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2017 Public Education Department (PED) Preliminary Analysis of Renewal Application (Part B – E)

November 7, 2017

School Name: Media Arts Collaborative Charter School (MACCS)
School Address: 4401 Central Avenue NE, Bldg. #2, Albuquerque, New Mexico
CEO/Principal: Jonathan Dooley
Business Manager: Patrick Kelly
Authorized Grade Levels: 6-12
Authorized Enrollment: 360
Mission: The Media Arts Collaborative Charter School (MACCS) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.

SECTION 1. ACADEMIC PERFORMANCE FRAMEWORK

1a. Department's Standards of Excellence—A-F Letter Grades

This section includes analysis of academic performance of Media Arts Collaborative Charter School (MACCS) towards meeting the Department's Standards of Excellence –A-F Letter Grade System. **Based on the data and the site visit to the school, Part B, Section 1a, Department's Standards of Excellence, A – F Letter Grades, is rated as Approaching Progress.** Below, MACCS's performance on each component is compared to two nearby district high schools (Albuquerque Public Schools) and one charter high school, and is evaluated over time. MACCS's performance was also compared to similar schools statewide. Note that the A-F Letter Grade System used Standards-Based Assessment (SBA) results during 2014, while Partnership for Assessment of Readiness for College and Career (PARCC) results was used 2015 – present.

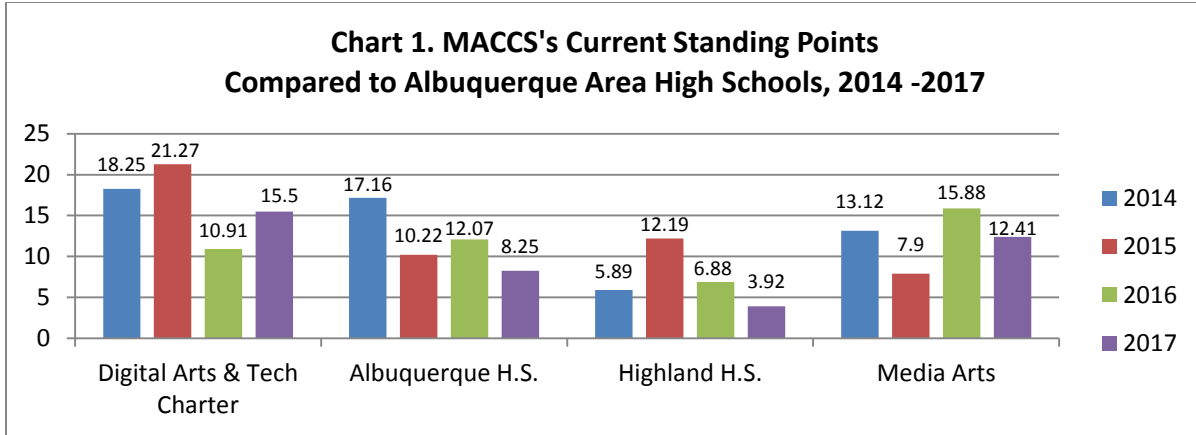
Current Standing
MACCS has struggled for consistency on this indicator.

In 2017, MACCS has earned fewer points in Current Standing than when the SBA, less rigorous assessment, was used in 2014.

Current Standing. The current standing performance on the School Grading Report for MACCS was compared to two nearby district high schools (Albuquerque Public

Schools) and one charter high school, below. MACCS's performance is as follows:

- In 2014, two schools outperformed MACCS.
- In 2015, all three schools outperformed MACCS.
- In 2016, MACCS outperformed the three schools.
- In 2017, MACCS outperformed two schools.

