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Charter Schools Division
Preliminary Analysis of Renewal Application and Site Visit
November 2021

School Name: Mission Achievement and Success Charter School

School Address: MAS 1.0 Yale Campus 1718 Yale Boulevard SE Albuquerque, NM 87106
MAS 2.0 Old Coors Campus 1255 Old Coors Drive SW Albuquerque, NM 87121

Head Administrator: JoAnn Mitchell

Governing Board Chair: Bruce Langston

Business Manager: Amber Peña

Authorized Grade Levels: K-12

Authorized Enrollment: 1,140 per school site

Contract Term: 2017-2022

Mission: 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.

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that 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;

- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Renewal Application

Parts A and F of the Renewal Application are provided by the Charter Schools Division (CSD). All other parts of the application are provided by the school.

PART A	Data analysis based on accountability and reporting data from current charter contract term
PART B	Progress report on meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, and accountability requirements set forth in the Assessment and Accountability Act and the charter contract.
PART C	Financial Statement A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools.
PART D	Petitions in support of the charter renewing its charter status <ul style="list-style-type: none"> • Petition signed by at least 65% of the school’s employees, with certified affidavit. 196 of 230 = 85% • Petition signed by at least 75% of the households whose children are enrolled, with certified affidavit. 980 represents 95%
PART E	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 <ul style="list-style-type: none"> • The facility lease agreement as Appendix D • Narrative description of its facilities, attaching the Facility Master Plan, if available, as Appendix H • The building E Occupancy certificate(s) dated 5/4/17 (Yale) and 8/16/18 (Coors) Maximum Occupancy not listed • Most recent facility NMCI Score 25.46% (Yale), 15.69% (Coors) indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 • If the school is relocating or expanding, assurances that the facilities comply with the requirements of Section 22-8B-4.2 NMSA 1978: ___Public (Cert A) <u>X</u>Private (Cert B) ___Foundation (Cert C)
PART F	Amendment Requests <i>None other than 2017 replication</i>

The CSD team reviewed the school’s Progress Report and conducted a renewal site visit on October 25-26, 2021. Ratings are based on the rubric provided on page 14 of the [State Charter Renewal Application](#).

Progress Report (Part B) and Site Visit Evaluation		
Section	Indicator	Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence NM System of School Support and Accountability 2020-2021: <i>No data available for schools</i> 2019-2020: <i>No data available for schools</i> 2018-2019: <i>MAS 1.0 overall score 62, Spotlight, 2 DOEs</i> <i>MAS 2.0 overall score 79, Spotlight, 4 DOEs</i> Overall NM School Grade 2017-2018: <i>MAS 1.0: A</i> <i>MAS 2.0: not yet open</i>	<i>Meets the Standard</i>
	Mission-Specific Goals <i>The school did not include a mission-specific goal in its charter contract.</i>	<i>Not Applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit <i>Organizational Performance Framework 2a-2e</i>	<i>Meets the Standard</i>
2.b	Board of Finance <i>The school has maintained a board of finance throughout the charter term.</i>	<i>Meets the Standard</i>

CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Comprehensive Educational Program <i>See the narrative below for detail.</i>	<i>Meets the Standard</i>
3.b	Organizational Performance Framework <i>Organizational Performance Framework 1b-1f, 4a-4e, and 5a-5d</i>	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities <i>Organizational Performance Framework 3a-3c</i>	<i>Meets the Standard</i>

Academic Performance

NMPED Accountability Data 2018-2019

	Overall	Reading Proficiency	Math Proficiency	Science Proficiency	English Learner Progress
MAS 1.0	62	43	32	24	36
MAS 2.0	79	70	n/a	n/a	63
Albuquerque Public Schools	49	31	21	38	29
Statewide	-	34	21	40	29

* Green shading indicates Spotlight School (overall) or Spotlight Designations of Excellence (other areas).

Both campuses of Mission Achievement and Success (MAS) Charter School earned a Spotlight Designation in the 2018-19 PED Accountability system. The reading and mathematics proficiency levels at both campuses were higher than the state average and the local school district (Albuquerque Public Schools) though the science proficiency at MAS 1.0 (Yale campus) was lower than both (no science rate was available for MAS 2.0 (Coors campus), which did not at that time serve grades assessed in the state science assessment).

MAS 1.0 received two additional Designations of Excellence, for reading growth and math growth. MAS 2.0 received four additional designations of excellence, for reading proficiency, reading growth, opportunity to learn, and English learner progress.

