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I. Public Education Department Renewal Report and Recommendation



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2016 Charter School Renewal Report

Mission Achievement and Success Charter School

CSD RECOMMENDATION

CSD recommends renewal of this charter based on the school's letter grade performance, specifically that the school currently maintains a 3 year average letter grade of A and has shown continued academic growth and improvement toward achieving the school specific goals over the term of the contract, the school's compliance with the material terms of the contract, and compliance with all facilities requirements.

However, because of concerns regarding compliance with generally accepted standards of fiscal management and legal compliance, CSD recommends the following conditions of renewal:

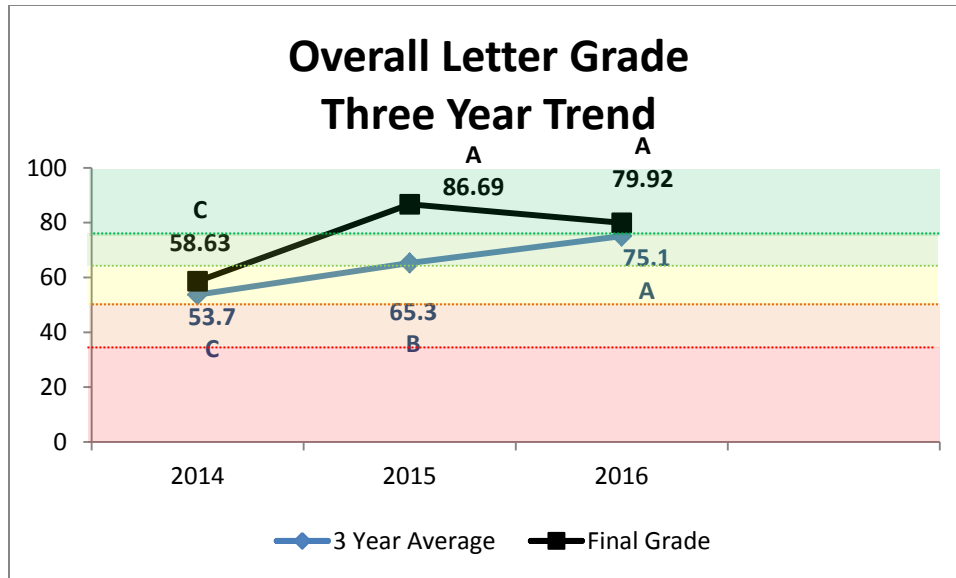
- Corrective action requirements that the school provide evidence of corrections to address audit findings.

SCHOOL SUMMARY

Mission Achievement and Success Charter School began operating under its current charter on July 1, 2012. The charter was granted for a period of 5 years with various standardized conditions relating to preparedness to commence operations and acknowledging the requirement that the charter school to demonstrate improved student academic achievement, and that the PEC use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke the school's charter.

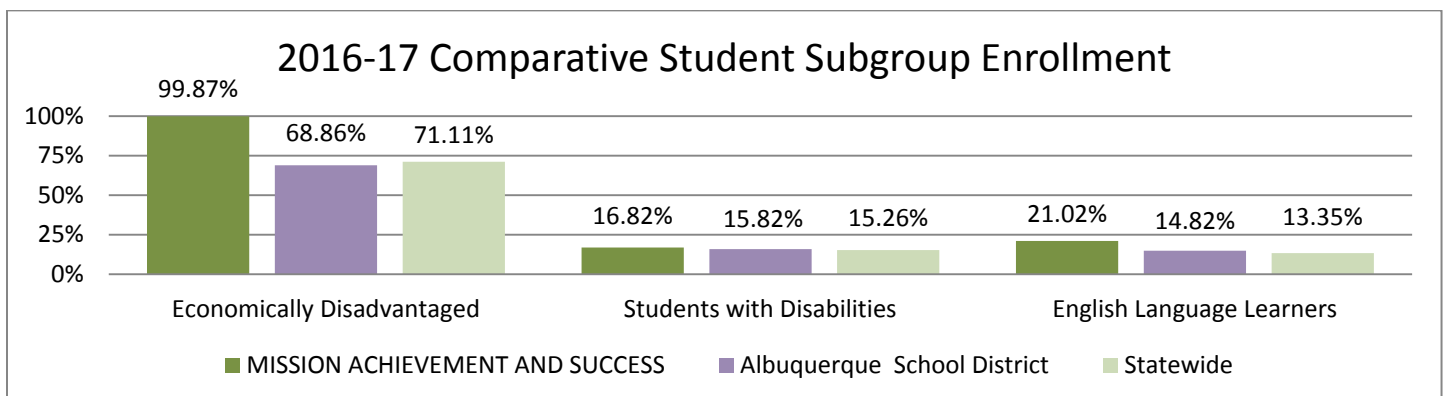
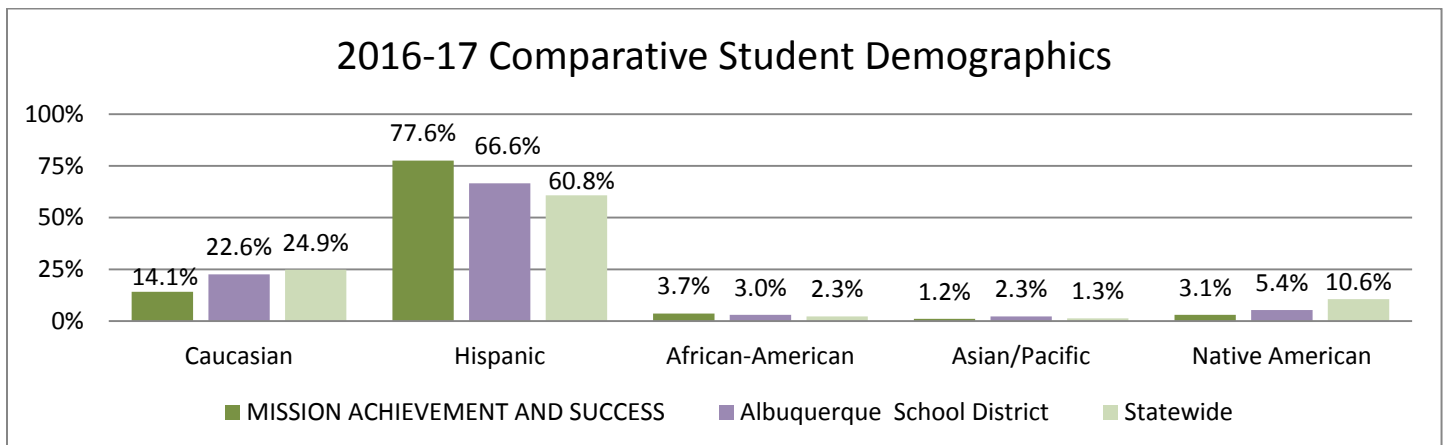
The school submitted its renewal application in a timely manner. The school's renewal application includes no amendment request.

The following information provides a snapshot of the school's academic performance over the last three years.

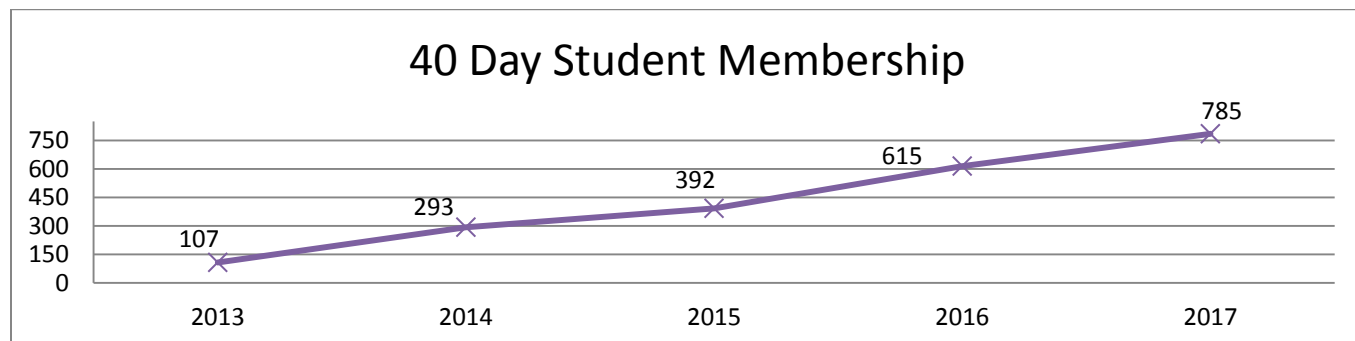


The following information provides a picture of the school's current enrollment, including the number as well as the demographics of the school, and the enrollment trends over the term of the contract. Additionally, CSD has provided information about the teacher retention rate over the term of the contract.

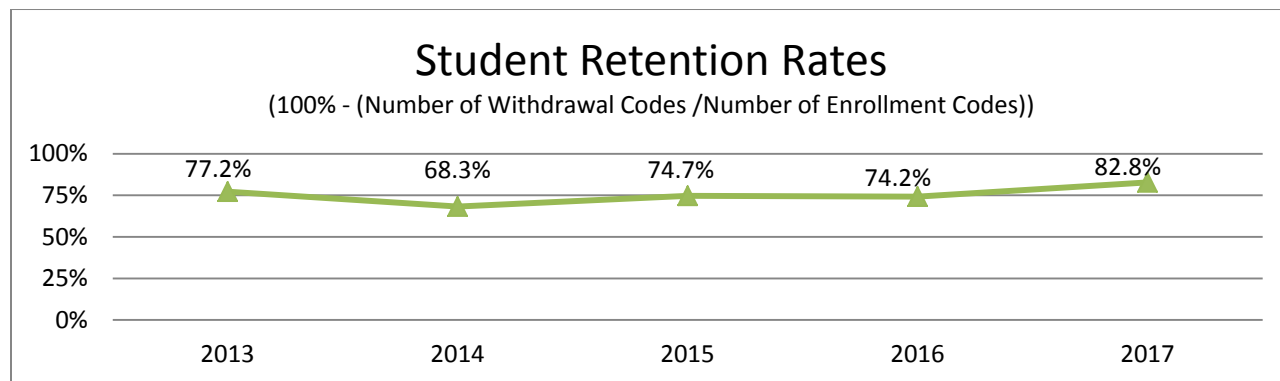
Comparative demographics show the school has a slightly higher Hispanic population than the surrounding district and a slightly lower Caucasian Population. The school also has a higher population of English Language Learners, economically disadvantaged students, and students with disabilities.



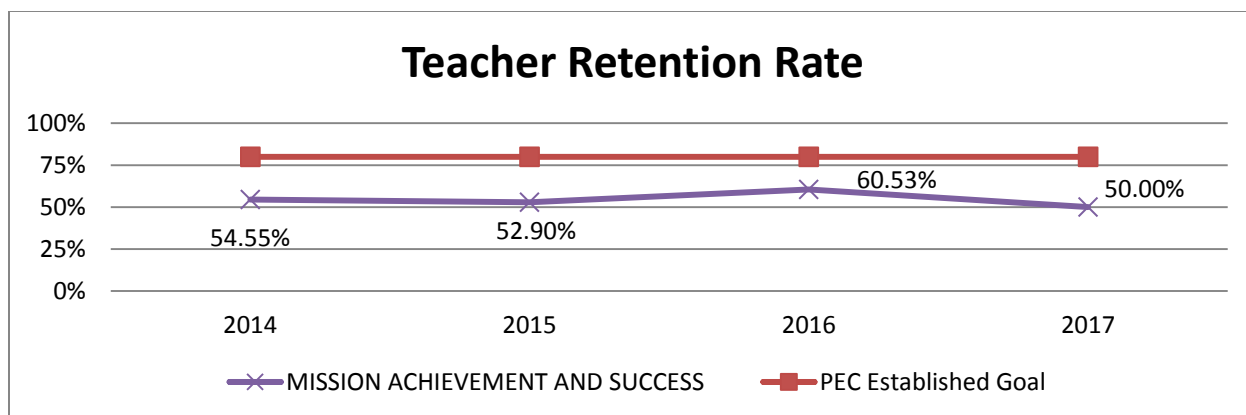
The table below demonstrates the 40 day membership for each of the years in operation. The school started serving grades in 2013 with grades 6, 7 and 8. In 2014, the school added 9th grade and in 2015 the school added kindergarten, first grade, and tenth grade. In 2016, the school added second and eleventh grades. The school's enrollment has increased each year.



The table below demonstrates the student retention rates for each of the years in operation. Retention rates were calculated by first finding the attrition rate and then subtracting from 100%. The attrition rate is found by dividing the number of withdrawal codes (number of students who were withdrawn from the school at school point during the year) by the total number of enrollment codes (number of students who were enrolled into the school at some point during the year). CSD believe this accurately captures retention within the year as well as retention between the years because schools have the practice of enrolling students they expect to return on the first day of school and then withdrawing them if those students do not return. The school's retention rate appears to have remained about the same, with a decrease for FY2014. The current year retention is higher than 2016, but cannot be compared to prior years as it does not account for attrition or additional retained enrollments through the year.



The table below demonstrates teacher retention for years two through five of the charter. Annually, the school's teacher retention rate has been below the PEC's stated goal of 80% retention (lower than 20% turnover). The school had the greatest retention between the third and fourth school years. During the interview with the Governing Body they identified retaining staff as a concern and indicated the school has had approximately 50% turnover year to year. Additionally, the school's district report card indicates the school has 51.1% of teachers with emergent or provisional credentials in 2016 as compared to 0.3% statewide.



School's Response

On page three of the 2016 Charter School Renewal Report, it suggests that Mission Achievement and Success has a teacher retention rate of approximately 50%. Furthermore, in the report it states, "During the interview with the Governing Body they identified retaining staff as a concern and indicated the school has had approximately 50% turnover year to year." This is not an accurate portrayal of the discussion. The following question was asked of the board chairman during the interview, "Would you be surprised that the retention rate was 50%?" and the Board Chairman's response was, "No, that would not surprise me." With that said, it was not his intention to validate that number and instead, it was his intention to recognize that we do experience turnover in our pursuit of excellence. Additionally, the question provided us an opportunity to discuss the difficulties in recruiting and retaining highly competent teachers under the longer work day, longer work year, and additional responsibilities associated with being a team member of a high performing charter school.

As the information below indicates, Mission Achievement and Success Charter School's teacher retention rate has been approximately 80% during its charter operation. Our five-year average demonstrates over 88% continuity of educational service during a school year. A school year is defined as a teacher starting a contract at any time within the school year and completing the contract by remaining at the school until the conclusion of that school year. The average year to year retention rate at Mission Achievement and Success is 70.9%. Our year to year retention is calculated by looking at a staff member who completed the school year and returns the following school year. The table below provides evidence of our computer averages.

<i>Year</i>	<i>Completed a contract year</i>	<i>Returned the following year</i>
2012-2013	100% Completed Contract Year	55.5% Returned
2013-2014	73% Completed the Contract Year	72.3% Returned
2014-2015	99.3% Completed the Contract Year	65.7% Returned
2015-2016	81.4% Completed the Contract Year	72.6% Returned
2016-2017	TBD	88.4% Returned
AVERAGE	88.425%	70.9%

Furthermore, when averaging the retention of teachers WITHIN a school year with teachers returning from school year to school year, Mission Achievement and Success Charter School has a retention rate of approximately 80%. Where the 50% was obtained and how the calculations were derived is a mystery, but Mission Achievement and Success disputes the accuracy of the data provided by the NMPED Charter Division in their renewal report.

CSD utilizes the STARS Turnover Rate by Category (Using teachers as the category) which compares Staff IDs from two school years. These charts are attached in the Appendix. It provides the total turnover in teachers and compares that to the previous year to determine the total turnover rate and the corresponding retention rate.

The renewal application demonstrates support for the continuation of the school from the current local school community. The application includes signed petitions by a hundred percent of the school's current employees and

eighty-three percent of the families whose students are currently enrolled in the charter school. The petitions are included in the application materials.

During interviews with the students, staff, and families, the CSD learned that each group overwhelmingly supports the continuation of the school.

During the renewal site visit, PED interviewed 5 students. During student interviews, student expressed that they like being challenged and that they were being prepared to go to college. The students also had high praises for their teachers. Students felt the teachers inspire them to always do well and make better choices. Students articulated that the educational system at the school give students opportunities other schools do not provide. The students felt that teachers spend more time with the kids in class and they have college classes so they can get an Associate's Degree and be prepared to go to school. Another thing they liked was that the school has intervention classes in order to boost students' abilities.

During the renewal site visit, PED interviewed 6 parents or guardians. During family interviews, parents said they appreciated the academic rigor of that the school provides. The parents also praised the weekly communications they received from the teachers regarding their students' progress. Parents also praised the school leaders for handling discipline issues immediately and for creating a safe learning environment. Several parents felt their children were safe at this school and were being challenged. The parents praised the organization of the school and believe having everything in one classroom will help students to get farther above grade level. One parent commented that students are getting a private school education for a public school cost-basically free.

During the renewal site visit, PED interviewed 9 teachers. The teachers felt that the mission of the school is to equip students with life skills; to prepare them for college and life success; with a successful team of teachers teaching the success principles. Teachers believe that preparation for college begins at K, 1 & 2 even. The mission also addresses daily life principles. Teachers explained that the school creates a balance between rigorous academics and a nurturing environment. During teacher interviews, teachers spoke of the high intellectual expectations they hold for all students and how students are nurtured for the future. Teachers are proud of the respect and integrity that their students demonstrate. Teachers spoke favorably about the new system the school has set up-- an accelerated class for both math and reading. They also spoke favorably about the co-teaching model as they believe it provides the help necessary to support students with disabilities. They believe that after students with disabilities have been at the school for a while, they get used to the system of help and instead of getting pulled out for services, the full inclusion allows students to get what they need in classroom. The teachers are also happy that the school helps to meets students' needs by providing three meals a day, by making sure all students feel comfortable, and providing some free supplies.

RENEWAL STANDARD

Pursuant to NMAC 22-8B-12, a charter may be not renewed if the charter school did any of the following:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management; or
- (4) violated any provision of law from which the charter school was not specifically exempted.

In addition, in 2015 the New Mexico statutes annotated was revised to reflect the following:

On or after July 1, 2015, a new charter school shall not open and an existing charter shall not be renewed unless the charter school:

- (1) is housed in a building that is:
1. owned by the charter school, the school district, the state, an institution of the state, another political subdivision of the state, the federal government or one of its agencies or a tribal government; or
 - (a) subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978]; or
 - (2) if it is not housed in a building described in Paragraph (1) of this subsection, demonstrates that:
 - (a) the facility in which the charter school is housed meets the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility is contractually obligated to maintain those standards at no additional cost to the charter school or the state; and
 - (b) either: 1) public buildings are not available or adequate for the educational program of the charter school; or 2) the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility for the charter school.

ANALYSIS

In order to support the decision making of the Public Education Commission, this renewal report reflects the information known to the Public Education Department in relation to:

- the school's efficacy in fulfilling the conditions, standards, and procedures set forth in the charter contract;
- the schools status in relation to achieving, or making progress toward achieving, the Public Education Department's standards of excellence as reflected in the school letter grade;
- the school's status in relation to achieving, or making progress toward achieving, the student performance standards identified in the charter contract;
- the school's efficacy in meeting generally accepted standards of fiscal management;
- the school's compliance with all provisions of law from which the charter school was not specifically exempted; and
- the school's status in relation to meeting the facilities requirements laid out in 22-8B-4.2.

Summary		
	Meeting Expectations	Not Meeting Expectations
Charter Contract Material Terms	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Public Education Department's Standards of Excellence	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Performance Standards in the Charter Contract	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Generally Accepted Standards of Fiscal Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Compliance with all Provisions of Law	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Facilities Requirements Laid Out in 22-8B-4.2	<input checked="" type="checkbox"/>	<input type="checkbox"/>

MISSION ACHIEVEMENT AND SUCCESS CHARTER SCHOOL HAS FULFILLED THE CONDITIONS, STANDARDS, AND PROCEDURES SET FORTH IN THE CHARTER CONTRACT

The school is under an original charter, which incorporated the school's application into the charter as material terms. CSD's observations during the last two years demonstrate the school is implementing the educational program set forth in the school's charter.

The school's original charter application included the following material terms:

The mission of MAS is to prepare middle and high school students to be successful in college and the competitive world by providing a rigorous college preparatory program in a safe and effective learning environment. Our primary objective is to instill in our students a commitment to high academic achievement, continual goal setting, and principles of personal success.

The five characteristics identified, which will be fully integrated at MAS include:

- 1) a laser like focus on academic achievement using data to drive instructional decisions;
 - 2) clear curriculum alignment with state standards;
 - 3) frequent assessment of student progress with multiple opportunities for improvement;
 - 4) an emphasis on non-fiction writing;
 - 5) and collaborative scoring of student work.
-

MAS's curricular approach is modeled and directly aligned with Reeves' research with some additional components that we feel are critical to student success. The additional components can best be described as a means to support the five characteristics referenced above. The additional six components are as follows: 6) high expectations; 7) positive school culture with proactive approach to student discipline; 8) inclusive education; 9) ongoing professional development and collaboration; 10) parental and community involvement; and 11) the development of "Success Principles Action Plans."

Additionally, MAS will incorporate explicit instruction in principles of success primarily through a course titled, "The Success Principles for Teens" which will be a mandatory class that middle school students will take throughout their middle school program and the "Success Principles for High School Students" which is a MAS, graduation required course. The primary purpose of these courses is to explicitly teach students principles of success which include but are not limited to:

1. Taking 100% responsibility for yourself;
 2. Deciding what you want out of life;
 3. Understanding and utilizing the power of goal setting;
 4. Facing your fears and not letting fear prevent you from achieving things/goals you desire;
 5. The power of asking others for things such as help and mentorship;
 6. How to reject rejection and continue to advance toward the attainment of your goals; and
 7. Using feedback as a means to move forward in life and to continually improve.
-

MAS has made the informed decision, based on what we know about research on highly effective teachers, to frontload daily staff professional development and have a later starting time for our adolescent students. MAS' school day for staff will be from 7:30am – 4:30pm; the school day for students will be from 8:30am – 4:30pm. The school day for MAS students is longer than required by statute, but we believe the longer school day is necessary to close any achievement gap that may exist and to provide students with the rigorous college preparatory program MAS intends to deliver. MAS' instructional day will include 7.5 instructional hours daily with 30-minutes daily for lunch. Our school calendar will include 182 days of actual instruction for students totaling 1365 instructional hours per year, which exceeds the state average.

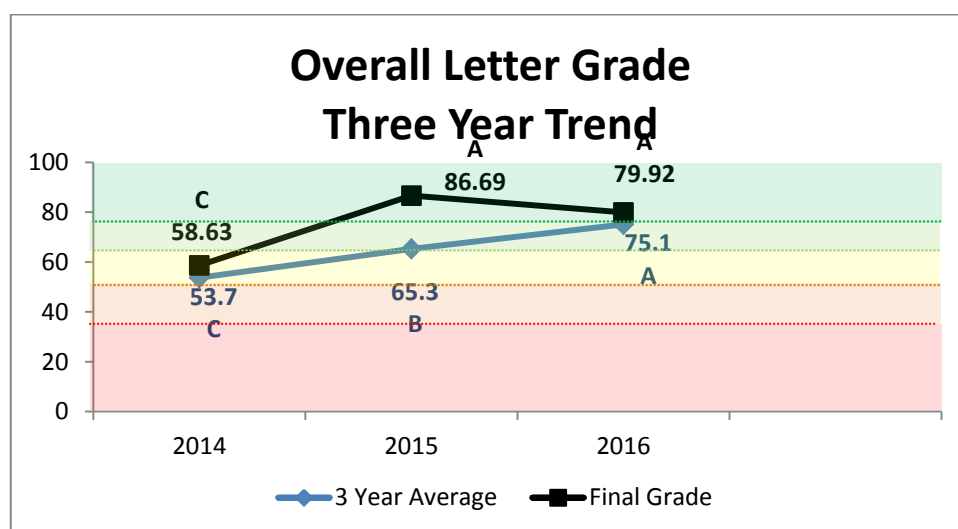
During the site visit, PED staff members observed student objectives that were aligned to CCSS and NM standards posted in the classrooms they observed. Also, staff members indicated that the instructional activities and

resources being implemented in the classroom demonstrate evidence that the school's curriculum (Engage New York, Foss Science, System 44, Math 180, and Expeditionary Learning) is aligned to the CCSS. PED team members observed individualized instruction, students working at computers, and small group activities during their observations. CSD team members reviewed a small percent of teachers' lesson plans during the visit and noted that the plans included a "classroom data tracker" section that the teachers use to reteach based on the assessment results. Implementation of the material terms was evident to PED team members.

