



Part A—School’s Summary Data Report and Current Charter Contract

(CSD will provide pulling from information provided during the charter term.)

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that 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 (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires 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 (§22-2E-4 [E] NMSA 1978).

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 is 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 points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may 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 provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

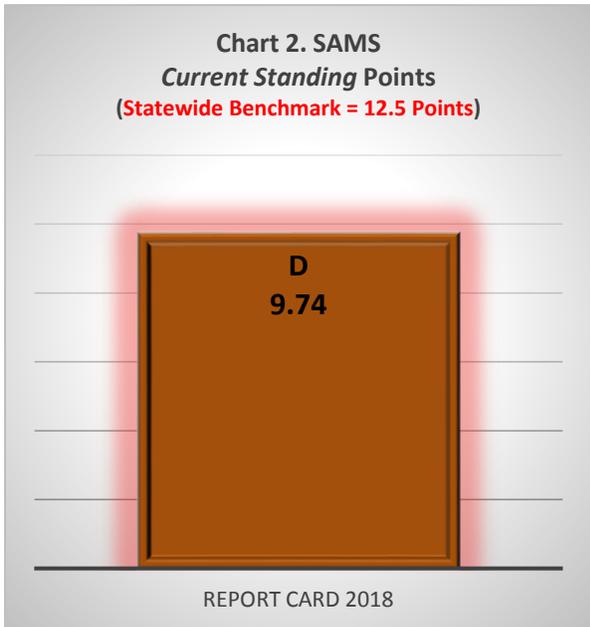
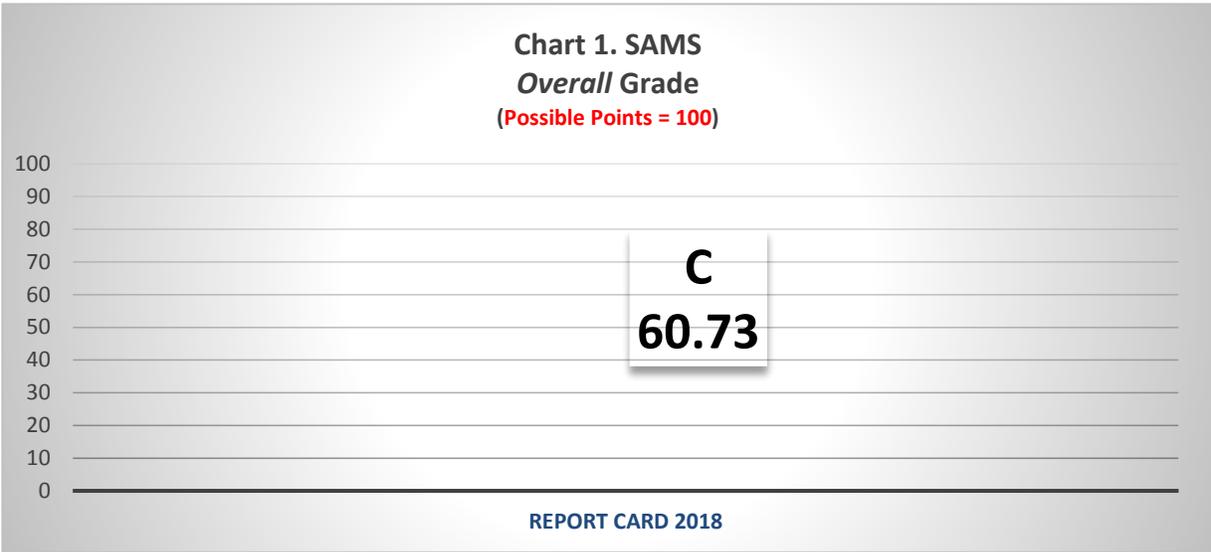
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates SAMS's overall school grade in 2018 (1st year of its current contract). The school earned 5 bonus points. Without such bonus points the school would have earned a letter grade of “C” overall (no change). Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

