



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

RYAN STEWART
SECRETARY DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

Mission Achievement and Success

School Address: MAS 1.0 Yale Campus 1718 Yale Boulevard SE Albuquerque, NM 87106

**MAS 2.0 Old Coors Campus 1255 Old Coors Drive SW Albuquerque, New Mexico
87121**

Head Administrator: JoAnn Mitchell

Board President: Bruce Langston

Business Manager: Amber Peña

Authorized Grade Levels: K-12

Mission:

The mission of MAS is to prepare students to be successful in college and the competitive world by providing a rigorous college preparatory program in a safe and effective learning environment. Our primary objective is to instill in our students a commitment to high academic achievement, continual goal setting, and principles of personal success.

SECTION 1. ACADEMIC PERFORMANCE

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

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

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

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

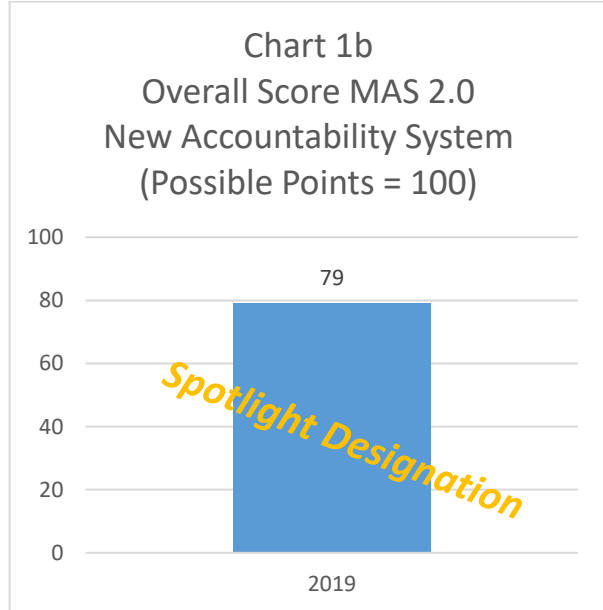
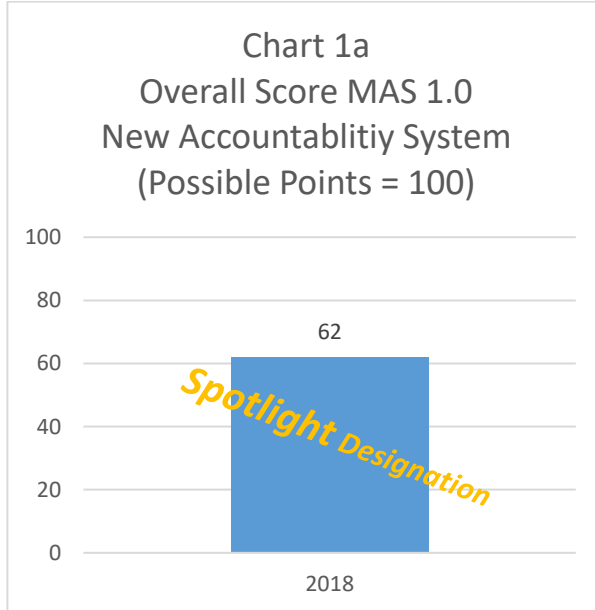
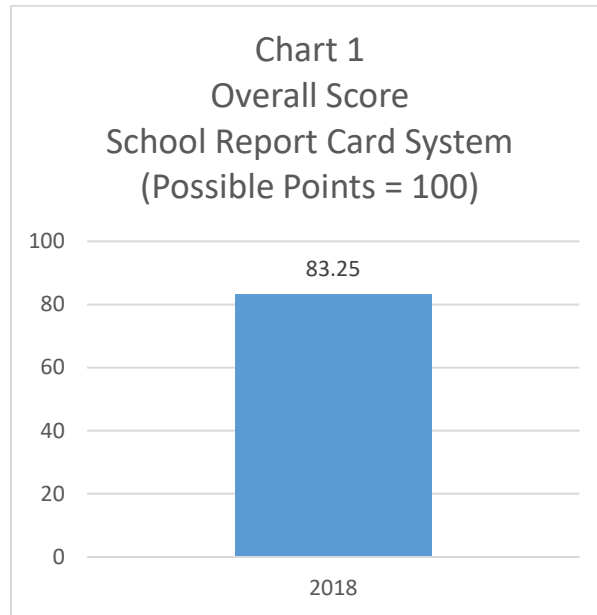
The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

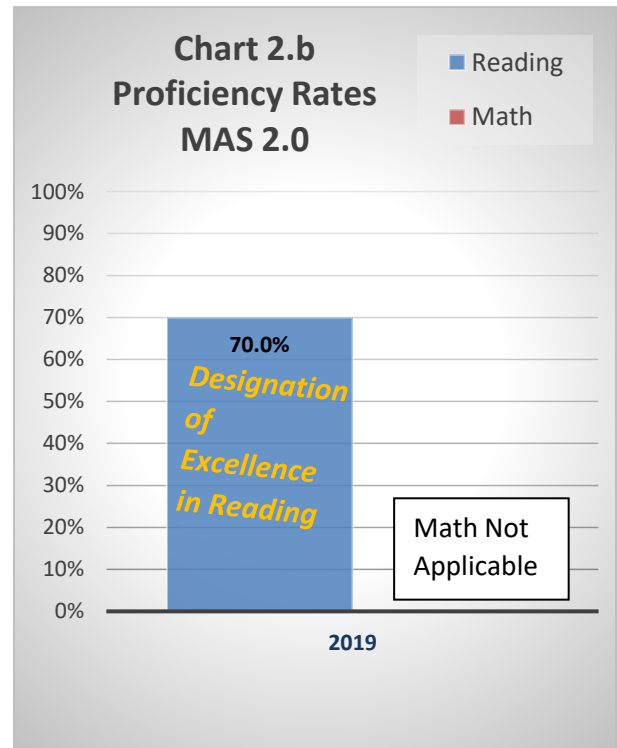
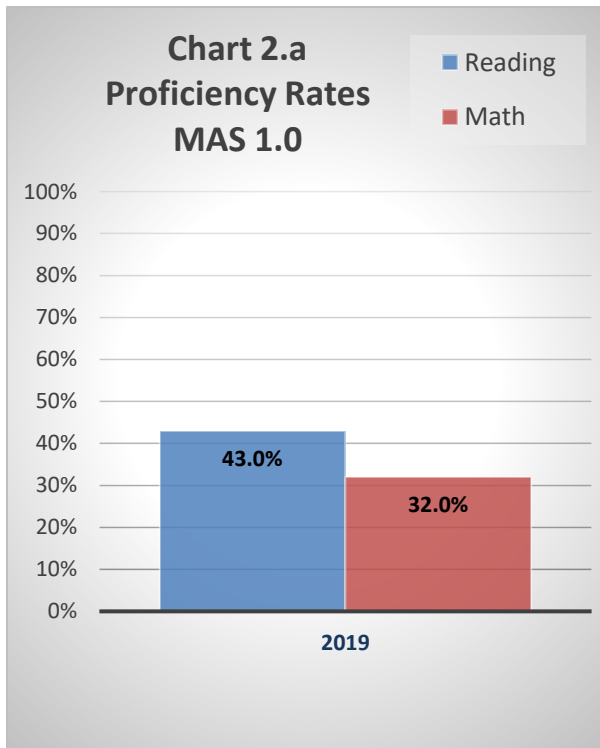
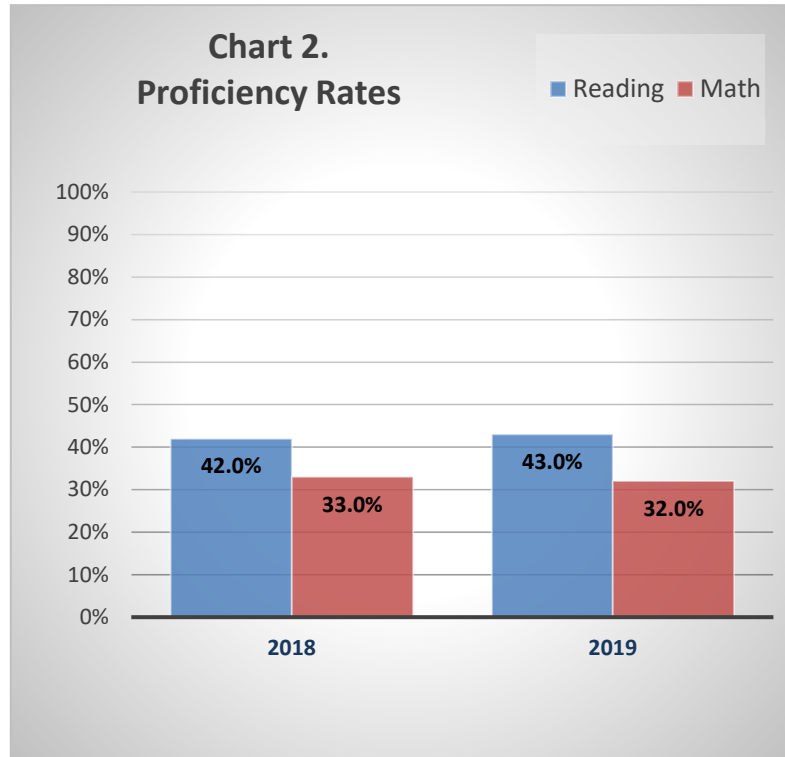
For 2020 and 2021, due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

