



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

MICHELLE LUJAN GRISHAM
GOVERNOR

Analysis of Renewal Application and Site Visit

Albuquerque School of Excellence

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.

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

The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on November 1, 2019.
Ratings are based on the rubric provided in the application.

Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	<p>Department’s Standards of Excellence— A-F School Letter Grades</p> <p>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.</p> <p>Overall NM School Grades SY16 - SY18: A, B, and A Lowest Performing Students: F in SY17 Graduation Rates: D in SY17</p>	<i>Demonstrates Substantial Progress</i>
1.b	<p>Specific Charter Goals</p> <p>Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative.</p> <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	<p>Audit</p> <p>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.</p> <p>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.</p>	<i>Demonstrates Substantial Progress</i>
2.b	<p>Board of Finance</p> <p>Schools that have maintained all Board of Finance authority during the entire term of the contract do</p>	<i>Meets the Standard</i>

	<u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).	
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 is attached 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 are attached <ol style="list-style-type: none"> 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 are attached 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. <ol style="list-style-type: none"> 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>

	<p>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).</p>
	<p>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)</p>
PART F:	<p>Prior Amendment Requests:</p> <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	<p>A summary of the Stakeholder Interviews is on the following page.</p>
Other Appendices	<p>The school did not provide additional appendices.</p>
School’s Response	<p>The school may provide a narrative response to this analysis, which is due no later than November 25, 2019. The response should be uploaded to the Web-EPSS 2019-2020 PEC Renewal Application AND sent via email to charter.schools@state.nm.us.</p>

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
November 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).

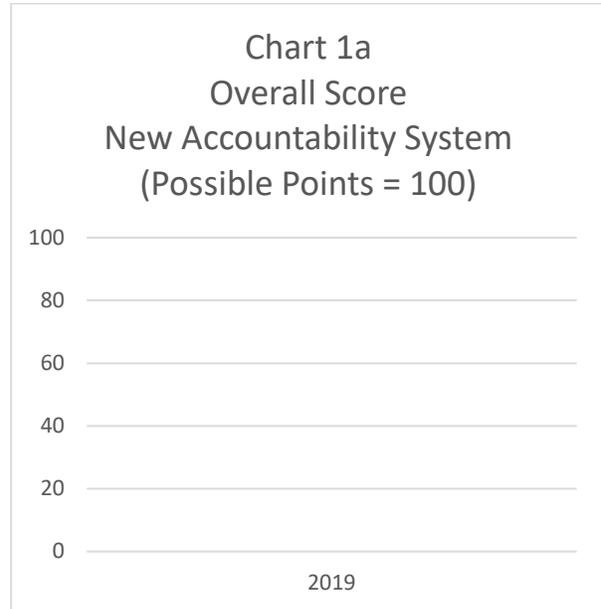
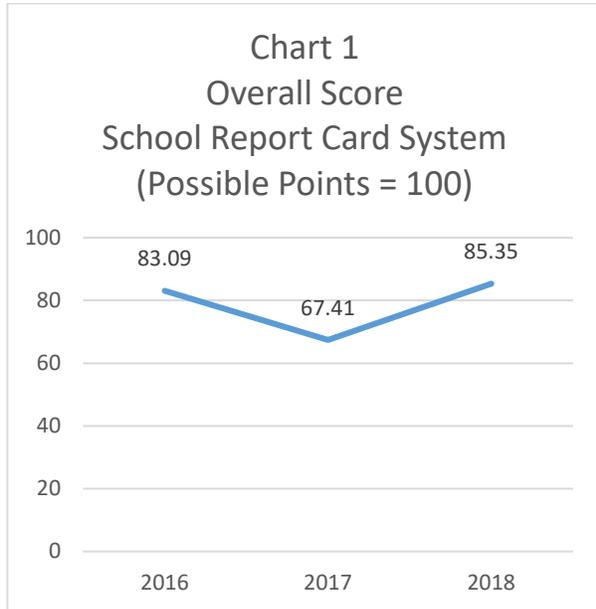
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point 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.

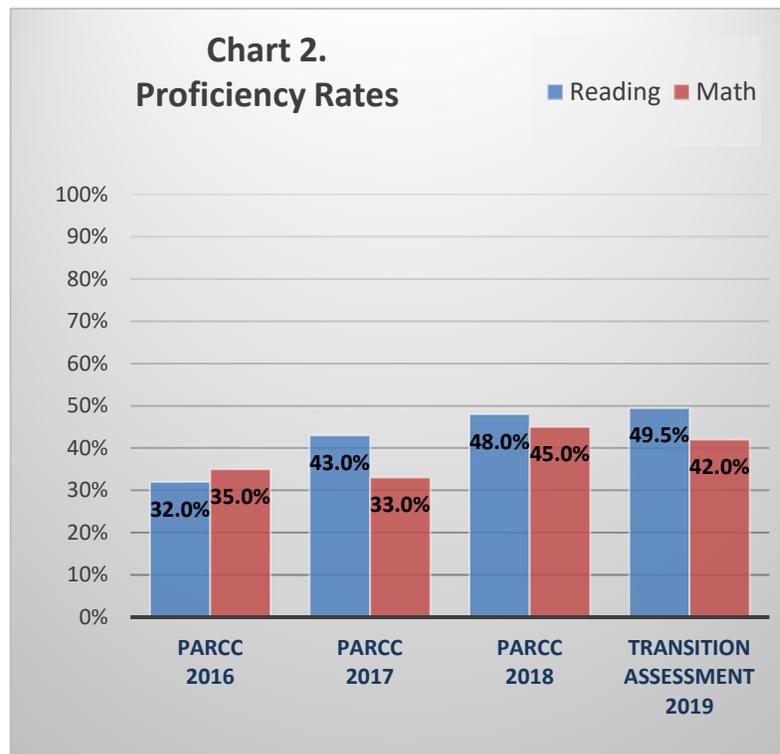
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019, from the new State System of School Support and Accountability, once the reports are released.**

1a. Department's Standards of Excellence

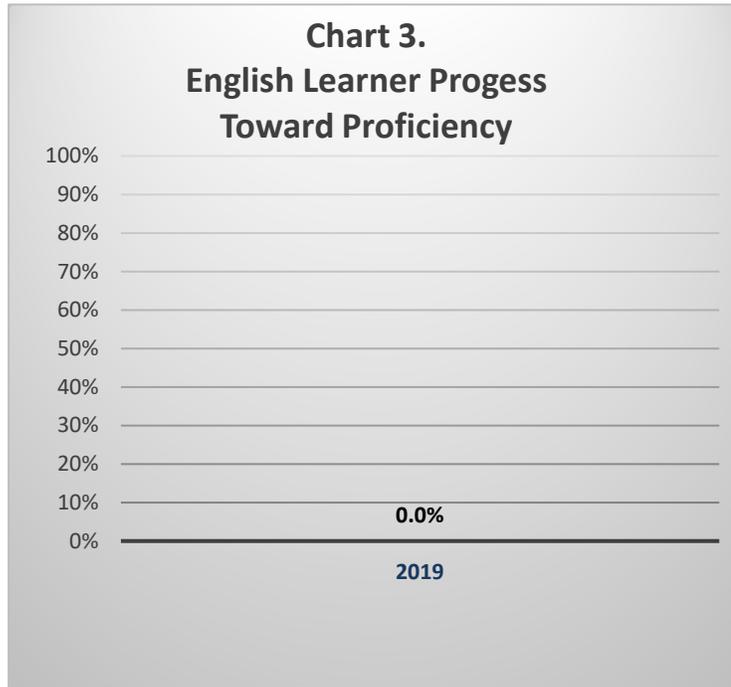
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



