

New Mexico Public Education Commission



2023 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@ped.nm.gov

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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 Aviation Academy

Authorizer: State Authorized

Current Charter Term: 2019-2024

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 Aviation Academy, formerly known as SW Aeronautics Math, Science Academy has shown strong academic performance during the term of its contract with the PEC and NMPED.

Since renewal in 2019, much has happened in the world of education. Albuquerque Aviation Academy had an advantage over other schools due to our students completing their instruction online through the Edgenuity platform. Our students and staff transitioned into remote learning without missing a beat. Instead of having their teachers in person for support, they could easily transition to getting that same support using online platforms to meet with their teachers. Pre-pandemic, proficiency rates at Albuquerque Aviation Academy in the 2018-2019 school year were 50% in Language Arts, 25% in Math, and 62% in Science. During the first state assessment cycle, post-pandemic, in 2021-2022 our proficiency rates held the same and even improved with 52% in Language Arts, 28% in Math, and 62% in Science. Albuquerque Aviation Academy is proud to have come out of the pandemic with a Spotlight Designation, putting us in the top 25% of all New Mexico schools. Beyond this, Albuquerque Aviation Academy plans to continue to strive for improvement in all academic areas and going well beyond state average proficiency rates every year by using data driven decision making, PLC meetings, and innovative instructional practices.

There were difficulties moving out of the pandemic because a program that was unique to our students was now status quo and students craved a different educational model. Attendance was also a challenge, as our students felt they could learn autonomously at home. It cannot be overstated that the face of education has changed, and there is an overwhelming issue when it comes to getting students in the building. However, through home visits, constant communication with families and the incorporation of Social Emotional Learning, we have made some significant strides in getting students back to attending classes in the physical building.

Albuquerque Aviation Academy was able to keep the essence of its original model, while providing students with more in-person, hands-on learning, and instruction that includes not only using Edgenuity lessons, but teacher directed, engaging student lessons that support their core learning in Edgenuity.

What became imperative due to health issues during the pandemic, such as separating students into small groups, organically became part of our new model. While students previously came to school for periods of time to work in the main lab, they are now moving through classrooms with their instructors. The change from being in a large room full of students of grade levels 7-12 to more focused support in grade level classrooms allows the teachers to drill down the concepts more effectively. We have kept this aspect of our model intact to strengthen our lessons and instruction.

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:

Our curriculum is through the online platform of Edgenuity. Due to the fact that we had assessment tools available in Edgenuity, we utilized the assessments that were built into the students' virtual dashboard. Using the information that was collected from the assessments, we were able to identify the students who needed additional support. Using the data provided by students or short cycle assessments coming out of the pandemic, we knew we needed to make changes to boost the engagement level after students had been out of school for so long.

Using the Edgenuity results in addition to overall grades we were able to determine which students needed more targeted interventions. We provided the students with Success Lab classes in both ELA and Math to strengthen their skills. The Success Labs are a chance for students to bolster their learning with the aid of an instructor.

In addition, we surveyed our families through the Governing Council Wellness Committee to dive into how our families were feeling about the learning platforms that are available to them. The results of the surveys revealed that there was an overwhelming call for more interaction between student and teacher. The model that we had been using previously was no longer optimal for students and families that were craving interaction. We realized we needed to shift our focus to providing more relevant, meaningful and engaging learning.

The natural progression for us was to move from what we called "Main Lab" to individual classrooms. Main Lab was a large room where upwards of 100 students gathered to work independently with instructors available if should they need guidance. At first, the move to traditional classrooms was necessary due to the efforts to stop the spread of disease. Students were contained in classrooms to prohibit any cross contamination. What came from that was a strong sense of what the students were clamoring for, more interaction with their teachers. Moving from classroom to classroom supported more individualized attention with a content teacher. It provided a model that allowed students to receive direct instruction while still allowing for the online component. The data from family surveys and assessments strengthened the move from more independent learning to learning supported by the teachers.

Every student receives direct instruction in a hybrid model with the online curriculum of Edgenuity. Students no longer work autonomously with support, but with the guidance and support of their teachers in a classroom to scaffold their learning.

While questioning the status quo, we realized that not serving 6th grade students is problematic. Many students would go to a different school for one year before starting our school in 7th grade which took away any sense of continuity for the students and their families. We have found that the addition of 6th grade students in the 2021-2022 school year has been extremely beneficial to families and students as well. We are able to bring the students to our school earlier so they can learn through the online platform.