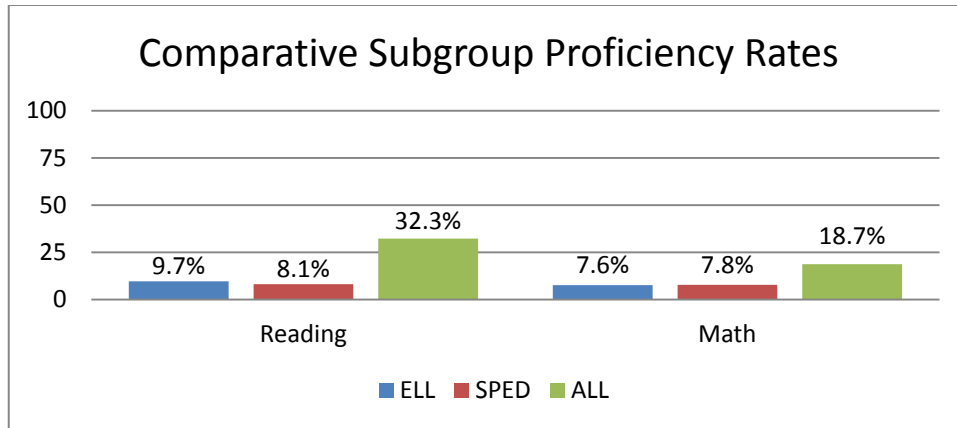
MISSION ACHIEVEMENT AND SUCCESS CHARTER SCHOOL HAS ACHIEVED THE PUBLIC EDUCATION DEPARTMENT'S STANDARDS OF EXCELLENCE AS REFLECTED IN THE SCHOOL LETTER GRADE

The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law provides that certain rights for are imbued to the families who have students enrolled in a public school rated F for any two of the last four years. Additionally, the law requires that a public school rated D or F must prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

The tables below reflect the school's academic performance over the last 3 years. The school currently maintains a 3 year average letter grade of an A. The current year letter grade is slightly lower compared to the prior year, falling approximately 7 points.



The school's subgroup performance information is reported below. The percentage of English Language Learners who scored proficient in reading was approximately 22% lower than non-English Language Learners. The percentage of English Language Learners who scored proficient in math was approximately 11% lower than non-English Language Learners. The percentage of students with disabilities who scored proficient in reading was approximately 24% lower than students without disabilities. The percentage of students with disabilities who scored proficient in math was approximately 11% lower than students without disabilities. The school scored a "B" for the growth of Q1 (25% Lowest Performing Students). In reading and math, the lowest performing students gained *more* than 1 years' worth of growth with positive VAS scores of 1.07 (reading) and 1.66 (math).



In the renewal application the school indicated it has made progress over the past three years and broke down the elements of the school report card. Although the school has earned an A the last 2 years, the application states:

Our work, however, is far from finished. We teach a traditionally underserved and at-risk population of students, with 75% of students qualifying for free and reduced lunch, over 17% of students identified as English Language Learners, nearly 20% students with disabilities, and over 80% of students identifying as an ethnic minority. Our students continue to walk through our doors below grade level and requiring extensive remediation to catch up. On average, 80% of new, incoming students enter MAS below grade level proficiency in reading and/or math. Each year, we continue to adjust our approach to ensure continued growth and high quality instruction for our students, we build upon and improve our culture to develop the hard-working environment in which all students can succeed, and we train our teachers to move beyond being good and strive for excellence and greatness.

In Current Standing, the school notes that this area has been a struggle for the school. In 2014 the school earned an F, in 2015 a B, and in 2016 the school earned a C in this area. The school states:

On average, 80% of incoming MAS students are NOT proficient in reading or math upon entry to our school. Our students, on average, enter MAS with assessment scores 10%-20% below average state performance levels; this means our students are beginning the year MORE behind than the average student in New Mexico. As a result, current standing has been a challenge for MAS each year. In our four years of operation, we have consistently had an average of 80% of our students enter MAS not proficient, and not only are they not proficient, but they are significantly below the state average level of performance, making the spread from where they are to proficient, even greater. This creates a challenge for us in the area of current standing because while we are able to demonstrate significant gains in the area of student growth and have outperformed state averages all four years we have been assessed, we find it challenging to make enough gains within a year to reach the current standing proficiency targets.

In the School Growth area the school has scored at acceptable standards the last 3 years. The application states:

“School growth has increased overall during the last three years. We believe the score may have been somewhat skewed in the first two report cards since we did not have three years of test

scores to calculate the growth. Still, we were able to determine that in order to raise the score; we needed to continuously increase student proficiency levels. One of the challenges we faced with Current Standing was that the score was calculated purely based on the number of proficient students. School Growth, however, worked more in our favor since it measures growth of students who are not yet proficient. This means we would receive credit for moving students from a beginning steps level to a nearing proficient level- a more practical approach to measuring our progress toward closing the achievement gap. Additionally, the Value-Added Modeling (VAM) provided a type of equalizer, which accounted for our students' lower performance prior to enrolling in our school.

In the Growth of Highest Performing Students the school has earned an A each year for the last 3 years. In the application notes that *"Our highest performing students' growth has been the highest score on each report card throughout our existence. Our school structure and general curriculum provide tremendous opportunity for students to remediate skills, close the achievement gap, and work toward grade level proficiency. "*

In the Growth of Lowest Performing Students the school earned a D in 2014, but has earned a B in this area the last 2 years. The school's application notes that *"Our lowest 25% of students has provided a great opportunity to grow since we opened. Our first year, we earned an F in the growth of our Q1 students, despite the interventions described below and despite the high achievement demonstrated by our Q3 students. In our second year, we improved to a D, in our third year we grew to a B, and this last year, we improved to a high B. Early on, we recognized the extreme need for remedial instruction while maintaining grade level instruction in order to successfully close the achievement gap. We have always had a relatively high population of students who entered MAS identified as students with disabilities- around 20%. Again, we also noticed many students without identified special education needs entered MAS lacking basic skills in reading and math."*

The school further noted that:

*We continued to change our program based on student needs. We have placed a stronger focus on providing interventions **90 minutes daily** at the middle school level and **90 minutes every other day** in the high school in order to expedite closing the achievement gap. This is in addition to regular, core instruction at grade level. We have also adjusted our use of computer curricula to provide more time for direct instruction and guided practice in the classroom. We are proactive and deliberate in how we structure our day and how we make changes in order to ensure we meet the needs of all students.*

For the reasons stated above, it appears that the school has achieved, if not exceeded, the Public Education Department's standards of excellence as reflected in the school letter grade.

MISSION ACHIEVEMENT AND SUCCESS CHARTER SCHOOL HAS NOT MET, BUT HAS MADE PROGRESS TOWARD ACHIEVING THE STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER CONTRACT

In its renewal application the school indicates it did not meet any of the goals identified in the charter contract.

School's Response

According to the Charter Renewal Report, Mission Achievement and Success Charter School's renewal application "indicates" that it did not meet its charter contract goals or make progress toward achieving these goals. This is incorrect. The School contends that the evidence provided in its charter renewal application demonstrates that it did achieve or made progress toward achieving the student performance standards identified in the charter contract.

*Mission Achievement and Success Charter School's original charter goals were written around the Standards Based Assessment (SBA), which was the state exam for New Mexico in reading, writing, and mathematics since at least 2005. The 2014-2015 school year marked a statewide transition from the SBA to the Partnership for Assessment of Readiness for College and Careers (PARCC). This change could not have been anticipated and as a result, created a hardship for the school in measuring our originally stated charter goals. Additionally, as stated in our renewal application, Mission Achievement and Success' leadership team contacted the Charter Schools Division at the time of that statewide transition from SBA to PARCC to inquire into how we should handle measuring our charter goals considering this transition in assessment measures. Since PARCC was completely unknown, we were advised that rather than submit an amendment request and modify our goals around an unknown test, we should write new goals at the time of our charter renewal and provide a written narrative within our renewal application explaining this decision. Additionally, our short-cycle assessment, Discovery Education, was not an appropriate measure to use as this measure had previously been normed with SBA and served as a predictive measure of a student's performance on SBA with a claimed 80-90% proficiency prediction rate according to Discovery Education. With the change from SBA to PARCC, Discovery Education was no longer a predictive measure. Discovery required re-norming with PARCC and therefore could not be effectively used as an alternative measure to demonstrate meeting our goal, however, clear evidence exists through the reports of progress on SBA, PARCC, and Discovery that MAS Charter School made progress toward meeting our goals. Furthermore, we would like to highlight the language in state law that reads, pursuant to NMSA 1978, §22-8B-12(K), a charter may be not renewed if the charter school, "failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract." Clearly, MAS has MET the department's "standards of excellence" as evidenced by our report card grade and confirmed by the Charter Schools Division. It is clear that the evidence in our charter renewal application as well as the Charter Schools Division's Renewal Report shows we made **progress** toward our student performance standards identified in our charter contract. The Charter School Division concedes in its analysis report that "the school has provided data that demonstrates sustained progress toward meeting the first (1.a) goal listed above." The Charter Renewal Report goes on to state, "the data provided [below], does indicate the school is making progress toward Goals 1.b and 1.c... and the achieving proficiency exceeds the local district and the state." Therefore, we are a bit confused about the Charter Division's decision to "check the box" that we did not meet requirements in this area while conceding that we did within their narrative.*

The school's charter, including its original application, incorporated the following goals:

Mission Achievement and Success Charter School will know it is achieving its mission through the following goals:

GOAL #1:

1a) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since sixth grade will meet or exceed standards in reading as measured by the New Mexico Standards Based Assessment (NMSBA) by June 2016.

1b) By June 2016, the percentage of MAS students meeting or exceeding standards in reading for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grades who meet or exceed standards in reading as measured by the NMSBA.

1c) By June 2016, the percentage of MAS students meeting or exceeding standards in reading for all grade levels assessed by the NMSBA will exceed the percentage of the students in the state for the comparable grades who meet or exceed standards in reading as measured by the NMSBA.

GOAL #2:

2) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since 6th grade will meet standards in writing as measured by the New Mexico Standards Based Assessment by June 2016.

Goal 3:

3a) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since 6th grade will meet or exceed standards in math as measured by the New Mexico Standards Based Assessment by June 2016.

3b) By June 2016, the percentage of MAS students meeting or exceeding standards in math for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grade levels who meet or exceed standards in math as measured by the NMSBA.

3c) By June 2016, the percentage of MAS students meeting or exceeding standards in math for all grade levels assessed by the NMSBA will exceed the percentage of students in the state for the comparable grade levels who meet or exceed standards in math as measured by the NMSBA.

Goal 4:

4a) 70% of all 7th and 80% of all 11th graders who have been with MAS since 6th grade will meet or exceed standards in science as measured by the New Mexico Standards Based Assessment by June 2016.

4b) By June 2016, the percentage of MAS students meeting or exceeding standards in science for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grade levels who meet or exceed standards in science as measured by the NMSBA.

4c) By June 2016, the percentage of MAS students meeting or exceeding standards in science for all grade levels assessed by the NMSBA will exceed the percentage of students in the state for the comparable grade levels who meet or exceed standards in science as measured by the NMSBA.

The school has provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above.

MAS did not meet Goal #1a, 1b, or 1c. The school has provided data that demonstrates sustained progress toward meeting most of the first goal listed above. The application states:

MAS's original charter goals were written around student performance on the New Mexico Standards Based Assessment (SBA). As SBA moved to PARCC, upon inquiry to the NMPED Charter Division, we were advised to submit new goals at Charter Renewal since PARCC was a new and unknown assessment making it difficult to determine appropriate charter goals based on this new measure.

The school provided Discovery data as an alternate measure for goal 1a. That data demonstrates that in June 2016, for half of the grade levels reported, the school met this goal. For the other two grade level the school was 6-10% from meeting this goal. However, the school could not report on this goal as written because of the change in assessments. The school did not provide PARCC data broken out

by students who meet this cohort definition, but may want to in order to demonstrate how it is progressing toward the goal as written.

The data provided below, does indicate the school is making progress toward goals 1b and 1c. Specifically, at the upper grade levels (8, 9, 10), the percentage of MAS students achieving proficiency exceeds the local district and the state.



MAS did not meet Goal #2. The school is unable to provide data to demonstrate that it meets or has made substantial or sustained progress toward meeting this goal. The application states:

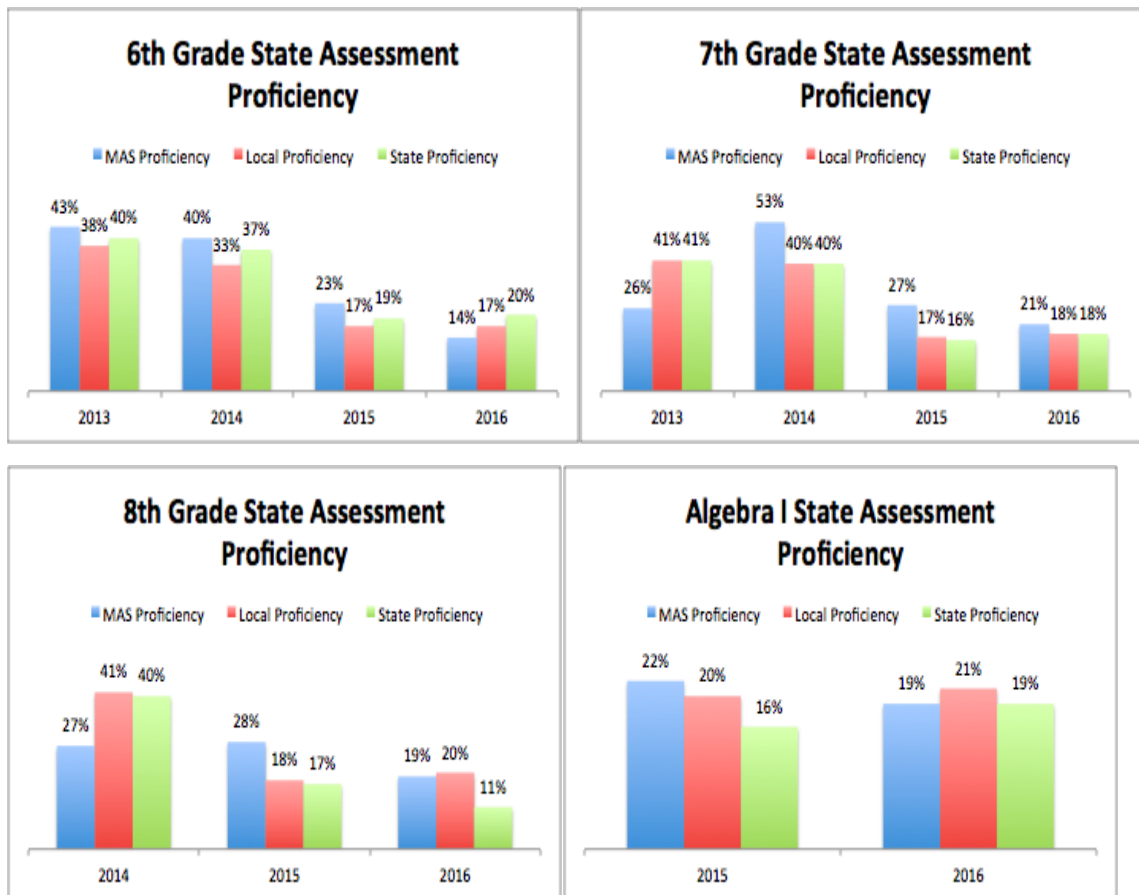
Although our original goals were written to include separate data for reading and writing, as NMSBA included a separate writing test. However, while both Discovery and PARCC include writing assessments, they do not score them separately.

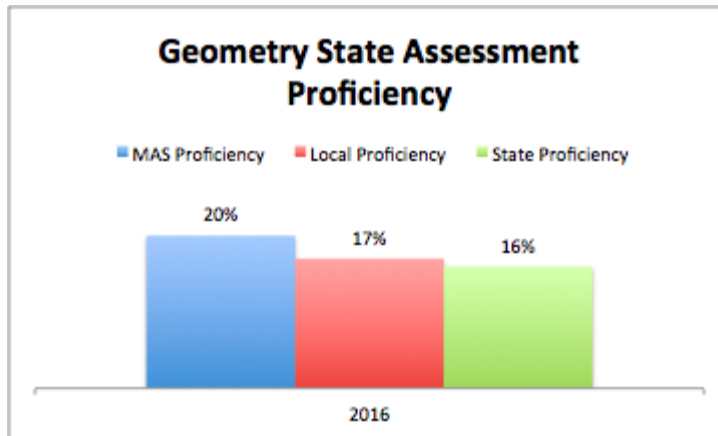
If the school has other writing assessment data, the school should consider reporting this in its response.

MAS did not meet Goal #3a, 3b, or 3c. For the same reasons as goal 1 above, the school cannot report on this goal. However, the school has reported with Discovery and PARCC data to demonstrate progress toward this goal. The school has provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above. The application states:

As we reviewed the data from multiple sources, including Discovery and PARCC, we noted several trends.

According to Discovery, our students' achievement is steadily rising to about 70% proficiency in the middle school level by the end of the year. We believe this indicates strong data driven instruction and steady building of skills, including both remediation and grade level content. Since incorporating two math classes into student schedules and adding a targeted math intervention program, we are successfully closing the achievement gap in middle school math.





The data above shows the school was meeting the goal in 2015, however in 2016 the proficiency levels for 6th grade, 8th grade, and Algebra did not exceed the district, but for 8th grade did exceed the state. The 7th grade and geometry proficiency levels did exceed the local district and the state in 2016.

MAS did not meet Goal #4.

The school reported data for their first two school years. The school did not meet the goal, but provided data to demonstrate increased proficiency from year 1 to year 2. The school has provided data to demonstrate substantial or sustained progress toward meeting the first goal listed above. The application states:

We have provided data for the two years of SBA data available at this time. While we did not reach our proficiency goal, we did make substantial progress from Year 1 to Year 2, moving from 33% proficiency to 46% proficiency and moving above state averages. Our current 11th grade students will take the SBA Science in the spring for graduation requirements. We believe that, given additional time, our students would have continued to demonstrate growth in science proficiency.

The school did provide data reporting on the following organizational goals. The school should consider reporting on these goals in its response:

GOAL 1A:

Each academic year, 100% of MAS' teachers and instructional administrators will be trained by a Leadership and Learning Center **Certified Trainer** in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of seminar completion certificates for each training area, obtained by the end of each academic year.

School's Response

*Each academic year, 100% of MAS' teachers and instructional administrators will be trained by a Leadership and Learning Center **Certified Trainer** in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by*

the attainment of seminar completion certificates for each training area, obtained by the end of each academic year.

***Status of Goal 1A:** This goal has been met in that 100% of teachers and instructional administrators assigned to Mission Achievement and Success Charter School have been trained by a Leadership and Learning Center certified trainer in the following areas: Engaging Classroom, Data Teams and Data Driven Decision Making, Development and Usage of Common Formative Assessments, and The Writing Process. Evidence of the training is made available through Professional Development Schedule maintained for each year of operation.*

GOAL 1B:

By June 2015, the Principal/Executive Director will become a **certified trainer** through the Leadership and Learning Center in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of a Certified Trainer Certificate for each training area.

School's Response

GOAL 1B:

*By June 2015, the Principal/Executive Director will become a **certified trainer** through the Leadership and Learning Center in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of a Certified Trainer Certificate for each training area.*

***Status of Goal 1B:** This goal has been met in that the Principal/Executive Director is a certified trainer through the Leadership and Learning Center.*

GOAL 1C:

By June 2017, the Assistant Principal, and three instruction coaches will become **certified trainers** through the Leadership and Learning Center in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of a Certified Trainer Certificate for each training area by each person.

School's Response

GOAL 1C:

*By June 2017, the Assistant Principal, and three instructional coaches will become **certified trainers** through the Leadership and Learning Center in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of a Certified Trainer Certificate for each training area by each person.*

***Status of Goal 1C:** This goal is in process with a completion date listed as June 2017. Of special note, the Leadership and Learning Center has closed and an alternative training provider is currently being explored.*

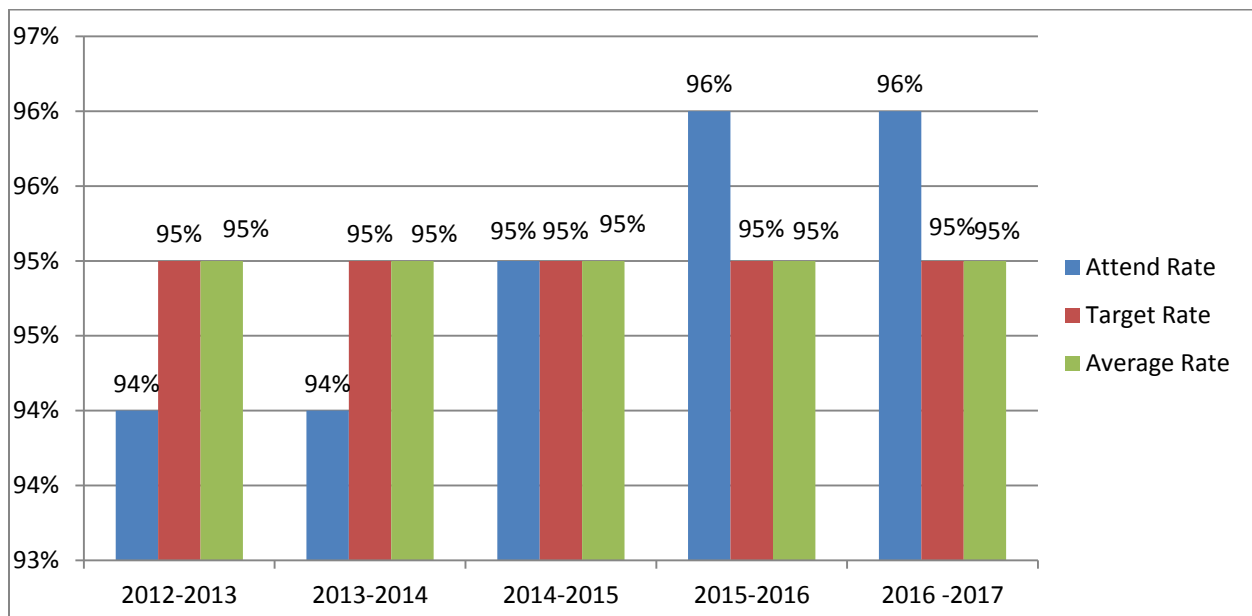
GOAL 2:

MAS will maintain an average daily attendance rate of 95% or more each academic year as measured by the school's daily average attendance report obtained from our student information database.

School's Response**GOAL 2:**

MAS will maintain an average daily attendance rate of 95% or more each academic year as measured by the school's daily average attendance report obtained from our student information database.

Status of Goal 2: *This goal has been met in that Mission Achievement and Success Charter School has a daily attendance rate exceeding 95% over the past two academic years and overall attendance rate of 95% over its operational tenure (as reported and calculated through STARS 40th Day reporting data).The school provided the chart below.*

**GOAL 3:**

MAS will implement universal, secondary, and tertiary levels of Positive Behavioral Supports by June 2016 and receive exemplar status for our implementation as determined by an external PBS evaluation.

School's Response**GOAL 3:**

MAS will implement universal, secondary, and tertiary levels of Positive Behavioral Interventions and Supports by June 2016 and receive exemplar status for our implementation as determined by an external PBIS evaluation.

Status of Goal 3: *This goal has been met in that Mission Achievement and Success Charter School has attained "exemplar" status through PBIS as determined by an outside PBIS evaluation. Evaluation results are available to show MAS has reached this status.*

GOAL 4A:

Each year beginning in 2012, MAS will host semi-annual parent conference evenings to support home/school communication and we will seek to increase parental attendance at each successive conferences as measured by parent sign in sheets.

School's Response

GOAL 4A:

Each year beginning in 2012, MAS will host semi-annual parent conference evenings to support home/school communication and we will seek to increase parental attendance at each successive conferences as measured by parent sign-in sheets.

***Status of Goal 4A:** This goal has been met in that Mission Achievement and Success Charter School conducts semi-annual parent conferencing to support and increase home to school and school to home communication. Evidence of automated phone messages which were sent home are available as evidence that parent meetings were held.*

GOAL 4B:

Each year beginning in 2013 MAS will offer quarterly parent workshops in areas of identified need and we will seek to increase parental attendance at each successive workshop as measured by parent sign in sheets.

School's Response

GOAL 4B:

Each year beginning in 2013 MAS will offer quarterly parent workshops in areas of identified need and we will seek to increase parental attendance at each successive workshop as measured by parent sign-in sheets.

***Status of Goal 4B:** This goal has been met in that Mission Achievement and Success Charter School conducts parent workshops designed to meet the needs of school parents, students, the community, and staff. These workshops are offered at least once per quarter and evidence of the meetings is available through invitations sent out through automated phone message.*

GOAL 5A:

100% of MAS students will have completed their initial Success Principles Action Plan within the same school year that they enroll in MAS as measured by the completed document.

School's Response

GOAL 5A:

100% of MAS students will have completed their initial Success Principles Action Plan within the same school year that they enroll in MAS as measured by the completed document.

