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SUSANA MARTINEZ
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2018 Charter School Renewal – SW Aeronautics, Math, and Science Academy

PED RECOMMENDATION

The PED recommends a **renewal term of five (5) years with the following conditions:**

- Implement a continuous improvement plan such as NM DASH to improve *current standing*, *school improvement*, and *Q1 student achievement* resulting in a letter grade of at least a “C” in each category on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) released during 2019-2020 through 2022-2023).

Summary of Performance

Academic. The school performed well in the majority of categories of the A-F School Grading Report in 2018. However, low graduation growth was observed. Note that the growth index, which takes into account three (3) years of graduation rates, was negative, while the current cohort of 2017’s 4-year rate exceeded the local district and state. The school did not have school-specific goals. The school’s Overall School Grade was a C during its current contract year, 2017-2018.

Financial. See conditions section below.

Organizational. During the 2017-2018 school year, the school received two (2) “*Falls Far Below Standard*” ratings in the area of business management and oversight.

Conditions. The school met all conditions placed upon it by its authorizer which states that including (a) receiving “*an unmodified audit opinion*” and (b) working with “*CSD to address the concerns about ELL services...*”

Renewal Application - SW Aeronautics, Math, and Science Academy

PART A: Data analysis provided by CSD

Please see Part A - Summary Data Report based on data from Current Charter Contract term

PART B: Progress Report provided by the School

Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

Chart 1. Evaluation Ratings of the School's Progress Report, as confirmed at the renewal site visit		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Not applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Demonstrates Substantial Progress</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Demonstrates Substantial Progress</i>

The ratings above, based on the rubric in the renewal kit, are also listed in the margin below. In addition, the Performance Framework results for the last school year (2017-2018) are provided in Appendix A.

1) Academic Performance

Meets the Standard

a) Department's Standards of Excellence - A-F Letter Grades

Schools that have maintained a C or better letter grade over the term of the contract AND have not earned a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

Academic Performance Framework 1a: Overall NM School Grades: C

Not Applicable

b) School Specific Charter Goals

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

2) Financial Compliance

Demonstrates Substantial Progress

a) Audit

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

Organizational Performance Framework 2a and 2b

Demonstrates
Substantial
Progress

b) **Board of Finance**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).

c) **Additional Financial Information**

Financial Performance Framework #1-8: Self-Assessment Survey

3) **Contractual, Organizational, and Governance Responsibilities**

Meets the
Standard

a) **Charter Material Terms**

All schools must provide a response for this section of the application.

Organizational Performance Framework 1a: Material Terms

- **Mathematics and physics taught through engineering and science and via building/flying airplanes**
- **Student-centered, multi-age educational environment with high academic and successful career-oriented standards**
- **Course completion is not predicated on seat time; students access their course of study anywhere, any time**

b) **Organizational Performance Framework**

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c

Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints: none known

Demonstrates
Substantial
Progress

c) **Governance Responsibilities**

All schools must provide a response for this section of the application.

Organizational Performance Framework 3a and 3b

Meets the
Standard

X

PART C: Financial Statement

A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.

PART D: Petitions of Support

X

- 1) A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the **employees** in the charter school, with certified affidavit as Appendix B.

Number: 20 out of 27 Percentage: 74 %

X

- 2) A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the **households** whose children are enrolled in the charter school, with certified affidavit as Appendix C.

Number: 240 Percentage: 87 %

PART E: Description of the Charter School Facilities and Assurances

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

- X 1) A narrative description of its facilities
- X 2) Attach x facility plans or the school’s Facility Master Plan
- X 3) Attach a copy of the following
 - X a) Copy of the building E Occupancy certificate(s) **School provided PSFA Letter (City of Santa Fe)** from City of Albuquerque number blank
 - X b) Letter from PSFA (dated 2018) with the facility NMCI Score 11.56% indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 (if the charter school is relocating or expanding to accommodate more students).
- X 3) Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC’s website.
 x Public (Cert A) Private (Cert B) Foundation (Cert C)
School provided copy of the lease agreement.

 X **PART F: Amendment Requests**

OPTIONAL: Identify any amendments the school would like to have considered as part of the renewal process to be considered by the PEC as changes to the material terms that would become effective as part of the new contract.

Number of proposed amendments submitted by school for new contract: 1

- Revise mission statement by adding word underlined in red: 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. All students, including at-risk, will be competent in reading, writing, mathematics, science, technology and problem solving skills necessary for success in postsecondary education, high-tech, or aviation related careers.

Number of prior Amendment Requests on file with CSD: 0

<input checked="" type="checkbox"/>	Southwest Aeronautics, Mathematics, and Science Academy (SAMS)	2017-2018
	Category I. Academic Performance Framework	
<input type="checkbox"/>	I-A.00 (1a) NM A-F School Grading System	Meets (or Exceeds) Standard
<input type="checkbox"/>	I-A.01 (1b) Mission Specific Indicators	Not Applicable
<input type="checkbox"/>	I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable
	Category II. Financial Performance Framework	
<input type="checkbox"/>	II-A.00-06 (#1-8) Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard
	Category III. Organizational Performance Framework	
<input type="checkbox"/>	III-A.00 (1a) Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.01 (1b) Education Plan: applicable education requirements	Working to Meet Standard
<input type="checkbox"/>	III-A.02 (1c) Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.03 (1d) Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.04 (1e) Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard
<input type="checkbox"/>	III-A.05 (1f) Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard
<input type="checkbox"/>	III-A.06 (1g) Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard
<input type="checkbox"/>	IV-A.00 (2a) Business Management & Oversight: meeting financial reporting & compliance requirements	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	IV-A.01 (2b) Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	V-A.00 (3a) Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	V-A.01 (3b) Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.00 (4a) Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.01 (4b) Employees: respecting employee rights	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.02 (4c) Employees: completing required background checks	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.00 (5a) School Environment: complying with facilities requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.01 (5b) School Environment: complying with health and safety requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	VII-A.02 (5c) School Environment: handling information appropriately	Meets (or Exceeds) Standard
	Category: Organizational Performance Framework	
<input type="checkbox"/>	School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable



**SOUTHWEST
AERONAUTICS,
MATHEMATICS &
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Albuquerque, New Mexico 87120-8792
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School Name: Southwest Aeronautics, Mathematics, and Science Academy (SAMS)

School Address: 4100 Aerospace Pkwy NW, Albuquerque, NM 87120

Head Administrator: Coreen Carrillo

Business Manager: Ronda Joyce

Authorized Grade Levels: 7-12

Authorized Enrollment: 500

Contract Term: July 1, 2017 through June 30, 2019

SAMS Academy agrees with the primary analysis. We also believe in helping all students. We are focusing on students at-risk and have implemented the following programs for our students.

