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SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2023-24 Annual Report
December 20, 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 Enrollment: 188 (NMVistas.org: Enrollment Count from Avg. of 80 & 120 day Active Students Report)

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.

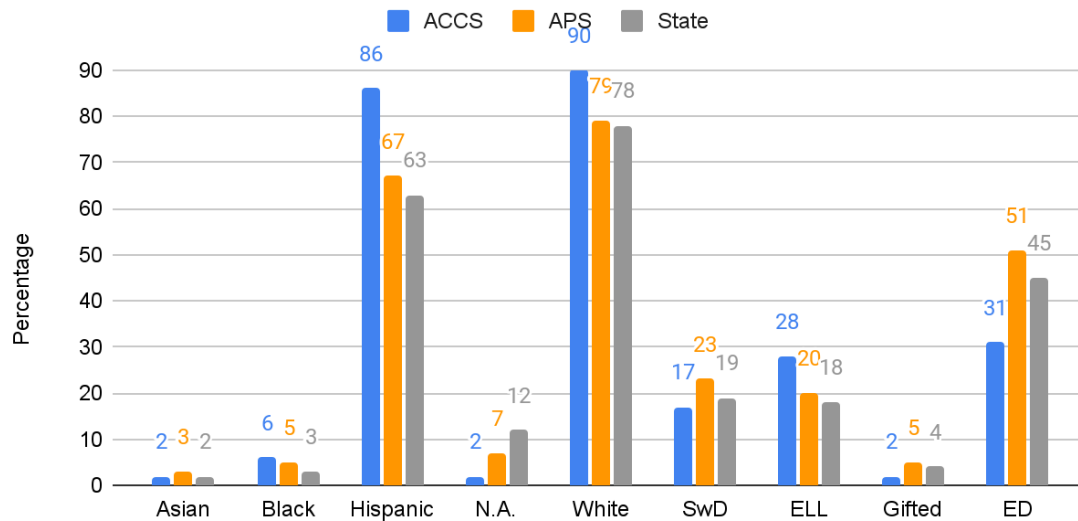
Educational Program: The School's educational program shall be as described below and shall be monitored by CSD based on evidence provided below:

- 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. Students are identified as Hispanic independently of their race.

Enrollment by Subgroup (120D) 2023-24



Source: Nova Enrollment Subgroup Percentages with Averages

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	Spotlight 70.8*
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	85.4

***Note:** Per NM Vistas, point totals from SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

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.

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: 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.

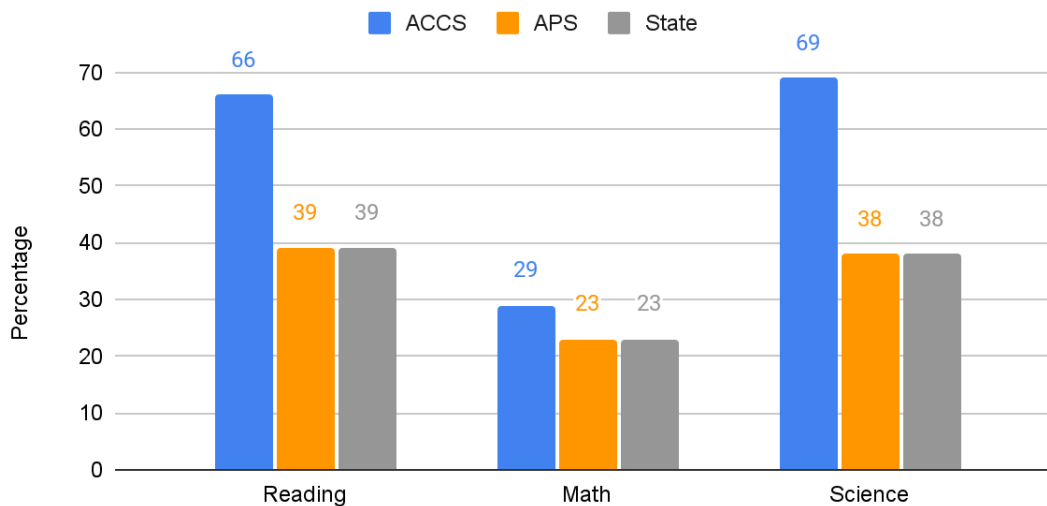
Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

For the school year 2023-24, **Albuquerque Collegiate Charter School** received a designation of **Spotlight**.

