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Part A: Preliminary Data Report and Current Charter Contract Terms

Albuquerque Bilingual Academy (formerly La Promesa Early Learning Center) updated January 31, 2020

Charts with additional data are marked with .

School Address: 7500 La Morada Pl NW, Albuquerque, NM 87120

Head Administrator: Chris Jones

Business Manager: Mike Vigil II

Authorized Grade Levels: K-8

Mission: La Promesa Early Learning Center 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.

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.

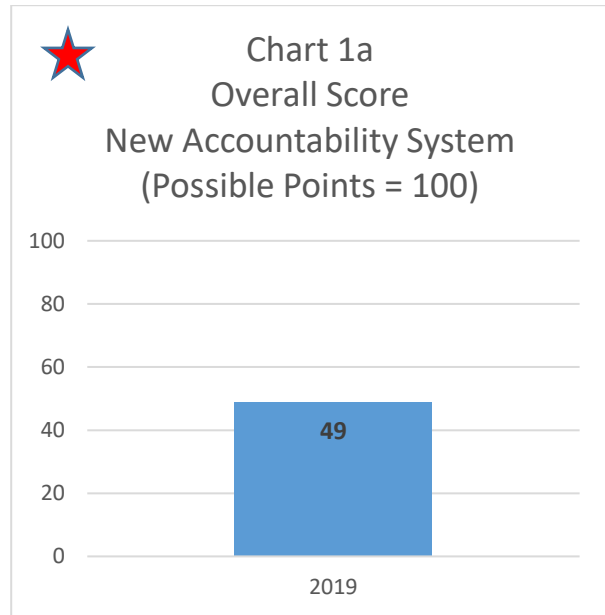
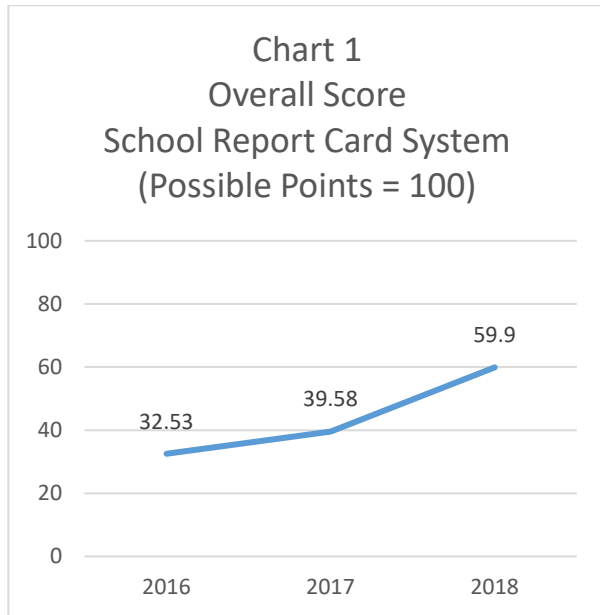
In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.

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.

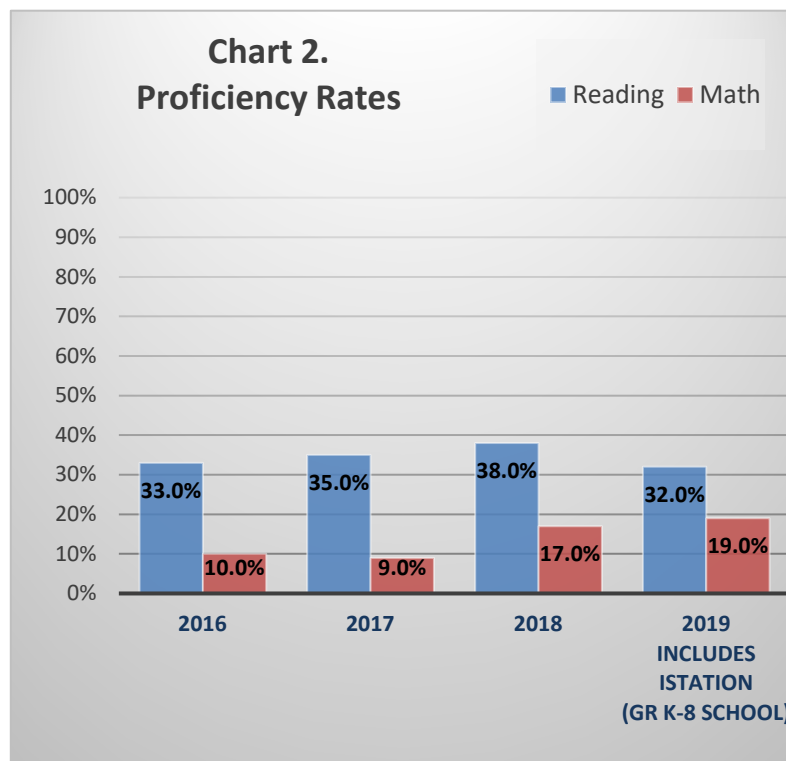
For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

