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GOVERNOR

2020-2021 Annual School Performance Report: Albuquerque School of Excellence

School Name: Albuquerque School of Excellence

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

Head Administrator: Mustafa Ayik

Business Manager: Mike Vigil

Authorized Grade Levels: K-12

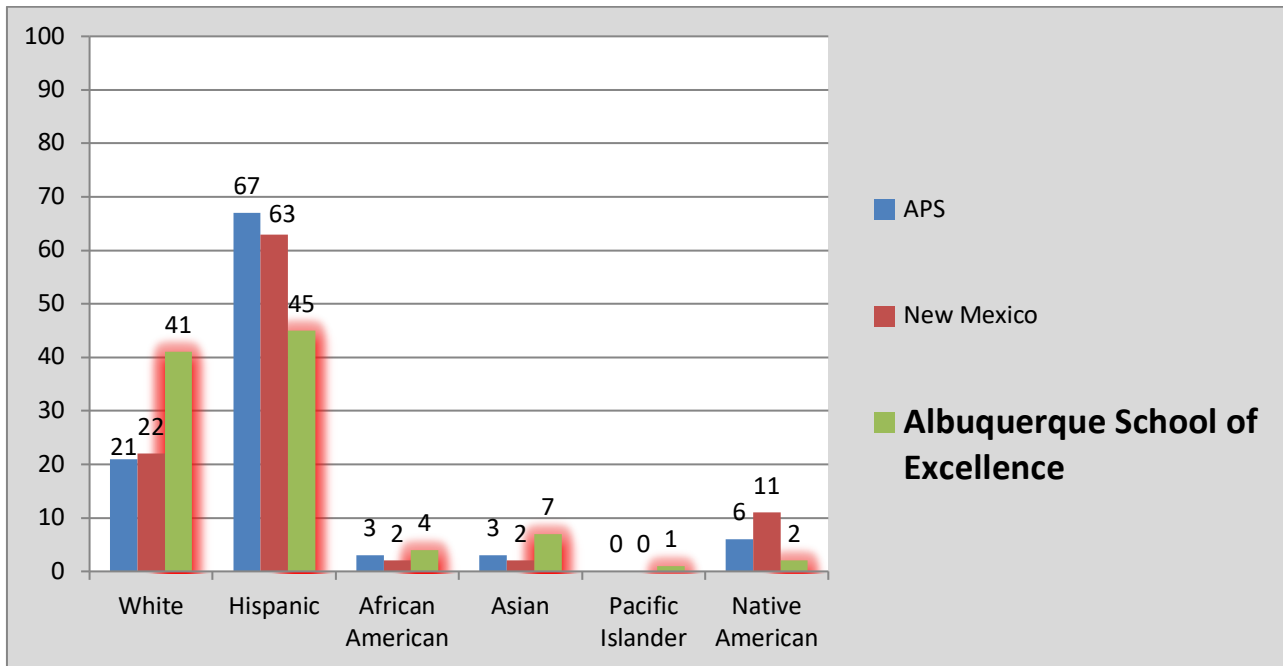
Authorized Enrollment Cap: 1,199

Current Enrollment: 855

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

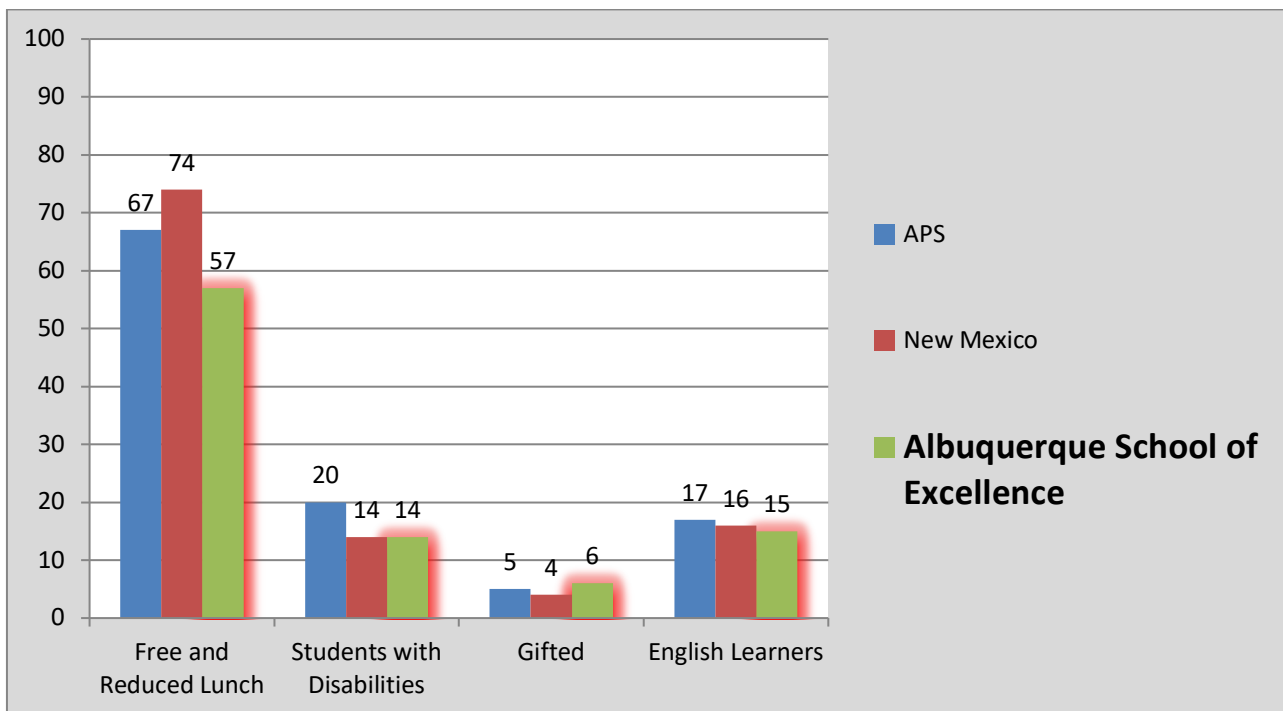
Mission: The mission of Albuquerque School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

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 25, 2021

School: Mustafa Ayik: Head Administrator; Jasmine Arias: Federal Programs; Angela Lopez: Human Resources/Outreach/Covid coordinator; Hakan Sisek: Middle School Assistant Principal; Patti Martinez: SPED Coordinator; Karen Madsen: Secondary School Dean of Students; Vickie Kwiecinski: Elementary Assistant Principal; Hakan Yanar: High School Assistant Principal; Dora Summy: Elementary Dean of Students; Zafer Dokan: Operations Manager

PED: Dylan Wilson, Brigette Russell, Missy Wauneka

Response to COVID Pandemic

[The Albuquerque School of Excellence \(ASE\)](#) serves 905 students in grades K-12. ASE opened in person K-1 in October, closed when COVID numbers were very high in November, and reopened gradually March 1 with K-2 first, then re-opened the entire school. ASE followed state guidelines for COVID safe practices, including PPE and on-site testing for students and teachers. 50% of students K-12 returned to in person learning - 37% in grades 6-12 and 68% in grades K-5. To minimize student contact, ASE assigned them to cohorts, in which they stayed with the same group of students all day. ASE provided Chromebooks and hotspots to families who needed them during virtual learning.

Teaching, Learning, and Assessment

After re-entry, ASE teachers taught in-person and virtually at the same time. ASE used [NWEA](#) MAP tests and found that, in most areas, the school's average score was above the national average. ASE utilized Zoom for virtual learning. At the beginning of the school year, there were some security issues with students, for example, renaming themselves. To fix this, ASE assigned all students school email addresses and began embedded Zoom links directly into students' schedules. ASE also used [Go Guardian](#) to cut down on off task behavior during virtual learning. ASE used a mixture of direct instruction and [Edgenuity](#). Teachers were expected to provide direct instruction for at least $\frac{1}{3}$ the length of each class.

ASE uses the [IStation](#) Math and Reading tests in grades k-5, uses [ALEKs](#) for middle school math, and uses Edgenuity schoolwide. "Lab hours" are built into students' schedules and are used to provide interventions to students.

