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Part A: Preliminary Data Report and Current Charter Contract Terms

Albuquerque School of Excellence

updated January 31, 2020

Charts with additional data are marked with .

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

Head Administrator: Mustafa Ayik

Authorized Grade Levels: K-12

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.

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.

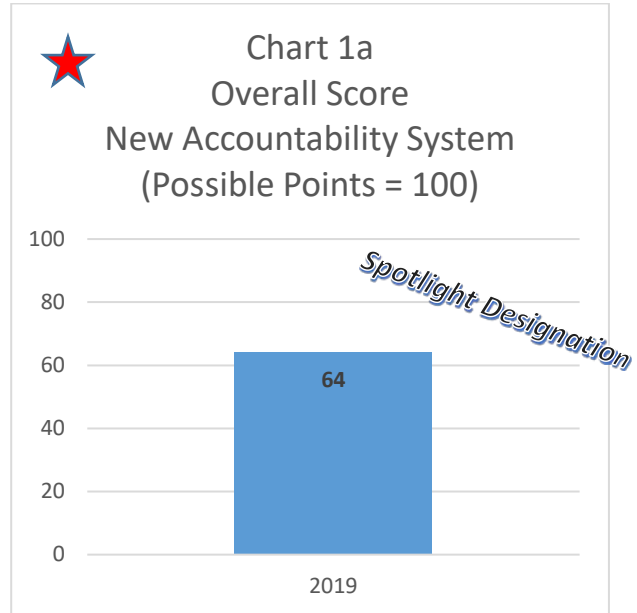
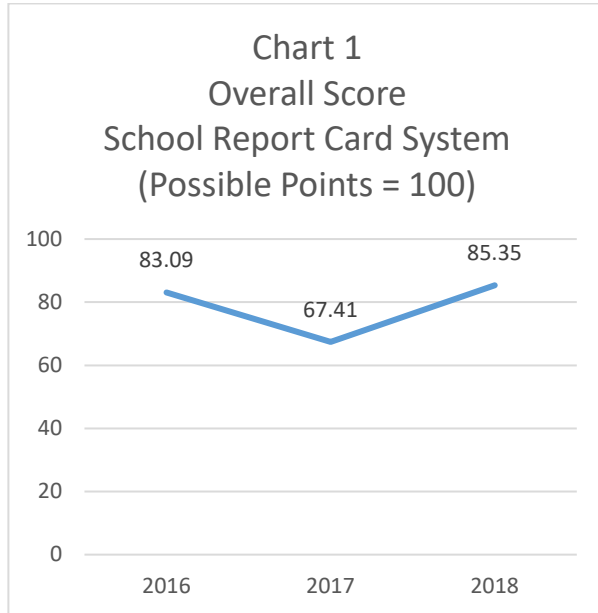
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

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.

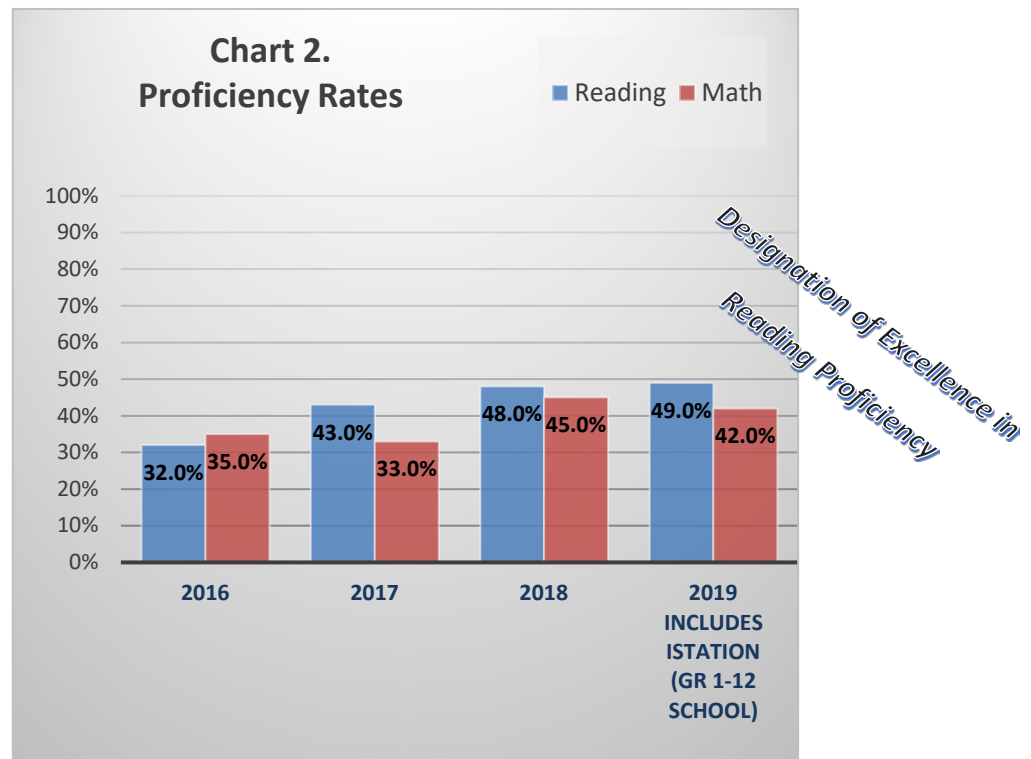
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

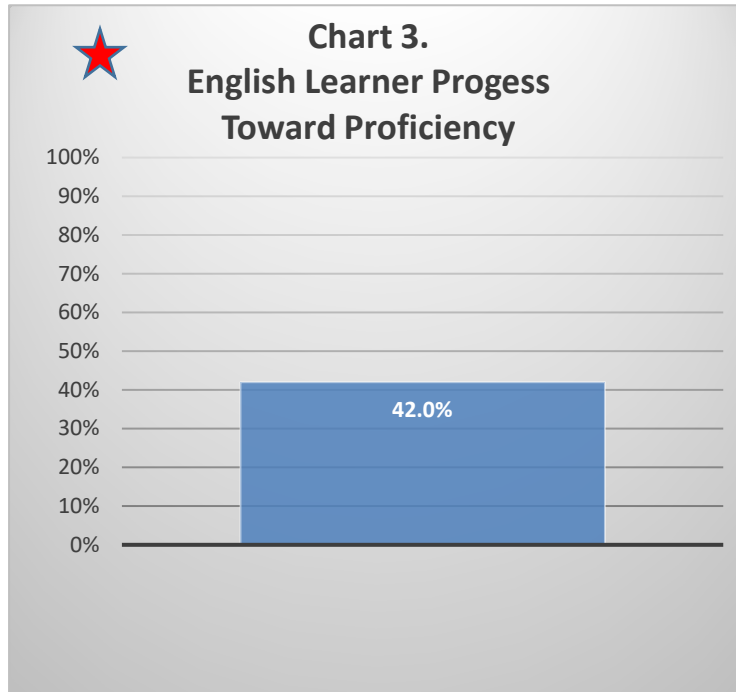
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



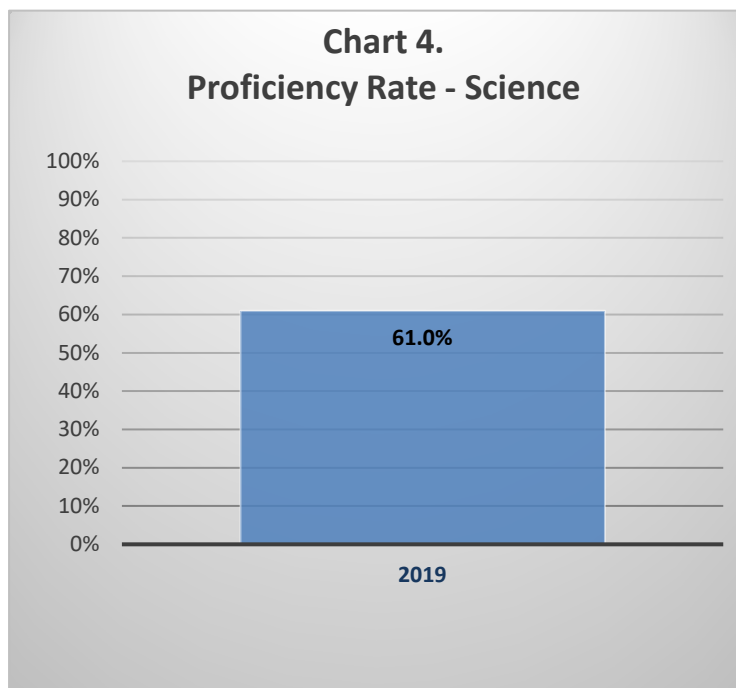
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