1a. Department's Standards of Excellence

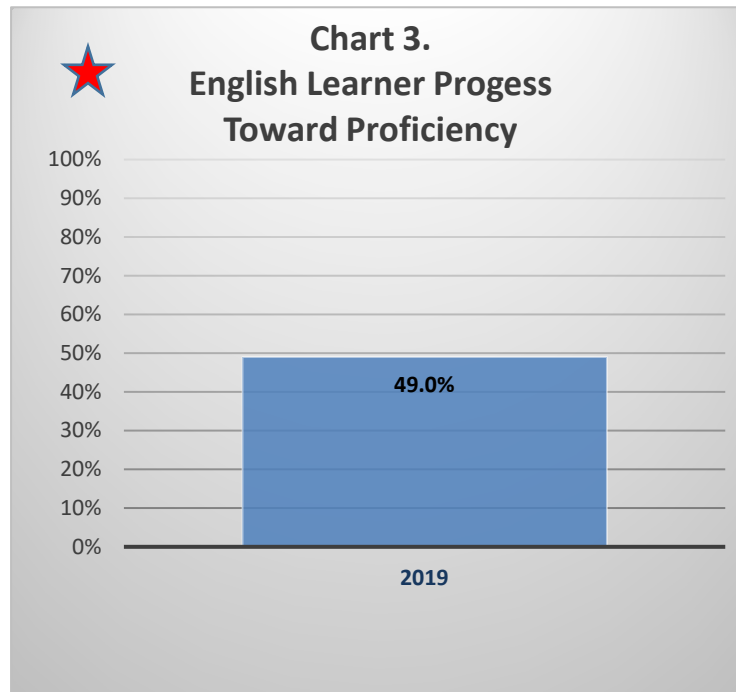
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



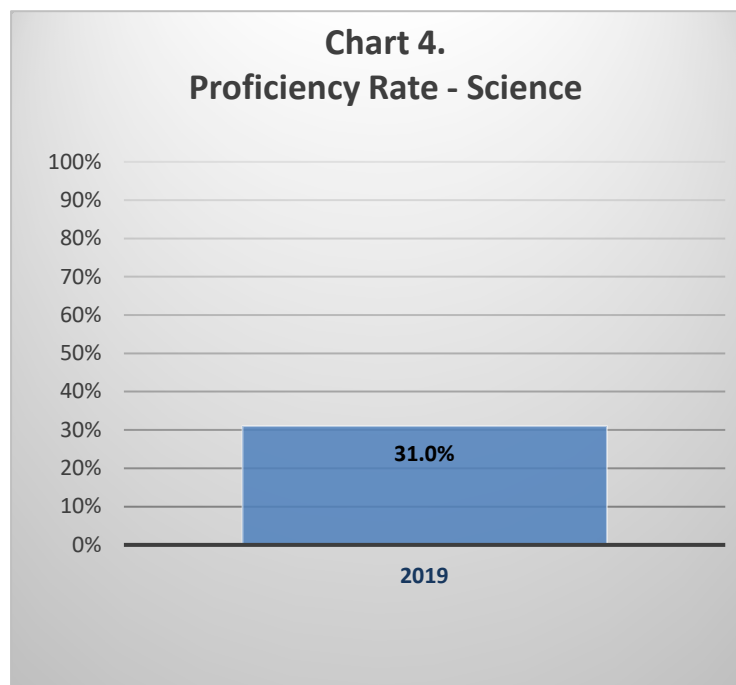
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



