

New Mexico Public Education Commission



2022 Charter School Renewal Application Part B: Progress Report

Charter Schools Division
Public Education Department
300 Don Gaspar Ave.
Santa Fe, NM 87501
(505) 827-6909
charter.schools@state.nm.us

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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: Albuquerque Collegiate Charter School

Authorizer: Public Education Commission

Current Charter Term: September 1, 2017- June 30, 2023

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:

Albuquerque Collegiate's academic performance during the term of the contract has been measured through a robust assessment framework that includes formative, interim and summative assessment data. It is important to note that the school's assessment framework has been developed and adjusted over the term of the contract due to a number of factors including grades served — ACCS initially served kindergarten and 1st grade in the 2018-2019 school year and expanded to include kindergarten through 4th grade by the 2021-2022 school year — and the impact of the COVID-19 pandemic and associated school closures. Academic performance is outlined by school year below:

2018-2019

Albuquerque Collegiate's first year of operation served students in kindergarten through 1st grade. Our goal for this school year was to produce Istation proficiency results that would be notably higher than the statewide average and local district proficiency rate. In addition to the Istation assessment, our students also took the STEP literacy assessment, an assessment utilized by some of the country's highest performing charter schools, particularly those serving predominantly low-income, students of color. Our STEP goal was for students to achieve 3 STEP levels of growth, which is considered a very rigorous equivalent of a year's worth of growth.

With this first year came standard startup challenges, particularly with the school's facility. In addition, having served only kindergarten and 1st grade students for this school year, statewide accountability data is only available for literacy; the school did not administer interim or summative math assessments for these grade levels this school year, instead relying on formative assessments to inform instruction. However, once the team got going with our founding group of scholars, Albuquerque Collegiate's students experienced remarkable progress and growth.

Istation results for the 2018-2019 school year are outlined in attachment *A-1 Academic Data Albuquerque Collegiate Charter School*, figures 1, 2a, and 2b. Figure 1 shows level movement over the course of the school year, illustrating a beginning of year proficiency rate (BOY) of 20%, middle of year proficiency rate (MOY) of 75%, and end of year proficiency rate (EOY) of 85%. Figures 2a and 2b show rates of proficiency for Albuquerque Collegiate as compared to the statewide and local district (Albuquerque Public Schools) proficiency rates. Both kindergarten and first grade results show an EOY proficiency rate of more than twice that of the state and local district. Albuquerque Collegiate's proficiency rate was among the highest in the state for this school year.

Figure 3 shows STEP growth data for both kindergarten and 1st grade. The goal for this assessment is that students achieve 3 STEP levels of growth over the course of the year. For students that begin the school year behind grade level standards, the goal is that they achieve 4 STEP levels of growth, ensuring they are catching up to grade level standards. The assessment is administered individually, four times a

year. The data for this year shows that students averaged 4.1 STEP levels of growth, with the majority of students achieving 3, 4, and 5+ levels of growth during the year.

State accountability system results identified Albuquerque Collegiate as a “spotlight school”, scoring in the top 25% of schools in the state. Albuquerque Collegiate also received designations of excellence — reflecting placement among the top 10% of schools in New Mexico — for reading proficiency, reading growth, and parent/family satisfaction.

2019-2020

With great academic results from the prior school year, the Albuquerque Collegiate team was excited to begin the school’s second year with a strong start by setting ambitious goals and growing to serve second grade scholars . Unfortunately, the last quarter of this school year was massively interrupted by the COVID-19 pandemic, requiring the team to immediately adjust our goals for end of year expectations.

At the beginning of this school year, the team set the goal of reaching Istation proficiency rates double those of the state and local district — regrettably, we were not able to measure EOY Istation results. However, we do still have robust data to present in Figures 4, 5a, and 5b. Figure 4 shows a beginning of year proficiency rate of 36%, and a mid-year proficiency of 52%. The final administration that the school was able to provide was in March 2020, which indicated a proficiency rate of 68%.

Please note April 2020 and May 2020 administrations cannot be considered valid or reliable as students conducted these assessments at home, without a designated proctor. Figures 5a and 5b come directly from the Istation platform, comparing Albuquerque Collegiate’s March 2020 results to the statewide results for students that participated in that month’s administration. Albuquerque Collegiate’s kindergarten through second grade proficiency rate was 68%, with the state achieving 23% proficiency. Though not the end of year administration, the school more than met its goal of doubling the state’s proficiency rate for this month’s administration — and came very close to tripling the state results.

In alignment with the prior year, Albuquerque Collegiate’s initial STEP goal was for students to achieve an average of 3 STEP levels of growth, with the goal being 4 STEP levels for students identified as below grade level standards. As the school was not able to complete the end of year administration of this assessment, we adjusted this goal to be an average of 2 STEP levels of growth for all students. Figure 6 shows that students averaged 1.9 STEP levels of growth, just short of the adjusted goal.

Due to the impact of COVID, statewide accountability system results were not available for this school year.

2020-2021

There was a great deal of uncertainty with the beginning of the 2020-2021 school year, as Albuquerque Collegiate and other schools across the state could not be certain whether to prepare for virtual, in-person, and/or hybrid instruction. In addition to the challenges presented by COVID, Albuquerque Collegiate was undergoing a facility expansion in order to serve the growing enrollment of the school, having expanded to accommodate third grade students.

Albuquerque Collegiate started the school year online, but was fortunately able to transition many scholars to hybrid instruction, receiving at least 2 days a week of in-person instruction with 3 days of virtual instruction. Albuquerque Collegiate provided the hybrid option from September-November, transitioning back to full-virtual instruction for December-February, and finally moving back to full in-person instruction for most students March-May of this school year. With the instability of

instructional models, Albuquerque Collegiate’s educators knew we had to substantially adjust goals that had been set in prior school years for this new, unprecedented school year.

As noted above, administrations of Istation for this school year could not be considered valid or reliable, as students did not consistently complete the monthly assessment with a teacher/proctor. Due to the validity issues, Albuquerque Collegiate did not prioritize use of this assessment during this school year. Teachers instead focused more heavily on the STEP assessment, classroom work, and formative assessments to determine student growth.

As the school year started online, and had students utilizing a variety of learning platforms (hybrid, virtual, in-person) throughout the year, the STEP assessment continued to be utilized, and was thankfully available for in-person administration as well as virtual administration, with some adjustments. Recognizing the challenging learning environments students were experiencing, the Albuquerque Collegiate adjusted our standard STEP goal of 3 levels of growth, to a more achievable goal of 2.5 levels of averaged growth over the course of the school year. Figure 7 shows that students averaged 2.3 STEP levels of growth, just short of the adjusted goal.

Due to the continued impact of COVID, statewide accountability system results were not available for this school year.

2021-2022

The Albuquerque Collegiate team was eager to begin the 2021-2022 school year under more predictable conditions, though not quite “normal” as experienced pre-COVID. This “new normal” school year included additional growth to serve fourth grade students, meaning this would be the first year that the school would administer the state’s interim and summative Measures of Student Success and Achievement (iMSSA and NM-MSSA) assessments to 3rd and 4th grade students, along with Istation (kindergarten through second grades), and STEP (all grade levels).

Maintaining the Istation goal of prior years, the Albuquerque Collegiate team aimed for the goal of doubling Istation proficiency rates as compared to the state and local district. Figure 8 (note: this chart includes kindergarten-4th grade) shows level movement over the course of the school year, illustrating a beginning year proficiency rate of 32%, middle of year proficiency rate of 54%, and ending proficiency rate of 73%. Figures 9a and 9b show rates of proficiency for Albuquerque Collegiate’s kindergarten-second grade scholars as compared to the statewide and local district proficiency rates; in line with the school’s goals, kindergarten-second grade results show a proficiency rate of more than twice that of the state and local district. Similar to the 2018-2019 school year (the most recent year of statewide available accountability data), Albuquerque Collegiate’s proficiency rate for early literacy was among the highest in the state.

With more stability to start this school year, the Albuquerque Collegiate team established the STEP goal at the formerly set average of 3 STEP levels of growth over the course of the school year. Figure 10 shows that students averaged 2.7 STEP levels of growth during this school year.

The 2021-2022 school year provided the first administration of iMSSA and NM-MSSA for Albuquerque Collegiate’s 3rd and 4th grade scholars. With this first administration, the school team was a bit unsure of where to set baseline goals for the interim and summative assessments. Preliminarily, the school team established a very ambitious goal of 50% for the end of year proficient/advanced rate for both English Language Arts and Mathematics. It is always our goal to provide an educational environment that exceeds the performance of the state, local district, and particularly our neighboring schools — students in our south valley community have been historically and generationally underserved, so it is one of our

key priorities to reset the trajectory of our scholars' academic performance and outcomes. The Albuquerque Collegiate team humbly acknowledges that iMSSA and NM-MSSA results for the 2021-2022 school year fell short of our goals for this year. Section 1a will provide additional detail about how the school aims to establish and achieve more attainable, but still ambitious goals, for the 2022-2023 school year.

