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**Charter Schools Division
2023-24 Preliminary Annual Report
Revised September 11, 2024**

School Name: Albuquerque Collegiate Charter School

School Address: 1905 Mountain Rd NW Albuquerque, NM 87104

Head Administrator: Jade Rivera

Governing Board Chair: Brandon Meyers

Business Manager: Katie Rarick

Authorized Grade Levels: K-8

Grade Levels Served: K-5

Authorized Enrollment Cap: 610

2023-24 120-Day Enrollment: 185

Contract Term: 2023-2028

CAPs or Conditions: none

Notice from 2022-23 Annual Report: Not applicable; the school renewed in 2023, therefore, an Annual Report was not required for 2022-23.

Waivers: none

Mission: Within a structured and ambitious school community, driven by high-quality instruction and intensive academic supports, Albuquerque Collegiate Charter School educates all students for college graduation and life success.

Educational Program: The School's educational program shall be as described below and shall be monitored by CSD based on evidence provided below:

- A. The school has an intentional focus on literacy and math that accounts for the majority of the day as evidenced by review of daily/weekly schedule, verified by classroom observations and documentation of instructional time.
- B. The school provides comprehensive professional development for staff, which includes an intensive summer training; and regularly scheduled internal and external professional development training sessions, data days during the school year, and teacher observations followed by individualized coaching sessions as evidenced by review of annual PD calendar, examples of PD sessions and presentations, and review of teacher observation logs.
- C. The school employs a co-taught model in Kindergarten-2nd grade, and a content specific model in 3rd-5th grades, which prioritizes small group instruction informed by data. This element will be verified through classroom observations, and examples of DDI (data driven instruction) meeting protocols.

Demographics as reported in Nova 2023-24 (120-Day)

Note: demographics by subgroup is not yet available; pending Nova certification.

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	Spotlight 74.2	pending*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	exempt for 2022-23 (renewal year)	100
Overall Academic Score: average of indicators 1 and 3	N/A	–

***Note:** NM Vistas scores are not yet available. Report will be updated when published.

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school’s academic performance according to data collected by the Public Education Department (PED) for the school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p>Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p>Traditional: No other designation</p>	<p>TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)</p>
		<p>ATSI (Additional Targeted Support and Improvement): TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p>CSI (Comprehensive Support): Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p>MRI (More Rigorous Intervention): on CSI for 3 years</p>

Note about 2022-23 NM Vistas Revision: on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan* (CSP) that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

Important: According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

Note: NM Vistas designations and academic proficiencies are not available at this time. Report will be updated when data are available.

Mission-Specific Goals

Goal: Albuquerque Collegiate teachers are rated highly effective or higher, as measured by the school’s comprehensive evaluation system, which includes classroom observations (50%), student growth data (30%), and student proficiency data (20%).

Important Notes:

- Data will only be considered for students who were at the school for the enrolled in 40th and 120th day of the school year.
- Evaluation data will only be included for teachers who begin with summer professional development and complete the full school year at the school (ex., a teacher who starts in January would receive an evaluation, but it would not count toward the school-specific goal calculation.)

Performance Level	Target	Points
Exceeds Standards	80% or more of classroom teachers are rated highly effective or higher, as measured by the school’s comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	100
Meets Standards	Between 60%-79.9% of classroom teachers are rated highly effective or higher, as measured by the school’s comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	75
Working to Meet Standard	Between 40%-59.9% of classroom teachers are rated highly effective or higher, as measured by the school’s comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	25
Falls Far Below Standard	Less than 40% of classroom teachers are rated highly effective or higher, as measured by the school’s comprehensive evaluation system, which includes classroom observation (50%), student growth data (30%), and student proficiency data (20%).	0

Rating: 92.3% attainment- Exceeds Standards. **Score:** 100

Organizational and Financial Performance Framework

2023-24 Overall Rating: Pending

Pursuant to the [PEC Performance Framework and Accountability System](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Multi-year Performance Framework Ratings

Albuquerque Collegiate Charter School	2023-24
Organizational and Financial Performance Ratings	
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Pending
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Meets Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	N/A
2a Governance Requirements	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard
2c Reporting Requirements	Meets Standard
3a Rights of All Students	Working to Meet Standard
3b Attendance and Retention	Pending
3c Staff Credentialing	Meets Standard
3d Employee Rights	Meets Standard
3e Background Checks, Ethics	Meets Standard
4a Facilities	Meets Standard
4b Transportation	N/A
4c Health and Safety	Meets Standard
4d Handling Information	Meets Standard
4e Information accessible to the public	Meets Standard
4f School climate	Meets Standard
5a Financial Reporting and Compliance	Meets Standard
5b Accounting Principles	Does Not Meet Standard
5c Responsive to Audit Findings	Meets Standard
5d Managing Grant Funds	Meets Standard
5e Staffing for Fiscal Management	Meets Standard
5f Internal Controls	Meets Standard

Explanation of 2023-24 Indicator Ratings

1.b. Participation data will be provided in Fall 2024.

3.a. Enrollment questions were asked to be simplified by the site visit team at site visit, please see the [CSD's lottery guidance](#). CSD guidance asks to remove home address, previous school, school choice selection. Additional enrollment information should only be collected once a student is admitted through the lottery process.

3.b. Rating is pending until certified 120D attendance data is available from Nova.

5.b. Four findings on FY23 audit including one material weakness finding (2023-003).

Site Visit Attendees

April 11, 2024

CSD Team: Martica Davis (lead), Ted Farnath and Rachel Stofocik

School Leadership: Jade Rivera (Head Administrator), Kelsey McCaffrey and Patricia Pinere

Governing Board: Jesus Ontiveros and Scott Hughes