other half PE credit is <u>missing</u>. ➤ Other <u>missing</u> graduation requirements that are not specified in 	<p>Page 16 <i>[The applicant's written response does not clarify graduation requirements.]</i></p> <p>Pages 16 and 31 <i>[The applicant's written response does not clarify all graduation requirement concerns.]</i></p>

<p>this plan: Students must take either an AP/Honors or dual or distance education credit. Students must complete a unit in one of the following - a career cluster course, workplace readiness, or a language other than English. Students must take and pass the NM state 11th grade standards based graduation assessment, and the school must offer a Financial Literacy course per statute.</p> <ul style="list-style-type: none"> ➤ Page 16 reflects a range of 20-25 required credits, while page 30 states that the graduation requirements are 17.5 requirements and 7.5 electives. Additionally, conflicting course requirements are noted on page 16 = required 3-4 years of Philosophy; 2-3 years of foreign language; and 1-2 years of Business. The Work Study/Experience requirement is missing from these requirements listings. Based upon these additional curriculum requirements, the actual graduation requirements for Trinity HS would be 25 credits with 21 of 25 credits being required and only allowing 4 electives to be selected by the students. ➤ Explicit grade level course expectations/requirements are not specified in this section. 	
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ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Student-centered SMART Goals</u></p> <ul style="list-style-type: none"> • Significant detail and information are missing to be reasonably comprehensive for what SBA data will be used for 9th grade in year 1 since HS students are given the NMSBA in grade 11. The data to be used to drive instruction is missing. <p>The newly identified performance indicator for 80% of the required 100% expected participation of THS students to "complete the work program" lacks specific definition of what the work program components are and also lacks specific metrics to measure those items in terms of progress and successful completion. The specific data to be collected to indicate progress and/or increased/improved performance at specific grade levels and within a specified timeline with target dates is missing. This is not written as a SMART goal as required.</p> <ul style="list-style-type: none"> • Also described in this section are "performance indicators" for home visits, teacher in-service and training, and expectations that 70% of students in each subgroup will pass the NMSBA. Significant detail and additional important information detailing the specific components to be measured for home visits, teacher training, and clear identification of the student subgroups are missing. Additionally, the specific metric to be used to measure successful progress, improvement, completion for each 	<p>Page 31 <i>[The applicant's written response does not clarify 9th grade SBA expectations.]</i></p> <p>Page 31 <i>[The applicant's written response does not clarify performance indicators.]</i></p> <p>Page 31 <i>[The applicant's written response does not clarify performance indicators.]</i></p>