***Status of Goal 5A:** This goal has been met in that 100% of the students enrolled at Mission Achievement and Success Charter School have an active success principle action plan. Evidence is available through classroom teachers who teach Success Principles classes.*

GOAL 5B:

100% of students returning to MAS will have updated their Success Principles Action plan at least two times per year by the end of each academic year.

School's Response

GOAL 5B:

100% of students returning to MAS will have updated their Success Principles Action plan at least two times per year by the end of each academic year.

***Goal 5B:** This goal has been met in that each student enrolled at Mission Achievement and Success Charter School has or is on track to have two updates to their success principles action plan within each academic year of enrollment. Furthermore, Mission Achievement and Success have certified the Board Chair and the Principal as certified trainers of the Success Principles to support effective implementation.*

GOAL 6:

Each school year, by the end of the academic year, MAS students will tour a different college campus exposing students to a minimum of seven different college campuses for students who attend MAS from Grades 6-12. This will be measured by student reflection sheets completed following each college tour.

School's Response**GOAL 6:**

Each school year, by the end of the academic year, MAS students will tour a different college campus, exposing students to a minimum of seven different college campuses for students who attend MAS from Grades 6-12. This will be measured by student reflection sheets completed following each college tour.

Goal 6: This goal has been met and Mission Achievement and Success Charter School can demonstrate a regular schedule of college trips and attendance that provides and continues to provide each student in the identified range the opportunity to participate in college touring.

As demonstrated in the analysis above Mission Achievement and Success Charter School has not achieved the student performance standards identified in the charter contract. The school has provided data to demonstrate the school is making progress toward the goals. Additionally, the school's program implements a continuous improvement cycle that response to student achievement data. The school's letter grade results reflect the school's success toward achieving the goals.

For the reasons stated above, it appears that the school is making substantial progress toward achieving, the student performance standards identified in the charter contract.

MISSION ACHIEVEMENT AND SUCCESS CHARTER SCHOOL HAS NOT MET ALL GENERALLY ACCEPTED STANDARDS OF FISCAL MANAGEMENT

The school has indicated it is following generally accepted accounting principles; the record during the contractual term includes evidence that supports this assurance.

The information presented in the school's application Audit Report Summary is mostly consistent with the audit released by the Office of the State Auditor. It is noted that the school is contesting the mileage finding however, on August 11, 2016, the New Mexico State Auditor released a letter stating that state chartered charter schools must follow the New Mexico Travel and Per Diem Act. Additionally, the school does not indicate that in Fiscal Year 2015, Findings 2014-001 and 2015-001 are significant deficiencies. Finding 2015-001 should be concerning due to the fact the finding states that the school has not reconciled cash. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. The school has had significant findings, as described above.

In 2016, this school was required to provide the PED with a corrective action plan for all audit findings from the FY15 audit. The school timely submitted a corrective action plan. The fiscal year 2016 audit has not been completed therefore, that status of whether findings are repeated, resolved or new is unknown. The school has completed the FY16 audit exit interview and should be able to share an update with the Commission.

The school continues to grow and phases-in grades as a result. For FY17 Operating Budget Development, the school is one of many that projected that it would close FY16 with a 0 cash balance. For FY16 actual reporting it reports that its cash reports indicate a General Ledger Operational Fund cash balance of over \$200 thousand. It is unclear why the school does not budget its cash balances accurately as its current practice of budgeting an unrealistic cash balance to close the previous year understates proposed budgeted revenues and expenditures for the current year and makes budget to actual comparisons less meaningful. The Bureau will be taking a closer look at budget to actual comparisons for cash balances during the FY 18 budget development process.

School's Response

The school is following generally accepted accounting principles which relate to the proper recording of financial information within its general ledger. The school was determined to be in compliance with the mileage reimbursement requirement for the FY2012 and FY2013 audits. The prior PED selected auditors relied on a memorandum issued by the PED Deputy Secretary which stated the allowed rate for mileage reimbursements which the school complied with up until the recent new interpretation. The letter released by the Office of the State Auditor was received in August 2016, which is FY2017, this year, and could not be implemented in prior years. The school has informed the PED Internal Audit Office that it will comply with the new released interpretation.

FY14 and FY15 audits were delayed by actions of the NM PED cancelling the initial audit completed in FY14 for the NM PED and all component units including the school. This cancellation resulted in audit findings being carried over into the subsequent audit year as the school was not aware of the issue because of the cancellation. Finding 2014-001 and 2015-001 both state that during testing of 60 cash disbursements, there was one instance in which a purchase order was issued subsequent to the vendor's invoice date. Staff training has been provided to address this issue. However, it should be noted no budgetary or financial issues were noted with this finding. The finding on cash was a result of a reclassification of a payroll liability. Once reclassified all cash accounts are correctly stated for financial statement purposes. It should be noted that the school is required to report to the PED on a cash basis of accounting and when audited the financial statements are prepared on a modified accrual basis of accounting.

The FY16 audit is completed; however, the auditor has not provided financial statements or any findings at this time. However, per state law the school is not allowed to discuss or submit any audited financial statement information without the approval of the Office of the State Auditor (Section 12-6-5, NMSA 1978 and NMAC 2.2.2). The CSD should know that release without approval will result in additional findings and release prior to authorization of the Office of the State Auditor is a violation of law.

The budget process within the State of New Mexico does not require the school to budget a cash carryover (balance). The school used a conservative approach in developing its budget estimating low revenues and high expenditures as we phased in grade levels as noted. This will allow the school to increase its budget after the auditors release the audited financial statement. Conservative budgeting will help in the prevention of over extending the school's budget.

The school audits have minor findings with financials that show sound financial management. The CSD comments even note the cash balances carried by the school. It should also be noted that the school carried forward fund balances for all its funds in the amount of \$465,924 with no deficit individual fund balances on the audited FY2015 financial statements. The practices put in place by the school protect the school's budget and maintain its growing concern ability.

MISSION ACHIEVEMENT AND SUCCESS CHARTER SCHOOL HAS NOT COMPLIED WITH ALL PROVISIONS OF LAW FROM WHICH THE CHARTER SCHOOL WAS NOT SPECIFICALLY EXEMPTED

In the school's renewal application, the school is asked to make assurances about whether the school is meeting the educational, civil rights, and special population, employee, school environment, appropriate handling of information, and governance requirements of all provisions of law from which the charter school was not specifically exempted. In the application, the school has assured compliance with all provisions of law from which the charter school was not specifically exempted.

In order to determine compliance with all provisions of law from which the charter school is not specifically exempted, CSD conducts annual monitoring visits and desktop monitoring. CSD also relies on reporting from other bureaus in the Public Education Department. Below are findings that demonstrate whether or not the school has complied with all provisions of law from which the charter school was not specifically exempted. CSD finds that the school has not complied with the following provisions of law:

- Licensure requirements
- ELL service requirements
- Next Step Plans

Licensure and Background Check Requirements

In the files reviewed by CSD staff, the employees requiring New Mexico licensure had current licenses. However, the 2016-17 STARS License Discrepancy Report indicates that 4 teachers lack the proper endorsement or licensure for the areas they are assigned. This evidence indicates that the school has not met the requirements of Title 6 Primary and Secondary Education Chapter 61, School Personnel - Specific Licensure Requirements for Instructors.

School's Response

***Licensure** – The Charter School Division determined that our School was not in compliance with teacher licensing requirements. However, the Charter Schools Division relied inappropriately on an **unverified** STARS 40th Day Report as the basis for its assessment. The final verified STARS 40th Day Report shows only ONE unlicensed teacher, a teacher who timely submitted a completed application to NMPED Licensure Bureau. Importantly, New Mexico law contemplates that teachers may not have their license on the first day of employment and allows up to three months for a teacher to obtain that license or to “submit a completed application for licensure”. NMSA 1978, §22-10A-3(C) Therefore, Mission Achievement and Success is fully compliant with this measure.*

Since the preliminary report, CSD confirmed with the NM Licensure Bureau that the school has an approved plan for the 3 items that has been discussed with Mission Achievement and Success. These 3 teachers will provide their documents and or proof of passage of exams before 80 day STARS deadline. There were 12 discrepancies and all were fixed minus these 3 educators.

English Language Learner Requirements

CSD reviewed about 10% of student files. CSD staff noted that documentation of the Home Language Survey was consistently placed in each student's file. CSD did not see evidence of the W-APT tests for those students who indicated the presence of another language other than English in student files. The school provided a spreadsheet with W-APT and WIDA results for the students who indicated another language other than English and for those who qualified for the WIDA. CSD staff did not see any evidence of the ACCESS or WIDA tests in the students' files. The 2016-17 STARS 40 day report indicates the school has 165 EL students. The school did provide a spreadsheet that included a list of accommodations/support for English Learners.

CSD observed evidence indicating the school is not protecting the rights of English Learners because this evidence indicates that the school has not met the requirements for students for whom the home language survey indicates a language or language influence other than English shall be screened with the department- approved English language proficiency screening assessment.

School's Response

***English Language Learner Requirements** – The NMPED Charter School Division states the following in the Renewal Report, “CSD reviewed about 10% of student files. CSD staff noted that the documentation of the Home Language Survey was placed in each student's file. CSD did not see evidence of the W-APT tests for those students who indicated the presence of another language other than English in student files. The school provided a spreadsheet with W-APT and WIDA results for the students who indicated another*

language other than English and for those who qualified for the WIDA. CSD staff did not see any of evidence of the ACCESS or WIDA tests in students' files."

As a result of not seeing the testing protocols in the student files, but instead seeing them on a spreadsheet, Charter School Division made the erroneous decision that Mission Achievement and Success is not "protecting the rights of English Learners." Mission Achievement and Success disputes this finding, we have not only protected the rights of English learners but we have provided services that have resulted in exemplary performance results by this specific group of students.

Mission Achievement and Success has provided the report card ELL data in their response.

Next Step Plans

CSD team members reviewed about 10% of the Next Step plans. The plans that were reviewed were completed within the last 60 school days of the preceding school year and included the classes students needed to complete for graduation and the students' academic and personal goals.

However, because the Next Step files did not include parent or guardian signatures, CSD observed evidence indicating the school is not meeting the Next Step requirement this evidence indicates that the school has not met the requirements of 22-13-1.1 NMSA 1978 and state rule at Subsection J of 6.29.1.9 NMAC.

*Each student must complete a **final NSP** during the senior year (grade 12) and prior to graduation. Just like the interim NSPs, the final NSP **must** be filed with the principal of the student's high school and signed by the student, the student's parents, and the student's guidance counselor (or other school official charged with coursework planning for the student). The final NSP is filed in the student's cumulative file upon graduation.*

School's Response

As indicated on pages 15-16 of the Charter Renewal Report, Mission Achievement and Success Charter School completes the plans within the established timeframes, the plans are comprehensive and complete, and include the established components. The only basis for contending the School was out of compliance was due to some of the plans (recall only 10% were reviewed) not reflecting a parent/guardian signature. The School has made every effort to obtain parent signatures on the plans, however, Mission Achievement and Success Charter School has no authority or legal mechanism to demand that a parent or guardian sign a document. The next step plans are reviewed and discussed in detail, with the school's college and career counselor, and signed by the parents who elect to participate, and the plans are reviewed and discussed in detail, with the school's college and career counselor, and sent home to the parents who elect not to participate. As a result, Mission Achievement and Success disputes the finding of the NMPED's Charter School Division and, furthermore, we would like to note that in the four prior annual visits, this is the first time there has been mention of this concern with our Next Step Plans. In short, Mission Achievement and Success Charter School should not be deemed out of compliance with a law that provides no mechanism to compel parental/guardian compliance.

MISSION ACHIEVEMENT AND SUCCESS CHARTER SCHOOL HAS NOT MET THE FACILITIES REQUIREMENTS LAID OUT IN 22-8B-4.2

The PSFA and PSCOC have confirmed that the charter school meets the facilities requirements laid out in 22-8B-4.2.

II. Renewal Applicant Response to Public Education Department

Preliminary Renewal Report

November 21, 2106

Greetings Ms. Poulos and PEC Commissioners,

First, we would like to thank you for providing us the opportunity to comment on the Charter School Divisions' Charter Renewal Report ("Charter Renewal Report"). Drawing out specifics, we especially thank you for recognizing us as meeting the exemplary standards as expressed by the Public Education Department. Below you will find our responses to each area.

Charter Contract Material Terms

As noted in the Charter Renewal Report on pages 5-7, Mission Achievement and Success Charter School has met the charter contract material terms.

- Mission Achievement and Success Charter School has demonstrated and the Charter Renewal Report confirms Mission Achievement and Success meets expectations and no material violations exist.

Public Education Department's Standard of Excellence

As noted in the Charter Renewal Report on pages 5 and 7-9, Mission Achievement and Success Charter School has met the Public Education Department's Standard of Excellence provisions.

- Mission Achievement and Success Charter School has demonstrated through all relevant performance measures, including the New Mexico Public Education Department's school grading system, that this performance measure has been met. This is confirmed in the Charter Renewal Report.

Student Performance Standards

CORRECTION NOTE: According to the Charter Renewal Report, Mission Achievement and Success Charter School's renewal application "indicates" that it did not meet its charter contract goals or make progress toward achieving these goals. This is incorrect. The School contends that the evidence provided in its charter renewal application demonstrates that it did achieve or made progress toward achieving the student performance standards identified in the charter contract.

Mission Achievement and Success Charter School's original charter goals were written around the Standards Based Assessment (SBA), which was the state exam for New Mexico in reading, writing, and mathematics since at least 2005. The 2014-2015 school year marked a statewide transition from the SBA to the Partnership for Assessment of Readiness for College and Careers

(PARCC). This change could not have been anticipated and as a result, created a hardship for the school in measuring our originally stated charter goals. Additionally, as stated in our renewal application, Mission Achievement and Success' leadership team contacted the Charter Schools Division at the time of that statewide transition from SBA to PARCC to inquire into how we should handle measuring our charter goals considering this transition in assessment measures. Since PARCC was completely unknown, we were advised that rather than submit an amendment request and modify our goals around an unknown test, we should write new goals at the time of our charter renewal and provide a written narrative within our renewal application explaining this decision. Additionally, our short-cycle assessment, Discovery Education, was not an appropriate measure to use as this measure had previously been normed with SBA and served as a *predictive measure* of a student's performance on SBA with a claimed 80-90% proficiency prediction rate according to Discovery Education. With the change from SBA to PARCC, Discovery Education was no longer a predictive measure. Discovery required re-norming with PARCC and therefore could not be effectively used as an alternative measure to demonstrate *meeting our goal*, however, clear evidence exists through the reports of progress on SBA, PARCC, and Discovery that MAS Charter School made *progress toward meeting our goals*. Furthermore, we would like to highlight the language in state law that reads, pursuant to NMSA 1978, §22-8B-12(K), a charter may be not renewed if the charter school, "failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract." Clearly, MAS has MET the department's "standards of excellence" as evidenced by our report card grade and confirmed by the Charter Schools Division. It is clear that the evidence in our charter renewal application as well as the Charter Schools Division's Renewal Report shows we made **progress** toward our student performance standards identified in our charter contract. The Charter School Division concedes in its analysis report that "the school has provided data that demonstrates sustained progress toward meeting the first (1.a) goal listed above." The Charter Renewal Report goes on to state, "the data provided [below], does indicate the school is making progress toward Goals 1.b and 1.c... and the achieving proficiency exceeds the local district and the state." Therefore, we are a bit confused about the Charter Division's decision to "check the box" that we did not meet requirements in this area while conceding that we did within their narrative.

For the benefit of the Public Education Commissioners, we have attached at the end of this document the exact data provided in our renewal application as evidence of our achieving or making progress toward achieving the student performance standards identified in our charter contract. We were unsure if Commissioners had access to this information and therefore have provided this information.

Mission Achievement and Success Charter School Organizational Goals

On page 13 of the Charter Renewal Report, it was suggested that the school consider reporting on the established organizational goals.

Goal 1A:

Each academic year, 100% of MAS' teachers and instructional administrators will be trained by a Leadership and Learning Center **Certified Trainer** in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of seminar completion certificates for each training area, obtained by the end of each academic year.

Status of Goal 1A: This goal has been met in that 100% of teachers and instructional administrators assigned to Mission Achievement and Success Charter School have been trained by a Leadership and Learning Center certified trainer in the following areas: Engaging Classroom, Data Teams and Data Driven Decision Making, Development and Usage of Common Formative Assessments, and The Writing Process. Evidence of the training is made available through Professional Development Schedule maintained for each year of operation.

GOAL 1B:

By June 2015, the Principal/Executive Director will become a **certified trainer** through the Leadership and Learning Center in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of a Certified Trainer Certificate for each training area.

Status of Goal 1B: This goal has been met in that the Principal/Executive Director is a certified trainer through the Leadership and Learning Center.

GOAL 1C:

By June 2017, the Assistant Principal, and three instructional coaches will become **certified trainers** through the Leadership and Learning Center in the following areas: 1) Engaging Classroom Scenarios: Making Standards Work (Identifying priority standards and developing standards based curriculum with essential questions and big ideas); 2) Data Teams/Data Driven

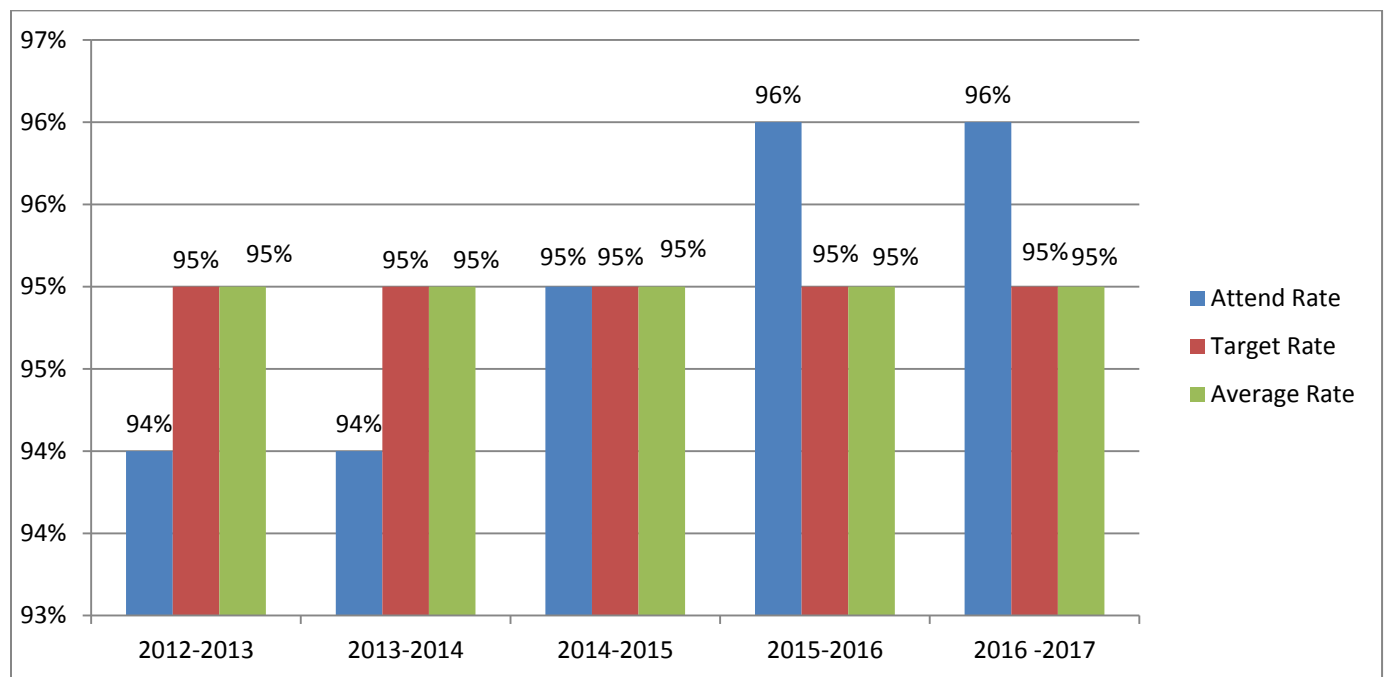
Decision Making; 3) Development and Usage of Common Formative Assessments and; 4) The Writing Process which includes content specific writing strategies and collaborative scoring of student work. Completion of this goal will be determined by the attainment of a Certified Trainer Certificate for each training area by each person.

Status of Goal 1C: This goal is in process with a completion date listed as June 2017. Of special note, the Leadership and Learning Center has closed and an alternative training provider is currently being explored.

GOAL 2:

MAS will maintain an average daily attendance rate of 95% or more each academic year as measured by the school's daily average attendance report obtained from our student information database.

Status of Goal 2: This goal has been met in that Mission Achievement and Success Charter School has a daily attendance rate exceeding 95% over the past two academic years and overall attendance rate of 95% over its operational tenure (as reported and calculated through STARS 40th Day reporting data).



GOAL 3:

MAS will implement universal, secondary, and tertiary levels of Positive Behavioral Interventions and Supports by June 2016 and receive exemplar status for our implementation as determined by an external PBIS evaluation.

Status of Goal 3: This goal has been met in that Mission Achievement and Success Charter School has attained “exemplar” status through PBIS as determined by an outside PBIS evaluation. Evaluation results are available to show MAS has reached this status.

GOAL 4A:

Each year beginning in 2012, MAS will host semi-annual parent conference evenings to support home/school communication and we will seek to increase parental attendance at each successive conferences as measured by parent sign-in sheets.

Status of Goal 4A: This goal has been met in that Mission Achievement and Success Charter School conducts semi-annual parent conferencing to support and increase home to school and school to home communication. Evidence of automated phone messages which were sent home are available as evidence that parent meetings were held.

GOAL 4B:

Each year beginning in 2013 MAS will offer quarterly parent workshops in areas of identified need and we will seek to increase parental attendance at each successive workshop as measured by parent sign-in sheets.

Status of Goal 4B: This goal has been met in that Mission Achievement and Success Charter School conducts parent workshops designed to meet the needs of school parents, students, the community, and staff. These workshops are offered at least once per quarter and evidence of the meetings is available through invitations sent out through automated phone message.

GOAL 5A:

100% of MAS students will have completed their initial Success Principles Action Plan within the same school year that they enroll in MAS as measured by the completed document.

Status of Goal 5A: This goal has been met in that 100% of the students enrolled at Mission Achievement and Success Charter School have an active success principle action plan. Evidence is available through classroom teachers who teach Success Principles classes.

GOAL 5B:

100% of students returning to MAS will have updated their Success Principles Action plan at least two times per year by the end of each academic year.

Goal 5B: This goal has been met in that each student enrolled at Mission Achievement and Success Charter School has or is on track to have two updates to their success principles action plan within each academic year of enrollment. Furthermore, Mission Achievement and Success

have certified the Board Chair and the Principal as certified trainers of the Success Principles to support effective implementation.

GOAL 6:

Each school year, by the end of the academic year, MAS students will tour a different college campus, exposing students to a minimum of seven different college campuses for students who attend MAS from Grades 6-12. This will be measured by student reflection sheets completed following each college tour.

Goal 6: This goal has been met and Mission Achievement and Success Charter School can demonstrate a regular schedule of college trips and attendance that provides and continues to provide each student in the identified range the opportunity to participate in college touring.

Mission Achievement and Success Charter School has not met all generally accepted standards of fiscal management.

The school is following generally accepted accounting principles which relate to the proper recording of financial information within its general ledger. The school was determined to be in compliance with the mileage reimbursement requirement for the FY2012 and FY2013 audits. The prior PED selected auditors relied on a memorandum issued by the PED Deputy Secretary which stated the allowed rate for mileage reimbursements which the school complied with up until the recent new interpretation. The letter released by the Office of the State Auditor was received in August 2016, which is FY2017, this year, and could not be implemented in prior years. The school has informed the PED Internal Audit Office that it will comply with the new released interpretation.

FY14 and FY15 audits were delayed by actions of the NM PED cancelling the initial audit completed in FY14 for the NM PED and all component units including the school. This cancellation resulted in audit findings being carried over into the subsequent audit year as the school was not aware of the issue because of the cancellation. Finding 2014-001 and 2015-001 both state that during testing of 60 cash disbursements, there was one instance in which a purchase order was issued subsequent to the vendor's invoice date. Staff training has been provided to address this issue. However, it should be noted no budgetary or financial issues were noted with this finding. The finding on cash was a result of a reclassification of a payroll liability. Once reclassified all cash accounts are correctly stated for financial statement purposes. It should be noted that the school is required to report to the PED on a cash basis of accounting and when audited the financial statements are prepared on a modified accrual basis of accounting.

The FY16 audit is completed; however, the auditor has not provided financial statements or any findings at this time. However, per state law the school is not allowed to discuss or submit

any audited financial statement information without the approval of the Office of the State Auditor (Section 12-6-5, NMSA 1978 and NMAC 2.2.2). The CSD should know that release without approval will result in additional findings and release prior to authorization of the Office of the State Auditor is a violation of law.

