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**Charter Schools Division
Preliminary Renewal Analysis and Recommendation
November 1, 2023**

School Name: Albuquerque Aviation Academy

School Address: 6441 Ventana Road, Albuquerque, NM 87114

Head Administrator: Bridget Barrett

Governing Board Chair: Larry Kennedy

Contract Term: 2019–2024

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) 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;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

Preliminary Renewal Recommendation

The Charter Schools Division (CSD) recommends Albuquerque Aviation Academy be renewed with a charter contract term of five years, without conditions.

Part B: Progress Report

The school’s narratives in Part B are rated as **Meets the Standards** and **Demonstrates Substantial Progress** according to the rubric on pages 6-7 of the 2023 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Meets the Standards
1.b. Mission-Specific Goals	Meets the Standards
Organizational Performance	Rating
2.a. Educational Program	Meets the Standards
2.b. Financial Compliance	Demonstrates Substantial Progress
2.c. Governance Responsibilities	Demonstrates Substantial Progress
2.d. Equity and Identity	Meets the Standards
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	Demonstrates Substantial Progress

1.a. Student Outcomes

For 2021-2022, Albuquerque Aviation Academy received a designation as a Spotlight school, performing in the top 25% of New Mexico schools. The school’s proficiency rates for reading, math, and science were 52%, 28%, and 62% respectively, compared to statewide proficiencies of 34%, 25%, and 33%, per New Mexico Vistas Data (10/25/2023).

The PED is releasing 2022-23 [Vistas](#) data publicly at 5:00 PM on November 1, 2023. The data were provided to CSD the morning of November 1 so it could be incorporated into this report. Overall Vistas score was not available prior to the public release, but the school’s 2022-23 proficiency and growth rates, compared with the district where the school is located and statewide data, are:

	Proficiency	Growth
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2022-23 PED Accountability Data	ELA	Math	Science	ELA	Math
Albuquerque Aviation Academy	54%	35%	64%	3%	8%
Albuquerque Public Schools	40%	25%	35%	4%	0%
New Mexico Statewide	38%	24%	34%	4%	0%

1.b. Mission-specific Goals

The school has received an overall rating of Meets Standard by the Charter Schools Division for its Mission-specific goals during each year of the current charter contract. The school has been rated as Exceeds Standards for one of its two Mission-specific goals during each of the most recent three years.

2.a. Educational Program

During the renewal site visit to the school the CSD noted there is observable evidence as well as documentation to verify that the Educational Program, as described in the contract, and explained in [Part B](#) of the school’s renewal application is being implemented with fidelity. Notably, the specific educational programmatic terms of the contract were applauded by staff, students, and parents as one of the many reasons the school is able to fulfill their unique focus on STEAM and aviation opportunities for students.

The school’s hybrid educational program was evident across focus groups and classroom observations. The school has developed an education program that integrates Edgenuity and in person learning opportunities for students. This method of instruction was observed during renewal visit classroom observations, where students are on a block schedule in which they have opportunities to work on their Edgenuity coursework and engage in targeted skill development in a collaborative in person class. In addition, all students have a homeroom teacher that supports them with academic progress monitoring, communication and dual enrollment opportunities which allows for a lot of individualized attention and support.

Across focus groups, the community at AAA feels as though students are learning to become highly skilled in STEAM content areas, self motivated and authentically engaged in their learning. This is achieved through the flexibility of the school's hybrid education program coupled with their electives, SMART Lab and dual enrollment opportunities. During the teacher focus groups, they stated that the hybrid learning model helps to support "all students" because it opens up the opportunity to identify where students are struggling and build lessons specifically for these skills and needs. Teachers feel overwhelmingly supported by administration and feel that they are given the tools, autonomy and flexibility to be great teachers.

Throughout classroom observations and focus groups, it was clear that students engage in Edgenuity coursework that is thoughtfully scaffolded and bolstered by in person instruction to deepen student understanding of targeted skills. This unique use of Edgenuity allows for

students to obtain their required credits, and explore many elective courses and obtain multiple aviation related certifications and licenses. Teachers feel they are able to make more progress with students because they are able to target specific skills and design lessons to support student understanding through targeted skill development. Teachers and leadership state that the skills cultivated by students at AAA have helped students explore aviation related careers, including hot air ballooning instruction, Air Traffic Control internships and A&P (airplane mechanical) internships, and some students to obtain aviation certifications and FAA Drones Licenses. All stakeholder groups expressed that there's a strong and supportive community of teachers, parents, and students.