<p>component are also missing. Specific timelines/target dates for checking achievement and/or success are missing. Overall, the specific data to be collected and reviewed to drive change and/or recognize success is missing. It is difficult to determine how the school will know it has met its expectations relative to home visits, teacher training and NMSBA test scores based on the general information presented. The specific grade levels to be included are not specified.</p> <ul style="list-style-type: none"> • The goals for Reading, Writing, Mathematics, and Leadership are also not written in SMART goal format as required. All of these goals lack significant detail and raise substantial concerns regarding the applicant's understanding of developing, implementing, and measuring these student learning goals and then using the data to drive instruction and needed change as is indicated they will do. Clear measures to indicate progress, improvement/increase, and completion are missing. These goals are not time specific with target dates. It is unclear what specific items will be analyzed in the NMSBA results, at what grade levels, and when this will occur to help the staff/school/parent identify and specifically measure any form of change in student achievement. • Significant detail is missing to adequately explain the goal and expected outcomes when administering the NMELPA to Spanish-speaking students. Substantial concern is raised that only Spanish speakers are identified in this section. The specific Spanish reading test components to be analyzed and measured along with the specific metrics to be used to determine growth, improvement, increase, and completion within a specified timeline are missing. • Significant detail is missing that adequately explains what the specific metric/measure is that will be used to determine "student proficiency and achievement" in reading to demonstrate at least one month's growth. It is unclear what MAPS and STAR reading test data will be collected and analyzed to demonstrate progress, improvement, increase, and/or completion and for what grade levels, courses, programs. Time specific points to assess reading with target dates are also missing. The same concerns and measures/metrics and the specific data to be collected are also missing for developing individual instructional plans for students who need remediation or enrichment and for determining English Language Acquisition results. • Significant detail and specific proficiency levels for determining improvement in writing are missing. Inadequate information is provided relative to what the expectations and content requirements for the writing portfolios will be. The specific grade levels and courses/programs to be analyzed are 	<p>Pages 32-35 <i>[The applicant's written response does not clarify goals for Reading, Writing, Math, and Leadership.]</i></p> <p>Page 33 <i>[The applicant's written response does not clarify NMELPA concerns.]</i></p> <p>Page 32 <i>[The applicant's written response does not clarify the metrics to determine student proficiency, and achievement is does not addressed. Clarification is provided that data would be collected in September, January and May.]</i></p> <p>Page 33 <i>[The applicant's written response does not clarify writing proficiency concerns.]</i></p>
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<p>missing. The specific data to be collected and reviewed to help determine growth, improvement/increase, and completion is missing. How writing will be integrated into other curricular areas within a specified timeline with target dates and what specifically will be measured and with what metric to again determine growth, improvement, increase, completion is missing in this section. The purpose for using PDSA and ACE and identification of what measures will demonstrate successful writing achievement is missing. Significant detail is missing that adequately identifies what data will be collected and analyzed to determine success.</p> <ul style="list-style-type: none"> • Significant detail and information are missing to adequately identify what measure will be used to determine one month's growth in STAR Math to determine how students have grown "academically." The metric to be used that will clearly demonstrate growth, increase, improvement, completion in achieving math skills is missing. The specific math skills to be measured and the grade levels, courses to be measured are not identified. Again, the application fails to identify what specific data will be collected and analyzed to determine and share results. • As part of the Math assessments, "At risk students will be easily detected and provided help . . ." Significant detail and important additional information identifying specifically what test/assessments will be used, what will be measured, when, by whom, and how are missing. The students and grade levels to be tested are not clearly identified. The NMSBA item analysis components to be reviewed and for what grade levels and within what timeline are not adequately identified. How and by whom after school tutoring needs will be determined from the data is not adequately addressed. • Significant detail and important additional information identifying who will be responsible for and the timeline for when the site-based pre- and post-tests for math skills at each grade level will be developed are missing. The specific math courses to be included are not adequately identified. • Significant detail and important additional information is missing to adequately identify the problem solving activities and skills that will be assessed and at what grades levels, content areas, and within what specified timeline and target date. • Significant detail and important additional information is missing regarding the specific items to be assessed in the work experience program to determine student success and also missing are those specific indicators that will be assessed to demonstrate strong character and leadership skills/traits. The specific components to be measured and the specific metrics to be used to indicate progress, improvement, increase, completion within this program are missing. Additionally, 	<p>Page 34 <i>No response provided.</i></p> <p>Page 34 <i>No response provided.</i></p> <p>Page 34 <i>No response provided.</i></p> <p>Page 34 <i>No response provided.</i></p> <p>Page 34 <i>No response provided.</i></p>
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<p>specific timelines and target dates are not identified. The specific data to be collected and analyzed is missing, and what measure of success and/or skill is demonstrated by evaluating the hours spent in the program is not adequately explained. The specific surveys to be developed and evaluated are not adequately addressed relative to the specific content, measures, timeline and target date; and the grades, courses, programs to be assessed are missing. Clear measures and the data to be collected to measure successful school relationships are missing.</p> <ul style="list-style-type: none"> • Substantial concern is raised regarding the ". . .level of proficiency established by the content standards and the curricular expectations . . ." A lack of understanding by the applicant regarding NMPED content standards is evident and the ability of the applicant to meet these requirements in practice also raises substantial concern. Significant detail and needed important additional information are missing regarding how "remediation and academic improvement programs" will be developed and implemented, who will do this, for which content standards and grade levels and subject areas to address content standard deficiencies within the school's plan. • Assessments for PE, business, and the elective courses listed (philosophy, foreign languages, and ethics) are missing. <p><u>Alignment</u></p>	<p>Page 34 <i>No response provided.</i></p> <p>Page 34 <i>No response provided.</i></p>
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ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Types of Assessments</u></p> <ul style="list-style-type: none"> • Substantial concern is raised about the applicant’s understanding of required NM assessments -- both formative and summative – content areas and grade levels to be tested, state outcomes (AYP) expectations, and the School’s ability to meet assessment requirements in practice. Significant detail is missing about the short-cycle assessments the school plans to use. Meaningful detail about the school’s implementation and use of the NMSBA data (identified to be a test from the NM School Board Association on page 12) and students achieving AYP is missing. • Substantial concern is raised that the applicant references content standards proficiency as part of required NM assessments; a lack of preparation is demonstrated relative to the required grades 9-12 assessments and the overall value and use of the data to be gleaned from these systems to drive instruction. 	<p>Pages 32-35 <i>No response provided.</i></p> <p>Page 34 <i>No response provided.</i></p>