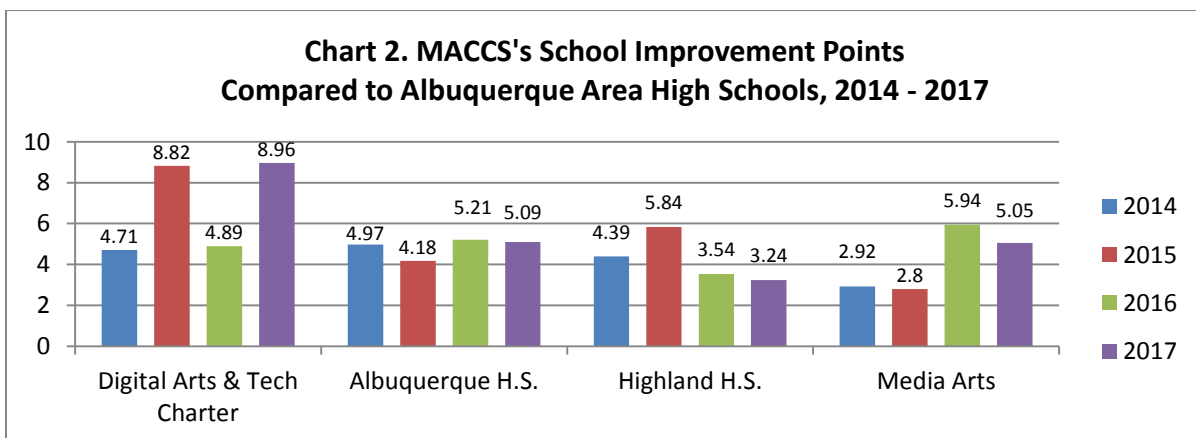


MACCS was outperformed by local area high schools in the **Current Standing** component in two of the four years of its contract. The school's performance in 2017 is lower than both 2014 and 2016. While the school has increased proficiency rates since 2015, there was a decrease in reading proficiency from 2016 to 2017. Further, overall growth rates are lower in 2017 than they were in 2015. (See 2017 letter grade report, pages 2 and 3 for more detail.)

School Improvement. The school improvement performance (formerly known as *School Growth*) on the School Grading Report for MACCS along with local Albuquerque area high schools is presented in Chart 2, below. MACCS's performance is as follows:

- In 2014, all three schools outperformed MACCS.
- In 2015, all three schools outperformed MACCS.
- In 2016, MACCS outperformed the three schools.
- In 2017, two schools outperformed MACCS.

School Growth
MACCS school growth increases over time but still lags behind state average.
 MACCS earned Fs in this indicator in 2014 and 2015. While the school has increased its points earned, the school trails the state average on this indicator.

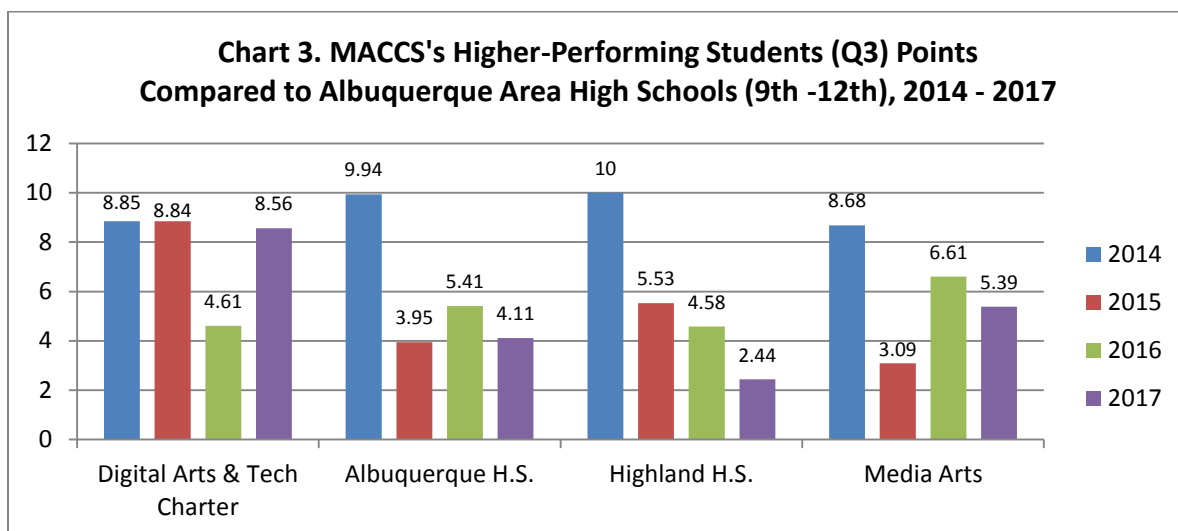


MACCS was outperformed by local area high schools in the **School Improvement** component in three of the four years of its contract. The school's performance in 2017 is lower than 2016, but higher than 2014 and 2015. Overall growth rates (at the student level in comparison to academic peers) in both math and reading are lower in 2017 than they were in 2015. (See 2017 letter grade report, pages 2 and 3 for more detail.)

Higher-Performing Students. The performance of top three quartiles of students, the higher-performing students (or Q3), on the School Grading Report for MACCS along with local Albuquerque area high schools is presented in Charts 3. MACCS's performance is as follows:

- In 2014, all three schools outperformed MACCS.
- In 2015, all three schools outperformed MACCS.
- In 2016, MACCS outperformed the three schools.
- In 2017, one school outperformed MACCS.

Highest-Performing (Q3)
MACCS's performance on this indicator has declined over time.
 While MACCS has maintained a B grade on this indicator over the last two years, points earned have decreased over time.

