



2009 State-Chartered Charter School Renewal Process

Renewal Charter Analysis Tool (RCAT)

School Name: Amy Biehl Charter High School

Renewal Charter Term (5 years): July 1, 2010 – June 30, 2015

This Tool will be used to review the *Renewal Charter* relative to:

- (1) Legal Requirements;
- (2) Clarity; and
- (3) Completeness.

SUMMARY OF CONCERNS FROM THE RENEWAL CHARTER

Based on the completed analysis of the applicant's RENEWAL CHARTER:

CONCERNS	REFERENCE
No concerns noted.	

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IV. MISSION STATEMENT & STATEMENT OF NEED			
MISSION STATEMENT A clear Mission Statement for the school that includes: <ul style="list-style-type: none"> o Who the school seeks to serve; o What the school seeks to accomplish; and o What methods the school will use. 	NC RC	No concerns.	
STATEMENT OF NEED How will the school know if it is achieving its mission? (Response must include <u>school</u> level or <u>organizational</u> goals that are measurable and directly support the Mission Statement.)	NC RC	Amy Biehl revised Part B to include our new Student Performance Goals and our revised Organizational Goals to fit the SMART format (see below). Student performance goals: <ol style="list-style-type: none"> 1. Every ABHS graduate will pass 2 college classes with a “C” or greater prior to graduation from ABHS. This goal is conditional upon stipulations within a student’s IEP and their respective graduation track. 2. Every ABHS graduate will successfully complete a 100-hour community engagement project in their senior year. 3. ABHS will increase the cohort graduation rate, without lowering academic standards, by 5% annually until reaching 85%. ABHS will then maintain or exceed the 85% graduation rate. 4. 95% of ABHS graduates will be admitted to post-secondary institutions on a yearly basis. 5. 40% of Seniors will score a minimum of 21 in Math, 23 in Science and 19 in English on the ACT, qualifying them for non-remedial college classes at the University of New Mexico Organizational Goals: <ol style="list-style-type: none"> 1. In addition to traditional assessments, Amy Biehl High School will continue to develop and utilize alternative forms of assessment for its students. By providing students with opportunities to demonstrate learning beyond traditional paper and pencil assessments, the school embraces a broader approach to measuring student growth. Such alternative assessments are consistent with the school’s commitment to 	C-9

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		<p>enhance student learning through personalization, extension, and increased relevancy to real world applications. As such, 100% of ABHS students will participate in a minimum of two exhibitions of learning or other alternative assessments per academic year. The design and use of such assessments is the responsibility of the content teams and will be recorded by the teams and Principal using a grade-level matrix.</p> <p>2. Amy Biehl High School expects its teachers and staff who directly impact student learning to be innovators in their field of instruction; to hold themselves accountable for preparing students for college; to take creative risks in the interest of promoting student learning; and to engage with colleagues and other professionals within and beyond the school as critical friends to share, assess, and refine instructional and institutional practices. To support these expectations for faculty and staff, the school requires five to six weeks of professional development a year. Organizational success will be measured yearly by each staff member's completion of at least 3 professional development categories, examples of which are listed below. These categories and the progress rubric will be finalized by the spring of 2010.</p> <ul style="list-style-type: none"> i. Observing a colleague within the school. ii. Observing a colleague or other professional outside of school. iii. Being observed by a colleague within school. iv. Being observed by a colleague or other professional from outside of school. v. Utilization of PDPs with measurable student learning outcomes. vi. Presenting to our staff and faculty during our professional development time. vii. Developing or improving a program or partnership that assists Amy Biehl High School in addressing our Student Performance or Organizational Goals. 	

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		viii. Attending a professional conference. ix. Presenting at a professional conference. x. Conducting and/or participating in an action research project. xi. Mentoring a student teacher, hosting an intern. xii. Taking advanced coursework or training. xiii. Writing articles for publication. xiv. Collaborative planning of curricula. xv. Writing and/or executing a grant. No concerns.	
HOW THE CHARTER SCHOOL IS IN THE BEST INTEREST OF STUDENTS AND COMMUNITY Describe how the charter school is in the best interest of the students and community that it serves. (Response should include demographic description of the student and community population within the school is located.)	(NC) RC	No concerns.	
V. EDUCATIONAL PLAN			
A. CURRICULUM FRAMEWORK 1. Philosophy and Approach to Instruction <ul style="list-style-type: none"> Educational philosophy and curricular approach. How the educational philosophy and/or approach aligns with school mission and student needs. 	(NC) RC	No concerns.	
2. Description of the Curriculum aligned with NM Standards <ul style="list-style-type: none"> Detailed description of the curriculum with scope and sequence that is aligned to NM content standards, benchmarks, and performance standards. 	(NC) RC	No concerns.	
3. Strategies and Methods	(NC)	No concerns.	