<ul style="list-style-type: none"> • Significant detail and important additional information is missing about the school’s student performance expectations. Throughout this section, the application cites that the School will “encourage all students to reach their highest potential and academic achievement,” which is reflective of the applicant’s lack of understanding about setting clear goals with measures to help quantify success. Clearly defined, specific, measurable, and time bound student performance outcomes to be demonstrated via the proposed school tests/assessments are missing. This section is incompletely addressed. The applicant presents information in this section in general, broad terms relative to students taking tests, teachers studying and reporting results, and changes being made. Specificity is missing for what content will be measured and at what grade levels; what metrics will be used to measure; what the anticipated levels of growth, improvement, increase will be; and what the specific timeframes and target dates for achievement are expected to be. Meaningful detail and important additional information that specifically identify what data will be gathered and when, how, and who will be responsible for evaluating and reporting the results are missing. 	<p>Pages 32-35 <i>No response provided.</i></p>
<ul style="list-style-type: none"> • A specified timeline for achievement of the NM Standards and the school’s student performance expectations is missing. The applicant references students taking the annual NMSBA [specific content areas and grade level(s) not identified] and the development of 3-year individual student plans for those who fail to achieve proficiency; however, specific proficiency levels by grade and content area/course are missing. A rationale explaining why a 3-year plan was selected and how monitoring and adaptations will be made is missing. • Significant detail and additional important information to address the required 11th grade Standards Based graduation assessment are missing. 	<p>Pages 32-33 <i>No response provided.</i></p> <p>Pages 32-33 <i>No response provided.</i></p>
<p><u>Timeline for Achievement</u> The timelines for achievement lack significant detail and fail to clearly specify what the definitive timeframes and target dates for achievement are expected to be for all grades and for the varied tests/assessments cited above. There are no specific time parameters for reviewing assessment data.</p>	<p>Pages 32-35 <i>No response provided.</i></p>
<p><u>Corrective Action</u> The procedures for taking corrective action, which refers to the specific adjustments/action the school plans to make as a result of periodic grade-level or school-wide data analysis to ensure that the school is meeting the NM Standards or other student performance expectations, lack significant meaningful detail in order to be reasonably comprehensive. The applicant presents information in this section in general, broad terms by stating that “necessary interventions will be</p>	<p>Pages 31-35 <i>No response provided.</i></p>

