Peer Review Team Report: The Multilingual International School

A.(1)	Mission	**Approaches**
A.(2)	Vision	**Approaches**
A.(3)	Uniqueness and Innovation	**Approaches**
B.	Mission Specific Goals	**Approaches**
C.	Curriculum, Educational Program, Student Performance Standards	**Does not meet**
D. (1)	Bilingual Multicultural Education, Indian Education, Hispanic Education and Black Education	**Does not meet**
D.(2)	Equity Plan	**Does not meet**
E.	Graduation Requirements	**Does not meet**
F.(1)	Instruction Philosophy	**Approaches**
F.(2)	Yearly Calendar and Daily Schedule	**Does not meet**
F.(3)	Schedule Narrative	**Does not meet**
G.(1a)	Special Education: Students with IEPs	**Does not meet**
G.(1b)	Special Education: Progress Monitoring	**Does not meet**
G.(2a)	English Learners: Curriculum & Instruction	**Does not meet**
G.(2b)	English Learners: Progress Monitoring	**Does not meet**
G.(3)	ESSA and Special Population Needs	**Does not meet**
H.(1)	Assessment Plan	**Does not meet**
H.(2)	Assessment Data Analysis	**Does not meet**
H.(3)	Achievement Communication Plan	**Meets**
A.(1)	Governance Structure	**Approaches**
A.(2)	Governing Board Qualifications	**Does not meet**
A.(3)	Governing Board Recruitment	**Does not meet**
B.(1)	Annual Board Training Plan	**Does not meet**
B.(2)	Annual Board Self-Evaluation	**Does not meet**
C.(1)	Board Oversight Monitoring Plan	**Does not meet**
C.(2)	Hiring Head Administrator	**Approaches**
C.(3)	Governing Board Roles & Responsibilities	**Does not meet**
C.(4)	Annual Head Evaluation	**Approaches**

D.(1)	Organizational Chart and Narrative	**Approaches**
D.(2)	Job Descriptions	**Approaches**
D.(3)	Staffing Plan	**Approaches**
D.(4)	Professional Development Plan	**Does not meet**
E.	Conditions of Employment	**Approaches**
F.(1)	Meaningful Community Involvement in Governance	**Approaches**
F.(2)	Complaint Process	**Approaches**
G.(1)	Student Outreach & Recruitment	**Does not meet**
G.(2)	Lottery Process	**Does not meet**
G.(3)	Conflict of Interest Policy	**Approaches**
I.(1)	Third Party Relationship	**N/A**
J.(1)	Transportation	**Does not meet**
J.(2)	Food Services	**Does not meet**
K.(1)	Facilities Master Plan	**Meets**
K.(2)	Evidence of Researched Facility	**Approaches**
A.	Projected Enrollment	**Approaches**
Appendix F	910B5	**Does not meet**
Appendix G.	5 Year Budget Plan	**Does not meet**
B.(3)	Budget Narrative	**Approaches**
B.(4)	Budget Adjustments	**Does not meet**
C.(1)	Internal Control Procedures	**Approaches**
C.(2)	Appropriate Financial Staff	**Approaches**
C.(3)	Governing Board Fiduciary Oversight	**Does not meet**
A.	Outreach Activities	**Does not meet**
B.	Community Support	**Does not meet**
C.	Community Relationships	**Does not meet**

Evaluation Rubric for Part C: Application

Meets the Criteria	● All required elements present ● Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development ● The proposal is reasonable and realistic ● Fully consistent with other sections, including budget and mission ● Fully consistent with all requirements of law ● Coherent and easily understood
Approaches the Criteria	● The majority of required elements are present, but not all ● Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept ● Minor inconsistencies with other sections of the application ● May raise questions about legal compliance, but does not demonstrate non-compliance ● May raise questions about reasonableness or viability of the proposal

Does Not Meet the Criteria	● None or less than a majority of the required elements are present
	● Contradicts or is substantially inconsistent with other sections
	● Insufficient detail to understand the proposal, which includes:
	   ○ Copying responses from a prior applicant's application
	   ○ Copying statutory, regulatory, or policy/guidance language
	   ○ Plagiarizing information from other publicly available material
	● Includes statements that violate or conflict with the requirements of law
	● Incoherent or confusing
	● The proposal is patently unreasonable or unrealistic

ACADEMIC FRAMEWORK ANALYSIS
TMIS has a mission to "achieve multicultural inclusion and equitable, culturally relevant learning for all students who attend" using an International Baccalaureate (IB) Curriculum as well as a "focus on multilingualism, including dual language, maintenance, heritage, transitional and enrichment models of Bilingual Multicultural Education Programs." The application put forth a unique vision with offerings that are not currently available in the proposed community of Bernalillo, New Mexico. The proposed Head of School appears to have a strong knowledge of IB and its philosophy and components. However, it was not clear what mission success would look like or why it is important to the proposed community. Additionally, the plan to teach Spanish and Native languages was unclear. In general, TMIS' academic framework did not provide the level of detail needed to ensure a strong plan for curriculum development and implementation, equity, graduation requirements, daily and yearly schedules, support for at-risk groups of students, and assessment. The majority of scores in this part of the application were "Does Not Meet."

ORGANIZATIONAL FRAMEWORK ANALYSIS
TMIS' Organizational Framework lacked detail and specific plans in most areas. The plan to recruit, train, and evaluate a Governing Board to oversee the school and hire a head administrator was vague. One of the school founders, Dr. Perea, intends to serve as Head of School, but there the plan for an independent hiring process was not specific. Job descriptions, organizational charts and professional development plans were not adequately developed, indicating that TMIS may not be ready to hire and train staff. Additionally, plans for student outreach and recruitment were vague and the lottery process was incomplete. The application did not include evidence of research or relationships with potential transportation or food vendors. Research had been done on potential facilities, and a preferred facility was shared, but more information was needed about funding sources for renovation.

FINANCIAL FRAMEWORK ANALYSIS
The 910B5 and Budget plan were incomplete and included significant errors. The budget also relied on CSP funds, which are not guaranteed. Additionally, the plan to move from a K-3 to a K-12 school over the course of 5 years did not seem sound, because TMIS is planning to phase in two grades per year. For example, in year 2, TMIS plans to add grades 4 and 5. They will have rising 4th graders but they would have to recruit a full class of 5th grade students.