2.b. Financial Compliance

Albuquerque Aviation Academy has been rated as Meets Standard for Financial Performance Framework indicators for the two most recent years of the charter term.

Over the last 2.5 years, the school made significant efforts to improve its performance and outcomes This involved purchasing another building and projecting their impact on student demographics and transportation. These efforts allowed them to sustain and increase student enrollment, with projections of at least 350 students. The school constantly looks at MEM (membership) and forecasts how it affects the Local Program Area. Enrollment is also a crucial factor and the school is conservative when projecting enrollment.

Financial operations at the school consist of four levels of review and approval, internal controls are regularly tested as nothing gets paid without going through the approval process. The school has appropriate Finance and Governance Committees in place where financial reports which include quarterly cash report, trial balances, revenue/expenditure reports, changes in fund balance, listing of all journal entries, bank reconciliation reports, voucher activity reports and detailed transaction descriptions are presented. These are available for stakeholders and the public during monthly Governing Council meetings and online.

Student and Financial success in Albuquerque Aviation Academy is achieved through data analysis, adherence to contract terms, clear communication, evidence based recommendations and continuous improvement.

2.c. Governance Responsibilities

The school has maintained membership on the Governing Board during the charter term. Although not every board member completed all training hours each year of the charter term, Albuquerque Aviation Academy Demonstrates Substantial Progress, as evidenced by the information in the Renewal Application and training data shows a pattern of improvement in the completion of required training of the school board members. All members completed the required training for 2022-23 SY.

2.d. Equity and Identity

Albuquerque Aviation Academy has an active Equity Council, which currently consists of parents (3), a School Social Worker, and both members of the school administrative team. The state-wide mandate for Equity Councils recommends student membership. The Albuquerque Aviation Academy Equity Council is actively seeking student members, as evidenced by past governing council meeting minutes, CSD discussions with school leadership, and observable student recruitment materials posted throughout the campus and within “Wings Weekly”, the school-wide newsletter.

Enrollment numbers for some Martinez-Yazzie impacted subgroups are substantially lower at this school when compared to the district and state. The school explains that it currently provides transportation to all quadrants of the city of Albuquerque to improve student access. Breakfast and lunch meals are not provided at this time. Albuquerque Aviation Academy maintains an enrollment waiting list of 50+ students, primarily in grades 6 and 9.

The school provides Culturally and Linguistically Relevant (CLR) training to its staff annually and meets in regular professional learning communities to discuss curriculum and the diverse needs and representations of their students. The school utilizes Edgenuity, which the school reports provides cultural and linguistic responsiveness through tailored content that allows multilingual support, culturally relevant content, customizable learning paths, and support for different learning styles. During meetings with school stakeholders, it was further explained that teachers can create project work and mini-lessons that integrate representations of their students, while also aligning with the Edgenuity curriculum.

Social Emotional Learning (SEL) opportunities and curriculum are offered to students, as well as a life-skills course (nicknamed “Dad 101”), and social work services are available. Additional self-regulation strategy instruction and sensory support were observed to be available to all students via Focus Lab (formerly “Success Lab”).

2.e. Tribal Consultation

The school does not fall under the Indian Education Act (NMSA 22-23A) or the 6.35.2 NMAC definition of a “historically defined Indian-impacted” school.

2.f. Other Performance Indicators

For indicator 1.b. State Assessment Requirements, the school did not meet the standard in 2021-22. Since then the school has appointed a new district test coordinator and has implemented improved assessment practices.

On indicator 1.d. Rights of English Language Learners, during the first two years of the charter term, AAA rated as Working to Meet Standard due to proper identification of English Learners. The school details specific actions that it continues to take relative to the data reconciliation and reporting of English Language Learners since 2019-20. The school has met the requirements of this performance indicator in the two most recent years of the charter contract term.

For indicator 4.b. Attendance and Retention, the school’s attendance rate for 2021-22 and 2022-23 has been within -2% of the target attendance rate. The school details specific adult actions taken to improve student attendance and further increase retention, such as increased parent communications, an attendance intervention team, promotion of a school culture that encourages strong student-teacher relationships, and the establishment of “homerooms”.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A