

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

Charter Schools Division
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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

Name of School:

Authorizer:

Current Charter Term:

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

During the contract term (2019-2024), Albuquerque School of Excellence (ASE) has consistently met and exceeded its academic performance goals, state standards of excellence, and accountability requirements as outlined in the Assessment and Accountability Act. ASE's students have outperformed state and national averages, with 2023 state test results being 65% higher than the state average, and 2024 NWEA results showing higher performance than the national average in Reading, Mathematics, and Science compared to national peers. ASE's dedication to rigorous STEM education, college and career readiness, and data-driven instructional practices has garnered significant state and national recognition. Notably, ASE received the Spotlight Designation in 2022 and 2023, and the Designation of Excellence in 2023 for Mathematics and English as a Second Language (ESL). These accolades highlight ASE's commitment to achieving excellence in education and supporting diverse student populations.



2023 Nationally Distinguished School

1 of 62 schools nationwide recognized by ESEA



2022 Charter School of the Year

Awarded annually by PCSNM



2022 National Blue Ribbon School

1 of 15 schools nationwide recognized by USDOE



2019, 2022, 2023 Spotlight School

For NM's top 25% schools recognized by NMPED



2013, 2015, 2017, 2018 "A" Rated School

Given to top NM schools by NMPED

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School Response:

In the absence of state summative assessments during the 2019-20 and 2020-21 school years, Albuquerque School of Excellence (ASE) implemented several key initiatives aimed at ensuring continuous student academic growth and proficiency. These initiatives were introduced to address learning gaps caused by the pandemic and maintain a high education standard. Below is a detailed overview of the measures:

1. Adoption of NWEA Interim Assessments

To effectively measure student growth and proficiency, ASE adopted the NWEA (Northwest Evaluation Association) interim assessments starting in the 2020-2021 school year. This assessment tool was chosen for its ability to provide a clear picture of each student's academic progress throughout the year. The NWEA assessments allowed ASE to compare students' performance to their peers on a national level, helping to identify areas of strength and those needing improvement. The data obtained from these assessments guided instructional strategies and helped set realistic, measurable goals for students and educators alike.

See below the data chart summarizing our students' progress from Fall to Spring in the 2020-2021 school year. The chart showcases their overall growth for the year, projected growth, and their achievement compared to their peers in the nation.

NWEA FALL to SPRING (2020-2021)

Subject	Grade Level	Over all Growth	Projected Growth	Achievement
Mathematics	K-11	109.24%	57.44%	55.20%
Reading	K-11	95.30%	52.60%	49.18%
Science	3-11	87.05%	53.22%	56.07%

2. Implementation of a Teacher Evaluation System

Albuquerque School of Excellence (ASE) introduced a robust teacher evaluation system designed to hold educators accountable for a range of responsibilities and enhance instructional effectiveness. This system focused on three key areas:

Roles and Responsibilities: Teachers are held accountable for a variety of tasks assigned to them, including the consistent submission of weekly lesson plans and regular updates to their gradebooks. These responsibilities ensured that instruction was aligned with the school's academic goals and provided transparency regarding student progress. Timely gradebook updates facilitated prompt interventions for students who were struggling, thereby supporting their academic growth.

Instructional Quality: Instructional quality was closely monitored through regular walkthroughs and observations. This ongoing evaluation ensured that teaching methods remained effective and responsive to student needs.

Student Achievement and Growth: The evaluation system incorporated student progress data, primarily from the NWEA assessments, as a critical component. Teachers were expected to use this data to inform their instructional strategies and to ensure that all students had the opportunity to achieve their full potential. This focus on data-driven instruction and goal setting helped in tailoring educational approaches to meet diverse student needs and support overall academic success.

3. Additional Math and ELA Lab Hours

Recognizing the importance of a strong foundation in Math and ELA for college readiness, ASE introduced an additional four hours per week of dedicated lab time for these subjects. This initiative aimed to address any learning loss that occurred during the pandemic while also reinforcing essential skills. During lab time, students had access to a variety of educational software and 1:1 devices, enhancing personalized learning and engagement.

4. Development of a Compensation Manual

To attract and retain talented educators, ASE developed a comprehensive compensation manual that included various stipends, such as performance bonuses and extended learning stipends. Additionally, teacher salaries were increased, making ASE a more competitive and desirable place of employment for high-quality teachers. This initiative not only supported teacher retention but also ensured that students had access to experienced and motivated educators.

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission-specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission-specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School Response:

Albuquerque School of Excellence (ASE) has committed to two primary mission-specific goals during the current contract term (2019-2024). These goals focus on preparing students for STEM-related employment or post-secondary education and exposing them to real-world career opportunities through innovative learning platforms. The following is a detailed report on the performance related to these goals:

Goal 1: STEM and College Readiness Classes

ASE aims to prepare students for STEM-related employment or post-secondary education by ensuring that they complete STEM elective courses or College Readiness classes. These classes include Advanced Placement (AP), Honors, Dual Credit courses, STEM Electives, and career/college assessment prep courses (e.g., Accuplacer, PSAT, SAT). ASE graduates who have been enrolled for their entire high school career have consistently exceeded New Mexico's graduation requirements in these areas. From the 2020-2021 school year to the 2023-2024 school year, ASE has not only met but exceeded its mission-specific goal of preparing students for STEM fields and higher education. The school's comprehensive course offerings and emphasis on rigorous academic preparation have contributed to this success. ASE's commitment to fostering STEM proficiency and college readiness has been reflected in the increasing number of students completing AP, Honors, and Dual Credit courses, as well as improved performance on college readiness assessments.

Goal 2: Pathful Connect (Formerly known as Nepris Platform) and In-Person Classroom Visits

ASE has integrated both in-person classroom visits and the Nepris online virtual educational platform to connect students with over 31,000 professionals from various careers and disciplines. This initiative aims to expose students to real-world applications of their learning, particularly in 21st-century topics and career opportunities. Nepris has enhanced classroom lessons and projects by offering diverse instructional methods tailored to different learning styles. After each online or in-person visit, students were assessed to ensure they had absorbed and understood the material. The consistent use of Nepris and in-person visits throughout the contract term has significantly enriched ASE's curriculum, providing students with invaluable insights into potential career paths and real-world challenges. This goal has been consistently met and exceeded since the 2020-2021 school year, demonstrating ASE's success in connecting academic learning with professional applications.