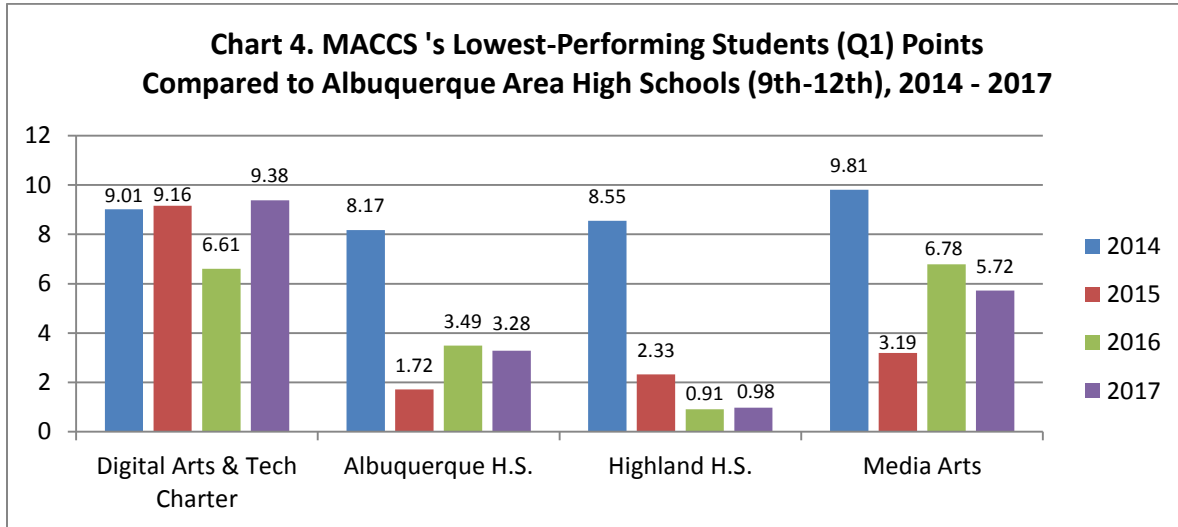


When compared to local area high schools, MACCS has had mixed results. The school's performance in 2017 is lower than 2016 and 2014, but higher than 2015. Overall growth rates (at the student level in comparison to academic peers) in both math and reading are lower in 2017 than they were in 2015. For Q3, the school saw an increase in growth rates from 2015 to 2016 and a drop in 2017, but in math the school saw a drop from 2015 to 2016 and an increase in 2017. (See 2017 letter grade report, pages 2 and 3 for more detail.) The school is not maintaining consistent trends in this area.

Lowest-Performing Students. The performance of the bottom quartile of students, the lowest-performing students (or Q1), on the School Grading Report for MACCS along with local Albuquerque area high schools is presented in Chart 4. MACCS's performance compared to local Albuquerque area high schools is as follows:

Lowest-Performing (Q1)
MACCS's performance on this indicator has declined over time.
 Not only has MACCS performance on this indicator declined, it trails the state average on this indicator by two points.

- In 2014, MACCS outperformed the other schools.
- In 2015, one school outperformed MACCS.
- In 2016, MACCS outperformed the other schools.
- In 2017, one school outperformed MACCS.



In the last three years, MACCS has earned low grades on this indicator F (2017), D (2016) and F (2015). The school has trailed behind the state average in growing its lowest-performing students. The school’s performance in 2017 is lower than 2016 and 2014, but higher than 2015. Overall growth rates (at the student level in comparison to academic peers) in both math and reading are lower in 2017 than they were in 2015. For Q1, the school saw declines in both years in reading and a decline that was maintained in math. (See 2017 letter grade report, pages 2 and 3 for more detail.) The school is not maintaining consistent trends in this area.

