

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***



**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

Dear State Charter School Renewal Applicants:

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 1, 2014**, 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, 2014**.

The CSD 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 not 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 me at Julia.Barnes@state.nm.us or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Julia Barnes
Interim Director
Options for Parents: Charter Schools Division

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

Instructions: 2014 State Charter Renewal Application Process and Review Stages	2
State Charter Renewal Application Evaluation Standards	4
Glossary of Terms	5
2014 State Charter Renewal Application Process	10
Part A—School’s Summary Data Report.....	11
Part B—Self-Report/Looking Back	12
I. Self-Report—Looking Back.....	13
A. Academic Performance/Educational Plan.....	13
B. Financial Performance	21
C. Organizational Performance.....	23
D. Petition of Support from Employees.....	27
E. Petition of Support from Households.....	28
F. Facility	29
G. Term of Renewal	29
II. Checklist.....	29
Part C—Self-Study/Looking Forward	30
II. Self-Report—Looking Forward	31
A. Performance Self Study/Analysis-Key Questions	31
B. Mission-Specific Indicators/Goals	34
C. Amendment Requests	38

Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2014 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 Julia Barnes at Julia.Barnes@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Ms. Barnes about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence 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 (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 st , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. 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 1–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 and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Preliminary Renewal Analysis	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

(November 14-December 2)**	
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014–March, 2015)**	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; and,
- (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.

2014 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 - Renewal Snapshot Report

The MASTERS Program

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

General Information

Mailing Address: SFCC LL320 6401 Richards Ave, Santa Fe, NM 87508

Physical Address: SFCC LL320 6401 Richards Ave, Santa Fe, NM 87508

Phone: (505) 428-7320 Ext: Fax: (505) 428-7322 Website: www.tmpsantafe.org

Opened: 2010 State Appvd: Sep-09 Renewal: 2015

School District: Santa Fe County: Santa Fe

Anne Salzmann, Head of School Email: asalzmann@tmpsantafe.org

Albert Reed, President Email: areed@tmpsantafe.org

Mission: The MASTERS Program is committed to the development of engaged, passionate students who value academic excellence and education beyond high school, service to others, and creating a conscious community.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	10-12		200	181	9	20.1

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	A	A		
2. 3 Year Avg Grade		B	A		
3. Current Standing	A	A	A		
4. School Growth		F	D		
5. Highest Performing Students	C	A	A		
6. Lowest Performing Students	D	B	A		
7. Opportunity to Learn	B	B	B		
8. Graduation	C	F	F		
9. Career and College	A	A	A		
10. Reading Proficiency	57.8	70.7	67.4		
11. Math Proficiency	56	56.6	48.9		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	1	2.7	4.77		

NM PED Charter School Division - Renewal Snapshot Report
The MASTERS Program

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment		127	143	156	181
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male		52.0%	55.2%	56.4%	51.9%
3. % Female		48.0%	44.8%	43.6%	48.1%
4. % Caucasian		54.3%	46.9%	47.4%	48.1%
5. % Hispanic		41.7%	48.3%	44.9%	45.9%
6. % African American		0.0%	0.0%	0.6%	1.7%
7. % Asian		0.0%	3.5%	5.1%	3.9%
8. % Native American		3.9%	1.4%	1.9%	0.6%
9. % Economically Disadvantaged		24.4%	18.2%	28.2%	42.5%
10. % Title 1 TS		0.0%	0.0%	0.0%	0.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		0.0%	0.0%	0.0%	0.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		9.4%	9.8%	7.1%	8.3%
15. % ELL		0.8%	2.1%	2.6%	3.3%



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 (2011-12, 2012-13, and 2013-14).

The Masters Program (TMP) received a B in 2012 and an A in both 2013 and 2014. Our program continues to show strong indicators of growth overall and we are pleased with our performance as measured by the State School Grade Report Card.

Current Standing

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

The grade and points awarded for current standing have been As for three years - well above the state

average in this indicator.

School Growth

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

This is a somewhat ineffective measure for TMP as our school serves grades 10 -12, not 9 – 12. School Growth compares last year's 10th graders with this year's 10th graders, and in schools where students enter at grade 9, reflects a year and a half of learning in that school's program. Because our 10th graders were not with us in the 9th grade, this measure does not reflect a year and a half of education in our program; it only reflects the first few months of the 10th grade. We believe this indicator, as currently defined and calculated, does not apply well to our school and does not reflect what we do.

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.