2. Organizational Performance**2.a. Educational Program**

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address how the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School Response:

Albuquerque School of Excellence (ASE) is committed to implementing a distinctive educational program that aligns with its mission and the terms outlined in its contract. As a STEM-based, college preparatory charter school serving over 1000 students in the 24-25 school year from grades K-12, ASE focuses on creating a safe and collaborative environment that supports the academic and social development of all students, regardless of their socio-economic status. Our program emphasizes math, science, and technology, preparing students for higher education and successful careers in the 21st century.

1. Family, Teacher, and Student-Focused Initiatives

ASE's approach to education is holistic, involving active participation from families, teachers, and students to foster a strong school community and ensure student success. The school has implemented the following strategies to meet the distinctive terms of its contract:

Family Engagement: ASE recognizes the critical role that families play in student success. The school has established regular communication channels between parents and teachers, including the weekly "Friday Phoenix" parent newsletter, a monthly newsletter created by student journalists, and the use of SchoolMessenger for emergency notifications. ASE also utilizes the "Let's Talk" platform to enhance the school's customer service experience, making it easier for parents to communicate with the school. Additionally, ASE holds monthly Parent-Teacher Organization (PTO) meetings with administrative representation, fostering ongoing collaboration between families and the school.

Home Visits: Home visits are a key part of ASE's school culture, designed to boost student and parent engagement. In the 2022-2023 school year, ASE staff completed 454 home visits, reaching 49% of the student population with 72% teacher participation. The 2024-2025 school year began with a strong start, completing 135 home visits with 62% teacher participation. These visits foster stronger relationships between families and the school, contributing to a supportive and collaborative educational environment.

Student-Centered Learning and Extracurricular Engagement: ASE offers a rigorous curriculum with a strong emphasis on STEM courses and college readiness. The school's educational program includes Advanced Placement (AP) courses, Dual Credit opportunities, and extensive career and college counseling. ASE also integrates character education into the curriculum, promoting the development of well-rounded individuals who are prepared to excel both academically and socially. Additionally, ASE teachers and staff provided 47 after-school clubs and sports programs in the 23-24 school year, engaging 374 students in a variety of different activities, further enriching the student experience.

2. Innovations in Support of ASE's Mission and Educational Program

ASE has implemented several innovative practices that align with its mission and enhance its educational program:

STEM Integration and College and Career Readiness: ASE has partnered with PITSCO Education to build STEM and Career labs, allowing students to learn engineering and science components through hands-on activities. This partnership exposes students to various careers through interactive lessons, effectively preparing them for future career opportunities. Additionally, ASE has added 4 hours of Reading and Math labs for its K-12 students, ensuring they build a strong foundation for college readiness.

Equity and Advisory Council: ASE has formed an Equity and Advisory Council that includes representation from students, teachers, administrators, community members, and parents. This council is focused on the continuous improvement of the school, providing a platform for stakeholders to share their insights and collaborate on initiatives that enhance the educational experience at ASE. The council plays a crucial role in guiding the school's strategic direction and ensuring that it remains aligned with its mission.

These efforts demonstrate ASE's commitment to implementing its distinctive educational program as described in its contract. The school's focus on STEM education, college and career readiness, strong family and community engagement, robust extracurricular offerings, and continuous innovation are central to its success in fulfilling its mission.

2. b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school’s Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school’s own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response:

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School’s Corrective Action Plan
FY2020	2	<p>1. Compliance – Internal Controls Over Payroll</p> <p>2. Significant deficiency – Financial Close and Reporting</p>	<p>1. Internal Controls Over Payroll (Compliance): A review process will be implemented for all employee payroll files. This process will include a checklist to ensure that proper personnel documents are in place and that procedures for implementing employee contracts and payroll liabilities are correctly followed.</p> <p>2. Financial Close and Reporting (Significant Deficiency): The school has begun implementing a segregation of duties between the contracted business manager and new administrative staff. This segregation will ensure that year-end financial reviews are accurate, including the proper identification and depreciation of fixed assets and the correct identification of all accounts payable.</p>

FY2021	1	<p>1. Material Weakness – Financial close and Reporting</p>	<p>1. Financial Close and Reporting (Material Weakness):</p> <p>The business management group will conduct a quarterly review of the capital asset listing to ensure accurate financial reporting moving forward.</p>
FY2022	3	<p>1. Material Weakness Financial Close and Reporting</p>	<p>Financial Close and Reporting (Material Weakness):</p> <p>The school will thoroughly review its year-end financial closing and reporting processes to ensure all accounts receivable and liabilities (accounts payable) are accurately recorded. The Business Manager will prepare these schedules after the fiscal year-end close but before the annual audit begins, allowing for an internal review. To ensure accuracy, the Business Manager and the school will collaborate to track all AP/AR recordings at year-end and proactively communicate with vendors to identify any outstanding invoices expected after June. They will compare their listings to verify that everything is reported correctly before submission.</p> <ul style="list-style-type: none"> ● Account Coding: The Business Manager will ensure all expenses are accurately coded before invoices are paid. They will monitor all expenses to confirm that none exceed the expected amounts within each account code. ● Capital Assets: The Business Manager will conduct a secondary review to ensure all assets are accurately listed and properly coded to the correct line item when opening purchase orders. Invoices will be carefully examined before being added to the fixed asset listing to avoid duplicate entries. Throughout the year, the school will maintain an updated fixed asset listing as purchases are made, with a mid-year review conducted alongside the finance team.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

During the term of the contract, Albuquerque School of Excellence (ASE) has fulfilled its governance responsibilities.

In response to a recommendation from the Public Education Commission (PEC) during the previous charter renewal in 2019, ASE amended its by-laws to adjust the governing council (GC) membership requirements. The revised by-laws now stipulate that the GC should consist of 5 to 7 members. ASE has successfully adhered to this requirement by expanding its GC to include 7 members, thereby exceeding the minimum statutory requirement of five members. This adjustment has strengthened the GC's ability to provide effective oversight and governance for the school.