<p>implemented to meet the needs of students who demonstrated deficiency on either a curriculum-based assessment or a NMSBA exam.” And, the teachers and Principal will “arrange appropriate supportive strategies for students at risk.” “At risk students will be easily detected and provided extra help . . . to catch up with their peers.” The application further states that it will “arrange for appropriate supportive programs for students at risk.” Significant, meaningful, definitive detail that specifies what these strategies will be and what methods/tools will be used to detect those at-risk students who need support are missing from this section. Specific procedures that will be implemented for taking corrective action are also missing.</p> <p><u>Remediation</u> Specified timelines for implementation and monitoring of those activities/actions put in place to help students not achieving standards are missing.</p> <p><u>Additional Assessments</u></p> <ul style="list-style-type: none"> • These cited school/additional assessments (though not identified as such by the applicant) -- STAR Reading test, ELA teacher observations, student writing assignments and portfolios, exhibition, STAR Math test, teacher tests, pre- and post math tests developed by the school for each grade level, work program assessments, tutoring hours, teacher in-service, and home visit surveys fail to specifically identify and define the content, activities, items that will be measured and also do not clearly identify specific timelines for achievement, particularly beyond one month or one year. There are also no definitive target dates for achievement identified. This section is found to be incomplete and missing significant detail and important additional information to make it reasonably comprehensible. • The application cites that “other comparable assessments” will be used but fails to specify and identify what these assessments will be, what they will measure, how they will measure, who will use the data, and how it will be monitored and reported. <p><u>Documentation and Reporting</u></p> <ul style="list-style-type: none"> • Documentation and reporting of student data is limited to special education students. 	<p>Pages 31-35 <i>No response provided.</i></p> <p>Pages 32-35 <i>No response provided.</i></p> <p>Page 32 <i>No response provided.</i></p> <p>Page 36 <i>No response provided.</i></p>
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ANALYSIS: SPECIAL POPULATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Modifications to meet Individual Student Needs</u> This section lacks significant, meaningful detail and important</p>	

<p>additional information to be reasonably comprehensive in providing specific suggested modifications that would be implemented to the School's proposed educational program to meet individual student needs. This section is written primarily in the form of assurances and includes insufficient detail to provide a clear picture of how special education will be managed in the proposed school. For example, the plan does not address specifics or examples of the continuum of services to be offered, examples of modifications and accommodations, assessments, documentation, professional development for staff, etc.</p>	<p>Pages 35-36 <i>No response provided.</i></p>
<p><u>Special Education Plan</u> Only general statements assuring that the School will follow required special education law are provided; meaningful detail and important additional information to make this section reasonably comprehensive are missing. Substantial concern is raised about the applicant's understanding of special education and the School's ability to meet special education requirements. SAT is mentioned as a strategy but detail regarding identification and implementation using SAT are missing. Likewise, the three tiers of intervention to be implemented via RTI strategies are also provided and state that these strategies will be used "at the first sign that a student is struggling." Clear definition for "struggling" students and the intervention methodologies to be implemented in and outside of the classroom at each level are missing. Substantial concern is raised about the applicant's ability to implement appropriate SAT and RTI strategies based on the applicant's statement that, ". . .developing intervention plans for individual students can be time consuming." SAT & RTI are not interchangeable or of similar purpose.</p>	<p>Pages 36-37 <i>No response provided.</i></p>
<p><u>Access to Ancillary Services</u></p>	

III. FINANCIAL PLAN

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

ANALYSIS: BUDGET

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Revenue Projection Form 910B5</u></p> <p>.</p> <p><u>Operating Budget</u></p> <ul style="list-style-type: none"> This section lacks significant detail and important additional 	<p>Pages 46 and Appendix D, 5-</p>