TMP students in this subgroup outscore the state by over 6 points and our grade of an A for this indicator is very high, with a total of 9.75 points out of a 10 possible points

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.

TMP students in this subgroup outscore the state by over 2 points and our grade of an A for this indicator is very high, with a total of 9.84 points out of 10 possible points. From the 2012 report card to the 2014 report card, our grade in the Q1 indicator went from a D to a B to an A.

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.

The data from this indicator has remained a solid B, indicating an overall sense from our students that they feel supported in their learning at TMP. Our attendance rate is 95%.

Graduation—as applicable

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

The MASTERS Program believes that the current federal method for determining graduation rate does not take into account the fact that some students leave high school prior to graduation to get a GED so they can enroll in college early. The MASTERS Program had a number of students with this profile who we helped toward this goal, without realizing that it automatically assigned the students to the category of dropouts and thus affected our graduation rate. Although we have written a letter to the Secretary of Education explaining this fact, with proof of their enrollment in college obtained through the National Student Clearinghouse, we have never gotten a response.

Prior to May 2013, 10 students in the 2013 4-year graduation cohort withdrew to get their GEDs with the intent of starting college early and we have confirmed that these 10 students all enrolled in college and completed a minimum of two semesters, prior to May 2013. If we included these 10 students in our graduation rate, it would be 77%. We feel that this graduation rate is more reflective of our work with students, if the goal is getting students into college successfully.

Also in the 2013 cohort, 11 students remained enrolled at TMP after May 2013 and rolled over to the 5-year cohort. Of those 11, 7 graduated in December 2013 or in May 2014. 1 completed her last .5 credit in the summer of 2014. Three withdrew. If we added the 7 students who took 5 or 5.5 years to graduate, our graduation rate would be 88.7%. This number reflects the quality of the work we do with our students.

Our experience is that those students who take 5 years to graduate can usually be described as students who do not take their education seriously at first, or have never been challenged academically and don't have good study skills. They get discouraged and fall behind on credits because they don't do any work. Once we start talking to them, encouraging them, providing support, they reach out for help and are encouraged by their success. They change their ways, putting in the time to graduate. We pride ourselves on working with these students to keep them in school.

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.

The program at TMP is structured such that students are dually enrolled in high school and college courses throughout their time as students at TMP. The Dual Credit activity on the CCR indicator data shows a participation rate of 95.7% for all students. In addition, students are strongly encouraged to take the PSAT, Accuplacer and the ACT or SAT exam. All these activities are reflected in a high grade and point value for CCR.

Bonus Points

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

The school received bonus points in Student Engagement, Parental Engagement and Truancy Improvement for the 2013 and 2014 School Report Card Report.

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.).

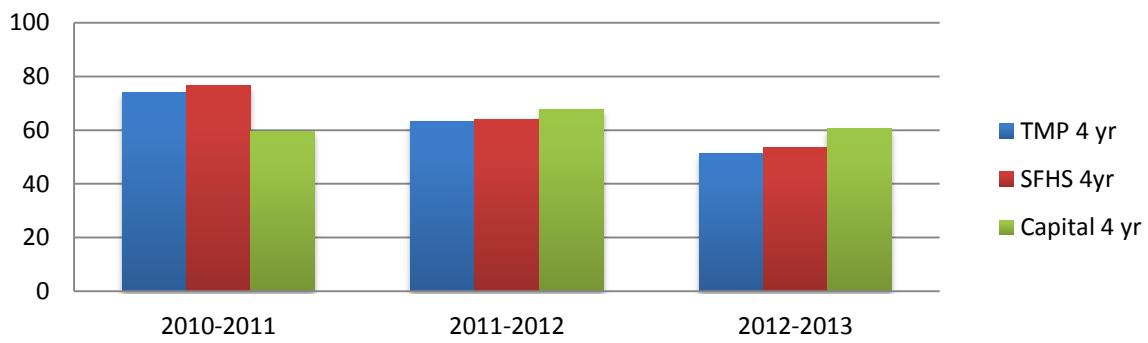
Student Academic Performance Standard/Goal #1:

High School graduation rate exceeds that of other Santa Fe public schools by 20% beginning in Year 2 and increasing by 10% in subsequent years.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

High School Graduate Rate Data from the School Grade Report Card

4-year Cohort Graduation Rates



YEAR	TMP - 4 yr	SFHS - 4 yr	CAPITAL - 4 yr
2010-2011	73.9	63.2	51.4
2011-2012	76.8	64.1	53.5
2012-2013	59.4	67.7	60.7

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

As can be seen from the data, TMP graduation rate exceeds that of the two Santa Fe Public Schools high schools in all data points except the 4-year cohort graduation rate from 2012-2013. It is important to note that there were several factors in that particular cohort that contributed to the low graduation rate – as stated above.

