



Media Arts Collaborative Charter School
4401 Central Ave NE Bldg #2 Albuquerque, NM 87108
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MACCS Response to the Preliminary Analysis of Renewal Application (Part B – E)

November 21, 2017

School Name: Media Arts Collaborative Charter School

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

Thank you for visiting Media Arts Collaborative Charter School on **Tuesday, October 24, 2017**. I appreciate the time it took to travel to MACCS and to put the preliminary analysis document together. MACCS stakeholders enjoyed the experience and I value the feedback as we move forward with our renewal application. For my response to the preliminary analysis, I will address concerns to help create a holistic view of MACCS.

In responding to the PED Preliminary Analysis of the MACCS Renewal Application, the visiting representatives of the Charter School Division (CSD) stated in the summary that evidence was “not submitted with the application or readily available for review on site.” On the contrary, the evidence was submitted with the application on **October 3, 2017** in the appendices. Furthermore, the source evidence was readily available for review on site upon request.

During the introductions at the beginning of the day, a CSD representative asked about the evidence. The MACCS principal stated that all the source data evidence was on his laptop and available whenever the CSD needed them. On his desk was a red binder of the application kit and folders of teacher syllabi and curriculum maps from the charter term. The CSD and the principal then toured the school and made their way to the television production studio for a PowerPoint presentation of the renewal application.

Later in the day, CSD representatives requested to view source evidence of internships and the tutoring Google Doc. The principal displayed the internship Google Doc and the business manager shared the tutoring Google Doc. At the same time, the principal briefly showed the 2017 short-cycle NWEA result PDFs that displayed student projections and final scores. The principal stated that whenever the CSD representatives were ready, he would be available to share more of the evidence via projection onto a large screen.

As the day came to a close, a CSD representative asked if the principal would be able to upload graduate transcripts from the charter term. The principal asked about student confidentiality, but was assured that this would not be an issue as the WebEPPS site is secure.

With this in mind, the preliminary analysis summary of *Section 1* lists several strategies from the renewal application as improvement actions taken. For the purpose of this response, the source evidence has been uploaded to the MACCS WebEPPS 2017-18 PEC Renewal Application School's Response according to the actions listed below:

- Establishing a reading culture:
[MACCS – Establishing a Reading Culture, Q1 Creative Writing Curriculum Map](#)
[MACCS – Establishing a Reading Culture, Q1 Dolce's iPod \(Music Appreciation\) Map](#)
[MACCS – Establishing a Reading Culture, Q1 Historical Reenactment 2016-17](#)
[MACCS – Establishing a Reading Culture, Q1 Literacy Art Show Curriculum Map](#)
[MACCS – Establishing a Reading Culture, Q3 Curriculum Map – Rebellion](#)
[MACCS – Establishing a Reading Culture, Middle School Skills Rubrics 2016-17](#)
- Increasing the focus on dialogue with a focus on rigor and engagement:
[MACCS – Increased Focus on Rigor & Engagement, 2016-17 Observation Template](#)
[MACCS – Increased Focus on Rigor & Engagement, 2016-17 Data](#)
[MACCS – Increased Focus on Rigor & Engagement, 2016-17 Results](#)
- Strengthening middle school math by focusing on grade level instruction:
[MACCS – Strengthening MS Math, Carnegie Curriculum Map, Level 4 \(8th Grade\)](#)
- Increased focus on project-based learning:
[MACCS – Increased Focus on PBL, Leadership Council & Staff](#)
[MACCS – Establishing a Reading Culture, Q1 Historical Reenactment 2016-17](#)
[MACCS – Establishing a Reading Culture, Q1 Literacy Art Show Curriculum Map](#)
- Effectiveness and quality of RTI for at-risk students in need of intervention:
[MACCS – RTI for At-Risk Students, EWS \(SAT\) 2015-16 School Year](#)
[MACCS – RTI for At-Risk Students, High School Semester 1 – Friday Collaboration 2017-18](#)
[MACCS – RTI for At-Risk Students, Middle School EWS Goal Team Tier I Collaboration](#)
[MACCS – RTI for At-Risk Students, Attendance](#)
[MACCS – RTI for At-Risk Students, Behavior](#)
[MACCS – RTI for At-Risk Students, Course Completion](#)
- Fidelity to LEA HQT plan for Highly Qualified Teachers:
[MACCS – Individualized Plans to fill Highly Qualified Status](#)
[MACCS – LEA HQT Plan, Signed](#)
[MACCS – Sample HQT Letter](#)

The preliminary analysis summary of *Section 1* also stated that 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.” On the contrary, substantial evidence was readily available for review on site that identifies adult actions taken by the school to identify specific root causes and to improve student outcomes and performance. For consideration, the source evidence has been uploaded to the MACCS WebEPPS 2017-18 PEC Renewal Application School's Response:

- Adult actions taken by the school to identify specific root causes and to improve student outcomes:
[MACCS – 21st Century Skills Rubric, 2017-18](#)
[MACCS – Media Literacy Project for Incoming Students](#)
[MACCS – RTI for At-Risk Students, EWS \(SAT\) 2015-16 School Year](#)
[MACCS – RTI for At-Risk Students, High School Semester 1 – Friday Collaboration 2017-18](#)

MACCS – RTI for At-Risk Students, Middle School EWS Goal Team Tier I Collaboration

In the preliminary analysis, under *1.b. School Specific Charter Goals*, the language for *Optional Indicator 1.a.* and *Optional Indicator 1.b.* are incorrect. Respectively, as noted in the *NMPEC Charter School Performance Framework 2015-18* (uploaded to the MACCS WebEPPS 2017-18 PEC Renewal Application School's Response as MACCS – School Specific Charter Goals, 2015-18 Performance Framework), the actual language is:

3.a. Media Experiences. All graduates from Media Arts Collaborative Charter School have participated in a classroom media project, community outreach media project, or media internship. Student will demonstrate proficiency in classroom media projects with a passing grade of C (70%) or better. Student 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.

3.b. Project-Based Learning. All graduates from Media Arts Collaborative Charter School will have completed one or more self-directed, semester long, research-based inquiry projects, culminating in a public exhibition of their work.

Language of these two optional indicators is crucial as it clearly defines the parameters of the data collected. Students graduating from MACCS leave with enriched experiences in media and in project-based learning.

The *1.b. School Specific Charter Goals* subsection of *Section 1* of the preliminary analysis also includes language that “supporting documentation undergirding the analysis was not readily available (sic) review during the site visit” for the mission-specific indicator and for each optional indicator. On the contrary, evidence was not only uploaded with the renewal application, but the source evidence was also available during the site visit. For the purpose of this response, the source evidence has now been uploaded to the MACCS WebEPPS 2017-18 PEC Renewal Application School's Response as supporting data for each of the following indicators:

- 2.a. Goal: Media Studies:
MACCS – Grad Comparison Data, 2014-Present
MACCS – Media Studies, 2014 Graduate Transcripts
MACCS – Media Studies, 2015 Graduate Transcripts
MACCS – Media Studies, 2016 Graduate Transcripts
MACCS – Media Studies, 2017 Graduate Transcripts
- 3.a. Media Experiences:
MACCS – Classroom Media Projects, 2012-Present
MACCS – Community Media Projects, 2009-Present
MACCS – Internships, 2010-Present
- 3.b. Project-Based Learning:
MACCS – PBL, 2014 Presentations of Learning Tracking Doc
MACCS – PBL, 2015 Presentations of Learning Tracking Doc
MACCS – PBL, 2016 Student POL Schedule
MACCS – PBL, 2017 Presentations of Learning Tracking Doc
- Optional Indicator 1.c. – Reading:
MACCS – NWEA 2013-14 Fall Scores, 11th Grade
MACCS – NWEA 2013-15, Reading RIT Scores
MACCS – 2016 Grade6
MACCS – 2016 Grade7

MACCS – 2016 Grade8
MACCS – 2016 Grade9
MACCS – 2016 Grade10
MACCS – 2016 Grade11
MACCS – 2017Grade 6
MACCS – 2017Grade 7
MACCS – 2017Grade 8
MACCS – 2017Grade 9
MACCS – 2017Grade 10
MACCS – 2017Grade 11

- Optional Indicator 1.d. – Math:
MACCS – NWEA 2013-14 Fall Scores, 11th Grade
MACCS – NWEA 2013-15, Math RIT Scores
MACCS – 2016 Grade6
MACCS – 2016 Grade7
MACCS – 2016 Grade8
MACCS – 2016 Grade9
MACCS – 2016 Grade10
MACCS – 2016 Grade11
MACCS – 2017Grade 6
MACCS – 2017Grade 7
MACCS – 2017Grade 8
MACCS – 2017Grade 9
MACCS – 2017Grade 10
MACCS – 2017Grade 11

SECTION 2. FINANCIAL COMPLIANCE FRAMEWORK

According to the audit information found in *Section 2* of the preliminary analysis, the charter renewal narrative did not provide enough details in regards to the tracking and reporting process in response to any audit findings. Following each audit, the business manager was required to prepare a “Corrective Action Plan” for each finding for review by the audit committee and then to send it to the Public Education Department’s Audit and Accounting Bureau as requested. These corrective action plans help the school and the audit committee to monitor what needs to be done to remedy the findings.

In preparation for the FY2017 audit, the audit committee did review the results of 10 travel reimbursement samples to ensure compliance. The audit committee and the school administration will work to improve its tracking and monitoring process so that specific improvement steps are identified and documented so that progress can be demonstrated. For the purpose of this response, the following source evidence has now been uploaded to the MACCS WebEPPS 2017-18 PEC Renewal Application School’s Response as supporting data:

MACCS – FY2014, Audit Corrective Action
MACCS – FY2015, Audit Corrective Action
MACCS – FY2015, Findings Progress Letter

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Within the language of the *Internships* paragraph of the preliminary analysis, it is stated that the school “presented on its internship opportunities and characterized the internship programs as a success.” However, during the site visit, the principal stated that according to the internship data accrued during

the charter term, the internship program is not as strong as other media experiences. For the purpose of this response, the charter term data regarding internships has been uploaded to the MACCS WebEPPS 2017-18 PEC Renewal Application School's Response as MACCS – Grad Comparison Data, 2014-Present.

As a result, the school is taking action to improve and enrich its internship program. As quoted in the preliminary analysis, "we're reviving it." Indeed, as the CSD representatives had requested, MACCS will provide a current list of all students placed in internships at its annual site visit on **February 14, 2018**.

As quoted in the preliminary analysis, MACCS states "[a]ll 'Needs Further Action' items have been addressed." Even though the said items had been addressed in the MACCS WebEPPS site, they were not addressed in the renewal application because they had already been addressed. Nevertheless, for the purpose of this response, the source evidence has been uploaded to the MACCS WebEPPS 2017-18 PEC Renewal Application School's Response for the following files:

- I-A.01:
MACCS – Grad Comparison Data, 2014-Present
MACCS – Media Studies, 2014 Graduate Transcripts
MACCS – Media Studies, 2015 Graduate Transcripts
MACCS – Media Studies, 2016 Graduate Transcripts
MACCS – Media Studies, 2017 Graduate Transcripts
- III-A.01:
MACCS – Media Studies, 2016 Graduate Transcripts
MACCS – Instructional Hours
- III-A.02:
MACCS – Process & Procedures to Address Homelessness
- III-A.04:
MACCS – Identifying, Screening, Instructing & Monitoring ELL
- III-A.06:
MACCS – Grad Comparison Data, 2014-Present
- V-A.01:
MACCS – 2016-17 Head Administrator Evaluation
- VI-A.00:
MACCS – Individualized Plans to fill Highly Qualified Status
MACCS – LEA HQT Plan, Signed
MACCS – Sample HQT Letter

In closing, MACCS administration, teachers and staff, appreciate the time it took for the PED Charter School Division to create the preliminary analysis. Accountability is crucial to ensure student achievement and success. MACCS strives daily to enrich the lives of secondary student with media experiences and rigorous content that engages their dreams and aspirations.

Sincerely,
Jonathan Dooley, Principal