Figure 11 outlines beginning, middle, and end of year data for reading and math achievement for 3rd and 4th grade. Figure 12 includes the comparative results for the percentage of students on target at the BOY, MOY, and EOY administrations of the iMSSA assessment for Albuquerque Collegiate and the state. Illustrated in the table, 3rd grade Albuquerque Collegiate scholars exceeded the state on-target percentage for reading at the BOY and MOY administrations of reading, as well as at the BOY and MOY administrations of mathematics. 4th grade results show Albuquerque Collegiate scholars exceeded the state on-target percentage for reading at the BOY and EOY administrations, tying the MOY administration. 4th grade results for mathematics show Albuquerque Collegiate lagging behind the state on-target achievement for BOY, MOY, and EOY administrations.

Figure 13 outlines summative NM-MSSA data for reading and math achievement for 3rd and 4th grade, broken down by percentage of students identified as novice, nearing proficiency, proficient, and advanced. The percentage of 3rd grade students proficient or advanced for language arts was 38%, with 17% proficient or advanced on the mathematics portion. 4th grade data shows 24% of students proficient or advanced in English Language Arts and 18% proficient or advanced in mathematics.

Figure 14 provides a report looking at the percentage of students proficient or advanced on NM-MSSA ELA and Math, comparing results for Albuquerque Collegiate, the state, the local district, and the local district's learning zone most proximate to Albuquerque Collegiate's location. 3rd grade results from Figure 14 show Albuquerque Collegiate outperformed the state, district, and learning zone in ELA. 3rd grade math results show a lower percentage of proficiency for Albuquerque Collegiate as compared to the state and district averages, but a higher percentage compared to the district learning zone. 4th grade results from Figure 14 show Albuquerque Collegiate was outpaced by the state, and district, in ELA proficiency, but demonstrated a higher proficiency rate compared to district learning zone. 4th grade math results show a lower percentage of proficiency for Albuquerque Collegiate as compared to the state and district averages, but a higher percentage compared to the district learning zone.

As of submission of this application (9.15.22), Albuquerque Collegiate is awaiting the publishing of more robust, cumulative statewide accountability system results and designations.

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:

As outlined above in Section 1: Academic Performance, Albuquerque Collegiate Charter School has measured student proficiency and growth through a comprehensive assessment framework, which

includes formative, interim, and summative assessments. The measurement of student achievement and growth are also analyzed systematically and consistently through class work, teacher observations, as well as through other quantitative and qualitative criteria. Each year, the school has faced challenges, brought strengths to the work by identifying key actions for improvement, analyzed the strengths and areas of growth from informative student outcomes, and established future goals for subsequent years based on successes and deficiencies.

The 2018-2019 school year was defined by the early challenges of startup, but also by the strength of the academic growth and proficiency achieved. Challenges of this year included many of those typically experienced by first year startup schools, including facility renovation delays; a lower enrollment than originally anticipated; and a cohort of 1st grade students whose families had chosen to leave their previous school often due to negative experiences their scholar had encountered. In order to improve student outcomes, the Albuquerque Collegiate team relied heavily on replicating operational and instructional practices utilized at high-performing charter schools. These schools served as the model for Albuquerque Collegiate's design. We believe the key elements to the improvement of student achievement for this year were most closely tied to the quality and rigor of the instructional materials used, standardized teaching practices, and co-teaching model — all of which were based on exemplar practices from model schools. As noted in section 1 above, the end result was rapid growth for students over the course of the year, as well as notably high proficiency rates for early literacy.

Transitioning from the 2018-2019 school year to the 2019-2020 school year, the school community was focused on growth of enrollment, continuing and improving the teacher coaching program, as well as maintaining strong growth and proficiency outcomes. The biggest and most obvious challenge of the school's second year of operation was the onslaught of COVID and subsequent school closures beginning in mid-March 2020. Actions identified to advance student outcomes were heavily guided by successes of the prior year, particularly focused on individualized student supports guided by data, and ongoing teacher training. These steps yielded steady student growth until abruptly interrupted by COVID closures. Due to the transition to virtual learning, which was very rigid at this time, our team had to abandon plans to administer Istation for the end of the school year, as well as the final round of the STEP interim assessment. We did feel that we had strong and informative academic data for the majority of this school year. For April and May 2020, teachers prioritized student participation in virtual learning, engagement in small group and individual lessons, and completion of work and activities during asynchronous learning time.

Moving into the 2020-2021 school year, Albuquerque Collegiate's primary focus was related to improving online learning. The early part of this year provided the opportunity to offer hybrid in-person instruction. While this was a wonderful option for our families, it brought additional operational and instructional challenges. The school had to identify ways to support meaningful learning in both online and hybrid instructional models. Actions identified to support this challenge included creating a new school-wide schedule for hybrid and online instruction to occur simultaneously, improved teacher training for online instructional practices, and prioritized small group and individual instruction opportunities. An additional component of this year was that Albuquerque Collegiate saw a large influx of new students in upper grades, as well as an increase in our English Learner population. Both groups of students showed much lower rates of proficiency and growth compared to our English proficient scholars and students who had been with Albuquerque Collegiate for early grades. We prioritized these higher-need scholars to attend hybrid in-person instruction 4 days a week, versus the standard 2 days a week that was provided for most students participating in hybrid instruction. As noted in section 1 above, we were largely unable to validly administer the Istation assessment this school year. As such, we relied much more heavily on classwork, participation, teacher observations, results from the STEP assessment, which had to be adjusted to administer virtually and in-person. By providing hybrid in-person instruction, engaging students in meaningful learning, and prioritizing our high-needs students, we saw higher than

anticipated levels of growth. These results were still significantly lower than what we would expect in a traditional pre-COVID year, but considering how disruptive and inconsistent this year was, we were proud of achieved results.

With the shift to full in-person instruction at the end of the 2020-2021 school year, we wanted to focus the next year on improved staff culture, teacher coaching, and intensive interventions for struggling students that experienced learning loss and stagnation due to COVID. As the 2021-2022 school year began, we immediately saw the negative impact that COVID had on student social emotional wellness. We also saw incredibly high rates of chronic absenteeism, which was directly and negatively impacting student learning. Albuquerque Collegiate's leadership team made an early commitment to ensuring teachers received even more instructional coaching and data training this year than previously provided. As a result, teacher instructional practices, data analysis and quality of instruction improved. Additionally, there was a notable improvement in our staff culture. While most educators around the country were feeling more burned out than ever, Albuquerque Collegiate's teachers indicated that they felt supported in their ongoing growth and development. In order to address the social-emotional wellness of students, Albuquerque Collegiate established a partnership with Pacha Counseling Services, which allowed students and their families to receive prioritized referrals for counseling services and provided the opportunity for students to receive services free of charge at the school site from licensed mental health professionals. End of year results for the 2021-2022 school year indicated substantial growth and high proficiency in early literacy. Upper elementary end of year results were however not as strong, with particularly low performance demonstrated in math.

As the school now navigates our fifth year of operation, serving kindergarten-5th grade students, we remain laser-focused on improving academic proficiency and growth outcomes for our upper grade students, while still maintaining strong early literacy results. A number of critical actions have been identified by our team to improve these outcomes. We are working to better prioritize more targeted and individualized math instruction for kindergarten to second grade scholars, using our K-2 small group literacy model as a guide. Our team appreciates the rigor of the NM-MSSA assessment, and is concentrating on aligning the level of rigor and challenge seen in NM-MSSA to our daily instruction and formative assessments of student learning. We believe we can achieve vastly improved results by the end of this school year through implementation of these critical actions, among others that have yielded successful results for our scholars and 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 Collegiate does not have mission-specific or school-specific goals negotiated in the performance framework contract.

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 the ways in which 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 Collegiate's distinctive educational program is written into the contract as follows:

Element 1: The school has an intentional focus on literacy and math that accounts for the majority of the day.

Element 2: 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 coaching sessions.

Regarding Element 1, Albuquerque Collegiate has continued to prioritize an intentional focus on literacy and mathematics instruction. From kindergarten through second grade, explicit literacy and mathematics instruction accounts for 62% of the instructional day. In third-fifth grade, these subjects account for 59% of the daily instructional schedule. At Albuquerque Collegiate, we know that this intensive and intentional focus on the development of strong literacy and numeracy skills is critical for future success for our scholars as they progress through their educational careers. Our team attributes the success of kindergarten to second grade literacy results to this schedule, which has been created to model programs from some of the nation's highest performing charter schools, particularly those that serve predominantly low-income students of color.

As a school, the Albuquerque Collegiate team considers this element to be student-, teacher-, and family-focused. For students, the intentional focus on literacy and math revolves around the increased instructional minutes, as well as the tailored instruction, ensuring that every student receives literacy and math instruction that is grade-level aligned and meets their individualized learning needs. For teachers, this element is directly related to ongoing professional development, coaching, and instructional planning. Teachers spend a great deal of time during summer training and weekly professional development sessions focused on honing discrete skills related to their instructional practices. In addition, grade level teams meet monthly for data meetings to discuss student growth and proficiency, identifying where exactly to prioritize instruction and identify new instructional goals and strategies to implement. For families, the prioritized focus on literacy and math comes in the form of partnership. Albuquerque Collegiate parents and families are empowered as partners to support the learning and development of their scholars.

