

Capstone Final Recommendation to Superintendent



Evaluation Rubric

The revised Evaluation Rubric (Rubric) is the final section of the Charter School Application and Rubric (2020). This Charter School Application and Rubric is the result of a collaborative effort that involved the Colorado Association of Charter School Authorizers, (CACSA) the Colorado Department of Education (CDE) Schools of Choice Unit, the Colorado Charter School Institute (CSI) and the Colorado League of Charter Schools (CLCS). It is intended as a resource for Colorado charter school authorizers who desire to have a charter school application and rubric that is aligned to statute and reflects best practice. The Evaluation Rubric is a tool for both the Authorizer and reviewers, and the charter school applicant and planning team. The Authorizer and reviewers may use the Rubric to determine the quality of applications and to make approval decisions. The charter applicant may use the Rubric to guide the writing of their application and self-evaluate their application prior to submission to the Authorizer. Each main Application Section of the Rubric is mandated by state statute.

Overall Evaluation Factors

The Overall Section Rating provides a holistic evaluation of the application that considers each indicator as well as the Applicant's ability to clearly and comprehensively present the proposed school. The following factors are considered in the evaluation of the application.

- Comprehensiveness – The new school proposal has all essential pieces of the school's plan.
- Support - All statements are backed up with data, citations, or expert testimony.
- Mission Alignment – All pieces of the plan are working towards the same purpose.
- Cohesion – All pieces of the plan are integrated together.

Reviewer Note: Reviewers who are not evaluating the application in its entirety but instead are evaluating certain sections, should consider the aforementioned factors in their review.

Application Deal Breakers

The Rubric identifies sections of the application that are considered essential to opening a quality school, and typically appear as an Authorizer's more heavily weighted requirements. (These sections are identified with a ^ symbol.) It is anticipated a developer should only apply to an authorizer if all of these essential sections are developed to a level that inspires confidence in the reviewer team.

Rating Descriptions

Rating	Characteristics
Fully Developed	The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.
Mostly Developed	The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.
Partially Developed	The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.
Not Developed	The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

Executive Summary

A. Executive Summary: The majority of elements required in this section are evaluated throughout the remainder of the rubric; only elements not captured in other sections of the application are included.

The application describes the student population based on publicly available demographic data including racial/cultural, socioeconomic, special needs, ELLs, and achievement data for the proposed school's area and comparable schools. The educational program reflects an understanding of the identified student population.

- Fully Developed
- Mostly
- Developed
- Partially Developed
- Not Developed

Overall Rating & Supporting Narrative:

- Fully Developed
 Mostly Developed
 Partially Developed
 Not Developed

Strengths:

The application states that the school does not have a target population per se; however, it notes the demographics of District 27J and the South Plain areas where the school would be located, including students of color (referred to as minority students in the application) and students who qualify for English language programming. They describe the school model as college and career prep grounded in a moral focus education. They argue that they will add value by having the capacity to address rapidly growing capacity needs in 27J. NHA partner schools have a current relationship meeting district expectations

Concerns:

What questions do you have regarding this section?

What would your recommendation be based on this section:

- Approve as is
- Approve with conditions. **Please outline your conditions here:**
- Deny. **Please indicate why you believe it should be denied here:**

Vision & Mission Statements

B. Vision & Mission Statements:

The vision statement clearly describes the school's proposed impact on the community.

The mission statement clearly describes how the school will accomplish this vision, with a focus on the target student population.

- Fully Developed
- Mostly Developed
- Partially
- Developed
- Not Developed

Overall Rating & Supporting Narrative:

- Fully Developed
 Mostly Developed
 Partially Developed
 Not Developed

Strengths:

The application describes a vision of preparing students for college and career through a moral focus curriculum. The mission incorporates rigorous curriculum, data-driven instruction, and a welcoming environment.

Concerns:

An NHA school has a similar vision/mission and option already in the south planning area through Landmark Academy. The application is fairly basic as a NHA school with little or no differences that cater specifically to this community, this neighborhood, or distinguishing Capstone from any other NHA charter school within 27J.

What questions do you have regarding this section?

Are there aspects of the mission or vision that are specific to the Capstone community?

What would your recommendation be based on this section:

- Approve as is -**
- Approve with conditions. Please outline your conditions here:**
- Deny. Please indicate why you believe it should be denied here:**

Goals, Objectives & Pupil Performance Standards

^C. Goals, Objectives, & Pupil Performance Standards:

The applicant articulates annual and interim goals for the school that align to the school's vision and mission, relate to state and authorizer performance indicators, and accelerate student achievement. There is a clear rationale for the development of the stated goals and plan for addressing performance gaps.

- Fully Developed
- Mostly Developed
- Partially Developed
- Not Developed

Overall Rating & Supporting Narrative:

- Fully Developed
- Mostly Developed
- Partially Developed
- Not Developed

Strengths:

The school names multiple goals that align to state performance expectations, such as the State SPF and CMAS growth, and state priorities, such as READ Act assessments. There is a clear rationale provided for each goal. Additionally, the school includes goals for attendance, family satisfaction, and completing a clean audit. These goals align to the mission and vision for the school.

Concerns:

Update the name of the assessment to Acadience. Clarity around goals (not just fluency as mentioned). Commitment to suite Interim/PM/Diagnostic as the suite intends. This was partially there but not clear for the purpose of the assessment/ELAT.