EVIDENCE OF SUPPORT
TMIS' presented some statements of support from Pueblo Departments of Education and community members. During the interview process, the TMIS founding team shared additional, anonymized stories from community members. However, more concrete evidence is needed to prove that families would be willing to enroll their children at TMIS. For example, mailing lists, surveys, outreach event attendance, etc.   The application also did not include a clear plan for outreach or building community relationships.

OVERALL ANALYSIS
The TMIS application needs further development. Community need should be further established and the plan to develop and implement IB and language curriculum should be clarified, including how at-risk students will be supported. The financial framework should be revised with the help of an experienced, licensed school business official; and the projected enrollment and staffing plans should be revisited, including contingency plans for enrollment/budget shortfalls.

I. Academic Framework

A. Mission and Vision

A. (1)	MISSION
Rating	Expectations

Approaches	A complete response must
	● Identify how the proposed school will achieve its mission.
	● Discuss the importance of the mission to your proposed community
	● Be clear, concise, innovative, and measurable
	● Discuss what mission success will look like

The response didn't discuss what mission success will look like and the desired model for language instruction / acquisition was confusing.

A.(2)	**VISION STATEMENT**
Rating	**This narrative will be rated for completion, not content**
Complete	A complete response must describe
	● The team's reasoning and purpose
	● Why your team is committed to providing a public education platform for your proposed community
	● How your team intends to interact with your proposed community in order to provide their children with better academic outcomes
	● What about your proposed program serves the proposed community in unique and innovative ways?

Response was complete

A. (3)	**UNIQUENESS AND INNOVATION**
Rating	**Expectations**
Approaches	A complete response must
	● Describe the uniqueness, innovation, and significant contribution of your educational program to the local NM public education environment;
	● Describe the needs of the community; and
	● Demonstrate how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate.
	● Ensure that the evidence establishes a compelling demand for the proposed school's educational program based on reliable research, effective practices, or demonstrated success in schools with diverse characteristics.

If opened, TMIS would have a unique offering of IB Curriculum. However, the response does not show any evidence that there is a community need for this school.

B. Mission-Specific Goals

B.	**Mission-Specific Goals**
Rating	**Expectations**

	A complete response must
Approaches	- Include two mission-specific goals; - Align to the student outcomes identified in the mission response (A.1.); - Be guided by the elements of the SMART format: - Include measures and metrics. - Include how the board of the proposed school intends to regularly monitor equitable mission success

SMART goals are present but it isn't explained why these goals align to the school's mission and 10% growth is probably not an ambitious enough target.

C. Curriculum, Educational Program, Student Performance Standards

C.	**Curriculum, Educational Program, Student Performance Standards**
Rating	**Expectations**
Does not meet	A complete response must - Describe the proposed school's curriculum *including research-based evidence that supports the effectiveness of the selected model and the target population*; - Describe how the proposed school's curriculum will meet the requirements of equity for all underserved populations. - Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; - Identify information that demonstrates how the curriculum will align with the proposed school's mission; and - Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments.

While the curricula are mentioned, they are not described in detail. Are they on-line programs? Will there be flexible instructional or individual learning groups? How and when will the data be collected? Description relies too heavily on theory and does not reveal practice, how the curriculum is used.

D. Bilingual Multicultural Education, Indian Education, Hispanic Education and Black Education

D(1).	**Bilingual Multicultural, Indian, Hispanic and Black Education Acts**
Rating	**Expectations**

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A complete response must ensure equal education opportunities for students in New Mexico by:

- Addressing the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1) including:
  - providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner;
  - teaching students to appreciate the value and beauty of different languages and cultures; and
  - meeting state academic content standards and benchmarks in all subject areas.
- Addressing the goals of the Indian Education Act (NMSA §22-23A-1) including:
  - Ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students
  - Providing for the study, development and implementation of educational systems that affect the educational success of American Indian students to close the achievement gap, increase graduation rates;
  - Encouraging and fostering parental involvement in the education of their children; and
  - Providing mechanisms to improve educational opportunities for Native American students for the purpose of closing the achievement gap, increasing graduation rates, and increasing postsecondary enrollment, retention, and completion.
- Addressing the purpose of the Hispanic Education Act (NMSA §22-23B-2), including:
  - Providing for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap, increase graduation rates;
  - Encouraging and fostering parental involvement in the education of their children; and
  - Providing mechanisms to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing postsecondary enrollment, retention, and completion.
  - initiate and organize an equity council composed of multiple school stakeholders with the intent to create more equitable learning opportunities for marginalized students.
- Address the purpose of the Black Education Act (HB 43), including:
  - Developing and including anti-racism policies
  - Developing curricula and instructional materials that recognize and teach black culture and anti-racism. Implementing anti-racism training for teachers and staff
  - Opportunities to explore one's identity and societal systems that may impact their identity and future.

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The response does not include a clear plan for how TMIS will meet the requirements of the Bilingual Multicultural, Indian Education, Hispanic Education and Black Education acts. The detail that the response does provide appears to be more about secondary level students and not about the Elementary students who would be present in TMIS' first years. Given that the school intends to

provide language instruction, much more information is needed about the model that would be used and which languages will be taught. Also, given the application's emphasis on working with Pueblo communities, there should be more information about how TMIS will build partnerships and understand the needs of the surrounding Pueblos.

D(2).	**Equity Plan** Proposed school will create an effective and equitable system of supports for all students focused on root-cause analysis, equity-focused leadership and continuous improvement, and culturally and linguistically responsive curriculum and pedagogy
Rating	**Expectations**
Does not meet	A complete response must ensure equal education opportunities for students in New Mexico by: ● A plan to initiate and organize an equity council composed of multiple school stakeholders with the intent to create more equitable learning opportunities for marginalized students. ● If the proposed school is to be located in a historically defined Indian impacted school district, a plan for conducting a needs assessment to determine what supports are needed in the public charter school, at home and in the community to help Indian students succeed in school, graduate with a diploma of excellence and be prepared to enter post-secondary education or the workplace. ● A detailed plan for the implementation of a culturally and linguistically responsive framework. ● A detailed plan for attracting and retaining quality and diverse teachers to teach New Mexico's multicultural student population

No plan is described or stakeholders identified. No needs assessment is mentioned. No detailed plan for implementation of a culturally and linguistically responsive framework or a plan to attract and retain quality teachers.

