



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 Institute for Mathematics and Science**

**School Address:** 933 Bradbury Dr SE, Albuquerque, NM 87106

**Head Administrator:** Katharina Sandoval-Snider

**Business Manager:** Jolene Jaramillo

**Authorized Grade Levels:** 6-12

**Authorized Enrollment Cap:** 720

**Current Enrollment:** 383

**Contract Term:** July 1, 2015 through June 30, 2020

**Mission:** Albuquerque Institute for Mathematics and Science at UNM is prepared to provide an extraordinary education to students in the Albuquerque metropolitan area who are interested in pursuing careers requiring advanced math science, and technology skills. AIMS@UNM will educate an intellectually single minded blend of culturally, ethnically and economically diverse students in a culture of rigor and strength of fortitude, preparing them for early college entrance; driven by motivation, fueled by innovation and guided by a spirit of public service. It will prepare its graduates for post-secondary education, gainful employment, and leadership in New Mexico's high technology industry.

<b>PART A:</b>	<p><b>Data analysis provided by CSD is attached</b>                  Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term</p>
<b>PART B:</b>	<p><b>Progress Report provided by the School is attached</b>                  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 7, 2019. <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<p><b>Department’s Standards of Excellence— A-F School Letter Grades</b>                      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.  <b>Overall NM School Grades SY16 – SY18: A, A, and A</b></p>	<i>Meets the Standard</i>
1.b	<p><b>Specific Charter Goals</b>                      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"> <li>• Math proficiency: 80-89% of FAY students in grades 6-11 proficient in math on PARCC  <b>Rating for SY19: Falls Far Below the Standard</b></li> <li>• Reading proficiency: 80-89% of FAY students in grades 6-11 are proficient in reading on PARCC  <b>Rating for SY19: Meets the Standard</b></li> </ul>	<i>Demonstrates Substantial Progress</i>
<b>FINANCIAL COMPLIANCE</b>		
2.a	<p><b>Audit</b>                      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.  <b>During SY16-SY18, the school had only one audit finding (in SY17).</b></p>	<i>Meets the Standard</i>
2.b	<p><b>Board of Finance</b>                      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).</p>	<i>Meets the Standard</i>

<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	<b>Material Terms</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>
3.b	<b>Organizational Performance Framework</b> 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"> <li>• <b>Indicator 1d. Students with special needs</b></li> <li>• <b>Indicator 1e. English Language Learners</b></li> <li>• <b>Indicator 5a. Facilities Requirements</b></li> </ul>	<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	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Meets the Standard</i>

<b>PART C:</b>	<b>Financial Statement is attached</b> 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.
<b>PART D</b>	<b>Affidavits for Petitions are attached</b> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. <b>Number: <u>30</u> Percentage: <u>100</u> %</b>
	2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit. <b>Number: <u>242</u> Percentage: <u>80</u> %</b>
<b>PART E:</b>	<b>Description of the Charter School Facilities and Assurances are attached</b> 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>X</u> facility plans or ___ the school’s Facility Master Plan School provided a “Feasibility Study”
	3. Attach a copy of the building E Occupancy certificate(s) from <u>Construction Industries</u> number <u>13802</u> The maximum capacity is not listed on the certificate.
	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 <b>The school provided a letter from PSFA, dated September 4, 2014, but it does not contain the NMCI score. The chart on the PSFA website lists 1.06%.</b>

	<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          _____ building is subject to a lease-purchase agreement; OR  <u> X </u> school had provided the appropriate assurances form:                X Public (Cert A)    <input type="checkbox"/> Private (Cert B)    <input type="checkbox"/> Foundation (Cert C)</p>
<b>PART F:</b>	<p><b>Amendment Requests</b>          No Amendment Requests were submitted during this contract term.</p>
<b>Other Appendices</b>	<p><b>The school provided additional appendices that are also attached.</b></p>
<b>School's Response</b>	<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 Web-EPSS 2019-2020 PEC Renewal Application AND sent via email to charter.schools@state.nm.us.</p>

## Albuquerque Institute of Math and Science Stakeholder Interviews

Stakeholder interviews were conducted on November 7, 2019 at Albuquerque Institute for Mathematics and Science. The participants included three (3) parents, one (1) student, one (1) governing council member, and three (3) staff members.

Two of the three parents present mentioned the school's state ranking amongst other middle and high schools as a reason for enrolling their child/children at the school. All three parents agreed that the focus on college preparation was a strength, with one parent sharing that his son earned a full ride scholarship to New Mexico Tech after graduating from AIMS. Great appreciation was also shown for the school's martial arts classes, which functions as the PE program. The school does a great job of communicating with parents.

The one student in attendance stated she enrolled at Albuquerque Institute of Math and Science because her chess coach recommended it to her. The student said she does feel challenged in English, but less challenged in math and science because she has an "affinity" for those subjects. When she is challenged, she is able to raise her hand and ask her teachers. When asked about strengths, she stated, "You really know how to suffer through work. You get to work hard, but get to have fun." She did wish that the school offered more AP class options though.

One governing council member was interviewed. He was asked to join because of his business background and did join because he believes the school is important. The business manager sends the council financial reports that are then reviewed during council meetings. The head administrator evaluation is primarily carried out by the chair. The council member wants to create a more formal evaluation process for the board's self-evaluation.

One teacher began the interview by stating that AIMS was "the best place she had ever worked." Strengths listed included: highly structured classrooms, excellent academic curriculum, discipline, and the intensity of the education program. One of the school's English teachers was excited to share that he had started to work with the science staff to bring more cross-curricular teaching to the school. A result of this initiative was a requirement for students to send out well-crafted, professional emails to three scientists across the country as a component of their science fair projects. Teachers do feel they have a role in shaping the development of the school with one teacher stating, "Whatever you can dream up she [the head administrator] will say, 'Try it out'." Staff are reportedly always talking about how kids are doing with more regular and structured discussion done every other week during "research" time.



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## Part A: Preliminary Data Report and Current Charter Contract Terms

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**Albuquerque Institute of Math & Science  
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.

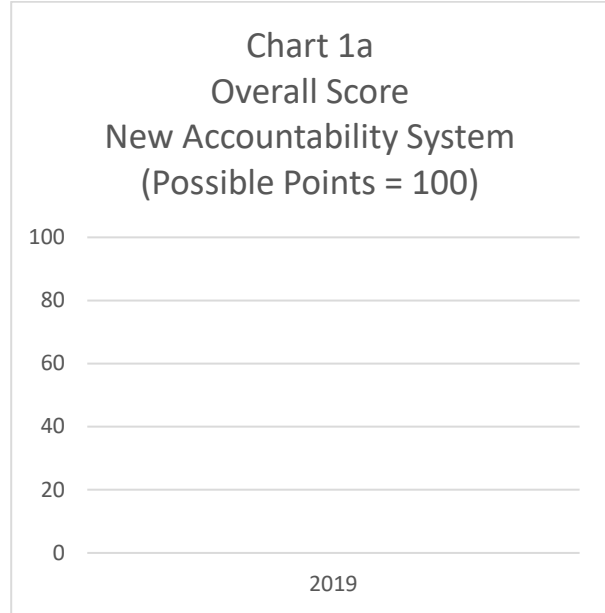
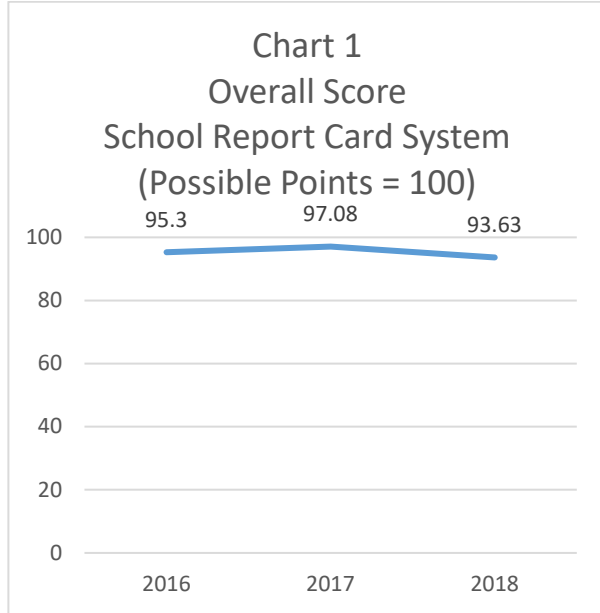
**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

