

School response:

1. TEACHING METHODS

Our general philosophy of teaching is that the students should do the heavy lifting and that the bar should always remain high. The students should be doing the hard thinking in the lesson and the teacher should be working to facilitate the learning. We also make sure that we do not lower the expectations for students behaviorally or academically by helping teachers to internalize the lessons and the rigor of the standards. Student voice should be the focus of the classroom. This helps to build equity in the classroom that the teacher is not the only holder of knowledge but the students are as well. The students are mathematicians and literary scholars and have the knowledge to teach their classmates.

We do a lot of training on classroom discussions in the classroom. We train students to face the class when speaking, speak loud and proud and for their classmates, listen and track the speaker, think about how they agree or disagree, and build on what is said or revoice. This trains the students that we learn from each other and there is value in what we all need to be open to share.

In a typical math lesson, you will see the students starting with thinking about an engaging problem individually or with a partner. The class is then led through a group discussion by the teacher to stamp key points. Based on the key points, the students apply these key points through partner and independent practice. This structure puts the focus on the students and what they know.

A typical ELA lesson will be grounded in having students read and annotate the text/book the class is reading through. The teacher will then lead the class through a discussion based on the teacher’s collection of data during the independent reading.

The only curriculum that deviates from this philosophy is Reading Mastery (phonics) in K-2. We believe that phonics is best taught through direct instruction. Our literacy scores provide the evidence that this is a successful technique for us, as MAS has significantly outperformed the State of New Mexico, APS, and Rio Rancho Public Schools in our early literacy outcomes.

LITERACY PROFICIENCY (Istation Results)
2018-2019

	KINDERGARTEN	FIRST GRADE	SECOND GRADE
MAS	66%	90%	78%
Rio Rancho	49%	33%	51%
APS	31%	29%	36%
State of New Mexico	38%	35%	44%

**Research shows that students proficient in reading by third grade are four times more likely to graduate high school. In fact, when it comes to early literacy, MAS has closed the achievement gap in New Mexico.*

	KINDERGARTEN	FIRST GRADE	SECOND GRADE
MAS	66%	90%	78%
Wood Gormley (Santa Fe)	60-78%	61-78%	80-86%
Atalaya (Santa Fe)	60-78%	50-58%	90-98%
Hubert Humphrey (NE Heights ABQ)	70-78%	65-73%	65-73%
North Star (NE Heights ABQ)	60-68%	50-58%	70-78%

**Selected schools are the highest performing schools from the most affluent areas in New Mexico.*

CO-TAUGHT INSTRUCTIONAL MODEL

MAS Charter School uses a co-teacher model as a key teaching method at our school. All classes, K-4 are co-taught, generally speaking this is a general education and special education teacher in the classroom together, but this could also be two general education teachers or a general education teacher and an educational assistant. One teacher is primarily responsible for large group instruction while the other teacher works with a very small group of students who are struggling as evidenced by student achievement data (state assessments, interim assessments, and day to day classroom assessment data). The students may be general education students, special education students, or English language learners, but regardless of the classification category, if they are significantly underperforming, they receive intensive side by side support in a small group with the second teacher. They receive the same instruction, in the same classroom, but with side by side support.

In grades 5-12, co-teaching is primarily used in literacy and math classrooms.

Student achievement data is collected informally on a daily basis, and is submitted to the teacher’s instructional coach and leadership team on a weekly basis for formal analysis which results in strategic and responsive intervention based on the data. This is one of our primary ingredients to our success in teaching methodology.

INTENSIVE EARLY LITERACY INTERVENTION (K-2) & STRATEGIC UPPER ELEMENTARY AND SECONDARY LITERACY INTERVENTION (Grades 3-12)

In grades K-2, we understand how critical early literacy is to student success. As a result, ALL students in grades K-2 receive one to one DAILY early literacy support for about 5-10 minutes per student to focus on individualized skills needed for students surrounding early literacy.

In grades 3-12, we have a specialized reading intervention class for students who are lacking phonics skills. Phonics skills are crucial for reading and many students who come to MAS later in the educational career are missing these early literacy skills and remain non-readers or struggling readers the remainder of their educational career and sometimes for their entire life. The best way to correct this is through intensive literacy remediation through strategic and explicit instruction in phonics. Phonics skills are not part of a standard literacy curriculum beyond grade two, yet we know that students will not become successful readers without this intervention if these skills are deficient. As a result, any students in grades 3-12 who are not proficient in literacy are assessed using the Phonics Inventory and if the literacy gap is determined to be phonics based, they are placed in this literacy intervention class.

ADDITIONAL TIME WITH LITERACY AND MATH

Time on task matters. The State of New Mexico requires 990 instructional hours for students in grades K-6 with a minimum of 5.5 hours of daily instruction. This equates to 180 days of instruction. The State of New Mexico requires 1080 instructional hours for students in grades 7-12 with a minimum of 6 hours of daily instruction. This equates to 180 days of instruction.

MAS provides 1,365 instructional hours for students in grades PreK-12 with a 7.5 hour instructional day for 182 school days per year. This is 375 hours more of instruction in grades K-6 and 285 hours more of instruction in grades 7-12. This equates to 68 additional days of instruction for grades K-6 and 47.5 additional days of instruction for students in grades 7-12 based on the state required minimums.

MAS uses this additional instructional time to provide additional instruction in core areas of literacy and math. In grades K-2, MAS students receive approximately 270 minutes of literacy instruction per day. This is on average three to four times the amount provided by traditional schools. In grades 7-12, MAS provides 210 minutes of literacy instruction per day, averaging at least two to three times the amount of literacy instruction in traditional schools.

For math instruction, MAS students receive 180 minutes of daily math instruction in all grades, K-12.

1. MEASURES OF STUDENT ACHIEVEMENT

Students are given a weekly quiz in all subject areas in all grades that assesses their understanding of recent and spiraled standards. Teachers and instructional coaches analyze this data in order to create a re-teach plan for the students and which students need targeted intervention. Students that are identified as needing targeted interventions are generally in the small teacher groups discussed above.

Teachers are thoroughly trained on how to collect the data during teaching through what we call “Aggressive Monitoring.” This is essentially teachers collecting data in the moment through a very systematized approach. Teachers are to respond in the moment based on the collected data. This allows a faster response time so that when we get to the end of the week assessment, more students experience success.