We have added additional in person electives on Fridays that range from guitar to engineering, and it has been quite successful. We continue to find ways to integrate the aviation component into our in person courses, and our flexible schedule allows our students to participate in aviation related activities and internships. The balance of freedom with online curriculum blended with in person instruction has been beneficial to our students and their success.

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.

SAMS Mission: The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students in grades 7-12 in an integrative STEM 21st century educational environment which offers a unique option in aeronautics. Students will be competent in the reading, writing, mathematics, science, technology and problem solving skills necessary for success in post-secondary education, high-tech, or aviation related careers.

Albuquerque Aviation Academy's Mission: Albuquerque Aviation Academy cultivates opportunities for 6th-12th grade students to excel in fields related to aviation and STEAM. Students will have unique options to explore and excel in multiple career areas of aviation which are woven throughout an innovative hybrid learning experience.

Goal #1: 75% of students in grades 6-9, enrolled on 40th day, will complete the SMART Lab elective annually with a score of "C" or better.

In the 2019-2020, this goal was not assessed, although Albuquerque Aviation Academy did continue to provide our students with the SMART Lab elective, even when students moved to remote learning. This was challenging during this time since it was difficult to provide students with a hands-on piece. Projects and activities were more online based or used materials that students would have readily available.

In 2020-2021, SMART Lab continued remotely and students' projects were centered on their interests. 84% of students successfully participated and passed their SMART Lab elective with a score of "C" or better. In 2021-2022, that increased to 86% of students successfully participating and passing their SMART Lab elective with a score of "C" or better. In 2022-2023, 85% of students participated in and passed their SMART Lab elective, meeting this goal every year of the contract.

Goal #2: 75% of students in each grade level 10-12, enrolled on the 40th day, will take one STEAM elective, at least 0.5 credit annually, earning a "C" or better.

During the 2019-2020 school year, this goal was also not assessed, although students who were already enrolled in STEAM electives continued to take and pass those courses with similar results to their core curriculum.

In 2020-2021, 88% of students in grades 10-12, earned a “C” or better in a STEAM elective. In 2021-2022, 80% of students and in 2022-2023, 91% of students in grades 10-12, earned a “C” or better in a STEAM elective, meeting or exceeding this goal throughout the years of this charter contract. This heavy emphasis on STEAM based electives is one reason that Albuquerque Aviation Academy attributes to the better than average science assessment scores throughout the years of the 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:

The Comprehensive Educational Program of the School includes five (5) main components; Core curriculum in computer labs using Edgenuity, a Success Lab for students who are not at grade level in reading and math, SMART Lab for collaborative learning, an aviation program, and dual enrollment courses.

Since its inception, Albuquerque Aviation Academy has provided all students with the ability to complete their core curriculum in computer labs using Edgenuity. Edgenuity continues to be a strong backbone of our school, offering a variety of rigorous instruction to all of our students. Each student is assigned a device that allows them to access their curriculum on the go, rather than sharing a device in a common lab space. Pandemic practices forced the school to move to more of a grade level/content model instead of one large collective space. What Albuquerque Aviation Academy found during this time, is having students in cohorts and having them move from classroom to classroom allowed the teachers a greater focus of core instruction that aligns to the instruction provided in Edgenuity. With the move to a new facility, this idea of individual classrooms for a specific subject matter continued.

The school offers a Success Lab for students who are not at grade level in reading and math. This Success Lab is designed to provide students with specific instruction to fill in gaps in their education and focus on allowing students to reach their full potential and provide additional support to students.

Albuquerque Aviation Academy offers a SMART Lab where students perform collaborative, hand-on group work in science, math, art, engineering and technology. This course is a required course for students in grades 7th - 9th. SMART Lab allows students to pursue small group collaborative project based learning in a variety of areas that students are interested in.

The school offers an aviation program to students in grades 9-12, which includes coursework, ground school, and flight school including simulator and aircraft training. Albuquerque Aviation Academy has expanded the aviation program in the last couple of years to also include an FAA Drones License, hot air ballooning instruction, Air Traffic Control internships and A&P (airplane mechanical) internships. This program has also been modified to be able to include our younger students in 8th grade by allowing them the opportunity to take Aviation History for students who are interested in that pathway. In the near future, our aviation program will expand to also include a glider program, a hot air balloon internship program and an Eclipse Aviation internship to expand the aviation opportunities for our students.