Prior to May 2013, 10 students in the 2013 4-year graduation cohort withdrew to get their GEDs with the intent of starting college early. We recently received confirmation through the National Student Clearinghouse that these 10 students enrolled in college and completed a minimum of two semesters, prior to May 2013. If we included these 10 students in our 2013 graduation rate, it would be 77% instead of 59.4%.

Student Performance Standard/Goal #2:

The MASTERS Program meets AYP on an annual basis beginning Year 2.

NOTE: This goal was obviated by the state's NCLB Waiver. NCLB-type data can be extrapolated from the state report card.

Measure(s) Used: N/A

The state School Report Card has replaced the AYP goals. Therefore, it is not necessary to report on this goal here. The data is included in the school report card data.

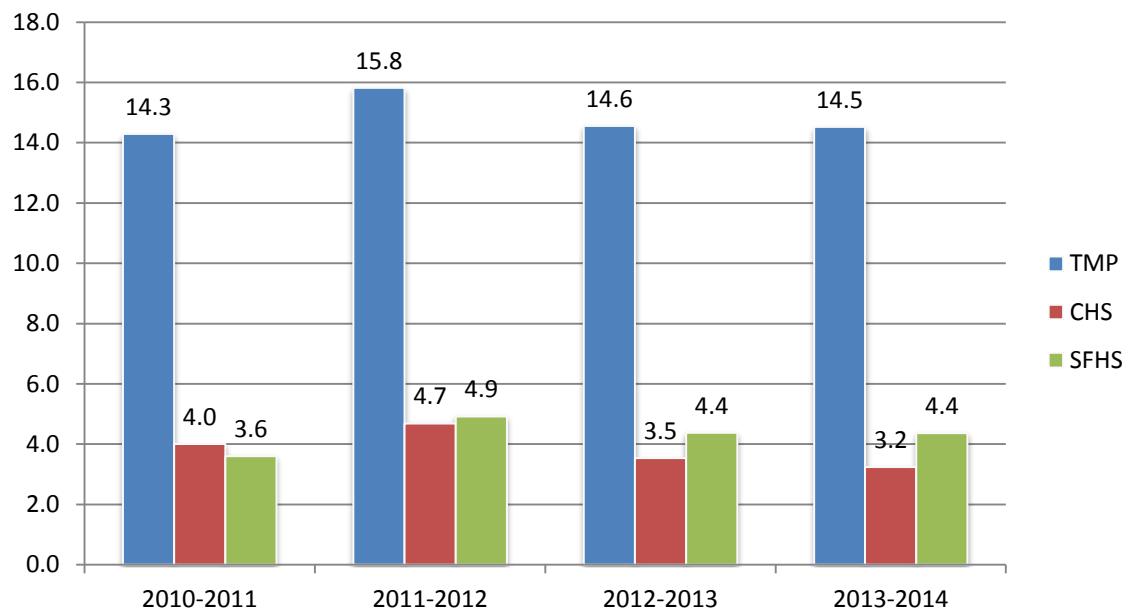
Student Performance Standard/Goal #3:

The average number of college level credits achieved by TMP graduates will exceed the average of the number of college level credits achieved by other Santa Fe public high school graduates beginning in Year 2.

Measure(s) Used:

The graph below shows the average number of college level credits achieved by students at TMP, Capital High School (CHS) and Santa Fe High School (SFHS).

Average Number of Credits earned at SFCC



As can be seen from the data, TMP met the stated goal. TMP students successfully completed more courses at SFCC than students at the two high schools in Santa Fe Public Schools.

Student Performance Standard/Goal #4:

80% of TMP graduates graduate with 20 college credits or more as measured by high school transcripts at the end of year 4.

Measure(s) Used:

Number of college credits at SFCC.

As of the end of the 2013-2014 school year (year 4 of the school) all but one senior out of 41 had completed at least 20 college credit, ranging from 25 to 93. One student completed 12 college credits by the end of her senior year. This student came to TMP unprepared for college level courses. In addition, this student is painfully shy. The school provided this student the support she needed to successfully complete 12 college credits and we are very proud of this student and her accomplishment.