Furthermore, ASE has ensured that all board members have met their required training obligations over the past three years. Each member has completed the necessary training hours.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response: We have two Global Compliance Network (GCN) Trainings required for all employees to help ensure the school is providing culturally relevant instruction: One course is called "Diversity for Employees" and the other is "Cultural Awareness & Implicit Bias". All school employees are required to have this training and we track it specifically for our Teachers on their dashboard. To place more emphasis on the Equity Council, we have combined it with the Advisory Council so we have the two groups working as one to ensure we support and validate students' cultures, as well as protecting their rights to a Free Appropriate Public Education (FAPE). As one of the most diverse schools in the State with 17 different home languages spoken, we have a strong English as a Second Language (ESL) program. We celebrate diversity not only in the classroom, but also during our annual Multicultural Festival where

parents and students make poster boards, bring food from home, and share music and stories from other cultures.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: N/A

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a “Does Not Meet Standard” or a repeated “Working to Meet Standard” rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint Communications**, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response: OCR Case 08-24-1291 was resolved; corrective actions are in progress (see Appendix B-1 for details).



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ARSENIO ROMERO, PHD
SECRETARY OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Charter Schools Division
2024-25 Renewal Application Part A
Revised August 27, 2024

School Name: Albuquerque School of Excellence

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

Head Administrator: Mustafa Ayik

Governing Board Chair: Sean Fry

Business Manager: Whitney Warner¹

Authorized Grade Levels: K-12

Grade Levels Served: K-12

Authorized Enrollment Cap: 1,199

Facility/building capacity: 1,882

2023-24 120-Day Enrollment: 912

Contract Term: 2020-2025

Weighted NMCI Number²: 6.44

Foundation: No

Remote or in-person instruction (or ratio if combination): in-person

Food services offered: Yes

Transportation service offered: No

¹ School indicated that they have a new Business Manager, Adriana Ponce; however, change notification paperwork has not been submitted to CSD.

² Most current NMCI number available from PSFA is from June 2024.

Waivers: Driver Education, Evaluation Standards for School Personnel, Individual Class Load, Length of School Day, Purchase of Instructional Material, School Principal Duties, Staffing Patterns, Subject Area, Teaching Load

Source: CSD Internal Monitoring

History:

Albuquerque School of Excellence opened in 2010 with the Public Education Commission as their authorizer. This is their third renewal application with the PEC.

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.

Educational Program of School as written in the contract:

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 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 after school tutoring, as indicated on teacher and student schedules.

iii. Albuquerque School of Excellence 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.

Amendments approved in last four years:

PEC Meeting Date	Approved (Y/N)	Amendment Request
		(none)

Source: Amendments and Notifications

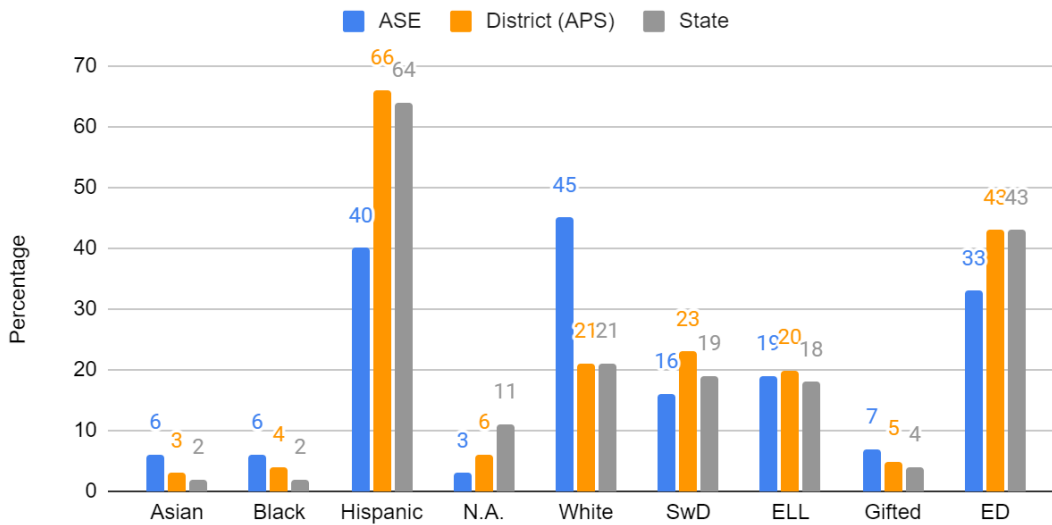
Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
		(none)

Source: Amendments and Notifications

Demographics

Enrollment by Subgroup EOY 2022-23



Source: <https://nmvistas.org/>

Note: 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	61	81.9	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	Note: #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	100*	100	100
Overall Academic Score: average of Indicators 1 and 3	80.5	90.95	–

***Note:** The Annual Report from 2021-22 indicated a score of 94 for the School-specific Goals; however, the correct score is 100, Exceeds Standard. Also, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

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.

Overall NMVistas Standing:

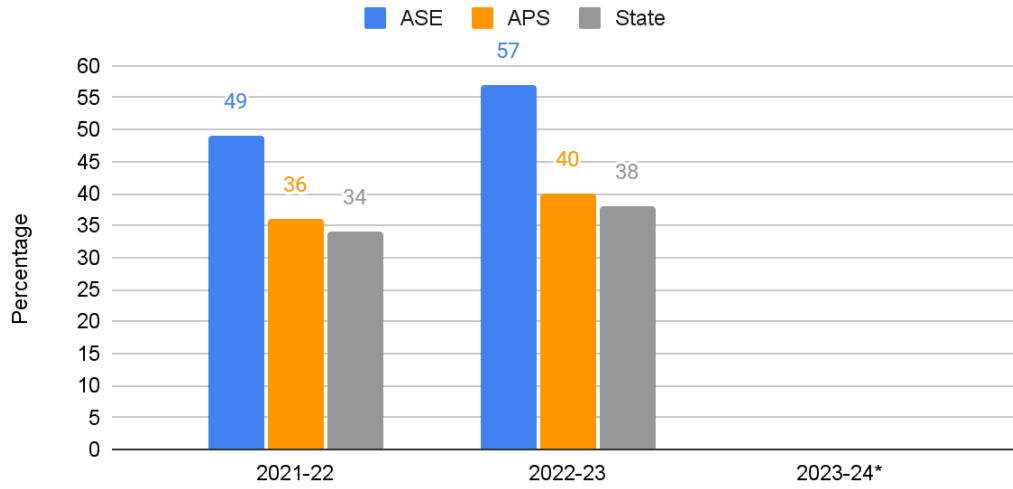
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	61	Spotlight
Year 3	2022-23	81.9	Spotlight overall, with additional designations of excellence in Math and ELP (English Learning Progress)
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