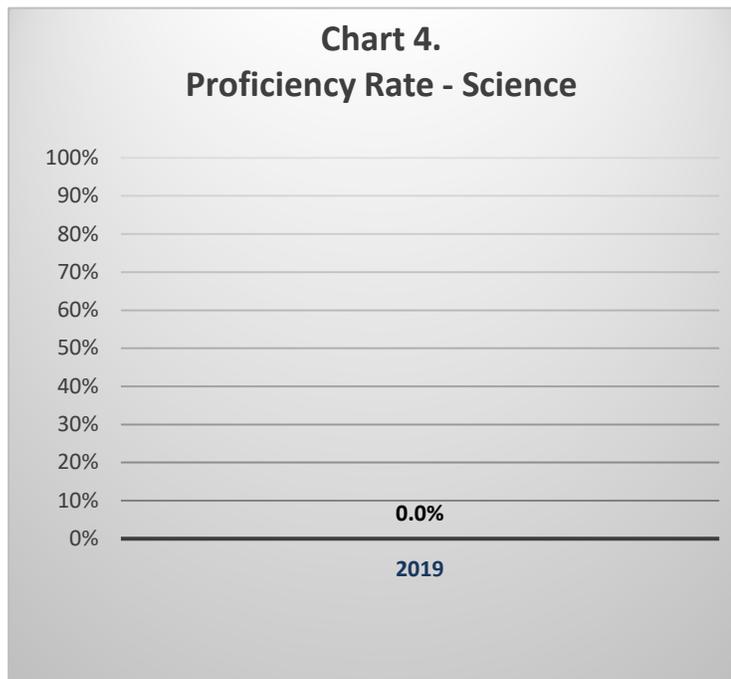
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



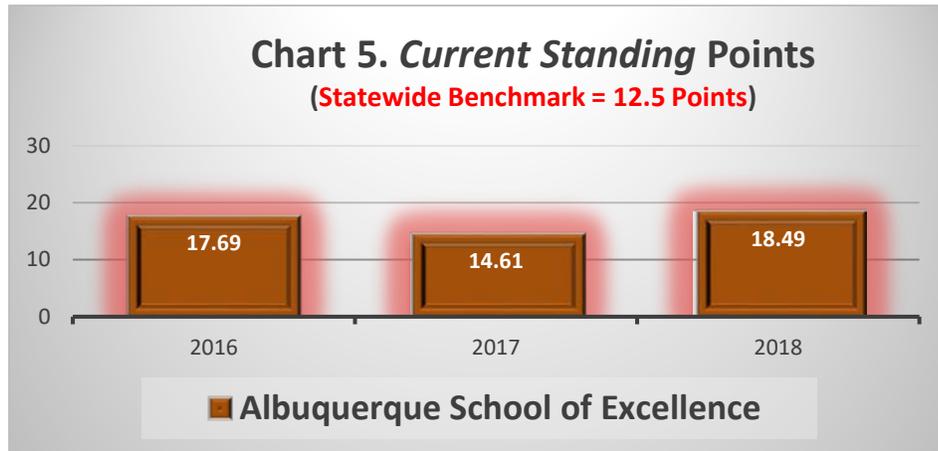
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



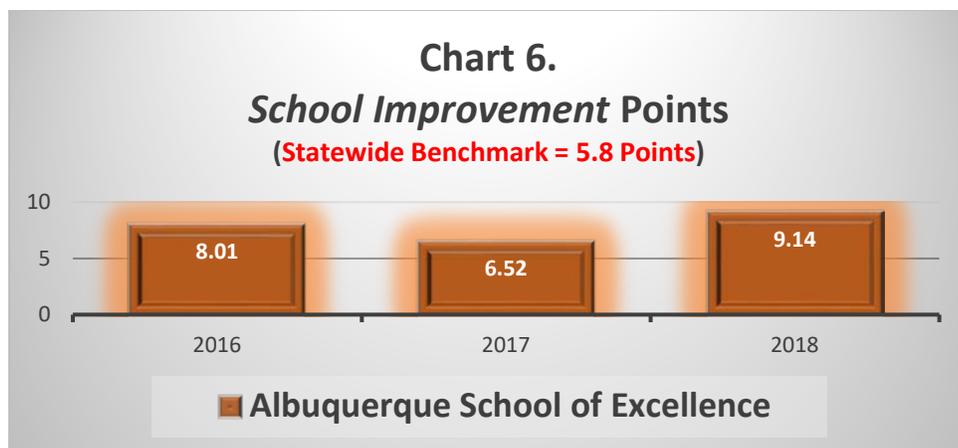
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