Page 11 references compliance with 27J accreditation standards. An approved CDE READ Act Core/Intervention/Supplemental program is part of accreditation status.

What questions do you have regarding this section?

We are curious about materials and program adoptions and the flexibility afforded to Capstone work outside of NHA to ensure alignment to local and state statutes.

What would your recommendation be based on this section:

- Approve as is**
- Approve with conditions. Please outline your conditions here:**
 - Materials submitted must align to expectations of the READ Act.

Deny. Please indicate why you believe it should be denied here:

Evidence of Support

^D. Evidence of Support:	
<i>The applicant provides sufficient evidence that an adequate percentage of parents, pupils, and community members support the formation of the charter school, including a sufficient number of parents and pupils intending to enroll in the school should it open.</i>	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially <input type="checkbox"/> Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The school provided evidence of support through letters of intent and waitlists at existing NHA schools operating in 27J.</p> <p>Concerns: Given that the planned operator already works with two schools in the district, they have produced a small number of intent letters. In the application, the school has received LOIs for 42% of planned kindergarten seats (42 of 100) and 27% of planned sixth grade seats (23 of 84). The appendix only included three letters of community support. If community members perceive Capstone as connected to the other NHA academies, then the waitlist evidence could be compelling. However, the application in isolation does not present a strong level of community support at this point in the application process.</p> <p>What questions do you have regarding this section?</p> <ul style="list-style-type: none"> Given NHA's presence in the 27J community, we were surprised that there were not more letters of intent. Can you clarify - were these letters gathered from the prior attempt to open a school or are they specific to this application? What actions has the board taken to gather support so far and what will they do if the charter contract is approved? <p>What would your recommendation be based on this section:</p> <input checked="" type="checkbox"/> Approve as is <input type="checkbox"/> Approve with conditions. Please outline your conditions here: <input type="checkbox"/> Deny. Please indicate why you believe it should be denied here:	

Educational Program

^E. Educational Program:	
<i>Rationale: There is a strong research-based rationale for the selection of educational model, curriculum, and instruction that is evidence-based and effective with the target population. This includes Include a description of how the school developed a curriculum that is culturally responsive and free of bias.</i>	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>Alignment: The proposed curriculum is already aligned vertically and horizontally as well as to the state model content standards and school's mission and vision across all grade levels, or there is a reasonable plan for aligning the curriculum prior to the school's opening. If applicable, the applicant provides information for high school course offerings, graduation plans, and credits.</i>	<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>Instructional Strategies: The applicant provides a strong rationale for the school's instructional philosophy, including the process and methods used to differentiate the curriculum, the research to support the selected instructional model with the target population, the alignment to educational program, and the extent to which technology will be implemented into the educational program. The school's proposed calendar and bell schedule support the school's mission and meet state and authorizer requirements.</i>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed

Supplemental Programming: Proposed supplemental programming are thoroughly described and align with the school's educational program.	<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
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Overall Rating & Supporting Narrative:

Fully Developed
 Mostly Developed
 Partially Developed
 Not Developed

Strengths:

The school proposes using curricula developed by NHA. Although there is not a research basis for this program, the application notes success at other schools, as demonstrated by CMAS status scores at other Colorado NHA campuses and academic impact as measured by the 2017 Stanford CREDO study. The curriculum as described aligns to the Colorado Academic Standards, as evidenced by summaries in the narrative and curriculum samples. Please note that a comprehensive review of curriculum was not in the scope of this analysis, nor was a full curriculum provided. The application describes instructional strategies largely organized around direct instruction with a gradual release of responsibility and the use of think-alouds, citing summaries of research in *Strategies that Work*. The sample lesson templates provided largely align to these strategies.

As evidence for the success of the educational program, the application notes that the planned curriculum is used at the two NHA operated charter schools in 27J. Both schools were rated "Performance" in 2022.

Concerns:

- By using the NHA curriculum, the school would not be implementing a state approved program for elementary literacy. The application and example scope/sequence list foundational literacy skills, but none of the sample lessons pertain to foundational literacy. Page 21 discusses the Literacy program built by NHA. 27J/District 49/NHA and CDE have been in conversation that this program is not approved or in compliance with the Colorado READ Act.
- Additional reference of ensuring that trained with a COOL Designation of completion of the READ Act is missing. 27J requires that all teachers have a COOL READ Act designation on their teaching license.
- In the application section Culturally Responsive Curriculum, the school states that teachers will be developed to be responsive to culture and build relationships. However, there are no specific claims made for how the curriculum itself is culturally responsive or how it would specifically reflect the lived experience of students in 27J. In the sample lessons, only one text appeared to have characters of color represented, though not all texts were accessible online. There is a list of sample texts for the moral focus, but it is not clear whether this is considered a part of the enacted curriculum or if they are classroom resources.
- The school schedule generally aligns to the curriculum; however, in some grades, there is a combined science and social studies block. It is not clear if these are taught in combined or alternating units. There are new approved expectations for Social Studies. Please reference: [Colorado Social Studies State Laws. HB19-1192, HB21-1200](#)
- The application states that supplementary programming may include tutoring and summer school, though this is not clearly reflected in the budget, and we are unaware of such programming at either of our current NHA partner schools.
- Please note that the school includes other strategies in this section of the application that describe school-wide instructional systems. While important, they do not align to the rubric rows for the educational program here.