1a. Department's Standards of Excellence

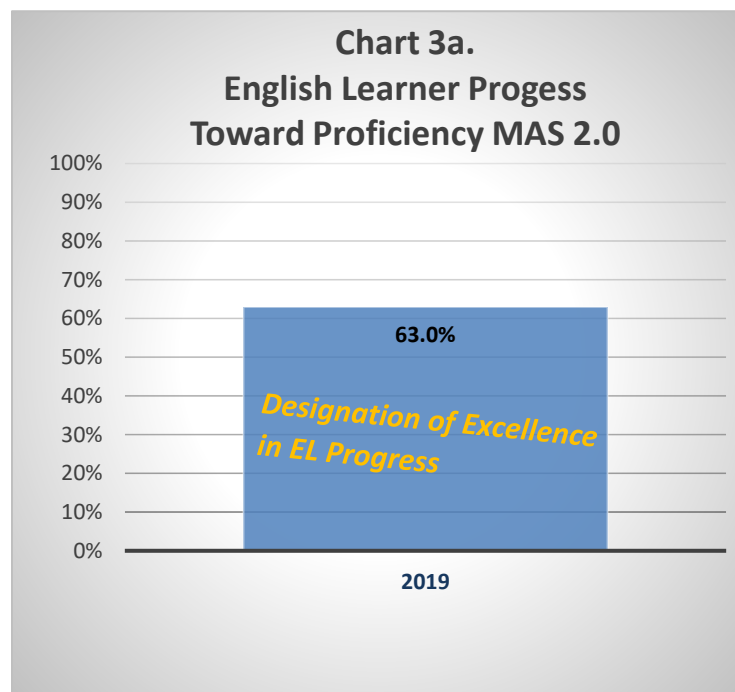
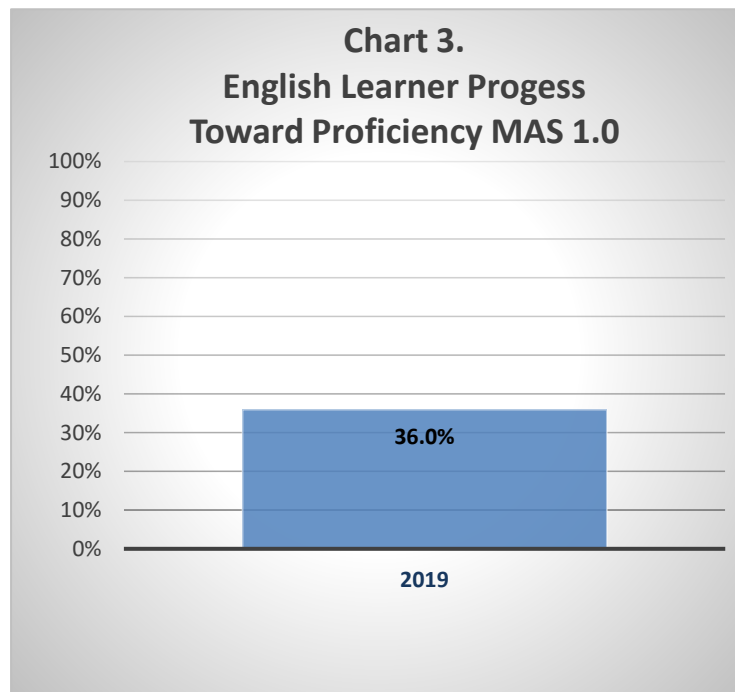
Overall Standing: Charts 1, 1a (MAS 1.0) and 1b (MAS 2.0) illustrate overall score (out of 100 possible points) in each of the years in which state assessment data is available (FY2018-FY2019).



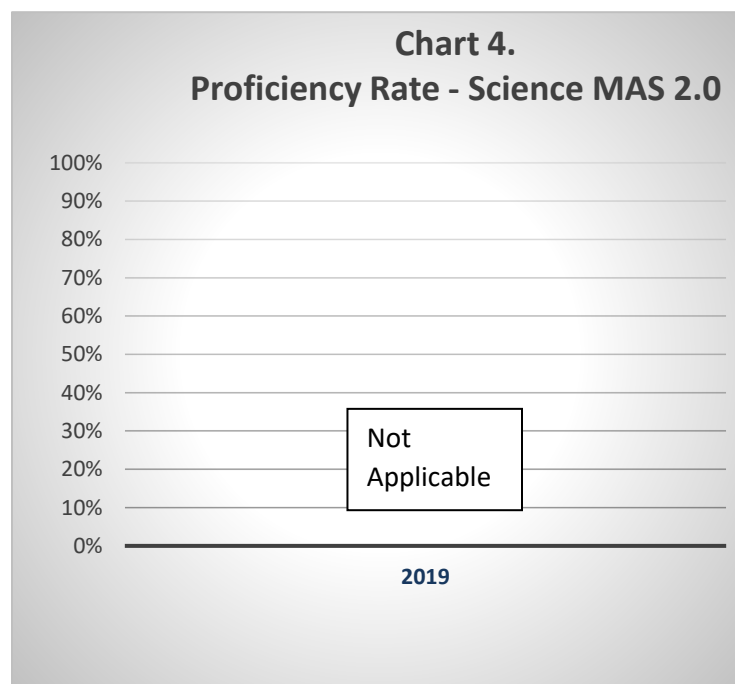
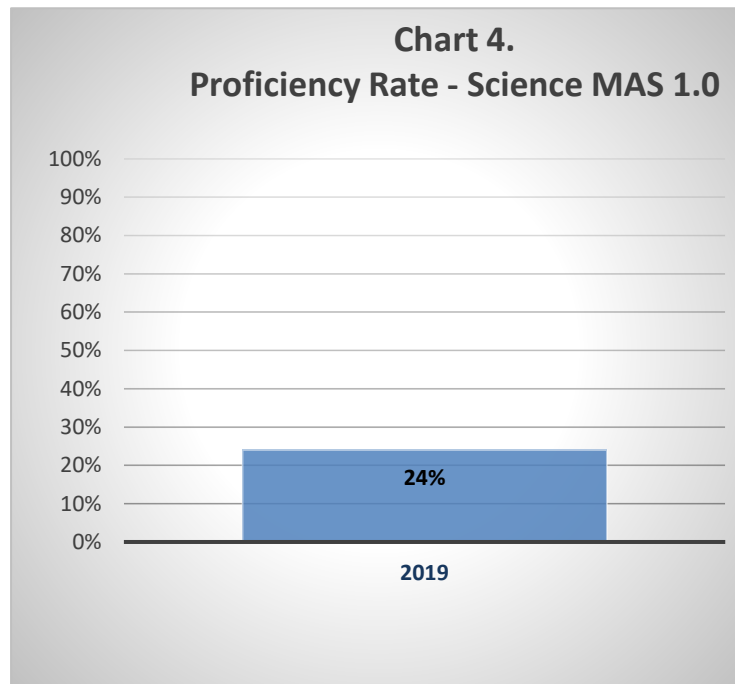
Proficiency Rates: Chart 2, Chart 2a (MAS 1.0), and Chart 2b (MAS 2.0) shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2018-FY2019).



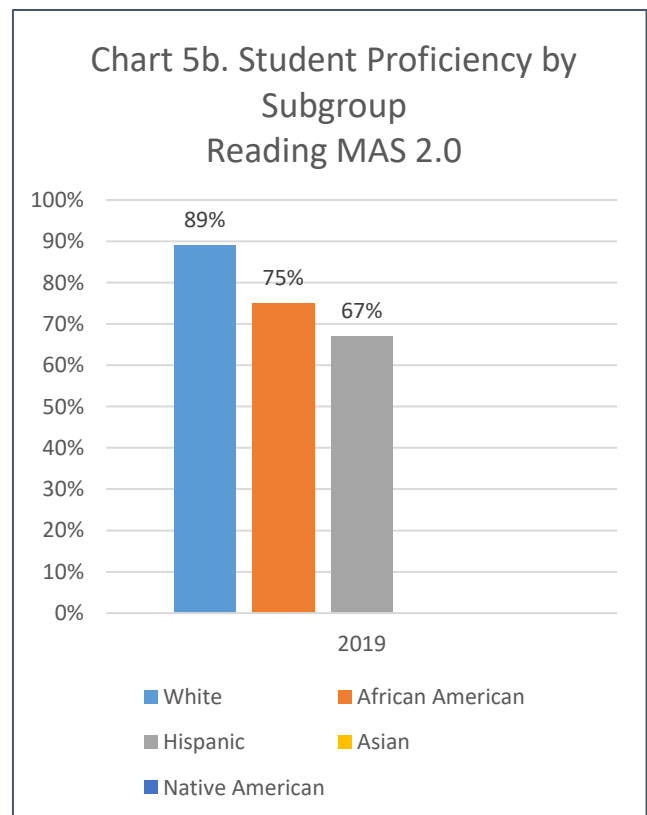
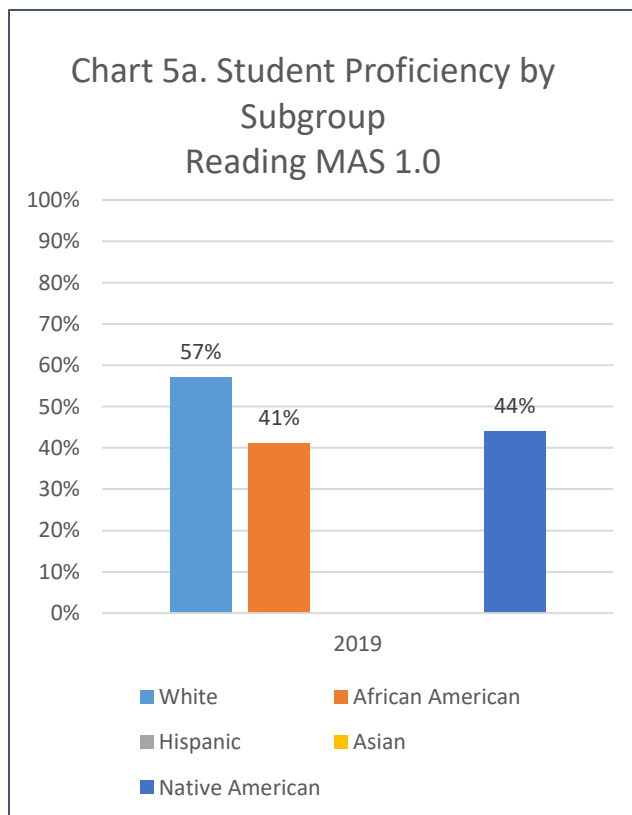
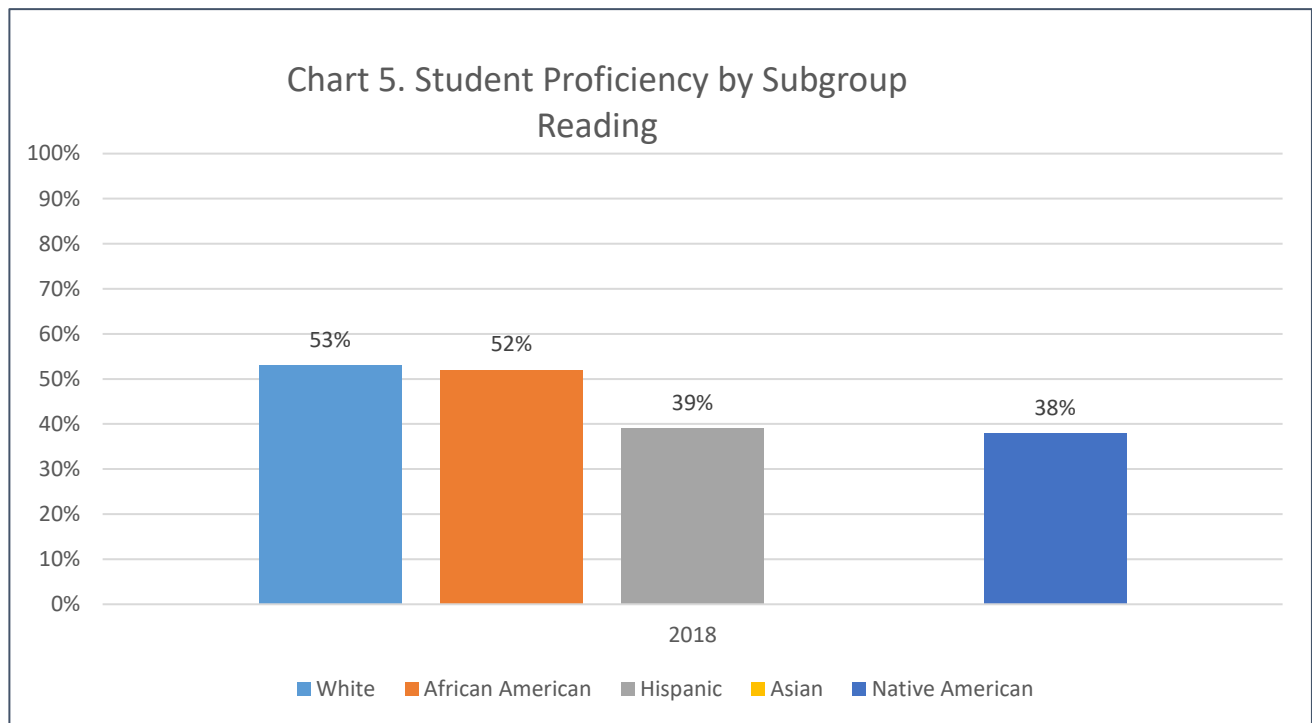
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