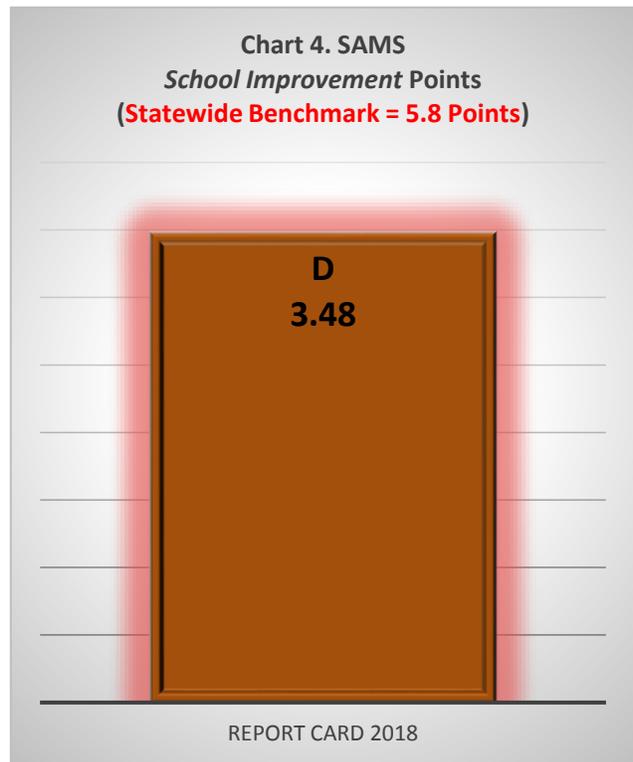
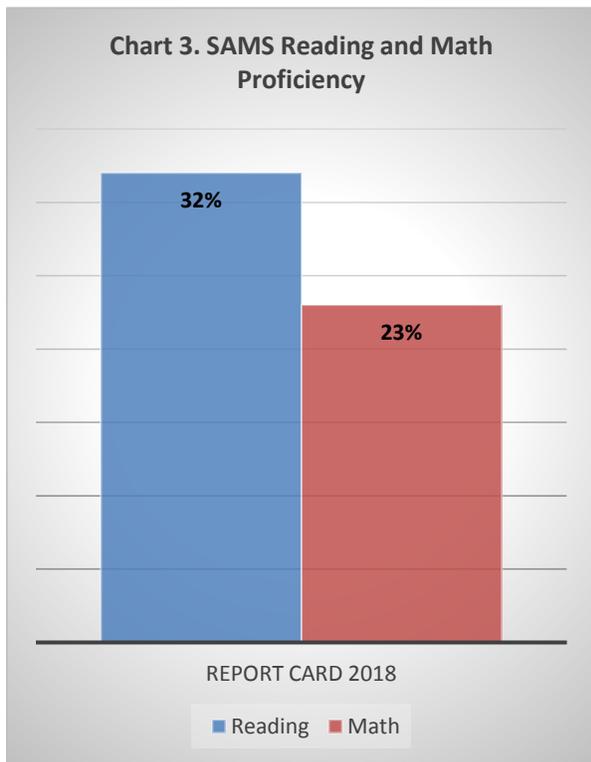
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>



Current Standing Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 2), the school earned 9.74 points out of 30 possible points in this category, which was below the statewide benchmark (established in 2012) of 12.5 points.

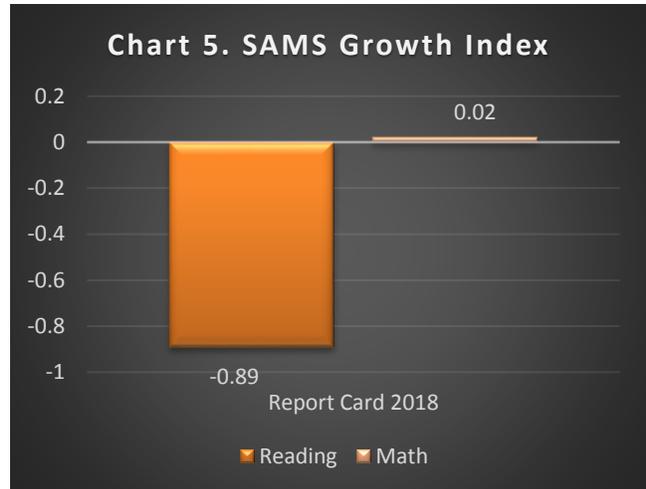
School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school

earned 3.48 points and received a letter grade of “D” in the category. The score was below the statewide benchmark.