What questions do you have regarding this section?

- How will the school meet the requirements of the READ Act to provide scientifically based foundational literacy instruction?
- Capstone anticipated having approximately 60% students of color. How are the identities, languages, and cultures of these students represented in the core curriculum?

What would your recommendation be based on this section:

- Approve as is**
- Approve with conditions. Please outline your conditions here:**
- Alignment and compliance with the Colorado READ Act
 - Alignment with Colorado Social Studies State Laws
 - Ensure programming to meet the needs of students within the core curriculum
- Deny. Please indicate why you believe it should be denied here:**

Plan for Evaluating Pupil Performance

^F. Plan for Evaluating Pupil Performance:	
<i>The applicant proposes a thorough plan for evaluating student performance across the curriculum, that considers both student needs and the effectiveness of the educational program, has appropriate systems for maintaining and monitoring student information and using information to make changes to the educational program as appropriate, and includes procedures for taking corrective action in the event that performance falls below goals and standards.</i>	<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The school states that they will use MAP, aimsweb, and NHA developed curriculum-based common assessments, in addition to teacher-developed formative tools. Earlier in the application, the school reported using DIBELS (which is now referred to as Acadience) as a READ Act assessment. Although samples of the curriculum-based assessments were not provided, if they align to the instructional program and Colorado Academic Standards, this assessment selection would adequately consider student need at the K-8 level.</p> <p>Concerns: The application states that October and March are particularly important windows for reviewing data, but it is not clear what assessments are administered in this cadence. This section lacks the specificity to understand what assessments will be used for which students and how often.</p> <p>What questions do you have regarding this section?</p> <ul style="list-style-type: none"> • The application states that the school will use summative and formative assessments. What instruments will be used for these purposes and how often will they be administered? It would help us to have specifics rather than a description of the types of assessments. • Will teachers be officially trained in Acadience as required by ELAT/Colorado READ Act? <p>What would your recommendation be based on this section:</p> <p>Approve as is</p> <p><input checked="" type="checkbox"/> Approve with conditions. Please outline your conditions here:</p> <ul style="list-style-type: none"> • Training in Acadience <p>Deny. Please indicate why you believe it should be denied here:</p>	

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Budget and Finance

^G. Budget & Finance:	
<i>Establishing Business Operations: The applicant describes reasonable, functional and accountable business operations.</i>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>Budget Narrative: The budget is based on realistic revenue and expenditures, and budget details are based on valid assumptions, and enable the school's mission to be realized. There is a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.</i>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>Five-Year Budget: The budget demonstrates complete, realistic, and viable start-up and 5-year balanced operating budgets that align with the educational, organizational, and school growth plans as described in each section of the application.</i>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed

<p>Special Populations: <i>The budget clearly commits resources toward serving special populations such as students identified as educationally disadvantaged, students with IEPs, 504 Plans, English Language Learners, gifted and talented and homeless students.</i></p> <ul style="list-style-type: none"> • <i>What does the school need to budget for special populations during the first year of operation?</i> • <i>What is the school's understanding of how the authorizer allocates special education funds?</i> • <i>Does the school need to prepare financially to enroll a student or students with significant special needs?</i> • <i>Is the school considering a special education reserve for unexpected educational expenses?</i> 	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The application states that the NHA, as the operator, will handle accounting, purchasing, and payroll, which is reflected in the draft services agreement as “all aspects of the school’s business administration.” NHA has made a financial commitment to subsidize operating costs in years zero and one, which is reflected in the budget. The service agreement states that NHA will contribute start-up costs for specific purposes, but does not commit to a specific amount.</p> <p>The budget is based on a reasonable first year enrollment (see question for Executive Team below) and per pupil revenue. The school included an 80% contingency budget. The operator, NHA, has made some commitment to fund the school in the case of a budget deficit. Assumed salary expenses generally align with the current market for teachers, admin, and paraprofessionals in the Denver metro area.</p> <p>Concerns: Although the application states that NHA will cover any necessary operating expenses that exceed the school’s revenues, the service agreement used more nuanced language, stating that while NHA will provide services regardless of revenue but that, “NHA will not required to expend funds on Services in excess of the amount set in the Budget.” Additionally, NHA staff will be responsible for building the schools budget by determining necessary operating expenses, meaning that the organization could cut costs in a draft budget to avoid financial exposure. While none of this language negates the commitment made by NHA, the district should recognize that there remain financial risks.</p> <p>The service agreement states that NHA will be responsible for supporting all students who enroll at the school. The full budget calls for three special education teachers. If the school operates at planned enrollment with a student population reflecting the district (11% students with IEPs) this would result in caseloads of 22-23 students in year one and 28-29 students in year three. The application does not make clear how the school has budgeted for students who cannot be served in mild/moderate settings, as there is not budget for contracted services.</p> <p>Although the budget appears to be based on generally reasonable assumptions of revenue and salary, there are some commitments to instructional resources in the application that are not clearly reflected in the budget, such as student Chromebooks.</p> <p>What questions do you have regarding this section?</p> <ul style="list-style-type: none"> • Can you confirm the PPR and local revenue sources in the budget? • The school plans on opening with 604 students, included full enrollment at non-transitional grades. In other districts, it would be a considerable task to pull in so many families in such a manner. Is this reasonable in 27J based on enrollment demand and previous charter openings? • Based on 27J policy and the charter contract, will the school be expected to serve students with IEPs outside of mild/moderate settings? If using an insurance model, should this be reflected in a purchased service or is it included in the 27J charter fee? • Do charter schools in 27J have to make a COP payment to cover legacy pension expenses? <p>What would your recommendation be based on this section:</p> <input checked="" type="checkbox"/> Approve as is <input type="checkbox"/> Approve with conditions. Please outline your conditions here: <input type="checkbox"/> Deny. Please indicate why you believe it should be denied here:	