Student Performance Standard/Goal #5:

All students in the 11th and 12th grades will perform a minimum of 40 hours per year of community service and/or job shadowing/internship as measured by time logs maintained by the school counselor.

The MASTERS Program has lived up to this goal with fidelity and with real joy; we believe that service to others is the basis of experiencing happiness. We have made sure that our students are participating in community service each year, and have honed our program, believing that we are offering opportunities that truly enrich our students' lives.

Friday projects are the result of our teachers knowing that students need hands-on, active learning experiences that take them out of the classroom. Every Friday, after our Gathering (assembly), students are part of a project that combines academic learning with real-life work. Our charter goal was 40 hours for each junior and senior. All students, including sophomores, have met this goal. Most of them have averaged 80 hours this year. Some examples of the projects follow.

- The Animal Rights Group worked on issues involving animals in our culture as food and as pets and they worked every Friday at the Humane Society Shelter, keeping a blog as well. Link to blog: <http://sfasstories.blogspot.com>.
- The Robotics Group learned to program robots, had contests and took their robots out to middle school after school programs to teach the elementary school students familiarity with programming.
- The Public Lands Group learned about the different distinctions for public land in New Mexico and then worked on trail maintenance, fire prevention and helping eradicate invasive species. They were honored by the County Commissioners.
- The Railyard Group worked with the Convergence Project and the Story of Place Institute to make the Railyard area more welcoming to youth in Santa Fe.
- The Wildlife Center Group went every Friday to Espanola to build a wetlands habitat for some of the animals that are taken there for rehabilitation or permanent shelter.

One student requested that his service be working in the bio fuels lab at SFCC and he has spent 6 hours every Friday working there - maintaining the algae incubators, designing parts for the machines, acting as guide for visitors etc.

Student Performance Standard/Goal #6:

90% of students will demonstrate satisfaction or higher with TMP programs on the Quality of Education survey administered each year.

Measure(s) Used:
Quality of Education Survey Results
Average of all responses (Agree and Strongly Agree)
2010-2011 94% 32 responses
2011-2012 94% 103 responses
2012-2013 93% 77 responses
2013-2014 94% 88 responses
The data above indicates that TMP met this goal.

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.

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 Component Unit Section of the Annual Audit specific to the Charter School

Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	2	<p>CONTROL DEFICIENCY OVER PROCUREMENT – POs issued after orders were placed.</p> <p>SIGNIFICANT DEFICIENCY OVER REVIEW AND APPROVAL OF PURCHASE ORDERS – need 2 signatures</p>	<p>The business manager has reviewed the Procurement Code with staff and will do so periodically as it appears necessary to ensure compliance.</p> <p>Procedures now require 2 signatures</p>
1 (10-11)	9	<p>NON-COMPLIANCE FINDING OVER-EXPENDED FUND TRAVEL AND PER-DIEM NON-COMPLIANCE</p> <p>BACKGROUND CHECKS ON EMPLOYEES NON-COMPLIANCE</p> <p>BANK RECONCILIATIONS NON-COMPLIANCE</p> <p>PED BUDGET REPORTS NON-COMPLIANCE</p> <p>BUDGET ADJUSTMENT REQUESTS NON-COMPLIANCE</p> <p>JOURNAL ENTRIES SIGNIFICANT DEFICIENCY</p> <p>PAYROLL TRANSACTIONS SIGNIFICANT DEFICIENCY</p> <p>INTERNAL CONTROLS SIGNIFICANT DEFICIENCY</p>	<p>Management acknowledged the timing error.</p> <p>Management argued that we were following GC policies, and we were proven correct 6 months after the fact.</p> <p>Management implemented regular employee file reviews</p> <p>Added a reviewer to the reconciliation procedure</p> <p>Added Finance Committee review to reporting procedures</p> <p>IM Bureau's error</p> <p>Finance Committee review was added to JE procedures</p> <p>Mgmt implemented periodic reviews of PR setup to ensure W4 compliance</p> <p>Mgmt set up more efficient filing system to ensure documentation is not misplaced</p>

