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SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
March 1, 2024**

**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 (PK not in Contract only on Directory)

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

**Authorized Enrollment Cap:** 1560 (Enrollment Cap Increase Approved PEC 12/16/2022)

**2022-23 End of Year Enrollment (1.0):** 958 K-12 (39 Pre-K)

**2022-23 End of Year Enrollment (2.0):** 801 K-12 (39 Pre-K)

**Contract Term:** 2022-2027

**Waivers:** None

**Mission:**

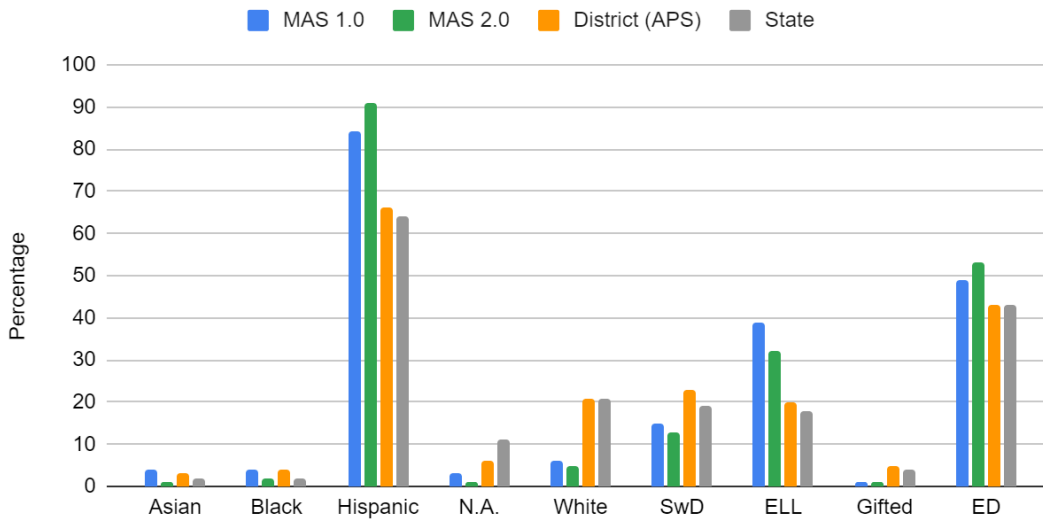
The mission of MAS is to prepare students to be successful in college and the competitive world by providing a rigorous college preparatory program in a safe and effective learning environment. Our primary objective is to instill in our students a commitment to high academic achievement, continual goal 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 STARS 2022-23 End of Year (EOY)

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

## Academic Performance

Academic Performance Framework Indicators MAS 1.0	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	78
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	100
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>89</b>

Academic Performance Framework Indicators MAS 2.0	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	70
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	100
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>85</b>

## 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 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
  - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
  - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
  - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
  - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

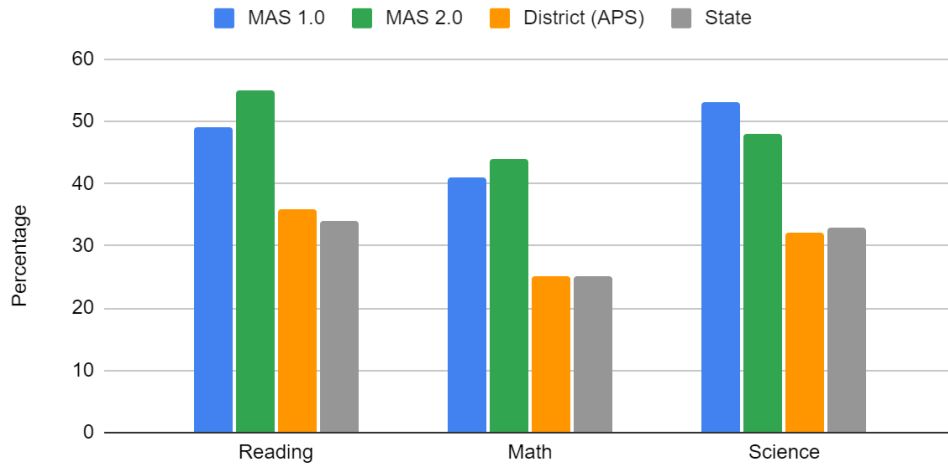
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Mission Achievement and Success Charter School 1.0 & 2.0** received designations of **Spotlight**.

