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GOVERNOR

2017 Charter School Renewal Report – Part A
Media Arts Collaborative Charter School

August 25, 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.

SCHOOL SUMMARY

According to its charter contract, “MACCS was launched as the first media arts public high school in the Southwest and one of only a few in the nation. It opened to students in August 2008 after being approved by the Public Education Commission in 2007. The school’s contract was renewed by the PEC for five years on December 13, 2012.

GOVERNING BODY PERFORMANCE

The school has seven members serving on their Governing Board. All changes to the governing board have been reported in a timely fashion. The following members are currently serving on Media Art’s governing board:

Name	Role	Service Start Date
Michael Trujillo	President	2006
John Lopez	Vice President	March 2015

Ted Cloak	Member	March 2014
Carolyn Carlson	Secretary	June 14, 2016
Malinda Menke	Member	June 2008
Jim Gale	Member	March 2014
Miles Tokunow	Member	January 2017

The PED has received documentation that six of the school’s governing body members have completed their required training for FY2017. According to the school’s submitted list, there is a seventh member, Jim Gale. However, the PED has no training documentation for him and he has been on the board since 2014. Further, the PED did not receive any notice of a resignation from a previous board member. One board member failed to complete the required training hours in FY2016. All board members completed the required training in FY2015.

AMENDMENTS AND AMENDMENT REQUESTS

The school submitted its renewal application on [date – to be completed by PED]. The school’s renewal application includes [number of amendment request(s) – to be completed by PED]. The request(s) seek the following: [summary of request(s) – to be completed by PED]. All amendment requests and actions are listed below.

Description	PEC Action	PEC Approval Date	Reason for denial
Request to lease additional studio space	Approved	8/19/15	N/A

SCHOOL’S MISSION AND MATERIAL TERMS

The School’s mission statement is as follows:

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.

The MACCS contract lists the following student focused terms:

Student – Focused Term(s).

The Media Arts Collaborative Charter School will:

- Utilize 21st Century Digital Media and Information Technologies to engage student learning.
- Focus on project-based learning, thematic units, and student presentations and exhibitions
- Integrate all core subject areas with Media Arts
- Provide Media Literacy instruction to all incoming 6th & 9th grades.
- Offer Advanced Placement, Dual-Credit, and Internship Programs to enhance college & career readiness.

The Media Arts Collaborative Charter School offers the following:

- The Media Arts Collaborative Charter School will provide community outreach media or career relevant internship opportunities to 100 percent of all students who meet school and/or program eligibility requirements:
 - Successful completion of prerequisite media courses
 - Existing GPA of 2.5 or higher
 - Community outreach journalism, animation, media projects may consist of video, audio, photography, graphic design, art, or television production projects that provide a media workflow experience of industry standards. Projects are accepted from non-profit agencies whose objective is to create media message that will impact teens, society, or social injustices.
 - Relevant internship opportunities are those screened by the school that provide a high level of authentic learning and working experience in film production, television, journalism, photography, graphic design, audio production, art, animation, videography or a subject as approved by the School.
- Media Arts Collaborative Charter School requires more units, 30 total, to graduate than is required by NM law.
- Classrooms, other than PE, will have no more than 22 students per class.
- MACCS operates Monday through Friday with an early release one day a week. This schedule will provide the required instructional hours.
- Optional “Saturday School” is regularly offered for students to be able to make up school work. Physical Education classes are offered on pre-scheduled days.

ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that 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 [§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4] [6.19.8.1 NMAC – N, 12-15-11]. The statute requires 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 [§22-2E-4 (E) NMSA 1978].

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].

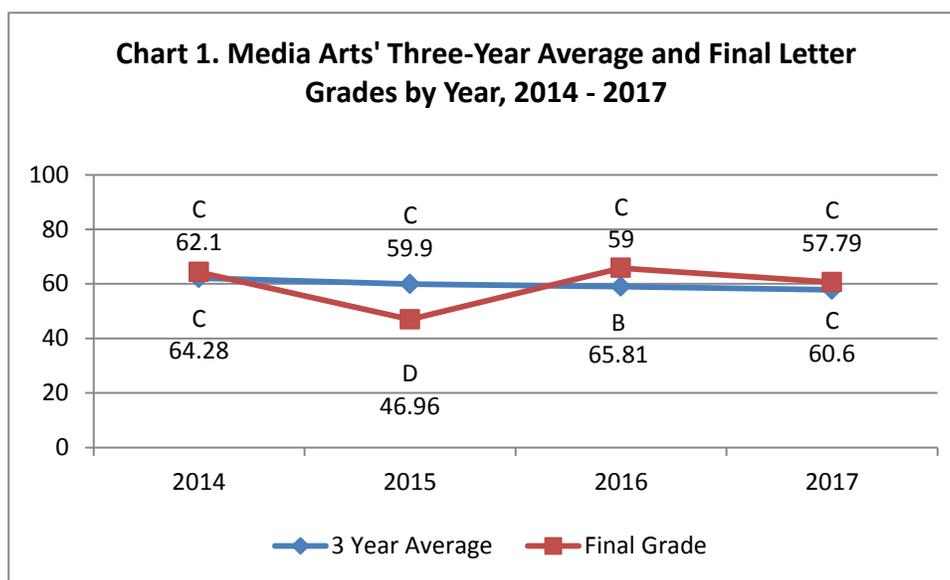
In the New Mexico school grading system, elementary and middle school grades consist of 6 indicators and high schools consist of 8 indicators, resulting in an overall score for the final grade. Each indicator of a school’s grade is assigned points. The points for each indicator are summed to assign a grade. The maximum number of points from all components added together is 100 for each school. The total number of points received by each school determines the school’s overall grade. In addition, schools may 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 provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school’s academic performance over the contract term. The analysis in this section will discuss the school’s performance over time in each indicator in the letter grade report.

MACCS' School's 2017 School Grade. On the 2017 School Grading Report Card, MACCS earned a total of 60.59 of the total, including 5.00 bonus points. Overall, MACCS earned a C grade, with F grades in improvement of lowest-performing students and graduation. The school earned a C grade in 2014, a D in 2015, a B in 2016, and a C again in 2017.

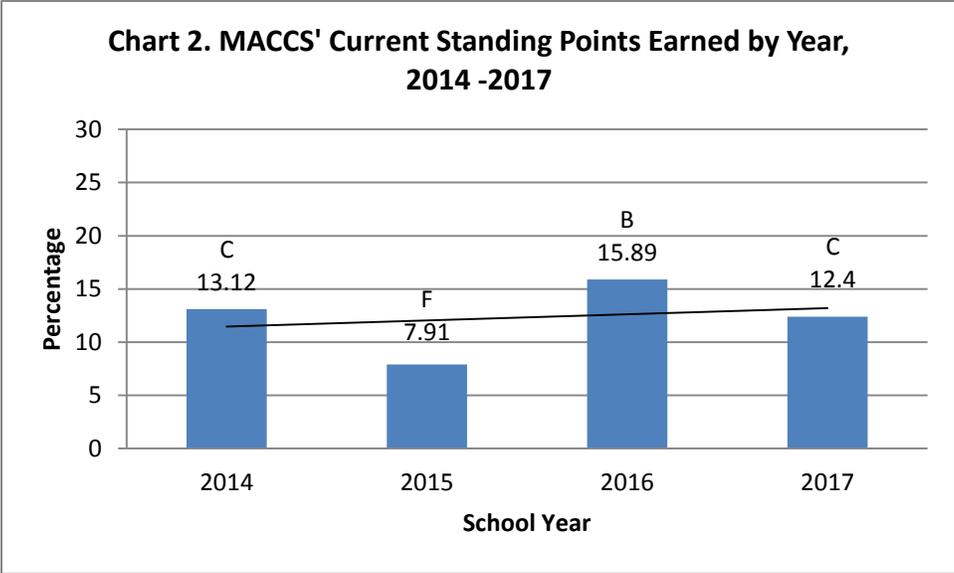
According to the 2017 School Grading Report, MACCS ranks on the lower end across four (current standing, school growth, growth of higher-performing students, and graduation) of the seven indicators when compared to 36 similar schools in the state (see p. 6 of the 2017 School Grading Report).