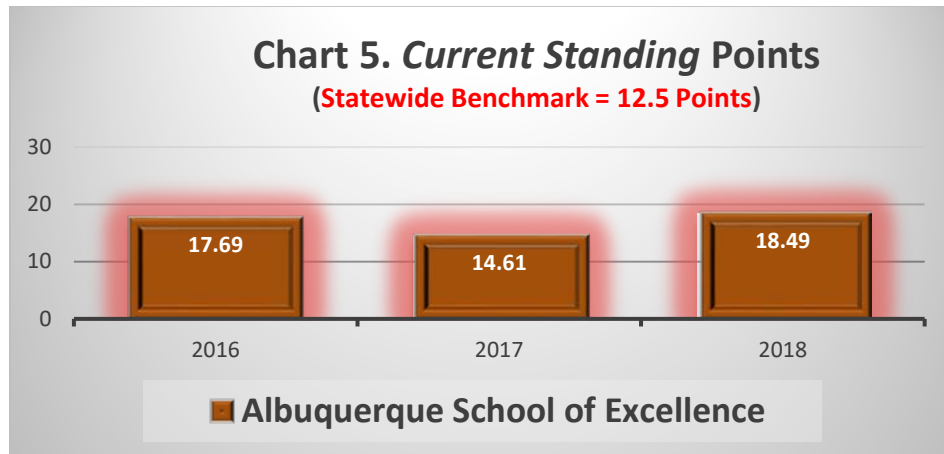
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



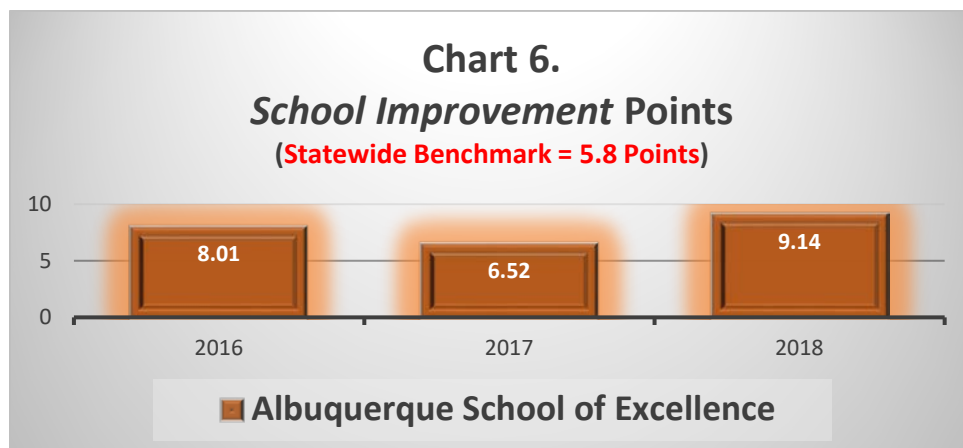
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

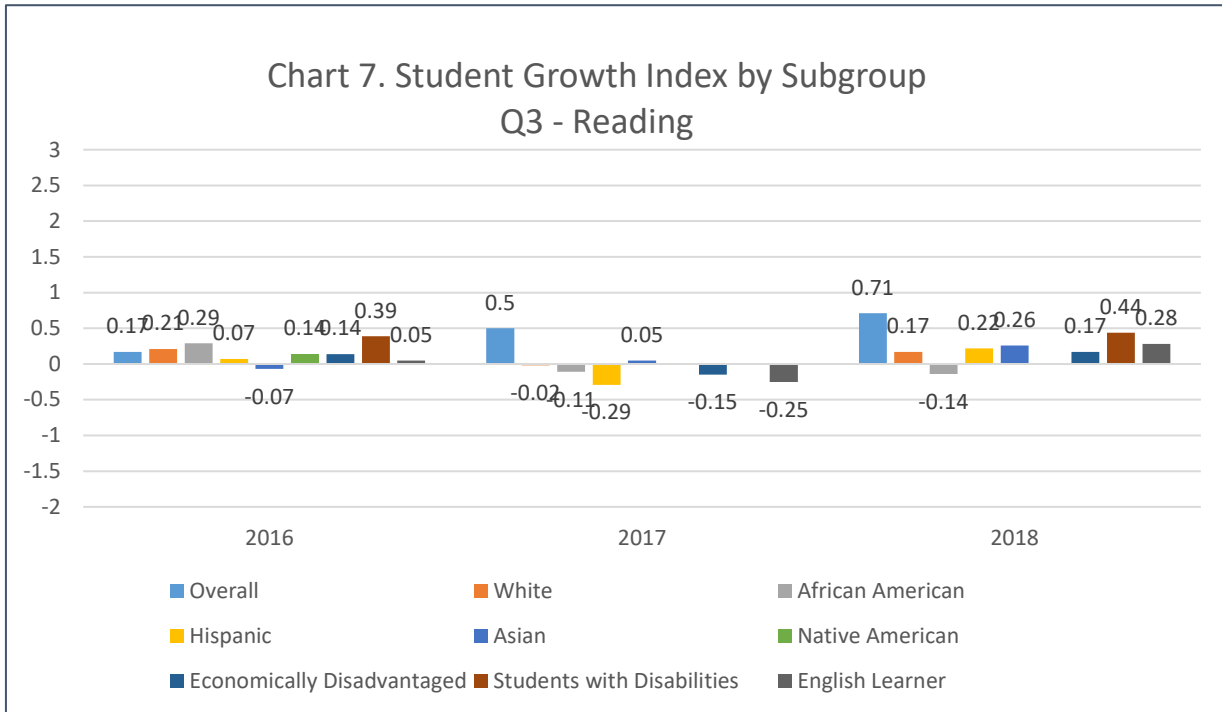


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



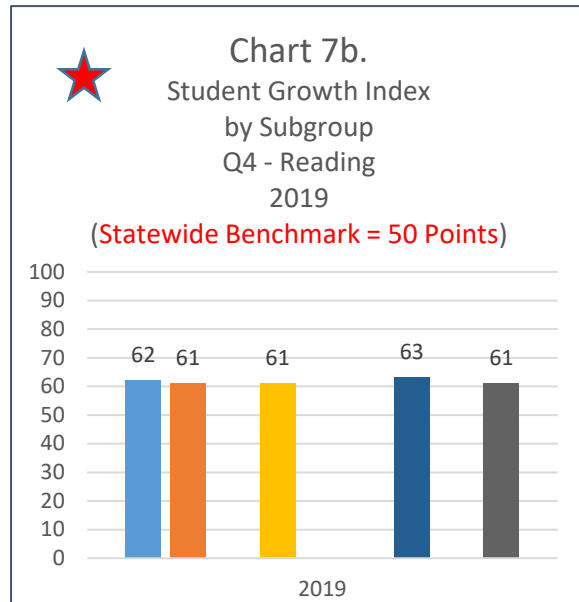
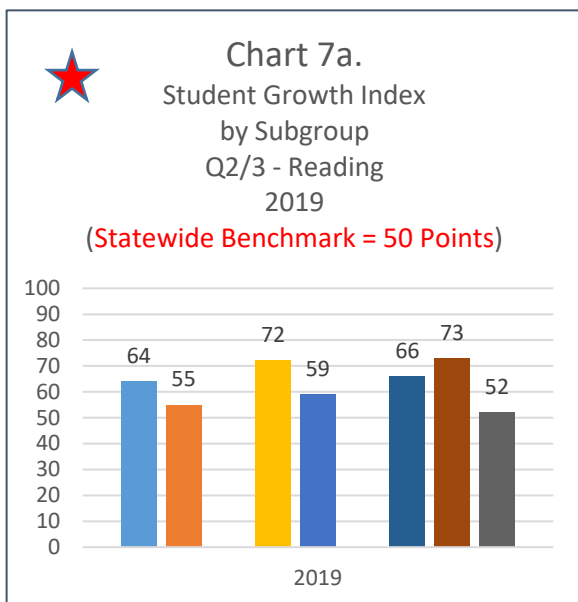
Subgroup – Higher-Performing Students in Reading

