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## Part A: Preliminary Data Report and Current Charter Contract Terms

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# The MASTERS Program

## updated January 31, 2020

*Charts with additional data are marked with  .*

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

**Head Administrator:** Anne Salzmann

**Business Manager:** Lisa Lucas

**Authorized Grade Levels:** 9-12

**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.

## 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.

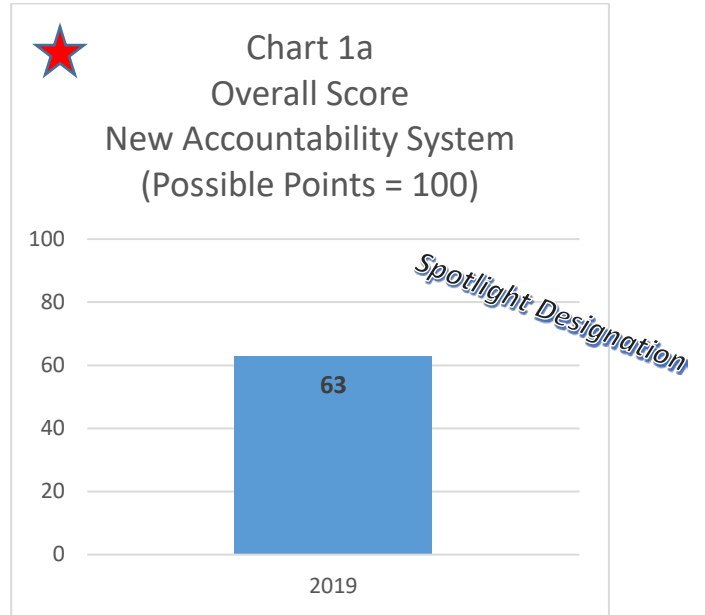
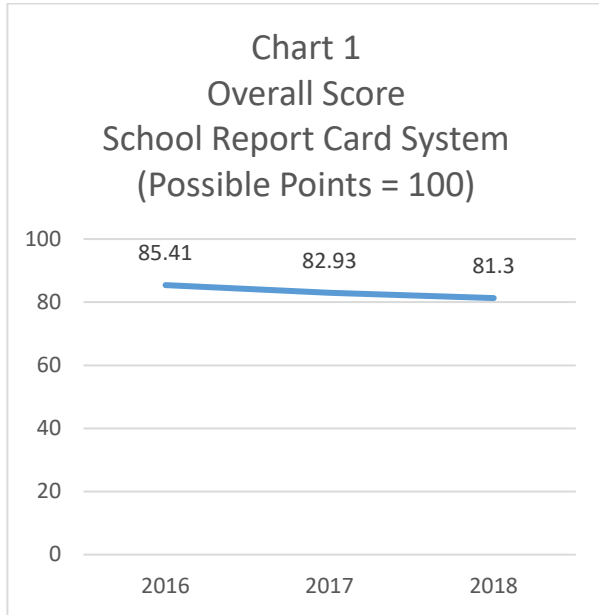
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

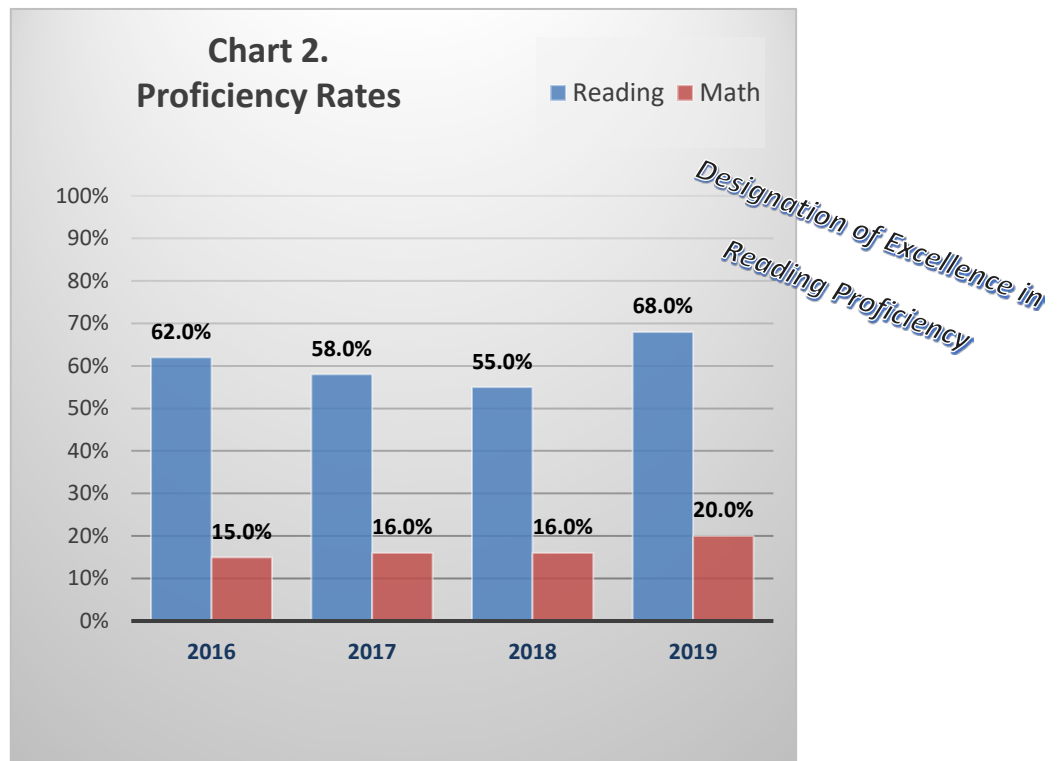
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

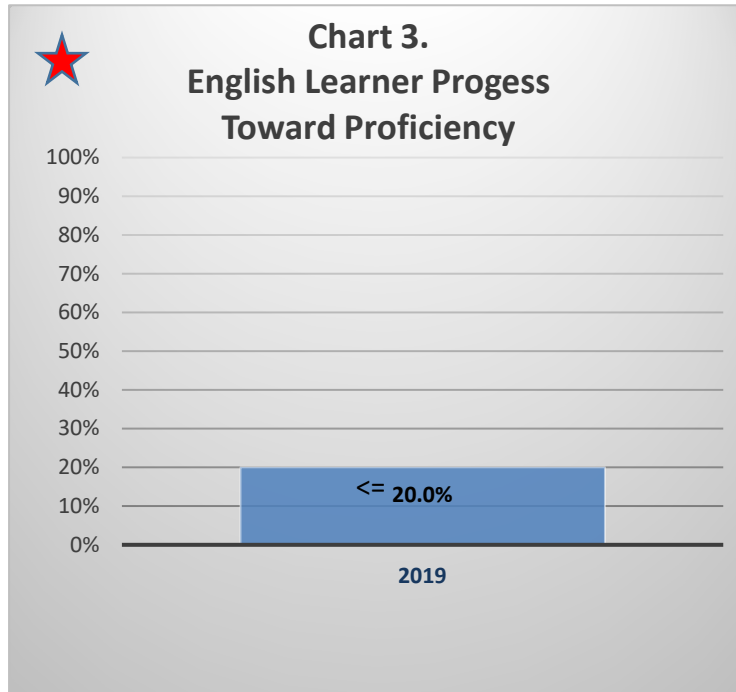
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



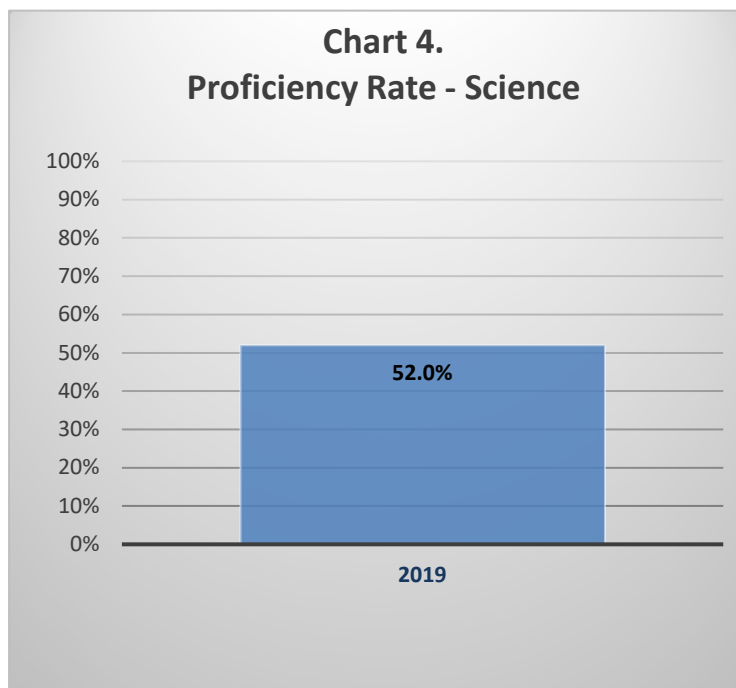
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



