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2020-2021 Annual School Performance Report: Albuquerque Institute of Mathematics and Science

School Name: Albuquerque Institute of Mathematics and Science

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

Head Administrator: Katharina Sandoval-Snider

Business Manager: Jolene Jaramillo

Authorized Grade Levels: 6-12

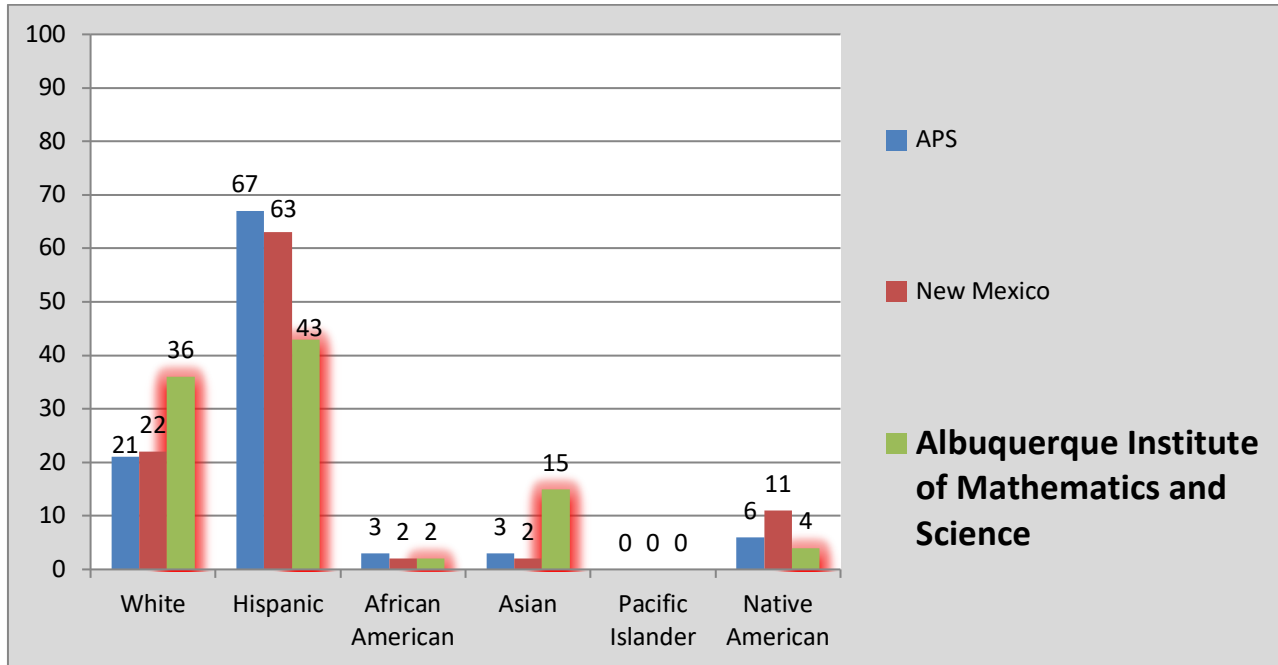
Authorized Enrollment Cap: 720

Current Enrollment: 376

Contract Term: July 1, 2020 – June 30, 2025

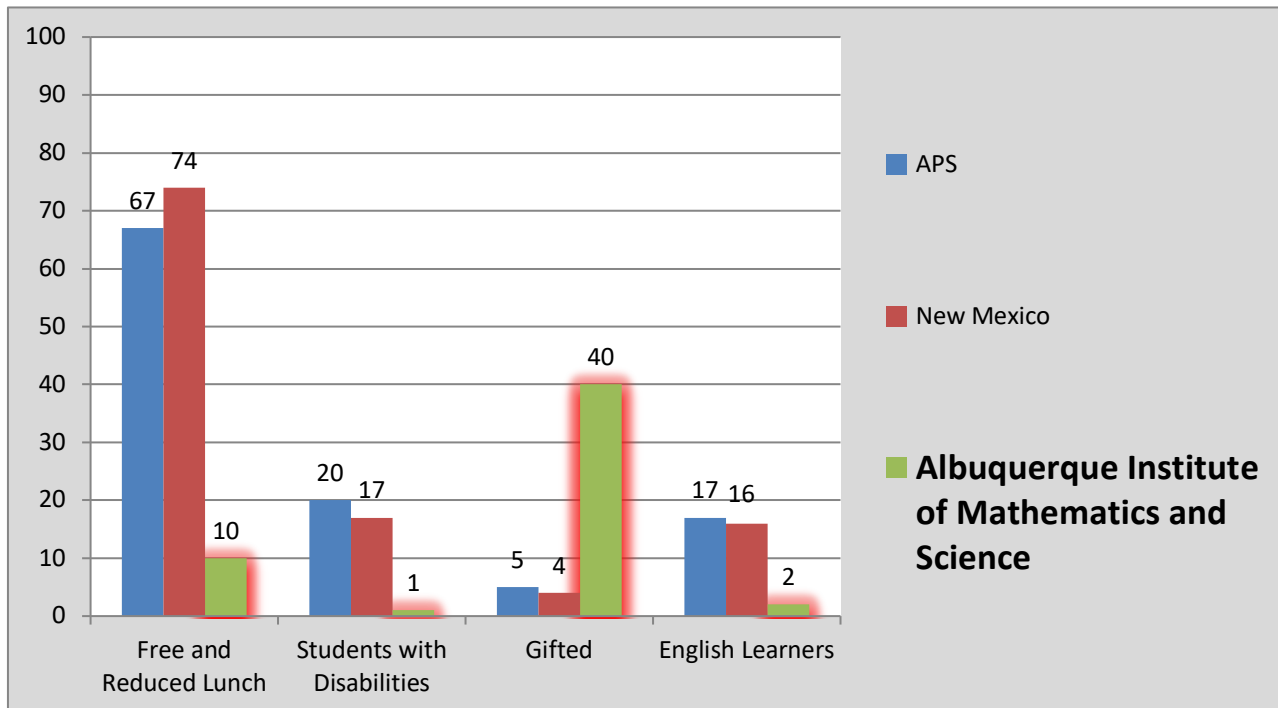
Mission: The mission of the school is to prepare and provide an extraordinary education to students in the state of New Mexico who are interested in pursuing careers requiring advanced math, science, and technology skills.

Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups



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

Site Visit Summary: May 26, 2021, and September 2, 2021

Note: The site visit began on May 26 but could not be completed because the director left the meeting. A second meeting took place September 2, and the site visit was completed on that date.

May 26:

School: Kathy Sandoval, Director; Bobby Cordova, Assistant Principal

OPFD/CSD: Corina Chavez; Missy Brown; Dylan Wilson; Rachel Stofocik

September 2:

School: Kathy Sandoval, Director; Bob Walton, Board President; Sandra Whisler, Board Vice Chair; Bobby Cordova, Assistant Principal; Jan Quesada, dual credit; Gary Delmore, 6th grade teacher; Jeffrey Lin, English teacher and PLL facilitator; Dunn, former student, graduated 2020; Steve Perea, coach, parent; Jolene Jaramillo, business manager; Jane Brandt, counselor; Liz Shirey, SPED director

OPFD/CSD: Corina Chavez; Brigitte Russell

Response to COVID Pandemic

The [Albuquerque Institute for Mathematics and Science \(AIMS\)](#) serves 376 students in grades 6-12. In the spring of 2019, AIMS students went virtual. The Director emphasized that it was not the best mode of educational delivery. The school leader then submitted three re-opening options to PED. Once permissible, the parents were given the option of letting their child remain in remote learning or returning for in-person instruction; 40% of students physically returned to the school in the spring of 2021 and 60% remained remote. The school leaders underscored the fact that the students that returned to in-person learning were performing better than the ones that were still learning virtually; however, the school did not experience a loss of enrollment.

Director Sandoval stated that among successes experienced by the community was the fact that they did not have any positive Covid cases. Mr. Cordova stated that another success was that the staff grew a lot because they had to learn the two modalities of teaching and implement both simultaneously. Mr. Cordova went on to explain that the staff were very supportive of each other. When asked about challenging experiences, the school leaders reiterated the fact that virtual students were not performing on par with students who were back at the school.