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

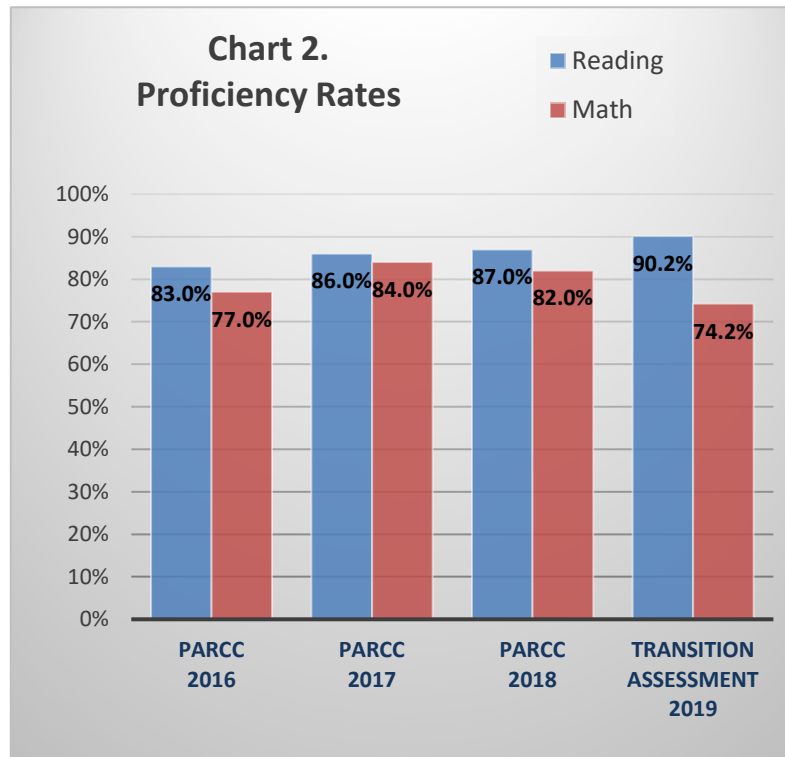
**Overall Standing**

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



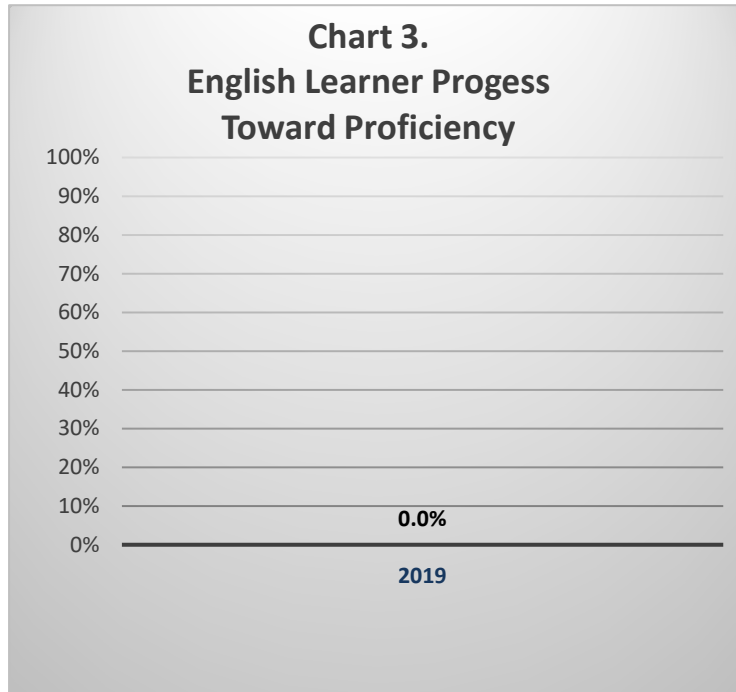
**Proficiency Rates**

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

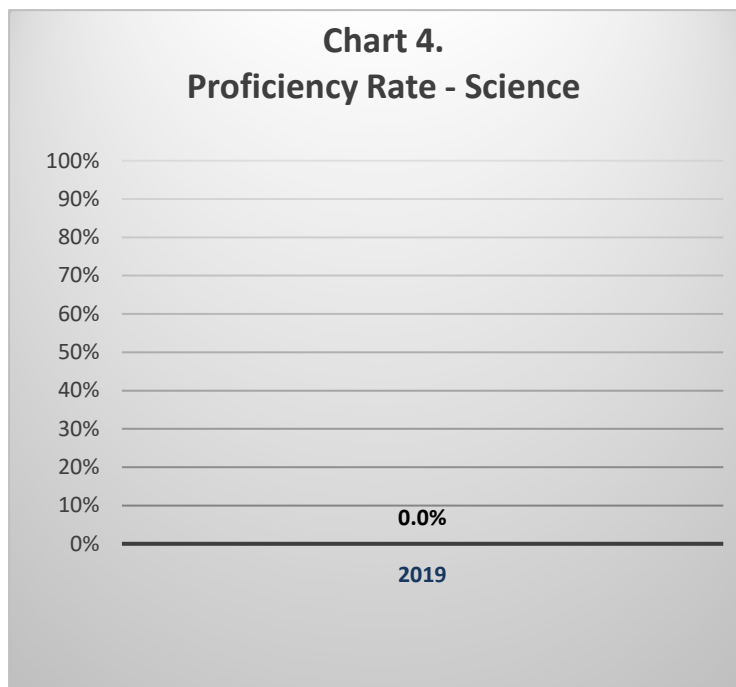




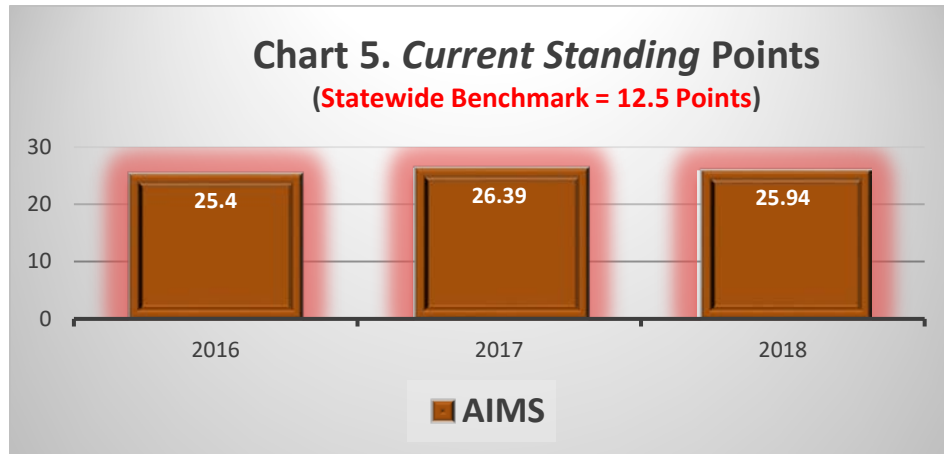
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



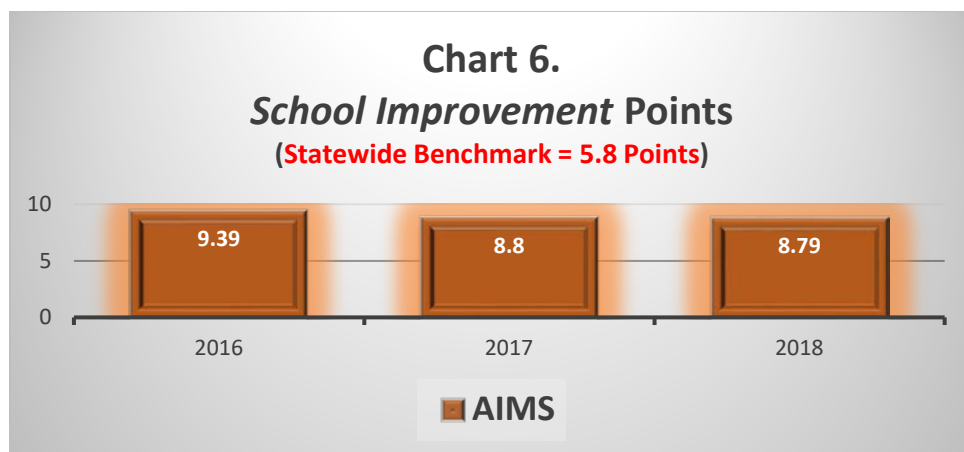
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**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.**

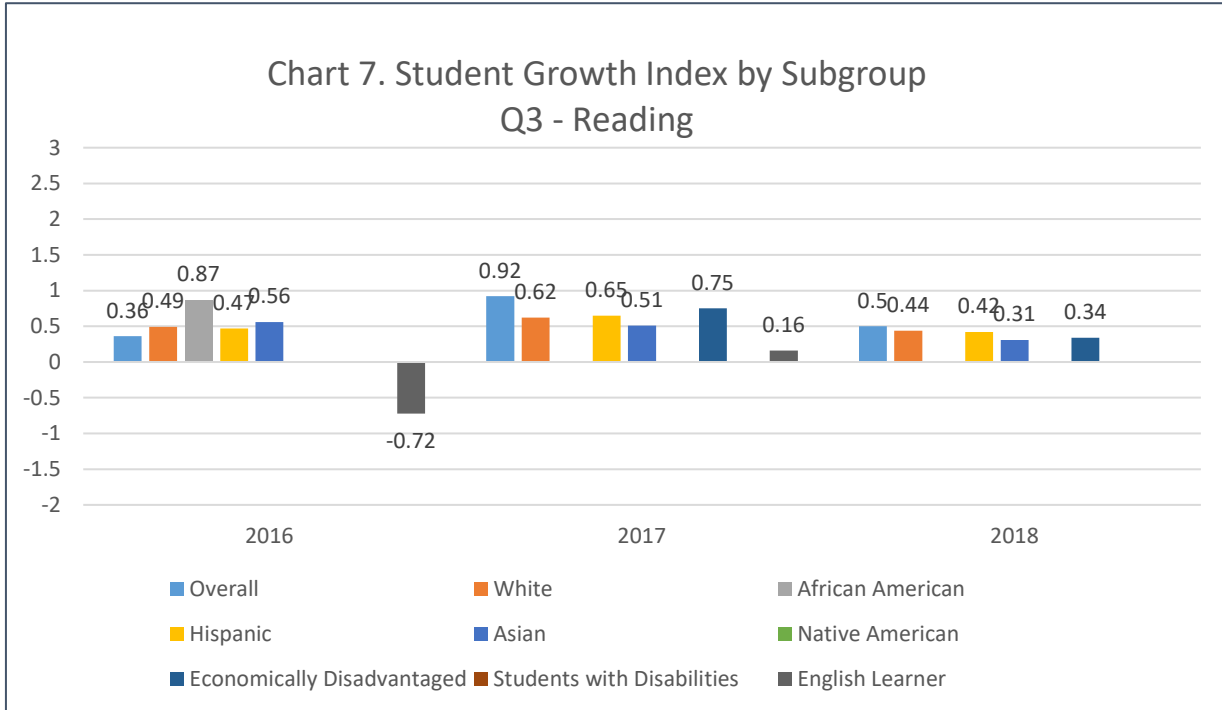


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



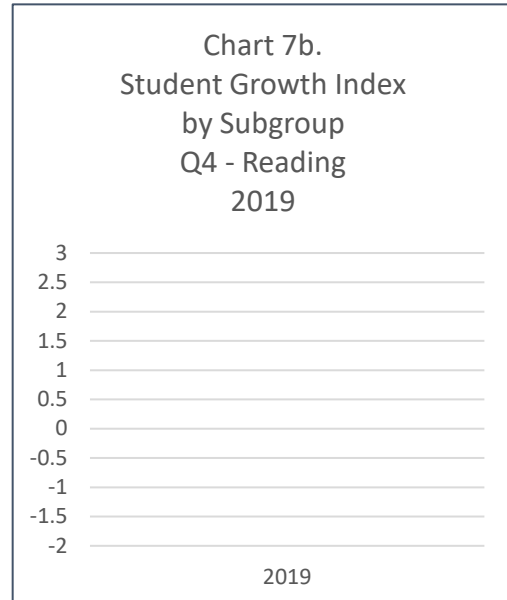
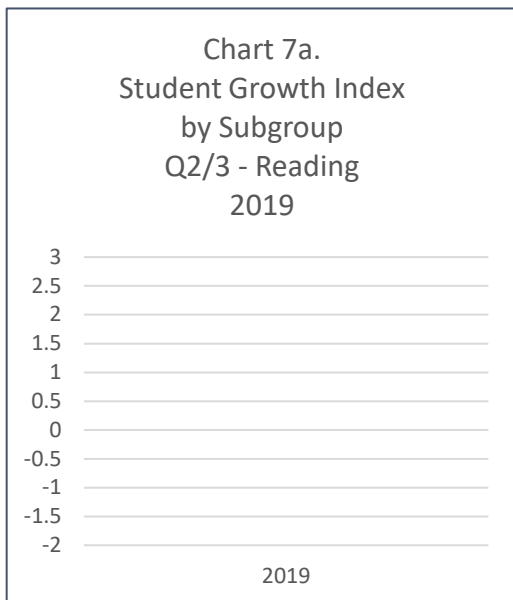
**Subgroup – Higher-Performing Students in Reading**