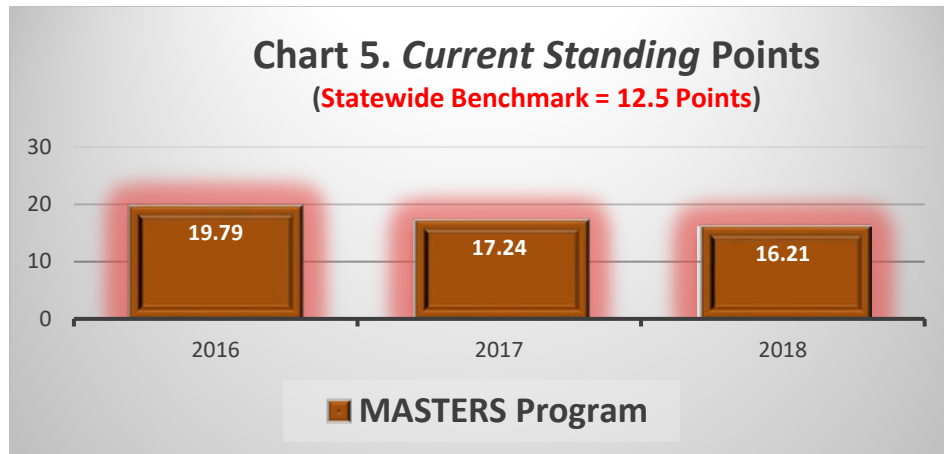
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency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



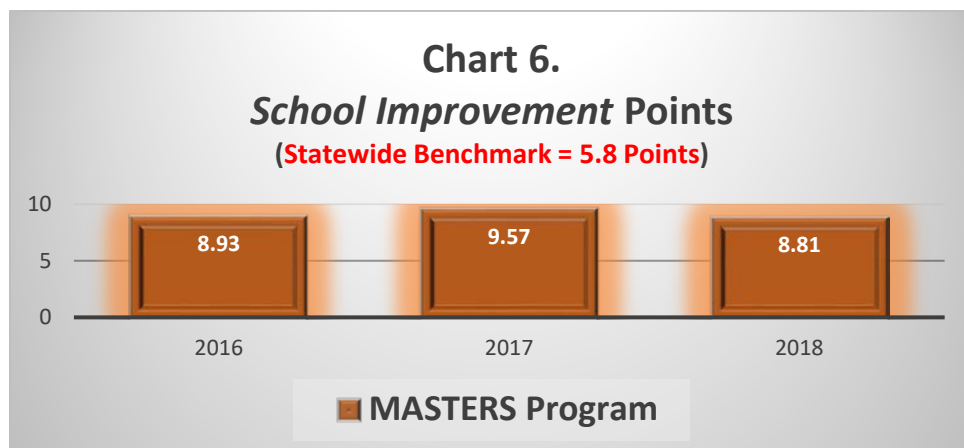
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

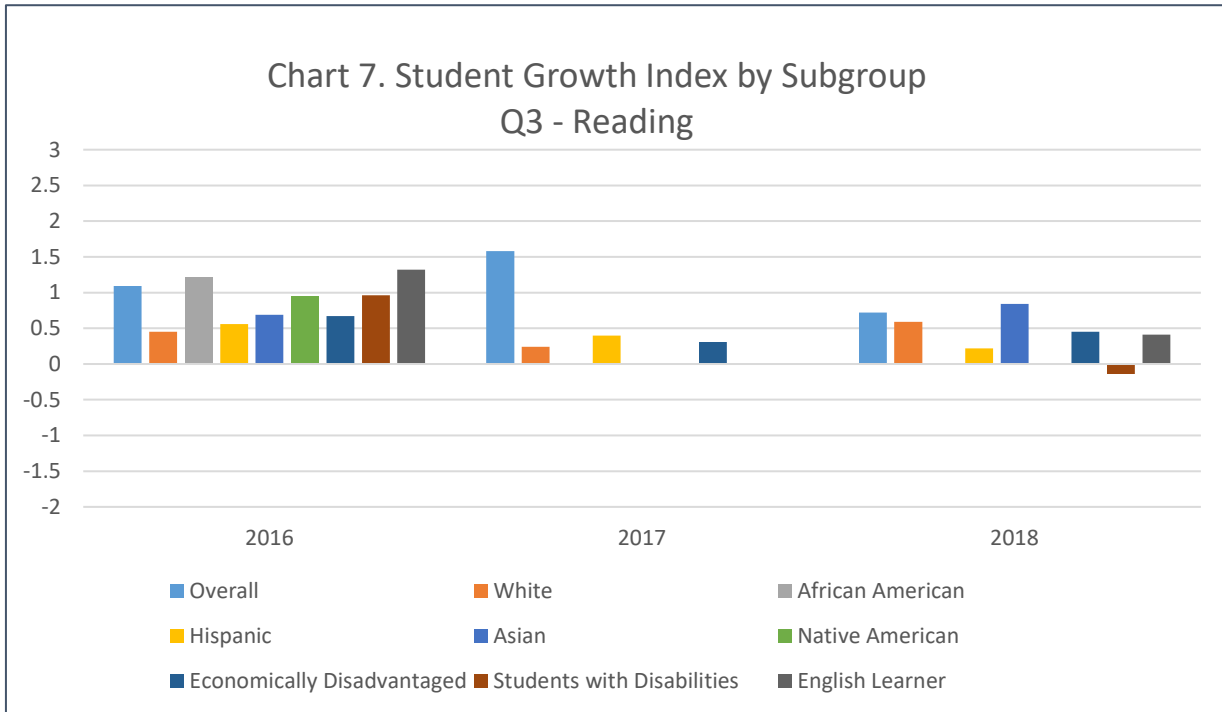


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



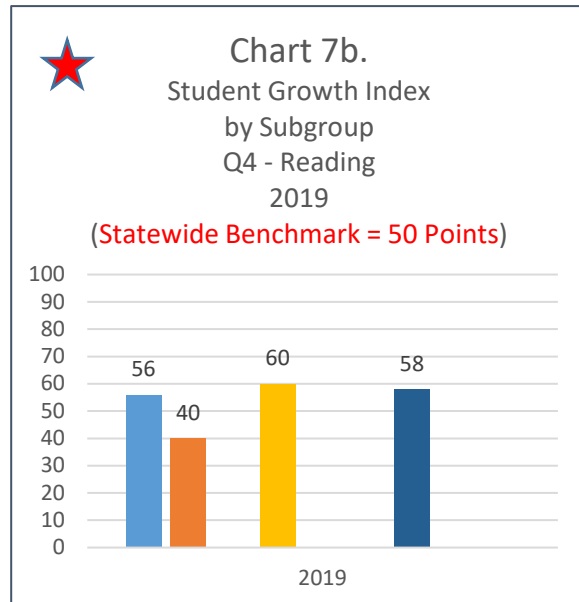
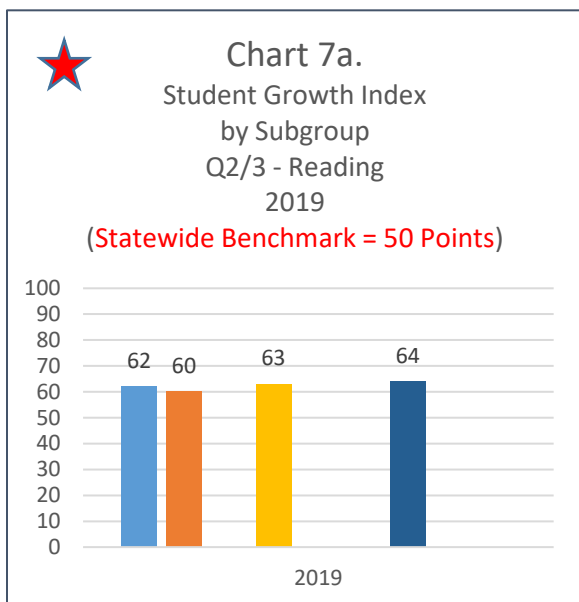
**Subgroup – Higher-Performing Students in Reading**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%).** This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



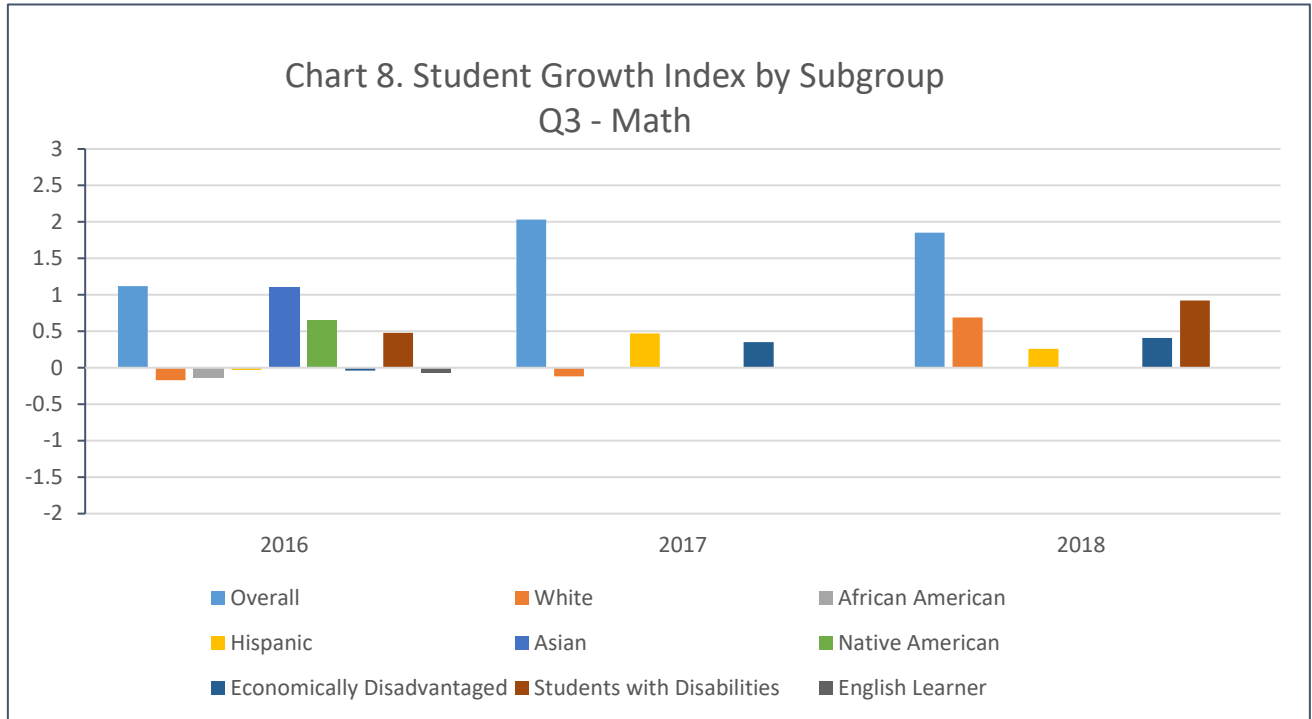
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