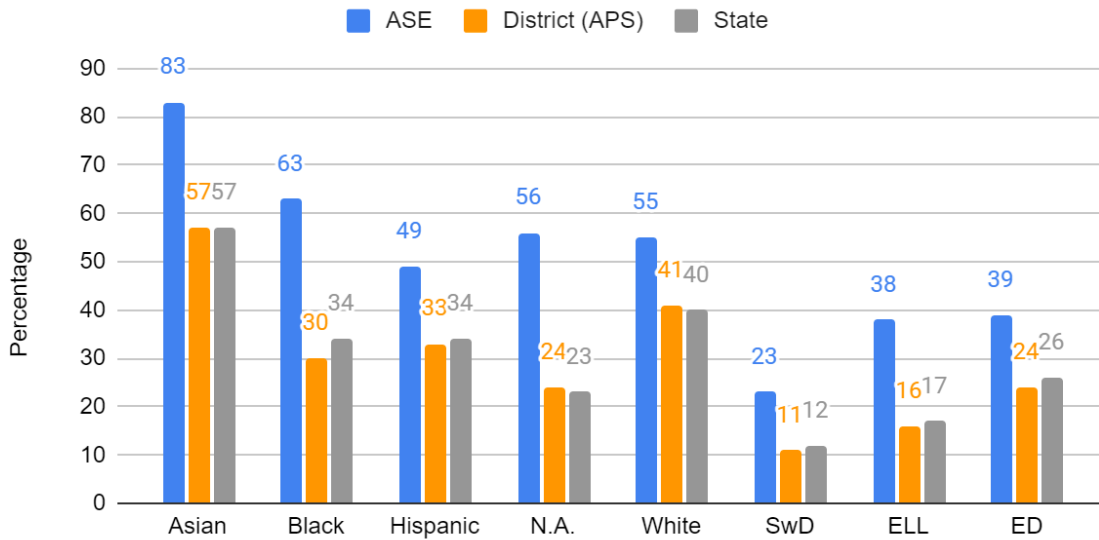
Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

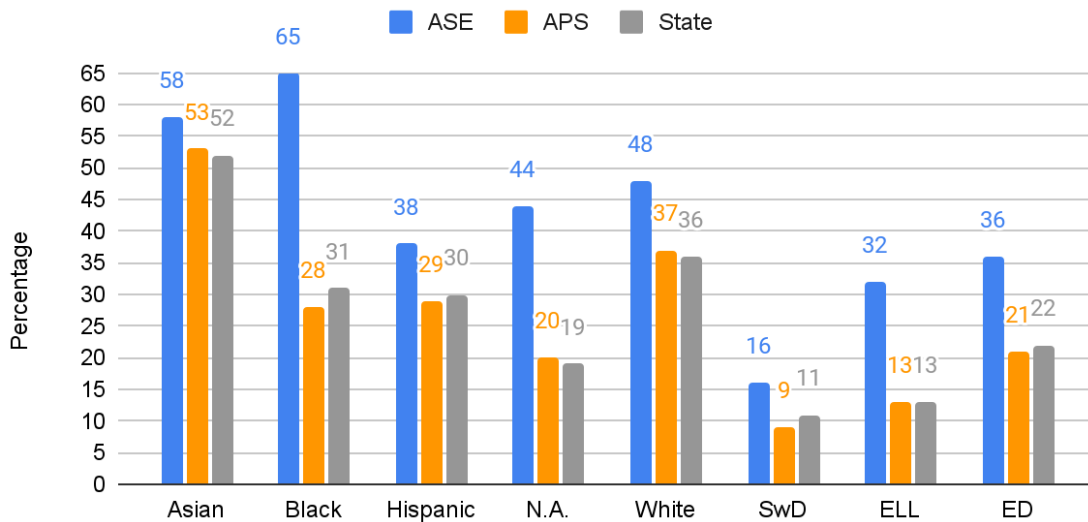
***Note:** 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

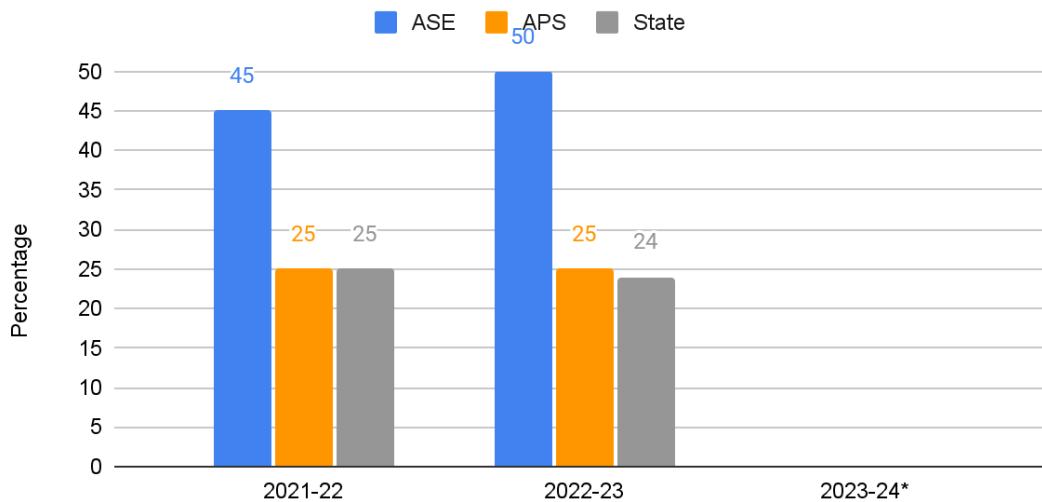
Percent Proficient in Reading by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

