



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

RYAN STEWART
SECRETARY DESIGNATE

MICHELLE LUJAN GRISHAM
GOVERNOR

Part A: Preliminary Data Report and Current Charter Contract Terms

Albuquerque Sign Language Academy

updated January 31, 2020

Charts with additional data are marked with  .

School Address: 620 Lomas Blvd NW #2080, Albuquerque, NM 87102

Head Administrator: Raphael Martinez

Business Manager: Patricia Garrett

Authorized Grade Levels: K-12

Mission: The mission of the 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.

FOREWORD

The Albuquerque Sign Language Academy (ASLA) is different than any other school in the state, serving a unique student body mix that has a significantly higher percentage of special education students. To set the stage for just how different the student body is, in the 2019-2020 school year, there were a total of approximately 100 students. Of these, about 30% are classified as special education level C/D and 24% are considered Life Skill students (multi-disability special needs). Approximately 10% are special education level A/B and there is one gifted student. Only about 35% of the students are classified as regular education students, none of whom are deaf or hard of hearing. In addition, approximately 50% are deaf or hard of hearing (DHH) students.

Per the 2015-2020 Charter Contract, “the Albuquerque Sign Language Academy is exempted from the A-F grading system until an appropriate school report card can be developed for the School; this is currently under review at the PED. This first section on the standard Performance Framework with regards to the A-F Report Card will be eliminated for this school and replaced with the short cycle indicators added below. Albuquerque Sign Language Academy proposes using the short cycle indicators to measure yearly growth of students until the alternative report card is approved by the NMPED. Once the alternative report card is approved, the short cycle indicators are absorbed into the new report card and the FQSS and Receptive Skills Test will be the only remaining mission-specific indicators.”

The school notes that ASLA ranked at the top of the SAM list of schools as adjusted for PED grading element weightings last year. This corresponds to what was observed on the short cycle goals and lends some credence to results consistent with the state standardized test performance, especially considering that the student body does not really fit the general public-school model for the student cohorts at this school. There are too many non-standard students such that even modified state standardized testing does not begin to approach providing comparable results and the school hopes to address this in the near future with both the PEC and the PED.

Recently, Rafe Martinez, Head Administrator and his staff met with the NMPED Assessment Director Lynn Vasquez to present and propose the use of AvePM as a more appropriate alternate progress monitoring tool for students who are deaf and hearing impaired. AvePM is a deaf-normed reading progress monitoring tool that can be used for all DHH students in grades K-8 in New Mexico. The goal is for PED to use this data to calculate future student growth for this specific student population across the state. The recommendations and guidance includes considering AvePM as an alternate assessment, planning for future use of the data by the Accountability Bureau, and messaging to other schools who serve this population (which will be in collaboration with the Special Education Bureau). Also, the Assessment Director has indicated that AvePM can be used as an alternative to the state-mandated iStation for grades K-2.

SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

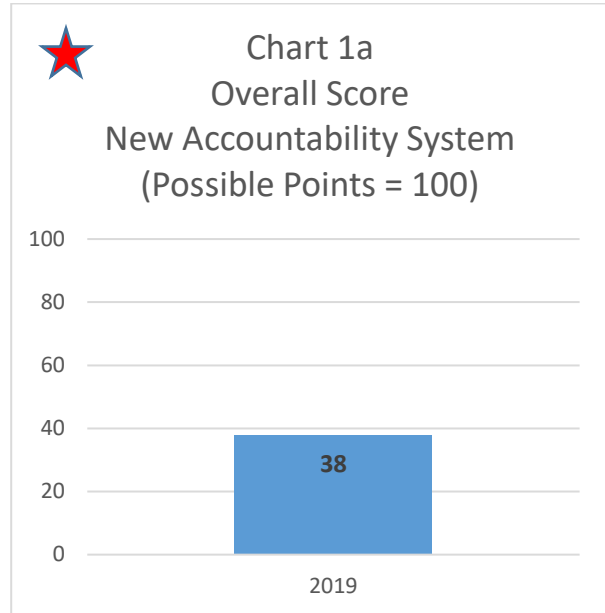
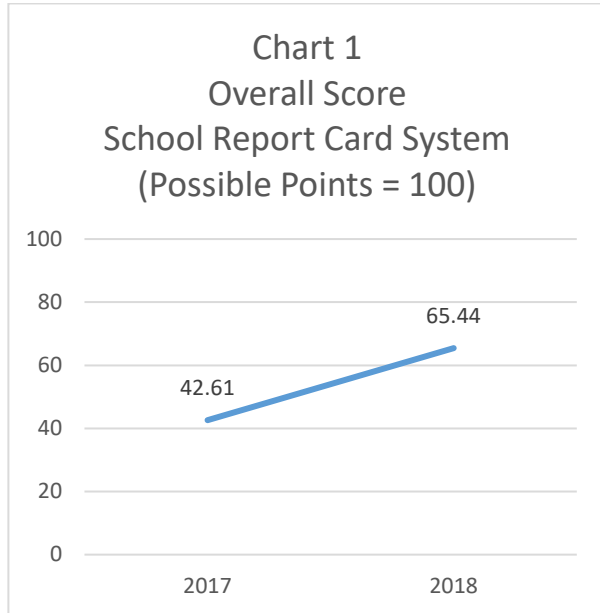
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

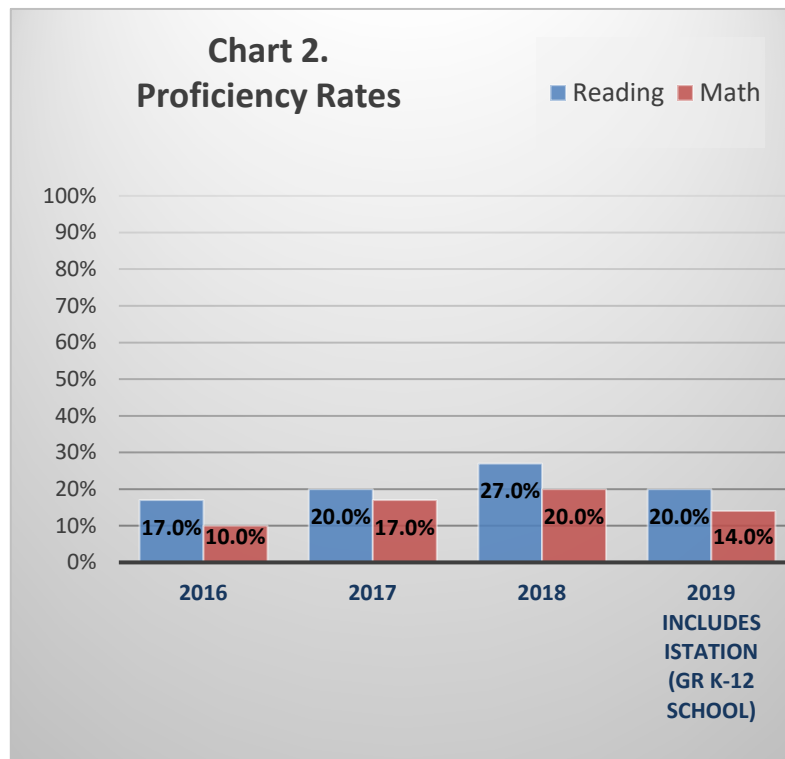
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards. For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

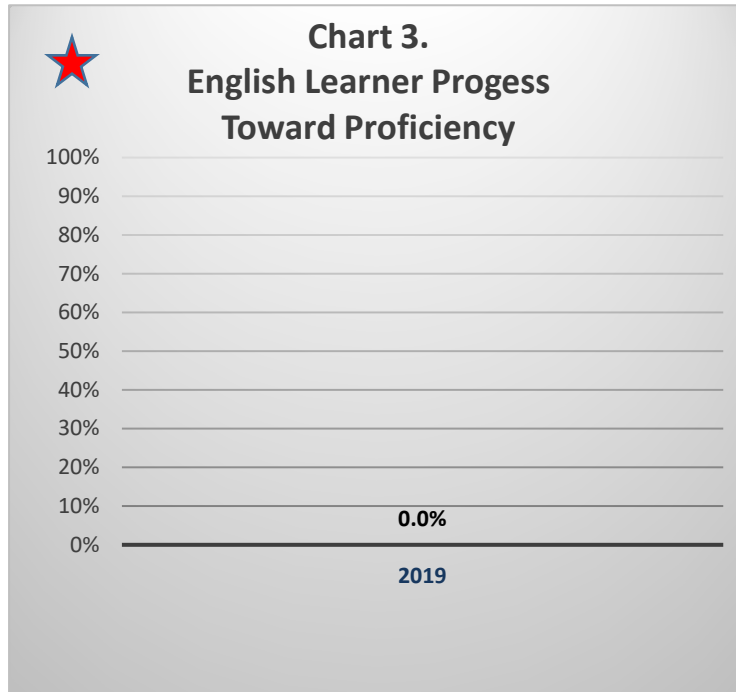
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