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.**



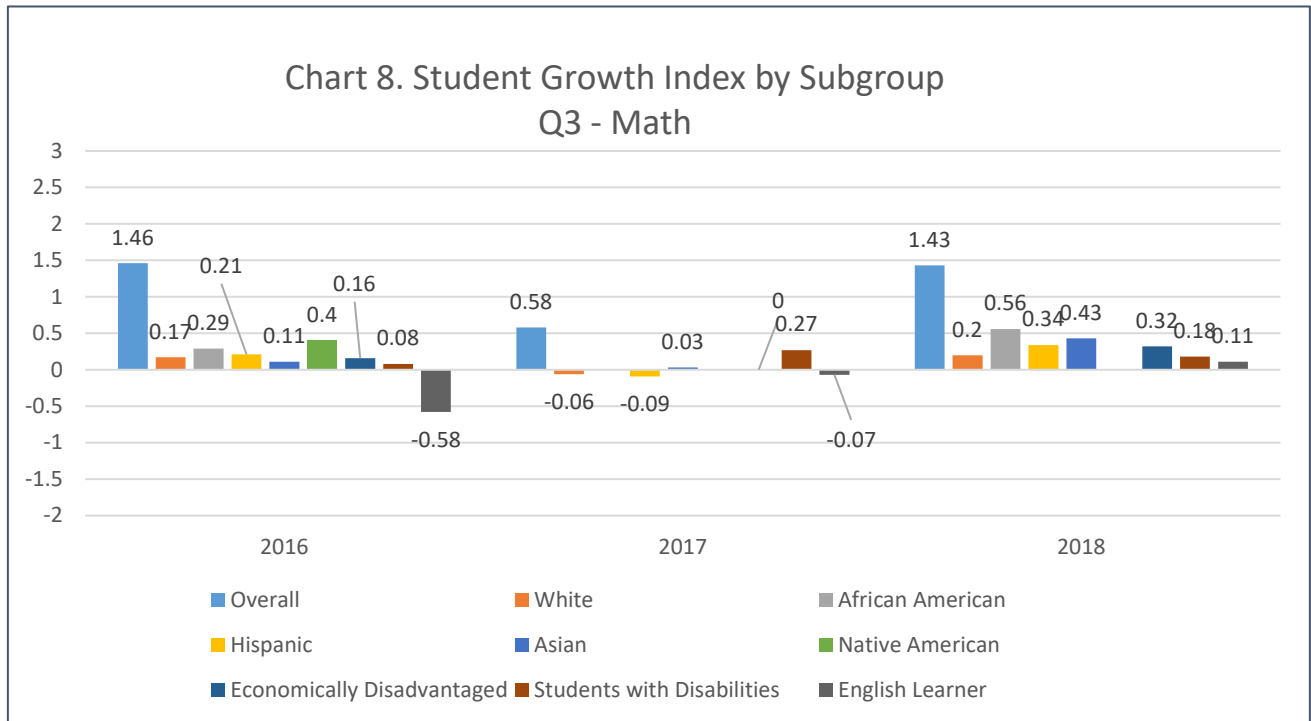
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



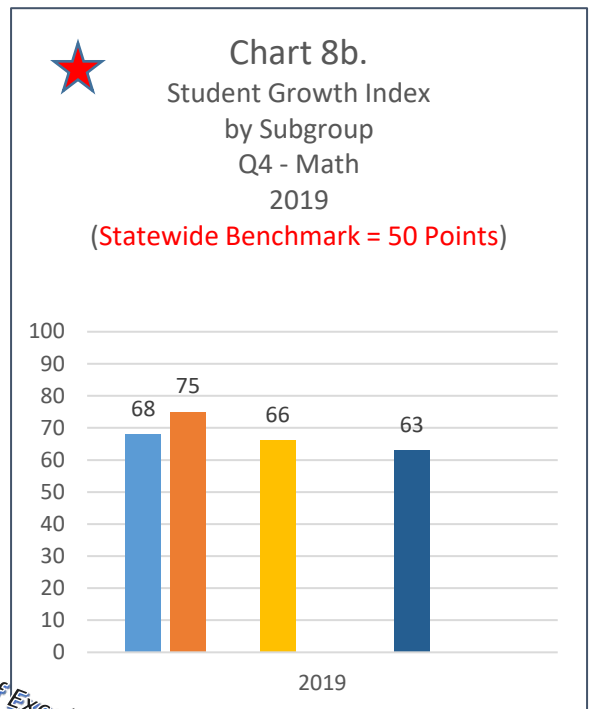
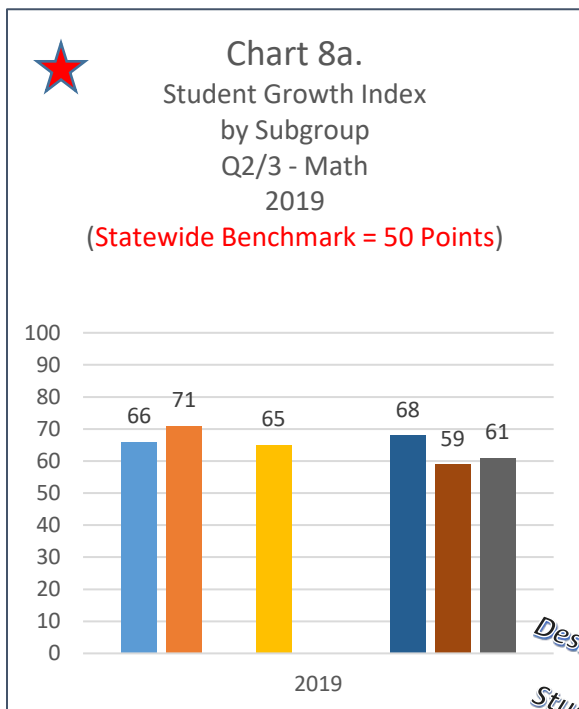
Subgroup – Higher-Performing Students in Math

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



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

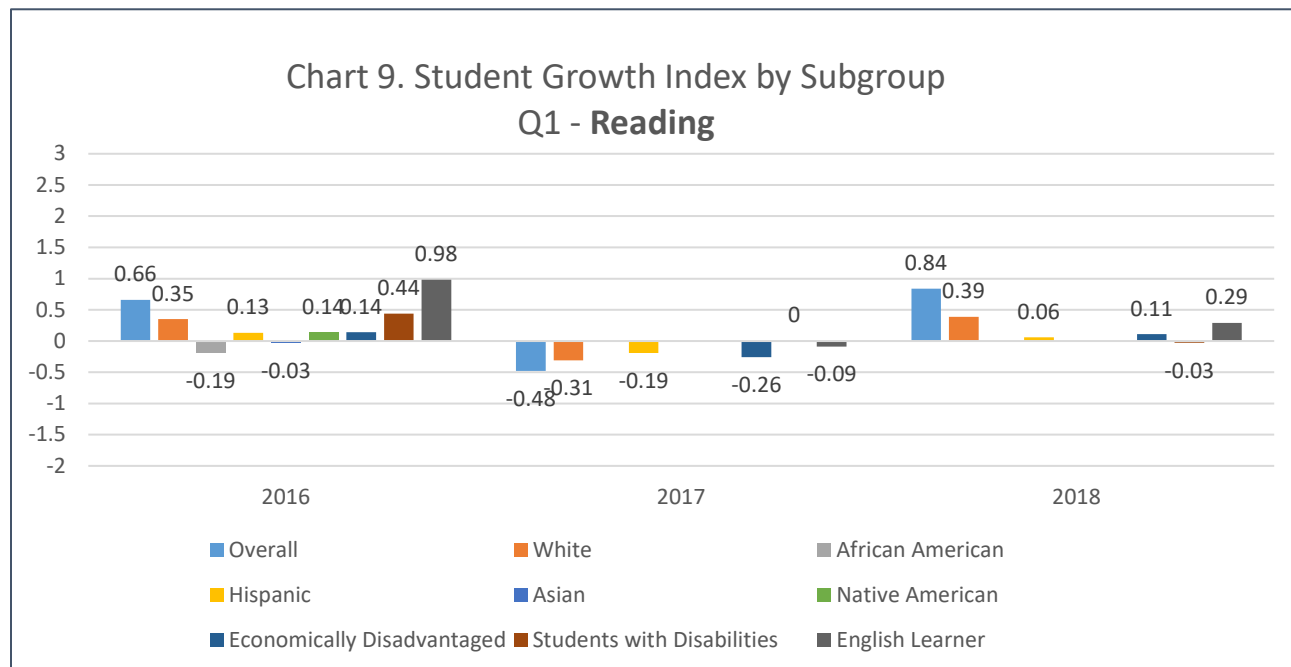
Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.