**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.**



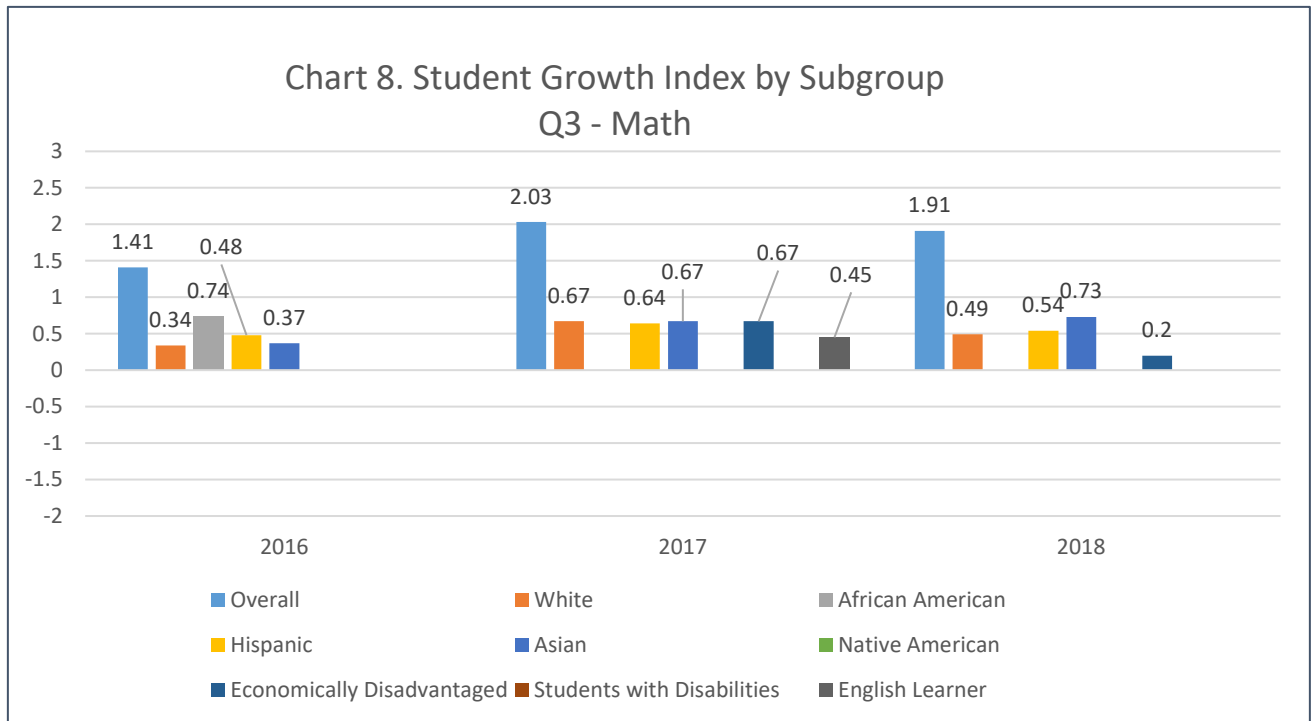
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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



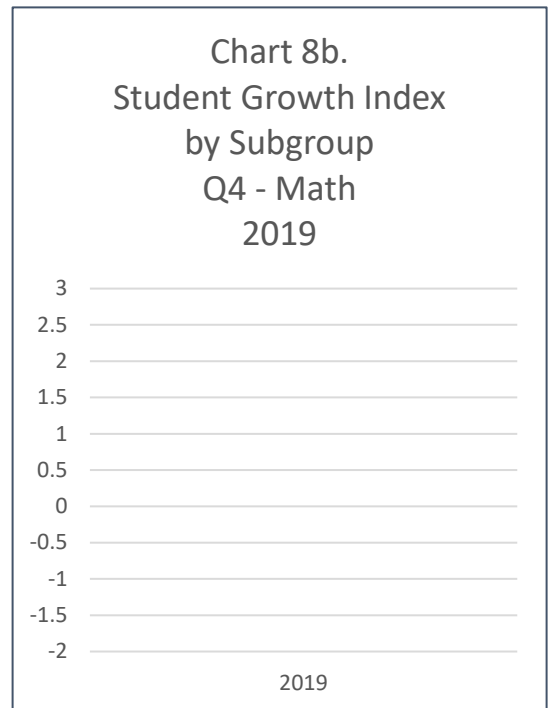
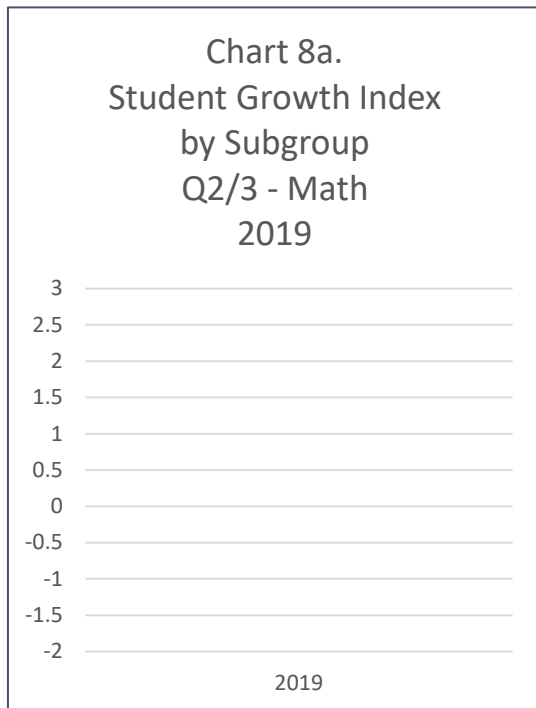
**Subgroup – Higher-Performing Students in Math**

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



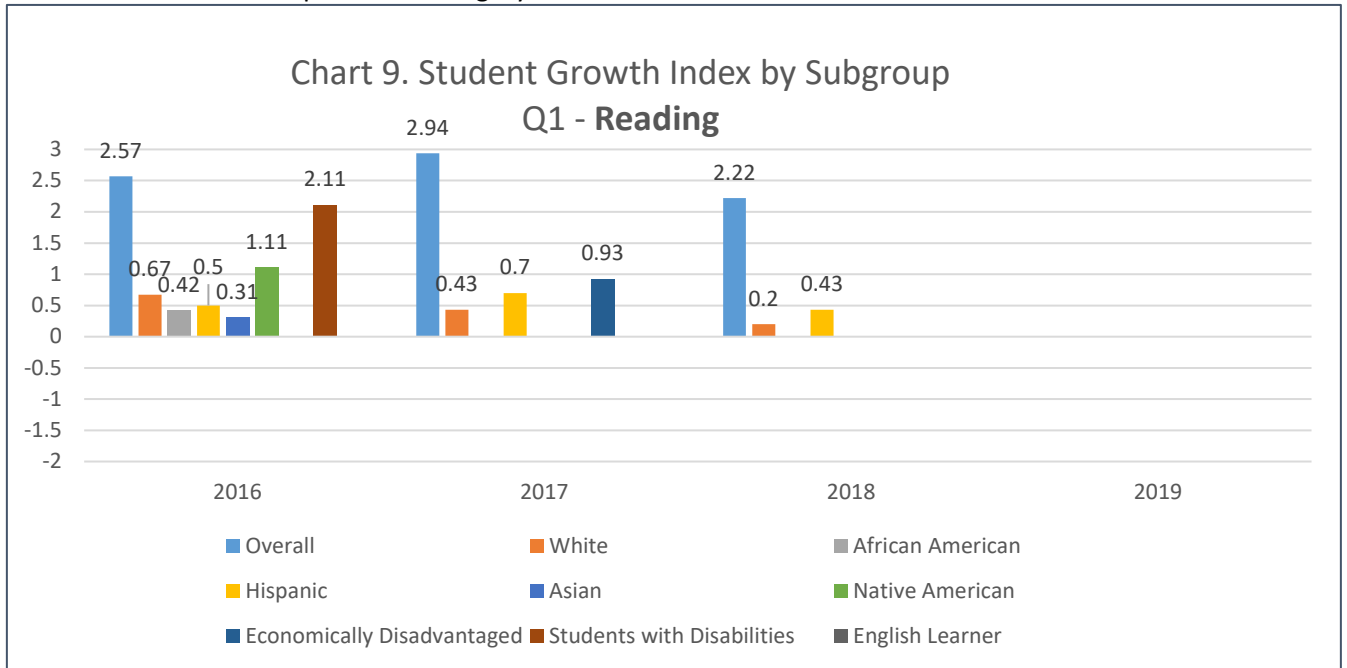
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