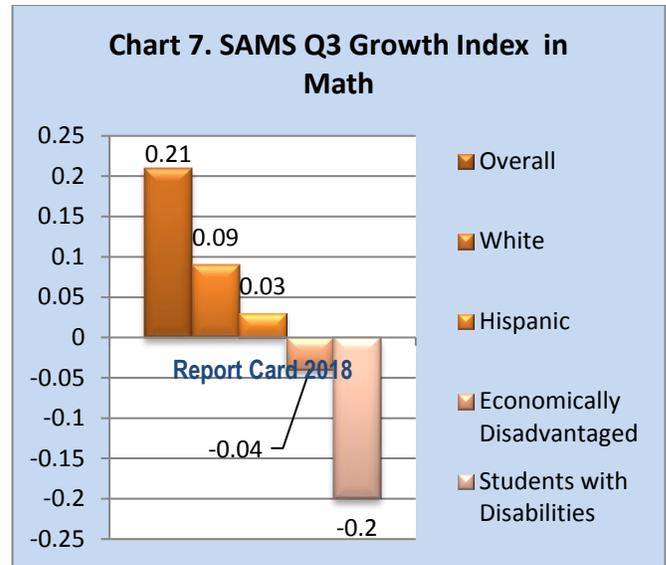
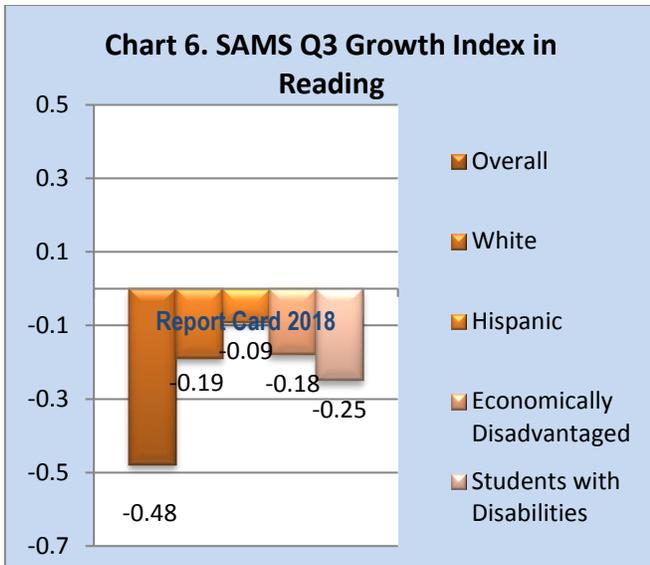


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

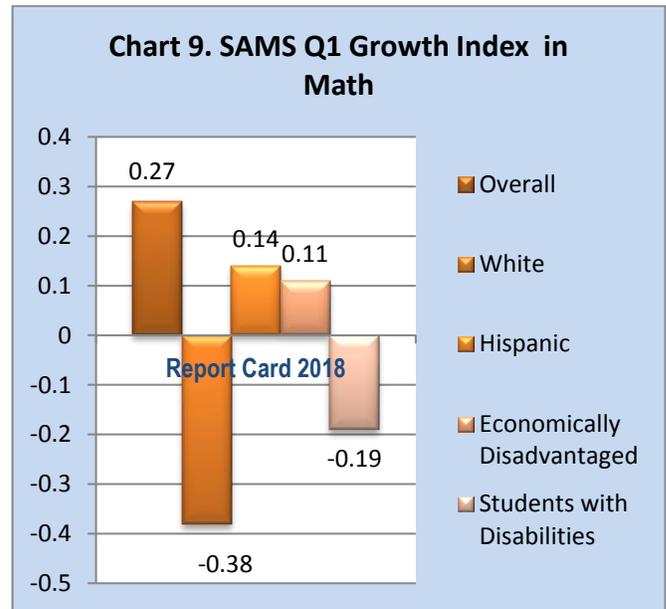
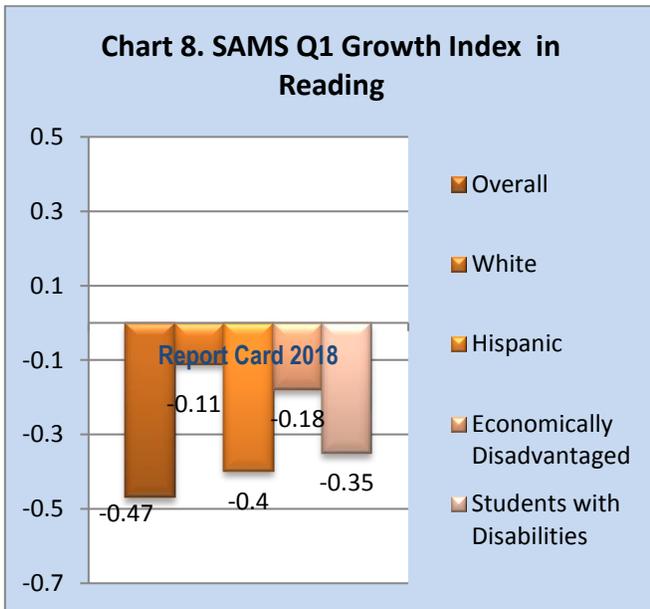
A positive school growth index was observed in math, but not in reading.



Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). No subgroups, including the overall group, met expected growth in reading. In math, 2 of 4 met expected growth and the overall growth index was met.