<p>information to be reasonably comprehensive and raises substantial concern about the applicant's understanding of developing a realistic operating budget to fund all items planned. Specific explanations detailing the breakdown for all items planned to be funded within the varied contract services - - "Related services contracts, Other professional services, Other travel and Other Contract services," cited in the 5-year budget, (Line items #25, #29, #40, and #41 respectively) are missing.</p> <ul style="list-style-type: none"> • Spending priorities that align with the school's educational program, management and staffing structure, and professional development needs are difficult to discern, and adequate funding to support the myriad of expenses described is missing. Specifically, for the <u>start-up</u> (Year 1) expenses cited on page 46: funding for additional portable classrooms cited in the Facilities narrative (p. 90) for years 4 and 5 but not found in the budget; funding for \$20,000 for cafeteria tables and filing cabinets, etc. is not found in the budget; \$1,000 is budgeted for computers/related equipment and the narrative cites \$45,000 "general and network technology" expenses; \$20,000 is budgeted per the narrative for the SIS and varied software and the budget reflects \$13,000 for software and software licenses; \$45,000 is cited in the narrative to be the principal's salary and the budget reflects \$41,000; \$12,000 is budgeted per the narrative for initial rent for the facility and the budget reflects \$15,000. • The narrative on pages 46-47 cites significant facility expenses for kitchen and other equipment to include refrigerator, warming trays, serving utensils, copy machine, safe, computers, etc. Page 90 states that the school has no intention of providing food services in year 1, thus these projected expenses seem unnecessary. This funding is not found in the budget as written. Funding for outside academic counseling services (cited on page 51) is not found in the 5-year budget. • Substantial concern is raised about the applicant's understanding and planning for staff budgeting, specifically for the Instructional Assistants (IA). A rationale to explain why the Year 1 salary for a .5 FTE is \$8,000 and year 2 salaries for 2.5 FTE will be \$15,000 each, thus reflecting a decrease in the salary to be earned. Per the actual 5-year budget, the year 3 salaries will be \$44,000 for 3 FTE, which yet again equates to another decrease in IA salaries, now \$14,667 per FTE. In year 4, the per FTE IA salary will be \$15,000 and increases to \$15,333 in year 5. • Substantial concern is raised about the applicant's 	<p>Year Budget <i>[The applicant's written response provides new information.]</i></p> <p>Pages 46-47 and 90 <i>[The applicant's written response provides new information.]</i></p> <p>Pages 46-47,51, and 90 <i>[The applicant's written response clarifies that the kitchen equipment will be used for students who bring in their lunches and for school activities. Salary concerns are incompletely addressed.]</i></p> <p>Page 46, Apdx D, 5-year budget <i>[The applicant's written response does not clarify budgeting concerns.]</i></p> <p>Page 47 and Apdx D <i>The applicant's written response does not clarify budgeting concerns.]</i></p>
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<p>understanding and planning for staff budgeting and their ability to provide a viable, balanced budget that will adequately serve students per the proposed educational plan and operational needs. Specifically, page 47 makes this statement about the Business Manager, "No salary has been calculated for this position as it will be contracted." All contracted positions must be budgeted for, and this statement contradicts the applicant's earlier statement on page 43 that a Business Manager would be hired and per the Organization Chart before page 61. Line item #28 reflects a \$50,000 budget item for Finance/Bookkeeping/Accounting. The 5-year budget also does not reflect a salary for a Counselor (page 41); for an ELA teacher (page 32); for cleaning services (page 52) or for a Librarian (Attachment A). Additional substantial concern is expressed that the Custodial position fails to meet minimum wage salary requirements.</p> <ul style="list-style-type: none"> • Substantial concerns are also raised for the lack of significant detail and important additional information per the 5-Year Budget for years 1-5 to specify: <ul style="list-style-type: none"> ➤ Line item 25 cites funding for PD with no clear explanation for the specific PD trainings that will be covered in year 1, etc. Numerous PD plans are cited within the educational plan, to include, Content Standards, Professional Learning Communities, Solution Tree, Baldrige, Writing for Success, curriculum development, and "ongoing professional development." • Significant detail and rationale are missing to explain why the School would be paying "to develop the staff as well as assist in providing other charter Schools with training that has been successful to Trinity." • Significant detail and explanation are missing for what "additional ancillary needs" justify the substantial increase in "Related Services Contracts" amounts from Year 1 to Year 2. • Substantial concern is raised that the 5-year budget fails to identify funding for the NMSBA and MAPS assessments to be purchased. Additionally, equipment and vehicles are budgeted for in the 5-year budget; however, the narrative failed to provide detail describing what the actual purchases would be for these items. <p><u>Revenue and Expenditure Assumptions</u></p> <ul style="list-style-type: none"> • The applicant indicated that the school will "contract" with an independent, outside auditor; it is difficult to determine whether the applicant plans to directly contract with the auditor or as 	<p>Pages 32, 41, 43, 47 and Appendix C <i>[The applicant's written response does not clarify PD planning and budgeting alignment concerns.]</i></p> <p>Pages 10, 11, 29, 30, 33, 34 <i>[The applicant's written response does not clarify funding PD for other charter schools.]</i></p> <p>Page 48 <i>[The applicant's written response clarifies that these increases will pay for transportation for the work experience and for the counselor to oversee the program.]</i></p> <p>Pages 39 and 48 <i>[The applicant's written response provides new information.]</i></p> <p>Pages 39 and 48 <i>The applicant's written response provides new information.</i></p>
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<p>part of the PED's contract with an outside auditor. Clarification is needed.</p> <p><u>Revenue Sources Other Than SEG Funds</u> Significant detail is missing that explains what “Lethe School Assistance Funds” are and how they would be expended.</p> <p><u>Expenditure Assumptions for Other Than SEG Funds</u></p> <ul style="list-style-type: none"> • Significant detail is missing and inadequate funding is budgeted in the 5-year plan for the 40 laptops the school plans to purchase and also use for implementation in "the delivery of online services." • Significant detail is also missing about the school contracting with EPS or through NMCC to provide the online computer services. The details for such contract plans are missing in the education plan, and no formal agreement with either entity is included with the application. • Significant detail and additional important information are missing that specifically identify spending plans for all of the other-than-SEG funding sources. This demonstrates a lack of preparation and raises substantial concern for the applicant's ability to adhere to meeting funding requirements in practice. 	<p>Pages 43, 48, 58 <i>[The applicant's written response clarifies that the school plans to hire their own auditor; however, state chartered schools must contract with PED's auditor to meet compliance.]</i></p> <p>Page 43 <i>[The applicant's written response clarifies that Lethe funds would be other-than SEG potential funding; however, they will not pursue this funding.]</i></p> <p>Pages 51 and 90 <i>[The applicant's written response clarifies that they will try to obtain computers from the Los Alamos Foundation; however, this response does not address the school's plan for how online services will be delivered.]</i></p> <p>Page 51 <i>[The applicant's written response provides new information and does not provide complete, adequate information to clarify spending plans for all other-than SEG funding sources.]</i></p>
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ANALYSIS: FISCAL MANAGEMENT