The aviation courses offered through Albuquerque Aviation Academy are no longer dual-enrollment classes due to CNM discontinuing this program. Lack of proper staffing at CNM was an issue at the end of this program with CNM and is the suspected reason for separation from dual enrollment.

The school offers dual enrollment courses through both CNM and UNM where students have access to a variety of instructional opportunities.

Albuquerque Aviation Academy families are encouraged to participate in their students' education through a variety of opportunities including the Equity Council, participation in Open House, attending semi-annual Student-Led Conferences, Senior Meetings that include information about colleges, scholarships and much more. Albuquerque Aviation Academy sends out weekly newsletters called the "Wings Weekly" that are sent via email, text and available on our website to keep families informed of activities and events and help them engage with their child's school community.

Teachers are offered 30+ hours of professional development throughout the year that include building communities in the classroom, norms, building meaningful relationships with students, supporting students with IEPs and English Learners and so much more. Through hands-on, teacher centered activities, our staff are able to use the information learned in training to create better classroom instructional practices and environments for their learners.

Students can mold their learning in a variety of ways. Each student meets with their homeroom teacher on a regular basis to build their relationship and allow the homeroom teacher to help guide their course choices. Student-led conferences take place twice a year, where students can highlight their learning in school's to their families in a positive, graduation focused manner. In addition, Albuquerque Aviation Academy continues to deliver a full-time social worker that is able to provide social emotional learning classes to all middle school students in their regular schedule as well as be available to help support all students.

In addition to all of the aviation related activities that Albuquerque Aviation Academy has to offer, the school offers a variety of sports that include archery, basketball, volleyball and expanding into cheerleading and other popular sports as our facility grows. Student Council and other student lead organizations help to keep our school student-centered and move with a common purpose.

The last two years, Albuquerque Aviation Academy has been able to provide FREE summer school to students who need credit recovery or want to get ahead in their classes.

Albuquerque Aviation Academy has also expanded enrichment programs by offering a huge variety of in-person elective opportunities that include classes such as chess, guitar, music history, creative writing, participation in the Governor's STEM Challenge, PSAT/SAT prep, social emotional learning, games and so much more.

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:

During the 2020-2021 school year, there were a total of two findings. One finding for "Internal Control over Cash Receipts." This finding was due to a review of cash receipts, the auditors identified 1 of 10 testing in the amount of \$680, however, the pre numbered receipts only totaled \$560. The cause was determined to be a "lack of a thorough review of cash receipts to ensure that check matches supporting details to identify any errors or corrections needed." Upon the auditor's recommendation, the school has continued to enhance their cash receipt controls and procedures to include additional review of funds against the cash receipt support to ensure accurate reporting and to identify any errors or corrections in a timely manner.

The second finding was for "Capital Asset Management." Three fully depreciated assets, with an original cost of \$66,512, were transferred to the school from another school during a previous fiscal year but were never added to the school's capital asset listing until fiscal year 2021. This was determined to be management oversight. Upon recommendation of the auditors, internal controls were established surrounding the year-end financial close and reporting process related to capital assets and management performs a physical observation of capital assets to ensure all assets are properly reflected within the accounting records. Organizational transfers that caused this issue are no longer taking place.

The school's Board of Finance has never been suspended at any time during the term of this contract.

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 Aviation Academy has met all governing council responsibilities during the term of their contract. Throughout our charter, we have maintained the required number of governing council members, and notified the Commission of all changes in membership within 30 days of the change.

All required trainings are completed through an educational consultant through a coaching training model where the consultant attends the meetings. There was a small discrepancy on our initial report from CSD during the 21-22 site visit that has since been cleared up. Our governing council works consistently with the educational consultant on board member training and has more than met the requirements set forth by the governing board training regulation and is considered a high achieving

council working on advanced level board practices according to the educational consultant that they work with.

The Governing Council also includes a board of finance that meets monthly just before the governing council meetings to scrutinize the financial reports and consult with the business manager regarding any questions that arise.

All Governing Council meetings agendas are posted at least three (3) days prior to the meeting at the school and on the school's website. Draft minutes, approved minutes, information packets, and financials are all available on the school's website. Members of the public may attend meetings in person or virtually through Zoom.