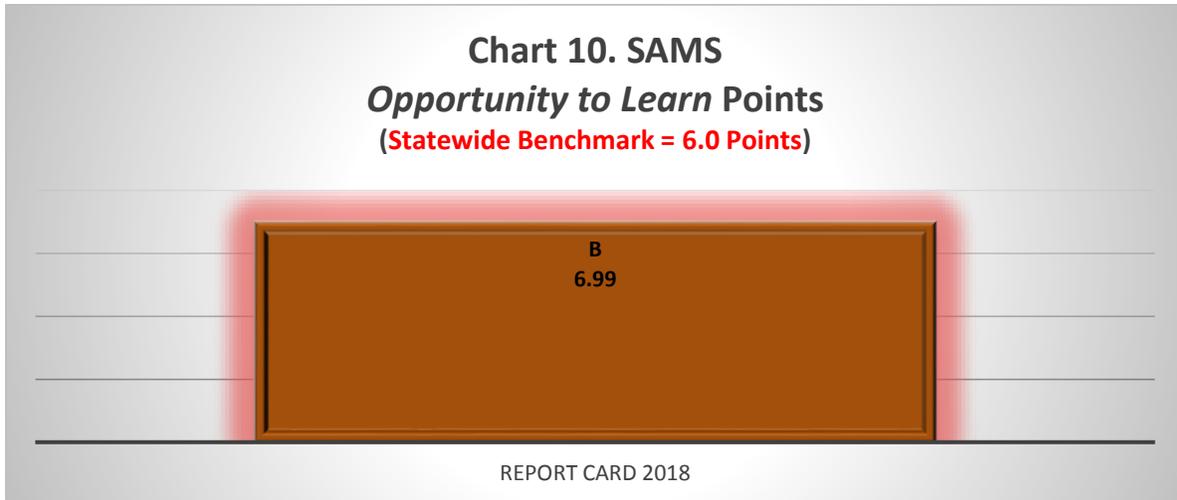
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). No subgroups, including overall group, met expected growth in reading. In math, 2 of 4 met expected growth and the overall growth index was met.



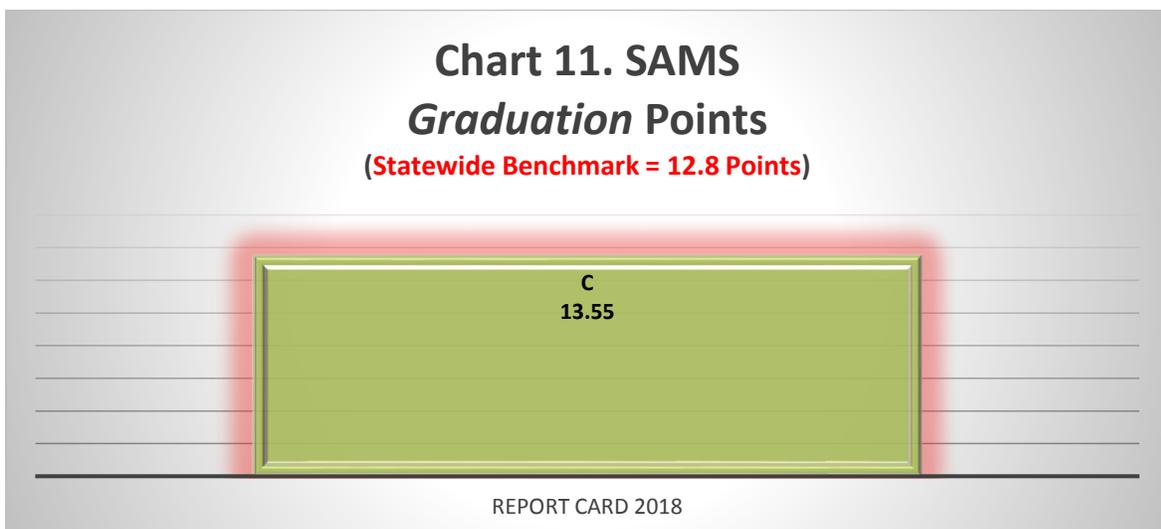
Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