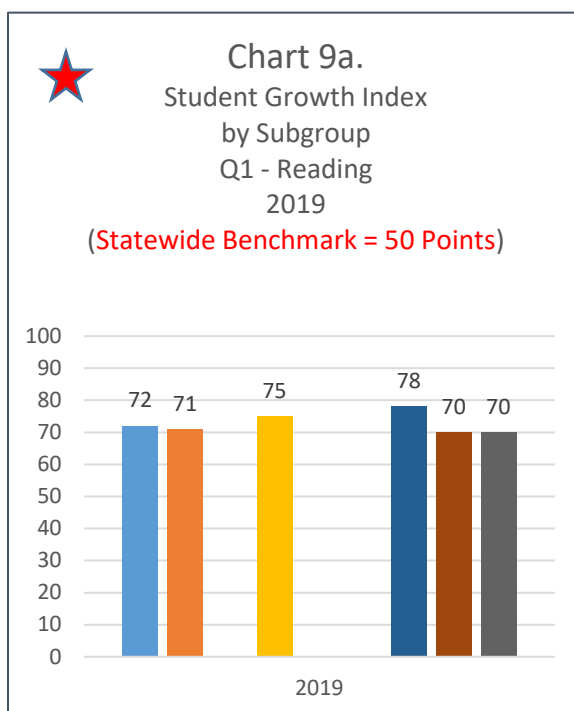
*Designation of Excellence in
 Student Growth in Math*

Subgroup – Lowest-Performing Students in Reading

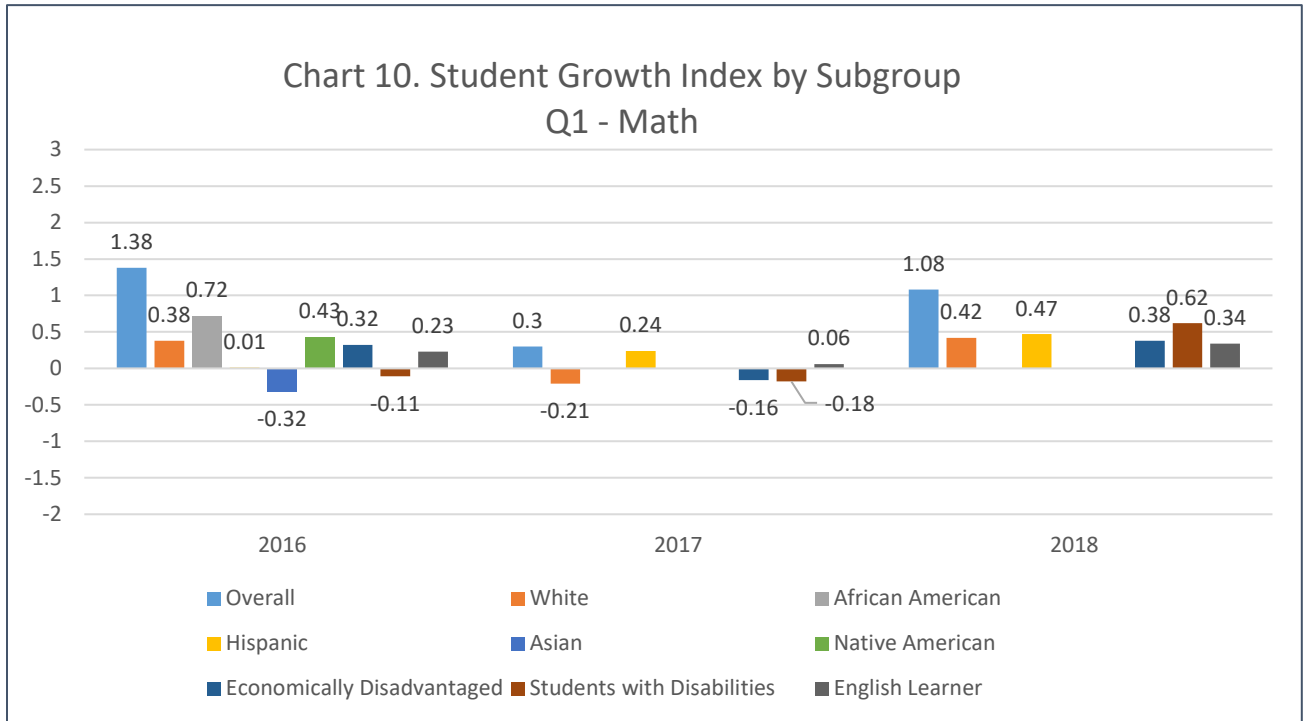
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



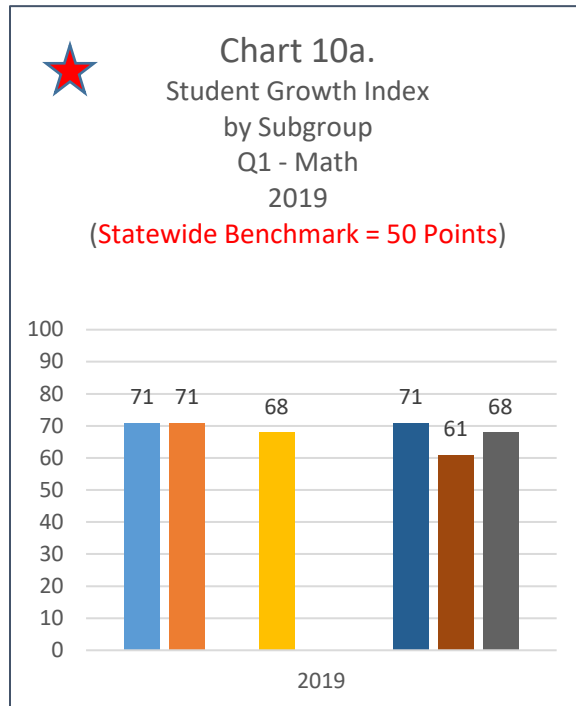
SY2019 Q1 Lowest-Performing Students in Reading



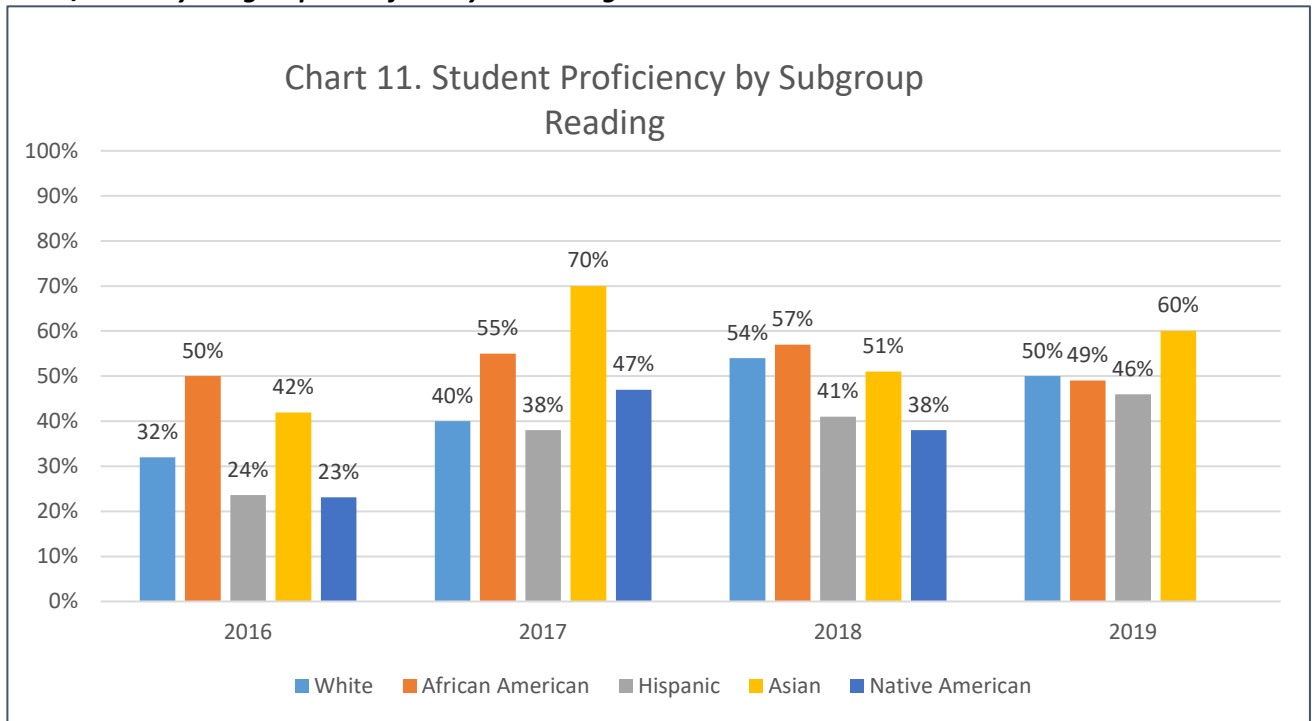
Subgroup – Lowest-Performing Students in Math