Proficiency

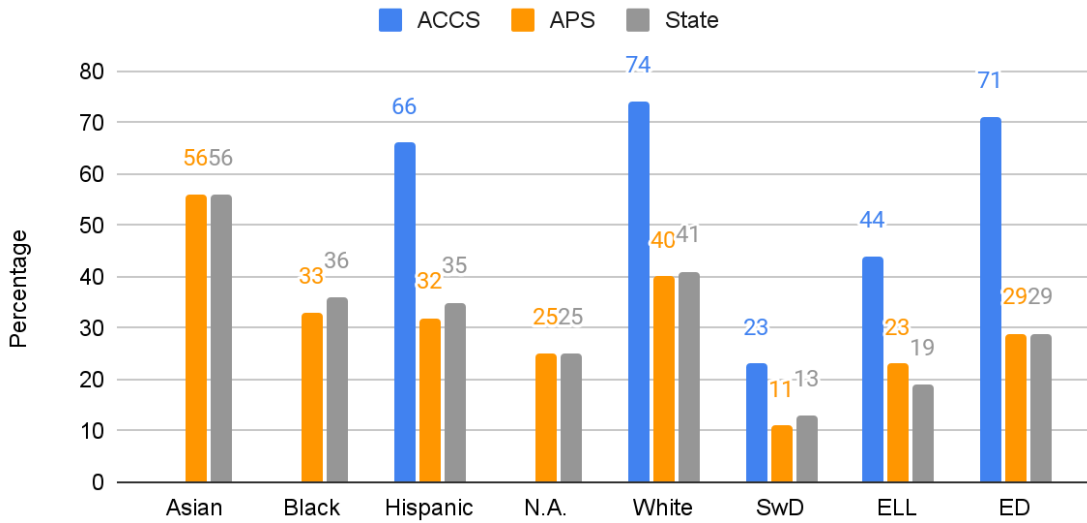
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2023-24



Source: NMVistas.org

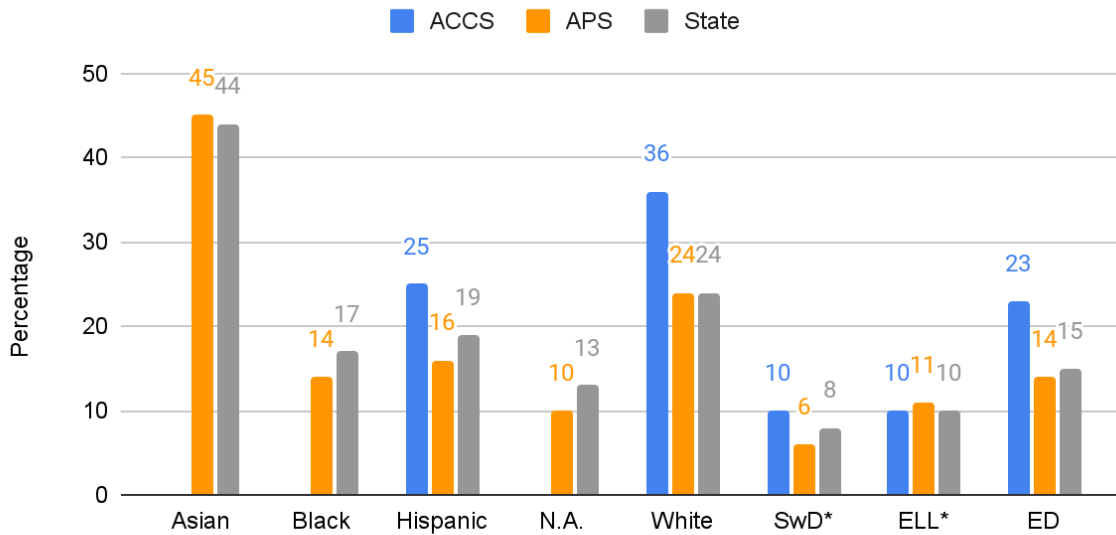
Percent Proficient in Reading by Subgroup 2023-24



Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

Percent Proficient in Math by Subgroup 2023-24

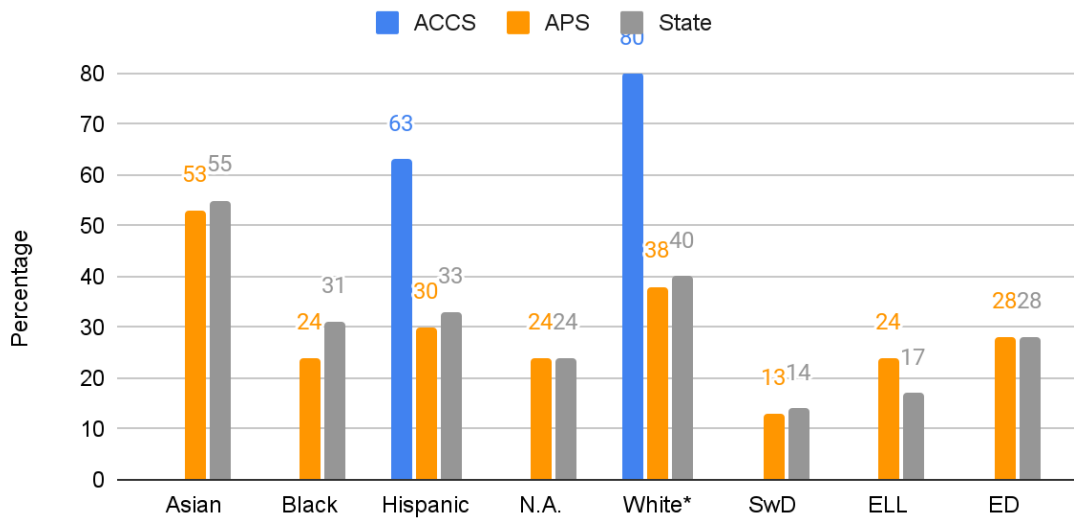


Source: NMVistas.org

Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** The school's ELL and Students with Disabilities are partially masked, $\leq 10\%$ in math.

Percent Proficient in Science by Subgroup 2023-24



Source: NMVistas.org

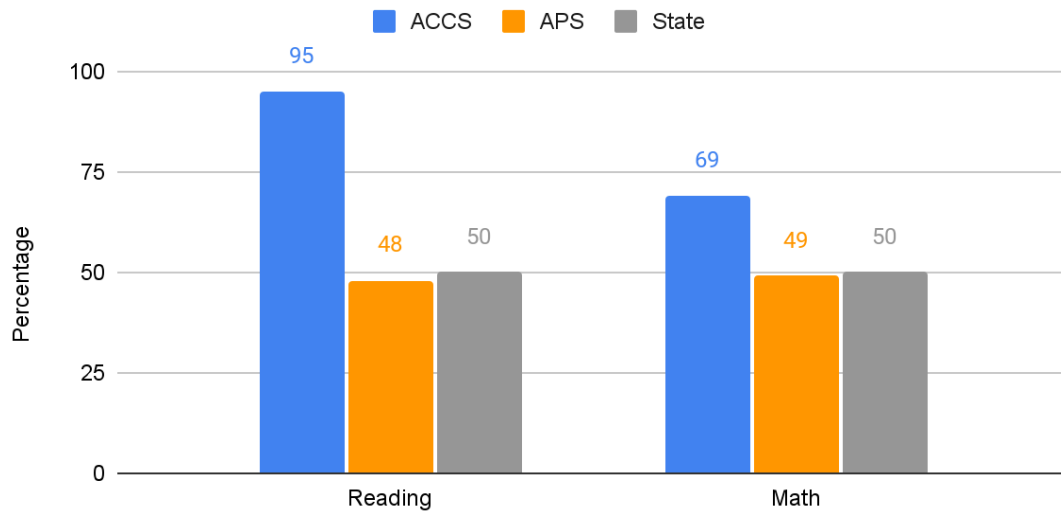
Note: groups are masked due to population size, and/or some groups are not represented in the school.

