



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

The MASTERS Program

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

School Address: 6401 Richards Ave, Santa Fe, NM 87508

Head Administrator: Anne Salzmann

Business Manager: Lisa Lucas

Authorized Grade Levels: 9-12

Authorized Enrollment Cap: 280

Current Enrollment: 263

Contract Term: July 1, 2015 – June 30, 2020

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

Analysis of Renewal Application and Renewal Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School is attached Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October X, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades SY16 - SY18: A, A, and A Graduation Rate: D in SY18	<i>Meets the Standard</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> Graduating Seniors' college credit hours OR improved Accuplacer scores by two class levels Rating in SY19: Meets 10th grade math growth on Accuplacer Rating in SY19: Meets 10th grade English growth on Accuplacer Rating in SY19: Meets 	<i>Meets the Standard</i>
FINANCIAL COMPLIANCE		
2.a	Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During FY16-FY18, the school had five (5) audit findings, no repeats, and no material weaknesses or significant deficiencies. In FY18, there were zero (0) findings.	<i>Meets the Standard</i>

2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	Organizational Performance Framework Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 1e English Language Learners • Indicator 2a Financial Compliance • Indicator 5a Facilities Requirements • Indicator 5b Health and Safety Requirements 	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

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 or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>18</u> Percentage: <u>100</u> % 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>149</u> Percentage: <u>75</u> %
PART E:	Description of the Charter School Facilities and Assurances 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. 1. A narrative description of its facilities 2. Attach <u> </u> facility plans or <u> X </u> the school’s Facility Master Plan 3. Attach a copy of the building E Occupancy certificate(s) from <u>Construction Industries Division</u> number <u>15001</u>

	The maximum capacity is not listed on the certificate.
	<p>4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 The school's documentation indicates an NMCI score of <u>18.57</u> % as of September 9, 2016, which is below the current average of 23.07% (lower is better with zero being perfect).</p>
	<p>5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. _____ building is owned by charter school, school district, or government entity; OR _____ building is subject to a lease-purchase agreement; OR <u> X </u> school had provided the appropriate assurances form: X Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)</p>
PART F:	<p>Prior Amendment Requests</p> <ul style="list-style-type: none"> • Amendment request to increase enrollment capacity from 200 to 280 was approved on 5/11/2018. • Amendment request to add ninth grade was approved on 5/11/2018.
Interviews	A summary of the stakeholder Interviews is on the following page.
Other Appendices	The school did not provide additional appendices.
School's Response	The school's narrative response to the CSD preliminary analysis is attached.

Stakeholder Interviews

Stakeholder interviews were conducted on November 6, 2019 at The MASTERS Program. The participants included nine (9) parents, thirteen (13) students, four (4) governing council members, and sixteen (16) staff members.

When asked why they enrolled their child/children at The MASTERS Program, parents cited college preparation, dual credit courses, issues with the local traditional high school, and flexible programming. One parent stated that she did a nationwide search to find a school for her child and chose The MASTERS Program. Parents perceive that staff and students want to be at the school and that students are engaged. Parents do feel like the school could improve marketing because they believe that the community does not know about The MASTERS Program. Parents are invited to join committees and boards. Communication is reportedly high with emails, texts, and phone calls coming from staff regularly.

Almost every student interviewed stated dual credit was a reason why they enrolled at The MASTERS Program. A strong central community, teachers who are ready to help, freedom, and not feeling invisible were named as school strengths. When asked about weaknesses, attendance and tardiness were the only answers given with the acknowledgment that neither are as bad as the comprehensive high school. Students do appreciate that The MASTERS Program helps students sign up for college classes, but do wish they were more involved themselves so they could learn the process. When they don't understand, students can seek help from their teachers and professors, school tutors, and college tutors.

Two of the four governing council members present are employees at Santa Fe Community College (The MASTERS Program is housed on the SFCC campus). Council members believe that it is their duty to oversee the finances and make sure money is being spent properly. They are also there to support the school leader to make sure she has what she needs. Staff, students, parents, and SFCC all have input in the head administrators evaluation. Council members acknowledged that the addition of a 9th grade this school year has been a challenge. Academic performance data is presented by the school leader. The council has been discussing how to support greater math proficiency.

Staff listed rigor with support, skill development in students, being able to take risks, shared leadership, staff buy in, and the ability to meet every student where they are as strengths of the school. They also believe that students learn self-advocacy and feel valued at The MASTERS Program. Several staff members appreciate that the school incorporates community service into its program. Staff do feel that they do have to take on too many rolls. Asked about the role they play in shaping the development of the school, staff stated that they have "democratic leadership" and "have input at all levels."



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Part A: Preliminary Data Report and Current Charter Contract Terms

The MASTERS Program December 2019

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

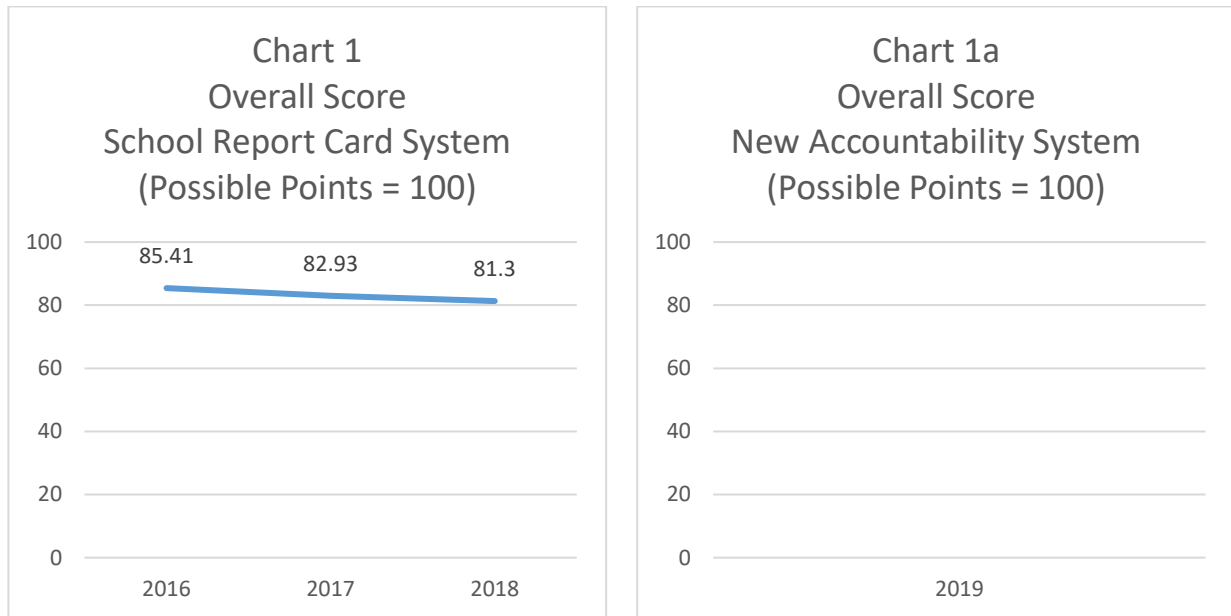
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

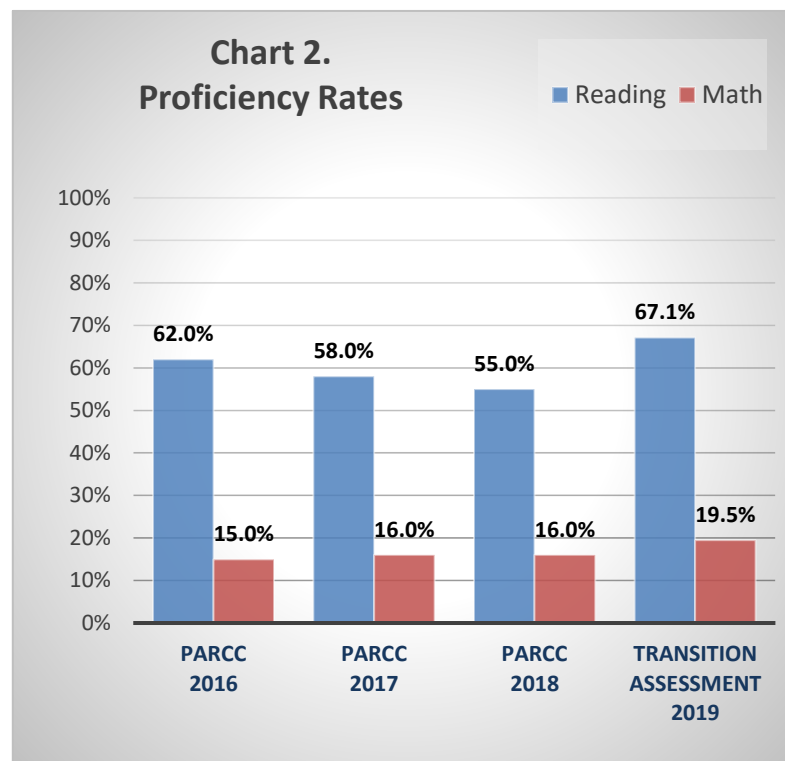
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. **Department's Standards of Excellence**

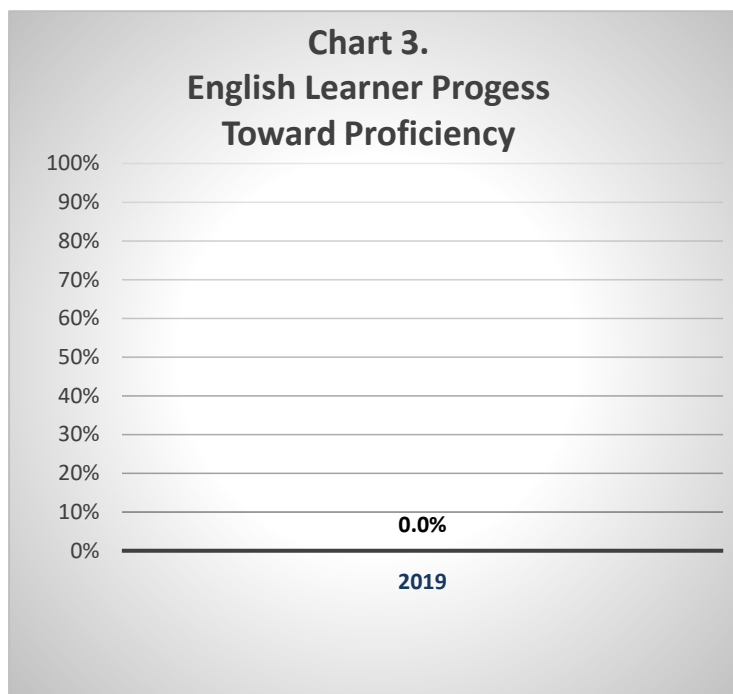
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



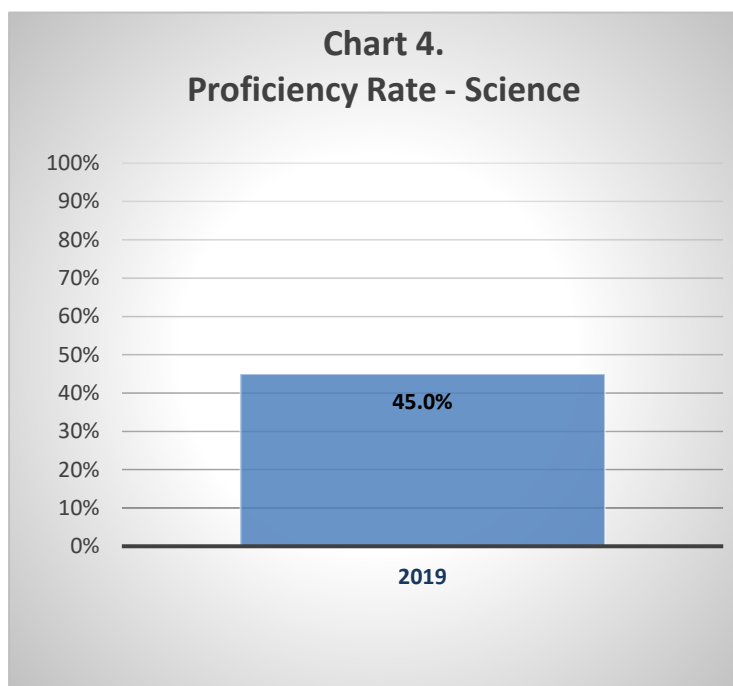
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



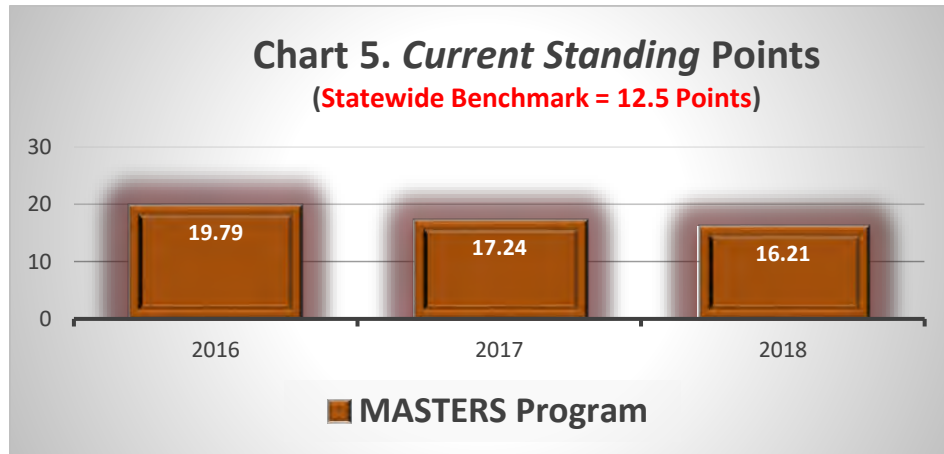
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



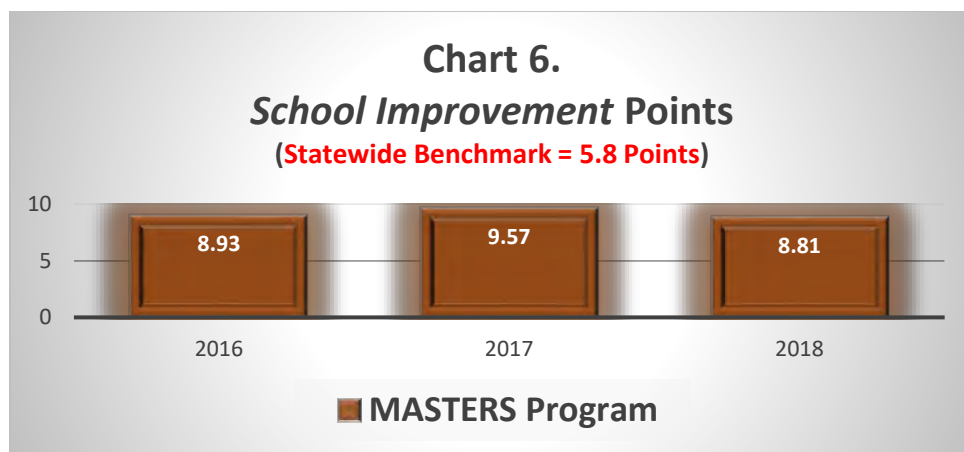
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