Element 2 of Albuquerque Collegiate's distinctive educational program is heavily focused on teacher support and training. It is our belief that — whether our teachers are brand new to education, early career educators, or veteran teachers — *all* teachers need and deserve training, coaching, and mentorship. As such, Albuquerque Collegiate's comprehensive teacher training program is designed to support the rapid growth and ongoing development of our educators as professionals and leaders. This support program begins with three weeks of summer professional development training ahead of the first day of school. Summer PD is designed to provide extensive training to teachers on all aspects of

Albuquerque Collegiate, including, but not limited to: educational philosophy; instructional strategies; behavior management systems and support; operational practices and expectations; curriculum delivery; intellectual preparation; working with co-teachers and grade level teams; and personal reflection about working styles. The lengthy summer training program ensures our teachers feel prepared for and successful in the first days and weeks of the school year.

Once the school year has started, Albuquerque Collegiate teachers can expect to receive continued supports in their classrooms in the form of individualized live-coaching, weekly observations with feedback meetings, 4 data-days throughout the school year, and weekly differentiated professional development trainings. Over the last 4 years, the Albuquerque Collegiate leadership team has made improvements to our coaching system to align our work to national- and state-utilized best practices for teacher support. We rely heavily on teachings from programs from the Uncommon Schools Network, including Teach Like a Champion, Get Better Faster, Leverage Leadership, and Driven by Data. It is important to note that these programs/teachings are also used in the NM PED's Priority Schools leadership training programs, RISE (formerly Principals Pursuing Excellence), THRIVE, and LEAD. The school's Executive Director and Director of Curriculum & Instruction have participated in the RISE program, and the Executive Director is now a coach for the THRIVE program.

In the 2022-2023 school year, Albuquerque Collegiate's leadership team has taken on the task of better aligning our coaching system to the state's teacher evaluation system. In previous years, the two programs have felt disjointed and unaligned. This summer, we worked to better embed elements of the evaluation process into our coaching program, marrying the two systems into one comprehensive approach. While we are no longer planning to use NM Elevate on the Canvas platform, our coaching and evaluation system now lives on the school's shared Google drive, creating easier access for all staff and stronger alignment to ongoing coaching.

The Albuquerque Collegiate team has been recognized by TeachPlus New Mexico for the school's innovative approach to teacher support and coaching, resulting in an award to the school in Summer 2022.

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.

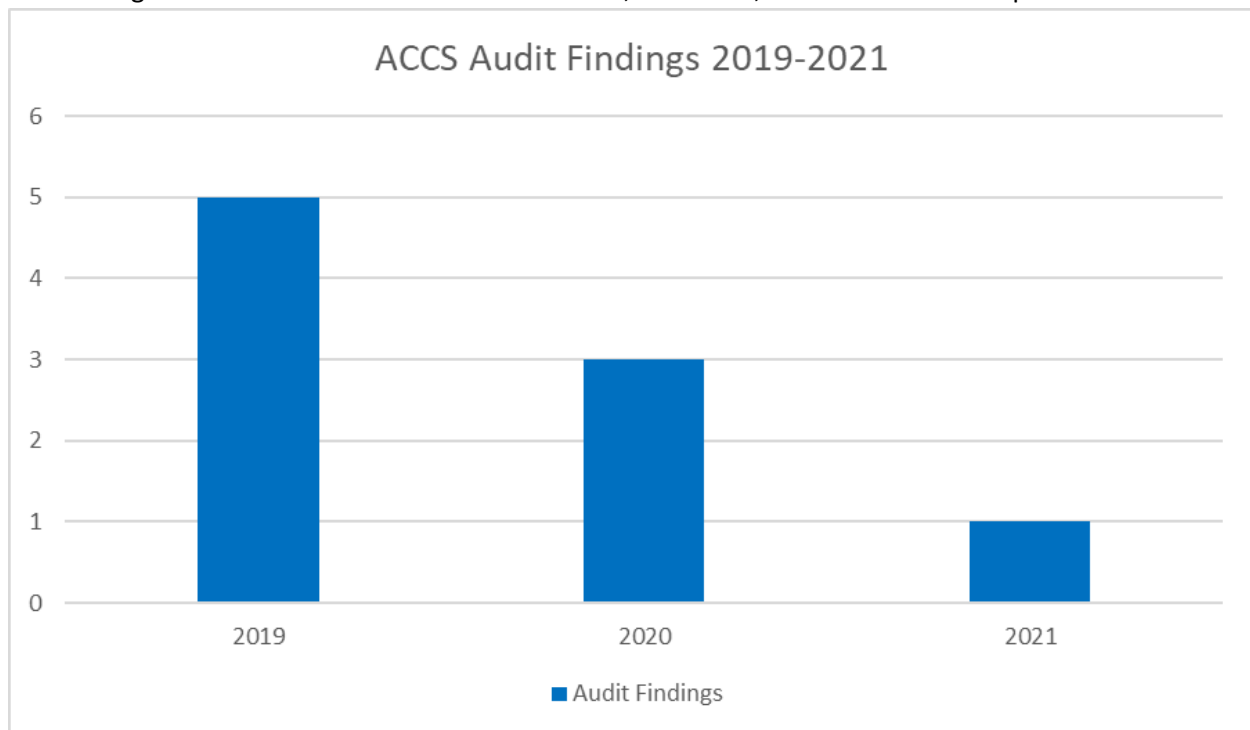
School response:

Albuquerque Collegiate has reduced the number of findings over the three audited fiscal years from five to one, with no repeat findings in the most recent fiscal year. The single finding in FY2021 stemmed from the foundation and not the school's finances specifically; that finding has been disputed by the school and the foundation, and all parties are currently working with the auditor on a resolution.

Albuquerque Collegiate has made this progress by instituting the following policies/practices:

1. Albuquerque Collegiate has updated accounting policies to ensure the fiscal year is closed before any end-of-year data is sent to PED and audit documents are prepared concurrently;
2. Albuquerque Collegiate has implemented new PO policies to help track funds and encumbrances;
3. Albuquerque Collegiate has implemented new controls on cash management and all liability payments; and
4. Albuquerque Collegiate has an updated definition of capital assets included in the financial policies and procedures.

The school has maintained the same business manager for the past four years, which has been an integral part of building institutional knowledge, maintaining consistency in policies and systems, and maintaining clear communication between the state, the board, and school leadership.



Contract Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY19	5	0	1	0	No
FY20	3	2	1	0	No
FY21	1	0	1	0	No

Significant Deficiencies: (0)
Repeated Findings: (2)

2019/2020: Budgetary Reporting and Compliance

Condition/Context: During FY2019 review of budgetary reporting and compliance, auditors noted the following:

The quarterly cash reports prepared by Albuquerque Collegiate were not properly prepared during the year, which resulted in inaccurate reporting to PED as noted below:

- Fund 24146 Support Services Function expenses reported higher by \$12,980 than trial balance
- Fund 21000 Operation of Non Instructional Services expenses reported lower by \$347 than trial balance
- Fund 24154 Support Services expenses reported lower by \$52 than trial balance

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:

Albuquerque Collegiate's board is comprised of eight members, all of whom have served the board for two or more years, with four of the members being founding board members.

Albuquerque Collegiate has met all governance responsibilities during the term of the contract. Board membership has never fallen below the statutory minimum requirements, nor been out of compliance with the bylaws of the school. Any vacancies of the board were filled within the required timeline (or extension timeline) with proper notification to the Public Education Commission and Charter Schools Division. In addition, all board members have met or exceeded required training hours annually during the term of the contract.

The Albuquerque Collegiate Governing Board approaches all governance work in a serious and professional manner. It is the goal of the board to not only meet statutory governance requirements, but also to go beyond the standard expectations for training, board function, and execution of best practices. The board's academic achievement committee is presently working on our own academic training for board members that is aligned to school specific metrics and requires that all board members visit the school site annually while class is in session.

The board's governance committee has conducted annual board survey reviews, focusing on strengths and areas of growth for the board. The audit committee has worked with the school's director and business manager to limit audit findings, as well as oversee the Executive Director's annual evaluation. The board's finance committee ensures strong oversight of the financial standing and practices of the school on an ongoing basis.

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?

School response:

Albuquerque Collegiate has met or exceeded all elements as outlined in section 4a of the performance framework. The school has not received any valid complaints that the school's lottery, admissions, or enrollment practices are unfair, discriminatory, or legally non-compliant. The school has not received any complaints that the school's discipline hearings and practices are not conducted in accordance with law and due process. The school has not received any complaints that the school fails to respect students' privacy, civil rights, and constitutional rights, including First Amendment protections and Establishment Clause restrictions prohibiting schools from engaging in religious instruction. The school has not received any complaints that the school fails to comply with the requirements of the McKinney-Vento Act or fails to protect the rights of students in the foster care system. The school has a board-approved complaint policy and dispute resolution process per 6.10.3D NMAC.