E. Graduation Requirements

E.	**Graduation Requirements.**
Rating	**Expectations**

	A complete response must
Does not meet	- Identify all of the proposed school's graduation requirements; - Provide an explanation of how the proposed school will support students behind graduation to earn a diploma. - Provide proposed Alternative Demonstration of Competency policies, if any - Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and - If there are variances from state minimum requirements explain the following: - why the proposed school believes the change is important - how the change supports the mission - how the change ensures student readiness for college, career, or other post-secondary opportunities.

It is unclear how the IB diploma requirements will map on top of the NM Graduation requirements. No discussion about how the school will support students who are behind.

F. Instruction

F.(1) Instruction	**Teaching and Instructional Philosophy**
Rating	**Expectations**
Approaches	A complete response must - Describe the teaching and instructional philosophy of the proposed school; - Identify primary instructional methods to be implemented that ensure equity and that align to the philosophy; - Identify information that demonstrates the instructional methods are research-based; and - Describe how the educational philosophy and instructional methods support and align to the mission and curriculum. - How the proposed instructional methods will best support the population the school intends to serve.

Describes the IB instructional philosophy but does not say how the instructional philosophy will best support the population the school intends to serve.

F.(2) Instruction	**Yearly Calendar and Daily Schedule**
Rating	**Expectations**

Does not meet	A complete response must - Include a yearly calendar that identifies the following: ○ Annual start date and end date ○ Teacher professional development days and times ○ School-wide assessment periods ○ School days, holidays, and partial days ○ Teacher parent conferences; - Include a daily schedule that identifies the following: ○ Instructional times ○ Break times ○ Start and end times ○ Differences in the daily schedule for full and partial days; - Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1; - Describe how the calendar and schedule support the proposed school's educational program; - Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population; - Describe the extended learning time programs to improve academic success of students and professional learning of teachers; - If this is an elementary school, and you are participating in k-5 plus or extended learning program, describe the k-5 plus program and extended learning program and provide your calendar for year 2; and - Be supported by the proposed budget found in the Financial Framework section of the application. - Describe how the proposed calendar supports and values the community it intends to serve.

The calendar was not correctly completed, so it is unclear whether it meets requirements. Additionally, the budget and narrative mention K-12+ but it is not on the school calendar. It is unclear whether or not to count tutoring in the instructional hours if it comes after dismissal but is mandatory.

F.(3) Instruction	**How Instruction will be effective for the student population.**
Rating	**Expectations**

Does Not Meet	A complete response must
	● Identify the anticipated student population, including:
	○ Demographic information based on the local community population
	○ Educational proficiency based upon enrollment at the school
	○ Attendance and truancy trends
	○ English language proficiency
	○ Diverse populations
	○ At-Risk populations
	○ Special Educational needs;
	● Explain any special factors influencing the makeup of the anticipated student population;
	● Explain how the educational philosophy has been designed to meet students' needs;
	● Explain how the instructional methods have been designed to meet students' needs and specifically how they will meet the needs of at-risk students; and
	● Explain how the yearly calendar and daily schedule have been designed to meet students' needs.
	● Explain how the yearly calendar and daily schedule have been designed to meet students' needs.

Vague description of having enough instructional days so students can miss Feast Days. No other discussion of how the schedule supports ELL, SPED, and at-risk groups of students. No discussion of how the calendar and schedule have been considerate of teacher needs.

G. Special Populations

G.(1a)	**Instructional Services and Supports for Students with IEPs**
Rating	**Expectations**

Does not meet	A complete response must
	Describe how the proposed school will identify and provide:
	    ● instructional supports and services to the spectrum of needs of students with disabilities, who have IEPs or are eligible for an IEP;
	    ● instructional supports and services to gifted students who have IEPs or are eligible for an IEP;
	Describe how the proposed school will
	    ● Ensure that students who are ELs are not over-identified as students with disabilities;
	    ● Identify specific responsibilities for school staff, classroom teachers, and special education staff; and
	    ● Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
	Describe the proposed school's:
	    ● Timeline, benchmarks, and people responsible for developing discipline policies and protocols for your special populations.
	    ● Capacity of the school district in the geographic boundaries of the proposed school to provide special education services and FAPE.
	    ● Process for tracking this protected population's progress and services, how that will be reported to the board.

The response lacks a clear plan for meeting the needs of students with IEPs. It fails to explain how SPED teachers, EAs, IB teachers, and the IB Coordinator will collaborate to identify and support students, especially in K-3. There are no details on assessments and tools for monitoring IEP and 504 plans, or the hiring of a Diagnostician. The process for testing, initiation, and provision of one-on-one support is unclear. The response does not address supports for students with disabilities, identification of English Language Learners, specific teacher training, or timelines and benchmarks for developing discipline policies and tracking student performance.

G. (1b)	**Monitoring and Evaluation of Special Education Students**
Rating	**Expectations**

Does not meet	A complete response must
	    ● Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;
	    ● Identify specific responsibilities for school staff, classroom teachers, and special education staff; including when and who will be reporting on progress towards goals.
	    ● Identify the regular intervals at which progress will be monitored and success will be evaluated;
	    ● Identify specific actions/reporting that will engage and inform students and or families; and
	    ● Describe how the school will evaluate the effectiveness of its special education program and services.
	    ● Describe how mission success will be tracked, measured, ensured and reported on with these special populations.

The response lacks an actionable plan to evaluate and monitor the progress and success of SPED students. It does not specify staff responsibilities, program evaluation, or mission success reporting. The proposal is unclear and incomplete, failing to describe how the inclusion model will be implemented, whether there will be flexible instructional groups, and how progress monitoring and success will be tracked. It also mentions "alternative assessments" without providing details.

G.(2a)	Required Curriculum and Instructional Supports for English Learners
Rating	Expectations
Does not meet	A complete response must ● Describe how the proposed school will identify English Learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs; ● Identify how the school will implement the English Language Development Standards for ELs in its school; ● Identify how the school will provide ELs with instruction and support to develop English language proficiency; ● Identify how the school will provide ELs with access to grade-level content; ● Describe how the school will address the spectrum of needs that ELs may present; ● Identify specific responsibilities for school staff and classroom teachers; and ● Identify specific training, professional development and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities; ● Describe the proposed school's process for tracking this protected population's progress and services, how that will be reported to the board.