No statewide achievement data are available for the 2019-20 or 2020-21 school years, but MAS administers interim assessments every nine weeks through Achievement First, a national charter organization that serves 15,500 students in 41 schools in five communities across Connecticut, New York, and Rhode Island. During school years 2019-20 and 2020-21, when many students experienced learning loss due to the disruptions caused by COVID, MAS students grades K-8 performed better than expected on Achievement First interim math assessments. In 2019-20, students in grades K, 1 and 4 experienced slight learning loss, while students in grades 2, 3, 5, 6, 7 and 8 made gains. In 2020-21, only grade 3 MAS students experienced learning loss, while the other eight grade levels made gains. In most grade levels and in both years, scores were comparable to or slightly higher than the comparison group of all Achievement First schools, which is impressive considering that these schools are in states (CT, NY, RI) which consistently score higher than New Mexico on the National Assessment of Educational Progress (NAEP), and Connecticut consistently scores above the national NAEP average. By this metric, MAS students are scoring as well or better on these tests than students who consistently outperform New Mexico students on the NAEP.

MAS’s graduation rates exceed the district and state averages. MAS’s 4-year graduation rate, calculated by the state’s cumulative accountability system that factors in any student who attended MAS for any of their high school years but transferred out before graduation, was 86% in 2018, 84% in 2019, and 91% in 2020, as compared with 70%, 71% and 75% for Albuquerque Public Schools and 74%, 75% and 77% statewide. MAS’s 4-year graduation rate is 100% when tracking students who do not transfer out of MAS.

Graduation rates for subgroups are higher than the district and state average as well. In 2020, 88% of students with disabilities graduated (compared to 65% districtwide and 66% statewide), 91% of English learners (cf. 74% and 76%), and 91% of economically disadvantaged students (cf. 67% and 72%). Data for other underserved subgroups are not available due to masking for N size.

Public Education Commission Performance Framework

Mission Achievement and Success 1.0 (Yale)	2018-2019 MAS 1.0	2019-2020 MAS 1.0	2020-2021 MAS 1.0
Category I. Academic Performance Framework			
Indicator 1 Components of School Accountability System	61.59 Points (Spotlight)		Unable to Review - COVID
Indicator 2 Subgroup Performance	Pending		Unable to Review - COVID
Indicator 3 Mission Specific Goals	Not Applicable	Not Applicable	
Category II. Organizational Performance Framework			
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable	Not Applicable	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5d School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Category III. Financial Performance Framework			
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Not Applicable

Mission Achievement and Success 1.0 (Yale)	2017-2018
Category I. Academic Performance Framework	
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard
I-A.01 Required Academic Performance Indicators	Not Applicable
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable
Category II. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework	
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard
Category: Organizational Performance Framework	
School Specific Terms: data on any terms specified in the school's Performance Framework.	

Mission Achievement and Success 2.0 (Coors)	2018-2019 MAS 2.0	2019-2020 MAS 2.0	2020-2021 MAS 2.0
Category I. Academic Performance Framework			
Indicator 1 Components of School Accountability System	79.4 Points (Spotlight)		Unable to Review - COVID
Indicator 2 Subgroup Performance	Pending		Unable to Review - COVID
Indicator 3 Mission Specific Goals	Not Applicable		Unable to Review - COVID
Category II. Organizational Performance Framework			
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable	Not Applicable	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls			
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	Not Applicable	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	Working to Meet Standard	Meets (or Exceeds) Standard	ASSURANCES
Indicator 5d School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES
Category III. Financial Performance Framework			
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Not Applicable

Organizational Performance

MAS has not received any ratings of *Does Not Meet* on the performance framework for either campus in any year of the contract term.

The school has repeated *Working to Meet* ratings for indicator 1.d. (protecting the rights of English learners) but is now following proper procedures regarding identifying and serving English learners.

The school has also received repeated *Working to Meet* ratings for indicator 4.b. (enrollment and retention). This is due to teacher retention rather than student enrollment, where the school meets requirements. Teacher retention has consistently been below 50%. The head administrator informed the renewal team that staffing is MAS's greatest challenge. The school day at MAS is longer than at most other public schools, and teachers spend nine hours at the school each weekday, but make on average only \$2,000 more than the average public school teacher annually. Teacher focus group data suggest that MAS teachers fall into two broad categories: 1) those who had been at MAS for a number of years and are passionately dedicated to the school, and 2) new teachers, many of whom are alternatively licensed or in the country on J1 or H1B visas.

The school has also received repeated *Working to Meet* ratings for indicator 4.c. (teacher credentialing) and is working with the PED Licensure Bureau in an attempt to meet all credentialing deadlines in future.

Financial Performance

MAS is on a quarterly reporting status, which indicates the school's business manager is responsive to School Budget Bureau requests and reports are submitted in a timely manner. Throughout the contract term the school's business management services have been under contract to the same firm and at no time during the contract did the school move from quarterly reporting status.