Albuquerque Collegiate is deeply committed to providing all scholars a high-quality education that embeds culturally- and linguistically-relevant instruction, and is affirming and validating of students' cultures, identities, and sense of belonging. The school team has addressed this work through a multi-pronged approach including but not limited to: establishment of an Equity Council; a commitment to hiring practices that prioritize diversity, equity and inclusion; improved systems of support through MLSS (multi-layered system of support); curriculum analysis to ensure culturally and linguistically responsive instructional materials and practices; policy engagement; and data analysis that engages key stakeholders to identify opportunity gaps for at-risk subgroups and establish plans to address said gaps.

In response to the Martinez-Yazzie lawsuit, Albuquerque Collegiate established an Equity Council to ensure the school is meeting the legal provisions of the Indian Education Act (IEA), the Hispanic Education Act (HEA), the Bilingual Multicultural Education Act (BMEA), and the federal Individuals with Disabilities Education Act (IDEA) as well as Office of Civil Rights (OCR) requirements for English Learners (ELs) under Title VI of the Civil Rights Act of 1964. The Equity Council's primary focus has been completion of the Martinez/Yazzie Readiness Assessment, establishment of an equity plan, and recommendations to the school leadership team and governing board to better serve at-risk students.

Data from the readiness assessment as well as other measurements indicated that Albuquerque Collegiate's English Learner (EL) population increased significantly since the school's opening, but EL students were not achieving the same rates of literacy proficiency or growth as compared to their English-proficient peers. As a result, the school leadership team created a plan to better support EL students with additional intervention and small group instruction, aligned to the MLSS Tier 2 supports.

In the 2020-2021 school year, Albuquerque Collegiate, along with two other New Mexico charter schools, began a partnership with TNTP (The New Teacher Project) to improve teacher recruitment and retention practices. A specific focus of this work was centered on diversity, equity, and inclusion. Through this work, TNTP supported the Albuquerque Collegiate leadership team with resources on the importance of teacher diversity and concrete suggestions for setting and implementing a goals-based diverse teacher recruitment strategy. We know teachers of color have a profound impact on all their students; for students of color in particular, having even one teacher of color has major benefits for their entire time in school. Albuquerque Collegiate has worked intentionally to have a staff that reflects the

diverse backgrounds and cultures of our scholars, with 78% of staff identifying as people of color, compared to a national rate of only 21% of teachers identifying as people of color.

With the transition of Response to Intervention (RtI) to MLSS, Albuquerque Collegiate's instructional team has been pushed to think more critically about tiered interventions and systems of support for at-risk students. This analysis has included not only looking at individual student data, but also subgroup performance, ensuring that groups identified in the Martinez/Yazzie lawsuit are receiving equitable instruction, interventions, and support to achieve growth and proficiency.

Albuquerque Collegiate's curriculum has been specifically selected and designed to leverage students' cultural and linguistic experiences, utilize their background knowledge, and provide multiple ways for students to learn and demonstrate their learning. We see representations of these elements through tailored text selections in our kindergarten to 2nd grade literacy curriculum, which highlight diverse characters, experiences, and authors. In the last year, our 3rd-5th grade curriculum has been adapted to align more closely to the Fishtank Learning curriculum, which seeks to create curricular materials that center students, reflect multiple perspectives and experiences, and empower students to think critically about the world they live in.

The Albuquerque Collegiate leadership team recognizes the importance of policy and decision-making as a key lever to improving our state's multicultural education system. As such, members of the leadership team have engaged key stakeholders including families, community members, and lawmakers in discussion about improved educational outcomes for students, particularly student groups named in the Martinez/Yazzie lawsuit. We have done this through speaking with Family & Parent advocacy groups like the Parents Together Fellowship, and participating in advocacy for equitable funding practices with state legislators and members of congress.

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:

Albuquerque Collegiate is not located on tribal land and does not serve a high percentage of Native American students.

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:

The Albuquerque Collegiate team has worked diligently to improve performance framework indicators that were rated as “Does Not Meet Standard” and/or “Working to Meet Standard”. There are five elements that have been identified as “Does Not Meet Standard” or repeated “Working to Meet Standard” over the course of the school’s contract: Rights of English Learners, Financial Reporting Compliance, Accounting Principles, Response to Audit Findings, and Staffing for Fiscal Management. Two of these elements were rated as “Meets Standard” in the most recent annual report. Unfortunately, the school no longer has access to annual reporting information formerly available in Web-EPPS; that said, we will do our best to recall and respond to prior year ratings.

1d- Rights of English Learners: This indicator was identified as “Working to Meet Standard” for the 2018-2019, 2019-2020, and 2020-2021 school years. This indicator was identified as “Meets Standard” for the 2021-2022 school year. The school improved and addressed this indicator by having better systems for documentation of English Learner identification, particularly for students transferring from other New Mexico public schools.

2a- Financial Reporting and Compliance: This indicator was identified as “Working to Meet Standard” in the 2019-2020 and 2020-2021 school years, and identified as “Does Not Meet Standard” in the 2021-2022 school year. In the most recent school year, Albuquerque Collegiate did not receive any audit findings, and the only finding given was for the school’s nonprofit foundation. The foundation disputed the finding, which is recorded in the response provided to the charter school division. The Foundation has been working over the past year with auditors to resolve this finding, and as of September 2022, an agreement on resolution appears to have been reached.

2b- Accounting Principles: This indicator was identified as “Does Not Meet Standard” in the 2019-2020, 2020-2021, and 2021-2022 school years. The school did not receive an audit finding in FY2022. The school’s non-profit foundation did receive a finding in the most recent school year for which an audit is available (see above). The school board has updated their financial policies over the past four years to ensure that the school reduced the number of annual findings and the foundation board has worked with the auditor to ensure that the sole finding in the most recent fiscal year will not be recurring.

2c- Responsive to Audit Findings: This indicator was identified as “Working to Meet Standard” in the 2019-2020 school year, and “Does Not Meet Standard” in the 2020-2021 school year. The school has addressed this indicator in the most recent fiscal year by eliminating all repeat findings.

2e- Staffing for Fiscal Management: This indicator was identified as “Working to Meet Standard” in the 2018-2019 and 2019-2020 school years. This indicator has met the standard on the last two annual reports, and was addressed by identifying a state procurement officer, with any changes reported to the State Purchasing Agent in accordance with all deadlines.

In the 21-22 school year, Albuquerque Collegiate did receive one indicator, Attendance and Retention, scored as “Working to Meet Standard”, that is not included in the list of indicators above. We felt it was important to address how the school is working to address this finding. In the 2021-2022 school year we found that the school’s average daily attendance rate (85%) was significantly lower than the goal amount (95%). There are many contributing factors to this low rate of attendance including COVID-related absences, families being more cautious about attendance due to illness, a high percentage of chronically absent students, and family engagement.

With the 2022-2023 school year, Albuquerque Collegiate has hired a Dean of Scholar Culture. One of the Dean's key areas of focus is daily and overall attendance improvement. Since the beginning of the school year, the average daily attendance rate has improved to 88%. We are working to steadily increase attendance rates through more robust and consistent family communication and data systems that indicate early warning signs of habitual tardiness and absences, as well as positive reward systems. Our team is working to ensure we achieve the goal of 95% average daily attendance for this school year.

Albuquerque Collegiate has not received any Office of Civil Rights complaints, special education complaints, or NM Attorney General complaints.