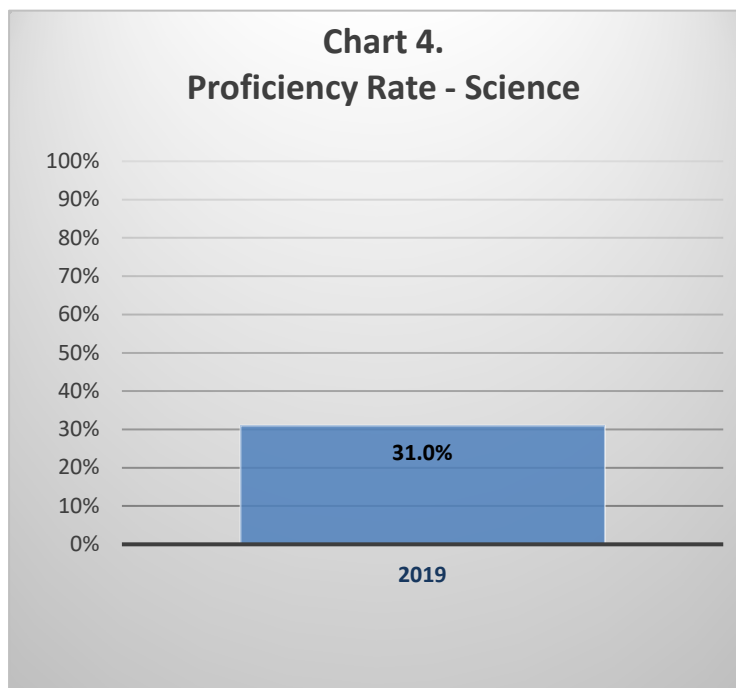
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



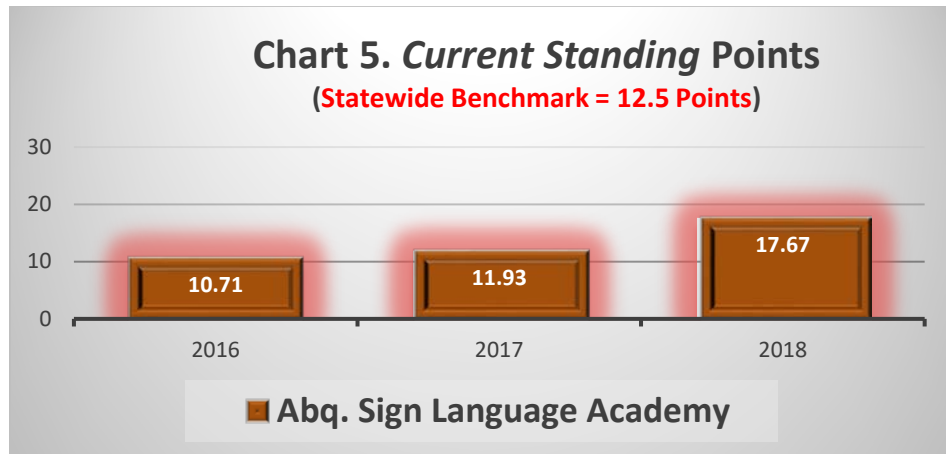
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



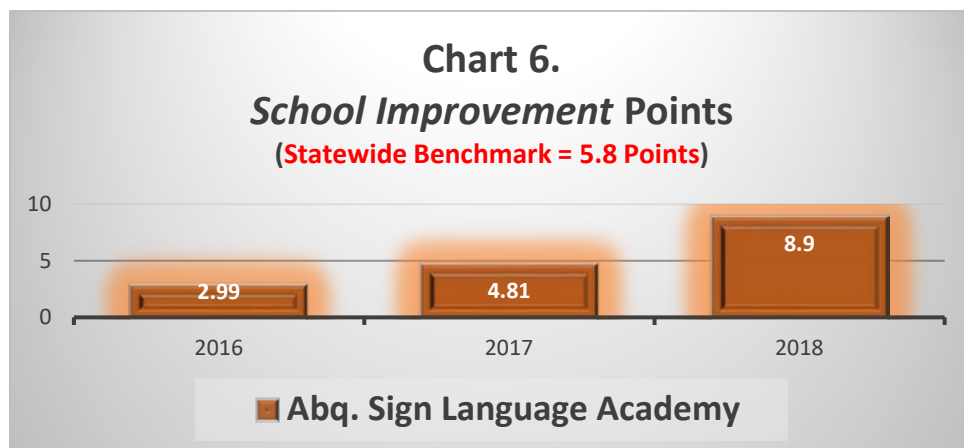
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



Current Standing: Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

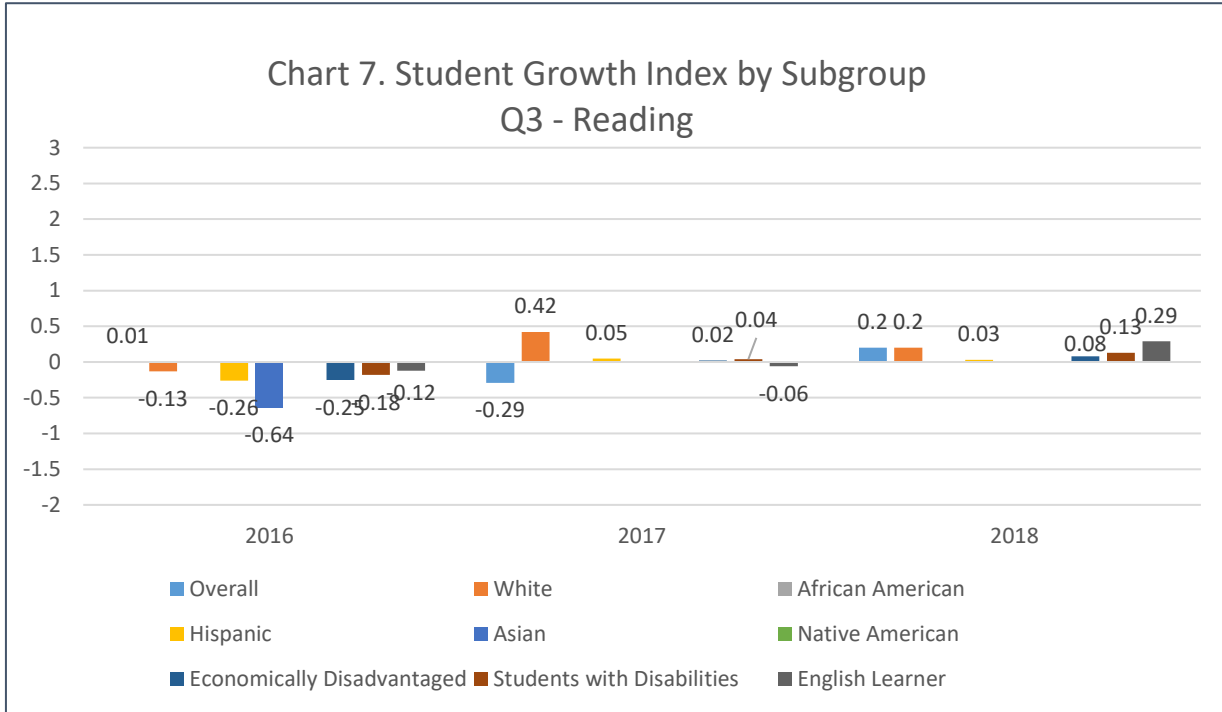


School Improvement: The school growth/improvement performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



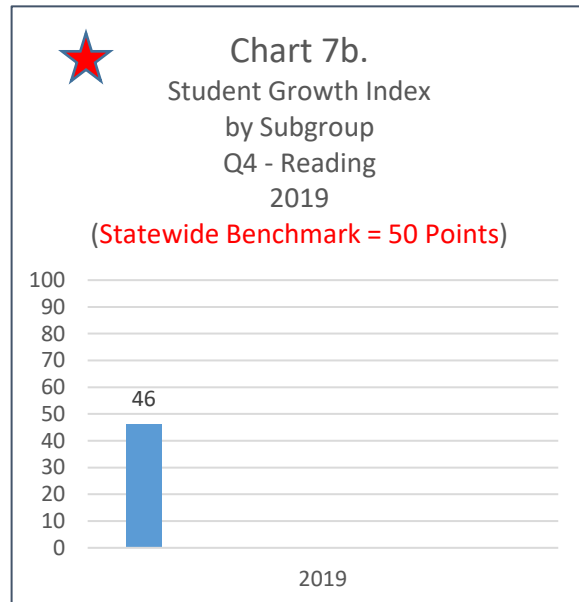
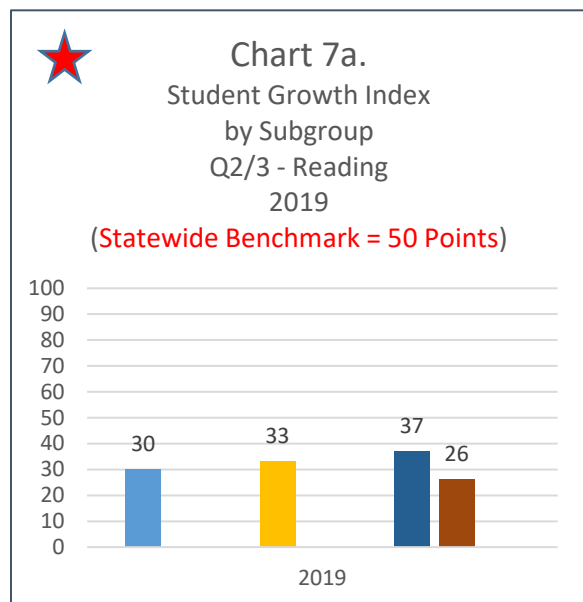
Subgroup – Higher-Performing Students in Reading

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%). This indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



