



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

Charter Schools Division 2021-22 Annual Report

School Name: Albuquerque Sign Language Academy

School Address: 620 Lomas Blvd. NW Albuquerque, NM 87102

Head Administrator: Rafe Martinez

Governing Board Chair: Kimberly Moya

Business Manager: Nancy Holmquist

Authorized Grade Levels: K-12

Authorized Enrollment: 200

2021-22 End of Year Enrollment: 118

Contract Term: 2020-2025

Mission: The mission of Albuquerque Sign Language Academy is to improve educational outcomes for deaf, hard of hearing, and hearing students in the greater Albuquerque area by providing a rigorous standards-based bilingual educational program which utilizes American Sign Language and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.

About the School

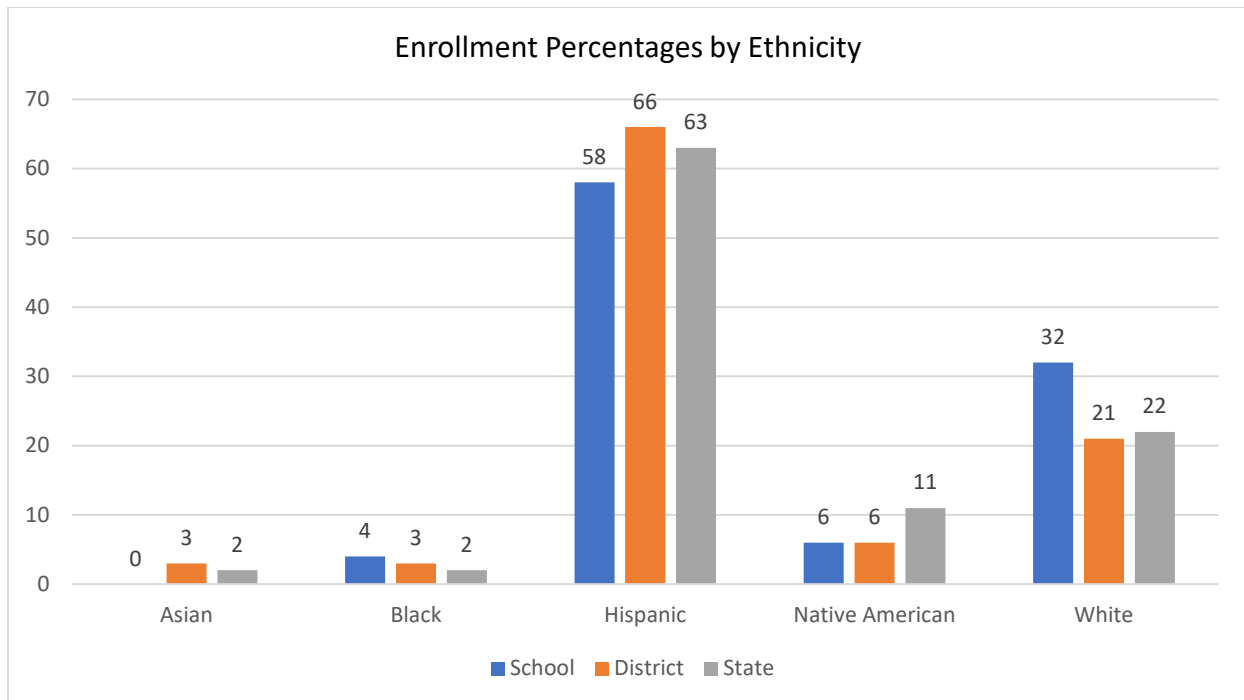
Albuquerque Sign Language Academy (ASL Academy) became a PEC-authorized charter school in 2010. The school is located in downtown Albuquerque, serves grades K-12, and as of school year 2021-2022, has a total enrollment of 118 students. The school is associated with