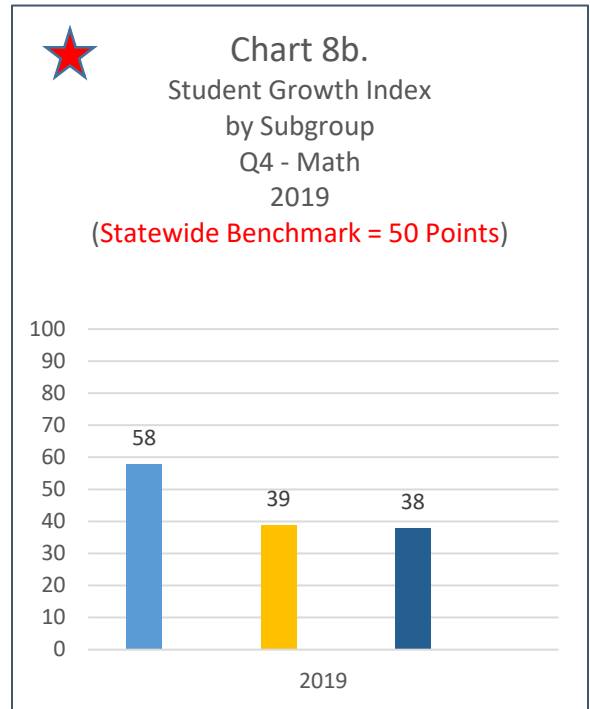
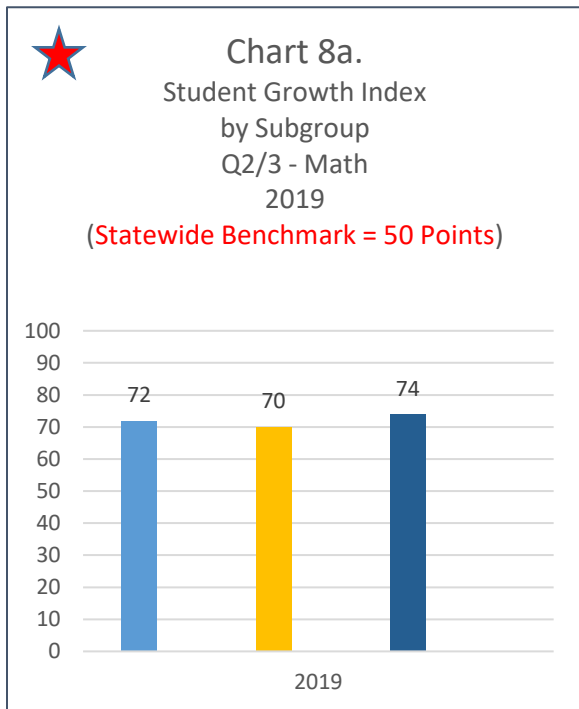
**Subgroup – Higher-Performing Students in Math**

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)**



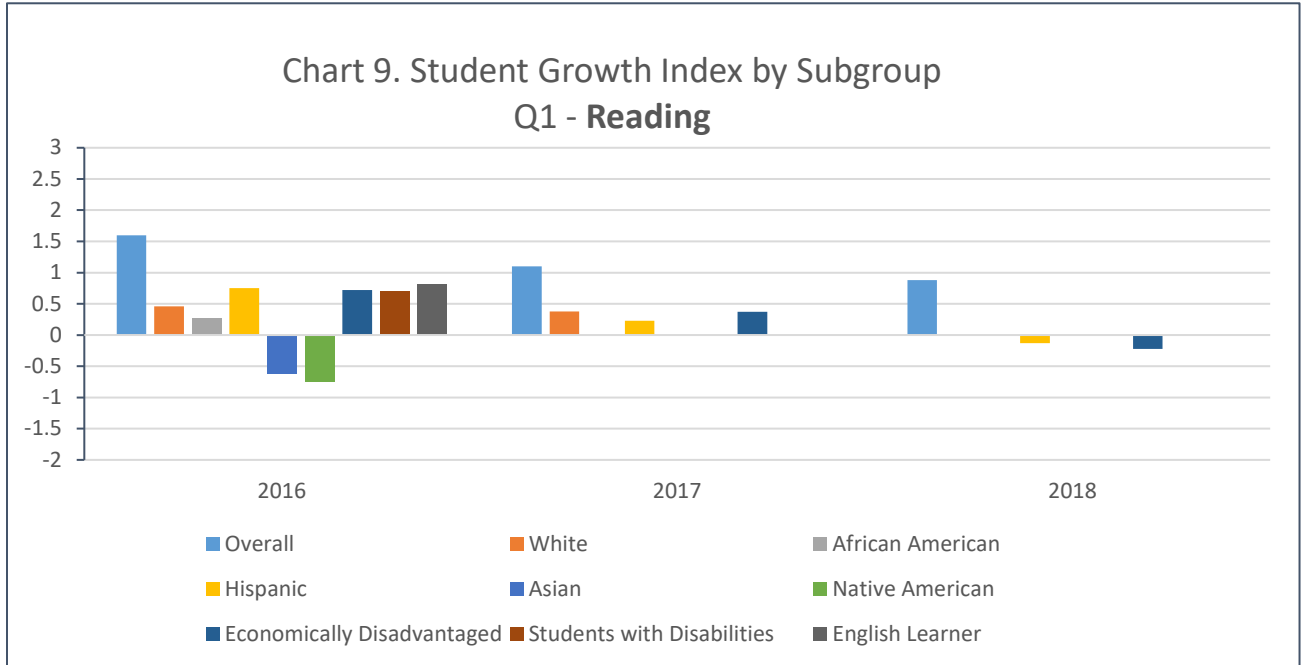
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