Current Mission Statement:

“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.”

Proposed Mission Statement:

The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students, with attention to high-risk 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.

We believe in helping all students attain academic success. We have put many new systems into place. Below are the systems we are currently implementing to help all students:

Southwest Aeronautics Mathematics and Science Academy (SAMS) has maintained a C or above average since opening in 2012. The following table displays final grades earned each year.

Final School Grades					
2013	2014	2015	2016	2017	2018
A	A	B	C	B	C

The SAMS current charter contract term is from July 1, 2017 through June 30, 2019; therefore, we are addressing the 2018 School Grading Report Card which represents our performance for 2017-18, the first year of the contract.

SAMS received a 2018 final overall grade of C. (See Appendix G) Two indicators received grades of D (Current Standing and School Improvement) and one indicator received a grade of F (Improvement of Lowest-Performing Students).

In the spring of 2018, we knew with our short term assessments that our lowest performing students were struggling. We immediately started taking the following actions to develop a plan to target improvement for our students. An assistant principal was hired that could look and analyze data. With his help we put a new system in place over the summer. Here is what we put in place for the fall:

- Academic Absences
- Parent Conferences
- PLC's that are grouped by grade level as well as Sponsor Teachers
- iReady
- Success Lab
- Intervention software
- NM DASH
- Principals Pursuing Excellence

Action Taken:

Academic Absences: This is our first year implementing this process; every Sunday evening data is run to show which students have not completed their percent of coursework for the previous week and a warning is sent out. If they are still behind the following week, an Academic Absence is given. The third week an academic absence is given and their sponsor teacher is to immediately meet with the student and a parent(s) to discuss a Student Success Contract. This plan maps out for the student how many activities they are to work on each day to get back on track. Our focus is to first find areas the student needs support in, then to help them maintain their coursework, stay on track, and to prepare them for the PARCC assessment in the spring.

Parent Conferences: This is our first year that we have integrated Parent Conferences into our school calendar. During registration in August, Sponsor Teachers met with parents and students but this year we have added three different times during the year in which sponsor teachers will meet with their students and parents to discuss their student's progress. Our conferences are scheduled October 8 – 10th, January 8 and 9th and March 28th and 29th.

Professional Learning Communities: This year we restructured our PLC's by grade level. Each PLC is focused on their grade level and each team includes a special education representative and a S.A.T./504 coordinator. Instead of meeting once a month they will meet every two weeks. They will be looking at

student data, discuss Student Success Contract, and communicating student needs. The intent is to solely focus on student achievement.

iReady: This is our first year using iReady as our short term assessment. We switched from STAR assessment to iReady because it is more comprehensive, pinpoints the gaps in a student's learning and gives extensive resources for helping the student. We tested the week of August 20th and will test again during the weeks of January 14th and the week of May 6th.

Success Lab: We have taken our PARCC scores from the spring of 2018 and our recent iReady assessment data and implemented a program called Success Lab. Success Lab is a mandatory lab for students that scored low, either a 1 or a 2 on PARCC or two or more grade levels behind in reading and/or math on iReady. A regular education math and ELA teacher rotate into the Lab to provide a more blended learning environment to the students by using: whole group instruction, individualized instruction and content-specific Edgenuity time. They will be working in the areas that students scored low in and using the iReady recommendations to drive the lessons. Our focus is to raise students' reading and math skills.

Intervention Software: We have taken our intervention software, Ascend Math and Mind Play Reading, and restructured it to play a more active role during the individualized time in Success Lab.

NM DASH / Principals Pursuing Excellence Program (PPE): Our school principal is in her second year of the PPE program which helps the core leadership team focus on the areas our school is needing. This program has guided us to effectively find new systems for our school to help our students succeed. Last year in NM DASH, our focus areas were Observation and Feedback, Tier I (Core) Intervention and School Leadership and Systems (See Appendix F). This year our focus areas are Data Driven Instruction and School Culture. The Core Team believes the new systems put in place are changing the school culture to dig deep into the data so decisions can be made in regards to student achievement



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2019 CSD Preliminary Analysis of Renewal Application and Site Visit

School Name: Southwest Aeronautics, Mathematics, and Science Academy (SAMS)
School Address: 4100 Aerospace Pkwy NW, Albuquerque, NM 87120
Head Administrator: Coreen Carrillo
Business Manager: Ronda Joyce
Authorized Grade Levels: 7-12
Authorized Enrollment: 500
Contract Term: July 1, 2017 through June 30, 2019

Mission: *“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.”*

Part B (Progress Report) Evaluation
based on the rubric contained in the application

Chart 1, below, summarizes CSD’s ratings of the school’s renewal application and site visit:

Chart 1. Renewal Application Ratings by Indicator		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Not applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Demonstrates Substantial Progress</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Demonstrates Substantial Progress</i>

CSD Review of Part B (Progress Report) and Renewal Site Visit in October

The PED team reviewed the Part B (Progress Report) submitted by the school and conducted a renewal site visit on October 4, 2018. The following sections provide additional analyses supporting the ratings summarized in Chart 1, above.

