



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

MARIANA D. PADILLA
SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2023-24 Annual Report
Revised January 23, 2025**

School Name: Mission Achievement and Success Charter School 1.0 & 2.0

School Address (1.0): 1718 Yale Blvd. SE Albuquerque, NM 87106

School Address (2.0): 1255 Old Coors Drive SW Albuquerque, NM 87121

Head Administrator: Joann Mitchell

Governing Board Chair: Bruce Langston

Business Manager: Amber Peña

Authorized Grade Levels: K-12

Grade Levels Served: PK-12 (1718 Yale Blvd) and PK-9 (1255 Old Coors Drive)

Authorized Enrollment Cap: 1,140 per site

2023-24 120D Enrollment (1.0 + 2.0): K12: 1978 (PreK: 79)

Contract Term: 2022-2027

CAPs or Conditions: SPED Corrective Action Plan (closed July 25, 2024)

Notice from 2022-23 Annual Report: Exemplary performance

Unsatisfactory terms that need to be addressed from 2022-23 Annual Report: the PEC has identified one area of unsatisfactory performance regarding 5.b Accounting principles on page 12 of the annual report.

Progress from 2022-23 Notice to 2023-24:

- 5.b Accounting Principles: the school improved in 2023-24, earning Meets standard.

Waivers: Teacher Evaluation (Elevate), Individual Class Load, Length of School Day, Purchase of Instructional Materials, Staffing Patterns, Subject Areas, Teaching Load

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

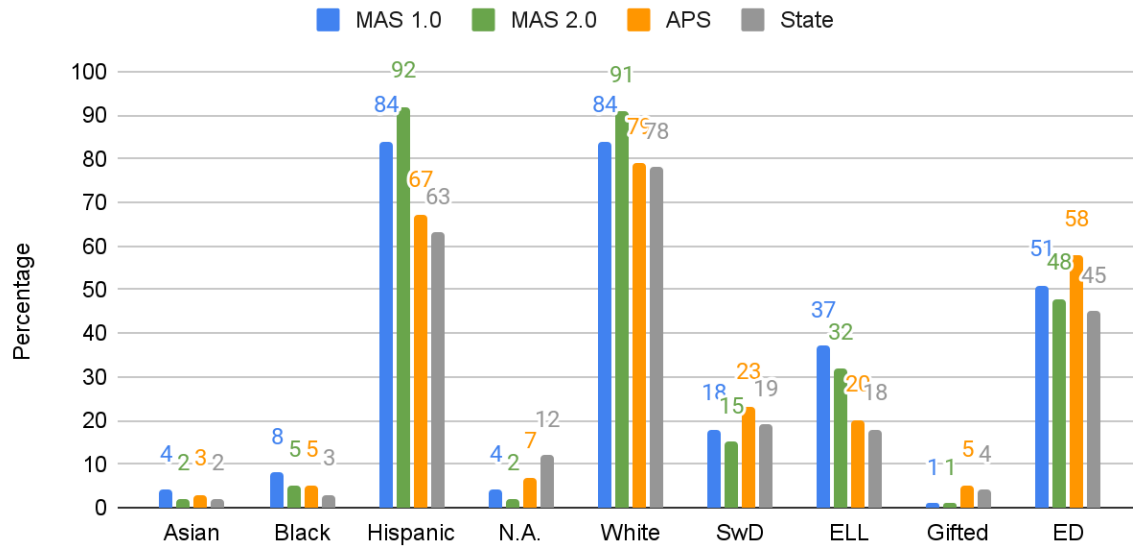
Educational Program:

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

Demographics as reported in Nova 2023-24 (120-Day)

Note. Students are identified as Hispanic independently of their race.