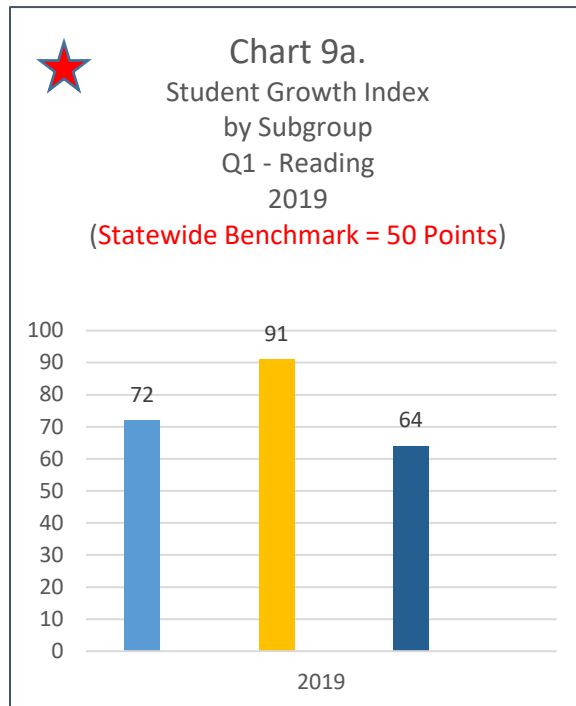


**Subgroup – Lowest-Performing Students in Reading**

**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).

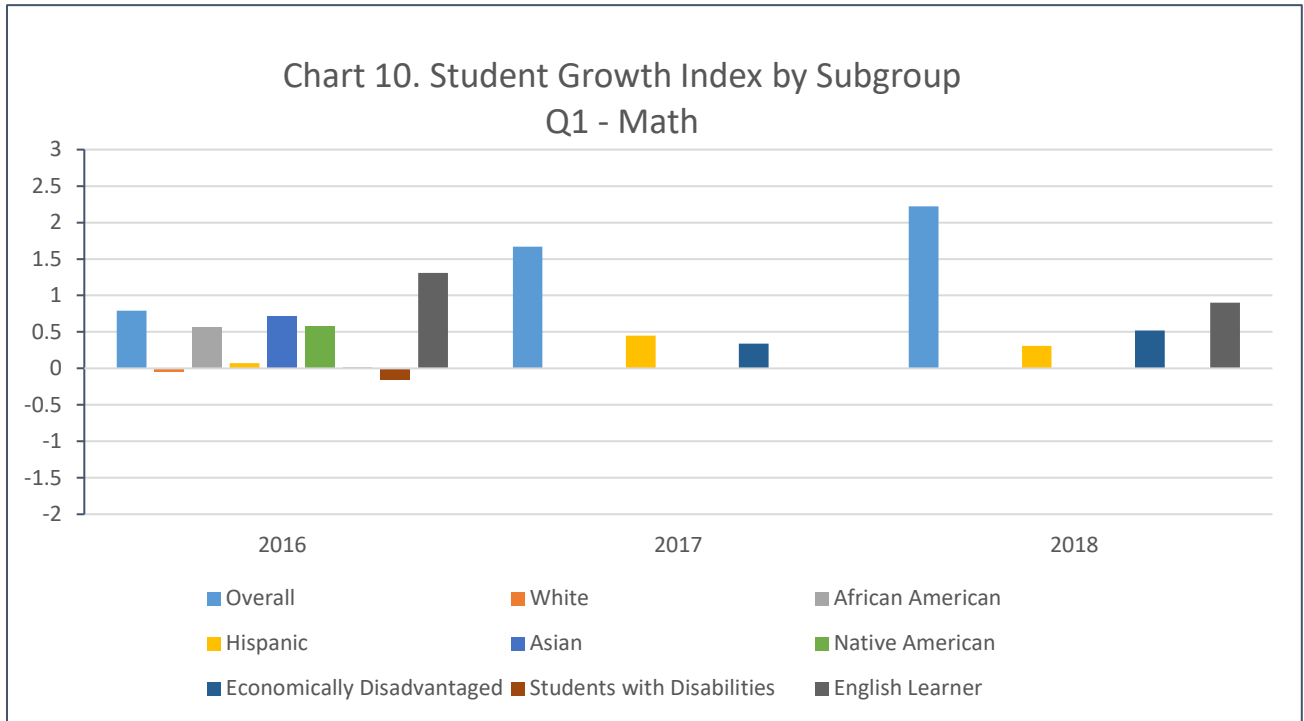


**SY2019 Q1 Lowest-Performing Students in Reading**

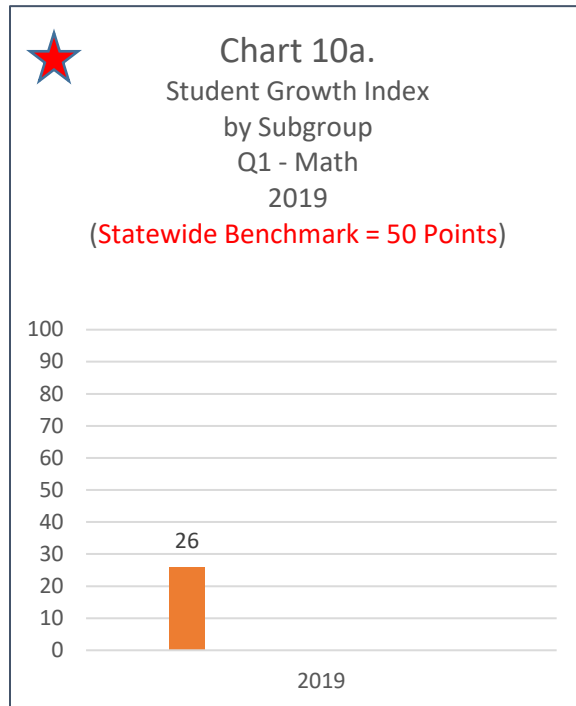




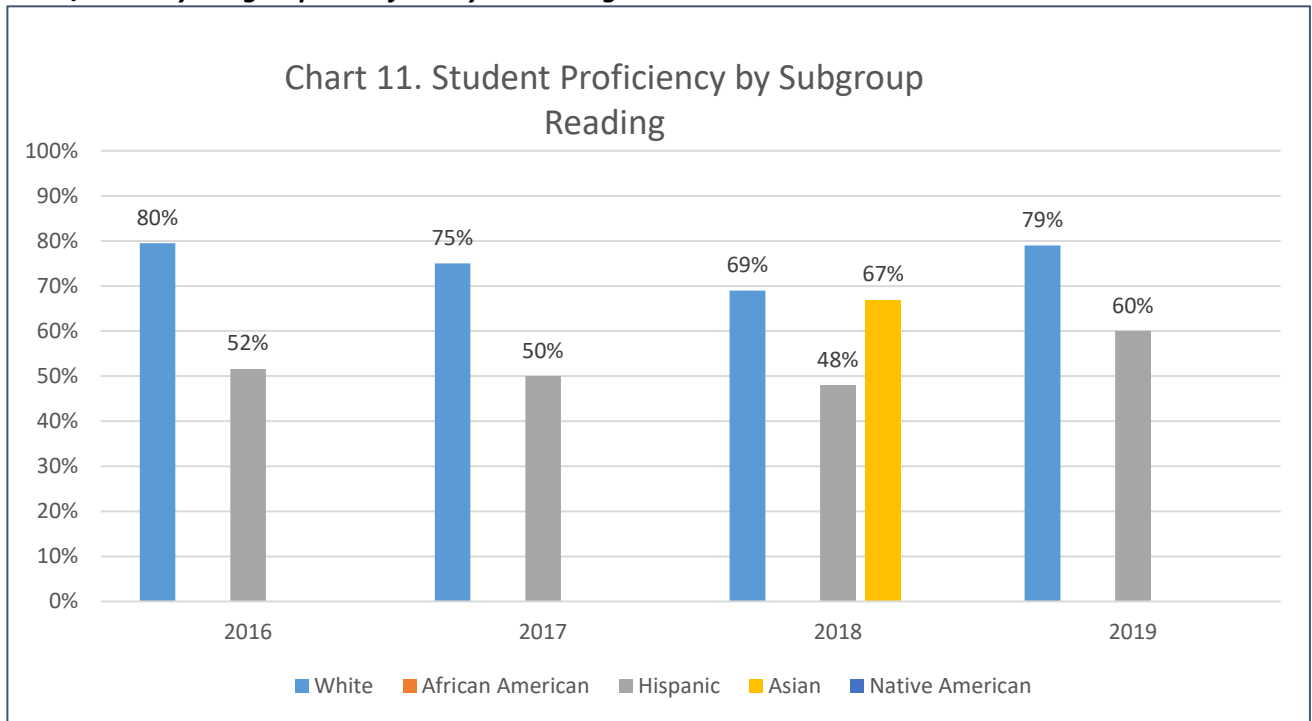
**Subgroup – Lowest-Performing Students in Math**



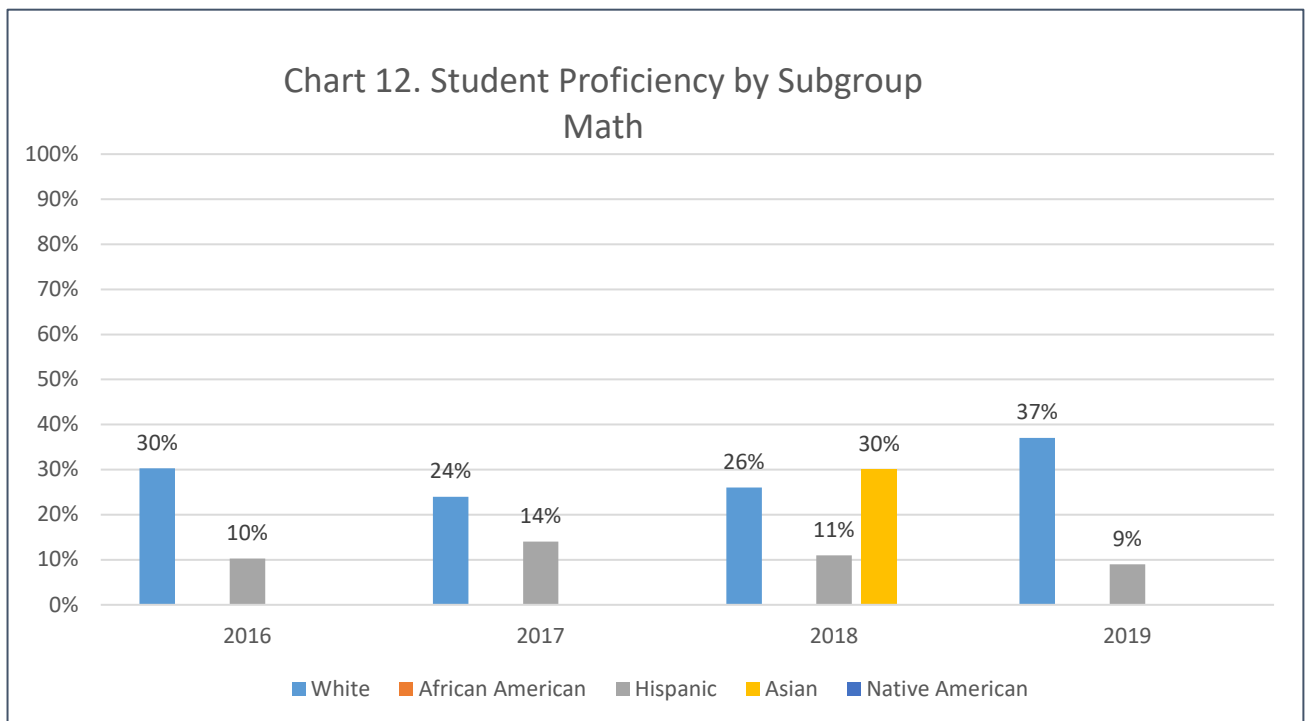
**SY2019 Q1 Lowest-Performing Students**