We also give interim assessments every quarter based on what was taught for the past nine weeks. After this assessment is given, the teachers and instructional coaches spend at least a half day in creating six week re-teach plans and targeted intervention plans based on standards that were a struggle on the interim assessment. Our K-2 literacy plan includes giving the monthly Istation assessment to all K-2 students to track and monitor progress and intervene as necessary. This is done through the one to one Istation supports that happen daily and we also have our Istation intervention teachers extract data on struggle areas for students across grade levels and grade level teachers include whole group literacy interventions based on identified skill deficits. This whole group intervention happens daily for about five minutes during the classroom phonics instruction.

MAS partners with Achievement First, a network of charter schools located in the Northeast, predominantly in the NYC area. As a partner with Achievement First (Navigator Program), MAS uses their interim assessments based on common core standards for the content areas of reading and math and STEM standards for science. By partnering with Achievement First, not only do we receive academic support, but we are able to compare our students’ progress across their network of schools and across their other Navigator partners. Our partnership with Achievement First Navigator Program allows us Partnership with Navigator offers us:

- Access to AF’s complete program, including all curricula, assessments, and related resources.
- Deep instructional coaching and implementation support with a three-day summer kick-off training, turnkey materials for teacher training, weekly coaching calls, monthly in-person or virtual site visits from our Navigator coach, weekly video observation reviews, and support with IA data assessment.
- Connections within a community of educators also implementing AF curriculum and instructional practices.

3. PROFESSIONAL DEVELOPMENT FOR TEACHERS

At MAS Charter school we give an abundance of professional development (PD) for all employees in the school, especially for teachers. Having a growth mindset is a core value at MAS, individuals with a growth mindset believe that everyone needs to learn, grow, and improve their craft from the CEO/Founder of the school to the office staff. MAS’ instructional staff receive two weeks of professional development in the summer, each summer before the start of the new school year. Some of the things that MAS’ professional development is focused on includes building each teacher’s skills in classroom management, classroom procedures, schoolwide procedures, mission and vision of the school, equitable pedagogical practices, SEL curriculum, and curriculum delivery and internalization. The professional development is teacher centered and focused just like we want our classrooms to be student focused. The teachers do the heavy lifting of thinking during the PD so that they can take ownership of their learning.

Every teacher is assigned an instructional coach for their respective content area from reading and math to PE. Our instructional coaches are experts in their subject area of coaching and with classroom management, most are groomed internally within the organization. Each instructional coach observes their assigned teachers twice a week during classroom instruction. As they observe, they are using our school rubrics to guide their feedback, giving the teacher real-time feedback and coaching to immediately improve student teaching and learning. The instructional coaches also meet with their teachers twice a week during the teacher’s prep time. The first meeting is to give the teacher feedback on the observation and to support the teacher in internalizing their upcoming lesson, which includes time to role play and practice the lesson in the presence of the coach. The second meeting is to analyze student achievement data with the teacher from their most recent weekly assessment and to create interventions for students who need additional support.

In addition, we have morning meetings before school starts each day to collaborate and train with teachers, these meetings are 45 minutes in length and happen every morning for 182 school days per year! Mondays are full school staff meetings in which we focus on schoolwide initiatives and PDs, for example, we may cover topics like trauma informed teaching, student engagement strategies, positive behaviors interventions and supports (PBIS), or provide mandatory trainings like test security training. The topic of these PDs are decided by the leadership team based on schoolwide identified needs. Tuesdays are grade level meetings in which the teachers of each grade level meet together in order to discuss behavior data to create proactive positive ways to support students. This time is also used for parent meetings outside of the traditional parent/teacher conference dates. Wednesdays are dedicated to training and implementation of our social-emotional curriculum and our coaches and assistant principals model lessons for our teachers, and provide practice opportunities for teachers to practice their lessons on social-emotional learning (SEL) on each other. Thursday and Friday are curriculum meetings. Thursday is focused on analyzing data and Friday is focused on giving a short PD on the next week’s action step for the teachers. Things that you may see during curriculum meetings are teachers analyzing videos of exemplary teachers, or even themselves to create action steps to improve student learning as a group.

Our instructional coaches also receive training and they are trained by MAS’ District Lead’s at the school. Our district leads are generally our most senior leaders who have an established history of success at MAS Charter School. Most of our district level staff started at MAS as classroom teachers, became instructional coaches and/or assistant principals and are now at the district level leading the charge around curriculum. Our district level coaches and many of our content instructional coaches are trained through Relay Graduate School of Education. Relay offers a National Principal Academy Fellowship which is a one-year fellowship program that prepares principals and other school leadership team members to become exceptional instructional leaders. In the program, leaders engage in practice-based learning that strengthens their ability to deepen their focus on teaching and learning for all students. This is a selective program that provides job-embedded leadership training for current principals and instructional leaders from across the country. MAS sends all of our leaders to this nationally recognized leadership program to ensure we are training and developing our leaders. The power of leadership is well documented in the research and we know that the success of our teachers and our students is highly correlated with the effectiveness of our school leaders.

Finally, as previously referenced MAS partners with both Achievement First and the Achievement Network, while the names are similar, the organizations are different. Both entities support us in executing our K-12 ELA and math program.

4. **LEARNING PROGRAMS**

While this is a bit repetitive, here is a quick snapshot of our most recent state test data since we did not take state tests during the pandemic.

LITERACY PROFICIENCY 2018-2019

	KINDERGARTEN	FIRST GRADE	SECOND GRADE
MAS	66%	90%	78%
Rio Rancho	49%	33%	51%
State of NM	38%	35%	44%
APS	31%	29%	36%

Again, Research shows that students proficient in reading by third grade are four times more likely to graduate high school.