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

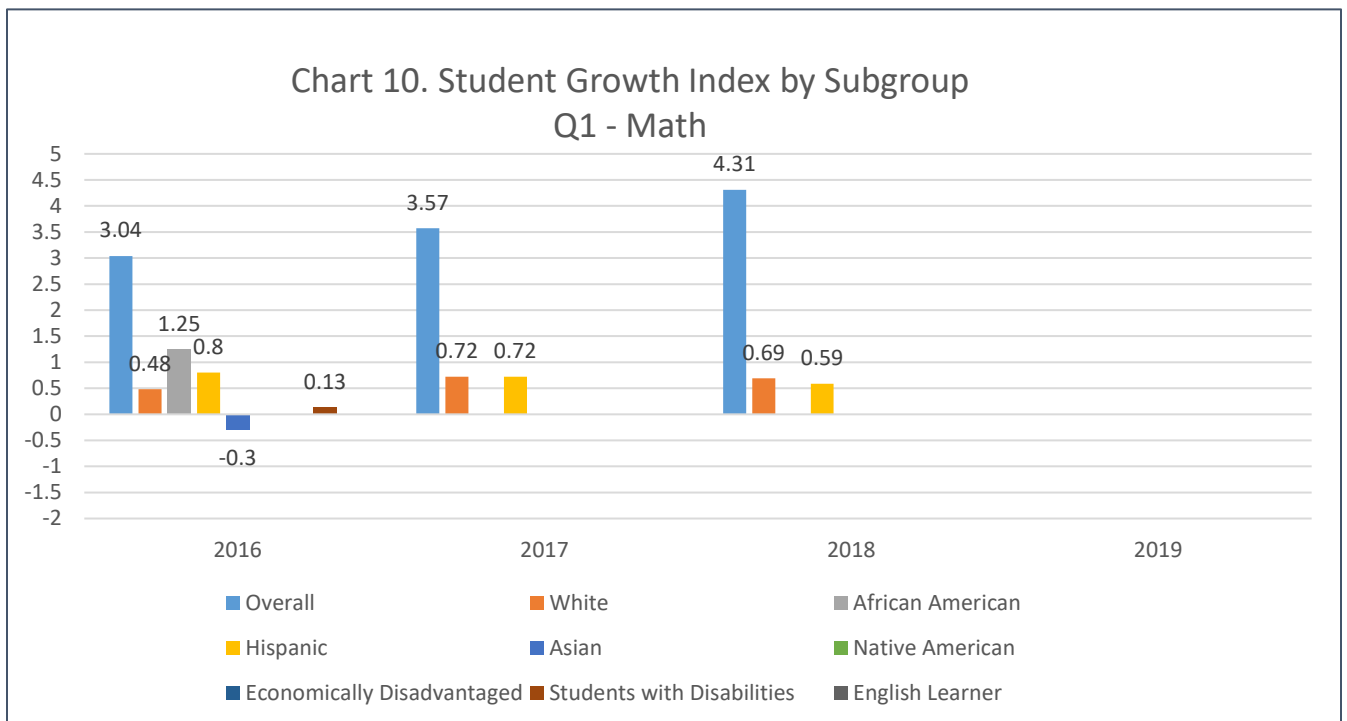


**Subgroup – Lowest-Performing Students in Reading**

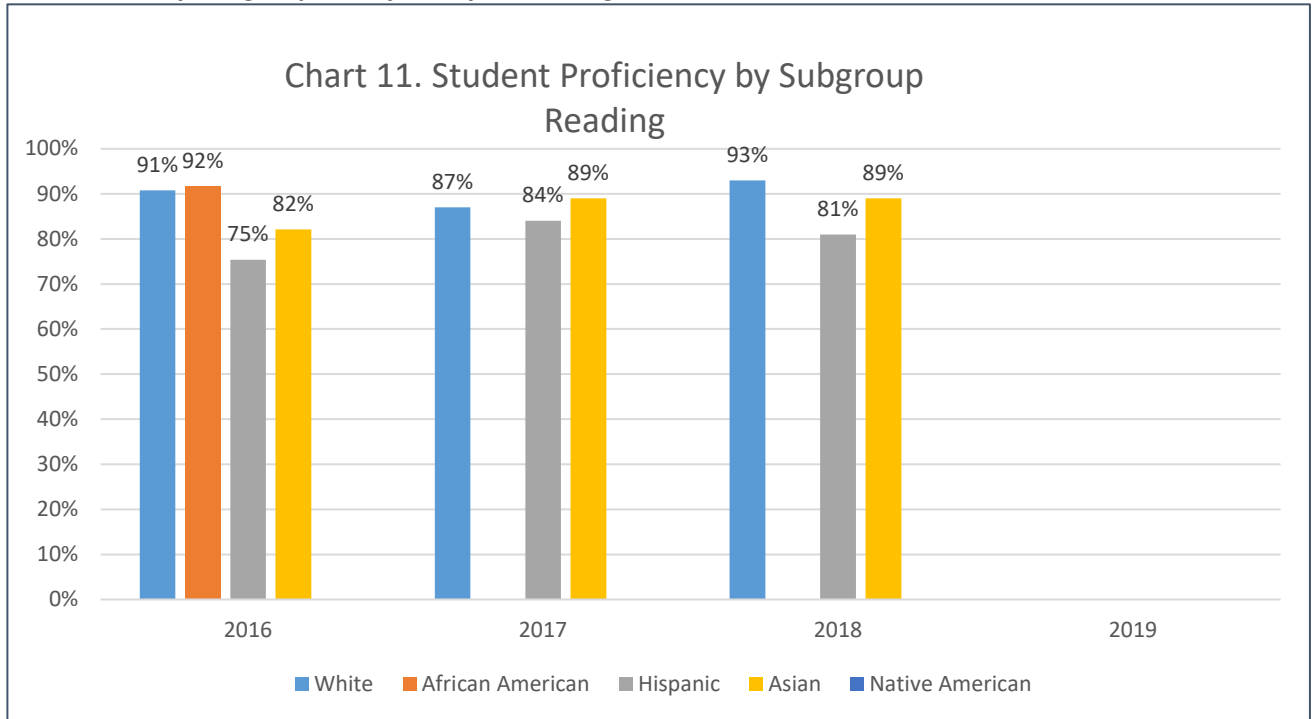
**Q1 Lowest-Performing Students (Q1)** In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



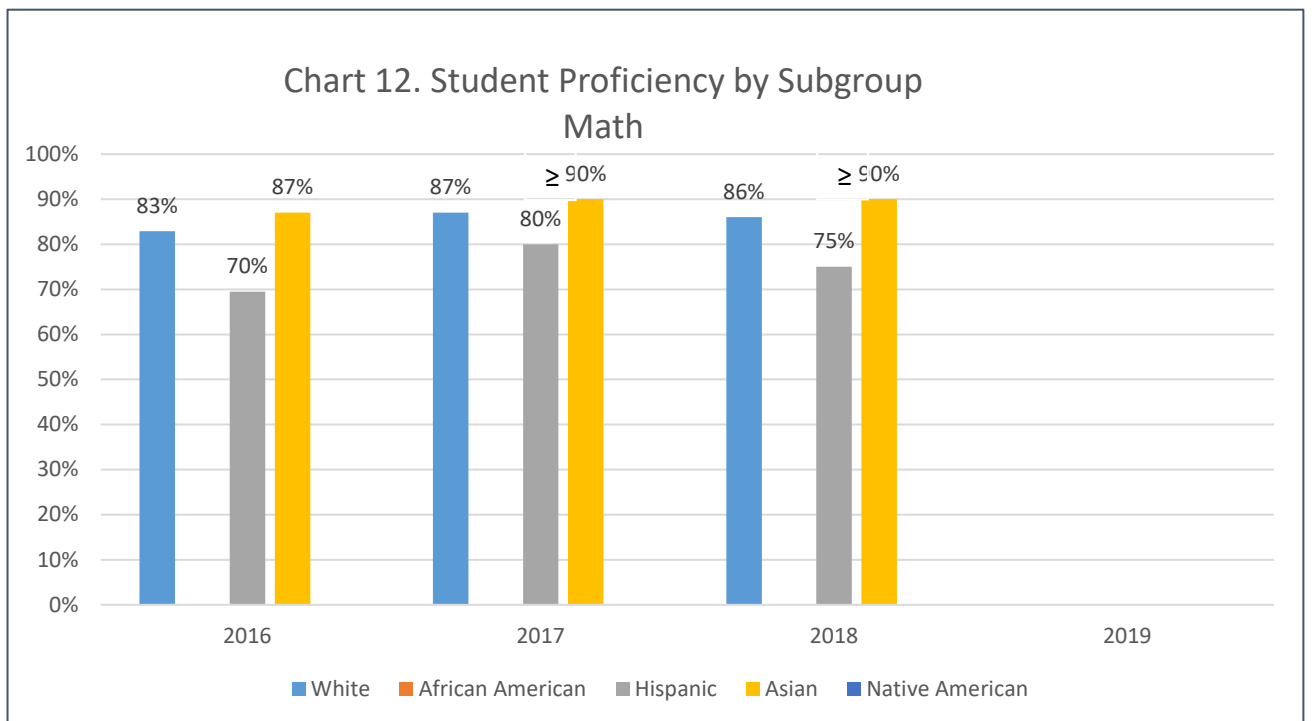
**Subgroup – Lowest-Performing Students in Math**