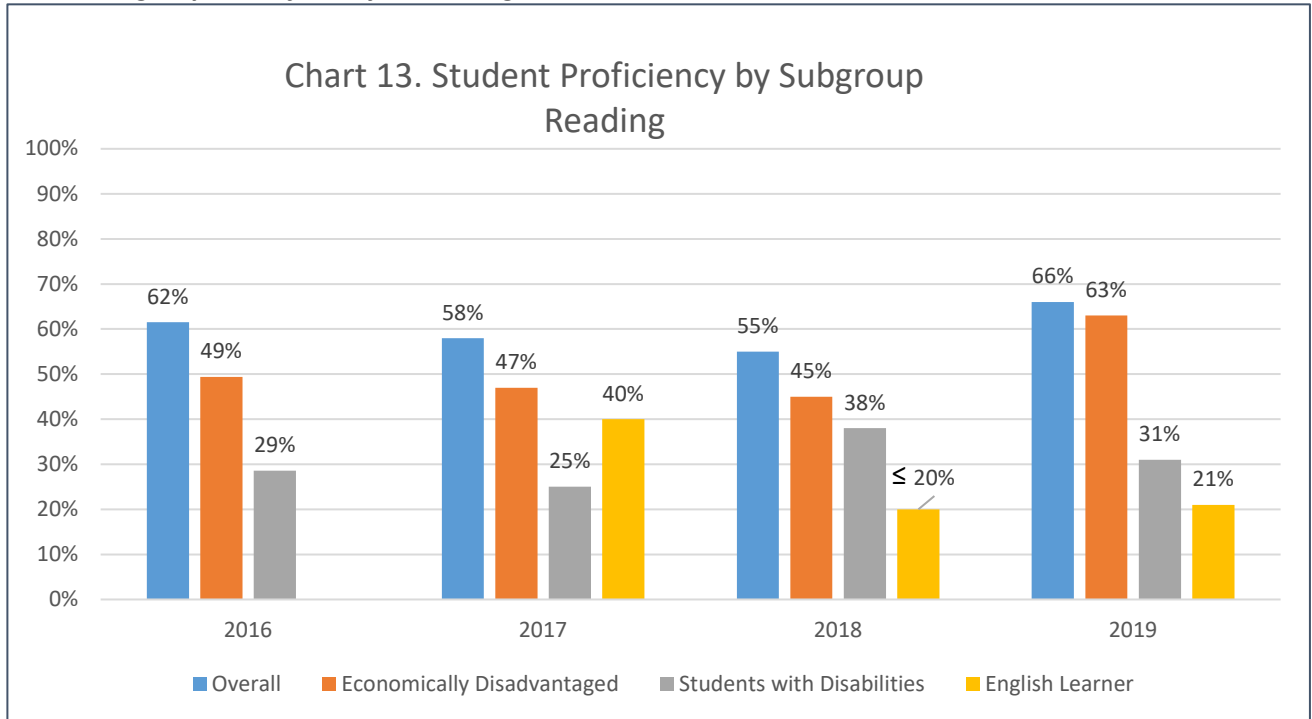
**Race/Ethnicity Subgroups - Proficiency in Reading**



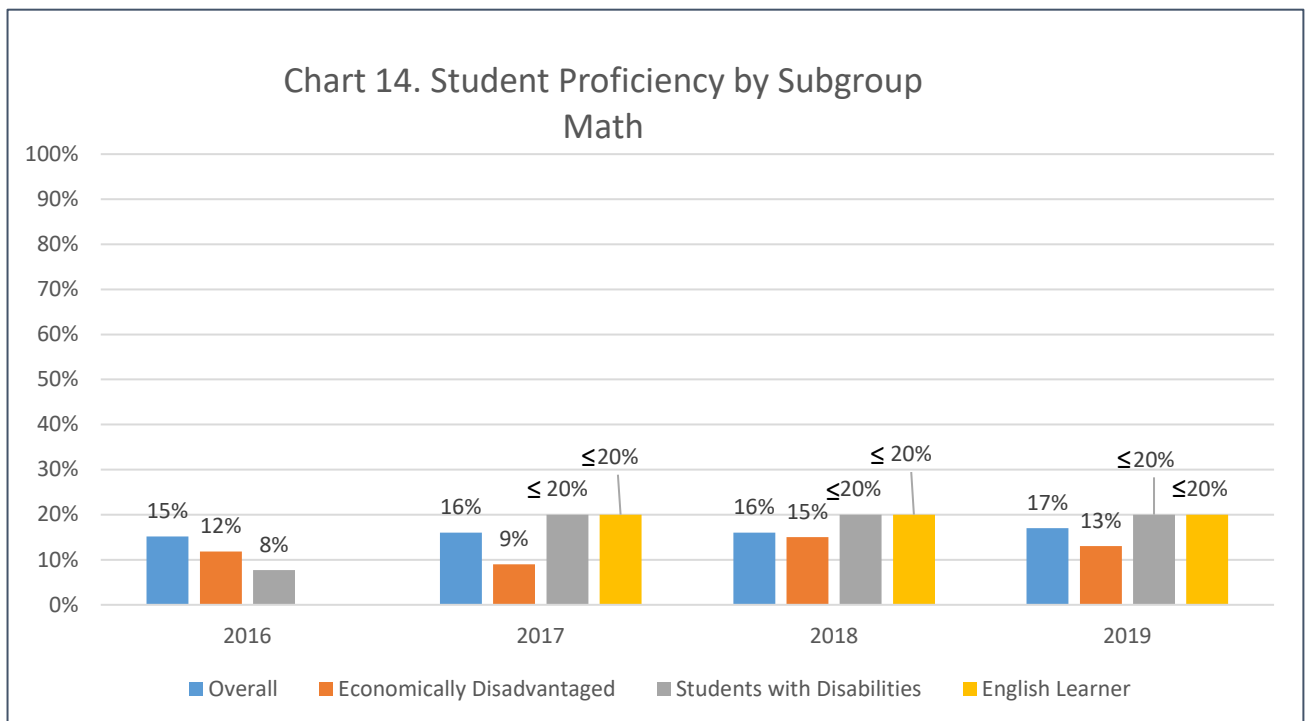
**Race/Ethnicity Subgroups - Proficiency in Math**



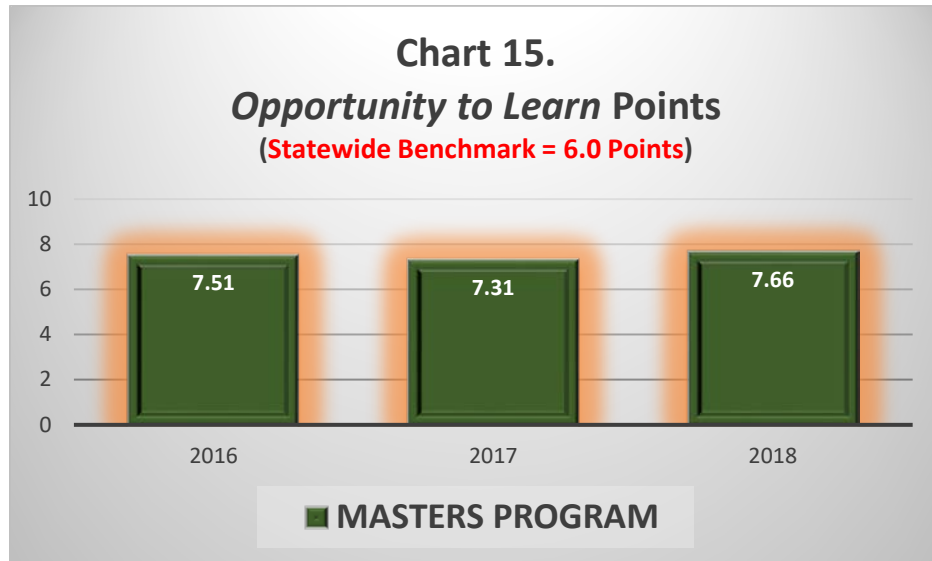
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