MATH PROFICIENCY 2018-2019		
	8 TH GRADE MATH	ALGEBRA I
MAS	49%	36%
Rio Rancho	31%	34%
State of NM	13%	18%
APS	9%	22%
<p><i>There is an attachment in the folder for Part B – Progress Report labeled MAS’ ADDITIONAL ACADEMIC DATA provides additional academic data to reflect MAS’ academic performance on ELA, math, subgroup comparative data, and four-year graduation rates by subgroup.</i></p> <p>In grades K-2, utilizes the Reading Mastery program for phonics instruction. Reading Mastery is a complete basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps - modeling new content, providing guided practice, offering individualized practice, and applying skills. It also utilizes a special orthography designed to assist students in identify letter sounds. The special font is later phased out and replaced with traditional orthography. Signals and group responses are used to keep students involved, help them stay on task, and help with lesson pacing. Teachers assess student performance throughout the program, and struggling students receive practice through remedial exercises. Each level of the program typically spans one academic year. Grammar is a critical component of the language track of Reading Mastery Signature Edition (RMSE), which is the edition used at MAS. Grammar is incorporated systematically into a variety of exercises and activities with the goal of ensuring that students can 1) use English grammatical conventions correctly in spoken and written communication, and 2) articulate the grammatical conventions that they learn. The second goal of the program (articulating grammatical conventions) follows the first, primary goal of the program of students using grammatical conventions correctly and consistently in their written and spoken communication.</p> <p>Additionally, in grades K-4, MAS also provides additional literacy support through guided reading. Guided reading is a small-group instructional context in which a teacher supports each student’s development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. During guided reading, students in a small-group setting individually read a text that has been selected at their instructional reading level. Guided reading units at MAS are organized by reading level and are created according to students’ lexiles (reading level). Lexiles are determined by student performance on the HMH Reading Inventory. Units for guided reading are designed to develop students’ independence in reading the words and comprehending the central idea of text at a specific reading level. The texts that are chosen for guided reading align to the instructional reading level of the students and include multiple opportunities for students to practice grappling with the critical demands of the texts, to build increasing independence in their reading accuracy fluency and deep thinking about the text at the specific reading level. Unit outcomes and sequences target and develop the reading groups’ understanding of the critical demands of the leveled text and the foundational reading and thinking skills necessary to deeply understand text at a reading level. Daily lessons are provided that include key bottom lines, the central idea of the text, a plan for “before reading”, suggested conferring prompts, and a series of questions for the “after reading” discussion. In order to teach an effective guided reading lesson, teachers need to engage in daily intellectual preparation to deeply understand the important bottom lines, the central idea of the text, and “back pocket moves” that can be used in lessons to support students to achieve their individual goals as well as articulate the central idea of the text. The goal of guided reading is to give students time to practice and build their foundational reading, critical thinking, and academic and oral language skills. Therefore, the majority of the time is spent reading, thinking about, and discussing the text.</p> <p>For grades K-12 math, we use the Achievement First math curriculum. As mentioned, we are part of the Navigator program through Achievement First and as a result, we receive weekly coaching on how to teach math aligned to common core and how to effectively implement the Achievement First curriculum through our Achievement First coach, who is ultimately a coach for the coach. The weekly coaching consists of</p>		

watching MAS classroom teaching videos weekly and norming on feedback to those teachers to improve their pedagogy. This curriculum is aligned to the Common Core Standards. The curriculum places a deep emphasis on both conceptual understanding, procedural skills and fluency, and application.

Our literacy curriculum for grades 5-12 is also from Achievement First. As referenced before we are also part of the Navigator Literature program which provides MAS students with Achievement First’s open source materials which enable them daily, to engage with grade level work. Grade level work is equity work. Research demonstrates that reading voluminously, although clearly a consequence of developed reading ability, is itself a significant contributor to the development of other aspects of verbal intelligence. As such, the AF Literature curriculum has been designed to provide students with daily access to complex texts.

While individual lessons vary, literacy lessons by Achievement First generally create the following opportunities for students:

- 1. Building Reading Stamina**
Over the course of the curriculum, students build stamina to independently tackle complex texts of various genres.
- 1. Reading to Learn**
Students should spend a majority of class time every day reading, rereading, annotating, and discussing the class texts. Research suggests that grappling with increasingly complex texts, rather than seeking mastery of discrete skills, is what drives student understanding in reading.
- 1. Building Meaning Through Collaboration**
Students should develop meaning with the help of their peers. Students can build each other’s comprehension of text and world knowledge through discourse. They should challenge each other’s perceptions and conclusions, and articulate how their own thinking has shifted based on their interactions with their classmates.
- 1. Building Voice and Agency**
Discourse builds critical consciousness. As, Freire notes, “Knowledge emerges only through invention and re-invention, through the restless, impatient continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.” Students are empowered to share their voice in every lesson; they build agency through accountability to sharing their perspectives with others.
- 1. Writing in Response to Text**
Writing can be used as an assessment of reading comprehension and analysis as well as a cognitively rigorous task in its own right: "the task of taking complex ideas and describing them in precise vocabulary and deft syntax is one of the most cognitively demanding tasks students can perform in the classroom...In almost any college classroom - certainly in the humanities - it is the format in which mastery is finally expressed in which ideas get the fullest credit. Even if you do ‘get it,’ if you can't put it in writing, cogently and coherently, it simply doesn't count as much."
- 1. Revising (writing) to Build Precision and Learn from Mistakes**
Students should also be given ample feedback from teachers (and peers) on their work and then have the opportunity to revise the content of their annotations, discussion points, and writing to better address audience, purpose, and task.

At MAS, we also use the Achievement First curriculum for science in grades 3-12. For students to thrive in the world they will face after college, they must approach science as an inquiry-based discipline founded on determining scientific claims through patterns in repeated evidence and data, and revising those claims upon discovery of new evidence. Students access their current conceptions of the world and contextualize their learning through relevant and anchoring learning experiences. Students learn science through the application of scientific practices through meaningful content and scaffold their understanding in a logical, spiraled and sequential process, from elementary through twelfth grade. Our scholars view science as a lens through which to understand and question the world. They develop a sense of curiosity about our world through a desire for a deeper understanding of key scientific principles, their relevance to their daily lives and their broader connection to one another. Our scholars see and experience the natural, clear connections between science and other key disciplines including reading, writing, math, technology and social studies. Successful completion of the science program aims to increase the number of our scholars pursuing STEM careers beyond college, to increase their career opportunities, and to ultimately increase the competitiveness and future economic prosperity. At MAS all scholars, including special education and ELL students, should have complete access to our science program.

5. **ENCOURAGING PARENTAL OR COMMUNITY INVOLVEMENT**

Parent Involvement

At MAS, we believe that the parents and the community are an integral part of our success. First we know that we need our parents involved in their children’s education in order to support their success. We expect open and frequent communication between parents and teachers on the student’s progress behaviorally and academically. We hold data focused parent teacher conferences every semester and on average 90% of our parents attend.