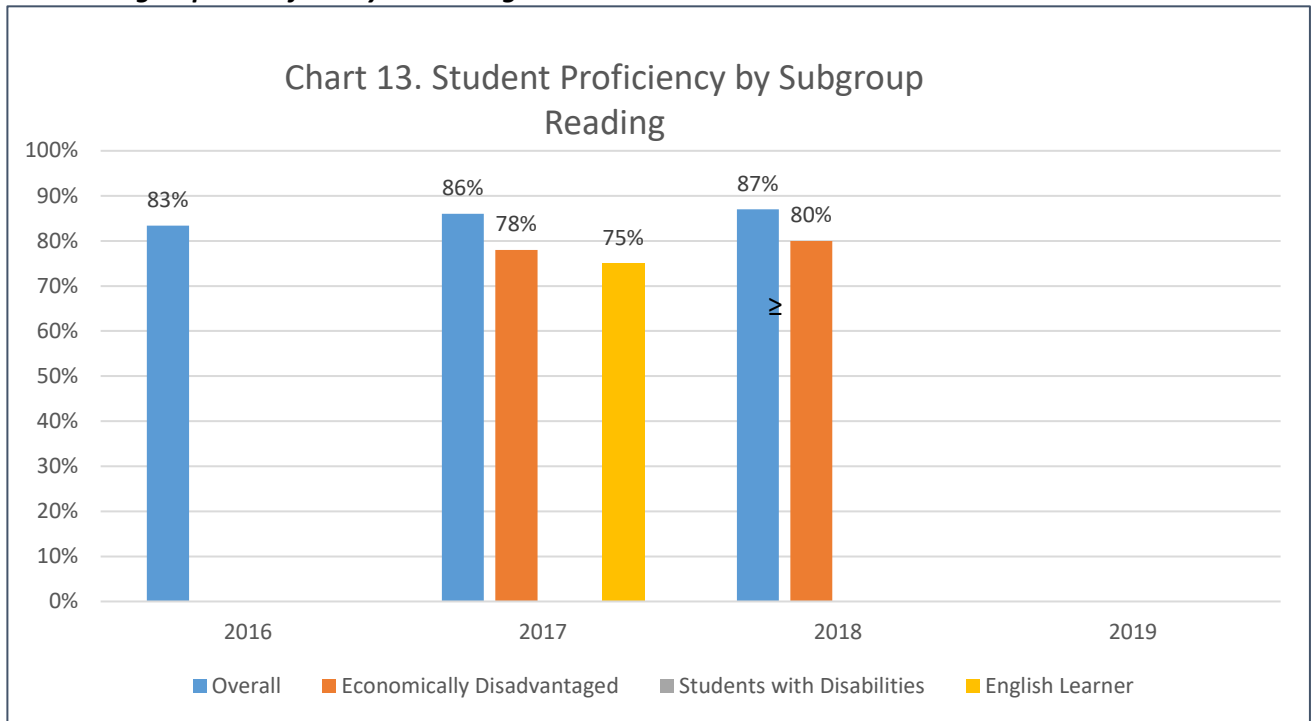
**Race/Ethnicity Subgroups - Proficiency in Reading**



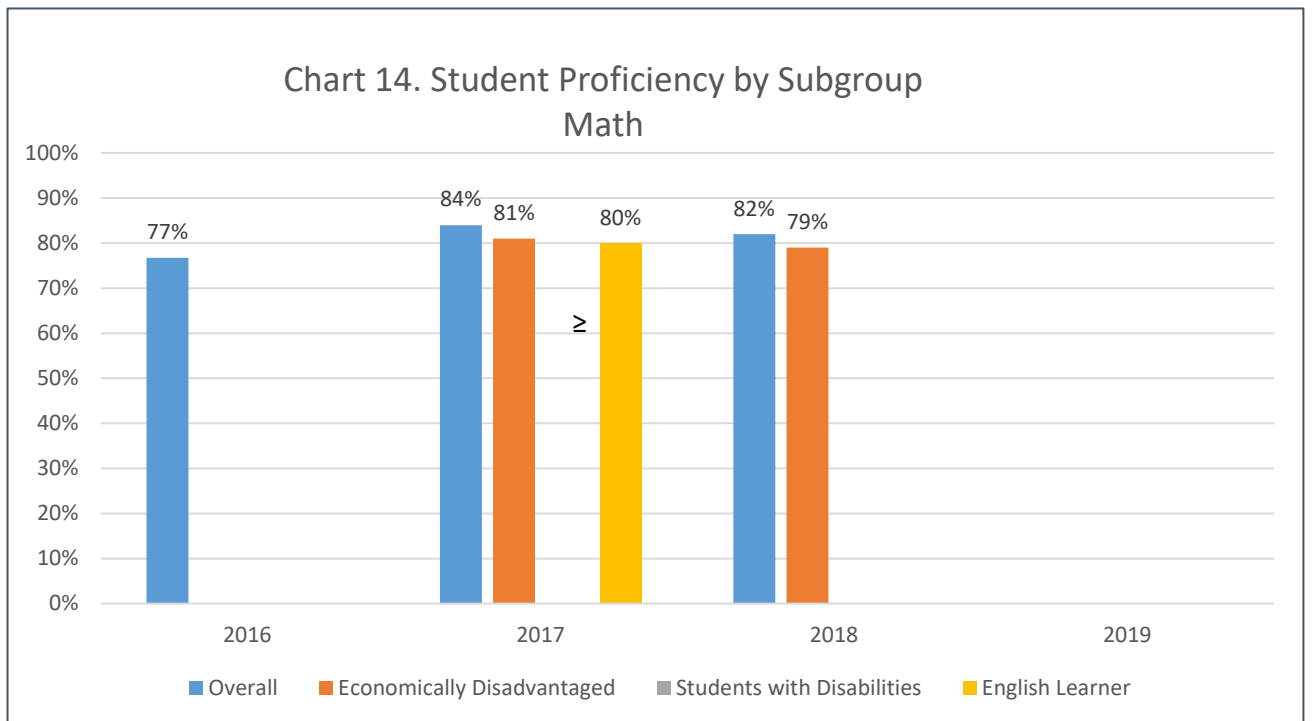
**Race/Ethnicity Subgroups - Proficiency in Math**



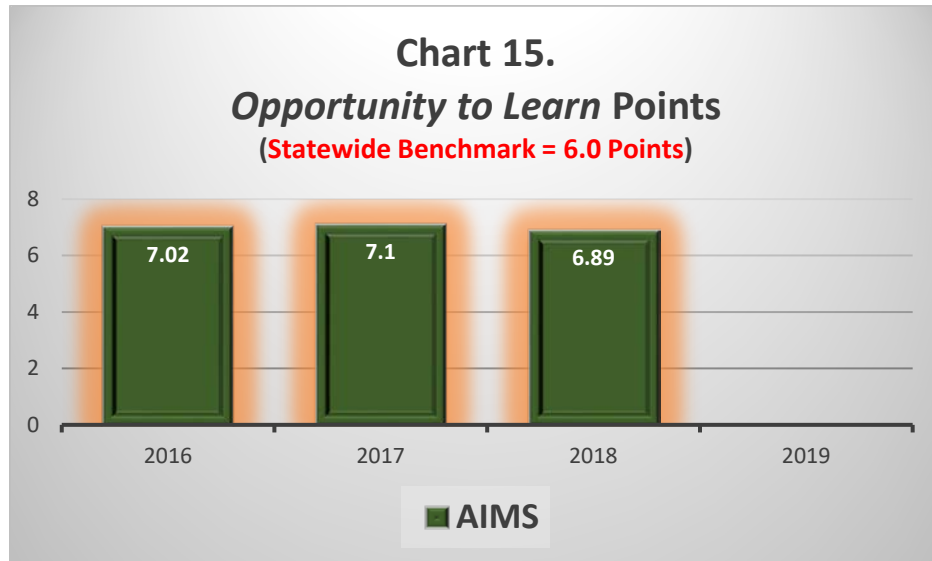
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**

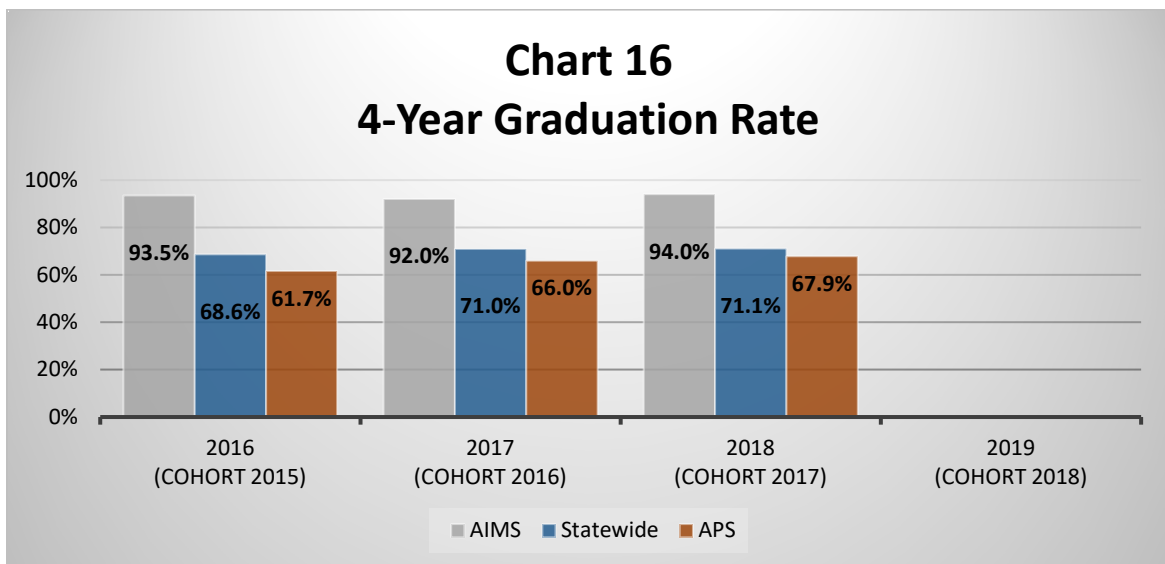


**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey).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

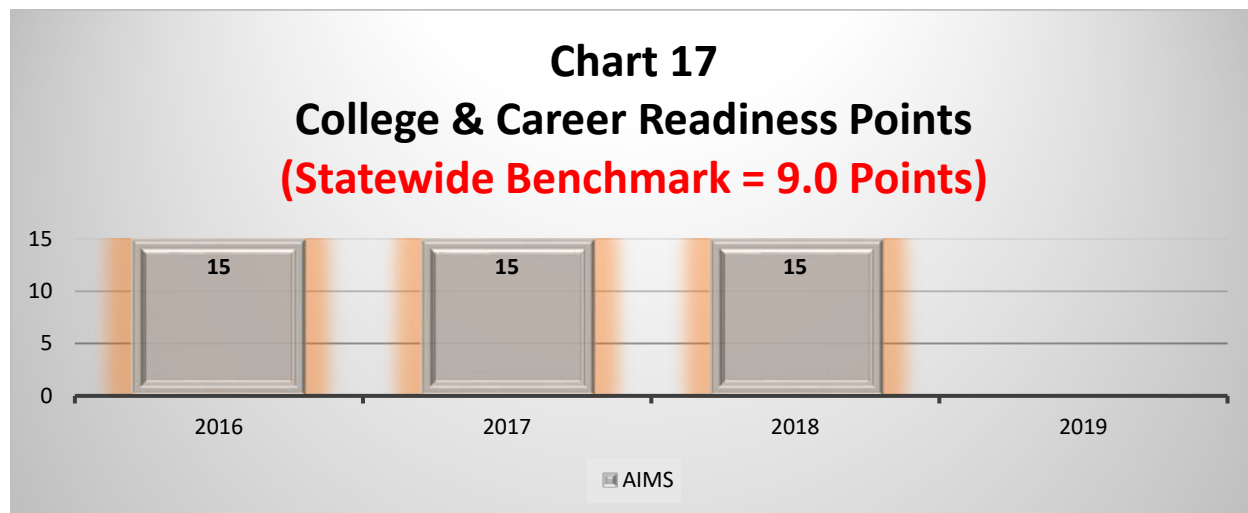
Please note that the data reported each year is for the prior year’s cohort of students.