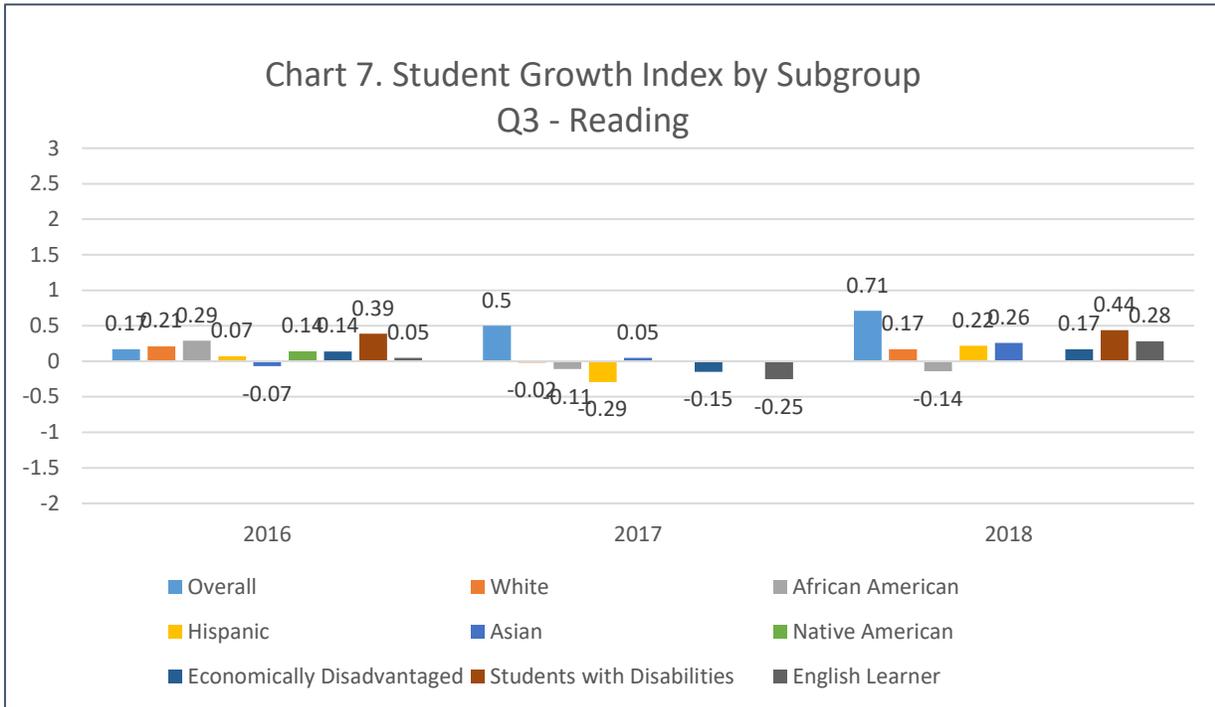


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



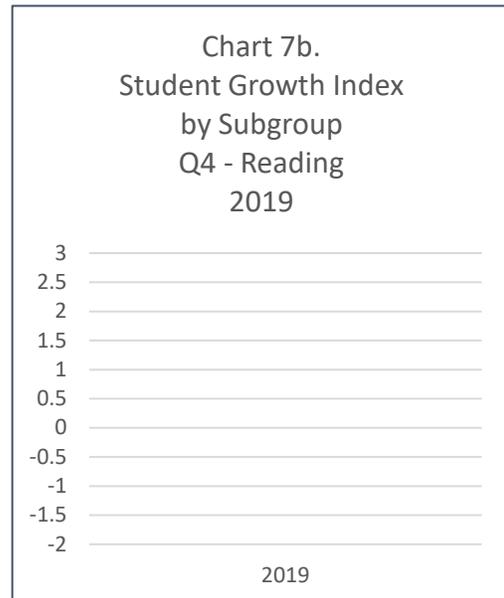
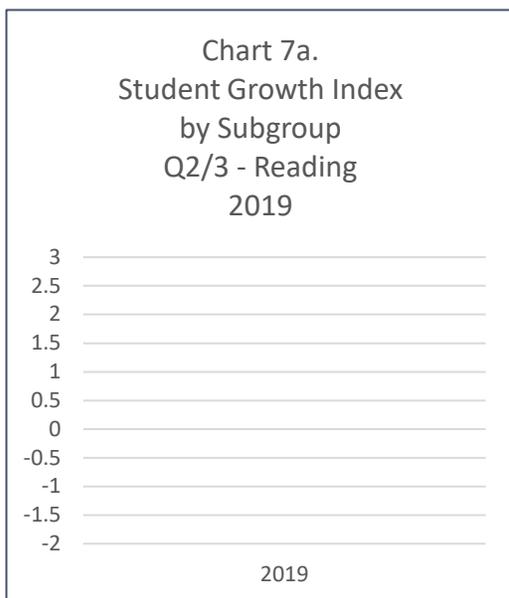
Subgroup – Higher-Performing Students in Reading

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. Subgroups with fewer than 10 students are not displayed in order to mask student identity. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



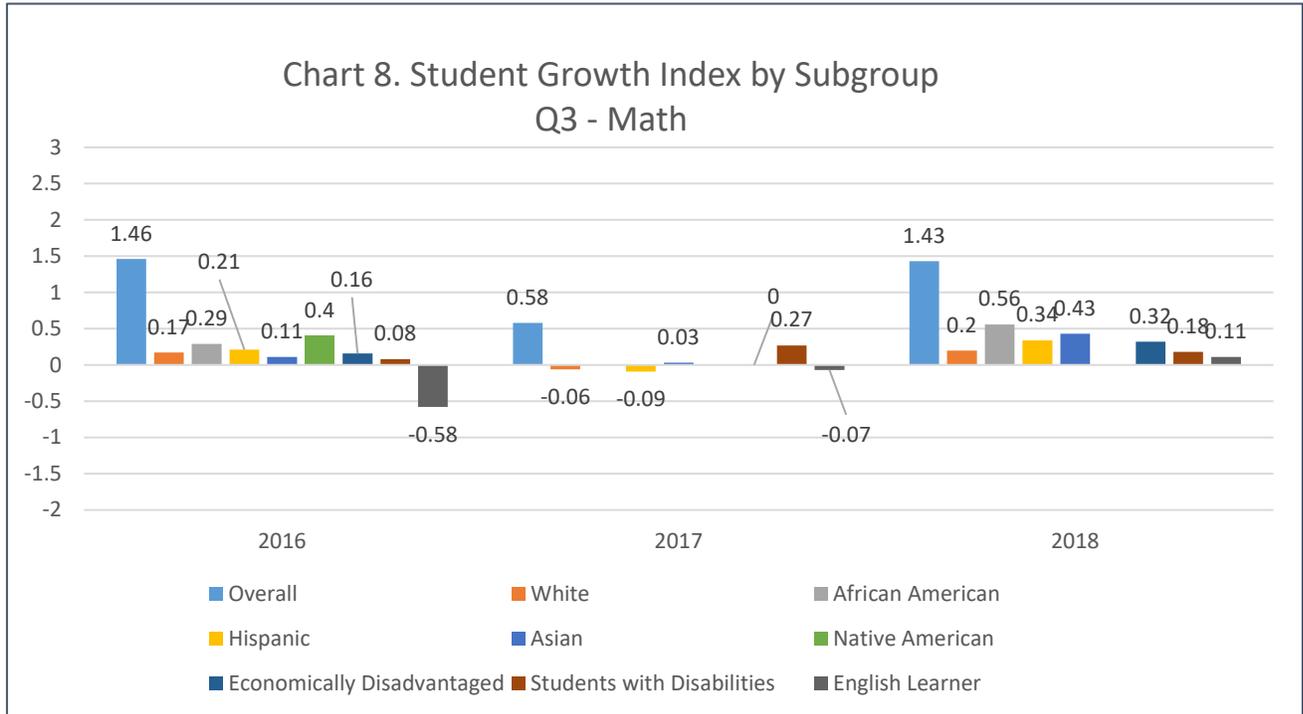
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



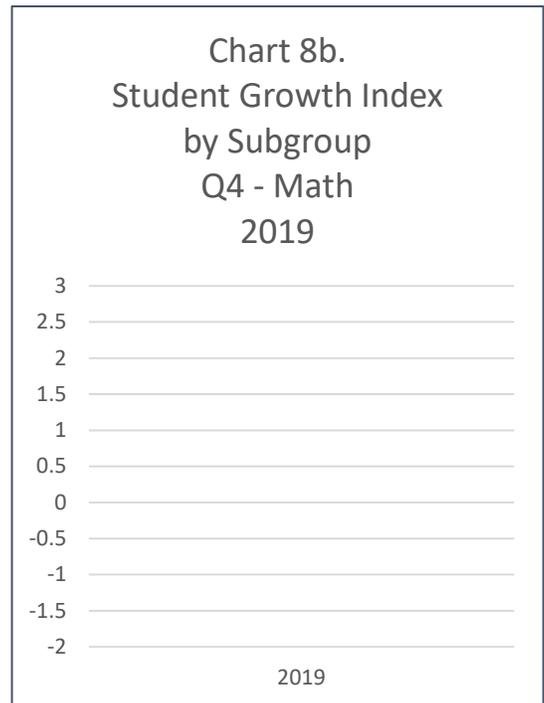
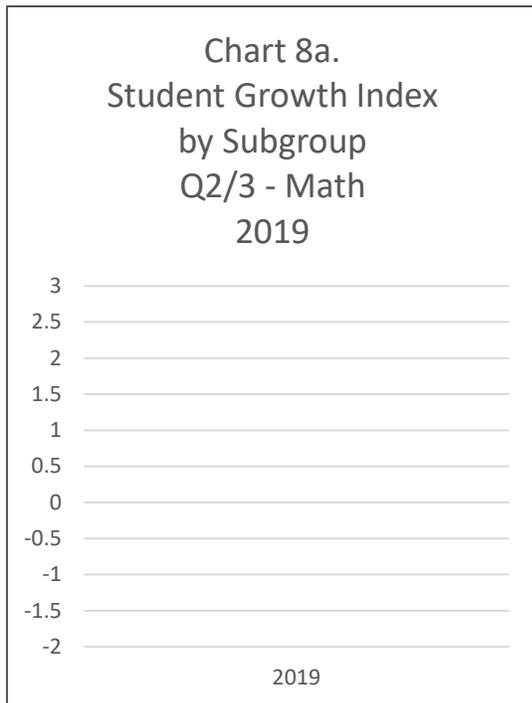
Subgroup – Higher-Performing Students in Math