Enrollment by Subgroup 2023-24



Source: Nova Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	MAS 1.0 2022-23 Score (100 points possible)	MAS 2.0 2022-23 Score (100 points possible)	MAS 1.0 2023-24 Score (100 points possible)	MAS 2.0 2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	Spotlight 78.5	Spotlight 70.8	Spotlight 69.2*	Traditional 57.3*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	100	100	100	100
Overall Academic Score: average of indicators 1 and 3	89.25	85.4	84.6	78.65

***Note:** Per NM Vistas, point totals from SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the school years 2021-22, 2022-23, and 2023-24.

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI	Traditional: No other designation	TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)
		ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.
		CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%
		MRI (More Rigorous Intervention): on CSI for 3 years

Note: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

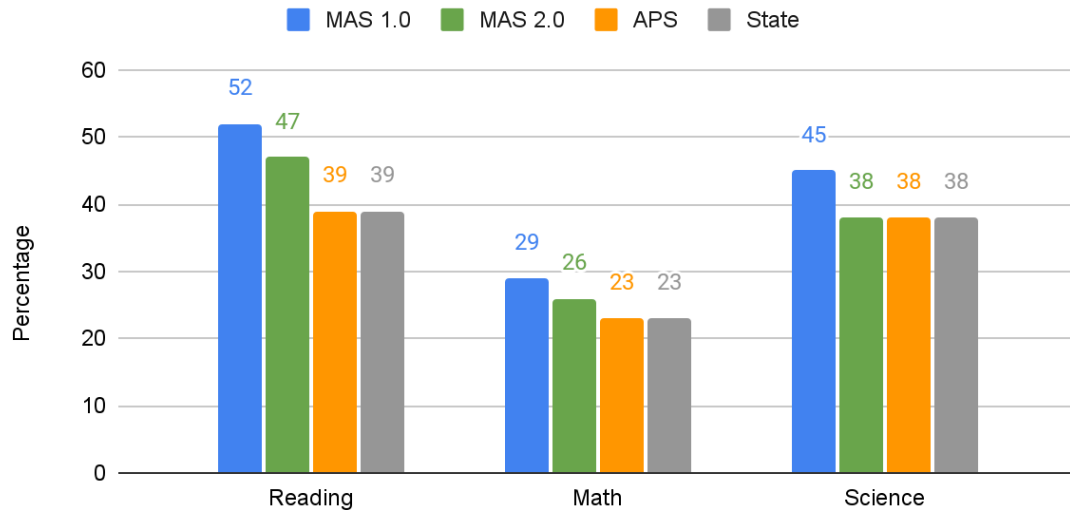
For the school year 2023-24, **MAS 1.0** received a designation of **Spotlight**.

For the school year 2023-24, **MAS 2.0** received a designation of **Traditional**.

Proficiency

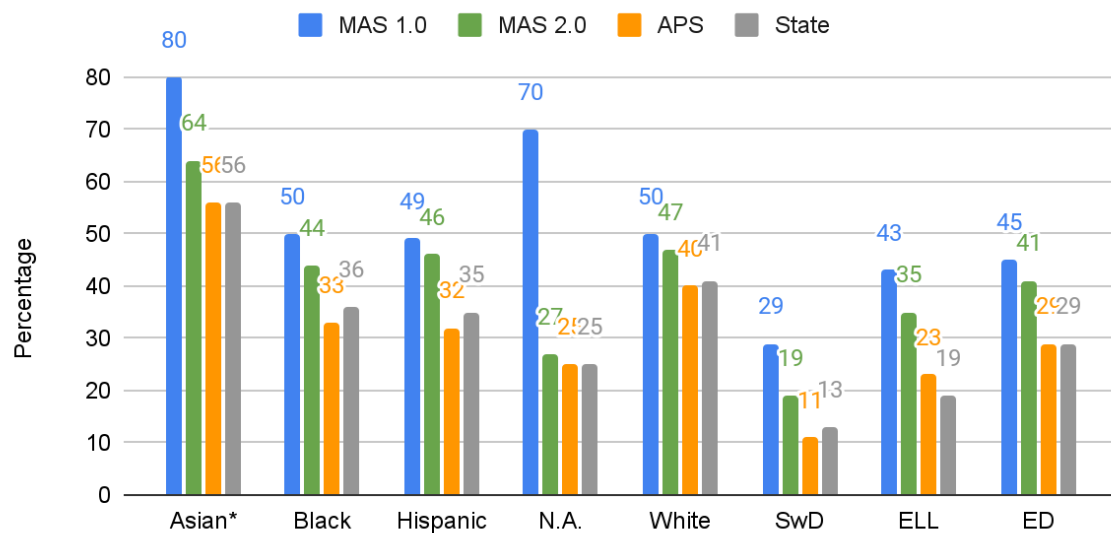
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2023-24