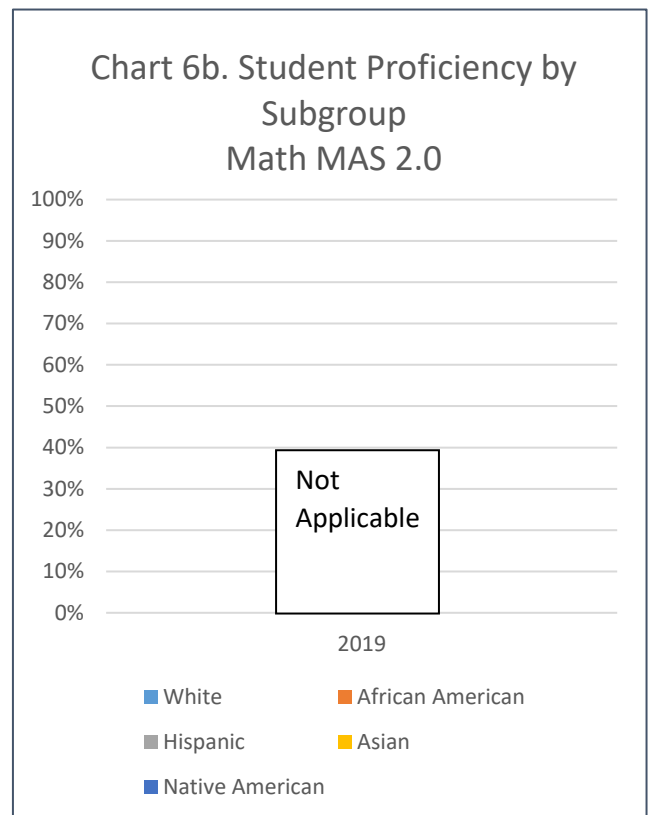
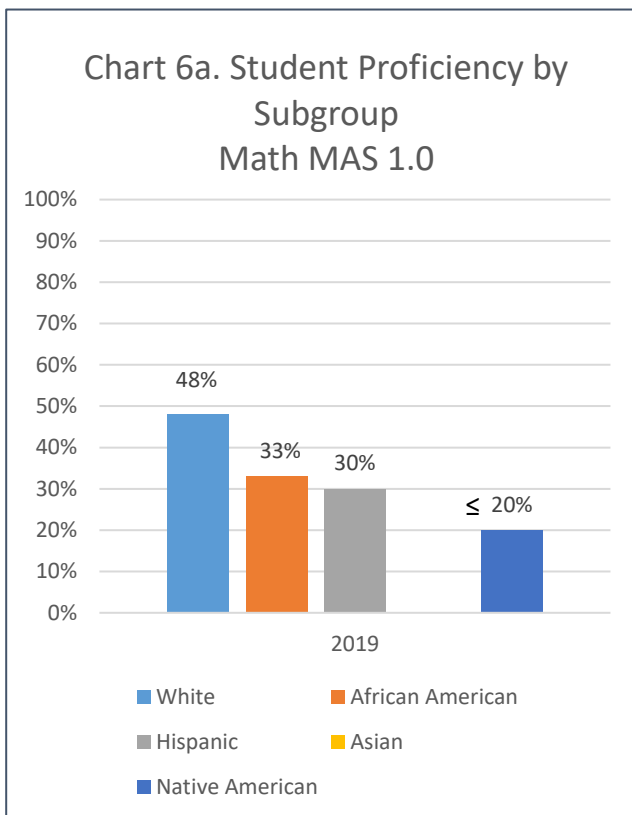
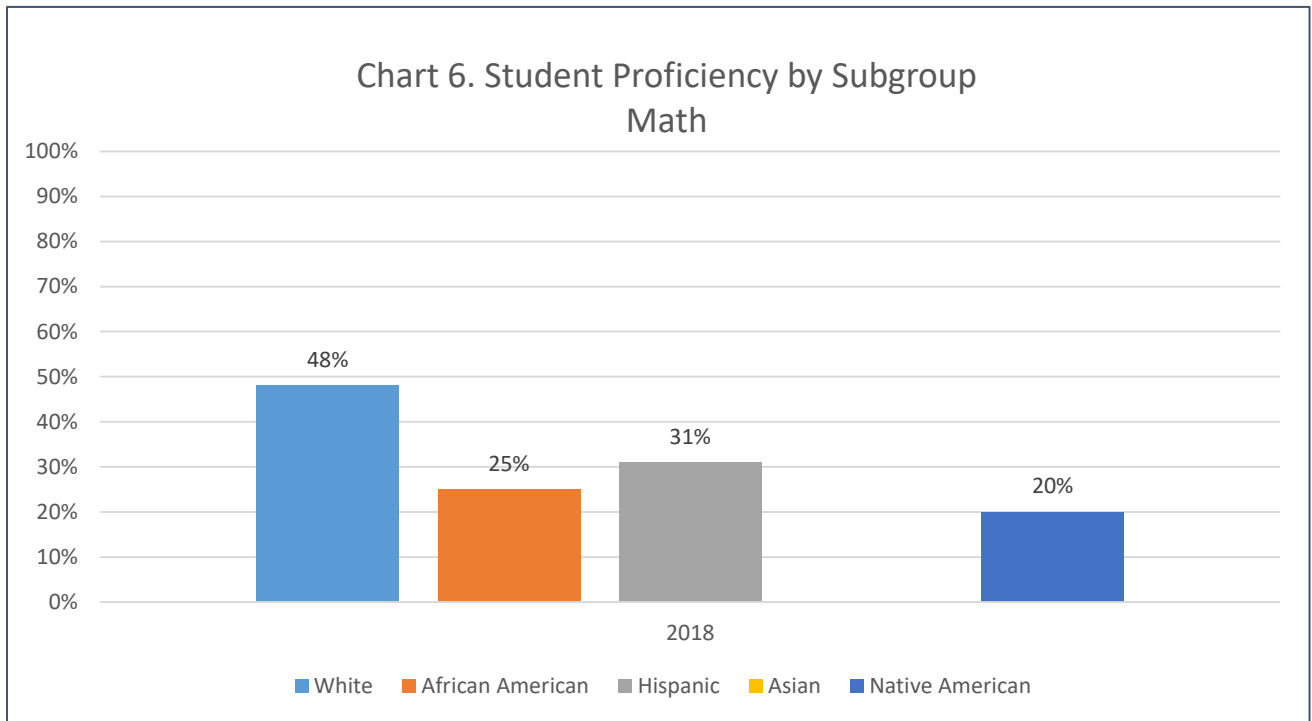
Science Proficiency:. This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