Students enrolled at MAS receive instruction at one of two campuses. The additional campus was added in the 2018-19 school year starting with kindergarten and first grade and as of the 2020-21 school year the second campus served students from kindergarten to grade 6. The addition of the second campus allowed the school to

increase enrollment from serving approximately 850 students in 2018 to just over 1,700 students in 2021. This represents a 27% annual increase during the current contract.

During the contract, the school received only one (1) audit finding which the auditor attributed to a new business manager (same contracted firm, but a staff member there new to the MAS account) being unable to locate requested documentation for a budget transaction within the auditor’s deadline.

Audit Year	Findings	Repeat Findings	Material Weaknesses	Significant Deficiencies
FY 2020	0	0	0	0
FY 2019	1	0	0	0
FY 2018	0	0	0	0
FY 2017	0	0	0	0

The PED Operating Budget Management System (OBMS) showed the school regularly submits grant fund requests for reimbursements (RfRs). In FY2021 there were just under 70 RfRs submitted totaling just over \$2 million.

Instruction on the Old Coors campus (MAS 2.0) currently takes place in portable buildings. MAS hopes to break ground on the new building by December 2021. The Equitable Facilities Fund has provided financing. The original plan was to be in the building by October-November 2022, but they have experienced issues with lack of materials, etc., so it is more likely they will be in the new building by the end of school year 2022-23.

During the contract term the school has been able to prioritize spending in the classroom at an average of 68% along with increasing the school’s cash balance.

General Fund (11000) data as reported in OBMS - Fourth Quarter			Contract Years				
			Actual	Actual	Actual	Actual	Budgeted
			General Fund - 11000- Amounts (in whole dollars)				
Enrollment			2017-2018	2018-2019	2019-2020	2020-2021	BUDGET 2022
120D Student membership			848	1,123	1,289	1,712	1,711.5
40D program units from final funded run			1,393,978	2,082,559	2,158,355	2,981,136	4,312,813
Function	Function Name	Description of Expenditures					
1000	Direct Instruction	Classroom teachers, educational assistants, instructional coaches, textbooks, classroom technology	3,597,759	5,503,639	6,196,413	7,547,665	15,689,674
2100	Student Support	Attendance, social worker, guidance, health, psychological, speech & occupational therapy services	242,639	559,946	864,018	948,140	1,014,308
2200	Instructional Support	Library, instruction related technology	2,194	25,989	15,319	-	50,000
2300	Central Administration	Governance council, Office of Superintendent, community relations	275,288	287,288	622,702	631,980	641,040
2400	School Administration	Office of the Principal	337,710	576,137	825,833	802,452	1,298,847
2500	Central Services	Business management, administrative support, admin technology	273,677	435,081	412,946	540,855	742,008
2600	Maintenance & Operations	Building operations, maintenance, equipment upkeep, security & safety	805,788	1,347,392	1,420,249	2,050,900	2,329,397
2700-5900	All Other Function Codes	Transportation, food service & capital outlay	4,000	62,903	9,000	160,220	298,360
Total			5,539,055	8,798,377	10,366,480	12,682,211	22,063,634
Total State Equalization Guarantee (SEG) Funding:			5,623,711	8,553,139	10,183,154	14,758,706	20,163,634
Other Operational Revenue			13,091	141,569	58,672	16,484	
Carryover(Shortfall)			97,747	(103,669)	(124,654)	2,092,979	
How Funds Were Spent in Percentages of Total							
Classroom			69%	69%	68%	67%	76%
Administration			16%	15%	18%	16%	12%
Other			15%	16%	14%	17%	12%

Governance

The governing board chair, Bruce Langston, has been on the school’s board since MAS 1.0 opened in 2012. Board members informed the renewal team that they work closely with the head administrator to ensure that the school mission is implemented and that all students have access to an education that prepares them for college and beyond. The board regularly reviews data from interim assessments.

The finance committee (Mr. Langston and Ms. Knight) reviews the school budget throughout the year to ensure that the school is fiscally sound. The school’s growth plan was created with an outside planner.

All board members have completed their required training in each year of the current contract.

Governing Board Training Hours				
Board Members	FY18*	FY19*	FY20*	FY21*
Bruce Langston (Chair)	11	6	4	8
Liza Knight	7	6	4	8
Larry Sanderson	8	6	4	
Bill O’Neill	7	6	4	8
Rosa Hernandez	7	6	4	8
Chris Fernandez			10	8
Pam Kissoondyal			10	8
Andee Hendee				8

Black shading indicates that the member did not serve a full year in that fiscal year; yellow indicates that the member did not complete all required training hours during that fiscal year. Training requirements are 8 hours per year for returning board members, and 10 hours for new members. Exemptions are noted in years marked by an asterisk.