Academic Performance

1a) Schools that maintain a C or better letter grade over the term of the contract and have not received a D or F in any indicator of the letter grade are rated as “meets the standard”. Southwest Aeronautics, Math, and Science Academy (SAMS) has earned a letter grade of C during the first year of the current two-year contract term. However, two indicators received grades of D (Current Standing and School Improvement) and one indicator received a grade of F (Improvement of Lowest-Performing Students.) To address these concerns, the school has hired an assistant principal to assist with data studies and analyses. With his help, the school has implemented new systems including academic absences, parent conferences, PLCs grouped by grade level, Sponsor teachers, iReady, a Success Lab, intervention software, NM DASH plan and participation in Principals Pursuing Excellence. The CSD team has rated this indicator as “**demonstrates substantial progress**” due to the implementation of policies and procedures intended to improve student achievement.

1b) Schools that meet or exceed their specific charter school goals each year of the contract term are rated as “meets standard”. The CSD Team has rated this indicator as “**not applicable**” because the school did not have any mission-specific goals for this charter term.

Financial Compliance

2a) Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits are rated as “meets standard”. Since SAMS received two repeated significant deficiencies (cash disbursements and payroll) in 2017 and the school has implemented new policies to address the issues, the CSD team has rated this indicator as “**demonstrates substantial progress**”.

2b) The school’s Board of Finance was suspended in 2014 and the school was placed under financial corrective action. In 2015, the school hired an on-site business manager that works closely with the Vigil Group, and the Finance Committee has been meeting monthly. Finances at SAMS have improved such that the Public Education Department returned the school’s financial authority in January, 2018. The CSD team has rated this indicator as “**demonstrates substantial progress**” due to the efforts the school has made and the actions taken to have the Board of Finance reinstated.

Contractual, Organizational, and Governance

3a) The CSD team has rated this indicator as “**meets the standard**” because the school has implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student-focused terms, teacher-focused terms, and parent-focused terms).

3b) The CSD team has rated this indicator as “**demonstrates substantial progress**” because the school received four (4) “working to meet” and two (2) “falls far below” ratings in 2018. The areas of concern are: (1) Next Step Plans; (2) annual notification regarding English Language Learners; (3) attendance /

truancy letters, (4) recurrent enrollment at 79.81%; and (4) repeat audit findings. The school has addressed all of the concerns by providing evidence that each item was resolved.

3c) In order to achieve a “meets standard” the school’s Governing Body must have at least five members at all times, must maintain audit and finance committees, and must complete all required annual training hours and topics. The CSD team has rated this indicator as “**demonstrates substantial progress**” due to the fact that a member of the SAMS Governing Council did not complete all required training hours in 2018. The member did attend a “remedial training” offered by NMCCS in August 2018. This training was not approved for credit toward the mandatory hours, however, does demonstrate an attempt by that board member to rectify the problem. The school has six members currently seated, has not had any vacancies nor fallen below five members, and meets the audit and finance committee requirements.

Stakeholder Interviews

Stakeholder interviews were conducted on October 4, 2018 at Southwest Aeronautics, Mathematics, and Science Academy. The participants included five (5) parents, fourteen (14) students, three (3) Governing Council members, and seven (7) staff members.

Of the three Governing Council members, two became involved because their children were students at the school (one is now graduated and has his flight certificate and the other is currently enrolled). The third member works in civil airspace aviation and thought he could add his aeronautics experience to the board. The board members stated that they talk about academics at the board meetings. They mentioned that they hope that the staff is going to improve the school grade and that they are very supportive of the new Support Lab. When asked about the evaluation of the Head Administrator, they explained that they evaluate on a regular basis and provide feedback but that the formal evaluation is completed in February or March, using a rubric. The members also confirmed that the Finance Committee meets once per month.

The students represented a wide range of grades and length of time at the school. When asked why they chose to attend this school and what they liked about the school, the most common response was that the schools in the local district are not good schools and that they were attracted to the flight program and/or the flexibility of the school. The students further described the school culture as “*a very close knit group*”, “*everyone wanting to help each other out*”, “*a lot less intimidating*” [than larger traditional public schools], and that “*you can get the help you need and at the pace you need to.*” When asked if there was anything that they would change about the school, the students candidly shared a few things. The first was that the school seems overly strict this year (with complete silence in the lab, staying in seat at all times) which several admitted was due to the fact that things were too lenient in the past and kids were not focusing on their work. A second item was that the teachers are not as willing to spend time with each student when they need help and seem to be rushing, rather than making sure students fully understand.

Several parents mentioned that they like that students can work at their own pace and at the way they learn. They also appreciate that they can work at home, particularly if sick or other extenuating circumstances. At least two parents stressed that “*it is worth the drive*”, even from the east mountains, and others said that their students enjoying going to school and want to be there. Parents also stated that they like being able to monitor their child’s progress online and described the online platform. Communication was described as weekly emails and the online portal access. When asked about

scheduled parent conferences, one parent (who is also a teacher at the school) responded that *"We're trying to have more conferences with everyone and not just the students who aren't doing well."*

The staff members have been working at the school from one to four years, plus one person who has been employed there since the school first opened. When asked what they liked about working at the school, the positive environment was mentioned and that they *"have great kids here"* and *"the students are very supportive of each other"*. When asked what they do to support academically struggling students, the teachers listed several items: the new Success Lab for more individualized, focused attention, setting accommodations and individualization in the online Edgenuity courses, providing options, and student mentors. The teachers who work in the Success Lab are seeing *"exciting improvement"* and that the class has one hour of direct instruction and one hour of online Edgenuity work with teacher support during that assigned class time.