**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 benchmark<sup>1</sup>. 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.



<sup>1</sup> 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. Math proficiency: AIMS students will be proficient in math. AIMS will show its student proficiency in math through the proficiency data provided in State Mandated Testing (currently PARCC). The school meets this indicator if 80-89% of FAY students in grades 6-11 are proficient in math.
2. Reading proficiency: AIMS students will be proficient in math. AIMS will show its student proficiency in reading through the proficiency data provided in State Mandated Testing (currently PARCC). The school meets this indicator if 80-89% of FAY students in grades 6-11 are proficient in reading.

Figure 2. Progress towards Charter Specific Goals.<sup>2</sup>

	Goal 1	Goal 2
2016	Does not meet	Exceeds
2017	Meets	Meets
2018	Meets	Meets
2019	Falls Far Below	Meets

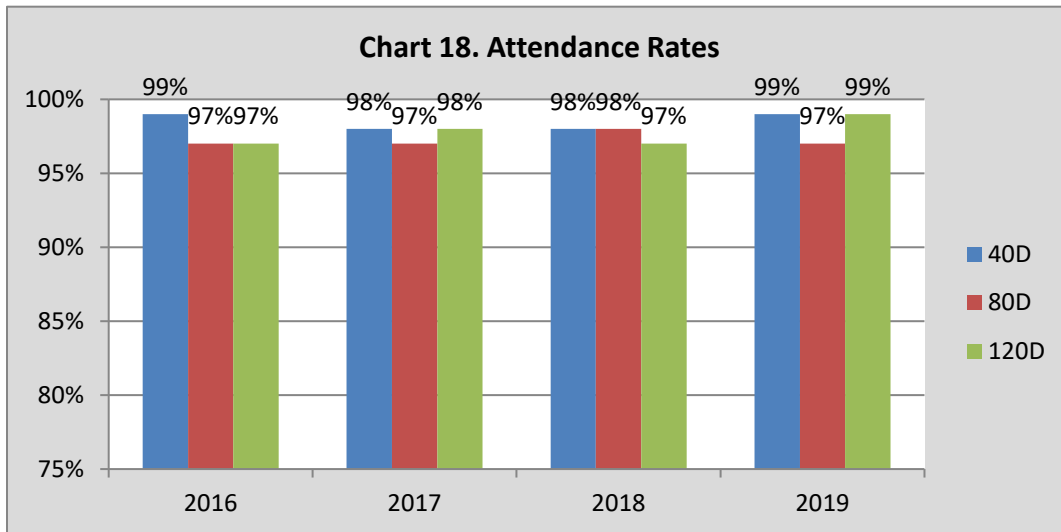
<sup>2</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)**

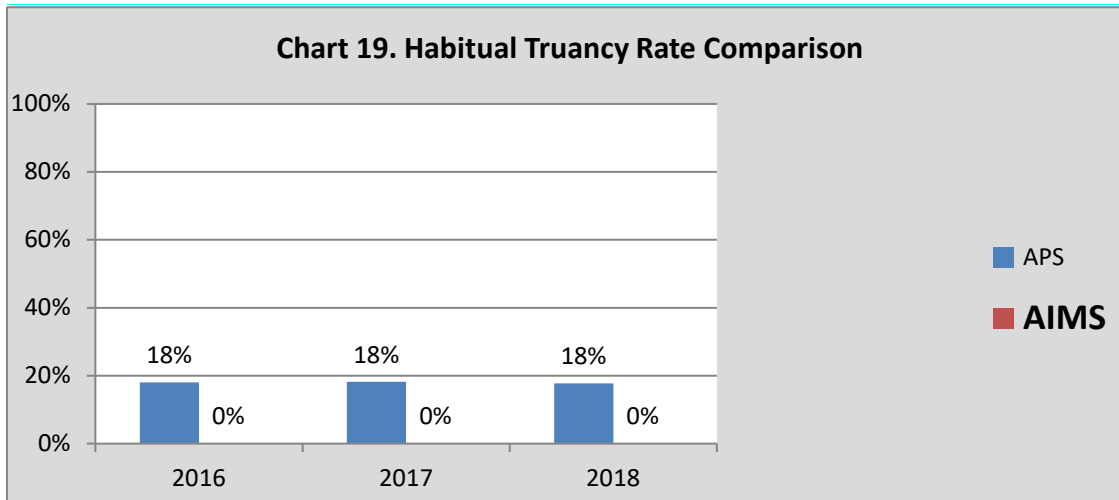
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

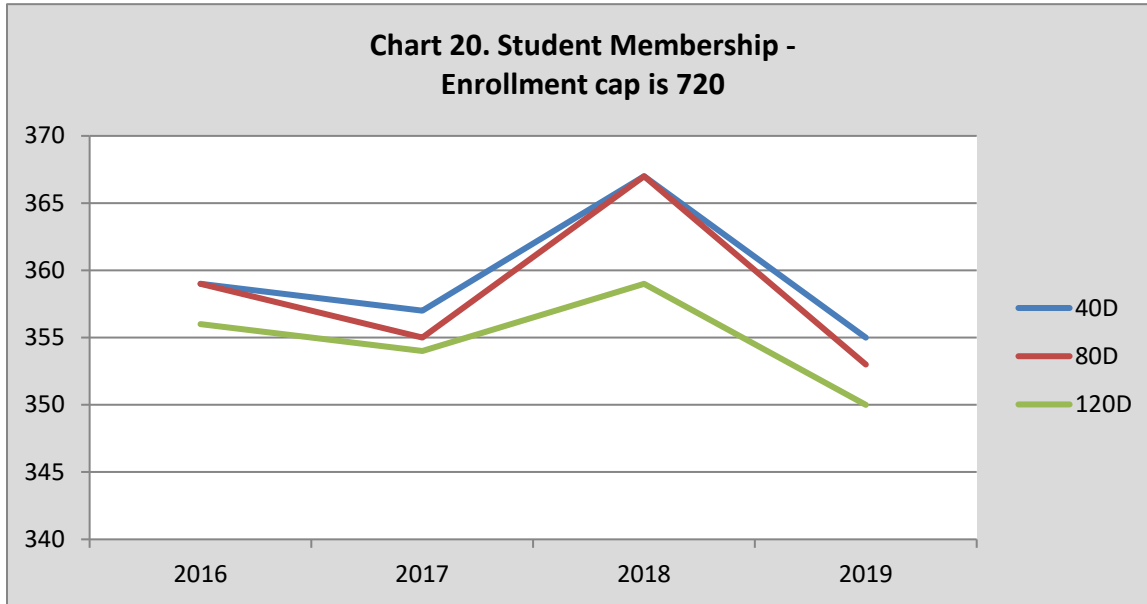
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