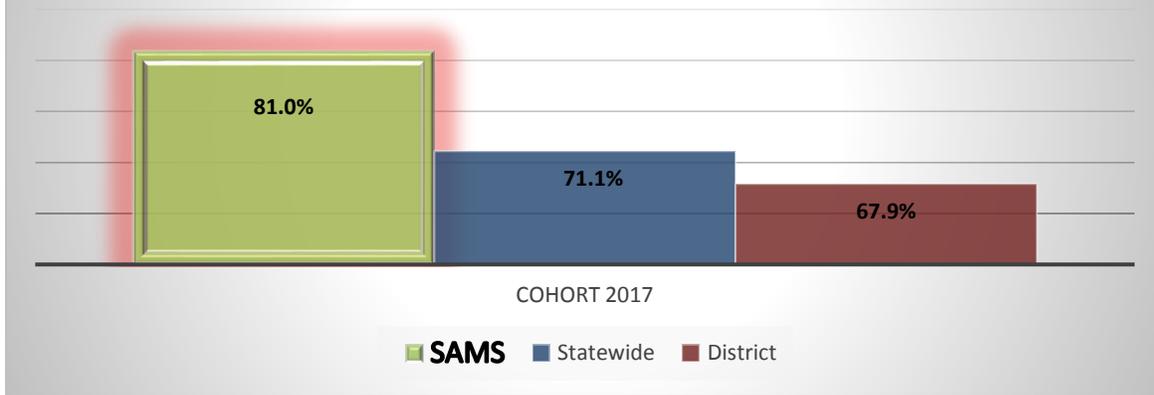
target for attendance is 95%. SAMS performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 92% and along with results from the surveys earned 6.99 points, which was above the statewide benchmark. The school earned a letter grade of “B” in the category.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohorts of 2017 did not meet the statewide goal of 90%. SAMS had an 81% graduation rate for cohort of 2017. The school also outperformed both the surrounding district and state when it comes to 4-year graduation rate.



**Chart 12. SAMS
4-Year Graduation Rate (Multi-Year)**

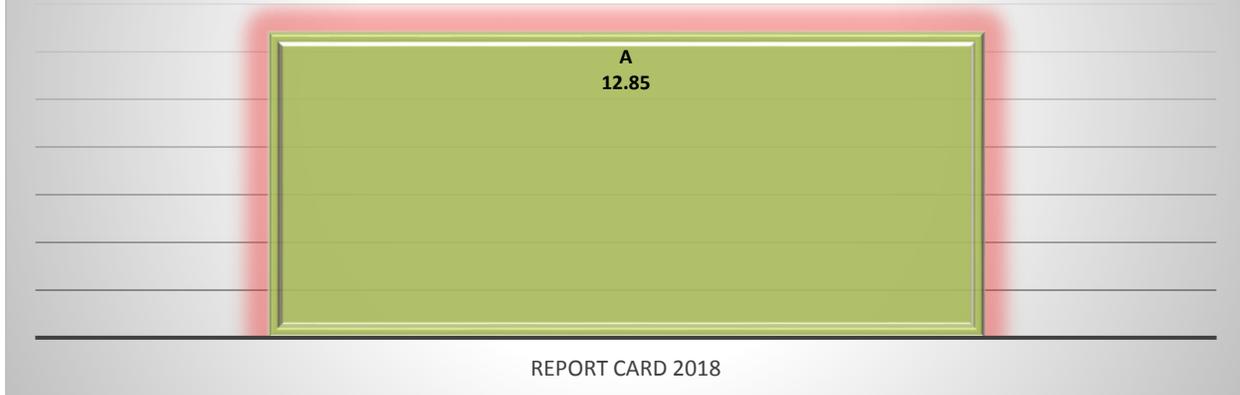


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college 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 14 illustrates the total *College and Career Readiness (CCR)* points earned during 2018. SAMS did well, surpassing the statewide benchmark and earning a letter grade of "A" in the category. The school report card data indicated that 91% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN), which resulted in the school earning 4.55 points out of 5 for this portion of the category. Out of the 91% of SAMS students who participated in *College and Career Readiness* opportunities in 2018, 83% were successful resulting in an additional 8.3 points earned (10 possible) for this portion of the category.

⁵ 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>

Chart 13. SAMS College & Career Readiness Points (Statewide Benchmark = 9.0 Points)



1b. Specific Charter Goals

SAMS's current contract began July 1, 2017 contract with the Public Education Commission (PEC) (signed by charter representative on June 1, 2018 and PEC chair on June 6, 2018) under NMSA § 22-8B-9(A). The school does not have charter-specific goals.

Condition(s)

SAMS met the condition placed upon it by its authorizer which states that:

"...by the end of the fiscal year '17, the school must receive an unmodified audit opinion and demonstrate continued decreases in the number and severity of audit findings and that requirements that the school regularly report on the corrective actions identified in the renewal response and that the school affirmatively work with CSD to address the concerns about minimum instructional hours, ELL services, and governance..." (PEC meeting transcripts, page 376, December 8, 2016).