[Please see sections of the renewal application package for additional details, as follows:](#)

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCES

SECTION 2. FINANCIAL COMPLIANCE

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Part B: Progress Report

Part C: Financial Statement

Part D: Petitions of Support

Part E: Description of Charter School Facilities and Assurances

Part F: Amendments and Amendment Requests



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

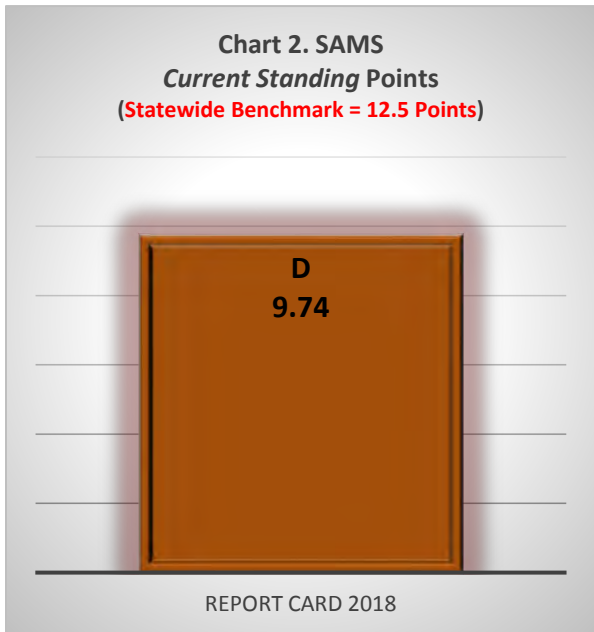
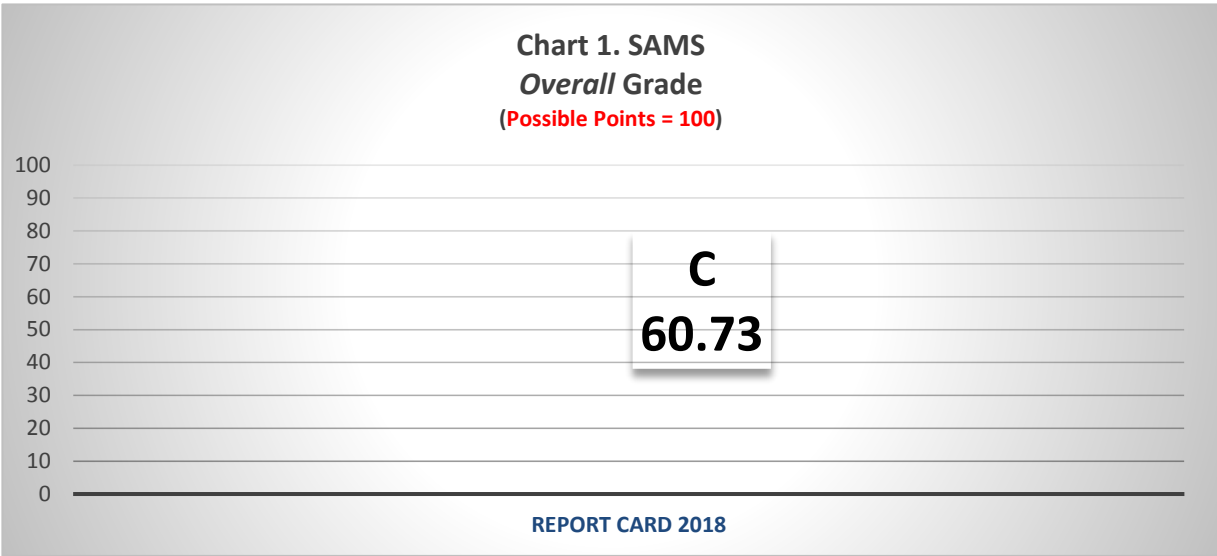
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

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.

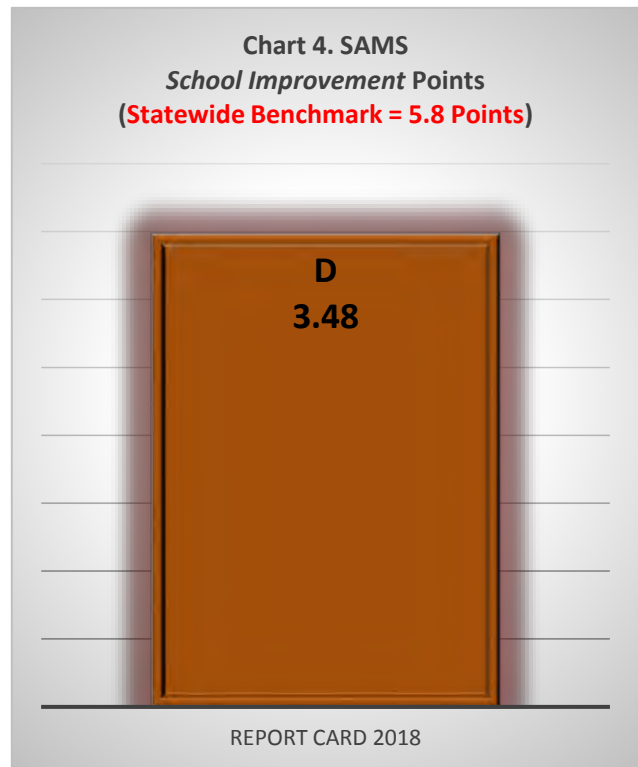
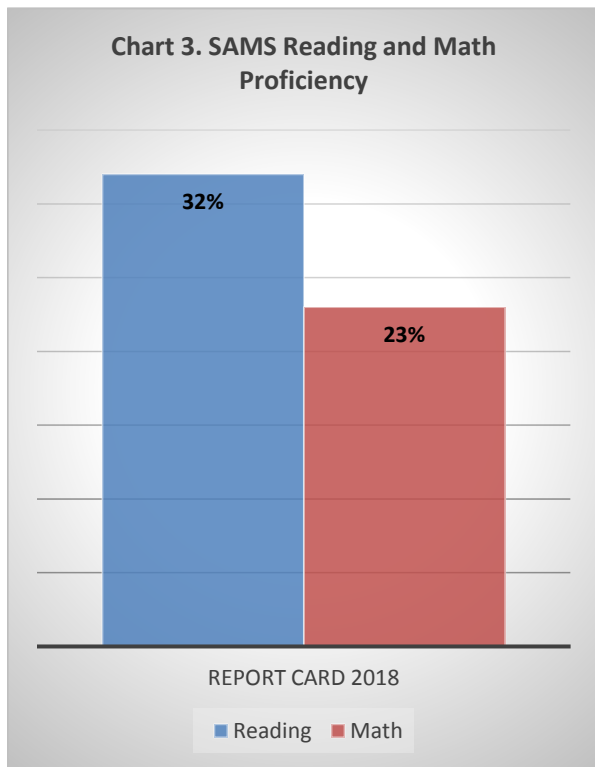
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmsca2017.pdf>



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.