Teaching, Learning, and Assessment

During the Covid experience, AIMS students saw a large screen with the teachers teaching via that screen. The teachers tried to make it so that both groups (remote and in-person learners) were involved as much as possible.

When asked about how teachers and other instructional staff were being supported, Mr. Cordova said that he and Ms. Sandoval tried to visit teachers and classes as much as possible. Mr. Cordova explained that there were tech and connectivity problems from the students' end from time to time and that the school staff tried to help them as much as possible. Some students did not have computers, so the school had many on loan to those families. When asked what that "help or support" looked like, Mr. Cordova explained that if there was an issue, the parents, who were very involved, were contacted. Mr. Cordova also mentioned providing some step-by-step videos to help the students when they struggled.

To track student academic progress, AIMS uses [FACTS](#), an online parent portal. Using FACTS, the staff would run reports once or twice a week. The school can look at student progress over the years and if there is an issue, the school staff intervenes. School staff also used the dual credit results to monitor student academic progress. The school administered AP exams and is waiting for results. Additionally, both the PSAT and SAT were administered.

When asked about “learning loss,” Ms. Sandoval said that there were students who were failing all classes for the first time and that it was not a result of “learning loss” but having to do with students who were simply not logging into class. Mr. Cordova said communicating virtually was also a problem.

The school leaders said that they fully implemented the school’s mission despite the pandemic. Ms. Sandoval said that dual credit was somewhat of a challenge in the beginning, but the school staff figured it out.

Student and Family Support and Engagement

With regards to social and emotional learning and support, Ms. Sandoval stated that AIMS has a counselor, and a school psychologist to check in with students. She stated that students are free to contact her or Mr. Cordova at any time.

To engage families, school staff had zoom meetings as well as telephone conversations. It was stated that when students began coming back in February, there was a lot of trial and error in approaches.

Performance Framework Indicators (school-specific questions)

Indicator 1.d. Protecting the rights of English Learner (EL) students

During the first day of the site visit, there was some confusion about how the school identifies ELs, and it appeared that the school was administering the Language Usage Survey (LUS) to all new students rather than checking the EL status of students in STARS. On the second day of the visit, AIMS clarified that they are now following the process set forth by the PED Language and Culture Division, i.e., administer the LUS only to students new to NM public schools (e.g., students transferring from another state, a private school, or homeschool) and for students who have attended a NM public school in the past, to check STARS for EL status.

Indicators 2.a-c. Audit findings

The school had no audit findings for FY2020.

Indicator 2.d. Managing federal grant funds appropriately

AIMS was not able to expend their Title II funds for grant years 2018 and 2019, but the school has a plan for utilizing grant year 2020 Title II funds.

Indicator 2.2. Staffing to ensure fiscal management

Jolene Jaramillo serves as Certified Procurement Officer but was not registered during the current year on the State Purchasing Agent's website as required. Ms. Jaramillo stated that she does not believe this needs to be done annually but will follow up to confirm.

Indicator 5.c. Health and safety requirements

The school's Safe Schools Plan was overdue as of July 8, 2021. Director Sandoval indicated that there had been technical difficulties with uploading the report, but that she had been in contact with PED Safe Schools Coordinator Melanie Granito, and that the report was complete and would be turned in as soon as it could be delivered on a USB drive to Ms. Granito.

Mission-Specific Goals:

Goal 1: 80% of 11th graders will exceed the performance of the statewide average for all NM 11th-graders on the Fall PSAT by more than 10% points in the areas of English, Math, and Science

Exceeds Standard 90-100% of 11th graders will exceed the performance of the statewide average for all NM 11th graders on the Fall PSAT by more than 10% points in the areas of English and Math. 95% of AIMS 11th graders Met the Math Benchmark, 52% of the New Mexico's 11 graders met the math benchmark. 100% of AIMS students met the English benchmark, 82% of New Mexico's students met the English benchmark. There is currently no science benchmark.

Goal 2: 75% to 89% of the 8th grade students, enrolled at 40 and 120 day of current school year, will earn a grade of C or better in Algebra.