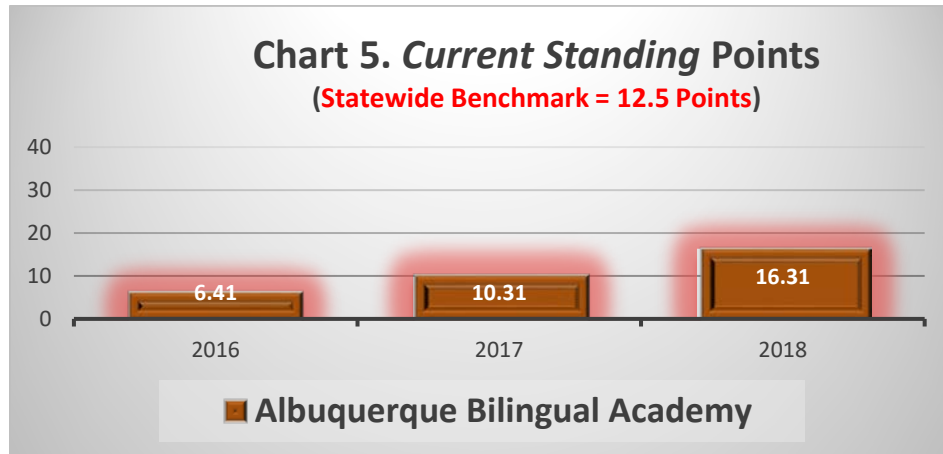
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in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



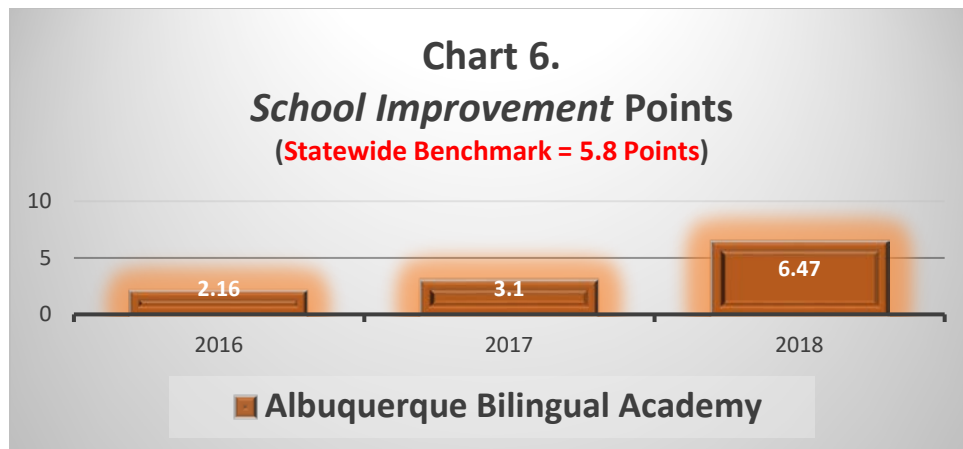
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

