



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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RYAN STEWART, Ed.L.D.
SECRETARY DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Albuquerque School of Excellence

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

School Address: 13201 Lomas Blvd., NE Albuquerque, NM 87112

Head Administrator: Mustafa Ayik

Business Manager: Michael Vigil

Authorized Grade Levels: K-12

Authorized Enrollment Cap: 1,199

Current Enrollment: 689

Contract Term: July 1, 2015 - June 30, 2020;
switched to new contract August 23, 2019 – June 30, 2020

Mission: The mission of Albuquerque School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

Analysis of Renewal Application and Renewal Site Visit

PART A:	Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
PART B:	Progress Report provided by the School is attached 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.

The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on November 1, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department's Standards of Excellence— A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades SY16 - SY18: A, B, and A Lowest Performing Students: F in SY17 Graduation Rates: D in SY17	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ul style="list-style-type: none"> STEM and College Readiness classes Rating in SY19: Exceeds College Acceptance Rating in SY19: Meets SHORT CYCLE ASSESSMENT – READING Rating in SY19: Meets Short cycle assessment – MATH Rating in SY19: Exceeds HOME VISITS Rating in SY19: Not Rated 	<i>Meets the Standard</i>
FINANCIAL COMPLIANCE		
2.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 <u>NOT</u> complete this Section. During SY16-SY18, the school had seven (7) total audit findings. Of those, two were material weaknesses or significant deficiencies and one was a repeat finding.	<i>Demonstrates Substantial Progress</i>

2.b	Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	<i>Meets the Standard</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.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 <u>NOT</u> complete this Section. <ul style="list-style-type: none"> • Indicator 1d Students with special needs • Indicator 1e English Language Learners • Indicator 1g Recurrent Enrollment • Indicator 2a Financial Compliance • Indicator 4b Employee Rights • Indicator 5b Health and Safety Requirements 	<i>Demonstrates Substantial Progress</i>
	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	<i>None Known</i>
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

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	Affidavits for Petitions 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. Number: <u>57</u> Percentage: <u>100</u> %
	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. Number: <u>364</u> Percentage: <u>83.1</u> %
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.
	1. A narrative description of its facilities
	2. Attach <u> </u> facility plans or <u> X </u> the school’s Facility Master Plan

	3. Attach a copy of the building E Occupancy certificate(s) from <u>City of Albuquerque</u> number <u>201691547</u> <u>Maximum Occupancy 1,882</u>
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 The school's letter, dated August 10, 2019, indicates an NMCI score of <u>14.45 %</u> , which is below the current average of 23.07% (lower is better with zero being perfect).
	5. 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. _____ building is owned by charter school, school district, or government entity; OR <u> X </u> building is subject to a lease-purchase agreement; OR _____ school had provided the appropriate assurances form: <input type="checkbox"/> Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)
PART F:	Prior Amendment Requests: <ul style="list-style-type: none"> • Amendment request to increase its enrollment cap to 1,199 was approved on 3/22/2019 • Amendment request to include the sixth grade within its elementary setting and meet the statutorily required 990 instructional hours was approved on 5/11/2015
Interviews	A summary of the stakeholder Interviews is on the following page.
Other Appendices	The school did not provide additional appendices.
School's Response	The school's narrative response to the CSD preliminary analysis is attached.

Albuquerque School of Excellence Stakeholder Interviews

Stakeholder interviews were conducted on November 1, 2019 at Albuquerque School of Excellence. The participants included seven (7) parents, eight (8) students, two (2) Governing Council members, and seven (7) staff members.

The majority of the parents that were present were happy with the school, its communication methods and felt that their children were receiving individualized attention. There was a parent of a high school aged student who felt that his son was not being challenged enough or to the father's expectations. A mother and father of an 8th grade student both felt that some of the curriculum was repetitive from previous years. There were several parents that felt that the middle and high school teachers were not as responsive as elementary school teachers. However, praises of the elementary teachers was given for high, effective communication between teacher and parent at this level. There was an acknowledgment that since the new administrator has arrived they have seen some improvements.

Students stated that the reasons that they chose the school was that it is a college prep school, the school offers dual credit, they prefer smaller class sizes, and more one on one time with teachers. The students felt that the administration was not always "organized" and felt that some communications were last minute, although did acknowledge that with the new head administrator, they were seeing improvement in that area. Students also do not like that they are required to wear only the school jacket and not allowed to wear any other jacket to school. Overall the students felt that they were being challenged by the academics and felt that they had sufficient supports in place when they needed them. Students did express interest in more options as far as extra-curricular activities.

The board members interviewed had good insight that they had only one employee, the head administrator. They saw the school as a college readiness school providing a good education to ALL students regardless of their backgrounds. One of the board members referred to the student population as being "international" as in the student population consisted of many diverse cultures. The board members discussed wanting to know more about their teachers and gaining a "teacher's perspective" and the roles they play in the school. They also admitted that the high school years are when they tend to lose students because the students want a "traditional" high school experience. Overall the board members felt confident about their head administrator, fellow board members, students and the school, and are looking forward to the proposed building addition.

Teachers were excited about the school, especially those coming from teaching in traditional public schools. The administration is open to teacher's ideas and input, the teachers "like the atmosphere" at the school. Teachers collaborate across the board with the students regardless if the issue is academic or otherwise, they are there for the students. The teachers would like more space, a separate learning space for older kids, as well as alternative elective options for the students. Teachers noted that the school is missing the fine arts element, although they did understand that most, if not all, charter schools lacked in one area or another.



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Part A: Preliminary Data Report and Current Charter Contract Terms

Albuquerque School of Excellence December 2019

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute 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. The statute required 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.

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 has been 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 point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could 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 provided school leaders with information comparing their school to schools with similar student demographic characteristics.

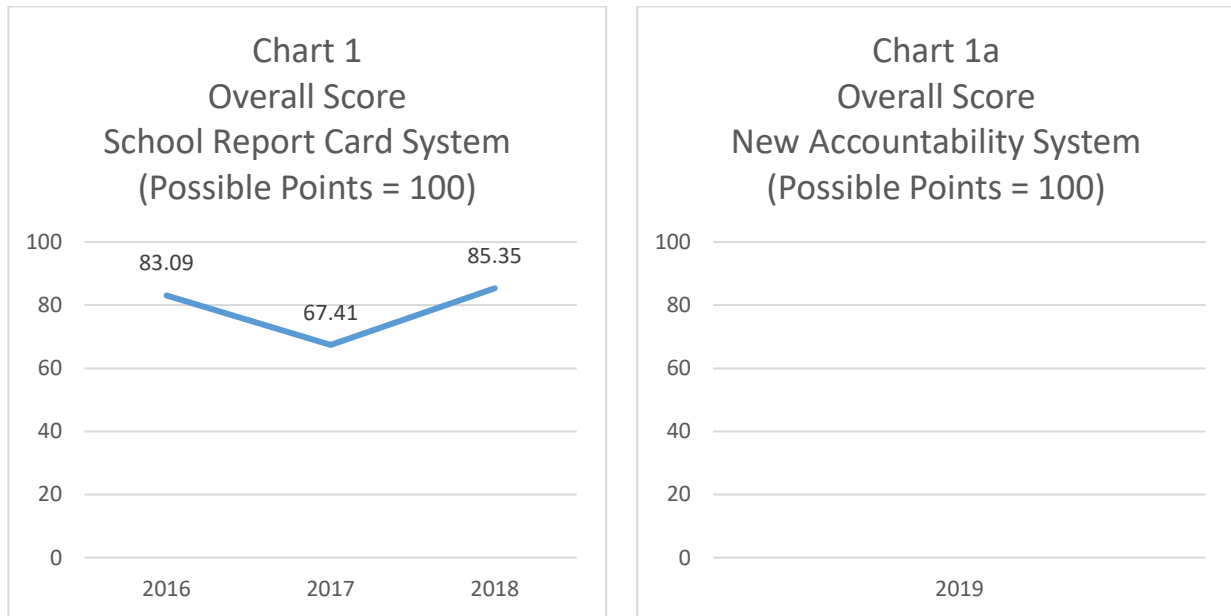
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards.

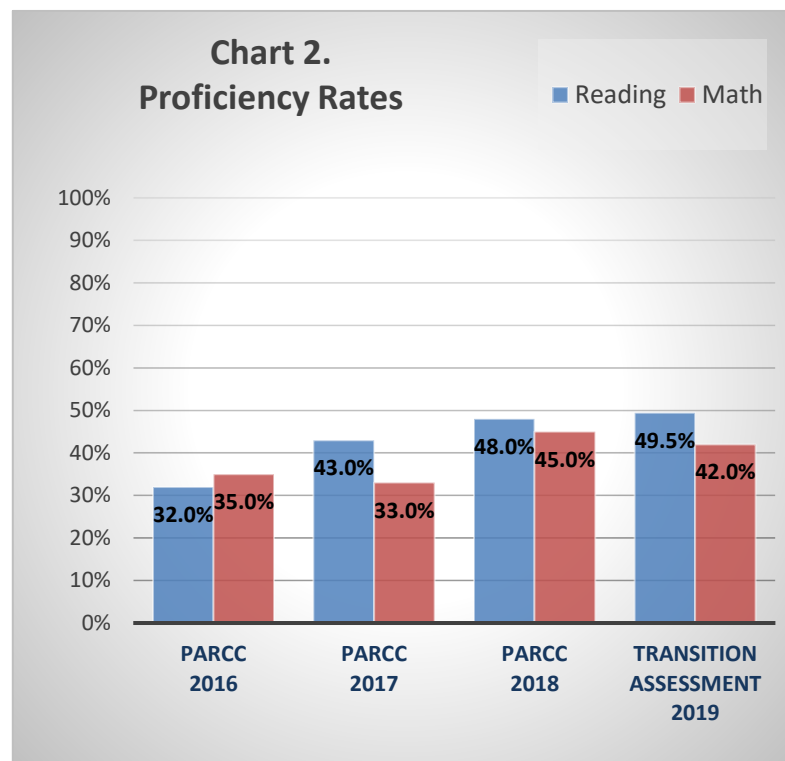
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. **Department's Standards of Excellence**

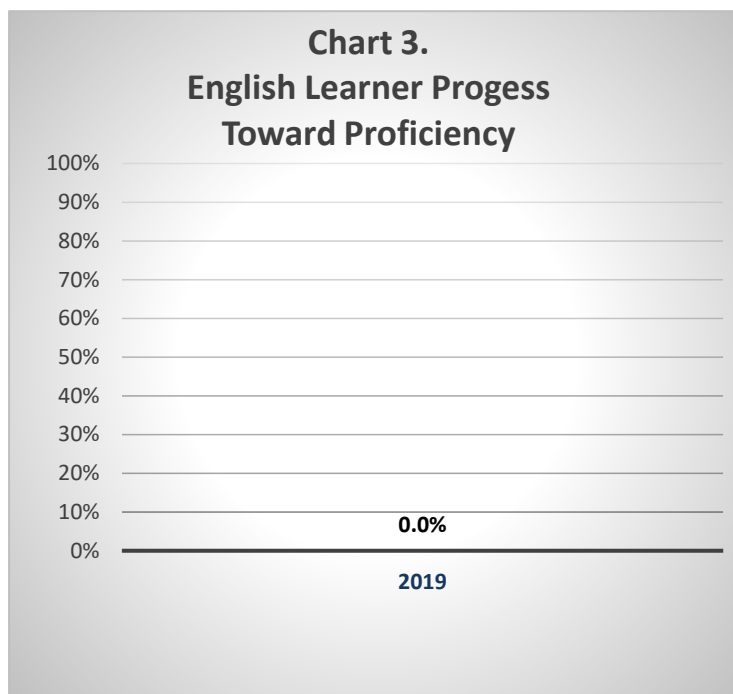
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



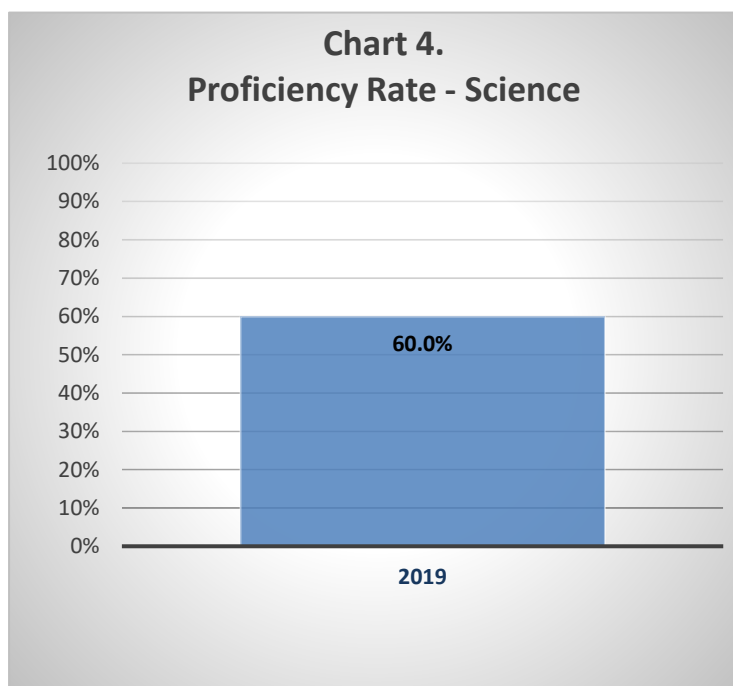
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



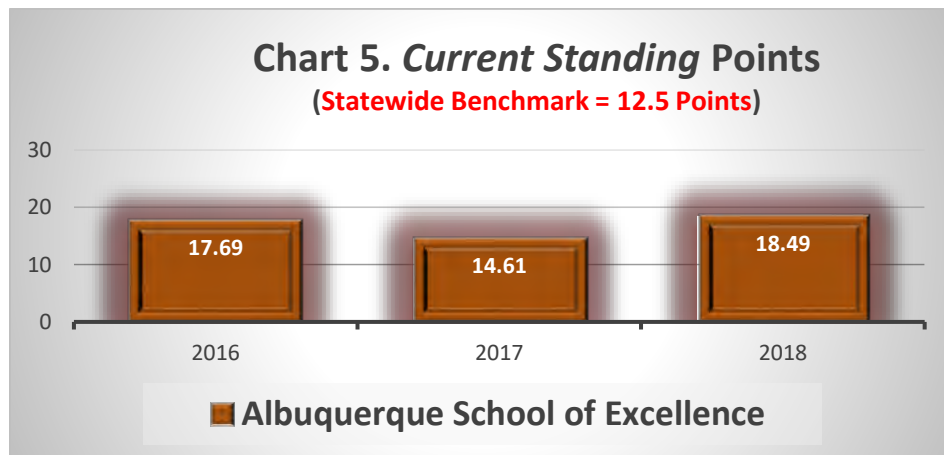
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