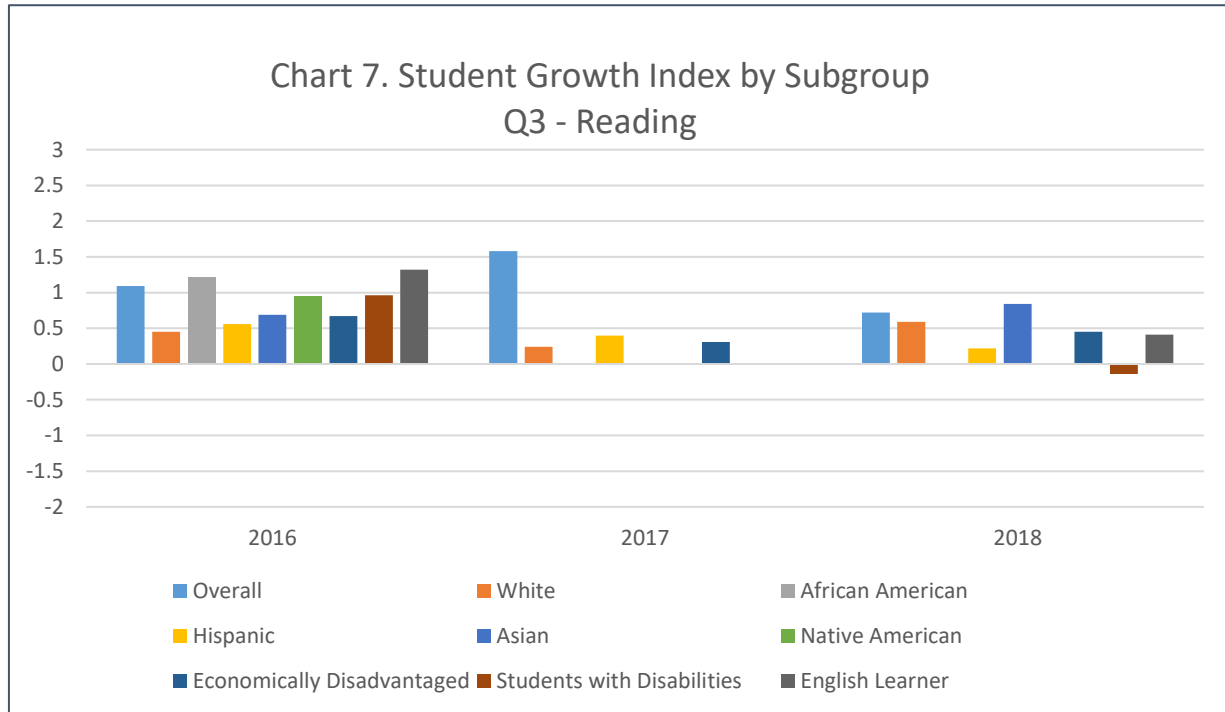


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



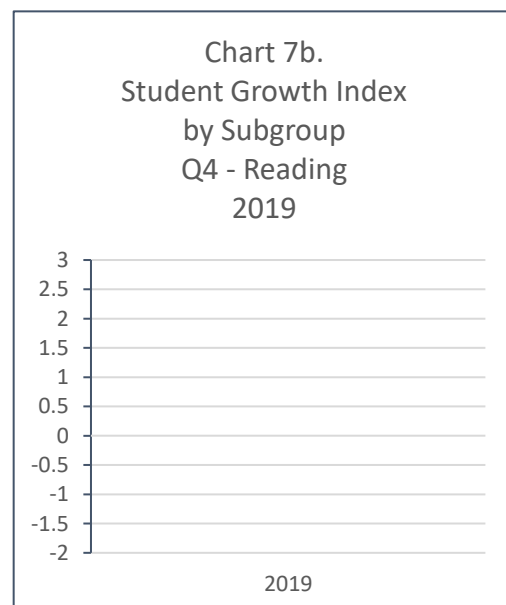
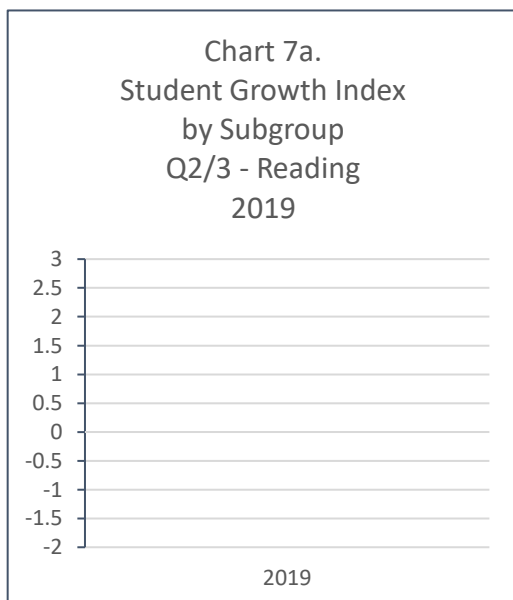
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



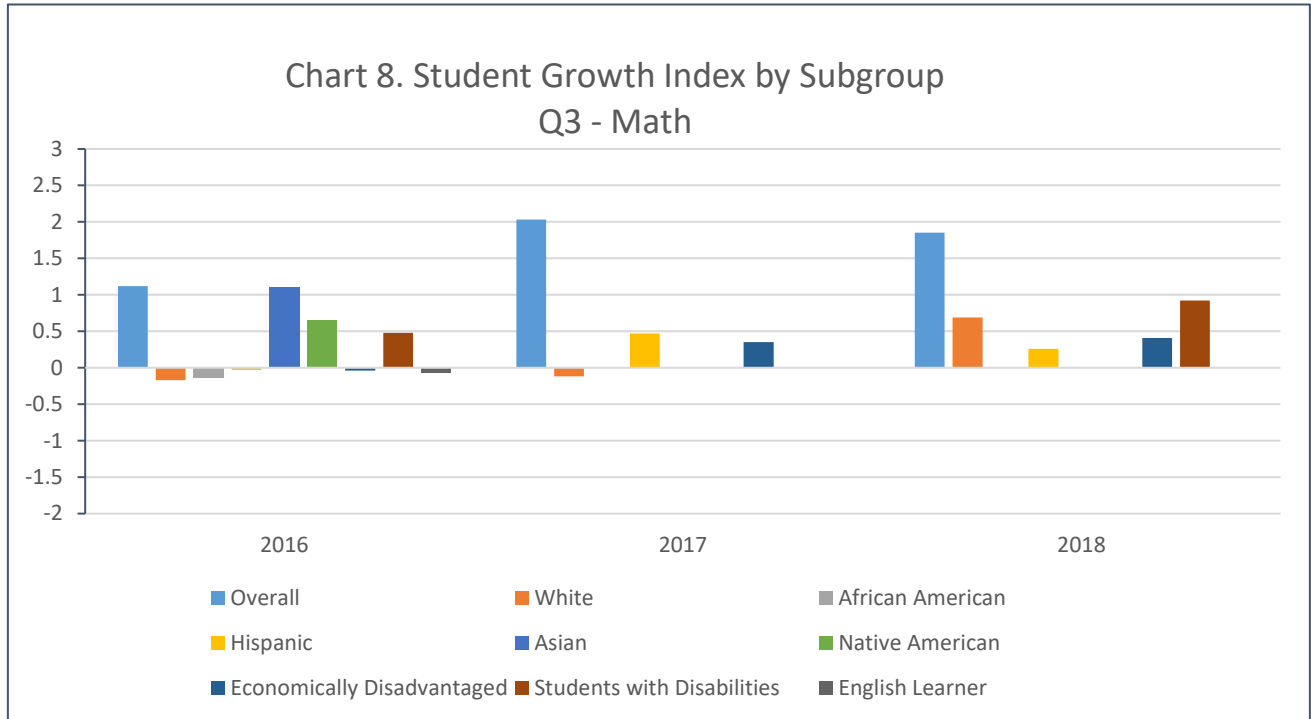
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



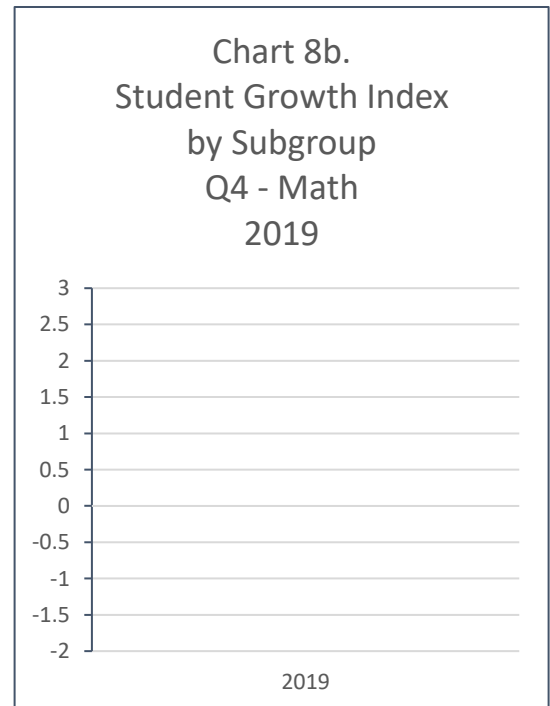
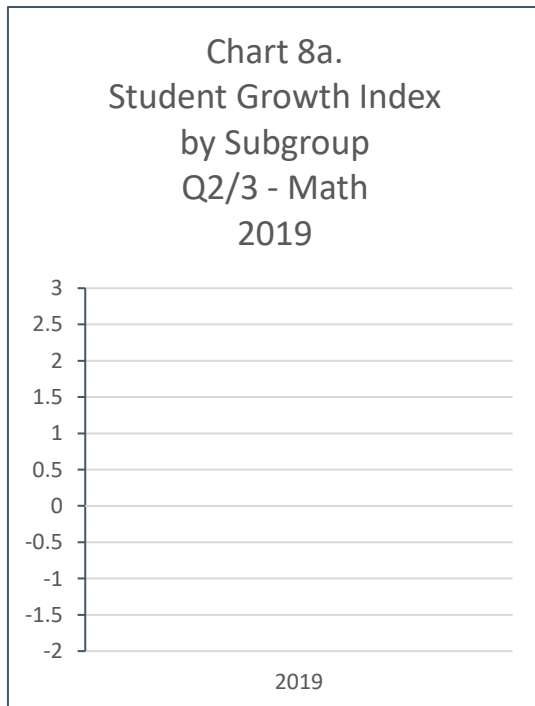
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



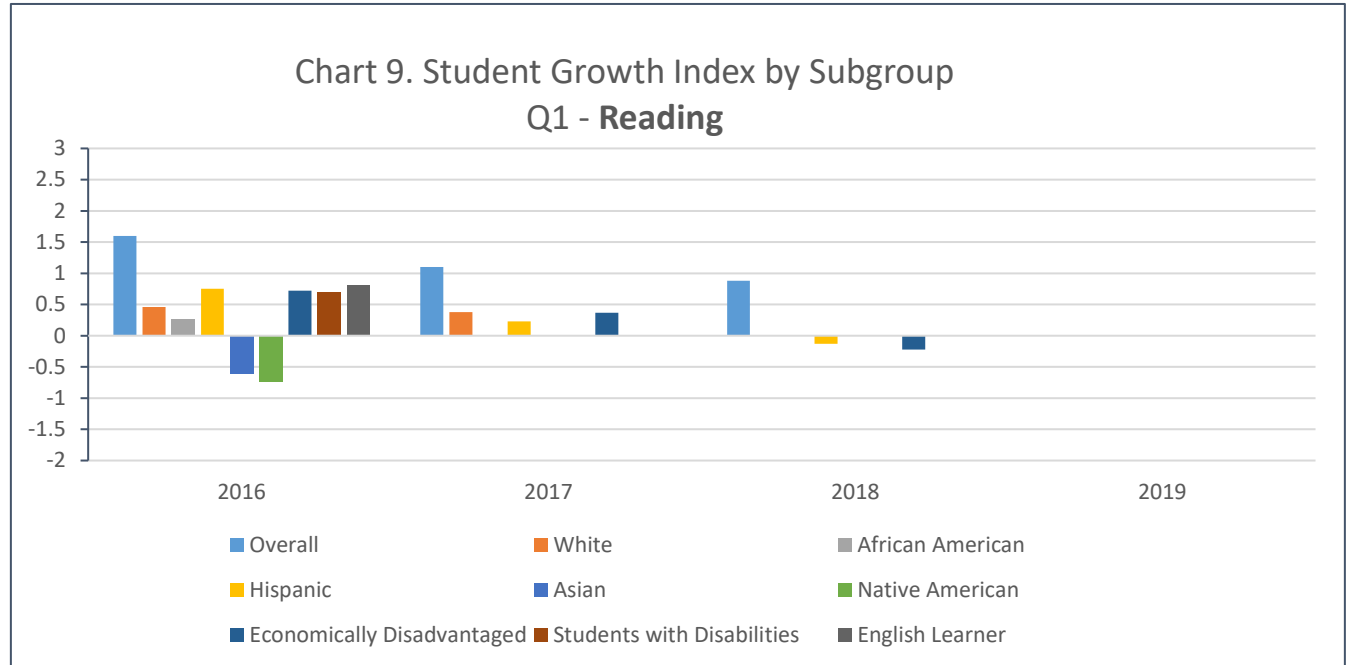
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