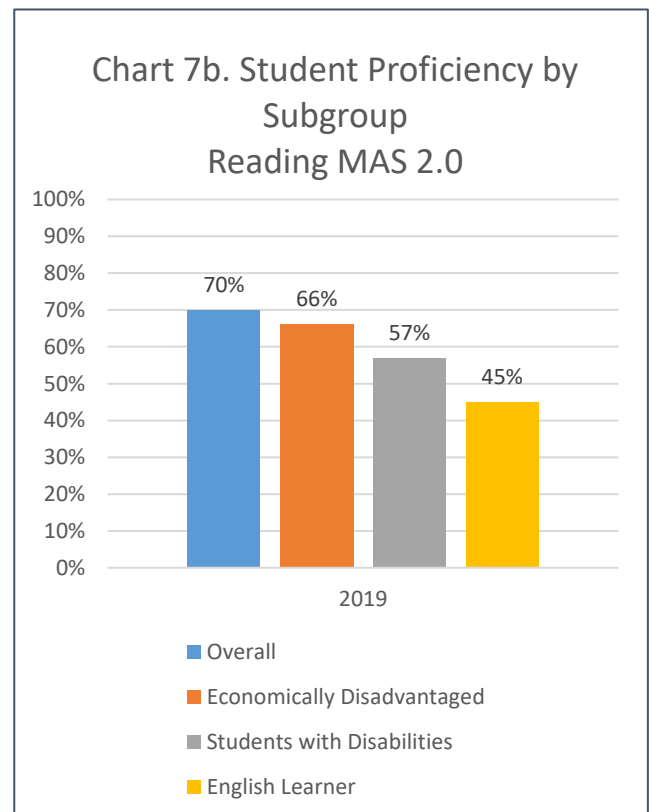
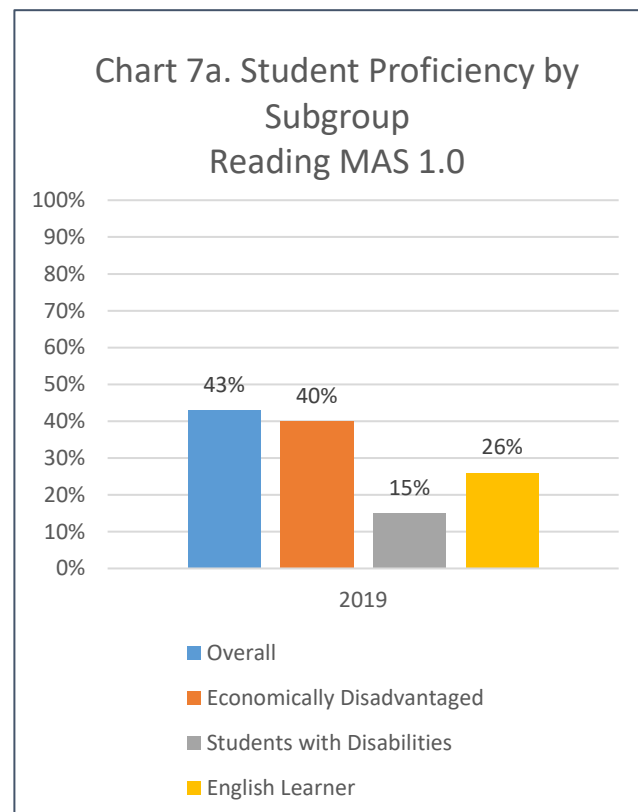
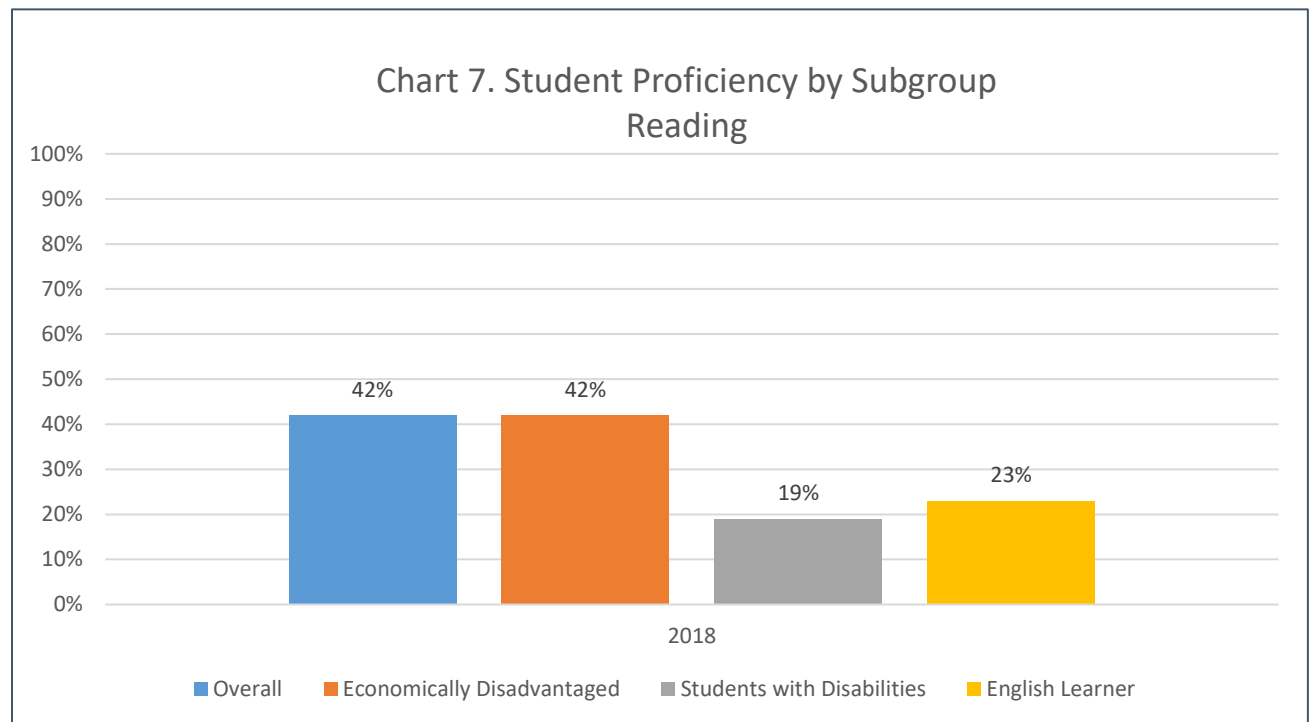
Race/Ethnicity Subgroups - Proficiency in Reading



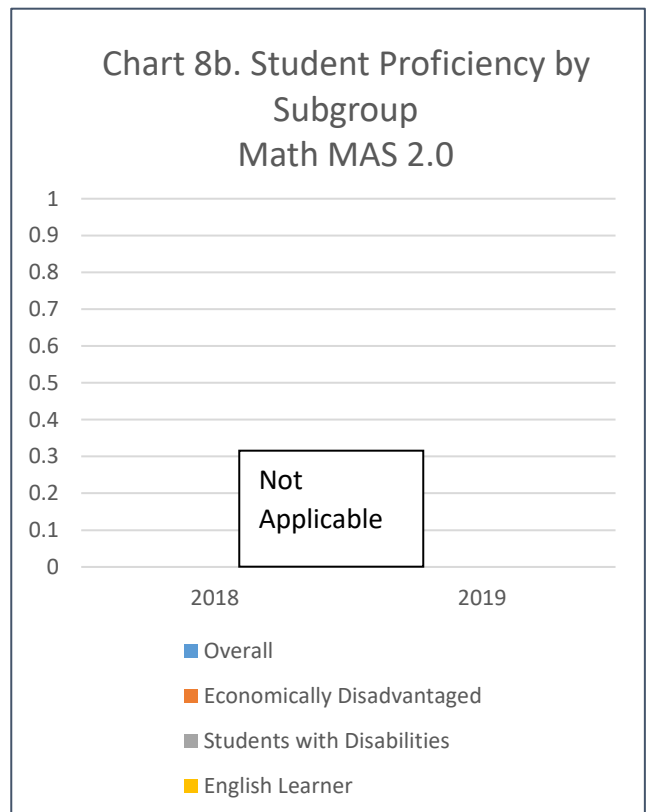
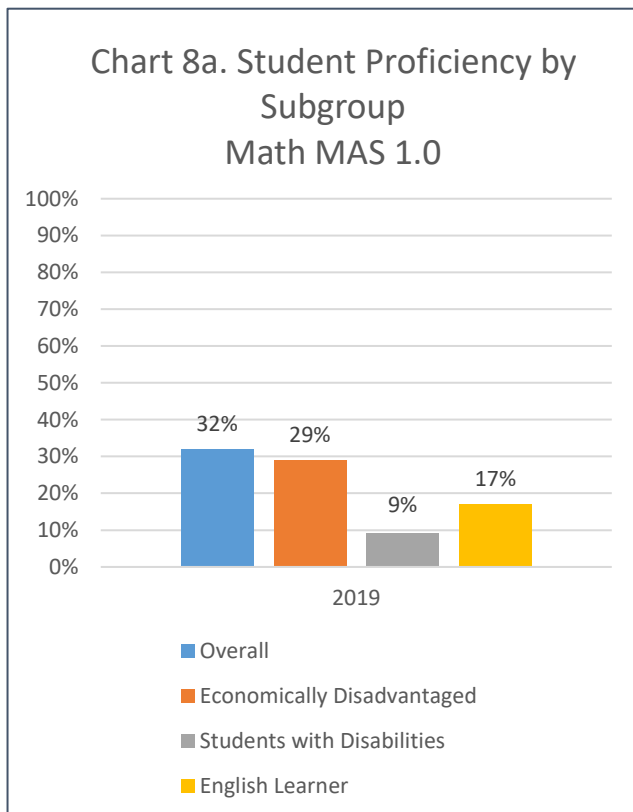
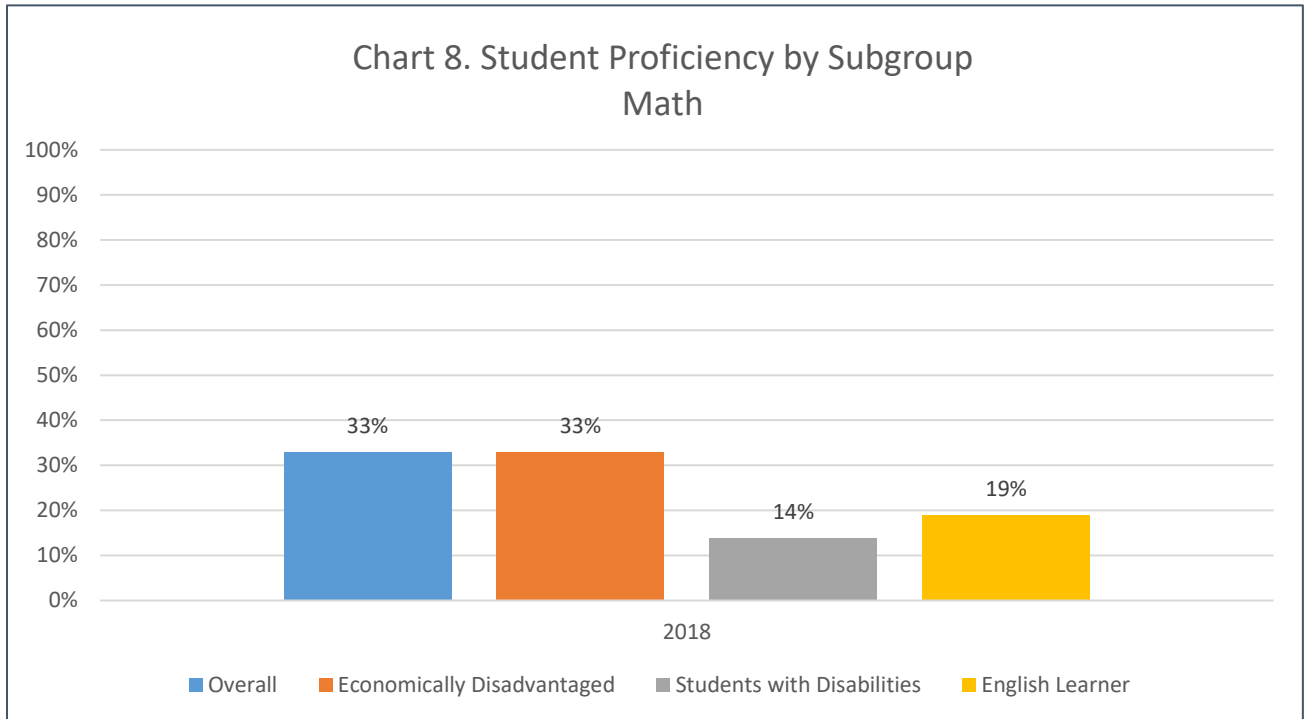
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading

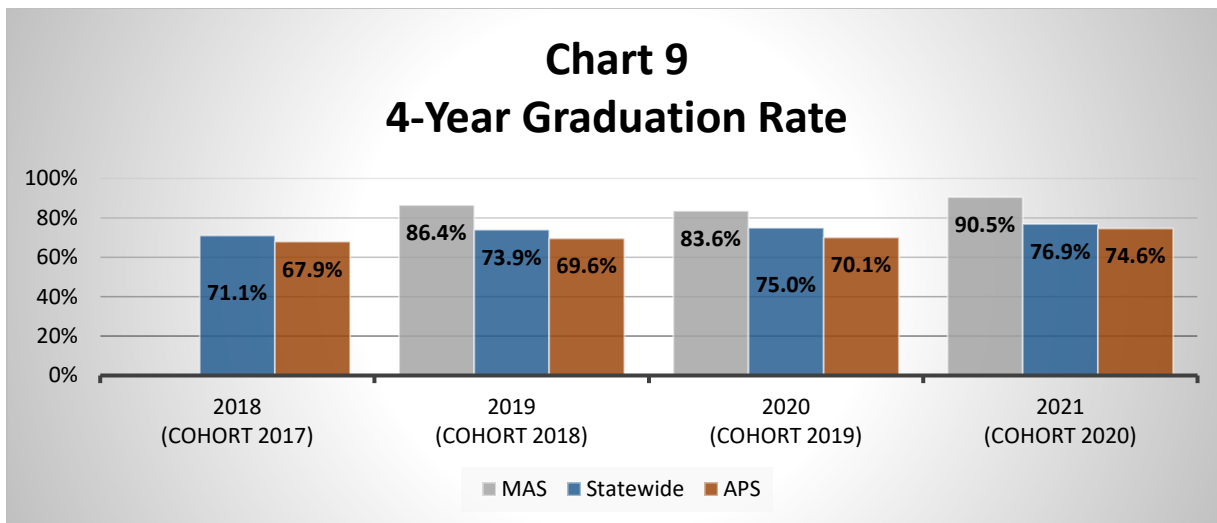


Other Subgroups - Proficiency in Math

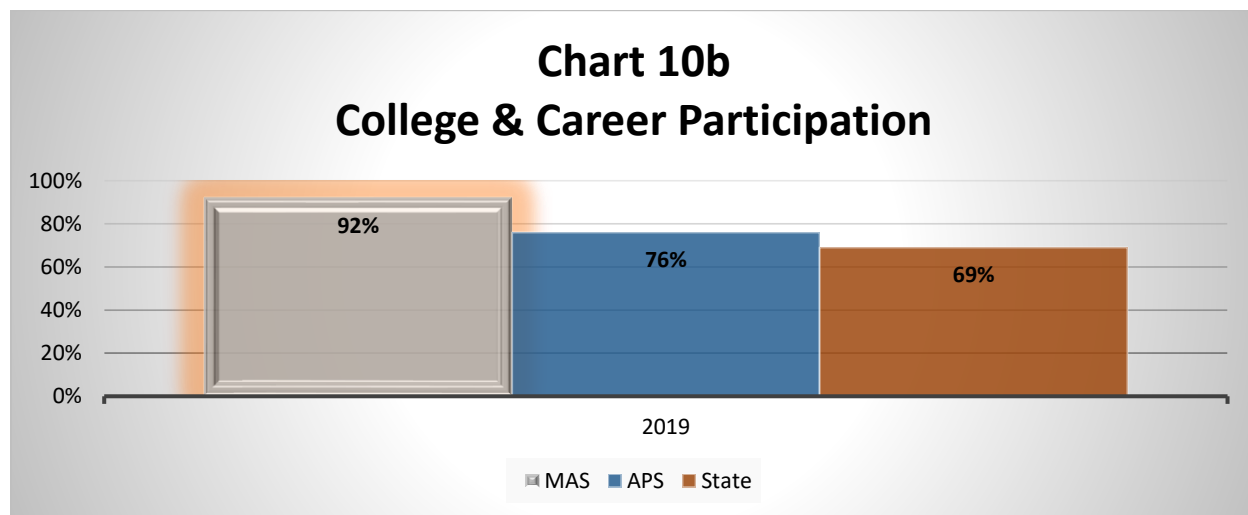


High School Graduation Rates for the 4-year cohort. MAS 2.0 currently does not serve high school students, so the data below is only for MAS 1.0.

Please note that the data reported each year is for the prior year's cohort of students. MAS did not have a graduating class for cohort 2017.

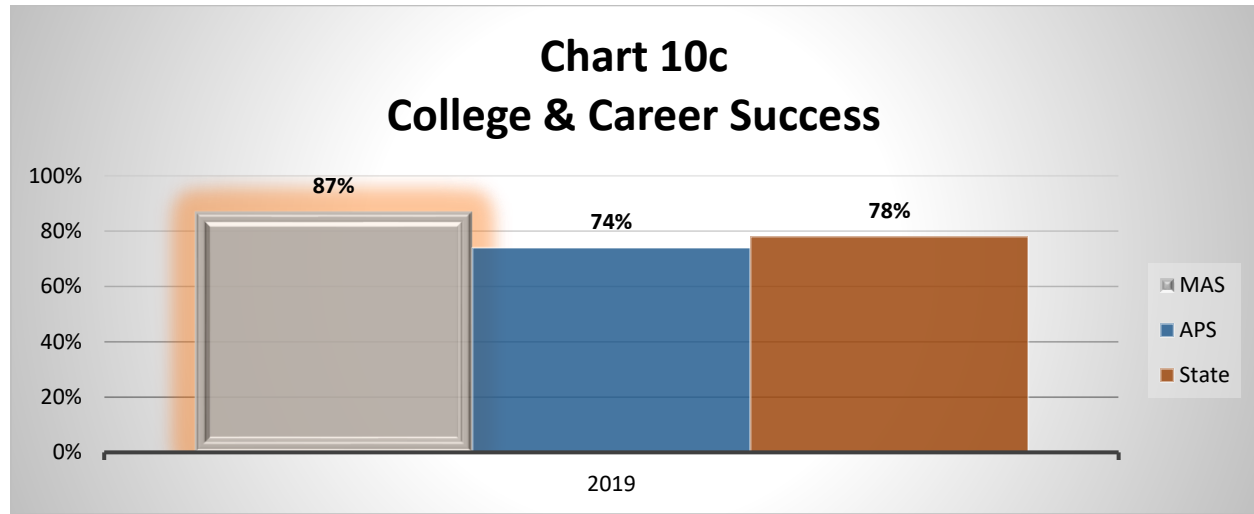


College & Career Participation: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on the whether students participated in such activities.



College & Career Success: High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on student success in these activities (as opposed to participation in these activities).

The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort.



1b. Specific Charter Goals

This section includes analysis of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals / Mission Goals

Mission goals were optional on the 2018 version of the contract. The school elected not to include mission-specific goals. Upon renewal, the school will be required to add mission goals (one minimum; two maximum).