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



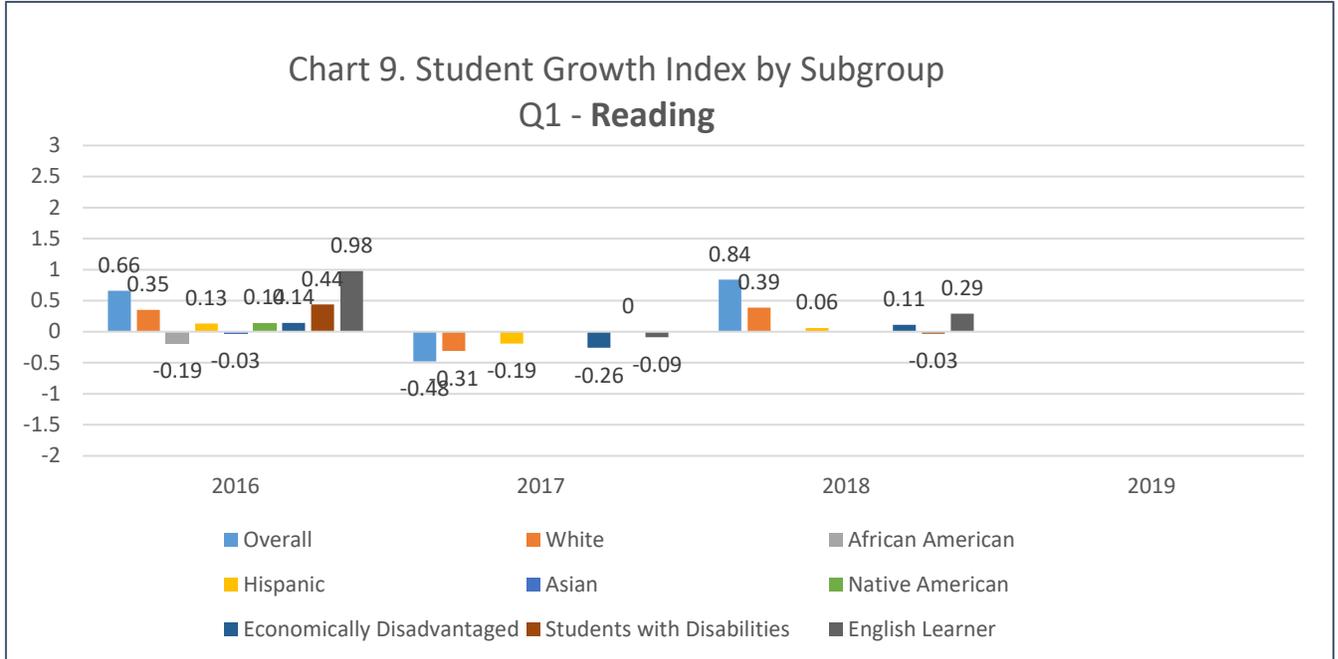
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

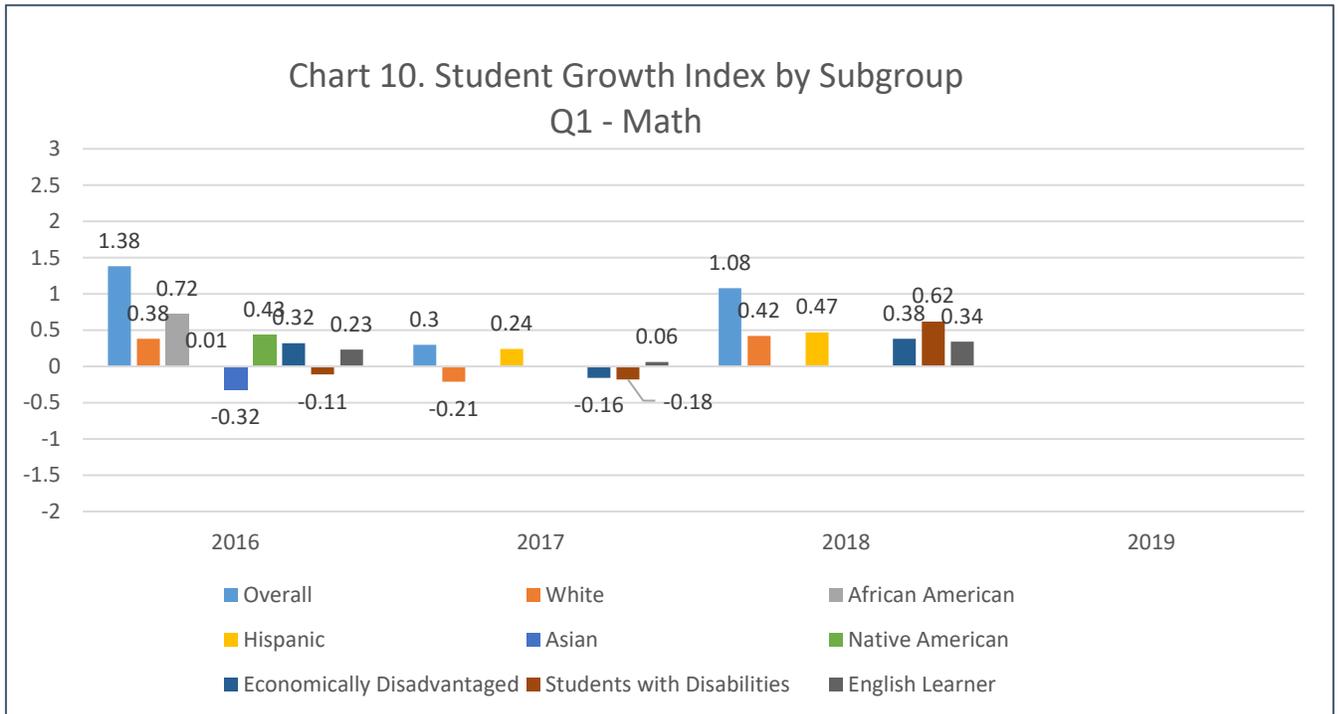


Subgroup – Lowest-Performing Students in Reading

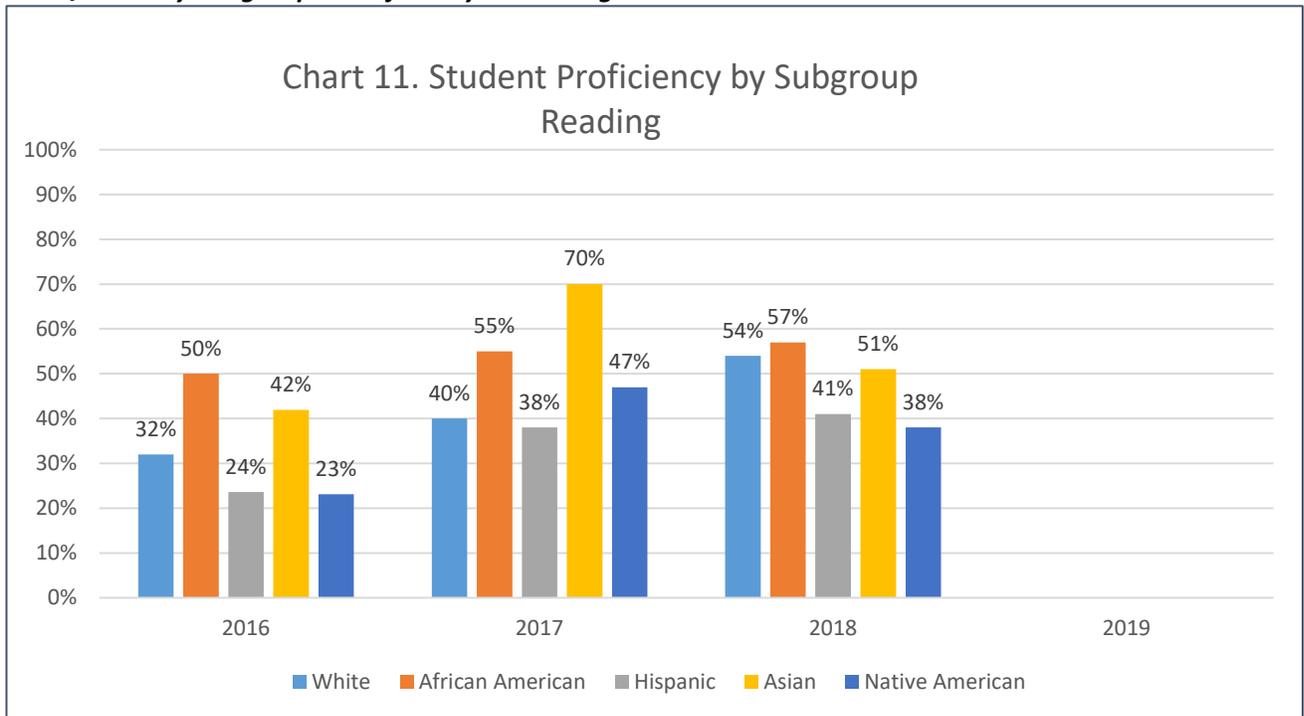
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