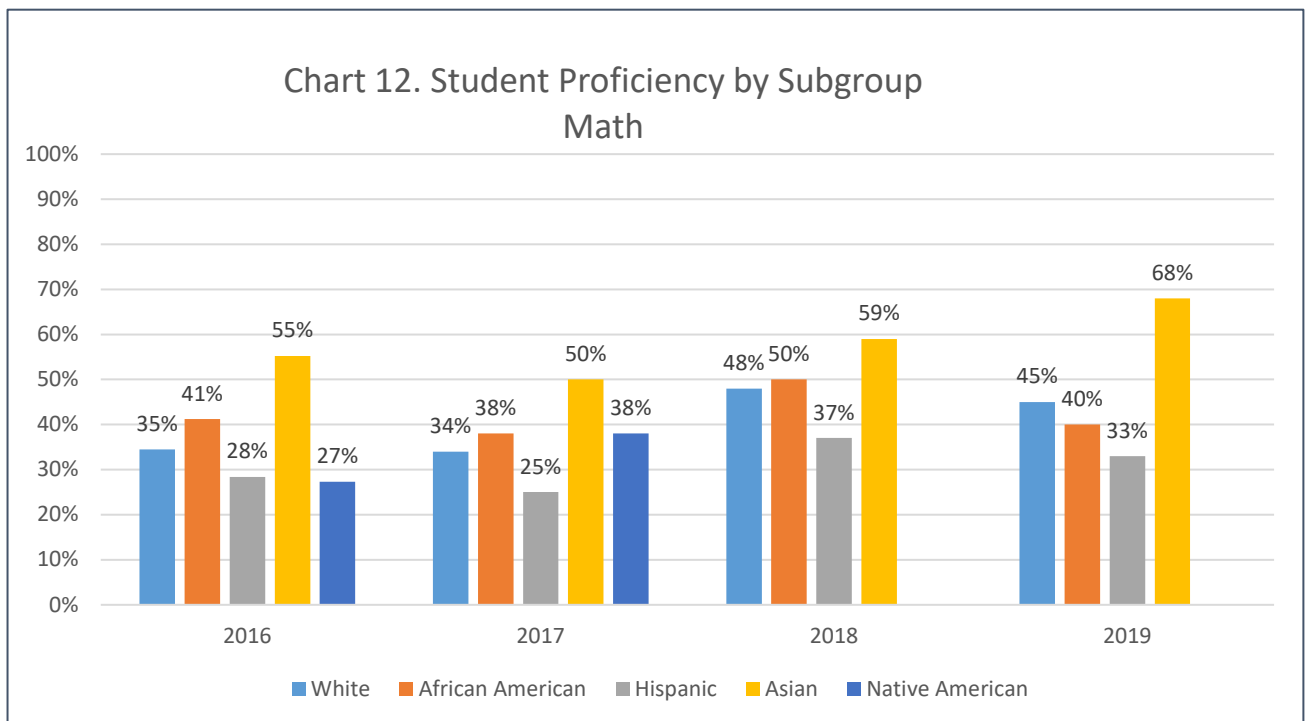
SY2019 Q1 Lowest-Performing Students



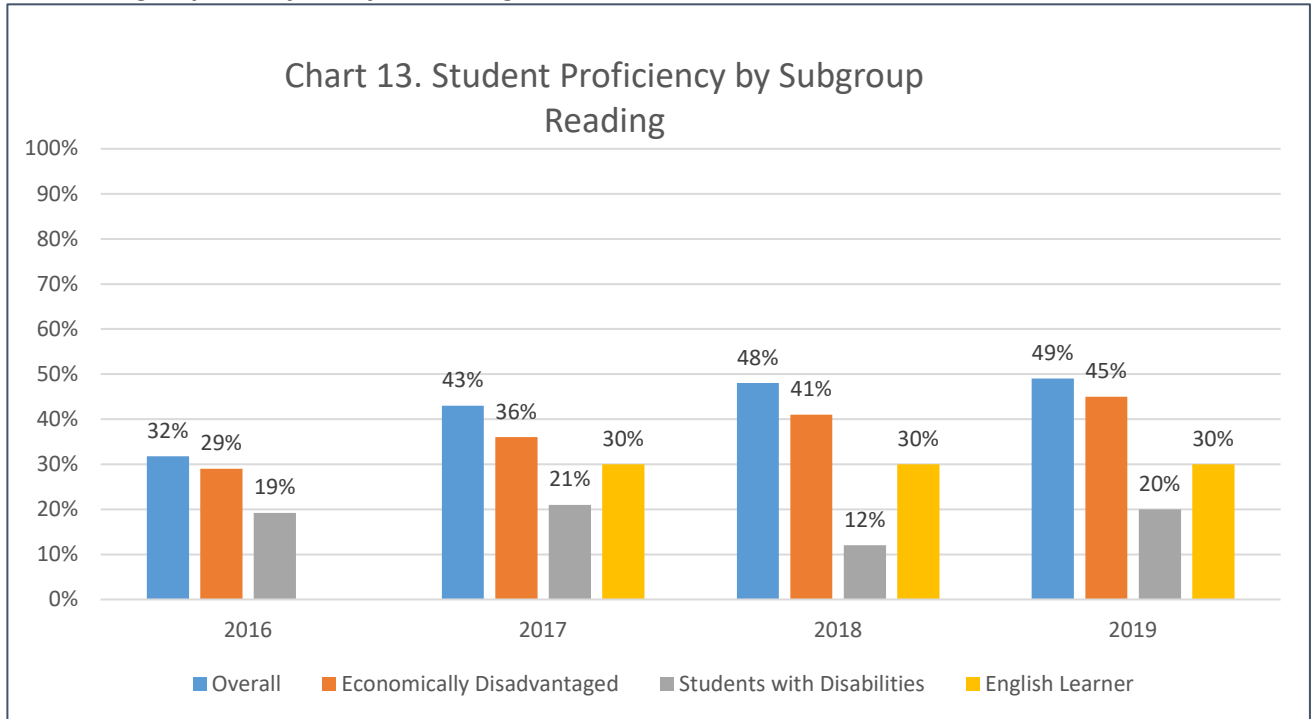
Race/Ethnicity Subgroups - Proficiency in Reading