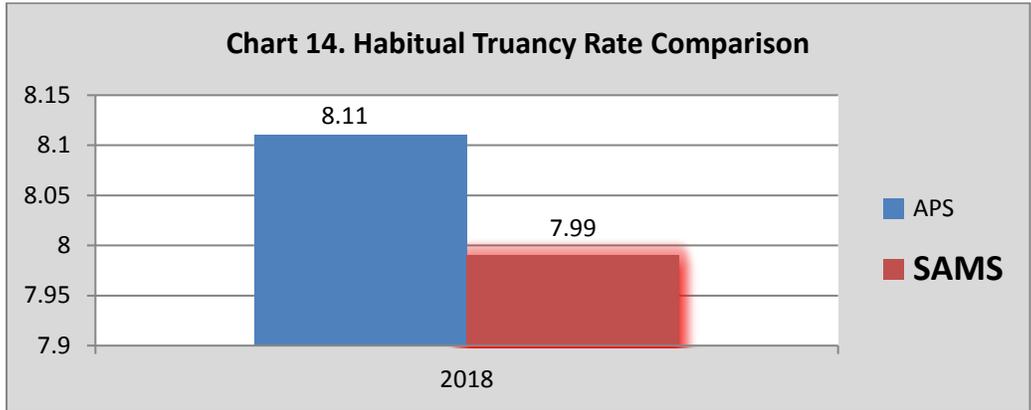
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled "*Financial Compliance*" of this report. In addition, the school provided: (a) a copy of the annual notification for a parent whose child was deemed eligible for Language Acquisition Services (this was not initially in the student cumulative file when reviewed by the PED site visit team during the 2017-2018 school year) and (b) documentation of minimum instructional hours provided for the blended-learning program.

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.

Habitual Truancy

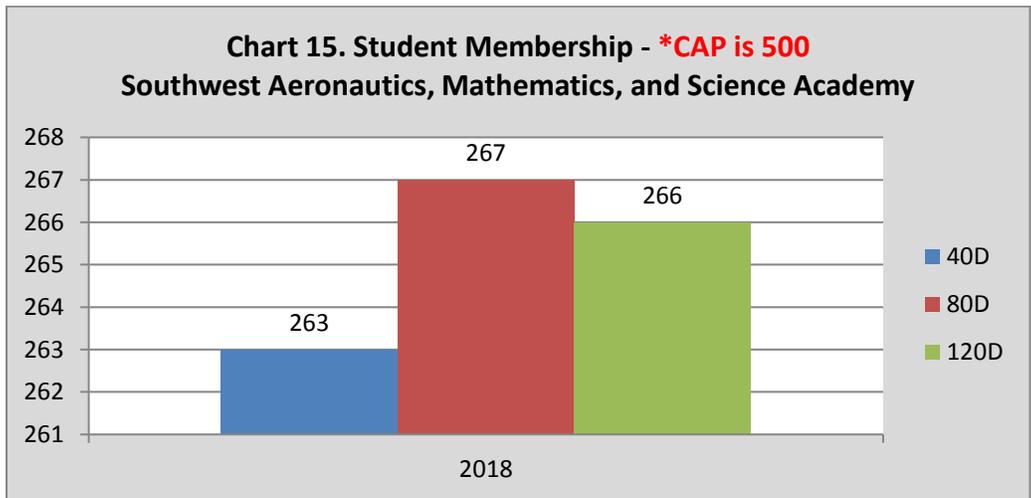
The chart below reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). SAMS’s habitual truancy rate was slightly higher than the local school district in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences solely.



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

Student Membership (Enrollment)

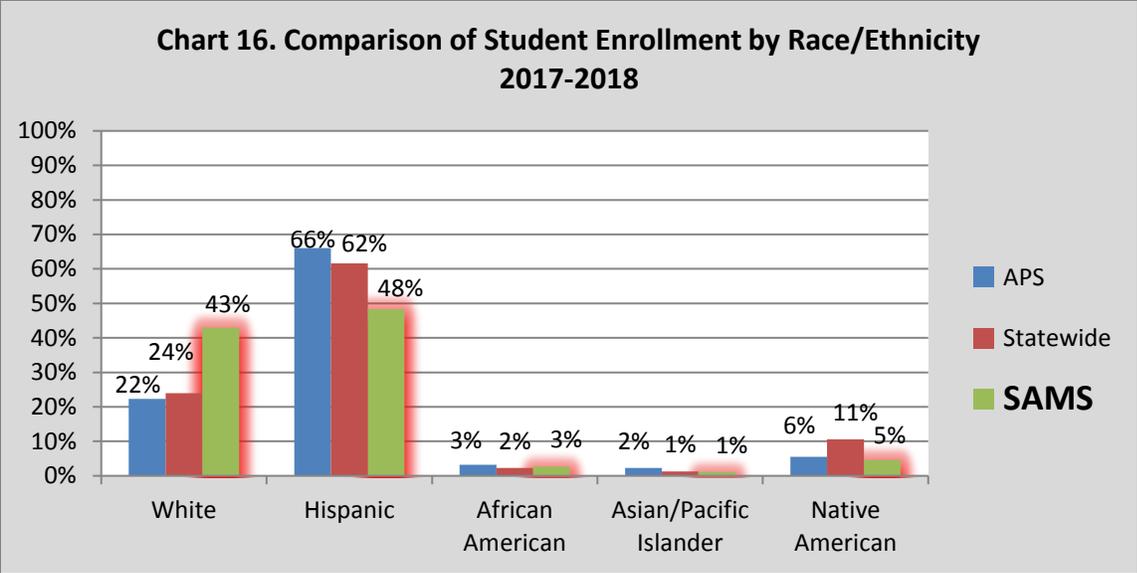
The chart below demonstrates the school’s student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