Mathematics

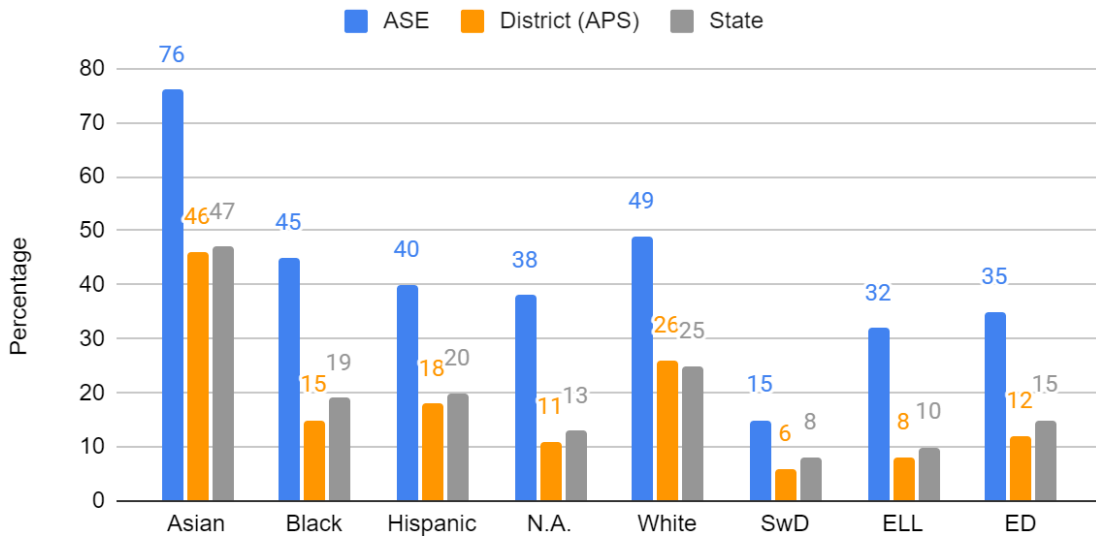
Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

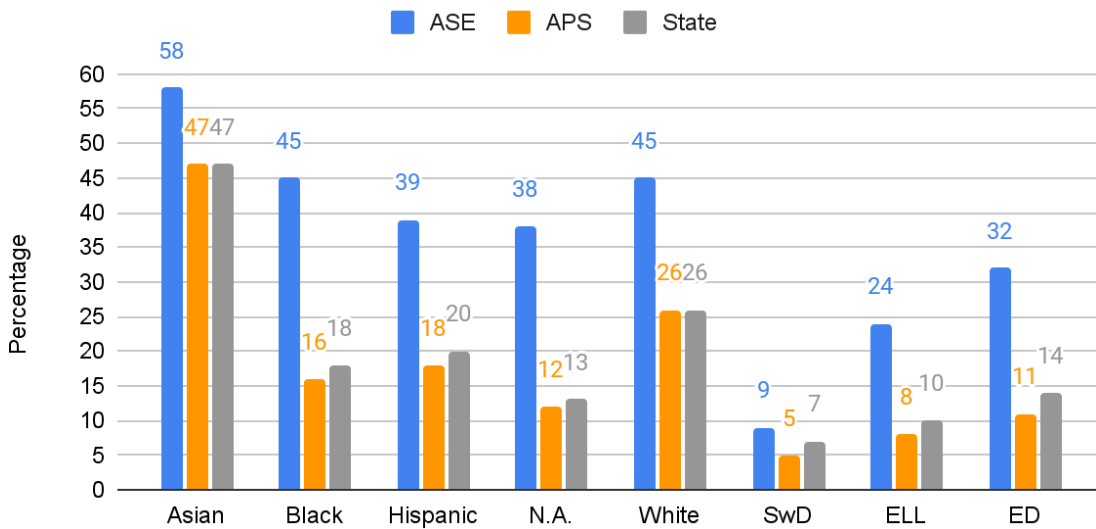
***Note:** 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

Percent Proficient in Math by Subgroup 2021-22

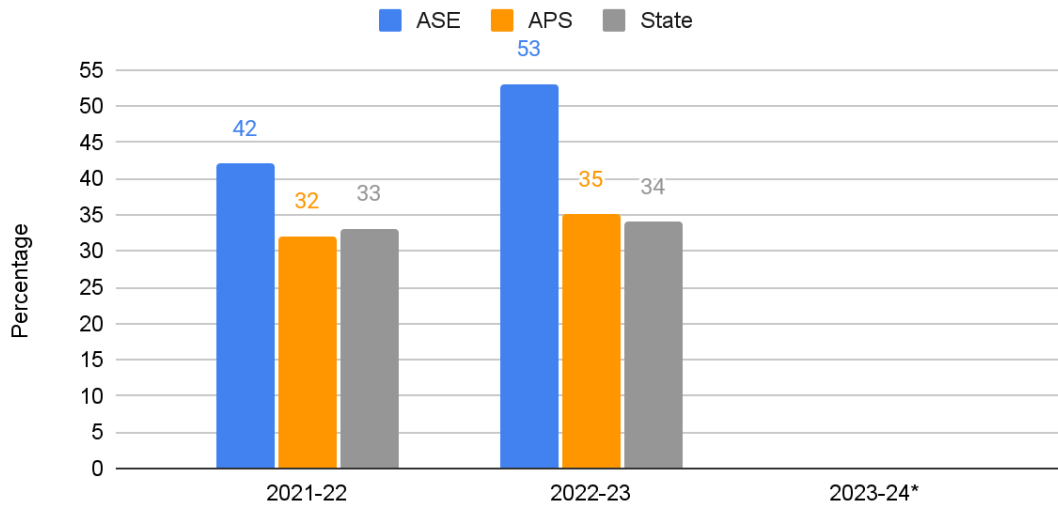


Source: Assessment, Research, Evaluation, and Accountability Division

Science

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

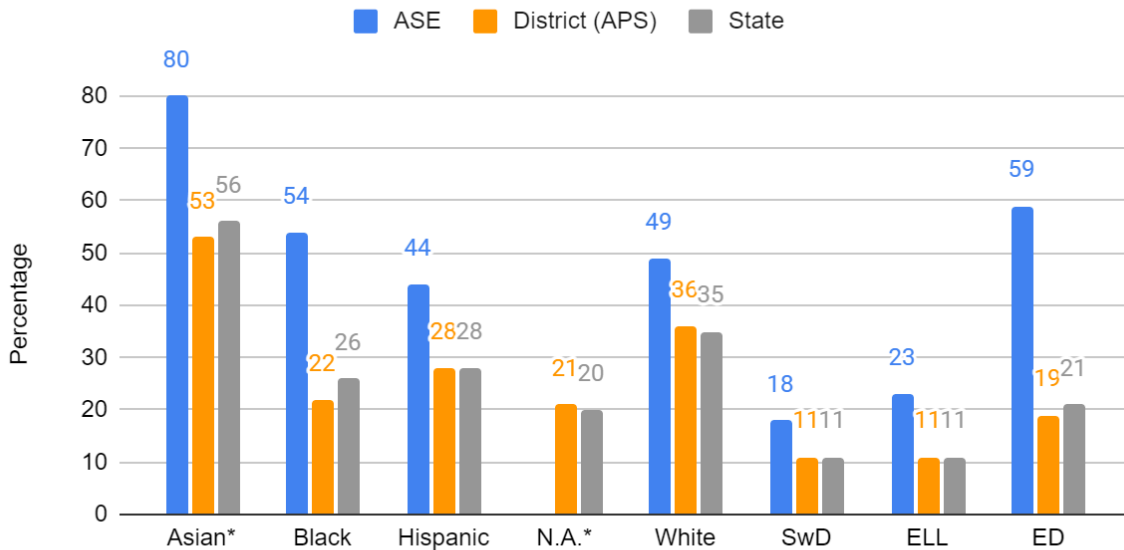
Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