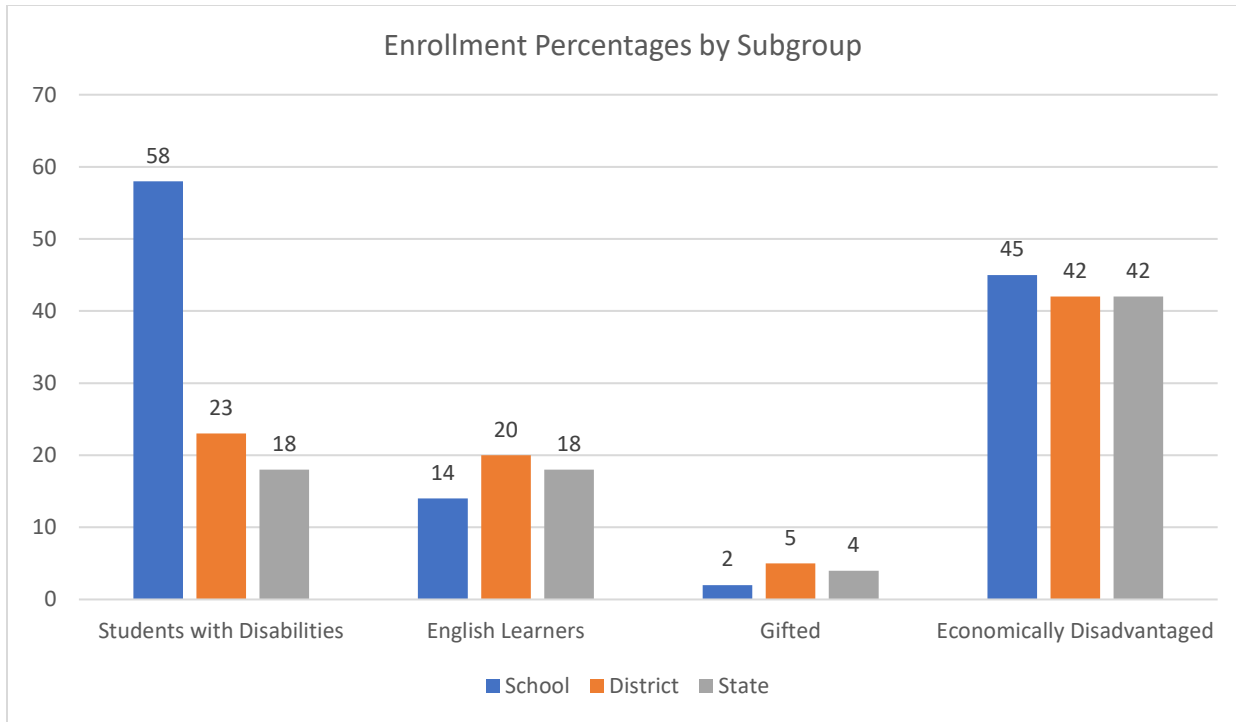
Albuquerque Sign Language Academy Non-Profit to support the school’s grant applications and innovative programming.

The school has a Dual Language Program offering American Sign Language (ASL) and English in a highly inclusive model of Special Education where all students (hearing and Deaf or Hard-of-Hearing) are included in all aspects of school culture and studies. The school intends to expand the critical mass of ASL users by including hearing children—including Children of Deaf Adults (CODAs), and siblings in the differentiated and asset-based instruction. Accordingly, all teachers are certified, or training to become certified, in both ASL and English, and in both General and Special Education. Teachers follow a required professional development program outside of the student teaching day for up to five hours a week.

Speech and Language Services, Occupational and Physical Therapy, and Social Work are all embedded within the entire educational program. The school has developed and uses the Foundational Qualities for Student Success (FQSS) Assessments based on the work of Duckworth Lab at the University of Pennsylvania and the KIPP Report Card to assess students’ growth related to internal qualities that support student success (Zest, Grit, Self-Control related to School Work, Interpersonal Self-Control, Optimism, Gratitude, Intelligence, and Curiosity). The school provides and offers: ASL-rich extracurricular programs as well as free ASL classes to parents and associates of the school; free transportation to and from school for students who have transportation designated in their IEP; and a Community Engagement Center which serves as the portal between the charter school and the greater community. Finally, the school’s robust Student Advisory Council sponsors many community events throughout the year to increase awareness of deaf and hard-of-hearing children and their abilities.

