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**Charter Schools Division
Renewal Analysis and Recommendation
October 1, 2024**

School Name: The MASTERS Program

School Address: SFCC LL320 6401 Richards Ave Santa Fe, NM 87508

Head Administrator: Dr. Karla Haas Moskowitz

Governing Board Chair: Steve Stauss

Contract Term: 2020–2025

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Preliminary Renewal Recommendation

The Charter Schools Division (CSD) recommends renewal for five years without conditions.

Part B: Progress Report

The school's narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress**, or **Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2024 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Meets the Standards*
1.b. Mission-Specific Goals	Failing to Demonstrate Progress
Organizational Performance	Rating
2.a. Educational Program	Meets the Standards
2.b. Financial Compliance	Failing to Demonstrate Progress
2.c. Governance Responsibilities	Demonstrates Substantial Progress
2.d. Equity and Identity	Meets the Standards
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	Demonstrates Substantial Progress

** Results from 2023-24 Vistas data, scheduled to be released in November 2024, could change this rating in the final recommendation.*

1.a. Student Outcomes

The MASTERS application highlights impressive academic successes and adult actions taken to support areas needing growth. The MASTERS Program is a Spotlight school, and their Vistas score increased substantially from 2021-22 to 2022-23, from 59 to 82.2. MASTERS has received designations of Excellence in school year 2022-23 for performance in ELA, Science, ELA Growth, Math Growth, English Learner Progress, and College and Career Readiness. In the school year 2022-23, Masters outperformed the state and district in reading, math, and science. MASTERS graduation rates are also on par (or higher) than those reported for the district and state.

In the school year 2023-24, Adult actions were taken to include adding an interim assessment (NWEA MAPS) in winter followed by spring. These interim assessments have informed professional development, PLCs, and staff instructional strategies; and additionally, have served as a tool to build student agency around their own learning. Overall interim reading data from winter 2023 to spring 2024 appears to show a positive trend in proficiency rates. The school identified some deficits in basic math skills and took adult actions including expanding the math department by adding a STEM teacher to promote interdisciplinary learning, creating an academic learning lab for personalized assistance, and encouraging the use of Santa Fe Community College's tutoring center, which had previously been underutilized as a valuable

resource. These actions were aimed at fostering greater math growth and ensuring students receive the support they need to succeed.

Overall, the school Meets the Standards for Student Outcomes.

1.b. Mission-specific Goals

While the school did not meet the targets outlined in their Mission-specific goals, they have taken numerous adult actions to improve outcomes for student readiness for college. MASTERS did a root-cause analysis, hired a College and Career Advisor, obtained a CTE grant, partnered with SFCC and IAIA for dual credit, and bolstered support in SPED and MLSS. The leadership team learned quickly that the goal was not realistic nor helpful for some of the students, as some students were not ready to take college classes. Therefore, the leadership and staff developed strategies to prepare students for college-level courses, setting them up for success once they were ready. In spite of not having met the goal, MASTERS students take a great number of dual credit courses, and they generally do well since they have ample support and preparation, but the school did not meet the target and did not amend the goal.

While this section is Failing to Demonstrate Progress, the school is considering a more suitable Mission Goal for the next charter term.

2.a. Educational Program

The application clearly addressed all parts of the Educational Program, and identified areas where they shifted the program to increase participation/engagement while still matching the intent/objective of the Ed Plan component. During site visits, CSD has observed a robust Educational Program in place. In particular, students have rich opportunities to participate in pre-college experiences in collaboration with SFCC and earn dual credit. The students expressed great enthusiasm for the variety of offerings available to them that meet nearly every type of career objective, learning style, or interest they might have. Moreover, the Ed Program has evolved as the needs of the students changed, as well: for example, Service Learning has replaced Friday Projects, which goes beyond community service as the students have a chance to reflect on their experience, learn from it, and even become leaders in their service projects. In addition, an enriching Advisory program has replaced Thursday Morning Meetings, which includes enriching SEL experiences and conversations. The school has continuously provided Professional Development opportunities for staff, and supported the collaboration and growth of staff through PLCs.

The school's Educational Program Meets the Standards.

2.b. Financial Compliance

The finance indicator ratings in the last year of the contract term reflect that the school has struggled in this area. The school has had eight audit findings over the course of the charter term, including six findings in the most recent audit. The school has had only one repeat finding and no significant deficiency or material weakness findings during the contract term. The school

has contracted with a new business manager, who is working with the head administrator to improve financial processes at the school.

The school's rating for Financial Compliance is Failing to Demonstrate Progress because a rating of Demonstrates Substantial Progress in the renewal application rating requires data showing improvement. Because audit indicators lag by a year, the process improvement actions the school has put in place, which CSD has confirmed during the renewal visit, are not yet reflected in the annual audit, which will not be released until spring.

2.c. Governance Responsibilities

The MASTERS Program has maintained a full governing board for the duration of the charter term. For the last 2 years, all board members completed all training hours. For the duration of the contract, most notifications have been timely. The board described an effective plan in place to complete all training hours and comply with board requirements. The board has also recorded and posted their governing board meetings on their website for the school year 2024-25 so far.

The school Demonstrates Substantial Progress in terms of Governance Responsibilities, as the board has taken actions to improve performance, and they show improvement toward meeting the standard.

2.d. Equity and Identity

The MASTERS Program provides strong support for all students, in ways that demonstrate equity and honor their identity. As evidenced during site visits and confirmed by teacher, student, and parent focus groups, the school is utilizing CLR strategies, promoting individualized, relevant Service Learning, engaging in the Participatory Action Research Project, offering Bilingual Seal attainment, and partnering with IAIA and Freedom Ambassadors. Moreover, the school has an active Equity Council, and has met BEA requirements. Support for ELL has met the standard for the last 3 years of the contract.

This section Meets the Standards, as the school has demonstrated consistent support and advocacy for student equity and identity throughout the charter term.

2.e. Tribal Consultation

The school does not fall under the Indian Education Act (NMSA 22-23A) or the 6.35.2 NMAC definition of a "historically defined Indian-impacted" school.

2.f. Other Performance Indicators

The school provided adequate explanations for ratings of Does not Meet, or repeated Working to Meet. However, their response to the 4.c. licensure rating does not seem accurate, as CSD does not penalize schools for SSN mistakes. Additionally, while the school received a state SPED complaint that resulted in a corrective action plan, we learned on 9.19.24 that the CAP has been lifted and the concerns have been satisfactorily addressed.

This section Demonstrates Substantial Progress, as the school has made a concerted effort to improve in all areas identified on the performance framework. The new leadership team takes full responsibility for mistakes that have occurred and they have been working hard to correct them. The change in leadership triggered some growing pains for the school; however, many of the changes they have made have been for the better, and they anticipate improved outcomes on organizational and financial indicators moving forward.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A

Renewal Site Visit Attendees

September 23, 2024

CSD Team: Cheryl Rowe (lead), Director Corina Chavez, Lucy Valenzuela, Kristen LaVolpa

Remote CSD Team: Martica Davis, Ken Norris

School Leadership: Dr. Karla Haas Moskowitz, Tina Morris, Cheryl Romero

Governing Board: Kelly Trujillo