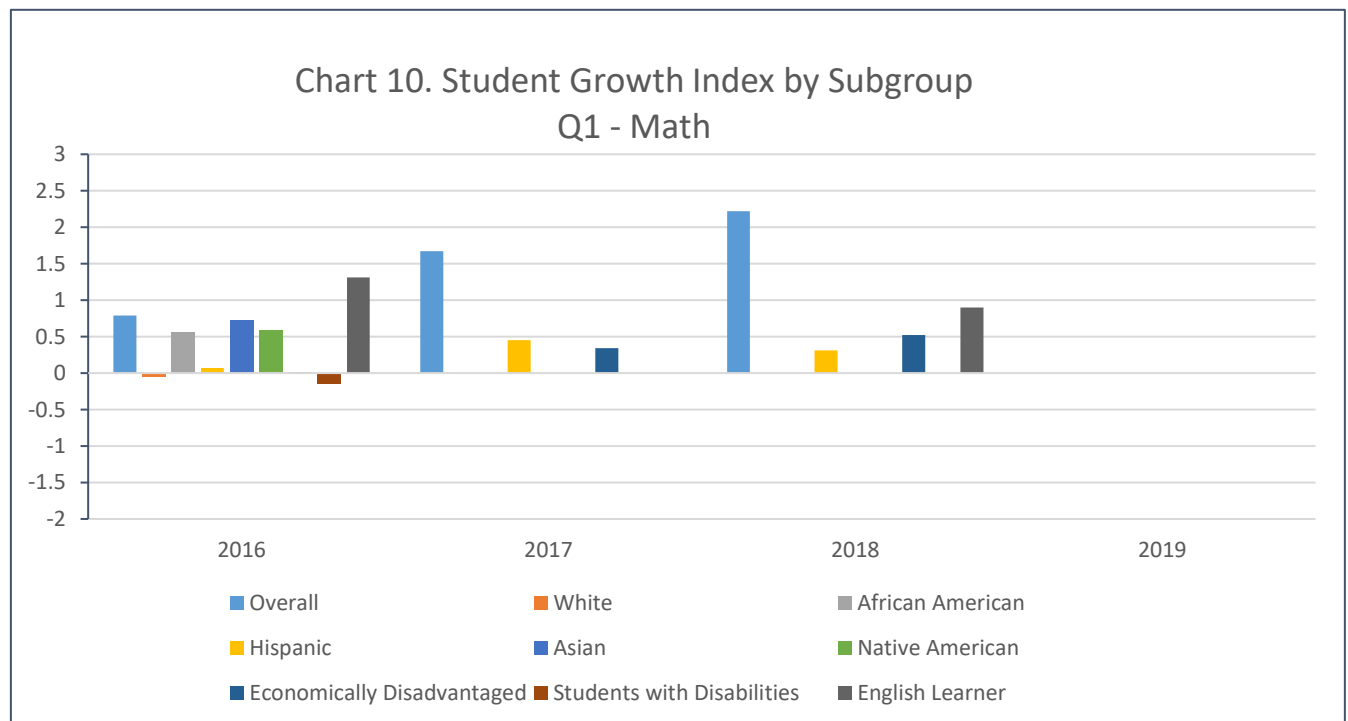


Subgroup – Lowest-Performing Students in Reading

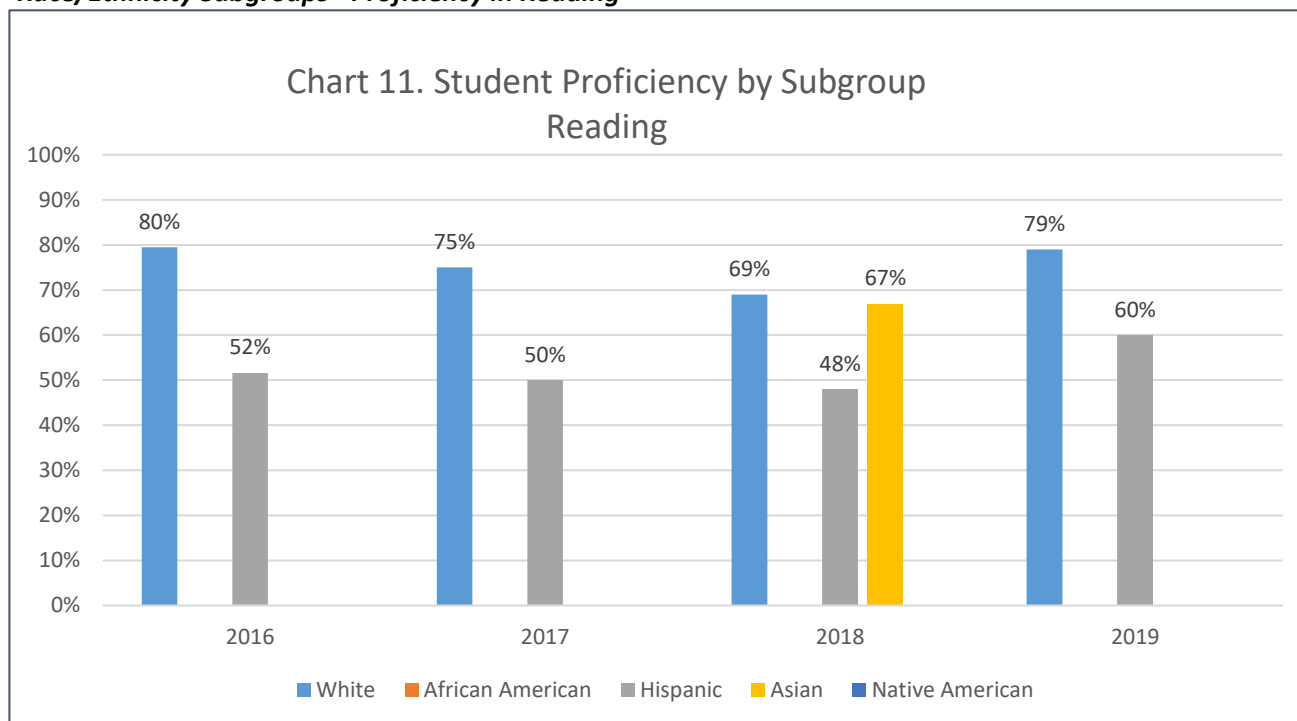
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



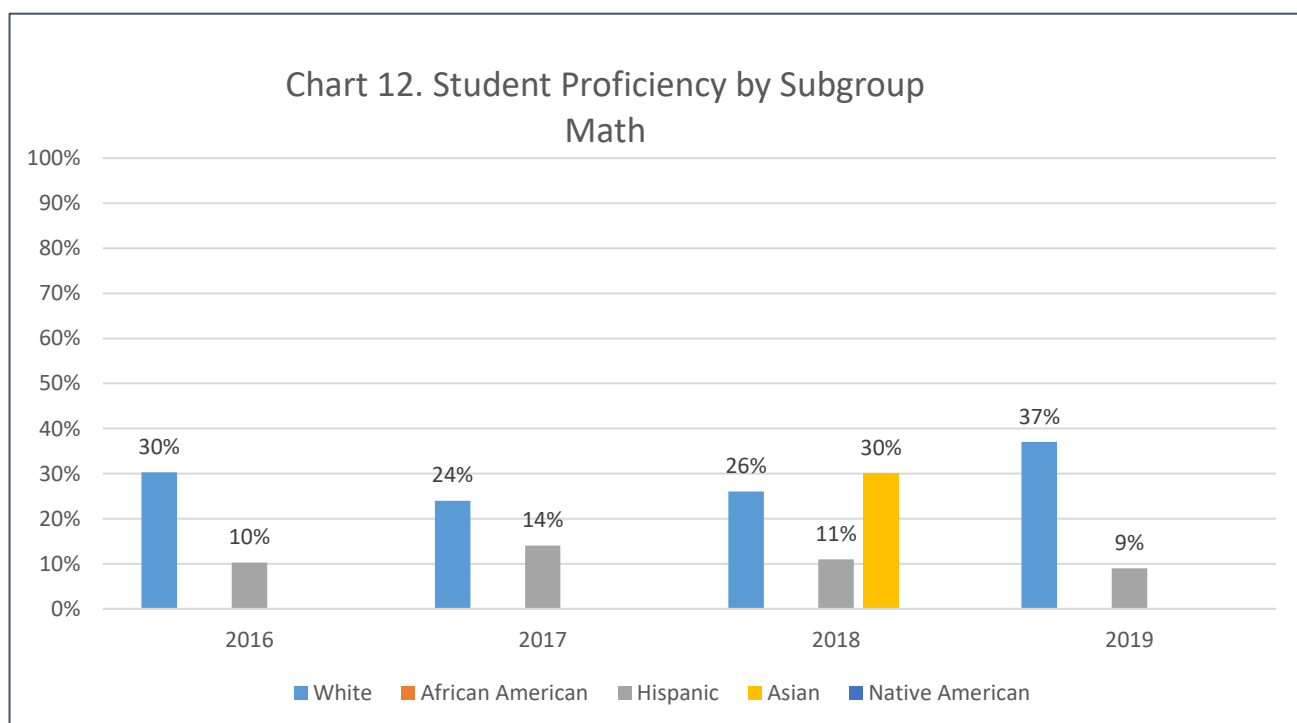
Subgroup – Lowest-Performing Students in Math



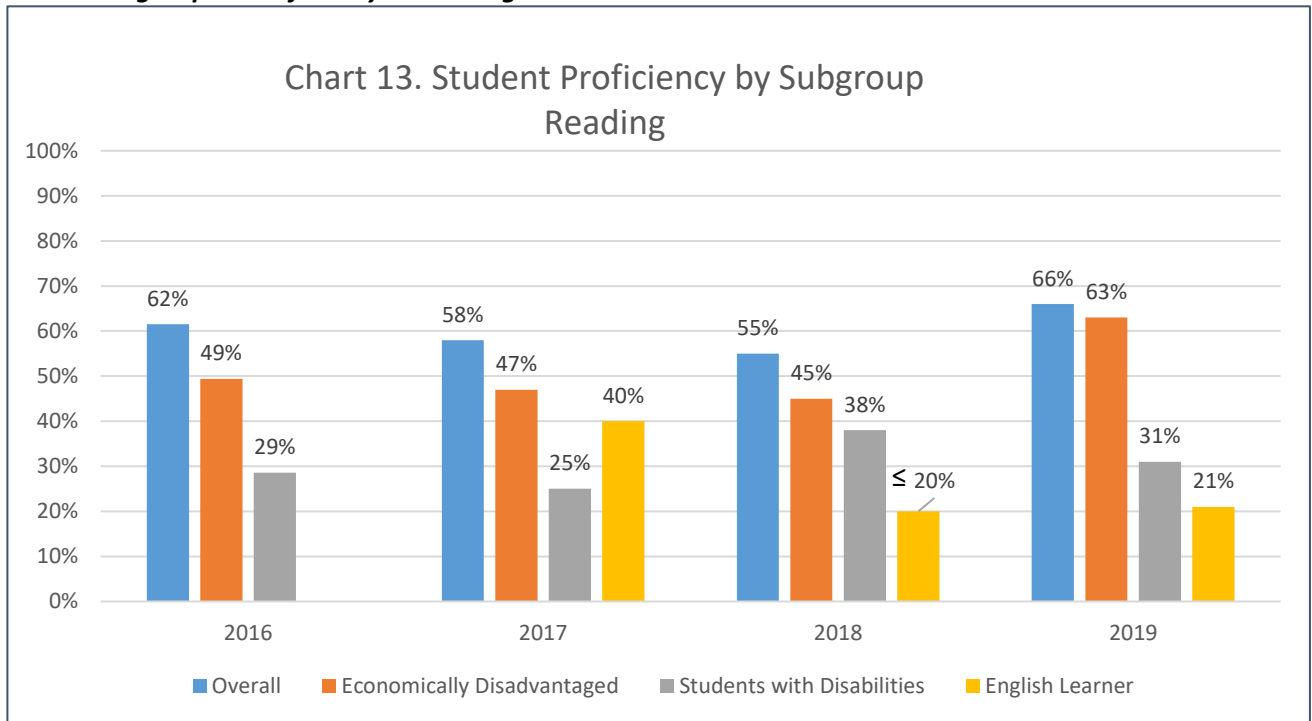
Race/Ethnicity Subgroups - Proficiency in Reading



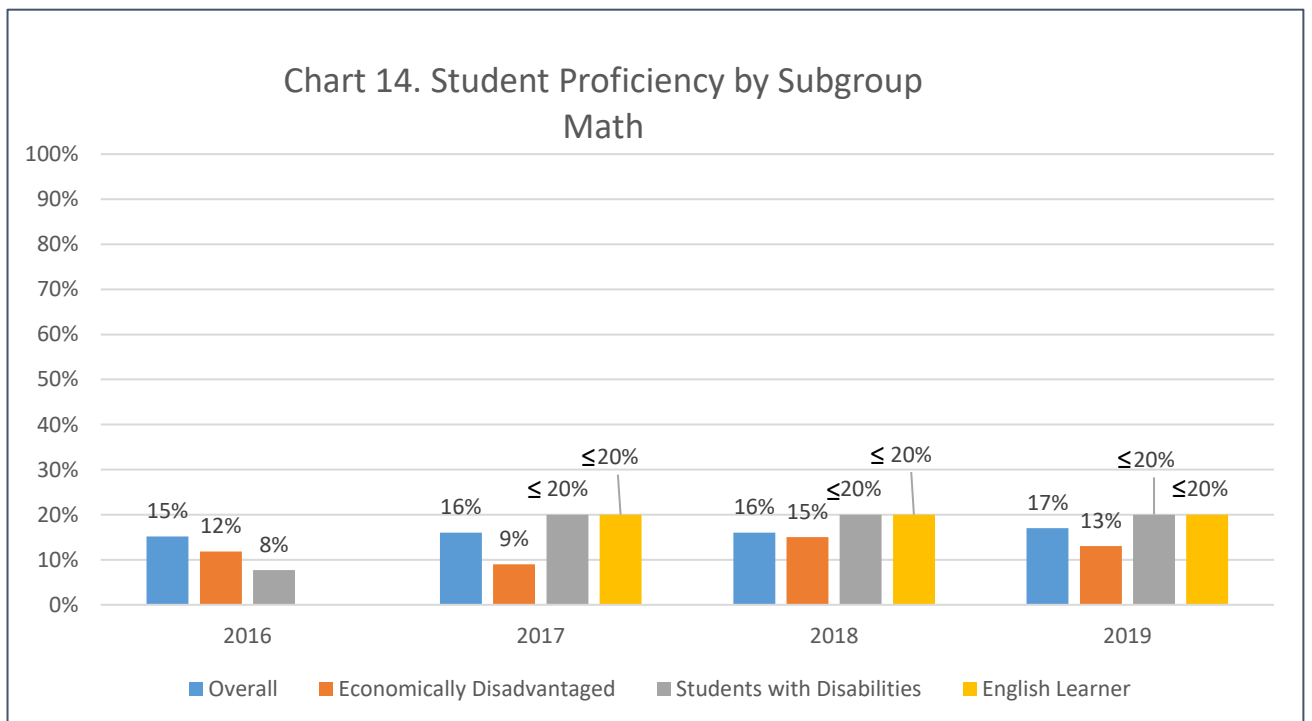
Race/Ethnicity Subgroups - Proficiency in Math



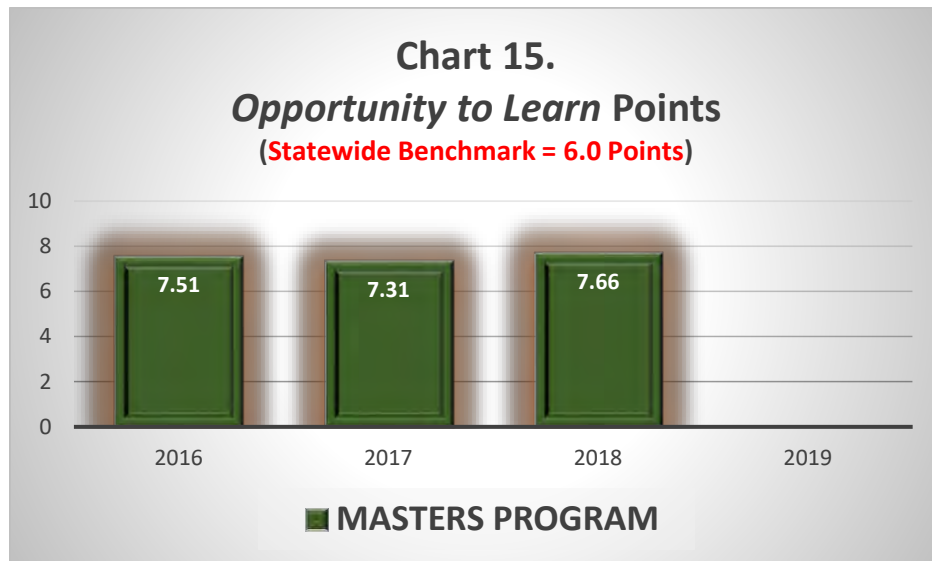
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