ASE surveyed its staff to learn what they think the school is doing well and what can be improved. Staff said teacher voice was an area of strength and parent communication is an area for improvement. The school currently does a monthly parent newsletter but is planning to move to a weekly newsletter next school year. Teachers who meet student achievement goals also receive stipends, and ASE celebrates outstanding teachers with a teacher of the month award.

Student and Family Support and Engagement

ASE provided interventions throughout virtual and in-person learning. During virtual learning, teachers utilized 1 on 1 tutoring and other creative, online interventions. However, it was much easier to implement interventions after students started coming to school in person. Tracking student attendance and implementing interventions to support attendance was challenging during the pandemic, because it wasn't always clear why a student was absent. This year, ASE began using the [LetsTalk platform](#) to allow parents to submit questions and comments to the school. The average response time is 0.7 days and the parent satisfaction rate, as measured by a post-interaction survey, is 9.7 out of 10. ASE also implemented [School Mint](#) for online student registration.

ASE purchased an SEL curriculum and did a schoolwide SEL assessment. ASE also hired a full-time social worker for the first time this year and asked all teachers to implement SEL instruction. This allowed for parents and students to receive more SEL and mental health support than in the past. The social worker was also more present for urgent issues.

ASE does family meetings with every 8th grade student to talk about students' strengths and areas for growth heading into high school. The journalism club writes a newsletter and creates broadcast news segments. The parent group did sessions about healthy cooking and nutrition, and ASE provided after school clubs via Zoom.

Performance Framework Indicators (school-specific questions)

1c. Is the school protecting the rights of students with special needs?

CSD: ASE has 3 overdue IEPs and 4 overdue evaluations. ASE also has a high number of Gifted students and must provide services to meet the needs of these students.

All the overdue IEPs and Evals are on track to be completed by June 1. The school hired an additional gifted teacher this year and created a high performing cohort, which includes gifted and high performing students. In High School, gifted students take honors and AP classes.

1d. Is the school protecting the rights of English Learner students?

CSD: Currently ASE has 9 ELL students who appear on the STARS Error Report.

This is largely due to coding errors and the lack of an up-to-date Student Information System that doesn't allow for the tracking of ELL status and assessment results. The school recently purchased Power School, which should help fix the problem moving forward.

2a-2c Audit Findings FY20

2020-001 Internal Controls over Payroll (Other Noncompliance)

ASE has started using Frontline for Personnel and Payroll, which should help correct previous issues with incomplete files.

2020-002 Financial Close and Reporting (Significant Deficiency)

CSD: The capital asset listing was not accurate, complete, and up to date; Funds were reallocated in appropriately; and a fiscal year 2021 expense was inappropriately identified as a fiscal year 2020 expense.

ASE now has a system to identify fixed assets and inventory.

2e. Is the school adequately staffed to ensure proper fiscal management?

CSD: The school's CPO needs to register with the State Purchasing Department every year.

3a. Is the school complying with governance requirements?

CSD: As of the school site visit date, only 2 of 7 governing board members had completed their training hours for this year. The school also needs to update the signature page of its Bylaws, which appear on the website.

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.

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.

School Response:

The pandemic and online learning in the 2020-2021 school year affected our student's ability to take a variety of STEM elective courses and College Readiness classes and their success rate. See below analysis for Mission specific goal 1 and goal 2:

Mission Specific Goal-1:

80.5% of our 9-10 grade students took two or more college related courses (AP, Honors, Dual Credits, and career/college assessment prep courses) with a passing grade of a C or better in 2020-2021 school year.

76% of our 11-12 grade students took three or more college related courses (AP, Honors, Dual Credits, and career/college assessment prep courses) with a passing grade of a C or better in 2020-2021 school year.

Mission Specific Goal- 2:

In grades K-8, ASE hosted 175 online/in-person STEM/CTE related sessions in the 2020-2021 school year by utilizing Nepris Platform or inviting guest speakers to the classroom. 97% or more of students have completed at least two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity

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

2020-2021 was Albuquerque School of Excellence's first year of operation in the current contract.

[Appendix B: Assurances](#)



Charter Schools Division
 Performance Indicator Assurances
 2020-21

Charter School Name	Albuquerque School of Excellence
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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	Mustafa Ayik		
Signature		Date	7/1/2021
Board Chair Printed Name	Osman Anderoglu		
Signature		Date	8/3/2021