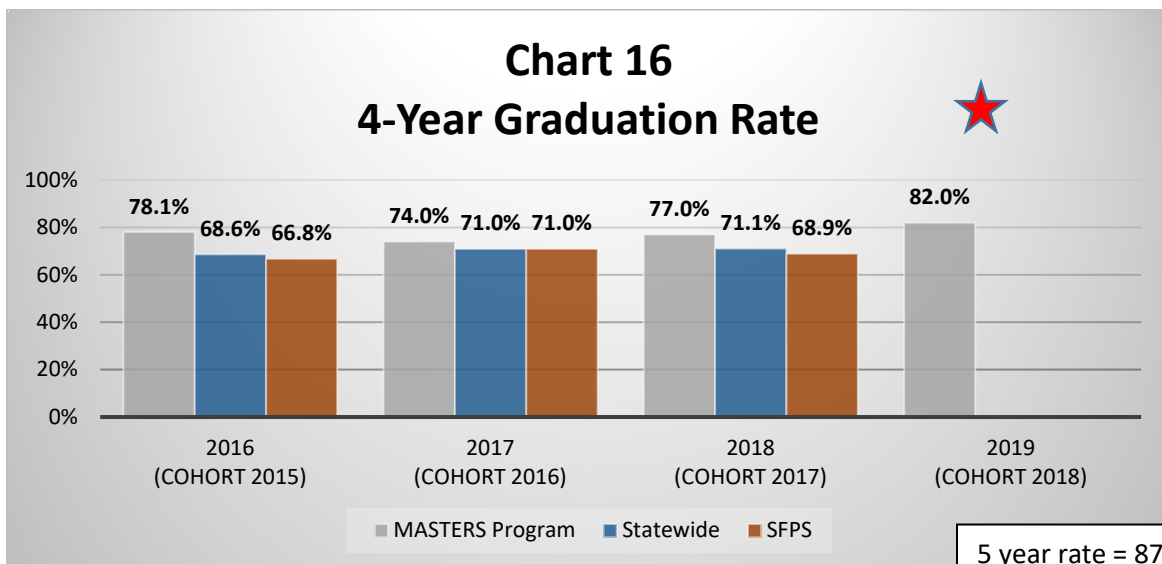


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



**High School Graduation Rates for the 4-year cohort.**

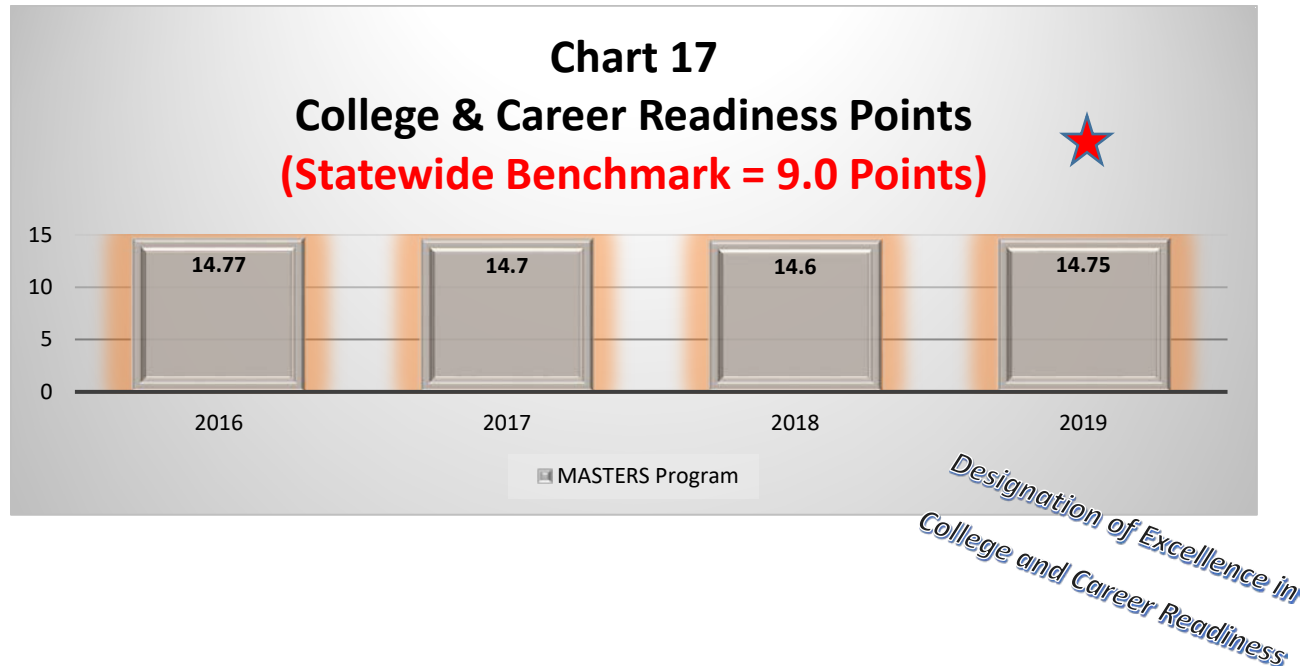
Please note that the data reported each year is for the prior year’s cohort of students.



5 year rate = 87%  
 6 year rate = 85%  
 Grad Growth Rate = 4

**College & Career Readiness (CCR):** This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark<sup>1</sup>. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



<sup>1</sup> See the “*New Mexico School Grading Technical Guide: Calculation and Business Rules*” document which can be obtained at:  
<https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

1b. Specific Charter Goals

This section contains a summary of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

### Charter Specific Goals

1. Graduating Seniors. Students graduating at the end of 12<sup>th</sup> grade who started at TMP in Grade 10 will graduate with an average of 30 college credit hours, with grade of A, B or C, accrued over their time at the school or will show improved skill levels. The school will meet the standard if 70-79% of seniors who started with The MASTERS Program in Grade 10 graduate with 30+ college credits OR have improved Accuplacer scores by two class levels in math, in sentence skills and in reading from 10<sup>th</sup> grade to 12<sup>th</sup> grade.
  
2. 10th grade math. Tenth grade students will demonstrate growth in mathematics skills as measured by The College Board Accuplacer. The school will meet the standard if 70% or more of 10<sup>th</sup> graders either tested into college level math OR demonstrated growth of a minimum of one class level in Mathematics as measured by the Accuplacer taken at the end of their 10<sup>th</sup> grade year, as compared to the baseline test taken at registration for grade 10.
  
3. 10th grade English. Tenth grade students will demonstrate growth in English Language Arts skills as measured by The College Board Accuplacer tests in Sentence Skills and Reading Comprehension. The school will meet the standard if 75% or more of 10<sup>th</sup> graders either tested into college level English OR demonstrated growth of a minimum of one class level in English as measured by the Accuplacer taken at the end of their 10<sup>th</sup> grade year.

*Figure 2. Progress towards Charter Specific Goals.<sup>2</sup>*

	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
<b>2016</b>	Exceeds	Does not meet	Does not meet
<b>2017</b>	Exceeds	Meets	Meets
<b>2018</b>	Exceeds	Exceeds	Meets
<b>2019</b>	Meets	Meets	Meets

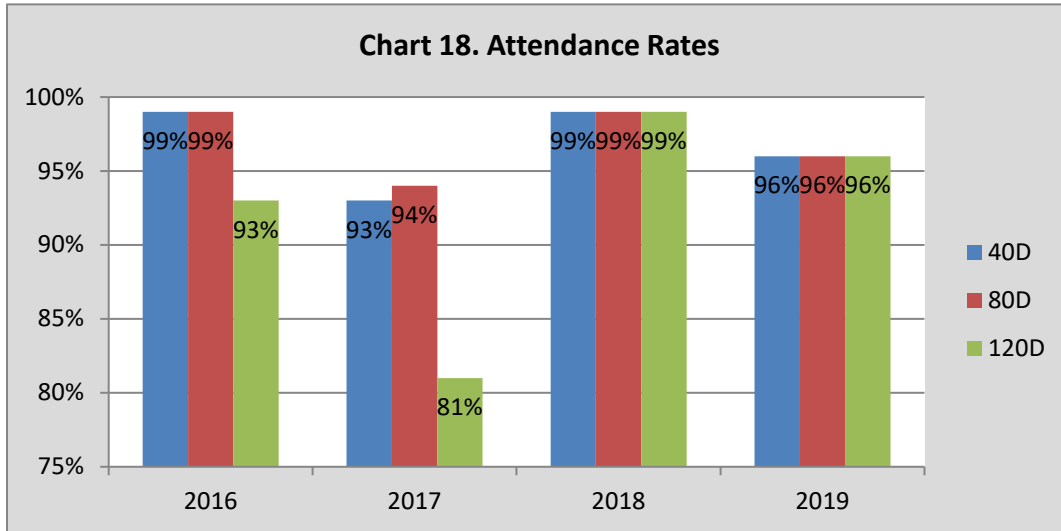
<sup>2</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)**

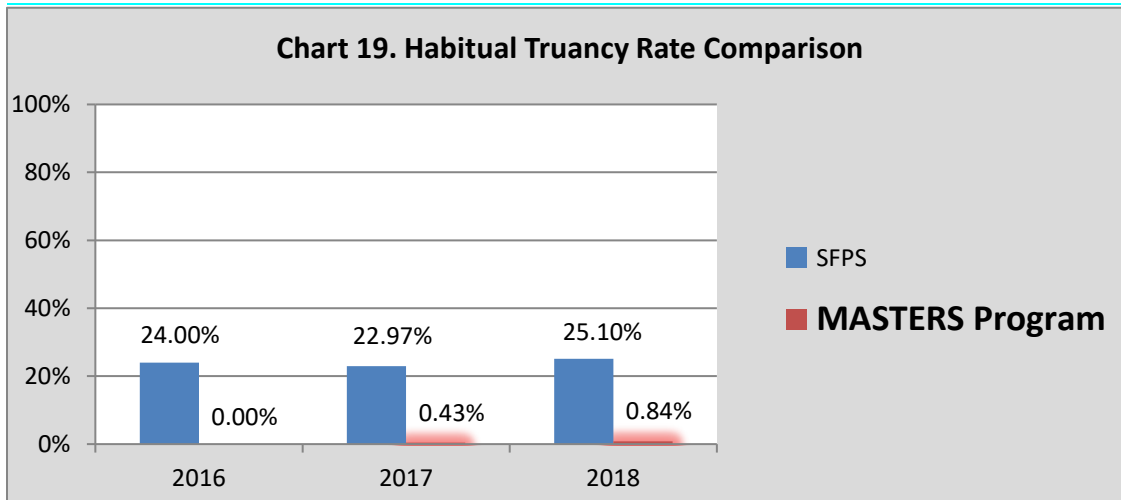
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



**Habitual Truancy (The statewide target is 2% or less.)**

Chart 19 reflects the school’s habitual truancy rate compared to the local district.