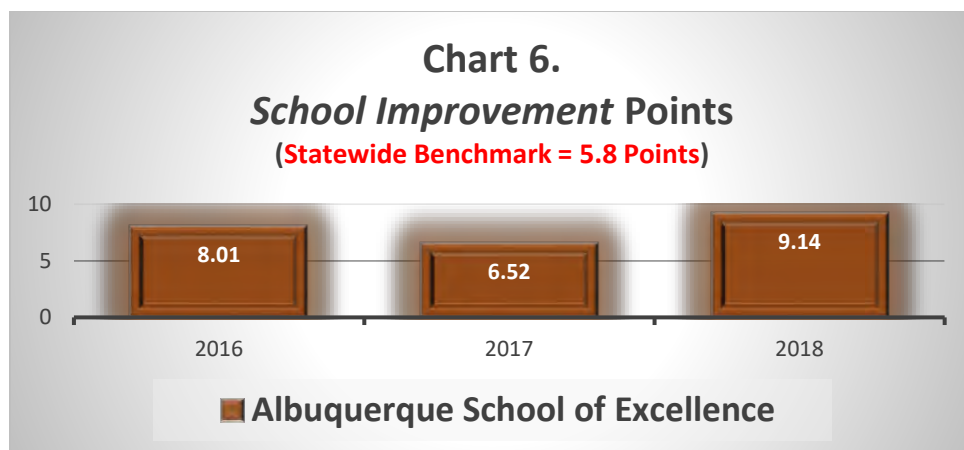
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

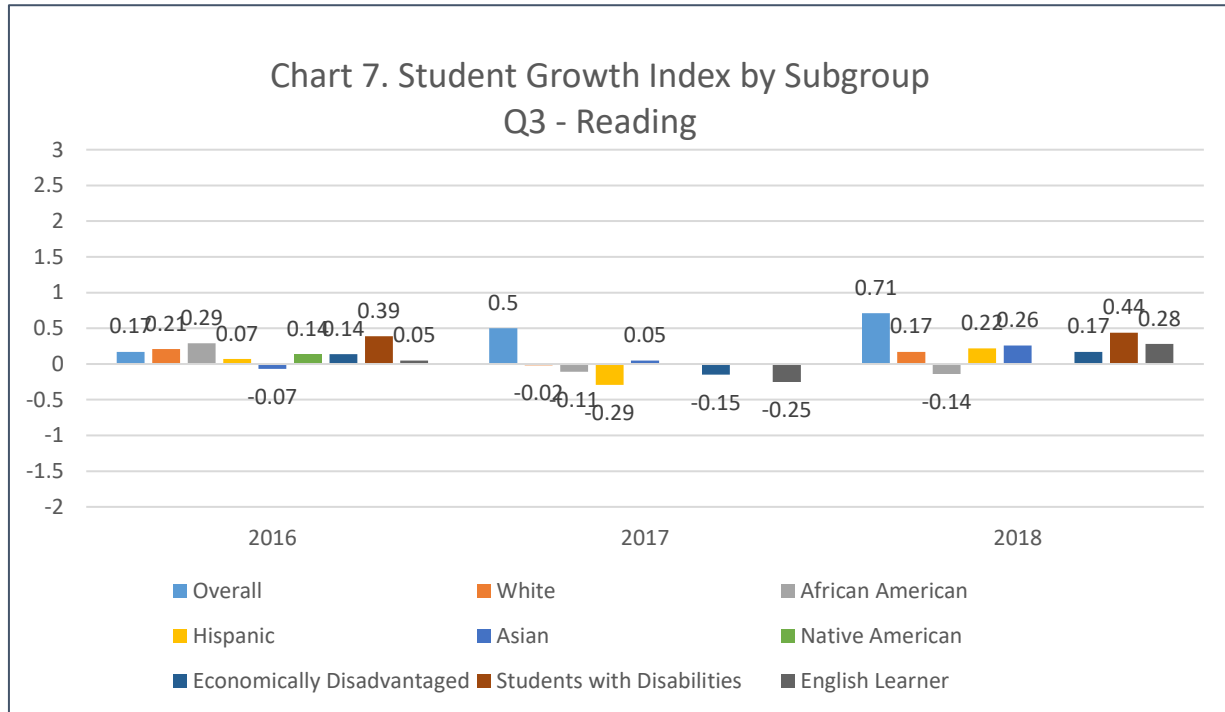


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



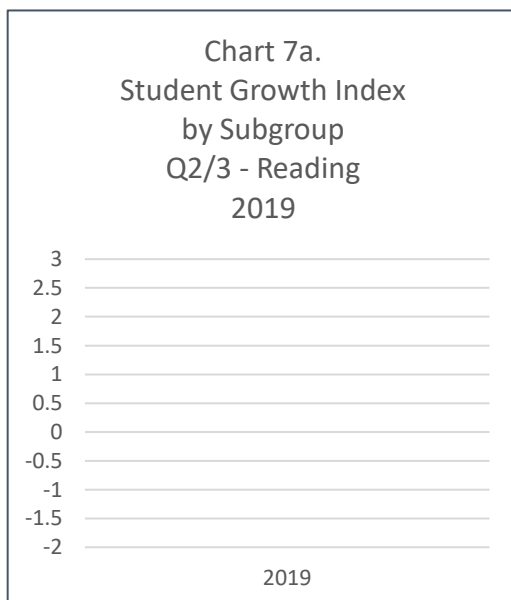
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%) This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



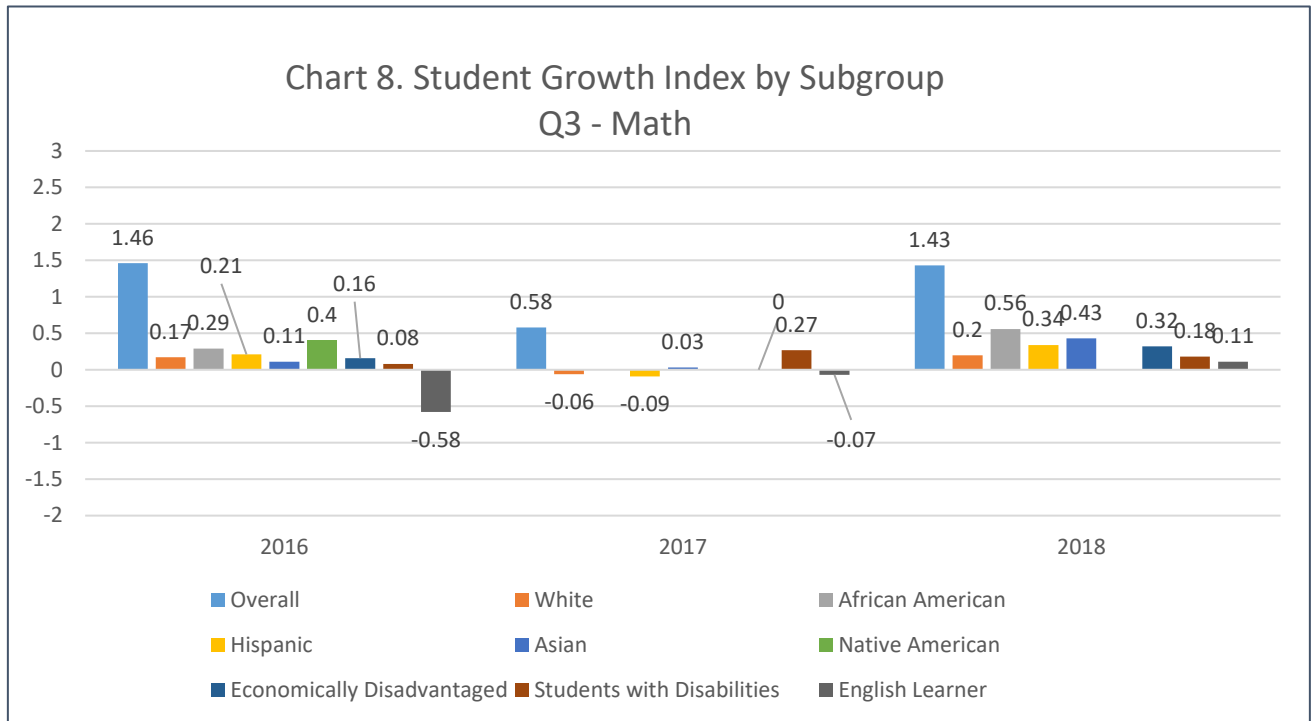
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



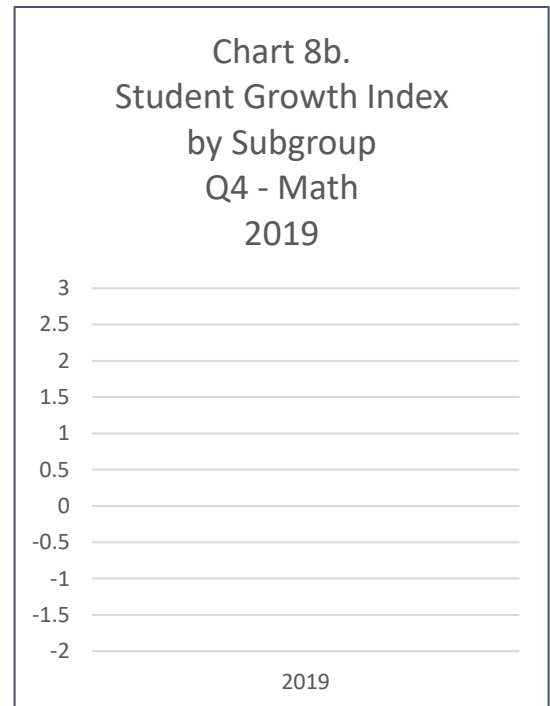
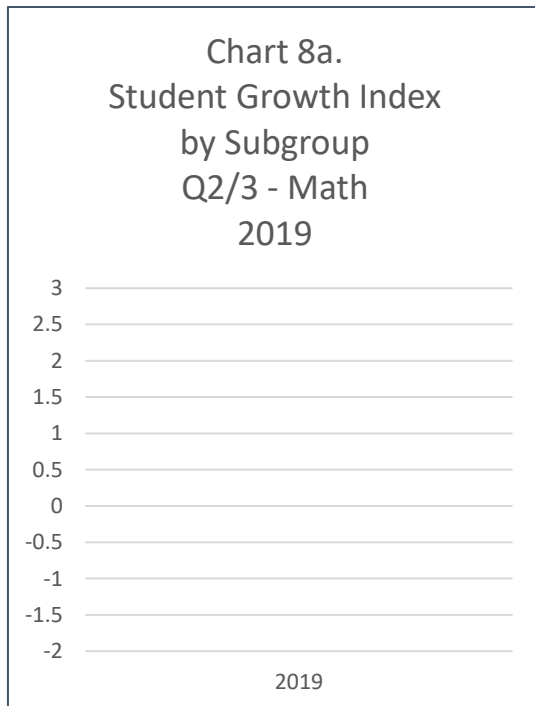
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



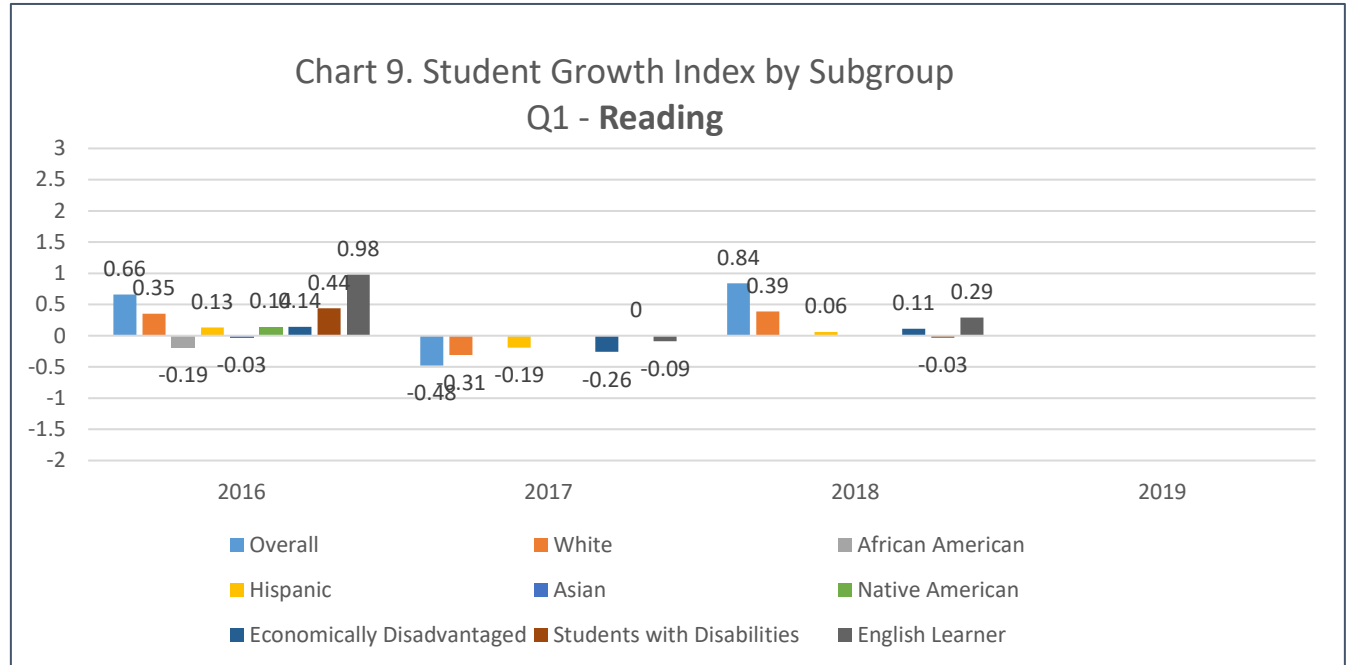
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