		OVER-EXPENDED FUND NON-COMPLIANCE BACKGROUND CHECKS NON-COMPLIANCE BUDGET REPORTS NON-COMPLIANCE EMPLOYEE REIMBURSEMENT NON-COMPLIANCE COMMUNICATION OF AUDIT REPORT NON-COMPLIANCE AUDIT COMMITTEE NON-COMPLIANCE INTERNAL CONTROLS MATERIAL WEAKNESS	It was the function, not the fund, and it was an OBMS error. New-hire process was revised to include a Forms Form signed by employee Mgmt added Finance Committee review of award receipts Mgmt added support staff to finance office to reduce load of transaction on the Bus Manager Mgmt reviewed NMAC re audit report and when it can be discussed in an open meeting and reminds GC every year. GC recruited 2 additional members to the committee Mgmt added support staff to ensure a 3 rd person is involved in cash receipts procedures
2 (11-12)	6	AUDIT COMMITTEE NON-COMPLIANCE	Mgmt recruited the additional 2 members required for the committee
3 (12-13)	1	AUDIT COMMITTEE NON-COMPLIANCE	Mgmt recruited the additional 2 members required for the committee
<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	
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 No The school complies with instructional days/hours requirements.
- 2) Yes No The school complies with graduation requirements.
- 3) Yes No The school complies with Promotion/Retention requirements.
- 4) Yes No Next-step plans are completed for applicable grades.
- 5) Yes No The school has an approved EPSS Plan.
- 6) Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) Yes No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

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 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.

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.

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.

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.

Governance—Assurances

- 1) Yes No The school complies with governance requirements? Including:
2) Yes No All required School Policies
3) Yes No The Open Meetings Act
4) Yes No Inspection of Public Records Act
5) Yes No Conflict of Interest Policy
6) Yes No Anti-Nepotism Policy
7) Yes No Governing Body Organization and Membership Rules (i.e., Bylaws)
8) Yes No Required Committees (Finance and Audit) and submission of appropriate documentation
9) Yes No Governing Body Mandated Trainings
10) Yes No Governing Body Evaluates Itself

Yes No Is the school holding management accountable?

- 1) Yes No The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
- 2) 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.

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 _____ Charter School and hereby certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to all employees of the _____ Charter School. There are _____ persons employed by the _____ Charter School. The petition contains the signatures of _____ employees which represents _____ percent of the employees employed by the _____ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, _____, 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 _____ day of _____ 2014.

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 the _____ Charter School and certify that: the attached petition in support of the _____ Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of _____ households which represents _____ percent of the households whose children were enrolled in the _____ Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, _____ 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 _____ day of _____ 2014.

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

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
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	<input checked="" type="checkbox"/>
Other Attachment(s)	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.

The MASTERS Program begins at grade 10 that means that we only have three years to get our students committed to their education, engaged in learning and accountable for their behavior. When we look back over the last three years of data on math and reading proficiency, we see that from 2012 to 2014, we have increased those at the advanced and proficient level in reading from 17% to 67%. In math, the percentage of students at proficient or advanced increased from 9 to 49%. There is no question that we have the advantage of having students "choose" our school, knowing that we have high expectations, but despite that choice, we still find that we have to work with many to solidify their skills and motivation.

Our priorities are, first, to continue to examine our data in depth to discover where we need to put more effort or change our priorities. We also use our test results (including Accuplacer, DISCOVERY and SBA) to determine which of our students need individualized support from our teachers and tutors.

For example, this year (2014-2015), we have added a special once-weekly lab for sophomores that will be taught by one of our teachers with senior "teaching assistants." The goal is to increase the ability to read in depth, to grasp content and to discuss the ideas contained in the reading beyond recitation of the basic facts. We have also developed an engagement rubric to define levels of engagement so that students understand that active participation is requested, not the presence of a body in a chair, and that it includes support of other classmates.

Our mission also states that we value education beyond high school, whether that be college, technical training or some other form of education. We start discussing this expectation with our 10th graders, providing college counseling at different levels based on how close students are to graduating. We offer evening workshops to students and parents to introduce them to college choice, applications, scholarships etc. We also maintain an excellent page on our website with detailed information on education beyond high school. In addition, we contract with Inspire Santa Fe to provide mentorship opportunities for our students so they can experience real world work environments to help them develop goals for the future.

Finally, we believe that service to others and the conscious creating of a community of supportive learners is essential if we are to graduate excellent students and compassionate citizens of the world. To that end, our priorities are to monitor our Friday Projects, which are the vehicle for community

service, to see that they blend classroom learning with time helping others. We will also continue to work at creating a consciously kind and compassionate community that teaches the value of diversity and prizes kindness and support for others. To this end, students are included in our Community Life Council which handles actions that hurt or damage the community. An elected student is a non-voting member of the governing board and students can always find an adult to talk with at school.