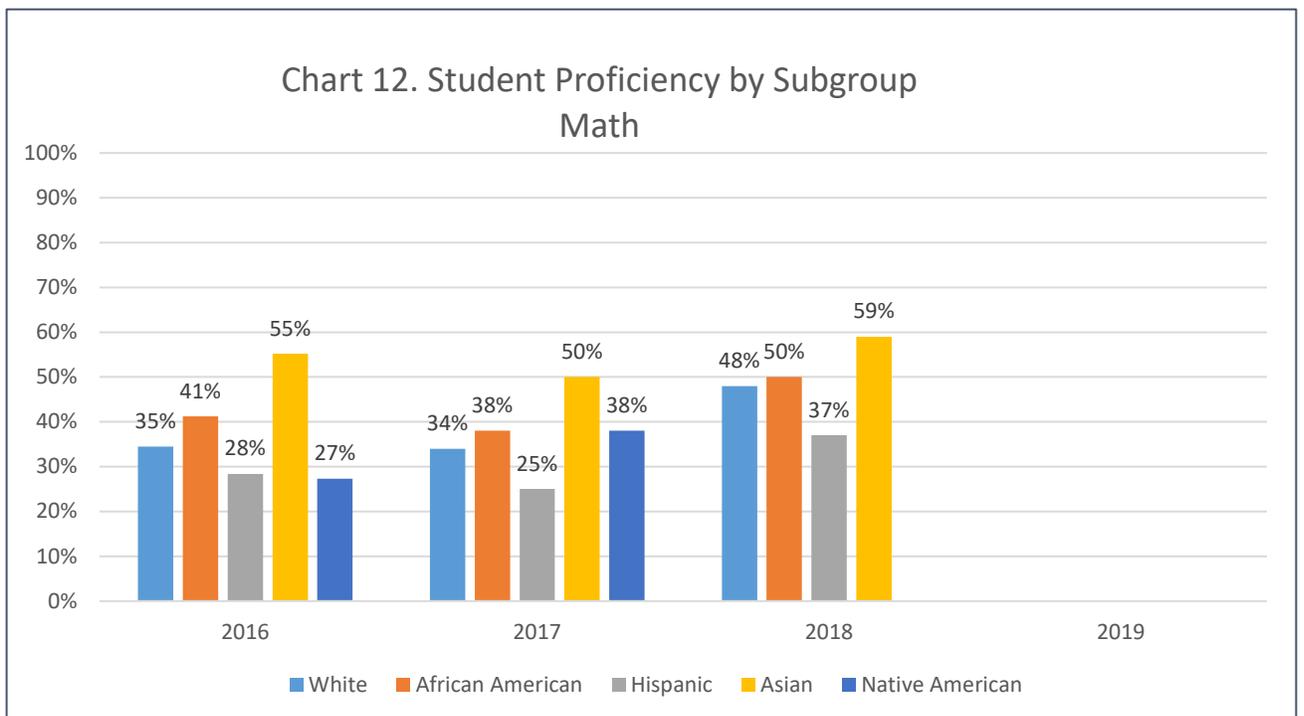
Subgroup – Lowest-Performing Students in Math



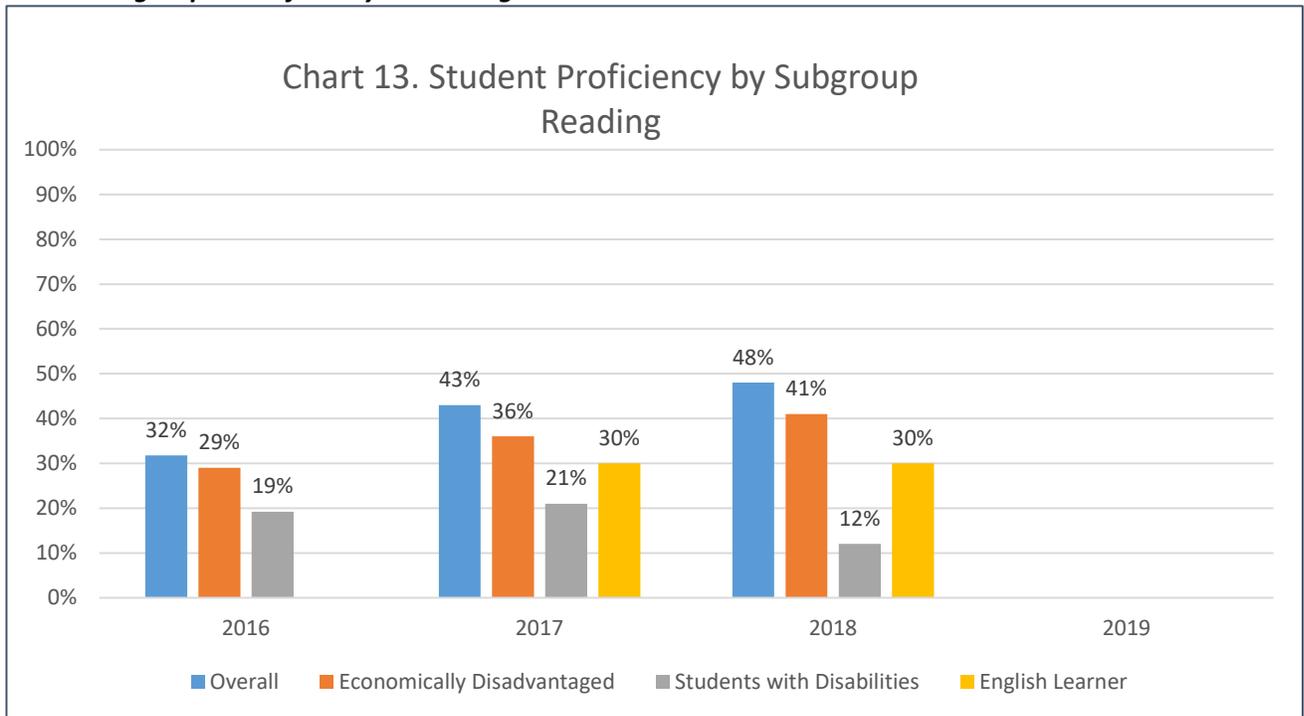
Race/Ethnicity Subgroups - Proficiency in Reading



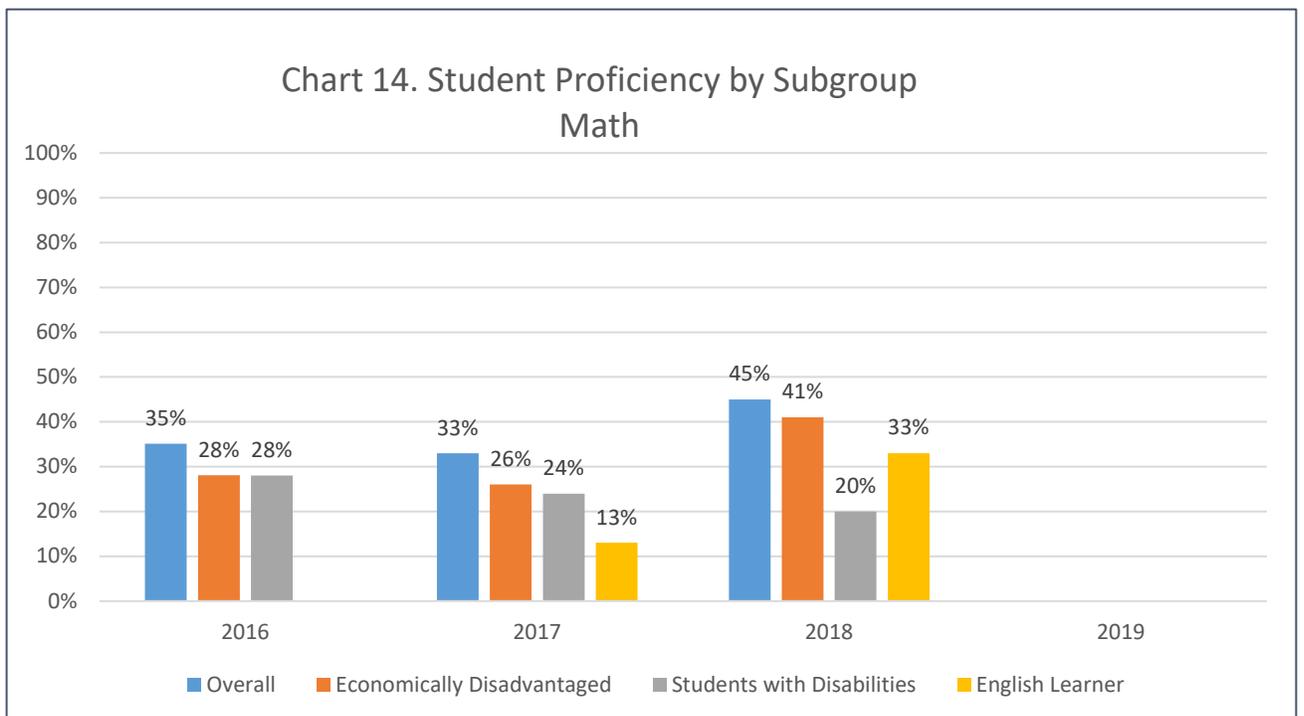
Race/Ethnicity Subgroups - Proficiency in Math



Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

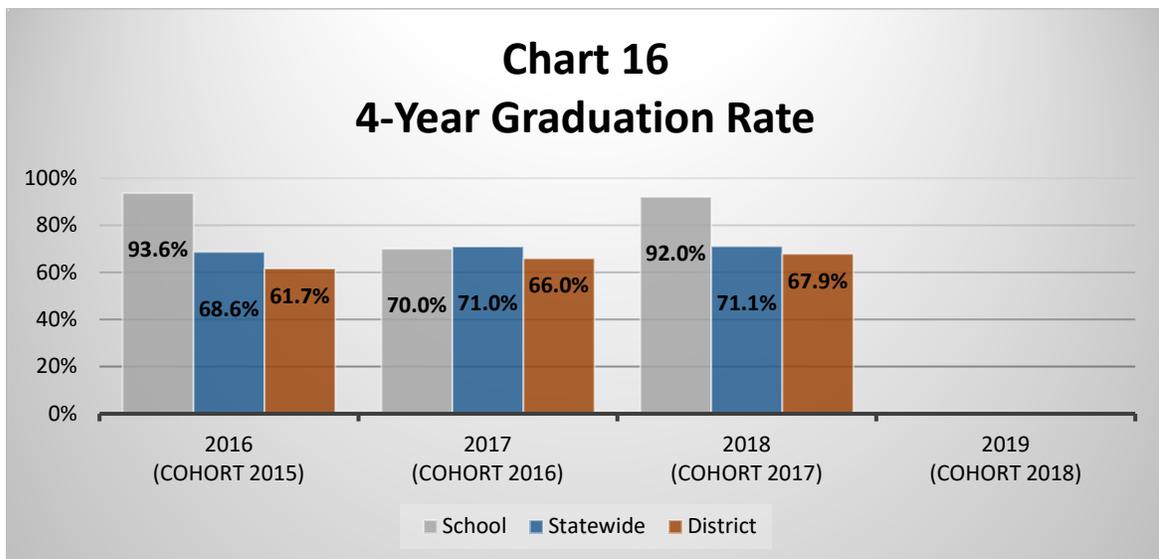


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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



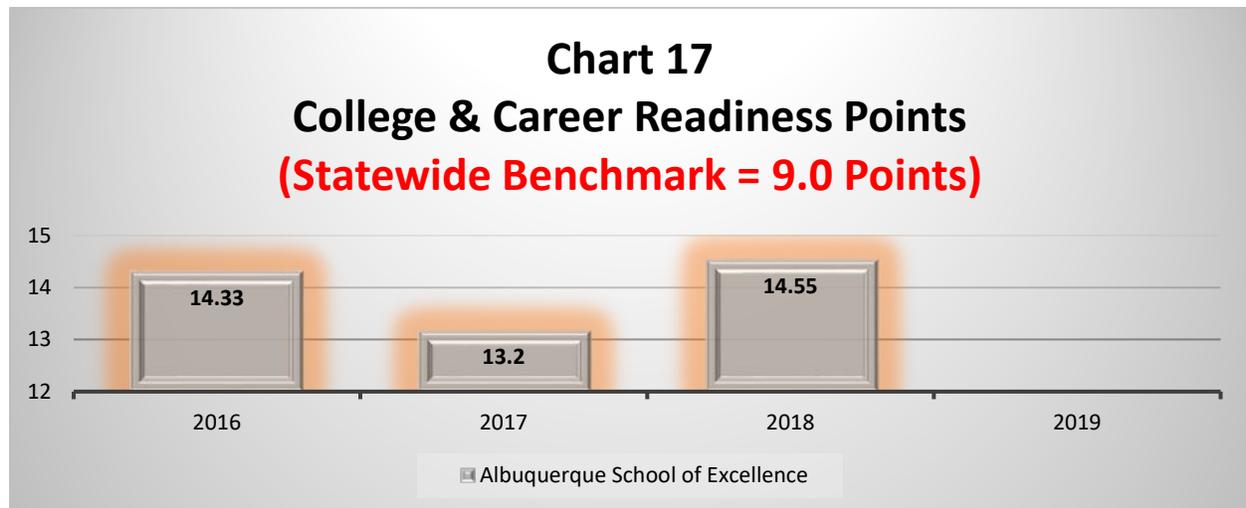
High School Graduation Rates for the 4-year cohort

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

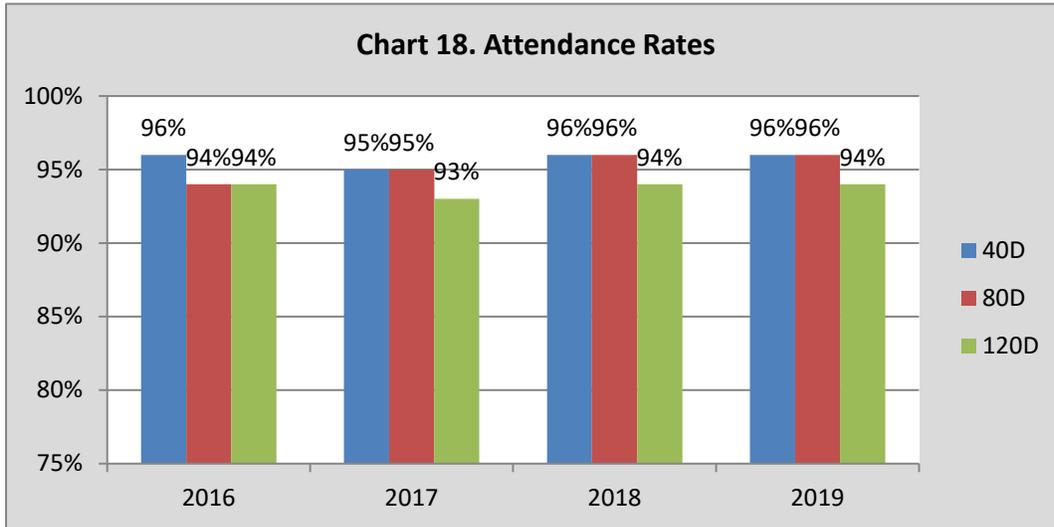
² Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