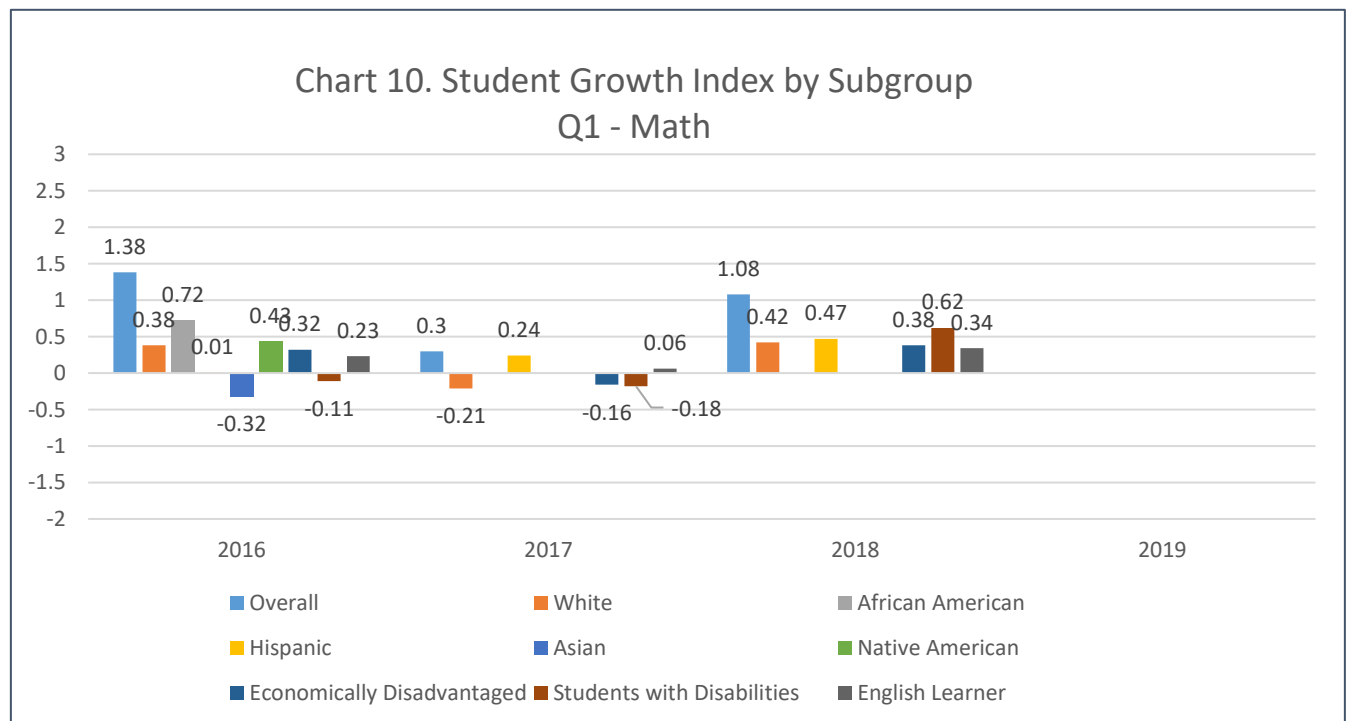


Subgroup – Lowest-Performing Students in Reading

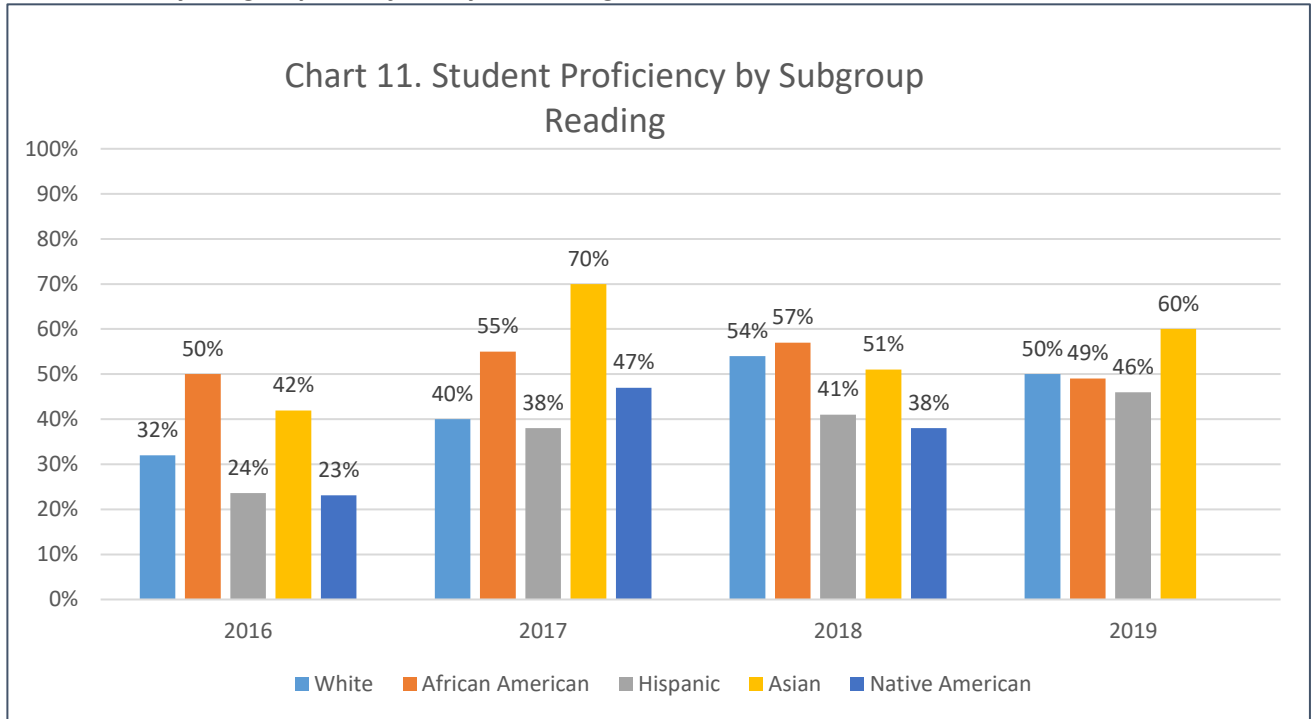
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



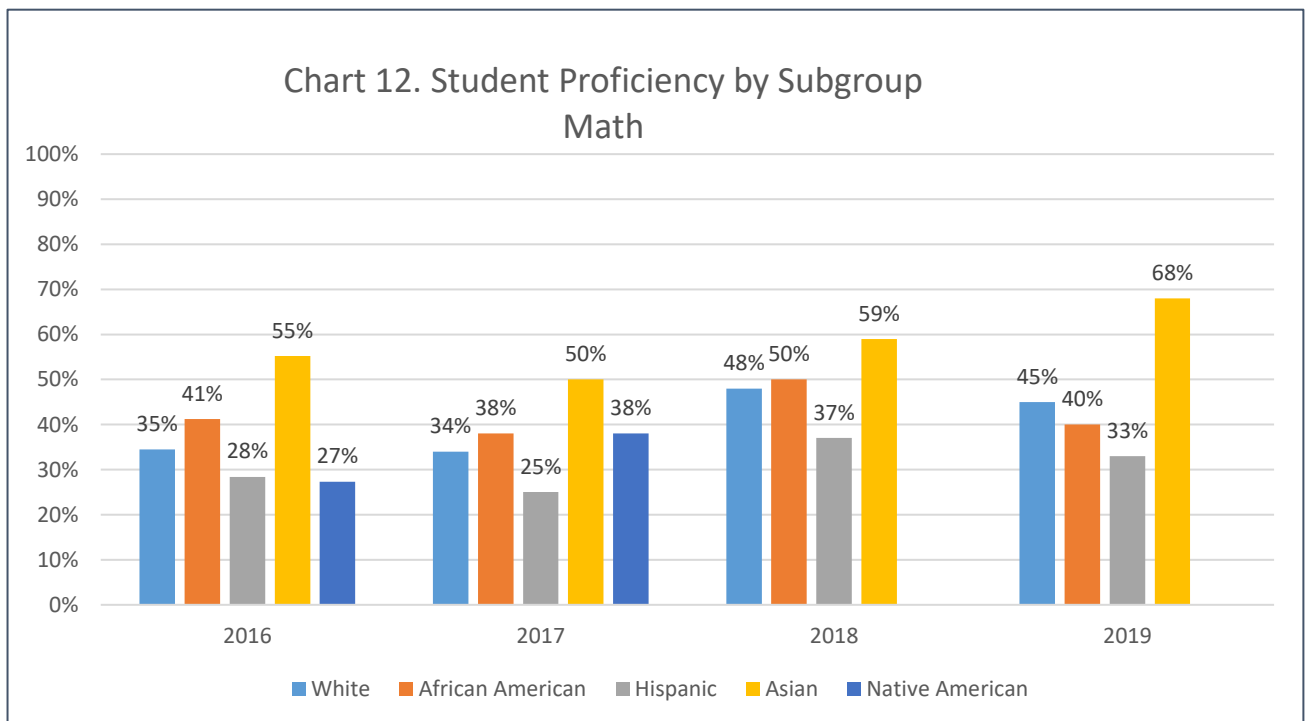
Subgroup – Lowest-Performing Students in Math



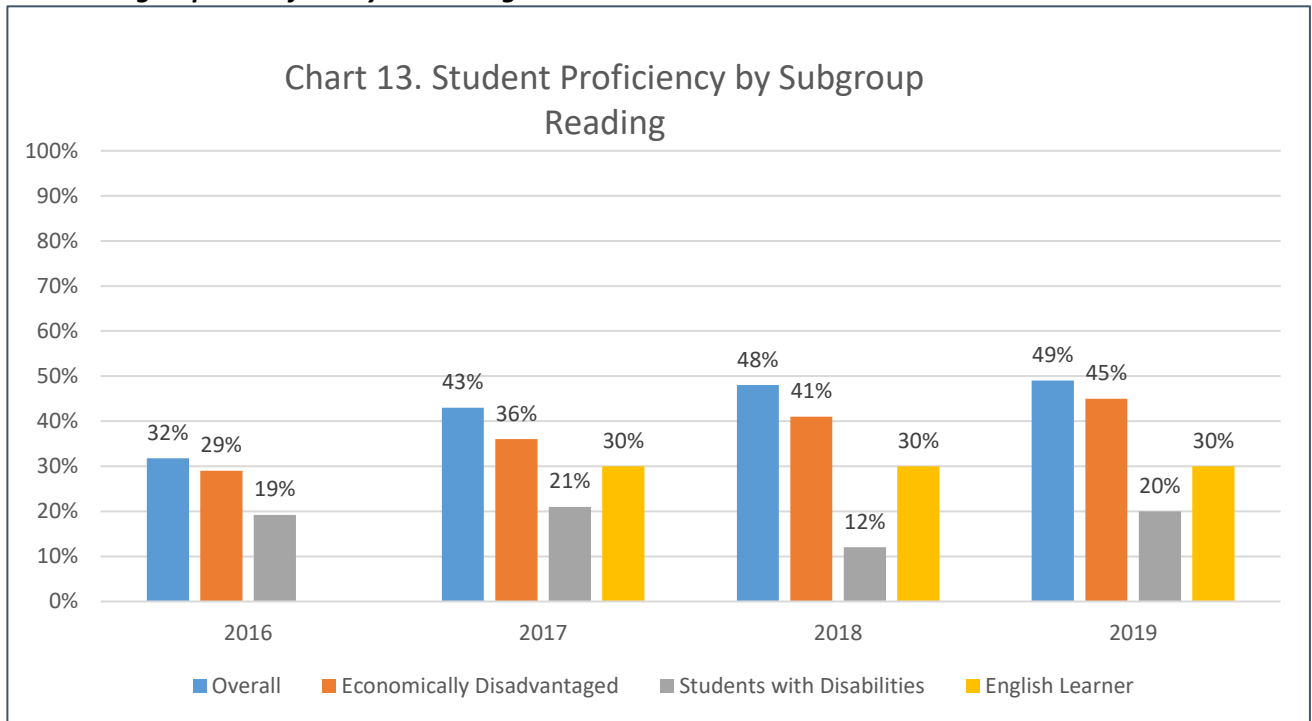
Race/Ethnicity Subgroups - Proficiency in Reading



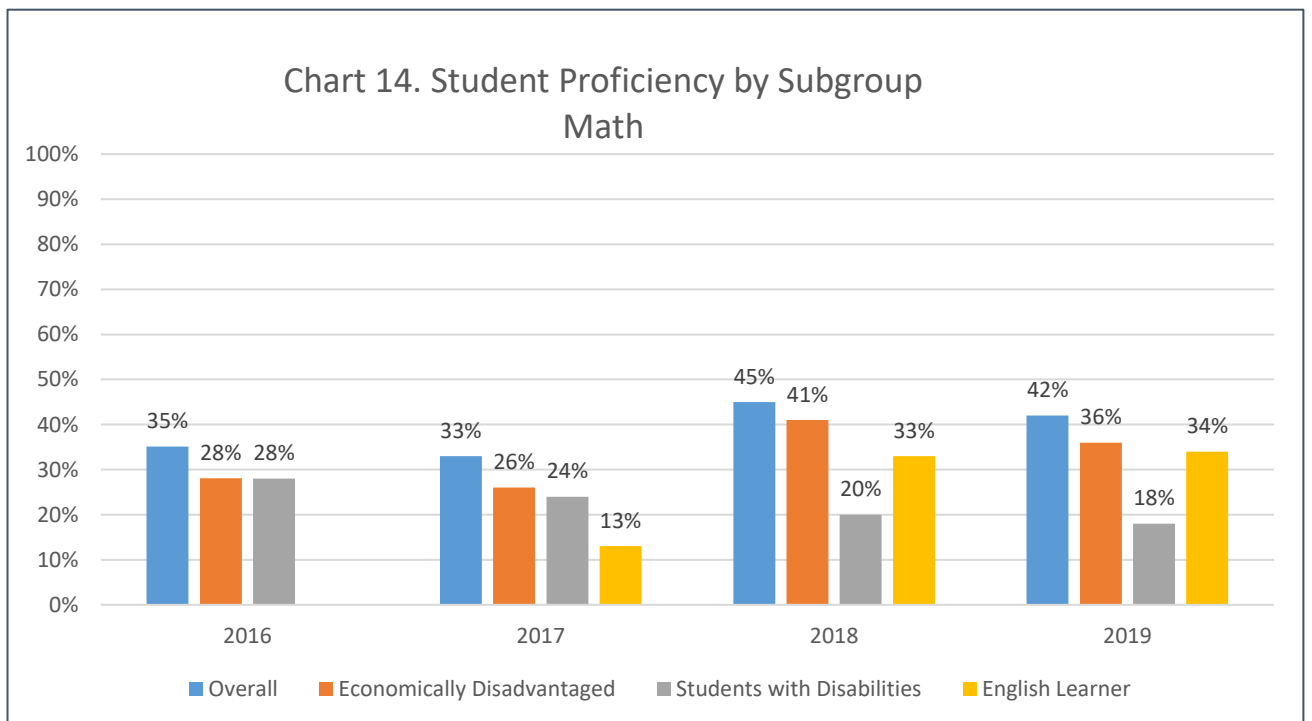
Race/Ethnicity Subgroups - Proficiency in Math



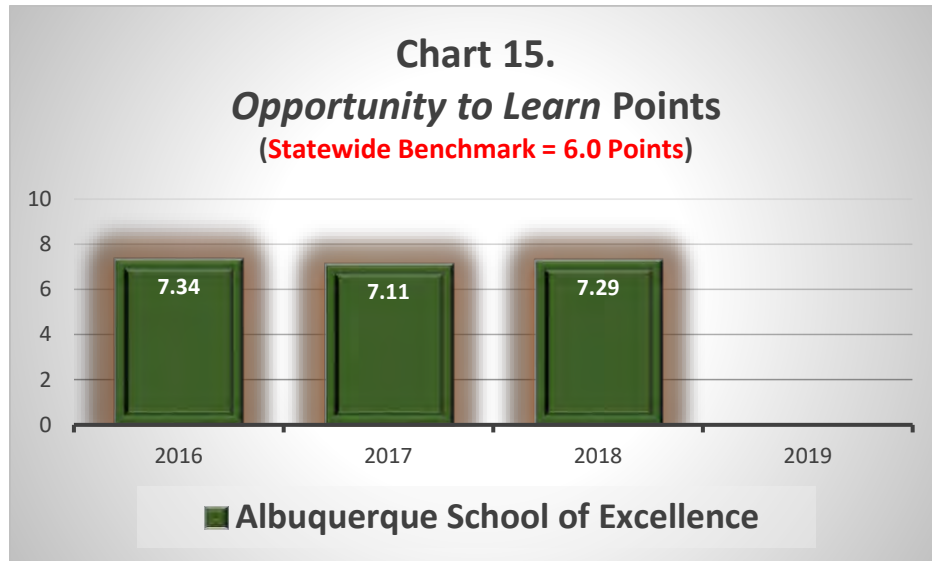
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