Governance

H. Governance:	
<p>Founding Board/Steering Committee Members: <i>The board consists of a wide range of experienced members with the capacity to oversee a successful school, and a commitment to do so. There is a clear description of the transition to a formal board, the nature and extent of parent/community</i></p>	<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed

<i>involvement in the board, and draft board member agreements and conflict of interest statements.</i>	<input type="checkbox"/> Not Developed
<p>Board Procedures: <i>The applicant includes bylaws and articles of incorporation, and the details of board membership, meeting frequency, and member expectations are thoroughly addressed and align with the proposed school.</i></p> <p><i>Proposed procedures align with statutory compliance requirements.</i></p>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<p>Board Internal Accountability: <i>The applicant describes how the board will review, assess, and hold itself accountable for strong governance practices, such as evaluating the school leader, compliance with applicable regulations, and defining its role.</i></p>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The application includes several key documents, including articles of incorporation, draft board bylaws, and a framework to move towards a board of an operating school. The application includes a description of board member duties, collective board responsibilities, and complaints procedures.</p> <p>Concerns: The founding board does not include a member with educational expertise or financial expertise, which will be important for holding the operator accountable for student outcomes.</p> <p>Although the school included articles of incorporation, Capstone Academy was not listed on the Colorado Secretary of State website as an existing charter (the site where registered nonprofits can be located).</p> <p>The conflict of interest policy states that a financial stake with the school or contractor would not necessarily be considered a conflict of interest. It also states that board members can be compensated for certain work. This creates a possibility that a board member could be paid or have a financial stake in NHA, which would at a minimum create the perceived conflict of interest.</p> <p>What questions do you have regarding this section?</p> <p>What would your recommendation be based on this section:</p> <p><input checked="" type="checkbox"/> Approve as is <input type="checkbox"/> Approve with conditions. Please outline your conditions here: <input type="checkbox"/> Deny. Please indicate why you believe it should be denied here:</p>	

Employees

I. Employees:	
<p>Employment: <i>The applicant clearly describes the relationship between charter and employees and includes a draft or plan for employment policies and procedures (such as job descriptions, organizational charts, etc.).</i></p> <p><i>The applicant describes the school's teacher evaluation system and its alignment with the intent of SB191</i></p>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed

<p>Professional Development: <i>The applicant explains the core components of teacher and staff development and how these components will support effective implementation of:</i></p> <ul style="list-style-type: none"> • <i>The school's mission, vision, values;</i> • <i>The proposed educational program including the educational program terms;</i> • <i>Educational equity, inclusion, and student agency;</i> • <i>Instructional practices proven to be effective with the proposed student population, including all diverse learners and at-risk student populations; and</i> <p><i>Performance data collection, analysis, and use to improve student learning and evaluate the school's culture and climate.</i></p>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<p>Overall Rating & Supporting Narrative:</p>	
<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The application clearly states that all staff will be employed at-will by the operator, NHA. The school included a comprehensive draft employee handbook that detailed many expectations and HR processes. The application includes a teacher evaluation rubric that includes multiple measures, such as observations, professional practices, and students outcomes.</p> <p>The application states that school staff will receive training through NHA, including a new teacher summit, two regional PDs, and weekly one-on-one meetings with the deans. The calendar shows three regional PD days, though there is some inconsistency in labeling. The application states that special education teachers will receive training on NHA procedures.</p> <p>Concerns: The schedule does not show any times for weekly staff training (it just may not be shown on a student schedule) and the calendar shows approximately 4.5 days of staff training. Although the model focuses on one-on-one coaching sessions that occur outside PD, it is not clear that there is sufficient time to train on all the areas addressed in the application.</p> <p>What questions do you have regarding this section?</p> <p>What would your recommendation be based on this section:</p>	
<input checked="" type="checkbox"/> Approve as is <input type="checkbox"/> Approve with conditions. Please outline your conditions here: <input type="checkbox"/> Deny. Please indicate why you believe it should be denied here:	

Insurance Coverage

<p>J. Insurance Coverage:</p>	
<p><i>Proposed insurance coverage aligns with statutory and district-mandated requirements and aligns with what the school is proposing within the application.</i></p>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<p>Overall Rating & Supporting Narrative:</p>	
<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The insurance coverage and plan meets the statutory and district requirements.</p> <p>Concerns:</p> <p>What questions do you have regarding this section?</p> <p>What would your recommendation be based on this section:</p> <input checked="" type="checkbox"/> Approve as is	

- Approve with conditions. Please outline your conditions here:
- Deny. Please indicate why you believe it should be denied here:

Parent and Community Involvement

K. Parent & Community Involvement:	
<p><i>The applicant provides evidence of parent and community involvement in the development of the school as well as the ongoing support of the school once opened.</i></p> <p><i>The applicant addresses outreach efforts conducted to date and planned for the future that reach all student populations, including at-risk students.</i></p> <p><i>The applicant provides opportunities to solicit feedback from stakeholders.</i></p> <p><i>The applicant identifies reasonable plans for external partnerships to support the school.</i></p>	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input checked="" type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input checked="" type="checkbox"/> Not Developed	
<p>Strengths: The application states that they will hire a local representative to help build community connections (however, it is not clear where this is noted in the budget). The application describes methods of receiving feedback once the school is operational, including family surveys, a grievance process, and the required School Accountability Committee.</p> <p>Concerns: The school application states that they have not held any in-person events. They report having set up a social media presence, though the Instagram account only has five followers and a Facebook site only has 35 followers. The school only submitted three letters of support from community members. The application states that the school intends to seek community partnerships; however, only one group mentioned is specific to Commerce City (rather than “food bank” and “service club”). The descriptions of future events are generic with supporting evidence for why they would be successful in District 27J.</p> <p>There is little evidence of parent and community involvement in the development of the application outside of the founding team. There is little representation on the founding board that potentially represents potential parents of Capstone.</p> <p>What questions do you have regarding this section?</p> <p>What would your recommendation be based on this section:</p> <input type="checkbox"/> Approve as is <input type="checkbox"/> Approve with conditions. Please outline your conditions here: <input checked="" type="checkbox"/> Deny. Please indicate why you believe it should be denied here:	

Enrollment Policy

L. Enrollment Policy:	
<p><i>The applicant details a plan for recruitment of all students, including special populations.</i></p> <p><i>The proposed enrollment policy and priorities for enrollment are non-discriminatory and align with district policy and procedures and statute as applicable.</i></p>	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	

Strengths:

The enrollment policy includes a non-discrimination clause, which lists protected classes including disability. The policy details the lottery and enrollment processes. The application has clear descriptors of how they plan to reach out to a variety of populations.

Concerns:

It is not clear that the non-discrimination clause meets the requirements of the CROWN Act. There is also no statement on the NHA Capstone landing page that as a public charter school, Capstone would be open to all students.

The admissions packet includes a policy on attendance that states that attendance would be considered as a factor in retention decisions. The language implies that such a decision will be solely at the discretion of school administrators, which would likely violate the READ Act for students in lower elementary. (Note: the student handbook states that retention is a school leader's decision, yet cites the READ Act. The handbook also states that the school leader decides on the retention of students in special education after consulting the IEP team.)

Although the plan includes commitments to recruit students with special needs, students eligible for EL programming, and students experiencing poverty, there are few specifics, especially as compared to the section on recruiting students for gifted and talented programs. Historically, the students who start a new charter school do not always mirror the population of neighborhood schools.

What questions do you have regarding this section?

How might you suggest creating benchmarks to help us monitor interest and enrollment?

What would your recommendation be based on this section:**Approve as is** **Approve with conditions. Please outline your conditions here:**

- Develop a system to monitor interest prior to the lottery (if needed) and post lottery as students express interest
- Agree to collaborate with 27J Schools to ensure compliance to state and federal law, and the standard of care for all 27J schools

Deny. Please indicate why you believe it should be denied here:

Transportation and Food Services

M. Transportation & Food Services:

If the school plans to offer transportation, the applicant provides an explanation of a transportation plan that meets the needs of the school.

If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs.

- Fully Developed
 Mostly Developed
 Partially Developed
 Not Developed

If the school plans to offer food services, the applicant provides an explanation of a food service plan to meet the needs of the school.

If the school does not plan to offer food services, the applicant provides an explanation of how students qualifying for free or reduced price meals would be accommodated.

- Fully Developed
 Mostly Developed
 Partially Developed
 Not Developed

Overall Rating & Supporting Narrative:

- Fully Developed Mostly Developed Partially Developed Not Developed

Strengths: The school does not plan to offer transportation for students in general education and has budgeted \$10k annually for students with legally required transportation needs. The application states that the school wants to contract with the district as the school food authority.

Concerns: The application provides few details for meeting students transportation needs, except to say they will offer families resources and support. This is not accounted for in the budget. Most of the section on transportation describes student drop-off.

Kitchen areas in existing NHA schools are small, so storage space and prep space is at a minimum. Would need to have upfront planning and design input to utilize space as best as possible. Another concern is the timeliness of inputting students into their

student database and then downloading to I.C., as that is the only way that our point of sale system can assign PIN numbers and know that those students exist - this is important for proper identification of F/R/P status, as well as for properly claiming reimbursement of meals from CDE.

What questions do you have regarding this section?

What is the process for downloading students from the school's student database to I.C. (is this a manual or automatic process, and what can be done so that students are downloaded in a timely manner?)?