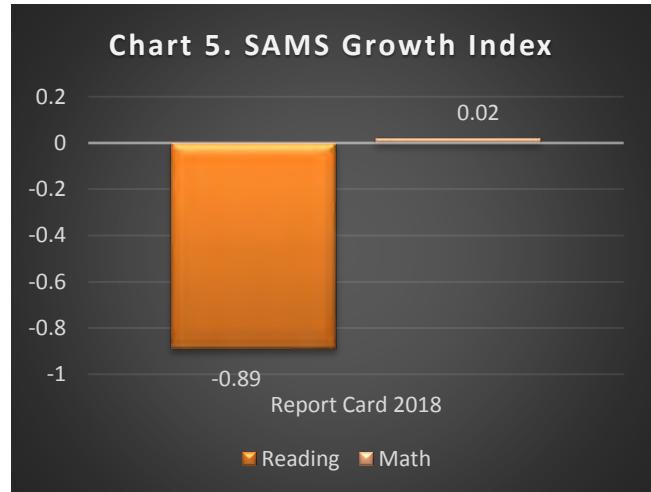
School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance 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.

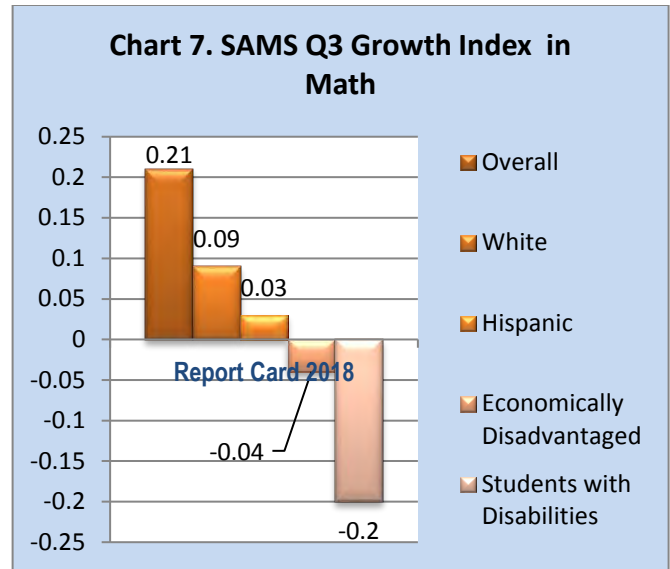
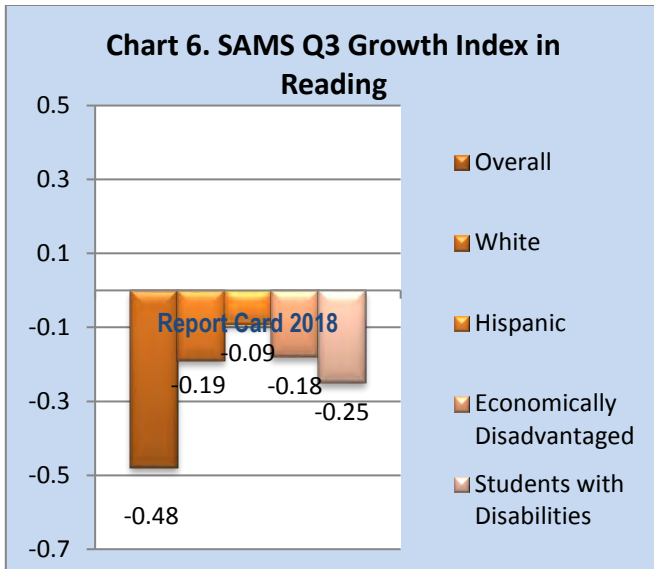


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive 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.

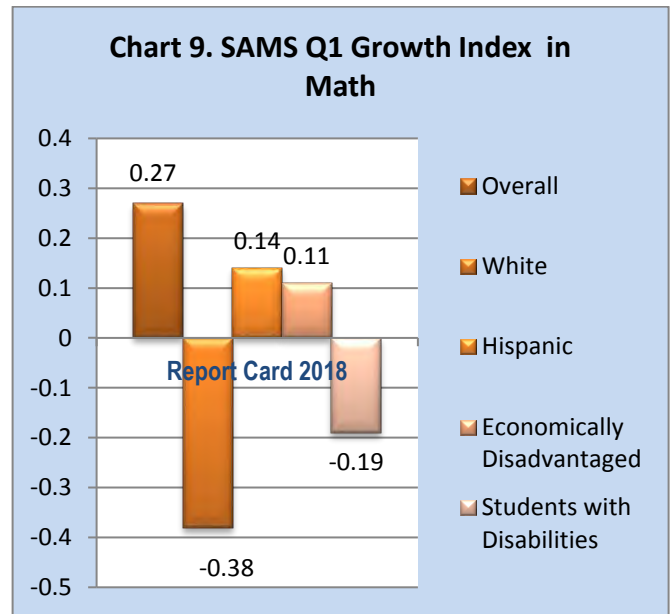
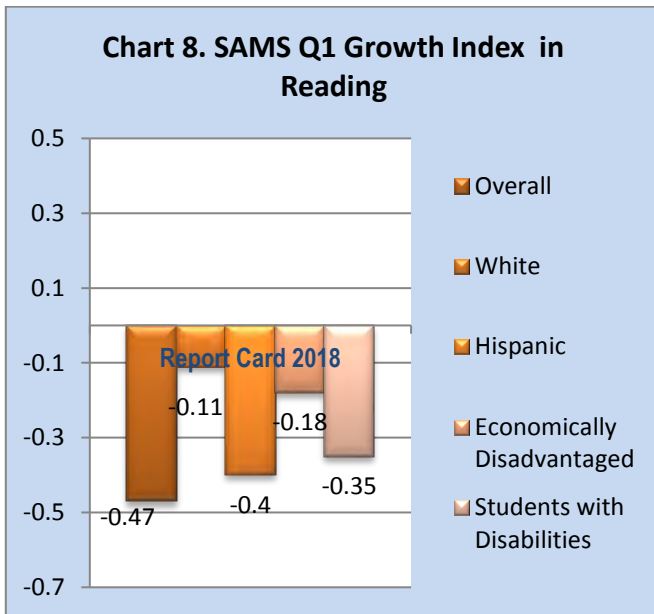
A positive school growth index was observed in math, but not in reading.