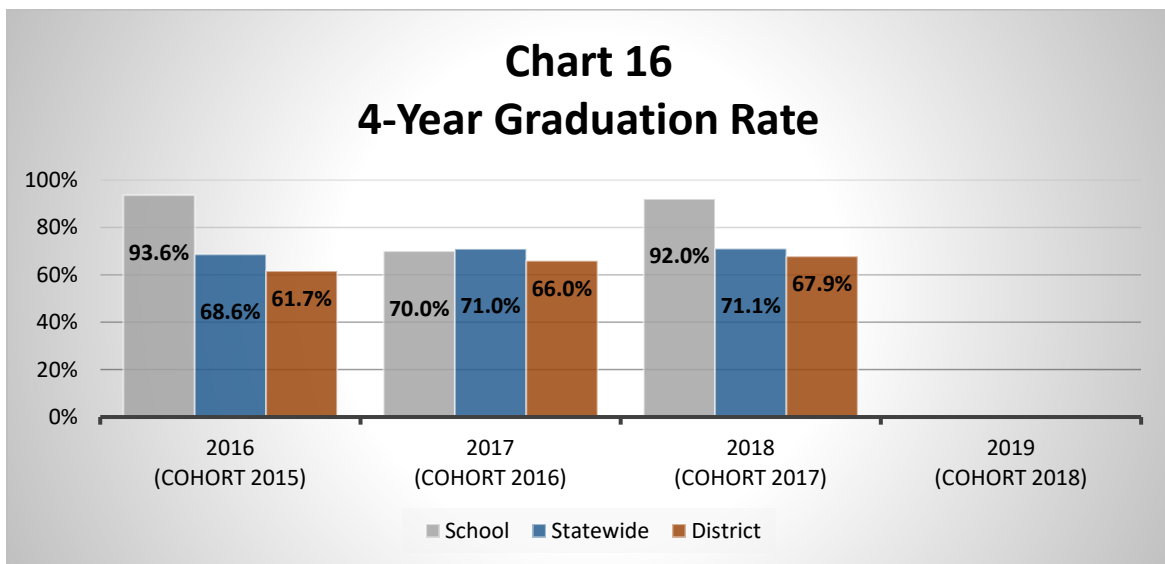


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



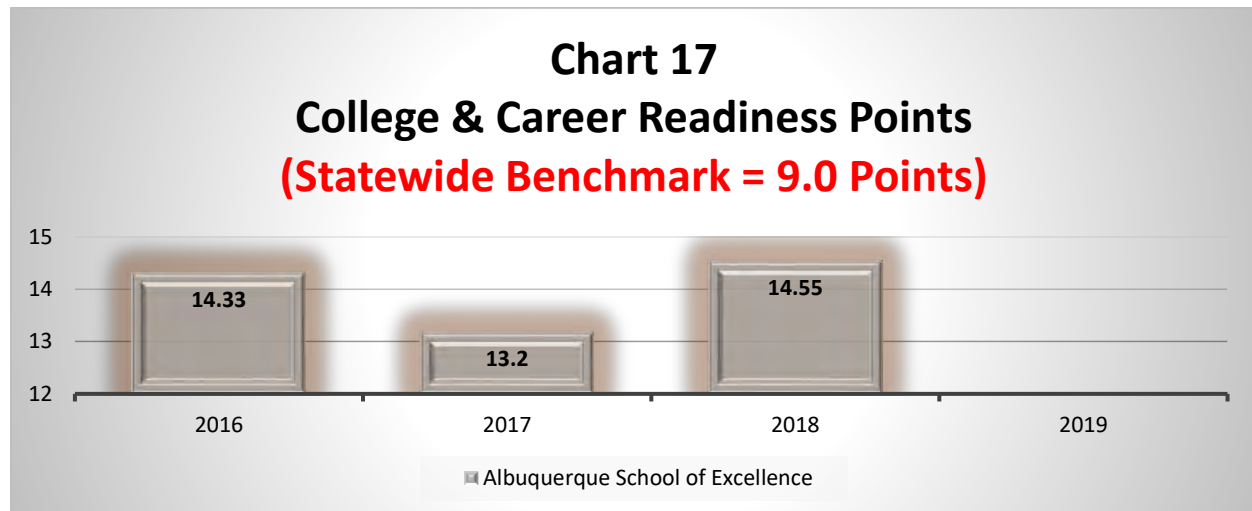
High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year’s cohort of students.



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 benchmark¹. 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 17 illustrates the total *College and Career Readiness* (CCR) points earned during the past four (4) years.



¹ 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>

1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

1. STEM and College Readiness classes. Students graduating from ASE will be prepared for STEM related employment or post-secondary education. The school meets the standard target of this indicator if 80-89% of Cohort 1 ASE graduates completed 6 or more credits in CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes (AP, Dual, Honor, Distance Learning credits). These are IN ADDITION TO NM high school graduation credit requirements; **AND** 80-89% of Cohort 2 ASE graduates completed 4 or more credits in CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes (AP, Dual, Honor, Distance Learning credits). These are IN ADDITION TO NM high school graduation credit requirements.
2. College Acceptance. Students who graduate from ASE will be accepted to an accredited, 4- year college or university or the military and 50% of them with an intent of pursuing a STEM –related career. The school meets the standard target of this indicator if 80-89 % of graduating class of ASE students meet the goal: Cohort 1 accepted to accredited, 4- year colleges or universities or the military and 50% of them with the purpose of pursuing a STEM – related career; **AND** Cohort 2 are accepted to accredited, 2 or 4- year colleges and universities or the military and 40% of them with the purpose of pursuing a STEM –related career.
3. SHORT CYCLE ASSESSMENT – READING: Short Cycle Assessment data (STARS) will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students grades 3-8. The school meets the standard if 75-84% of the students made more than one full year's growth or test at or above grade level.
4. Short cycle assessment – MATH: Short Cycle Assessment data (STARS) will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students grades 3-8. The school meets the standard if 75-84% of the students made more than one full year's growth or test at or above grade level.
5. HOME VISITS: The school meets the standard if 80-89% of the students in grades 6-12 are offered a home visit by school staff at least once a year. The school will also provide data that show the number of visits completed.

Figure 2. Progress towards Charter Specific Goals.²

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
2016	Exceeds	Meets	Meets	Exceeds	Not Rated
2017	Exceeds	Meets	Meets	Exceeds	Meets
2018	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
2019	Exceeds	Meets	Meets	Exceeds	Not Rated

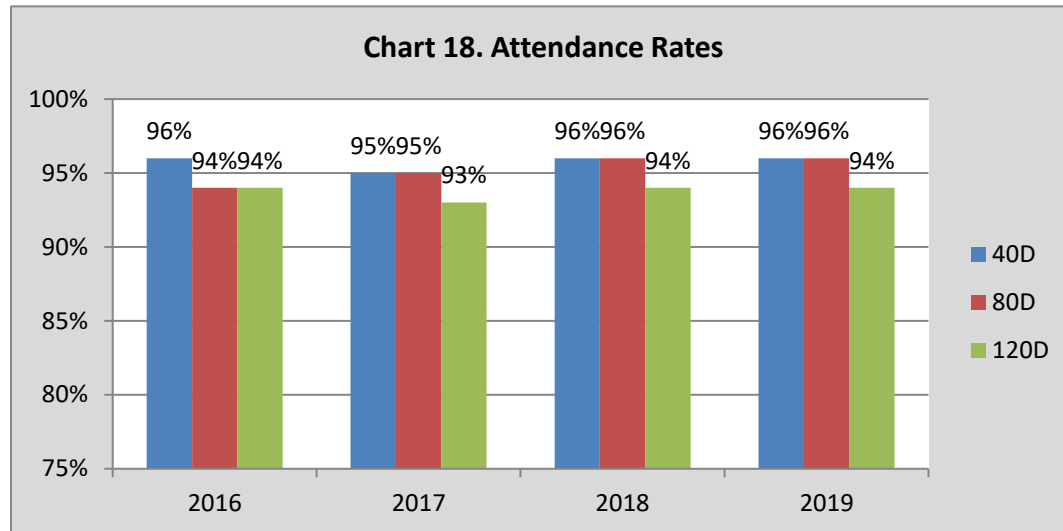
² Charter Specific Goals are referred to as "Mission-Specific Indicators" or "Performance Indicators" in the school's contract and performance framework.

1c. 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.

Attendance Rate (The statewide target is 95% or better.)

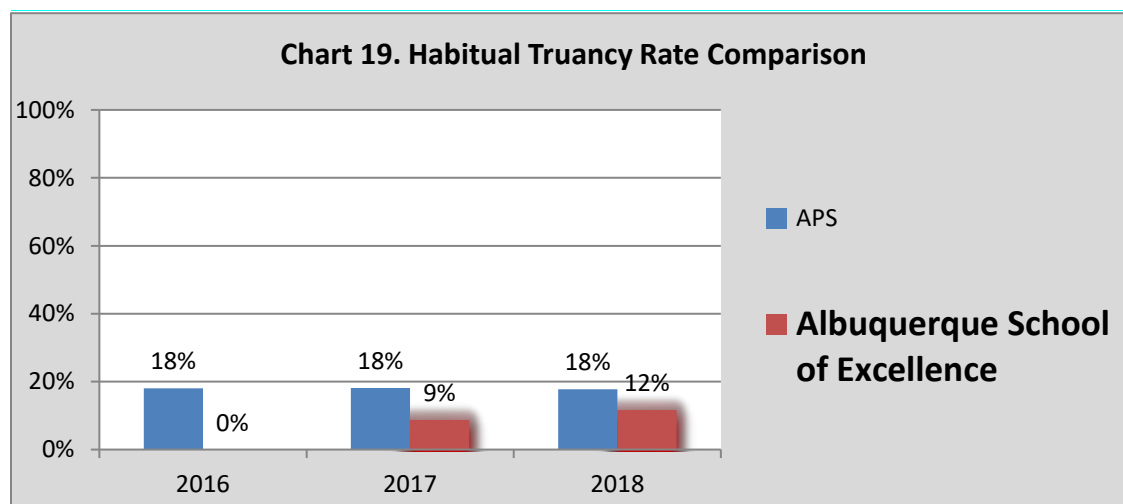
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 19 reflects the school's habitual truancy rate compared to the local district.

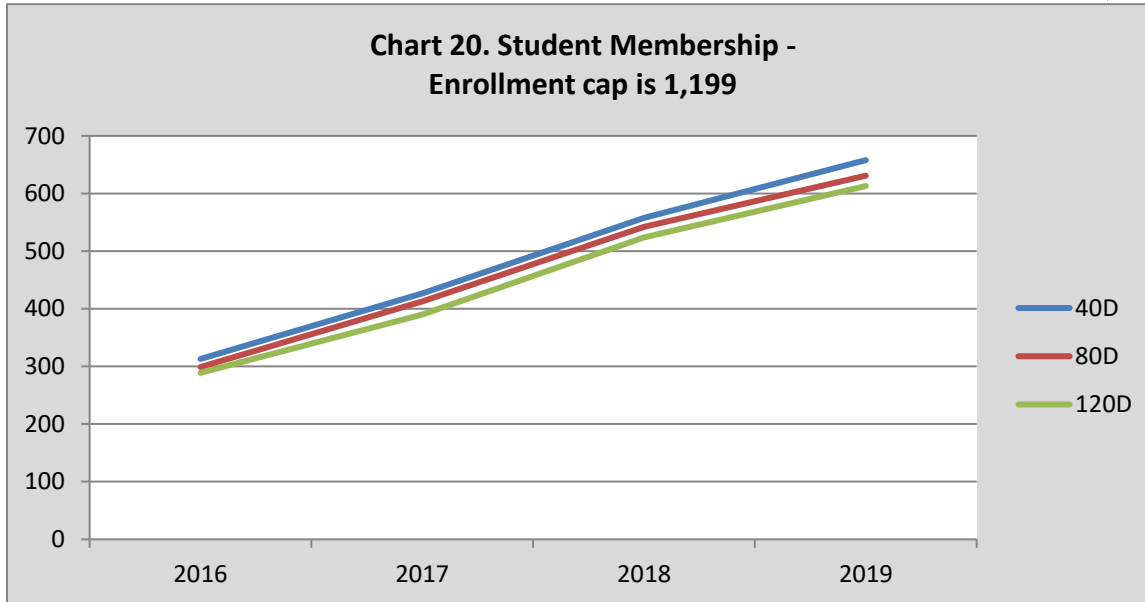
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



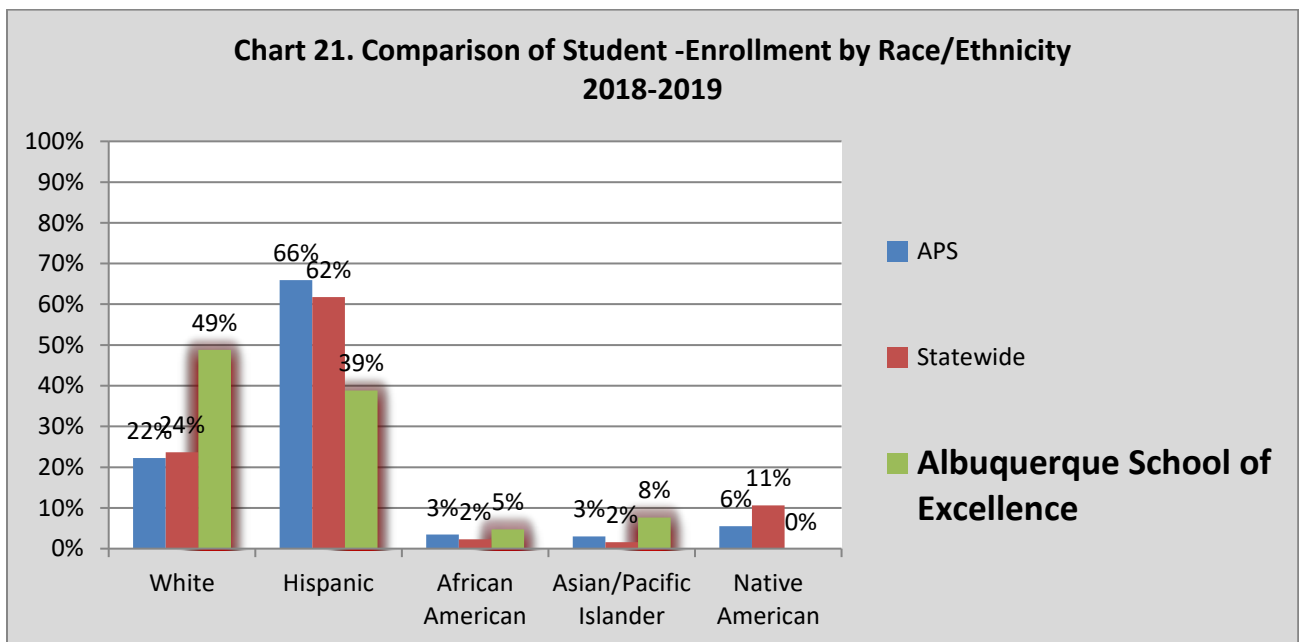
Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