What would your recommendation be based on this section:

Approve as is

Approve with conditions. Please outline your conditions here:

- Ensure timely updates of new students into the system (preferably within 24 hours of enrollment)
- Involvement of kitchen staff in building the new kitchen

Deny. Please indicate why you believe it should be denied here:

Facilities

^ N. Facilities:	
<i>Needs Assessment: The applicant provides a comprehensive facility needs assessment that aligns with the proposed school program</i>	<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>Facility Options: The applicant provides a realistic timeline and resource allocation for the identification, selection, construction/repair, and/or lease/contract negotiation for a facility that meets the requirements identified in the needs assessments.</i> <i>The applicant provides a plan for ensuring student safety and security, including anticipated costs.</i>	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The application includes a plan for NHA to purchase land and build a facility on set aside property. The described facilities would generally meet the needs of the educational program. The school has included a draft lease. The application includes a construction timeline. It is outside the scope of this review to assess the feasibility of the timeline.</p> <p>The application provides details on a safety plan that includes controlled entry and a visitor check-in system.</p> <p>Concerns:</p> <p>The draft lease does not include rent, though it is noted as \$26 per square foot in the budget.</p> <p>The applicant has previously been unable to open a facility in time to be used by District 27J. The application does not address what will prevent those issues from recurring.</p> <p>What questions do you have regarding this section?</p> <p>What would your recommendation be based on this section:</p> <p>Approve as is</p> <p><input checked="" type="checkbox"/> Approve with conditions. Please outline your conditions here:</p> <ul style="list-style-type: none"> • Detailed timeline and benchmarks for facility to ensure delivery <p>Deny. Please indicate why you believe it should be denied here:</p>	

Waivers

O. Waivers:	
<i>The applicant provides a list of state statutes and district policies for which waivers are being requested and provides adequate rationale and replacement plans</i>	<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The application provides a list of state statute and district policies for which waivers are being requested that provides mostly adequate rationales and replacement places.</p> <p>Concerns: As noted above, NHA requested waivers for essentially all 27J Superintendent Policies including those that the RFP indicated could not be waived..</p> <p>In several state waivers, the replacement policies state that Capstone will employ teachers or administrators whereas in other portions, it states that the operator will employ all staff.</p> <p>The waiver of teacher licensure does not note that special education teachers must be licensed pursuant to state law.</p> <p>What questions do you have regarding this section?</p> <p>What would your recommendation be based on this section:</p> <p>Approve as is</p> <p><input checked="" type="checkbox"/> Approve with conditions. Please outline your conditions here:</p> <ul style="list-style-type: none"> Review policies that the district outlined that cannot be waived during the contract phase. Agree to collaborate with 27J Schools to ensure adherence to federal, state, and local law and standards of care. <p>Deny. Please indicate why you believe it should be denied here:</p>	

Student Discipline, Expulsion or Suspension

P. Student Discipline, Expulsion, or Suspension:	
<i>The applicant provides a discipline policy that aligns with statute and policy and provides appropriate details for addressing student discipline, expulsion, and suspension.</i> <ul style="list-style-type: none"> Complies with state law, limiting reasons that may be used to justify expulsion or suspension of students in preschool through grade 2; Does not discriminate against students on the basis of hair texture, type, or protective hairstyles commonly or historically associated with race. 	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>The applicant describes how the school's approach to discipline is culturally responsive, consistent with the school's proposed culture and climate, and provides the opportunity for all students to achieve personal and academic success.</i>	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths:</p> <ul style="list-style-type: none"> The student handbook provides appropriate detail for addressing student discipline, suspension, and expulsion. The 	

application states that school leaders will monitor student behavior information using an online platform provided by NHA and will address any inconsistencies in behavior outcomes.

- Specifically states that it aligns with 27J policies - as indicated in the handbook and as evidenced by changes in the handbooks from Landmark and Foundations as we worked through behavioral challenges and potential expulsion cases

Concerns:

- Does not align with 27J with waiver requests.
- The discipline policy does not limit reasons that may be used to justify expulsion or suspension of students in preschool through grade 2.
- The dress code states that students' hair should not obstruct vision or distract from the learning environment without clarifying that this should not discriminate against students on the basis of hair texture, type, or protective hairstyles commonly or historically associated with race.
- Although the application states that teachers will focus on building relationships, there is little evidence on how the school will ensure that the school's approach to discipline is culturally responsive.

What questions do you have regarding this section?

What would your recommendation be based on this section:

Approve as is

- Approve with conditions. Please outline your conditions here:**

- Review policies that the district outlined that cannot be waived during the contract phase. Agree to collaborate with 27J Schools to ensure adherence to federal, state, and local law and standards of care.

Deny. Please indicate why you believe it should be denied here:

Serving Students with Special Needs

^Q. Serving Students with Special Needs:

The applicant provides a plan for serving students with special needs that includes appropriate discussion of the following High-Quality Special Population Program Planning items.

1. Human Resources:

- Approximately how many students with disabilities do the founders estimate that the school will enroll?
- If the school will be responsible for providing special education:
 - How many special education teachers will the school need to employ?
 - What kind of certification will the special education teachers need?
 - What are the state's teacher and special education teacher qualifications standards?
 - How many special service providers will the school need to employ?
 - What would the ratio of student: service provider be and is it aligned with best practice?
 - Will the school hire dual-certified teachers?
 - Will the school hire part-time or retired special education teachers?
 - Will the school need to hire staff for health-related issues?
 - What are the implications for salaries and benefits if the school hires full-versus part-time employees?
- If an LEA will be responsible for all, or part of, special education in the school:
 - Will the school be required to contract with an LEA for the purposes of special education?
 - If the school needs to work with an LEA, how will it negotiate with the LEA to ensure its students will receive appropriate services?

