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2020-2021 Annual School Performance Report: The MASTERS Program Early College Charter School

School Name: The MASTERS Program Early College Charter School

School Address: 6401 Richards Ave, Santa Fe, NM 87508

Head Administrator: Reid Wessels

Business Manager: Rebekah Runyan

Authorized Grade Levels: 9-12

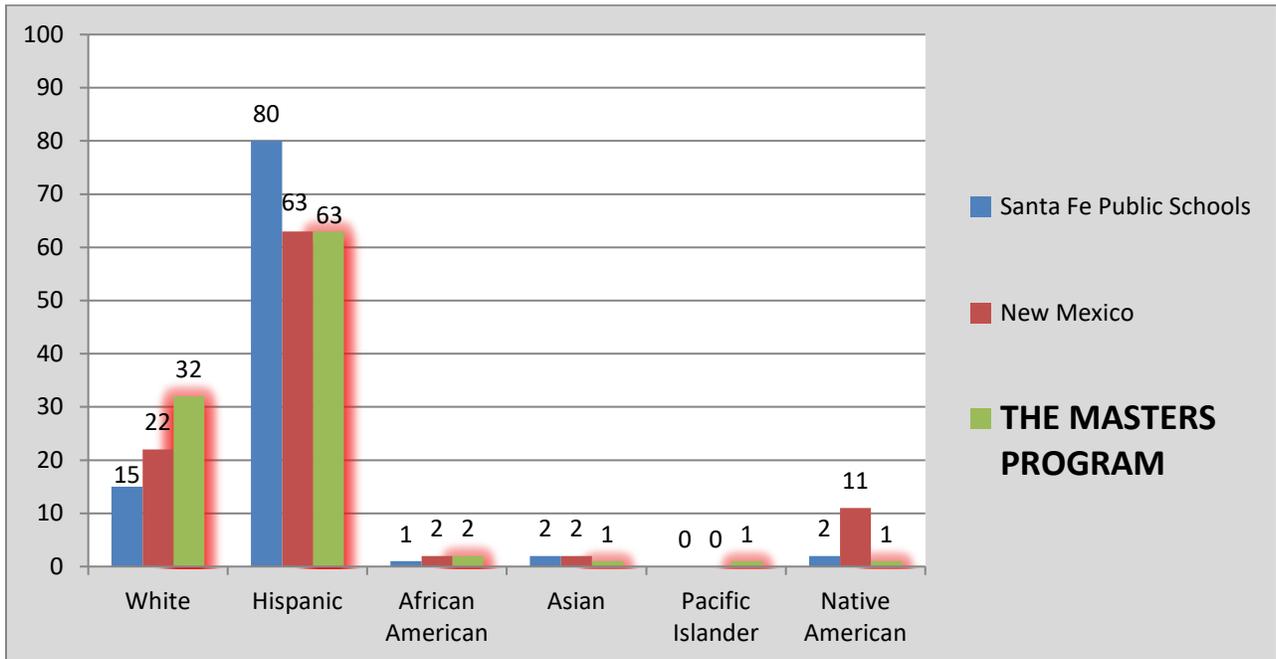
Authorized Enrollment Cap: 280

Current Enrollment: 263

Contract Term: July 1, 2020 – June 30, 2025

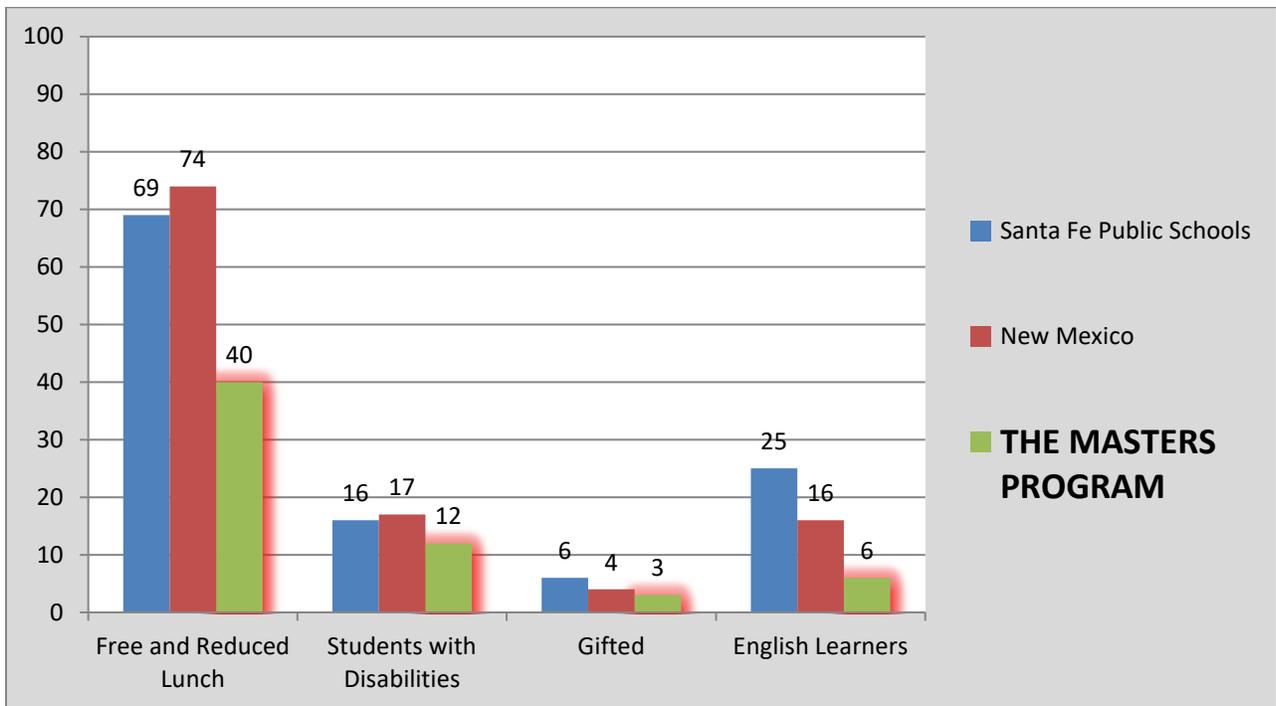
Mission: The MASTERS Program is committed to the development of engaged, compassionate students who value academic excellence and education beyond high school, service to others and creating a conscious community.