***Note:** 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

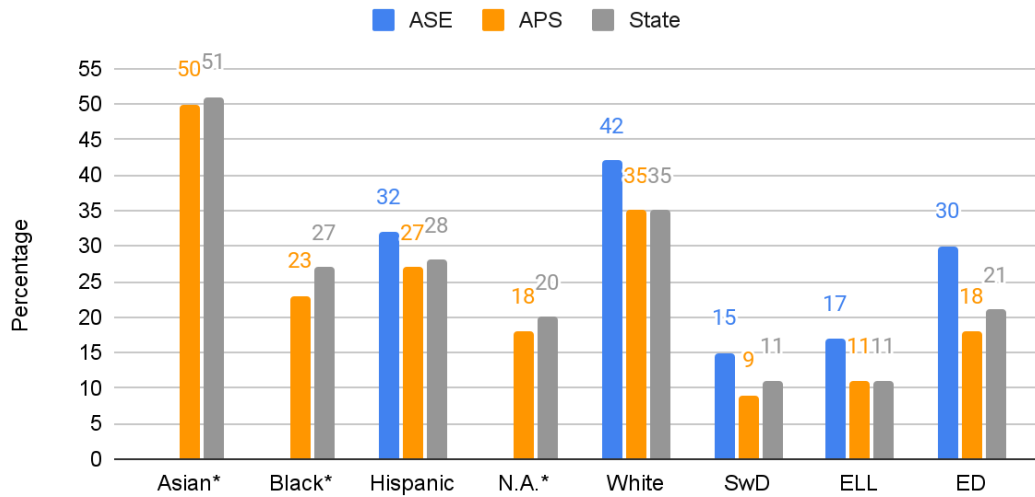
Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

***Note:** data are masked due to too few students represented in the subgroup(s). Asian population also masked, $\geq 80\%$ proficient in Science.

Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

*Note: 2021-22 ASE data are masked due to too few students represented in the subgroup(s).

English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

School Year	% English Learning Progress
2021-22	≤ 20% (masked)
2022-23	21.7%
2023-24	Pending

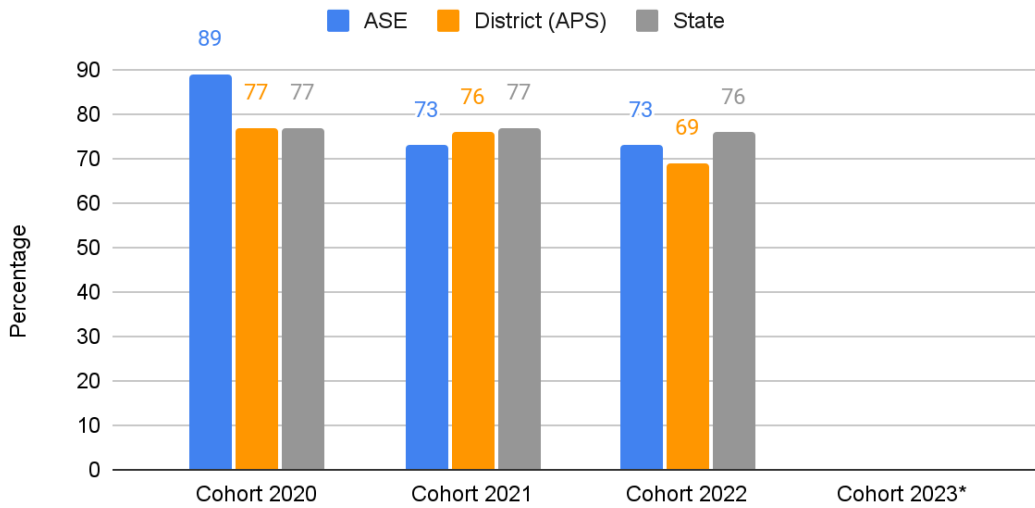
Source: NMVistas.org (WIDA/ACCESS for ELLs)

High School Graduation Rates:

The data reported each year is for the prior year's cohort of students. Cohort 2022 is the most recent 4-year graduation data available, cohort 2021 is the most recent 5-year data, and cohort 2020 is the most recent 6-year data. Data for the next cohort (2023 4-year, 2022 5-year, and 2021 6-year) will be available in fall 2024 on the NMPED Graduation Data Site: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://www.nmped.org/graduation-data)

4-Year Graduation Data

4-Year High School Graduation (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

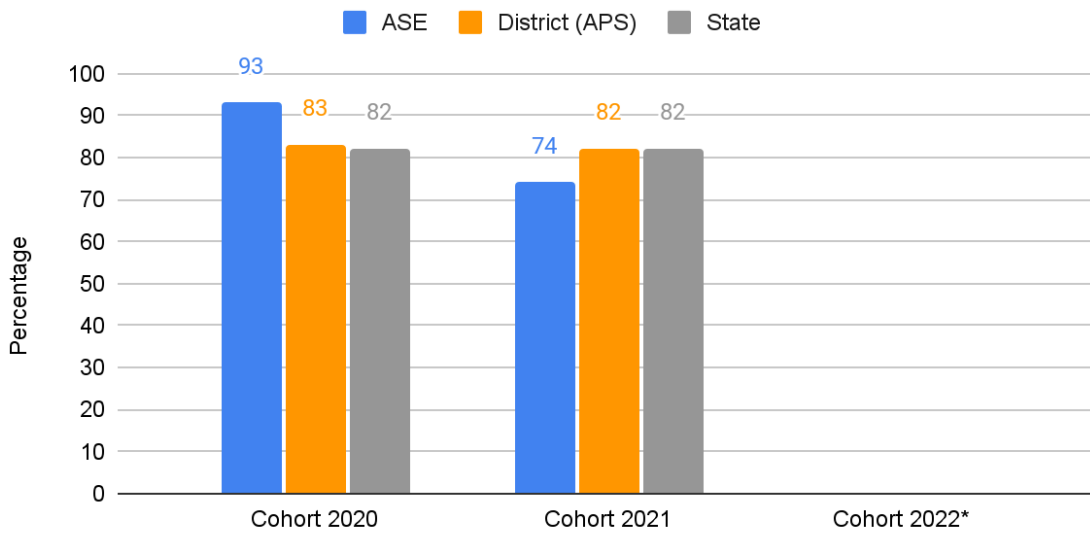
4-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	78%	**	68%	**	≥ 80%	68%
2021	50%	≥ 95%	73%	≥ 95%	70%	79%	70%	54%
2020	**	**	98%	**	88%	**	94%	95%

