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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/PeriodicReports/Expenditures/Reimbursements/AuditReviews/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
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MATHEMATICS &
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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