## Proficiency

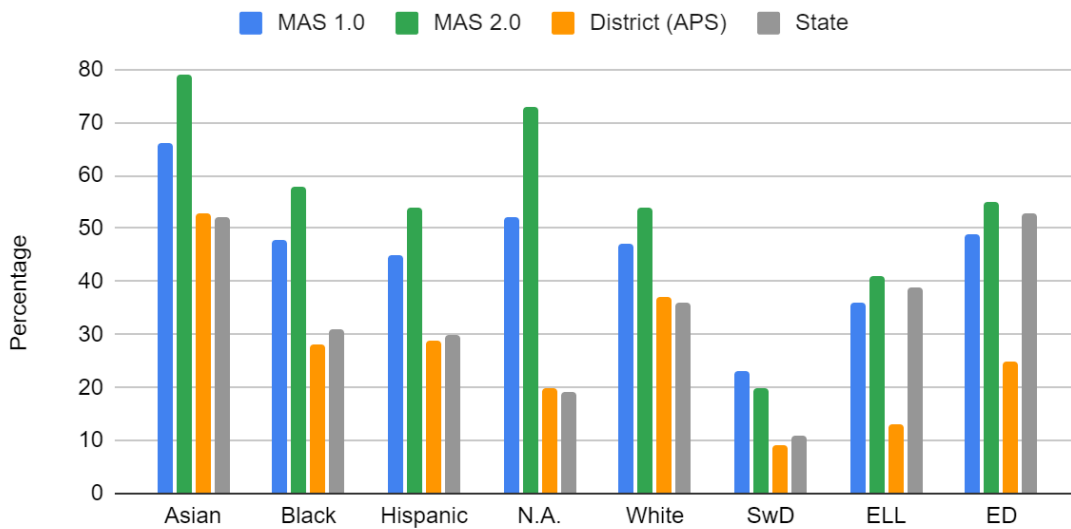
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