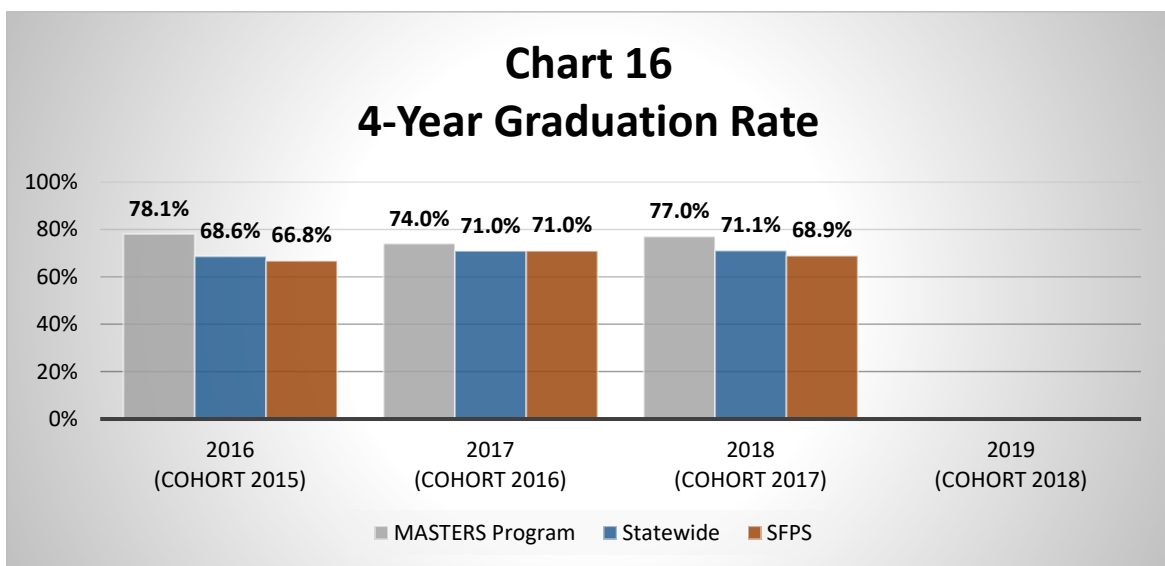


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



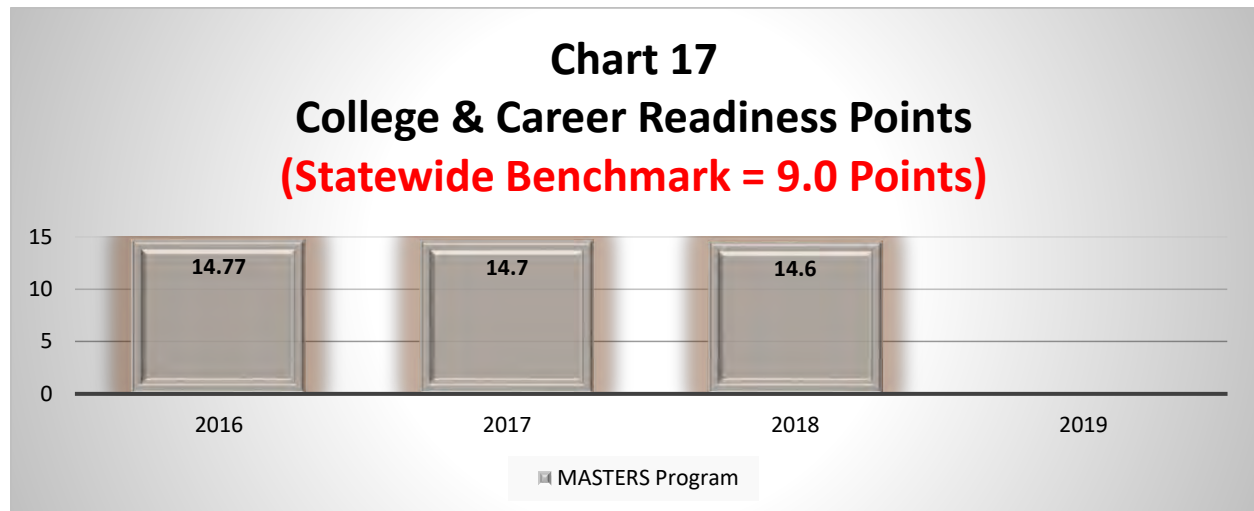
High School Graduation Rates for the 4-year cohort.

Please note that the data reported each year is for the prior year’s cohort of students.



College & Career Readiness (CCR): This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark¹. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



¹ See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. Graduating Seniors. Students graduating at the end of 12th grade who started at TMP in Grade 10 will graduate with an average of 30 college credit hours, with grade of A, B or C, accrued over their time at the school or will show improved skill levels. The school will meet the standard if 70-79% of seniors who started with The MASTERS Program in Grade 10 graduate with 30+ college credits OR have improved Accuplacer scores by two class levels in math, in sentence skills and in reading from 10th grade to 12th grade.
2. 10th grade math. Tenth grade students will demonstrate growth in mathematics skills as measured by The College Board Accuplacer. The school will meet the standard if 70% or more of 10th graders either tested into college level math OR demonstrated growth of a minimum of one class level in Mathematics as measured by the Accuplacer taken at the end of their 10th grade year, as compared to the baseline test taken at registration for grade 10.
3. 10th grade English. Tenth grade students will demonstrate growth in English Language Arts skills as measured by The College Board Accuplacer tests in Sentence Skills and Reading Comprehension. The school will meet the standard if 75% or more of 10th graders either tested into college level English OR demonstrated growth of a minimum of one class level in English as measured by the Accuplacer taken at the end of their 10th grade year.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2	Goal 3
2016	Exceeds	Does not meet	Does not meet
2017	Exceeds	Meets	Meets
2018	Exceeds	Exceeds	Meets
2019	Meets	Meets	Meets

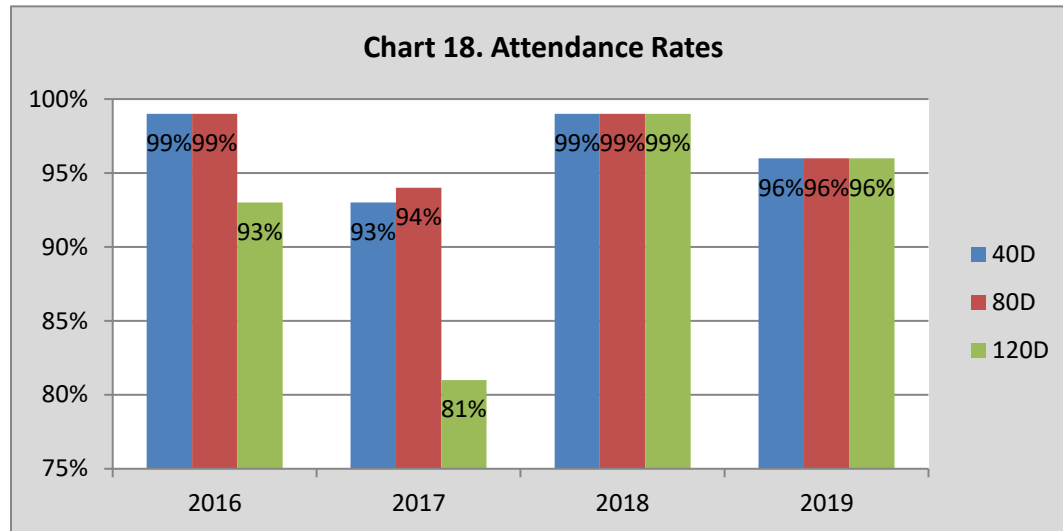
² Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

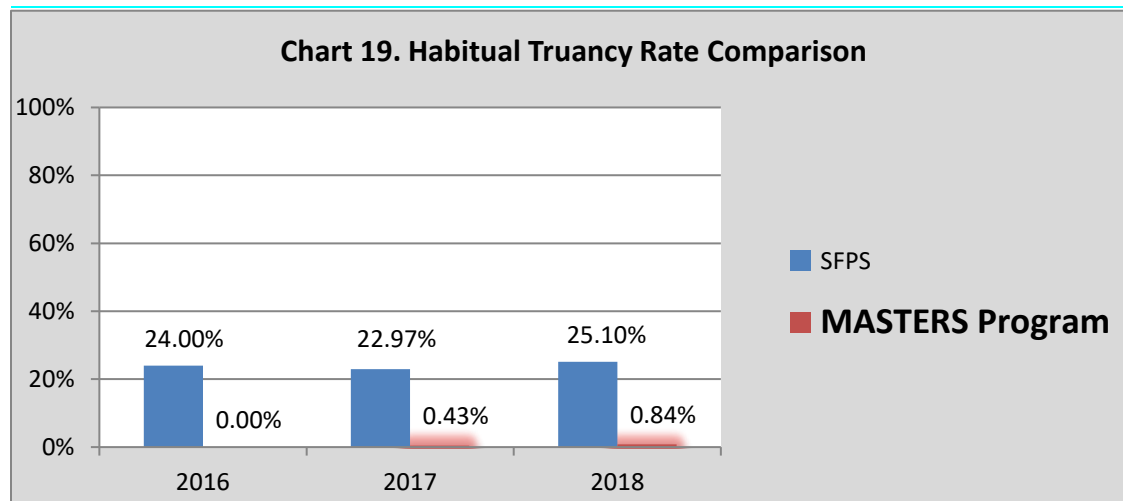
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 19 reflects the school's habitual truancy rate compared to the local district.

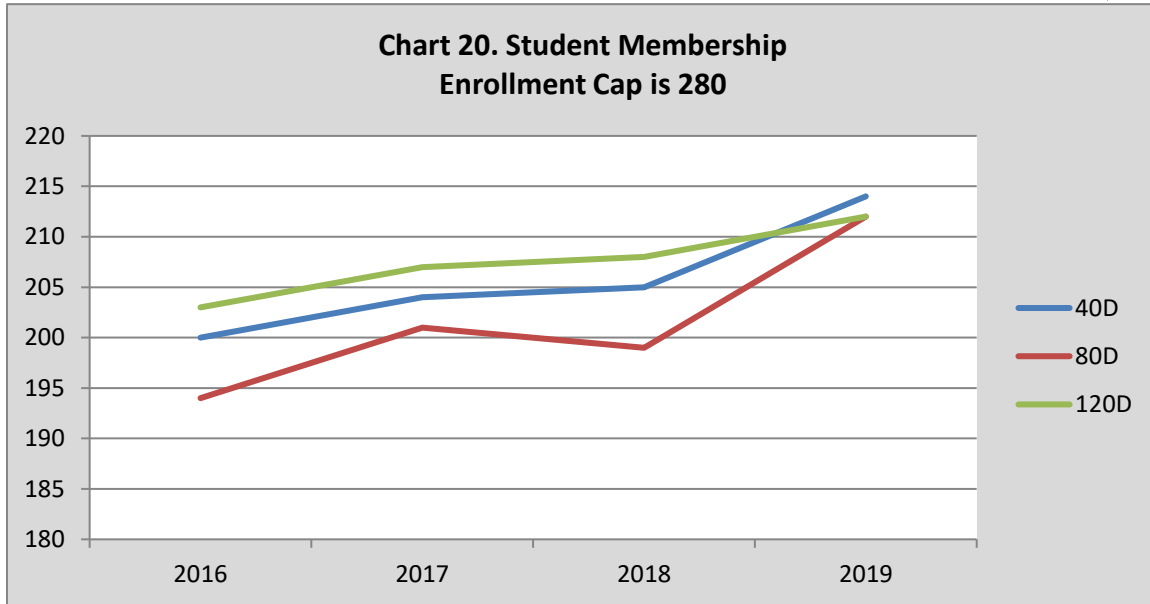
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



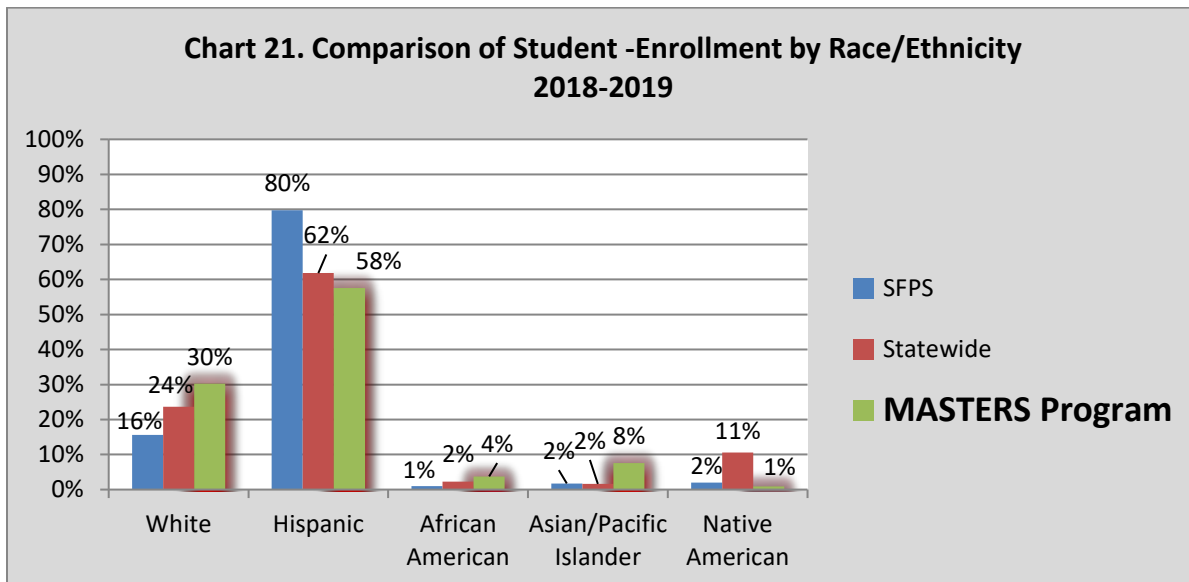
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