Source: NMVistas.org

Percent Proficient in Reading by Subgroup 2023-24

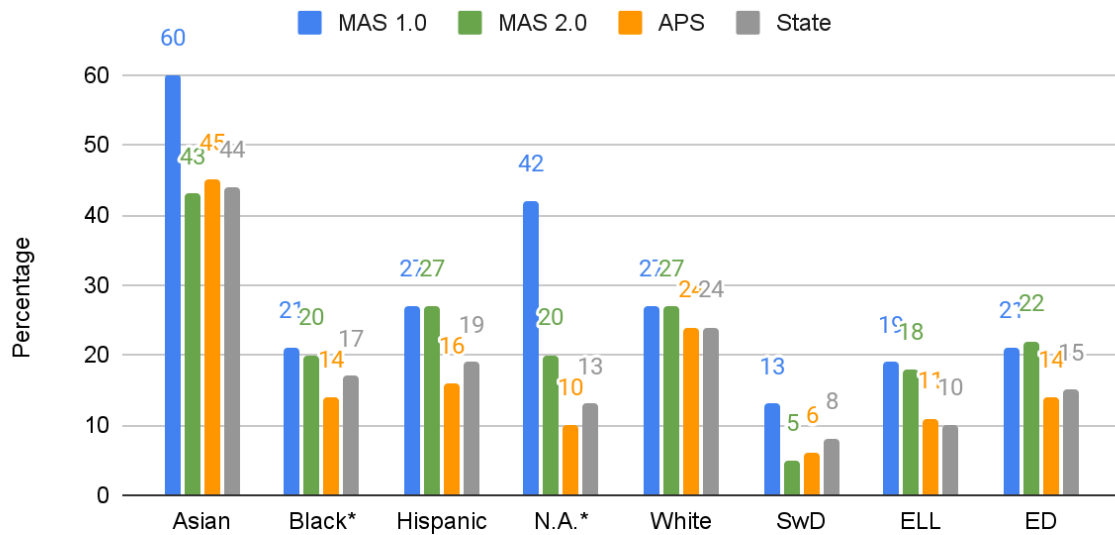


Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** MAS 1.0 Asian population is partially masked, $\geq 80\%$ in reading.