- Fully Developed
- Mostly Developed
- Partially Developed
- Not Developed

2. Curriculum and Assessment:

- How will the school modify the curriculum and instructional delivery to address the unique needs of children with disabilities?
- How can the school train general and special education teachers to modify/adapt the curriculum and instructional approach for children with disabilities in inclusive classrooms while meeting requirements of IEPs?
- How will the school include children with disabilities in required assessments or develop

- Fully Developed
- Mostly Developed
- Partially Developed
- Not Developed

<p><i>alternate assessments?</i></p> <ul style="list-style-type: none"> • How will curriculum and assessment decisions be considered and monitored by IEP teams and staff? 	
<p>3. Professional Development:</p> <ul style="list-style-type: none"> • How will the school provide special education and general education teachers with professional development? • Will general education and special education teachers need any specialized professional development related to educating and including children with disabilities? • Does the district or the state operate a professional development program or network that the school can utilize? 	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<p>4. Administration:</p> <ul style="list-style-type: none"> • Who will administer the special education program? • Who will be responsible for collecting, managing, and reporting data related to children with disabilities? • Will the founders create their own system to administer special education or will they adopt the policies/procedures dictated by the authorizer, local district, or other administrative unit? • How will the school handle student records and other school property appropriately in the event of closure of the charter school? 	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<p>5. Facilities:</p> <ul style="list-style-type: none"> • If the school will be responsible for special education evaluations and services: <ul style="list-style-type: none"> ○ Where will it conduct student evaluations? ○ Where will it conduct IEP meetings? ○ Where can it store confidential student records? ○ Where will it provide pullout services? ○ Where will related services personnel meet with individual students? ○ Will entrances, classrooms, common areas, and bathrooms be accessible to individuals— including adults—with physical disabilities? ○ Will the facility have space for a nurse to store and administer medications or use medical equipment? ○ If the school uses some type of online learning, how will the school administer evaluations and maintain electronic document security in a virtual environment? 	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<p>MTSS/RTI: The plan also provides a comprehensive description of the monitoring for all students to determine universal, targeted, or intensive needs.</p>	<input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<p>Overall Rating & Supporting Narrative:</p>	
<p> <input type="checkbox"/> Fully Developed <input checked="" type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed </p>	
<p>Strengths: The application affirms that special education teachers must be licensed according to state law, though this is not clarified in the licensure waiver replacement language. The application states that they will hire full time teachers, though it does not clarify if they are dual-certified (as a K-8 school, this is less of an issue than a high school setting).</p> <p>The school describes that special education teachers will implement the core program with accommodations. At times, they will provide direct instruction on foundation skills. The application states that special education teachers will receive professional development from NHA.</p> <p>The application states that a dean will be assigned to oversee special education, who will provide teacher training.</p> <p>The proposed facility will have 28 classrooms and 7 support rooms, which should be enough to support special education programming, including meetings and service delivery.</p> <p>The application includes a plan for providing tiered supports for students through MTSS.</p>	

The budget includes planned experiences for special education transportation and special education related services.

Concerns:

- The full budget calls for three special education teachers. If the school operates at planned enrollment with a student population reflecting the district (11% students with IEPs) this would result in caseloads of 22-23 students in year one and 28-29 students in year three. This is above the ratios suggested by other Denver Metro districts.
- The MTSS plan calls for intervention professionals to provide services outside of general classroom time; however, the budget does not include staffing for these staff positions.
- It is not clear from the application if the school plans to offer a full spectrum of services, as the plan mostly outlines an approach for students with mild/moderate disabilities. Some inaccuracies in language and process for EL students in Colorado
- Regarding the retention of students with special needs. NHA historically has a great system of interventions however students with special needs are retained more frequently than those that do not
- Historically it has been challenging getting information uploaded into Infinite Campus

What questions do you have regarding this section?

- How will you ensure that deadlines are met in uploading student information into IC so that students are able to be screened and identified in a timely manner in compliance to CDE guidelines?
- How are your retention policies and practices reviewed to ensure that we are not targeting specific students in this practice (SPED, EL, boys, Latinos, etc)?

What would your recommendation be based on this section:

Approve as is

Approve with conditions. Please outline your conditions here:

- Uploading students into the system within 24 hours of enrollment (need some sort of compact or agreement in contract)
- Develop compact/agreement regarding retention of students

Deny. Please indicate why you believe it should be denied here:

Dispute Resolution Process

R. Dispute Resolution Process:	
<i>The applicant sets forth a method for resolving disagreements which arise from the school's charter contract between a charter school and its chartering district, in compliance with statutory requirements.</i>	<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input checked="" type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input checked="" type="checkbox"/> Partially Developed <input checked="" type="checkbox"/> Not Developed	
<p>Strengths: The application acknowledges the dispute resolution process in CRS 22-30.5-107 (it is 107.5).</p> <p>Concerns: While 27J and NHA have had a positive relationship, an explanation beyond what we see below would have been appreciated particularly because we have had some challenges i.e. opening on time, demographic mirroring, attendance and behavior, withdrawal, timely data entry, retention, etc. . . While we have managed those issues in house and in a collaborative and professional fashion there may be issues where it would be helpful to have a more solid process</p> <p>What questions would you like your Executive Representative to ask the applicant?</p> <p>What would your recommendation be based on this section:</p> <p>Approve as is</p> <p><input checked="" type="checkbox"/> Approve with conditions. Please outline your conditions here:</p>	

- Review policies that the district outlined that cannot be waived during the contract phase. Agree to collaborate with 27J Schools to ensure adherence to federal, state, and local law and standards of care.