The response lacks a clear plan for ELL supports, merely stating adherence to statewide requirements. It fails to explain how ELL supports will be identified, integrated into the curriculum, or how teachers will be trained and supported. Details on ELL testing, administration, timing, and subsequent action plans are missing. The need for a Spanish teacher is not addressed in the job descriptions or application.

G.(2b)	Monitoring and Evaluation of English Learners
Rating	Expectations

Does not meet	A complete response must
	● Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year;
	● Identify specific responsibilities for school staff and classroom teachers;
	● Identify the regular intervals at which progress will be monitored;
	● Identify specific actions/reporting that will engage students and/or families;
	● Describe how the school will evaluate the effectiveness of its EL program and services; and
	● Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.

The response lacks details about how TMIS will monitor ELL progress, such as what assessments will be used, who will administer them, and how often.

G.(3)	**Plan to adhere to ESSA and State Statutes**
Rating	**Expectations**
Does not meet	A complete response must
	Describe how the proposed school will:
	● Develop an educational framework to address the educational needs of Native American, Hispanic, Black and bilingual multicultural students within a culturally and linguistically responsive approach to learning;
	● Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers;
	● Ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students;
	● Ensure policies will be culturally and linguistically responsive;
	● Demonstrate rigorous and culturally meaningful curricula and instructional materials will be developed and implemented;
	● Identify the regular intervals at which progress will be monitored;
	● Identify specific actions/reporting that will engage students and/or families; and
	● Evaluate the effectiveness of its programs to improve educational outcomes.
	● Describe how the proposed school will meet the specific requirements of the Black Education Act

The response does not explain how TMIS will address the educational needs of Native American, Hispanic, Black and bilingual multicultural students. Nothing is discussed about PD for teachers or school policies. No framework was mentioned, no responsibilities, no CLR, no policies, no timeframes, no evaluation of programs, and no mention of the Black Education Act.

H. Assessment and Accountability

H.(1)	**Assessment Plan**
Rating	**Expectations**

	A complete response must
Does not meet	- Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction - Include assessments/progress monitoring for special populations; - Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered; - Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction; - Describe how the data identified will be used to inform instruction; - Describe the school's philosophy on the use of data and how teachers will be onboarded, trained and supported to ensure the schools philosophy is followed; - Align with all state assessment and data reporting requirements; - Describe how the assessment plan meets the specific needs to equitably assess the proposed school's projected student population; - Describe how the assessment plan aligns to the proposed school's mission and any assessments that may be used to determine, measure and track equitable mission achievement; and - Include any assessments that may be negotiated as part of the performance framework and contract.

> The response includes a student progress report template but lacks details on how TMIS will integrate the state's assessments into its calendar, including interim or classroom assessments. It does not specify which assessment programs will be used for different grades or mention tools like iStation or iReady for K-3. There is no assessment calendar for state, district, or short-cycle assessments, and it does not identify grade levels or special population monitoring. The response is not specific enough, does not address equity or alignment with the school's mission, and fails to include curricula-based assessments to inform instruction.

H.(2)	**Plan for Data Assessment Analysis**
Rating	**Expectations**

Approaches	A complete response must
	● Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to
	    ○ monitor academic performance and
	    ○ take appropriate corrective action if the school is not on track to or does not meet academic performance expectations;
	● Address specific responsibilities related to
	    ○ meeting student academic achievement or growth expectations <u>at the school-wide level</u> and
	    ○ meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); and
	● Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.
	● Describe how the proposed school intends to use the data gathered from assessments to drive instruction
	● Describe the board's role in analyzing the data gathered to inform school wide progress and potential changes.

The response lacks details on the dashboard contents. The plan for collecting and analyzing assessment data is vague. It is unclear who will perform the role of Test Coordinator, and it's unclear if the IB Coordinator is under function 2100. The response does not describe how the Test Coordinator will work with teachers, students, and parents, the assessments to be used, or how sub-groups will be evaluated. It also fails to explain the Board's involvement beyond attending data meetings.

H.(3)	**Plan for Student Progress/Achievement & Communication Plan**
Rating	**Expectations**

Meets	A complete response must
	● Identify how student achievement and progress will be communicated to
	    ○ Students
	    ○ Parents
	    ○ The governing body
	    ○ The authorizer
	    ○ The broader community;
	● Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data; and
	● Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate.

Response meets expectations

II. Organizational Framework

A. Governing Body Creation/Capacity

A charter application shall include a description of the governing body and operation of the charter school, including: (1) how the governing body will be selected; (2) qualification and terms of members, how vacancies on the governing body will be filled and procedures for changing governing body membership; and (3) the nature and extent of parental, professional educator and community involvement in the governance and operation of the school (NMSA 22-8B-8(I)).

A.(1)	Key Components of Governance Structure
Rating	**Expectations**

Approaches	A complete response must
	 ● Include governing body bylaws in **Appendix A**; and
	 ● Summarize <u>key</u> governance components in the application response as follows:
	     o Membership structure (number, roles, length of terms)
	     o Officer structure (roles, election process, responsibilities, length of terms)
	     o Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)
	     o Member recruitment, selection, discipline, and removal processes.

The bylaws included in the application lack details on officer election, responsibilities, committees, member selection, and discipline. While a finance and audit committee are mentioned, it is unclear how the Governing Council will appoint or elect members to these subcommittees. The application does not specify grounds for removal from office.

A.(2)	Governing Body Qualifications
Rating	**Expectations**

Does not meet	A complete response must
	● Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership and how the proposed board would be able to ensure the long-term success of this school if, by some circumstance, the Founders were no longer involved.
	● Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school;
	● Describe how the board will ensure robust board membership including training expectations, time commitments, and member onboarding.
	● Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require.

This section does not include all of the required criteria such as governing board member skill sets, why these are important, training expectations, onboarding. A list of proposed GB members was not included.

A.(3)	**Selection of Governing Body Members**
Rating	**Expectations**
Does not meet	A complete response must
	● Identify a regular and ongoing governing body recruitment process, including identification of action steps, timelines, and responsible parties;
	● Describe the onboarding process, the board's role in chartering and re-chartering, authorizer relations, and time commitment.

No Governing Board member recruitment or onboarding process was described in the response.