Percent Proficient in Math by Subgroup 2023-24

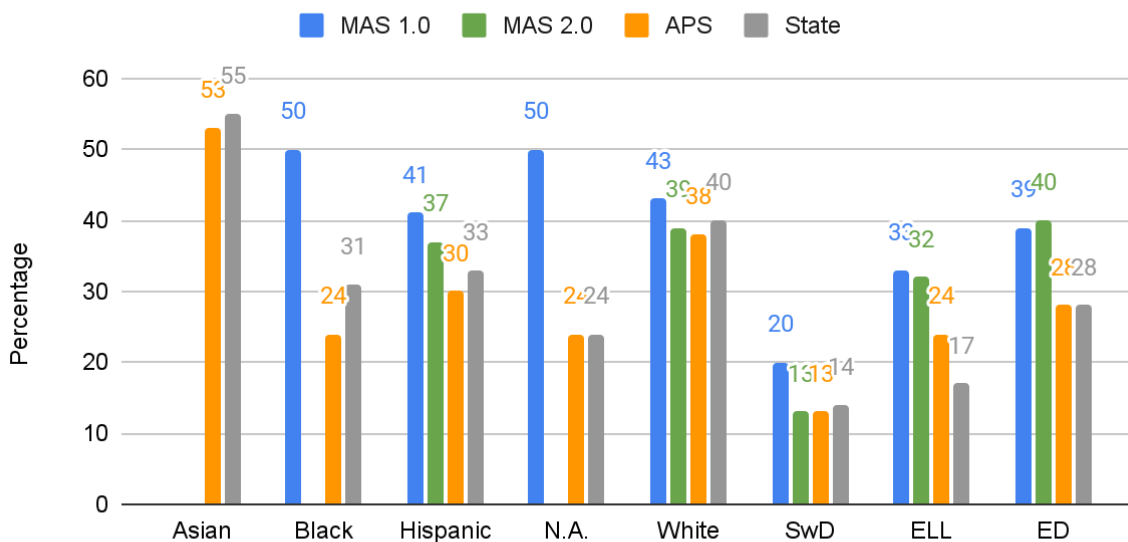


Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** MAS 2.0 Black and Native American populations are partially masked, $\leq 20\%$ in math.

Percent Proficient in Science by Subgroup 2023-24



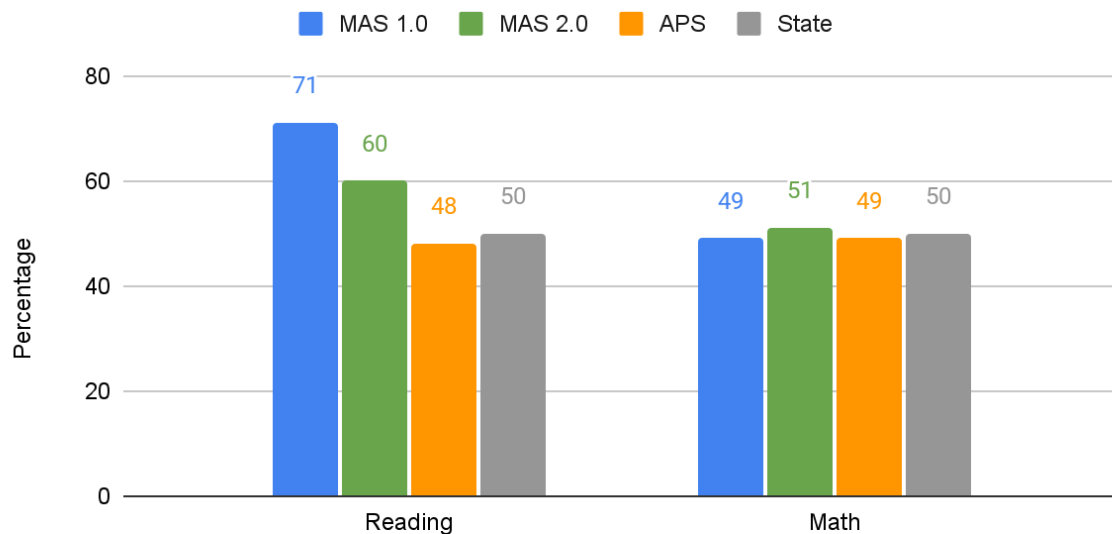
Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