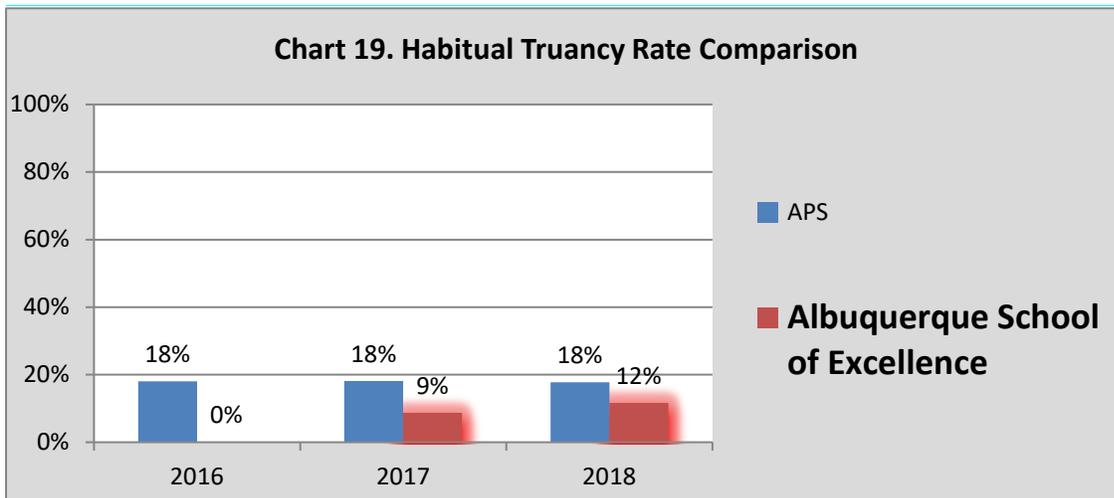
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

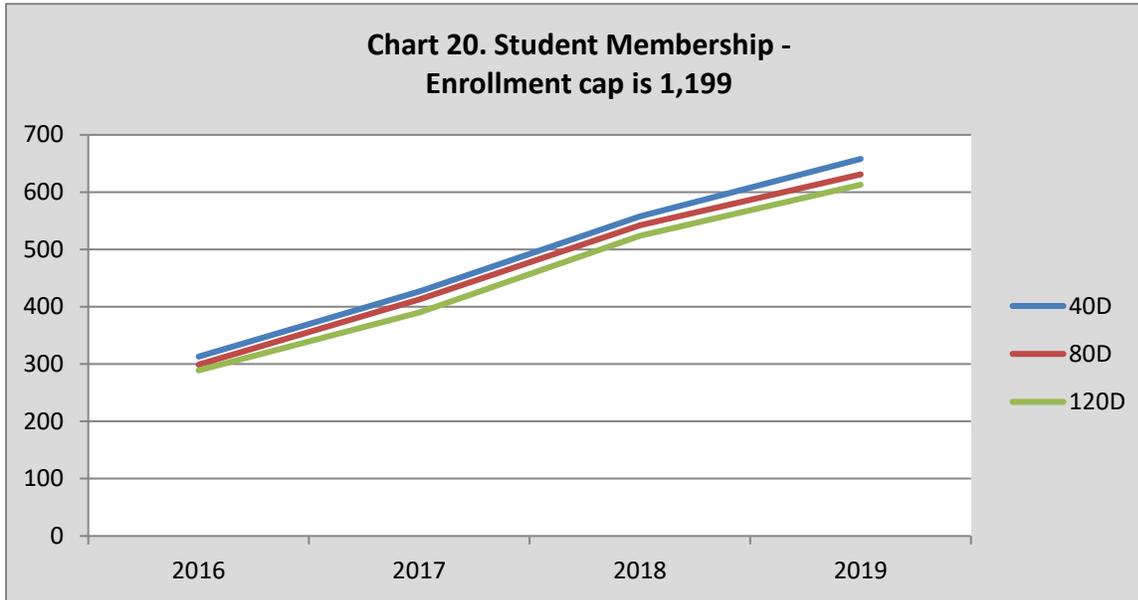
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



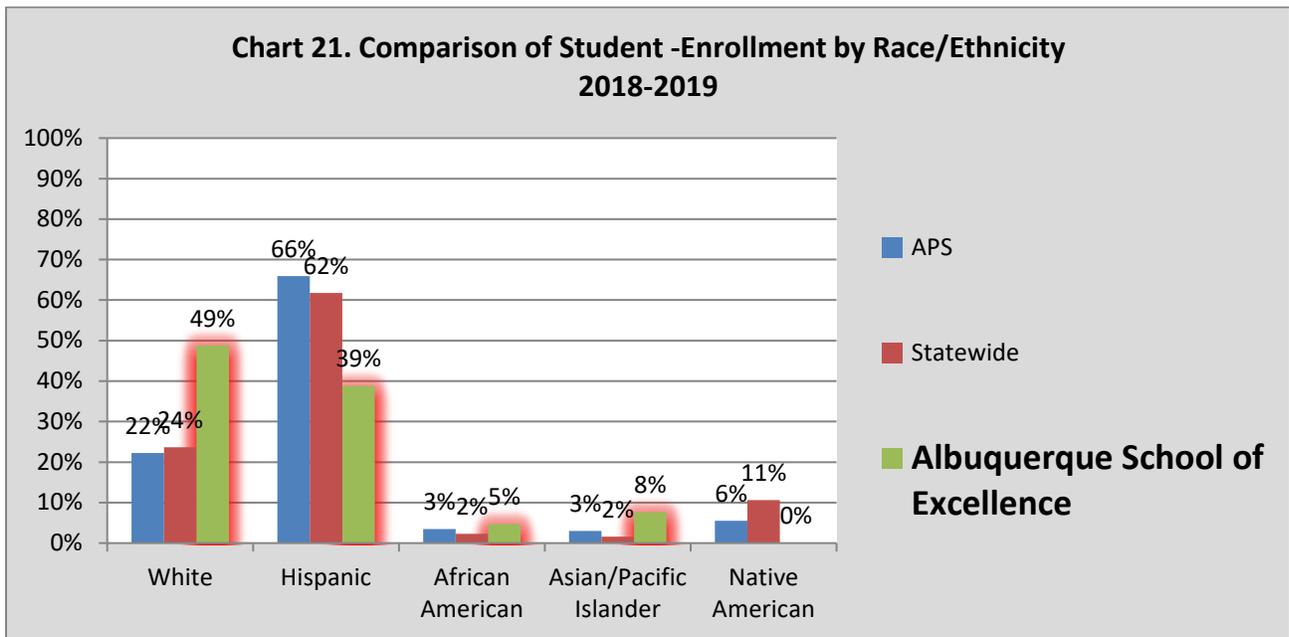
Student Membership (Enrollment)