B. Governing Body Training and Evaluation

B.(1)	**Governing Body Training Plan**
Rating	**Expectations**

Does not meet	A complete response must ● Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action & monitoring steps, timelines, and responsible parties; ● Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year; ● Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and ● Develop an onboarding process and training that all new board members will be expected to complete including an outline of topics, who will be responsible for onboarding new board members, timeline for onboarding, and procedure for gathering feedback on the effectiveness of the onboarding process. ● Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.

The Bylaws state that training is mandatory, however, there is no information as to the process, the amount of hours needed, etc. Will the Secretary monitor the training? Is there a timeframe in which a new GC member needs to complete the new member training? Most concerning was that the applicant stated that training hours "MAY" include, but those "MAY" include are the required topics of yearly training.

B.(2)	**Governing Body Self-Evaluation Plan**
Rating	**Expectations**
Does not meet	A complete response must ● Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, timeline on the annual board calendar and identified criteria or standards; and ● Describe how the identified plan will focus on and support continuous improvement.

Response does not include a plan for governing body self evaluations with action steps, timelines or responsible parties. There is no indication of how the GC will use self-evaluation results in continuous improvement efforts.

C. Leadership and Management

C.(1)	**Governing Body Plan for Monitoring Outcomes**
Rating	**Expectations**

Does not meet	A complete response must ● Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; ● Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; ● Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and ● Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity. ● Describe how all of the above will be reflected in meeting agendas and the annual board calendar

No mention of how to monitor academic outcomes. No action steps described. While the proposal describes a Finance and Audit committee it does not develop the committee processes in detail. No action steps, timelines, criteria or standards are discussed. Does not reference meeting agendas. For the audit committee, although required by statute, the charter school is not responsible to: evaluate the request for proposal for annual financial audit services and recommend the selection of the financial auditor as a charter school has to be audited by their authorizer. The applicant did not address this outside of noting the Audit Committee, the Finance Committee and Ad Hoc Committees. Nothing was discussed on how these committees would report out to the board.

C.(2)	**Plan for Hiring Head Administrator**
Rating	**Expectations**

Approaches	A complete response must ● Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards; ● Identify all leadership characteristics and all qualifications the head administrator must possess; ● Explain why and how the identified leadership characteristics; including educational background, experience and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public charter school ; ● Explain how the identified leader, both for the initial hiring and for any time the position becomes vacant, will be on boarded including setting the expectations of how they will be reporting to, and working for and with the board. ● Describe how the identified process will ensure the school is able to identify and equitably (openly advertise and interview multiple candidates) hire a highly qualified, licensed administrator ; and ● If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.

The response includes the qualifications of a founder and potential head administrator but lacks a plan for an independent hiring process. The job description is missing required education and licensure.

C.(3)	**Distinguished Roles & Responsibilities**
Rating	**Expectations**

Does not meet	A complete response must
	● Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator;
	● Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract, the boards' role in oversight and chartering, and the requirements of all elements of the plan contained in this application; and
	● Attach a job description in **Appendix B** that includes the following:
	    ○ Lists all major responsibilities of the head administrator
	    ○ Includes responsibilities that are unique to charter school leaders
	    ○ Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy
	    ○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.

The response is vague and lacks specific actions the Governing Council (GC) will take to oversee the head administrator and ensure academic, operational, and financial success. It does not detail the evaluation process for the head of school or their responsibilities.

C.(4)	Head Administrator Evaluation Plan
Rating	Expectations
Approaches	A complete response must ● Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria including how this will be maintained in the boards' annual calendar process; ● Include action steps to evaluate the effectiveness of the head administrator ● Describe how the plan specifically takes into account ensuring the equitable implementation of the mission and goals of the proposed school; and ● Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.

An evaluation process is detailed in the bylaws but not in the application narrative. In the narrative there are no action steps, timelines, responsible parties or criteria for success.

D. Organizational Structure of the Proposed School

D.(1)	Organizational Chart
Rating	Expectations
Approaches	A complete response must ● Include an organizational chart for each year as part of the rollout with grade additions; ● Show how the Equity Council is incorporated into to organizational chart; ● Include a narrative that describes the structures and relationships represented in the organizational chart; ● Include all entities essential to the operation and success of the proposed school; and ● Describe the relationship among each of the relevant entities.

Only one organizational chart was provided, rather than charts showing years 1-5. The provided chart lacks an Equity Council.

D.(2)	Job Descriptions for Certified/Licensed Staff
Rating	Expectations

Approaches	A complete response must
	● Identify the following:
	    ○ all certified and licensed staff identified in the application
	    ○ all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school
	    ○ any non-traditional roles or positions;
	● Describe why the identified roles are key to the operation and success of the proposed school; and
	● Attach staff job descriptions as **Appendix C** for all of the positions identified in the application response and include the following:
	    ○ List all major responsibilities of the positions
	    ○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy
	    ○ Identify all hiring requirements including qualifications and licensure or certification
	    ○ Identify reporting lines ("reports to") that align to the organizational chart.

Job descriptions were provided but some are much more comprehensive than others, with the Business Manager / HR role particularly lacking details. The response does not explain why roles are necessary and in alignment with the school's mission. Also, the reference to free or reduced lunch programs is incorrect, given that all students receive free lunch.

D.(3)	**Staffing Needs and Plan**
Rating	**Expectations**
Approaches	A complete response must ● Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties; ● Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly qualified licensed staff; ● Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years; ● Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and ● Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.

The response lacks a hiring plan and a description of how staffing changes will be handled if actual enrollment differs from projections. A nurse position is mentioned but not included in the job descriptions or budget. There is no information on budgeting for contractors like OT and other therapists.

D.(4)	**Professional Development Plan**

Rating	Expectations

Does not meet	A complete response must
	● Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs
	    ○ Describe how the plan meets state requirements and rules; and
	    ○ Describe how the school will ensure professional development time is not used for routine staff meetings.
	● Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of PED rules; and
	● Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur:
	    ○ are supported by the budget
	    ○ support the implementation of the proposed school's educational plan, mission, and performance goals
	    ○ not only address required annual training but are also tailored to address school- and teacher-specific professional development needs.

The response lacks a separate professional development (PD) plan, appearing instead within the staffing plan. While a table lists some PD, it does not explain "External PD State Curriculum related.". The response lacks action steps, timelines, mentorship or costs, even though extensive training would be required to gain and maintain IB status.