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.



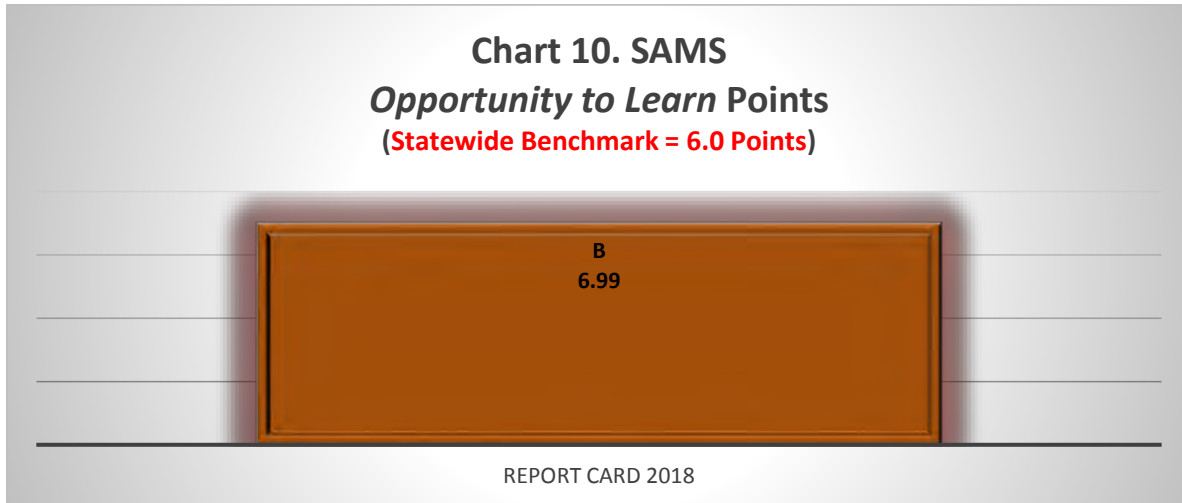
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). No subgroups, including overall group, met expected growth in reading. In math, 2 of 4 met expected growth and the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



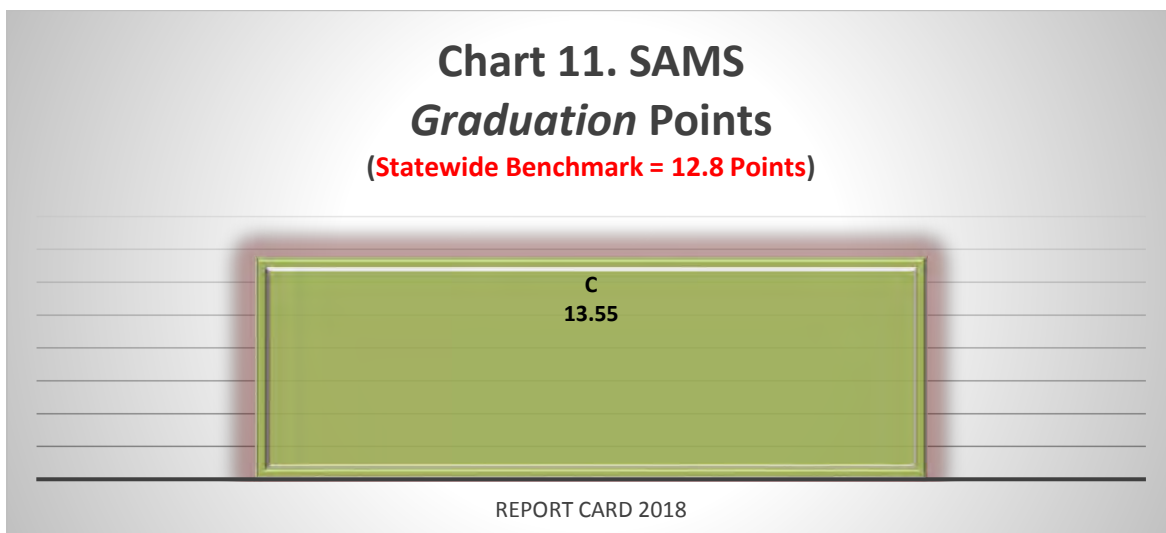
Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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

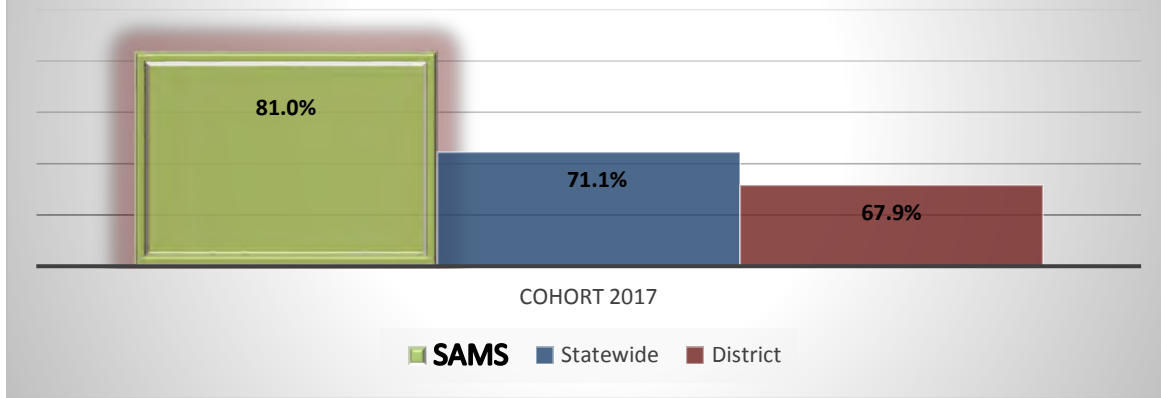
target for attendance is 95%. SAMS performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 92% and along with results from the surveys earned 6.99 points, which was above the statewide benchmark. The school earned a letter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