Growth

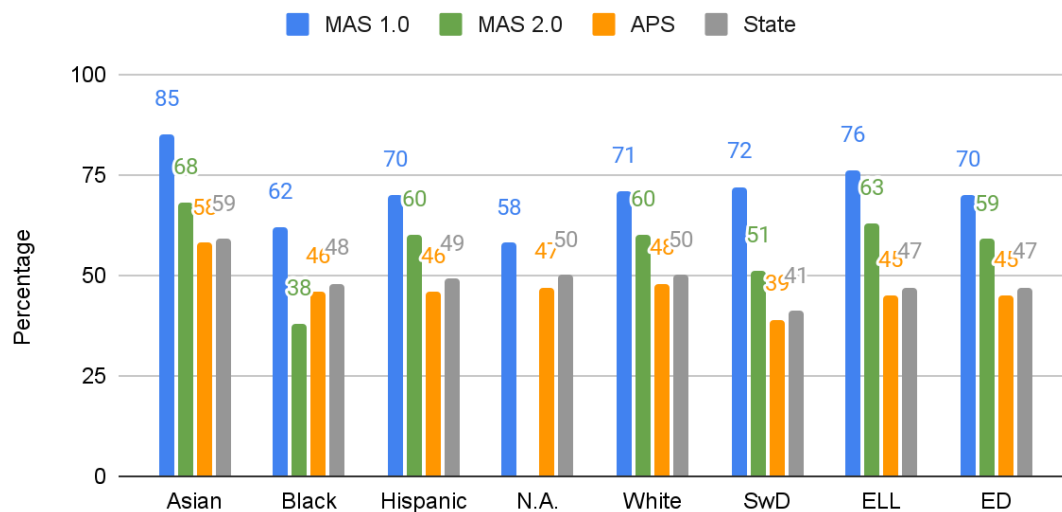
Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

Growth Percentile for All Students (2022-23 to 2023-24)



Source: NMVistas.org

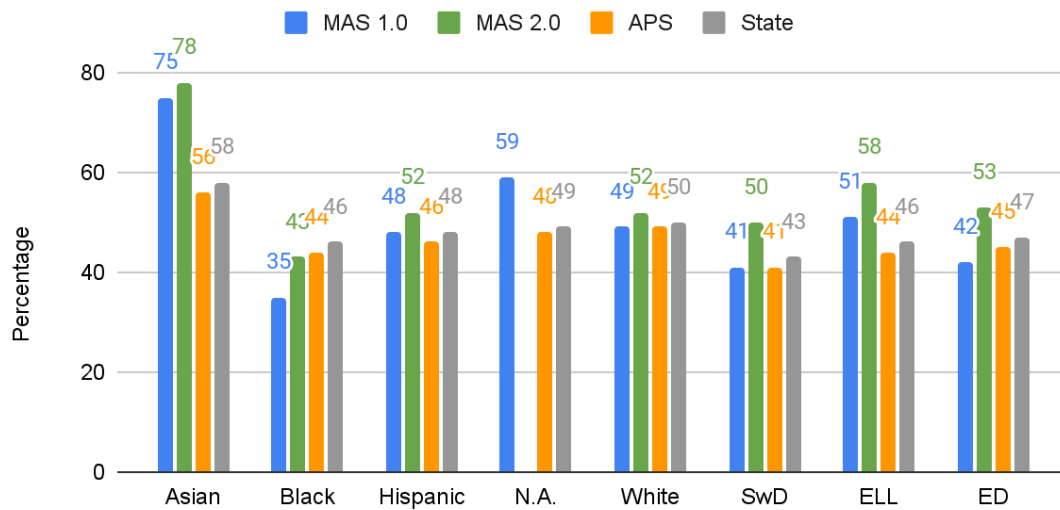
Reading Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