E. Employees

E.	**Employer/Employee Terms**
Rating	**Expectations**
Approaches	A complete response must ● Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract); ● Include an employment policy and handbook ● Provide an explanation for onboarding new staff and re-training returning staff on the terms within the handbook and policy. ● Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.

The narrative does not indicate the classes of employees, describe onboarding or mentoring or have any description about how the school will address employee unions etc.

F. Community/Parent/Employee Involvement in Governance

F.(1)	**Parental, Professional Educator, and Community Involvement in Governance Plan**
Rating	**Expectations**

Approaches	A complete response must
	    ● Identify school operation and governance structures that will provide the following:
	        ○ A meaningful opportunity for parental input and participation
	        ○ A meaningful opportunity for professional educator input and participation
	        ○ A meaningful opportunity for community input and participation;
	    ● Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission;
	    ● Explain the role of the Equity Council in the governance and operation of the proposed school;
	    ● Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and
	    ● If the school plans to offer opportunities for parent support, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's support opportunities.

The response mentions several surveys but lacks detail of how groups will be involved and provide input beyond surveys. The Equity Council's role also needs further development.

F.(2)	**Plan for Processing Concerns and Complaints**
Rating	**Expectations**

Approaches	A complete response must
	    ● Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties;
	    ● Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator;
	    ● Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and
	    ● Describe how the school will provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.

Complaint process overall is complete but McKinney Vento and SPED grievance processes are missing.

G. Student Recruitment and Enrollment

G.(1)	**Outreach & Recruitment Plan**
Rating	**Expectations**

Does not meet	A complete response must
	● Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs;
	● Describe:
	   ○ how the plan is tailored to ensure equal access to the school
	   ○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district;
	   ○ provide a description of how the school will change recruitment plans and outreach if projected student enrollment is not reached
	● Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan.

This description lacks action steps, timelines, responsible parties, or costs. There appears to be no outreach efforts for students and families. The recruitment plan is narrowly focused and should include additional outreach avenues like mailers, community centers, and churches. It does not address equal access or demographic representation in the local community. There are no plans for adjusting the recruitment strategy if enrollment targets are not met, nor is there a plan for annual review of the outreach and recruitment efforts.

G.(2)	Lottery Admission Process
Rating	Expectations

Does not meet	A complete response must
	● Identify a plan to implement a lottery admission process, if necessary, include action steps, timelines, and responsible parties;
	● Describe each of the steps of the process to include the following:
	   ○ Pre-lottery entry
	   ○ Lottery
	   ○ Post-lottery registration
	   ○ Waitlist maintenance and entry; and
	● Describe how the lottery process supports equal access to the school.

The lottery process needs further development. Key details like communication of selection, timeline to accept a seat, and the external partner responsible for the lottery process are not specified. There is no information about siblings or employees' children nor discussion about procedures for the waitlist, should seats become available.

H. Legal Compliance

H.	Conflict of Interest Policy
Rating	Expectations

Approaches	A complete response must ● Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties; ● Describe how the policy meets the requirements of New Mexico law addressing all areas of potential conflicts of interest; and ● Include all forms the governing body will or may be required to submit pursuant to the policy.

No conflict of interest form was included.

I. Evidence of Partnership/Contractor relationship (if applicable)

I.(1)	Essential Third-Party Relationships
Rating	**Expectations**

N/A	A complete response must
	
	● Identify any third-party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application;
	● Describe, in detail, the relationships;
	● Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school;
	● If any such relationships exist identify the following:
	    ○ The specific, identified organizations
	    ○ Contact information for that organization
	    ○ Specific individuals in the organization that will be associated with the proposed school;
	● Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.

n/a

I.(2)	Appendix D Attachment Formal Agreement Documentation
Rating	**Expectations**
N/A	A response is only required if relationships were identified in questions I.(1) A complete response must ● Identify all MOUs or formal agreements that are attached in **Appendix D**; ● Include proposed formal agreements or MOUs that are signed in **Appendix D**; and ● Identify the responsibilities, activities, and costs of both sides.

n/a

J. Transportation and Food

J.(1)	Transportation Plan
Rating	**Expectations**

Does not meet	A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.
	 All schools must be prepared to meet IEP transportation requirements.
	
	A complete response must
	● Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following:
	    o Identifying equipment purchase or contracting needs
	    o Identifying hiring and or contracting needs
	    o Hiring or contracting
	    o Establishing training needs and inspection process needs
	    o Establishing travel routes and pick up/drop off points
	    o Establishing transportation policies and practices
	    o Identifying student transportation needs; transportation plan costs; and
	● Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services

The response lacks a clear plan for establishing transportation services. If a CSP grant is not obtained, there is no backup plan described. The name and cost of potential contractors and proposed routes should be included.

J.(2)	Food Services Plan
Rating	Expectations

Does not meet	A complete response must
	● Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following:
	    o Identifying equipment purchase or contracting needs
	    o Identifying hiring and/or contracting needs
	    o Hiring or contracting
	    o Establishing training and inspection process needs
	    o Identifying and completing relevant program application and reporting requirements;
	● Identify all federal and state food service programs the school plans to participate in;
	● If providing or planning to offer a PreK or Early Childhood program, provide a plan for food service;
	● Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and
	● Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.

The response does not include information on potential vendors nor details about the National School Lunch Program application process. There is no timeline, action steps, or responsible parties identified for implementing food services.

K. Facilities/School Environment

K.(1)	Appendix E Attachment: Facilities Master Plan Ed/ Spec Checklist
Rating	**Expectations**
Meets	A complete response must ● Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; ● If offering or planning or offer a PreK or Early Childhood program, provide a description of the facilities and playground in the Facilities Master Plan; and ● Demonstrate the PSFA has approved the applicant's Facilities Master Plan.

Response meets expectations

K.(2)	Evidence of Researched Facilities/Properties
Rating	**Expectations**

Approaches	A complete response must
	● Demonstrate the applicant has done the following:
	    ○ Conducted outreach and researched multiple facilities or properties in the targeted geographic location to understand if there are public facilities that are available, appropriate, and viable
	    ○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership;
	● Identify at least one potential facility or property that meets requirements.
	● Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs;
	● Identify how the project to prepare the facility will be funded.

Further details are needed about funding sources for renovation, especially since public funds cannot be used to improve non-owned facilities. It also appeared that the founders were working with multiple realtors, which raised questions about each of their roles in the process.

