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Charter Schools Division 2021-22 Annual Report

School Name: Albuquerque Bilingual Academy

School Address: 7500 La Morada NW Albuquerque, NM 87120

Head Administrator: Chris Jones

Governing Board Chair: Julian Muñoz

Business Manager: Kyle Hunt

Authorized Grade Levels: Pre-K – 8

Authorized Enrollment: 475

2021-22 End of Year Enrollment: 357 in grades K-8; 19 in Pre-K

Contract Term: 2020-2025

Mission: Albuquerque Bilingual Academy ensures that culturally and linguistically diverse students thrive in an academic; family centered; developmentally seamless continuum of learning; where high expectations, respect, pride and empowerment meet grade level proficiency.

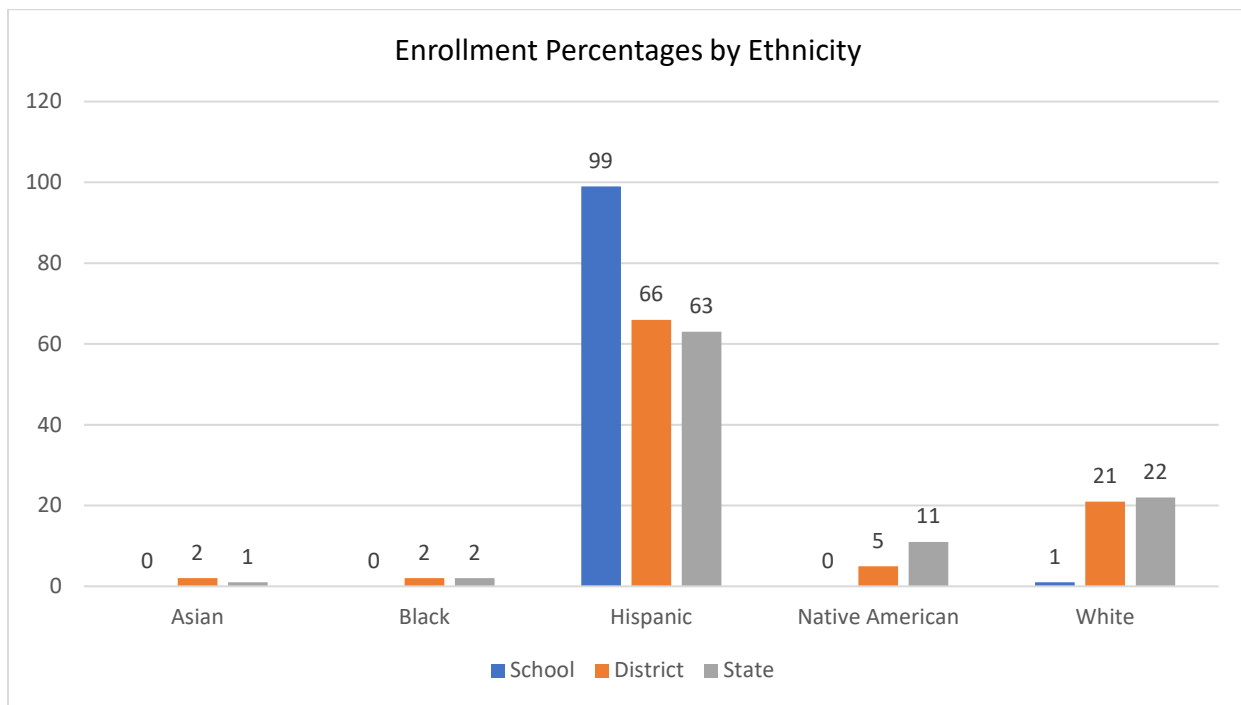
About the School

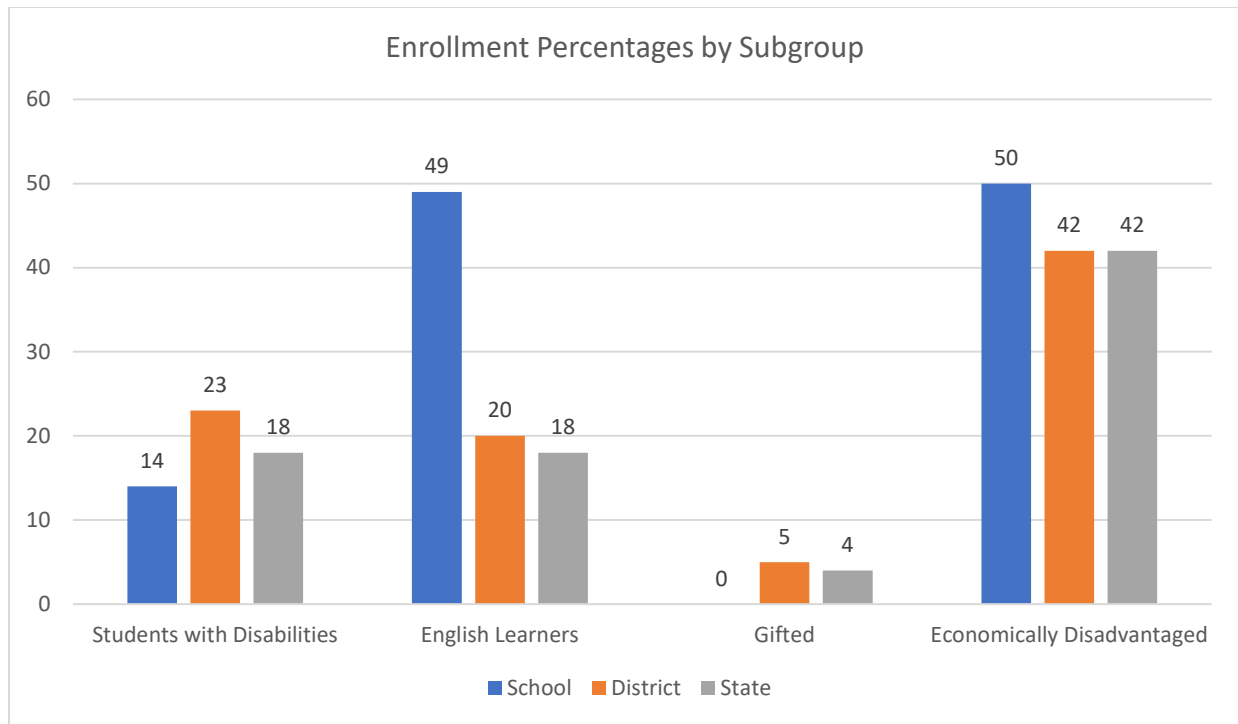
Albuquerque Bilingual Academy (ABA), formerly known as La Promesa Early Learning Center, started as an Albuquerque Public Schools district charter school. In 2010, the school became a PEC-authorized school; ABA currently serves grades PK-8 and as of school year 2021-2022, had a total enrollment of 357 students. The school has a relationship with the non-profit Earlier

Learning Solutions Foundation of which the primary purpose is to provide financial support to the school or leases the facility for the charter school.

ABA provides instruction using a Dual Language Model where instruction is provided 50% of the time in English and 50% in Spanish. All classroom observations confirmed the use of both Spanish and English in instruction and in classroom organizers and materials. ABA emphasizes blended learning with various models used depending on student readiness. Teachers use student data binders and student data profiles to track student progress and readiness and to differentiate instruction. The school connects with families each month by holding either learning workshops or community events.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	34
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	67
Overall Academic Score: average of Indicators 1 and 3	51

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