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

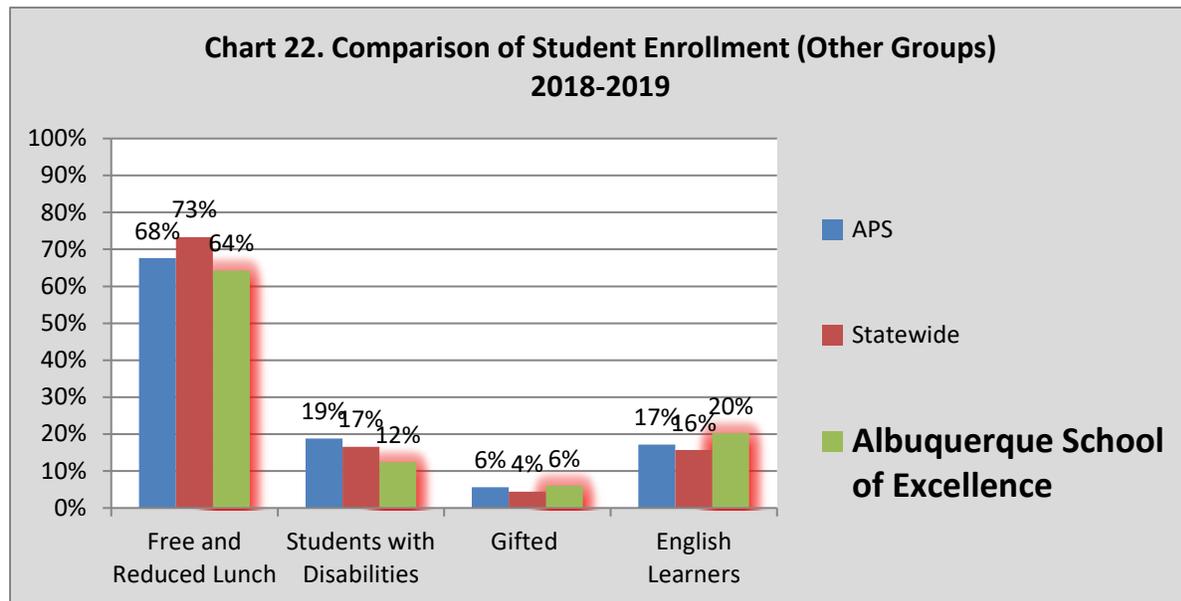


Enrollment by Race/Ethnicity



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

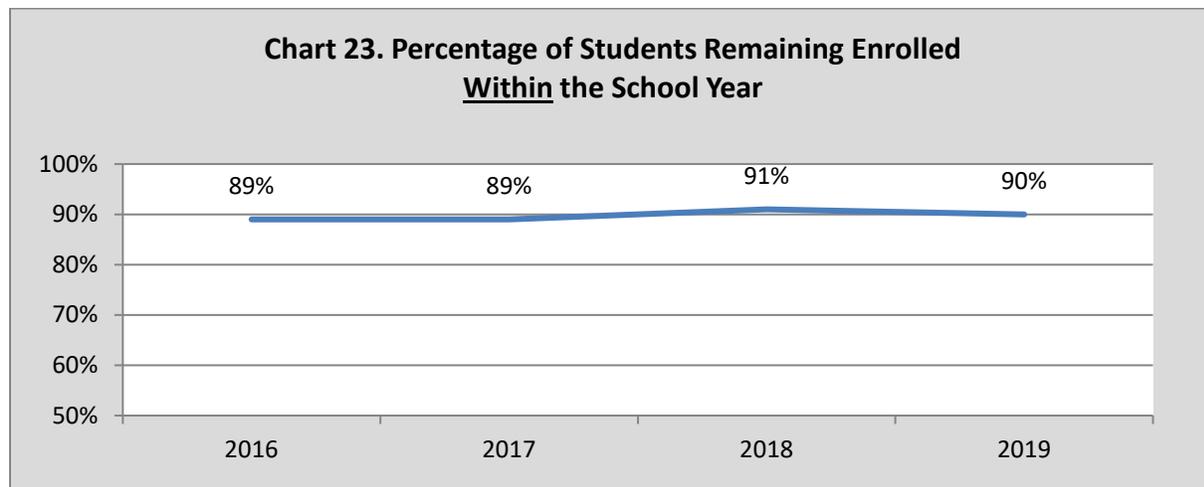
Enrollment by Other Subgroups



Retention and Recurring Enrollment

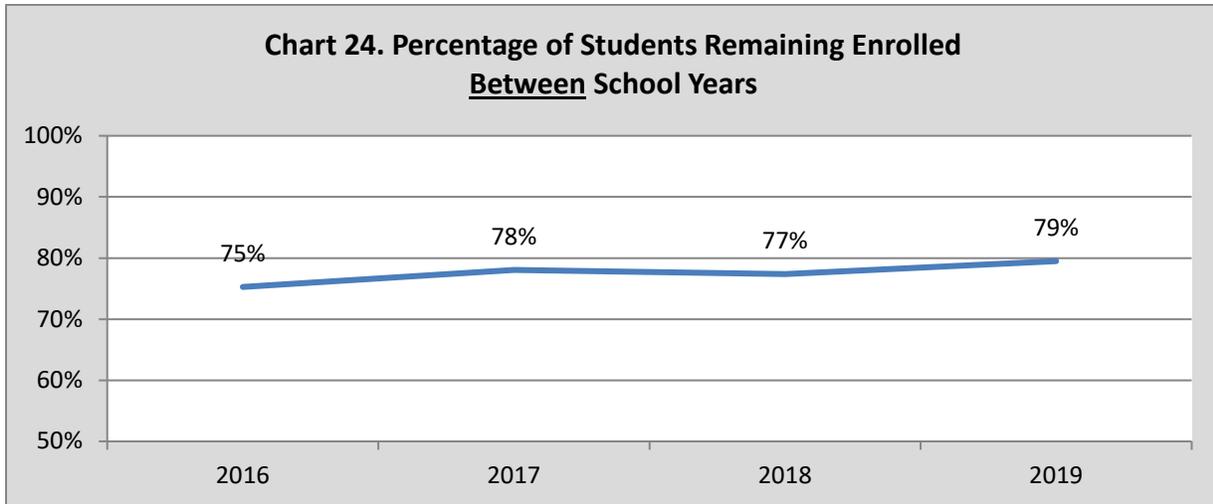
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

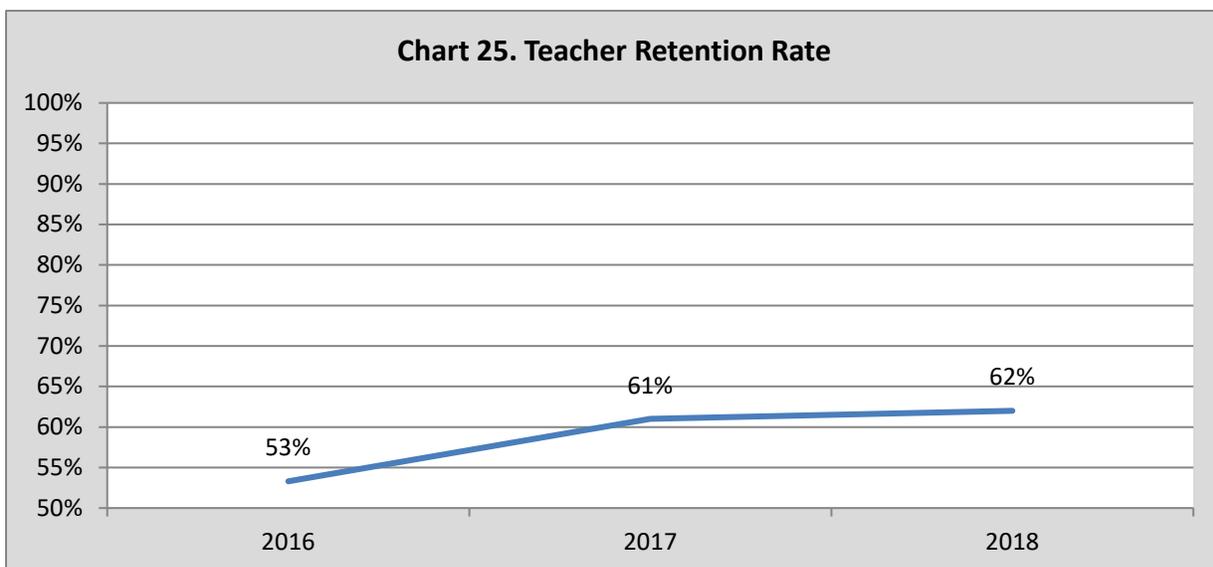


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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

Please note that the 2018-2019 ratings are not yet finalized. Schools may be in the process of submitting additional documentation and the Academic Indicator cannot be rated until the NM System of School Support and Accountability data is released. This chart will be updated in the packet provided to the Public Education Commission (PEC) and the school in November.

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/PeriodicReports/Expenditures/Reimbursements/AuditReviews/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.

OTHER SECTIONS

Part B: Progress Report (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement (to be provided by school)

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two 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 during the year prior to the least year of the contract; and (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 on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests during the contract term
The historical information on amendments and amendment requests is provided by the Charter Schools Division in Figure 8.

Description	PEC Action	PEC Approval Date	Reason for denial
Amendment request to increase its enrollment cap to 1,199	Approve	3/22/2019	NA
Amendment request to include the sixth grade within its elementary setting and meet the statutorily required 990 instructional hours.	Approve	5/11/2015	NA

Figure 8. Amendment Requests and actions.