III. Financial Framework

A. School Size

A.	Projected Enrollment
Rating	**Expectations**

	A complete response must
Approaches	● Identify the anticipated number of students for each of the first five years and "at capacity", based on the long-term strategic plan; ● Identify the grade levels requested to be served in each of the first five years (phase in plan) and "at capacity", based on the long-term strategic plan; and ● Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and "at capacity", based on the long-term strategic plan.

The response addresses the question, but there are major questions about the proposed grade level phase-in plan. For example, if TMIS plans to teach K-3 in the first year and phase in 4-5 in year 2, they will need to recruit an entire class of incoming 5th graders. In year 3, TMIS would need to recruit an entire class of incoming 7th and 8th grade students, and this issue will come up every year.

B. Budgets

B.(1)	**Attached Appendix F, 910B5 State Equalization Guarantee (SEG)**
Rating	**Expectations**
Does not meet	A complete response must ● Include a complete 910B5 Worksheet in **Appendix F**; ● Use appropriate values and computations in each year; ● Use projected unit value; and ● Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).

The applicant used the wrong SEG value (FY24 initial rather than FY24 final), did not budget for PE, did not use the district's T&E for Year 1, and budgeted for K-12+ but did not mention it in their narrative or calendar.

B.(2)	**Attached Appendix G: Proposed five-year Budget Plan**
Rating	**Expectations**
Does Not Meet	A complete response must ● Include a five-year budget plan in **Appendix G** that is based on the 910B5 SEG Revenue Worksheet from Appendix F; ● Support the proposed school's mission and all elements of the proposed program laid out in the application; and ● Align with the proposed school's five-year growth plan.

Budget document is incomplete. 1000: Years 4 and 5 do not have any budget for 1000/ 2100: Years 2-5 does not have a budget. No ancillary services budgeted. 2200: No budget. 2300: Years 2-5 no benefits budgeted. 2400 No Budget. 2500 No Budget. 2600 No Budget. The SEG was properly budgeted in the budget plan. The number of FTEs cannot be assessed based on the missing information in the narrative The applicant budgeted carryover cash, but with a very incomplete expenditure worksheet this cannot be assessed. The applicant budgeted revenue for many grants, including the obsolete 24146 grant, however they did not budget any corresponding expenditures. Additionally, the budget assumes TMIS will receive CSP grant money, which is not assured.

B.(3)	Budget Narrative
Rating	**Expectations**
Approaches	A complete response must • Explain basic assumptions; • Identify reliable sources for each assumption; • Include priorities consistent with the proposed school's mission; • Include priorities consistent with the proposed school's educational program; • Include priorities consistent with the proposed school's staffing; and • Include priorities consistent with the proposed school's facility.

The Budget should be based on anticipated SEG, because the federal funds might not come through the first year.

B. (4)	Budget Adjustments
Rating	**Expectations**
Does not meet	A complete response must • Describe budget control strategies **as well as** budget adjustments that will be made to meet financial budget and cash-flow challenges; • Describe budget control strategies **as well as** budget adjustments that will be made to address the failure to receive any anticipated funding sources; • Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials; • Address how special education students will receive services **_before_** special education funding is provided, based on accurate 40-day counts; and • Address how gaps between budgeted students and actual enrollment will be addressed. • Demonstrate how budget control strategies provide **capacity** to manage the budget successfully. • Address how the school will modify the budget for students with special needs. • describe how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

The response lacks specificity about exactly what TMIS would do in a budget shortfall. The plan to provide SPED services in general, and in a budget shortfall situation needs further clarification.

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1)	Internal Control Procedures
Rating	**Expectations**

Approaches	A complete response must
	● Identify all the internal control procedures that have been attached in **Appendix H**;
	● Attach in **Appendix H** internal control procedures the proposed school will utilize to assure the following:
	    ○ safeguard assets
	    ○ segregate its payroll
	    ○ segregate cash and check disbursement duties
	    ○ provide reliable financial information and promote operational efficiency
	    ○ ensure compliance with all applicable federal and state statutes, regulations, and rules;
	● Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and
	● Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in **Appendix H** and other internal control procedures that will be developed and implemented by the school.

Budget adjustment can happen monthly and the Business Manager will present the BAR's to the Governing Council for review prior to submitting in OBMS. It is important to know that there are three types of BAR's, Intra-budget transfers – Transfers between expenditure account codes within the same function are prepared as Maintenance BARs and Inter-budget transfers—Transfers between expenditure account codes outside of the same function are prepared as Transfer BARs. All new grants require initial BAR's. None of this is mentioned in the Internal control procedures. It did not appear in Appendix H that the payroll will be segregated. The HOS should be signing off on all payroll certifications as well as the payroll register payments reports for each pay period.

C.(2)	Staff for Financial Tasks
Rating	**Expectations**
Approaches	A complete response must ● Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks; ● Align completely with the organizational chart from response to D(1) in the Organizational Framework; ● Align completely with the budget in A(1) and A(2) responses in Financial Framework; ● Describe appropriate qualifications and responsibilities for each of the identified positions; and ● Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.

The qualifications and responsibilities for the Business Manager / HR position are unclear and need further definition There is no plan to recruit highly qualified financial staff.

C.(3)	Governing Body Legal & Fiscal Oversight

Rating	Expectations
Does not meet	A complete response must ● Describe how the Governing Body audit and finance committees will be formed and how they will: ○ Function generally ○ Ensure proper legal oversight ○ Ensure proper financial oversight; ● Describe how the proposed school's audit and finance committees will interact with the school's management; and ● Describe how the audit and finance committees will interact with the full Governing Body.

The response did not directly state that the board is a Board of Finance. The responsibilities of committees are listed but the response lacks a plan for frequency and methodology of their operations.

IV. Evidence of Support

A. Outreach Activities

A.	**Outreach Program**
Rating	**Expectations**
Does not meet	A complete response must ● Describe an outreach program to develop community support for the proposed school that has been implemented during the application process; ● Describe specific activities that have been implemented, include evidence of implementation; ● Include evidence that demonstrates the activities reached a broad audience that is representative of the community in which the proposed school will be located; and ● Describe how this outreach has enabled the applicant team to understand the needs of the community in which the proposed school intends to locate.

The response does not explain how the applicant team will assess community needs. It lacks measurable goals and targets, making it unclear which audience it aims to reach and when.