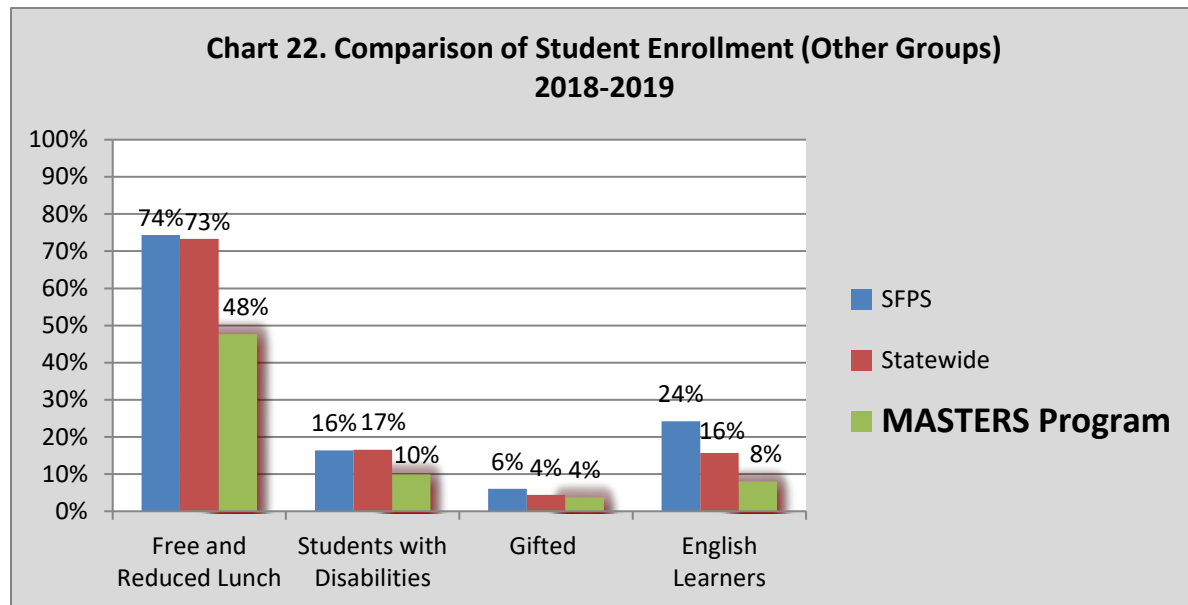


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

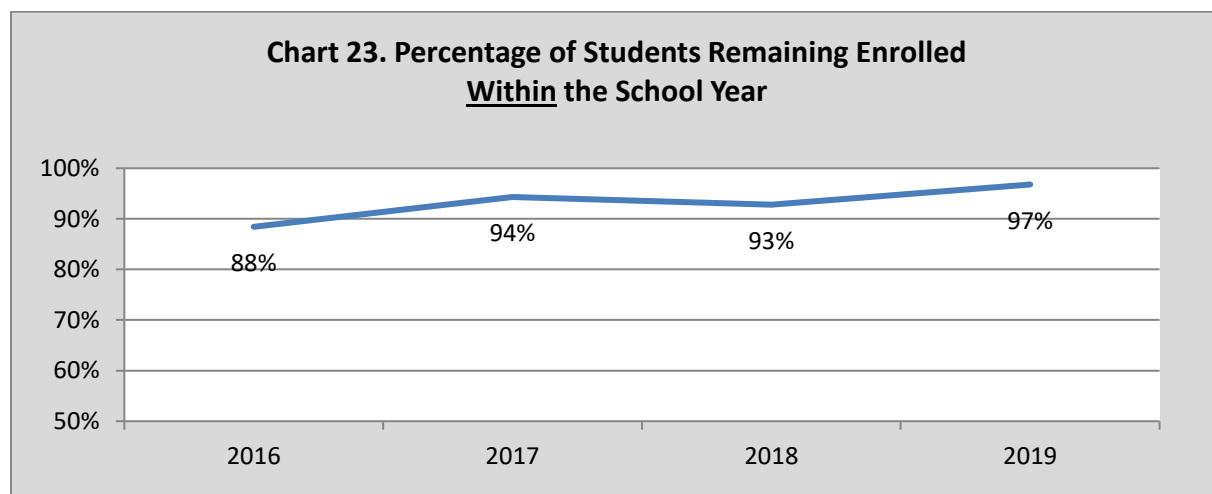


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

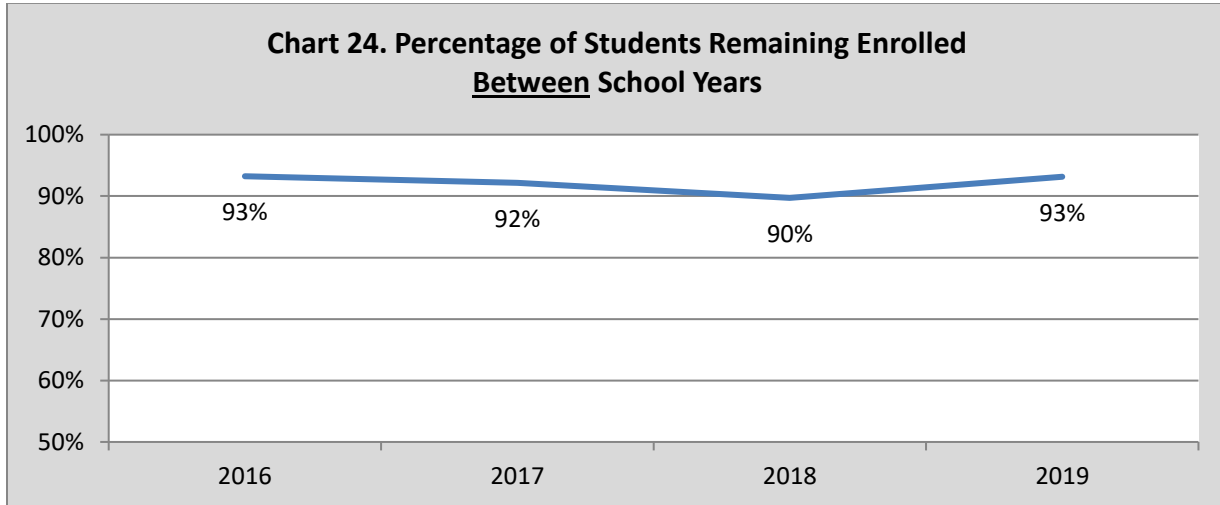
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

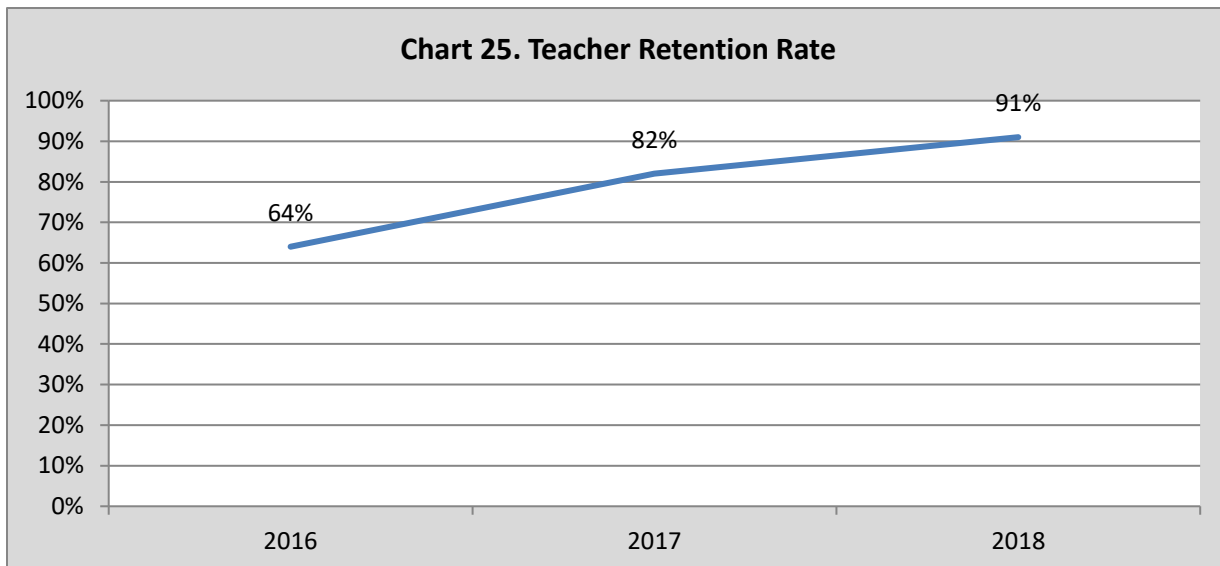


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	0	0	0
FY17	3	2	0
FY16	2	0	1

Summary of Most Recent Fiscal Report

In FY18, the school received no findings.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

As an early college high school, The MASTERS Program offers, between high school and college level courses, a vast array of opportunities for its students. We give students the freedom of college students but stress the need for responsibility when one is given freedom. We stress the value of a supportive, engaged community of teachers and learners who are moving toward higher and higher levels of education. We track attendance, timeliness, quality of work and engagement carefully as indicators of excellence. We create opportunities for community gatherings to discuss issues or to celebrate successes and talents.

The School also emphasizes service to the community and places major emphasis on creating a conscious community of compassionate and engaged students. To these ends, we offer “Friday Projects” that combine student interests with work in the Santa Fe community, including placements such as county trail maintenance, the animal shelter, the Food Depot and Habitat for Humanity. Regular conversations about what community means and about how we treat one another create an awareness that it is possible to have a school where everyone is welcome and feels safe and where kindness and cooperation are the everyday way of being.

Student – Focused Term(s).

Our commitment to our students is that we will offer an early college program that can meet the needs of a very diverse student body. High school courses are designed to build skills and prepare students for college level work, with a philosophy of “challenge with support.” Tutors are available for help, as well as teachers. Students may focus on a career area early and graduate from high school with a Certificate or an AA degree, or they may take a variety of courses in a variety of areas in order to find a possible career track.

We also work with all students to create a supportive community of engaged and compassionate people who value service to others and cooperation rather than competition. We state clearly that this is a school where everyone should feel safe to learn, free of any bullying or anyone making someone feel “less than.”

Teacher – Focused Term(s).

The School provides a work environment based on collaborative, shared decision-making. All staff members participate in staff meeting discussions to evaluate current effectiveness, design possible new initiatives and then evaluate again. Student input is sought as well. Focused, needs-based professional development is decided on by the group as well and then the best facilitators for that training are hired to come in to work with the staff. Recently the School applied for accreditation by AdvancEd, an international accrediting body; the decision to apply was made by the entire staff

and the application was reviewed by all before being sent in. The subsequent campus visit by an external team was very beneficial and the outcome validated our own sense of how we are doing.

Parent – Focused Term(s).

Our commitment to parents and community is to prepare students for college or education beyond high school, and to do so by setting an example of excellence, of supportive collaboration, of learning self-advocacy skills and by working with parents to make sure students are getting what they need. Parent/student/advisor grade conferences are convened three times per year and attendance is above 95%. Friday Projects are a community service delivery mechanism and involve all students in bettering their community.

3b. Organizational Performance Framework

The MASTERS Program	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	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	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has eight (8) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Ahlum Scarola		7/1/2017	Active	8	8	0
Gary Clendenen		7/1/2017	Active	8	8	0
Jennifer Sanchez			Resigned	8	8	0
John Triolo	President	7/1/2017	Active	8	8	0
Kelly Smith		7/1/2017	Active	8	8	0
Lori Spillman		6/12/2018	Active	8	8	0
Shalimar Krebs		7/1/2018	Active	8	8	0

Figure 7. Current governing council members.

*Training requirements reduced by any approved exemptions.

The board continues to have 8 members as they have designated 2 new members in FY19 Marcos Maez and Robert Gutierrez.



Part B—Progress Report

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)



Part B—Progress Report

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located. These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

School response:

My time at The Masters Program was an expansive and eye opening experience. The world of academia that this school offered me was a novelty, not only within the state of NM, but nation wide as well. I had attended many high schools, both public and charter across the U.S and nothing could have matched the level of tenacity at which the TMP faculty works with their students, the grasp they have in their community and the resources every individual contributes to make the very eclectic and unique community that is The Masters Program.
(Alum, Aug 11, 2017)¹

The following is the mission of The MASTERS Program:

The MASTERS Program is an early college charter high school committed to the development of engaged, compassionate students who value academic excellence and education beyond high school, service to others, and creating a conscious community.

Since opening in 2010, The MASTERS Program has made significant contributions to public education not only within the same grade levels and geographic area in which it is located, but also throughout the state of New Mexico. These contributions include:

¹ A student's experience reflected in a statement that appears on Niche.com, a website designed to assist the public in finding schools, companies, and neighborhoods of interest: <https://www.niche.com/k12/the-masters-program-santa-fe-nm/#reviews>

- A model and forerunner of Early College High Schools in New Mexico;
- A focus on academic excellence;
- An engaged community through service; and,
- A conscious community that is compassionate and based on kindness and appreciation of diversity.

Serving as a successful model and forerunner of Early College High Schools in New Mexico

The MASTERS Program has been one of the forerunners of the Early College movement that has recently been defined by the New Mexico Public Education Department (NMPED).² The MASTERS Program was one of five charter schools that participated in a survey of fourteen New Mexico Early College High Schools. Results are included in a 2017 consolidated report available on the Public Education Department website.³ This study contributed to the development of criteria for Early College High School Designation Status, which The MASTERS Program has earned.

In addition, The MASTERS Program is one of a few Early College High Schools that is located on a college campus. Students take their courses in classrooms on the Santa Fe Community College campus, where they follow a schedule that combines high school level courses taught by The MASTERS Program teachers and dual credit courses at the College taught by college faculty. Exposure to a college environment with all of its facilities teaches the students to take their education seriously and to use their independence wisely.

The MASTERS Program early college experience helps students, especially those who are first-generation college-bound, make a seamless transition to college after high school. As noted later in this document, The MASTERS Program staff believes that early college programs should benefit those who need it the most – those who have not seen themselves as college material and who may not have college-educated role models at home. Students require guidance and emotional support to navigate the complicated college process. Thus, The MASTERS Program reaches out to students and families who may not be aware of us as an option and follows up by making everyone who attends feel welcome and valued.

The MASTERS Program has been chosen to be one of eight affiliates of the Davis Scholarship of New Mexico program that offers 4-year scholarships to economically disadvantaged and/or first-generation students. This provides yet another incentive to students who struggle with balancing school and the need to work. We have had eight (8) students receive Davis Scholarships to date.

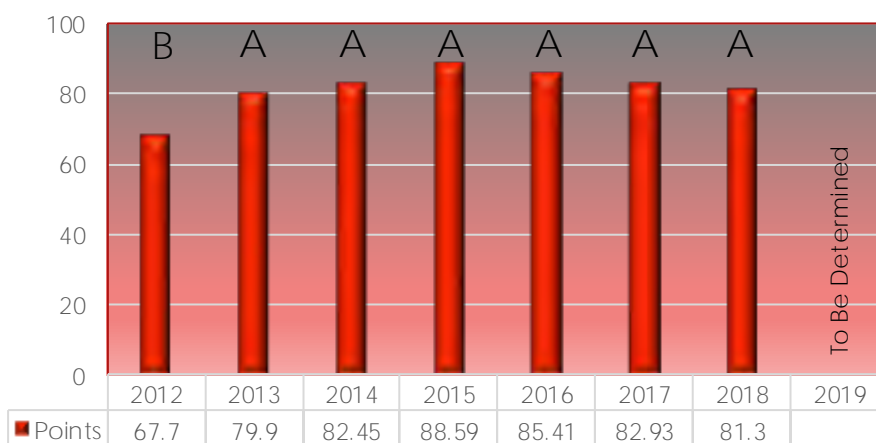
Academic Excellence

The MASTERS Program has consistently demonstrated academic excellence by earning **Final State Report Card Grades of A in 6 of the last 7 years.**

² <http://www.echs-nm.com/about/>

³ 2017 New Mexico Early College High Schools: Consolidated Report <http://www.echs-nm.com/wp-content/uploads/echss-all-perspectivesfinal.pdf>

The MASTERS Program
State Report Card Grades 2012-2019



The MASTERS Program was also recognized in 2018 as one of the ten highest-performing state charters in New Mexico as measured by PARCC proficiency in English Language Arts.⁴

In addition, on a popular website designed to assist the public in finding schools, companies, and neighborhoods of interest, Niche.com, The MASTERS Program was rated as “#8 of 52 Best Charter High Schools in New Mexico, #12 of 197 Best Public High School Teachers in New Mexico, #16 of 134 Best College Prep Public High Schools in New Mexico, and #266 of 2,015 Best Charter High Schools in America.”⁵

It is with great pride that The MASTERS Program staff note the percent of The MASTERS Program students eligible for the Free or Reduced Lunch (FRL) Program on the table below. This is the indicator used to determine economic disadvantage in families. Of the top eight Best Charter High Schools in New Mexico listed, The MASTERS Program serves the highest percentage of FRL-eligible students and also the highest percentage of Hispanic students – often the lowest performing and least served students in New Mexico.