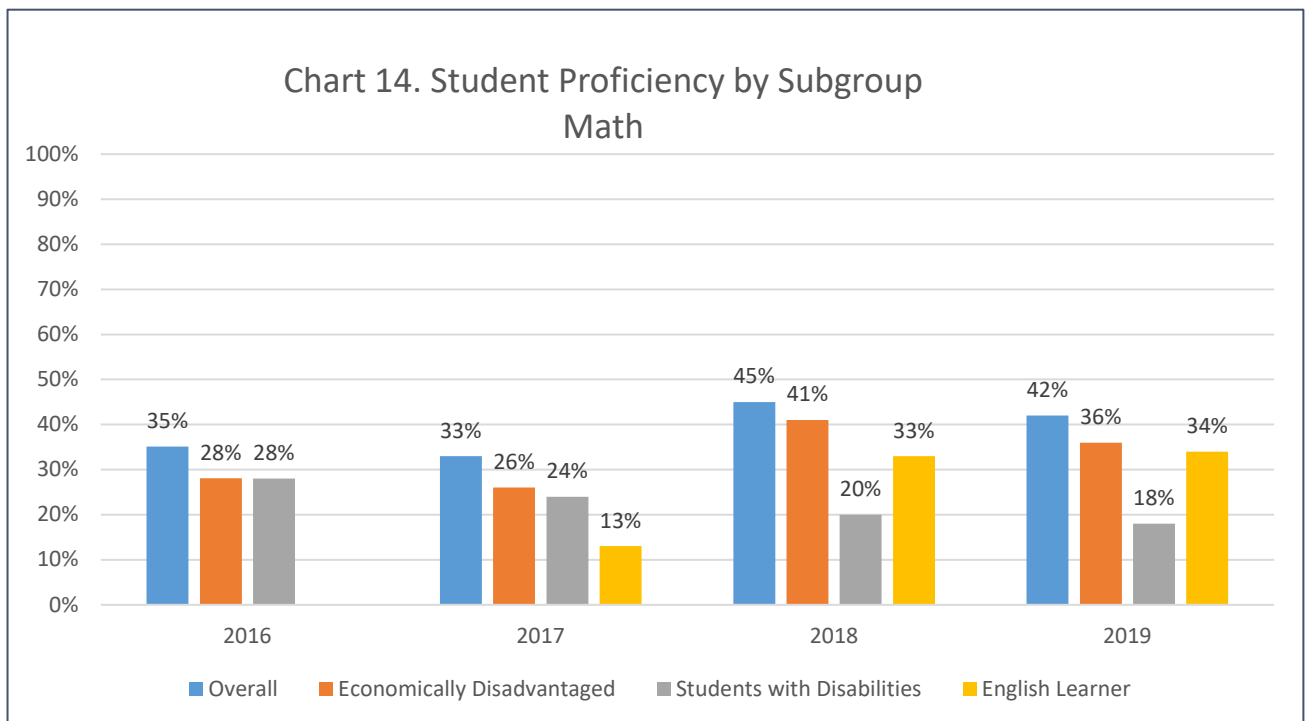
Race/Ethnicity Subgroups - Proficiency in Math



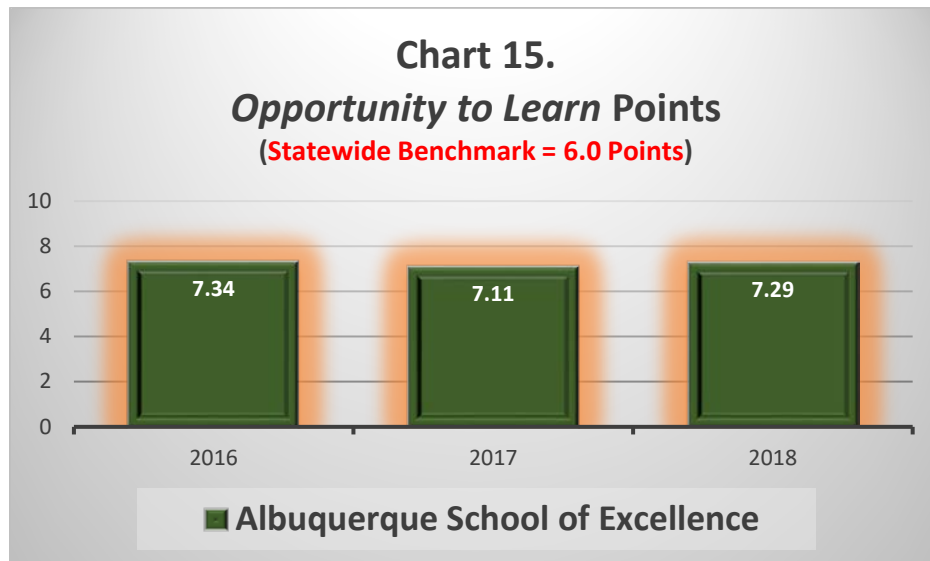
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

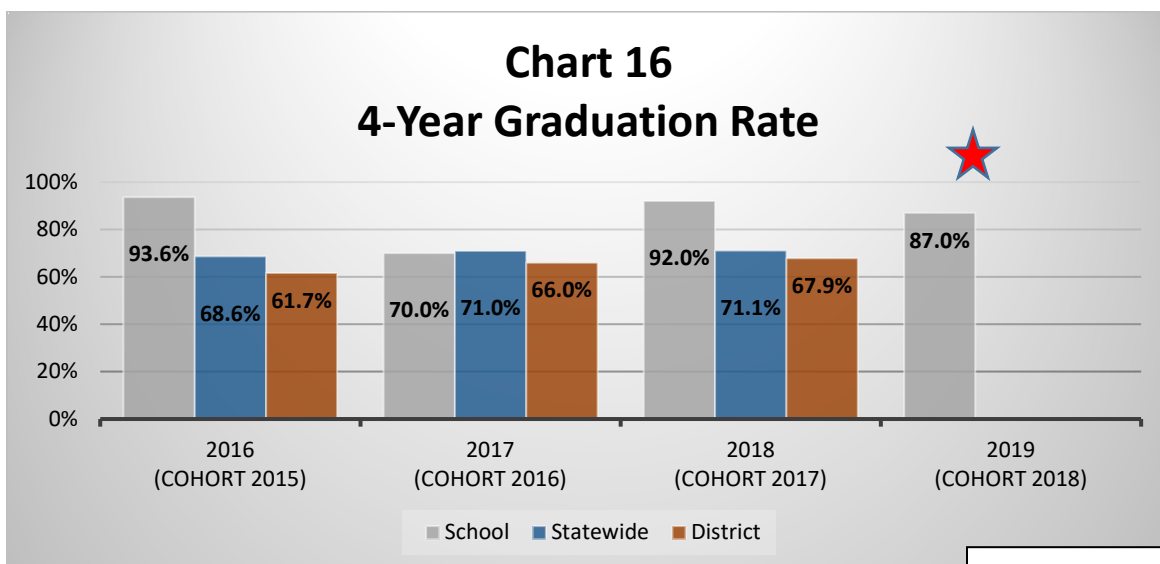


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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

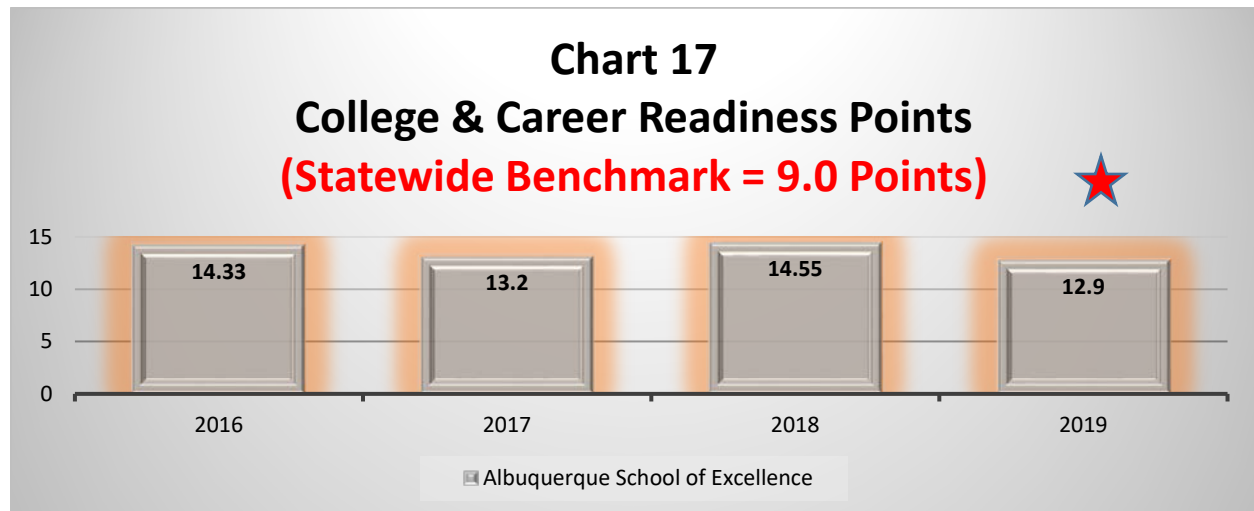
Please note that the data reported each year is for the prior year’s cohort of students.