At the beginning of the year, we hold a Meet and Greet for the parents to meet all of the teachers and learning more about MAS, especially for new families, and learn about changes for the upcoming school year for both new and returning families. During the Meet & Greet event, parents are invited to visit the school and observe their child’s classroom and are encouraged to visit at any time throughout the school year. We have an open door policy at MAS and encourage parents to see what is happening at the school and learn more about what their child is learning and how they are progressing. Every year at the end of the year, we hold a huge celebration with both campuses at a community park near the Yale campus. This has always been a great time of celebration and community with our families.

Parenting Classes

We also believe in partnering with our parents to support them in their learning and growth. We have held many parent classes after school hours to partner with our families on topics ranging from home ownership to their own goal setting and personal growth. In addition, MAS has sponsored many parent events on college related topics such as financial aid, SAT/ACT, and selecting the right college from your child.

Food pantry

MAS is a strong partner of Roadrunner Food Bank. MAS wrote a grant a number of years ago to be part of Roadrunner’s Mobile Food Pantry. As a result, on a monthly basis, MAS provides 100 families a month’s supply of food. Additionally, throughout the COVID pandemic when schools were required to be remote, MAS distributed more than 1200 boxes of food every week. When families were the most in need of food, MAS was able to be a strong resource to those families who needed support the most.

College and Career Trainings

MAS employs three college and career counselors. Our college and career counselors support MAS high school students with dual credit opportunities. 100% of MAS high school students, by the end of their high school career, participate in MAS’ dual credit opportunities. Additionally, MAS’ college and career counselors hold “Preparation for College Parent Conferences” that are in addition to the regular semi-annual parent conferences. The “Preparation for College” parent conferences are held two times per year with EACH high school student and their families. The purpose of these meetings is to ensure the parents are partners in the process of supporting students in the dual credit program and ultimately in their post-secondary plan. College and career counselors work with parents on course selection for dual credit, completion of financial aid applications for college bound seniors, admissions support for juniors and college bound seniors, and in general, they simply support parents and students in all things related to post-secondary opportunities for students.

MAS’ success with a 100% graduation rate and 100% of all of MAS’ graduating classes students accepted into college or the military is highly connected to the intensive support MAS offers our students and families around college and career planning.

6. **SCHOOL’S EQUITY PLAN**

First - we truly believe that the saying “big results, start small” applies here. While we can’t do ALL things, we can do Tier 1 curriculum well, as we believe that getting that right has critical implications on equity.

MAS acknowledges the existence and pervasive impact of a culturally bias culture in schools and in curricula. Our charter seeks to interrupt these practices by supporting teachers to deliver a curriculum that is culturally diverse, sustaining, and responsive to the students in our school. We communicate high expectations to students and deeply believe they can meet those expectations. We love and care about our students as

people, and we deeply believe that anything is possible for our students if we provide them with an outstanding education. We create affirming and critical spaces for our students to learn, grow, and challenge.

We scaffold, we don't rescue. Far and away, the most common problem in classrooms is how often teachers (oftentimes inadvertently) lower the bar for students, especially underserved students, by over-scaffolding throughout the lesson and lowering expectations for what they believe is possible for students. In our school, we challenge students with grade level work, knowing that all students can be successful on grade level work when it is offered equitably.

We build independent thinkers and learners. Our instruction is student-centered; students must do the heavy lifting. Engaging in productive struggle is what allows students to grow from learned dependency into independence.

While equity is not synonymous with diversity, MAS is proud of the diversity of our school, both diversity in staff and diversity in students. At MAS over 85% of our students are ethnic minorities and over 70% of our staff are as well. Whereas diversity refers to all the many ways that people differ, equity is about creating fair access, opportunity, and advancement for all those different people. It's about creating a fair playing field, and we believe that we do this at MAS, and our primary evidence for this is our results, particularly when you look at results across subgroups.

Equity is giving specific resources and support to disadvantaged students to bring them up to the same opportunity level as their peers. You don't have to look much further than the additional supports MAS provides to see evidence of strong equitable practices...be it free uniforms for all students, three free meals per day regardless of income eligibility, free dental clinics, free immunization clinics, free school supplies, free field trips, including fully financed college trips for all students, or free before and after school programming. MAS' charter application was written with equity as a guiding principles to how we were going to do business...we know that equity is foundational to creating fair access, opportunity, and advancement to our students.

Equity calls for understanding the unique challenges faced by individual students and providing additional structures that help them overcome those barriers. From robust academics, to significantly more hours of instruction, to well trained teachers...MAS has ample evidence of our call to action around providing equity through education, and we continue to reflect on how we can do more, and do it better.

7. MONITORING STUDENT' SOCIAL EMOTIONAL AND BEHAVIORAL DEVELOPMENT

MAS implements a daily SEL curriculum to all students in grades K-12. The first 20 minutes of every day is spent focused on student social and emotional development. We use a curriculum called "Choose Love" that is scientifically based and researched in student brain development. We focus on Growth Mindset, Forgiveness, Compassion in Action, Gratitude and Courage. Once a week, students do a community circle in which they share with each other answers around a social emotional learning question. This is a great time for them to build relationships and trust with each other and build a community of learners. Also once a week we hold what we call "huddles" in which an entire grade level meets together to celebrate achievement data and other celebrations, review student attendance percentages, review the Choose Love focus of the week, and celebrate social emotional growth. We also start each day with mindfulness by including a mindful minute where students can slow down their breathing and regulate their bodies, we also include a mindful minute after lunch to once again, get students focused and allow them to slow down and regulate their bodies. Social emotional development includes space for students to on goal setting and reflections whether they relationship, academic or personal focused.

MAS' Choose Love curriculum was developed by Scarlett Lewis, the mother of Jesse Lewis, an eight-year-old boy who was killed in the tragic Sandy Hook school shooting. Scarlett developed the Jesse Lewis Foundation in memory of her son in 2013. Choose Love began as a no cost program for schools but has organically expanded into programs for home, for work, and for community. The mission of Choose Love is to create safer schools and a safer world by teaching people how to use nurturing, healing love in any circumstance. Practicing social and emotional learning skills improves culture and cultivates an environment that is welcoming, supportive, compassionate, and safe. MAS was a pilot school in implementing the Choose Love curriculum and we have worked closely with Scarlett Lewis in our implementation. The video below tells more about Choose Love and features MAS Charter School and MAS Charter School students.