We believe we are proof that a school can raise the educational level of all students if commitment is high enough. We have created a program that can serve students still struggling with basic skills in high school courses and those students who are already working at college level in college classes. While students’ schedules are individualized, and they may learn at different rates, we all come together in weekly Friday gatherings or grade level meetings and then in our Friday service projects that cross any academic divides.

The insistence on academic integrity and rigor is new for many students and is always tempered with support from teachers and teacher-tutors who know that teenagers require encouragement, a listening ear and supportive relationships if they are to be able to overcome discouragement and a sense of futility.

⁴ “2018 PARCC Briefing Packet” also known as “2017-18 Student Assessment Results July 2018”
<https://webnew.ped.state.nm.us/wp-content/uploads/2018/07/PARCCBriefingPacket2018.pdf> (Page 24)

⁵ <https://www.niche.com/k12/search/best-charter-high-schools/s/new-mexico/>

Niche.com Ranking	Best New Mexico Charter High Schools	NM 2018 State Grade	Free or Reduced Lunch (FRL)	Student Diversity		
				White	Hispanic	Other
#1	Cottonwood Classical Preparatory Academy	A	11.0%	48.6%	43.8%	7.7%
#2	Albuquerque Institute of Math & Science	A	0.0%	41.5%	41.5%	17.1%
#3	East Mountain High School	A	20.0%	67.4%	25.1%	7.4%
#4	Academy for Technology & the Classics	A	33.0%	42.6%	49.5%	8.0%
#5	New Mexico School for the Arts	A	18.0%	59.3%	29.9%	11.0%
#6	The ASK Academy	A	16.0%	49.7%	43.7%	6.7%
#7	Southwest Aeronautics Mathematics & Science Academy	C	37.0%	42.5%	48.3%	9.2%
#8	The MASTERS Program	A	49.0%	29.4%	62.3%	8.3%

An Engaged Community through Service

Our students are involved in community service throughout the year. We believe our service-learning program, which is one-fifth of our school week, is particularly important for teaching the non-academic skills (also known as “soft skills”) needed for college success and future employment. It is during community service that teachers, who are out with students, are building positive relationships that cross over into the classroom. It is in performing these services to the community that students learn and practice skills that include navigating interpersonal relationships, perseverance, critical thinking, leadership, teamwork, and problem solving. In addition, to help students assess their levels of engagement and set goals for growth, our teachers refer to this list of Characteristics of Successful People, which identifies these hallmarks of successful people: zest, grit, curiosity, optimism, gratitude, self-control in school work, self-discipline and social intelligence.

Community service partnerships have been established with numerous projects and venues including:

Friday Projects 2018-2019
Randall Davey Audubon Center and Sanctuary ⁶ PAWS (Promoting Animal Welfare Through Service at the SF Animal Shelter) Pinon Elementary School (Classroom Aides, Student tutors) Wildlife Conservation at Caja del Rio Wildlife Area The New Mexico Center for Therapeutic Horse Riding

⁶ Audubon article about The MASTERS Program wildlife project <http://nm.audubon.org/news/service-learning-randall-davey-audubon-center-sanctuary>

Trails and Public Lands (with Santa Fe City Trail Maintenance) Computer Technologies Music Performance and Art for Social Justice at Salazar Elementary School Mentoring at Cesar Chavez Elementary School Hydroponics, Aquaponics and Soilless Production Systems Film Production
Community Service Day Venues
SFCC Garden and West Wing Entrance Landscaping Pasa Tiempo Senior Living Facility Santa Fe Food Depot Santa Fe Community Farm Santa Fe Watershed Association Arroyo Chamiso Cleanup Santa Fe Botanical Gardens Santa Fe County Trail Maintenance Santa Fe Railyard Park Kingston Senior Residence

Maintaining a conscious community that is compassionate and based on kindness and appreciation for diversity

The culture of The MASTERS Program is a critical element for both student and staff success. Along with working toward academic excellence and providing service to the broader community, maintaining a conscious school community that is compassionate and based on kindness and respect for diversity is essential to the success of The MASTERS Program. Our Friday morning gatherings are foundational to maintaining our community – a place to discuss our values or respond to a TED talk or discuss issues facing the community. We include verbal appreciations for others in these gatherings to counteract the unfortunate focus on the negative that we see in our culture today.

Students find The MASTERS Program main office, which houses 13 staff members in close proximity, to be a place of humor and kindness, answers to questions, and a source of needed snacks. A recent book, *The Culture Code* by Daniel Coyle⁷ discusses the research showing that close proximity and social connection create “collisions” that result in community and cohesion as well as creativity. Students are always in this space seeing the adults interact with one another as friends and colleagues, talking to teachers, and looking for the needed snacks that are always available.

⁷ Coyle, Daniel 2018 *The Culture Code: The Secrets of Highly Successful Groups*, Bantam Books, New York.

Overall I really like The MASTERS Program it has allowed me to meet a new potential, as well as, discover and harness many of my skills. I am graduating with two associate degrees one in Psychology and the other in Criminal Justice. The ability to be closer with the instructors and get help in almost anything we need definitely boosted my ability in school, and made me want to do good instead of feeling forgotten among a crowd. The school also placed us in classes that they knew we could handle but would find challenging enough to keep us engaged. Not only did they give us a good environment to learn but they also encouraged a strong community and allowed us to bond through actions which aided the city. We did plenty of volunteer work from helping in food shelters to cleaning mountain trails forming bonds and connections with each other and helping out where we could. (Senior, Feb. 28, 2017)⁸

⁸ A student's experience reflected in a statement that appears on Niche.com: <https://www.niche.com/k12/the-master-program-santa-fe-nm/reviews/?category=Overall-Experience&rating=Excellent>

2. Academic 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 or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract *AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018* do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

The MASTERS Program (TMP) maintained an overall letter grade of A in each year of the term of the charter contract. Only one indicator, Graduation, received a grade below C. Therefore, the following narrative focuses on improvement of graduation rates and thereby improvement of TMP's overall letter grade score (total points earned) using the 2018 school grading model for reference.

The 2018 School Grade Report reports TMP's graduation rates as follows:

- Cohort of 2017 4-Year Rate was 77%
- Cohort of 2016 5-Year Rate was 83%
- Cohort of 2015 6-Year Rate was 83%.

The recently released 2019 4-Year Graduation Rates show that TMP's Cohort of 2018 is now at 82%, an increase of 5 percentage points over the Cohort of 2017 4-Year Rate. 5- and 6-Year Rates are not yet available.

To demonstrate how The MASTERS Program is performing in relation to the surrounding district high schools, the table below compares the graduation rates of The MASTERS Program, Capital High School and Santa Fe High School.

	The MASTERS Program	Capital High School	Santa Fe High School
Cohort of 2018 4-Year Rates	82%	73%	75%
Cohort of 2017 4-Year Rates	77%	70%	68%
Cohort of 2016 5-Year Rates	83%	77%	78%
Cohort of 2015 6-Year Rates	83%	74%	77%

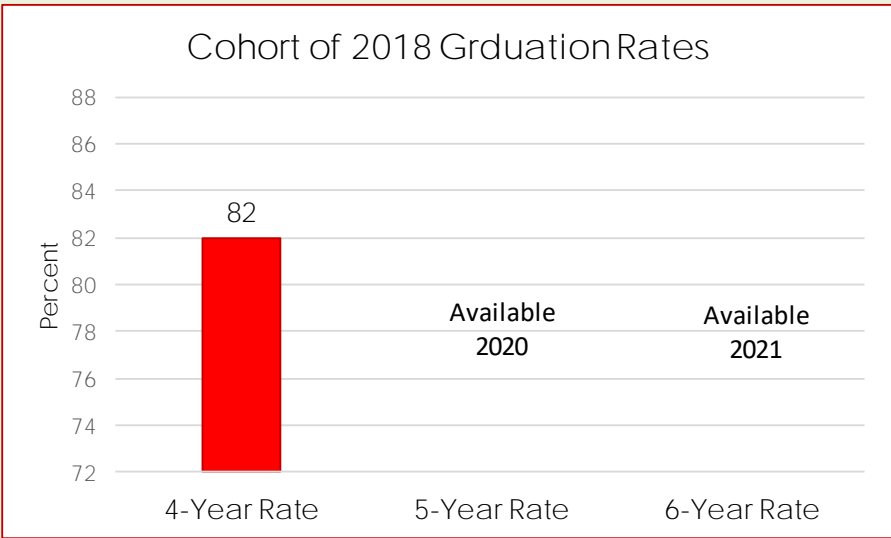
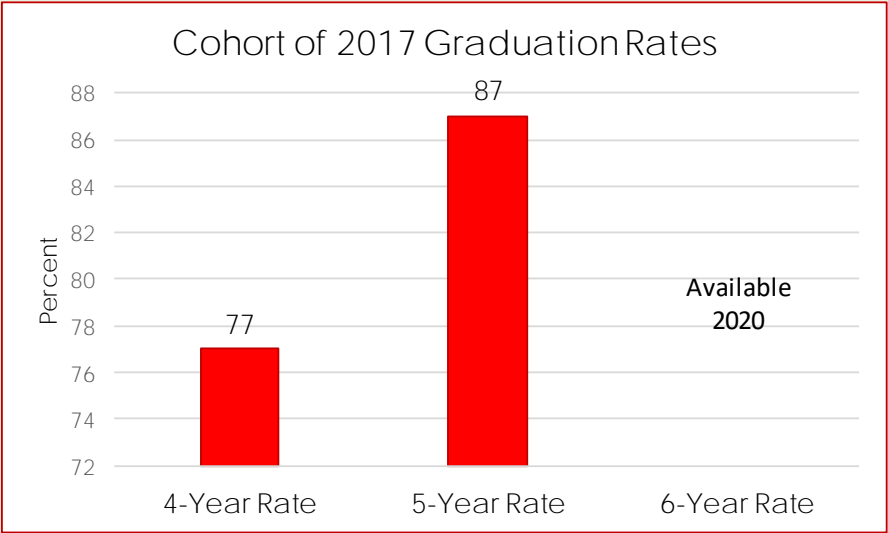
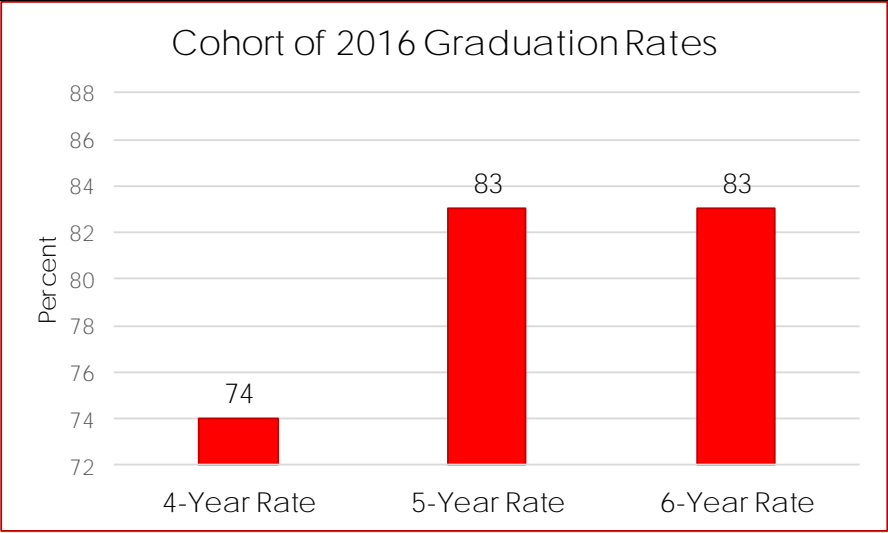
TMP's graduation rates exceed those of the two high schools in the local district, Santa Fe Public Schools.

Based on the school grading model, schools are expected to increase the number of "on-time" (4-year) graduates. Students may take 5 or 6 years or more to graduate and schools receive some credit for these later students. However, these graduates merit fewer points in the school grading model than the "on-time" graduates that finish in 4 years.⁹

The following charts track each cohort's 4-year, 5-year and 6-year graduation rates.¹⁰

⁹ https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/ACC_Graduation_instructionalguides_Graduation.Cohort.FAQs_.pdf

¹⁰ <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>



As demonstrated in the charts above, the 4-year graduation rates of the 2016, 2017 and 2018 cohorts have increased over the three-year period. Although some cohort data is not yet available, the trend is clear. TMP is increasing the “on time” graduation rate of its seniors.

Root causes affecting “on-time” graduation rates:

The concept of an “on-time” graduation rate that covers all students in the United States is arbitrary and does not take into account the diversity of students served in public schools. We need to create a level playing field for all students. As students enter The MASTERS Program from out of state, from local public schools, from private schools, and from home-schooling, we see a broad range of ability levels, motivation levels and life circumstances, all of which affect students’ performance. The majority of incoming students need significant work to get them ready to do the academic work that is needed for college-level success. Many are visibly discouraged and demonstrate a low level of motivation and lack of interest in increasing their academic performance.

In addition, our insistence on academic integrity and rigor is new for many students. While It is always tempered by supportive teachers and teacher-tutors who know that teenagers require encouragement, a listening ear and the knowledge that people care, it can take time for students to choose to work hard. The fear of failure is huge and the willingness to put oneself out there is scary.

TMP takes the above into consideration from the first registration meeting when we introduce students and parents to what is required to graduate from TMP. We use a credit map that is filled in at the end of each semester so students and their parents can see progress toward completing all of the credit requirements. We meet three times a year in advisor/student/parent conferences to talk about possibilities and career paths. As we have noted above, our graduation rate has gone up. But, since we do our best to attract students who need us the most -- students who know they are struggling and know that they need a school that will help them learn – it is inevitable that we will always have a certain percentage of students who need more than 4 years of high school to be ready to move on. We feel schools should be rewarded for graduating students, no matter how much time it takes them.

Actions taken to address the root causes:

4-year graduation rates do not reflect what students know or their level of motivation is, only coursework completed. Actions taken are intrinsic to our mission and our commitment to three intertwined goals: 1) Working towards academic excellence; 2) A conscious school community that is compassionate and based on kindness; and, 3) Service to the community at large.

Specific actions include:

1. Action: We do not only use student transcripts to develop individual student schedules; we use the College Board ACCUPLACER diagnostic assessments to provide us with information on each

student's strengths and weaknesses to enhance college preparedness and academic performance. We require all incoming students to take the ACCUPLACER and use those scores as a more reliable indication of achievement than grades or credits when we place students in classes. This has saved many students from being placed into courses above their skill level which in turn can lead to failure and more resistance to learning. Ultimately, we get students on track faster by properly placing them.

Evidence: Assessment results in each student's cumulative file.

2. Action: Academic Planning takes place with TMP's staff and during 3X yearly advisor/student/faculty grade conferences (at which we have 95% attendance). Students are scheduled into courses to meet graduation requirements and to explore career and personal interests. College coursework through dual credit courses is incorporated to expand exploration of options, build scholastic efficacy, and expedite post-secondary endeavors. The State of New Mexico's Next Step Plan, official transcripts, and TMP credit maps are used in academic planning to ensure clarity, accuracy and completeness.