Albuquerque Bilingual Academy ranked above **50.8%** of elementary and middle schools statewide. The school received a designation of **Targeted Support and Improvement (TSI) – Students with Disabilities**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		Examples: In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$. In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	29%	22%	46%
Asian			
Black	*****	*****	*****
Hispanic	28%	22%	44%
Native			
White	*****		
SwD	*****		*****
EL	*****	≤ 20%	*****
FRL	29%	22%	46%

English Learner Progress toward Proficiency: 16%

Mission-Specific Goal: 65% of students in grades 1-8 that were enrolled during the previous and current Avant test administration(s) will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments.

Performance Level	Target	Points
Exceeds Standard	85% or greater of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening 	100

	<ul style="list-style-type: none"> Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening	
Meets Standard	65%-84% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening	75
Does Not Meet Standard	45%-64% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening	25
Falls Far Below Standard	Less than 45% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening	0

Rating: Meets Standard (67%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Meets Standard

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Albuquerque Bilingual Academy	2020-21	2021-22
Organizational and Financial Performance		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard
2b Accounting Principles	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard
4a Rights of All Students	Assurances	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Working to Meet Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard
5a Facilities	Assurances	Meets Standard
5b Transportation	Assurances	Meets Standard
5c Health and Safety	Assurances	Meets Standard
5d Handling Information	Assurances	Meets Standard

Explanation of 2021-22 Indicator Ratings

2.b. Significant deficiency audit finding in FY21.

3.a. Three or more members did not complete all required training hours, or a total of 4 hours or more missing for all members combined. Some but not all audit committee members attended exit interview.

4.b. The school's attendance rate as reported in the STARS 2021-22 EOY report was 91%. The target rate is 95%.