### Percent of Students Proficient in Core Subjects 2022-23



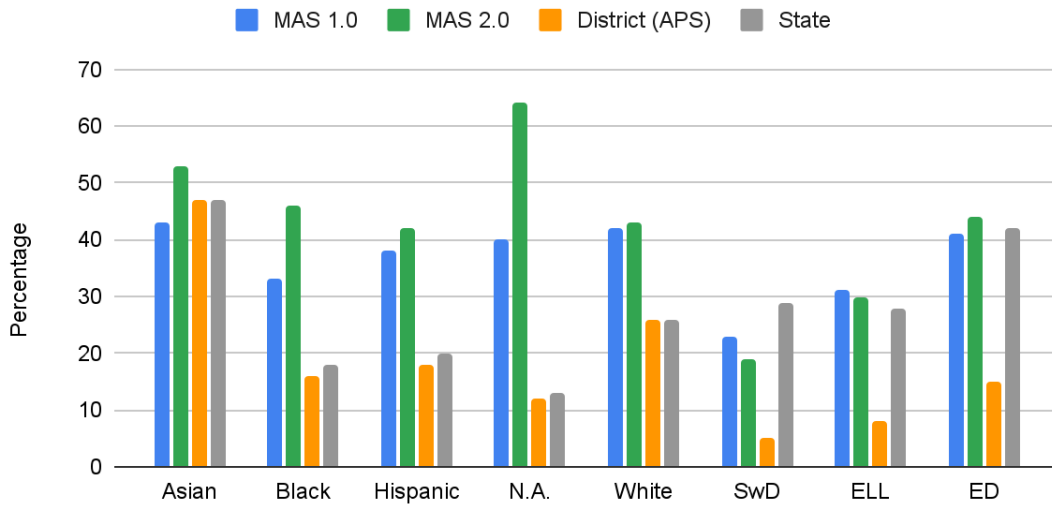
Source: NMVistas.org

### Percent Proficient in Reading by Subgroup 2022-23



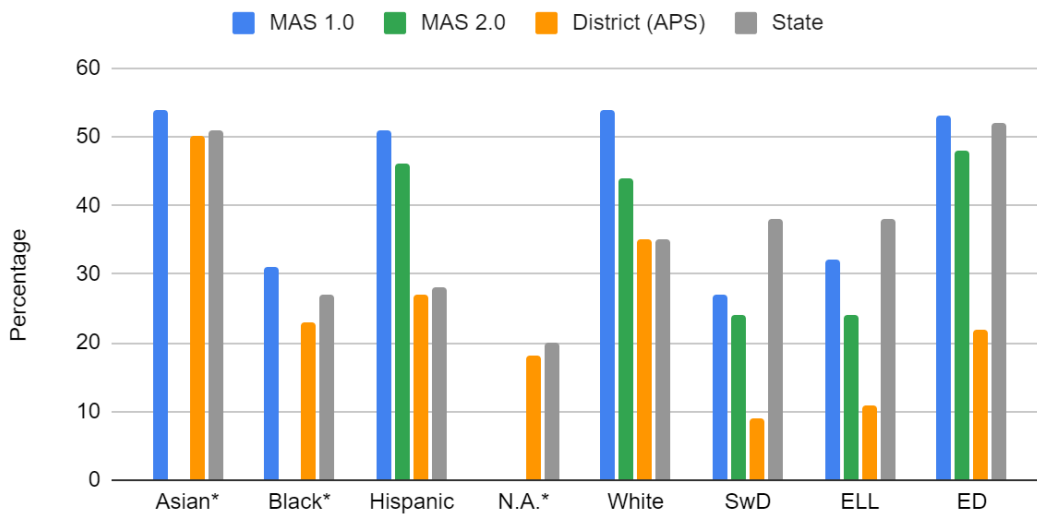
Source: NMVistas.org

## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

## Percent Proficient in Science by Subgroup 2022-23

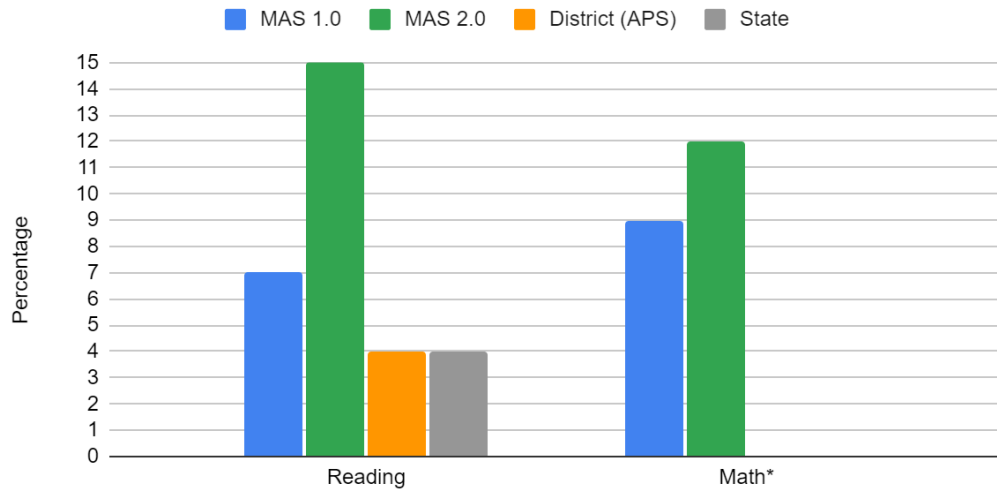


Source: NMVistas.org

**\*Note:** groups are masked due to population size: Native American populations at 1.0 and 2.0. Asian and Black populations at 2.0 in science.