<https://www.youtube.com/watch?v=UMCxED44bqU&t=152s>

b. Equity and Identity within the Culture of the School including Student Support

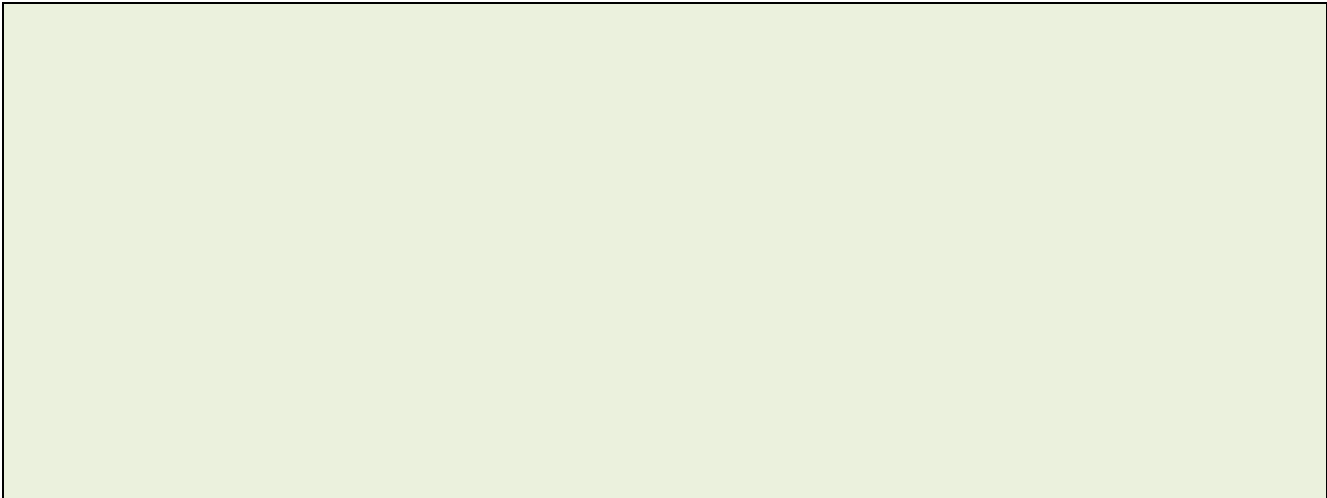
This item of the renewal application allows schools the opportunity to include additional information that is not already collected, but that should be considered when making a determination about the renewal of its charter. The school will create a representation that highlights how their school environment is inclusive, reflective of the community, validates students’ cultures and identities, and supports all students’ sense of belonging.

Note: If your school wishes to display visual art or performance art (such as sculpture, painting, recorded performance or live performance by students), your school will be given no more than 15 minutes at its renewal hearing to present the representation. If a school wishes to submit a narrative, it shall be submitted along with the renewal application.

School response:



NDI: We partner with NDI (National Dance Institute) to work with our students in 4th grade. They meet with them weekly to support them in their growth mindset through dance. They have two performances for parents throughout the year. Students are also invited to further their work with NDI with they show more interest in dance.



Sports:





MAS offers comprehensive sports program for middle school and high school students in association with the New Mexico Charter School Sports League. We offer boys' and girls' basketball flag football, soccer, cross country, track, and volleyball. We have an Athletic Director who oversees the coaches for each of these sports offerings. We have had great parent and community support.

ADDITIONAL EXPERIENCES FOR STUDENTS:

In our early years at MAS, we found we lost more students who went to traditional high schools from 8th grade to 9th grade. Part of this was due to the fact that we were not established yet as a high school, and our results were not there to support our reputation. We also heard that students wanted to have traditional school experiences such as homecoming and prom...we delivered! MAS provides homecoming and prom for our students and again, we provide these experiences for free of charge so that all students have access to the opportunity regardless of their financial background. We also ensure this is a first class experience for students and rent out a great facility for MAS students (usually a local hotel ballroom) and provide decorations, a DJ, refreshments...the works!

The following video clips highlight how MAS celebrates our students and creates and establishes a strong school culture.

<https://vimeo.com/user22914851/review/575096484/cda0090f14>

<https://vimeo.com/user22914851/review/421289104/d922c884b0>

<https://4.files.edl.io/63a6/05/29/19/144058-194c4d36-717e-403c-906d-69e0995d0cda.mp4>

<https://www.publiccharters.org/latest-news/2018/07/05/thank-you-ms-mitchell-giving-me-future>

<https://www.publiccharters.org/latest-news/2018/07/06/next-phase-adulthood>

<https://vimeo.com/230697710>

<https://edreform.com/2016/11/newswire-november-29-2016-timss-test-shows-us-students-lag-internationally-an-amazing-charter-school-example-in-new-mexico-innovation-in-career-education/>

<https://www.missionachievementandsuccess.com/apps/news/article/970223>

<https://www.abqjournal.com/2432700/mas-charter-school-founder-ignites-love-of-learning.html>

1. 4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter... or...violated any provision of law from which the charter school was not specifically exempted.

For Sections 4a – 4c, schools with an expedited renewal are only required to address any indicators that were “Does Not Meet Standard” in the last year or repeated “Working to Meet Standard” in the last two years of the contract term. Otherwise, please enter “Not Required” in the School Response section.

a. Charter Material Terms or Comprehensive Educational Program

Pursuant to 1978 NMSA §22-8B-9, each charter contract must contain material terms of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms, or in some contract versions, the components of the comprehensive educational program.

If a school received a rating of “working to meet standard” or “falls far below standard” for Indicator 1.a in its Web-EPSS annual report for any year within the contract term, the school must describe the improvement actions the school made to address the deficiencies.