Meets Standard 75-89% of the 8th grade students, enrolled at the 40th and 120th day of current school year, will earn a grade of C or better in Algebra. 81% of 8th grade students enrolled at the 40th day earned a grade of C or better in Algebra 1. 80% of students enrolled at the 120th day earned a grade of C or better in Algebra 1.

Assurances:

The school provided the signed assurances document (Appendix B).

Overall Financial/Organizational Framework Rating: Meets Standard

If a school receives a "Does Not Meet Standard" rating for three or more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard" for the year. In addition, 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. See ratings for individual indicators in Appendix A.

PERFORMANCE FRAMEWORK AND PUBLIC EDUCATION COMMISSION (PEC) TIER LEVEL

The 2020-21 Performance Monitoring Plan was modified in response to the COVID-19 Pandemic. Many of the indicators were unmeasurable and the Performance Framework ratings in Appendix A is reflective of this. Rather than identifying evidence of compliance, schools are required to sign an assurance of compliance.

PEC Tier Levels are based on three indicators: (1) NM School System of Support and Accountability, (2) Student Subgroup Performance, and (3) Mission Specific Goals. Again, due to the pandemic and the resulting flexible administration of state assessments, in 2020-21 there is limited academic data, that could be used as an accountability measure. **Therefore, PEC Tier Levels cannot be assigned for the 2020-2021 academic year.**

Academic Performance: The school may provide evidence of meeting mission-specific goals to receive a rating on indicator 3 of the Academic Performance, however, if the school was unable to implement the goals due to the pandemic, the school will not be rated in this section.

Organizational Performance The assurances document covers the majority of the indicators of organizational performance. Where possible, results of desktop monitoring and bureau/division reports will be considered.

Financial Performance Framework: For indicator 2.c, evidence of implementing an Action Plan to prevent further findings will not be collected this year, therefore the school's rating is solely based on repeat findings.

Albuquerque Institute of Math and Science (AIMS)	2020-2021
Category I. Academic Performance Framework	
Indicator 1 Components of School Accountability System	Unable to Review - COVID
Indicator 2 Subgroup Performance	Unable to Review - COVID
Indicator 3 Mission Specific Goals	Meets (or Exceeds) Standard
Category II. Organizational Performance Framework	
Indicator 1a Educational Program: mission and educational program of approved charter application	Meets (or Exceeds) Standard
Indicator 1b Educational Program: state assessment requirements	Unable to Review - COVID
Indicator 1c Educational Program: protecting the rights of students with disabilities	Working to Meet Standard
Indicator 1d Educational Program: protecting the rights of English Language Learners	Falls Far Below(Does Not Me
Indicator 1e Educational Program: meeting program requirements for all PED and federal grant programs	ASSURANCES
Indicator 1f Educational Program: NM DASH Plan	Not Applicable
Indicator 2a Financial Mgmt & Oversight: meeting financial reporting and compliance requirements	Meets (or Exceeds) Standard
Indicator 2b Financial Mgmt & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard
Indicator 2c Financial Mgmt & Oversight: responsive to audit findings	Meets (or Exceeds) Standard
Indicator 2d Financial Mgmt & Oversight: managing grant funds responsibility	Meets (or Exceeds) Standard
Indicator 2e Financial Mgmt & Oversight: staffing to ensure proper fiscal management	Meets (or Exceeds) Standard
Indicator 2f Financial Mgmt & Oversight: meeting obligations timely / appropriate internal controls	Meets (or Exceeds) Standard
Indicator 3a Governance & Reporting: complying with governance requirements	Meets (or Exceeds) Standard
Indicator 3b Governance & Reporting: complying with nepotism and conflict of interest requirements	ASSURANCES
Indicator 3c Governance & Reporting: meeting obligations timely / appropriate internal controls	ASSURANCES
Indicator 4a Students & Employees: protecting the rights of all students	ASSURANCES
Indicator 4b Students & Employees: attendance, retention, and recurrent enrollment	Meets (or Exceeds) Standard
Indicator 4c Students & Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
Indicator 4d Students & Employees: respecting employee rights	ASSURANCES
Indicator 4e Students & Employees: completing required background checks / reporting ethical violations	ASSURANCES
Indicator 5a School Environment: complying with facilities requirements	ASSURANCES
Indicator 5b School Environment: complying with transportation requirements	ASSURANCES
Indicator 5c School Environment: complying with health and safety requirements	ASSURANCES
Indicator 5d School Environment: handling information appropriately	ASSURANCES
Category III. Financial Performance Framework	
Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance Chair	Not Applicable

[Appendix A: Historical Performance Framework Ratings during Current Charter Contract Term](#)

2019-2020 Renewal Year

2020-21 was Albuquerque Institute of Mathematics and Science's first year of operation.