## Improvement (Growth)

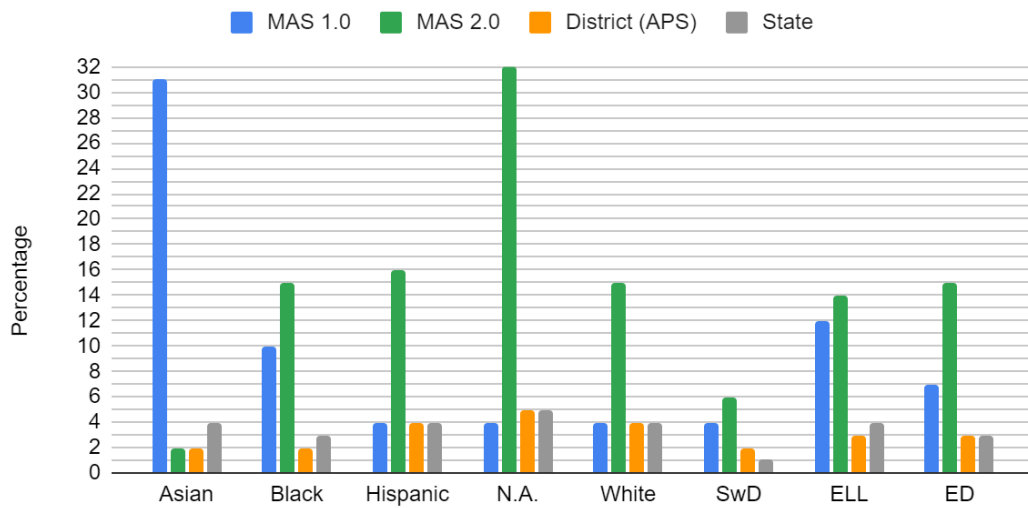
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

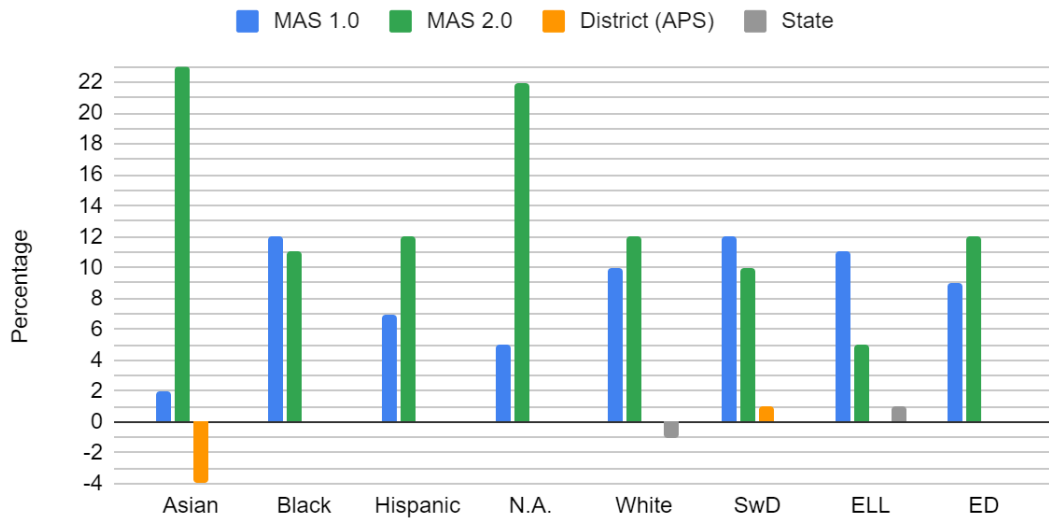
**\*Note:** Math growth was 0% for the state and district for SY2023.

ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

## Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**English Learner Progress (NMVistas), MAS 1.0: 9%**