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

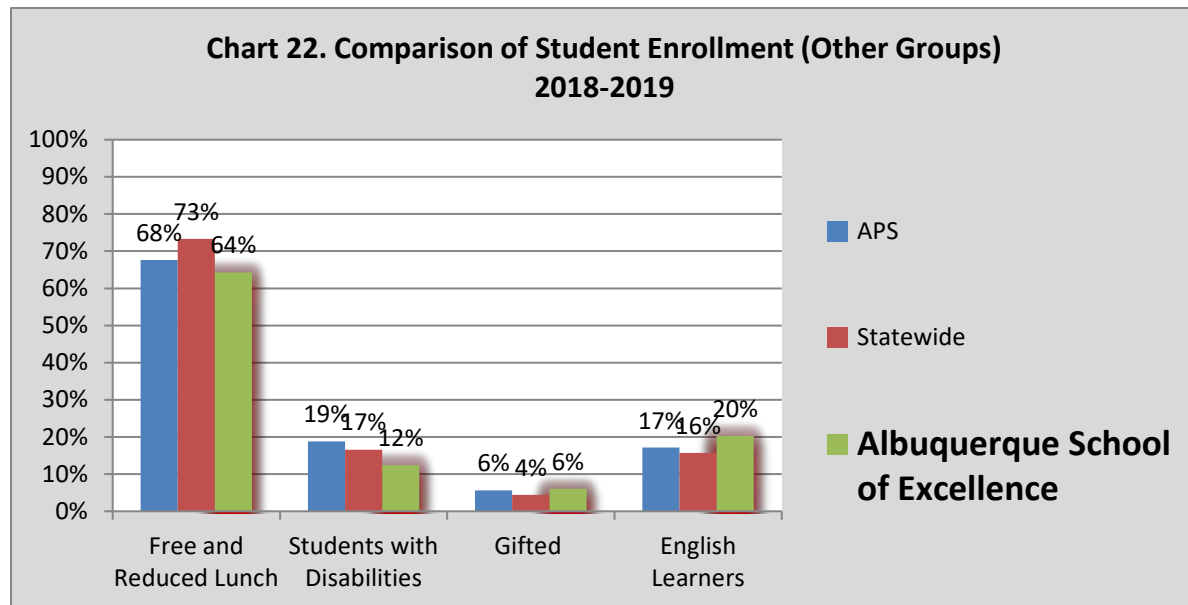


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

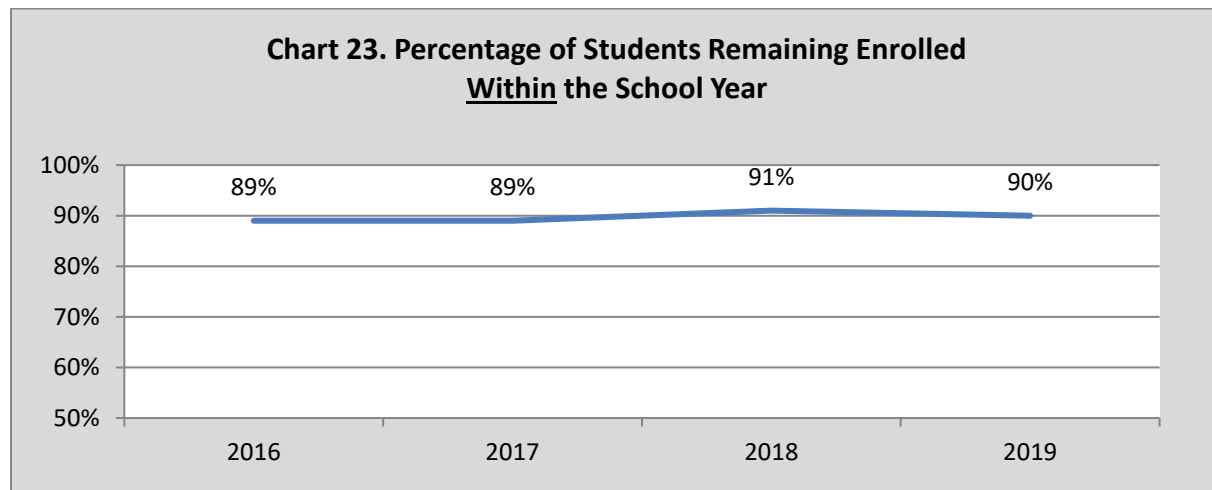
Enrollment by Other Subgroups



Retention and Recurring Enrollment

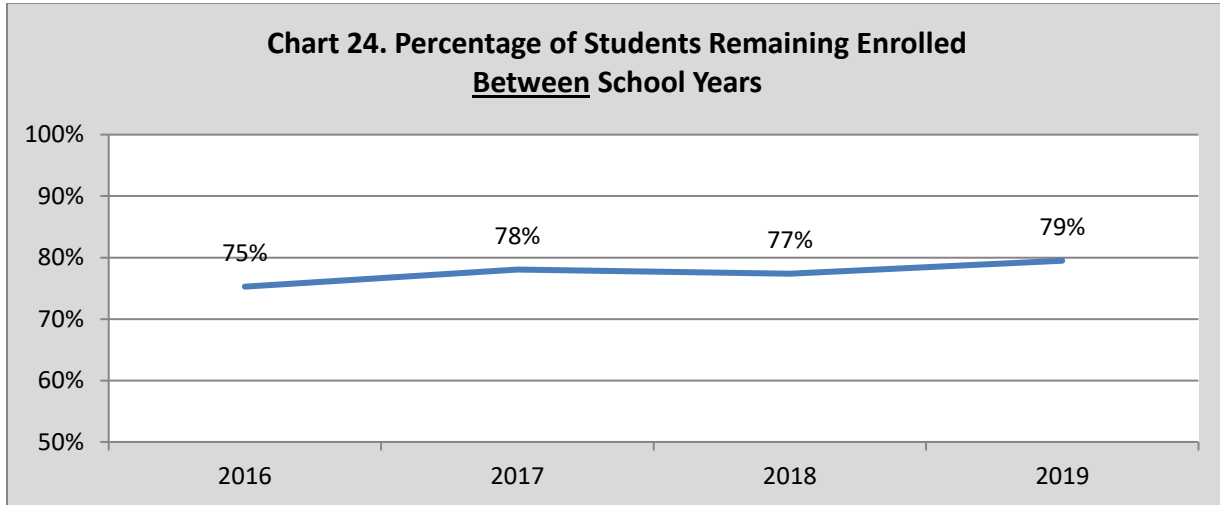
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has 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 the student's control are removed from the data set.



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

To evaluate recurrent enrollment as required by the PEC, 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 identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

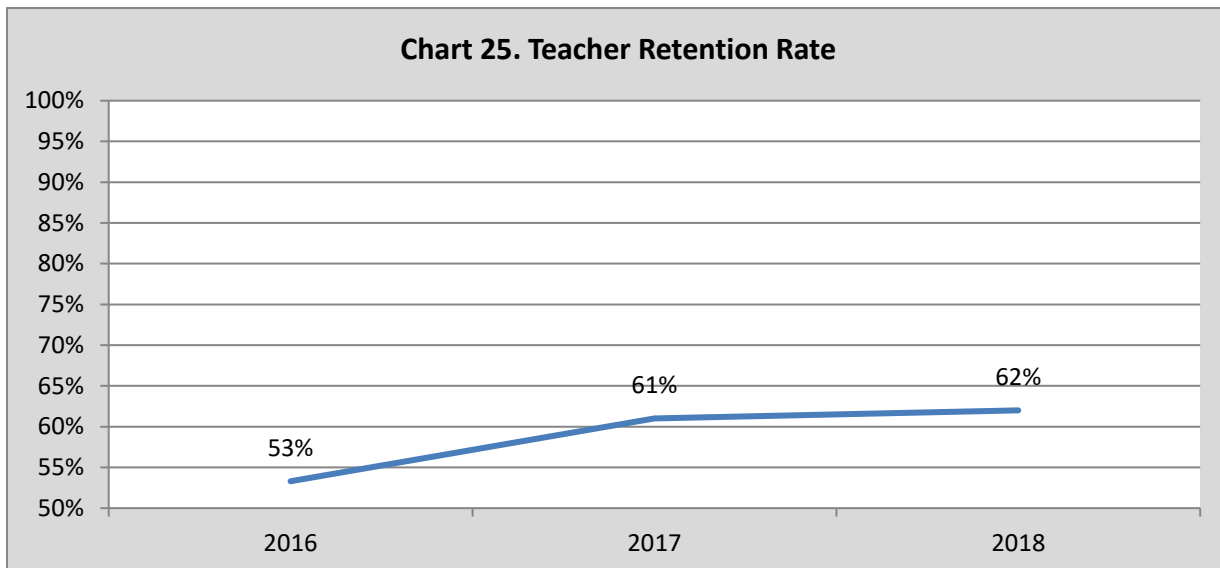


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	3	0	0
FY17	2	0	1
FY16	2	1	1

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Financial Close and Reporting (Other Noncompliance)

Condition/Context: During our review of financial close and reporting, we noted the following issues:

- USDA claims of \$11,946 were recorded to fees instead of restricted grants - federal flow-through.
- Invoices for March and April 2018 food services, totaling \$32,098, were improperly recorded to the operational fund as other contract services, instead of to the food service fund as food service operations.
- The June 2018 bank reconciliation differed from the provided trial balance by \$5,371. The difference was related to a journal entry that was recorded to the incorrect account, which resulted in inaccurate reporting of expenses in OMBS.

Management's Response: The contracted business manager will maintain a dual approval to ensure that the revenues and expenditures are being recorded correctly into the proper account code. The contracted business manager will also reconcile the trial balance to OBMS to reflect the correct amount.

2018-002 Travel and Per Diem (Other Noncompliance)

Condition/Context: We noted 3 out of 8 instances in which the travel reimbursement for the principal was not properly approved by the President of the Governing Council.

Management's Response: Management disagrees with the finding regarding dual approval for travel reimbursements. The School had approved and implemented a new policy as of December 2017 that dual signatures for travel requisitions are required when the principal is traveling. The samples that were tested were all travel requisitions that had been submitted before the new policy had been taken into effect. As of December 2017, the policy has been followed and travel requisitions have a dual signature by the principal and GC member.

2018-003 Controls over Cash Receipts (Other Noncompliance)

Condition/Context: During our review of cash receipts, we noted the following issues:

- One deposit of \$130.08 for which pre-numbered receipts were not maintained by the School.
- One out of 19 instances in which cash received was not deposited within 24 hours of receipt.

Management's Response: The School has implemented a new software system to record all cash receipts when a payment is made to the School. The School will no longer use the handwritten pre-numbered logs. The school administration is also aware that the deposits have to be deposited within 24 hours of receiving payment.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

- i. The educational philosophy of ASE is that school exists for the welfare and dignity of the child. Education at ASE is student-centered and each child is recognized as a unique individual with unique interests, needs, and abilities. ASE aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. The purpose of ASE is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school and community, their perception of “school” transforms. This will be evidenced via character education, civic clubs, teacher-student mentorship, Phoenix Guides, and various family night activities. Teachers are required to provide an afterschool club, as indicated on teacher annual expectation agreements.
- ii. ASE focuses on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. ASE is a college preparatory charter school focusing on math, science, and technology. Members of the ASE believe that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Our vision is to enable students to succeed in school and have options to enter math, science and engineering careers. The school requires all students (grades 1-12) to complete a science fair project each year. Teachers are required to provide afterschool tutoring, as indicated on teacher and student schedules.
- iii. Albuquerque School of Excellence’s school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). ASE utilizes technology across all of these dimensions to reinforce its school model and curriculum. Student achievement/outcome is built on 3 core principles within the school model:
 - a. a challenging math and science curriculum supported by theory;
 - b. a focus on assessment; and
 - c. a culture of constructive competition, self-discipline, and parental engagement.High school student transcripts reflect completion of AP classes and dual credit courses. Students participate in school trips to college campuses in grades 8 -12. Each classroom is themed after a specific college. Students in grades 1 – 6 are introduced to college culture and complete projects and activities based on a specific college.

3b. Organizational Performance Framework

Albuquerque School of Excellence	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Falls Far Below Standard	Working to Meet Standard	Working to Meet Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Working to Meet Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Falls Far Below Standard	Working to Meet Standard	Working to Meet Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below Standard	Working to Meet Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Falls Far Below Standard	Working to Meet Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VI-A.02 Employees: completing required background checks	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below Standard	Working to Meet Standard	Working to Meet Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has five (5) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Kathy Garcia	Secretary	5/13/2017	Active	6	4	2
Osman Anderoglu	President	1/1/2010	Active	6	0	6
Sehmus Ozden		7/21/2017	Active	6	0	6
Tekin Tuncer		8/18/2019	Active	8	12	0
Eric Coontz		4/27/2019	Active	6	0	6
Mary Jacintha			Resigned	8	7	n/a

Figure 7. Current governing council members.

*Training requirements reduced by any approved exemptions.

This school was awarded a 2 hour Academic Exemption

NOTE: Mary Jacintha resigned and therefore her hours completed have been prorated.



Part B—Progress Report

(A 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)

1. Innovative and Distinctive Education Program

The school shall provide a brief description of some of its unique, innovative, and significant contributions to public education within the same grade level and geographic area in which it is located.

These contributions may include:

1. Teaching methods
2. Measures of student achievement
3. Professional development for teachers
4. Learning programs, or
5. Encouraging parental or community involvement

School response:

The educational philosophy of ASE is that school exists for the welfare and dignity of the child. Education at ASE is student-centered, and each child is recognized as a unique individual with unique interests, needs, and abilities. ASE aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. ASE focuses on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of ASE is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of “school” transforms.

ASE is a college preparatory charter school focusing on math, science, and technology. Members of the ASE believe that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Our vision is to enable students to succeed in school and have options to enter math, science and engineering careers.

Albuquerque School of Excellence’s school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). Student achievement/outcome is built on 3 core principles within the school model: A challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. ASE will utilize technology across all of these dimensions to reinforce its school model and curriculum.

Albuquerque School of Excellence (ASE) brings a number of unique and innovative approaches to educating students in Albuquerque. Some of the significant educational contributions ASE brings to Albuquerque include:

TEACHING METHODS:

ASE offers teachers and students unique opportunities for teaching and learning by offering a variety of methods from direct instruction to project-based learning to engage our students in the classroom.

DIRECT INSTRUCTION:

Teachers utilize direct instruction teaching methods with common core aligned Eureka Math, CKLA for ELA, and Engage New York curriculums in various subject matters. Teachers also design their own standards-based curriculum for Social Studies instruction along with the utilization of purchased curriculums for New Mexico History and US History.

TECHNOLOGY:

ASE incorporates technology in instruction by placing a Chromebook in the hands of each student in a core curriculum class throughout the school day to engage a variety of learning styles and bring additional technology resources into the classroom.

An example of the use of technology in learning is the enhanced opportunity for every student to excel far beyond grade level in math with a subscription to the highly regarded, computer-adaptive ALEKS online math curriculum. Fluency algorithms built into the ALEKS curriculum greatly benefit low performing students as well because the program uses these algorithms to develop interactions with the students to deliver individualized resources and learning activities, which address the unique needs of each learner. Students may also “test out” of some lessons so that they can continue to be challenged by the program’s instruction.

ASE also provides a unique opportunity for every elementary student to excel far beyond their grade level in English with a subscription to the highly regarded I-STATION online English intervention curriculum.

BLENDED LEARNING:

ASE uses Stem-Scopes as a science curriculum for a blended learning approach to teaching science at all grade levels. Students learn through computer programs and hands-on activities related to NGSS topics for each grade level.