Evidence: Student placement documentation including schedules in each student's cumulative file.

3. Action: Maintaining the culture of TMP is a critical element for both student and staff success.

We maintain a conscious community that is compassionate and based on kindness, gratitude and appreciation for diversity. Our Friday morning gatherings are one of the strengths of maintaining our community – a place to discuss issues facing the community, hear a lecture, or respond to a TED talk. We include verbal appreciations for others in these gatherings to counteract the unfortunate focus on the negative that we see in our culture today. Our goal is to pull students into our community so that they feel safe and connected and can weather the hard times.

All students participate in our service-learning program on Fridays. These Friday Projects are particularly important for addressing the non-academic skills (also known as “soft skills”) needed for college success and future employment. It is in performing these services to the Community that students learn and practice skills that include navigating interpersonal relationships, perseverance, critical thinking, leadership, teamwork, and problem solving.

Evidence: Friday meetings and Friday Projects.

4. Action: As part of our culture, students are always welcome in TMP's main office. Students find the TMP main office which houses 13 staff members in close proximity to be a place of humor and kindness, academic assistance, and a source of needed snacks. A recent book, *The Culture Code* by Daniel Coyle¹¹ discusses the research indicating that close proximity and social connection create “collisions” that result in community and cohesion as well as creativity. Students are always in this space seeing the adults interact with one another as friends and colleagues, getting help with homework and using student computers.

¹¹ Coyle, Daniel 2018 *The Culture Code: The Secrets of Highly Successful Groups*, Bantam Books, New York.

Evidence: The culture described is observable in the TMP main office at any time during the school day.

5. Action: Because of the low skill levels of many of our incoming students, we put into place a tutoring table, staffed by certified teachers (some of whom retired from TMP) so that students have a welcoming, non-judgmental place to get help with challenging work. Over time, we have made sure that it is located in a place that is central and open to anyone seeking help between 8:00 am and 4:00 pm.

Evidence: The tutoring table is observable throughout the school day.

Measurable Successes:

1. Success: Our 4-year graduation rate has increased over the previous three-year period. The cohort of 2016 4-year rate was 74%, the cohort of 2017 4-year rate was 77% and the cohort of 2018 4-year rate was 82%.

Evidence: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

2. Success: TMP maintained an overall letter grade of A in each year of the term of the charter contract.

Evidence: 2016, 2017 and 2018 School Grading Report Cards

3. Success: TMP, as a high-performing school, actively seeks students who are not the strongest but who want to learn and then helps them to succeed.

Evidence: Assessment results, transcripts and credit maps in each student's cumulative file.

Concluding Comments:

Families come to us saying they have heard students are happy here and feel cared for and supported. They know we will work with their students who haven't done well in the past and provide opportunities outside of school that benefit the highest and the lowest achievers. We are proud of our record and especially proud of the students who have overcome great odds to get through high school – even if it has taken them more than 4 years to do so.

Much of our success is in how we treat students. We try to find a way to reach each student and we hold on to the kids until they graduate. To do so, we are willing to accept a lower rating in the State's accountability measures.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

School response:

The MASTERS Program (TMP) presents a summary analysis of performance on each of its three school-specific goals over the term of the contract, including visual representations of the longitudinal data that demonstrate the progress of the school. The goals include: Graduating Seniors College Credits, 10th Grade Math Improvement, and 10th Grade English Improvement. The following table summarizes the levels of achievement for each goal in each year.

Goals	2015-16	2016-17	2017-18	2018-19
Graduating Seniors	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
10 th Grade Math	Does Not	Exceeds	Exceeds	Exceeds

	Meet Standard	Standard	Standard	Standard
10th Grade English	Does Not Meet Standard	Exceeds Standard	Meets Standard	Meets Standard

GOAL: GRADUATING SENIORS

Students graduating at the end of 12th grade who started at TMP in Grade 10 will graduate with an average of 30 college credit hours, with grade of A, B or C, accrued over their time at TMP or will show improved skill levels.

Exceeds Standard: *80% of seniors who started with TMP in Grade 10 graduate with: 30+ college credits OR Have improved Accuplacer scores by two class levels in math, in sentence skills and in reading from 10th grade to 12th grade*

Meets Standard: *70-79% of seniors who started with TMP in Grade 10 graduate with 30+ college credits OR Have improved Accuplacer scores by two class levels in math, in sentence skills and in reading from 10th grade to 12th grade*

Does Not Meet Standard: *60- 65% of seniors who started with TMP in Grade 10 graduate with 30+ college credits OR Have improved Accuplacer scores by two class levels in math, in sentence skills and in reading from 10th grade to 12th grade*

Falls Far Below Standard: *The school does not meet any of the standards set forth above.*

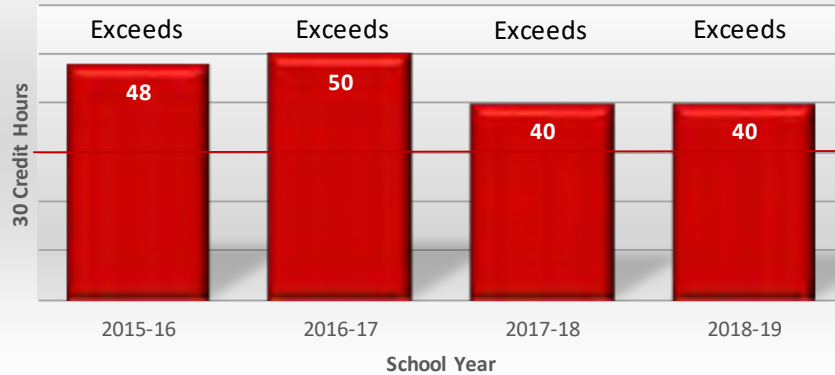
Analysis

The MASTERS Program recognizes that the way in which the “Graduating Seniors” goal was written allows for more than one interpretation for measuring its success. In consultation with Charter Schools Division staff, it was agreed that the following statement from the goal will serve as the guide for measurement:

Students graduating at the end of 12th grade who started at TMP in Grade 10 will graduate with an average of 30 college credit hours, with grade of A, B or C, accrued over their time at TMP.

Therefore, an average of 30 college credits serves as the target to meet or exceed. The following chart illustrates the average credit hours accrued.

**Goal: Graduating Seniors
Average Credit Hours with a Grade of A, B or C**



The MASTERS Program “EXCEEDED THE STANDARD” of the average goal of 30 college credits in each year of the Charter Contract Term.

GOAL: 10th GRADE MATH

Tenth grade students will demonstrate growth in mathematics skills as measured by The College Board Accuplacer. Incoming 10th graders will test in spring prior to entering the school when they are registering for the fall and that score will be used as the baseline. They will test again at the end of the year.

Exceeds Standard: 75% or more of 10th graders either tested into college level math OR demonstrated growth of one class level in Mathematics as measured by the Accuplacer taken at the end of their 10th grade year AND 15% or more of the 10th graders not testing into college level math moved up more than one class level.

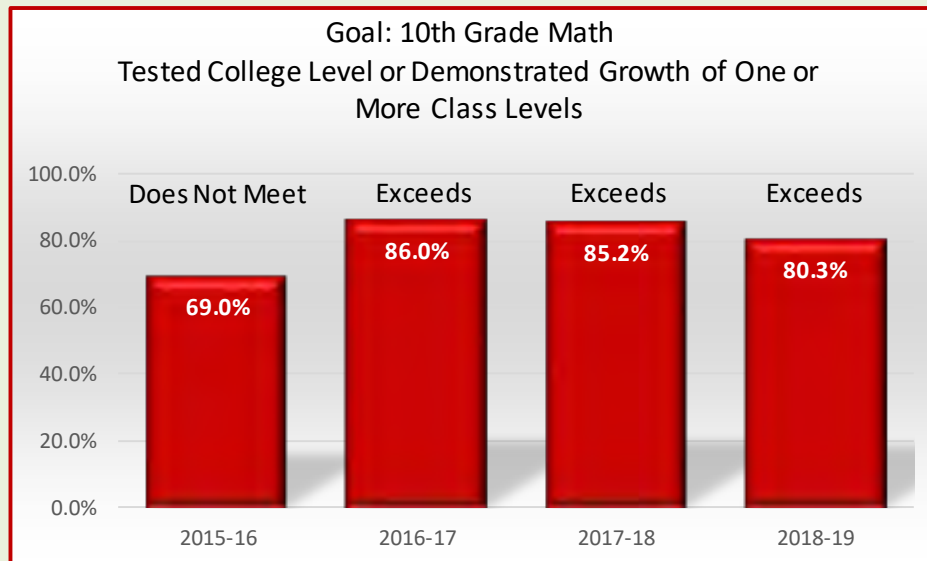
Meets Standard: 70% or more of 10th graders either tested into college level math OR demonstrated growth of a minimum of one class level in Mathematics as measured by the Accuplacer taken at the end of their 10th grade year.

Does Not Meet Standard: 65 - 69% of 10th graders either tested into college level math OR demonstrated growth of one class level in Mathematics as measured by the Accuplacer taken at the end of their 10th grade year.

Falls Far Below Standard: Less than 65% of 10th graders tested into college level math or demonstrated growth of one class level in Mathematics as measured by the Accuplacer taken at the end of their 10th grade year.

Analysis

The following chart illustrates the percent of 10th grade students who either tested into college level math or demonstrated growth of one class level or more in Mathematics as measured by the Accuplacer Assessment:



The MASTERS Program “EXCEEDED THE STANDARD” of the goal (75%) in three of the four years of the Charter Contract Term. In the first year (2015-16) the results of the goal fell one percentage point below the “Meets Standard” level of 70%. Therefore, The MASTERS Program “DID NOT MEET THE STANDARD” in 2015-16.

Root Causes of 2015-16 “Does Not Meet”

We did not fully understand the lack of reliability of the information provided by incoming students’ transcripts. Many students had received credit for classes in which they had not gained the necessary skills needed for the next levels. Thus, when we placed them in the next level math class and they were faced with work they did not understand, both teachers and students were frustrated and discouraged. Students had no idea that their preparation was seriously lacking and that the consequence was that they were not ready for what should be the next level of math.

Actions Taken:

1. **Action:** We stopped using transcripts to place students. Instead, we required each student to take the College Board Accuplacer diagnostic assessments prior to registration to provide us with a far more accurate assessment of their skill level. This allowed us to place students in appropriate courses to get them on track to success.

Evidence: Assessment results in each student’s cumulative file.

2. **Action:** We created an Applied Math Class as a way of teaching students who showed transcript credit for Algebra 1 but did not actually know Algebra 1. We also put in an elective math review class to use as needed for students who need skill building even below the level of Algebra 1.

Evidence: Course Lists.

3. *Action:* We put into place a tutoring table staffed by certified teachers (some who retired from TMP) so that students would have a welcoming, non-judgmental place to get help with challenging work any time between 8:00 a.m. and 4:00 p.m. We wanted to be sure there were no excuses for not learning.

Evidence: The tutoring table any day.

Measurable Successes:

1. *Success:* TMP met or exceeded school-specific 10th grade goal in 2016-17, 2017-18 and 2018-19.

Evidence: Assessment results in each student's cumulative file.

2. *Success:* Improvement in learning math skills.

Evidence: We use Accuplacer testing as our short cycle assessment, both at mid-year and at the end of the year. Although we missed our goal this year (2015-16), our progress was still clear - and has continued to be.

GOAL: 10th GRADE ENGLISH

Tenth grade students will demonstrate growth in English Language Arts skills as measured by The College Board Accuplacer tests in Sentence Skills and Reading Comprehension. Incoming 10th graders will test in April or May when they are registering for fall and that score will be the baseline. They will test again at the end of the year.

Exceeds Standard: 85% or more of 10th graders either tested into college level English OR demonstrated growth of one class level in English as measured by the Accuplacer taken at the end of their 10th grade year AND 15% or more of the 10th graders not testing into college level English moved up more than one class level.

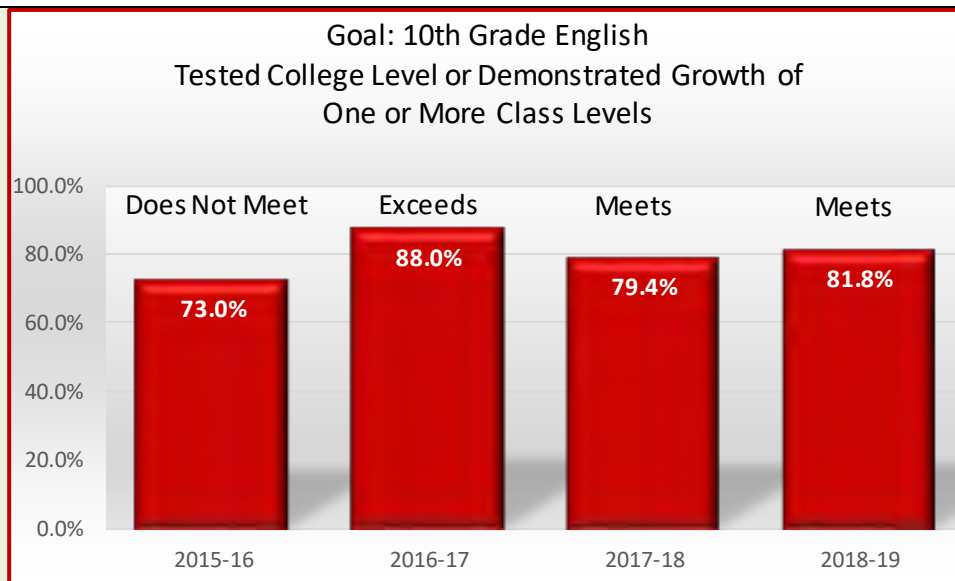
Meets Standard: 75% or more of 10th graders either tested into college level English OR demonstrated growth of a minimum of one class level in English as measured by the Accuplacer taken at the end of their 10th grade year.

Does Not Meet Standard: 70-74% of 10th graders either tested into college level English OR demonstrated growth of one class level in English as measured by the Accuplacer taken at the end of their 10th grade year.

Falls Far Below Standard: Less than 70% of 10th graders either tested into college level English or demonstrated growth of one class level in English as measured by the Accuplacer taken at the end of their 10th grade year.

Analysis

The following chart illustrates the percent of 10th grade students who either tested into college level English or demonstrated growth of one class level or more in English as measured by the Accuplacer Assessment:



The MASTERS Program “MET THE STANDARD” of the goal (75%) in 2017-18 and 2018-19 and “EXCEEDED THE STANDARD” of the goal (85%) in 2016-17. In the first year (2015-16), however, the results of the goal fell two percentage points below the “Meets Standard” level of 75%. Therefore, The MASTERS Program “DID NOT MEET THE STANDARD” in 2015-16.

Root Causes of 2015-16 “Does Not Meet”

We did not fully understand the lack of reliability of the information provided by incoming students’ transcripts. Many students had received credit for classes for which they had not gained the necessary skills needed for the next levels. It was clear that the challenge level at many schools was very low and skills were extremely low.