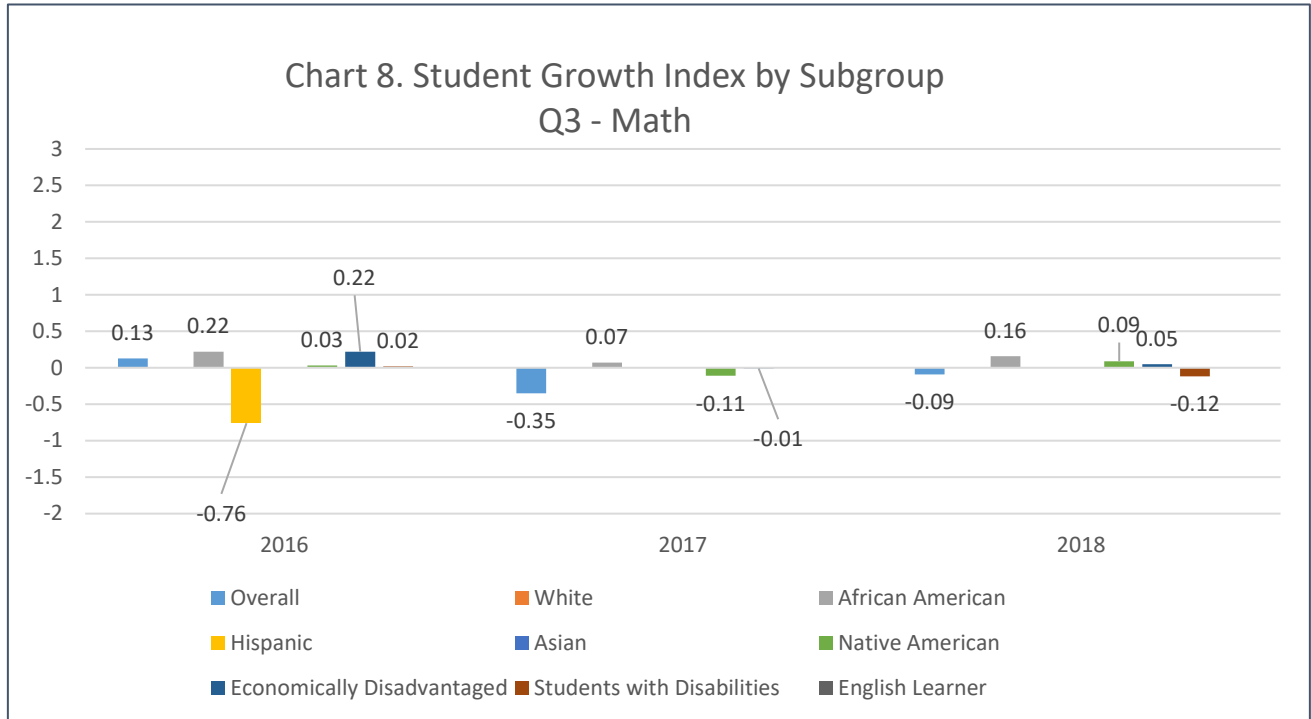
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.



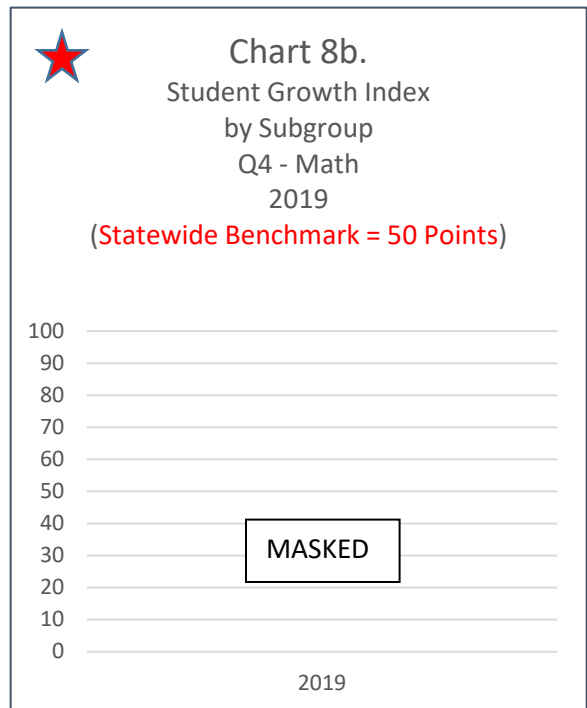
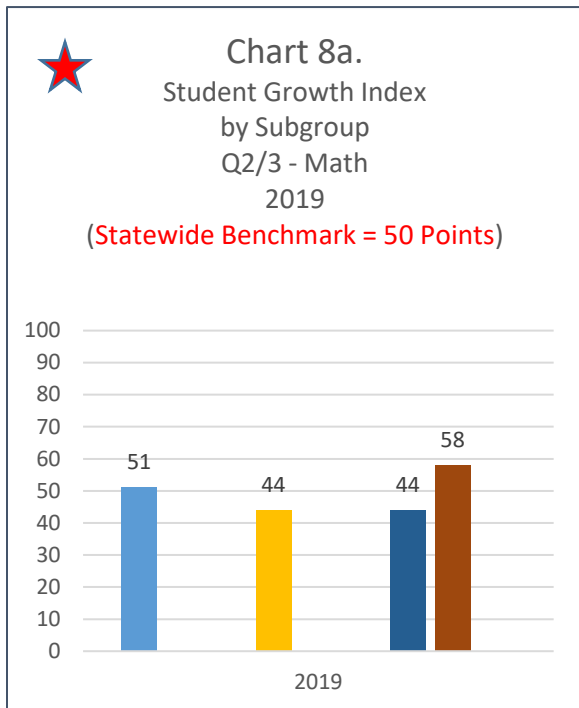
Subgroup – Higher-Performing Students in Math

SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)



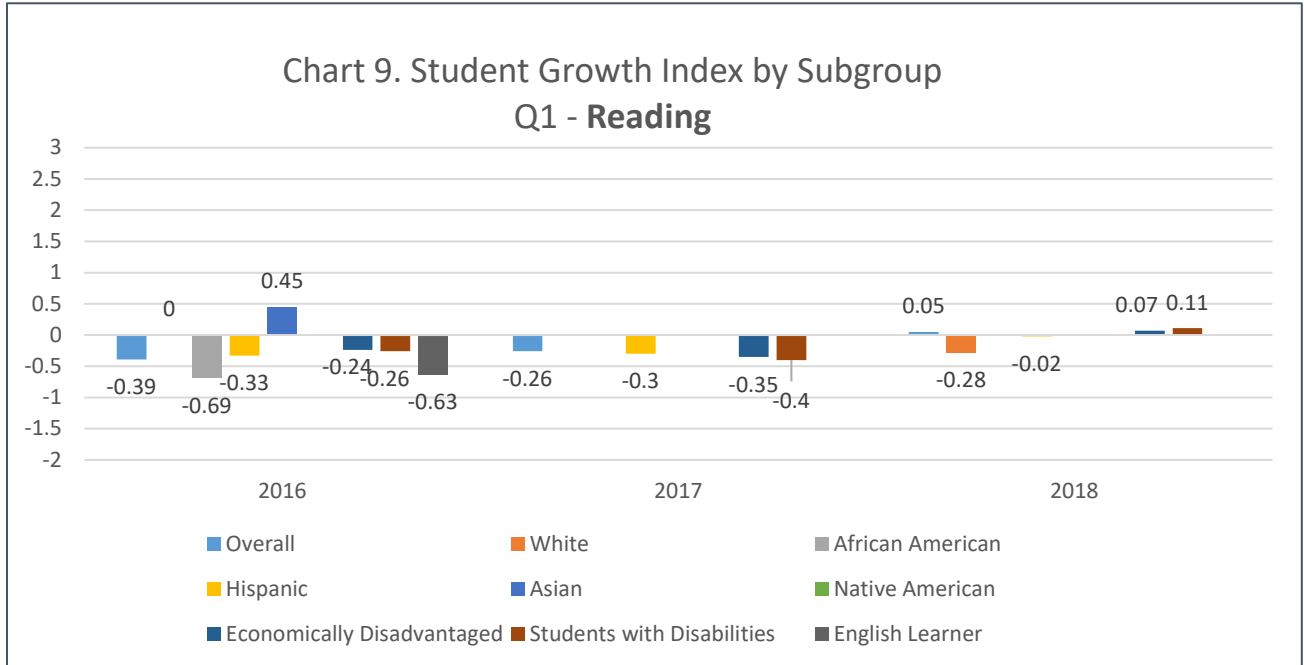
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