CURRICULUM AND INSTRUCTIONAL DIFFERENTIATION:

Staff members are engaged in creating a differentiated supplemental curriculum for the purposes of scaffolding for lower-performing students. Teachers engaged in curriculum supplementation strictly adhere to the Common Core and New Mexico State Standards for guidance. Examples of instructional differentiation include the utilization of vocabulary games, peer tutoring, repetition and/or re-wording of instructions, sentence and question stems, graphic organizers, visuals and realia, modeling, exemplars, collaborative activities and small group work, chunking of lesson materials, simplified lessons, videos, labeling in the classroom, addressing learning modalities,

grouping for peer mentoring and collaborative activities.

STUDENT COLLABORATION:

As mentioned in our charter and mission statement, ASE values and utilizes collaborative learning approaches in classes, clubs and sports programs. Wherever possible, teachers create group work opportunities for science, writing, social studies, and math assignments to engage students in this unique type of learning experience to build life skills and further their social growth and real-world experiences in learning.

TEAM BUILDING:

ASE utilizes sports programs to provide the opportunity for team building. ASE encourages high school students to participate in APS sports programs when ASE is not able to provide that opportunity. Other team activities include our robotics and lego teams, chess teams, science olympiad, annual students' fall balloon launch where our art and science teachers work together to help students design, build, and launch balloons for a cross discipline experience, speech and debate teams, student led theatrical productions, and collaborative activities with our Phoenix Guides.

PROJECT-BASED LEARNING (PBL):

ASE utilizes a fully functional robotics lab complete with 3D printers which are used in student and community outreach projects.

CLASSROOM MANAGEMENT MODELS:

Without effective classroom management, learning cannot take place. With this in mind, ASE has developed a school-wide system of discipline management and behavior tracking that not only establishes consistent expectations across classes and grades, but also collects data to be used in tracking individual patterns of behavior. ASE's discipline management system exists for the betterment, not the punishment of students. In addition to the school-wide positive reinforcement system, some teachers also utilize the Nurtured Heart approach to positive discipline management.

MEASURES OF STUDENT ACHIEVEMENT:

Measures of student achievement include traditional checks for understanding such as performance tasks (chapter tests and quizzes), quick writes, hand signals, think-pair-shares, exit tickets, rubrics, self-evaluations, exhibitions and demonstrations, journals, essays, and portfolios.

ASE uses technologically advanced assessments to collect data and to measure student achievement. Examples of the cutting edge assessment technology in use at ASE are computer-based STAR Math and STAR Reading assessments and Istation which students take, at a minimum, three times a year. ASE utilizes these advanced student interim achievement measures to make data-driven decisions regarding class placement and interventions.

With STAR Math and Reading, our growth expectation is that at least 85% or more of our students will show one year's growth when comparing BOY (beginning-of-year) to later results. BOY assessments such as STAR Math, STAR Reading, and Istation are used to determine placement in intervention classes, tutoring, or advanced electives such as Math Counts, Science Olympiad, finance classes, cybersecurity, speech and debate, desktop publishing, and languages other than English.

End-of-Year Assessments include NMPED provided EOCs and Common Core Standards-Based Assessments (fka PARCC), AP tests, and teacher developed summative assessments.

PROFESSIONAL DEVELOPMENT FOR TEACHERS:

ASE teachers attend onsite annual beginning-of-the-year orientations with targeted training to prepare for the new school year. In addition, ASE annually purchases online subscriptions from Global Compliance Network (GCN) for required training subscriptions for all staff related to topics ranging from homeless education, mental health, school safety, and FERPA to food preparation.

ASE teachers are active participants in NMPED organizations such as the New Mexico Teacher Leader Network. Application has been made for School Liaison, State Ambassador and/or Secretary's Advisory positions to become actively involved in learning more about and in improving the education system in New Mexico through proactive participation.

Teachers take part in webinars and other online course offerings from such resources as Istation, STAR Assessments, Eureka Math, NMPED, and Newslea to name a few. Teachers attend in-person training offered by the Cooperative Educational Services (CES) which covers various topics such as the Student Assistance Team/RTI, dyslexia, special education, and 504 plans.

Math and Science teachers, along with general education elementary teachers, attend The Math and Science Bureau at the New Mexico Public Education Department's Making Sense of SCIENCE courses so that they can bring new and innovative teaching methods and instructional materials to the classroom.

AP teachers and other specialized subject teachers are encouraged to seek out and attend training offered throughout the year to help ASE diversify our course offerings.

ASE holds weekly staff meetings that vary and include general all-staff meetings, Grade Level and Department meetings, Best Practices Professional Learning Communities (PLCs), and our ASE Design Team which covers such topics as academics, safety, engagement, college and career readiness, operations, and STEAM. Meeting agendas are created and minutes are taken for these meetings.

In 2019 ASE again demonstrated its commitment to utilizing and benefiting from the latest technology by purchasing the Activate Professional Learning Library (ASCD) to serve as professional development aid for teaching staff. ASCD guides teachers to identify areas of professional need and provides the resources necessary for teachers to create personalized action

plans that translate to results in the classroom.

LEARNING PROGRAMS AND OPPORTUNITIES:

ASE utilizes a unique mix of common core aligned curricula. A summary of the unique and innovative educational offerings at ASE include:

- a. EUREKA Math/Engage New York math curriculum for grades 1-12, common core aligned math programs with digital and hands-on applications
- b. ALEKS and Khan Academy
- c. CKLA/Engage New York for ELA common core aligned curriculum for grades 1-12
- d. Vocabulary.com, Newsela, and No Red Ink to supplement ELA instruction
- e. Reading intervention programs such as Istation, Read180, and IRead with both online and hands-on applications
- f. Club offerings after school and/or on Saturdays such as Math Counts, Robotics, Fit Kids, Chess, yoga, volleyball, basketball, creative writing, art, Lego League, Anime, Spanish club, Turkish Folk Dancing, journalism/yearbook, and Student Council
- g. A Community service club for elementary students who have participated in food drives for food banks, pet supply drives for animal shelters, the collection of data for a national climate watch organization and which culminated in a volunteer event with Roadrunner Food Bank.
- h. Elementary student learning experiences with such local organizations as the Bosque EcoSystem Monitoring Program (BEMP), the RioGrande BioPark and BioVan, and Valle de Oro National Wildlife Refuge, which included both classroom hands-on experiences and nature-based field trips. Teachers also utilize Science Kits offered by Sandia Labs to bring in hands-on science activities into our elementary classrooms.
- i. Tutoring hours for all core subjects offered after school and/or on Saturdays
- h. International cultural immersion learning opportunities: Our Robotics team has been to Japan for international competitions three times and won 7th Place in International RoboRave Contest High School Category – Kaga, Japan - 2017. Teachers, students, and families have taken trips together to Europe and visited Spain, England and Germany.
- i. Comprehensive character education offerings: ASE's character education curriculum is conceived to provide the flexibility to address relevant and timely issues affecting our students. ASE employed a social worker who contributes content and lessons to the character education curriculum of all grades. In addition, ASE has purchased a character education curriculum for grades 3 - 6 and provides a dedicated staff member to provide this instruction. Timely character education mini-

lessons are provided by homeroom teachers at all grade levels who are trained to provide feedback and input regarding relevant topics for new lessons. Additionally, the social worker holds private and group sessions with students referred by self, parent, and/or teachers for counseling services. The school utilizes parent consent forms which are submitted to the social worker prior to services being provided.

j. Leadership opportunities such as Classroom Ambassadors at all grade levels and Phoenix Guides for students in grades six-twelve (ASE Phoenix Guides completed over 1200 service hours last year).

k. In-state and out-of-state college campuses visited annually by eighth through twelfth graders. Among the states visited are New Mexico, Texas, Colorado, Massachusetts, California, and New York. These trips provide students first-hand information about college life and the enrollment process.

l. Participation by students in all grade levels in an annual School Science Fair competition with awards being given at all grade levels for first through honorable mention. Students in grades four through twelve have the opportunity to participate in the Central New Mexico Regional Science Fair and have received both monetary and non-monetary awards for their projects and participation. Examples of such include:

Two 1st Places in Special Awards and \$475 Prize for Grade 6-8, Regional Science Fair 2017

Two Special Awards and \$450 Prize for Grade 9-12, Regional Science Fair 2017

Four Honorable Mention in Regional Science Fair- 2016

m. Participation in annual robotics, science olympiad, math, art, social studies, speech and debate, and spelling bee competitions. Our student successes include:

Three First Place Teams in different Categories for New Mexico Junior FLL Robotics League 2018.

Three First Place students in the New Mexico Junior Robotics League 2016

4th Place in Regional Mathcounts and Advanced to State Qualifying Contest 2018, Fifth place team in Albuquerque Mathcounts Chapter event in 2015, and 4th Place in Regional Mathcounts and Advanced to State Qualifying Contest 2018

3rd place Albuquerque Charter School Spelling Bee 2018, and 3rd Place Albuquerque Charter School Spelling Bee 2016

3rd place in State GeoBee for 2019

Highly qualified teams and individual students in Science Olympiad in 2015 and 2016 and Best Coach of the Year Award in New Mexico State Science Olympiad 2016

1st, 2nd and 3rd place for Hispanic Heritage Youth Art Contest - Sandia Laboratories 2017, Top

four placed students in New Mexico in the International Aviation Art Contest 2016, First place in New Mexico State Fish Contest in 2015, First, Second and Third place students in the Hispanic Heritage Month Youth Art Contest - 2014, and Top five placed students in New Mexico Hispanic Art Competition 2016

2nd place Humorous Interpretation, 4th Place Dramatic Interpretation, 5th Program of Oral Interpretation - Speech & Debate State Tournament 2017

Multiple top place students and teams in New Mexico English Exposition 2015

n. Annually participation of our fifth graders in Kirtland Air Force Base's StarBase La Luz Academy program, which provides elementary students opportunities to explore physics, chemistry, technology, engineering, mathematics operations and applications, and STEM careers.

o. Required completion of 100 community service hours for students in grades nine through twelve as part of their graduation requirements. Service hours include volunteer hours at church functions, food banks, clothing banks, at our school as teacher aides or tutors, and hospitals. These service hours are documented with signed forms and logged into our database for record-keeping.

p. Visits to historical sites such as Los Golondrinas and participation in school events such as "Colonial Days" which allow our elementary students to go back in time and experience a day in the lives of our ancestors.

q. Engage high school students in college-level STEM classes at local post-secondary learning institutions through dual-enrollment programs with UNM and CNM.

ENCOURAGING PARENTAL AND COMMUNITY INVOLVEMENT:

ASE is unique among NE Albuquerque-hours Schools in its commitment to offer home visits to the parents of all students. Beginning in 2019, ASE began to shift focus away from only offering home visits to following through on visiting as many students' homes as possible for all grade levels. By utilizing more focused tracking tools, ASE has already seen an increase in the number of home visits completed by staff in 2019 now that we are offering home visits for all grade levels. All staff members have a suggested number of home visits to complete (10 for teachers and administrators and 5 for support staff) and by mid-September, 129 home visits have already been completed by our staff.

One of the best-attended after-hours celebrations at ASE is the annual Multicultural Night. Students and parents proudly represent their native and ancestral cultures by wearing traditional dress and by sharing their favorite traditional dishes with friends and families.

All high school parents are invited to participate in the ASE next step plan. Beginning in 8th grade, parents meet annually with the ASE academic counselor to plan for graduation and beyond.

ASE also sponsors a highly successful annual Family Math & Science Night at our school as a result of our relationship with Sandia National Laboratories and the Explora Museum. Our 2019 event had

an attendance of over 180.

ASE has a very active and involved PTO which plans their own events and supports the events planned by our teachers and staff.

ASE utilizes an Events Calendar, webpage announcements, social media (Facebook, Twitter, and Instagram) and School Messenger to engage with families to keep them up-to-date on school events and important information.

In 2019, ASE retained a licensed psychologist from Cooperative Educational Services (CES) to collaborate on the formulation and presentation of our character education curriculum. Our collaborating partner not only provides student counseling but also authors and presents our character education curriculum offerings that dealing with social and emotional health.

Community members, leaders, scientists, etc. are brought into our school as mentors and guest speakers to give our students opportunities to discuss career paths, learn about important science and community topics, and experience hands-on science activities such as using high powered telescopes.

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2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

a. Department's Standards of Excellence

For any school that has not maintained a C or better letter grade in SY2016 – SY2018 provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

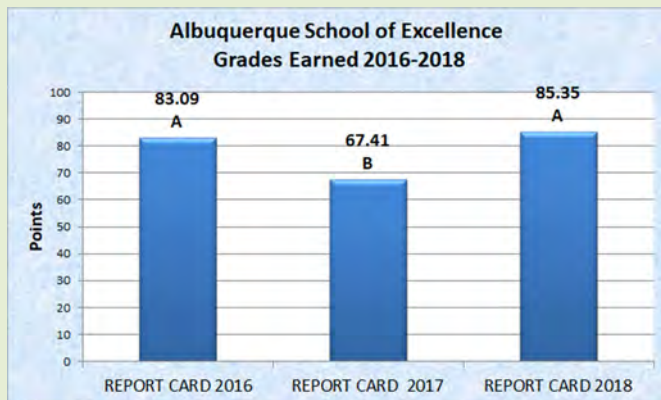
Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract *AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018* do NOT complete this Section.

NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.

School response:

Albuquerque School of Excellence (ASE) has striven to provide students and parents with a viable school choice option in Northeast Albuquerque with rigorous curriculum standards geared at college and career

readiness. To that end, ASE has maintained high overall school grades and has been spotlighted by the NMPED for growth in both ELA and Math. Based on The NMPED report released in July 2018, ASE is included in its rating of the 10 Highest-Performing State Charters in Terms of Growth in ELA Four Year Change for '15-'18 with 14. % growth. ASE was also designated by the NMPED as number one for the 10 Highest-Performing State Charters in Terms of Growth in Math Two Year Change for '17-'18 with 12.8% growth and second for Growth in Math Four Year Change for '15-'18 with 18.2% growth.

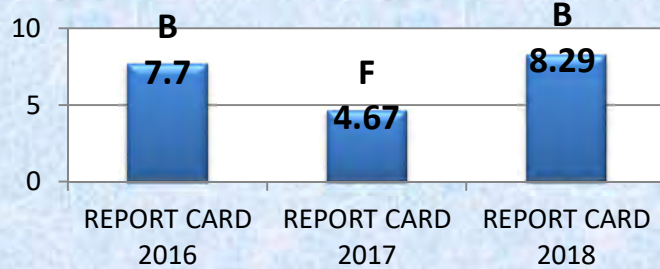


Two of the eight indicators on the State Grade Report Card are addressed below because Albuquerque School of Excellence received a grade below C in the 2017 Report Card. The indicator for lowest-performing Students is addressed first, followed by the Graduation indicator.

LOWEST-PERFORMING STUDENTS:

In regards to the performance indicator related to the lowest-performing students, Albuquerque School of Excellence (ASE) earned a grade of F in 2017 and a grade of B in 2018 for the same indicator.

Albuquerque School of Excellence Improvement of Lowest-Performing Points



ACTION:

ASE initiated a practice of screening of all students within the first full week of school for the purposes of identifying those students requiring additional support. STAR Reading and Math interim, progress monitoring assessments were utilized for the screening to determine targeted interventions to be utilized to improve academic growth and proficiency. Following the initial assessment, student's class schedules are revised to include "excellence" (intervention) classes when appropriate for ELA and Math. Excellence classes provide a personalized curriculum targeted to the specific learning needs of each student. ASE personalizes the instruction in "excellence" classes by requiring teachers to consult the STAR assessment for individually recommended areas of growth. ASE has also utilized our Math and ELA teachers for additional targeted tutoring both after school and on Saturdays for the 2017-2018 school year.