Actions Taken:

1. **Action:** We stopped using transcripts to place students. Instead, we required each student to take the College Board Accuplacer diagnostic assessments prior to registration to provide us with a score in both reading and in sentence skills (writing). This allowed our English teachers to have more information on what the incoming grade needed most.
Evidence: Assessment results in each student’s cumulative file.
2. **Action:** We created an English elective course for our lowest scoring students and had our Special Ed Coordinator work with our 10th grade English teacher to identify potential learning issues.
Evidence: Student transcripts.
3. **Action:** We put into place a tutoring table staffed by certified teachers (some who retired from TMP) so that students would have a welcoming, non-judgmental place to get help with challenging work.

Evidence: The tutoring table in action any day.

4. *Action:* We use a program called Reading Plus with some of our lowest students to increase reading efficiency and speed.

Evidence: Scores of students in cumulative files.

Measurable Successes:

1. *Success:* TMP met or exceeded school-specific 10th grade English goal in 2016-17, 2017-18 and 2018-19.

Evidence: Assessment results in each student's cumulative file.

2. *Success:* Improvement in Accuplacer Scores and students testing into College level English before graduating from high school.

Evidence: Assessment results and transcripts in student cum files.

3. Financial Compliance

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.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY18	0	N/A - No Findings	No actions necessary; however, Business Manager will continue to review policies and procedures with staff and obtain signed acknowledgements.
FY17	3	2014-002 Procurement Documentation – (Control Deficiency) Modified and Repeated: 1 Student Activity Fund \$1,500 disbursement was not supported by a purchase requisition.	<p><i>Root Cause:</i> School personnel did not follow established procurement policies of the School.</p> <p><i>Improvement Actions:</i></p> <ul style="list-style-type: none"> • Business Manager reviewed purchasing policies with staff on 8/9/17; Staff signed acknowledgement of The MASTERS Program purchasing policies. • Purchasing policies were again reviewed with staff on 11/6/2017 and step-by-step instructions were handed out. <p><i>Specific Evidence of Improvement Action:</i></p> <ul style="list-style-type: none"> • Purchasing policies; • step-by-step instructions; • Signatures of staff verifying acknowledgement of purchasing policies. <p><i>Measurable Success Resulting from the Improvement Action:</i> The finding was noted as “resolved” in FY18.</p>

			<p><i>Specific Evidence of Success:</i> PED FY18 Audit Report, Vol. II pg. 292</p> <p><i>Corrective Action Plan and evidence available on site for CSD review during the Renewal Site Visit.</i></p>
		<p>2014-003 Personnel Files – (Compliance) Modified and Repeated: 1 employee file was missing evidence of a certification signature on the federal form I-9.</p>	<p><i>Root Cause:</i> School personnel failed to obtain the certification signature on an employee’s Federal Form I-9.</p> <p><i>Improvement Actions:</i></p> <ul style="list-style-type: none"> • All current employee personnel files were reviewed by the Business Manager to verify I-9 forms were complete. • Forms were updated and required corrections were documented in the files using guidance by USCIS. • The improvement actions were implemented by 10/30/2017. <p><i>Specific Evidence of Improvement Action:</i> Review of all personnel files will verify I-9 forms were completed correctly and contain a certification signature.</p> <p><i>Measurable Success Resulting from the Improvement Action:</i> The finding was noted as “resolved” in FY18.</p> <p><i>Specific Evidence of Success:</i> PED FY18 Audit Report, Vol. II Pg. 292</p> <p><i>Corrective Action Plan and evidence available on site for CSD review during the Renewal Site Visit.</i></p>
		<p>2017-001 Timely Deposits – (Compliance); During the fall 2016 registration process, 50 of 83 student activity fee collections</p>	<p><i>Root Cause:</i> School personnel did not follow established procedures to deposit the money in a timely manner.</p>

		included in \$4,150 total cash receipts were not deposited timely.	<p><i>Improvement Action:</i> The Business Manager reviewed policies specific to timely deposits with staff responsible for collecting and receipting monies on 11/6/2017.</p> <p><i>Specific Evidence of Improvement Action:</i> Meeting 11/6/2017 Audit Findings/TMP Procedures Agenda and Sign-In Sheet</p> <p><i>Measurable Success Resulting from the Improvement Action:</i> The finding was noted as “resolved” in FY18.</p> <p><i>Specific Evidence of Success:</i> PED FY18 Audit Report, Vol. II Pg. 292</p> <p><i>Corrective Action Plan and evidence available on site for CSD review during the Renewal Site Visit.</i></p>
FY16	2	<p>2014-002 Procurement Documentation (Significant Deficiency):</p> <p>1 disbursement PO was after the invoice date; 1 disbursement invoice exceeded PO by \$50; 1 disbursement missing proof of receipt; 1 purchase where amount was overpaid by \$40; and 1 purchase where contract time was not approved by the program manager.</p>	<p><i>Root Cause:</i> School personnel did not follow established procurement policies of the School.</p> <p><i>Improvement Actions:</i></p> <ul style="list-style-type: none"> • Management reviewed Procurement Policies with Staff on 8/11/2016. Staff were required to sign acknowledgement of The MASTERS Program Purchasing Policies. • Policies were reviewed with Staff on 2/13/2017 and “How To” Guides (step-by-step instructions) were distributed to Staff. <p><i>Specific Evidence of Improvement Actions:</i></p>

			<ul style="list-style-type: none"> • TMP Purchasing Procedure step-by-step Instructions. • Employee Signatures on Form dated 8/11/2016. <p><i>Measurable Success Resulting from the Improvement Action:</i> The finding was noted as “resolved” in FY18.</p> <p><i>Specific Evidence of Success:</i> PED FY18 Audit Report, Vol. II Pg. 292</p> <p><i>Corrective Action Plan and evidence available on site for CSD review during the Renewal Site Visit.</i></p>
		<p>2014-003 Personnel Files (Compliance) 1 personnel file was missing evidence of a background check.</p>	<p><i>Root Cause:</i> School personnel failed to obtain a background check from the individual when they were hired.</p> <p><i>Improvement Actions:</i> Business Manager reviewed all current employee files and new hire documentation to verify receipt of background checks. Review completed on 3/2/2017. One background check was requested.</p> <p><i>Measurable Success Resulting from the Improvement Action:</i> The finding was noted as “resolved” in FY18.</p> <p><i>Specific Evidence of Success:</i> PED FY18 Audit Report, Vol. II Pg. 292</p> <p><i>Corrective Action Plan and evidence available on site for CSD review during the Renewal Site Visit.</i></p>

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

The MASTERS Program maintained all Board of Finance authority during the entire term of the contract.

4. Contractual, Organizational, and Governance Responsibilities

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.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response:

The MASTERS Program met all standards for the Charter Material Terms in each year of the current Charter Contract term.

b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

School response:

Organizational Performance Framework Indicator	2018-19 Concern(s) Identified	Improvement Actions and the Effectiveness of those Actions
III-A.04: 1e) Educational Plan: English Language Learners Rated as “Working to Meet Standard.”	The school had not reviewed the ELP Error report available in STARS to ensure the school had identified all ELLs properly, were receiving services, and would be assessed with ACCESS assessment.	<i>Improvement Actions:</i> “. . . the school provided its ELP Error report with notation for how it investigated the ELL status of each student on the error report. The school also provided the ELL Eligibility template they use and file within each respective student cumulative file. In addition, emailed communication with the Language and Culture Bureau regarding the status of students where data and information was

		<p>unavailable.” (as stated by CSD in WebEPSS.)</p> <p><i>Evidence:</i> As stated above by CSD in WebEPSS.</p> <p><i>Effectiveness:</i> The ELP Error Report is being used to investigate the ELL status of each student on the report for proper identification of students from previous NM public schools and corrections are made as necessary.</p> <p><i>Evidence of Effectiveness:</i> TMP has an ELL Eligibility Form on file within each respective student’s cumulative file.</p>
<p>III-A.05: 1f) Educational Plan: Attendance Laws</p> <p>Rated as “Working to Meet Standard.”</p>	<p>TMP’s 10-day unexcused attendance letter did not align with all requirements within the NM Compulsory Attendance Law.</p>	<p><i>Improvement Action:</i> As stated by CSD in the WebEPSS, “. . . the school provided a revised 10-day unexcused attendance letter that aligns with the NM Compulsory Attendance Law.”</p> <p><i>Evidence:</i> As stated above by CSD in WebEPSS.</p> <p><i>Effectiveness:</i> TMP’s 10-day unexcused attendance letter aligns with the NM Compulsory Attendance Law.</p> <p><i>Evidence:</i> Review of letter on-site or as uploaded into the WebEPSS.</p>
<p>IV-A.00: 2a) Business Mgmt/Oversight: Financial Compliance:</p> <p>Rated as “Working to Meet Standard.”</p>	<p>Outdated CPO online registration with the State Purchasing Division.</p>	<p><i>Improvement Action:</i> CPO online registration with the State Purchasing Division updated.</p> <p><i>Evidence:</i> As stated in the WebEPSS by the CSD, “. . . the school provided the evidence to support the school's CPO being registered with the online NM Purchasing Dept.</p> <p><i>Effectiveness:</i> Registration updated and information available online.</p> <p><i>Evidence:</i></p>

		https://www.generalservices.state.nm.us/statepurchasing/chief-procurement-officer-list.aspx
<p>VII-A.00: 5a) School Environment: facilities & emergency drills</p> <p>Rated as "Working to Meet Standard."</p>	<p>Concern from 2017-18 school year that was corrected for 2018-19. School was found to be out of compliance with required emergency drills in 2017-18.</p>	<p><i>2017-18 Improvement Action: As stated by the CSD in the school's WebEPSS, "The school responded with a corrective action plan to ensure all emergency drills are conducted appropriate to type of drill and frequency." All emergency drills for 2018-19 were conducted as per the corrective action plan.</i></p> <p>Evidence: 2018-19 Emergency Drill Log available on site.</p> <p>Effectiveness: TMP met the Emergency Drill requirements in 2018-19.</p> <p>Evidence: 2018-19 Emergency Drill Log available on site.</p>
<p>VII-A.01: 5b) School Environment: health & safety</p> <p>Rated as "Working to Meet Standard."</p>	<p>One staff file did not contain evidence of child-abuse training.</p> <p>Lack of evidence of a compliant master immunization log.</p>	<p><i>Improvement Action: As stated by CSD in the school's WebEPSS, "... the school provided the child abuse training certificate for the teacher requested (not observed while on campus for the site visit) and evidence of the school's master immunization log. Nothing further is requested at this time."</i></p> <p><i>Evidence:</i> Training certificate on file and master immunization log available for review on-site and/or in school's WebEPSS file.</p> <p>Effectiveness: TMP is in compliance with items noted above.</p> <p>Evidence: Training certificate on file and master immunization log available for review on-site and/or in school's WebEPSS file.</p>

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC’s performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

The MASTERS Program (TMP) has, at all times, at least five members and operates in accordance with their charter contract and bylaws. TMP by-laws specify no less than five (5) and no more than 9 voting members.

The membership of the Governing Council during the term of the contract including roles, service terms, committee membership and training hours completed may be found in the table on the two pages that follow.

Member 2019-2020	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership	Req Training Hours Completed
John Bishop	Founder Ex-Officio	N/A no term limit	N/A no term limit	STEM	
John Triolo	TBD	2017	2021	TBD	
Gary Clendenen	TBD	2017	2021	TBD	
Kelly Smith	TBD	2017	2021	TBD	
Shalimar Krebs	TBD	2018	2020	TBD	
Ahlum Scarola	TBD	2017	2021	TBD	
Lori Spillman	TBD	2018	2020	TBD	
Marcos Maez	TBD	2019	2021	TBD	
Robert Gutierrez	TBD	2019	2021	TBD	
Member 2018-2019	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership	Req Training Hours Completed
John Bishop	Founder Ex-Officio	N/A no term limit	N/A no term limit	STEM	
John Triolo	President	2017	2021	Surveys; Finance; Audit	8
Gary Clendenen	Vice President	2017	2021	Surveys; Finance; Audit	8
Kelly Smith	Treasurer	2017	2021	Finance; Audit; STEM	8
Jennifer Sanchez	Secretary	2013	2019	STEM; Audit	8
Shalimar Krebs	Member	2018	2022	STEM	8
Amber Espinosa-Trujillo	Member	2017	2019		
Ahlum Scarola	Member	2017	2021		8
Lori Spillman	Member	2018	2022		8
Member 2017-2018	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership	Req Training Hours Completed
John Bishop	Founder Ex-Officio	N/A no term limit	N/A no term limit	STEM	
John Triolo	President	2017	2021	Surveys; Finance; Audit	10
Bernadette Jacobs	Vice President	2015	2018	Surveys; Finance; Audit	4
Kelly Smith	Treasurer	2017	2021	Finance; Audit; STEM	6
Jennifer Sanchez	Secretary	2013	2019	STEM; Audit	7
Shalimar Krebs	Member	2018	2022	STEM	9
Amber Espinosa-Trujillo	Member	2017	2019		10
Gary Clendenen	Member	2017	2021		10
Ahlum Scarola	Member	2017	2021		7
Lori Spillman	Parent Rep	2017	2018		10
Member 2016-2017	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership	Req Training Hours Completed
John Bishop	Founder Ex-Officio	N/A no term limit	N/A no term limit	STEM	
Ken Scoggins	President	2015	2017	Finance; Audit	5
Bernadette Jacobs	Vice President	2015	2018	Surveys; Finance; Audit	5
Prakash Bhakta	Treasurer	2016	2017	Finance; Audit	4
Monique Anair	Secretary	2015	2017	STEM	4
Jennifer Sanchez	Member	2013	2019	STEM; Audit	5
Amber Espinosa-Trujillo	Member	2017	2019		
Kelly Smith	Parent Rep	2016	2017		5

Member 2015-2016	Role(s)	Service Term Begin Date	Service Term End Date	Committee Membership	Req Training Hours Completed
John Bishop	Founder Ex-Officio	N/A no term limit	N/A no term limit	STEM	
Ken Scoggins	President	2015	2017	Finance; Audit	5
Jakub Svec	Vice President	2011	2017	Finance; Audit	5
Marques Williams	Treasurer	2015	2016	Finance; Audit	5
Monique Anair	Secretary	2015	2017	STEM	5
Jennifer Sanchez	Member	2013	2019		5
Andrew Shreve	Member	2011	2017	STEM; Surveys	5
Bernadette Jacobs	Member	2015	2018	Surveys	5
Aline Sloan	Parent Rep	2015	2016		

* All schools must provide a response for this section of the application.

**School Response
to the Preliminary Analysis by CSD**

The MASTERS Program would like to respond to the PED analysis of the MASTERS Program Renewal Application Part B.

Our Section 3 Contractual, Organizational, and Governance section was rated “Demonstrates Substantial Progress” and we wanted to document what we have done to demonstrate progress.

Indicator 1e English Language Learners: We have investigated the status of all of our students using the ELP Error Report. Every Cum Folder now has a page showing status - either EL with ACCESS level or verified as not EL.

Indicator 2a Financial Compliance: Our Financial Self Questionnaire was not uploaded on time but as soon as we were told of our oversight, it was uploaded to Web-EPSS.

Indicator 5a Facilities Requirements: We provided board meeting minutes regarding our audit committee membership.

Indicator 5b Health and Safety Requirements: The staff member who had previously not been required to do child abuse training has completed the training and the certificate is in her personnel file. We also provided a master immunization log which is complete.

The MASTERS Program Early College Charter School