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<ul style="list-style-type: none"> Description of strategies and methods to be used in delivering curriculum. 	RC		
B. EDUCATIONAL PROGRAM 1. Length of School Day and School Year <ul style="list-style-type: none"> Length of school day, including number of instructional hours. Length of school year, including number of days and total number of instructional hours. 	<p style="text-align: center;">(NC)</p> RC	No concerns.	
2. Grade Levels, Class Size, and Projected Enrollment <ul style="list-style-type: none"> Grade levels school will serve State total projected student enrollment (maximum enrollment cap for the school). 	<p style="text-align: center;">(NC)</p> RC	No concerns.	
3. Graduation Requirements (if applicable) <ul style="list-style-type: none"> Description of credits and graduation requirements. 	<p style="text-align: center;">(NC)</p> RC	No concerns.	
C. STUDENT PERFORMANCE EXPECTATIONS SMART Goals (Specific, Measurable, Ambitious and Attainable, Reflective of School Mission, Time-specific with Target Dates) <ul style="list-style-type: none"> Student-centered goals that are stated in SMART goal format and Are aligned with the school's mission <u>and</u> the educational plan. 	NC <p style="text-align: center;">(RC)</p>	<u>Requested Change:</u> Student performance goals: 6. Every ABHS graduate will pass 2 college classes with a “C” or greater prior to graduation from ABHS. This goal is conditional upon stipulations within a student’s IEP and their respective graduation track. 7. Every ABHS graduate will successfully complete a 100-hour community engagement project in their senior year. 8. ABHS will increase the cohort graduation rate, without lowering academic standards, by 5% annually until reaching 85%. ABHS will then maintain or exceed the 85% graduation rate. 9. 95% of ABHS graduates will be admitted to post-secondary institutions on a yearly basis. 10. 40% of Seniors will score a minimum of 21 in Math, 23 in Science and 19 in English on the ACT, qualifying them for non-remedial college classes at the University of New Mexico No concerns.	pp. C-19 & 20 – also Part B

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<p>D. PLAN FOR EVALUATING STUDENT PERFORMANCE Plan for Evaluating Student Performance must address:</p> <ul style="list-style-type: none"> the types of assessments, in addition to the statewide-mandated testing, that will be used to measure student progress toward achievement of the NM Standards and the School's student performance expectations; the procedures for taking corrective action if student performance falls below the NM Standards and/or the School's student performance expectations; remediation for students not achieving standards, including timeline for implementation of remediation plan; and the process for documenting and reporting of student data to students and parents. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	<p>No concerns.</p>	
<p>E. SPECIAL POPULATIONS Description of how the educational plan will meet the needs of Special Populations that addresses:</p> <ul style="list-style-type: none"> suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education; a special education plan that demonstrates understanding of state and federal special education requirements, including the fundamental obligation to provide a free, appropriate education to students identified with disabilities; and how the charter school will provide access to ancillary services, including, but not limited to, counseling and health. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	<p>No concerns.</p>	
VI. FINANCIAL PLAN			
<p>A. FISCAL MANAGEMENT Fiscal management must include:</p> <ul style="list-style-type: none"> Detailed plan indicating how the School manages its fiscal responsibilities. Description of the School's internal control procedures utilized 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	<p>No concerns.</p>	

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to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.			
VII. GOVERNANCE-MANAGEMENT PLAN			
A. GOVERNANCE STRUCTURE <ul style="list-style-type: none"> • Description of how the school is governed. • Organizational chart for the school and a narrative description of the chart that explains the school site-based personnel reporting structure to the governing body <u>and</u> the relationship of the governing body to the School's leader and administration. • Delineation of the roles and responsibilities of parent councils, advisory committees, and/or community groups in relation to the governing body. • Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the open meetings act. • Policies and procedures address: <ul style="list-style-type: none"> ○ board powers and duties; ○ the criteria and the process that used to select the school's head administrator; ○ budgeting and operation of the school; and ○ how decisions will be made. 	<div style="text-align: center;"> NC RC </div>	No concerns.	
B. DESCRIPTION OF THE GOVERNING BODY <ul style="list-style-type: none"> • Names of the members of the governing body. • Description of the responsibilities and obligations of the governing body as a whole, individual members, and officers of the governing body. • Description of the plans for governing body member recruitment and selection, including the orientation process for new members and ongoing professional development. • Explanation of the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance. 	<div style="text-align: center;"> NC RC </div>	No concerns.	