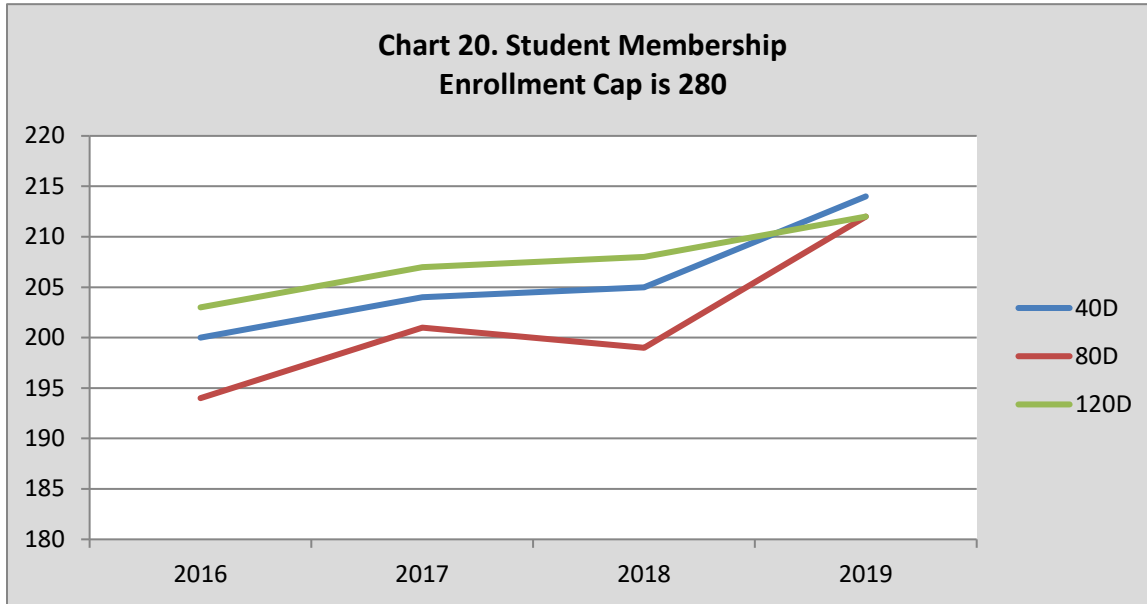
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



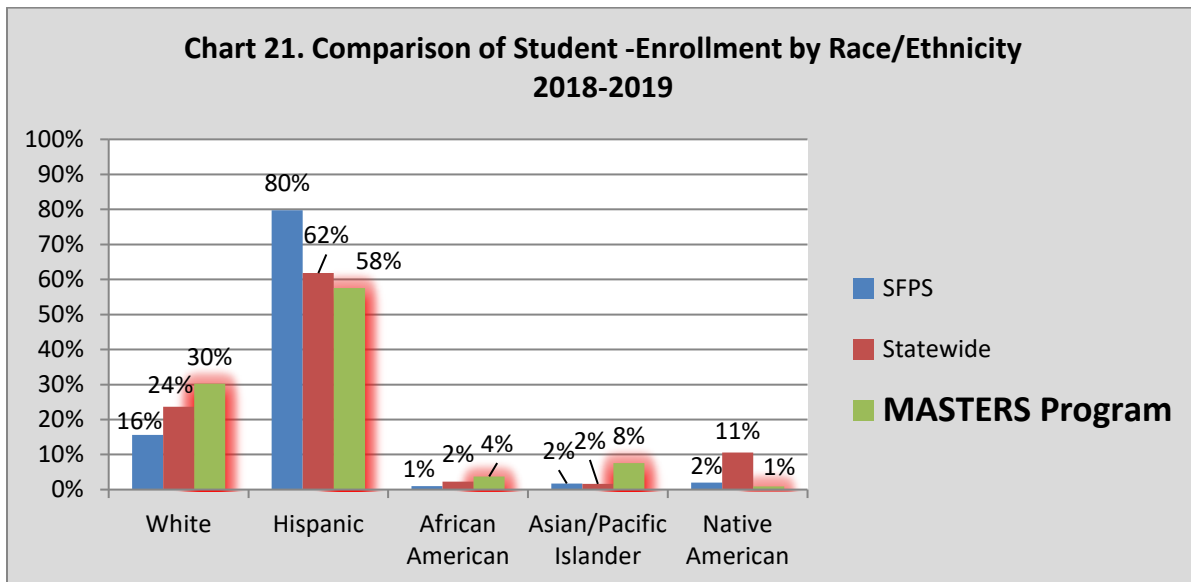
**Student Membership (Enrollment)**

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 → Membership Reports → Membership – District Detail Report



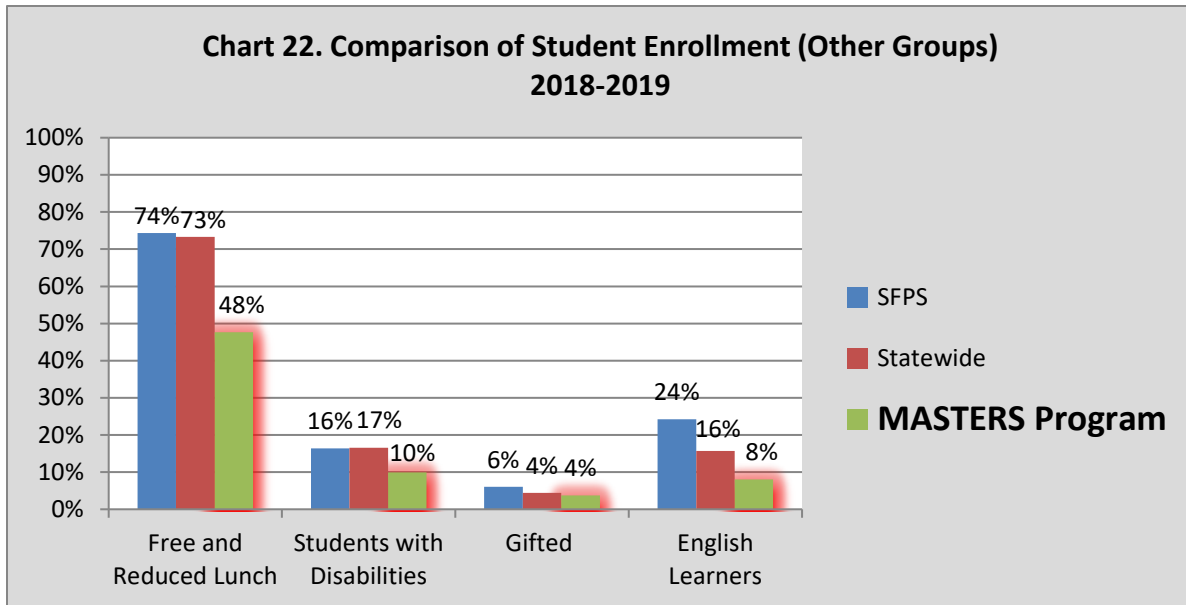
**Enrollment by Race/Ethnicity**



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



**Enrollment by Other Subgroups**

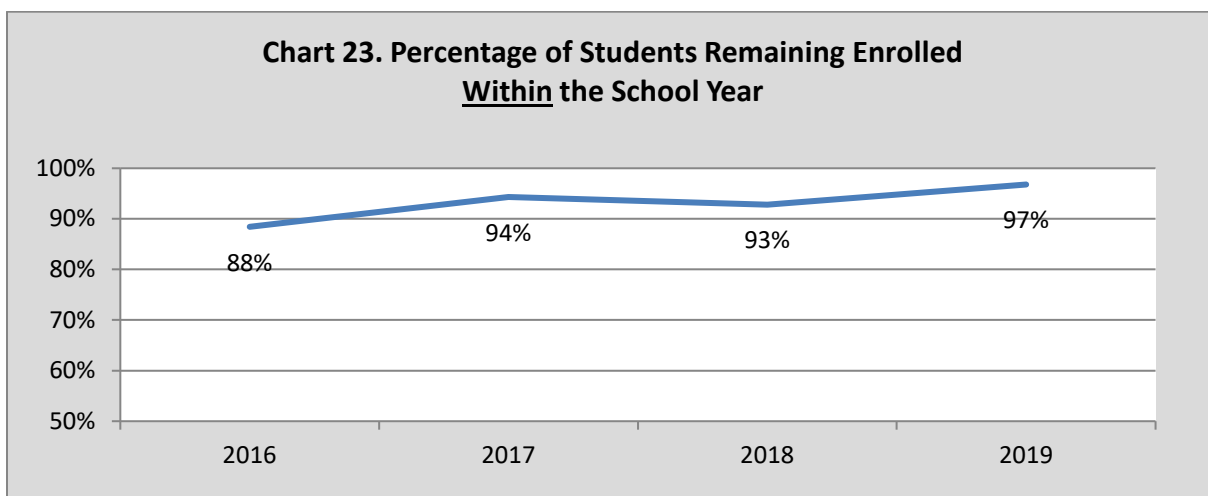


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Retention and Recurring Enrollment**