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? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

Albuquerque Aviation Academy has not experienced any complaints that have risen beyond the administration during the term of their contract. We have an Equity Council who meets regularly to comply with the requirements that protect the rights of all students.

As part of the Administrative Update each month during the Governing Council meeting, an update is included that highlights what is happening with the council to serve the school. In addition, teachers receive professional development to provide culturally and linguistically relevant instruction and educate them on the cultures and identities of our student population. Our online curriculum, Edgenuity, provides cultural and linguistic responsiveness through tailored content that allows multilingual support, culturally relevant content, customizable learning paths and support for different learning styles.

Although the pandemic created some difficulty in forming a council, we have been able to start it with some invested stakeholders including parents and students. The Equity Council works to help teachers and students understand the various backgrounds that are found in our school. It is the goal of the council to honor the diversity of our students and create a place that accepts and embraces diversity.

Through the work of the CLR framework our Equity Council promotes the voice of our student body. Although it has been a slow process, we look forward to our Equity Council growing alongside our school and lending critical information to the board and administration to support students who need it most.

Albuquerque Aviation Academy meets all the requirements of the Indian Education Act, the Hispanic Education Act and the Black Education Act through required PED reporting and policy implementation.

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: N/A

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:

1b State Assessment Requirements (Does Not Meet Standard 2021-2022): During the 2021-2022 school year, the ELA and Math participation rate was only 82%, the science participation rate was only 76% and the ACCESS assessment participation rate was only 58%. This was a challenging year with students coming back from the pandemic and often feeling like they could complete all of their coursework at home. A change in DTC/STC was made after the 2021-2022 school year. For the 2022-2023 school year, all but one student completed all of the state assessment requirements.

1d Rights of English Learners (Working to Meet Standard 2019-2020 & 2020-2021): Pulling the EL Report from the 2019-2020 120 Day Reporting, 16 students were found in the error report as “Student Snapshot English proficiency code and prior years do not agree.” During the 2020-2021 CSD questioned the status of two (2) students that were listed on the ELP Report. Albuquerque Aviation Academy worked to establish proper codes for each student and document the results in the student’s cumulative folder. By the 2022-2023, 80 Day Report, CSD found zero (0) students in the ELP Error Report.

2a Financial Reporting and Compliance (Working to Meet Standard 2019-2020 & 2020-2021): During the 2020-2021 school year, there was one Significant Deficiency Reported (2020-001 Internal Control over Financial Reporting). There was a change in business management services, an additional level of review was added, and procedures were revised to increase internal control structures. The school also moved to an on-site business assistant model to help with daily internal controls. In the 2021-2022 and 2022-2023 school years, Albuquerque Aviation Academy has scored “Meets Standard.”

2b Accounting Principles (Does Not Meet Standard 2020-2021): During the 2020-2021 school year, there were a total of two findings. One finding for “Internal Control over Cash Receipts.” This finding was due to a review of cash receipts, the auditors identified 1 of 10 testing in the amount of \$680, however, the pre numbered receipts only totaled \$560. The cause was determined to be a “lack of a thorough review of cash receipts to ensure that check matches supporting details to identify any errors or corrections needed.” Upon the auditor’s recommendation, the school has continued to enhance their cash receipt controls and procedures to include additional review of funds against the cash receipt support to ensure accurate reporting and to identify any errors or corrections in a timely manner.

The second finding was for “Capital Asset Management.” Three fully depreciated assets, with an original cost of \$66,512, were transferred to the school from another school during a previous fiscal year but were never added to the school’s capital asset listing until fiscal year 2021. This was determined to be management oversight. Upon recommendation of the auditors, internal controls were established surrounding the year-end financial close and reporting process related to capital assets and management performs a physical observation of capital assets to ensure all assets are properly reflected within the accounting records. Organizational transfers that caused this issue are no longer taking place.

4b Attendance and Retention (Working to Meet Standard 2021-2022 & 2022-2023): During the 2021-2022 school year, the attendance rate was 93%. In 2022-2023 attendance rate was 94%, just short of the 95% state target rating. Albuquerque Aviation Academy has established an Attendance Team which consists of administration, teachers and the social worker to improve attendance rates. This team focuses on cultivating strong relationships between students and their teachers through the establishment of homeroom teachers that identify students at risk with attendance and reach out to those families to provide support.

Albuquerque Aviation Academy has not received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints during the contract term.