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Fiscal Management Plan</u></p> <p><u>Internal Control Procedures</u></p>	<p>Pages 55-56 and 67</p>

<ul style="list-style-type: none"> • Significant detail and specificity explaining who/job position that will be responsible and involved in the segregation of duties are missing for who will receive purchases. • Significant detail and important additional information is missing about Purchasing protocols; specifically, expected protocols for the use of a debit card are missing. <p><u>Annual Audit of Financial Operations</u></p>	<p><i>[The applicant's written response satisfies these concerns.]</i></p>
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IV. GOVERNANCE /MANAGEMENT PLAN

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

ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Governance and site-based management structure</u></p> <ul style="list-style-type: none"> • Substantial concern is raised about the applicant's understanding of Governing Board (GB) requirements and their ability to be compliant with NM statute in practice. Specifically, NM statute does not allow for an "Interim Board." The governing body members identified within this application who have also signed assurances that they have read and agree to the terms within this application as submitted are recognized to be the one and only governing body for Trinity who accept full board of finance authority and responsibility for this school. The School may not wait to put together their GB "within 45 days of the first day of the approval of the Charter" and be selected by an Interim Board. • Significant detail is missing and clarification is needed to clearly identify the correct title for the Head Administrator of this school. Per the organizational chart, the title is "Principal," however, page 61 refers to an "Interim Director" who will begin hiring. Per NM statute, the GB must hire the Principal and only the Principal may hire staff. (The Interim Director position is 	<p>Page 61 <i>[The applicant's written response clarifies, “The School assures that there will be one Board that will be constituted upon approval of the application and that will serve the school according to statute and the application. Any reference to Interim Board is to be read as referring to the Governing Board.”]</i></p> <p>Page 61 <i>[The applicant's written response satisfies the concern.]</i></p>