Deny. Please indicate why you believe it should be denied here:

School Management Contracts

^S. School Management Contracts:	
<i>The applicant demonstrates the effectiveness of the proposed school management provider academically, operationally and financially, includes a rationale for the selection of this provider, and identifies any existing or potential conflicts of interest between provider and school and board stakeholders.</i>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>The applicant provides a draft management contract as an attachment, which addresses the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school</i>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
<i>The applicant provides a draft EMP Management Plan as an attachment that adequately describes evidence of EMP capacity, division of roles and responsibilities, cost and compensation structure, clear identification of all payments to be paid to the EMP, the employer of record for EMP and school staff, and a board approved plan for how the EMP will be evaluated.</i>	<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed
Overall Rating & Supporting Narrative:	
<input checked="" type="checkbox"/> Fully Developed <input type="checkbox"/> Mostly Developed <input type="checkbox"/> Partially Developed <input type="checkbox"/> Not Developed	
<p>Strengths: The application includes the track record of performance of schools operated by NHA. They report that of approximately 100 schools, no NHA operated school has had its charter revoked or its service agreement ended by the charter board.</p> <p>The service agreement is clear on the proposed division of roles and responsibilities, costs, and payments.</p> <p>Concerns: The application refers to the board’s independent counsel, but the service agreement states that all school revenue will go directly to NHA. It is not clear how the board could engage counsel outside of NHA without funds to do so. The service agreement includes a line for “Board reserve” but states that this would function as the TABOR reserve, meaning it could not be accessed to pay for counsel in most cases.</p> <p>As noted in the Governance section, it is not clear that board policies and the service agreement provide adequate protect from a board member having a conflict of interest through compensation from or a financial relationship with NHA.</p> <p>What questions do you have regarding this section? The application notes that the board will have access to an independent counsel. Since all revenue goes to NHA under the service agreement, how will the board engage an independent counsel?</p> <p>What would your recommendation be based on this section:</p> <input checked="" type="checkbox"/> Approve as is <input type="checkbox"/> Approve with conditions. Please outline your conditions here: <input type="checkbox"/> Deny. Please indicate why you believe it should be denied here:	

Overall Recommendation

Overall Recommendation

Risk Factors (Reviewers should summarize risk factors, as applicable, from the application for consideration by the authorizer in acting on the application. Generally, risk factors inform the reviewer’s overall recommendation—approval or denial—as well as proposed conditions and milestones to address identified risk factors to the extent possible.)

- We have had a long term relationship with two NHA sponsored charter schools. Both are rated as “performance schools” by the State Performance framework. This application is very similar to past applications that we have approved. The application does not have the same evidence of support from our community that past plans have had. It does not address the challenges that exist between 27J schools and other NHA charter schools as it relates to educational programming, waivers from all superintendent policies and standards of care that is important to 27J Schools, and Capstone and their operator have failed to successfully open a K-8 school in the previous attempt.
- The service agreement contains a clear method for the board to end the management relationship with NHA. There remain several risk factors. First, it may be hard for the charter school to continue operating since NHA will own the facility and there will likely be few alternatives available. Second, the application does not provide strong evidence that the board has tools to monitor and evaluate the performance of its management partner. Finally, it is not clear how the board will be able to engage independent legal or financial experts to provide an unbiased view of the school.

Recommendation

- Approve as is
- Approve with conditions and milestones
- Deny

Proposed Conditions

Conditions to be fulfilled before execution of the contract and based on identified weaknesses in the proposal

- The contract would require at a minimum, a specified location and timing of the opening of Capstone Academy, as well as a plan for capital construction with milestones ensuring on-time project completion.
- The contract would require an agreement for data exchange processes to ensure accurate and timely data transfer with specific benchmarks and methods to monitor progress.
- The contract would require Capstone to ensure compliance with all state and federal laws, and ensure the 27J standard of care through superintendent policies (ie. Colorado Read Act, Title IX, discipline and expulsion, etc.), and be asking for universal waivers from all superintendent policies.
- 27J Schools is willing to extend application and contract timelines if mutually agreed upon to support Capstone and 27J in having the time to meet these outlined conditions.

Proposed Milestones

Milestones to be fulfilled after execution of the contract and before the opening of the school

Rationale for Denial

Specific legal, financial, equity issues that cause significant concern regarding the viability of the proposal

Summary of overall conditions and/or reasons for denial:

27J School’s executive leadership team can see a path toward approving the charter application for Capstone Academy. We have had a longstanding relationship with Foundations and Landmark, both NHA operated schools. These schools have had academic success, maintained levels of enrollment, and in doing so remain financially stable. Our extended partnership gives us confidence in Capstone and also an interest in improving upon our partnership, as identified in our conditions. Capstone would also be the second NHA operated school in our South feeder system, and as of today, we remain unsure of the family interest in this choice. Our ratings reveal 6 fully developed attributes, 7 mostly developed, 5 partially developed, and 1 not developed attribute as we evaluated this application. The application was largely the same application that we have reviewed many times prior, and we had hoped that there would be unique and different efforts for a new community, and that some of our shared challenges and feedback would be represented in this application. There is an interest to approve Capstone Academy, and we hope that they can agree to the conditions proposed through

our contract negotiations.