* 2 hour exemption in FY18, 19 and 21; 4 hour exemption in FY20

Comprehensive Educational Program

MAS replicated in 2017 so that it has two campuses that share a single STARS district code (542) but have individual school codes (001 Yale; 002 Coors). The original MAS campus (Yale) serves students in grades pre-K to 12. It is at its enrollment capacity of 1,140 for K-12 and has a waiting list. The MAS replication campus (Coors) serves students in grades K-7 and also has a waiting list. That campus will add a grade a year until the current 7th grade will be the first graduating class in 2026-27.

On both MAS campuses 100% of students qualify for free and reduced lunch. Only 7% of students at MAS 1.0 and 5% at MAS 2.0 are non-Hispanic white. Both campuses serve a significantly higher percentage of English learners (30% and 26%) than the district (see Part A demographics, pp. 16-17).

The board and leadership team told the renewal team that most MAS parents work full-time, and many students do not have a home environment conducive to learning at home. Consequently, MAS has a longer than usual school day (convenient for working parents who cannot afford childcare) and provides breakfast, lunch, and (for students who stay for aftercare) dinner for students at no cost. The school also provides uniforms and all school supplies at no cost.

Due to the longer school day, students are not assigned homework, but given time during the school day to complete all assignments. Both students and parents reported in focus groups that they appreciate having family time be just that, without the pressure of parents having to help students with their homework after a long day at work. High school students who take dual credit classes, if they manage their school day effectively, have enough time to complete all college course assignments during the school day.

The MAS model provides a more rigid structure and more emphasis on core academic subjects (literacy and mathematics) than many schools. Most parents who participated in focus groups reported that both the structure and the focus on academics helps their children succeed.

Student feedback (middle and high school only; the team did not speak with K-5 students) was mixed, with students complaining on one hand that they did not have enough free time to socialize, wished they had recess, would like more elective classes, got tired during long classes, and thought the school policies about when and how often students could go to the bathroom were excessively strict.

On the other hand, students reported that they are learning, feel that they are being well prepared for college, and are making rapid progress in literacy. Every student the team spoke with on both campuses knew their Lexile score, had access to books at their Lexile level (at both campuses, the site visit team saw bookshelves outside all classroom with books labeled according to Lexile level), and had specific goals for increasing their Lexile scores. One seventh grade student, who was enrolled in a non-charter district school until the current school year, told the team that he had never improved his Lexile scores as much in a single year as he had at MAS. Because this student had just been complaining emphatically about bathroom break policies and excessively strict classroom management policies, the CSD interviewers asked the students for an overall assessment of the school, given both their negative and positive comments, and all the students said it was “a mixed bag” and that despite their complaints, they all felt that they were making significant academic progress.

The MAS model is highly structured and focused on academic outcomes, and involves five class periods, each 90 minutes long and dedicated to core subjects (literacy, math, and science); social studies and arts curriculum integrated into literacy readings and assignments; second literacy period in some grades; PE in grades K-6. Students have time during the school day to complete all work, with no homework assigned, and three sustained silent reading (SSR) periods during the day with Lexile-appropriate books available.

Classroom management is consistent across grade levels and both campuses; a key tool is SLANT (an acronym for Sit up, Listen, Ask and answer questions, Nod your head, and Track the speaker) a classroom management tool used across grade levels K-12. Teachers move from classroom to classroom rather than students moving, an innovation begun for COVID safety, but which the school is keeping. Students complained about this in focus groups, but staff say it makes transitions more efficient.

MAS uses a co-teaching in all classrooms, with one teacher working with a small group while the other teaches the whole group; small groups change weekly based on data from classroom formative assessments. Some classrooms have a teacher and an educational assistant, but most classrooms are staffed by two licensed teachers.

In addition, there is coaching support for all teachers (including PE). Coaches work with instructional coaches, meeting weekly to analyze data, provide feedback on classroom observations, and plan reteaching strategies. Teacher focus groups reported that MAS offers a great deal of professional development (PD) in addition to support through coaching. Most of the MAS coaches were formerly MAS teachers. The school regularly promotes from within, and several of the leadership team began as teachers, became coaches, and are now administrators.

The school uses the Choose Love curriculum for social-emotional learning (SEL) at all grade levels. Students and teachers reported in focus groups that it was implemented consistently.

Campus leadership teams at Yale and Coors with principal, assistant principals by grade level, deans of students and instructional coaches, supported by MAS leadership team that divides its time between campuses; leadership team built by a combination of promoting from within (teacher to coach to administrator) and hiring by means of national searches (most recently the Chief Academic Officer).