Appendix B: Assurances



Charter Schools Division
Performance Indicator Assurances
2020-21

Charter School Name Albuquerque Institute of Math & Science (AIMS)

In an effort to support the 2021 modified site visits and ensure compliance with contracts and applicable federal and state law, state-authorized charter schools shall provide assurances of compliance with the performance framework indicators listed below. Please check the box next to the indicator, then date and sign the form. Signatures of school leaders and governing board presidents are required.

- The school protects the rights of students with special needs, by:
 - ✓ Providing services per individual IEP.
 - ✓ Maintaining both direct service and ancillary support logs.
 - ✓ Including a Family Educational Rights and Privacy Act (FERPA) sheet documenting date, person, and purpose for reviewing student's IEP in all IEP folders.
- The school protects the rights of English Learner (EL) students:
 - ✓ School complies with requirements for English Learners in accordance with federal and state guidance, for identifying, screening, serving, assessing students and providing annual notification to parents.
- The school complies with federal and state grant program requirements.
- The school meets Governance and reporting requirements:
 - ✓ Governing Board completes and documents (with signatures) an annual evaluation of Head Administrator.
 - ✓ School has a governing board-approved Conflict of Interest Policy that complies with NMSA § 22-8B-5.2.
 - ✓ School has a governing board-approved Anti-Nepotism Policy that complies with NMSA § 22-8B-10(B).
- The school protects the rights of all students:
 - ✓ School meets all Culturally & Linguistically Responsive Framework requirements.
 - ✓ School maintains lottery and enrollment practices as described in NMSA § 22-8B-4.1.
 - ✓ School has a Discipline Policy to include the prevention of bullying and cyber-bullying per NMSA § 22-35-1.
 - ✓ School follows a board-approved student/parent grievance policy and dispute resolution process per NMSA § 22-8B-9(12)
 - ✓ School complies with the McKinney Vento Act, with a board-approved dispute resolution policy that meets ESSA guideline.
 - ✓ School is implementing the Multi-Level Systems of Support (MLSS) NMAC 6.30. 17
 - ✓ School updates Next Step Plans annually for all high school students.
- The school's attendance policy aligns with the Attendance for Success Act NMSA § 22-12A-1.
- The school protects employee rights:
 - ✓ Staff files contain signed contracts, official transcripts, and verification of employment forms.
 - ✓ School has an employee handbook that includes discipline and grievance policies.
 - ✓ School has a salary schedule that complies with minimum teacher salaries.
 - ✓ School has a documented mentorship program for first year Level One teachers.
 - ✓ School obtains legally compliant background checks per NMSA § 22-10A-5.
- The school complies with facility requirements in NMSA § 22-8B-4.2.
- The school complies with transportation requirements, including all inspections and insurance, if applicable.

- The school complies with health and safety requirements:
 - ✓ The school conducts all required emergency drills per PED memorandum of 3/25/21.
 - ✓ The school maintains immunization records, including a master immunization log.
 - ✓ All staff complete training on reporting child abuse and neglect.
 - ✓ The school has a Diabetes Management plan.
- The school handles information appropriately:
 - ✓ School completes all STARS reporting requirements on time.
 - ✓ School follows proper security procedures, including keeping student files locked.
 - ✓ School follows all FERPA and Health Insurance Portability and Accountability Act (HIPAA) guidelines.
 - ✓ School maintains a procedure for the transfer of cumulative files.

By checking the box for each indicator above (on both pages) and signing this document, I affirm that the school complies with the performance framework items listed.

School Leader Printed Name	Katherina Sandoval-Snider	
Signature		Date 9/17/2021

Board Chair Printed Name	Bob Walton	
Signature		Date 9/17/2021