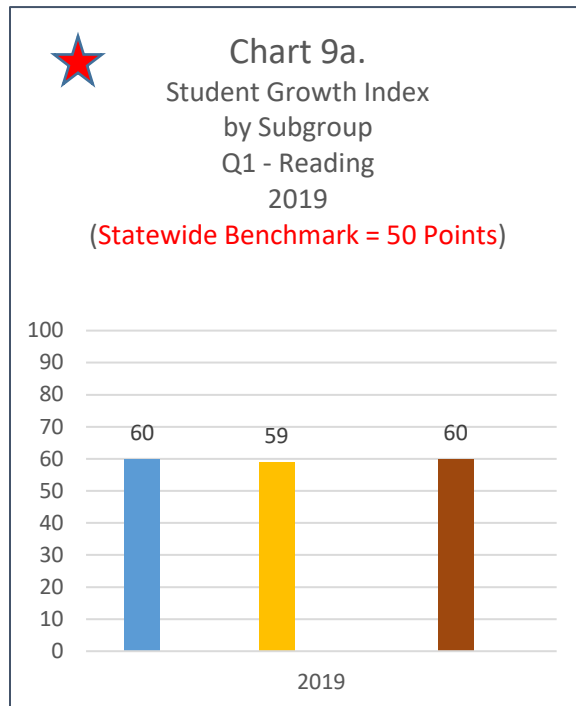


Subgroup – Lowest-Performing Students in Reading

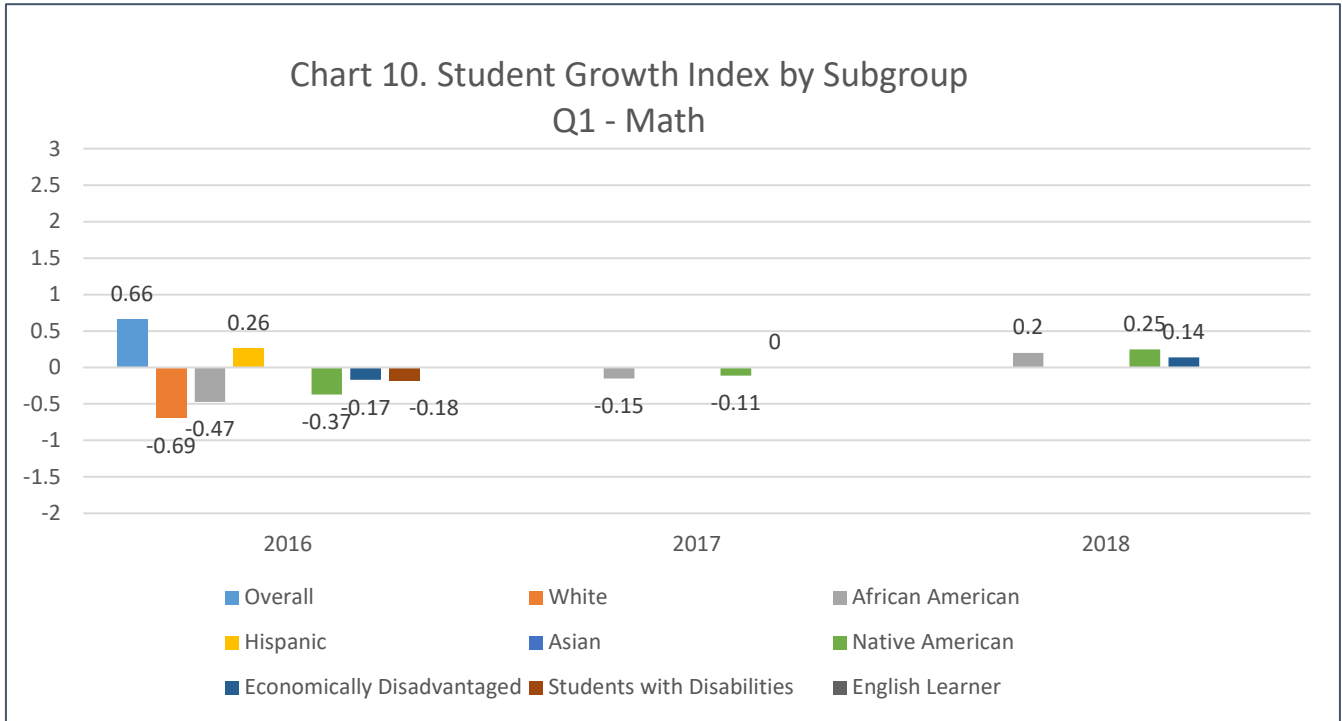
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



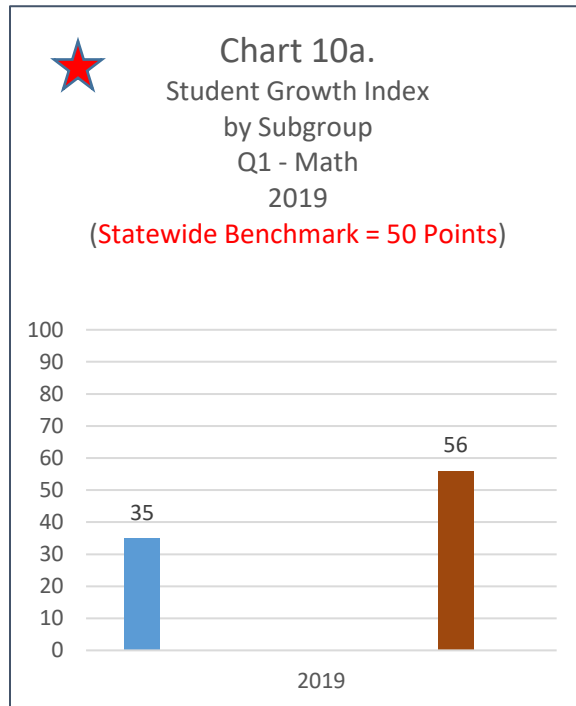
SY2019 Q1 Lowest-Performing Students in Reading



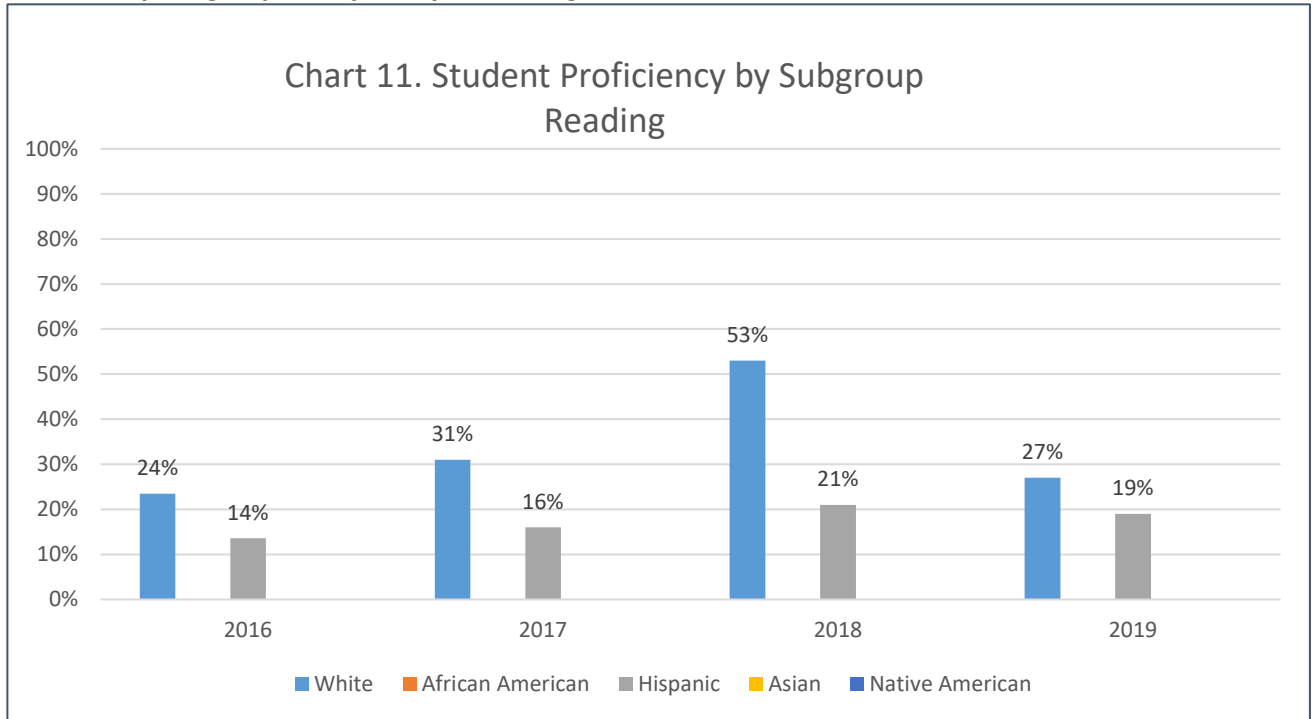
Subgroup – Lowest-Performing Students in Math