Chart 1, below, illustrates MACCS three-year average grade and its overall school grade from 2014 through 2017. While the school's the three-year average grade (blue line) has remained a C, the final grade has gone from a D to a B and down to a C over the last three years (red line).



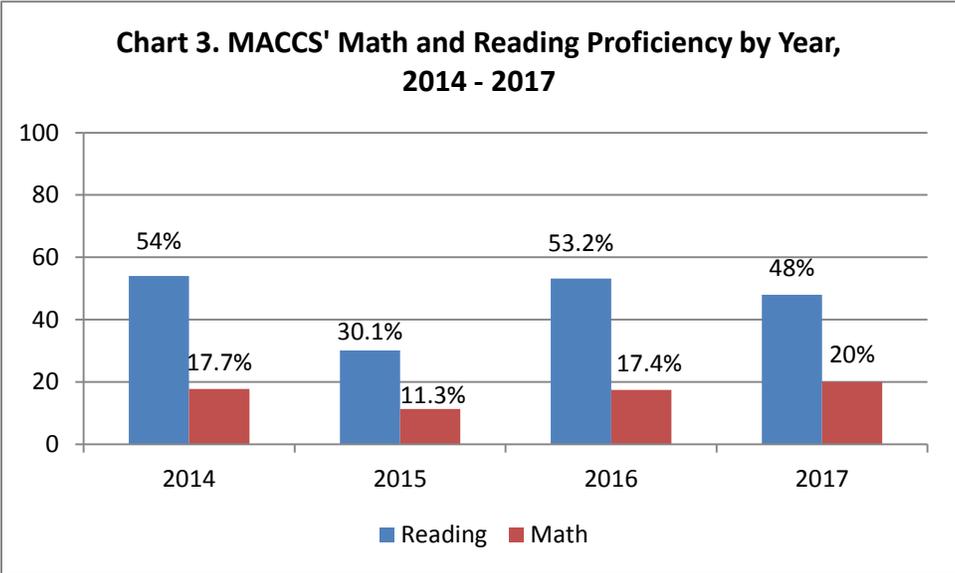
Current Standing. Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. Over the past 3 years the weighting between these two components has changed. In 2015, the comparative performance was most highly weighted. In 2016, the two components were equally weighted. In 2017, the grade level proficiency is most highly weighted.

In 2017, the school earned 12.4 points out of 30 possible points in this category, comparable to the statewide average (established in 2012) of 12.5 points. Yet the school earned 15.89 points in 2016. Chart 2, below demonstrates the decrease of 3.4 points from the prior year.

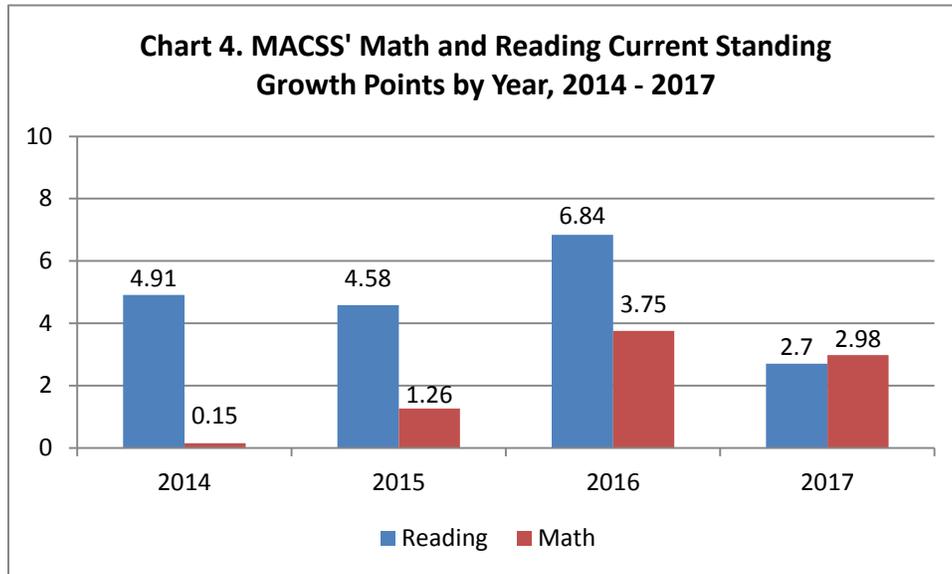


The school's grade in Current Standing is a result of two factors, both the school's comparative proficiency rates to students and schools across the state in math and reading and the comparative growth of the school's students to their academic peers across the state.

In 2017, the state reported 28.6% of students were proficient in reading and 19.7% of students were proficient in math. The school's 2017 report card indicates that 48% of students were proficient in reading and 20% of MACCS students were proficient in math. In 2016, 53.2% of MACCS' students were proficient in reading and 17.4% were proficient in math. The school's proficiency rates exceeded the state averages during the 2017 school year. However, the school has experienced a 5% decrease in reading and slight increase in math from the prior year during the 2017 school year. Chart 3, below, illustrates the school's academic proficiency.



In addition, in 2017 the school could have earned up to 5 points for comparative growth of the school's students to their academic peers across the state in both math and in reading, for a total of 10 points in Current Standing that are based on growth measures. The school earned 2.70 points in reading and 2.98 points in math. These values are down from 2016 with a 4-point decrease in reading.



School Growth. The school growth (Value-Added Modeling) 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 5, below, illustrates that MACCS' earned 5.94 points out of 10 possible points in the area of School Growth in 2016 but experienced a decrease to 5.05 points in 2017. This score is below the 5.8 average points earned statewide in 2012 when School Grading was initiated.