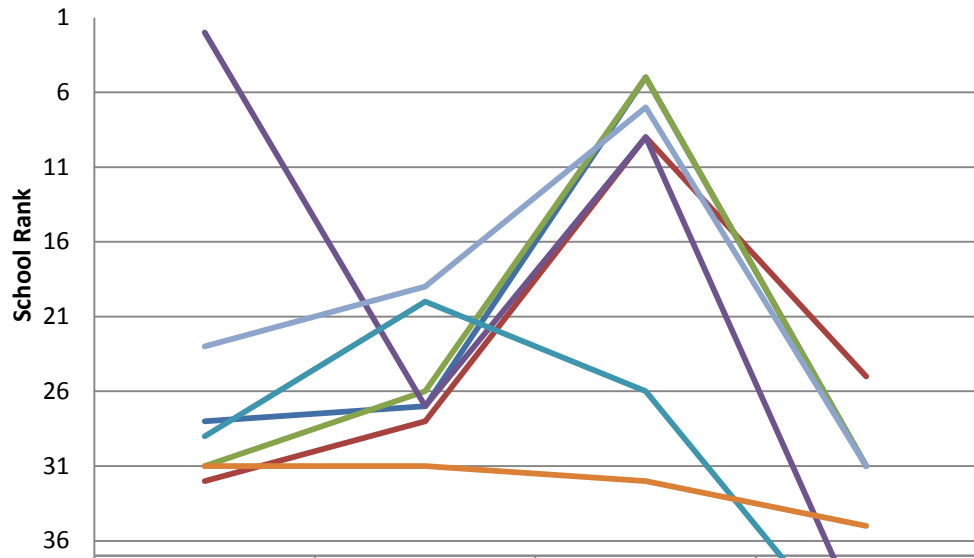
Comparison Schools Ranking in Most Recent Year (2017). This analysis also includes a comparison of MACCS’s performance on the A-F School Grading Report in relation to similar schools statewide.¹ The cluster of schools in which MACCS was compared to in 2017 totaled 36 schools. Among the similar schools to which it was compared, MACC ranked in the bottom half on all indicators, including Opportunity to Learn (OTL), and College and Career Readiness (CCR). **Furthermore, MACCS ranked in the bottom quartile for school growth and second to last in graduation.**

Table 1. MACCS’s Percentile Rank and Rank Order by School Grade Indicator, 2017							
	Current Standing	School Growth	Highest-Performing	Lowest-Performing	OTL	Graduation	CCR
Percentile Rank	31 st	25 th	31 st	42 nd	44 th	3 rd	31 st
Rank Order (Out of 36 schools)	26 th	28 th	26 th	22 th	19 th	35 th	24 th

Chart 5, below, illustrates MACCS’s ranking by school indicator when compared to the other schools in its cluster.

¹ Similar schools are determined based on the demographics of the schools. The analysis uses the percentage of students that are mobile, English learners, students with disabilities, economically disadvantaged, African Americans, Hispanic, and Native Americans. School clusters also include only school that serve the same grades. SAM schools are also evaluated separately.

Chart 5. MACCS's Similar School Rank by School Grade Indicator, 2014- 2017



	2014 (35)*	2015 (36)*	2016 (37/35)*	2017 (36)*
Current Standing	28	27	5	31
School Growth	32	28	9	25
Higher-Performing Students	31	26	5	31
Lowest Performing Students	2	27	9	42
Opportunity to Learn	29	20	26	44
Graduation Rate	31	31	32	35
College and Career Readiness	23	19	7	31

*The number of schools in the comparison cluster.

While MACCS performed relatively well comparatively with the schools in its comparison cluster in 2016, it has not performed well over the entire contract term. Notably, MACCS’s graduation indicator has remained an F grade over the last four years with points ranging only 6.48 (in 2015) to 7.84 (in 2014).

MACCS Compared to Similar Schools

MACCS ranked in the lower half for all indicators when compared to similar schools statewide.

The school continues to struggle with graduation rate and its lowest-performing students.

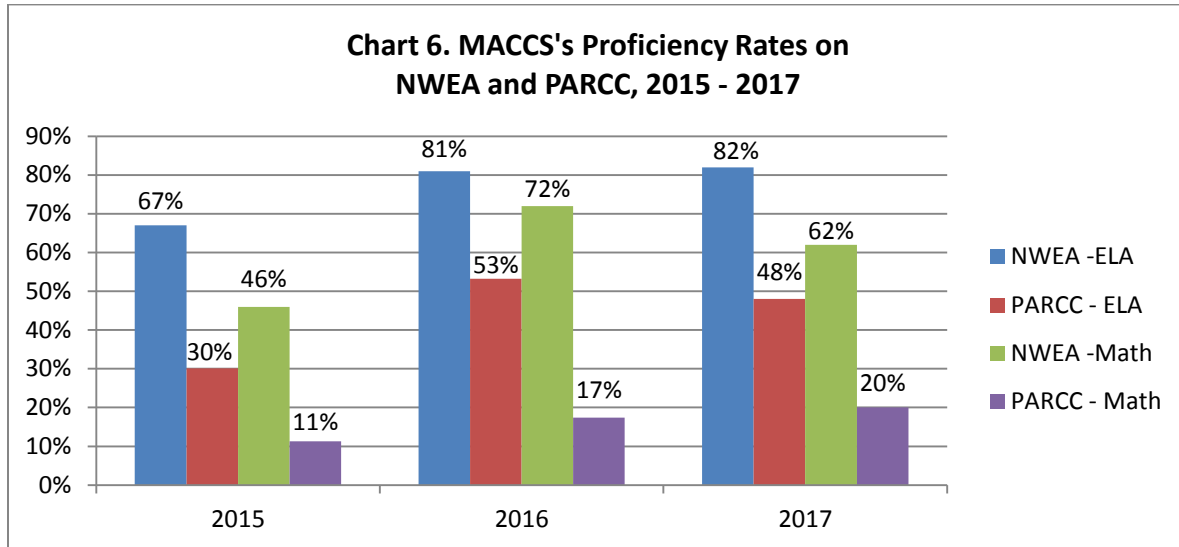
Comparison of Short-Cycle Assessment Data with PARCC.