Enrollment by Race/Ethnicity



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

Site Visit Summary: 5.28.2021

Virtual Site Visit Participants

School: Reid Wessels - Head of School

PED: Brigette Russell; Corina Chavez; Missy Wauneka

Response to COVID Pandemic

[The MASTERS Program](#) is located on the campus of [Santa Fe Community College \(SFCC\)](#) and serves grades 9-12. Students take courses from MASTERS Program teachers as well as college courses. This year, most college courses were largely or entirely asynchronous.

Enrollment this year was down slightly from what it has been in years past. Approximately 10 seniors opted to take the GED, primarily in order to support their families through working or caretaking. In April, 56 of approximately 260 students returned in person. The MASTERS Program graduated 60 Seniors - 14 of whom earned 2-year Associates Degrees and 15 of whom earned Certificates. This is approximately 10% less than a typical year.

Being on the SFCC campus has been challenging during the pandemic. The college continues to be fully virtual, with mostly asynchronous learning, while the MASTERS Program started to bring students back in the spring and utilizes synchronous learning. PE and Food Services have been two additional challenges. Historically, students have gotten food from SFCC, but the college isn't currently offering any food services and does not plan to next year, either.

During a typical year, the MASTERS Program will organize college visits and hold in-person family meetings to fill out the FAFSA and complete other college paperwork. These types of things were not able to happen this year. Rather, we did more 1 on 1 interactions and tutoring.

Teaching, Learning, and Assessment

The MASTERS Program used [Google Classroom](#) and [Canvas](#). Santa Fe Community College utilizes Canvas as well. Many MASTERS students pursue certificates or associate's degrees. Upper grade students take most of their courses through the college while younger students take more courses from MASTERS teachers.

Teachers help students learn to navigate the college setting, including how to log into Canvas, how to get an ID, advocate for yourself, ask questions when you don't understand something, etc. The MASTERS Program has monthly grade level meetings.

The MASTERS Program's primary assessment is the [Accuplacer](#). The school gives it multiple times per year. This year, it was a challenge because the school relies on SFCC's testing center, which was only open to test 1 student at a time this year. To get around this, Mr. Wessel and other admin got certified to give the Accuplacer. The MASTERS Program also uses IXL and [GetMoreMath](#).

Some students didn't have dedicated spaces in their homes to do schoolwork and/or didn't have enough bandwidth to participate fully. Some students adapted well to virtual learning while other students struggled; particularly, the younger students.

Student and Family Support and Engagement

Administrators did a lot of outreach to families to support them in whatever ways they needed. Admin made sure families understood what synchronous and asynchronous learning were and made sure students had the technology and internet needed to successfully engage in virtual learning.

The MASTERS Program implemented Student Talks, wherein the staff identified students who were struggling academically or emotionally and determined interventions. The MASTERS implemented Advisory and continued to focus on relationships this year, during virtual learning. The school also offered extracurricular activities on Fridays, including poetry, writing, and digital animation clubs.

The school made sure parents knew how to check students' progress in Google Classroom, Canvas, and the school's Student Information System. The school also used a lot of Google Surveys and to get student and family feedback.

The MASTERS Program used the SAT process to put interventions in place for struggling students and partnered with the May Center to provide mental health support and counseling to students.

Performance Framework Indicators (school-specific questions)

1d. Is the school protecting the rights of English Learner students?

CSD: There are two students on the ELP Error Report.

School's Response: Mr. Wessels will need to check the report and follow up.