School response:

N/A

b. Organizational Performance Framework

<p>Pursuant to NMSA §22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.</p>
<p>For any school that has received a repeated “working to meet standard” rating or <u>any</u> “falls far below standard” rating for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative <u>explaining the improvement actions made (school/adult/leader/board actions)</u> to meet all legal compliance requirements and the <u>effectiveness of those actions (improved practices and outcomes)</u> in improving organizational performance and compliance.</p> <p>The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.</p> <p>Implementation of the described improvement actions should be verifiable through evidence at the site visit. Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.</p> <p>If the school has received any Office of Civil Rights complaints, formal special education complaints or NM Attorney General complaints or enforcement action, or the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix (Appendix B – Complaint Communications), and describe the current status of the complaint. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.</p> <p>Schools that do not have any repeated “working to meet standard” ratings or <u>any</u> “falls far below standard” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section.</p>
<p>School response:</p> <p>MAS received a working to meets for the Standard on Indicator 1D - Educational Program: Protecting the Rights of English Language Learners. This is based on ELL state reporting, however, BOTH years we have this “working to meets progress” there is an “error in the error report” and 100% of MAS reporting errors were cleaned. This has been a consistent issue and this problem will likely to continue to occur. NMPED’s Charter Division is aware of the “error in the error report” on ELL reporting and unless that problem is corrected, it is unlikely that we will be able to “Meet the Standard” on this indicator. With that said, if you evaluate subgroup achievement data, it is evident that MAS Charter School has met the standard for Protecting the Rights of English Language Learners based on student achievement data.</p> <p>MAS also received working to meets for the Standard on Indicator 4C – Students and Employees: Meeting Teacher and Staff Credentialing Requirements. This is based on teachers not licensed by 40D, 80D, 120D, or EOY. While teachers do show up on this report, and will continue to show up on this report, this is really beyond our control. According to the School Personnel Act regarding licensure, “C. A person performing the duties of a licensed school employee who does not hold a valid license or certificate or has not submitted a complete application for licensure or certification within the first three months from beginning employment duties shall not be compensated thereafter for services rendered until he demonstrates that he holds a valid license or certificate.” This component of the personnel act clarifies that an employee must submit an application within the first three months from the beginning of employment, how long it takes between the time the application is submitted and licensure issues the license is beyond our control. However, MAS does follow up with licensure on a regular basis to support teachers in getting licensed and facilitate communication between the teacher and the licensure bureau. Additionally, MAS has the following in their policy located in the Employee Handbook on page 11, Item H. <i>Licensure: An employee who is employed prior to obtaining the license or endorsement required for the position, must present a copy of the employee’s completed application or other evidence of submitting an application to NMPED by no later than five (5) working days from beginning employment duties. Failure to provide such evidence to the Human Resources Specialist will result in a written warning/reprimand. Thereafter, if an employee cannot provide evidence that he/she has applied for the required license or endorsement within two (2) weeks (calendar days) after the written reprimand, the employee will be suspended for one (1) day; thereafter, if the employee has not provided evidence of a submitted application within thirty (30) calendar days from beginning employment duties, the employee will be suspended for five (5) days; if the employee has not provided evidence of a</i></p>

submitted application within sixty (60) calendar days from beginning employment duties, the employee will be suspended for nine (9) days. If an employee fails to submit evidence of a completed application by the end of ninety (90) days from beginning employment duties, the employee will be sent home and be placed on leave without pay pending discharge from employment. Note: State law requires that an employee required to have a license, must either apply for or have the license for the position within ninety (90) days from commencement of employment or that employee can no longer be paid by the public school. Exceptions to this policy will only be made by written verification from NMPED that the delay in accepting the employee's completed application for licensure/endorsement on or before any of the deadlines stated herein, was due to actions or inaction of the NMPED. Ref: NMSA 1978, §22-10A-3(C).

Finally, as a growing charter school, MAS has grown from 10 employees in 2012 to over 250 employees in 2021, and many of MAS' teachers, over 90% are either J1 visa teachers, H1B visa teachers, or alternative licensure teachers. This means that many of our teachers will not be licensed as New Mexico licensed teachers upon hire and will need to apply for licensure through out of country reciprocity or through an alternative licensure pathway such as the Online Portfolio of Learning (OPAL) alternative licensure process. This means that MAS will likely continue to show up on this indicator as "Working to Meet Standard" as long as the measure is measured in the manner in which it is measured. Essentially, from our perspective this should be reviewed to consider IF the application has been submitted within the required time period, NOT if the teacher is licensed at reporting time as we have no control over the licensure bureau's speed and efficiency.

c. Governance Responsibilities*

<p>Pursuant to 1978 NMSA §22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC’s performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.</p> <p>Additionally, pursuant to NMSA §22-8-12.3, Boards must maintain audit and finance committees that meet statutory requirements.</p> <p>Further, pursuant to NMAC 6.80.5.8, and 6.80.5.9, each charter school governing body member must annually complete certain hours of approved training.</p> <p>Finally, governing body members are held to the conflict of interest requirements laid out in NMSA §22-8B-5.2.</p>
<p>Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:</p> <ul style="list-style-type: none">● the membership of their boards, at all times, during the term of the contract (with roles and service terms for all members), this should also include membership of the required committees;● any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;● any time when the governing body did not maintain the required committee membership;● the amount of time any vacancies were open;● any board members that did not complete required training hours in any of the years of the contract term. <p>If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.</p> <p>The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.</p> <p>The implementation of such actions must be verifiable through evidence during the renewal site visit.</p>
<p>School response:</p> <p>All requirements have been met in this area. MAS has maintained the appropriate board membership since our opening in 2012, including committee membership requirements. Additionally, MAS has reported vacancies and additions as outlined in the requirements. MAS Charter School’s success academically, financially, and operationally is reflective of MAS’ strong governance. MAS did complete board training as required, the attached document labeled, Board Response to Board Training, is attached for additional documentation and evidence.</p>

* All schools must provide a response for this section of the application.

RESPONSE TO TEACHER RETENTION RATE

MAS currently has 230 staff in total. 141 are teachers, 25 are educational assistants, 10 are instructional coaches, 7 assistant principals and principals, leaving 54 positions to other things like College & Career Counseling, IEP specialists, operations positions, substitute teachers, office staff, etc.

With that said, 46% of our teachers are on alternative teacher licenses, 46% are teachers through international reciprocity on J1 or H1B visas, leaving only 8% of our teaching staff as regular, traditionally licensed teachers.

Interesting, this is not significantly different at the instructional coaching level where 80% of our instructional coaches are alternative licensure coaches and 20% hailed from traditional teacher preparation programs. Also, 100% of our IEP specialists are alternative licensure teachers.

MAS has grown from ten staff including teachers and non-instructional staff in 2012, our first year of operation, to 230 staff nine years later. That is 23 times growth in staffing.

The PEC has established a goal of 80% teacher retention rate and MAS, at the present time, is around 50% retention, and we would like to offer explanation for this.