***Note:** The school's white population is partially masked, $\geq 80\%$ in science.

Growth

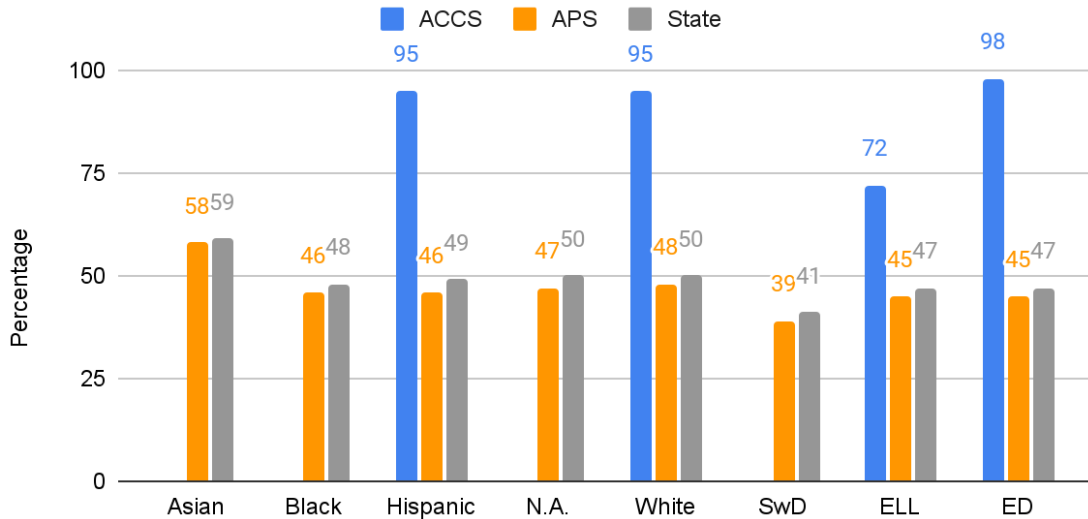
Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

Growth Percentile for All Students (2022-23 to 2023-24)



Source: NMVistas.org

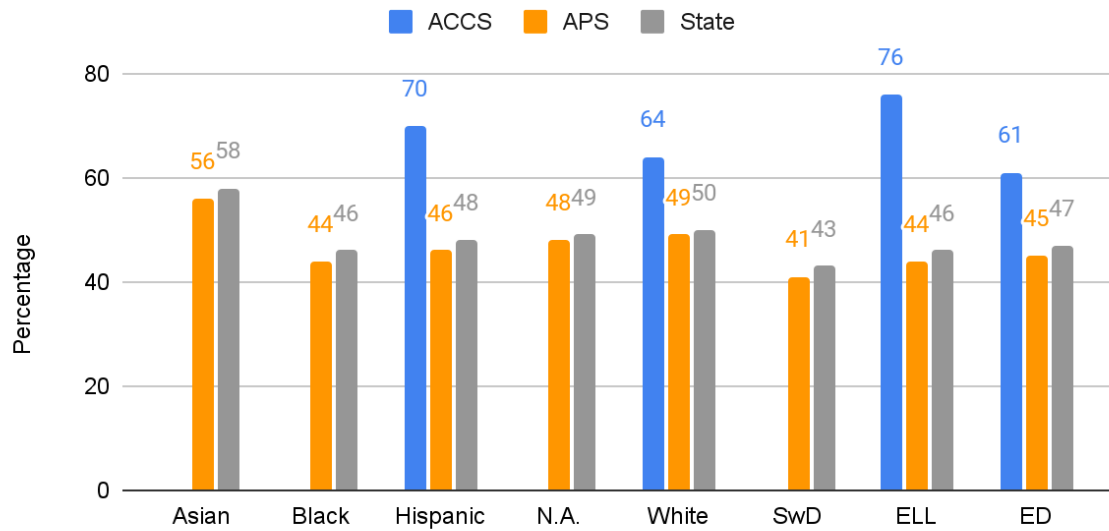
Reading Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

Math Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

ACCS ELP: 34.2%	APS ELP: 18.2%	State ELP: 17.5%
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Source: NMVistas.org

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: Meets Standard

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	Meets Standard
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	Working to Meet Standard
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

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. Attendance percentage rate is 92% (95% target), retention rate is 97% (80% target) and recurrent is 73% (70% target). After reviewing the school's Attendance Improvement Plan, the school has a plan to engage students and parents.

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



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District 9, Hobbs

January 25, 2025

Jade Rivera
Brandon Meyers
Albuquerque Collegiate Charter School
jrivera@abqcollegiate.org
brandon.michael.meyers@gmail.com

Dear Ms. Rivera and Mr. Meyers:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2023-2024 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its January 2025 meeting.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13¹, the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report a notice of exemplary performance. Thank you for this excellent work.

Further, the PEC has identified the unsatisfactory performance related to 5.b Accounting Principles on page 10 of the annual report. The unsatisfactory performance should be corrected by the next annual report. You will work with your staff and board and report your progress to the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the ultimate renewal of the school.

¹ <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

The contract and all annual reports for the school are located here:
<https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2023-2024 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

/s/ Patricia Gipson

Chair, Public Education Commission
District 7