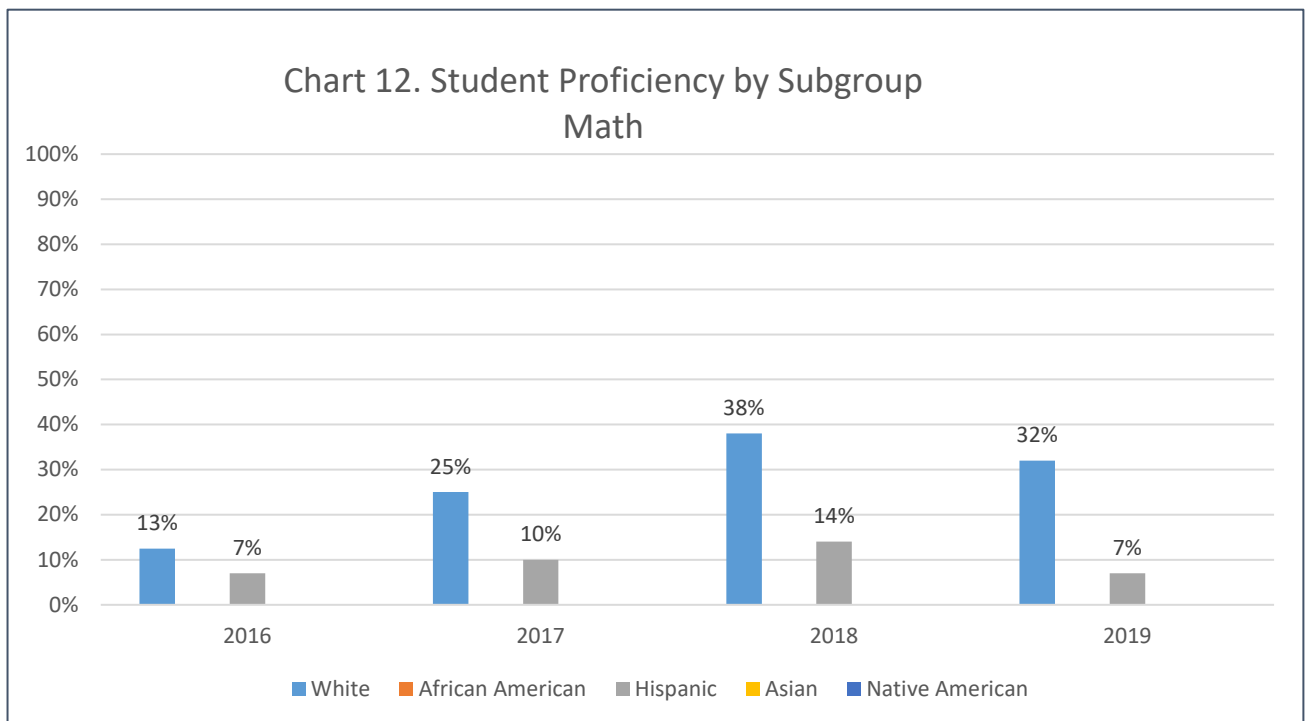
SY2019 Q1 Lowest-Performing Students



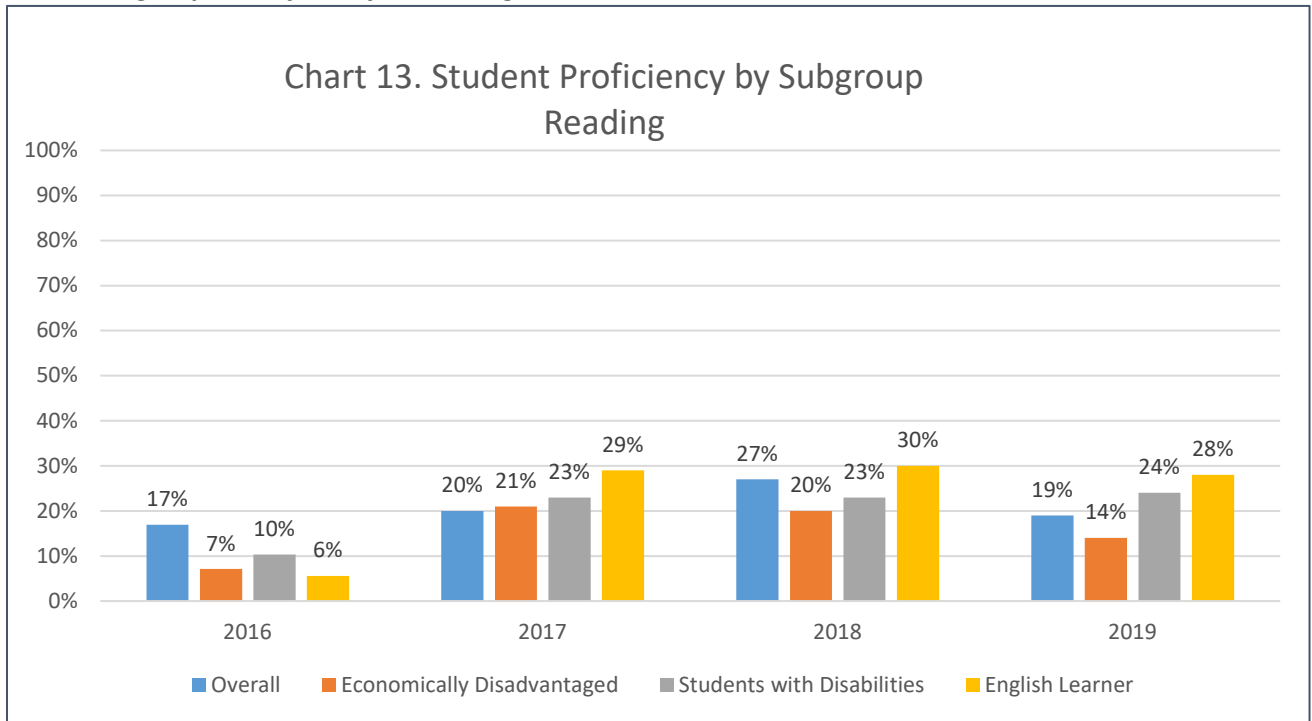
Race/Ethnicity Subgroups - Proficiency in Reading



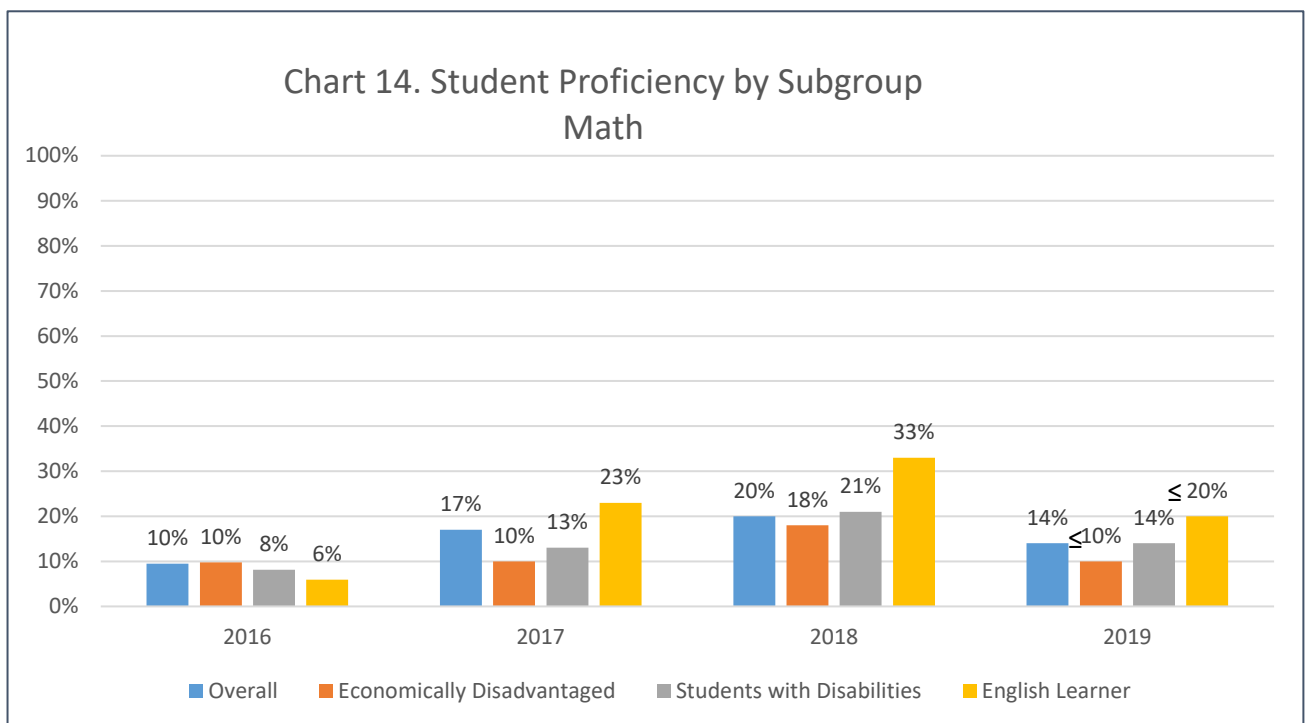
Race/Ethnicity Subgroups - Proficiency in Math



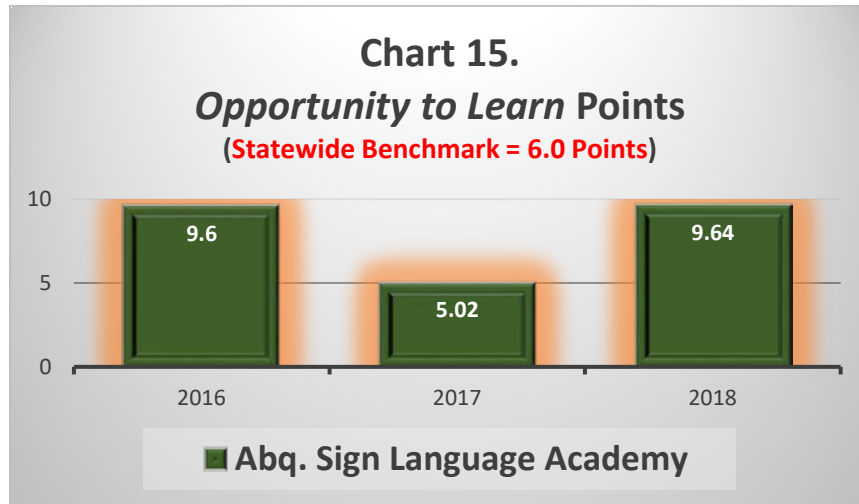
Other Subgroups - Proficiency in Reading