Figure 2. Progress towards Charter Specific Goals.¹

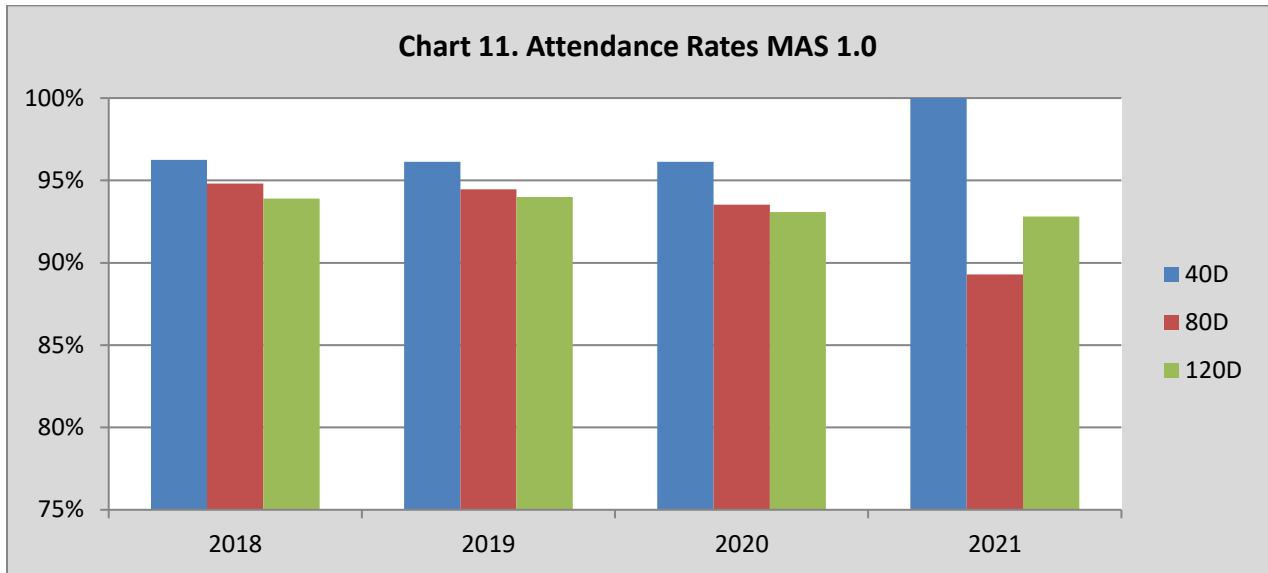
	Goal 1	Goal 2
2018	NA	NA
2019	NA	NA

¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

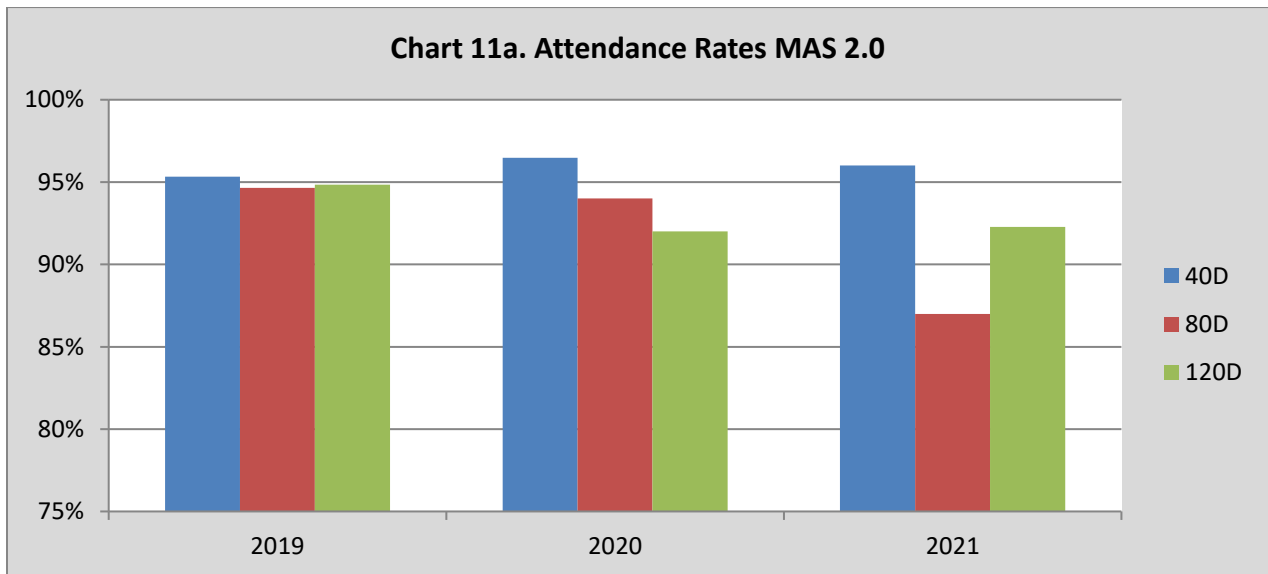
1c. Student Attendance and Enrollment

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

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



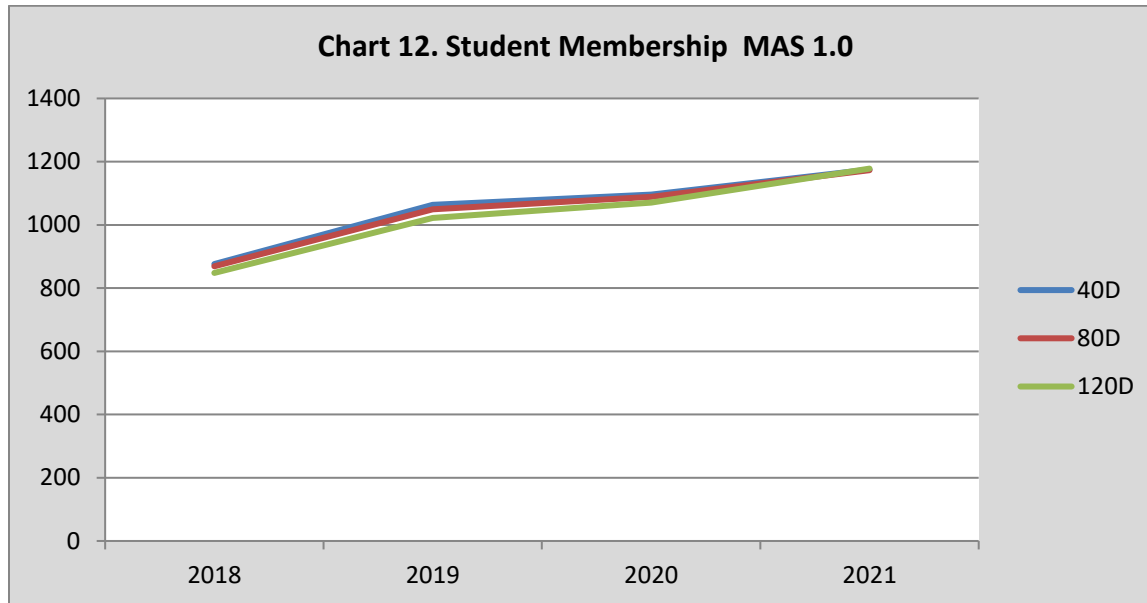
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary



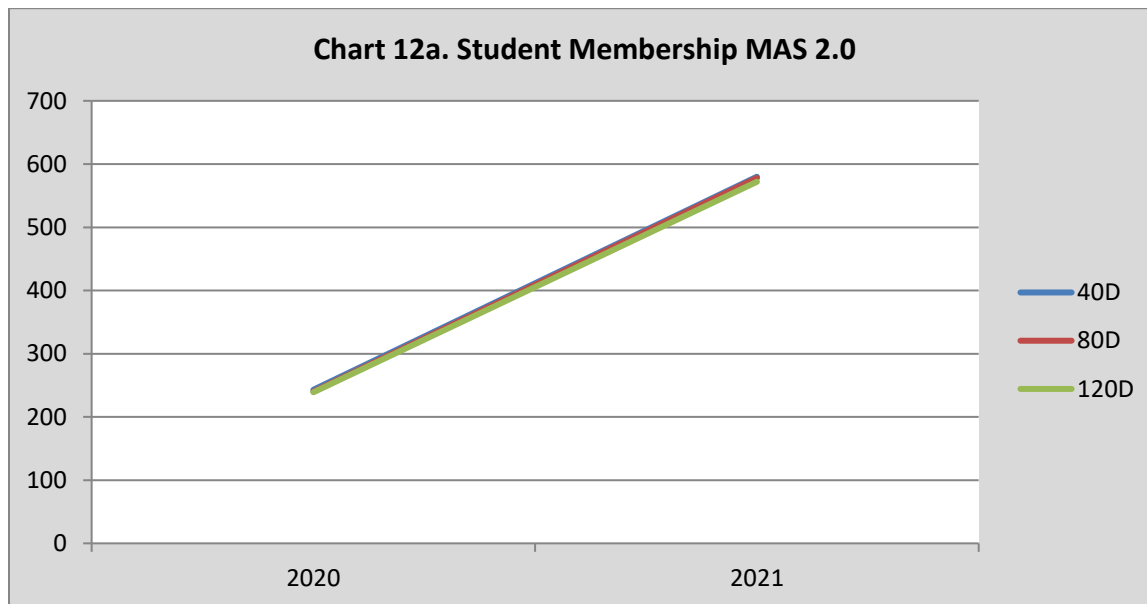
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary

Student Membership (Enrollment)