5 year rate = 92%
 6 year rate = 84%
 Grad Growth Rate = +9

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

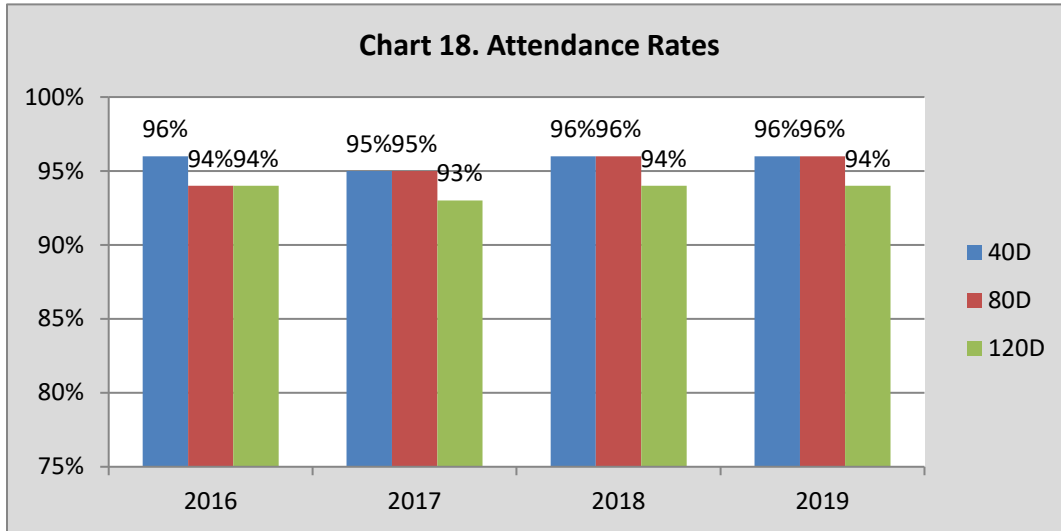
² Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

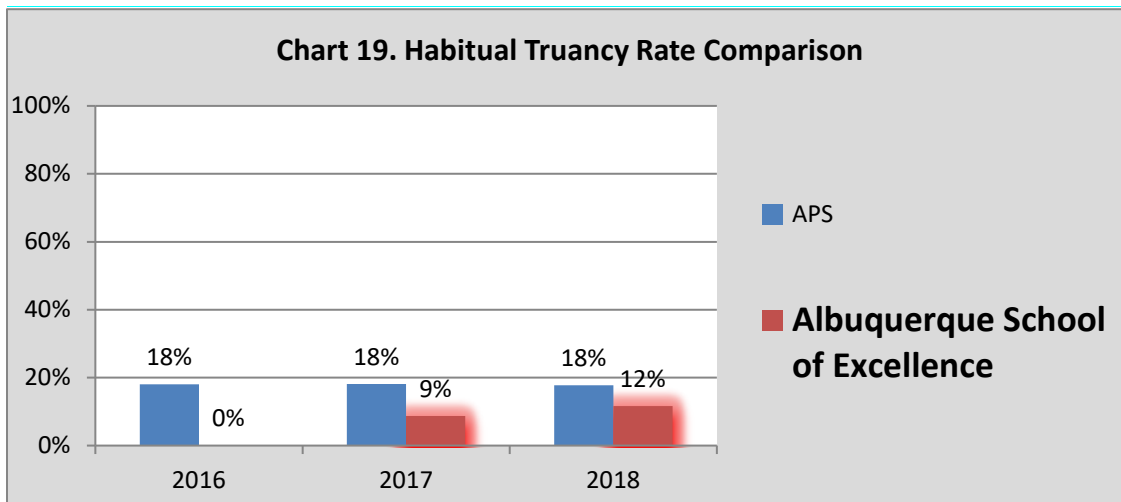
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

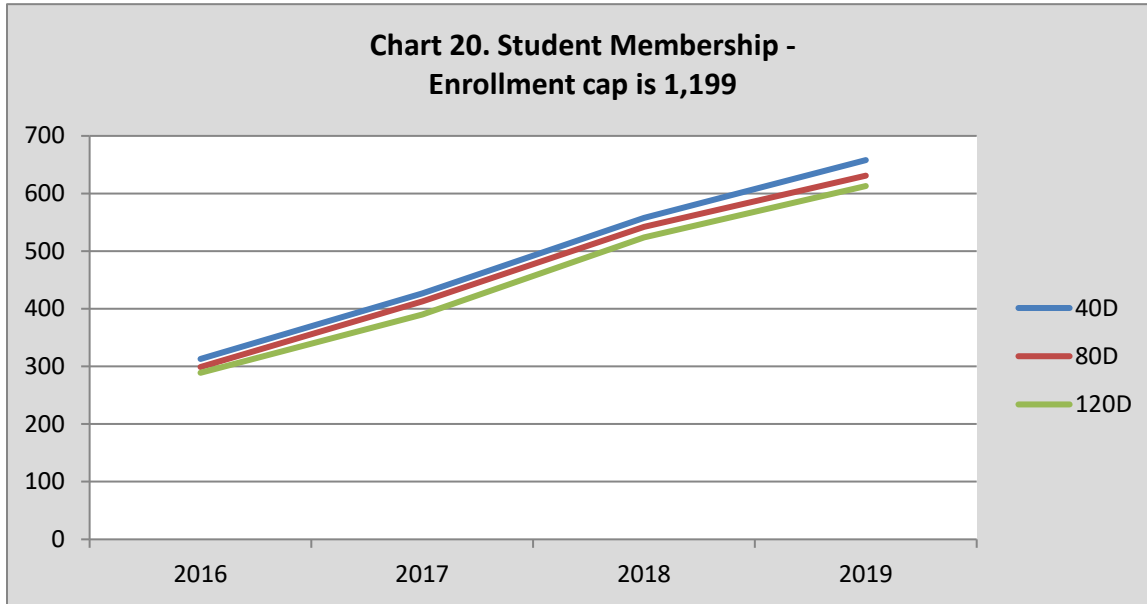
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



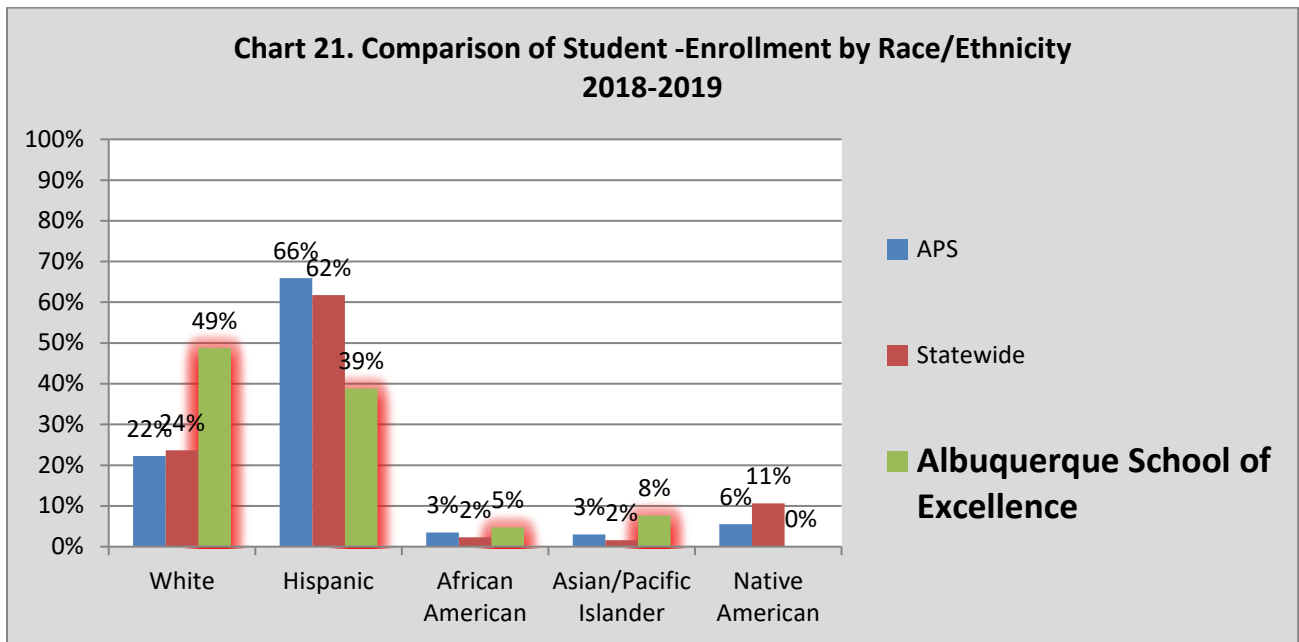
Student Membership (Enrollment)