Other Subgroups - Proficiency in Math

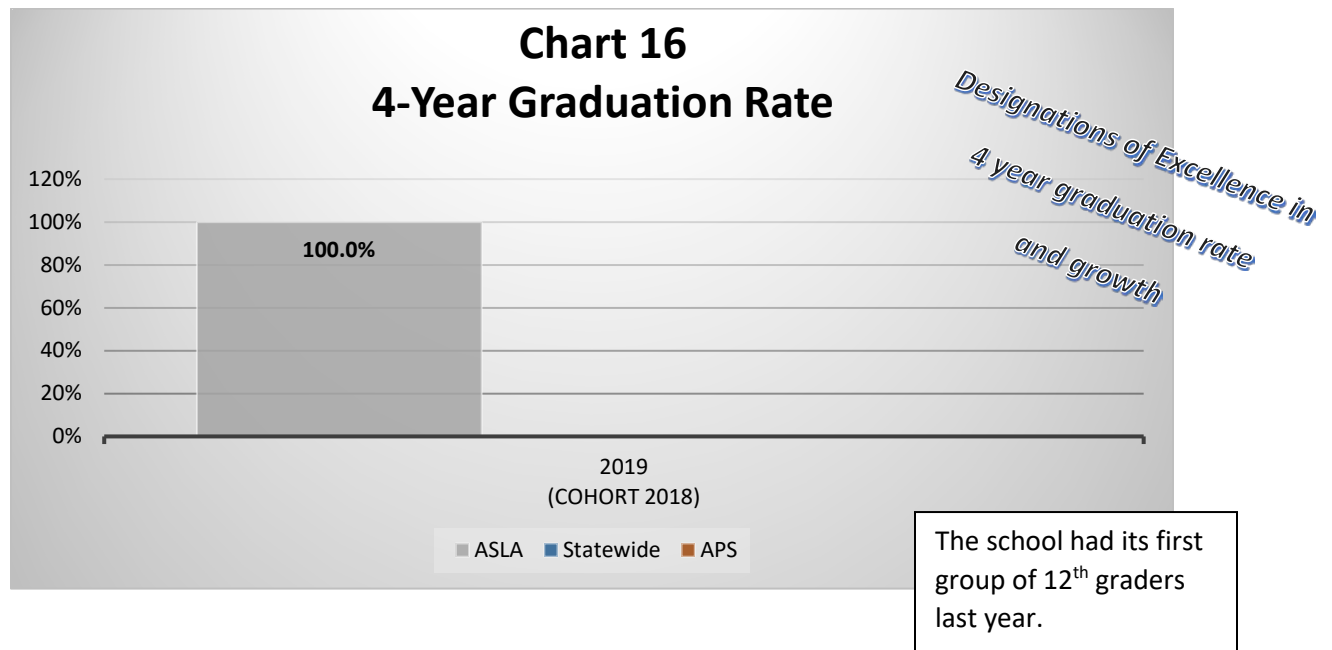


Opportunity to Learn (OTL): Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year’s cohort of students.



1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

Charter Specific Goals

Mission Specific Indicator #1- Foundational Qualities of Student Success: The school meets the standard if 70-79% of Albuquerque Sign Language Academy students demonstrate at least 5% growth in FQSS scores during the school year OR achieve a score of at least a FQSS score of 96 on one of the assessments given during the year.

Mission Specific Indicator #2- ASL Receptive Skills Test: The school meets the standard if 70-79% of Albuquerque Sign Language Academy students demonstrate at least 5% growth on the ASL Receptive Skills Test OR achieve a total score of 100 or more.

3.a. General Education students or who are A and B level SPED: grades 5-8; The school meets the standard if 70-79% of students taking the NWEA MAPS Reading demonstrate an increased scale score showing one year's growth or more per year OR achieve and maintain "Meets" or "Exceeds."

3.b. SPED C and D level students excluding FAMA students: grades 5-8; The school meets the standard if 70-79% of students taking the NWEA MAPS Reading SCA demonstrate an increased scale score showing one year's growth or more per year OR achieve and maintain "Meets" or "Exceeds."

3.c. General Education students or who are A and B level SPED: grades K-8; The school meets the standard if 70-79% of students taking STARS Math demonstrate a grade equivalency of .8 or more growth or achieves proficiency.

3.d. SPED C and D level students, grades 5-8; The school meets the standard if 70-79% of students taking the STAR Math demonstrate a grade equivalency of .4 or more growth or achieves proficiency.

3.e. General Education students or who are A and B level SPED: grades K-4; Developmental Reading Assessment 2 (DRA2); The school meets the standard if 70-79% of students taking the DRA2 demonstrate an increase of 20% or more in accuracy OR progress to the next grade level.

3.f. SPED C and D level students, grades K-4; The school meets the standard if 70-79% of students taking the DRA2 SCA demonstrate an increase of 10% or more in accuracy OR progress to the next grade level.

3.g. FAMA students; The school meets the standard if 70-79% of students taking the modified DRA2 will demonstrate an increase of 10% or more in accuracy OR progress to the next grade level.

3.h. Singapore Math Functional; The school meets the standard if 70-79% of students taking the Singapore Math SCA will demonstrate a grade equivalency of 5 points or more of growth. (Discontinued)

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3a	Goal 3b	Goal 3c	Goal 3d	Goal 3e	Goal 3f	Goal 3g	Goal 3h
2016	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below
2017	Falls Far Below	Does Not Meet	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Meets
2018	Exceeds	Exceeds	Meets	Meets	Meets	Meets	Exceeds	Exceeds	Meets	Meets
2019	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Meets	Meets	Exceeds	Exceeds	Discontinued

Making challenging goals for this diverse a student body with so many special education students in different categories was a challenge. However, all of the goals, whether fully met or not, still proved to meet success percentages greater than the state averages for the 2017-2018 state percentage proficiencies or greater in the corresponding grade ranges.

The ASLA goals were intended such that the percentage proficient ranges meeting the goals for each cohort should be as close as possible to New Mexico proficiency or better percentages. This holds true for all the special education categories (with the exception of Life Skills) for which the school is still trying to devise acceptable metrics that take in the full range of skills both available and desirable.

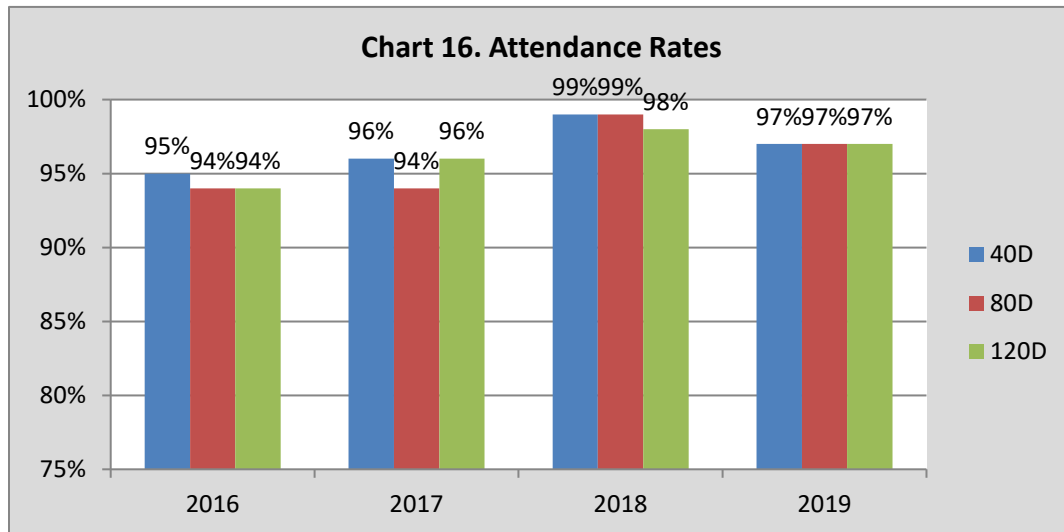
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Attendance Rate (The statewide target is 95% or better.)

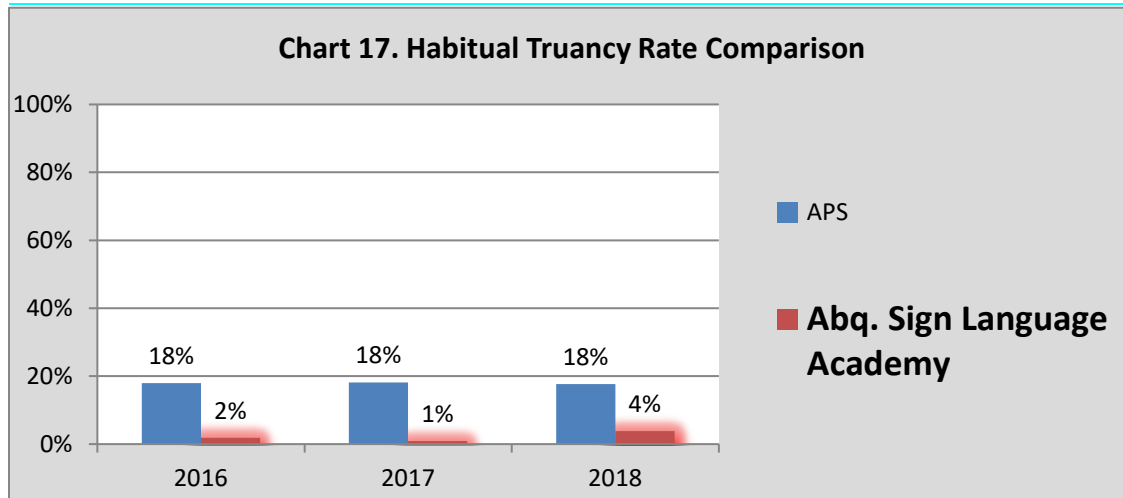
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 2% or less.)