<p>not found in the organizational chart.)</p> <p><u>Organizational chart and narrative description</u></p> <ul style="list-style-type: none"> All proposed administrative/staff positions, parent councils, advisory committees, and community groups are not shown in this organizational chart for Trinity. Significant additional important information and detail about these missing positions included within the application -- Instructional Assistants, Nurse, Custodian, Special Education Teacher/Coordinator, Librarian, IT Coordinator/Director -- and committees/councils are omitted from this chart. A demonstrated lack of preparation and understanding is evident regarding the requirement to specifically identify all positions. The organizational chart fails to identify the specific positions included within the "Other Program Providers" and "Other Paid Staff." As shown, the GB reports directly to the Española Public Schools (EPS) and the Business Manager reports to both the Principal and EPS. Substantial concern is raised for the applicant's lack of understanding about compliant reporting structures for state-chartered schools. Contract services positions, distinct from employee positions, are not clearly identified and differentiated. 	<p>Page 61 and preceding page <i>[The applicant's written response does not clarify organizational chart concerns.]</i></p> <p>Page preceding page 61 <i>[The applicant's written response does not clarify the Business Manager reporting structure.]</i></p>
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ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Governing Body policies and procedures</u></p> <p><u>List of governing body members and qualifications</u> The application cites that the governing body will be selected 45 days AFTER the approval of the application, therefore, a list of the School's Governing Body members is nonexistent and missing at this time; only the "Interim" GB member names are provided.</p> <p><u>Staff, families, and community involvement in governance</u> Significant detail and important additional information are missing for how staff, families, and community will be notified of the opportunity for their participation in school governance.</p>	<p>Page 62 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 67 <i>[The applicant's written response satisfies the concern.]</i></p>

ANALYSIS: PARTNERSHIPS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Partner organization and contact information</u></p>	

<p>The School has provided "pledge letters" from varied organizations and businesses interested in providing job sites for "volunteer interns" from the school's planned work experience program. It is not clear if the persons who signed the bottom of these partnership letters are in positions of authority to sign formal agreement letters/documents that would bind their specified organization/institution to the purported partnerships identified.</p> <p><u>Nature and purpose of partnership</u></p> <p><u>Partner organization involvement with school governance</u></p> <p><u>Evidence of formal partnership agreement</u></p>	<p>Page 68 and Attachment F <i>[The applicant's written response does not demonstrate a binding agreement with any of the organizations presented.]</i></p>
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ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Description of site-based management structure and job descriptions for all organizational chart positions</u></p> <ul style="list-style-type: none"> Licensure requirements for professional staff are missing for the Principal, teachers, IAs, SPED position, and Nurse. Staffing positions that have been presented and described throughout the application and in the <i>Personnel Policies</i> are missing from this section. Specific positions with their identification of key roles that are missing are the following: Advisory and Parent Council groups, Librarian, Information Technology position, Director of Special Programs, and ELA teacher. <p><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></p> <ul style="list-style-type: none"> Significant detail and important additional information is needed to clarify how 2 teachers will adequately staff the proposed educational plan that includes the 4 academic areas, 	<p>Pages 69-80 & Attachment A <i>[The applicant's written response satisfies the concern.]</i></p> <p>Attachment A <i>[The applicant's written response clarifies that these are possible positions the school may hire and not all positions will be hired immediately; however, the applicant does not identify a plan for the hiring of these positions that would be aligned with the budget.]</i></p> <p>Page 80 <i>[The applicant's written response provides new information.]</i></p>