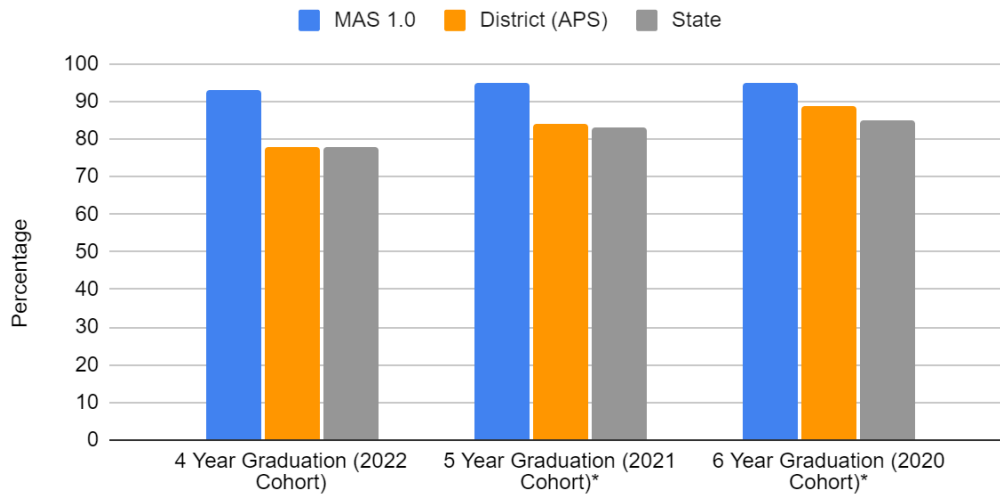
**English Learner Progress (NMVistas), MAS 1.0: 10%**

### High School Graduation: Mission Achievement and Success 1.0

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 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.



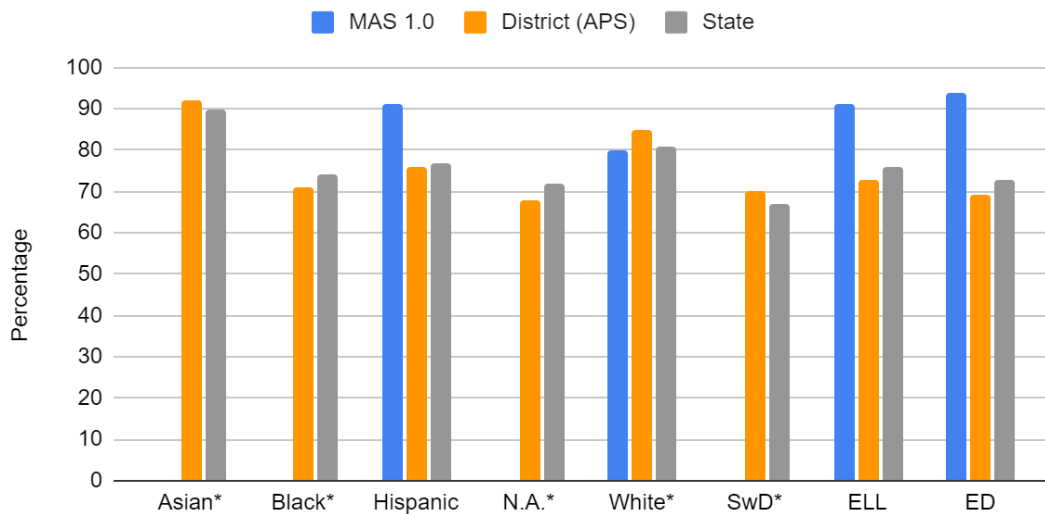
## High School Graduation



Source: NMVistas.org

**\*Note:** groups masked due to population size:  $\geq 95\%$  for 5-year and 6-year graduation rates.

## 4-Year Graduation by Subgroup



Source: NMVistas.org

**\*Note:** groups masked due to population size: Asian, Black, Native American, and students with disabilities. White population is also masked,  $\geq 80\%$ .

## 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

**Rating: Exceeds Standard-** 100% attainment- **100 pts.**

**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

**Rating: Exceeds Standard-** 100% attainment- **100 pts.**

## Organizational and Financial Performance Framework

**2022-23 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.

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

### Explanation of 2022-23 Indicator Ratings

- 3.b. EOY: 94% Attendance; target is 95%.
- 5.b. [FY22 audit](#) reflects one material weakness audit finding.
- 5.c. [FY22 audit](#) reflects one repeat finding from 2021.

### Site Visit Attendees

Tuesday, March 28, 2023 (Yale Campus) and Wednesday, March 29, 2023 (Old Coors Campus)

**CSD Team:** Martica Davis (Lead), Ted Farnath, Frank McCulloch, Kyle Wood, Melissa Hernandez (PED Language and Culture Division) and Kimberly Gonzales (remote)

**School Leadership:** Joann Mitchell, Head Administrator

**Governing Board:** Bruce Langston and Pam Kissoondyal