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	36
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	81
Overall Academic Score: average of Indicators 1 and 3	59

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 Sign Language Academy ranked above **19.6%** of high schools statewide. The school received a designation of **Traditional Support School**.

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 $\geq 80\%$.
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	

N = 41-100	5% to 95%	In a group of 59 students, if the proficiency was 3% the chart would show ≤ 5% and if it was 98% the chart would show ≥ 95%.
N = 101-300	2% to 98%	
N > 300	1% to 100%	

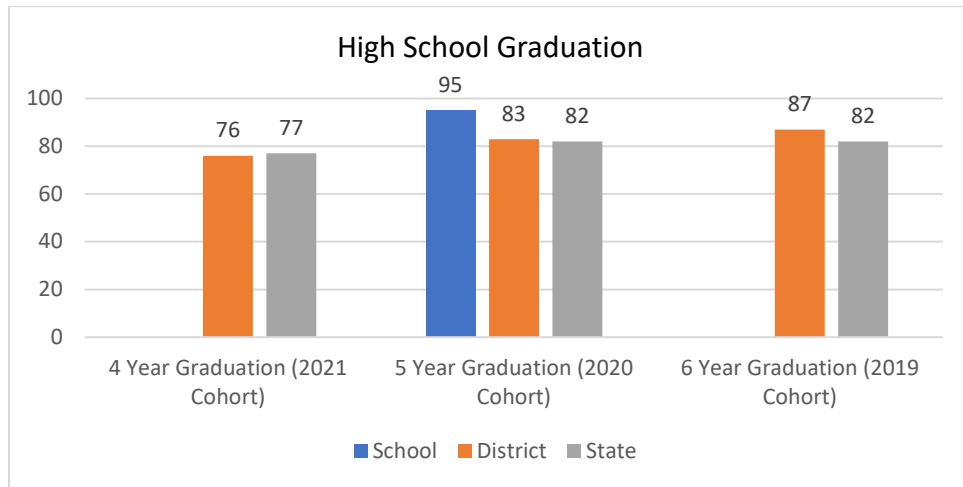
Subgroup Proficiencies			
	Reading	Math	Science
All	26%	*****	*****
Asian			
Black	*****		
Hispanic	*****	*****	
Native	*****		
White	*****	*****	*****
SwD	*****	*****	
EL	*****		*****
FRL	29%	*****	*****

English Learner Progress toward Proficiency: 13%

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative

data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.



Note: The PED data files do not contain school-level 4-year or 6-year graduation data. The 5-year rate is $\geq 95\%$ in order to mask data due to student population size.

Mission-Specific Goal: At least 80% of K-12 students, enrolled on the 40th and 120th day, will achieve 70% or higher scores on the Avenue: PM Copy Right or Picture Naming subtests*.

Performance Level	Target	Points
Exceeds Standard	90-100% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue: PM Copy Right or Picture Naming subtests.	100
Meets Standard	80-89% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue: PM Copy Right or Picture Naming subtests.	75
Does Not Meet Standard	70-79% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue: PM Copy Right or Picture Naming subtests	25
Falls Far Below Standard	Less than 70% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue: PM Copy Right or Picture Naming subtests.	0

Rating: Meets Standard (81%)

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 Sign Language Academy	2020-21	2021-22
Organizational and Financial Performance		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Does Not Meet 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	Working to Meet Standard	Meets 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	Does Not Meet Standard
2f Internal Controls	Working to Meet Standard	N/A
3a Governance Requirements	Meets Standard	Meets 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	Meets Standard
4c Staff Credentialing	Meets 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

1.b. ACCESS participation 81%. Target is 95% for all assessments.

2.e. The school had three SBOs of record in FY22.