<p>PE, Health, work experience, and the required electives that all students must take in philosophy, foreign language and business to achieve the required 25 graduation credits. It is unclear if the projected staffing of 8 teachers for these four HS grades will be adequate to meet the proposed graduation requirements in this plan.</p> <ul style="list-style-type: none"> The narrative in this section contradicts the planned teacher FTE per the 5-year operating budget and fiscal section narrative (p. 47) that indicate yr 2 staffing to be 5; yr 3 staffing to be 6, and yrs 4-5 staffing to be 8. 	<p>Pages 47 and Attachment D <i>No response provided.</i></p>
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ANALYSIS: EMPLOYEE RELATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>School's personnel policies and procedures</u></p> <p><u>Proposed salary schedules for all employees</u></p> <p><u>Evaluation process for staff</u></p> <ul style="list-style-type: none"> Substantial concern is raised about the applicant's understanding of the required PED evaluation procedures and forms as part of the 3-tier licensure system. The sample forms provided in Attachment E are inadequate. The required Teacher Mentor program is not addressed in this application. <p><u>Staff discipline process</u> It is unclear what process will be used to address personnel who display a "chronic lack of cooperation and poor attitude."</p>	<p>Page 82 and Attachment E <i>[The applicant's written response does not clarify evaluation procedures concerns.]</i></p> <p><i>[The applicant's written response to the missing Teacher Mentor program demonstrates noncompliance with NM statute.]</i></p> <p>Page 85 <i>[The applicant's written response clarifies that progressive discipline will be implemented.]</i></p>

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>School enrollment policies and procedures</u></p>	

<ul style="list-style-type: none"> The applicant states, ". . .any resident of the Española School District can apply." Limiting the geographic location from which students may enroll is noncompliant with NM charter school law. The applicant stated that, ". . .our policy to make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in lack of appropriate facilities or services or an undue hardship that state and federal laws recognize as just." This practice would be noncompliant with law that requires schools to modify facilities and services to accommodate such individuals. <p><u>Lottery process</u></p> <ul style="list-style-type: none"> This section addresses some of the criteria but lacks additional important information to be reasonably comprehensive; the lottery process fails to cite specific lottery dates to be held and also fails to state that the school will publish the number of open seats available for each lottery. The application states, "All age-appropriate students who are eligible to enroll in a New Mexico public school will be eligible to be enrolled in the School." Placing a maximum age requirement/limitation for student enrollment in a charter school would be noncompliant with NM law. <p><u>Description of proposed student discipline policy</u></p> <p><u>Proposed student discipline procedures (appendix)</u></p>	<p>Page 87 <i>[The applicant's written response to limiting enrollment clarifies that, ". . . the school assures that all students may apply from any geographic area and will be treated equally in all aspects of the application procedure and in the school's operation."]</i></p> <p>Page 87 <i>[The applicant's written response satisfies the concern.]</i></p> <p>Page 88 <i>[The applicant's written response clarifies that it will publish the number of open seats but does <u>not</u> address the concern of identifying specific lottery dates.]</i></p> <p>Page 88 <i>[The applicant's written response clarifies that it will not deny admission to any student based upon their age.]</i></p>
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ANALYSIS: FACILITIES – IF “YES”

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Description of proposed facility and how facility will support school’s educational plan</u></p> <ul style="list-style-type: none"> Significant detail and additional important information is missing about the layout of space and how this facility will 	<p>Page 90 <i>[The applicant's written</i></p>

ANALYSIS: WAIVERS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>List of waivers to be requested from PED</u> An overwhelming majority of the waivers listed in the application are not necessary or related to the requirements for a state-chartered school. For example, the application requests a waiver from reporting to the local superintendent. The only waiver that is appropriate for the educational plan provided is the Instructional Materials</p> <p><u>Other waivers not pertaining to PED waivers to be requested from PED; must include applicable statute and/or state rule to be waived</u></p>	<p>Pages 91-93 <i>[The applicant's written response does not clarify the waivers concerns.]</i></p>