****Note:** data is not available due to too few or no students represented in the subgroup.

5-Year Graduation Data

5-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

5-Year Graduation rates by Subgroup and Cohort (in percentages)

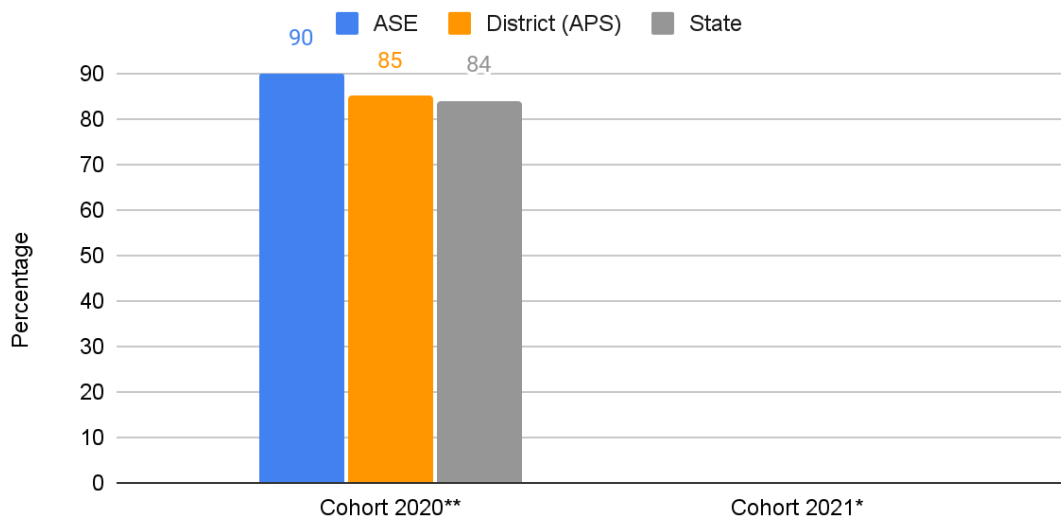
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	**	**	71%	**	**	**
2020	65%	≥ 95%	≥ 95%	**	95%	≥ 95%	≥ 95%	≥ 95%

***Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** data is not available due to too few or no students represented in the subgroup.

6-Year Graduation Data

6-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

***Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** School's 2020 data are partially masked due to population size, $\geq 90\%$ graduation rate.

6-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2021*	pending	—	—	—	—	—	—	—
2020	**	**	**	**	$\geq 80\%$	**	**	**

***Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

****Note:** data is not available due to too few or no students represented in the subgroup.

School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available		
Year 2 2021-22	Exceeds Standard 100 points	Exceeds Standard 100 points	100

Year 3 2022-23	Exceeds Standard 100 points	Exceeds Standard 100 points	100
Year 4 2023-24	Exceeds Standard 100 points	Exceeds Standard 100 points	100

Note: Year 4 (2023-24) goals will be added to the chart when available.

Source: School reported data

Mission-Specific Goals

Goal 1: STEM and College Readiness classes: ASE students will be prepared for STEM related employment or post-secondary education as demonstrated by completion of STEM elective courses or College Readiness classes. These classes may include AP, Honors, Dual Credits, Distance Learning, and career/college assessment prep courses (to address the skills necessary to take exams such as Accuplacer, PSAT, and SAT). Graduates who are enrolled for their entire high school career will exceed the NM graduation requirements in this area.

75-89% of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 75-89% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.

Performance Level	Target	Points
Exceeds Standard	90% or more of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 90% or more of students in grades 11- 12 will complete three or more of these credits with a passing grade of C or better each year.	100
Meets Standard	75-89% of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 75-89% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.	75
Does Not Meet Standard	60 - 74% of students enrolled on the 40th and 120th day in grades 9- 10 will complete two or more of these credits with a passing grade of C or better each year AND 60-74% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.	25
Falls Far Below Standard	59% or less of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 59% or less of students in grades 11- 12 will complete three or more of these credits with a passing grade of C or better each year.	0

Goal 2: ASE students in grades K-8 will participate in STEM and CTE related courses to prepare them for college and career opportunities for the 21st century. Along with our current community outreach relationships with the AFRL Stem Academy Program, classroom visitors from the STEM community, and the Central New Mexico Regional Science Fair, ASE will also offer our K-8 students five hours of weekly science instructional hours, taught by highly qualified teachers. Electives in advanced science, math, technology and preparation for science and math competitions such as science fair, science olympiad, robotics, and math counts will also be offered.

Additionally, all ASE teachers will utilize Nepris, an online virtual educational platform, to connect our students to an extensive network of over 31,000 professionals from a variety of careers and

disciplines, exposing our students to real world applications for learning about 21st century topics and career opportunities. Nepris utilization will expand upon classroom lesson and project topics allowing for a variety of instructional methods and learning styles.

In grades K-8, 75% or more of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.