2a-2c Audit Findings FY20

2020-001 Untimely Cash Receipts (Other Noncompliance)

The Business Manager has put a process in place to remedy this moving forward.

3a. Is the school complying with governance requirements?

CSD: Governing Board members need to make sure to complete and report all training hours. CSD recommends that bylaws are updated on the school's website, and the Open Meetings Act should be posted as well.

4c. Is the school meeting teacher and other staff credentialing requirements?

CSD: One teacher does not have a teaching license.

This teacher came from a private school setting, and it has been extremely difficult to get a teaching license from NMPED. The school and the teacher are working on it.

Mission-Specific Goals:

Goal: 70% of students in each grade level, 9-12, enrolled on both the 40th and 120th day, will have earned the following number of college credits- Grade 9--3 college credits; Grade 10--6 college credits; Grade 11--12 college credits; and Grade 12--24 college credits.

School Response: We are incredibly proud of our students and faculty. We were able to exceed the standards as defined by our mission specific goals. Among the highlights are our 9th graders. Nearly 95% of our 9th grade students earned at least 3 college credits. The fact that our students exceeded these goals during a pandemic is a testament to their hard work and perseverance.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standards

If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, if a school receives a "Does Not Meet Standard" rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance: The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school’s rating is solely based on repeat findings.

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

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019-2020 Renewal Year

2020-2021 was The Masters Program Early College Charter School's first year of operation in the current contract.

Appendix B: Assurances

<div style="text-align: center;">  <p>Charter Schools Division Performance Indicator Assurances 2020-21</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Charter School Name The MASTERS Program </div> <p style="font-size: small; margin-top: 10px;">In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.</p> <div style="background-color: #92d050; height: 15px; margin-top: 10px;"></div> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school protects the rights of students with special needs, by: <ul style="list-style-type: none"> ✓ Providing services per individual IEP. ✓ Maintaining both direct service and ancillary support logs. ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders. <input checked="" type="checkbox"/> The school protects the rights of English Learner (EL) students: <ul style="list-style-type: none"> ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents. <input checked="" type="checkbox"/> The school complies with federal and state grant program requirements. <input checked="" type="checkbox"/> The school meets Governance and reporting requirements: <ul style="list-style-type: none"> ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator. ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2. ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B). <input checked="" type="checkbox"/> The school protects the rights of all students: <ul style="list-style-type: none"> ✓ School meets all Culturally & Linguistically Responsive Framework requirements. ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1. ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1. ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12) ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline. ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17 ✓ School updates Next Step Plans annually for all high school students. <input checked="" type="checkbox"/> The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1. <input checked="" type="checkbox"/> The school protects employee rights: <ul style="list-style-type: none"> ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms. ✓ School has an employee handbook that includes discipline and grievance policies. ✓ School has a salary schedule that complies with minimum teacher salaries. ✓ School has a documented mentorship program for first year Level One teachers. ✓ School obtains legally compliant background checks per NMSA § 22-10A-5. <input checked="" type="checkbox"/> The school complies with facility requirements in NMSA § 22-8B-4.2. <input checked="" type="checkbox"/> The school complies with transportation requirements, including all inspections and insurance, if applicable. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school complies with health and safety requirements: <ul style="list-style-type: none"> ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21. ✓ The school maintains immunization records, including a master immunization log. ✓ All staff complete training on reporting child abuse and neglect. ✓ The school has a Diabetes Management plan. <input checked="" type="checkbox"/> The school handles information appropriately: <ul style="list-style-type: none"> ✓ School completes all STARS reporting requirements on time. ✓ School follows proper security procedures, including keeping student files locked. ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines. ✓ School maintains a procedure for the transfer of cumulative files. <div style="background-color: #92d050; height: 15px; margin-top: 10px;"></div> <p style="font-size: small; margin-top: 10px;">By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.</p> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">School Leader Printed Name</td> <td style="width: 40%;"></td> </tr> <tr> <td style="font-size: x-small;">Designated by:</td> <td style="font-size: x-small;">Date</td> </tr> <tr> <td>Signature <i>Rid Wessels</i></td> <td>7/1/2021</td> </tr> <tr> <td style="font-size: x-small;">(017A31A8BFD481)</td> <td></td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Board Chair Printed Name</td> <td style="width: 40%;"></td> </tr> <tr> <td style="font-size: x-small;">Designated by:</td> <td style="font-size: x-small;">Date</td> </tr> <tr> <td>Signature <i>Mario Maly</i></td> <td>7/1/2021</td> </tr> <tr> <td style="font-size: x-small;">(05110E180B4B38)</td> <td></td> </tr> </table> </div>	School Leader Printed Name		Designated by:	Date	Signature <i>Rid Wessels</i>	7/1/2021	(017A31A8BFD481)		Board Chair Printed Name		Designated by:	Date	Signature <i>Mario Maly</i>	7/1/2021	(05110E180B4B38)	
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