In an effort to improve this performance indicator, ASE hired Title 1 intervention teachers for math and reading. In addition, ASE hired a TESOL endorsed teacher to work with our EL students in

small groups. General education teachers were provided with TESOL strategies as needed to be used for sheltered instruction and scaffolding to engage students at all learning levels. The interventionist was available to all teachers for consultation regarding EL education. Progress monitoring was utilized to determine student academic growth throughout the year. STAR Math and Reading assessments were given at least three times during the year (more often for at-risk students) and Istation assessments were given monthly. This process allowed teachers to adjust support and instruction as needed to meet student needs.

ASE purchased ALEKS, a computer adaptive math intervention program, for use by all students in grades three through twelve, both at home and on campus. This online math tool, along with the use of Khan Academy as an instructional intervention tool, helped to target student needs in math. ASE also purchased and utilized Istation as a reading intervention and progress monitoring tool for our students in grades one through five.

Additionally, competitive salaries were offered and incentives for teachers had been given by offering bonuses for teachers who advanced to and/or maintained Effective, Highly Effective, and/or Exemplary ratings based on their NMPED Summative Evaluations in an effort to recruit and retain our best teachers.

SUCCESS OF THE ACTION AND VERIFIABLE DATA:

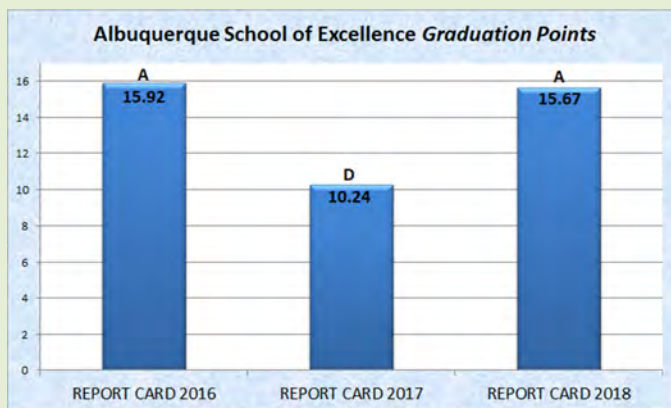
In 2018, ASE’s performance rating for the lowest 25% of students advanced from an “F” to a “B”. This was due to the interventions mentioned above and ASE continuing commitment to an increased focus on the lowest-performing students through regimented early assessment and targeted interventions. Part of what ASE considers a successful outcome from the 2017 critique is our realization that we were not providing sufficient out of class, or secondary, learning opportunities for the lowest-performing students. ASE realized the limitations of relying on classroom time alone to provide sufficient learning opportunities for the needs of all students. The advanced nature of our curriculum introduced topics at such a rate that skills fluency was suffering prior to 2018.

ASE required all teachers to offer tutoring to increase “secondary learning opportunities” for all students. These additional learning opportunities undoubtedly contributed to ASE becoming the top-performing New Mexico charter school for growth in mathematics. Progress monitoring has always been a part of ASE’s intervention and tutoring programs, and teachers worked along with the Student Assistance Team in determining Tier 1 and Tier 2 interventions; however, training in SAT was provided by an outside contractor, and our new school administrators worked with the staff to focus on data to provide more targeted interventions and supports.

GRADUATION RATES:

The Shared Accountability Method used to calculate cohort graduation rates allows schools to be proportionally accountable for the graduation of students in a particular cohort if they were enrolled

in their school for any amount of time. Albuquerque School of Excellence (ASE) earned a grade of D in 2017 and a grade of A in 2018 for the Performance Indicator For Graduation. The D earned in 2017 was related to the migration of our 17 out of 20 high school students in three years to other high schools, so they did not graduate from ASE and only proportional graduation credit was received for these students and is indicated in the Graduation Indicator grade that was earned by the school for that year. The reasons students indicated for their migration to other high schools included limited sports program and facilities (which we have since addressed and improved upon with the addition of a gym and basketball and volleyball teams), small school size, limited social programs such as Prom and other school dances (which our PTO has addressed by offering more social events for our students).



ACTION:

To mitigate the effect of transferring students failing to graduate, ASE increased efforts to retain high schoolers at ASE. Primary among these efforts is ASE's introduction of "Parent Next Step Plan." While all schools submit Next Step Plans, ASE took the process a step further by including

active parent participation. Conferences were held with eighth through twelfth-grade parents to include them in ASE's planning for the college success of their students. ASE also invested in Naviance, a comprehensive college and career readiness tool that helps align student strengths and interests to postsecondary education. This allows for the improvement of student outcomes and helps them connect learning to life. This career planning tool allows students to understand their strengths, goals, skills, and interests which can lead to choosing exciting career paths to pursue through furthering their education after high school.

In an effort to improve retention of our high school students, our high school counselor, and teachers increased interest in student participation in dual enrollment classes by allowing them to have modified schedules so that they could attend such classes both directly on the campuses of CNM and UNM and by utilizing online classes. Beginning in 2019, ASE is beginning to offer dual credit classes on our own campus as well so that our students have even more dual enrollment credit options.

ASE developed a mentorship program whereby our teachers work closely with students to keep them engaged, interested in continuing their education at our school, and to help them make informed decisions related to dual-enrollment course selections along with their overall college and career goals. Additionally, we increased our offerings for Advanced Placement classes to increase interest in our high school course offerings and better prepare our students for college-level coursework.

b. School Specific Charter Goals

Pursuant to NMCA 22-8B-9.1, each charter school authorizer must allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school in each school's performance framework to augment external evaluations of its performance, provided that the chartering authority approves the quality and rigor of the indicators and the indicators are consistent with the purposes of the Charter Schools Act.

All applicants must report on each school specific charter goal that is included in the school's performance framework. Applicants must provide a summary analysis of their performance on each goal in over the term of the contract. This analysis must state, for each year of the contract, whether the goal was met and must include longitudinal data that can show the progress of the school over the contract term. For each goal, the applicant should provide a visual representation of the longitudinal data.

For any applicant that did not meet all of their goals in each year of the contract term, provide a narrative that addresses the improvement actions (school/adult/leader/teacher actions) targeted to improve the school's performance on that school specific goal and the success of those actions (student academic successes/improved outcomes). The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining sufficient performance on the school specific goal. The narrative should only address a goal that was not met in each year of the contract term.

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

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

School response:

Albuquerque School of Excellence has met or exceeded all of its school-specific goals (Performance Indicators) in each year of the contract term.

The following is a summary analysis of performance on each goal over the term of the contract including a visual representation of longitudinal data showing the progress of the school over the contract term.

School Specific Goal - Reading

Performance Indicator Short cycle assessment data will be used to measure academic growth or proficiency in Reading of Full Academic Year (FAY) students grades 3-8.

Growth, In order to show growth (the first phase in each of the standards set forth below), FAY students in grades 3-8, will demonstrate academic growth in Reading as measured by three short cycle assessments using state-approved vendors using STARS grade-level assessment. "One year's growth" will be defined as the projected score for each student as set by the fall test as shown on the attached sample report. Students may show the growth on either of the winter or spring assessments.

Proficiency In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above grade level"

Exceeds Standard The school surpassed the targets of this indicator if:

85% or more of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the students' tests at "at or above grade level"

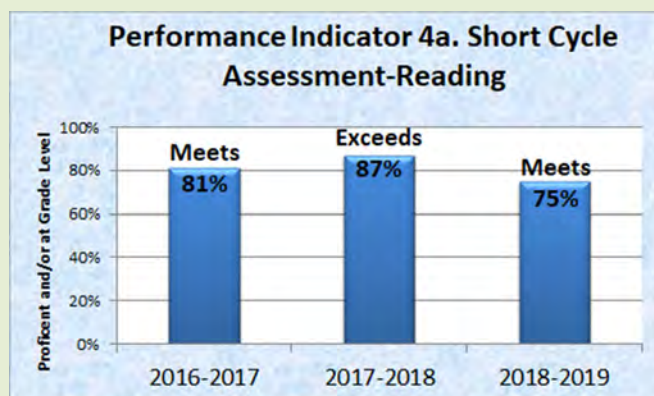
Meets Standard The school met the target of this indicator if:

75-84% of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "at or above grade level" the winter or spring short-cycle assessment.

Does Not Meet Standard The school did not meet the targets of this indicator if:

65-74% of identified students made more than one full year's growth in reading short-cycle assessment scores when comparing beginning year results to later results OR the students' tests at "at or above grade level" on the winter or spring short cycle assessment.

Falls Far below Standard The school did not meet any of these standards set forth above.



School Specific Goal: Mathematics

Performance Indicator Short cycle assessment data will be used to measure academic growth or proficiency in Math of Full Academic Year (FAY) students grades 3-8.

Growth, In order to show growth (the first phase in each of the standards set forth below), FAY students in grades 3-8, will demonstrate academic growth in Math as measured by three short cycle assessments using state-approved vendors using STARS grade-level assessment. "One year's growth" will be defined as the projected score for each student as set by the fall test as shown in the attached sample report. Students may show the growth on either of the winter or spring assessments.

Proficiency In order to show proficiency (the second phrase in each of the standards set forth below), a student must score at "At or above grade level"

Exceeds Standard The school surpassed the targets of this indicator if:

85% or more of identified students made more than one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results OR the students' tests at "at or above grade level"

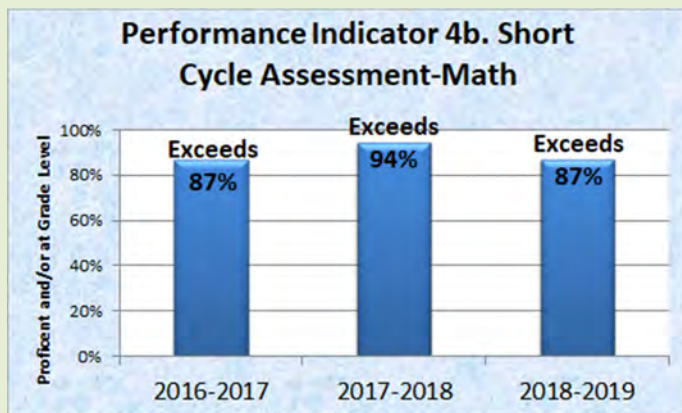
Meets Standard The school met the target of this indicator if:

75-84% of identified students made more than one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results OR the student tests at "at or above grade level" in the winter or spring short-cycle assessment.

Does Not Meet Standard The school did not meet the targets of this indicator if:

65-74% of identified students made more than one full year's growth in math short-cycle assessment scores when comparing beginning year results to later results OR the students' tests at "at or above grade level" on the winter or spring short cycle assessment.

Falls Far below Standard The school did not meet any of these standards set forth above.



School Specific Goal **STEM and College Readiness classes**

Students graduating from ASE will be prepared for STEM-related employment or post-secondary education as demonstrated by completion of STEM elective/core course and/or College Readiness classes (AP, Honors, Dual Credits, Distance Learning) in addition to NM high school graduation credit requirements.

Cohort 1- Students who attended ASE since the fall of their 9th-grade year.

Cohort 2: Students who attended ASE after the fall of their 9th-grade year

Exceeds Standard The school surpassed the targets of this indicator if:

Cohort 1: 90 % of ASE graduates will have completed 6 or more credits in the following: CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes (AP, Dual, Honor, Distance Learning credits) These are IN ADDITION TO NM high school graduation credit requirements; AND

Cohort 2: 90 % of ASE graduates will have completed 4 or more credits in the following: CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes (AP, Dual, Honor, Distance Learning credits) These are IN ADDITION TO NM high school graduation credit requirements.

Meets Standard The school met the targets of this indicator if:

Cohort 1: 80 - 89% of ASE graduates will have completed 6 or more credits in the following: CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes (AP, Dual, Honor, Distance Learning credits) These are IN ADDITION TO NM high school graduation credit requirements; AND

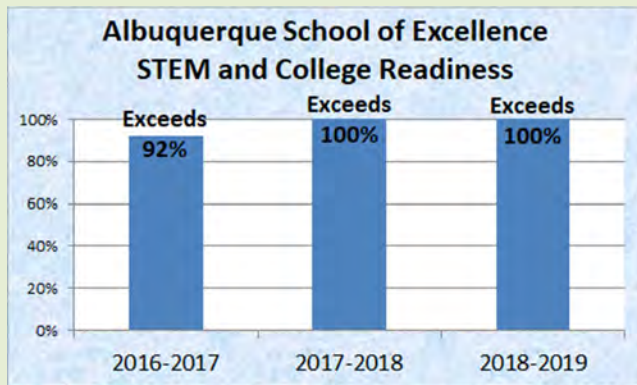
Cohort 2: 80 - 89% of ASE graduates will have completed 4 or more credits in the following: CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes (AP, Dual, Honor, Distance Learning credits) These are IN ADDITION TO NM high school graduation credit requirements

Does Not Meet Standard The school did not meet the targets of this indicator if:

Cohort 1: 70 - 79% of ASE graduates will have completed 6 or more credits in the following: CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes (AP, Dual, Honor, Distance Learning credits) These are IN ADDITION TO NM high school graduation credit requirements; AND

Cohort 2: 70 - 79% of ASE graduates will have completed 4 or more credits in the following: CTE/STEM elective credits with a passing grade of C or better OR College Readiness classes(AP, Dual, Honor, Distance Learning credits)

These are IN ADDITION TO NM high school graduation credit requirements.



School Specific Goal **College Acceptance**

Students who graduate from ASE will be accepted to an accredited, 4- year college or university or the military and 50% of them will be accepted to an accredited, four-year university program or the military with an intent of pursuing a STEM-related career as measured by ASE Student Next Step Plan and ASE Senior Checklist which are signed and endorsed by senior and parent/legal guardian. The Head Administrator will approve the form of Next Step Plan and ASE Senior Checklist and identify what criteria on these documents shows “the intention of pursuing a STEM-related career.”

Cohort 1- Students who attended ASE since fall of 9th grade year

Cohort 2: Students who attended ASE after the fall of their 9th-grade year

Exceeds Standard The school surpassed the targets of this indicator if:

At least 90 % of the graduating class of ASE students will:

Cohort 1: Be accepted to an accredited, 4- year colleges or universities or the military and 50% of them will be accepted to an accredited, four-year university program or the military with the purpose of pursuing a STEM-related career.

Cohort 2: Be accepted to accredited, 2 or 4- year colleges and universities or the military and 40% of them will be accepted to an accredited, four-year university program or the military with the purpose of pursuing a STEM-related career.

Meets Standard The school met the targets of this indicator if 80 -89% of graduating class of ASE students will:

Cohort 1: Be accepted to an accredited, 4- year colleges and universities or the military and 50% of them will be accepted to an accredited, four-year university program or the military with the purpose of pursuing a STEM-related career.

Cohort 2: Be accepted to accredited, 2 or 4- year colleges and universities or the military and 40% of them will be accepted university programs with the purpose of pursuing a STEM-related career.