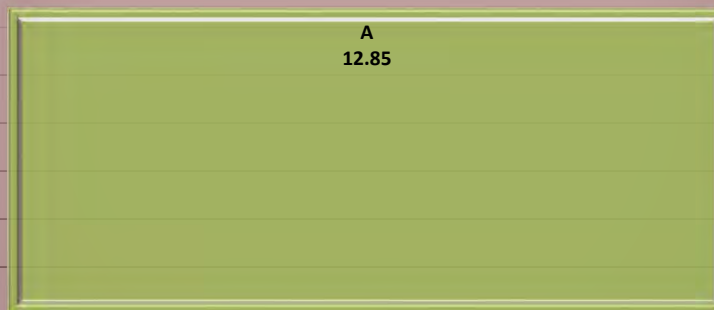


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college 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)



REPORT CARD 2018

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).

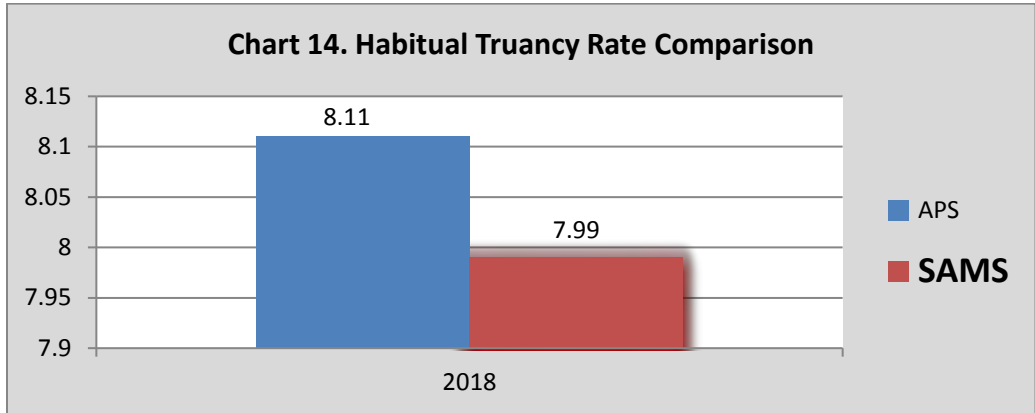
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled "*Financial Compliance*" of this report. In addition, the school provided: (a) a copy of the annual notification for a parent whose child was deemed eligible for Language Acquisition 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

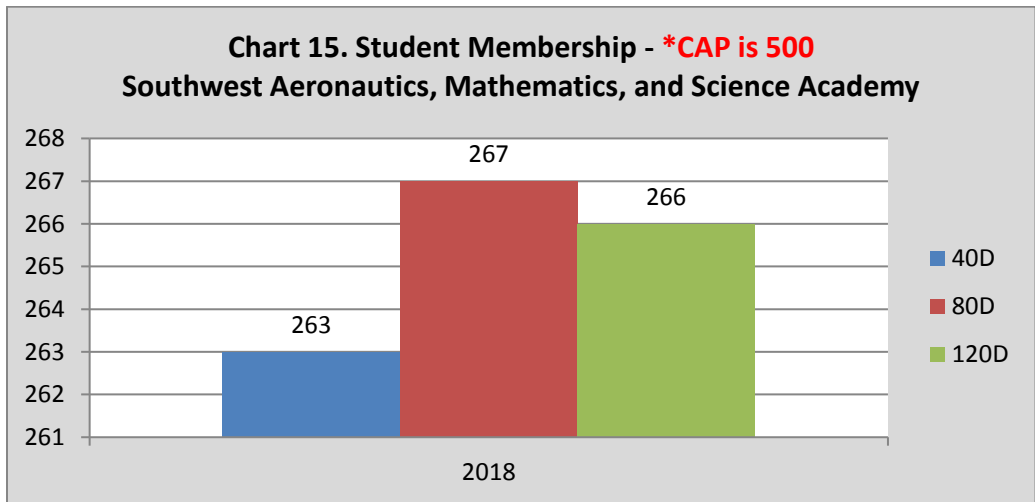
The chart below reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). SAMS’s habitual truancy rate was slightly higher than the local school district in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently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

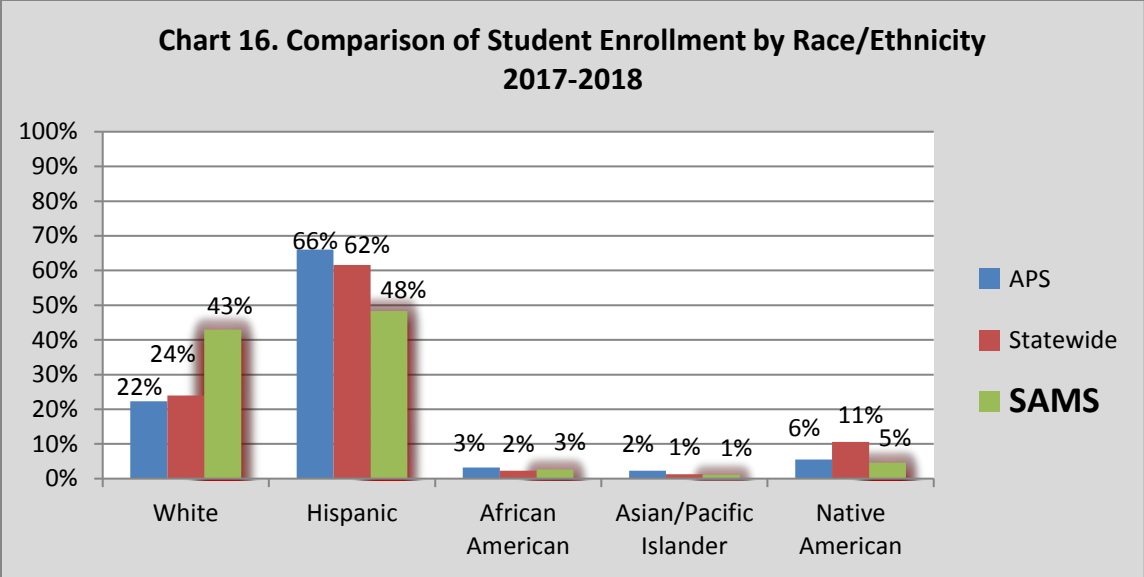
The chart below demonstrates the school’s student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



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

Enrollment by Race/Ethnicity.