Performance Level	Target	Points
Exceeds Standard	In grades K-8, 90% or more of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	100
Meets Standard	In grades K-8, 75-89% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	75
Does Not Meet Standard	In grades K-8, 60-74% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	25
Falls Far Below Standard	In grades K-8, less than 60% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	95%	93%	80%
2021-22	95%	87%	73%
2022-23	94%	90%	79%
2023-24	pending	–	–

Student Attendance Source: STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

Teacher Retention Rate:

Year	Retention Rate
2020-21 to 2021-22	69%
2021-22 to 2022-23	68%
2022-23 to 2023-24	pending

Source: STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

Enrollment Trends as reported in STARS EOY:

Grades Served	FY21	FY22	FY23	FY24
Grade K	55	53	58	pending
Grade 1	56	60	68	–
Grade 2	73	65	77	–
Grade 3	78	65	76	–
Grade 4	72	83	78	–
Grade 5	68	69	81	–
Grade 6	112	96	93	–
Grade 7	115	108	82	–
Grade 8	84	85	87	–
Grade 9	56	56	53	–
Grade 10	26	40	41	–
Grade 11	31	21	42	–
Grade 12	15	25	20	–
Total	841	826	856	–

Source: STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

Financial Compliance

Staffing measured in Full-Time Equivalent (FTE):

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare	Non-certified Personnel	Other Personnel	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	52.95	7.70	10.00	11.96	4.00	1.09	3.03	90.73
FY22	50.74	7.00	9.00	14.94	4.00	2.82	3.57	92.07
FY23	43.01	9.00	10.91	19.43	5.00	2.44	6.52	96.31
FY24	52.95	7.70	10.00	11.96	4.00	1.09	3.03	90.73

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

FTE paid for with operational funds:

Year	Gen Ed Teacher 1411	SPED Teacher 1412 Gifted 1422	Gen Ed EA 1711 SPED EA 1712	Guidance Counselor/ Social Worker 1214	Principal 1112 Head Admin 1111	Admin / Support 1113, 1114, 1115	TOTAL Operational 11000
FY21	62.10	6.00	12.27	1.00	2.00	0	91.19
FY22	63.70	8.00	18.50	1.00	4.00	0	109.2
FY23	51.00	7.50	9.75	3.00	4.00	0	96.15
FY24	39.42	7.00	5.90	3.00	5.00	1.00	84.07

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

Actual Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	4,745,481	76%	5,421,681	69%	4,464,580	61%	pending	
2100	Student Support	168,881.	2%	401,327	5%	859,961	12%	-	
2200	Instructional Support	1,051	<1%	7,123	<1%	19,900	<1%	-	
2300	Central Administration	201,004	3%	202,874	3%	241,569	3%	-	
2400	School Administration	466,025	7%	690,902	9%	796,820	11%	-	
2500	Central Services	297,696	5%	432,604	6%	325,785	4%	-	
2600	Maintenance and Operations	382,980	6%	751,450	10%	511,162	7%	-	
2700-5999	All Other Function Codes	0	0%	0	0%	103,748	1%	-	
Total Operational Expense Fund 11000		6,263,117	100%	7,907,961	100%	7,323,525	100%	-	
Total Operational Revenue Fund 11000		\$7,066,255		\$7,365,082		\$8,542,582		pending	

Sources: School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period– Fourth Quarter (Apr-Jun))

Operational Cash Balance:

Year	Cash Amount	% Increase (Decrease)	Cash Balance Target	Days Cash on Hand
FY21	\$347,573.00	(-12%)	4.63%	16.90
FY22	\$708,075.00	104%	8.22%	30.01
FY23	\$582,719.00	(-18%)	6.38%	23.28
FY24	\$869,792.44	49%	7.27%	26.53

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

Audit Findings: Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	2	1	0	1	No
FY21	1	1	1	0	No
FY22	1	0	1	0	No
FY23	1	1	1	0	No

Source: NMPED Audit Report, Clifton Larson and Associates

Governing Body Performance

Board Membership and Officers: Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY21	Osman Anderoglu	Eric Coontz	Kathy Garcia	8	Yes
FY22	Osman Anderoglu	Kathy Garcia	Cemal Cakez	7	Yes
FY23	Osman Anderoglu	Kathy Garcia	Cemal Cakez	7	Yes
FY24	Sean Fry	Moriah MacCleod	Angela Lopez	7	Yes

Source: CSD Internal Monitoring

Governing Board Training: Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Board Members	FY21	FY22	FY23	FY24
Osman Anderoglu	8	9	8	8
Eric Coontz	OR			
Kathleen Bustos Garcia	8	9	8	
Ayhan Duzgun	8	9	8	
Cemal Cakez	10	8	8	
Sean Fry	10	8	8	8
Guvanch Atamyradov	10			
Tekin Tuncer	4R			
Necati Sahin		11	8	8
Moriah MacCleod		18	16	8
Baymuhhammet Dadebayev				10
Angela Lopez				10
Yunus Akbas				10

Source: CSD Internal Monitoring

*Note: R=Resigned. Red font indicates that the member did not complete all required training hours.

Performance Framework Ratings

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), 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**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Meets Standard
Year 3	2022-23	Meets Standard
Year 4	2023-24	Pending

Source: CSD Internal Monitoring

Multi-year Performance Framework Ratings

Albuquerque School of Excellence	2020-21	2021-22	2022-23	2023-24
Organizational and Financial Performance Ratings				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	Meets Standard	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard	Working to Meet Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A	N/A
5c Health and Safety	Assurances	Working to Meet Standard	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard	Meets Standard

Note: An updated table will be added, including 2023-24 ratings, when available.

Explanation of 2023-24 Indicator Ratings:

- 1.b. Participation data will be provided in Fall 2024.
- 1.d. Language and Culture Division (LCD) reviewed files during site visit and the school did not follow correct EL identification process and/or provide adequate ELD instruction, per LCD’s Technical Assistance and Focused Monitoring Review (TAFM) letter.
- 2.b. One material weakness finding on [FY23 audit](#).
- 3.c.1 untimely submission of amendment requests.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.

Explanation of 2022-23 Indicator Ratings:

- 2.b. FY22 audit reflects one material weakness.
- 2.c. One repeat audit finding from 2018.
- 2.d. 16.63% of CY % remaining in SY22-23, 27502 non reverting grant 100% remaining, 27202 89.05% remaining, 27183 50.65% remains.
- 4.b. EOY: Attendance rate is 94% (Attendance rate must be 95%).

Explanation of 2021-22 Indicator Ratings:

- 2.b. Material Weakness audit finding for FY21.
- 4.b. The school’s attendance rate as reported in the STARS 2021-22 EOY report was 92%. The

target rate is 95%.

5.c. Some incomplete or missing immunization records with no notes regarding contacts with families. The Health Assistant is being trained on a new system for the 2022-23 school year.

Explanation of 2020-21 Indicator Ratings:

Explanations for indicator ratings are not included for 2020-2021.

Source: CSD Internal Monitoring

Conditions or Corrective Action Plans (CAPs): none

2022-23 Annual Report rating/notice from PEC: Exemplary performance overall. Unsatisfactory performance related to finances, specifically the material weakness identified in the FY22 audit, indicator 2.b.

Source: CSD Internal Monitoring