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

The strategies we use to implement our priorities are numerous. First, we spend time clarifying our expectations of excellence with our students – discussing what excellence is in advisory groups; reading our handbook expectations for work on time, getting to classes on time, engaging in class etc; speaking to individual students about their performance (or lack of); using rubrics with assignments so that expectations are clear, and contacting parents about concerns when students are not getting work done. Revision of work for a higher grade is encouraged so that learning is deepened.

Second, the teaching and support staff of The Masters Program meet twice weekly to discuss students of concern, to look over data, to discuss the 4 domains of teaching and what works and what does not. These discussions involve all staff in the constant work of improving ones craft and in being part of the support team for each and every student.

Third, we offer support for all students, both academic and emotional. Teachers are available in our office at all times when they are not in class, two tutors are available at no charge during the day, and students are encouraged to get in touch with their teachers by text or email when they are at home and do not understand something. We also have a school counselor available every day, and each student has a one-on-one relationship with an advisor.

Fourth, we are in contact with parents frequently. The principal calls parents about all attendance issues, whether absence or tardiness, and creates a line of communication that is then open for any continuing issues. Parents are also contacted by the advisor of the student if there are concerns about academics or social behavior. Parents are given logins to ParentLink so they can check their students' grades on line and intervene if necessary. We have parent/student/advisor conferences three times a year to discuss grades and course choices for the upcoming semester, and our attendance rate at those conferences is above 90%.

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

One example of using data to modify systems is our implementing of the sophomore labs this year. In looking at our test data very specifically, we found that students were not grasping the content of their reading. At the same time, we noticed in classes that those same students did not seem to have

experience with discussions at a deeper level than reciting facts. Thus, the sophomore lab was born.

Another example of using data to inform our teaching was the detailed results of the Algebra 2 testing indicated that certain skills were being tested that we taught at the end of the year. This meant that students were not ready for that part of the test. Our teacher adjusted his teaching schedule to accommodate this information and to give the students a better background for excelling. We continue to do the same in all areas of our academic program.

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?

We have been reflecting on the needs of our Q1 students and putting in support systems since the school began. I believe that our improved scores indicate this attention – over the last three years from a D to a B to an A. Included in these support systems are having a SPED coordinator who works closely with teachers and students to monitor accommodations and teaching strategies that differentiate for all students, tutoring available in a friendly and open manner for all (so that no one feels singled out), a lunch program that insures that all students have the nutrition needed to do well in school, teachers who are willing to give one on one time to any student who needs it and a clear message to all students that asking for help is a strength and preparation for hard jobs, not a weakness. We continue all of these strategies for support.

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 of The MASTERS Program meets monthly and is given a board report that has data on academic testing, grades earned at TMP and SFCC, attendance, enrollment etc. The Board takes this data and its job as overseer of the school seriously. Pie charts allowing comparison of grades, both high school and college level, from semester to semester are presented and trends discussed. Enrollment and recurrent enrollment is studied to determine satisfaction with the school program, as are lottery application numbers etc. As is clear in the school grade, SBA scores have gone up steadily and both the upper 75% and the lower 25% are improving.

The Board was pleased with the data of the last two years that earned TMP a grade of A on the school report card. They and we have found that our data from Accuplacer scores (taken to determine college course placement) seems more reflective of actual student performance improvement than DISCOVERY, which is our state mandated short cycle assessment.

In addition to reporting to the Governing Board on data results, the School's principal is expected to provide training to faculty on how to interpret and use testing data. Most recently, the faculty participated in a full day of training with Shelley Billig of RMC Research Corporation, digging deeply into all recent test data to find information of use for improving teaching and learning. This training has informed current teaching and the training will continue in December 2014.

Besides looking at the data mentioned above to determine the accountability of the Head of School, the Governing Board uses a 360 degree evaluation process to obtain feedback on the head of school's performance. Surveys are given out to all students in advisory group (where they are collected), to all parents during parent conferences (where they can be completed while waiting for their appointment), to all faculty and staff, and to the Santa Fe Community College staff who work closely with the head of school. These are collated by the board, along with the free responses allowed at the bottom of the survey. In one of the spring board meetings, the Governing Board goes over the responses with the head of school and discusses any needed adjustments or changes in job performance.

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); and finally,
- (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, measureable, 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.

Performance Indicator 1: Students in grades 10 – 12 will perform a minimum of 60 hours of community service per year in their Friday projects.