A-1 Academic Data Albuquerque Collegiate Charter School

2018-2019 School Year

Istation 2018-2019

Figure 1: 18-19 Istation Level Movement, Kindergarten-1st Grade

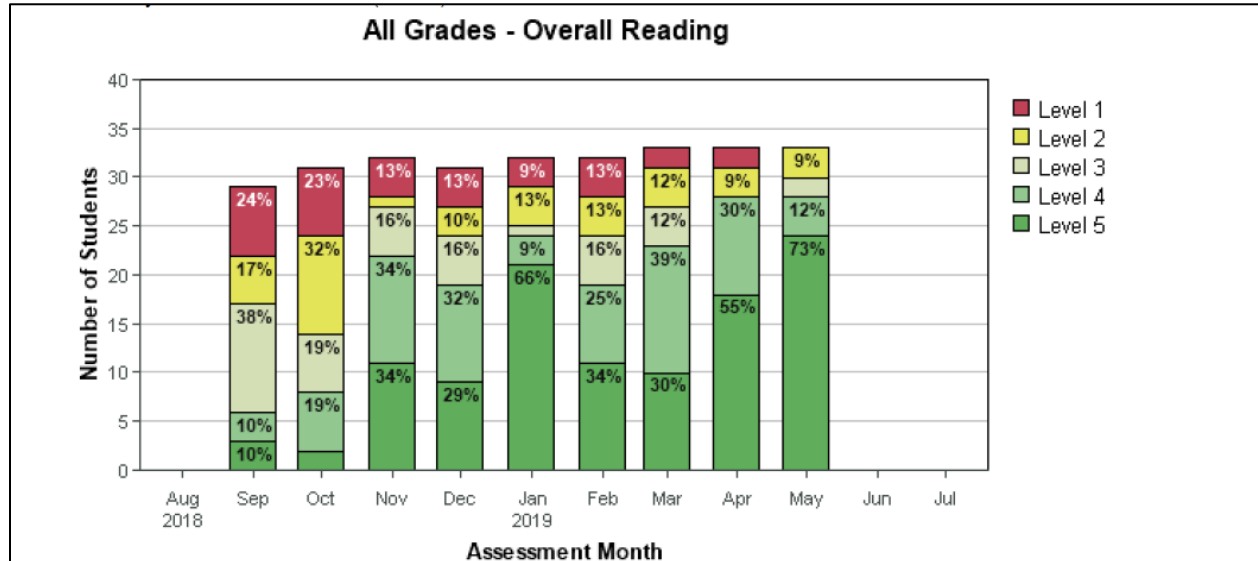


Figure 2a: 18-19 Istation End of Year Comparative Data, Kindergarten-1st Grade

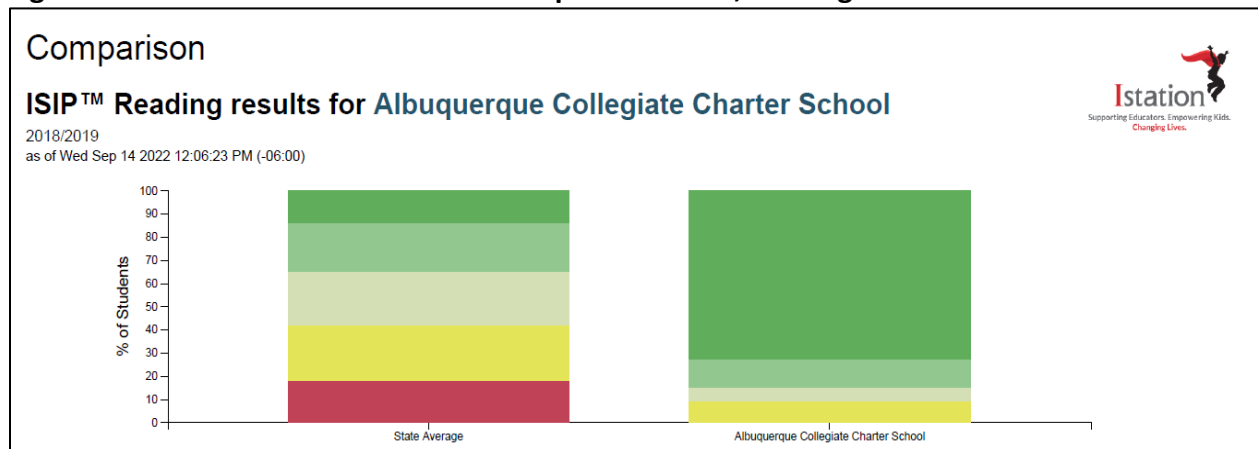


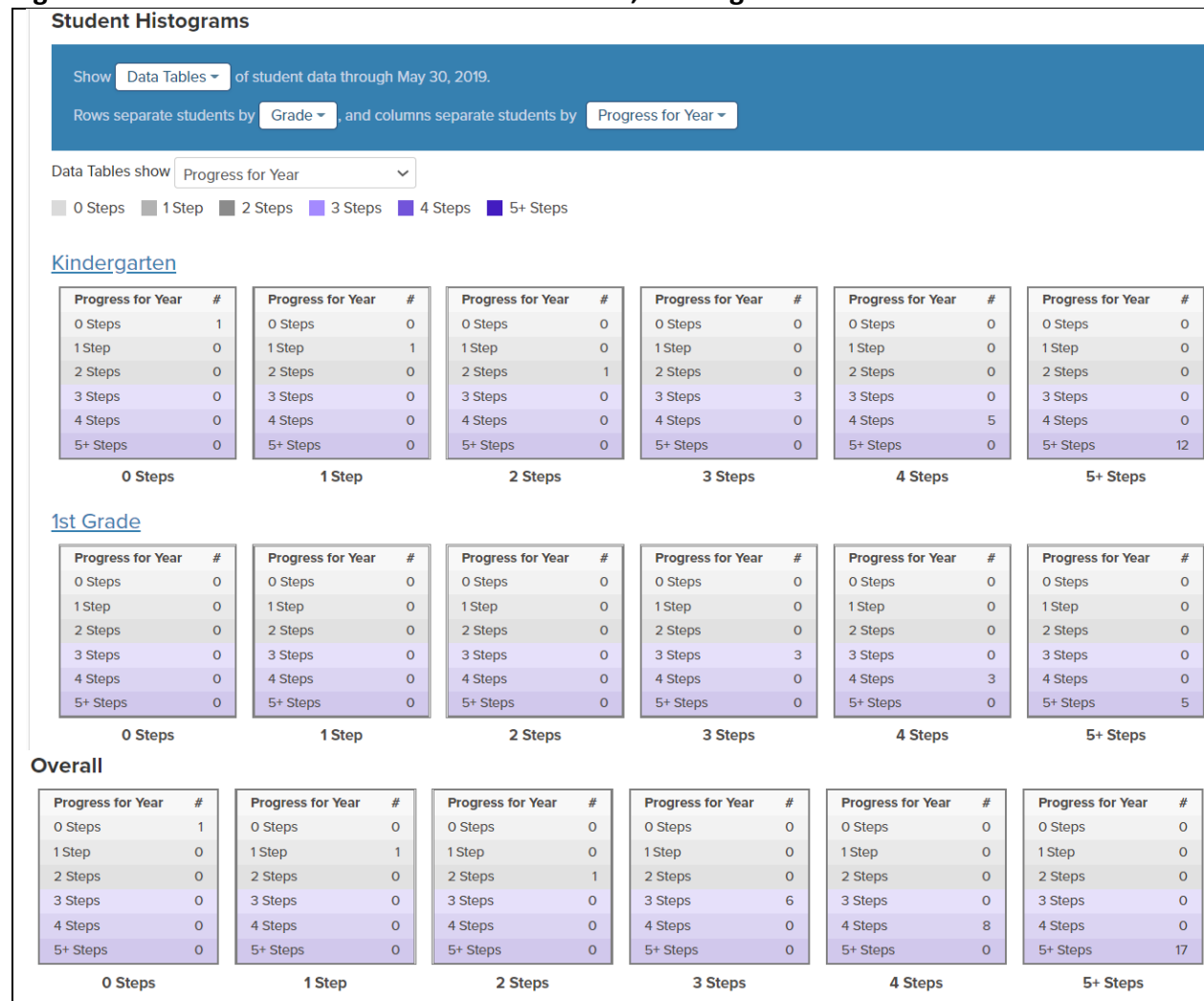
Figure 2b: 18-19 Istation End of Year Comparative Data, Kindergarten-1st Grade

District/Entity	Kindergarten Proficient %	1 st Grade Proficient %
Albuquerque Collegiate	90%	73%
Statewide	38%	35%
Local District	31%	29%