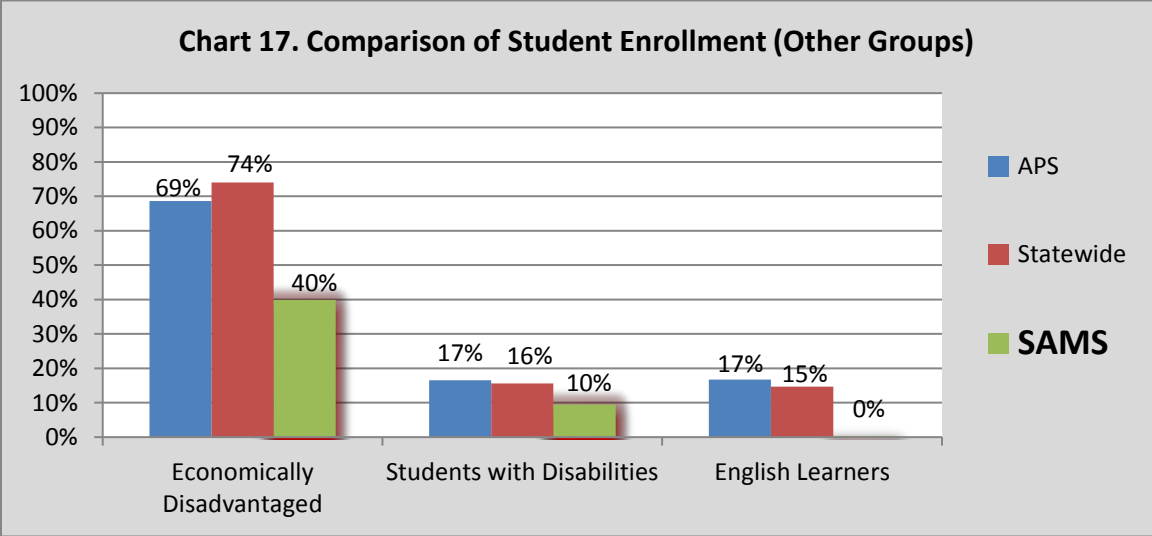
The school’s student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state. The discrepancies in the subgroup enrollment at this school is greater than 10% difference in both the school’s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

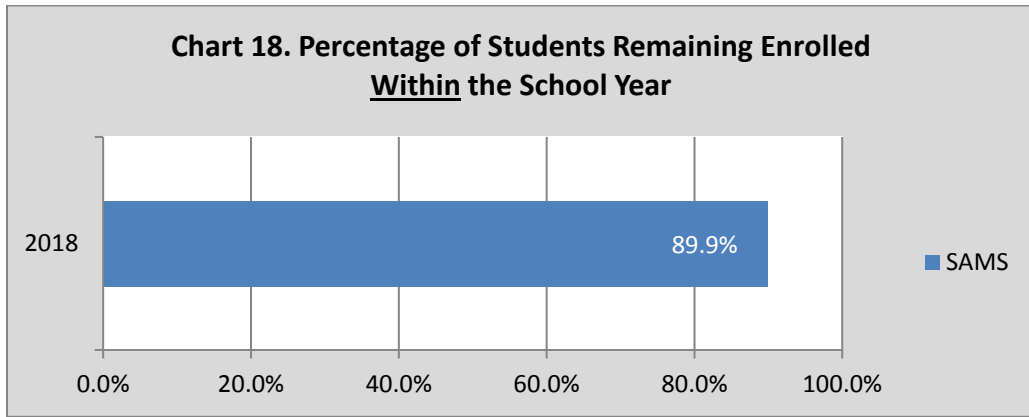
Retention and Recurring Enrollment

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.

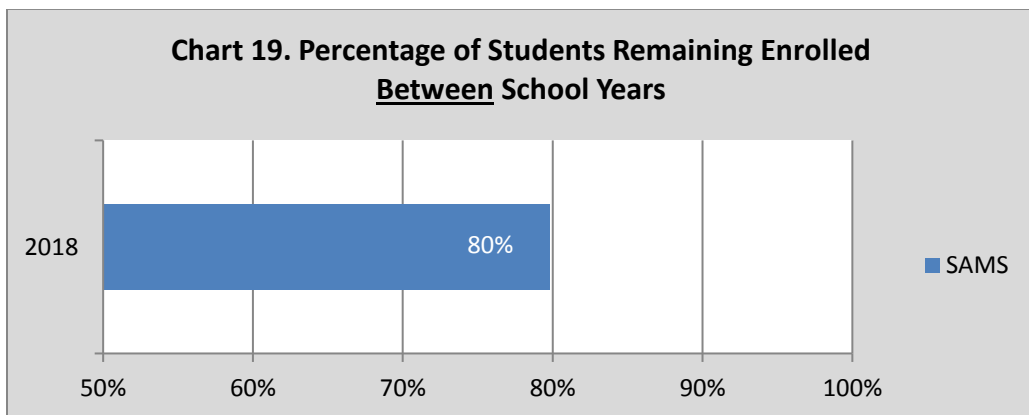
The student enrollment data demonstrates that the percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 89.9%.



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
<i>Unmodified Audit</i>			

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	Complete
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).

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