Chart 17 reflects the school's habitual truancy rate compared to the local district.

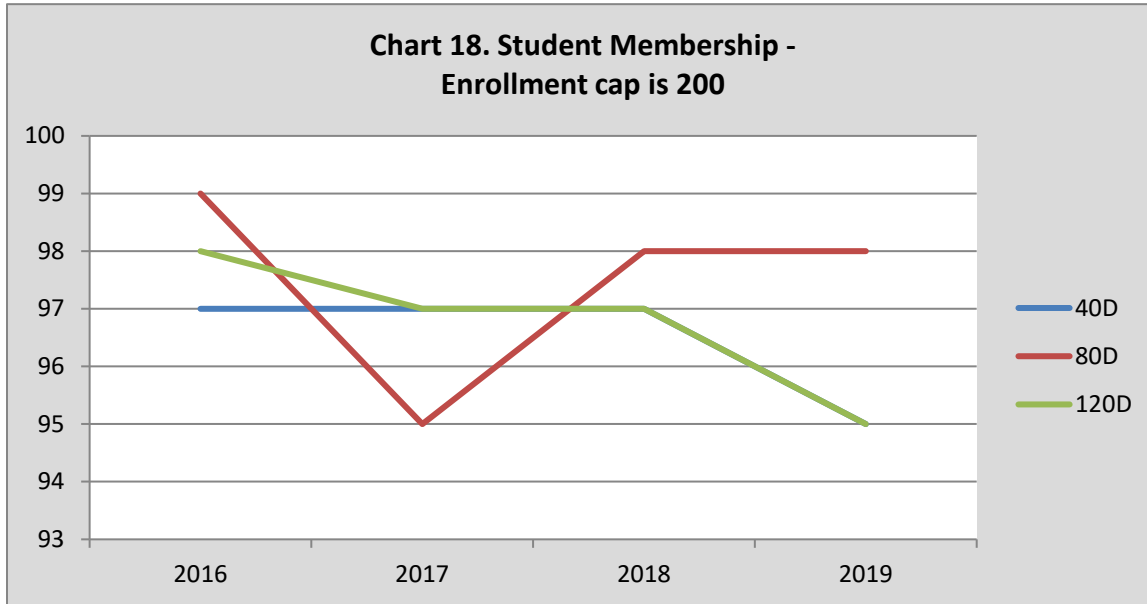
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



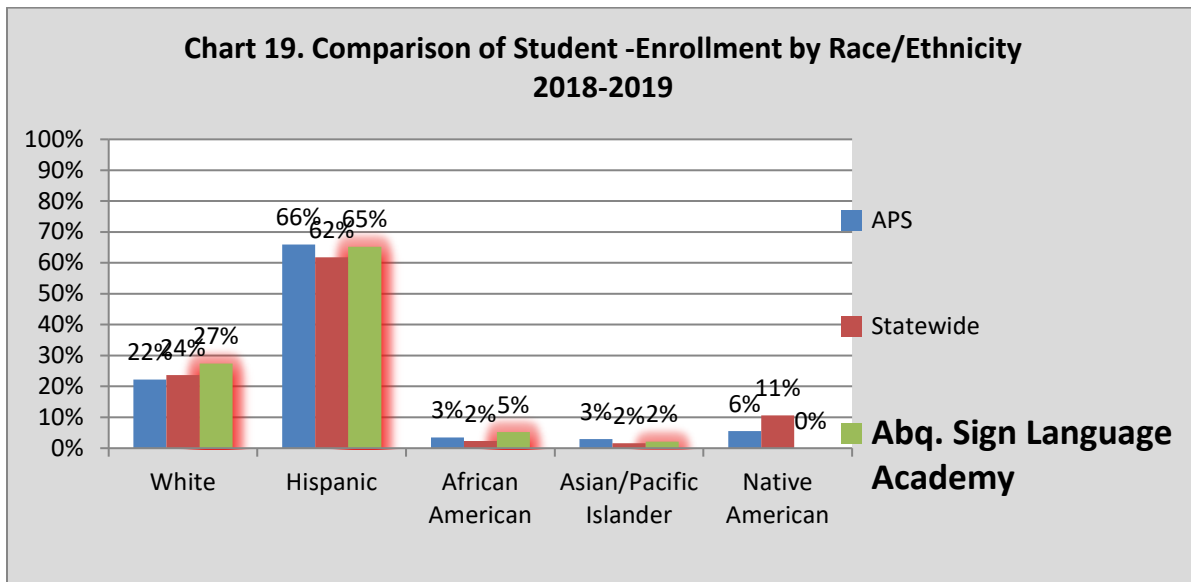
Student Membership (Enrollment)

The chart below shows the school’s student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

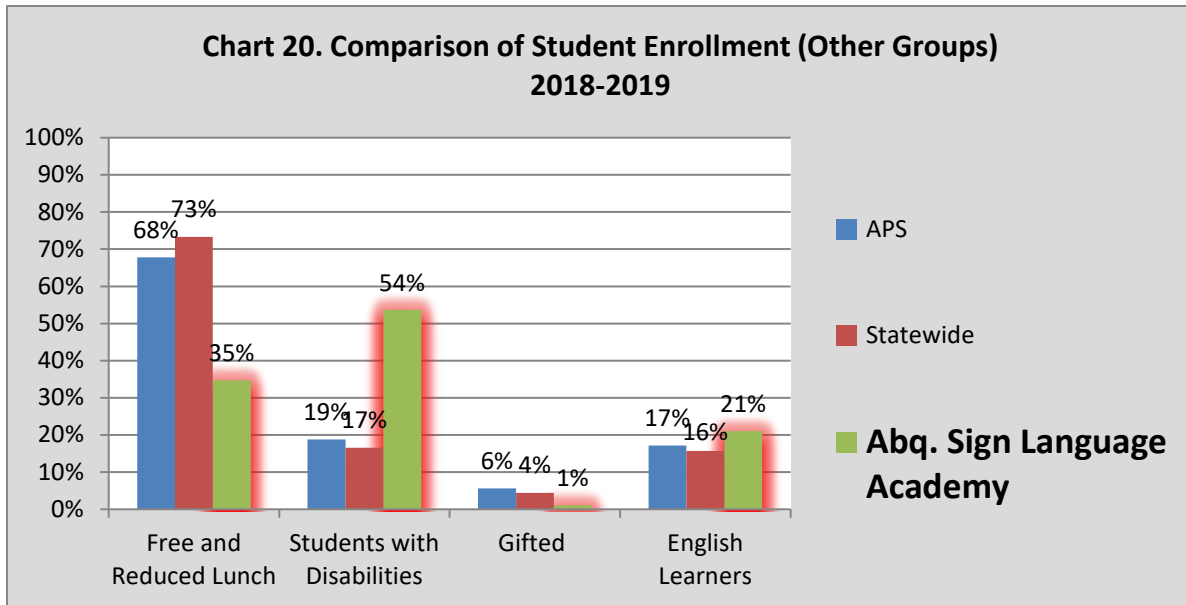


Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Enrollment by Other Subgroups