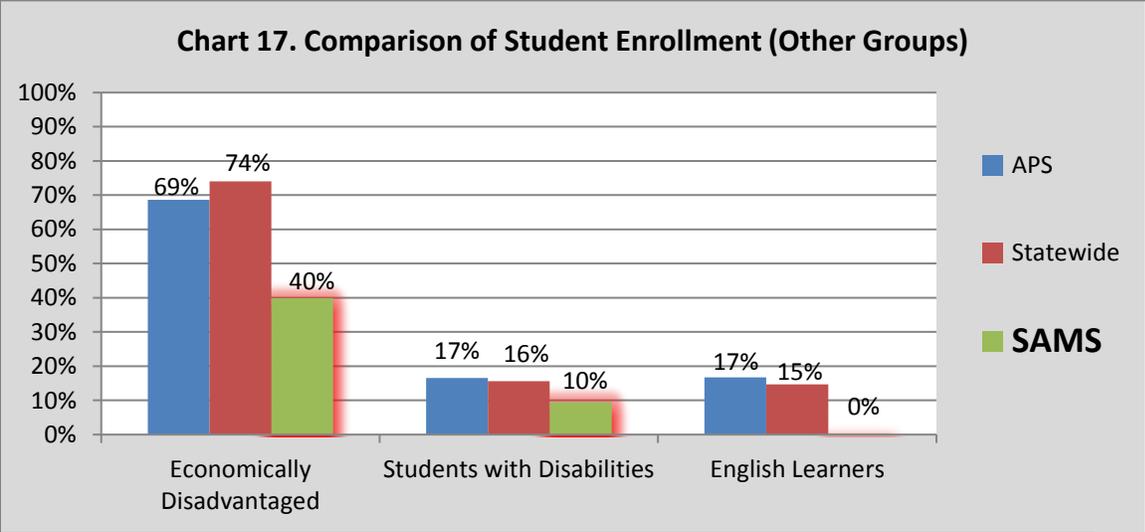
The school’s student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state. The discrepancies in the subgroup enrollment at this school is greater than 10% difference in both the school’s White and Hispanic populations compared to the local district.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state (over 25 percentage points fewer). The school serves a *lower* number of English Learners with nearly 0% of the student population identified, as compared to 17% in Albuquerque Public Schools. The school also had a *lower* percentage of students with disabilities (10% vs 17%).



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

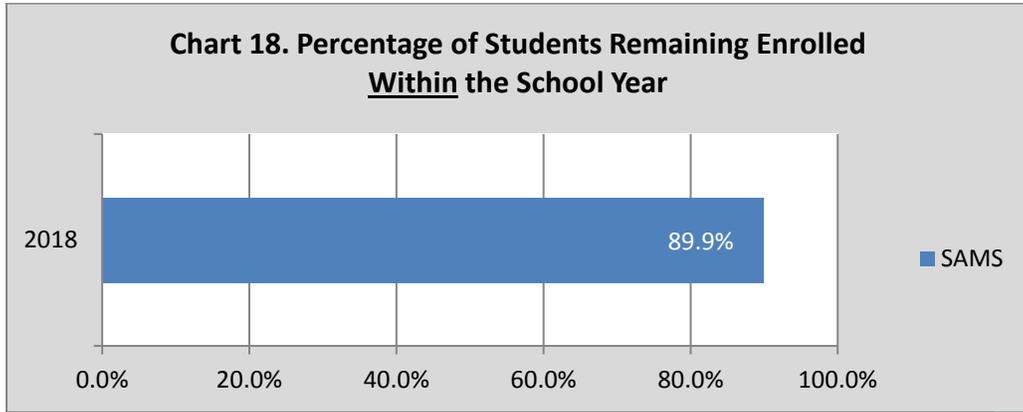
Retention and Recurring Enrollment

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

The PED (next page) 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 their control are removed from the data set.