First, it is essential to understand MAS' work day as compared to the rest of the State of New Mexico. PED requires 990 instructional hours per academic year with a minimum of 5.5 hours per day for students in grades K-6. There is NO minimum number of instructional days, but minimal instructional hours. If a school district met the bare minimum requirements, this equates to 180 school days, which is what most districts provide. PED requires 1,080 instructional hours with a minimum of 6 hours per day for students in grades 7-12. Again, there is NO minimum for instructional days, but only a requirement on minimum instructional hours. Again, if a school district met the bare minimum requirement, this equates to 180 school days, which again, is what most districts provide.

At MAS Charter School, we provide 7.5 hours per day of instruction for 182 school days totaling 1,365 hours per academic year. This is a combined total of 375 extra instructional hours per year. Put another way; this is the equivalent of 68 extra days of instruction for students in grades K-6 and 47.5 additional days of instruction for students in grades 7-12 based on the minimum number of required daily hours.

Add to this the fact that MAS teachers spend nine hours at our school. They arrive at 7:30 am and complete about an hour of professional development daily and, then the teachers teach for 7.5 hours and have a 30-minute duty-free lunch. MAS teachers spend nine hours minimally at our school each day for 182 school days PER year. In addition to these 182 school days, MAS has 15 days of FULL DAY professional development for our teachers, so this equates to a 197-day contract for our teachers.

Coupled with the fact that MAS teachers only make about \$2,000 more than the average public school teacher and work between 47-68 extra days, this should offer a new and clearer perspective on our retention rates. I will add here that is MAS was allowed to receive K5 Plus funding for the extra hours INSTEAD of adding 25 extra days, MAS teachers on average would make about \$10,000 more per year, but the PED has denied this as they have stated that to receive the extra funding, we MUST

provide 25 MORE days as calculated in PED terms of “days” rather than considering the number of instructional hours we actually provide.

To ensure we fully paint the picture, here is some national research on teacher retention data.

Research on teacher retention across the nation acknowledges the challenges in the teaching profession identifying, that teacher turnover issue impacts education on national, state, and local levels. According to the study cited below, “at the beginning of the 21st century, on a national level, 50% of teachers left the profession within five years creating the need for districts to fill vacancies (Gonzalez, Brown & Slate, 2008; Greiner & Smith, 2006; Heller, 2004; Ingersoll, 2002, 2003; Kaff, 2004; National Commission on Teaching and America’s Future, 2003).

<https://files.eric.ed.gov/fulltext/EJ1122591.pdf>

Here is some research specific to charter schools.

The following excerpt comes from the Harvard Kennedy School Shorenstein Center on Media, Politics, and Public Policy and highlights that some of the nation’s highest performing charter schools can experience high degrees of turnover due to the demand on teachers.

*“Replicating successful urban charter schools is a cause that gets plenty of attention — and money. No charter schools are more popular or polarizing than the “no excuses” variety that are often regarded as a successful and replicable school model. “No-excuses” charter schools are characterized by high expectations for students and staff, a college preparatory focus, longer school days and school years, data-driven instruction, and very strict behavioral expectations for students. However, even though a number of rigorous studies of “no-excuses” schools such as those focusing on the Knowledge is Power Program (KIPP) document promising academic results, supporters and critics alike question whether this model can spread because of the limited supply of teachers willing and able to work in such intensive environments. **Indeed, many of these schools see up to one in every three or four teachers leave annually.**”*

<https://journalistsresource.org/economics/teacher-turnover-burnout-charter-schools/>

In fact, the nation’s highest performing charter school, Harlem Success Academy experiences about a 47% -64% turnover rate. (See data from the NYC DOE by clicking the two links below)

<https://data.nysed.gov/studenteducator.php?instid=800000059316>

<https://data.nysed.gov/reportcard.php?instid=800000061092&createreport=1&teacherqual=1&teacherturnover=1>

This next report is directly from New Mexico In Depth during the 2020 Legislative Session in an article titled, ***Teacher shortage deeper, more complex than vacancies suggest.*** According to this article, “Data from the Public Education Department shows skyrocketing numbers of people with bachelor’s degrees stepping into classrooms without teacher training. It’s a trend that syncs with a drop in the

number of teaching candidates emerging from the state’s university education departments. But those teachers quit at much higher rates than traditionally trained teacher... Alternatively licensed teachers quit teaching at two to three times the rate of traditionally trained teachers in the early years of their classroom careers, Darling-Hammond told lawmakers.”

<https://nmindepth.com/2020/02/06/teacher-shortage-deeper-more-complex-than-teacher-vacancies-suggest/>

Finally, this next example specifically speaks to teacher turnover of alternative licensure teachers. In an article titled *Unraveling the “Teacher Shortage” problem: Teacher Retention is the Key* presented through a symposium of The National Commission on Teaching and America's Future and NCTAF State Partners in Washington D.C, it was reported that the teacher retention problem speaks for itself in that the turnover for teachers is significantly higher than for other occupations. The article goes on to explain that, “In many low-income communities and rural areas, the rates of attrition is even higher than national averages, and “the attrition rate for those who enter through some “alternative” pathways can be as high as 60 percent.

MAS desires to improve our retention rate, because we also know that the research clearly demonstrates that turnover is not good for students and is a tax on school culture, administrative resources, and financial resources. However, the research cannot be denied; this is a national issue, exacerbated by our high expectations culture, our longer school days for no more pay, and by the fact that we employ predominantly alternative licensure teachers. With that said, MAS has begun to sponsor H1B teachers from around the world. This has supported us with employing licensed teachers with experience who can stay for an extended period of time as a result of the visa program. Additionally, MAS is working closely with lobbyists to attempt to get support with alternative ways to be considered for K5 Plus funding. This would support our longer day but provide our teachers with more pay, supporting us in teacher retention. Finally, MAS continues to refine our hiring practices, ensuring we are hiring around our values, and we continue to work to refine our exit interview process to collect information on reasons for retention.

One other thing that should be noted regarding the compilation of data, the way the CSD report is extracted; it does NOT account for staff who change roles in the organization and go into positions that do not require a license. For example, we have numerous examples in the report where a licensed teacher left the classroom, but did not leave MAS, they are just no longer in the classroom. This STARS report shows that they “left” MAS, but this is not true. The staff member simply moved into a different role where we aligned members’ skills and our needs. For example, teachers have moved into Dean of Student roles, College & Career Counselors, Facilities Managers, and other non-instructional positions. They are still very much part of our staff, but are serving in another role.