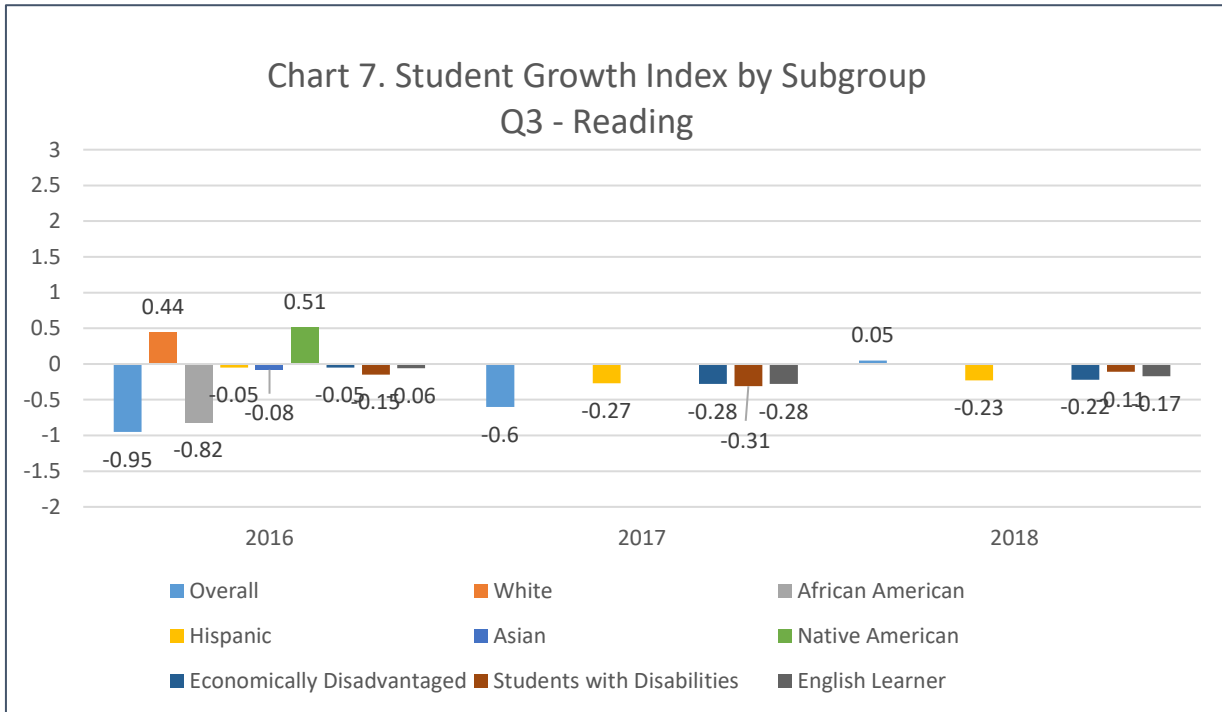


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



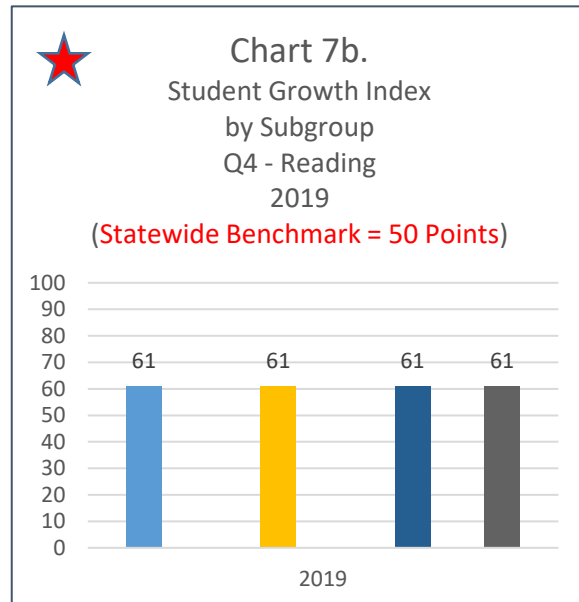
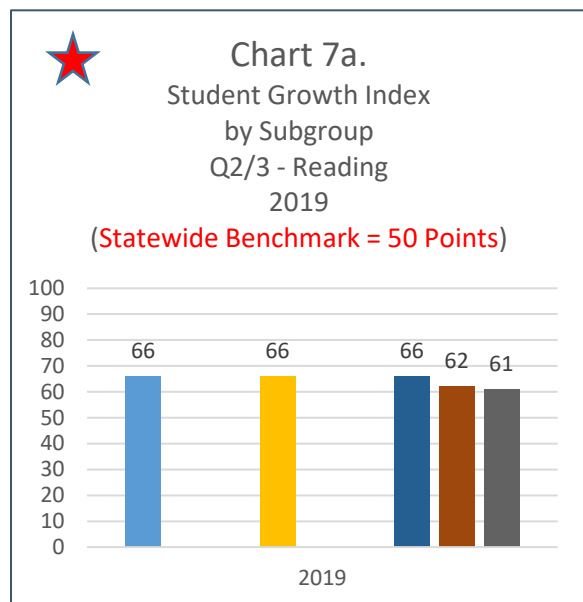
Subgroup – Higher-Performing Students in Reading