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

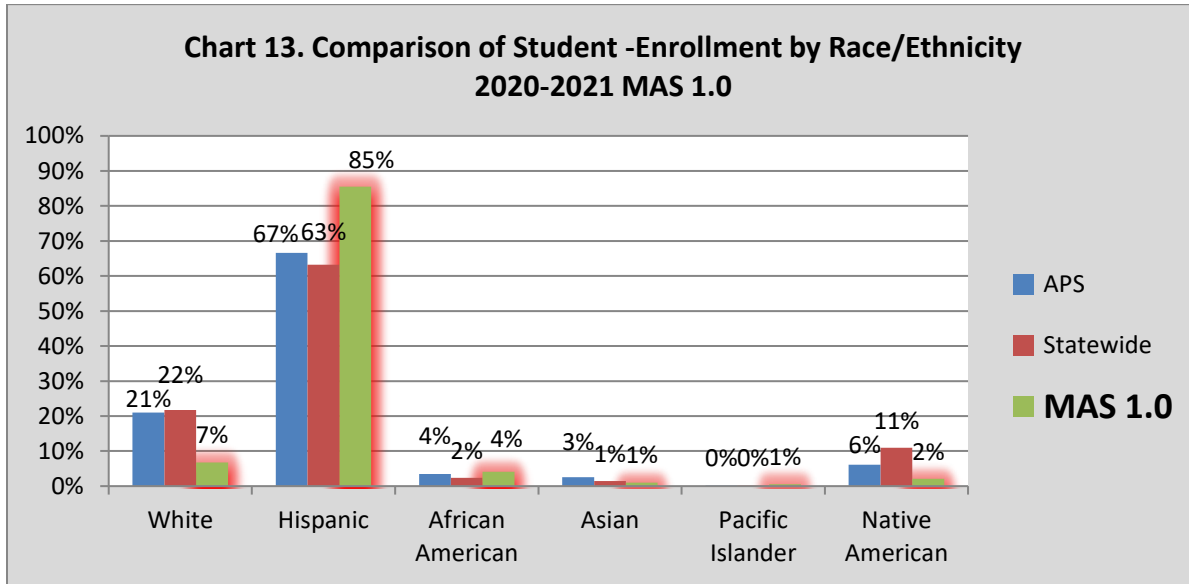


Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

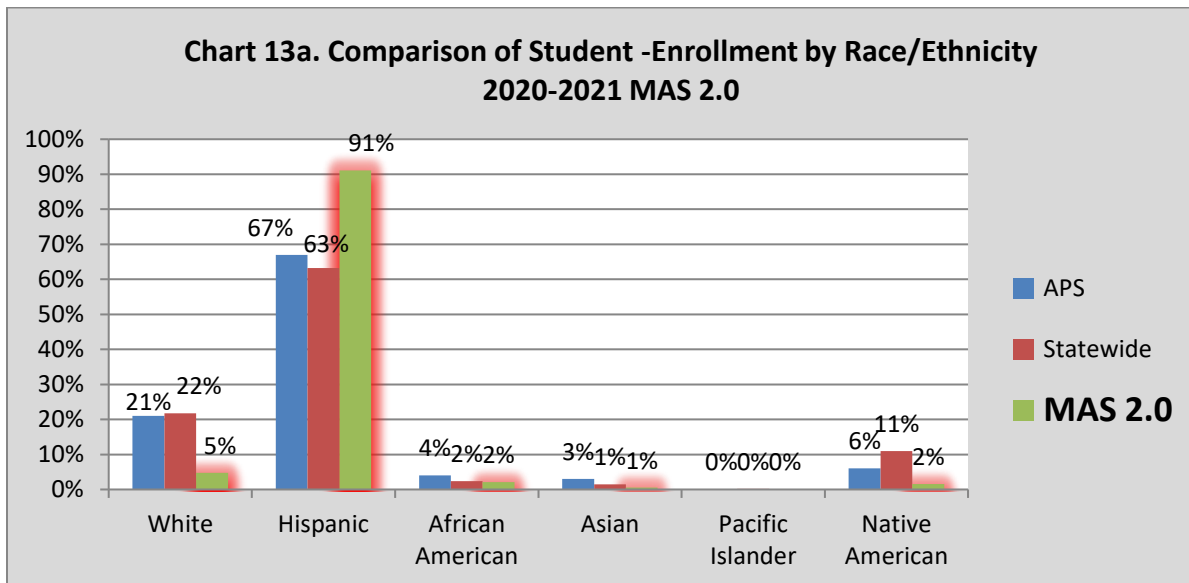


Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

Enrollment by Race/Ethnicity

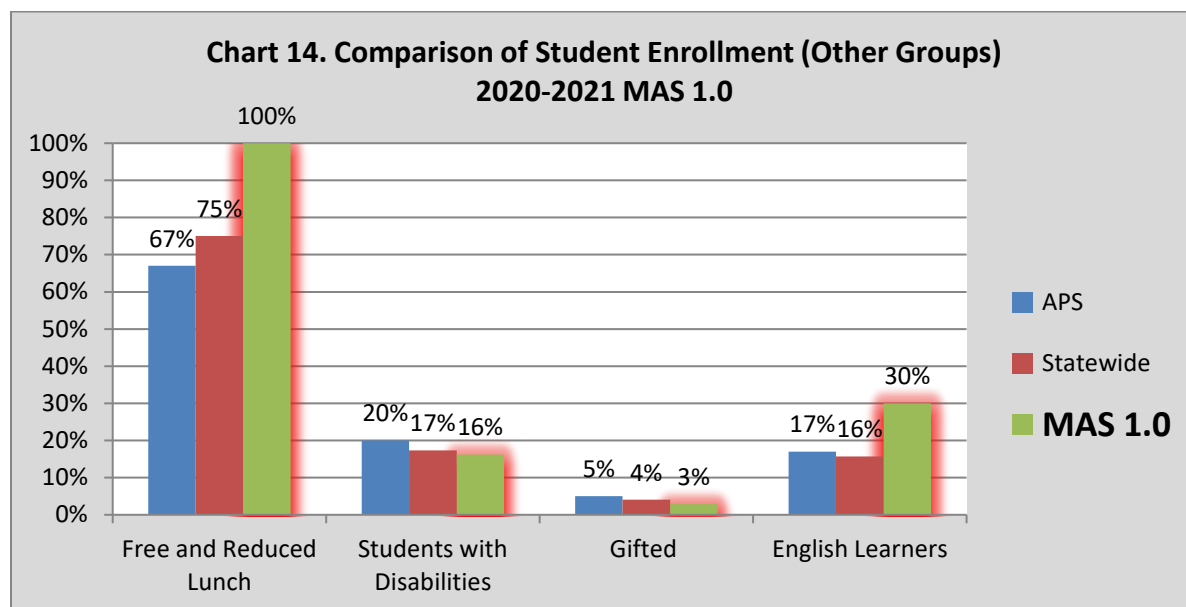


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

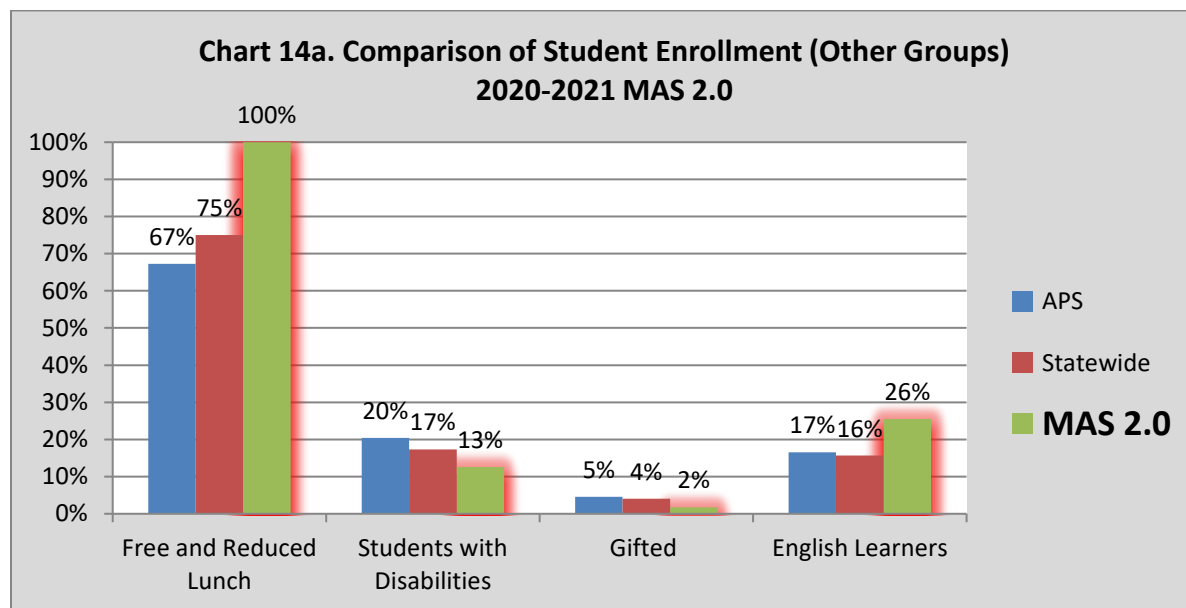


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups



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

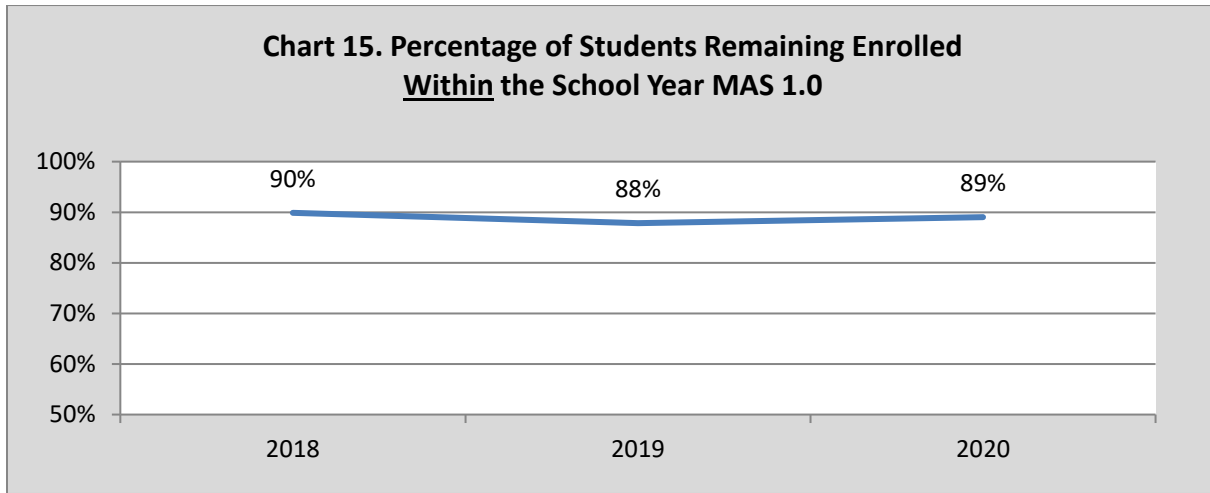


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

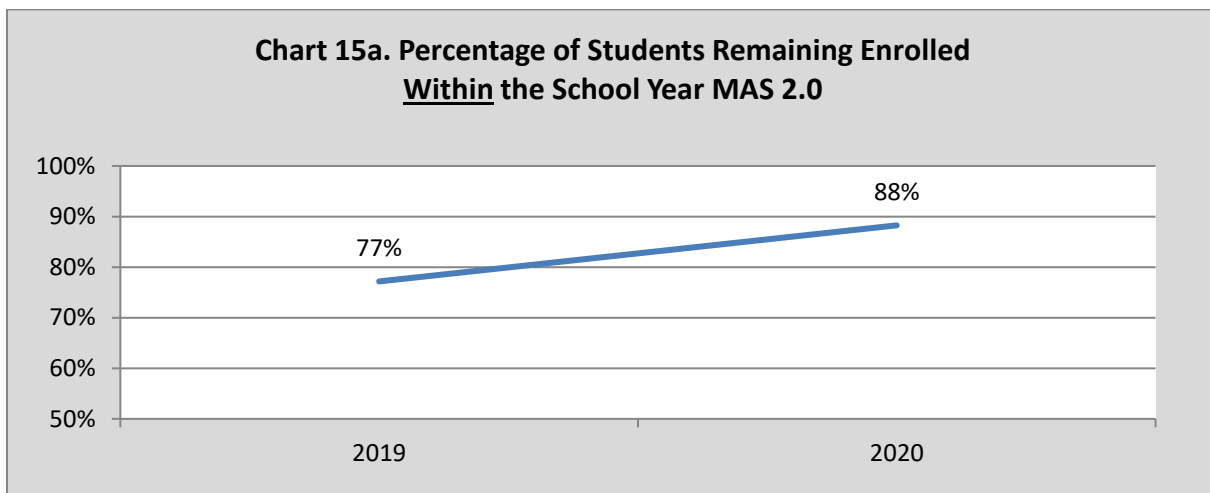
Retention and Recurring Enrollment

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

Below, in Chart 15 and 15a, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

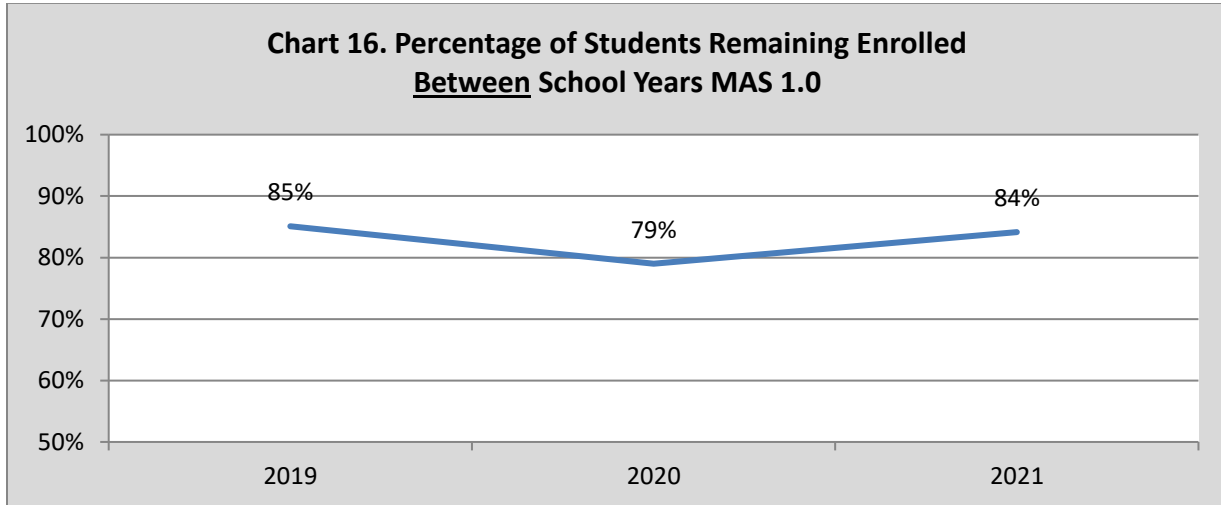


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

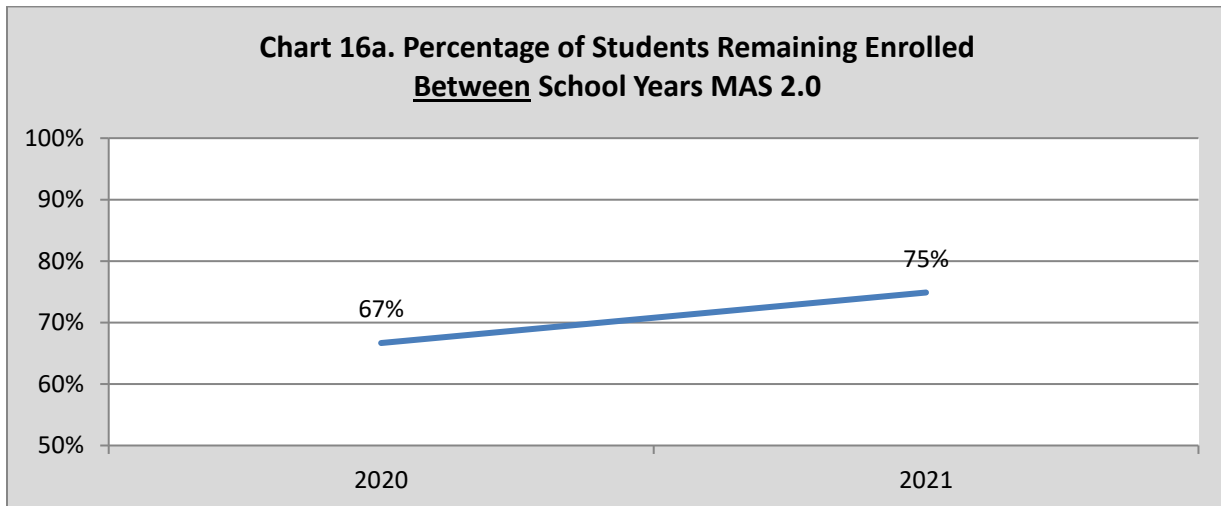


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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



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

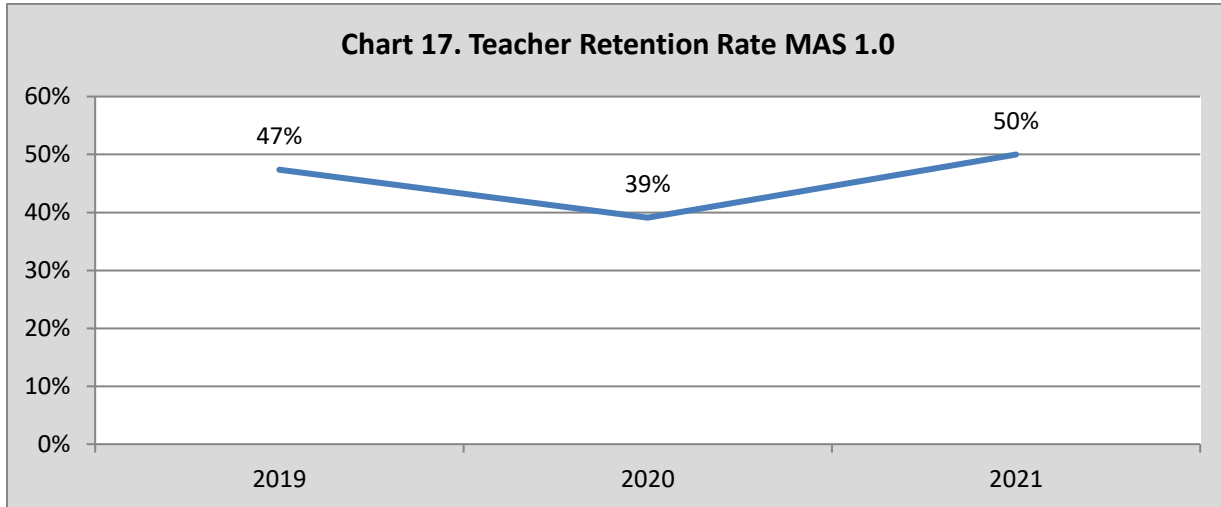


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

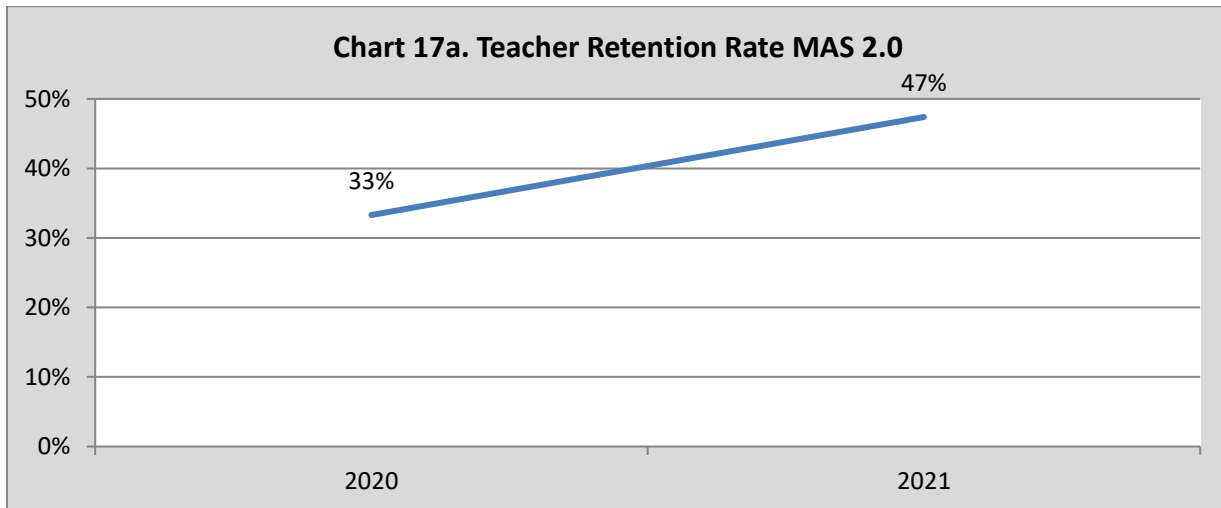
1d. Teacher Retention Rate

Chart 17 and 17a demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2017-2018 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

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



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



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audits

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Total Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY20	0	0	0
FY19	1	0	0
FY18	0	0	0

Summary of Most Recent Fiscal Report

In FY20, the school received no audit finding.

2b. Board of Finance

The school's Board of Finance was never suspended during the term of its contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

- i. Data-Driven Instruction - Our data-driven instructional model involves a cycle of, at a minimum, quarterly assessment, analysis, and action that is consistently evaluated to ensure continual data-driven improvement in math and reading.
- ii. Instructional coaches are thoroughly trained in the data-driven cycle, and they in turn model and teach data-driven analysis to members of their department.
- iii. Observation and Feedback Cycle - We have instructional coaches in language arts and math. This model supports both new and returning teachers by providing intensive support through short, but frequent observations with immediate feedback delivered with specific actionable steps, AND accountability for the implementation of the action steps determined. We provide internal and external professional development training for coaches to maximize their effectiveness.
- iv. Instructional Planning - A key responsibility of MAS' instructional coaches is weekly lesson plan review/data analysis meetings. During these meetings, coaches review a teacher's lesson plans. Analyzing the plan for things like rigor. Standards alignment, formative assessments, as well as the incorporation of information obtained from prior data analysis. Through this lesson plan analysis, teachers and coaches work side-by-side to refine the lesson for improvements prior to delivery to the lesson for maximized student outcomes.