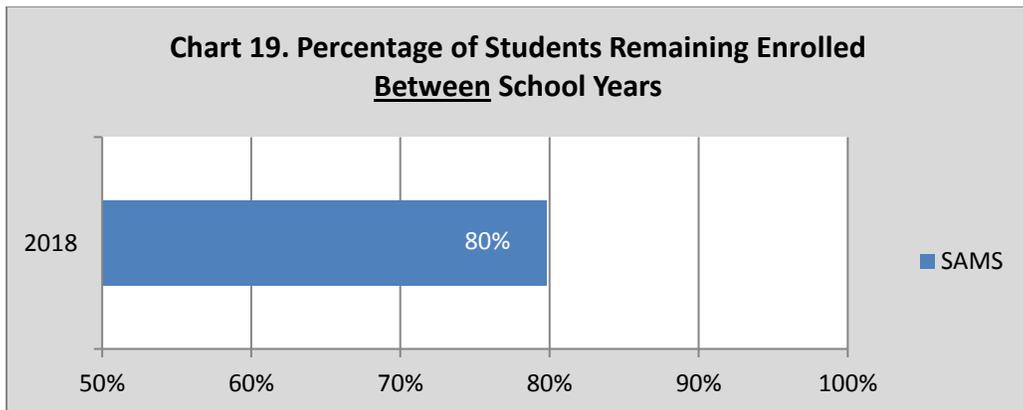
The student enrollment data demonstrates that the percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 89.9%.



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

To evaluate recurrent enrollment, 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 identified the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart below illustrates recurrent enrollment at the school. Student enrollment data indicates that 80.0% of the students that completed the school year in 2016-2017 returned to the school in 2017-2018.



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

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 1. Fiscal compliance as a condition of current contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	3	2	2
Unmodified Audit			

Summary of Fiscal Reports

In **FY17**, the school received **1 significant deficiency finding** on issues related to payroll and **1 finding on other matter** regarding internal controls for cash receipts.

- **2016-003 Controls Over Cash Disbursements Significant Deficiency Repeated and Modified**
Condition: In 2 out of 25 disbursements tested, the purchase order was dated after the invoice date, indicating that the purchase was not properly approved before it was made. The amount of the 2 disbursements noted equals \$607.75.
- **2016-005 Payroll Significant Deficiency Repeated and Modified**
Condition: We tested thirty payroll transactions and noted one instance where the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments. In this case, the correct contract was paid, but the number of installments noted in the employee contract did not correspond to the number of payments made to the employee.
- **2017-001 Travel and Per-Diem Non-compliance**
Condition: Out of five employee reimbursements tested, we noted one instance where the School reimbursed an employee for mileage and used the wrong year’s IRS mileage rate to calculate the employee’s reimbursement.

2b. Board of Finance

The governing council of SAMS’s Board of Finance was suspended August 28, 2014 and re-instated January 1, 2018 upon improvement of financial operations.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

- i. The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students in grades 7-12 in an integrative STEM 21st century educational environment which offers a unique option in aeronautics. Students will be competent in the reading, writing, mathematics, science, technology and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers.

The contract identifies the following educational program as a material term of the charter:

Comprehensive Educational Program of the School.

- i. All students complete their core curriculum in computer labs using Edgenuity.
- ii. The school offers a Support Lab for students who are not at grade level in reading and math.
- iii. The school offers a STEAM lab where students perform collaborative, hand-on group work in science, math, art, engineering and technology; the course is a required course for students in grades 7-9.
- iv. The school offers an aviation program to students in grades 9-12, which includes coursework, ground school, and flight school including simulator and aircraft training. Some of the aviation program classes are dual-enrollment.
- v. The school offers dual enrollment courses.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: "Meets Standard," "Working to Meet Standard," or "Falls Far Below Standard." During the 2017-2018 school year, SW Aeronautics Mathematics and Science Academy Charter School received the following ratings:

Figure 2. 2017-2018 Organizational performance ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
11	4	2

Summary of “Falls Far Below” Ratings

- **Business Management and Oversight.** The school had not implemented the program in the manner related to other matters and Generally Accepted Accounting Principles (GAAP). Specifically, the school failed to adhere to sound internal control policies resulting in one (1) repeated audit finding at the significant deficiency category level.

3c. Governing Body Performance

According to the last reporting from this school, SAMS has six members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on SAMS’ Governing Board:

Figure 3. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Larry Kennedy	President	October 2016	Continuing	Complete
J. LyDawn Blount	Member	July 26, 2016	Continuing	Complete
Tiffany Roth	Member	March 2017	Continuing	Complete
Roland Dewing	Member	August 2016	Continuing	Complete
Farrah Nickerson	Member	July 26, 2016	Continuing	Incomplete
Edward Smith	Member	August 17, 2017	New	Incomplete

According to PED records, the school had not yet completed all training for FY18. Mr. Smith lacks 3 hours (elective) and Ms. Nickerson lacks 1 hour (organizational).

Michael Vigil is the current business manager for Southwest Aeronautics, Mathematics & Science Academy. The current CPO is Ronda Joyce.