A-1 Academic Data Albuquerque Collegiate Charter School

STEP 2018-2019

Figure 3: 18-19 STEP Growth Over Course of Year, Kindergarten-1st Grade



A-1 Academic Data Albuquerque Collegiate Charter School 2019-2020 School Year

Istation 2019-2020

Figure 4: 19-20 Istation Level Movement, Kindergarten-2nd Grade

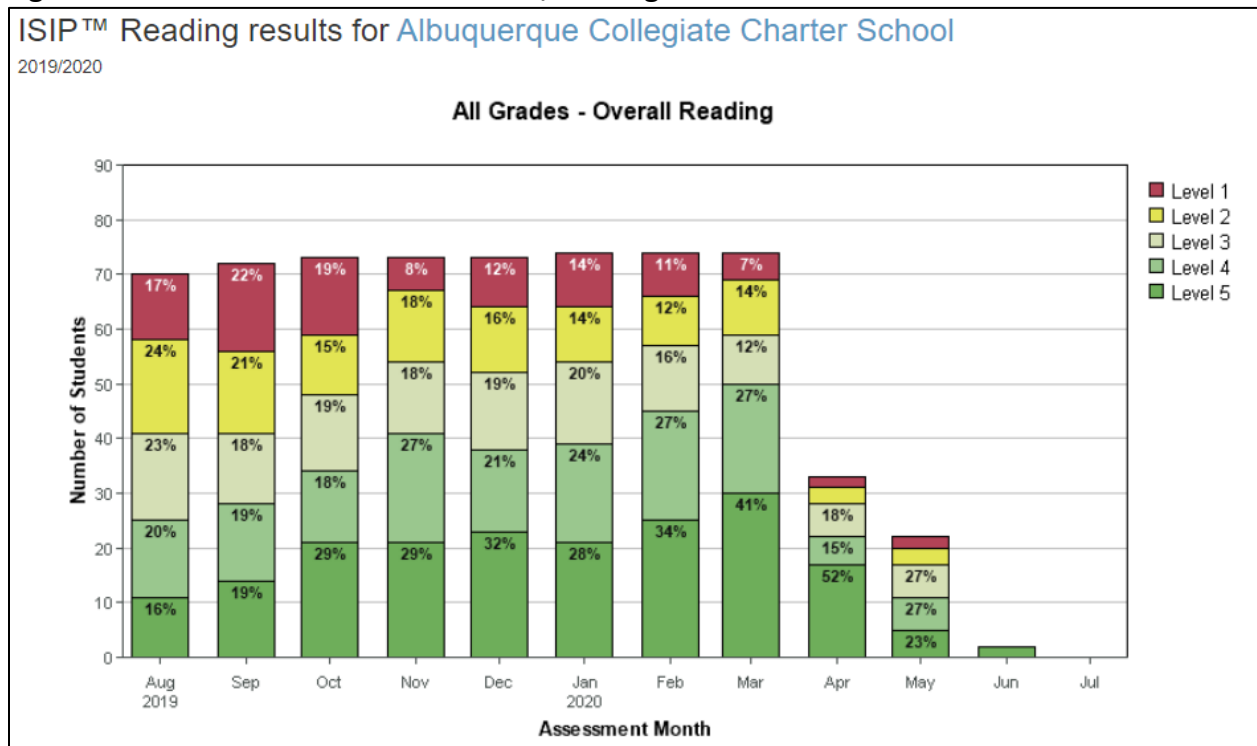


Figure 5a: 19-20 Istation March* Comparative Data, Kindergarten-2nd Grade

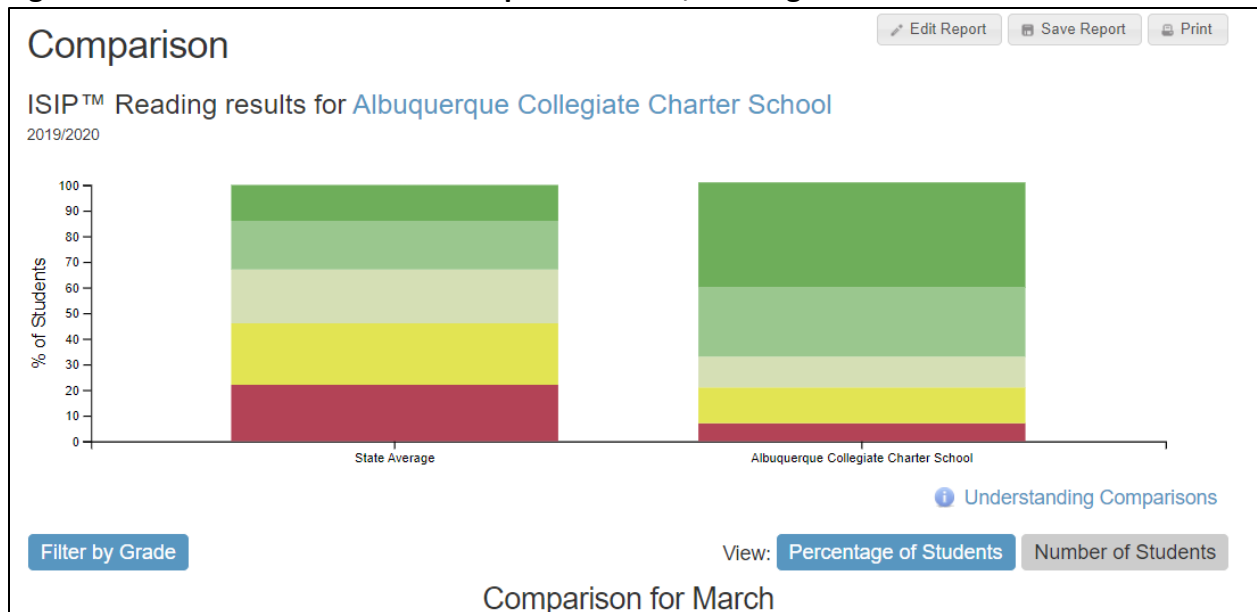


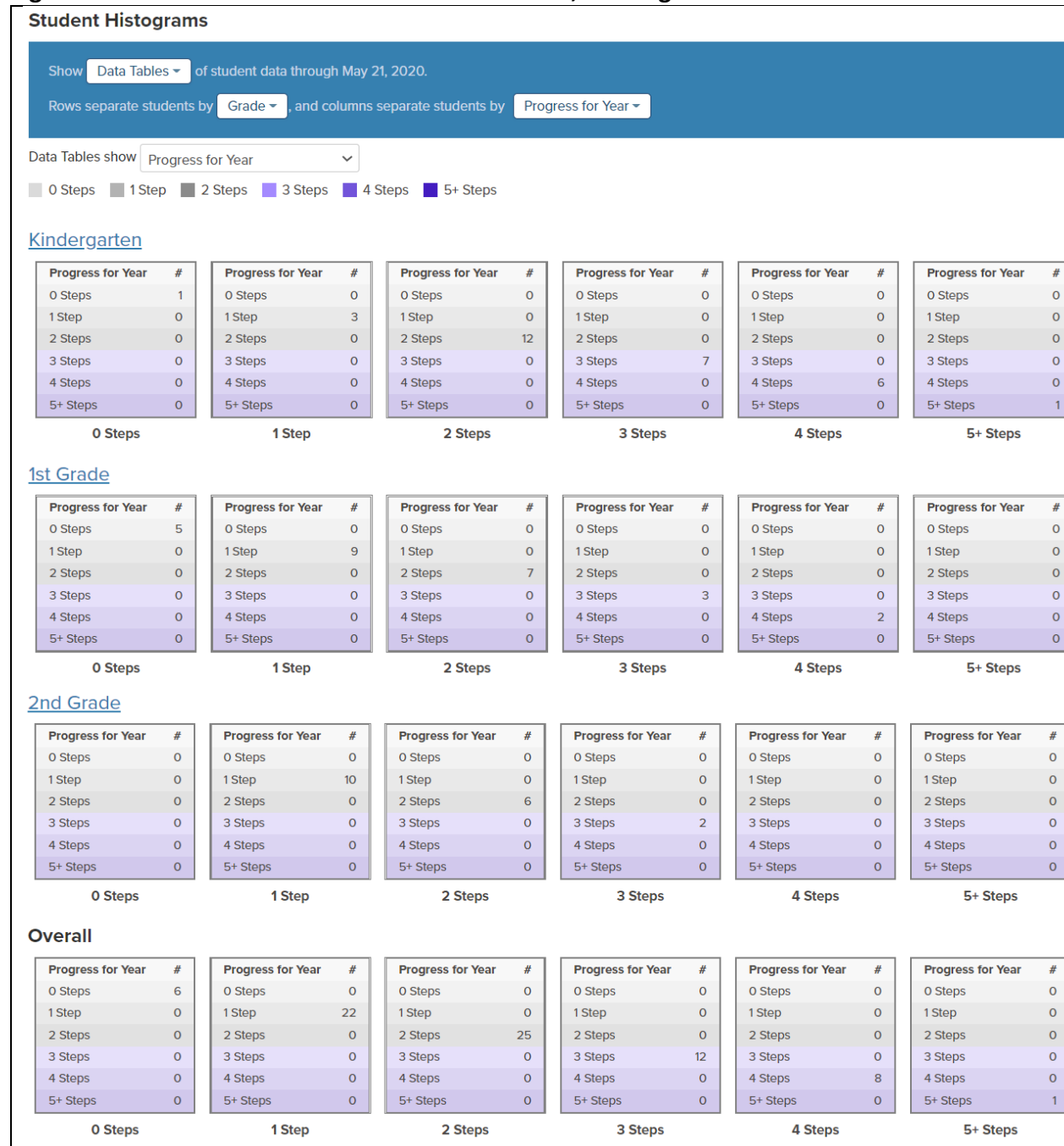
Figure 5b: 19-20 Istation March Comparative Data, Kindergarten-2nd Grade

District/Entity	Kindergarten Proficient %	1 st Grade Proficient %	2 nd Grade Proficient %	K-2 nd Proficient %
Albuquerque Collegiate	73%	81%	39%	68%
Statewide	30%	31%	38%	23%