- v. Strategic Professional Development – MAS implements daily professional development/collaboration. Professional development will be targeted to meet school wide needs, department needs, grade level needs, as well as individual staff needs. Professional development includes topics such as classroom management, student, engagement, data analysis, and curriculum specific training needs. Special attention to detail will ensure that all professional development translates from paper to practice to guarantee the impacts are evident as measured by student achievement. Professional development will take place for the two weeks prior to the first day of school each year for returning staff members and for three weeks prior to the first day of school each year for new staff members.

3b. Organizational Performance Framework

Mission Achievement and Success	2018-2019 MAS 1.0	2018-2019 MAS 2.0	2019-2020 MAS 1.0	2019-2020 MAS 2.0	2020-2021 MAS 1.0	2020-2021 MAS 2.0
Category I. Academic Performance Framework						
Indicator 1 Components of School Accountability System	61.59 Points (Spotlight)	79.4 Points (Spotlight)			Unable to Review - COVID	Unable to Review - COVID
Indicator 2 Subgroup Performance	Pending	Pending			Unable to Review - COVID	Unable to Review - COVID
Indicator 3 Mission Specific Goals	Not Applicable	Not Applicable	Not Applicable			Unable to Review - COVID
Category II. Organizational Performance Framework						
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Unable to Review - COVID	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls			Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
Indicator 4d Students & Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	Meets (or Exceeds) Standard	Not Applicable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Indicator 5d School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	ASSURANCES	ASSURANCES
Category III. Financial Performance Framework						
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Not Applicable	Not Applicable

Mission Achievement and Success 1.0	2017-2018
Category I. Academic Performance Framework	
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard
I-A.01 Required Academic Performance Indicators	Not Applicable
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable
Category II. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework	
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Working to Meet Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard
V-A.01 Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard
Category: Organizational Performance Framework	
School Specific Terms: data on any terms specified in the school's Performance Framework	

3c. Governing Body Performance

The school has seven (7) members serving on their Governing Body.

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

Board Member Name	Position	Training Hours Completed	Training Hours Required
Bill O'Neill		8	6
Rosa Hernandez	Vice Chair	8	6
Bruce Langston	Chair	8	6
Liza Knight	Treasurer	8	6
Chris Fernandez		8	6
Pam Kissoondyal		8	6
Andee Hendee		8	10

Figure 7. Current governing council members

*Fiscal training requirements reduced by approved exemptions.

**Please note the trainings provided to the board in FY21 were from an unauthorized trainer.