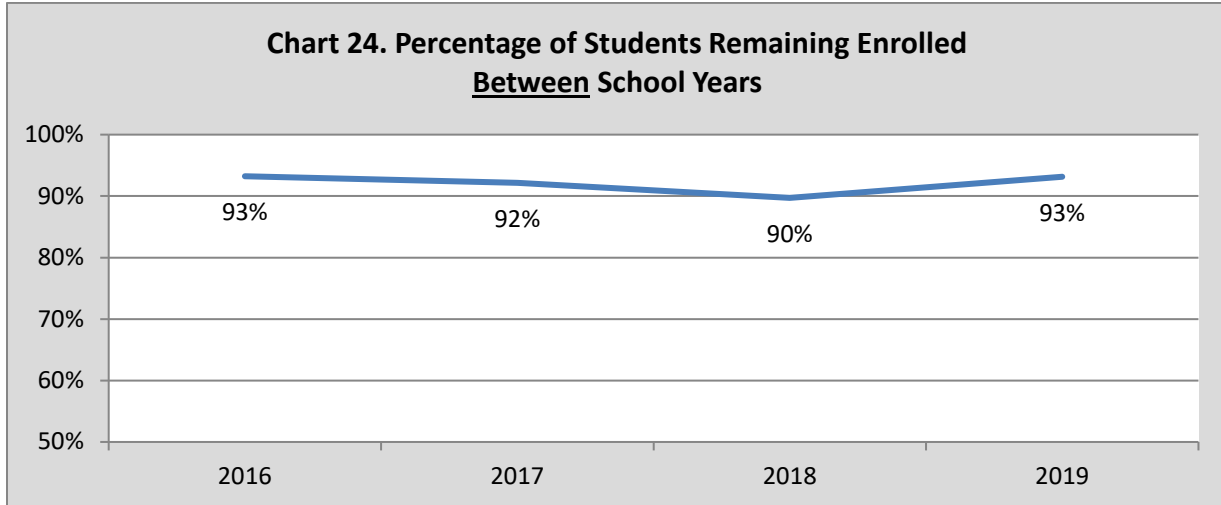
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, 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

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 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

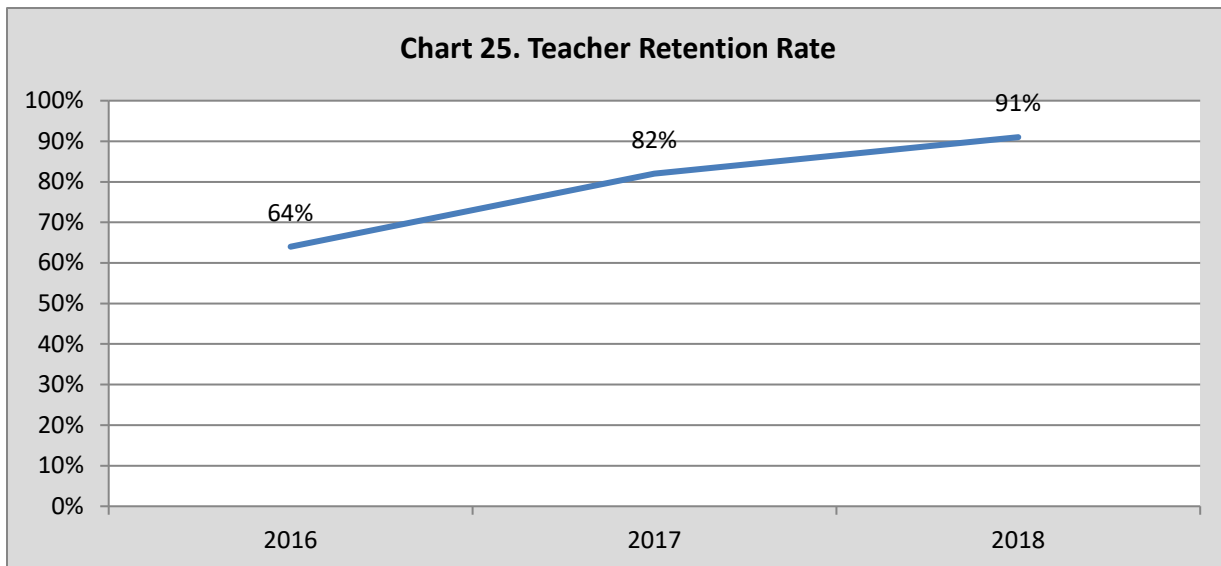


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 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 2015-2016 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)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

*Figure 3. Fiscal compliance over term of contract.*

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	0	0	0
FY17	3	2	0
FY16	2	0	1

### ***Summary of Most Recent Fiscal Report***

In FY18, the school received no findings.

### 2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

#### *Educational Program of the School*

As an early college high school, The MASTERS Program offers, between high school and college level courses, a vast array of opportunities for its students. We give students the freedom of college students but stress the need for responsibility when one is given freedom. We stress the value of a supportive, engaged community of teachers and learners who are moving toward higher and higher levels of education. We track attendance, timeliness, quality of work and engagement carefully as indicators of excellence. We create opportunities for community gatherings to discuss issues or to celebrate successes and talents.

The School also emphasizes service to the community and places major emphasis on creating a conscious community of compassionate and engaged students. To these ends, we offer “Friday Projects” that combine student interests with work in the Santa Fe community, including placements such as county trail maintenance, the animal shelter, the Food Depot and Habitat for Humanity. Regular conversations about what community means and about how we treat one another create an awareness that it is possible to have a school where everyone is welcome and feels safe and where kindness and cooperation are the everyday way of being.

#### *Student – Focused Term(s).*

Our commitment to our students is that we will offer an early college program that can meet the needs of a very diverse student body. High school courses are designed to build skills and prepare students for college level work, with a philosophy of “challenge with support.” Tutors are available for help, as well as teachers. Students may focus on a career area early and graduate from high school with a Certificate or an AA degree, or they may take a variety of courses in a variety of areas in order to find a possible career track.

We also work with all students to create a supportive community of engaged and compassionate people who value service to others and cooperation rather than competition. We state clearly that this is a school where everyone should feel safe to learn, free of any bullying or anyone making someone feel “less than.”

#### *Teacher – Focused Term(s).*

The School provides a work environment based on collaborative, shared decision-making. All staff members participate in staff meeting discussions to evaluate current effectiveness, design possible new initiatives and then evaluate again. Student input is sought as well. Focused, needs-based professional development is decided on by the group as well and then the best facilitators for that training are hired to come in to work with the staff. Recently the School applied for accreditation by AdvancEd, an international accrediting body; the decision to apply was made by the entire staff

and the application was reviewed by all before being sent in. The subsequent campus visit by an external team was very beneficial and the outcome validated our own sense of how we are doing.

*Parent – Focused Term(s).*

Our commitment to parents and community is to prepare students for college or education beyond high school, and to do so by setting an example of excellence, of supportive collaboration, of learning self-advocacy skills and by working with parents to make sure students are getting what they need. Parent/student/advisor grade conferences are convened three times per year and attendance is above 95%. Friday Projects are a community service delivery mechanism and involve all students in bettering their community.

3b. Organizational Performance Framework

The MASTERS Program	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00</b> NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01</b> Required Academic Performance Indicators	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>I-A.02</b> Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06</b> Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00</b> Educational Plan: <a href="#">material terms</a> of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01</b> Education Plan: applicable education requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.02</b> Education Plan: protecting the rights of all students	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.03</b> Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.04</b> Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.05</b> Educational Plan: complying with the compulsory <a href="#">attendance laws</a>	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.06</b> Educational Plan: meet their <a href="#">recurrent enrollment</a> goals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>IV-A.00</b> Business Management & Oversight: meeting <a href="#">financial</a> reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
<b>IV-A.01</b> Business Management & Oversight: following generally accepted <a href="#">accounting</a> principles	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.00</b> Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.01</b> Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00</b> Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.01</b> Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.02</b> Employees: completing required <a href="#">background checks</a>	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.03</b> 4d. General Info: Staff Turnover, if applicable			
<b>VII-A.00</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.01</b> School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.02</b> School Environment: handling information appropriately	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has eight (8) 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

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
<b>Ahlum Scarola</b>		7/1/2017	Active	8	8	0
<b>Gary Clendenen</b>		7/1/2017	Active	8	8	0
<b>Jennifer Sanchez</b>			Resigned	8	8	0
<b>John Triolo</b>		7/1/2017	Active	8	8	0
<b>Kelly Smith</b>		7/1/2017	Active	8	8	0
<b>Lori Spillman</b>		6/12/2018	Active	8	8	0
<b>Shalimar Krebs</b>	President	7/1/2018	Active	8	8	0

*Figure 7. Current governing council members.*

\*Training requirements reduced by any approved exemptions.

The board continues to have 8 members as they have designated 2 new members in FY19 Marcos Maez and Robert Gutierrez.