B. Community Support

B.	**Evidence of Community Support**
Rating	**Expectations**

Does not meet	A complete response must ● Include quantitative data that demonstrates community support from a broad audience for this proposed school; ● Include qualitative data that demonstrates community support from a broad audience for this proposed school; ● Include descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data. ● Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and ● Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.

The response does not include any qualitative or quantitative data demonstrating community support for TMIS.

C. Community Relationships

C.	Networking with Community
Rating	Expectations
Does not meet	A complete response must ● Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships. ● Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and ● Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.

The response does not include any qualitative or quantitative data demonstrating community support for TMIS.

D. Capacity Interview

1.	What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?

Approaches	TMIS could offer choice to families as well as IB and multilingual curriculum. However, it was unclear that the community was specifically asking for these things.
2.	**How will you evaluate whether your mission and implementation of it are working?**
Approaches	The applicant team talked about using 6 week evaluation cycles, using surveys, and bringing together teams of educators and community members to evaluate the school. Although the team talked about how to evaluate student performance, there was not enough detail about how to evaluate the school's mission.

3.	**What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?**
Approaches	The interview team included several people who are willing to serve on the governing council. The team said that the governing council would oversee data, finances and school goals. More detail was needed about how additional governing council members would be recruited and selected.
4.	**What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?**
Approaches	The team mentioned some important qualities they wanted to see in a school leader, such as orchestrating everything, being an instructional leader, etc. However, more detail was needed about a strategic process for selecting the school leader.
5.	**How does a high-quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?**
Approaches	Did not have a clear process for how the governing board would evaluate itself and the school.
6.	**Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school's administration during the transitional period between the planning/implementation year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school.**
Does not meet	The applicant team didn't clearly explain the roles/responsibilities of the founding team compared to the governing council compared to the school administrator / school staff.

7.	**Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establish, implement and update them and how these will contribute to the success of the proposed school.**
Approaches	The TMIS team has a draft set of bylaws that will help hold the head administrator accountable, but they did not discuss how the bylaws would be implemented and updated regularly. The applicant team didn't mention anything specific that is included in bylaws and why bylaws are important.
8.	**How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react?**
Approaches	The applicant team talked about needing a process to get community input about policies and bring proposed changes before the governing council. However, the team did not talk about how policies would be created in the first place.
9.	**Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school? Please include details about locating, securing, and funding the facility.**
Approaches	The applicant team is doing research with realtors and has identified some potential facilities. However, more details were needed about how any potential facility and any needed renovations would be funded.
10.	**If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?**
Does not meet	The backup plan was to purchase land and get portables. However, purchasing land is a big undertaking that would likely not be feasible prior to opening the school without a designated funding source.
11.	**How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning/implementation year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED's OBMS system, etc.)?**
Does not meet	TMIS appears to be relying heavily on federal funds and did not present a clear plan for how it would open in the event it did not receive CSP or other grants. The applicant team didn't discuss how they would purchase things like software, furniture, etc.
12.	**In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40-day count?**
Does not meet	The applicant team didn't have a plan in place to determine how many and which students will actually enroll, in order to establish and submit your first budget.

13.	**Suppose your actual enrollment on the first day is 50% below your pre-opening "enrollments" and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.**
Does not meet	The applicant team shared that the founding school leader would be willing to wear multiple hats. However, cost savings measures beyond having the head admin fill in as a teacher are needed.
14.	**Describe the organizational steps the proposed school will take during the planning year to be ready for opening?**
Approaches	The team shared that they would need to find a facility, establish a governing council, meet with families, hire a head administrator, etc. These are all tasks that need to be accomplished, but more detail was needed about hiring and training teachers, materials, etc. and who would be responsible for these steps.
15.	**Describe how you approached the delineation of roles & responsibilities for staff. How will you attract the talent and skills needed to implement the school as described?**
Does not meet	The applicant team talked about the types of teachers they wanted and shared that they would provide high quality training that teachers would want. However, the types of teachers needed by TMIS are unique - IB trained, multilingual, etc. - and the applicant team did not share how they would find and recruit these teachers. Similarly, the business manager role described in the application would require someone highly skilled and with experience. Not enough detail was provided about what the recruitment and hiring process would look like.
16.	**As stated in your application, you want to remove barriers that may hinder a family's participation in your program. How will you address the need for transportation services? How will the school/ Governing Council go about fundraising or obtaining MOUs to meet this need?**
Approaches	The applicant team spoke with someone who has a transportation company. However, the team did not talk about how transportation would be funded.
17.	**With no needs assessment how do you know the community will embrace the IB model?**
Does not meet	The team said it will be their responsibility to show the community the benefits of the IB curriculum. However, it was unclear that community members were asking for the types of learning that an IB curriculum will provide. The applicant team said they wanted to respect the privacy of community members they spoke with, but it is recommended to do a survey or collect some anonymous qualitative data about the educational experiences that students and families in Bernalillo want.

18.	**Your application mentions that graduates would be eligible for the bilingual seal? What is your plan to build that program for Spanish as well as for Native languages? What staff and partnerships will you hire/establish? How will this work with the IB program?**
Does not meet	The team talked about wanting to provide multiple pathways to offer the bilingual seal for students. Although it is essential to work with tribes to provide bilingual seals in Native American languages, more detail was needed about what partnerships TMIS plans to establish and how the school structure will facilitate these partnerships. More detail was also needed about how the school would hire appropriate staff to support IB curriculum as well as the bilingual pathways.
19.	**How will students integrate into the IB program if they do not attend the school beginning in kindergarten, especially since they will be drawing students in a lottery that "skip a year previously (that is, the previous year they go up to grade 3, but the next year they add both 4th and 5th. Will 5th graders switch in their last year of elementary school (same with 8th graders and 12th graders)? and how will 12th graders integrate when they will miss k-11 of the IB program?**
Does not meet	The applicant team said they were adding two grades per year in order to provide options to families who want to enroll their children in the school. However, the team did not share how and why it would enroll a whole class of 5th grade students in its second year.
20.	**The Multilingual International School team's vision and purpose is for all students who attend the school or participate in the language programs …" Please explain the "OR participate in the language programs. Does this mean that non-students can come and participate in the language programs? Or are language programs optional for students?**
Approaches	The concept of TMIS teachers offering language services to other schools is interesting but was not well developed in terms of how it would work logistically and financially. For example, if the school already had a small staff, how would one of the teachers travel to another school to offer language services?