The budget process within the State of New Mexico does not require the school to budget a cash carryover (balance). The school used a conservative approach in developing its budget estimating low revenues and high expenditures as we phased in grade levels as noted. This will allow the school to increase its budget after the auditors release the audited financial statement. Conservative budgeting will help in the prevention of over extending the school's budget.

The school audits have minor findings with financials that show sound financial management. The CSD comments even note the cash balances carried by the school. It should also be noted that the school carried forward fund balances for all its funds in the amount of \$465,924 with no deficit individual fund balances on the audited FY2015 financial statements. The practices put in place by the school protect the school's budget and maintain its growing concern ability.

Mission Achievement and Success Charter School has not complied with all the provisions of the law from which the charter school was not specifically exempted.

On pages 15-16 of the Charter Renewal Report there are three specific areas requiring comment: Licensure; ELL Service Requirements; and Next Steps Plans.

Licensure – The Charter School Division determined that our School was not in compliance with teacher licensing requirements. However, the Charter Schools Division relied inappropriately on an *unverified* STARS 40th Day Report as the basis for its assessment. The final verified STARS 40th Day Report shows only ONE unlicensed teacher, a teacher who timely submitted a completed application to NMPED Licensure Bureau. Importantly, New Mexico law contemplates that teachers may not have their license on the first day of employment and allows up to three months for a teacher to obtain that license or to “submit a completed application for licensure”. NMSA 1978, §22-10A-3(C) Therefore, Mission Achievement and Success is fully compliant with this measure.

English Language Learner Requirements – The NMPED Charter School Division states the following in the Renewal Report, “CSD reviewed about 10% of student files. CSD staff noted that the documentation of the Home Language Survey was placed in each student's file. CSD did not see evidence of the W-APT tests for those students who indicated the presence of another language other than English *in student files*. The school provided a spreadsheet with W-APT and WIDA results for the students who indicated another language other than English and for those who qualified for the WIDA. CSD staff did not see any of evidence of the ACCESS or WIDA tests in students' files.”

As a result of not seeing the testing protocols *in the student files*, but instead seeing them on a spreadsheet, Charter School Division made the erroneous decision that Mission Achievement and Success is not “protecting the rights of English Learners.” Mission Achievement and Success disputes this finding, we have not only protected the rights of English learners but we have provided services that have resulted in exemplary performance results by this specific group of students.

Mission Achievement and Success has added the chart below to show that MAS has been ranked number one in our performance for serving English language learners based on the similar schools information obtained from the New Mexico School Grading Report Card provided by the NMPED for both the 2015-2016 school year and the 2014-2015 school year. Below are screen shots of this information from the 2015-2016 and the 2014-2015 report cards respectively.

Supplemental Information

Similar Schools		While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.											
		Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.											
		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
		17.4		18.9		81.9		99.9		40.9			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		1	(37)	1	(37)	1	(37)	1	(32)	2	(37)	1	(37)
School Growth		2	(37)	1	(37)	3	(37)	4	(32)	8	(37)	3	(37)
Student Growth, Highest 75%		1	(37)	2	(37)	1	(37)	1	(32)	2	(37)	2	(37)
Student Growth, Lowest 25%		1	(37)	1	(37)	1	(37)	1	(32)	1	(37)	1	(37)
Opportunity to Learn		1	(36)	1	(36)	1	(37)	1	(31)	1	(31)	1	(36)

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Students (% Tested)	14.9		18.0		82.1		98.6		3.6			
Current Standing	1	(30)	1	(29)	1	(30)	1	(30)	3	(29)	1	(30)
School Growth	1	(30)	1	(29)	1	(30)	1	(30)	1	(29)	1	(30)
Student Growth, Highest 75%	1	(30)	1	(29)	1	(30)	1	(30)	1	(29)	1	(30)
Student Growth, Lowest 25%	1	(30)	1	(29)	1	(30)	1	(30)	3	(29)	2	(30)
Opportunity to Learn	1	(30)	1	(29)	1	(30)	1	(30)	1	(29)	1	(30)

As a special note, Mission Achievement and Success Charter School maintained these testing results in a secure, readily accessible location outside of the student file, but has incorporated them into the student file at the request of New Mexico Public Education Department Charter Division during our 2016-2017 Renewal Visit. However, we have not been provided with any statute, rule or policy that would require us to do so. Furthermore, we have not been provided with any legal authority that would support the conclusion that failure to maintain the testing results in these students' file is convincing evidence that these ELL students' rights have been violated as suggested by the Charter Schools Division.

We would also like to note that in the four prior annual visits, this is the first time there has been mention of the "requirement" to place these testing instruments in the student file. It is unfortunate that in the past 3 years, no one from CSD told us we should keep the test results in the file as that could easily have been done and has been corrected. We are disappointed with the suggesting in the CSD report where a conclusion has been drawn that since no testing protocols were located IN the files, services were not provided. The logic does not hold and the data above clearly suggests otherwise.

Next Step Plans – As indicated on pages 15-16 of the Charter Renewal Report, Mission Achievement and Success Charter School completes the plans within the established timeframes, the plans are comprehensive and complete, and include the established components. The only basis for contending the School was out of compliance was due to some of the plans (recall only 10% were reviewed) not reflecting a parent/guardian signature. The School has made every effort to obtain parent signatures on the plans, however, Mission

Achievement and Success Charter School has no authority or legal mechanism to demand that a parent or guardian sign a document. The next step plans are reviewed and discussed in detail, with the school's college and career counselor, and signed by the parents who elect to participate, and the plans are reviewed and discussed in detail, with the school's college and career counselor, and sent home to the parents who elect not to participate. As a result, Mission Achievement and Success disputes the finding of the NMPED's Charter School Division and, furthermore, we would like to note that in the four prior annual visits, this is the first time there has been mention of this concern with our Next Step Plans. In short, Mission Achievement and Success Charter School should not be deemed out of compliance with a law that provides no mechanism to compel parental/guardian compliance.

The CSD has not identified this as a concern over the past four years of Mission Achievement and Success Charter School's existence.

Mission Achievement and Success Charter School has not met the facilities requirements laid out in 22-8B-4.2.

On page 16 of the Charter Renewal Report it states that the PSFA and PSCOC have not confirmed that the charter school meets the facilities requirements laid out in 22-8B.4.2.

This must be an oversight in the Charter Renewal Report. The information demonstrating Mission Achievement and Success Charter School's compliance with this measure is documented at Public School's Facilities Authority (PSFA) and Public School Capital Outlay Council (PSCOC) during their November 10, 2016 meeting which was in part called to determine compliance of facility requirements for charter schools up for renewal. The information has been attached for quick reference and review.

If the Charter Schools Division has specific documentation that it contends contradicts the PSFA and PSCOC's report, the School requests that a copy of that information and/or analysis of the pertinent documents be provided prior to the December meeting of the Public Education Commission.

Item No. VI. B.

I. **PSCOC Meeting Date(s):** November 10, 2016

II. **Item Title:** Charter Renewals

III. **Name of Presenter(s):** Bob Gorrell, Director
Denise A. Irion, CFO

IV. **Executive Summary (Informational):**

PSCOC directed staff at the 26Sept2016 PSCOC meeting to review the leases of new or renewal charters that would be effective July 2017 for compliance with 22-8B4.2 Charter school facilities.

Included were the PSFA reviews for adequacy standards, facility condition, and CID 'E' Occupancy requirements that were already standard operating procedures.

Also included in this review were the items added during the FY17 Lease Assistance application process. These subsections of the statute PSFA were directed to validate were:

- D(1)(a) public facility or lease purchase arrangement
- D(2)(b)(1) certification of no public buildings; and D(2)(a) statewide adequacy and owner maintains adequacy
- D(2)(b)(2) owner non-profit formed specifically for charter and D(2)(a) statewide adequacy and owner maintains adequacy

Of the 24 charters up for renewal, 14 have met the requirements of Subsection D of Section 22-8B-4.2 NMSA 1978 while 10 have not met the requirements. School details can be found on attachment A.

Charters Meeting Requirements:

1. Albuquerque – Las Resolana Leadership Academy
2. Albuquerque – The International School at Mesa Del Sol
3. Carlsbad – Pecos Connections Academy
4. Cimarron – Moreno Valley High School
5. Farmington – New Mexico Virtual Academy
6. Taos – Vista Grande High School

7. PEC – La Tierra Montessori School of the Arts and Sciences
8. PEC – Mission Achievement and Success
9. PEC – Southwest Aeronautics, Mathematics, and Science Academy
10. PEC – Southwest Intermediate Learning Center
11. PEC – Southwest Primary Learning Center
12. PEC – Southwest Secondary Learning Center
13. PEC – Uplift Community School
14. PEC – New America School – Las Cruces

Charters Failing to Meet Requirements

1. Albuquerque – Albuquerque Talent Development Academy
2. Albuquerque – Cien Aguas International School
3. Albuquerque – William W. & Josephine Dorn Charter Community School
4. Carlsbad – Jefferson Montessori Academy
5. West Las Vegas – Rio Gallinas School
6. PEC – Coral Community Charter School
7. PEC – Estancia Valley Classical Academy
8. PEC – McCurdy Charter School
9. PEC – Sage Montessori Charter School
10. PEC – Walatowa High Charter School

The charter renewal letters had a typographical error. Exhibit B and C are both required and the letter had “or”. Therefore, three charters only submitted one or the other required exhibits.

1. Albuquerque – William W. & Josephine Dorn Charter Community School
Exhibit B is missing
2. PEC - New America School – Las Cruces Exhibit C is missing
3. PED – Uplift Community School Exhibit C met the requirement

These three charter schools have been notified.

A.

Authorizer	School Name	Type	wNMCI	E-Occupancy	wNMCI Letter	18-Month Plan If applicable	Public Facility D(1)(a)	Lease Purchase Arrangement D(1)(b)			Standard Lease D(2)(a)(b)(1)		Standard Lease - Foundation D(2)(a)(b)(2)		Comments
								Lease Purchase - PED Approval Letter	Lease Purchase - Amortization Schedule	Lease Purchase - Evidence of option to purchase exercised	Exhibit B - No Public Facility	Exhibit C - Owner Maintains Adequacy	Exhibit C - Owner Maintains Adequacy	Exhibit D - Certification Foundation Created Specifically for Charter	
Albuquerque	Albuquerque Talent Development Academy	District	6.22%												No documents submitted
Albuquerque	Cien Aguas International School	State	11.50%		✓	N/A									Standard lease; Missing Exhibits B and C
Albuquerque	La Rosalea Leadership Academy	State	11.34%	✓	✓	N/A	✓								Complete
Albuquerque	The International School at Mesa del Sol	State	16.75%	✓	✓	N/A	✓								Complete
Albuquerque	William W. & Josephine Dom Charter Community School	State	11.51%	✓	✓	N/A						✓			Exhibit B - No Public Facilities is missing
Carlsbad	Jefferson Montessori Academy	District	19.63%												No documents submitted
Carlsbad	Pecos Connections Academy	District	n/a	✓	✓	N/A	✓								Complete
Clamaron	Moreno Valley High School	District	5.88%	✓	✓	N/A	✓								Complete
Farmington	New Mexico Virtual Academy	District	n/a	✓	✓	N/A	✓								Complete
West Las Vegas	Bo Gallinas School (1107 Montezuma St)	District	15.62%	✓	✓	N/A	✓								Have temp E-Occupancy at Luna College Site - 1107 Montezuma okay
Taos	Vista Grande High School	District	3.59%	✓	✓	N/A	✓								Complete
PEC	Coral Community Charter School	State	4.36%	✓	✓	N/A								✓	Exhibit C - Owner Maintains Adequacy is missing
PEC	Estancia Valley Classical Academy	State	0.05%		✓	N/A									Missing CID E - Occupancy; Exhibit B and C
PEC	La Tierra Montessori School of the Arts and Sciences	State	5.56%	✓	✓	N/A	✓								Complete
PEC	McCurdy Charter School	State	84.26%												No documents submitted
PEC	Mission Achievement and Success	State	3.60%	✓	✓	N/A					✓	✓			Complete
PEC	New America School - Las Cruces	State	19.01%	✓	✓						✓	✓			Complete
PEC	Sage Montessori Charter School	State	24.64%	✓	✓	N/A									No amortization; Lease with option to purchase; Submitted Exhibit C - no signatures
PEC	Southwest Aeronautics, Mathematics, and Science Academy (SAMS)	State	3.10%	✓	✓	N/A	✓								Complete
PEC	Southwest Intermediate Learning Center	State	4.90%	✓	✓	N/A					✓	✓			Complete
PEC	Southwest Primary Learning Center	State	4.50%	✓	✓	N/A					✓	✓			Complete
PEC	Southwest Secondary Learning Center	State	4.50%	✓	✓	N/A					✓	✓			Complete
PEC	Uplift Community School	State	0.69%	✓	✓						✓	✓			Complete
PEC	Walatowa High Charter School	State	6.40%		✓	N/A	✓								Need CID E-Occupancy

- Missing Requirement

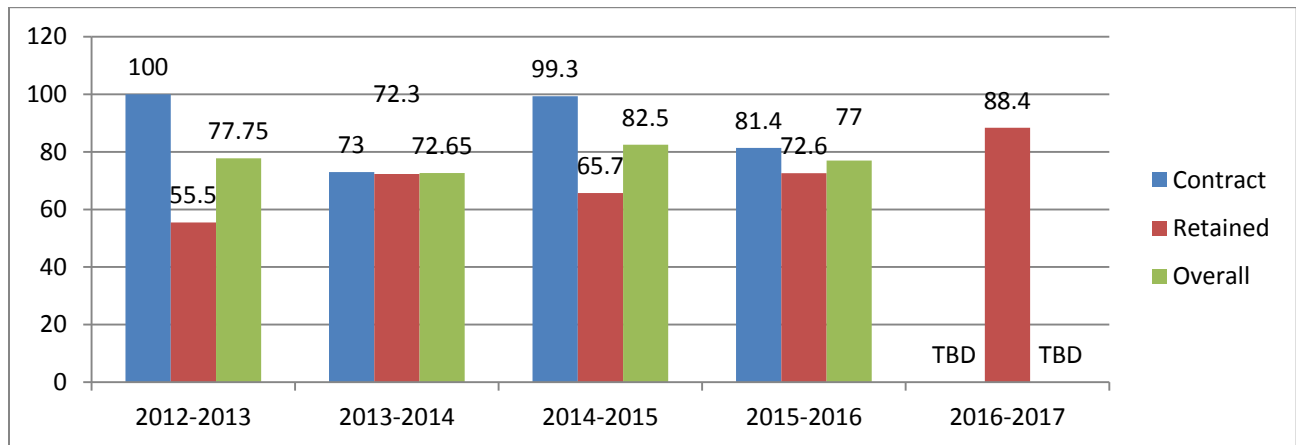
Mission Achievement and Success Charter School has a teacher retention rate of 50%.

On page three of the 2016 Charter School Renewal Report, it suggests that Mission Achievement and Success has a teacher retention rate of approximately 50%. Furthermore, in the report it states, "During the interview with the Governing Body they identified retaining staff as a concern and indicated the school has had approximately 50% turnover year to year." This is not an accurate portrayal of the discussion. The following question was asked of the board chairman during the interview, "Would you be surprised that the retention rate was 50%?" and the Board Chairman's response was, "No, that would not surprise me." With that said, it was not his intention to validate that number and instead, it was his intention to recognize that we do experience turnover in our pursuit of excellence. Additionally, the question provided us an opportunity to discuss the difficulties in recruiting and retaining highly competent teachers under the longer work day, longer work year, and additional responsibilities associated with being a team member of a high performing charter school.

As the information below indicates, Mission Achievement and Success Charter School's teacher retention rate has been approximately 80% during its charter operation. Our five-year average demonstrates over 88% continuity of educational service during a school year. A school year is defined as a teacher starting a contract at any time within the school year and completing the contract by remaining at the school until the conclusion of that school year. The average year to year retention rate at Mission Achievement and Success is 70.9%. Our year to year retention is calculated by looking at a staff member who completed the school year and returns the following school year. The table below provides evidence of our computer averages.

<u>Year</u>	<u>Completed a contract year</u>	<u>Returned the following year</u>
2012-2013	100% Completed Contract Year	55.5% Returned
2013-2014	73% Completed the Contract Year	72.3% Returned
2014-2015	99.3% Completed the Contract Year	65.7% Returned
2015-2016	81.4% Completed the Contract Year	72.6% Returned
2016-2017	TBD	88.4% Returned
AVERAGE	88.425%	70.9%

Furthermore, when averaging the retention of teachers WITHIN a school year with teachers returning from school year to school year, Mission Achievement and Success Charter School has a retention rate of approximately 80%. Where the 50% was obtained and how the calculations were derived is a mystery, but Mission Achievement and Success disputes the accuracy of the data provided by the NMPED Charter Division in their renewal report.



To conclude, Mission Achievement and Success Charter School has demonstrated that we have met the terms of our charter and have exceeded expected performance results. We are proud to be part of the movement for school choice and to be part of a movement toward social justice and educational reform particularly targeted toward meeting the needs of underserved student populations. We thank the Commission for seeing our potential and approving our operation five years ago and we look forward to the continued opportunity to serve New Mexico students. We have full intention to once again, not only meet expectations, but to exceed them. Our “no excuses, whatever it takes” attitude will continue to serve as a mantra for us to ensure equal opportunities are provided for New Mexico’s most underserved students. Thank you again for the opportunity to serve New Mexico students passionately and with purpose.

Sincerely,

JoAnn Myers
Founder/Principal

Bruce Langston
Founding Board Chairman

Rosa Hernandez
Founding Board Vice Chair

Larry Sanderson
Founding Board Secretary

Bill O’Neill
Founding Board Member

Liza Knight
Board Treasurer

The following pages provide data taken directly from our Charter Renewal Application that specifically address progress toward our actual charter goals.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

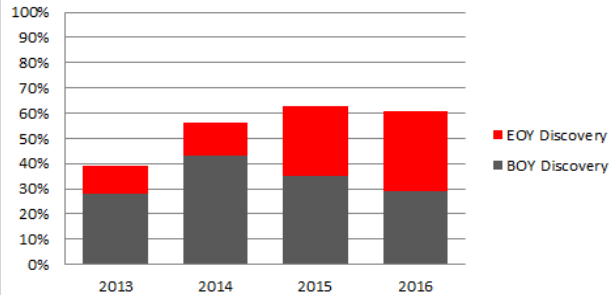
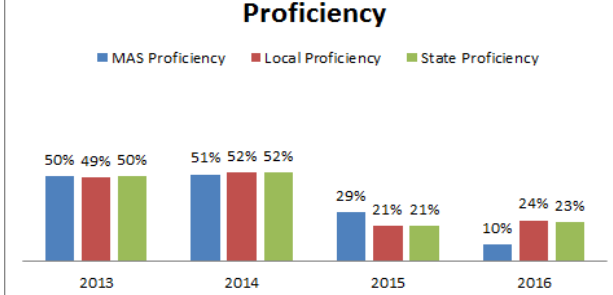
Student Academic Performance Standard/Goal #1:
<p><i>1a) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since sixth grade will meet or exceed standards in reading as measured by the New Mexico Standards Based Assessment (NMSBA) by June 2016.</i></p> <p><i>1b) By June 2016, the percentage of MAS students meeting or exceeding standards in reading for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grades who meet or exceed standards in reading as measured by the NMSBA.</i></p> <p><i>1c) By June 2016, the percentage of MAS students meeting or exceeding standards in reading for all grade levels assessed by the NMSBA will exceed the percentage of the students in the state for the comparable grades who meet or exceed standards in reading as measured by the NMSBA.</i></p>
<p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Discovery, NMSBA, PARCC</p>

MAS's original charter goals were written around student performance on the New Mexico Standards Based Assessment (SBA). As SBA moved to PARCC, upon inquiry to the NMPED Charter Division, we were advised to submit new goals at Charter Renewal since PARCC was a new and unknown assessment making it difficult to determine appropriate charter goals based on this new measure. In order to provide consistent student achievement data outside of the school report card as a second measure of student growth, we have provided Discovery data. Discovery scores indicate a student's present achievement level as beginning steps, nearing proficient, proficient, and advanced. Scores below indicate the percentage of students scoring proficient or advanced from our first to our last testing cycle (e.g. 28% to 39% indicates that 28% of the students started the year proficient and 39% of the students ended the year proficient.)

We have included all student data, as well as data from ONLY students who started with us from 6th grade (7th grade for our oldest cohort). Additionally, we included school and state average PARCC scores and proficiency rates to demonstrate we met or exceeded state averages on PARCC for nearly all grade levels.

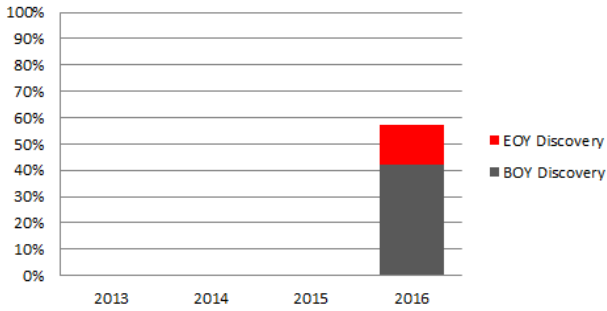
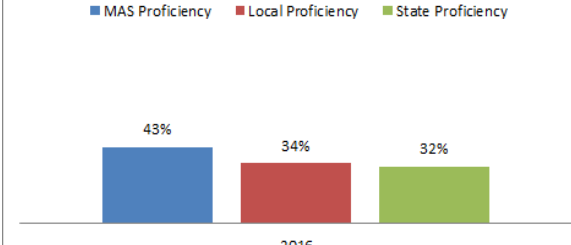
Finally, although elementary was not included in our original charter application, we added it through an amendment. We have included DIBELS data from 2015-2016 to demonstrate the achievement demonstrated by our youngest students.

Data—Average Scores																																						
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16																																		
K	NA	NA	NA	<u>DIBELS:</u> School: 93% proficient Local district: 64% proficient State: 72% proficient																																		
1	NA	NA	NA	<u>DIBELS:</u> School: 57% proficient Local district: 58% proficient State: 62% proficient																																		
6	<u>Discovery Reading:</u> 30% to 49% proficient	<u>Discovery Reading:</u> 37% to 67% proficient	<u>Discovery Reading :</u> 39% to 64% proficient	<u>Discovery Reading:</u> 26% to 57% proficient																																		
	<u>NMSBA:</u> School: 40% proficient Local district: 46% proficient State: 47% proficient	<u>NMSBA:</u> School: 46% proficient Local district: 41% proficient State: 43% proficient	<u>PARCC:</u> School average: 733 30% proficient Local district: 22% proficient State average: 727 22% proficient	<u>PARCC:</u> School average: 721 14% proficient Local district: 23% proficient State average: 729 24% proficient																																		
	<div><p>6th Grade ELA Discovery</p><table><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2013</td><td>30%</td><td>20%</td></tr><tr><td>2014</td><td>38%</td><td>30%</td></tr><tr><td>2015</td><td>40%</td><td>25%</td></tr><tr><td>2016</td><td>28%</td><td>32%</td></tr></tbody></table></div>		Year	BOY Discovery	EOY Discovery	2013	30%	20%	2014	38%	30%	2015	40%	25%	2016	28%	32%	<div><p>6th Grade State Assessment Proficiency</p><table><thead><tr><th>Year</th><th>MAS Proficiency</th><th>Local Proficiency</th><th>State Proficiency</th></tr></thead><tbody><tr><td>2013</td><td>40%</td><td>46%</td><td>46%</td></tr><tr><td>2014</td><td>46%</td><td>41%</td><td>41%</td></tr><tr><td>2015</td><td>30%</td><td>22%</td><td>22%</td></tr><tr><td>2016</td><td>14%</td><td>23%</td><td>23%</td></tr></tbody></table></div>		Year	MAS Proficiency	Local Proficiency	State Proficiency	2013	40%	46%	46%	2014	46%	41%	41%	2015	30%	22%	22%	2016	14%	23%
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2015	30%	22%	22%																																			
2016	14%	23%	23%																																			

7	<u>Discovery All Students:</u> 28% to 39% proficient		<u>Discovery All Students:</u> 43% to 56% proficient	<u>Discovery All Students:</u> 35% to 63% proficient	<u>Discovery All Students:</u> 29% to 61% proficient																																		
			<u>Original Cohort:</u> 47% to 52% proficient	<u>Original Cohort:</u> 40% to 69% proficient	<u>Original Cohort:</u> 23% to 70% proficient																																		
	<u>NMSBA:</u> School: 50% proficient Local district: 49% proficient State: 50% proficient		<u>NMSBA:</u> School: 51% proficient Local district: 52% proficient State: 52% proficient	<u>PARCC Scores:</u> School average: 735 29% proficient Local district: 21% proficient State average: 722 21% proficient	<u>PARCC Scores:</u> School average: 715 10% proficient Local district: 24% proficient State average: 725 23% proficient																																		
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<p><i>Provide a statement of progress and additional information regarding the above data:</i></p> <p><i>As we reviewed the data from multiple sources, including Discovery and PARCC, we noted several trends.</i></p> <p><i>First, according to Discovery, student proficiencies increased every year, from the beginning of the year to the end of the year. In most cases, this increase was significant. Additionally, whereas Discovery proficiencies strongly predicted proficiency on the NMSBA, we found this to not be the case with PARCC. In fact, while Discovery data indicated significant growth in 6th and 7th grade language arts, PARCC data indicated we performed below both state and local district averages for the 2015-2016 school year. The discrepancy is quite significant and concerning since we analyze Discovery data as a primary resource to measure student achievement and determine next actions for instructional planning. This year, we are adding a different short cycle assessment from the Achievement Network (ANet) that we expect will provide better alignment to PARCC when analyzing data.</i></p> <p><i>Next, when considering PARCC scores, overall, we tended to outperform both the local district and state performances. Data changed slightly across grade levels and years, but this was the general trend. PARCC average scores were available for both the state and our district, but we did not have access to average scores for the local district. It is important to note, however, that higher average scores do not necessarily predict the level of proficiency. It appears, from considering the aggregate data, that our students scored higher (significantly higher in some cases) than the state average, but the actual percentage of students who were proficient was not necessarily significantly higher. This indicates to us that we have many students who are on the cusp of proficiency- this is exciting as our academic program, including targeted interventions, should easily move these students over into the proficient range in upcoming years. We also noticed slight discrepancies in proficiency scores between PED reports proficiencies and PARCC reported proficiencies. We believe this is likely due to students reported in one grade level and taking a language arts course from another grade level, e.g. a 10th grader is making up 9th grade English. Therefore, PARCC reports his score under English 9 and PED reports his</i></p>																														

score under 10th grade.