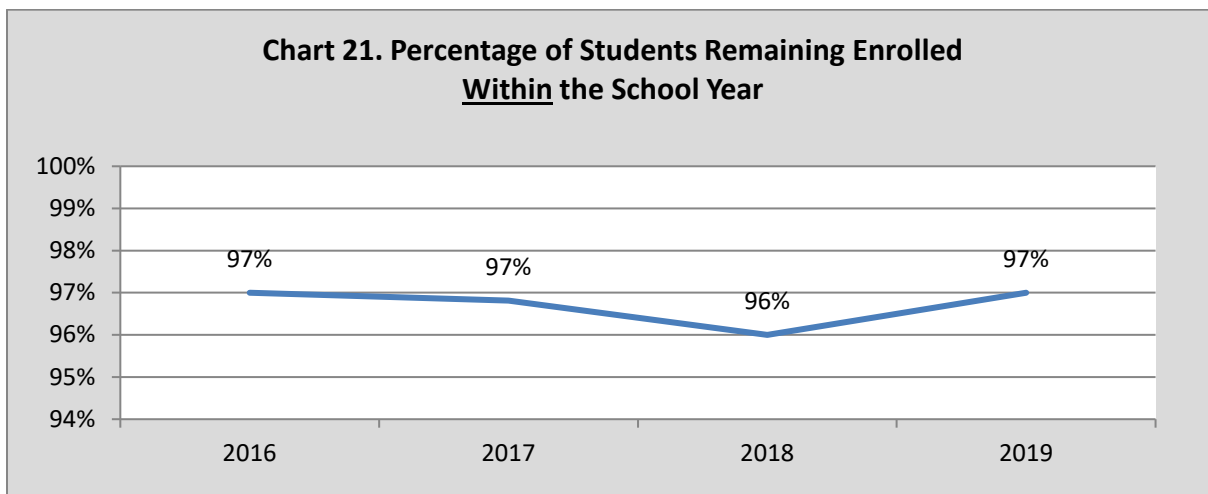


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

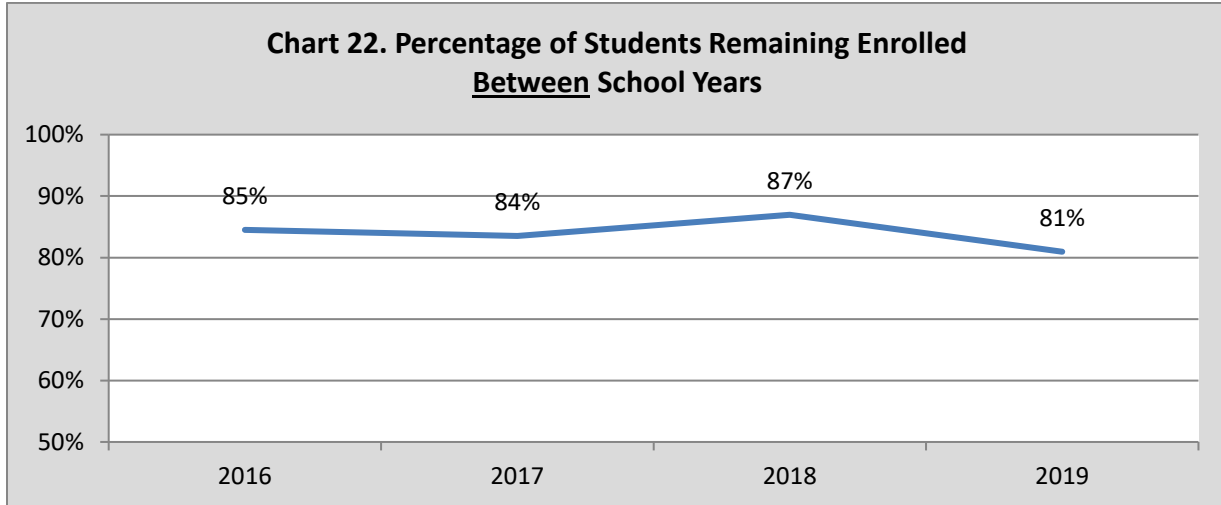
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student’s control are removed from the data set.

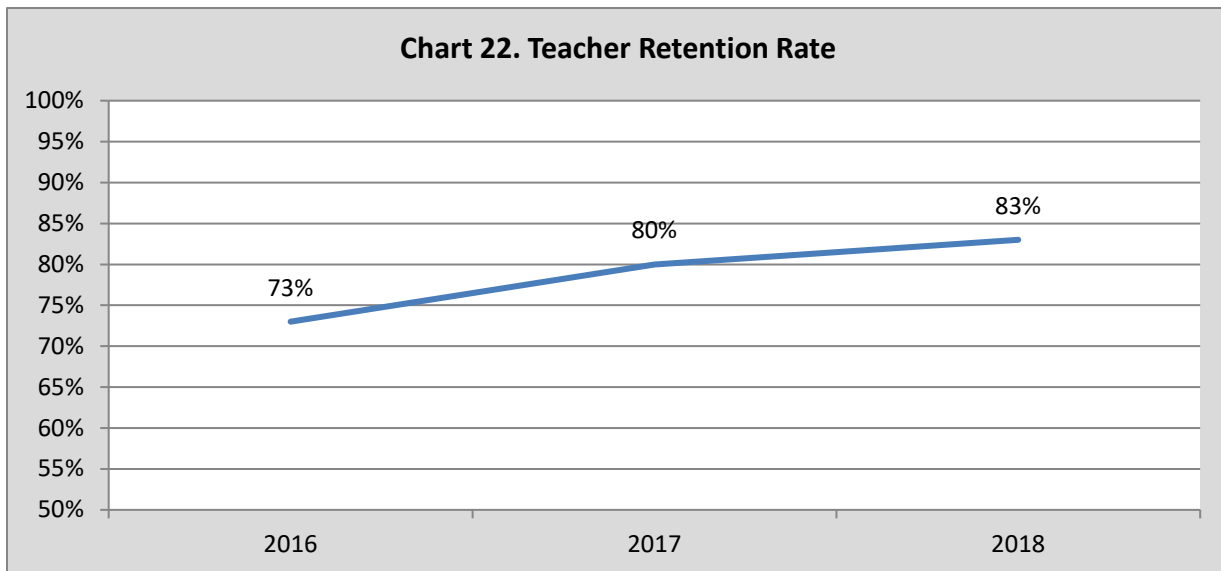


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

1d. Teacher Retention Rate

Chart 23 demonstrates the school’s retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 3. Fiscal compliance over term of contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	0	0	0
FY17	2	0	1
FY16	2	1	1

Summary of Most Recent Fiscal Report

In FY18, the school received no findings.

2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

Educational Program of the School

- Bilingual Educational Program: American Sign Language and English
- Speech, Occupational and Physical Therapy, and Social Work embedded within the entire educational program
- Use of the latest technology including Interactive White Boards, tablets, and computers in every classroom to enhance and assist in the use of visual language
- Implementation of Foundational Qualities for Student Success Assessments (The Albuquerque Sign Language Academy developed the FQSS Assessments which is based on the work of the Duckworth Lab at the University of Pennsylvania and the KIPP Report Card. It is a way to assess the students' growth related to internal qualities that help a student to succeed in school and in life. The FQSS focuses on eight internal qualities: 1. Zest 2. Grit 3. Self Control related to School Work 4. Interpersonal Self Control 5. Optimism 6. Gratitude 7. Social Intelligence 8. Curiosity.
- Highly inclusive model of Special Education where all students are included in every aspect of school culture and studies.
- The Albuquerque Sign Language Academy will work with Amy Biehl High School by providing special education support and training to the ABHS staff so that the students who transition from ASL Academy into that high school are fully included in the General Education program.
- The Albuquerque Sign Language academy staff is providing ASL classes (credit-bearing and elective) to the ABHS student and teaching community.

Student – Focused Term(s).

- All students receive high levels of differentiated instruction and Asset-based instruction
- Expansion of the critical mass of ASL users by including hearing children— including Children of Deaf Adults (CODAs) and siblings
- School-wide access to a common language that unifies the hearing and deaf world.
- Commitment to providing ASL-rich extracurricular programs (e.g., after-school programs, athletic opportunities, large social events)
- Free Transportation to and from school for students who have transportation designated in their IEP
- School Advisory Council (SAC) The Albuquerque Sign Language Academy

established a robust SAC, which serves many purposes, including organizing and hosting family and community events throughout the school year. By sponsoring community events, Albuquerque Sign Language Academy is increasing awareness of deaf and hard of hearing children and their abilities, connecting deaf and hard of hearing students to hearing siblings enrolled at other schools and encouraging family networking.

Teacher – Focused Term(s).

- All staff are bilingually certified in ASL and English or are training to become certified as it is a requirement of school
- Implementation of Consortium of Interdisciplinary Resident Educators (CIRE) Partnership with UNM to Develop a Robust Teacher Training Program for Deaf and Hard of Hearing Special Education. (The Albuquerque Sign Language Academy is currently developing formal partnerships with various departments at UNM (Spec Ed., Linguistics, ASL interpreting, Educational Diagnostic) and CNM in order to establish coursework that pertains directly to the needs of the Albuquerque Sign Language Academy's student population.
- The Albuquerque Sign Language Academy is working toward establishing itself as a training facility for high-level teaching practices around Deaf and Special Education. University practicum students will have access to best practice pedagogy and application in the field of education, educational diagnostics, sign language interpreting, speech therapy, and occupational therapy
- All teachers are dually certified in Special Education and General Education or training to become so as it is required.
- All teachers are required to follow a weekly formatted and facilitated PD program outside of the student teaching day for up to at least five hours per week.

Parent – Focused Term(s).

- Free ASL classes for parents and associates of school
- Community Engagement Center (CEC) The Albuquerque Sign Language Academy has created and staffed their CEC, which serves as the portal between the charter school and the greater community. The purpose of the CEC is threefold: To develop robust partnerships that will create expanded resources for our students and their families; To create opportunities for the deaf community, school community and business community to have a voice and role in student education; and To ensure that the deaf community and other special needs communities are aware of the school's mission to serve children and families with hearing loss, to improve educational and social-emotional outcomes of deaf children from hearing families, and to create a bilingual environment, the Albuquerque Sign Language Academy offers free ASL classes to all Albuquerque Sign Language Academy parents and family members.

3b. Organizational Performance Framework

Albuquerque Sign Language Academy	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 NM A-F School Grading System	Not Applicable	Not Applicable	Not Applicable
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable	Not Applicable	Not Applicable
Category II. Financial Performance Framework			
II-A.00-06 Operating Budget/Audits/PeriodicReports/Expenditures/Reimbursements/AuditReviews/Meals	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework			
III-A.00 Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.05 Educational Plan: complying with the compulsory attendance laws	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
V-A.01 Governance and Reporting: holding management accountable	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.00 Employees: meeting teacher and other staff credentialing requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VI-A.01 Employees: respecting employee rights	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
VI-A.02 Employees: completing required background checks	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
VI-A.03 4d. General Info: Staff Turnover, if applicable			Meets (or Exceeds) Standard
VII-A.00 School Environment: complying with facilities requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
VII-A.02 School Environment: handling information appropriately	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
Category: Organizational Performance Framework			
School Specific Terms: data on any terms specified in the school's Performance Framework	Not Applicable	Not Applicable	Not Applicable

3c. Governing Body Performance

The school has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school’s Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Kimberly Moya	Chair		Active	8	9	0
Dana Grubestic	Secretary		Active	8	6	2
Jane Cavanaugh	Treasurer	8/15/18	Active	8	6	2
Andrew Faber			Active	10	13	0
Elizabeth Keefe			Active	10	10	0
Vincent Lujan			Active	8	0	8

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.