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

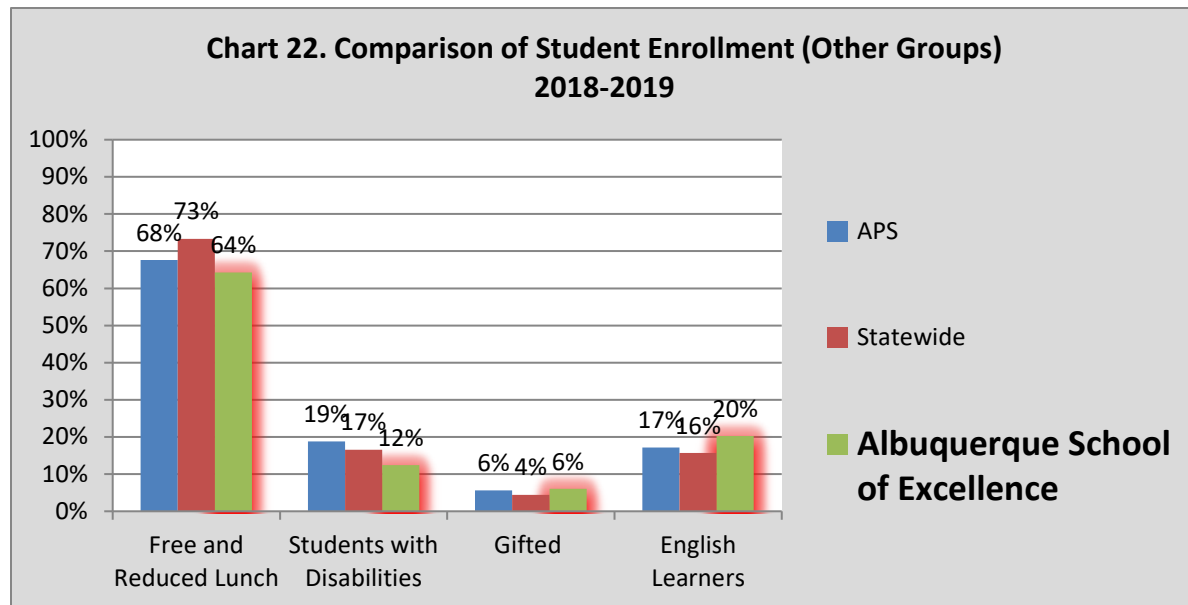


Enrollment by Race/Ethnicity



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

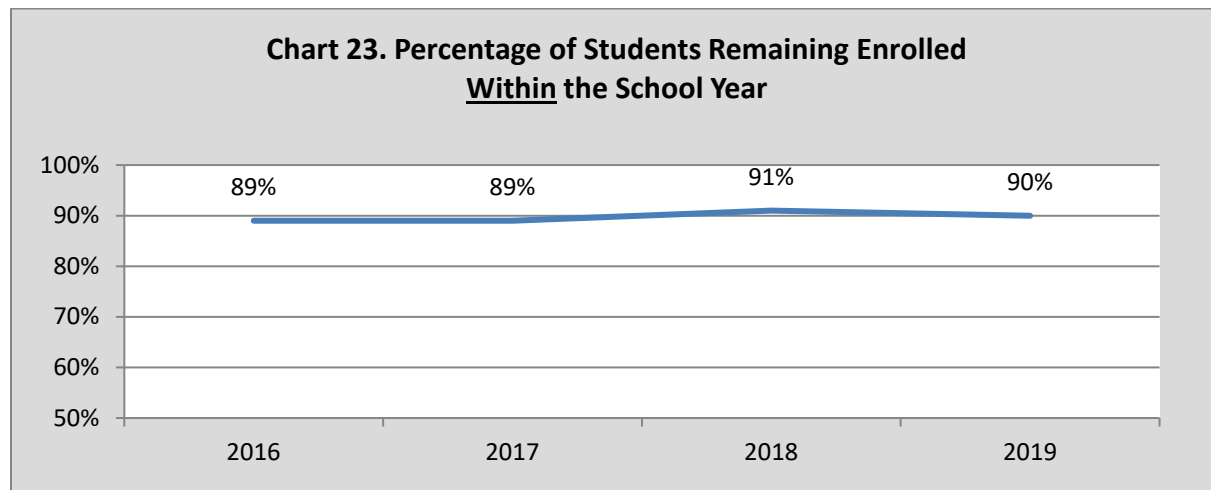
Enrollment by Other Subgroups



Retention and Recurring Enrollment

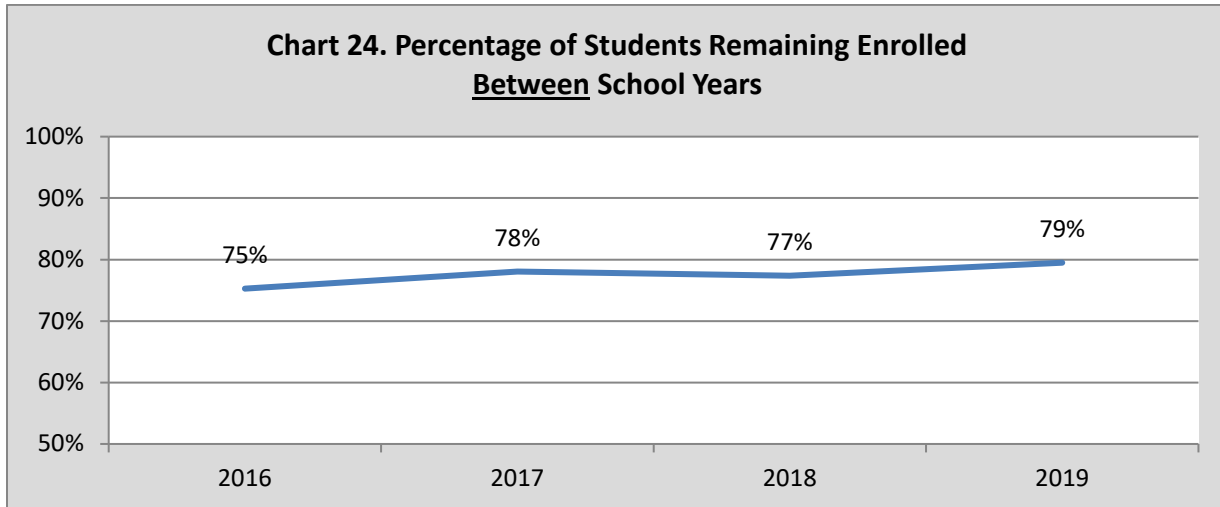
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

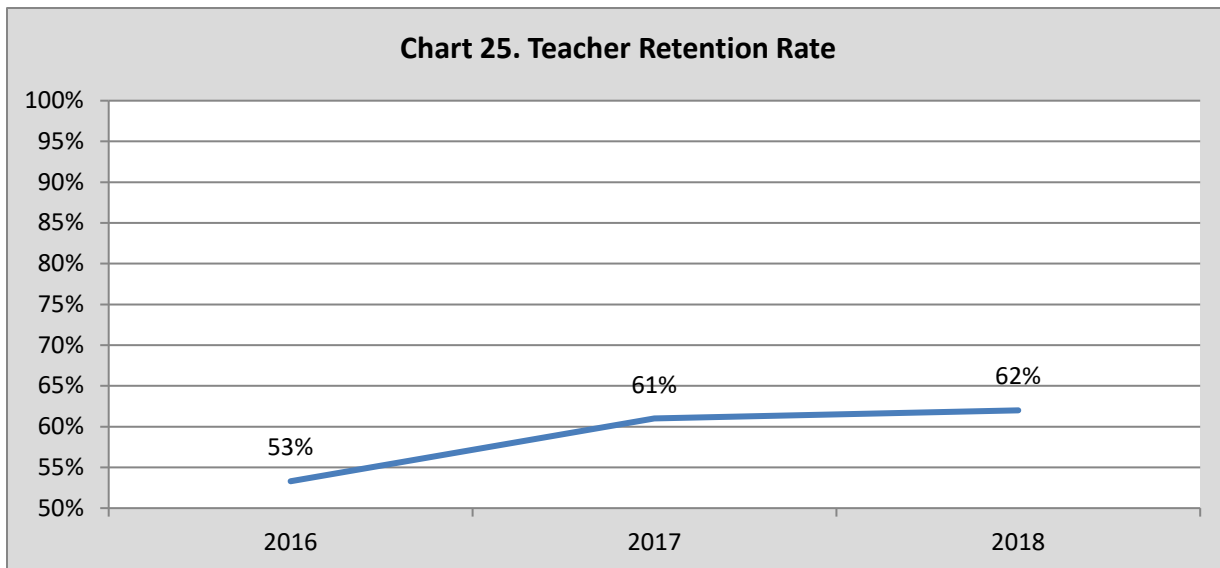


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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.