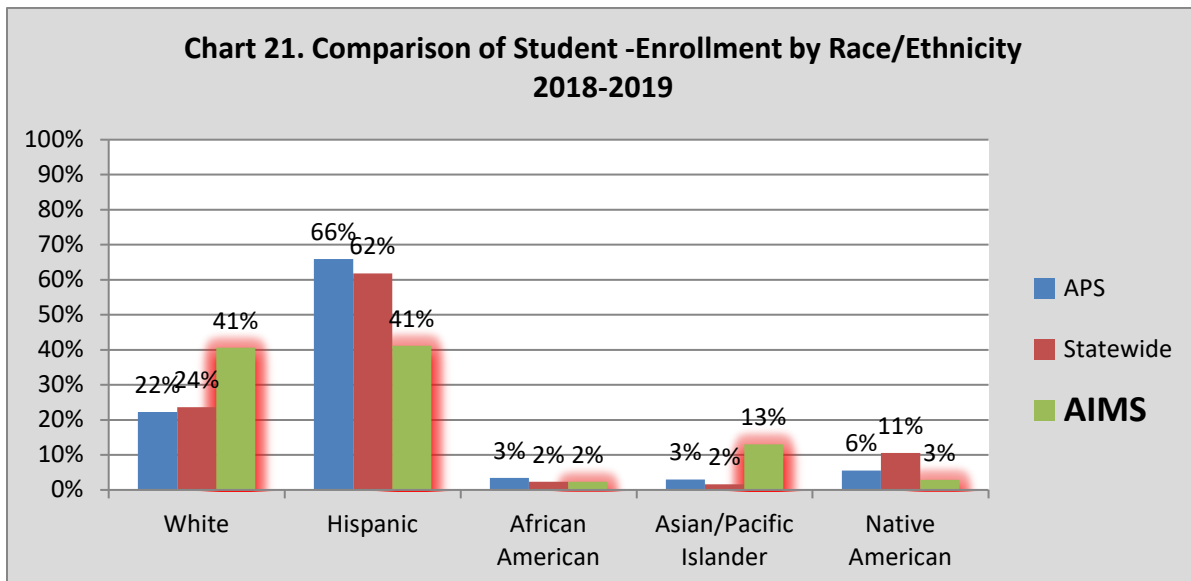
**Student Membership (Enrollment)**

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

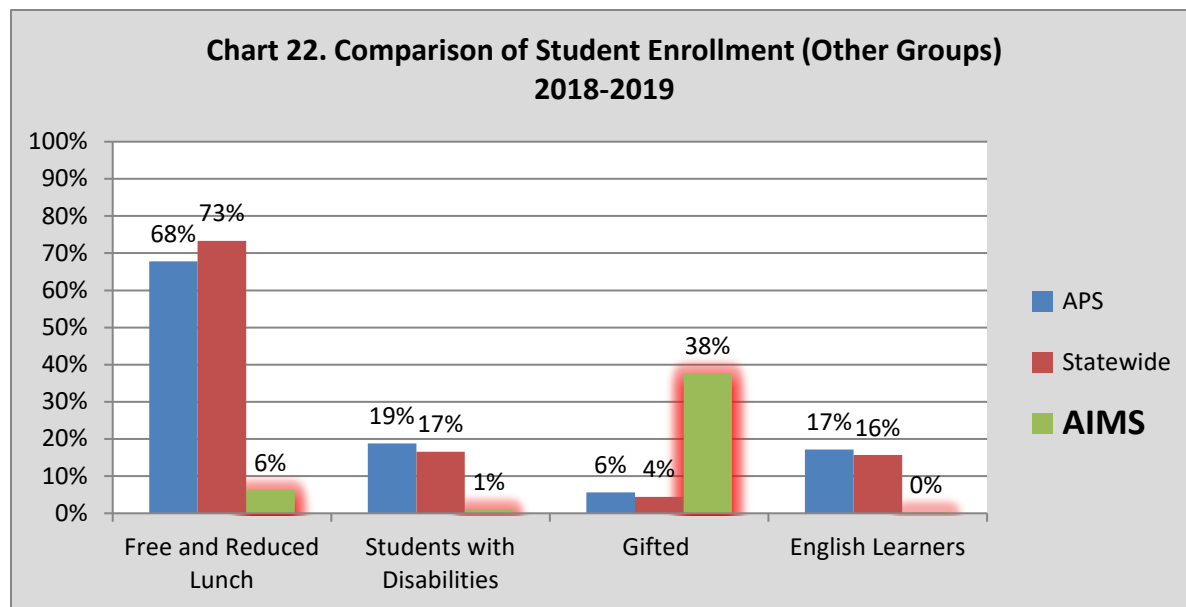


**Enrollment by Race/Ethnicity**



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

**Enrollment by Other Subgroups**

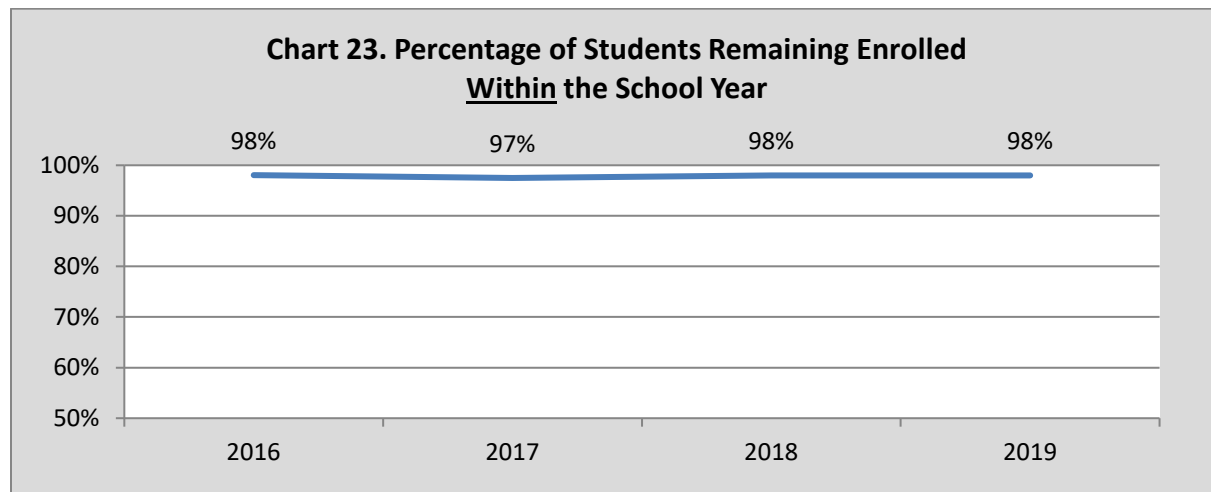


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Retention and Recurring Enrollment**

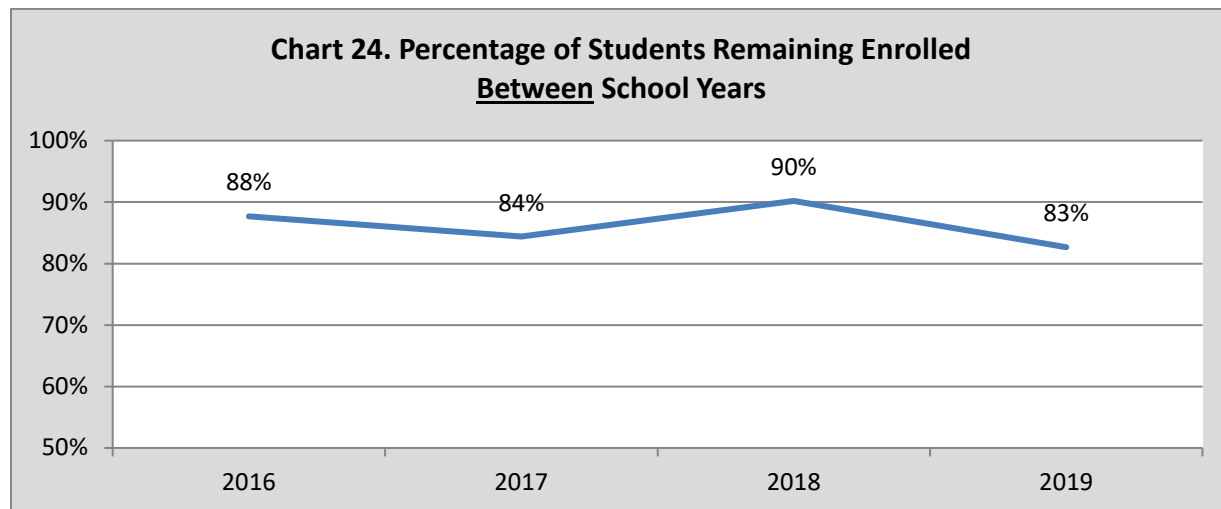
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

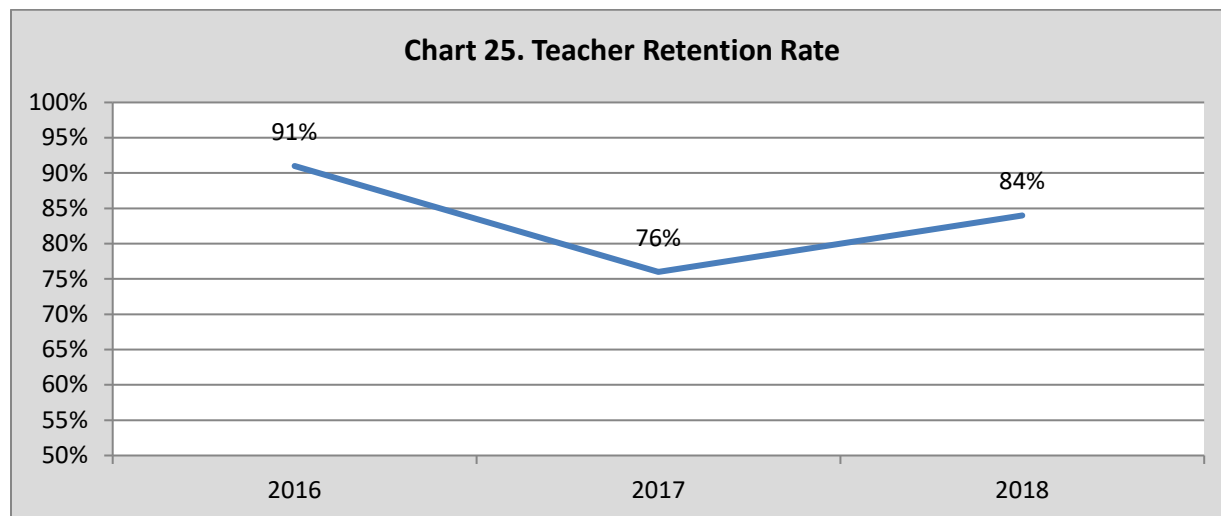


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 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	0	0	0
FY17	1	0	0
FY16	0	0	0

### ***Summary of Most Recent Fiscal Report***

In FY18, the school received no findings.

### 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

Due to small class sizes and the collection of student sequential performance data over a number of years, teachers are able to determine strategies which support each student's learning skill. Besides quality instructional techniques, AIMS@UNM utilizes project based strategies to integrate the curriculum. Projects offer students an opportunity to apply their specific core knowledge and skills, learn about their community and give back to their community.

Projects include such initiatives as the Science Fair requirement. For this project, instruction is **scaffolded** and **integrated**. The School defines scaffolding as instruction which is built upon each year along with expected outcomes. The School defines integrated instruction as instruction infused into each content classroom.

Each student is expected to produce a science fair project; devise a project, collect data, write a technical style article and present their results. Although the requirements are the same across grade level, the younger students need a great deal of support; gradually, this support is taken away to allow students their independence. If the student is unable to achieve this independence however, the instructor brings back the support system to help the student experience success until they are able to achieve independence. The project is integrated, with instructors of each content area working with students to produce the final project. The math instructors work with the student's data, the English instructors work with producing a technical style article. The use of a project organized around a theme, such as Science Fair, allows differentiation around a student's prior knowledge, as well as supporting the concept that projects are multifaceted and "rich" with a variety of content areas.

Students are encouraged to support and share what they have learned through the **House** system, which meet each day. Named for famous archers, the Houses are aligned from grade 12 to grade 6. Senior leadership mentors the younger students within each House.

The School has a superb technological framework for students. Wireless technology has been a part of the School since 2007. Each student is provided with a wireless laptop, and instruction is given within the framework of the core content areas, in utilization of that technology. As a result, technology is woven into each and every discipline in order to support student achievement. Additionally, communication between instructor, student and parent is supported through an online computer program which posts not only student grades, but assignments and support documents as well.



