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**Charter Schools Division
Final Renewal Recommendation
November 4, 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

Contract Term: 2020–2025

Statutory Renewal Requirements

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

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

Preliminary Renewal Recommendation

The Charter Schools Division (CSD) recommends renewal for five years without conditions.

Part B: Progress Report

The school's narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress, or Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2024 Charter School Renewal Application.

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

** Results from 2023-24 Vistas data, scheduled to be released in November 2024, could change this rating in the final recommendation.*

1.a. Student Outcomes

Throughout the charter term, Albuquerque School of Excellence has lived up to its name in terms of student outcomes. They have been a Spotlight school each year that designations were provided in NM Vistas, their score rose from 61 to 81.9 from 2021-22 to 2022-23, and they earned additional distinctions of Excellence in Math and English Learning Progress. Their NWEA interim assessments revealed impressive growth, and proficiency rates in Reading, Math, and Science are substantially higher compared to those at the district and state levels.

The school responded to learning gaps identified in students after COVID by providing additional lab time in math and reading, and consistently using data to inform instruction. The application Part B indicated that additional monetary incentives have been offered to attract and maintain high-quality teachers, this was verified onsite with an explanation for how teachers are held to high standards that include student performance.

Albuquerque School of Excellence's Student Outcomes rating Meets the Standards.

1.b. Mission-specific Goals

The school has exceeded the standard on their Mission Goals every year of their charter term. ASE earns a rating of Meets the Standards, and the school is encouraged to consider challenging themselves to a “stretch goal” for the next charter term.

2.a. Educational Program

The school’s Educational Program as defined in the contract is extensive, as they aim to serve students’ needs holistically. For example, the school provides character education, civic clubs, teacher-student mentorship, and various family activities. Moreover, teachers do home visits, and provide extra tutoring and supervise clubs after school.

The Educational Program focuses on core knowledge and essential skills, with an emphasis on math, science, and technology, which has been evident during site visits and through examination of their curriculum and performance data. In recent years, the school has put more emphasis on reading, as well, since they felt that reading proficiencies needed to be bolstered in order for students to excel further in math and science. This has been successful, as their reading proficiencies are now just as strong as other subjects. Furthermore, it has been evident on site visits that the school provides robust college preparation courses, AP classes, and dual enrollment opportunities.

As evidenced by CSD’s renewal and annual site visits, the school earns a rating of Meets the Standards for their Educational Program, as it has been implemented with fidelity throughout the contract term.

2.b. Financial Compliance

On the performance framework, the school received a rating of Does Not Meet the Standard for Indicator 2.b. Accounting Principles for all four years of the contract term due to having at least one significant deficiency or material weakness finding in each fiscal year. There was never more than one of these more serious findings in any single year, however, and never more than two findings total for any single year. The head administrator and governing council finance committee chair have put processes in place to avoid such findings in future. For example, the school implemented a policy that no purchases would be made after June 15 each year to ensure that all purchases are complete by the end of the fiscal year in order to avoid audit findings such as the one they received. The school has also put into place processes to ensure that all grant funds are expended each year, as the school received a Working to Meet rating on this indicator one year. The school has a grants coordinator who oversees all state and federal grants and monitors expenditures. Clear processes with checks and balances and tests of internal controls are currently in place, demonstrating substantial progress in this area.

Overall, the rating for Financial Compliance Demonstrates Substantial Progress.

2.c. Governance Responsibilities

For the duration of the charter term, the governing board has met nearly all requirements, as evidenced by the performance framework ratings (two Working to Meet ratings overall), and

the governance tables on pages 18-19 of the school’s Part A. The board has met all training requirements, with the exception of one board member the first year of the charter term who ultimately resigned. Notifications have been timely all years with a misstep last school year, 2023-24. The rating for this section Demonstrates Substantial Progress.

2.d. Equity and Identity

The school attracts a very diverse student and staff population that represent minority groups not found in many New Mexico schools (17 different home languages are spoken). Because the staff reflects the diversity of the students, the students shared in the focus group that they feel safe, welcome, and heard, and have adults on staff who they feel comfortable talking to.

The staff has worked tirelessly to meet the needs of all students in ways that are equitable and honor their identity. For example, the staff has received abundant training in Culturally and Linguistically Responsive Teaching and Learning, which CSD observed in full implementation in the classrooms, making for a dynamic, engaging, culturally responsive classroom experience. The school also has an active Equity Council which has been combined with their Advisory Council, whose input has been valued and implemented in the school. Moreover, the staff has completed anti-bias training, including “Diversity for Employees” and “Cultural Awareness & Implicit Bias” through Global Compliance Network (GCN). The school not only celebrates diversity as part of the school’s everyday operations, but they also hold a Multicultural Festival yearly.

The rating for this section Meets the Standards, as the school has demonstrated a record of meeting all standards in this area, and even making qualitative improvements over the course of the charter term.

2.e. Tribal Consultation

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

2.f. Other Performance Indicators

The school adequately addressed any ratings of Does not Meet, or repeated Working to Meet, with the exception of 2.b. Accounting Principles which relies on audit data one year lagged. Moreover, ASE needs to continue to address the requirements outlined in a letter from Language and Culture Division, the Technical Assistance and Focused Monitoring (TAFM) review. Overall, this section is rated Demonstrates Substantial Progress.

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

Renewal Site Visit Attendees

September 25, 2024

CSD Team: Cheryl Rowe (lead), Director Corina Chavez, Dr. Brigette Russell, Kristen LaVolpa

Remote CSD Team: Martica Davis, Ken Norris, Missy Brown

School Leadership: Mustafa Ayik, HA; Vickie Kwiecinski, Elem principal; Tamara Faris-Nuboer, Elementary Assistant Principal; Hakan Yanar, Secondary Principal; Hakan Sisek, Secondary Assistant Principal; Dora Summy, Elementary Dean of Students; David Naylor, Secondary Dean of Students; Karen Madsen, HR Manager

Governing Board: Sean Fry, Mariah MacCleod, Dr. Necati Sahin