A-1 Academic Data Albuquerque Collegiate Charter School

STEP 2019-2020

Figure 6: 19-20 STEP Growth Over Course of Year*, Kindergarten-2nd Grade

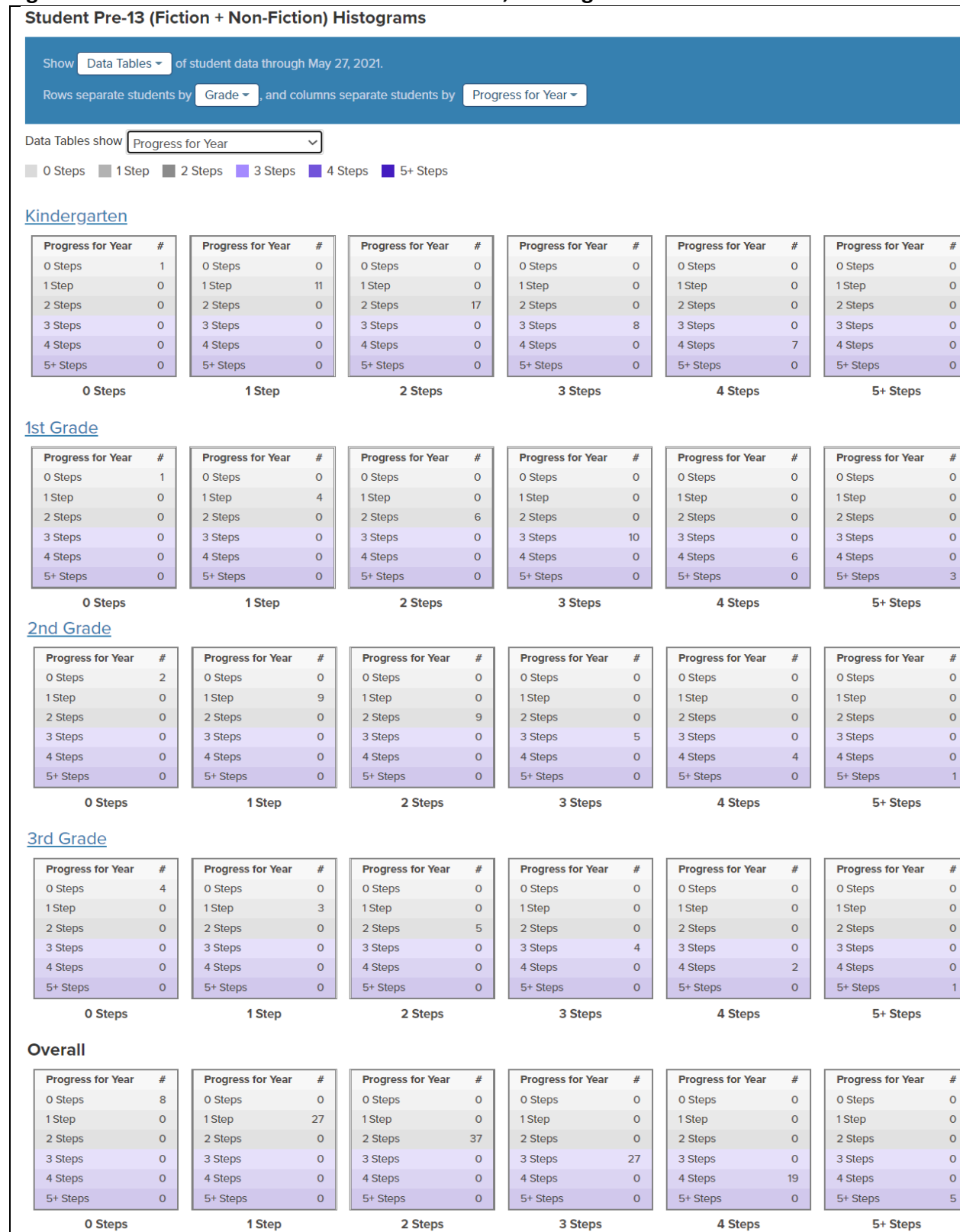


A-1 Academic Data Albuquerque Collegiate Charter School

2020-2021 School Year

STEP 2020-2021

Figure 7: 20-21 STEP Growth Over Course of Year, Kindergarten-3rd Grade



A-1 Academic Data Albuquerque Collegiate Charter School

2021-2022 School Year

Istation 2021-2022

Figure 8: 21-22 Istation Level Movement, Kindergarten-4th Grade

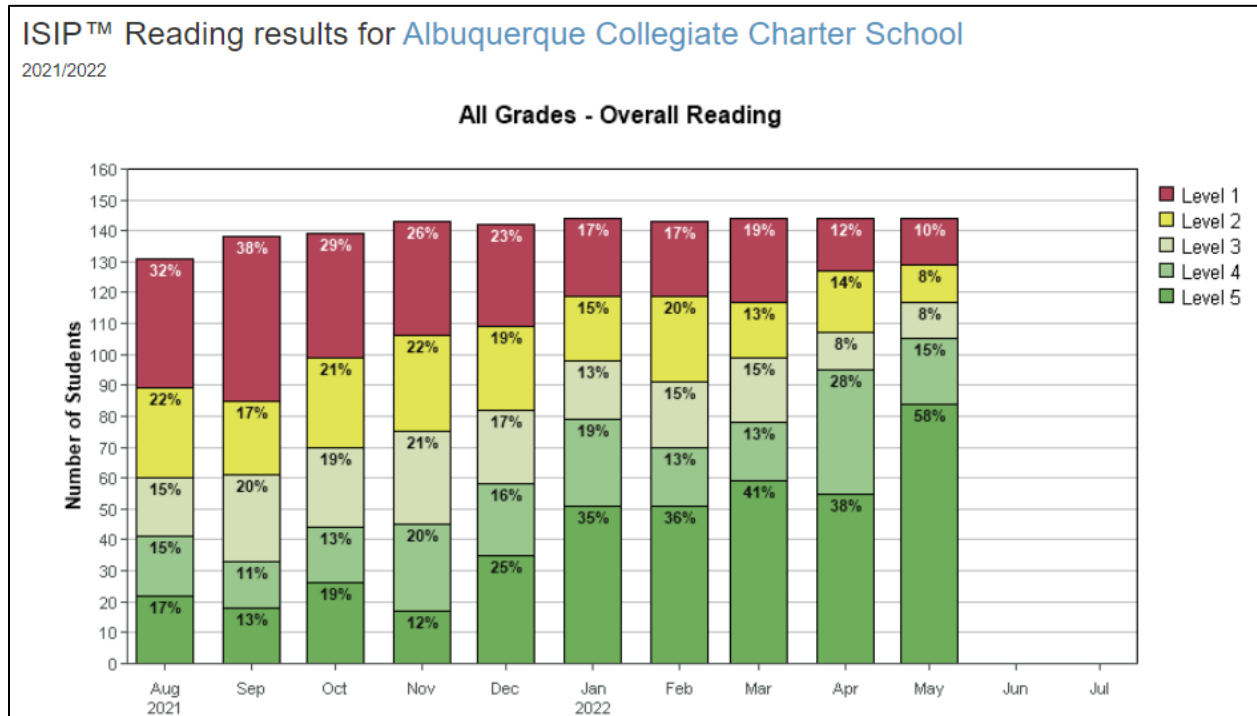


Figure 9a: 21-22 Istation EOY Comparative Data, Kindergarten-2nd Grade

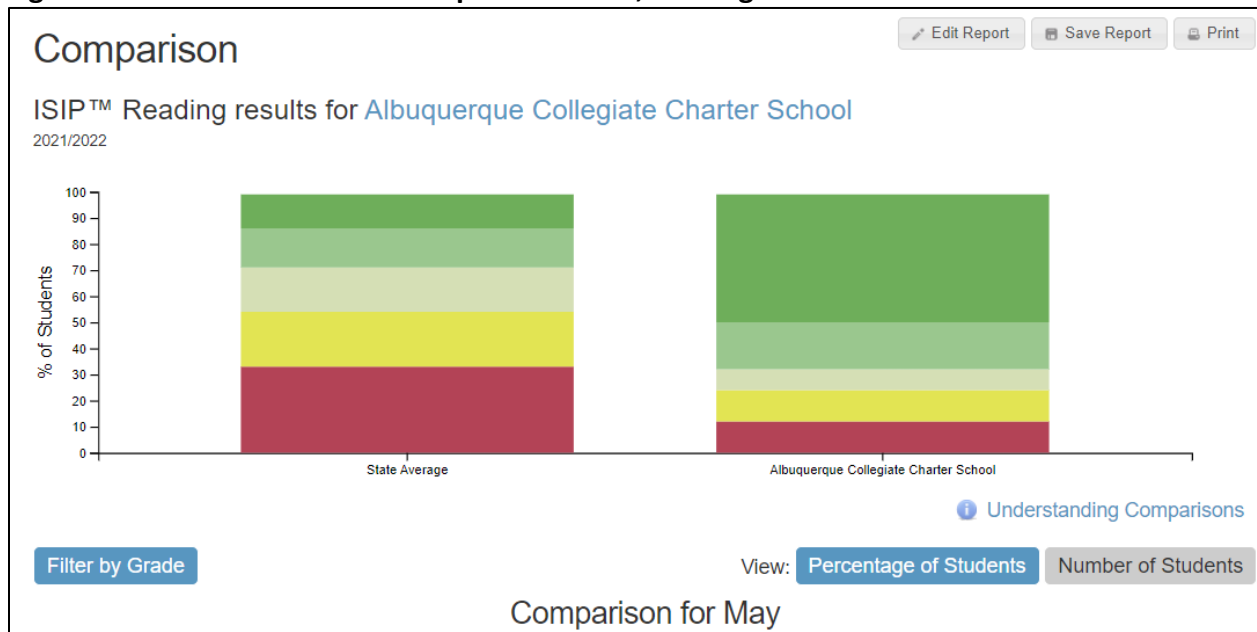


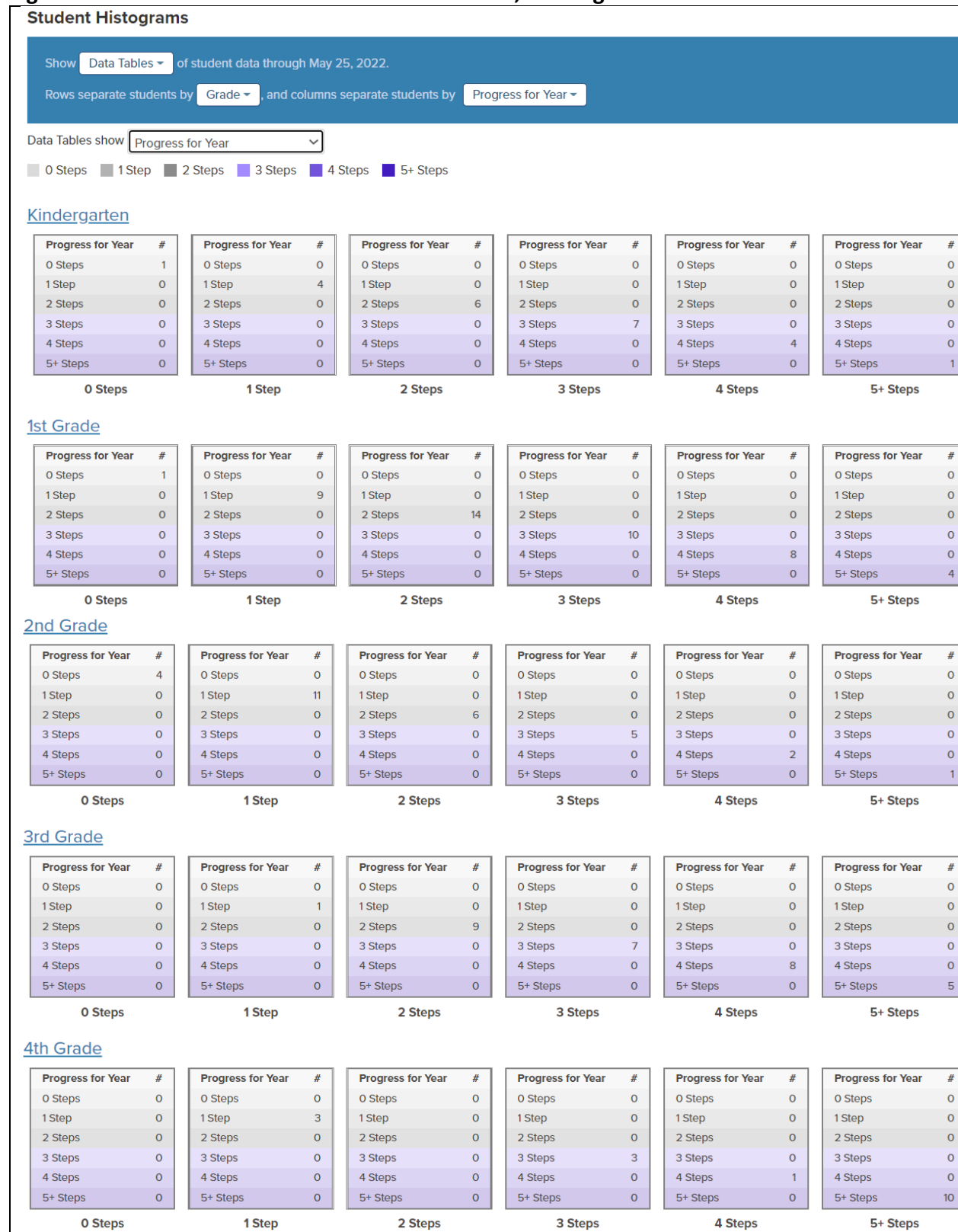
Figure 9b: 21-22 Istation EOY Comparative Data, Kindergarten-2nd Grade

District/Entity	Kindergarten Proficient %	1 st Grade Proficient %	2 nd Grade Proficient %	K-2 nd Proficient %
Albuquerque Collegiate	66%	56%	86%	69%
Statewide	28%	24%	34%	27%
Local District	Not Available	Not Available	Not Available	25%

A-1 Academic Data Albuquerque Collegiate Charter School

STEP 2021-2022

Figure 10: 21-22 STEP Growth Over Course of Year, Kindergarten-4th Grade



A-1 Academic Data Albuquerque Collegiate Charter School

Overall

Progress for Year	#	Progress for Year	#	Progress for Year	#	Progress for Year	#	Progress for Year	#	Progress for Year	#
0 Steps	6	0 Steps	0	0 Steps	0	0 Steps	0	0 Steps	0	0 Steps	0
1 Step	0	1 Step	28	1 Step	0	1 Step	0	1 Step	0	1 Step	0
2 Steps	0	2 Steps	0	2 Steps	35	2 Steps	0	2 Steps	0	2 Steps	0
3 Steps	0	3 Steps	0	3 Steps	0	3 Steps	32	3 Steps	0	3 Steps	0
4 Steps	0	4 Steps	0	4 Steps	0	4 Steps	0	4 Steps	23	4 Steps	0
5+ Steps	0	5+ Steps	0	5+ Steps	0	5+ Steps	0	5+ Steps	0	5+ Steps	21
0 Steps		1 Step		2 Steps		3 Steps		4 Steps		5+ Steps	

A-1 Academic Data Albuquerque Collegiate Charter School

iMSSA 2021-2022

Figure 11: 21-22 iMSSA, Beginning, Middle, and End of Year Achievement, 3rd-4th Grade

Achievement Summary: iMSSA, Albuquerque Collegiate Charter School-574, 2021-2022

Group	Admin	Grade	Window	Number Tested	Reading Achievement			Number Tested	Language Usage Achievement			Number Tested	Mathematics Achievement		
					Needs Support	Near Target	On Target		Needs Support	Near Target	On Target		Needs Support	Near Target	On Target