When considering Discovery scores and separating students who have attended MAS since 6th grade (or 7th for our oldest cohort), we see a trend of returning students outperforming the rest of the population within a few years. With this information, however, we must consider the following: A) students in our first year were generally achieving lower proficiencies than incoming students in later years. Students are still entering below grade level, but not necessarily as far below as students our first couple of years, and B) due to students moving or moving to local high schools, our original cohorts in high school have small numbers. While we re-enroll a significant majority of students year to year, over the course of five years, our original cohort groups have decreased in size.

Finally, although elementary was not included in the original charter goals, we felt it was important to include their data as well. Our kindergarten students outperformed both the local district and the state. Our first grade students, however, showed a similar pattern as our middle school students do- students enter MAS significantly below grade level and below state and local averages. As such, our first grade students demonstrated strong growth, but overall proficiency scores have not yet caught up to local and state averages. Other assessment data indicate that we will close the achievement gap for that cohort of students within one or two years.

The graphs above illustrate MAS's performance on assessments compared to local and state averages.

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

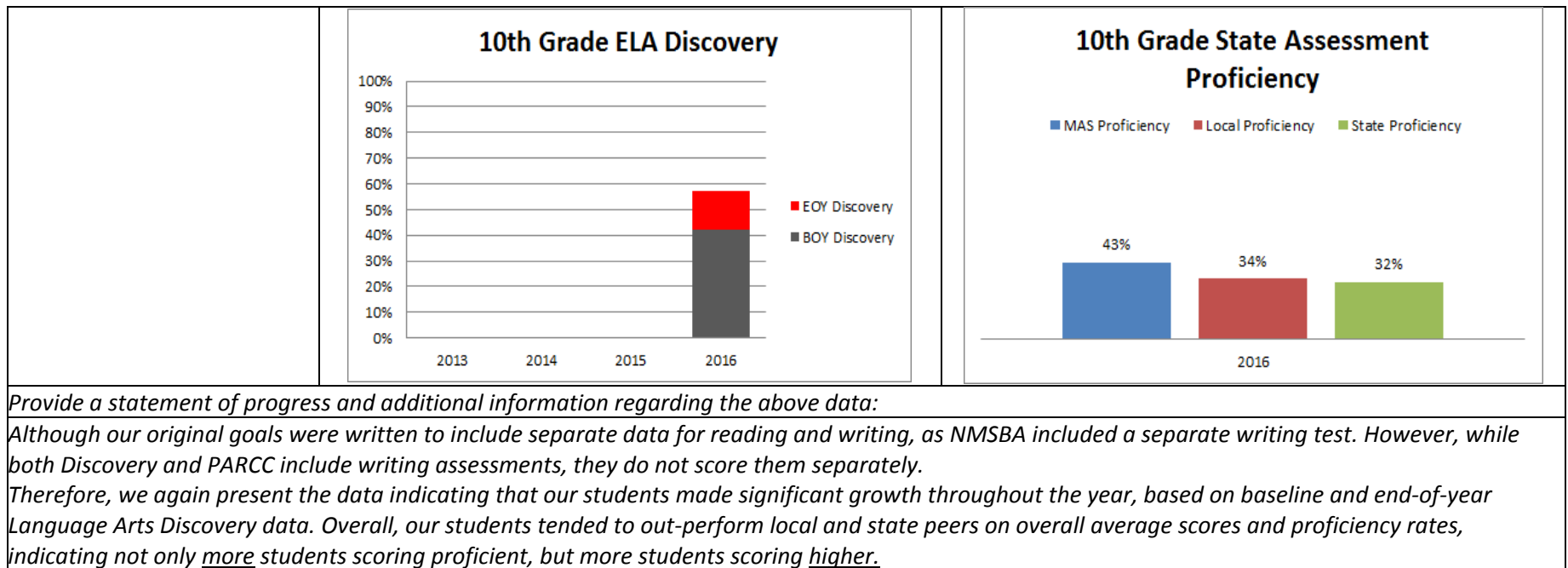
Student Performance Standard/Goal #2:				
2) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since 6th grade will meet standards in writing as measured by the New Mexico Standards Based Assessment by June 2016.				
Measure(s) Used: NMSBA, PARCC, Discovery				
NOTE: Data shown in the table is the same data indicated for reading, above.				
Data—Average Annual Data				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K	NA	NA	NA	<u>DIBELS:</u> School: 93% proficient Local district: 64% proficient State: 72% proficient
1	NA	NA	NA	<u>DIBELS:</u> School: 57% proficient Local district: 58% proficient State: 62% proficient
6	<u>Discovery Reading:</u> 30% to 49% proficient	<u>Discovery Reading:</u> 37% to 67% proficient	<u>Discovery Reading :</u> 39% to 64% proficient	<u>Discovery Reading:</u> 26% to 57% proficient

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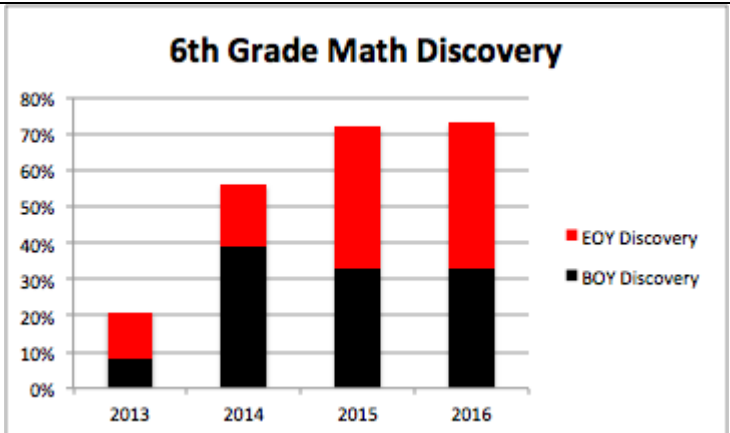
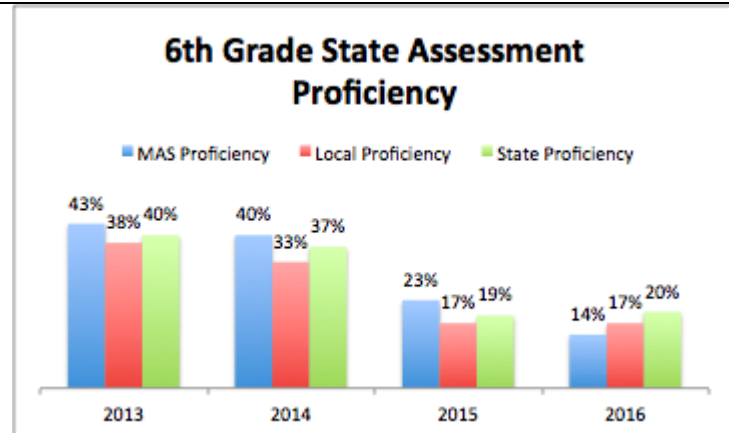


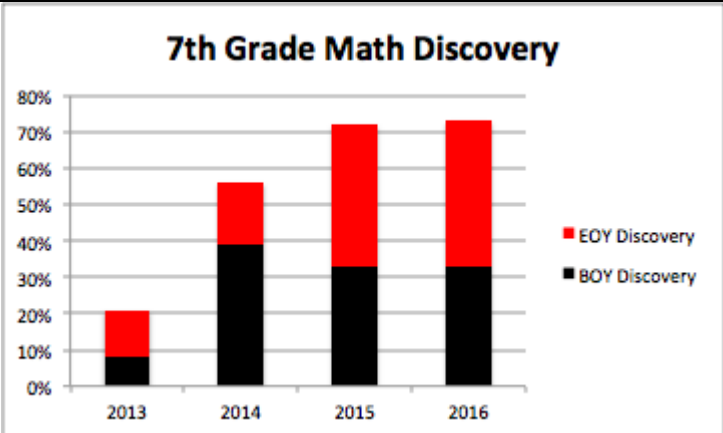
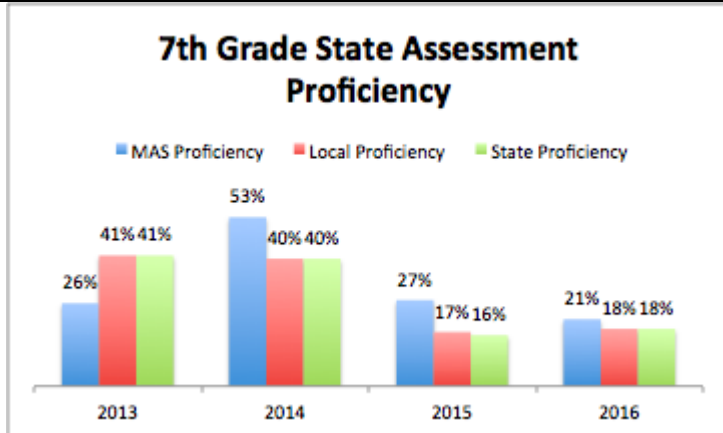
Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

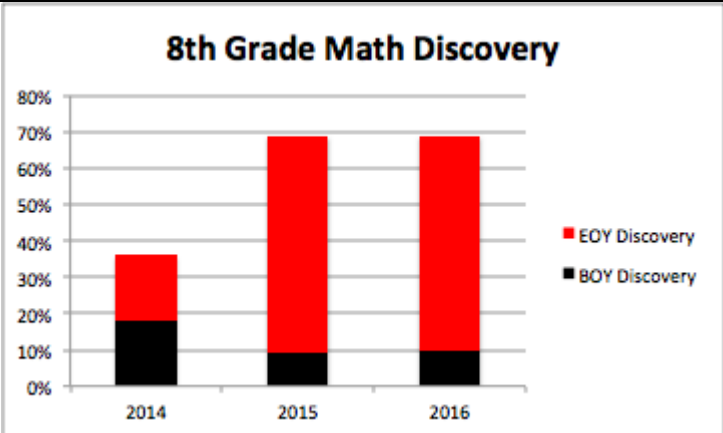
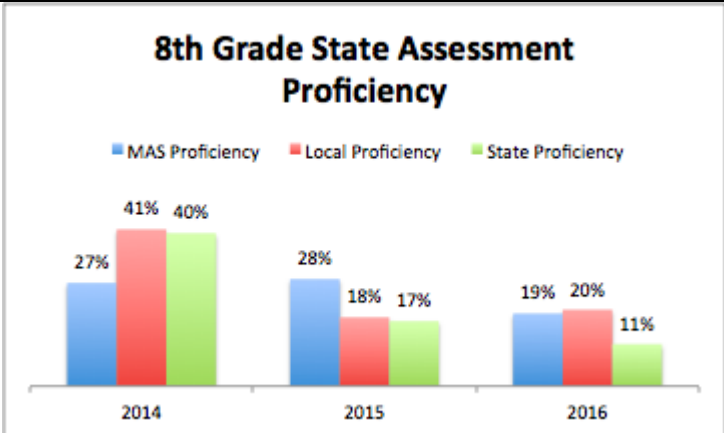
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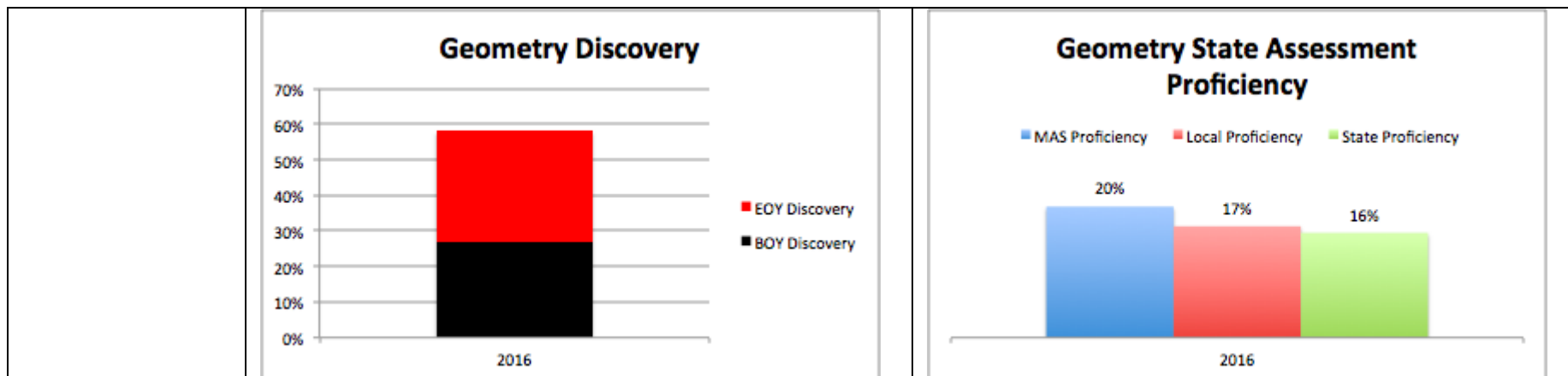
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3b) By June 2016, the percentage of MAS students meeting or exceeding standards in math for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grade levels who meet or exceed standards in math as measured by the NMSBA.				
3c) By June 2016, the percentage of MAS students meeting or exceeding standards in math for all grade levels assessed by the NMSBA will exceed the percentage of students in the state for the comparable grade levels who meet or exceed standards in math as measured by the NMSBA.				
Measure(s) Used: Discovery, NMSBA, PARCC				
Data—Average Annual Data				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
6	<u>Discovery Math:</u> 11% to 39% proficient	<u>Discovery Math:</u> 30% to 67% proficient	<u>Discovery Math :</u> 21% to 86% proficient	<u>Discovery Reading:</u> 14% to 72% proficient
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7	<u>Discovery Math All Students:</u> 8% to 21% proficient	<u>Discovery Math All Students:</u> 39% to 56% proficient	<u>Discovery Math All Students:</u> 33% to 72% proficient	<u>Discovery Math All Students:</u> 33% to 73% proficient																																			
		<u>Original Cohort:</u> 41% to 56% proficient	<u>Original Cohort:</u> 42% to 76% proficient	<u>Original Cohort:</u> 38% to 81% proficient																																			
	<u>NMSBA:</u> School: 26% proficient Local district: 41% proficient State: 41% proficient	<u>NMSBA:</u> School: 53% proficient Local district: 40% proficient State: 40% proficient	<u>PARCC Scores:</u> School average: 735 27% proficient Local district: 17% proficient State average: 723 16% proficient	<u>PARCC Scores:</u> School average: 729 21% proficient Local district: 18% proficient State average: 724 18% proficient																																			

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Provide a statement of progress and additional information regarding the above data:

As we reviewed the data from multiple sources, including Discovery and PARCC, we noted several trends.

According to Discovery, our students' achievement is steadily rising to about 70% proficiency in the middle school level by the end of the year. We believe this indicates strong data driven instruction and steady building of skills, including both remediation and grade level content. Since incorporating two math classes into student schedules and adding a targeted math intervention program, we are successfully closing the achievement gap in middle school math.

High school math has also grown, although the student achievement somewhat lags behind middle school. This is in part due to the cohort of students who demonstrated lower proficiency and, although they benefited from the additional math supports, they continued to struggle. When we consider state-mandated End of Course Exam data, however, Algebra I students demonstrated 70% proficiency and Geometry students demonstrated 74% proficiency- which is more closely aligned to our middle school proficiency levels. Again, we can see that with the introduction of PARCC, the predictive quality of Discovery that we had seen with NMSBA was no longer true. Also, as we saw with reading, generally, our students who have been with us since 6th grade generally outperform their peers who begin at MAS later.

Our early state assessments, on NMSBA, indicated growth from year to year, with MAS achieving generally higher proficiency rates than state averages, with the exception of one cohort of students. The introduction of PARCC brought higher expectations and lower overall proficiency rates, but MAS has continuously averaged higher scaled scores on PARCC than state average scores. Our proficiency rates also generally are higher than both state and local district rates, although there are a few exceptions to this, when our average scaled scores were higher, but proficiency rates were slightly lower. As with reading, we are excited to see the higher average scaled scores, as this indicates we have more students approaching proficiency

and we expect with continued analysis of data and targeted instruction, our proficiency rates will continue to climb. Additionally, PARCC and PED reported proficiency slightly differently. We believe the difference was PED reported proficiency by grade level and PARCC reported by test content. This impacted proficiency rates for 8th grade and higher, as some students begin taking Algebra I in 8th grade, then move ahead each year. Depending on which proficiency rates we considered, the data looked different. We reported results from PARCC for both MAS and the state, but could only report PED calculated proficiencies for the local district comparison.

The graphs above illustrate MAS's performance on assessments compared to local and state averages.

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #4:				
3a) 70% of all 7th and 80% of all 11th graders who have been with MAS since 6th grade will meet or exceed standards in science as measured by the New Mexico Standards Based Assessment by June 2016.				
3b) By June 2016, the percentage of MAS students meeting or exceeding standards in science for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grade levels who meet or exceed standards in science as measured by the NMSBA.				
3c) By June 2016, the percentage of MAS students meeting or exceeding standards in science for all grade levels assessed by the NMSBA will exceed the percentage of students in the state for the comparable grade levels who meet or exceed standards in science as measured by the NMSBA.				
Measure(s) Used: NMSBA				
Data—Average Annual Data				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
7	School: 33% proficient Local District: 42% proficient State: 42% proficient	School: 46% proficient Local District: 41% proficient State: 42% proficient	NA	NA
Provide a statement of progress and additional information regarding the above data:				
We have provided data for the two years of SBA data available at this time. While we did not reach our proficiency goal, we did make substantial progress from Year 1 to Year 2, moving from 33% proficiency to 46% proficiency and moving above state averages. Our current 11th grade students will take the SBA Science in the spring for graduation requirements. We believe that, given additional time, our students would have continued to demonstrate growth in science proficiency.				

III. Renewal Applicant 2016 Charter School District Report Card

**School Grading Summary**

The district grade is determined by the average of school grades in the district. For a description of status, see page 2.

District Grade A

	Total Number	Percent
Schools Rated in District	1	100.0
Schools in Priority Status	0	0.0
Schools in Focus Status	0	0.0
Schools in Strategic Status	0	0.0
Schools in Reward Status	0	0.0

Source: PED Accountability Bureau

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965 requires schools to show annual improvement in mathematics and reading. New Mexico statute specifies additional requirements that schools demonstrate progress through an A-F letter grade for each school. Individual school report cards can be found online at <http://aae.ped.state.nm.us/>.

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

Summaries of School Grades

Cohort Graduation Rates (4, 5, and 6 Year)

Status of Non-Graduates

Achievement

Proficiencies in Reading, Mathematics, and Science

NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

Amer Indian: American Indian

Cauc: Caucasian

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Price Lunch Program

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%) and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics

	LEA		State	
	Number	%	Number	%
All Students	618	100.0	335,694	100.0
Female	286	46.3	164,149	48.9
Male	332	53.7	171,545	51.1
Caucasian	111	18.0	82,116	24.5
African American	24	3.9	7,302	2.2
Hispanic	463	74.9	205,853	61.3
Asian	4	0.6	4,345	1.3
American Indian	16	2.6	35,543	10.6
Pacific Islander	0	0.0	535	0.2
Multiracial	0	0.0	12	0.0
ED	618	100.0	240,438	71.6
SWD	112	18.1	49,729	14.8
ELL	105	17.0	48,275	14.4
Migrant	0	0.0	329	0.1
Recently Arrived	12	1.9	14,844	4.4

Source: LEA 120th-day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to its overall letter grade and, where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2016 represented 654 schools.

School	Overall Grade	School	Overall Grade
Mission Achievement and Success	A		

Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11 and in science in grades 4, 7, and 11. Note that proficiencies do not include the assessment for grades KN, 1 and 2.

		Reading		Mathematics		Science	
Grade		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
6	State Current	24	76	20	80		
6	State Prior	22	78	19	81		
6	LEA Current	14	86	15	85		
6	LEA Prior	29	71	23	77		
7	State Current	23	77	18	82	45	55
7	State Prior	21	79	15	85	40	60
7	LEA Current	10	90	21	79	47	53
7	LEA Prior	28	72	26	74	34	66
8	State Current	26	74	20	81		
8	State Prior	23	77	17	83		
8	LEA Current	35	65	24	76		
8	LEA Prior	22	78	28	72		
9	State Current	27	73	18	82		
9	State Prior	27	73	16	84		
9	LEA Current	33	67	15	85		
9	LEA Prior	38	62	22	78		
10	State Current	32	68	14	87		
10	LEA Current	43	57	17	83		

Blanks or missing rows indicate too few students to report (N<10)

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	LEA Current	25	75	19	81	47	53
All Students	State Current	28	72	20	80	43	57
Female	State Current	34	66	20	80	41	59
Female	LEA Current	33	67	18	82	42	58
Male	LEA Current	19	81	20	80	51	49
Male	State Current	22	78	20	80	44	56
Caucasian	State Current	43	57	33	67	64	36
Caucasian	LEA Current	42	58	27	73	71	29
African American	State Current	24	76	15	85	38	62
African American	LEA Current	35	65	20	80		
Hispanic	State Current	23	77	16	84	37	63
Hispanic	LEA Current	21	79	17	83	45	55
Asian	State Current	55	45	48	52	65	35

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
American Indian	LEA Current	36	64	<2	>98		
American Indian	State Current	17	83	11	89	22	78
Economically Disadvantaged	State Current	21	79	15	85	34	66
Economically Disadvantaged	LEA Current	25	75	19	81	47	53
Students w Disabilities	LEA Current	5	95	8	92	16	84
Students w Disabilities	State Current	7	93	7	93	16	84
English Language Learners	State Current	8	92	7	93	11	89
English Language Learners	LEA Current	5	95	8	92	4	96

Achievement - Proficiency Summaries by School							
		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
Mission Achievement and Success		25	75	19	81	47	53
Blanks indicate too few students to report (N<10). Schools without tested grades 3 through 11 will not have data.						Source: PED Accountability Bureau	

Budgeted Expenditures		
Locally authorized charter schools manage their budgets independently of their parent district. For detailed information please contact either the individual school or the PED Budget and Finance Office for the budget analyst assigned to that school. The district summary includes its locally authorized charter schools.		
	Amount \$	Percent %
Capital Outlay	\$268,363	4.0
Central Services	\$299,475	4.5
Community Services	\$0	0.0
Debt Service	\$0	0.0
Food Services	\$516,239	7.7
General Administration	\$77,127	1.1
Instruction	\$3,961,324	58.9
Instructional Support Services	\$8,103	0.1
Operations & Maintenance	\$813,787	12.1
Other Support Services	\$6,385	0.1
School Administration	\$344,884	5.1
Student Support Services	\$303,626	4.5
Student Transportation	\$128,037	1.9
Source: PED School Budget and Financial Analysis Bureau		

School Board Training	
School board members must accumulate five points during the year by attending specific training. These figures do not reflect additional training that board members may have received.	
Board Member	Number of Points
Bill O'Neil	5
Bruce Langston	5
Lary Sanderson	5
Liza Knight	5
Rosa Hernandez	5
Source: NM School Board Association	

Teacher Credentials		
	Statewide %	LEA %
Teachers with Emergency or Provisional Credentials	.3	51.1

Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	3.4	NA	
	Low Poverty Schools	NA	NA	
NA= Not applicable; LEA did not have schools that qualified as high or low poverty.				
Professional Qualifications	Number of Teachers	Highest Degree*		Core Classes Not Taught by Highly Qualified Teachers %
		Bachelor's %	Advanced %	
Mission Achievement and Success	47	63.8	36.2	
* Does not include Below Bachelors				
Blank=no data available or not applicable				
Source: LEA 120th-day submission to PED				

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
 Q2 My child's school building is in good repair and has sufficient space to support quality education.
 Q3 My child's school holds high expectations for academic achievement.
 Q4 School personnel encourage me to participate in my child's education.
 Q5 The school offers adequate access to up-to-date computers and technologies.
 Q6 School staff maintain consistent discipline, which is conducive to learning.
 Q7 My child has an adequate choice of school-sponsored extracurricular activities.
 Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
 Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
LEA Current	341	94	97	98	98	96	92	87	97	97	96
Mission Achievement and Success	341	94	97	98	98	96	92	87	97	97	96

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments that annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards-based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation 2015

	Reading %	Math %	Science %
4th Grade ELL	91	95	95
4th Grade SWD*	93	88	93
8th Grade ELL	92	95	96
8th Grade SWD*	89	90	92

* NAEP does not accommodate students with severe disabilities.