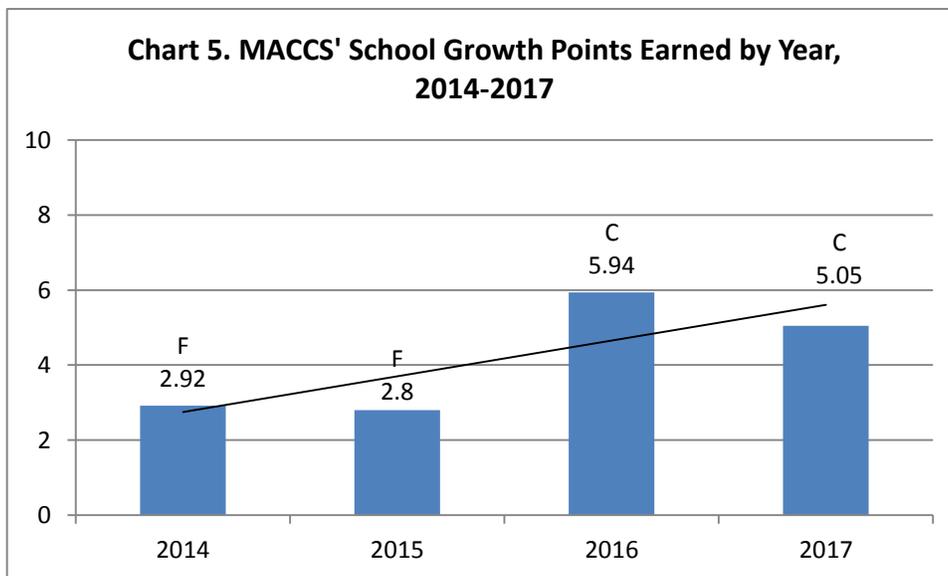
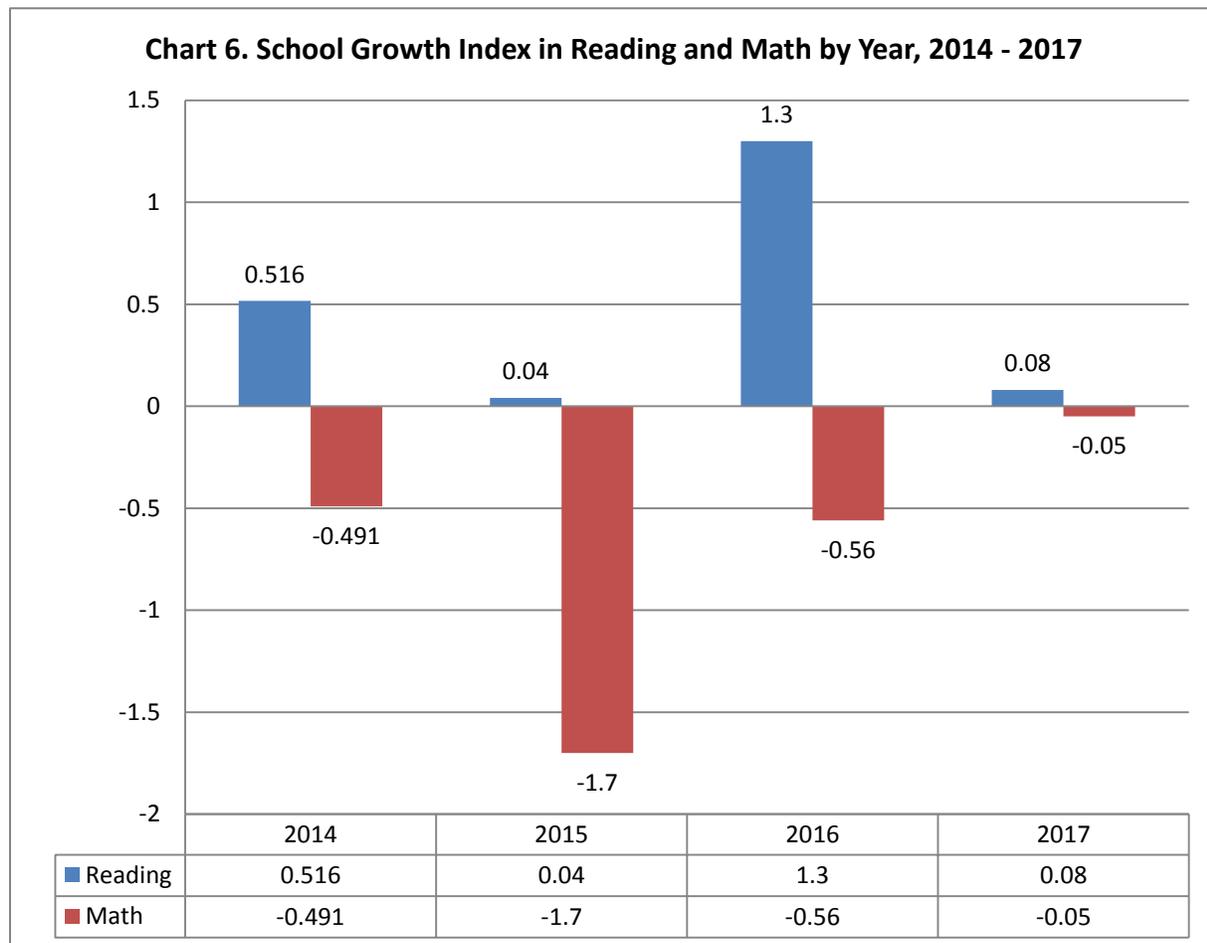


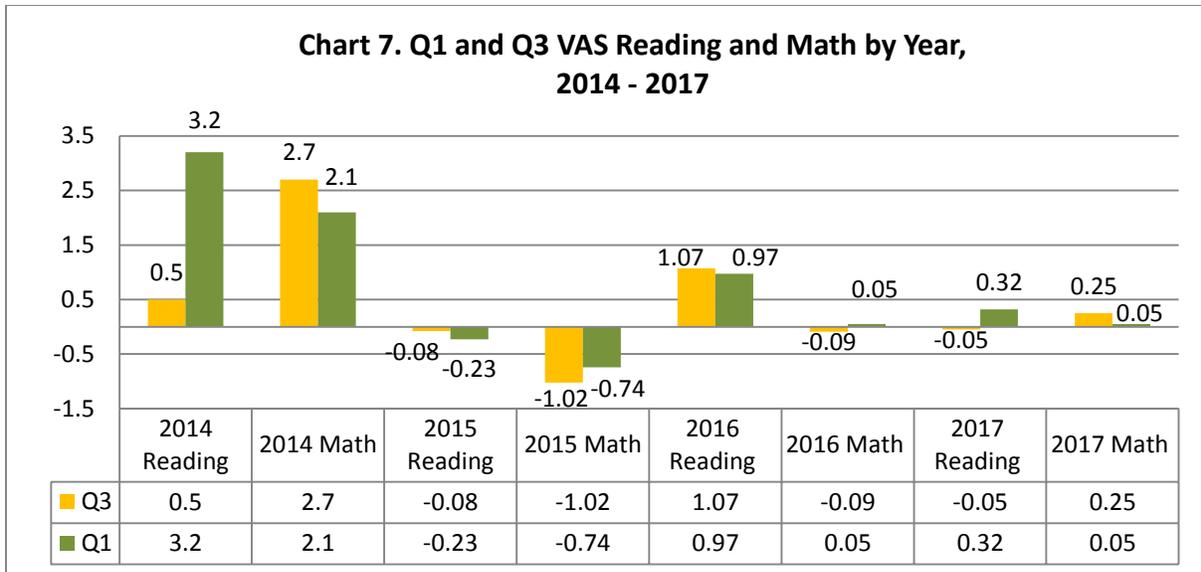
Chart 6, below, illustrates school growth terms of a growth index in reading and math for years of the school's contract term. In 2015, MACCS' growth in reading was near zero indicating the students performed as expected, based on their academic history. However, in math growth was negative. In 2016, MACCS reading growth was positive and math growth was still negative, but moving in the right direction (less negative). The school's 2017 scores indicate that growth in reading and math for MACCS' students was near zero. From 2016 to 2017, the reading progress declined, however, the school

performed as expected when compared to other schools with the same size, mobility, and prior student performance. Overall, over the four years the school's performance has declined in this area for reading.



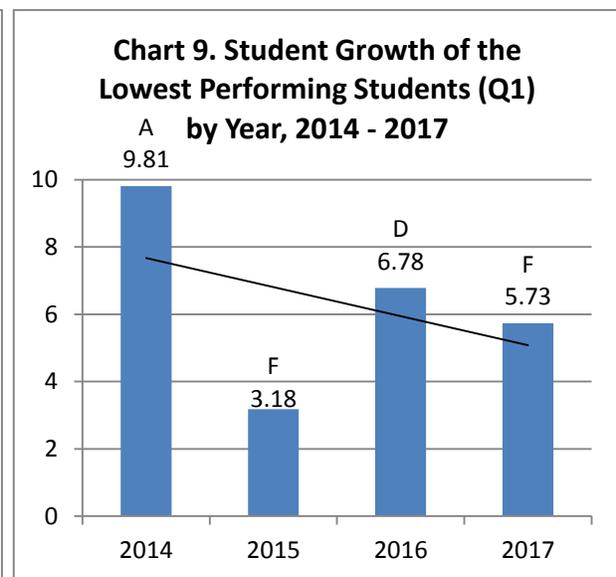
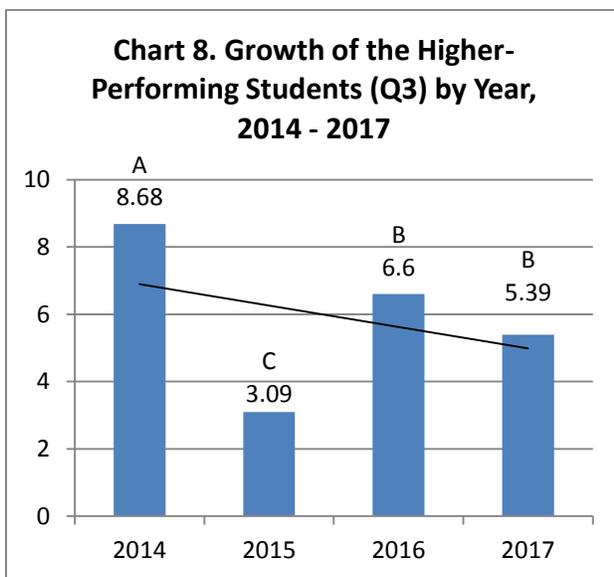
Student Growth. Student growth is measured in three indicators: school growth (discussed previously), growth of the highest-performing 75% of students (students in the first three quartiles, or Q3), and the growth of the lowest-performing 25% of students (students in the last quartile, or Q1). Each of these indicators evaluates the school's impact on the change in students' performance in comparison to their peers over time. Peers are identified based prior achievement and student mobility.

Chart 7, below, illustrates student growth for the higher-performing (Q3) students and the lowest-performing (Q1) students. The Value Added Scores (VAS) shows that the school's higher-performing and lowest-performing students performed higher than expected in math during the 2017 school year. In reading, the lowest-performing students demonstrated performance better than expected. In 2016, MACCS' higher-performing and lowest performing students performed better than expected in reading.



Growth of Higher-performing (Q3) and Lowest-performing Student Groups (Q1). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).

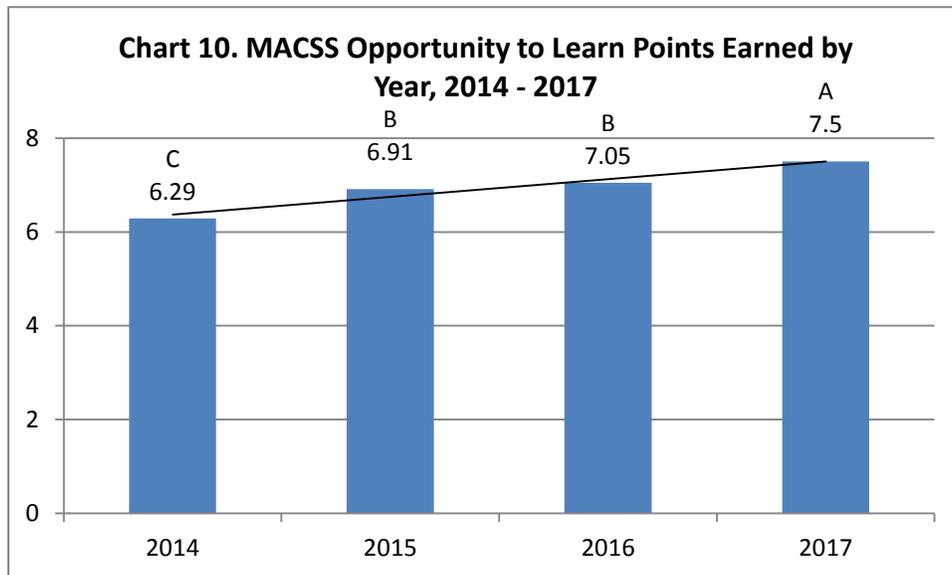
On the 2016 report card, the school earned 6.6 out of 10 possible points in the Student Growth of Higher-Performing Students (Q3) category. In 2017, the school earned 5.39 or 1.29 points less than the previous year. See Chart 8, below. In 2016, the school earned 6.78 out of 10 possible points in the Student Growth of Lowest-Performing Students (Q1) category. In 2016-2017, the school earned a total of 5.73 points or 1.05 points less than the previous year. See Chart 9, below. Overall, since 2104 the school’s performance in growing students in comparison to performance peers across the state has declines. The school has gone from an A in 2014 for both groups to a B in one and a D in the other.



Opportunity to Learn. Opportunity to learn is a measure that evaluates the quality of the learning environment. This indicator is based on attendance and a classroom survey 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%. Schools with average rates less than 95% are given partial credit, and schools with greater than 95% can earn more than the maximum allotted points.

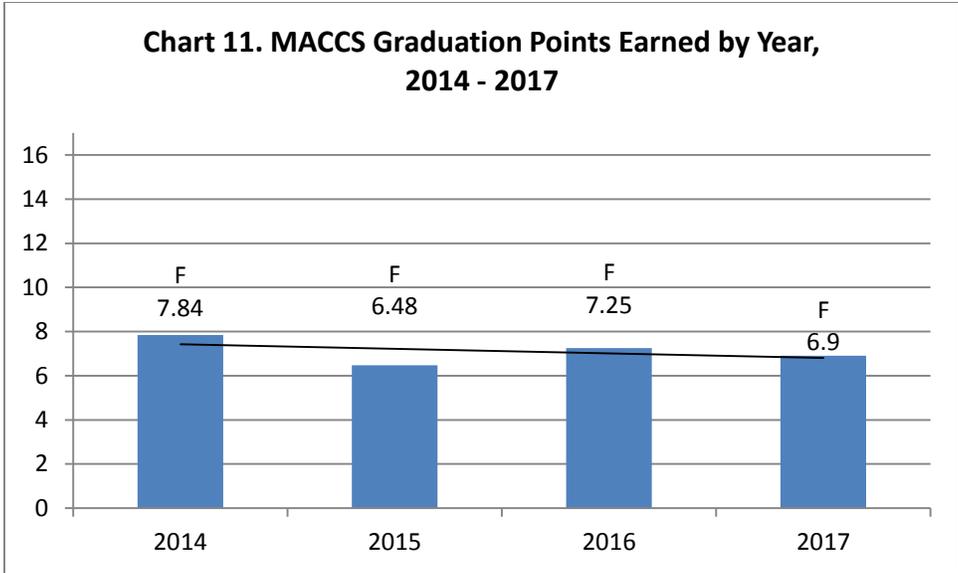
The parent and student surveys consist of 10 questions (scored on a scale of 0-5) about practices known to promote successful learning. The target score of 45 yields 100% of the five total points possible. Schools that average higher than 45 on the total score can earn slightly higher than five points.

The state’s average attendance rate is 94% and in 2017 the school’s attendance rate was 97%. The school’s strong attendance rate earned 3.07 out of 3 for points possible for attendance. The school earned an average of 39.38 out of the 45 points possible for the surveys and 4.38 points out of 5 for the student surveys. The school earned a total of 7.5 points in the Opportunity to Learn indicator, surpassing the statewide average of 6.0 points. The school had slight increase points in the category from 2016 to 2017. See Chart 10, below.



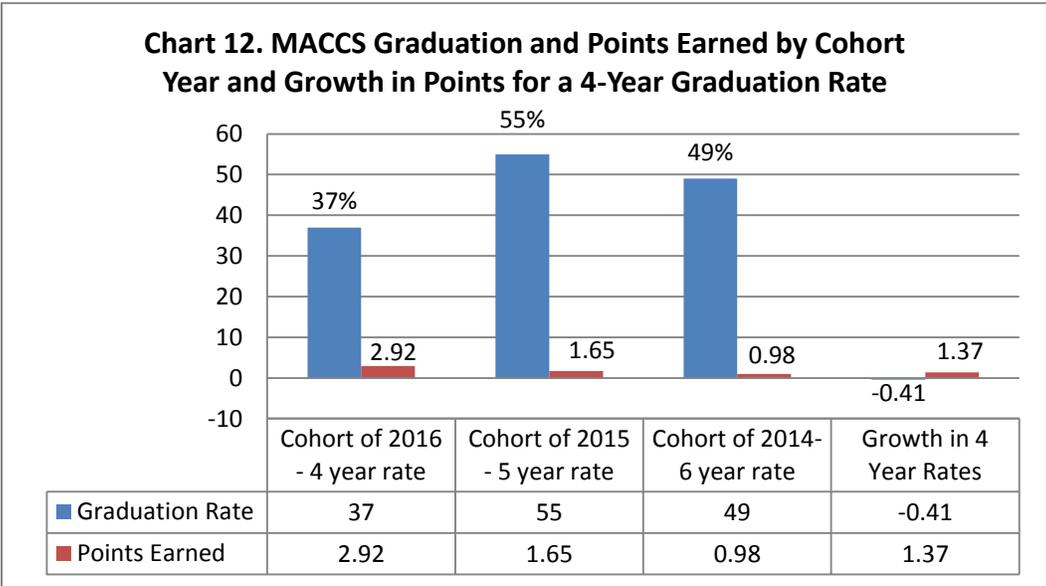
High School Graduation Rates. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, and 2 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years.

In 2017, MACCS earned 6.9 points for graduation. Over the course of its contract, MACCS has consistently earned an F in this category and earned far below the statewide benchmark of 12.8 points. Chart 11 illustrates MACCS graduation points earned over the last four years.



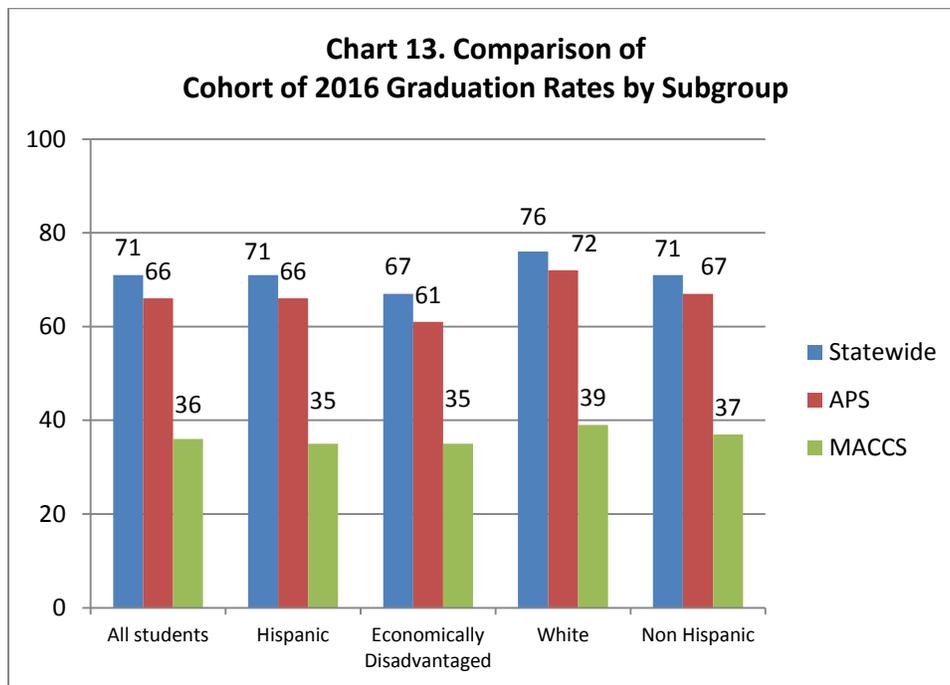
Graduation Growth refers to annual increase in the 4-year graduation rate and is based on three years of data. Growth in the 4-year rate reflects the school’s overall ability to help students complete their high school careers in a timely way. The goal is 90% of students graduating in 4 years, so any school that has a graduation rate of 90% in 2016 is awarded all four points. Growth of the 4-year rate is worth an additional 4 points yielding a total of 17 possible points for graduation.

Chart 12, below, demonstrates how the school earned its points in this category. Of the 6.9 total graduation points, the school earned 2.92 points out of 8 for the school’s 4-year graduation rate, 1.65 out of 3 points for their 5-year graduation rate, and 0.98 points out of 2 points for their 6-year graduation rate. The school earned 1.37 points in the Growth in 4-Year Rates.



Graduation Data by Subgroup. The chart below compares the school's graduation rates to the local school district and to the statewide percentages. The information below is based on a 4-year cohort. A cohort is named by students' expected fourth year of high school; for example the "Class of 2016" is also the "Cohort of 2016." The Cohort of 2016 is the latest- available data, with newest graduation data is released annually in later fall.

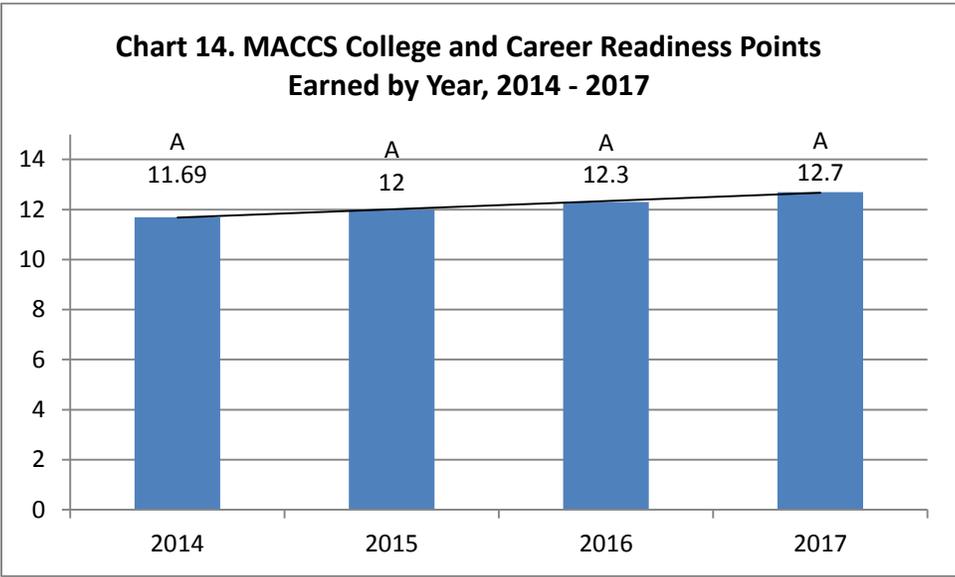
Chart 13, below, illustrates that MACCS' graduation rate for the Cohort of 2016 is 35% lower when compared to the state average and 30% lower than its local district, APS. The gaps in graduation rates between MACCS and APS are highly pronounced, ranging from a 26% gap for economically disadvantaged students to a 33% gap for White students.



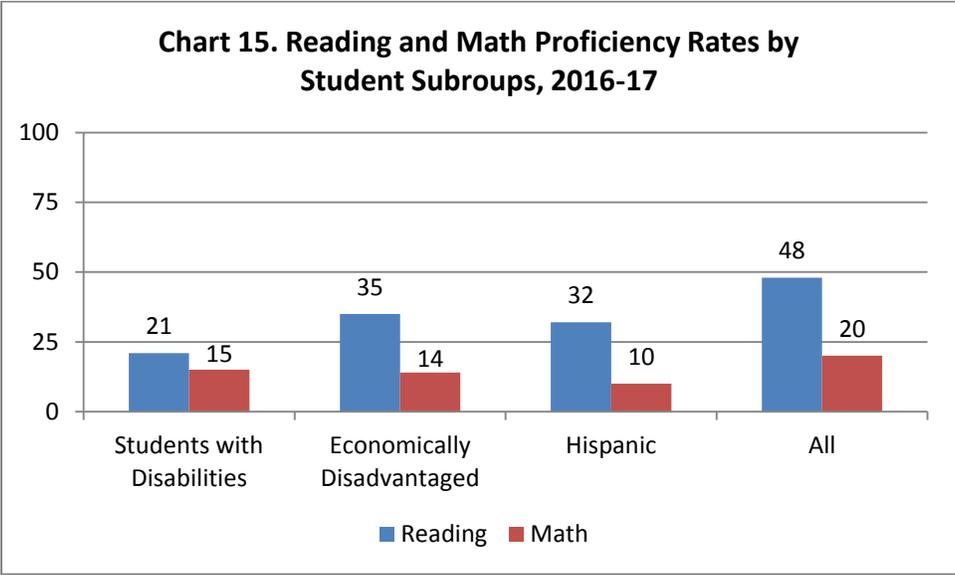
According to the 2017 School Grading Report Card, MACCS ranks very low in graduation when compared to 36 high schools across the state with similar student demographic characteristics.

College and Career Readiness. 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 benchmark. Credentials are established through course enrollment leading to an industry recognized certification or through a student's taking a recognized academic precursor to post-secondary education. 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.

Chart 14, below, illustrates the total College and Career Readiness points earned during the school's contract term. In 2017, the school report card data indicates that 73% of the school's students participated in the college or career readiness program and this percentage of participation resulted in the school earning 3.65 points out of 5 for this indicator. The school earned 9.0 points out of 10 for the participation points of this indicator. Out of the 73% of MACCS' students who participated in College and Career opportunities, 90% were successful. The school's points in this category have steadily increased during the contract term and during each year the school scored above the statewide average of 9.0.



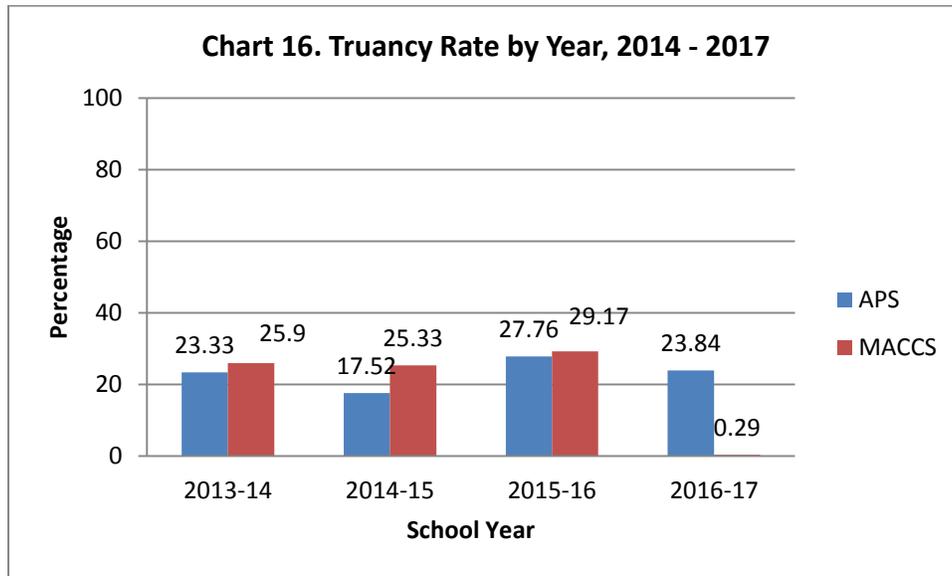
Achievement Gaps in Proficiency and Growth between Student Subgroups. According to reading and math proficiency data available on the 2017 School Grading Report Card, 48% of MACCS’ students are proficient in reading and only 20% are proficient in math. In comparison, 35% of economically disadvantaged students are proficient in reading and 14% in math. See Chart 15, below.



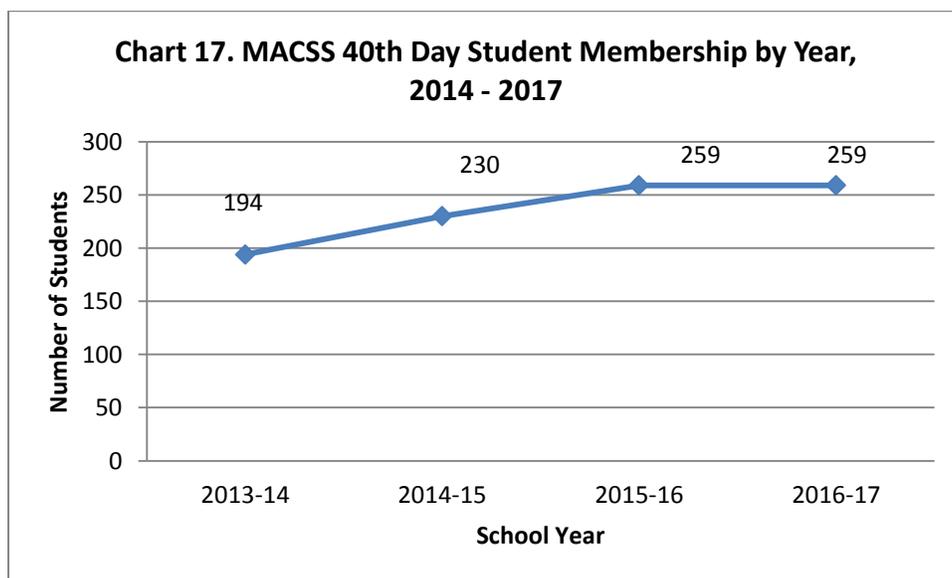
STUDENT ATTENDANCE AND ENROLLMENT

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.

Habitual Truancy. The table, Chart 16, below reflects the school's truancy rate and their truancy rate compared to Albuquerque Public School's truancy rate. The school's habitual truancy rate was above the APS truancy rate during the 2014, 2015, and 2016 school years. From the 2015-2016 school year to the 2016-2017 school year, MACCS' truancy rate declined by 28%. The school may wish to address the significant decrease in truancy in the 2016-2017 school year and provide more information to explaining the dramatic decrease.

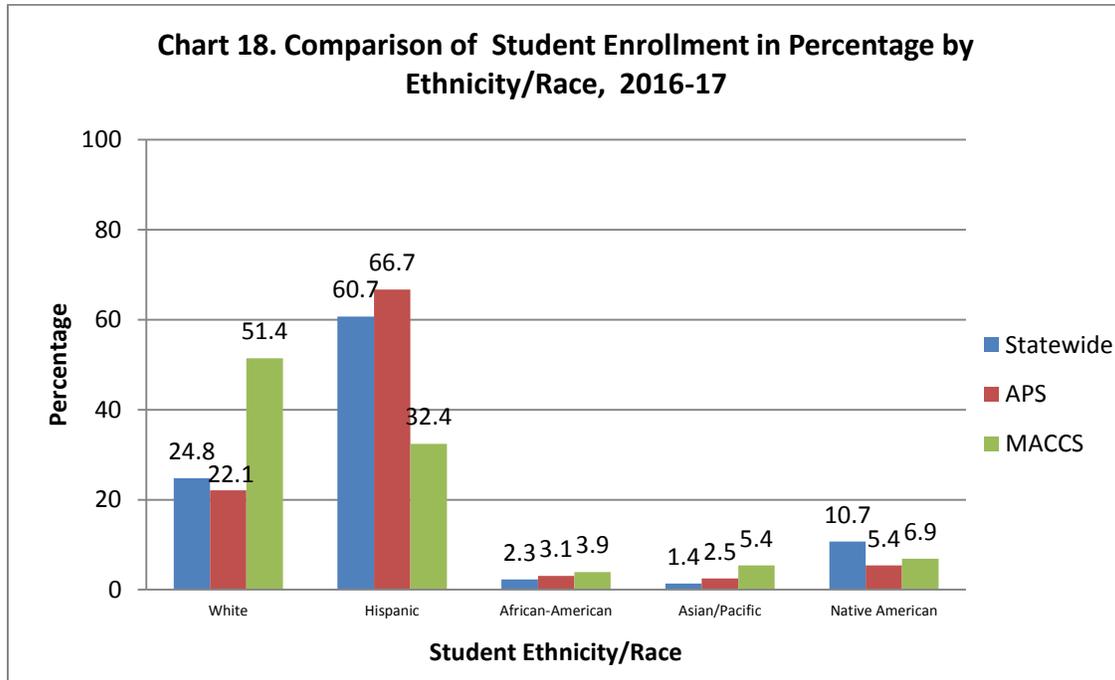


Student Membership (Enrollment). The table, Chart 17, below demonstrates the 40th day membership for each of the years in operation during their current contract term. The school's enrollment has increased from the 2014 school year through 2016 and maintained its enrollment in 2017. The 40th day count for 2016-2017 school year indicates that the school was under its enrollment cap by 101 students.



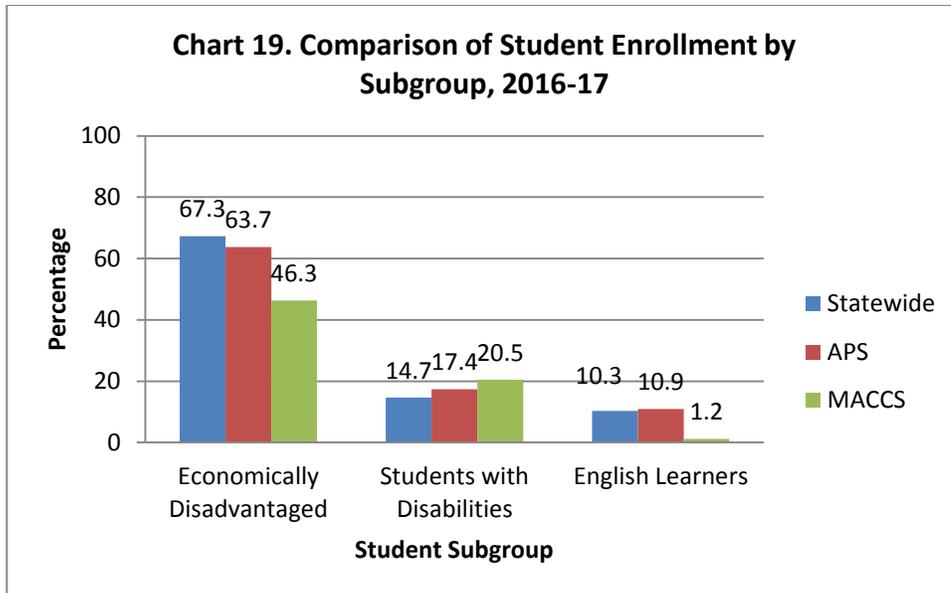
Note: Chart 17 may be updated with 2017-2018 data later this fall after the 40th day student membership data submitted through the Student Teacher Accountability Reporting System (STARS) is certified. The 40th day reporting window occurs annually from mid to late October.

Enrollment by Race/Ethnicity. MACCS' student demographic data illustrates that it serves a much lower Hispanic population when compared to its local district and statewide percentages. The discrepancies in the subgroup enrollment at this school are significant as the school has a greater than 10% difference in the school's White and Hispanic populations as compared to the local district and statewide percentages. See Chart 18, below.



Enrollment by Subgroup. The school has a much smaller population of English Learners when compared to the local district and statewide figures (See Chart 19). MACCS also serves a lower percentage of economically disadvantaged students with disabilities as compared to the local district and statewide percentages of these subgroups.

At the time of this writing, the PED has noted non-compliance related to protecting the rights of its English Learners in its FY2017 Performance Framework. The PED team reviewed about 10% of student cumulative files during an onsite monitoring visit to the school. Team members noted that the required Home Language Survey (HLS) was not in every student file. The team also observed two student files in which the HLS indicated a language spoken in the home other than or in addition to English. However, these two files did not contain the required language screener results (W-APT) or other English language proficiency assessment scores. The school must address how it will comply with 6.29.5.11 NMAC to properly identify, screen/test and effectively instruct and monitor the academic and language learning progress for all students who may be English Learners.

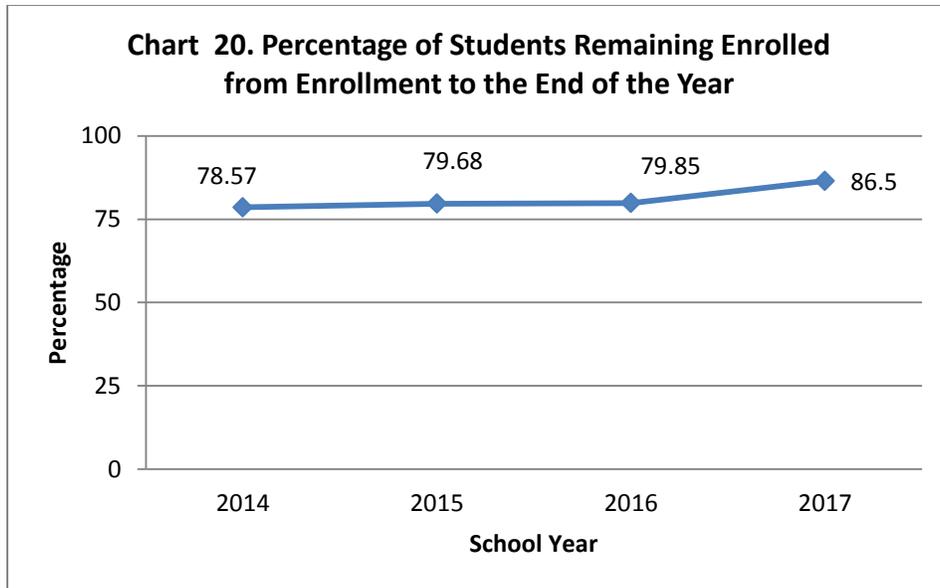


Taken together, Charts 18 and 19 illustrate the population served by MACCS significantly diverges from the state’s population. The school may consider describing how it promotes equity and access to all students through its enrollment policies and practices. It would also be helpful to understand any actions the school is taking to increase the diversity of its student body.

Retention and Recurring Enrollment. In its Performance Frameworks, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

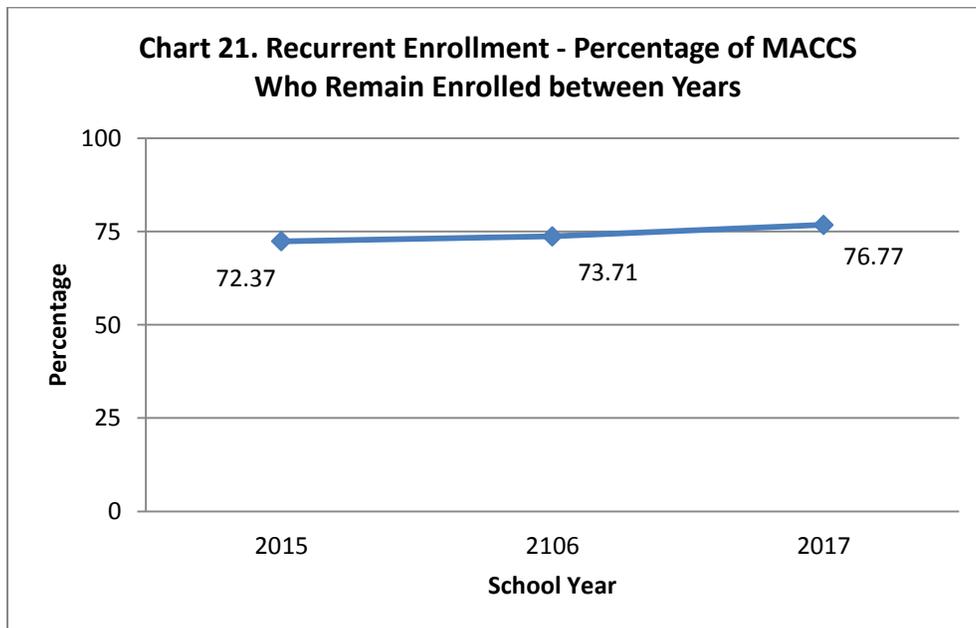
Below, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then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

Chart 20, below, demonstrates the percentage of students who withdraw from MACCS before the end of the school year for each of the years in operation. For the 2014 school year, 21.43% of the students who enrolled at MACCS withdrew before the end of school year. In 2017, 13.5% of students who enrolled at the school withdrew before the end of that school year. The trend line data illustrates that the school experienced a decrease in students withdrawing within the school year over the term of their contract.



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 their control are removed from the data set.

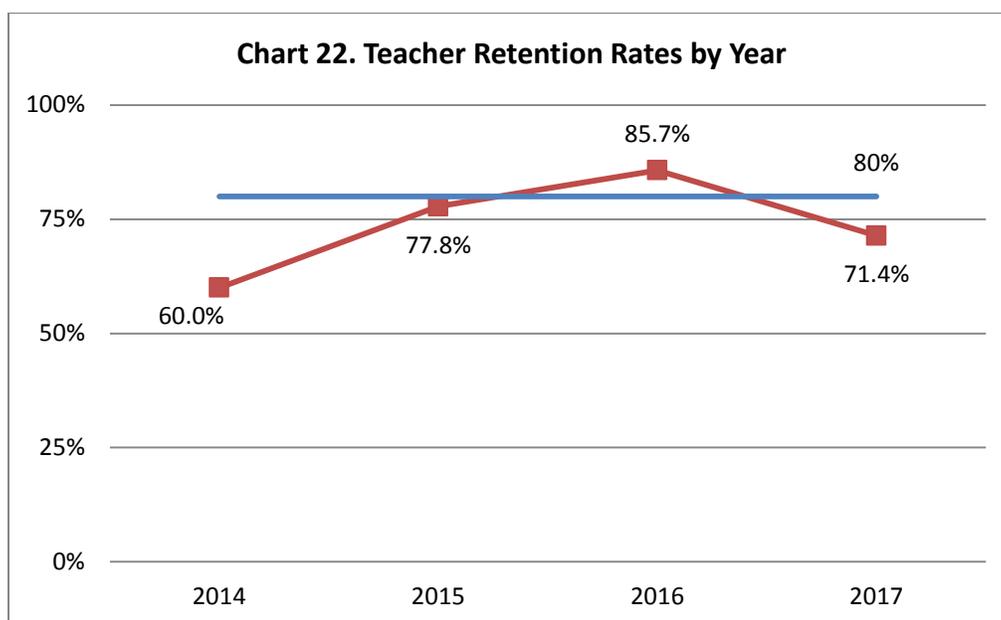
MACCS Student enrollment data (Chart 21, below) demonstrates that 72.37% of the students who completed the year in 2013-14 returned in 2014-15. MACCS student enrollment data demonstrates that 73.71% of the students who completed the year in 2014-15 returned to MACCS in 2015-16. MACCS student enrollment data demonstrates that 76.77% of the students who completed the year in 2015-16 returned to MACCS in 2016-17. During the term of the contract, the percentage of students who remained enrolled from one school year into the next (recurrent enrollment between years) was consistently in the mid-seventies range.



MACCS has not met the PEC recurrent enrollment target of 85% during its contract term. While the school has experienced a modest increase (4%), the percentage of students that remain at the school between years falls below the 85% target.

Teacher Retention Rate. The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance contract. 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.

Chart 22, below, demonstrates the school's teacher retention rate over the last three school years.



The school's teacher retention rate was 60% in 2014, 77.8% in 2015, 85.7% in 2016, and 71.4% in 2017. MACCS attained teacher retention rates lower than the PEC's goal for 2014, 2015, and 2017 school years of the contract term.

AUDIT PERFORMANCE

No audit findings were noted for Media Arts Collaborative Charter School in FY2016. However, in FY2015, the school was found with **one repeat finding** from the FY2014 audit related to mileage reimbursement.

- **FY2015 – Mileage Reimbursement:** The auditor noted that the school reimbursed employees for mileage at a rate of \$0.565 per mile. Of the 9 travel items tested that included mileage reimbursements, 78% reimbursed at a rate higher than the current statutory rate. The school was not in compliance with Mexico statute, 10-8-5(D) NMSA 1978, and regulation, 2.42.2.11(B)(1) NMAC, governing allowable mileage reimbursement. The school contended that it is a local public body, not a state agency. However, the PED has made clear to the auditors that state-authorized charter schools are a component unit of the PED and should reimburse mileage at the rate approved for a state agency. The auditor did note that all reimbursements paid after

May 2015, when the school realized it was using the incorrect mileage reimbursement rate, were paid the allowable rate per state statute.

- **FY2014 – Mileage Reimbursement:** The school was found non-compliance with the New Mexico State statutes in regards to mileage reimbursement since it was noted that the school reimbursed employees at a mileage rate of \$0.56 per mile. State regulation 2.42.2.11(B)(1) NMAC pursuant to 10-8-5(D) NMSA 1978, requires that state agencies reimburse 80% of the internal revenue service standards mileage. In addition, documentation for one of the 15 selected travel disbursements could not be located. The school contended that is a local public body, not a state agency. However, the PED has made clear to the auditors that state-authorized charter schools are a component unit of the PED and should reimburse mileage at the rate approved for a state agency.

ORGANIZATIONAL PERFORMANCE

Please note: the analysis of the school's organizational performance on **the FY2017** Performance Framework will be updated after final reporting from the school is submitted by September 1, 2017.

In the **FY2016** Performance Framework, the school's organizational performance was rated below meets in two (2) areas.

1. **PED rated indicator III-A.04: Educational Plan** "Does Not Meet Standards" because the school did not comply with state screening/testing and documentation requirements of English Learners.
2. **PED rated indicator VII-A.00: General Information** "Does Not Meet Standards" because the school did not provide the school's personnel turnover rate in the LEA self review and did not complete or address the General Information Questionnaire.

School Specific Requirements. The School's Performance Framework does not include any school specific requirements as conditions of renewal.