MACCS uses NWEA short cycle assessments to meet its optional indicators for reading and math. Chart 6, below, illustrates a comparison the NWEA and PARCC results from 2015 to 2017. This data is reported in the school’s application as full academic year growth. The school indicates it has met it NWEA goals in most years which is consistent with PARCC results and the overall letter grade.

NWEA Proficiency Rates Overinflated
Proficiency rates on NWEA exceed PARCC by as much as 55%.

MACCS met its reading goals in all four years and met math once in four years, yet PARCC results trends similarly.

Chart 6 below how MACCS’s NWEA results mirror PARCC results, albeit at a much higher grade level proficiency rates.



However, this raises concerns that the school feels it is meeting its goals and yet not necessarily improving over time or consistently meeting the department’s standards of excellence. While the school reports that it has met its NWEA goals in reading in three of the four years, it has only met its NWEA math goals once in the same four-year period. Over the last three years, MACCS’s PARCC results increasing math proficiency whereas reading results have not continued to improve steadily. All data, including short cycle and PARCC data indicates the school is not making substantial progress.

Summary: Department’s Standards of Excellence – A-F Letter Grades

Without first providing an analysis that determines the root causes for failing to meet the department’s standards of excellence, in its application, MACCS listed several activities it claims to have taken to improve its school grade after earning a D in 2015. The PED team either did not observe full implementation of some of the activities mentioned in the renewal application narrative during the site visit which took place October 24, 2017.

MACCS’s renewal application lists several strategies as improvement actions taken, including: establishing a reading culture; increasing the focus on dialogue with a focus on rigor and engagement; strengthening middle school math by focusing on grade level instruction, increased focus on project-based learning; RtI for at-risk students in need of intervention²; and highly qualified teachers³, etc. (MACCS Renewal Application, p. 8). The school then lists potential evidence that was not submitted with the application or readily available for review on site.

The school has: (a) not demonstrated a record of meeting all standards in each of the years of the contract since the 2013-2014 school year and (b) “focused on describing general improvement actions to improve performance outcomes, which may or may not be connected to specific root causes” (see Renewal Application Rubric, P. 15).

² RtI should not be considered an “improvement action” as it is a requirement of NM state law. Efforts to improve the effectiveness and quality of RtI, however are reasonable “improvement actions.”

³ This is also a requirements of both federal and state law; thus, it should not be considered an “improvement action.”

Over its contract, MACCS has made some improvements since 2015 when it earned a D letter grade. The school has is approaching progress “towards achievement of the department’s standards of excellence” (NM Stat § 22-8B-12 NMSA) and has focused its renewal application narrative on “describing general improvement actions to improve performance outcomes”. In addition, description of improvement actions in the narrative are no different than the typical activities the school would have been required to do regardless of A-F School Letter Grade performance since such activities are specified in its charter contract and performance framework (e.g., use of 21st century digital media technologies, focus on project-based learning and student presentation/exhibitions, integrate all core subject areas with media courses, provide medial literacy instruction to incoming students, and offering advanced placement, dual-credit, and internship programs) (Renewal Application Rubric, p. 15). The school has not identified any specific root causes that can be connected to adult actions taken by the school to improve student outcomes and performance.

Since the narrative responses provided in the renewal application are “focused on describing general improvement actions to improve performance outcomes”, the “evaluation of identified evidence does not fully support the implementation of the reported improvement actions or the reported successes”, or the “reported successes are inconsistent or not maintained over time”, **Part B, Section 1a, Department’s Standards of Excellence, A – F Letter Grades, is rated as Approaching Progress.**

1.b. School Specific Charter Goals

This section includes analysis of MACCS’s performance on its school specific charter goals during the course of its contract. MACCS has one mission-specific indicators and four optional academic performance indicators. Below are description of and analysis for each indicator:

Mission-Specific Indicator 2.a

2a. Goal: Media Studies

PERFORMANCE INDICATOR: Students graduating from the Media Arts Collaborative Charter School will be prepared for media industry employment or post-secondary education as demonstrated by their completion of media elective and/or core content courses. The grading system will utilize project based rubrics developed by Media Arts or Common Core Standards to determine student grades.