4th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	40	37
Nation	8	27	33	32	7	32	42	19	1	36	39	25

8th Grade	Reading (2015)				Math (2015)				Science (2015)			
	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %	Advanced %	Proficient %	Basic %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	20	35	45
Nation	3	29	42	25	8	24	38	30	2	31	34	33

Rounds to zero

IV. Charter School Renewal Application

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2016-17 State Charter Renewal Application Kit***

Updated May 2015



Effective Options
for New Mexico's
Families
Charter Schools



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 3, 2016**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2016**.

The PEC developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward).** **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as "looking back"). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school's performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as "looking forward"). At the end of this section, the school is then asked to write two "mission-specific indicators/goals" as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School's capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as "first drafts" of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School's Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School's response, the CSD sends their final Director's Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school's charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact Scott Binkley, Scott.Binkley@state.nm.us, or Becky Kappus, Becky.Kappus@state.nm.us, with any questions regarding the state charter renewal application kit.

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Instructions: 2016 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2016 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Scott Binkley, Scott.Binkley@state.nm.us , or Becky Kappus, Becky.Kappus@state.nm.us .
Deadlines and Manner of Submission	<p>2016 State Charter Renewal Application Kits must be submitted using your charter school account through Web EPSS Website. You will learn more about using the Web EPSS site at one of the Technical Assistance Workshops mentioned below. If you have any questions or feedback after reviewing the guide, please contact Becky Kappus @ Becky.Kappus@state.nm.us or Scott Binkley Scott.Binkley@state.nm.us</p> <p>Files must be submitted via your account on the WEB EPPS no later than 5:00 p.m. (mountain time) Monday, October 3, 2016.</p> <p>Note: Submission prior to October 3rd, 2016 of the current year will not change the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (June – September 2016)	The CSD will provide technical assistance workshops for the charter renewal application process between June and September 2016. The first training will take place June 10, 2016 and will be an all-day training at CES. Details regarding this training and future trainings will be sent directly to renewing schools. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 3–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis (November 21)	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Web EPSS.

CSD Director's Recommendation (November 30)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Thursday, November 30, 2016 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 8-9)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December, 8-9, 2016 .
Contract Negotiations (December, 2016–March, 2017)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: *(This process takes place after a success renewal process.)* The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms:**

The term *material* means that the authorizer deems the matter relevant to

1. The authorizer’s accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter; or
2. Information that a family would consider relevant to a decision to attend the charter school.

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) Demonstrate the school’s ability to implement the school’s mission;
- (2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) Include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. *The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.***Sample Mission Specific Indicator:** Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

□ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

□ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

□ The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

□ The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) Student academic performance
- (2) Student academic growth
- (3) Achievement gaps in proficiency and growth between student subgroups
- (4) Attendance
- (5) Recurrent enrollment from year to year
- (6) If the charter school is a high school, post-secondary readiness

- (7) If the charter school is a high school, graduation rate
- (8) Financial performance and sustainability
- (9) Governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self-study is a process that should be ongoing. Active and continuous involvement in self-study reflects a commitment to the concept of providing students with a quality educational experience.

2016 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.

Part A—School’s Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)



NM PED Charter School Division - School Snapshot Report

Mission Achievement and Success

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

General Information

Mailing Address: 1718 Yale Blvd SE, Albuquerque, NM 87106

Physical Address: 1718 Yale Blvd SE, Albuquerque, NM 87106

Phone: (505) 242-3118 Ext: Fax: (505) 242-3062 Website: <http://missionachievementandsuccess.com>

Opened: 2012 State Appvd: Sep-11 Renewal: 2017

School District: Albuquerque County: Bernalillo

Administration:

Staff	Year Began	Phone	Email
JoAnn Myers, Principal/Executive Director		(505) 242-3118	(505) 417-3646 joann.myers@mascharterschool.com
Kathy McClendon, Assistant Principal		(505) 242-3118	kathy.mcclendon@mascharterschool.com
Amber Pena, Business Manager		(505) 938-7700	(505) 470-0998 amber@vigilgroup.net
Jennifer Felix, Operations Mgr		(505) 242-3118	jennifer.felix@mascharterschool.com
Devon Myers, Dean of Students		(505) 242-3118	devon.myers@mascharterschool.com
Diana Marquez, STARS Coordinator			diana.marquez@mascharterschool.com

Governing Board:

Member:	Affadavit:	Begin:	End:	Training Year and Hrs:
Rosa Hernandez Vice President		7/1/12	7/1/15	
Elizabeth Knight Treasurer		7/24/12	7/1/15	
Bruce Langston President		7/1/12	7/1/15	
Bill O'Neill Board		7/1/12	7/1/15	
Larry Sanderson Secretary		7/1/12	7/1/15	

Mission: The mission of MAS is to prepare students to be successful in college and the competitive world by providing a rigorous college preparatory program in a safe and effective learning environment. Our primary objective is to instill in our students a commitment to high academic achievement, continual goal setting, and principles of personal success.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP Total (40 day)	Teacher	Teacher/Student Ratio:
	6-9		912	47	

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade		C	C	A	A
2. 3 Year Avg Grade		C	C	B	A
3. Current Standing		D	F	B	C
4. School Growth		C	C	A	B
5. Highest Performing Students		B	A	A	A
6. Lowest Performing Students		F	D	B	B
7. Opportunity to Learn		C	A	A	A
8. Graduation					na
9. Career and College					

NM PED Charter School Division - School Snapshot Report

Mission Achievement and Success

Contract Type: Proxy Start: 7/1/2012 End: 6/30/2017 Term in Years: 5

10. Reading Proficiency	43.8	50.8	29	32
11. Math Proficiency	36.2	40.8	25.4	18.7
12. SAMS	N	N	N	N
13. SAMS Graduation %				
14. Bonus Points	1.84	1.58	5	4.8

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
1. Total Enrollment			107	293	392
	2010-11	2011-12	2012-13	2013-14	2014-15
2. % Male			49.5%	55.6%	57.1%
3. % Female			50.5%	44.4%	42.9%
4. % Caucasian			24.3%	17.4%	16.1%
5. % Hispanic			64.5%	71.7%	75.8%
6. % African American			5.6%	7.5%	5.6%
7. % Asian			1.9%	0.7%	0.5%
8. % Native American			3.7%	2.7%	2.0%
9. % Economically Disadvantaged			74.8%	74.7%	100.0%
10. % Title 1 TS			0.0%	100.0%	100.0%
11. % Title 1 T			0.0%	0.0%	0.0%
12. %Title 1 S			0.0%	100.0%	100.0%
13. % K-3 Plus			0.0%	0.0%	0.0%
14. % Disabled			22.4%	18.4%	20.2%
15. % ELL			15.0%	15.0%	16.1%

Accreditation Status (NCA-AdvancED North Central Association; HSTW-High Schools That Work)

Accredited: 8/22/2012 Instructional Audit Notes

NCA Accreditation: NCA Expiration:

NCA Notes: 8/22/12 new charter; intend to apply 2012-13

HSTW Accreditation: HSTW Notes:

Accredited: Instructional Audit Notes

NCA Accreditation: Y NCA Expiration:

NCA Notes: Received accreditation fall 2014

HSTW Accreditation: HSTW Notes:

Part B—Self-Report/Looking Back



(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years, 2013-14, 2014-15, 2015-16.

We have worked hard to make significant improvements to our school grade over the last three years. Each year, we have deeply analyzed the data provided in the school report card. By doing so, we gained a deeper understanding of how grades are calculated and which areas we need to improve upon, therefore allowing us to develop a detailed plan of action. While we earned a C for both the 2012-2013 and 2013-2014 school years, we improved from a low C in 2012-2013 to a high C (less than 2 points from a B) in 2013-2014. Through our continued analysis and action plan, we earned an A for both the 2014-2015 and 2015-2016 school years.

Our work, however, is far from finished. We teach a traditionally underserved and at-risk population of students, with 75% of students qualifying for free and reduced lunch, over 17% of students identified as English Language Learners, nearly 20% students with disabilities, and over 80% of students identifying as an ethnic minority. Our students continue to walk through our doors below grade level and requiring extensive remediation to catch up. On average, 80% of new, incoming students enter MAS below grade level proficiency in reading and/or math. Each year, we continue to adjust our approach to ensure continued growth and high quality instruction for our students, we build upon and improve our culture to develop the hard-working environment in which all students can succeed, and we train our teachers to move beyond being good and strive for excellence and greatness.

Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

Current standing has been an ongoing challenge for our particular group of students. Current standing scores, based off the Adequate Yearly Progress (AYP) formula as originally described in No Child Left Behind (2001), requires that schools meet a pre-determined level of proficiency on the state standardized assessment. This is a moving proficiency target, with a higher goal each year. While few people would argue that student proficiency rates are highly important, this presented us with quite a hurdle.

On average, 80% of incoming MAS students are NOT proficient in reading or math upon entry to our school. Our students, on average, enter MAS with assessment scores 10%-20% below average state performance levels; this means our students are beginning the year MORE behind than the average student in New Mexico. As a result, current standing has been a challenge for MAS each year. In our four years of operation, we have consistently had an average of 80% of our students enter MAS not proficient, and not only are they not proficient, but they are significantly below the state average level of performance, making the spread from where they are to proficient, even greater. This creates a challenge for us in the area of current standing because while we are able to demonstrate significant gains in the area of student growth and have outperformed state averages all four years we have been assessed, we find it challenging to make enough gains within a year to reach the current standing proficiency targets.

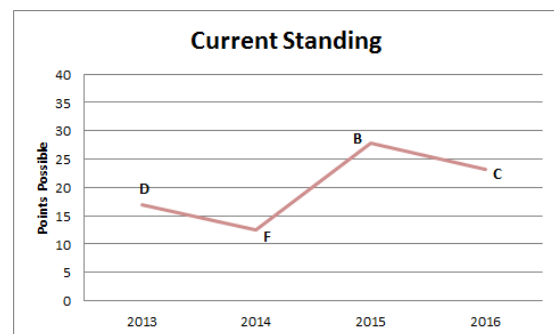
Armed with the understanding and knowledge of what Current Standing actually measures and the expected growth targets, we sought to further

increase student proficiency scores, as measured by state standardized assessments. One way we were able to increase this is by both enrolling to capacity each year and re-enrolling most of our students year to year. With fewer new students to catch up, we were able to close the achievement gap with individual students more efficiently. Additionally, we placed greater emphasis on ensuring our classroom assignments and formative assessments mirrored the structure and rigor of the summative state tests. We used released test items from multiple states and other resources, such as NAEP and Discovery Education, whose bank of test questions not only mimicked the structure and rigor of state assessments, but whose assessments were highly correlative to the New Mexico Standards Based Assessment (SBA).

After our second year, our proficiency rates improved- but current standing scores decreased. This was due to the **increased** target for the level of proficiency that we still did not meet, as well as a significant increase in student enrollment. We just dug our heels in a bit more and realized, we had to work HARDER to achieve the standard. And if that was the case, so be it.

We did more of what we did before, just better. We deeply analyzed short cycle assessment results to determine what skills and knowledge needed to be retaught and re-assessed. Finally, we increased intervention (described in more detail in later sections) and developed individual interventions in the classroom for students needing an extra dose of instruction. Our results were obvious; we went from earning a D and an F in current standing, to a B in the 2014-2015 school year.

In the 2015-2016 school year, we saw a slight decrease in overall proficiency which impacted our Current Standing and brought us to a C in that area, although as indicated by the graph below, our change in earned points for that category was not very significant. We are continuing to analyze individual student data and work directly with teachers to ensure students have the knowledge needed to perform well this year. We have also further increased interventions at the middle school level and the amount of teacher support in those intervention classes. We look forward to seeing short cycle assessment data to help us further understand in which areas our students need additional support.

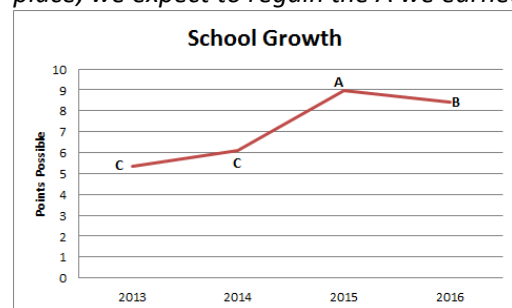


School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

School growth has increased overall during the last three years. We believe the score may have been somewhat skewed in the first two report cards since we did not have three years of test scores to calculate the growth. Still, we were able to determine that in order to raise the score, we needed to continuously increase student proficiency levels. One of the challenges we faced with Current Standing was that the score was calculated purely based on the number of proficient students. School Growth, however, worked more in our favor since it measures growth of students who are not yet proficient. This means we would receive credit for moving students from a beginning steps level to a nearing proficient level- a more practical approach to measuring our progress toward closing the achievement gap. Additionally, the Value-Added Modeling (VAM) provided a type of equalizer, which accounted for our students' lower performance prior to enrolling in our school.

Our actions to improve this score were previously described in the Current Standing narrative, and our results, as indicated in the graph below, were even greater; we improved from a C in 2013 and 2014 to an A in 2015. In 2016, we decreased slightly to a B in this area, but given the slightly lower overall proficiency, this makes sense. Additionally, we have restructured intervention programs, identified the lowest performing grade levels, and adopted an additional short cycle assessment that will provide more comprehensive data about what was taught and learned. With these additional measures in place, we expect to regain the A we earned previously.



Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

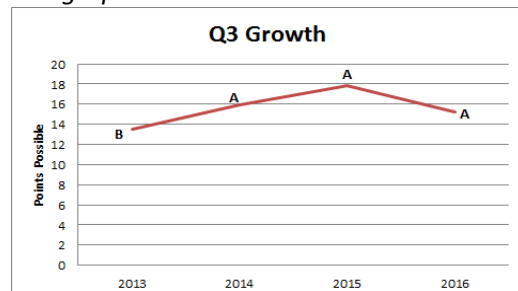
Our highest performing students' growth has been the highest score on each report card throughout our existence. Our school structure and general curriculum provide tremendous opportunity for students to remediate skills, close the achievement gap, and work toward grade level proficiency.

For example, we have a longer school day (8 hours for students), a longer school year (182 instructional days), separate reading and writing classes for all students that meet for 90 minutes daily, and two math classes (one that meets daily for 90 minutes and another that has met every other day for three years and now meets daily for the 2016-2017 school year). We use standards based instruction and grading, which provides students and parents with a detailed understanding of a child's proficiency of grade level standards and we analyze both classroom formative assessment and short cycle assessment data in order to drive lesson plans and instruction. Teachers instruct from bell to bell and follow a structured classroom routine that provides consistency across content areas and grade levels. Instructional coaches provide extensive feedback on lesson plans and classroom

observations to continuously improve instruction. Teachers and staff work with students to help them understand the importance of assessment and take responsibility for their own scores. Every person in the building, from teachers to administrators to office staff, is dedicated to the mission that we will prepare students to be successful in college and the competitive world- and we work daily to make that mission a reality.

While many structures have been in place since we opened in 2012, we have adjusted each year to better address the needs of the students. For example, in our first year, students only attended one math class. We found that 90 minutes of daily math instruction was not sufficient to close the achievement gap and adequately remediate as needed, especially in light of the prerequisite skills our students were missing. Therefore, we added another math class every other day and the two classes divided the standards to be covered. We implemented rotations in our reading and math classes to provide consistent structure to classes and ensure students received the instruction they needed. We implemented individual interventions with co-teachers in reading and math classes to provide the extra dose of instruction needed to move students from nearing proficient to proficient. We adjusted the type of software utilized by students in the computer rotations in classes (and completely changed that component of our classrooms this year). Additionally, as we grew larger, we had our highest performing teachers move up to instructional coach roles- this provided the extensive level of in-classroom support needed to maintain high rigor and expectations across all classrooms, provided by teachers who have worked in our classrooms with our students!

The graph below illustrates the continued high level of growth for our highest achieving students over time.



Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.

Our lowest 25% of students has provided a great opportunity to grow since we opened. Our first year, we earned an F in the growth of our Q1 students, despite the interventions described below and despite the high achievement demonstrated by our Q3 students. In our second year, we improved to a D, in our third year we grew to a B, and this last year, we improved to a high B. Early on, we recognized the extreme need for remedial instruction while maintaining grade level instruction in order to successfully close the achievement gap.

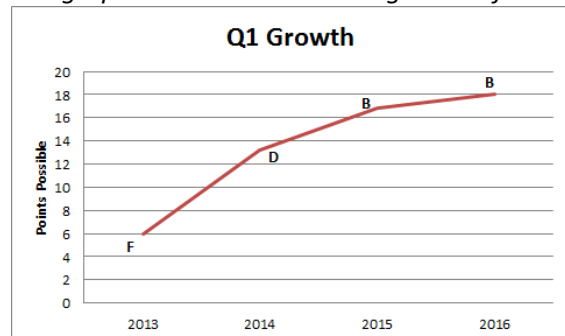
We have always had a relatively high population of students who entered MAS identified as students with disabilities- around 20%. Again, we also noticed many students without identified special education needs entered MAS lacking basic skills in reading and math. As such, our Q1 students required extensive remediation before we would begin to see the impact of their learning on grade level assessments such as NMSBA and PARCC.

Please note that as we implemented intervention programs described below, we included both Q1 and Q3 students who required intervention.

- In our first year, we added a math intervention class in lieu of an elective for any student requiring additional support. We also placed two certified teachers in math and reading rooms, one general education certified and one special education certified, to address the needs of all students.
- In our second year, we added a phonics-based intervention program for students reading below grade level. We tripled the original amount of licenses for this program over the course of the year due to the identification of more students needing extensive intervention. We also continued the math intervention class.
- In our third year, we continued the separate math intervention class and piloted a math intervention curriculum. We also purchased additional reading intervention licenses and included licensing for another program focused on reading comprehension to address the needs of students who mastered phonics, but still struggled with below-grade level reading skills. We added an additional teacher position to ensure that any student who was reading below grade level received intervention until they demonstrated grade level proficiency on a short cycle assessment.
- In our fourth year, we purchased the math intervention curriculum we piloted in year 3 and saw incredible results with our students' math proficiencies. We continued the reading intervention programs and again increased the number of students served by adding a third teacher position. We also sought out coaching from the reading intervention company in order to more deeply analyze our data and provide curricular guidance for interventions to better address students' academic skills.

This year, we continued to change our program based on student needs. We have placed a stronger focus on providing interventions **90 minutes daily** at the middle school level and **90 minutes every other day** in the high school in order to expedite closing the achievement gap. This is in addition to regular, core instruction at grade level. We have also adjusted our use of computer curricula to provide more time for direct instruction and guided practice in the classroom. We are proactive and deliberate in how we structure our day and how we make changes in order to ensure we meet the needs of all students.

The graph below illustrates the growth of our Q1 students.

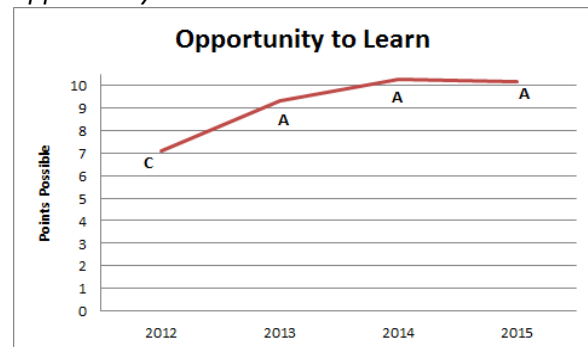


Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

In our first year, we earned a C in the area of opportunity to learn. Although this is designated as an acceptable score, we were a bit confused about why we scored that when we intentionally incorporate the instructional methods described in the student survey. In order to address this, we started asking teachers to focus on one of the strategies and include it in their lesson plans. We also took time to explain to students why we were doing certain things, e.g. calling on students by pulling popsicle sticks with their names, reviewing material based on answers from the previous day's exit tickets, etc.

By implementing these simple strategies, we were able to ensure that teachers were deliberately including highly effective instructional strategies in their everyday lessons and also that students understood why these strategies benefitted them. The graph below illustrates our progress with opportunity to learn.



Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

We have not had a graduating class yet, our oldest students will graduate in 2018.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

As a growing charter school, we only added high school (9th grade), in the 2014-2015 school year. Our report card does not yet measure College and Career Readiness, but we have been working on preparing our students to not only apply to college, but to successfully complete college. All of our students, beginning in 10th grade, enroll in dual enrollment CNM classes. Students take the Accuplacer twice yearly, once in the fall to determine courses to take in the spring, and again in the spring to determine eligibility for fall classes. We also provide students with a mandatory lab night for them to work on their coursework with available computers, word processing software, printers, and internet. Another critical part of our charter is to include annual college trips for students. We take students to local colleges, out of town colleges (e.g. New Mexico State, New Mexico Highlands, Eastern New Mexico University, Western New Mexico University, New Mexico Tech), and out of state colleges (e.g. Northern Arizona University, Arizona State University, University of Colorado, etc.). We tour the campuses, discuss living options, and ensure

students have a clear understanding of what college life and the increased responsibility entails. These tours begin in elementary school and continue annually.

Additionally, as our oldest students are entering their 11th grade year now, we are arranging to ensure all students register for and take the ACT and PSAT. We are preparing to establish our school as a test site as well.

Please note that all current 11th graders took the PSAT in their 10th grade year, if they were enrolled with us at the time. This year, both 10th and 11th graders will take the PSAT.

Bonus Points

Provide a statement of progress regarding “Bonus Points” over the past three years.

*Part of our charter is a continuous and strong focus on community and giving back. The first couple of years, we engaged in **many** community service and volunteer projects, but as we started the school, we, as staff members, planned and implemented most of the projects, while parents and students participated and supported. As a result of school staff heading the projects, we earned fewer than two bonus points for the first two years.*

Additionally, without thoroughly understanding how bonus points were awarded, we were not as articulate in our submission which we attributed to the reason we did not earn as many points. The following school year, we improved our submission simply by better articulating the great things that we were doing and as a result, we earned all five bonus points!

Finally, in the 2015-2016 school year, the requirement for bonus points changed and the focus was no longer on parental and community involvement and instead bonus points were awarded based on demonstration of effective implementation of Next Step Planning for secondary schools. Again, having learned our lesson, we clearly articulated how MAS uses Next Step Plans and involves our parents and students and as a result we earned 4.8 bonus points.

Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

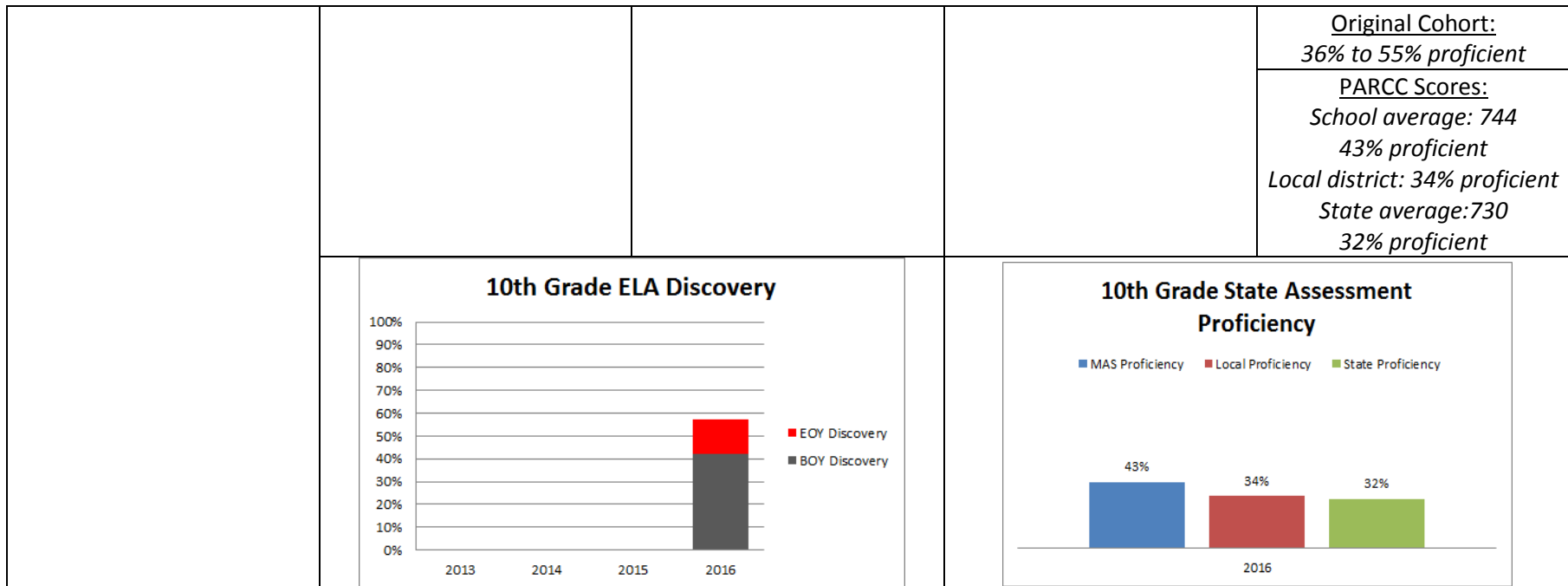
Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1:
<i>1a) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since sixth grade will meet or exceed standards in reading as measured by the New Mexico Standards Based Assessment (NMSBA) by June 2016.</i>
<i>1b) By June 2016, the percentage of MAS students meeting or exceeding standards in reading for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grades who meet or exceed standards in reading as measured by the NMSBA.</i>
<i>1c) By June 2016, the percentage of MAS students meeting or exceeding standards in reading for all grade levels assessed by the NMSBA will exceed the percentage of the students in the state for the comparable grades who meet or exceed standards in reading as measured by the NMSBA.</i>
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): Discovery, NMSBA, PARCC
<i>MAS’s original charter goals were written around student performance on the New Mexico Standards Based Assessment (SBA). As SBA moved to PARCC, upon inquiry to the NMPED Charter Division, we were advised to submit new goals at Charter Renewal since PARCC was a new and unknown assessment making it difficult to determine appropriate charter goals based on this new measure. In order to provide consistent student achievement data outside of the school report card as a second measure of student growth, we have provided Discovery data. Discovery scores indicate a student’s present achievement level as beginning steps, nearing proficient, proficient, and advanced. Scores below indicate the percentage of students scoring proficient or advanced from our first to our last testing cycle (e.g. 28% to 39% indicates that 28% of the students started the year proficient and 39% of the students ended the year proficient.)</i> <i>We have included all student data, as well as data from ONLY students who started with us from 6th grade (7th grade for our oldest cohort).</i> <i>Additionally, we included school and state average PARCC scores and proficiency rates to demonstrate we met or exceeded state averages on PARCC for nearly all grade levels.</i> <i>Finally, although elementary was not included in our original charter application, we added it through an amendment. We have included DIBELS data from 2015-2016 to demonstrate the achievement demonstrated by our youngest students.</i>

Data—Average Scores																																						
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16																																		
K	NA	NA	NA	<u>DIBELS:</u> School: 93% proficient Local district: 64% proficient State: 72% proficient																																		
1	NA	NA	NA	<u>DIBELS:</u> School: 57% proficient Local district: 58% proficient State: 62% proficient																																		
6	<u>Discovery Reading:</u> 30% to 49% proficient	<u>Discovery Reading:</u> 37% to 67% proficient	<u>Discovery Reading :</u> 39% to 64% proficient	<u>Discovery Reading:</u> 26% to 57% proficient																																		
	<u>NMSBA:</u> School: 40% proficient Local district: 46% proficient State: 47% proficient	<u>NMSBA:</u> School: 46% proficient Local district: 41% proficient State: 43% proficient	<u>PARCC:</u> School average: 733 30% proficient Local district: 22% proficient State average: 727 22% proficient	<u>PARCC:</u> School average: 721 14% proficient Local district: 23% proficient State average: 729 24% proficient																																		
	<div><p>6th Grade ELA Discovery</p><table><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2013</td><td>30%</td><td>20%</td></tr><tr><td>2014</td><td>38%</td><td>30%</td></tr><tr><td>2015</td><td>40%</td><td>25%</td></tr><tr><td>2016</td><td>28%</td><td>30%</td></tr></tbody></table></div>		Year	BOY Discovery	EOY Discovery	2013	30%	20%	2014	38%	30%	2015	40%	25%	2016	28%	30%	<div><p>6th Grade State Assessment Proficiency</p><table><thead><tr><th>Year</th><th>MAS Proficiency</th><th>Local Proficiency</th><th>State Proficiency</th></tr></thead><tbody><tr><td>2013</td><td>40%</td><td>46%</td><td>46%</td></tr><tr><td>2014</td><td>46%</td><td>41%</td><td>41%</td></tr><tr><td>2015</td><td>30%</td><td>22%</td><td>22%</td></tr><tr><td>2016</td><td>14%</td><td>23%</td><td>23%</td></tr></tbody></table></div>		Year	MAS Proficiency	Local Proficiency	State Proficiency	2013	40%	46%	46%	2014	46%	41%	41%	2015	30%	22%	22%	2016	14%	23%
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2016	14%	23%	23%																																			
7	<u>Discovery All Students:</u> 28% to 39% proficient	<u>Discovery All Students:</u> 43% to 56% proficient	<u>Discovery All Students:</u> 35% to 63% proficient	<u>Discovery All Students:</u> 29% to 61% proficient																																		
		<u>Original Cohort:</u> 47% to 52% proficient	<u>Original Cohort:</u> 40% to 69% proficient	<u>Original Cohort:</u> 23% to 70% proficient																																		

	<p><u>NMSBA:</u> School: 50% proficient Local district: 49% proficient State: 50% proficient</p>	<p><u>NMSBA:</u> School: 51% proficient Local district: 52% proficient State: 52% proficient</p>	<p><u>PARCC Scores:</u> School average: 735 29% proficient Local district: 21% proficient State average: 722 21% proficient</p>	<p><u>PARCC Scores:</u> School average: 715 10% proficient Local district: 24% proficient State average: 725 23% proficient</p>																																			
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8	NA	<p><u>Discovery All Students:</u> 45% to 67% proficient</p>	<p><u>Discovery All Students:</u> 40% to 70% proficient</p>	<p><u>Discovery All Students:</u> 48% to 68% proficient</p>																																			
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2016	33%	29%	27%																																
10	NA	NA	NA	<div>Discovery All Students: 42% to 57% proficient</div>																															



Provide a statement of progress and additional information regarding the above data:

As we reviewed the data from multiple sources, including Discovery and PARCC, we noted several trends.

First, according to Discovery, student proficiencies increased every year, from the beginning of the year to the end of the year. In most cases, this increase was significant. Additionally, whereas Discovery proficiencies strongly predicted proficiency on the NMSBA, we found this to not be the case with PARCC. In fact, while Discovery data indicated significant growth in 6th and 7th grade language arts, PARCC data indicated we performed below both state and local district averages for the 2015-2016 school year. The discrepancy is quite significant and concerning since we analyze Discovery data as a primary resource to measure student achievement and determine next actions for instructional planning. This year, we are adding a different short cycle assessment from the Achievement Network (ANet) that we expect will provide better alignment to PARCC when analyzing data.

Next, when considering PARCC scores, overall, we tended to outperform both the local district and state performances. Data changed slightly across grade levels and years, but this was the general trend. PARCC average scores were available for both the state and our district, but we did not have access to average scores for the local district. It is important to note, however, that higher average scores do not necessarily predict the level of proficiency. It appears, from considering the aggregate data, that our students scored higher (significantly higher in some cases) than the state average, but the actual percentage of students who were proficient was not necessarily significantly higher. This indicates to us that we have many

students who are on the cusp of proficiency- this is exciting as our academic program, including targeted interventions, should easily move these students over into the proficient range in upcoming years. We also noticed slight discrepancies in proficiency scores between PED reports proficiencies and PARCC reported proficiencies. We believe this is likely due to students reported in one grade level and taking a language arts course from another grade level, e.g. a 10th grader is making up 9th grade English. Therefore, PARCC reports his score under English 9 and PED reports his score under 10th grade.

When considering Discovery scores and separating students who have attended MAS since 6th grade (or 7th for our oldest cohort), we see a trend of returning students outperforming the rest of the population within a few years. With this information, however, we must consider the following: A) students in our first year were generally achieving lower proficiencies than incoming students in later years. Students are still entering below grade level, but not necessarily as far below as students our first couple of years, and B) due to students moving or moving to local high schools, our original cohorts in high school have small numbers. While we re-enroll a significant majority of students year to year, over the course of five years, our original cohort groups have decreased in size.

Finally, although elementary was not included in the original charter goals, we felt it was important to include their data as well. Our kindergarten students outperformed both the local district and the state. Our first grade students, however, showed a similar pattern as our middle school students do- students enter MAS significantly below grade level and below state and local averages. As such, our first grade students demonstrated strong growth, but overall proficiency scores have not yet caught up to local and state averages. Other assessment data indicate that we will close the achievement gap for that cohort of students within one or two years.

The graphs above illustrate MAS's performance on assessments compared to local and state averages.

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #2:				
2) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since 6th grade will meet standards in writing as measured by the New Mexico Standards Based Assessment by June 2016.				
Measure(s) Used: NMSBA, PARCC, Discovery				
NOTE: Data shown in the table is the same data indicated for reading, above.				
Data—Average Annual Data				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
K	NA	NA	NA	<u>DIBELS:</u> School: 93% proficient Local district: 64% proficient State: 72% proficient
1	NA	NA	NA	<u>DIBELS:</u> School: 57% proficient Local district: 58% proficient State: 62% proficient
6	<u>Discovery Reading:</u> 30% to 49% proficient	<u>Discovery Reading:</u> 37% to 67% proficient	<u>Discovery Reading :</u> 39% to 64% proficient	<u>Discovery Reading:</u> 26% to 57% proficient
	<u>NMSBA:</u> School: 40% proficient Local district: 46% proficient State: 47% proficient	<u>NMSBA:</u> School: 46% proficient Local district: 41% proficient State: 43% proficient	<u>PARCC:</u> School average: 733 30% proficient Local district: 22% proficient State average: 727 22% proficient	<u>PARCC:</u> School average: 721 14% proficient Local district: 23% proficient State average: 729 24% proficient

	<div><h3>6th Grade ELA Discovery</h3><table><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2013</td><td>30%</td><td>20%</td></tr><tr><td>2014</td><td>38%</td><td>30%</td></tr><tr><td>2015</td><td>39%</td><td>26%</td></tr><tr><td>2016</td><td>28%</td><td>30%</td></tr></tbody></table></div>		Year	BOY Discovery	EOY Discovery	2013	30%	20%	2014	38%	30%	2015	39%	26%	2016	28%	30%	<div><h3>6th Grade State Assessment Proficiency</h3><table><thead><tr><th>Year</th><th>MAS Proficiency</th><th>Local Proficiency</th><th>State Proficiency</th></tr></thead><tbody><tr><td>2013</td><td>40%</td><td>46%</td><td>46%</td></tr><tr><td>2014</td><td>46%</td><td>41%</td><td>41%</td></tr><tr><td>2015</td><td>30%</td><td>22%</td><td>22%</td></tr><tr><td>2016</td><td>14%</td><td>23%</td><td>23%</td></tr></tbody></table></div>		Year	MAS Proficiency	Local Proficiency	State Proficiency	2013	40%	46%	46%	2014	46%	41%	41%	2015	30%	22%	22%	2016	14%	23%	23%
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7	<u>Discovery All Students:</u> 28% to 39% proficient	<u>Discovery All Students:</u> 43% to 56% proficient	<u>Discovery All Students:</u> 35% to 63% proficient	<u>Discovery All Students:</u> 29% to 61% proficient																																			
		<u>Original Cohort:</u> 47% to 52% proficient	<u>Original Cohort:</u> 40% to 69% proficient	<u>Original Cohort:</u> 23% to 70% proficient																																			
	<u>NMSBA:</u> School: 50% proficient Local district: 49% proficient State: 50% proficient	<u>NMSBA:</u> School: 51% proficient Local district: 52% proficient State: 52% proficient	<u>PARCC Scores:</u> School average: 735 29% proficient Local district: 21% proficient State average: 722 21% proficient	<u>PARCC Scores:</u> School average: 715 10% proficient Local district: 24% proficient State average: 725 23% proficient																																			

	<h3>7th Grade ELA Discovery</h3>		<h3>7th Grade State Assessment Proficiency</h3>	
8	NA	<u>Discovery All Students:</u> 45% to 67% proficient	<u>Discovery All Students:</u> 40% to 70% proficient	<u>Discovery All Students:</u> 48% to 68% proficient
		<u>Original Cohort</u> 51% to 72% proficient	<u>Original Cohort:</u> 50% to 74% proficient	<u>Original Cohort:</u> 65% to 69% proficient
		<u>NMSBA:</u> School: 56% proficient Local district: 60% proficient State: 59% proficient	<u>PARCC Scores:</u> School average: 725 22% proficient Local district: 24% proficient State average: 723 23% proficient	<u>PARCC Scores:</u> School average: 741 35% proficient Local district: 25% proficient State average: 728 26% proficient

	<div>8th Grade ELA Discovery</div> <table><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2013</td><td>0%</td><td>0%</td></tr><tr><td>2014</td><td>45%</td><td>22%</td></tr><tr><td>2015</td><td>40%</td><td>30%</td></tr><tr><td>2016</td><td>48%</td><td>20%</td></tr></tbody></table>		Year	BOY Discovery	EOY Discovery	2013	0%	0%	2014	45%	22%	2015	40%	30%	2016	48%	20%	<div>8th Grade State Assessment Proficiency</div> <table><thead><tr><th>Year</th><th>MAS Proficiency</th><th>Local Proficiency</th><th>State Proficiency</th></tr></thead><tbody><tr><td>2014</td><td>56%</td><td>60%</td><td>59%</td></tr><tr><td>2015</td><td>22%</td><td>24%</td><td>23%</td></tr><tr><td>2016</td><td>35%</td><td>25%</td><td>26%</td></tr></tbody></table>		Year	MAS Proficiency	Local Proficiency	State Proficiency	2014	56%	60%	59%	2015	22%	24%	23%	2016	35%	25%	26%
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9	NA	NA	<div>Discovery All Students: 50% to 61% proficient</div>	<div>Discovery All Students: 38% to 56% proficient</div>																															
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	<div>9th Grade ELA Discovery</div> <table><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2013</td><td>0%</td><td>0%</td></tr><tr><td>2014</td><td>0%</td><td>0%</td></tr><tr><td>2015</td><td>50%</td><td>10%</td></tr><tr><td>2016</td><td>38%</td><td>18%</td></tr></tbody></table>		Year	BOY Discovery	EOY Discovery	2013	0%	0%	2014	0%	0%	2015	50%	10%	2016	38%	18%	<div>9th Grade State Assessment Proficiency</div> <table><thead><tr><th>Year</th><th>MAS Proficiency</th><th>Local Proficiency</th><th>State Proficiency</th></tr></thead><tbody><tr><td>2015</td><td>38%</td><td>30%</td><td>27%</td></tr><tr><td>2016</td><td>33%</td><td>29%</td><td>27%</td></tr></tbody></table>		Year	MAS Proficiency	Local Proficiency	State Proficiency	2015	38%	30%	27%	2016	33%	29%	27%				
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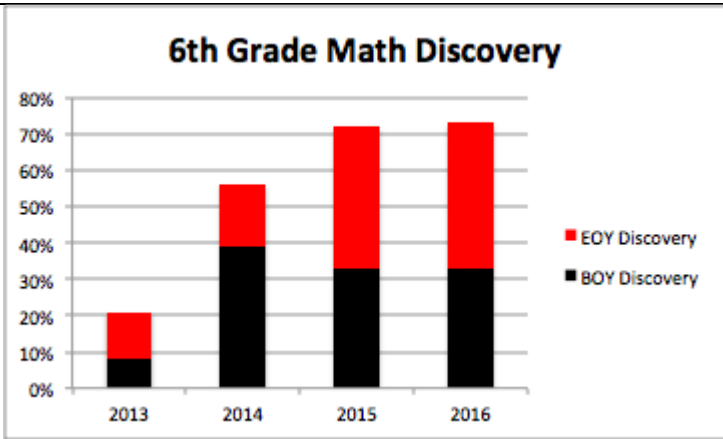
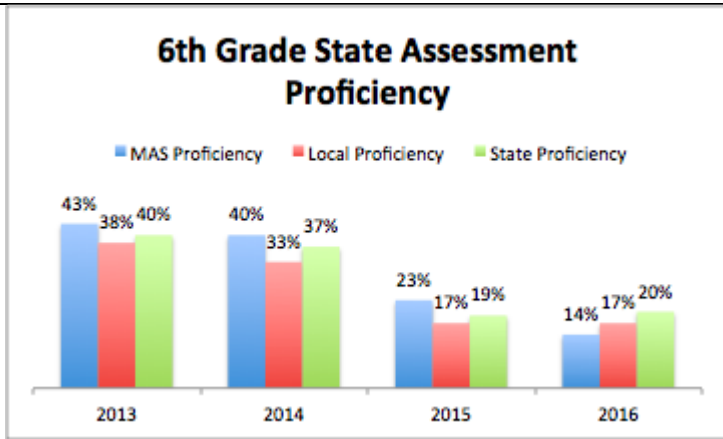
10	NA	NA	NA	Discovery All Students: 42% to 57% proficient																			
				Original Cohort: 36% to 55% proficient																			
				PARCC Scores: School average: 744 43% proficient Local district: 34% proficient State average: 730 32% proficient																			
	<div><div>10th Grade ELA Discovery</div><table><caption>10th Grade ELA Discovery Data</caption><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2013</td><td>0%</td><td>0%</td></tr><tr><td>2014</td><td>0%</td><td>0%</td></tr><tr><td>2015</td><td>0%</td><td>0%</td></tr><tr><td>2016</td><td>42%</td><td>15%</td></tr></tbody></table></div> <div><div>10th Grade State Assessment Proficiency</div><table><caption>10th Grade State Assessment Proficiency Data</caption><thead><tr><th>Category</th><th>Proficiency</th></tr></thead><tbody><tr><td>MAS Proficiency</td><td>43%</td></tr><tr><td>Local Proficiency</td><td>34%</td></tr><tr><td>State Proficiency</td><td>32%</td></tr></tbody></table></div>	Year	BOY Discovery	EOY Discovery	2013	0%	0%	2014	0%	0%	2015	0%	0%	2016	42%	15%	Category	Proficiency	MAS Proficiency	43%	Local Proficiency	34%	State Proficiency
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<p>Provide a statement of progress and additional information regarding the above data:</p> <p>Although our original goals were written to include separate data for reading and writing, as NMSBA included a separate writing test. However, while both Discovery and PARCC include writing assessments, they do not score them separately. Therefore, we again present the data indicating that our students made significant growth throughout the year, based on baseline and end-of-year Language Arts Discovery data. Overall, our students tended to out-perform local and state peers on overall average scores and proficiency rates, indicating not only more students scoring proficient, but more students scoring higher.</p>																							

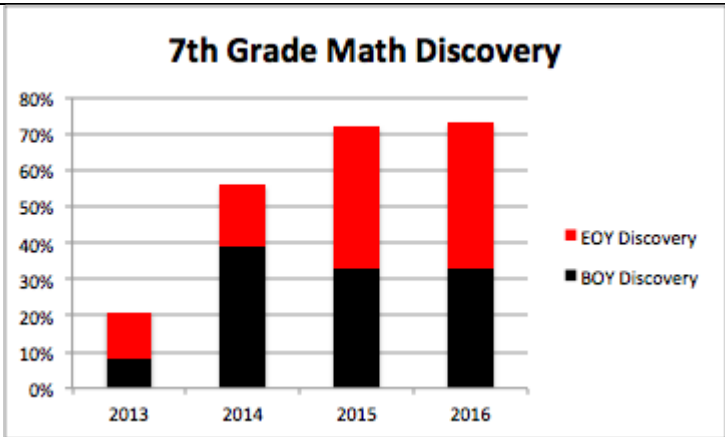
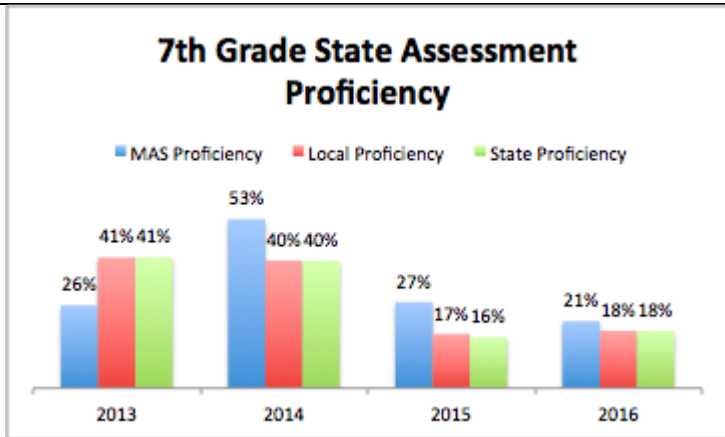
Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

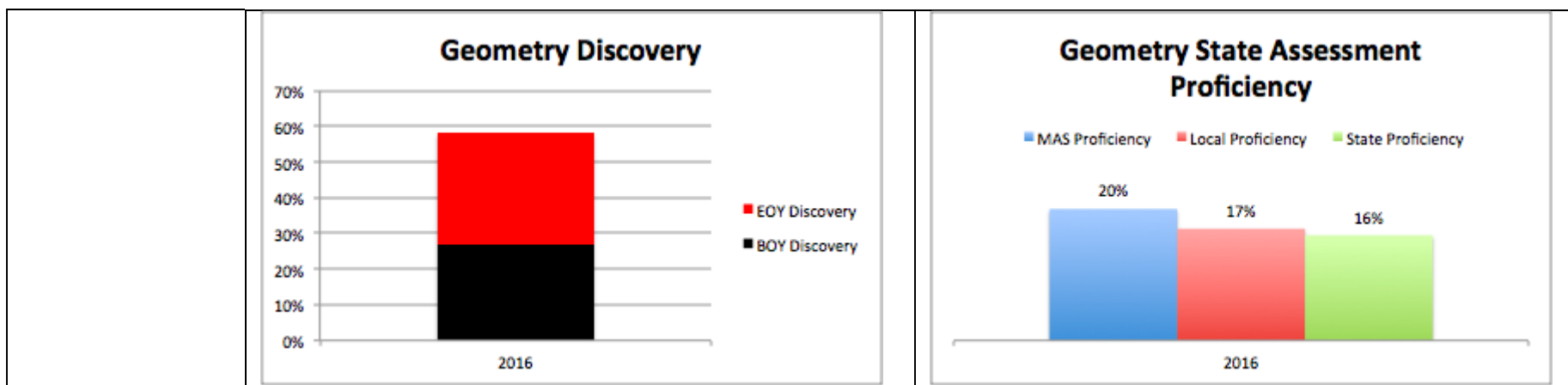
Organizational Performance Standard/School Goal #3:				
3a) 65% of all 6th, 70% of all 7th, 75% of all 8th, and 80% of all 11th graders who have been with MAS since 6th grade will meet or exceed standards in math as measured by the New Mexico Standards Based Assessment by June 2016.				
3b) By June 2016, the percentage of MAS students meeting or exceeding standards in math for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grade levels who meet or exceed standards in math as measured by the NMSBA.				
3c) By June 2016, the percentage of MAS students meeting or exceeding standards in math for all grade levels assessed by the NMSBA will exceed the percentage of students in the state for the comparable grade levels who meet or exceed standards in math as measured by the NMSBA.				
Measure(s) Used: Discovery, NMSBA, PARCC				
Data—Average Annual Data				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
6	<u>Discovery Math:</u> 11% to 39% proficient	<u>Discovery Math:</u> 30% to 67% proficient	<u>Discovery Math :</u> 21% to 86% proficient	<u>Discovery Reading:</u> 14% to 72% proficient
	<u>NMSBA:</u> School: 43% proficient Local district: 38% proficient State: 40% proficient	<u>NMSBA:</u> School: 40% proficient Local district: 33% proficient State: 37% proficient	<u>PARCC:</u> School average: 736 23% proficient Local district: 17% proficient State average: 724 19% proficient	<u>PARCC:</u> School average: 728 14% proficient Local district: 17% proficient State average: 725 20% proficient

	 <p>6th Grade Math Discovery</p> <p>EOY Discovery (Red), BOY Discovery (Black)</p> <table><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2013</td><td>10%</td><td>12%</td></tr><tr><td>2014</td><td>40%</td><td>18%</td></tr><tr><td>2015</td><td>35%</td><td>38%</td></tr><tr><td>2016</td><td>35%</td><td>40%</td></tr></tbody></table>		Year	BOY Discovery	EOY Discovery	2013	10%	12%	2014	40%	18%	2015	35%	38%	2016	35%	40%	 <p>6th Grade State Assessment Proficiency</p> <p>MAS Proficiency (Blue), Local Proficiency (Red), State Proficiency (Green)</p> <table><thead><tr><th>Year</th><th>MAS Proficiency</th><th>Local Proficiency</th><th>State Proficiency</th></tr></thead><tbody><tr><td>2013</td><td>43%</td><td>38%</td><td>40%</td></tr><tr><td>2014</td><td>40%</td><td>33%</td><td>37%</td></tr><tr><td>2015</td><td>23%</td><td>17%</td><td>19%</td></tr><tr><td>2016</td><td>14%</td><td>17%</td><td>20%</td></tr></tbody></table>		Year	MAS Proficiency	Local Proficiency	State Proficiency	2013	43%	38%	40%	2014	40%	33%	37%	2015	23%	17%	19%	2016	14%	17%	20%
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2016	14%	17%	20%																																				
7	<u>Discovery Math All Students:</u> 8% to 21% proficient	<u>Discovery Math All Students:</u> 39% to 56% proficient	<u>Discovery Math All Students:</u> 33% to 72% proficient	<u>Discovery Math All Students:</u> 33% to 73% proficient																																			
		<u>Original Cohort:</u> 41% to 56% proficient	<u>Original Cohort:</u> 42% to 76% proficient	<u>Original Cohort:</u> 38% to 81% proficient																																			
	<u>NMSBA:</u> School: 26% proficient Local district: 41% proficient State: 41% proficient	<u>NMSBA:</u> School: 53% proficient Local district: 40% proficient State: 40% proficient	<u>PARCC Scores:</u> School average: 735 27% proficient Local district: 17% proficient State average: 723 16% proficient	<u>PARCC Scores:</u> School average: 729 21% proficient Local district: 18% proficient State average: 724 18% proficient																																			

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	<h3>Algebra I Discovery</h3> <table><caption>Algebra I Discovery Data</caption><thead><tr><th>Year</th><th>BOY Discovery</th><th>EOY Discovery</th></tr></thead><tbody><tr><td>2015</td><td>~22%</td><td>~15%</td></tr><tr><td>2016</td><td>~27%</td><td>~-2%</td></tr></tbody></table>		Year	BOY Discovery	EOY Discovery	2015	~22%	~15%	2016	~27%	~-2%	<h3>Algebra I State Assessment Proficiency</h3> <table><caption>Algebra I State Assessment Proficiency Data</caption><thead><tr><th>Year</th><th>MAS Proficiency</th><th>Local Proficiency</th><th>State Proficiency</th></tr></thead><tbody><tr><td>2015</td><td>22%</td><td>20%</td><td>16%</td></tr><tr><td>2016</td><td>19%</td><td>21%</td><td>19%</td></tr></tbody></table>		Year	MAS Proficiency	Local Proficiency	State Proficiency	2015	22%	20%	16%	2016	19%	21%	19%
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2016	19%	21%	19%																						
10	NA	NA	NA	<p><u>Discovery Math All Students:</u> 27% to 58% proficient</p> <p><u>Original Cohort:</u> 42% to 42% proficient</p> <p><u>PARCC Scores*per PARCC report:</u> School average: 734 20% proficient</p> <p>Local district*per PED report: 17% proficient</p> <p>State average:725 16% proficient</p>																					



Provide a statement of progress and additional information regarding the above data:

As we reviewed the data from multiple sources, including Discovery and PARCC, we noted several trends.