### *Student – Focused Term(s).*

AIMS@UNM has created a highly structured school environment that sets high academic and behavioral expectations for its students. With an emphasis on mathematics and science, and a requirement for “Critical Language” (Chinese or Japanese) study, the mission is to prepare students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis global participation. Beginning in the sixth grade and continuing through their graduation, all students enjoy a common culture of college preparation. The curriculum follows the New Mexico State Standards curriculum framework.

One of the hallmarks of the School’s program has been the Dual Credit requirement. In order to **graduate**, students must have a total of at least 30 post-secondary credits; at least nine credits of which must be in math and science. Students begin enrolling in dual credit classes during their sophomore year and continue on through graduation. Although there is a minimum requirement of 30 credits, the vast majority of students take many more hours than the minimum. It is not unusual for students of AIMS to have 50 or more college credits upon graduating; essentially allowing them to enter college as a junior. A number of our students have earned their Associates Degree even before graduating from high school. The close relationship with the University of New Mexico as well as the placement of the AIMS campus on the UNM south technology campus facilitates this accomplishment. AIMS will not grant an AIMS diploma to any student not fulfilling the dual credit requirement.

Albuquerque Institute for Mathematics and Science at UNM believes that all students can prepare for college when provided with a rigorous, intellectually challenging environment. School climate, seamless transition between middle, high, and post-secondary education, a plan for grades 6 thru 12, and project based learning are approaches that are designed to help individual students achieve their highest potential in science and mathematics education. Because of our commitment to bridging the gap between school and the world beyond, Albuquerque Institute for Mathematics and Science at UNM will look and feel different than a traditional 6-12 school. The University environment of the school sends the constant message to students that attendance to college is the ultimate goal. The curriculum, which is in alignment with the New Mexico Content, Standards and Benchmarks, is accelerated, rigorous, and in line with accepted college readiness initiatives. Graduates of AIMS must have 27.5 high school credits: four in English, four in science, five in mathematics, two in “critical language”, ten dual enrollment classes (which convert to approximately 30 credit hours at the college level), one physical science and one and a half in “intensive” coursework.

The **science** curriculum is the corner stone of the School’s curriculum. All students take science each year. The curriculum is in alignment with the state standards and benchmarks for accelerated study. Middle school is Pre-AP, with the high school program including 9<sup>th</sup> grade Accelerated Physics, 10<sup>th</sup> grade Accelerated Biology, 11<sup>th</sup> grade Accelerated Chemistry, and a dual enrollment science course at the post-secondary level. All students are required to participate in science fair, and all project based learning is science based.

The **social studies** program is also Pre-AP and AP, with World and New Mexico History required in the middle school, AP World, AP History, AP Economics and AP Government required in the high school for graduation. All history classes are in alignment with the state standards and emphasize analysis, inference and synthesis to increase comprehension, in keeping with the mission of the school.

**Physical Education** at the School is martial arts based. All students are required to take two years of Karate to complete their program. The Karate forms (or Kata's) reinforce the student's development of personal discipline as they progress through their required sequence of movements in coordination with their peers. Karate moves are tied back to the study of physics as students analyze the utilization of body mass and movement. The Karate program also supports "Critical Language" requirement as instructions are given in the language original to the martial art itself.

The "**Critical Language**" component is somewhat unique to the School's program in New Mexico. All students must complete two years of a Critical Language (Chinese, Japanese, Arabic, etc.) to graduate from the School. These languages have been identified as critical for participation in a global economy; the national trend being the demand for speakers of these languages far exceeds the supply. This is in keeping with the global participation of the students of the School.

**Intensives** are also unique to the School. Each Friday morning, students take two, two hour blocks of what we call an intensive. Taking the place of what are commonly called "electives", Intensives allow all teachers to "teach to their passion". Each instructor develops a course that demonstrates their love of their content area. Examples may include ancient weaponry taught by the world history teacher, or the Japanese Tea Ceremony taught by the Japanese teacher. This allows presentation of content in a different and often integrated context, thereby enriching the standard curriculum.

**Student Mediator Component-the AIMS Houses:** Students at the School are arranged in "Houses". Each House is headed by a senior showing extraordinary leadership skills. Aligned vertically, grades 6-12, students requesting mediation may do so through their house leadership. Students unable to mediate through student leadership may do so through administrative channels.

The House structure of the School also facilitates Peer Facilitation. This is where older students work with younger students who need help academically or socially. They may tutor the student or be a reading buddy. The peer facilitation can also involve working with groups of students

### ***Teacher – Focused Term(s).***

The staff and faculty of the School is filled with adults who believe in the purpose and mission of the School and are deeply committed to that mission. To that end, all decisions, including those surrounding professional development, are in alignment with the mission of the School, and are determined by individual teacher's personal goals and state required testing data.

The School has implemented a comprehensive system of evaluating the impact of teachers in the classroom. Based on a four tiered evaluation system ranging from high impact in the classroom, to little or no impact in the classroom, teachers are evaluated four times per year; twice by administrative staff, once by instructional leaders (level three teachers), and once by neutral specialists affiliated with the University of New Mexico. This together with their student's improvement in their scaled state required testing scores determines their evaluation. The evaluation is data based, and feedback is given after each observation, along with suggestions for improvement and a framework of support, so that classroom improvement can be implemented immediately. This is taken into consideration to determine the teacher's individual professional development.

Upon receiving their state required testing data, disaggregated by student and instructor, teachers meet vertically as departments, and horizontally by grade level, to develop their PDP's departmentally and by grade level, as well as develop personal goals for their professional growth. All goals are student performance based, data driven and must be tied directly to student achievement. Together, teachers ask themselves essential questions concerning their classrooms and student success. From this introspection, teachers develop potential interventions and classroom strategies, which are then immediately applied in the classroom and the results reported back to the group. Through this process, teachers have identified "bright spots" of their practice and can fine tune their teaching to replicate these areas of success, while at the same time identifying techniques that do not work as well, and altering or eradicating them from their classroom craft as appropriate. The results of their work are presented at the end of each school year during "Teacher Research Day". The presentations are open to the community and parents as well. This year for the first time, individual teacher projects will be published. At the School it's not about teacher or administration ego. It's about the common wisdom of the team utilized for the greater success of the student.

Each teacher is provided with a laptop computer, advanced technological equipment, as well a professional development to allow multimedia to enrich the content area.

### *Parent – Focused Term(s).*

Due to the extreme commitment parents must have to the program at the School, the School strives to introduce and welcome parents into the culture of the School. There's a deep consensus on priorities and traditions that allow achievement of those priorities. At the School, there has been a great effort to establish the lore of the School, which is handed down student to student, and parent to parent. Supporting structures for the lore of the School can be seen in the arrangement of students into houses named after famous historical archers, establishment of mentor parents, orientation of new parents on the School's homework model and most importantly, an adherence to the mission of the School. As the culture of the School has become established, new parents coming in are integrated into the community by the veteran parents and new students are advised by the upper classmen. The mission statement of the School has been

the common ground for all activity. Beginning in the spring prior to their child's sixth grade year, administration and counseling meet with parents of accepted students. Parents are matched up with "Parent Mentors"; parents who have been at the School for one or more years, and can work with new parents as they encounter new experiences with their children associated not only with entering a new grade level, but a new school as well.

The school year begins with the "AIMS Family Picnic", which is attended by the School's families and their students, as well as the School's faculty, staff and their families. During this time, families and the faculty come together for a social event which facilitates welcoming new parents and making connections with more "seasoned" parents and of course faculty. This is followed by the "Rube Goldberg" event. Here teams are arranged vertically; mixing upper classmen with sixth, seventh and eighth graders. Teams compete to complete a task developed by the science department. All teams have parent mentors who work alongside their student teams; again allowing for camaraderie among not only students, but parents and community members as well.

The School is also fortunate to have close ties with science and technology companies sharing the campus with us. These organizations frequently make presentations to parents and students of the School. Additionally, the partnerships provide mentorship opportunities to our senior students, many of whom continue with these organizations after graduation.

### 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 Institute of Math and Science (AIMS)	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00</b> (1) NM A-F School Grading System / NM System of School Support and Accountability	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Pending
<b>I-A.01</b> (2) Required Academic Performance Indicators	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Falls Far Below (or Does Not Meet) Standard
<b>I-A.02</b> (A) Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06</b> Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00</b> 1a. Educational Plan: <a href="#">material terms</a> of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01</b> 1b. Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.02</b> 1c. Education Plan: protecting the rights of all students	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.03</b> 1d. Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.04</b> 1e. Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Working to Meet Standard
<b>III-A.05</b> 1f. Educational Plan: complying with the compulsory <a href="#">attendance</a> laws	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.06</b> 1g. Educational Plan: meet their <a href="#">recurrent enrollment</a> goals	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>IV-A.00</b> 2a. Business Management & Oversight: meeting <a href="#">financial</a> reporting and compliance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>IV-A.01</b> 2b. Business Management & Oversight: following generally accepted <a href="#">accounting</a> principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.00</b> 3a. Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.01</b> 3b. Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00</b> 4a. Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.01</b> 4b. Employees: respecting employee rights	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VI-A.02</b> 4c. Employees: completing required <a href="#">background checks</a>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.03</b> 4d. General Info: Staff Turnover, if applicable			
<b>VII-A.00</b> School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.01</b> School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.02</b> School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms:</b> data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school six (6) has 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
<b>Bob Walton</b>	Vice President	7/1/2014	Active	4	4	0
<b>David Dunlap</b>		3/12/2015	Active	4	4	0
<b>Janine Sjostrom</b>		7/1/2018	Active	4	4	0
<b>Kathryn Watkins</b>	President	7/1/2014	Active	4	6	0
<b>Sandra Whisler</b>		?	Active	4	4	0
<b>Steve Smith</b>		10/8/2015	Active	4	4	0

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.

AIMS received both Academic and Fiscal exemptions totaling 4 hours of exemption.

## OTHER SECTIONS

Part B: Progress Report (to be provided by the 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 the most current charter.

Part C: Financial Statement (to be provided by the 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 the 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 the 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
NO AMENDMENT REQUESTS SUBMITTED DURING THIS CONTRACT TERM			

Figure 8. Amendment Requests and actions.