Analysis. According to the school’s application response, the school states it has met or exceeded the standard for this indicator for all four years in the contract term. The school provided a graphic summarizing the data. However, the data or supporting documentation was not provided with the application. Prior to renewal application submittal deadline, similar feedback was provided on the school’s final evaluation of its Performance Framework. Supporting documentation undergirding the analysis was not readily available review during the site visit. PED is unable to confirm the performance.

Optional Indicator 1.a

3.a. Media Experience

All students who have attended Media Arts Collaborative Charter High School for six or more consecutive semesters will have participated in a classroom media project, community outreach media project, or media internship. Students will demonstrate proficiency in classroom media projects with a passing grade of C (70%) or better. Students participating in Community Outreach Media Projects or Media Internships must have a grade of C (70%) or higher in their prerequisite media classes. The grading system will utilize project based rubrics developed by Media Arts or Common Core Standards to determine student grades.

Analysis. According to the school’s application response, the school states it has met or exceeded the standard for this indicator for all four years in the contract term. The school provided a graphic summarizing the data. However, the data or supporting documentation was not provided with the application. Prior to renewal application submittal deadline, similar feedback was provided on the school’s final evaluation of its Performance Framework. Supporting documentation undergirding the analysis was not readily available review during the site visit. PED is unable to confirm the performance.

Optional Indicator 1.b

3.b. Project Based Learning:

All students who have attended the Media Arts Collaborative Charter School for 6 or more consecutive semesters will have completed one or more self-directed, semester long, research based inquiry projects, culminating in a public exhibition of their work.

Analysis. According to the school’s application response, the school states it has met or exceeded the standard for this indicator for all four years in the contract term. The school provided a graphic summarizing the data. However, the data or supporting documentation was not provided with the application. Prior to renewal application submittal deadline, similar feedback was provided on the school’s final evaluation of its Performance Framework. Supporting documentation undergirding the analysis was not readily available review during the site visit. PED is unable to confirm the performance.

Optional Indicator 1.c – Reading

Students attending the Media Arts Collaborative Charter School for a full academic year, and who complete both Fall & Spring Short Cycle Assessments in Reading, will demonstrate academic growth as measured by RIT band and/or National Percentile ranking in the Northwest Evaluation Association’s Measured Annual Progress (MAPS) Test.

Analysis. MACCS uses NWEA short cycle assessments to meet its optional indicators for reading. According to data reported in the school’s application, the full academic year growth (grade level proficiency) is provided. The school reports that it has met its NWEA goals in reading in three of the four years. It did not meet its goal in 2015. However, the data or supporting documentation was not provided with the application. Prior to renewal application submittal deadline, similar feedback was provided on the school’s final evaluation of its Performance Framework. Supporting documentation undergirding the analysis was not readily available review during the site visit. PED is unable to confirm the performance.

Optional Indicator 1.d – Math

Students attending the Media Arts Collaborative Charter School for a full academic year, and who complete both Fall & Spring Short Cycle Assessments in Mathematics, will demonstrate academic growth as measured by RIT band and/or National Percentile ranking in the Northwest Evaluation Association’s Measured Annual Progress (MAPS) Test.

Analysis. MACCS uses NWEA short cycle assessments to meet its optional indicators for math. This data is reported in the school’s application as full academic year growth. According to data reported in the school’s application, the full academic year growth (grade level proficiency) is provided. The school reports it has only met its NWEA math goals once (2016) in the four-year contract term. However, the data or supporting documentation was not provided with the application. Prior to renewal application submittal deadline, similar feedback was provided on the school’s final evaluation of its Performance Framework. Supporting documentation undergirding the analysis was not readily available review during the site visit. PED is unable to confirm the performance.

Summary: School Specific Charter Goals

The school’s lack of record keeping on progress towards indicators, has resulted in PED being unable to confirm performance on the school specific charter goals.

MACCS is approaching progress “*towards achievement of the department’s standards of excellence*” (NM Stat § 22-8B-12 NMSA), having seen inconsistent improvement that has not been fully maintained, and has focused its renewal application narrative on “*describing general improvement actions to improve performance outcomes*”. In addition, description of improvement actions in the narrative are no different than the typical activities the school would have been required to do regardless of A-F School Letter Grade performance since such activities are specified in its charter contract and performance framework (e.g., use of 21st century digital media technologies, focus on project-based learning and student presentation/exhibitions, integrate all core subject areas with media courses, provide medial literacy instruction to incoming students, and offering advanced placement, dual-credit, and internship programs) (Renewal Application Rubric, p. 15). The school has not identified any root causes that can be connected to adult actions taken by the school to improve student outcomes and performance.

School Goals

MACCS appears to have met most of its goals over the contract period.

MACCS has provided summary data for all indicators without providing sufficient supporting documentation that would help confirm its claimed successes.

Since the narrative responses provided in the renewal application “describe general improvement actions to improve performance and outcomes, which may or may not be connected to specific root causes described, the site visit team could not confirm evidence to “fully support the implementation of improvement actions”, and identified “successes are inconsistent and not maintained over time”, **Part B, Section 1b, School Specific Charter Goals, is rated as Approaching Progress.**

SECTION 2. FINANCIAL COMPLIANCE FRAMEWORK

Audit. MACCS received no findings in FY16 and it had one repeat in FY15 from FY14 for mileage reimbursement. Because the school did have audit findings, the school does not have a demonstrated record of meeting all standards in each of the years of the contract term. The school’s narrative briefly stated that findings from previous years were remedied and cleared and no new findings were received in the last audit. The narrative provided an explanation for the non-compliance but did not explain the improvement actions that led to improved financial compliance. The school did not use the work of the audit committee in “tracking and reporting progress on the status of audit findings” to develop this narrative. Thus, the rating for the **Financial Compliance, Subsection a, is Approaching Progress.**

Financial Performance Framework. During the 2015-2016 and 2016-2017 school years, MACCS received the rating “*Meets Standard*” for all areas in the Financial Performance Framework. Ratings for 2013-2014 and 2014-2015 were unavailable. Consequently, the rating for the **Financial Compliance, Subsection b, is Meets Standard.**

Board of Finance. MACCS’s Board of Finance was never suspended during the term of its contract. Consequently, the rating for the **Financial Compliance, Subsection c, is rated as Meets Standard.**

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Charter Material Terms. The school’s narrative describes its mission is to offer “secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. [The school] prepare our graduates for positions in the media industries and for the rigor of post-secondary education” (MACCS Renewal Application, p. 22).

The narrative also re-iterated student-focused terms (e.g., use of 21st century digital media technologies, focus on project-based learning and student presentation/exhibitions, all core subject areas integrated with media courses, medial literacy instruction to incoming students, and offering advanced placement, dual-credit, and internship programs). The school has no teacher- or parent-focused terms.

Integrated media arts instruction. During the site visit conducted by the PED on October 24, 2017, the PED site visit team was unable to confirm the use of 21st century digital media literacy across the curriculum in all core subject areas. The PED site team did not observe project-based learning during its classroom observations. Rather, in many classrooms, instruction lacked rigor or clarity of purpose. Observed middle school math and science instruction was not integrated with media arts in meaningful ways that advance the school’s mission. In one math class, the teacher circulated around the classroom to assist student groups or pairs complete their assigned worksheets. However, no technology or media arts integration that enhanced or connected instruction to the school’s mission was observed. In a science class, students had watched a video clip about mitochondria, took their own notes by hand, and then proceeded to create mitochondria models out of construction paper and glue. This science lesson had the potential for deep integration of the media arts, but such integration was not observed. Further, during observed social studies instruction, all students were stationed at computers to complete annotated bibliographies for self-selected historical topics related the peoples and cultures of the state. Students were observed working, at various levels of independence, to take electronic notes and conduct research online. While the middle school students had the opportunity to complete basic research tasks at computers, this assignment or opportunity is not unique to school’s whose mission is related to media arts literacy, let alone other public traditional or charters school not mission- focused on media arts.

Internships. During the site visit, the school presented on its internship opportunities and characterized the internship programs as a success. However, when asked about the industry partners with which the school collaborated to find placements for its students, the school named two individuals. Later, school personnel was asked about how students learned of internship opportunities and placed. The school did not provide evidence that all students eligible to participate in the internship program were offered such. When teachers were asked how the school was monitored for media/career internships, a myriad of responses were provided indicating that there had not been a formalized process for internships that could be monitored or measured for success over time. One teacher stated, “We’ve had media internships in the past, but we’re reviving it.” The school did not provide a current list of all students placed in internships.

Organizational Performance Framework. MACCS’s application lists the indicators that received ratings below “meets standard.” However, improved practices and outcomes are not as evident in the narrative. Neither the improvement actions taken are explained nor the effectiveness of the actions taken are detailed. Improvement actions are described generally, and in some cases are not connected to specific and identified root causes.

For 2017, MACCS states “[a]ll “Needs Further Action” items have been addressed” (MACCS Renewal Application, p. 34).” However, the final evaluation for schools applying for renewal were released prior

the renewal application submission deadline. Furthermore, schools have ample time to be responsive to the flagged compliance concerns. On the final evaluation of the 2016-2017 Performance Framework, 20 indicators were rated as “Meets Standard” whereas one was rated as “Working to Meet Standard”, six indicators were rated as “Falls Far Below Standard” due to the following:

- I-A.01: Required Academic Performance Indicators – Evidence required to appropriately evaluate this indicator was not provided. The lack of evidence for this indicator was also addressed in an earlier section of this analysis (see School Specific Charter Goals).
- III-A.01: Education Plan – Verification of prior year graduation data was not provided, as requested; non-compliance of instructional hours was not addressed.
- III-A.02: Education Plan – Evidence demonstrating formalized processes and procedures to address homelessness were not submitted, as required to protect the rights of all students.
- III-A.04: Education Plan – The school did not provide evidence that it follows the state’s process for identifying, screening, instructing, and monitoring English learners, a federally-protected class of students.
- III-A.06: Education Plan – The school did not meet the PEC’s 85% recurrent enrollment rate; the school achieved a 76.77% enrollment rate (rated as *Working to Meet Standard*).
- V-A.01 – Governance and Reporting – The school did not provide evidence that it holds its school leader accountable (no head administrator evaluation provided).
- VI-A.00 – Employees – The school did not provide evidence of proper notification to parents that teachers were not highly-qualified (licensed/endorsed)

The PED team sought to verify compliance of the indicators that were rated as “Falls Far Below Standard”. In many causes, the school still remained non-compliant (homelessness, English learners, school leader’s final evaluation, and parental notification of non-highly qualified teachers, etc.). Consequently, the rating for the **Organizational Performance Framework, Subsection b, is Failing to Demonstrate Progress.**

Governance Responsibilities. In the PED’s Part A report regarding governance responsibilities, the PED noted that all documentation regarding the membership of their board and related reporting requirements had been met in a timely manner with exception of one board member not having documentation on file required annual training. Since the release of PED’s Part A report on August 26, 2017, the PED has now confirmed that all board members have met the training requirements. The school’s application includes a copy of its draft bylaws to be voted on at the school’s October board meeting. October draft minutes are available on the school’s website and indicate the bylaws have been approved. Consequently, the rating for the **Organizational Performance Framework, Subsection c, is Meets Standard.**

PART C: FINANCIAL STATEMENT

The school provided a response in Section IX of the *Charter Renewal Application Budget Analysis* as required as per NMAC 6.19.8.10 which requires that governing bodies of charter schools must prioritize “resources of a public school rated D or F toward proven programs and methods linked to improved student achievement.” The school has earned the following grades: C (2014); D (2015); B (2016); and C (2017).

The school’s brief response focuses on combining several sources of funding to support middle school math instruction by using operational funding to hire a middle school math teacher and support “teacher professional development to design our middle school program to focus on grade level instruction.” The school further states that through a federal school improvement grant, it was “able to focus on reading and math initiatives [sic], specifically after-school and weekend tutoring programs. Through this grant the school was also able to fully implement a math curriculum schoolwide called Carnegie Learning” (MACCS Renewal Application, p. 43).

The school failed to provide evidence that the professional development or instructional materials [Carnegie Learning] it supported with public dollars led to increased student achievement for the school. Without evidence, it is not clear that the professional development was a proven program or method for improving student achievement. Furthermore, any such improved student performance cannot be attributed to the professional development teachers actually received or the materials the school purchased. According to research, effective teacher professional learning is: job-embedded; ongoing; supportive; instructionally-focused (content and pedagogy); and collaborative (interaction and feedback).⁴ Thus, expending public dollars on unproven methods is neither effective nor aligns with the statute as required in 22-2E-4 NMSA.

Based on the activities on which the school is expending public dollars, the school does not appear to be prioritizing its funding to meet its statutory requirement under NMSA 22-2E-4 to “prioritize[e] resources of a public school rated D or F 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” nor is it clear that such expenditures have had the intended impact.

PART D: PETITION OF SUPPORT

MACCS provided both petitions that appear to reach at least 65% (employees) and 75% (households).

PART E: DESCRIPTION OF THE CHARTER SCHOOL FACILITIES AND ASSURANCES

The school provided a narrative description of its facilities. The school also attached required documents that appear to place it in compliance with Section 22-8B-4.2 NMSA 1978

PART F: AMENDMENT REQUESTS

The school submitted three amendments. Analysis of the amendment request and a recommendation from the PED will be provided on December 4, 2017.

⁴ See Darling-Hammond et al., 2009; Gusky, 1995; Hunzicker, 2010; Quick et al., 2009; and Palardy & Rumberger, 2008.