According to Discovery, our students' achievement is steadily rising to about 70% proficiency in the middle school level by the end of the year. We believe this indicates strong data driven instruction and steady building of skills, including both remediation and grade level content. Since incorporating two math classes into student schedules and adding a targeted math intervention program, we are successfully closing the achievement gap in middle school math.

High school math has also grown, although the student achievement somewhat lags behind middle school. This is in part due to the cohort of students who demonstrated lower proficiency and, although they benefited from the additional math supports, they continued to struggle. When we consider state-mandated End of Course Exam data, however, Algebra I students demonstrated 70% proficiency and Geometry students demonstrated 74% proficiency- which is more closely aligned to our middle school proficiency levels. Again, we can see that with the introduction of PARCC, the predictive quality of Discovery that we had seen with NMSBA was no longer true. Also, as we saw with reading, generally, our students who have been with us since 6th grade generally outperform their peers who begin at MAS later.

Our early state assessments, on NMSBA, indicated growth from year to year, with MAS achieving generally higher proficiency rates than state averages, with the exception of one cohort of students. The introduction of PARCC brought higher expectations and lower overall proficiency rates, but MAS has continuously averaged higher scaled scores on PARCC than state average scores. Our proficiency rates also generally are higher than both state and local district rates, although there are a few exceptions to this, when our average scaled scores were higher, but proficiency rates were slightly lower. As with reading, we are excited to see the higher average scaled scores, as this indicates we have more students approaching proficiency and we expect with continued analysis of data and targeted instruction, our proficiency rates will continue to climb.

Additionally, PARCC and PED reported proficiency slightly differently. We believe the difference was PED reported proficiency by grade level and PARCC reported by test content. This impacted proficiency rates for 8th grade and higher, as some students begin taking Algebra I in 8th grade, then move

ahead each year. Depending on which proficiency rates we considered, the data looked different. We reported results from PARCC for both MAS and the state, but could only report PED calculated proficiencies for the local district comparison.

The graphs above illustrate MAS's performance on assessments compared to local and state averages.

Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #4:				
3a) 70% of all 7th and 80% of all 11th graders who have been with MAS since 6th grade will meet or exceed standards in science as measured by the New Mexico Standards Based Assessment by June 2016.				
3b) By June 2016, the percentage of MAS students meeting or exceeding standards in science for all grade levels assessed by the NMSBA will exceed the percentage of students in the district for the comparable grade levels who meet or exceed standards in science as measured by the NMSBA.				
3c) By June 2016, the percentage of MAS students meeting or exceeding standards in science for all grade levels assessed by the NMSBA will exceed the percentage of students in the state for the comparable grade levels who meet or exceed standards in science as measured by the NMSBA.				
Measure(s) Used: NMSBA				
Data—Average Annual Data				
Grade Level	Year 1 School Year 12-13	Year 2 School Year 13-14	Year 3 School Year 14-15	Year 4 School Year 15-16
7	School: 33% proficient Local District: 42% proficient State: 42% proficient	School: 46% proficient Local District: 41% proficient State: 42% proficient	NA	NA
Provide a statement of progress and additional information regarding the above data:				
We have provided data for the two years of SBA data available at this time. While we did not reach our proficiency goal, we did make substantial progress from Year 1 to Year 2, moving from 33% proficiency to 46% proficiency and moving above state averages. Our current 11th grade students will take the SBA Science in the spring for graduation requirements. We believe that, given additional time, our students would have continued to demonstrate growth in science proficiency.				

B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

☒ **Yes** ☐ **No** Is the school meeting financial reporting and compliance requirements?

☒ **Yes** ☐ **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

N/A

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	N/A	N/A	N/A
1 (12-13)	2	Timely Deposits Procurement Code	The school set policies and procedures in place to ensure all cash receipts are deposited within 24 hours. The school has a finding with the procurement of our school foods vendor. Since that time, we have put the school food contract out to bid and have complied with State laws and regulations regarding procurement of the school food's contract.
2 (13-14)	2	Purchase Order Subsequent to Invoice Mileage	The school has internal controls established and employees must receive a PO before they place an order. MAS disputes the mileage finding, they are considered a "local public entity" therefore, can reimburse 100% of IRS rate.
3 (14-15)	3	Purchase Order Subsequent to Invoice Mileage Cash Reconciliation	The school has internal controls established and employees must receive a PO before they place an order. MAS disputes the mileage finding, they are considered a "local public entity" therefore can reimburse 100% of IRS rate. The school has policies and procedures in place to ensure that bank accounts a properly reconciled. Due to payroll liability change after the PED cash report

			was completed this caused a difference in cash balances. The bank is currently reconciled with the General Ledger and all reports submitted to PED and the school's Governing Board.
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<i>Identify any changes made to fiscal management practices as a result of audit findings.</i>

C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		Additional details.
Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

1) ☒ Yes

2) ☒ Yes

3) ☒ Yes

4) ☒ Yes ☐ No Nextstep plans are completed for applicable grades.

5) ☒ Yes

☐ No The school complies with instructional days/hours requirements.

☐ No The school complies with graduation requirements.

☐ No The school complies with Promotion/Retention requirements.

☐ No The school has an approved EPSS Plan.

- 6) ☒ Yes
 7) ☒ Yes
 8) ☒ Yes

- ☐ No The school demonstrates compliance with requirements for teacher support (e.g., first year mentorship program).
☐ No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.
N/A

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary. Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) ☒ Yes ☐ No The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ Yes ☐ No Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) ☒ Yes ☐ No Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) ☒ Yes ☐ No Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) ☒ Yes ☐ No The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) ☒ Yes ☐ No The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) ☒ Yes ☐ No The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.
N/A

Employees—Assurances

- a. ☒ Yes ☐ No The school meets teacher and other staff credentialing requirements
- b. ☒ Yes ☐ No The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

N/A

School Environment—Assurances

- a. ☒ **Yes** ☐ **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. ☒ **Yes** ☐ **No** The school keeps records of fire inspections and other safety requirements.
- c. ☒ **Yes** ☐ **No** The school meets transportation and nutrition requirements, if applicable.
- d. ☒ **Yes** ☐ **No** The school complies with health and safety requirements.
- e. ☒ **Yes** ☐ **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

N/A

Appropriate Handling of Information—Assurances

- a. ☒ **Yes** ☐ **No** The school maintains required information in STARS and submits in a timely manner.
- b. ☒ **Yes** ☐ **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. ☒ **Yes** ☐ **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. ☒ **Yes** ☐ **No** All student records are retained and disposed of pursuant to state requirements.
- e. ☒ **Yes** ☐ **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

N/A

Governance—Assurances

- 1) ☒ Yes
- 2) ☒ Yes
- 3) ☒ Yes

- ☐ No All required School Policies
- ☐ No The Open Meetings Act

☐ No The school complies with governance requirements? Including:

- 4) X Yes
- 5) X Yes
- 6) X Yes
- 7) X Yes
- 8) X Yes
- 9) X Yes
- 10) X Yes

☒ No Anti-Policy

- ☐ No Inspection of Public Records Act
- ☐ No Conflict of Interest Policy

- ☐ No Governing Body Organization and Membership Rules (i.e., Bylaws)
- ☐ No Required Committees (Finance and Audit) and

☐ No Governing Body Mandated Trainings

☐ No Governing Body Evaluates Itself

X Yes ☐ No Is the school holding management accountable?

- 1) X Yes ☐ No The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) X Yes ☐ No The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

NA

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Mission Achievement and Success Charter School and hereby certify that: the attached petition in support of the Mission Achievement and Success Charter School Charter School renewing its charter was circulated to all employees of the Mission Achievement and Success Charter School. There are 77 persons employed by the Mission Achievement and Success Charter School. The petition contains the signatures of 77 employees which represents 100% percent of the employees employed by the Mission Achievement and Success Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF)

I, JoAnn Myers being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this 23rd day of September 2016.

SEE ATTACHED SIGNED COPY

Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of Mission Achievement and Success Charter School and certify that: the attached petition in support of Mission Achievement and Success Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 478 households which represents 83% percent of the households whose children were enrolled in the Mission Achievement and Success Charter School in the STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, JoAnn Myers, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this 23rd day of September 2016.

SEE ATTACHED SIGNED COPY

Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

N/A

II. Checklist

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
Appendix A	Financial Statement	
Appendix B	Petition of Support from Employees Affidavit	X
Appendix C	Petition of Support from Households Affidavit	X
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	X
Other Attachment(s)	Describe: N/A	<input type="checkbox"/>



Part C—Self-Study/Looking Forward

(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

MAS has made considerable gains with academic growth specifically in reading and mathematics over the last four years of operations. Our academic priorities for the next five years will be to continue to outperform expected levels of student growth in year to year expected gains while also specifically increasing rates of student proficiency from year to year. With that said, it is important to highlight the fact that MAS will still have three more years of grade level expansion that will occur in the first three years of our charter renewal. We will add grades 3 and 12 in the 2017-2018 school year, grade 4 in the 2018-2019 school year, and grade 5 in the 2019-2020 school. It will not be until the 2020-2021 school year, our fourth year of operation under our charter renewal, that we will no longer be phasing in grades. As a result, in year four and five of our second charter term, we can shift our focus to exclusive improvement of what we do at MAS. Prior to the 2020-2021 school year, we will need to balance management of our charter's growth with a demonstration of continued outperformance in student year to year expected gains as well as year to year growth in actual rates of student proficiency.

2. What main strategies will be implemented to address these priorities?

While there are many strategies that will be used to address these priorities, the primary ones are data-driven instruction, observation and feedback cycles, instructional planning, and strategic professional development.

Data-Driven Instruction - MAS has used an effective data-driven instructional model to obtain the results we have achieved to date with great success. We will continue to rely on data-driven practices to address our priorities. Our data-driven instructional model involves a cycle of assessment, analysis, and action that is consistently evaluated to ensure continual data-driven improvement. Instructional coaches are thoroughly trained in the data-driven cycle, and they in turn model and teach data-driven analysis to members of their department. MAS staff will continue to use this practice and refine the work we currently do in this area to ensure continued gains in student achievement.

Observation and Feedback Cycle - MAS has invested heavily in an instructional coaching model. We currently have a reading coach, a writing coach, a math coach, and a math intervention coach. This model has proved to be very successful in supporting both new and returning teachers by providing intensive support through short, but frequent observations with immediate feedback delivered with specific actionable steps, AND accountability for the implementation of the action steps determined. We will continue to invest in our coaching model and provide continued training for coaches to maximize their effectiveness.

Instructional Planning – A key responsibility of MAS’ instructional coaches is weekly lesson plan review meetings. During this review meeting, coaches review a teacher’s lesson plans, analyzing the plan for things like rigor, standards alignment, formative assessments, as well as the incorporation of information obtained from prior data analysis. Through this lesson plan analysis, teachers and coaches work side-by-side to refine the lesson for improvements prior to delivery to the lesson for maximized student outcomes.

Strategic Professional Development - MAS will continue to implement daily professional development/collaboration from 7:30am - 8:30am Monday through Friday. Professional development will continue to be targeted to meet school-wide needs, departmental needs, grade level needs, as well as individual staff needs. Professional development will continue to include topics such as classroom management, student engagement, data analysis, and curriculum specific training needs. Special attention to detail will continue to ensure that all professional development translates from paper to practice to guarantee the impacts are evident as measured by student achievement. Professional development will also continue to take place for the two weeks prior to the first day of school each year.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

MAS has been very data-driven in our decision making and throughout the term of our current charter, we have used data to make day-to-day instructional decisions as well as larger school-wide decisions to improve student outcomes. Perhaps the best example is the evolution of our math and reading intervention programs which have changed and evolved every year over the past four years based on data-based decisions. In year one of operation, we did not have separate intervention classes for math or reading because we felt that the length of our school day as well as the additional instructional hours dedicated to reading and math would be enough to close academic deficiencies. However, we did not expect 80% of incoming students to NOT be proficient in reading or math AND we did NOT expect students to be so much lower than the state average performance, making the deficits even greater. As a result, we made immediate changes to our structure to compensate for the significant achievement gap that could not have been predicted as it was far below state averages.

In reading, our data showed us that the deficits were so significant that middle school aged students required intensive and strategic intervention with basic phonics skills. As a result, we invested in a phonics based reading intervention program. This resulted in significant growth in basic phonics skills, which are not skills that middle school teachers are accustomed to teaching. With that said, further review of the data demonstrated that while they could now decode and as a result, begin to read better, the gap was still wide and we needed a robust, direct instruction comprehension intervention program to support with more rapid gains in closing the achievement gap for these lowest performing students. This change was immediately implemented. With this additional reading comprehension intervention, the student gains were so remarkable, it caused us to look at offering a stand-alone reading intervention program for ALL students that were not on grade level regardless of how far behind they were. In other words, instead of simply targeting the lowest quartile for this additional intervention, we provided this intensity of intervention for ANY student that was not proficient in reading. This change resulted in extraordinary student gains and continues to be the model that we use today, while constantly reviewing our data to figure out how we can make small incremental changes to maximize student gains in the most expedient manner possible.

A similar profile exists for math. On average, 80% of MAS students arrive not proficient in math. In our first year, like reading, we did not offer a stand-alone math intervention class. However, we saw a need for additional math instruction so we added a second math class to our students' schedules that was offered every other day for 90 minutes. This was in addition to a current math class that was offered every day, five days a week, for 90 minutes. This resulted in remarkable growth, but we still found that students lacked foundational skills that needed a more strategic approach to closing these extensive remedial gaps. We researched intervention programs and found MATH 180 and, while expensive, we heard excellent reports about the results. Therefore, we piloted the math intervention program for the second semester with a select group of students. The data showed considerable growth, validating the expense of the intervention program which we purchased for the following school year. This program has resulted in significant gains for students, and again, we continue to look at and monitor achievement data to make incremental changes to how we provide intervention in order to further maximize student gains.

While this is an abridged version of the evolution of MAS' reading and math intervention programs, these examples demonstrate how MAS' leadership team has used data to modify systems and structures to support student significant student achievement. MAS will continue to operate in this manner where we consistently and regularly evaluate data at both the classroom level and the school level to make changes that positively

impact student outcomes.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

As explained above, our Q1 students have been an ongoing area of improvement and our recent school grade in that area (B) indicates that we have made significant growth with those students. In fact, our students with special needs, English Language Learners, and students who are economically disadvantaged make up a high percentage of our Q3 students as well.

We will continue to implement targeted intervention classes in reading and math, provide inclusive special education support for students with disabilities, and ensure that students have ample opportunity to remediate prerequisite skills while continuing to make progress in the general curriculum. We will also continue to tweak our educational programs as needed, based on student needs.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

The Governing Board stays actively involved in evaluating school performance data. Principal Reports are provided at each Governing Board meeting which thoroughly address the school's progress toward charter goals in both narrative form and with data from short-cycle assessment data (DIBELS, Discovery, SRI, and SMI data) as well as school report card data as that is released each year. The Board receives the Principal's Report on a monthly basis and while short-cycle data points are only available 3-4 times per year, the narrative that is provided each month demonstrates to the Board how the school is working from the last data point until the next data point to make student achievement gains.

The Principal is held accountable for school performance as the Principal is expected to report out specifically on advancement toward the charter goals at each board meeting. Additionally, the Principal develops a Professional Development Plan (PDP) with the support of the Board each school year and included in the PDP is extensive professional development for the Principal to ensure our Principal is growing and learning as an instructional leader at a rate that is equal to or more than the teaching and coaching staff. The Board of MAS recognizes that while the front line (teachers) produce the bottom line (student achievement results), they also recognize that the head administrator plays a significant role in the effectiveness of MAS' teaching staff.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as “first draft” indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) Demonstrate the school’s ability to implement the school’s mission
- (2) Be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below)
- (3) Include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

For instance, if a school’s mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.*

- *Measurable.* A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- *Ambitious and Attainable.* A goal should be challenging yet attainable and realistic.
- *Reflective of the School's Mission.* A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- *Time-Specific with Target Dates.* A well-conceived goal should specify a timeframe or target date for achievement.

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

GOAL #1:

MAS students will demonstrate a minimum of 20% gains from beginning of year assessed proficiency rates to end of the year proficiency rates each school year and in each grade level assessed (Grades 2 -12) as measured by the Reading Inventory (RI).

GOAL #2

MAS students will demonstrate a minimum of 20% gains from beginning of year assessed proficiency rates to end of the year proficiency rates each school year and in each grade level assessed (Grades 2 -12) as measured by the Math Inventory (MI).

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

RATIONALE FOR GOAL #1

Houghton Mifflin Harcourt's (HMH) Reading Inventory (RI) is a research-based, adaptive student assessment program that measures reading skills and longitudinal progress from Kindergarten through college readiness. The RI has been in existence since 1998. The Reading Inventory is research

based and has been validated by multiple scientific studies of students across various grade levels, races, ethnicities, and income levels. The Reading Inventory measures reading growth on the Lexile Framework for Reading — a scientifically proven tool that measures both a reader's ability and difficulty of the text at the same time. With The Reading Inventory's Lexile measures, educators are able to:

- Measure and understand how much support, including intervention support every student needs
- Increase rigor as student achievement grows
- Set achievable goals for all students to be placed on the path to college and career readiness.

While the Reading Inventory was not selected as an assessment to measure growth toward charter goals in our original charter application, we selected this tool as one of our charter goal measures in our charter renewal since we have used this assessment since our opening in 2012. The Reading Inventory was selected for usage in our first four years and as a charter goal measure for a host of reasons including the following: First, the Reading Inventory is an excellent measure that can be used to not only demonstrate proficiency, but also to measure student growth from year to year as well as growth within a given year. The ability to measure growth is useful for all readers, low readers, on-grade-level readers, and accelerated readers. Using the data from this assessment, we may target instruction and intervention to support remedial growth to catch a student up, or accelerated growth to take a proficient student to high proficiency levels including advanced levels, or take advanced students and push them toward higher achievement that reaches the upper end of the advanced scale.

MAS also selected the Reading Inventory as an assessment measure because of difficulties with other measures. In our original charter application, we selected the New Mexico Standards Based Assessment (SBA) for reading and writing goals, but this test was discontinued two years ago making our original goals difficult to measure. The PARCC assessment as a new measure makes it difficult to set reasonable goals because the assessment is so new and is still evolving. Additionally, MAS has also used Discovery Education for the last four school years as an assessment measure, however, we have been informed that the 2016-2017 school year is the last year that Discovery Education will offer this interim assessment. As a result, we could not use Discovery Education Interim Assessment although we were able to report on our progress with Discovery during the four years we used this measure. As a result, since we have used the Reading Inventory since we opened four years ago, we intend to continue to use both for instructional decision making and as a measure toward our progress toward our charter goals. As mentioned, the Reading Inventory has been in existence since 1998, and there are no indicators that this assessment measure will not continue to exist. This assessment measure was a logical choice to measure progress toward our goals as it has been incredibly useful to us in making decisions regarding student intervention needs, student enrichment needs, and day to day classroom instructional needs.

RATIONALE FOR GOAL #2

The Houghton Mifflin Harcourt (HMH) Math Inventory MI) *The Math Inventory* is a research-based, adaptive math assessment that measures math abilities and longitudinal progress from Kindergarten through Algebra II. The MI has been in existence since 2010. The Math Inventory is research based and has been validated by multiple scientific studies of students across various grade levels, races, ethnicities, and income levels. Mathematics growth is measured on the Quantile Framework for Mathematics—a scientific taxonomy of over 500 math concepts and skills—placing student readiness and difficulty of math tasks on the same scale.

With *The Math Inventory's* Quantile measures, educators are able to:

- Accurately make instructional recommendations about placement, grouping, and course pacing
- Track student growth from Kindergarten through Algebra II
- Forecast students' success with a given lesson, to differentiate instruction

While the Math Inventory was not selected as an assessment to measure growth toward charter goals in our original charter application, we selected this tool as one of our charter goal measures in our charter renewal since we have used this assessment since our opening in 2012. The Math Inventory was selected for usage in the last four years and as a charter goal measure for a host of reasons including the following: First, the Math Inventory is an excellent measure that can be used to not only demonstrate proficiency, but also to measure student growth from year to year as well as growth within a given year. The ability to measure growth is useful for all students, students below-grade-level, on-grade-level, as well as advanced math students. Using the data from this assessment, we may target instruction and intervention to support remedial growth to catch a student up, or accelerated growth to take a proficient student to high proficiency levels including advanced levels, or take advanced students and push them toward higher achievement that reaches the upper end of the advanced scale.

MAS also selected the Math Inventory as an assessment measure because of difficulties with other measures. In our original charter application, we selected the New Mexico Standards Based Assessment (SBA) for mathematics, but this test was discontinued two years ago making our original goals difficult to measure. The PARCC assessment as a new measure makes it difficult to set reasonable goals because the assessment is so new and is still evolving. Additionally, MAS has also used Discovery Education for the last four school years as an assessment measure, however, we have been informed that the 2016-2017 school year is the last year that Discovery Education will offer this interim assessment. As a result, we could not use Discovery Education Interim Assessment although we were able to report on our progress with Discovery during the four years we used this measure. As a result, since we have used the Math Inventory for the last four years, we intend to continue to use this both for instructional decision making and as a measure toward our progress toward our charter goals. As mentioned, the Math Inventory has been in existence since 2010, and there are no

indicators that this assessment measure will not continue to exist. This assessment measure was a logical choice to measure progress toward our goals as it has been incredibly useful to us in making decisions regarding student intervention needs, student enrichment needs, and day to day classroom instructional needs.

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____ Phone #: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED