

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: May 11, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendment, The MASTERS Program Charter School
- III. Executive Summary and Proposed Motions:

Request and Rationale

**Amendment 1:**

The MASTERS Program (TMP) requests to amend Section 8.01(a)(i) of the school’s contract: Operational Structure.

The school’s current contract states:

*Authorized school grades: 10-12*

The school would like to change the contract language to:

*Authorized school grades: 9-12*

The school states the following rationale for its request:

*We propose to add a 9<sup>th</sup> grade for three reasons. We find that the students who need an early college program most are coming in as 10<sup>th</sup> graders very much unprepared for high school level work, let alone college work. We would like to have them for that additional formative year to build skills and strong work habits. Second, many parents have requested that we start with 9<sup>th</sup> grade for the same reasons. They are not at all happy with their choices in Santa Fe. We are also aware that a significant portion of our funding comes from small size funding and the issue of charters receiving that money comes up every time the legislature meets. We would like to begin to raise our enrollment capacity in a thoughtful way. Since TMP is on the campus of SFCC, we have the potential to add more classrooms to our current lease agreement as needed. More importantly, we are using HB 33 funding to build out a large space adjacent to our west wing area, to be completed by November 2018. This will give us a large space to use with our 9<sup>th</sup> graders for various activities and for more close supervision. Students entering as 9<sup>th</sup> graders who are already very capable academically will be absorbed into either current TMP courses or college level courses. We are working on a staffing plan for those students who need basic skills work in reading, writing and math. Our plan is to emphasize those skills in elective credit as well as individual academic credit areas in 9<sup>th</sup> grade to make students ready for the rest of high school.*

**Amendment 2:**

TMP requests to amend Section 8.01(a)(i) of the school’s contract: Operational Structure.

The school’s current contract, as amended on August 19, 2015, states:

*Enrollment cap: 200.*

The school would like to change the contract language to:

*Enrollment cap: 280.*

The school states the following rationale for its request:

*We propose to increase our enrollment capacity so that we can start with 9<sup>th</sup> grade and build the skills of our students. This will enhance our ability to provide true early college opportunities for our students. This will allow for 70 students per grade.*

School History and Recurrent Enrollment

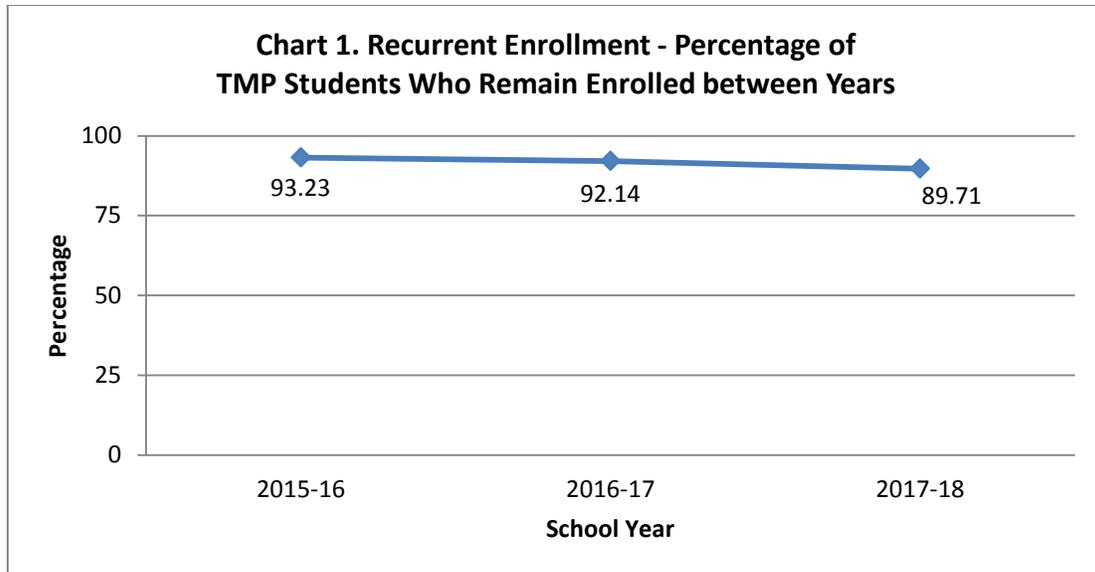
According to the school’s contract,

*The MASTERS Program was founded by John Bishop, a local businessman and follower of education successes and failures. He knew of early college schools and felt that this model offered the most opportunities for students and the best remedy for educational failings.*

The charter was approved in 2009-10 by the State, and the school has grown from its original enrollment of 120 to its cap of 200 in grades 10-12. According the school’s contract, “the school has made an impact on the community by expanding the diversity of its student body each year.” Further, the school’s contract also states that:

*Those students entering whose education has not been strong find high school level courses geared to bring their basic reading, writing and math skills to grade level, and those who have already excelled can take college level courses in many field and can graduate with Certificates or AA degrees.*

The school is authorized to serve grades 10-12 and its enrollment capacity is 200. According to the 2016-17 End-of-Year STARS report, the school had 200 students enrolled at the end of SY17. TMP student enrollment data demonstrates that 93.23% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. TMP student enrollment data demonstrates a slight decrease with 92.14% of the eligible students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. The school demonstrated a repeated decrease in its recurrent enrollment for the SY18 year with 89.17% of eligible students returning to the school. Nonetheless, TMP has exceeded the PEC’s recurrent enrollment target of 85% during the SY16, SY17, and SY18. See Chart 1, below.

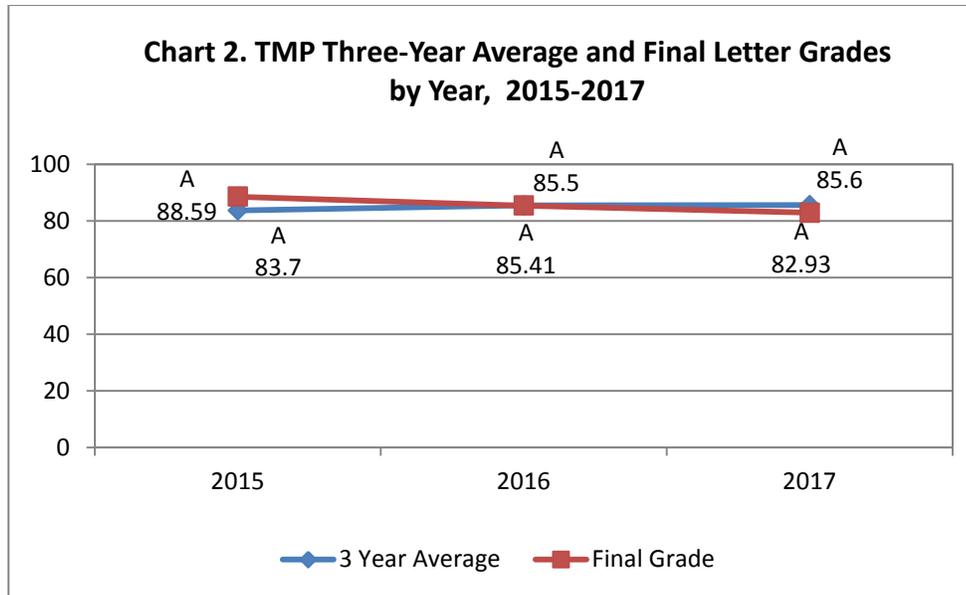


### School Performance

The school earned an overall “A” grade in 2017. A review of the school’s academic performance demonstrates the school has maintained an overall “A” grade, however the data reveals a slight downward trend over the last three years. When further aggregated, the school’s data reveals academic achievement gaps in most student subgroups. Given that the amendment request relates to expanding grade levels and increasing enrollment capacity, it is important to not only consider the school’s current academic performance but also the academic achievement gaps among student subgroups. This section provides an overview of school performance and provides analysis of various indicators from the state school grade reporting. Chart 2, below, illustrates TMP’s three-year average grade and its overall school grade from 2015 through 2017. The school has sustained an overall “A” grade however, the final grade demonstrates a decrease by -5.66 points over the last three years (red line) whereas the three-year average grade has remained stable over the same period (blue line).

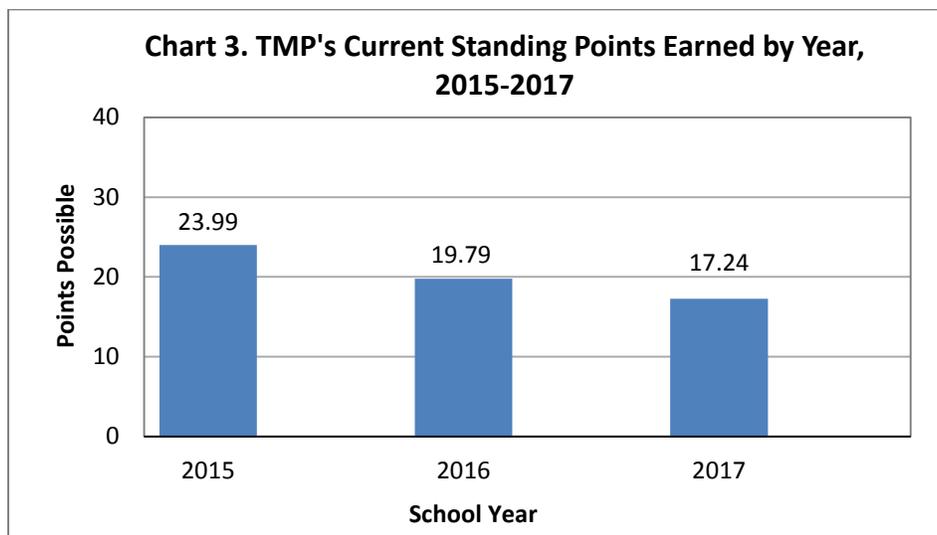
TMP has earned the following school grades:

- In 2014-2015 the school grade was an A (88.59).
- In 2015-2016 the school grade was an A (85.41).
- In 2016-2017 the school grade was an A (82.93).



**Current standing.** The current standing indicator accounts for the greatest portion of a school’s overall grade, with up to 30 possible of the 100 points. This indicator is broken into four components: points for reading proficiency; points for growth in reading proficiency; points for math proficiency; and points for growth in math proficiency. In 2017, the points possible are as follows: 10 points for reading proficiency; 5 points for growth in reading; 10 points for math proficiency; and 5 points for growth in math.

Since 2015, the amount of total points in current standing earned by the school has decreased by 6.75 points. Chart 3, below, illustrates the total points TMP earned in this indicator for the last three years.



**Reading and math proficiency.** In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Overall, the school’s reading proficiency exceeds the statewide average by 30%; conversely, the school’s math proficiency *remains under the state average*. The school’s data demonstrates a progressive decrease in both reading proficiency and math proficiency from 2015-2017. The school’s 2017 school grade indicates that 58% of TMP’s students were proficient in reading and 16% of the school’s students were proficient in math. Chart 4, below, illustrates the students’ academic proficiency percent rates in reading and math over the last three years.

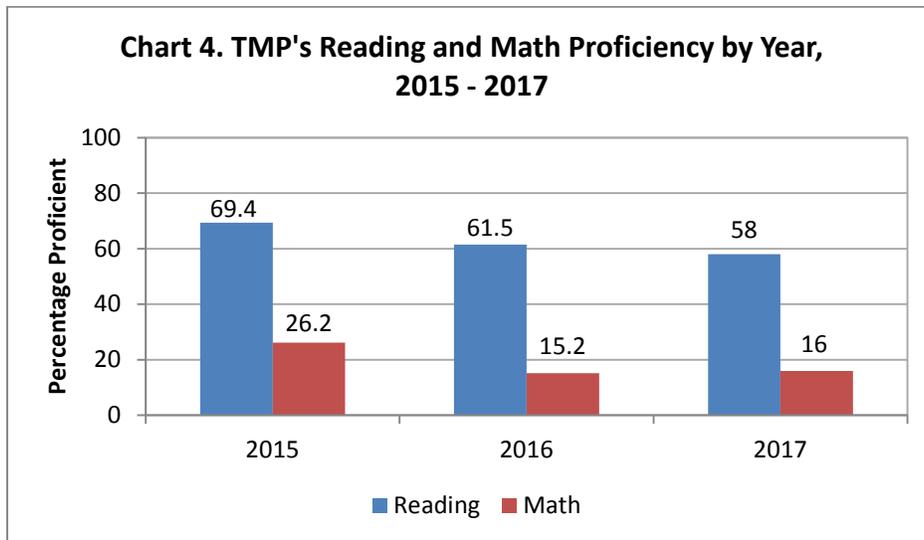
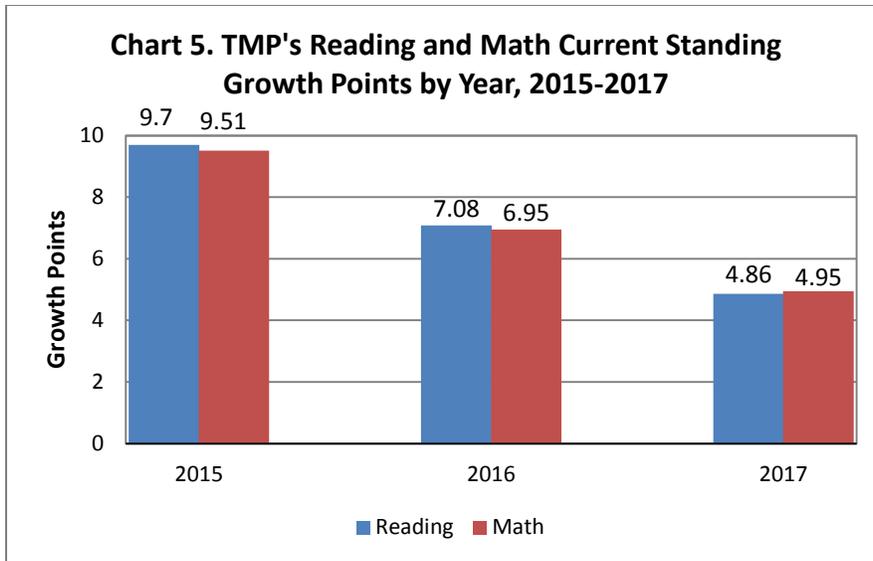
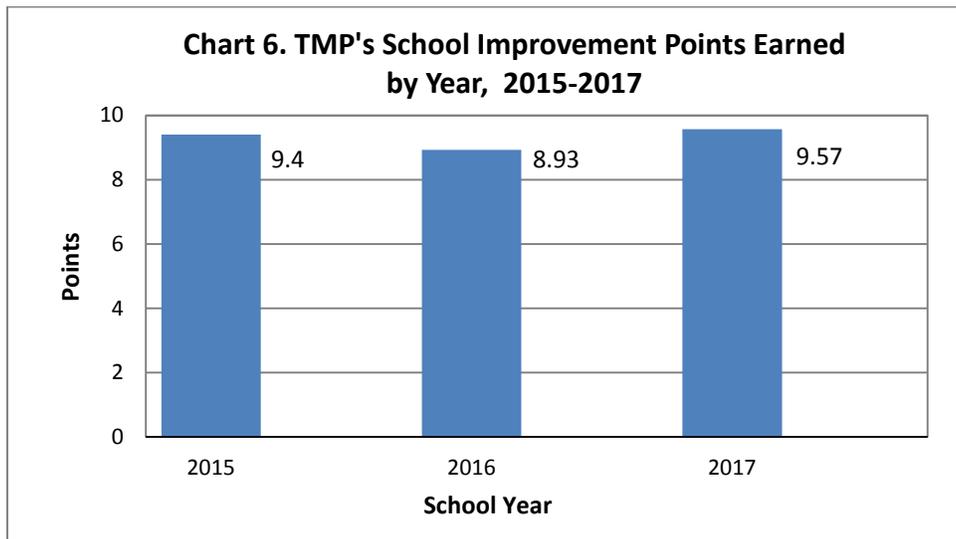


Chart 5, below, illustrates the reading and math growth points earned within the current standing indicator, (in 2017, 5 possible points for reading growth and 5 possible points for math growth). **In 2017, TMP earned 4.86 growth points in reading and 4.95 growth points in math, respectively, for a total of 9.81 points out of the 10 possible points in current standing, earning nearly all of the possible points.** Recall the possible points and weighting for growth and proficiency within the current standing indicator changed in 2017. TMP will need to increase (or at the very least maintain) its overall academic performance in order to sustain its current school grade. <sup>1</sup>

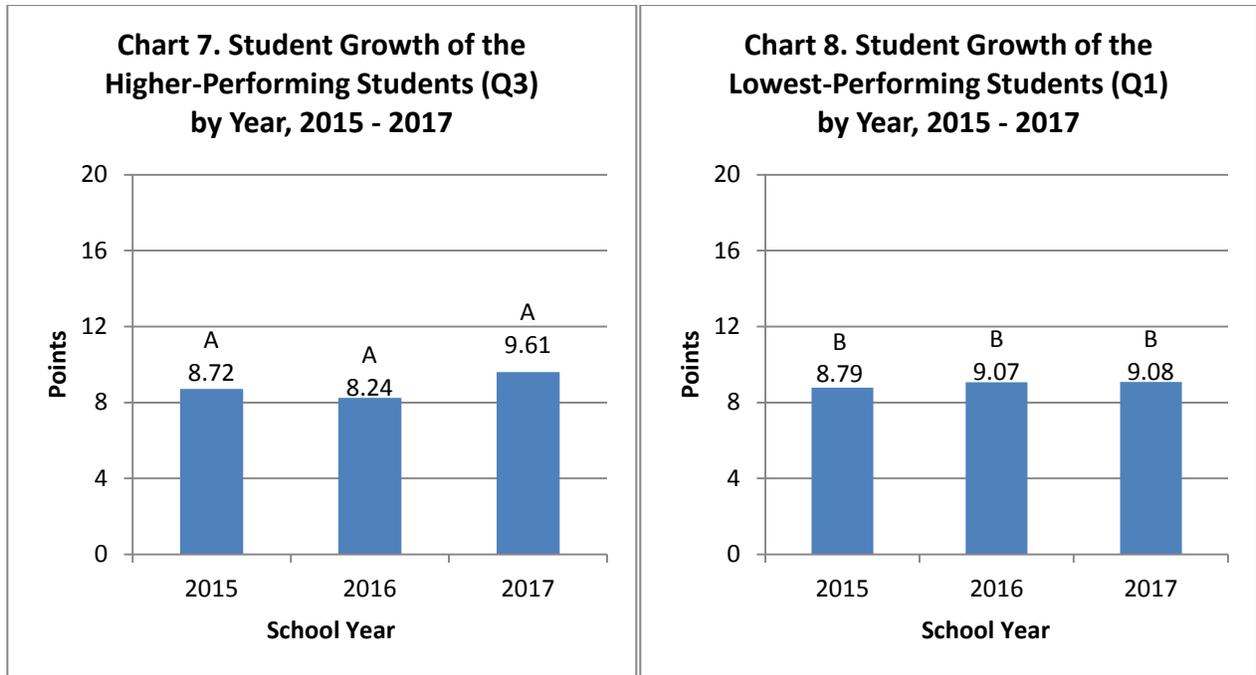
<sup>1</sup> Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state’s approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for the last time in 2018, after which they will no longer be a component of the school grade.



**School Improvement.** This indicator accounts for a smaller portion of a school’s overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. Chart 6 below, illustrates TMP’s points earned in the School Improvement indicator over the last three years.

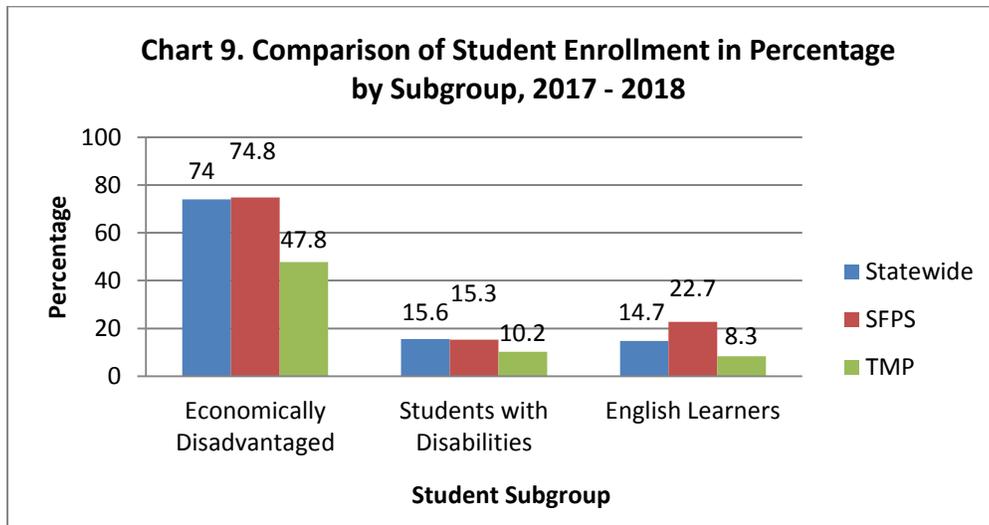


**Higher-performing and lowest-performing students.** In the state’s school grade reporting, growth is also reported among the school’s higher-performing and its lowest-performing students. Over the last three years, the school’s higher-performing students have *far exceeded* the state average of 3.6 points out of the possible 10 points (on this indicator). See Chart 7, below. In addition, the school’s lowest-performing students have also outperformed the state average of 7.7 points out of the possible 10 points (on this indicator), over the last three years. Chart 8, below.

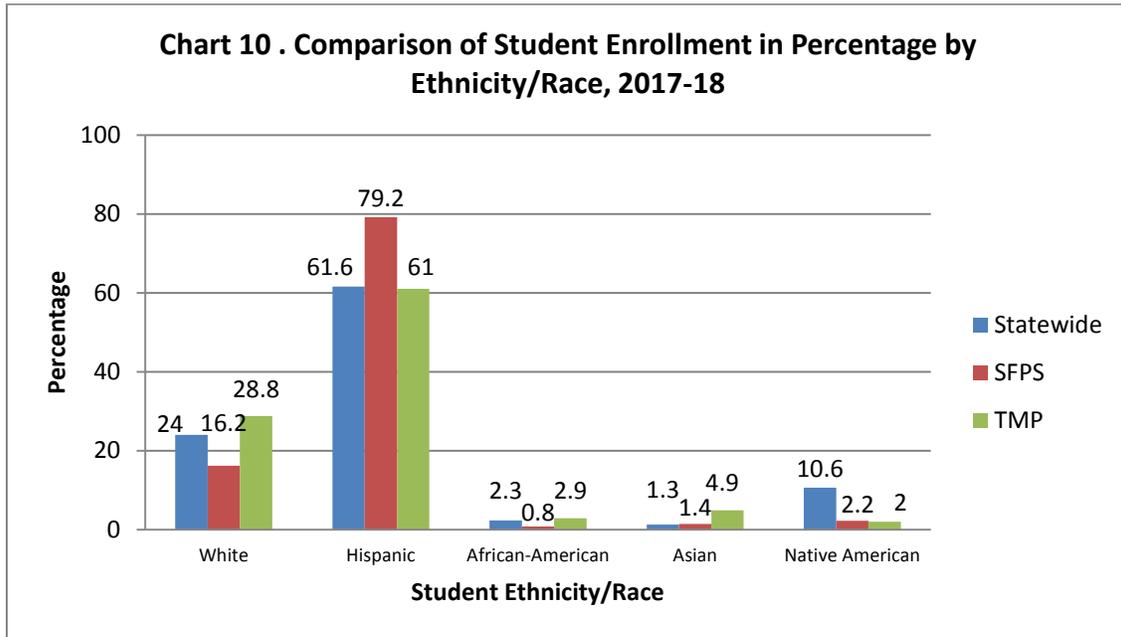


Student Enrollment and Academic Performance by Subgroup

**Enrollment.** While the previous section examined overall school performance, the following section notes differences in the school’s student subgroup demographics and academic performance. Student demographic data is compared to the state and local school district, Santa Fe Public Schools (SFPS). The school *does not* serve a student demographic makeup that mirrors the local area district, SFPS, or the State. While the local district serves high percentage of economically disadvantaged students (74.8%), TMP’s population of economically disadvantaged students is 47.8% representing a 27% difference. While the state population of English Learners (ELs) is 14.7%, the local district’s average is much higher at 22.7%, and yet the school’s population of ELs is only 5%. TMP also serves a lower percentage of students with disabilities when compared to the state and local district demographics. Chart 9, illustrates the comparison in student subgroup enrollment between the State, SFPS, and TMP.

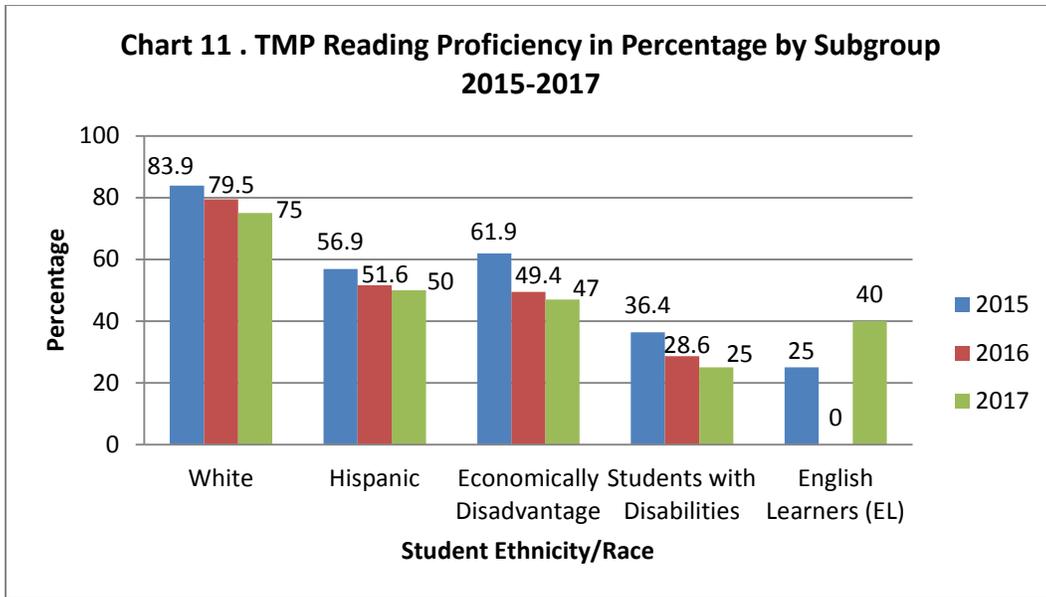


When comparing the school’s student subgroup enrollment data with state and local populations, TMP serves a *significantly* different student population in relation to the two largest ethnic/racial subgroups (White and Hispanic). Whereas only 16.2% of the district’s students are White, 28.8% of TMP’s students are White, which represents a difference of 12.6%. Conversely, while the local district’s Hispanic student population is 79.2%, TMP’s Hispanic students comprise 61% of its total population—this constitutes an 18.2% difference. See Chart 10, below.



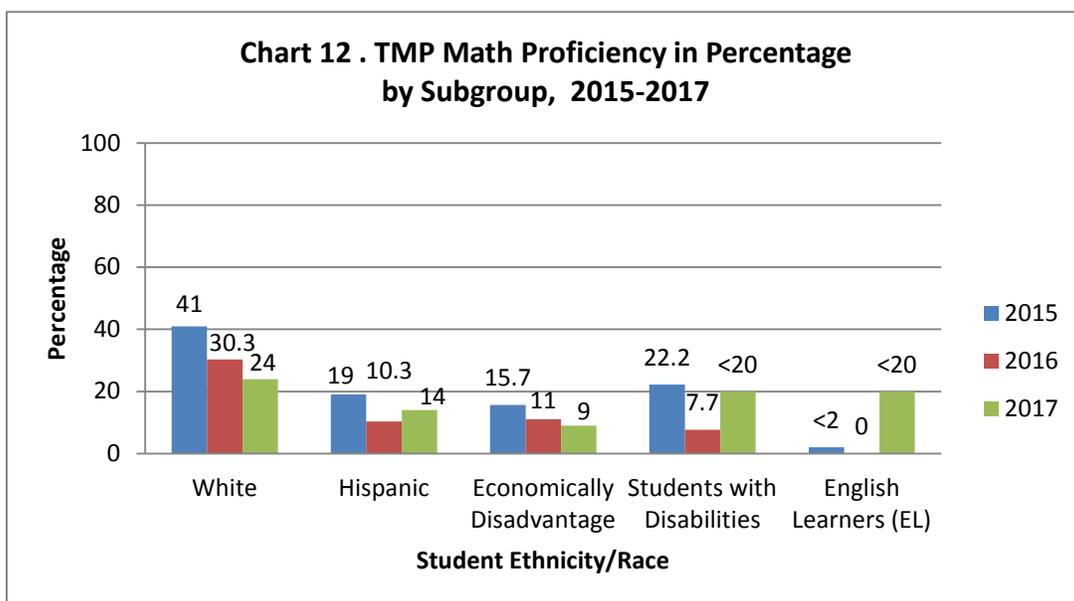
**Academic performance.** TMP’s data demonstrates a steady decline in growth for nearly all its subgroups across the three-year comparison. As the data is further disaggregated by subgroup, large achievement gaps across some student subgroups are revealed. Reading proficiency for White and Hispanic students consistently demonstrates a 25% or greater proficiency difference between the two groups over the last three years. The school’s data demonstrates significant declines in academic achievement for the economically disadvantaged (-14.9%) and students with disabilities (-11.4%) subgroups, based on the three year trend. Both student subgroups demonstrated the largest decrease in achievement since 2015.

The school’s data below appears to indicate an increase in academic performance for its EL student subgroup from 2015-2017, though the 2016 data was masked or was not presented on the School Grade Report. The school should review and address the overall decline in academic achievement in reading proficiency for all of its student subgroups, with particular attention to its two main student ethnic/racial subgroups, by disaggregating its data further and engage in deep analysis. See Chart 11, below.



Similarly, the data reveals achievement gaps in math proficiency between the school's student subgroups. At TMP, the math proficiency of White students (24%) is 10% greater than the math proficiency of Hispanic students (14%), in 2017. Furthermore, the school's data reveals this to be a consistent trend, demonstrating a 20% or greater proficiency difference between the White and Hispanic student subgroups over the last three years.

While the school's data below indicates important positive trends for its students with disabilities and EL student subgroups, the school should nonetheless review and address the overall decline in achievement in math proficiency for all of its students, with particular attention on its two main student ethnic/racial subgroups, by disaggregating its data further and engage in deep analysis. See Chart 12, below.



## Organizational Performance Evaluation

**2016-2017 Performance Framework – Summary of Final Evaluation.** To be rated as meeting the standard on its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site visit during exit meeting and then in Web-EPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The Final evaluation of TMP's 2016-2017 performance framework demonstrates the following final ratings: 1 indicator rates as *Exceeds Standard*, 15 indicators rates as *Meets Standard*; 7 indicators rated as *Working to Meet Standard*; 3 indicators rated as *Falls Far Below Standard*; and 2 indicators rated as *Not Applicable*.

Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework are as follows:

- **Audit Finding:** the school's audit report contains two multi-year repeat findings related to procurement and personnel files.
- **No Detection and Reporting Child Abuse Training:** The school did not provide evidence it requires all licensed staff to acquire "Detecting and Reporting Child Abuse" training upon employment.
- **Not performing emergency drills:** The school did not provide evidence or a plan to ensure that all required emergency drills will be conducted throughout the school year.

## Additional Analysis on the Amendment Requests:

**Amendment 1: Adding 9<sup>th</sup> grade.** While the school's rationale for expanding to include 9<sup>th</sup> grade is included on the first page of this analysis, the school states that the basis of the request is to provide options to the community and address the lack of preparedness of its incoming students for "*high school level work, let alone college work. We would like to have them for that additional formative year to build skills and strong work habits.*" The school states it is working on a staffing plan to support the addition of 9<sup>th</sup> grade "*those students who need basic skills work in reading, writing and math*" and "*emphasize those skills in elective credit as well as individual academic credit areas in 9<sup>th</sup> grade to make students ready for the rest of high school.*" Additionally, the school also maintains that incoming 9<sup>th</sup> grade students "*who are already very capable academically will be absorbed into either current TMP courses or college level courses.*" Given the school is currently at its enrollment cap, to do so it would also need an increased enrollment cap.

**Amendment 2: Increasing student enrollment cap from 200 to 280.** The proposed request would grow the school in a modest proportion for maintaining the current student seat ratio per grade with the addition of 9<sup>th</sup> grade. At current enrollment (120<sup>th</sup> day data reported to the state), each grade serves approximately 66 students. Thus, to add 9<sup>th</sup> grade and to maintain uniformity across all grade levels served, the school would need an additional 66 seats, which would put a new enrollment cap at least 266

total students. Related to the first amendment request, the school's rationale for adding 9<sup>th</sup> grade and increasing its current enrollment cap is the same—that doing both would “*better prepare students to be success with high school level content and dual-credit college coursework.*”

While the school has demonstrated strong and consistent *schoolwide* academic performance over the past three years, the school's data nevertheless also reveals large and persistent achievement gaps among some of its student subgroups. Of particular concern, the school's reading and math proficiency gaps between its White and Hispanic students have remained significant and relatively unchanged over the last three years. Additionally, there has also been a significant decrease in academic achievement for both its economically disadvantaged students and students with disabilities from 2015 to 2017. Therefore, if the school endeavors to continue to improve outcomes for all of its students and provide a high-quality early college high school option locally, it should conduct deep data analysis to address effectively persistent performance gap across all student subgroups.

#### Recommendations:

The school earned an overall grade of “A” in 2017 and has demonstrated an accepted level of academic performance through the state letter grades over the past three years. The PED recommends the approval of the both of the related amendment requests to:

- 1) expand to serve 9<sup>th</sup> grade; and
- 2) increase enrollment capacity from 200 to 280.

#### Proposed Motion on the Amendment Requests

##### Amendment 1: (Add 9<sup>th</sup> grade)

- Move to approve the amendment request presented by The MASTERS Program Charter School to change its material terms with respect to operational structure by expanding to serve 9<sup>th</sup> grade because the school has demonstrated an accepted level of academic performance through the state letter grades over the past three years and can provide a high quality early college high school option to the Santa Fe area families.
- Move to deny the amendment request presented by The MASTERS Program Charter School to change its material terms with respect to operational structure by expanding to serve 9<sup>th</sup> grade because **[PEC to provide reason(s) that the request should be denied].**

##### Amendment 2: (Increase Enrollment Cap)

- Move to approve the amendment request presented by The MASTERS Program Charter School to change its material terms with respect to operational structure by increasing its enrollment capacity from 200 to 280 because the school has demonstrated an accepted level of academic performance through the state letter grades over the past three years and can provide a high quality early college high school option to the Santa Fe area families.

- Move to deny the amendment request presented by The MASTERS Program Charter School to change its material terms with respect to operational structure by increasing its enrollment capacity from 200 to 280 because [PEC to provide reason(s) that the request should be denied].

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: **Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504**

RECEIVED

And  
Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter\\_schools@state.nm.us](mailto:charter_schools@state.nm.us)

APR 11 2018

Options for Parents

Name of State-Chartered School: **The MASTERS Program**

Date submitted: **3/14/2018** Contact Name: **Anne Salzmann** E-mail: **asalzmann@tmsantafe.org**

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Article V, Section 8.01, (a)(i) Operational Structure, Enrollment Cap")	210 by amendment approved by PEC 8/15/15.	We propose to increase our enrollment cap by 50 from 210 to 260.	We propose to increase our enrollment cap so that we can start with 5 <sup>th</sup> grade and build the skills of our students. This will enhance our ability to provide true early college opportunities for our students. This would allow for 70 students per grade.	3/13/2018

Original Signature of Governing Council President or Designee: \_\_\_\_\_ Date: 4-11-18

Printed Name of Governing Council President or Designee: John TRIOLO

**Public Education Commission use only**

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVED       DENIED

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

RECEIVED

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

APR 11 2018

Options for Parents

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: The MASTERS Program

Date submitted: 3/14/2018 Contact Name: Anne Salzmann E-mail :[asalzmann@tmsantafe.org](mailto:asalzmann@tmsantafe.org)

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
<p>Article V. Section 8.01, (a)(i) Operational Structure, Authorized School Grades")</p>	<p>Grades: 10-12</p>	<p>We propose to add the 9<sup>th</sup> grade to The MASTERS Program which currently starts with 10<sup>th</sup> grade.</p>	<p>We propose to add a 9<sup>th</sup> grade for three reasons. We find that the students who need an early college program most are coming in as 10<sup>th</sup> graders very much unprepared for high school level work, let alone college work. We would like to have them for that additional formative year to build skills and strong working habits. Second, many parents have requested that we start with 9<sup>th</sup> grade for the same reasons. They are not all happy with their choices in Santa Fe. We are also aware that a significant portion of our funding comes from small size funding and the issue of charters receiving that money</p>	<p>3/13/2018</p>

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

<p>comes up every time the legislature meets. We would like to begin to raise our enrollment cap in a thoughtful way.</p> <p>Since TMP is on the campus of SFCC, we have the potential to add more classrooms to our current lease agreement as needed. More importantly, we are using HB 33 funding to build out a large space adjacent to our west wing are, to be completed by November 2018. This will give us a large space to use with our 9<sup>th</sup> grade for various activities and for more close supervision.</p> <p>Students entering as 9<sup>th</sup> graders who are already very capable academically will be absorbed into either current TMP courses or college level courses. We are working on a staffing plan for those students who need basic skills work in reading, writing and math. Our plan is to emphasize those skills in elective credit as well as individual academic credit areas in 9th grade to make students ready for the rest of high school.</p>	
--	--

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Original Signature of Governing Council President or Designee: John Triolo Date: 3/13/2018

Printed Name of Governing Council President or Designee: JOHN TRIOLO

<b><u>Public Education Commission use only</u></b>	
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED



# The MASTERS Program

Lady College Charter High School

## Governing Council Meeting

March 13, 2018 5:00 – 7:00 P.M.

Santa Fe Community College – President's Conference Room 108  
Santa Fe, New Mexico

### Minutes

#### I. Roll Call 5:04 p.m.

Governing Council members attending: Monique Anair, Gary Clendenen, Amber Espinosa-Trujillo, Bernadette Jacobs, Ahlum Scarola, Cassidy Spillman (*Student Rep*), Lori Spillman (*Parent Rep*), John Triolo, Scott Voorhies (*Faculty Rep*)

Governing Council members and staff not attending: John Bishop (*Founder, Ex-officio non-voting*), Jennifer Sanchez, Kelly Smith

Guests, Faculty, and Staff: Lisa Lucas (*Business Manager*), Anne Salzmann (*Head of School*), Lori Miller (*TMP Director Guidance Counseling*), Zach Taylor (*TMP Service Learning Coordinator*)

Recording Secretary: Carol Witter

#### II. Discuss and vote to approve this agenda

Motion to approve by Amber Espinosa-Trujillo, second by Gary Clendenen, passed unanimously.

#### III. Discuss and vote to approve February 13, 2018 GC meeting minutes

Motion to approve by Bernadette Jacobs, second by Gary Clendenen, passed unanimously.

#### IV. Public Comments (Up to 2 minutes per person)

None

#### V. Discussion and comments on PED feedback from their Governing Council observation January 9, 2018

GC members expressed appreciation for the feedback.

**VI. Report of the Finance Committee**

**a. review in advance and recommend approval or disapproval of February 2018 disbursements**

Bernadette Jacobs reported that the committee met in prior work session to review February disbursements and preview next year's budget. The budget is consistent with no major changes projected, and reflects the stable operation of the school. Based on the committee's recommendation, Monique Anair moved to approve February disbursements as presented, second by Amber Espinosa-Trujillo, passed unanimously.

**b. review in advance and recommend approval or disapproval of BARs**

Bernadette Jacobs reviewed the proposed BAR. Based on the committee's recommendation and following discussion, Monique Anair moved to approve as presented BAR 519-000-1718-0023-I: \$60,112; second by Amber Espinosa-Trujillo, passed unanimously.

**VII. Discuss and vote to approve FY2018/2019 School Calendar**

Lisa Lucas clarified questions regarding holidays and contact time, and noted that Governing Council meetings would continue to be held the second Tuesday of each month, excluding July. Motion to approve by Gary Clendenen, second by Amber Espinosa-Trujillo, passed unanimously.

**VIII. Discuss and vote to approve Salary Schedule Updates**

Lisa Lucas reviewed the salary increase that was mandated by the state legislature, noting that all affected salary schedules have been adjusted and each employee's credentials were validated. Even though the increases are mandated, the Governing Council must vote to approve them. The total additional salary and benefits cost to TMP is \$72,000, which does not negatively impact the budget. Motion to approve by Amber Espinosa-Trujillo, second by Gary Clendenen, passed unanimously.

**IX. Discuss and vote to approve charter amendment to add grade level**

Approving the charter amendment to add grade 9 will enable us to begin to plan and design for an additional grade to deal with small size funding cuts, should they happen in the future. The next step will be to attain PEC approval, which we have been told will be recommended by the PED staff because of our school grade.

The new room 327 ("dirt room") opens up space for younger students to keep them contained, perhaps utilizing study hall. We need to work through the details with staff and faculty but first need to plan for the option. The current vision is to build basic skills: reading, writing, and math with 9<sup>th</sup> graders.



Gary Clendenen pointed to significant learning and skills gaps that exist across the student spectrum amongst 9<sup>th</sup> graders who are entering 10<sup>th</sup> grade. He reported on a project where teachers are actively working with students to improve their skills. Ahlum Scarola asked how this would change TMP's original STEM focused charter. The STEM focus has already morphed over time due to the student lottery mix and the differing interests of students coming in. Zach Taylor and Scott Voorhies expressed interest in working on a plan to quantify the actual teacher resources that will be needed, and to resolve questions such as whether 9<sup>th</sup> grade students would be eligible to take college classes. Gary Clendenen moved to approve the charter amendment to add a grade level, second by Monique Anair, passed unanimously.

**X. Discuss and vote to approve an amendment request for raising the enrollment cap to 260**

GC members discussed whether a cap of 280 rather than 260 is more appropriate to cover fall off that routinely occurs after enrollment. Gary Clendenen moved to approve the amendment changing the cap to 280, with a more detailed study of the issue beginning in June, 2018; second by Amber Espinosa-Trujillo, passed unanimously.

**XI. Report of the Head of School**

Anne Salzmänn provided commentary on numerous current activities, highlighting academic challenges of some students and also pointing out TMP's positive culture and climate as supported by recent NPR research findings relative to gun violence in schools. Anne reported on Parent Rep Lori Spillman's success in revitalizing the PTO, and noted it would be great for GC members to attend PTO meetings, as feasible.

**XII. Report of the Faculty Representative**

Scott Voorhies reported that faculty are doing well, though most are feeling the customary pressure that goes with being at mid-semester. At 10am, March 14, TMP faculty and staff, along with SFCC, will join the national walk-out to memorialize the Parkland shooting victims. Students also have the option to participate. Cassidy Spillman explained there has been some confusion among students about the memorial observance and the Women's March planned for April 19 to protest 19 years since Columbine.

TMP faculty and staff do not view the proposed idea of being armed as credible. Anne Salzmänn pointed out that a school's culture and climate - how you treat people - is a huge factor in campus safety. Zach Taylor talked about students writing about their feelings - they shared that they are afraid - and then talked about the school community, taking care of each other, with intense emotions just under the surface. Lori Miller said she has had many students come to talk to her over the past few weeks about emotional issues and acknowledging much fear.

**XIII. Report of the Student Representative**

Cassidy Spillman reported that students, especially seniors, like discussion-based gatherings in which they can actively participate and contribute. Some students were unhappy with changing the dates for spring break this year to align with SFPS.

**XIV. Report of the STEM Committee**

Monique Anair reported the committee has not met since fall. She suggested the Governing Council might want to revisit if the STEM committee is still valid given TMP's evolution from STEM originally, to more of a social focus currently. Monique also noted that STEM could and should be broadly integrated within experiential learning. We need to keep STEM linkages throughout various programs such as mentorships, Friday projects, and SFCC areas such as greenhouse management. GC members expressed interest in supporting this recommendation through individual members' active participation.

**XV. Report of the Business Manager**

Lisa Lucas reported that construction of room 327 ("dirt room") will begin March 26 and is contracted for an eight month (November 21, 2018) completion date.

**XVI. Open discussion of additional topics or issues from GC members**

None

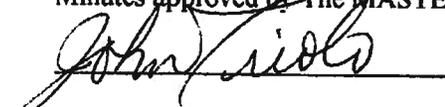
**XVII. Adjournment**

Amber Espinosa-Trujillo moved to adjourn the meeting at 6:15 p.m., second by Monique Anair, passed unanimously.

**2017/2018 Meeting Dates (2<sup>nd</sup> Tuesday)**

• July - no meeting	• <b>1/9/2018</b>
• 8/8	• 2/13
• 9/12	• 3/13
• 10/10	• 4/10
• 11/14	• 5/8
• 12/12	• 6/12

Minutes approved by The MASTERS Program Governance Council on 10 April 2018.

  
Governing Council President

**MASTERS Program Charter**

District: State Charter

Grade Range: 10 -12 Code: 519001

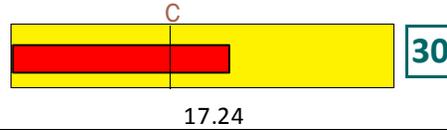
C - State benchmark established in 2012

Possible Points

This School Earned

**Current Standing**

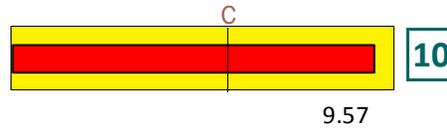
Are students performing on grade level? Did they improve more or less than expected?



**B**

**School Improvement**

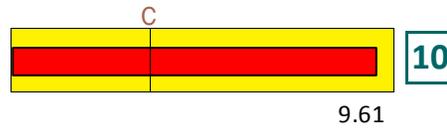
Is the school as a whole making academic progress?



**A**

**Improvement of Higher-Performing Students**

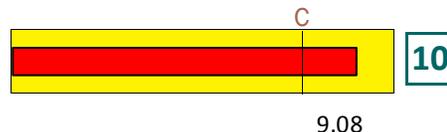
Are higher-performing students improving more or less than expected?



**A**

**Improvement of Lowest-Performing Students**

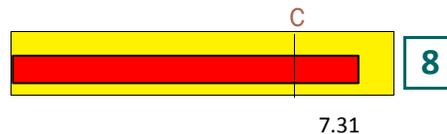
Are the lowest-performing students improving more or less than expected?



**B**

**Opportunity to Learn**

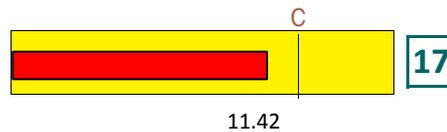
Do students and families believe their school is a good place to attend and learn?



**A**

**Graduation**

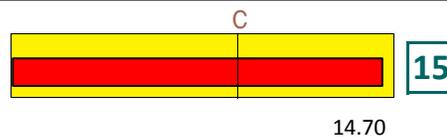
Are students graduating high school, and is the graduation rate improving?



**D**

**College and Career Readiness**

Are students participating in college and career readiness opportunities? Are they demonstrating success?



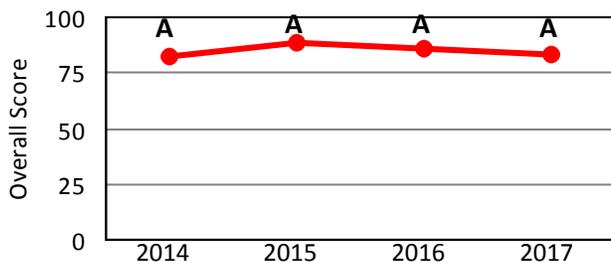
**A**

**Bonus Points**

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 4.00

**This School's History**



**Note for Families**

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

## Final Points

High Schools	
75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

High schools earn a final grade based on these ranges, which were set in 2012.

## Tests

School Grading draws on student performance from these state assessments:

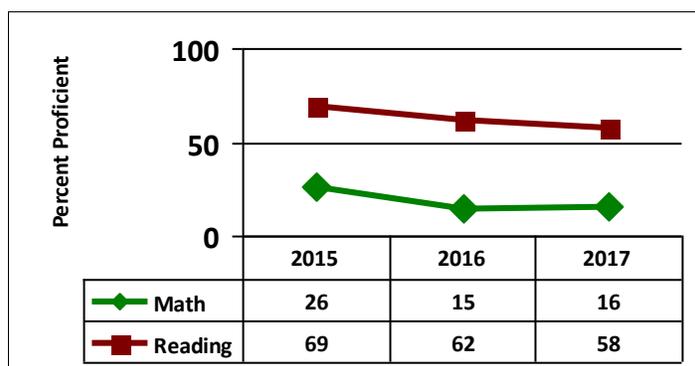
Assessment	Description	Subjects	Grades
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
<b>SBA</b>	Standards Based Assessment - Spanish	Reading	3-11
<b>NMAPA</b>	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
<b>IStation</b>	IStation (beginning 2017)	Early Literacy	KN-2

## Details of Each Grade Indicator

### Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading</i>	Proficient (%)	58	65	51	75	-	50	-	-	47	25	40
	Points Proficiency	5.81										
	Points Student Growth	4.86										
<i>Math</i>	Proficient (%)	16	15	18	24	-	14	-	-	9	≤ 20	≤ 20
	Points Proficiency	1.63										
	Points Student Growth	4.95										



### Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

**School Improvement**

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>
Growth Index	1.53	1.99
Points	4.69	4.88

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

**Student Growth**

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

**Above Zero** This group performed higher than expected.

**Near Zero** This group performed as expected based on their academic history.

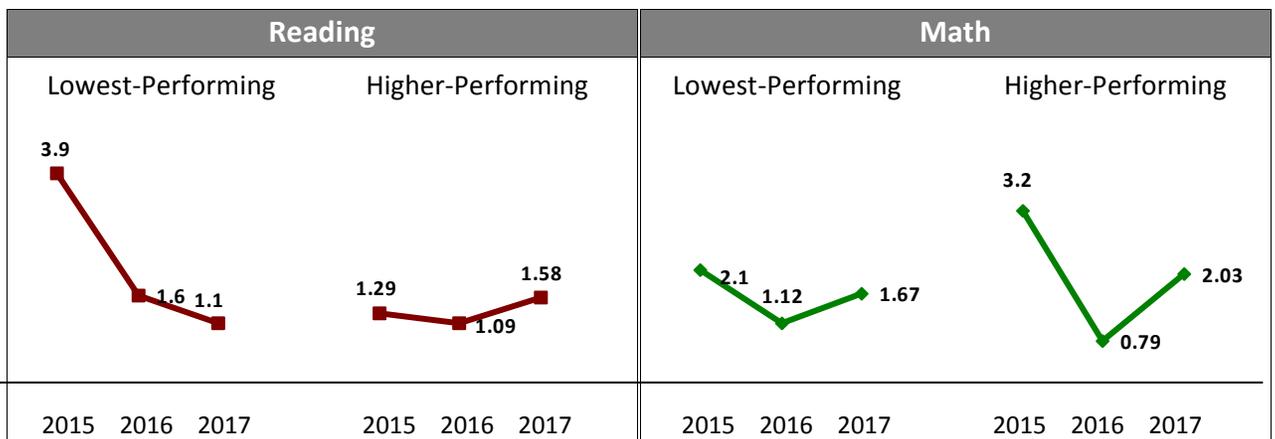
**Below Zero** This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups										
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners	
<b>Reading Growth</b>												
Higher-Performing Points	1.58 4.71	0.34	0.33	0.24	-	0.40	-	-	0.31	-	-	
Lowest-Performing Points	1.10 4.32	-	0.38	-	-	0.23	-	-	0.37	-	-	
<b>Math Growth</b>												
Higher-Performing Points	2.03 4.89	0.27	0.27	-0.12	-	0.47	-	-	0.35	-	-	
Lowest-Performing Points	1.67 4.76	0.79	0.13	-	-	0.45	-	-	0.34	-	-	

**Growth Over Time**

Growth Greater than Expected

Growth Lower than Expected



**Opportunity to Learn**

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	90	90	90	88	88	90	94	92	88	87	91
Points	2.83										

**Surveys**

Score (Average) 40.28  
 Points 4.48  
 Number of Surveys 549

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

**Graduation**

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Cohort of 2016 - 4-Year Rates</b>											
Graduation (%)	74	81	65	82	-	67	-	-	69	59	23
Points	5.95										
<b>Cohort of 2015 - 5-Year Rates</b>											
Graduation (%)	83	86	80	80	-	89	-	-	73	46	59
Points	2.48										
<b>Cohort of 2014 - 6-Year Rates</b>											
Graduation (%)	86	91	82	87	-	82	≥98	-	94	≥98	-
Points	1.72										

**Growth in 4-Year Rates**

Growth takes into account three years of graduation rates.

Growth Index -.47  
 Points 1.27

**College and Career Readiness (CCR)**

High school students are expected to participate in at least one college or career readiness program:  
 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)  
 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)  
 3) Eligibility for an industry-recognized certification (Career Technical Education)  
 Points are given separately for students' participation and for their success in achieving targets.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	98	>98	96	96	>98	>98	>98	-	>98	89	98
Participation Points	4.90										
Success (% of Participants)	98	>98	96	>98	>98	97	>98	-	97	>98	96
Success Points	9.80										

**Percentage of School's Cohort of 2016 Participating in Each CCR Opportunity**

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
AccuPlacer	75	68	83	69	>98	78	>98	-	76	67	58
ACT	45	45	44	56	<2	35	>98	-	39	37	33
ACT ASPIRE	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
Advanced Placement	2	<2	4	4	<2	<2	<2	-	<2	12	<2
Career Technical Education	23	20	27	21	<2	23	>98	-	23	22	16
Compass	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
Dual Credit	98	>98	95	96	>98	>98	>98	-	>98	89	94
International Baccalaureate	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
PLAN	<2	2	<2	2	<2	<2	<2	-	<2	<2	<2
PSAT	80	76	85	88	>98	72	>98	-	79	78	77
SAM School Supplemental	3	2	4	4	<2	2	<2	-	5	9	14
SAT	18	20	15	30	<2	6	>98	-	11	11	<2
SAT Subject Test	3	3	3	3	<2	3	<2	-	3	11	<2

**Bonus Points**

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- Student and Parent Engagement
- Truancy Improvement
- Extracurricular Activities
- Using Technology

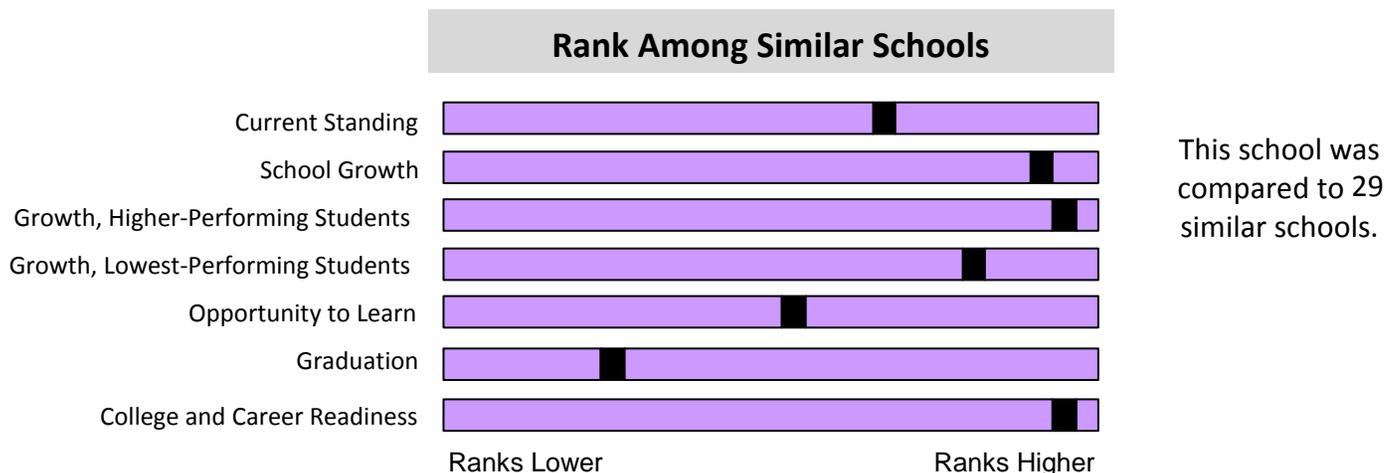
**Participation**

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%)	100
Math (%)	100

## Additional Information

**Similar Schools** This shows how this school compares with other high schools in the state that have similar student demographic characteristics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

**School History** Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	58	65	51	75	-	50	-	-	47	25	40
	2016 (%)	62	69	54	80	-	52	-	-	49	29	-
	2015 (%)	69	69	70	84	-	57	-	-	62	36	-
<i>Math Proficiency</i>	2017 (%)	16	15	18	24	-	14	-	-	9	≤20	≤20
	2016 (%)	15	13	18	30	-	10	-	-	12	8	-
	2015 (%)	26	21	33	41	-	19	-	-	16	-	-

### Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.



School Grade Report Card  
2016

Certified

Final Grade

**A**

**MASTERS Program Charter**

District: State Charters

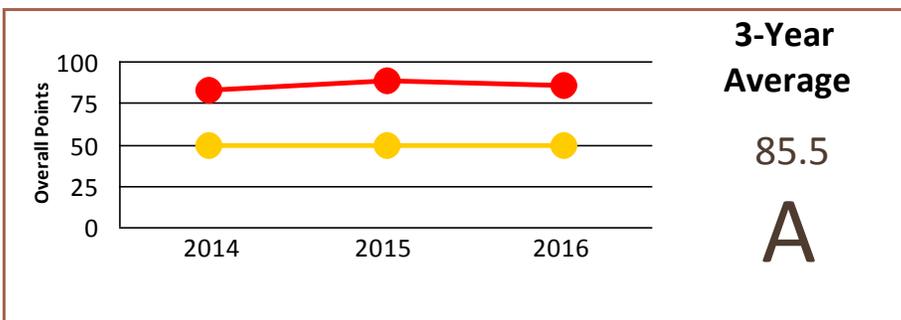
Grade Range: 10 - 12

Code: 519001

This School ■

Statewide C Benchmark ■

Current Standing	Grade	School Points	Possible Points
<p><b>Current Standing</b> How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?</p>	<b>A</b>	<b>19.79</b>	<b>30</b>
<p><b>School Growth</b> Did the school as a whole improve student performance more or less than expected?</p>	<b>A</b>	<b>8.93</b>	<b>10</b>
<p><b>Student Growth of Highest Performing Students</b> Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.</p>	<b>A</b>	<b>8.24</b>	<b>10</b>
<p><b>Student Growth of Lowest Performing Students</b> Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.</p>	<b>B</b>	<b>9.07</b>	<b>10</b>
<p><b>Opportunity to Learn</b> Do parents and students believe their school is a good place to learn? Is student attendance high?</p>	<b>A</b>	<b>7.51</b>	<b>8</b>
<p><b>Graduation</b> Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?</p>	<b>C</b>	<b>13.10</b>	<b>17</b>
<p><b>College and Career Readiness</b> What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?</p>	<b>A</b>	<b>14.77</b>	<b>15</b>
<p><b>Bonus Points</b> Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?</p>		<b>4.00</b>	<b>5</b>



Final School Grade	Total Points
75.0 to < 100.0 <b>A</b>	<b>85.41</b>
65.0 to < 75.0 <b>B</b>	
50.0 to < 65.0 <b>C</b>	
35.0 to < 50.0 <b>D</b>	
0.0 to < 35.0 <b>F</b>	

## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

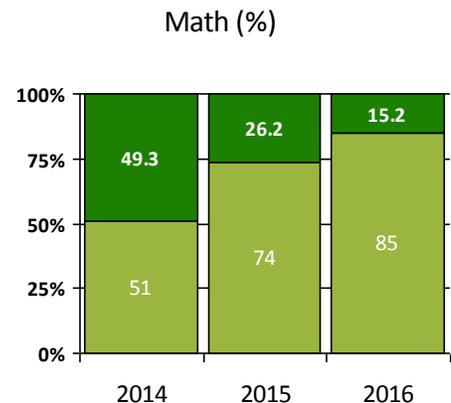
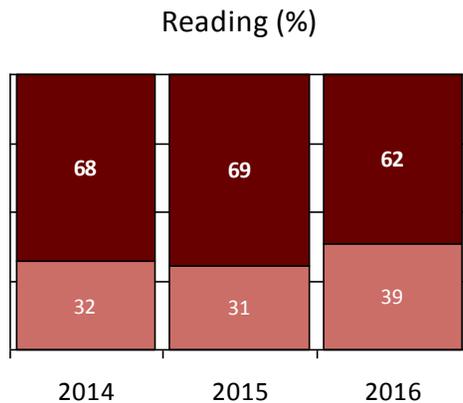
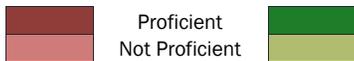
### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	61.5	69.4	53.9	79.5	-	51.6	-	-	49.4	28.6	-
Proficient and Advanced (Pts)	4.61										
Value-Added Model (Pts)	7.08										
<b>Math</b>											
Proficient and Advanced (%)	15.2	12.5	17.6	30.3	-	10.3	-	-	11.8	7.7	-
Proficient and Advanced (Pts)	1.14										
Value-Added Model (Pts)	6.95										

### 3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



**School Growth**

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	1.610	1.000
Points Earned	4.73	4.20

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

**Student Growth**

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	1.09	0.60	0.50	0.45	1.21	0.56	0.69	0.94	0.67	0.96	1.32
Highest 75% (Pts)	4.31										
Lowest 25% (VAS)	1.60	0.46	0.69	0.46	0.27	0.75	-0.61	-0.74	0.72	0.70	0.81
Lowest 25% (Pts)	4.72										
<i>Math Growth</i>											
Highest 75% (VAS)	0.79	0.07	0.09	-0.05	0.56	0.07	0.72	0.58	0.01	-0.15	1.31
Highest 75% (Pts)	3.93										
Lowest 25% (VAS)	1.12	0.17	-0.21	-0.17	-0.14	-0.03	1.10	0.65	-0.04	0.48	-0.07
Lowest 25% (Pts)	4.35										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	97.0	96	97	97	97	97	99	95	97	95	96
Attendance (Points)	3.05										

Survey (Average)	40.2	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.46	
Count of Surveys (N)	125	

## Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Cohort of 2015 - 4-Year Rate</b>											
Cohort Graduation (%)	78.07	82.8	74.6	74.0	-	85.3	-	-	65.7	-	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)		This school did not qualify to be a SAM school.									
Points Earned	6.25										
<b>Cohort of 2014 - 5-Year Rate</b>											
Graduation (%)	79.23	81.0	77.7	80.4	-	72.8	-	-	78.6	-	-
Points Earned	2.38										
<b>Cohort of 2013 - 6-Year Rate</b>											
Graduation (%)	61.21	63.6	59.4	51.2	-	68.0	-	-	57.8	39.9	28.8
Points Earned	1.22										

### Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	.88
Points Earned	3.25

**College and Career Readiness (CCR)**

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, ACT Aspire, or Accuplacer)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	>98.0	98.0	>98.0	97.6	>98.0	>98.0	>98.0	>98.0	97.9	93.6	>98.0
Participation (Pts)	4.92										
Success (% of Participants)	>98.0	96.4	>98.0	>98.0	>98.0	96.6	>98.0	>98.0	96.3	84.5	76.0
Success (Pts)	9.85										

Percent of School's Cohort of 2015 Participating in Each CCR Opportunity											
	All	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
ACT	43.0	36.6	47.6	52.6	<2.0	39.0	<2.0	<2.0	30.1	33.8	16.0
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
ASPIRE	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT	24.0	24.4	23.7	29.2	<2.0	17.5	57.1	<2.0	30.8	<2.0	<2.0
PSAT	77.0	81.4	73.8	84.7	>98.0	64.2	>98.0	>98.0	73.1	62.7	>98.0
AccuPlacer	76.0	78.5	74.2	70.9	52.6	80.7	>98.0	>98.0	80.5	93.6	>98.0
Advanced Placement	<2.0	2.3	<2.0	<2.0	<2.0	2.3	<2.0	<2.0	2.4	<2.0	<2.0
Dual Credit	>98.0	98.0	>98.0	97.6	>98.0	>98.0	>98.0	>98.0	97.9	93.6	>98.0
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Career Technical Education	39.6	28.5	47.7	31.9	47.4	47.9	57.1	<2.0	34.0	19.3	14.0
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0

**Bonus Points**

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- Student and Parent Engagement
- Truancy Improvement
- Extracurricular Activities
- Other

**Participation**

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%)	99
Math (%)	99

# Supplemental Information

**Similar Schools** While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	6.1		9.7		68.6		54.2		26.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	4	( 37 )	6	( 37 )	3	( 37 )	2	( 37 )	6	( 37 )	1	( 37 )
School Growth	3	( 37 )	3	( 37 )	2	( 37 )	2	( 37 )	4	( 37 )	1	( 37 )
Student Growth, Highest 75%	4	( 37 )	5	( 37 )	3	( 37 )	5	( 37 )	6	( 37 )	2	( 37 )
Student Growth, Lowest 25%	1	( 37 )	2	( 37 )	2	( 37 )	2	( 37 )	3	( 37 )	1	( 37 )
Opportunity to Learn	11	( 36 )	14	( 35 )	10	( 37 )	17	( 36 )	12	( 31 )	8	( 35 )
Graduation	6	( 36 )	14	( 35 )	12	( 37 )	9	( 36 )	6	( 31 )	7	( 35 )
College and Career Readiness	1	( 36 )	3	( 35 )	2	( 37 )	4	( 36 )	2	( 31 )	2	( 35 )

**School History** Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:  
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	61.5	69.4	53.9	79.5	-	51.6	-	-	49.4	28.6	-
	2015 (%)	69.4	69.3	69.5	83.9	<2.0	56.9	>98.0	>98.0	61.9	36.4	25.0
	2014 (%)	67.4	70.8	64.3	85.2	-	51.5	-	-	54.8	-	-
<i>Math Proficiency</i>	2016 (%)	15.2	12.5	17.6	30.3	-	10.3	-	-	11.8	7.7	-
	2015 (%)	26.2	21.0	33.3	41.0	<2.0	19.0	<2.0	<2.0	15.7	22.2	<2.0
	2014 (%)	48.9	38.5	58.6	67.2	-	31.8	-	-	37.1	-	-

## End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

**Note for Families:** If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.



School Grade Report Card  
2015

Certified

Final Grade  
**A**

**MASTERS Program Charter**

District: State Charters

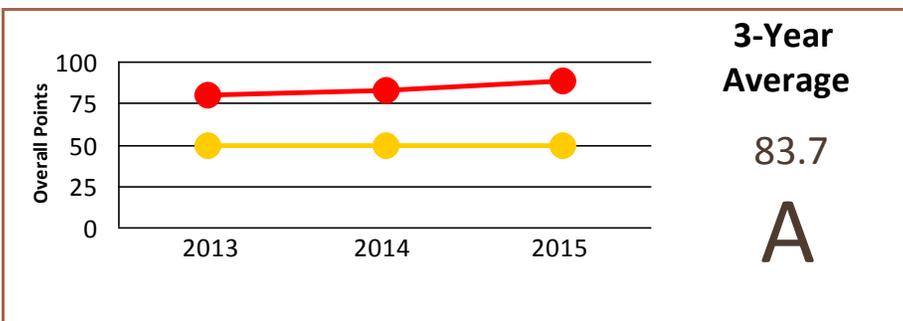
Grade Range: 10 - 12

Code: 519001

This School ■

Statewide C Benchmark ■

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		A	23.99	30
<b>School Growth</b> In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		A	9.40	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	8.72	10
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		B	8.79	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		A	7.25	8
<b>Graduation</b> How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.		C	11.95	17
<b>College and Career Readiness</b> Are students prepared for what lies ahead after high school? 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.		A	14.86	15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			3.63	5



Final School Grade		Total Points <b>88.59</b>
75.0 to < 100.0	A	
65.0 to < 75.0	B	
50.0 to < 65.0	C	
35.0 to < 50.0	D	
0.0 to < 35.0	F	

## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

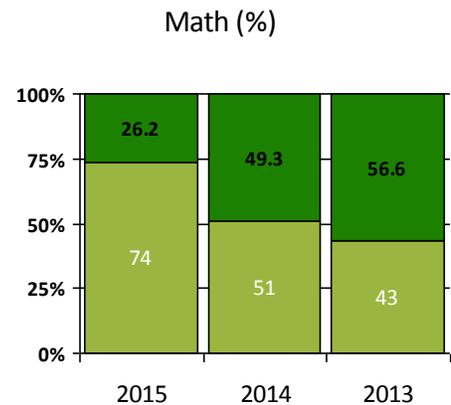
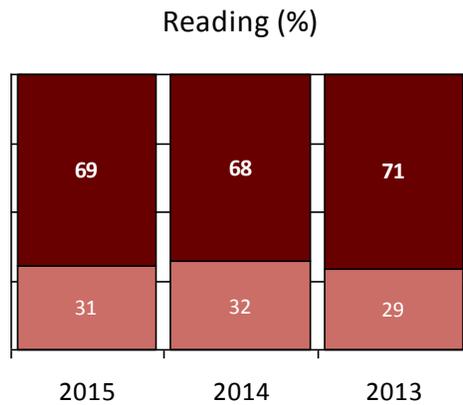
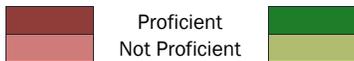
### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	69.4	69.3	69.5	83.9	<2.0	56.9	>98.0	>98.0	61.9	36.4	25.0
Proficient and Advanced (Pts)	3.47										
Value Added Model (Pts)	9.70										
<b>Math</b>											
Proficient and Advanced (%)	26.2	21.0	33.3	41.0	<2.0	19.0	<2.0	<2.0	15.7	22.2	<2.0
Proficient and Advanced (Pts)	1.31										
Value Added Model (Pts)	9.51										

### 3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



## School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	<b>Reading</b>	<b>Math</b>	School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.
Value Added Score	1.668	1.452	
Points Earned	4.76	4.63	

## Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
<b>Reading Growth</b>											
Highest 75% (VAS)	1.50	0.30	0.20	0.44	-	0.12	0.00	0.06	0.18	0.48	-0.56
Highest 75% (Pts)	4.66										
Lowest 25% (VAS)	1.06	0.04	-0.01	0.03	-3.12	0.19	-	-	0.00	-0.37	0.47
Lowest 25% (Pts)	4.27										
<b>Math Growth</b>											
Highest 75% (VAS)	0.88	0.29	0.39	0.57	-	0.16	0.00	0.11	0.24	1.01	1.35
Highest 75% (Pts)	4.06										
Lowest 25% (VAS)	1.30	0.06	-0.02	-0.97	-0.02	0.27	-	-	0.00	-0.33	0.49
Lowest 25% (Pts)	4.51										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	93.5	93.3	93.8	93.3	-	93.8	-	-	93.5	93.5	-
Attendance (Points)	2.95										
Survey (Average)	38.7	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.								<b>Reading</b>	37.6
Survey (Points)	4.3									<b>Math</b>	39.7
Count of Surveys (N)	118									<b>General</b>	NA

## Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Cohort of 2014 - 4-Year Rate</b>											
Cohort Graduation (%)	79.2	81.0	77.7	80.4	-	72.8	-	-	78.6	-	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	6.34										
<b>Cohort of 2013 - 5-Year Rate</b>											
Graduation (%)	61.2	63.6	59.4	51.2	-	68.0	-	-	57.8	39.9	28.8
Points Earned	1.8										
<b>Cohort of 2012 - 6-Year Rate</b>											
Graduation (%)	67.8	79.0	57.5	54.2	-	80.8	-	-	56.3	-	-
Points Earned	1.4										

### Growth in 4-Year Rates

Growth takes into account three years of graduation rates.	Growth Index	.03
	Points Earned	2.41

## College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	100	100	100	100	-	100	100	-	100	100	100
Participation (Pts)	5.00										
Success (% of Participants)	99	100	97	98	-	100	100	-	100	100	100
Success (Pts)	9.86										

### Percent of School's Cohort of 2014

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Participating in Each CCR Opportunity</b>											
ACT	49.3	47.6	50.7	51.9	-	48.5	30.0	-	54.3	40.5	56.5
PLAN	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	-	<2.0	<2.0	<2.0
SAT	29.5	34.3	25.3	36.7	-	16.5	30.0	-	35.7	20.3	18.8
PSAT	82.9	84.0	81.8	80.2	-	84.2	>98.0	-	76.2	>98.0	60.3
AccuPlacer	82.2	81.5	82.8	70.4	-	>98.0	>98.0	-	96.0	78.5	>98.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	-	2.7	<2.0	<2.0
Dual Credit	88.3	94.8	82.7	84.7	-	92.3	>98.0	-	97.3	91.1	>98.0
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	-	<2.0	<2.0	<2.0
Career Technical Education	35.4	32.6	37.9	39.5	-	15.0	>98.0	-	40.4	29.1	37.7
Compass	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	-	<2.0	<2.0	<2.0
SAT Subject Test	2.1	4.5	<2.0	3.5	-	<2.0	<2.0	-	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	-	<2.0	<2.0	<2.0

## Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
- Parental Engagement
- Extracurricular Activities
- Truancy Improvement
- Other

## Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100  
Math (%) 100

# Supplemental Information

## Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	3.0		9.2		57.6		48.7		6.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	4	( 34 )	1	( 36 )	3	( 36 )	2	( 35 )	2	( 35 )	1	( 35 )
School Growth	3	( 34 )	1	( 36 )	3	( 36 )	2	( 35 )	1	( 35 )	1	( 35 )
Student Growth, Highest 75%	5	( 34 )	3	( 36 )	4	( 36 )	2	( 35 )	2	( 35 )	2	( 35 )
Student Growth, Lowest 25%	9	( 34 )	4	( 36 )	8	( 36 )	6	( 35 )	6	( 35 )	4	( 35 )
Opportunity to Learn	10	( 34 )	9	( 36 )	9	( 36 )	16	( 36 )	11	( 35 )	12	( 36 )
Graduation	22	( 34 )	24	( 36 )	25	( 36 )	22	( 36 )	25	( 35 )	26	( 36 )
College and Career Readiness	4	( 34 )	2	( 36 )	2	( 36 )	3	( 36 )	4	( 35 )	1	( 36 )

## School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

	Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<b>Growth</b> <b>Lowest 25% (Q1)</b>	Reading	.0038	Y	Y	N	Y	N	Y	.	.	Y	N	Y
	Math	-.0334	Y	Y	Y	N	Y	Y	.	.	Y	N	Y
<b>Growth</b> <b>Highest 75% (Q3)</b>	Reading	-.0481	Y	Y	Y	Y	.	Y	Y	Y	Y	Y	N
	Math	-.0613	Y	Y	Y	Y	.	Y	Y	Y	Y	Y	Y
<b>Proficiency</b>	Reading	33.3%	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N
	Math	17.6%	Y	Y	Y	Y	N	Y	N	N	N	Y	N
<b>Graduation</b>	4-Year Cohort	75.6%	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y

## School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	69.4	69.3	69.5	83.9	<2.0	56.9	>98.0	>98.0	61.9	36.4	25.0
	2014 (%)	67.9	71.9	64.3	85.2		51.5			54.8		
	2013 (%)	70.7	63.6	76.4	82.7		59.0			51.4		
<i>Math Proficiency</i>	2015 (%)	26.2	21.0	33.3	41.0	<2.0	19.0	<2.0	<2.0	15.7	22.2	<2.0
	2014 (%)	49.3	39.1	58.6	67.2		31.8			37.1		
	2013 (%)	56.6	47.7	63.6	69.2		38.5			37.1		

## Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)											

## End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.