The final point, while we want to improve retention rates because there are benefits to doing so, we don’t want to discount some a critically important fact which is that MAS is a very high performing school, *NOT just a high performing charter school, but a high performing school*. Under the A-F grading system, MAS was an “A” rated school for four consecutive years, one of only 13% of schools in the State of New Mexico to achieve this designation and one of the only schools in the state to achieve this designation, serving the students we serve. While improving our retention rate may help us



to improve our achievement outcomes, even more, it would be negligent not to recognize that MAS is outperforming despite struggling with teacher retention challenges.

MAS ELA RESULTS ON STATE TESTING – 2018 & 2019

MAS - Yale 2017-2018 PARCC ELA					
Grade	Yale	Albuquerque District	Ratio	State	Ratio
3	41%	27%	152%	30%	137%
4	NA	28%	NA	30%	NA
5	NA	28%	NA	31%	NA
6	11%	25%	44%	29%	38%
7	29%	28%	104%	30%	97%
8	32%	30%	107%	30%	107%

MAS - Yale 2018-2019 NM-MSSA ELA					
Grade	Yale	Albuquerque District	Ratio	State	Ratio
3	48%	24%	200%	30%	160%
4	36%	27%	133%	30%	120%
5	32%	30%	107%	33%	97%
6	25%	26%	96%	31%	81%
7	32%	26%	123%	31%	103%
8	37%	29%	128%	31%	119%

- MAS-Yale consistently outperforms the district and regularly outperforms the state in ELA.
- In FY18 and FY19 grade 6 students at MAS-Yale were all new to MAS and is likely why they lagged the district and state in proficiency.
- New Mexico switched from the PARCC exam in 2018 to the NM-MSSA exam in 2019, therefore year-over-year comparisons are not reliable.

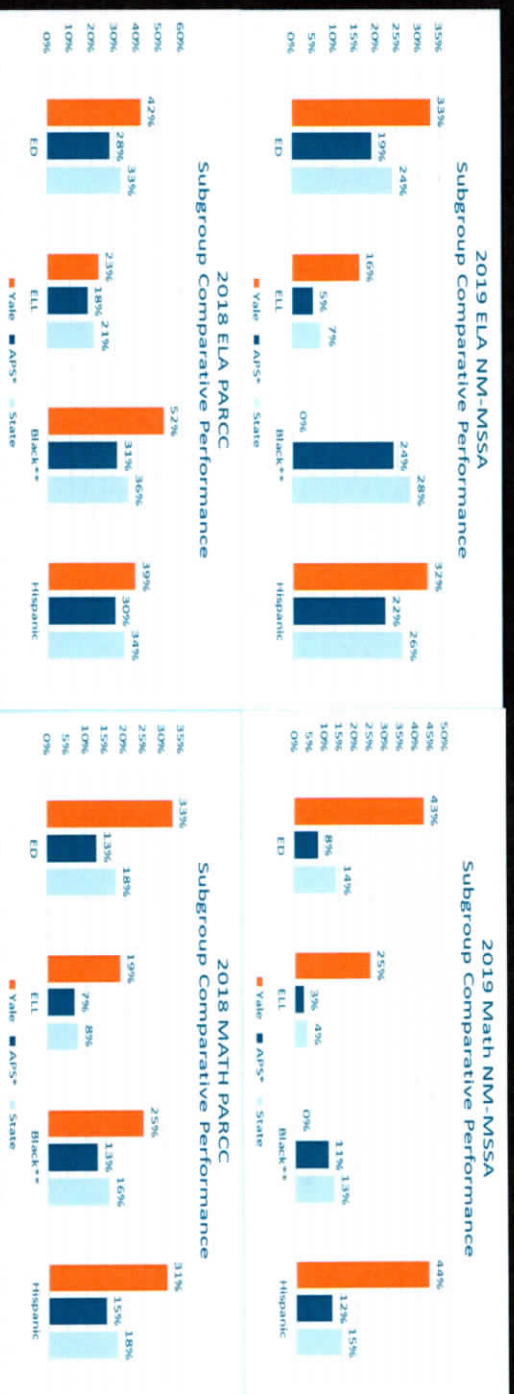
MAS MATH RESULTS ON STATE TESTING – 2018 & 2019

MAS - Yale 2018-2019 NM-MSSA Math					
Grade	Yale	Albuquerque District	Ratio	State	Ratio
3	48%	30%	160%	32%	150%
4	44%	26%	169%	27%	163%
5	21%	24%	88%	24%	88%
6	28%	17%	165%	19%	147%
7	30%	19%	158%	19%	158%
8	49%	18%	272%	20%	245%

MAS - Yale 2017-2018 PARCC Math					
Grade	Yale	Albuquerque District	Ratio	State	Ratio
3	49%	31%	158%	32%	153%
4	NA	24%	NA	26%	NA
5	NA	25%	NA	28%	NA
6	32%	17%	188%	21%	152%
7	43%	19%	226%	21%	205%
8	52%	20%	260%	22%	236%

- MAS-Yale consistently outperforms both the district and the state in math.
- Grade 5 lagged the district and state in FY19 because students in grades 4, 5, and 6 were all new to MAS.

2018 & 2019 SUBGROUP COMPARATIVE DATA



** In FY19 the African American subgroup data was suppressed due to the small number of students

Yale (orange) consistently outperforms the district and state in ELA and math at the highest grade tested (grade 8) across all subgroups.

4-YEAR GRADUATION RATES BY SUBGROUP

	4-Year Graduation Rate						
	All	African American	Hispanic	White	ELL	ED	SWD
2020							
MAS - Yale	91%	NA	90%	95%	91%	91%	88%
Albuquerque PS	75%	69%	73%	81%	74%	67%	65%
State	77%	74%	76%	81%	76%	72%	66%
2019							
MAS - Yale	84%	NA	85%	NA	86%	83%	80%
Albuquerque PS	71%	59%	69%	75%	70%	63%	63%
State	75%	67%	74%	78%	73%	70%	64%
2018							
MAS - Yale	86%	NA	88%	78%	89%	89%	85%
Albuquerque PS	70%	63%	68%	77%	68%	62%	65%
State	74%	69%	73%	79%	71%	69%	66%

*"NA" indicates that data was suppressed due to the small sample size

- MAS has exceeded both APS and the state in graduating all its students within four years (with the exception of one subgroup in 2018).
- The above rates, calculated by the state, follow the state's cumulative accountability policy (meaning it factors in any high schooler that passed through MAS 9-12); MAS's 4-year graduation rate is 100% when tracking students who do not transfer out of MAS.