Exceeds Standard: 95% of TMP students will perform a minimum of 60 hours of community service.

Meets Standard: 85% of TMP students will perform a minimum of 60 hours of community service.

Does not Meet Standard: 75% of TMP students will perform a minimum of 60 hours of community service.

Falls Far Below Standard: 65% of TMP students will perform a minimum of 60 hours of community service.

Performance Indicator 2: Students in grade 12 (who started at TMP in Grade 10) will graduate with an average of 40 college credit hours, with grade of A, B or C , accrued over their time at TMP. Note: 72% of the 2015 senior class started with TMP in 10th grade.

Exceeds Standard: Seniors who started with TMP in Grade 10 graduate with an average of 40+ college credits.

Meets Standard: Seniors who started with TMP in Grade 10 graduate with an average of 35+ college credits.

Does not Meet Standard: Seniors who started with TMP in Grade 10 graduate with an average of 30+ college credits.

Falls Far Below Standard: Seniors who started with TMP in Grade 10 graduate with an average of fewer than 30 college credits.

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.)

We have chosen two indicators that closely track our reason for being an “early college” program and earning college credit, and involving students in community service.

There is not a lot of data yet on early college high schools, but it is our experience that this is a very successful model, now being replicated by the Santa Fe School District as part of their plan to improve their system. We feel that this model is particularly successful in part because it serves not only students at the high end who are strong academics on their way to colleges out of state, but also those students whose educational experience has been limited. Our ELL students and those with learning disabilities find themselves in a caring atmosphere, can take classes in skills such as leadership and media arts as they get ready for more academic college classes, and they also learn to see themselves as college students comfortable on a college campus. This goal reflects our belief that we can get all of our students ready to graduate high school, with a college transcript already begun.

There is a lot of data available on the value of community service and service-learning (service that is directly related to an academic learning experience), especially when it comes to helping teenagers feel needed and responsible, as well as committed to school. Data from the National Education Longitudinal Study of 1988 was analyzed in 2007and showed two important outcomes for students who participated in service-learning: better performance in their academic classes than those not in service-learning and more

likelihood that students will complete high school.

We have found this to be true. Our students participate in Friday Projects in such areas as maintenance of trails in the Santa Fe area, robotics, student government, community gardening, Model UN, Stomp (percussion with found materials), etc. If their project is not directly related to a specific service like the trail maintenance or gardening, then they come up with a service project that benefits some group in the community. Their pride in their work and the genuine gratefulness of the recipients builds self esteem in the most effective way – at a time when many teenagers are feeling disconnected and at loose ends. Ultimately, Friday Projects with their service learning component have strengthened our academic program and kept some of our students in school.

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: _____

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.)

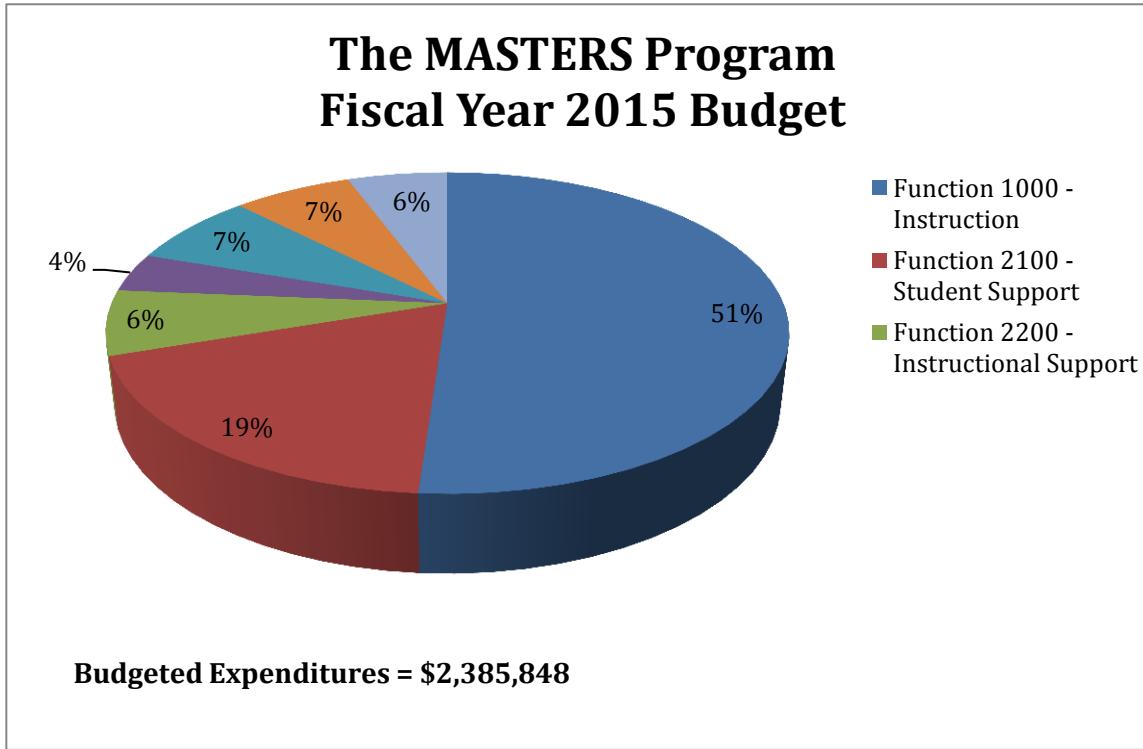
Public Education Commission Chair: _____ Date: _____