Math Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

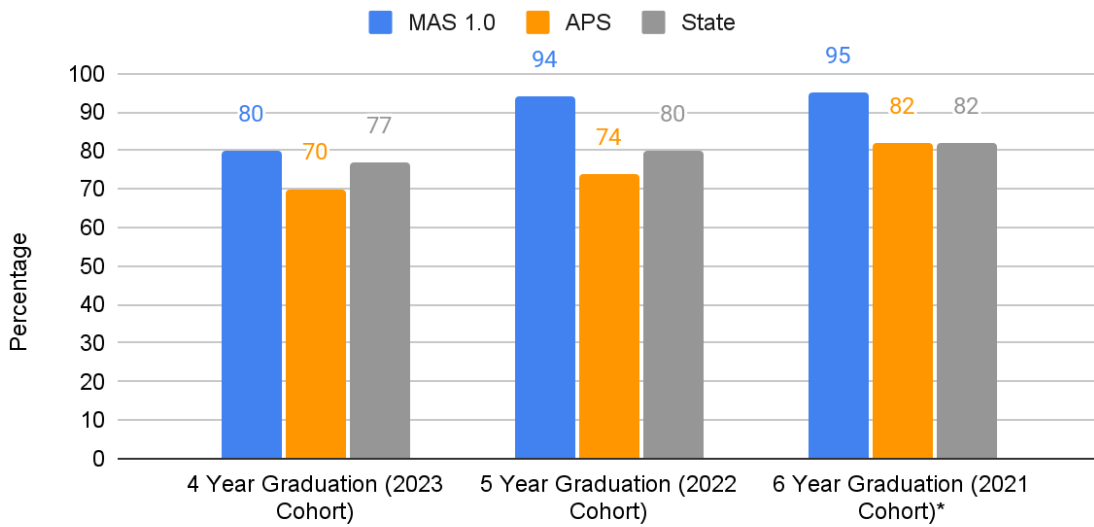
MAS 1.0 ELP: 16%	MAS 2.0 ELP: 17.4%	APS ELP: 18.2%	State ELP: 17.5%
-------------------------	---------------------------	-----------------------	-------------------------

Source: NMVistas.org

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the **2023** graduation cohort, 5-year data for the **2022** cohort, and 6-year data for the **2021** cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

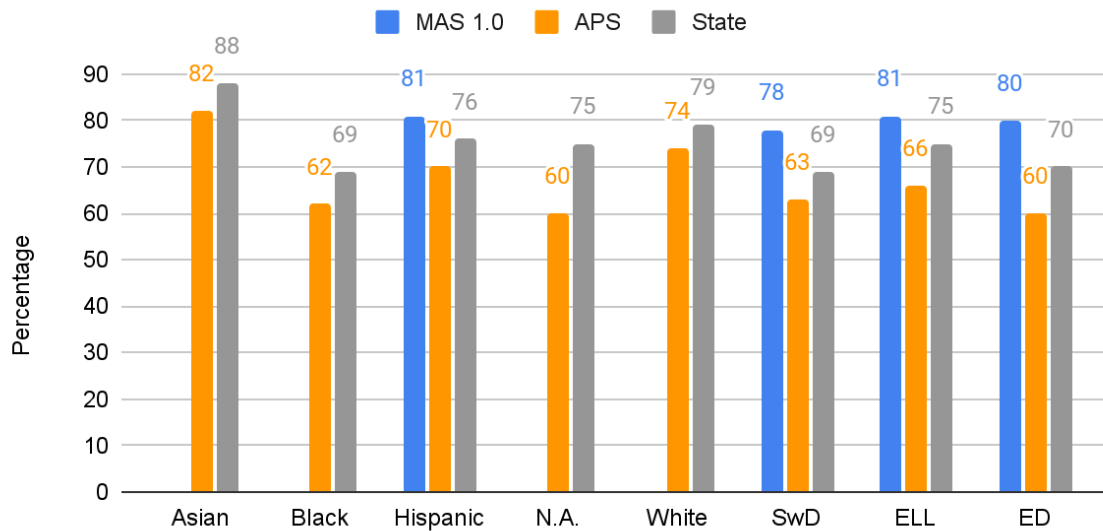
High School Graduation



Source: NMVistas.org

***Note:** 6-year graduation rate for MAS 1.0 is partially masked, $\geq 95\%$.

4-Year Graduation by Subgroup



Source: NMVistas.org

Note: groups are masked due to population size.

Mission-Specific Goals

Goal 1: MAS considers our program a college preparatory program, not because we offer a specific program associated with college prep, but because we are focusing on ALL MAS students graduating from high school and possessing the skills to access and be successful in college. With over 50% of MAS students being first-generation high school graduates and over 90% of MAS students being first-generation college graduates, MAS has a goal that every student will successfully apply to and be accepted into at least one college.