Does Not Meet Standard The school did not meet the targets of this indicator if:

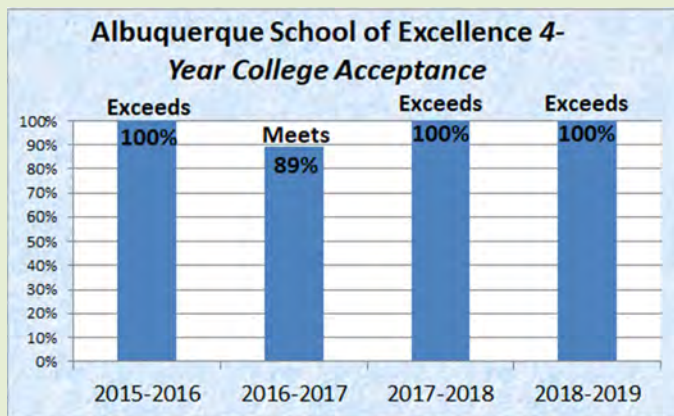
70-79 % of the graduating class of ASE students will:

Cohort 1: Be accepted to an accredited, 4- year colleges and universities or the military and 50% of them will be accepted to an accredited, four-year university program or the military with the purpose of pursuing a STEM-related career.

Cohort 2: Be accepted to accredited, 2 or 4- year colleges and universities or the military and 40% of them will be accepted to an accredited, four-year university program or the military with the purpose of pursuing a STEM-related career.

Falls Far Below Standard

The school did not meet any of the standards set forth above.



School Specific Goals **HOME VISITS**

Students in grades 6-12 at ASE will be offered an annual home visit by school staff. To show that the individual parents were offered the visit, the school will show documentation of a response from the parents which will indicate whether or not the offer was accepted (i.e. notes from a phone call, email response or written document from the parents.) The school will also provide data that show the number of visits completed.

Exceeds Standard The school surpasses the target of this indicator if:

90 % or more of students in grades 6-12 will be offered a visit at least once a year

Meets Standard

The school meets the target of this indicator if:

80 - 89% of students in grades 6-12 will be offered a visit at least once a year

Does Not Meet Standard

The school does not meet the target of this indicator if:

70 -79% of students in grades 6-12 will be offered a visit at least once a year Far Below Standard:

The school did not meet any of the standards set forth above

This goal unrated by the PED team based on the data provided by the school.

3. Financial Compliance

The Charter School Act provides as follows:
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY2016	2	1. Significant Deficiency Finding- Internal Control Structure 2. Compliance Finding - Disbursements	1. (a) All staff will be reminded of the policies and procedures around purchasing. (b) The administration will refuse payments for items that are purchased without the following procurement. (c) Staff can be officially reprimanded for not following policies related to purchasing. 2. Business Manager will refuse reimbursement on taxes for the tangible personal property regardless of overall savings. 2. The inability to pay tax will be reinforced with staff.
FY2017	2	1. Non-Compliance Finding – Chief Procurement Officer 2. Significant Deficiency Finding – Segregation of Duties	1. The previous principal had been certified as a CPO to resolve the finding. A new employee will be designated to attend the training and get certified once trainings are scheduled and available. 2. The Business Manager will work with the financial institution to provide for a dual approval of all wires.
FY2018	2	Non-Compliance Findings: 1. Financial Close and Reporting 2. Travel and Per Diem 3. Controls over Cash Receipts	1. The business manager will reconcile the trial balance to OBMS and will ensure dual the revenues and expenditures are being recorded correctly in the proper code. 2. The school will ensure that the school's travel policy will be implemented by being reviewed and approved by the GC President or their designee. 3. The school has implemented a new software system to record all cash receipts when a payment is made to the school.
39 Page Renewal Application 2019-20, Approved by the PEC June 14, 2019.			

b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

If the school's **Board of Finance was suspended** at any time during the term of the contract, the school must provide a narrative explaining the actions taken (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice.

The narrative must be supported by evidence provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.

School response:

N/A - Board of Finance was never suspended during the entire term of the contract

4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...*and/or*...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC's contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received "working to meet" or "fall far below" in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated "working to meet" ratings or any "falls far below" ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

School response:

ASE has received "Meets standard" rating for this indicator during 2016-2017, 2017-2018, and 2018-2019 school years.

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b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

If the school has received any OCR complaints or formal special education complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **If any of those complaints have been resolved and resulted in a finding that the school violated any law**, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the site visit.

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.

School response:

Albuquerque school of Excellence didn't receive any “ falls far below” rating , but did receive the following repeated“ working to meet” ratings:

Finding: III-A.03: 1d) Education Plan: students w/special needs

The school identified a teacher as a Gifted Facilitator with a caseload of 37 students. However, the teacher didn't have a Gifted Endorsement during the time of the site visit. The school made an Endorsement Waiver Request submitted to Professional Licensure Bureau, in which the waiver request was denied.

Response:

The teacher completed the required gifted coursework through CNM and finalized her certification. The teacher's updated license with the Gifted Endorsement is in her file, thus no endorsement waiver is needed for Gifted.

Finding: III-A. English Language Learners

The school didn't have LUS/HLS and parental notification letters in some of the students' files. Also, some students were issued the WIDA-Screener without indicating the reasoning. In addition, several of the students appeared on the school's ELP error report due to coding errors while other students appeared to be and not on the school's radar as ELL eligible students.

Response:

Based on the February 2019 NMPED team site visit, the school was required to develop an action plan within 30 days of the visit. The school also investigated and corrected the errors identified on the ELP Error Report. In August 2019, the NMPED team response in EPSS stated that the action plan with all the required components to ensure compliance had been submitted and updated the status to "Working to Meet." The school will use the ELL Manual it developed moving forward to ensure all ELL students are properly assessed, identified, and served.

Finding: III-A.06: 1g) Education Plan: Recurrent enrollment

According to STARS data, the school's recurrent enrollment for the present school year (2018-2019) was 79.9%. The goal set by the PEC in the Organizational Performance Framework is 85% recurrent enrollment.

Response:

Albuquerque School of Excellence has increased its recurrent enrollment from

17-18 school year recurrent enrollment: 77.4

18-19 school year recurrent enrollment: 79.9

Albuquerque School of Excellence plans to continue to increase recurrent enrollment for the following years by providing more extracurricular activities, sports programs, AP and Dual enrollment classes, college trips, and leadership opportunities to its students.

Finding: IV-A.00: 2a) Business Mgmt/Oversight: Financial compliance

The school did not provide evidence of implementation of their financial corrective action plan that resulted in compliance or sufficient movement toward compliance for the school's three audit finding (compliance)

2018-001 Financial Close and Reporting (Other Noncompliance)

2018-002 Travel and Per Diem (Other Noncompliance)

2018-003 Controls over Cash Receipts (Other Noncompliance)

Response:

The school came up with the following action plan and also provided evidence of the implementation of its financial corrective action plan. Such documentation included revised travel form to obtain all required signatures for reimbursement, evidence of new cash deposit software utilized by the school, and evidence the school updated its policies for two reviewers of bank reconciliation statements.

1. The business manager will reconcile the trial balance to OBMS and will ensure dual approval of

the revenues and expenditures are being recorded correctly in the proper code.

2. The school will ensure that the school's travel policy will be implemented by being reviewed and approved by the GC President or their designee.

3. The school has implemented a new software system to record all cash receipts when a payment is made to the school.

Finding: VI-A.01: 4b) Employees: employee rights

- Employment Verification: Of the licensed personnel files reviewed, one file did not contain evidence of employment verification.
- Official Transcripts: Of the file reviewed, all contained official university transcripts; with the exception of one.
- NM Teach Summative Reports: The PED team observed some of the returning licensed teachers summative reports within the respective personnel file. However, did not observe 2017-18 NMT each Summative reports for some teachers

Response:

The school provided evidence of the employment verification and official transcripts that were not observed during the time of the site visit. Summative reports have also been placed in teachers' files.

Finding: VII-A.01: 5b) School Environment: health & safety

The school observed having immunization logs for each individual student being kept within their cumulative

folder, however, they did not provide evidence of the master immunization log during the site visit.

Response:

The school responded to the follow-up request and uploaded its master immunization log for all enrolled students, thus, the status of this finding changed to “Working to Meet”

[Click here to enter text.](#)

c. Governance Responsibilities*

Pursuant to NMSA 22-8B-4, each charter school must, at all times, have at least five members and no members may serve on any other charter school governing body. Further, the governing bodies must operate in accordance with their charter contract and bylaws. The PEC's performance contract requires that the PEC is notified of board vacancies within 30 days, and that vacancies are filled within 45 days.

Additionally, pursuant to NMSA 22-8-12.3, Boards must maintain audit and finance committees that meet statutory makeup requirements.

Further, pursuant to NMAC 6.80.4.20, each charter school governing body member must annually complete five hours of approved training.

Finally, governing body members are held to the conflict of interest requirements laid out in NMSA 22-8B-5.2.

Each school must identify how they have met governance responsibilities during the term of the contract. Specifically, the school must identify:

- the membership of their boards at all times during the term of the contract (with roles and service terms for all members) this should also include membership of the required committees;
- any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of 5 members;
- any time when the governing body did not maintain the required committee membership;
- the amount of time any vacancies were open;
- any board members that did not complete required training hours in any of the years of the contract term.

If the school identified any governance requirements they were unable to meet, the school must provide a narrative describing the improvement actions the school implemented to move toward full compliance with governance responsibilities.

The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements.

The implementation of such actions must be verifiable through evidence during the site visit.

School response:

Board Members Annually Throughout Contract Term:

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Osman Anderson, Ph.D. (President)	Osman Anderson, Ph.D. (President)	Osman Anderson, Ph.D. (President)	Osman Anderson, Ph.D. (President)	Osman Anderson, Ph.D. (President)
Eric Coontz, Ph.D. (Vice President)	Eric Coontz, Ph.D. (Vice President)	Eric Coontz, Ph.D. (Vice President)	Mary A.Jacintha (Member)	Eric Coontz, Ph.D. (Vice President)
Beverly Reno(Secretary)	Beverly Reno(Secretary)	Kathy Bustos-Garcia (Secretary)	Kathy Bustos-Garcia (Secretary)	Kathy Bustos-Garcia (Secretary)
Dr. Mehmet Su(Treasurer)	Orlando Vigil(Treasurer)	Orlando Vigil(Treasurer)	James Ozden, PH.D. (Member)	James Ozden, PH.D. (Member)
Mustafa S Cetin(Member)	Dr.Savayur Bakhtiyarov (Member)	Unal Sakoglu, PH.D. (Member)	Tekin Tuncer, M.Ed.(Member)	Tekin Tuncer, M.Ed.(Member)
Dr.Savayur Bakhtiyarov(Member)	Mustafa S Cetin(Member)	James Ozden, PH.D. (Member)		
Dr. Unal Sakoglu	Dr. Unal Sakoglu	Mustafa Sinan Cetin (Member)		

School response:

The number of Board Members:

Albuquerque School of Excellence Governing board has maintained the seven membership requirements for the term of the contract, until the beginning of 18-19 school year. Two of our board members resigned their positions, whereas the governing board had a meeting to change from seven membership requirements to five. We notified the PED on Tuesday, July 3, 2018, about the resignation of our two board members (Dr. Coontz and Unal Sakoglu), and also submitted meeting

minutes highlighting the discussion of membership change. We received an email from the PED that no further action was needed. However, we were notified this year that we had to submit a specific form for a bylaw amendment. A bylaw change request was discussed in August 2019 governing board meeting and approved in September 2019. A form requesting a bylaw change was submitted to PED on 9/26/19.

Board Member Training Requirements:

Currently, there are members of the board who are not up to date with their training requirements for FY18 as noted in Part A 3c. Report: Kathy Garcia, Osman Anderoglu, Sehmus Ozden, Eric Coontz, Mary Jacintha.

Response:

Albuquerque School of Excellence governing board acknowledges the lack of training and has written an action plan to prevent any noncompliance in hours. The following is the action plan that was discussed in our September 2019 governing board meeting:

1. The ASE Governing Board president will track the training requirements among the board members.
2. Each Governing board member will be expected to complete all training requirements in a timely fashion.
3. The secretary of the board will maintain records ensuring that all training requirements are met and keep open communication with the PED.
4. Training and requirements will be a discussion item on the agenda for our monthly board meetings.
5. ASE will host one board training session per school year.

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

**School Response
to the Preliminary Analysis by CSD**

New Facility:

A primary concern of school staff, students, parents, and its community has been providing the facilities that support the mission of the school and meet the students' needs. In 2015 ASE addressed the needs of the school by acquiring the north half of the building and creating a multi-purpose /gymnasium to serve students' extracurricular needs.

ASE has identified the need for additional space to allow the school to reach its charter capacity and maintain its educational program. ASE would like to add a second building adjacent to the current structure that would house elementary students from K to 5th grade. The additional building will help reduce the number of students in the existing building and also to open additional SPED and ESL classes, and ancillary room. ASE plans to have a student population of 450 at the new facility and would like to keep the current building with 650 students in middle and high school.

Student Attendance and Enrollment:

Habitual Truancy – explain 2017 and 2018

What is the plan to address these two areas?

Before the 2018 -2019 school year, attendance and truancy issues were primarily handled by the front office staff. As our enrollment grew, a staff member was given the responsibility to track and contact families regarding chronic absenteeism. Our staff member(s) designated as the Truancy Coordinator(s) attends NMPED Chronic Absenteeism workshops and uses an in-house tracking system, which includes sending out notices for 3, 5, 7 and 10-day absences with follow up phone calls and parent conferences. The Truancy Coordinator(s) works closely with the teachers to help students maintain good attendance and keep-up-to-date with assignments. ASE uses our homeroom time for character education, which includes discussions of the importance of good school attendance, and this is promoted with posters displayed at our school and postings on our social media outlets.

Recurrent Enrollment (does not meet 85% requirement)

Albuquerque School of Excellence has increased its recurrent enrollment from

17-18 school year recurrent enrollments: 77.4

18-19 school year recurrent enrollments: 79.9

Albuquerque School of Excellence plans to continue to increase recurrent enrollment for the following years by providing more extracurricular activities, sports programs, AP and Dual enrollment classes, college trips, and leadership opportunities to its students.

Teacher Retention Rate – does not meet the goal of 80%.

We have lost teachers to retirement, life changes such as moving, beginning a family, career changes, and illness. The nature of charter schools creates a variety of leadership opportunities for teachers. Still, not all teachers seek this type of additional responsibility or professional development, and some decide to return to teaching in a setting where they will only be responsible for their classroom instruction.

Four years ago, ASE established a bonus system to reward teachers for attaining and continuing to receive Effective, Highly Effective, and Exemplary ratings from the NMPED's teacher evaluation system. Since this teacher rating system is no longer in place by the NMPED, ASE has developed its own teacher rating system so that our top-level teachers can be monetarily and professionally rewarded for their dedication to our students, families, and school and we can continue to retain our best teachers each year.

Governing Council Training Hours

Albuquerque School of Excellence governing board acknowledges the lack of training and has written an action plan to prevent any noncompliance in hours. The following is the action plan that was discussed in our September 2019 governing board meeting:

1. The ASE Governing Board president will track the training requirements among the board members.
2. Each Governing board member will be expected to complete all training requirements in a timely fashion.
3. The secretary of the board will maintain records, ensuring that all training requirements are met and keep open communication with the PED.
4. Training requirements will be a discussion item on the agenda for our monthly board meetings.
5. ASE will host one board training session per school year.