Albuquerque Collegiate Charter School-574	2021-2022	Grade 03	Beginning	30	23	13	63	0				25	76	16	8
Albuquerque Collegiate Charter School-574	2021-2022	Grade 03	Middle	27	0	0	100	0				22	14	45	41
Albuquerque Collegiate Charter School-574	2021-2022	Grade 03	End	26	23	12	65	26	31	19	50	27	41	41	19
Albuquerque Collegiate Charter School-574	2021-2022	Grade 04	Beginning	17	35	6	59	0				16	81	19	0
Albuquerque Collegiate Charter School-574	2021-2022	Grade 04	Middle	15	20	20	60	0				14	57	36	7
Albuquerque Collegiate Charter School-574	2021-2022	Grade 04	End	15	40	0	60	15	20	20	60	16	38	44	19

Figure 12: 21-22 iMSSA, Beginning, Middle, and End of Year Achievement, Statewide Comparative, 3rd-4th Grade

Beginning of Year				
	3 rd Grade On Target %		4 th Grade On Target %	
	Reading	Math	Reading	Math
Albuquerque Collegiate	63%	8%	59%	0%
Statewide	49%	4%	50%	4%
Middle of Year				
	3 rd Grade On Target %		4 th Grade On Target %	
	Reading	Math	Reading	Math
Albuquerque Collegiate	100%	41%	60%	7%
Statewide	53%	14%	60%	19%
End of Year				
	3 rd Grade On Target %		4 th Grade On Target %	
	Reading	Math	Reading	Math
Albuquerque Collegiate	65%	19%	60%	19%
Statewide	67%	30%	54%	26%

A-1 Academic Data Albuquerque Collegiate Charter School

NM-MSSA 2021-2022

Figure 13: 21-22 NM-MSSA, Summative Achievement, 3rd & 4th Grade

Achievement Summary: MSSA/ASR, Albuquerque Collegiate Charter School-574, 2021-2022, Grade 03												
Group	Admin	Grade	Language Arts					Mathematics				
			Number Tested	Novice %	Nearing Proficiency %	Proficient %	Advanced %	Number Tested	Novice %	Nearing Proficiency %	Proficient %	Advanced %
Albuquerque Collegiate Charter School-574	2021-2022	Grade 03	29	24	38	21	17	29	48	34	14	3

Group	Admin	Grade	Language Arts					Mathematics				
			Number Tested	Novice %	Nearing Proficiency %	Proficient %	Advanced %	Number Tested	Novice %	Nearing Proficiency %	Proficient %	Advanced %
Albuquerque Collegiate Charter School-574	2021-2022	Grade 04	17	47	29	12	12	17	53	29	12	6

Figure 14: 21-22 NM-MSSA, Summative Proficiency Achievement, Statewide and Local District Comparative, 3rd & 4th Grade

	3 rd Grade		4 th Grade	
	ELA	Math	ELA	Math
Albuquerque Collegiate	38%	17%	24%	18%
Statewide	32%	23%	36%	25%
Local District (APS)	32%	22%	37%	24%
APS Learning Zone 2	16%	9%	23%	11%