Performance Level	Target	Points
Exceeds Standard	90% or more of graduating seniors at MAS have applied to, and been accepted by, at least one college.	100
Meets Standard	80 - 89% of graduating seniors at MAS have applied to, and been accepted by, at least one college.	75
Working to Meet Standard	70 - 79% of graduating seniors at MAS have applied to, and been accepted by, at least one college.	25
Does Not Meet Standard	69% or less of graduating seniors at MAS have applied to, and been accepted by, at least one college.	0

Goal 1 Rating: 100% attained- Exceeds Standard. **Score: 100**

Goal 2: MAS high school students are required to attend a school sponsored college field trip to a NM college each year they are in high school with a minimum of four different colleges visited throughout their high school career assuming attendance at MAS for all four years of high school.

Performance Level	Target	Points
Exceeds Standard	90% or more of graduating seniors at MAS, who have attended the school for at least three full academic years, will have visited at least four NM college campuses.	100
Meets Standard	80 - 89% of graduating seniors at MAS, who have attended the school for at least three full academic years, will have visited at least four NM college campuses.	75
Working to Meet Standard	70 - 79% of graduating seniors at MAS, who have attended the school for at least three full academic years, will have visited at least four NM college campuses.	25
Does Not Meet Standard	69% or less of graduating seniors at MAS, who have attended the school for at least three full academic years, will have visited at least four NM college campuses.	0

Goal 2 Rating: 100% attained- Exceeds Standard. **Score: 100**

Organizational and Financial Performance Framework

2023-24 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

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.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Multi-year Performance Framework Ratings

Mission Achievement and Success Charter School 1.0 & 2.0	2022-23	2023-24
Organizational and Financial Performance Ratings		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Working to Meet Standard
1d Rights of English Learners	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Governance Requirements	Meets Standard	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
2c Reporting Requirements	Meets Standard	Meets Standard
3a Rights of All Students	Meets Standard	Meets Standard
3b Attendance and Retention	Working to Meet Standard	Working to Meet Standard
3c Staff Credentialing	Meets Standard	Does Not Meet Standard
3d Employee Rights	Meets Standard	Meets Standard
3e Background Checks, Ethics	Meets Standard	Meets Standard
4a Facilities	Meets Standard	Meets Standard
4b Transportation	Meets Standard	Meets Standard
4c Health and Safety	Meets Standard	Working to Meet Standard
4d Handling Information	Meets Standard	Meets Standard
4e Information accessible to the public	Meets Standard	Meets Standard
4f School climate	Meets Standard	Meets Standard
5a Financial Reporting and Compliance	Meets Standard	Meets Standard
5b Accounting Principles	Does Not Meet Standard	Meets Standard
5c Responsive to Audit Findings	Working to Meet Standard	Meets Standard
5d Managing Grant Funds	Meets Standard	Meets Standard
5e Staffing for Fiscal Management	Meets Standard	Meets Standard
5f Internal Controls	Meets Standard	Meets Standard

Explanation of 2023-24 Indicator Ratings

1.c. SPED CAP in place to correct.

3.b. Attendance percentage rate is 99% (95% target), retention rate is 97% (80% target) and recurrent is 56% (70% target). After reviewing the school's Attendance Improvement Plan, the school has a plan to engage students and parents.

3.c. Licensure discrepancies not resolved by 120D.

4.c. SSP is under review; revisions submitted late.

Site Visit Attendees

January 29, 2024 (Yale Campus) and January 30, 2024 (Coor Campus)

CSD Team: Cheryl Rowe (lead), Martica Davis, Kelli Renken and Bianca Olona-Elwell (Tuesday only)

School Leadership: JoAnn Mitchell (head administrator), Natalie R., Alice White, Jennifer Felix, Eric Foster, Rosa Swanger, Cathay McClendon, Steven F, Amanda Kayte and Natalie Tillman

Governing Board: Pam Kissoondyal and Bruce Langston