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<ul style="list-style-type: none"> An assurance by each governing body member that they have read the renewal application and agree to its submission to the chartering authority. 			
<p>C. PARTNERSHIPS (OPTIONAL) <i>IF the school has a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions, provide the following information:</i></p> <ul style="list-style-type: none"> Name of the partner organization. Name of the contact person at the partner organization and that person's full contact information. A description of the nature and purpose of the school's partnership with the organization. An explanation of how the partner organizations will be involved in the governance of the school, if applicable. Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	<p>No concerns noted.</p>	
<p>D. SCHOOL ORGANIZATIONAL STRUCTURE</p> <ul style="list-style-type: none"> Using the organizational chart – description of the site-based management structure at the school; including job descriptions that identify key roles, responsibilities and accountability for each position listed on the organizational chart. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	<p>No concerns noted.</p>	
<p>E. EMPLOYEE RELATIONS</p> <ul style="list-style-type: none"> Explanation of the relationship that exists between the school and its employees, including evidence that the terms and conditions of employment are addressed with affected employees and their recognized representatives, if any. Description of the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act. Salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	<p>No concerns.</p>	

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<ul style="list-style-type: none"> Description of the evaluation process for staff that includes evaluation of teachers by a licensed school administrator. Explanation of the school's staff discipline process that provides for due process. 			
F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY <ul style="list-style-type: none"> Description of the school's lottery process that is in accordance with applicable law. Description of the school's enrollment policies and procedures. Student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC]. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	No concerns noted.	
G. FACILITIES <ul style="list-style-type: none"> Description of the school facility, including location, size and layout of space. Explanation of the capital outlay needs for the facility, including projected requests for capital outlay assistance for the school. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	No concerns noted.	
H. OTHER STUDENT SERVICES <ul style="list-style-type: none"> Description of the school plan for meeting the transportation needs of its students <u>and</u> plans for contracting services for transportation, if applicable. Description of the school plan for meeting the food services needs of its students <u>and</u> plans for contracting services for food services, if applicable. Description of the school plan for providing student access to counseling services <u>and</u> plans for contracting services, if applicable. Description of the school plan for providing student access to health services and plans for contracting services, if applicable. 	<p style="text-align: center;">(NC)</p> <p style="text-align: center;">RC</p>	No concerns.	

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VIII. REQUIREMENTS			
A. LEGAL LIABILITY AND INSURANCE COVERAGE A statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.	NC RC	No concerns.	
B. WAIVERS <ul style="list-style-type: none"> List of the specific waivers that will be requested from the department's requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education, and graduation requirements. IF ANY WAIVERS WILL BE REQUESTED THAT ARE NOT PERTAINING TO THOSE LISTED ABOVE, CITE THE APPLICABLE STATUTE AND/OR STATE RULE THAT THE SCHOOL IS REQUESTING TO BE WAIVED. 	NC RC	The school requests the following waivers: <ul style="list-style-type: none"> <u>Length of school day</u>: to maximize students' access to dual credit classes and service opportunities within the community. <u>Staffing patterns</u>: may use alternative staffing patterns for particular circumstances or needs <u>Purchase of instructional materials</u>: to purchase matls. not on the NMPED list of instruct. matls. <u>School Personnel Evaluation standards</u>: evaluation of Exe. Dir. will be constructed consistent with the duties and skills required of the position as named by the GB. Principal duties are not consistent with state law and regulation and the evaluation must be amended accordingly. <u>School principal duties</u>: The Executive Director, head administrator, hired by the GB, employs, fixes salaries, assigns, terminates and discharges all employees. Does not report to the district supt. <u>Driver education</u>: the school does not offer driver's ed. The school may assist students w/locating a school, but it will be up to the students to obtain this education. No concerns.	pp. C-54 & 55
IX APPENDICES			
<ul style="list-style-type: none"> The School's personnel policies The School's student discipline policy 		No concerns.	