APPROVED

DENIED

Appendix A

The Masters Program Financial Statement





The MASTERS Program
Early College Charter High School

I am the head administrator of the MASTERS Program Early College Charter School and certify that: the attached petition in support of the MASTERS Program Early College Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 136 households which represents 75 percent of the households whose children were enrolled in the MASTERS Program Early College Charter School.

STATE OF NEW MEXICO)

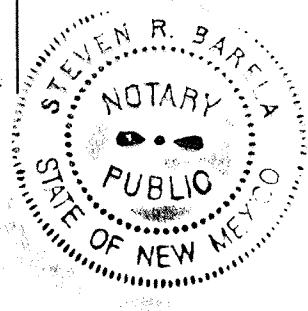
ss.

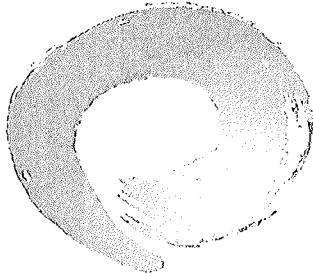
COUNTY OF Santa Fe)

I, Anne Salzmann, 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 18 day of SEPT 2014.

Steven R. Barcia
10/11/2016



The MASTERS Program
Early College Charter High School

I am the head administrator of the MASTERS Program Early College Charter School and hereby certify that: the attached petition in support of the MASTERS Program Early College Charter School renewing its charter was circulated to all employees of the MASTERS Program Early College Charter School. There are 18 persons employed by the MASTERS Program Early College Charter School. The petition contains the signatures of 18 employees which represents 100 percent of the employees employed by the MASTERS Program Early College Charter School.

STATE OF NEW MEXICO)

ss.

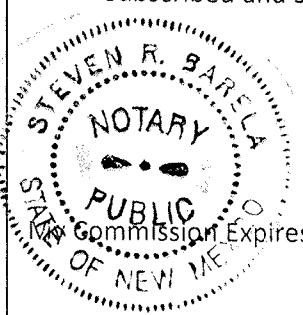
COUNTY OF Santa Fe)

I, Anne Salzmann, 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.

A handwritten signature in black ink that appears to read "Anne Salzmann".

Subscribed and sworn to before me this 18 day of Sept 2014.

A handwritten signature in black ink that appears to read "Steven R. Baretz".
Notary Public
10/16/2016

10/16/2016

STATE OF NEW MEXICO No 15001
 REGULATION AND LICENSING DEPARTMENT

CONSTRUCTION INDUSTRIES DIVISION
 GENERAL CONSTRUCTION BUREAU

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.
 PERMANENT TEMPORARY, EXPIRATION DATE

~ CERTIFICATE OF OCCUPANCY ~

THE FOLLOWING Building OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF

OCCUPANCY GROUP E AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

6401 RICHARDS AVE. SANTA FE, NM
 BUILDING ADDRESS

SANTA FE COMMUNITY COLLEGE 6401 RICHARDS AVE. SANTA FE, NM

NAME AND ADDRESS OF OWNER

AMERICAN WEST CONSTRUCTION #59073.

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

RN: 214, 215, 314, 405, 411, 420, 564, 900, 2016, 2013, 2016
 PORTION OF BUILDING

BUILDING PERMIT NUMBER

201019917

DATE

08-10-10

INSPECTOR'S NAME

J. J. H.

COMMENTS