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.**



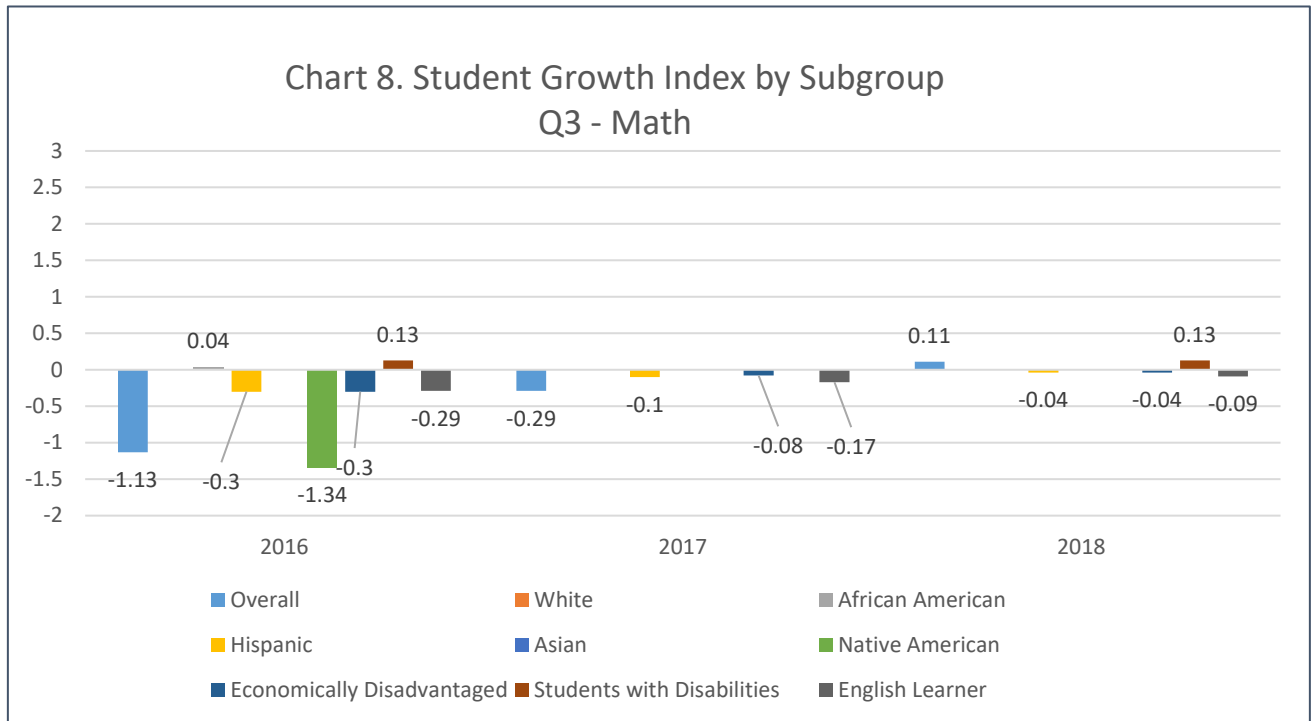
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



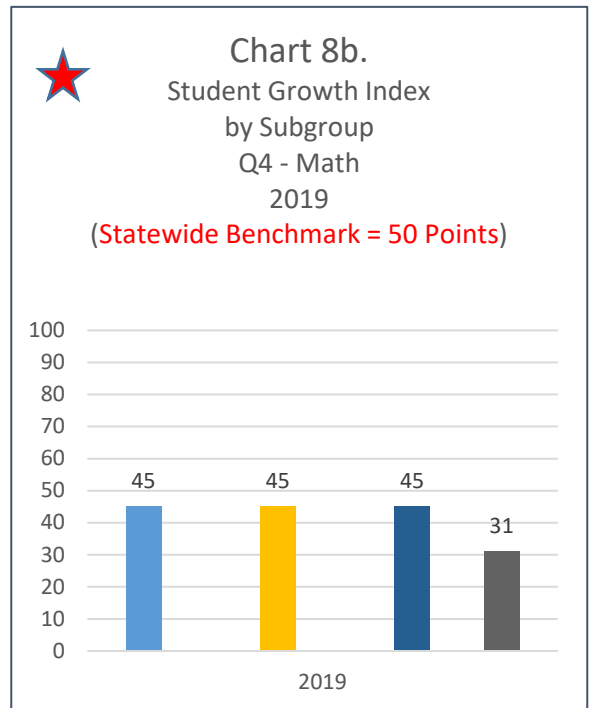
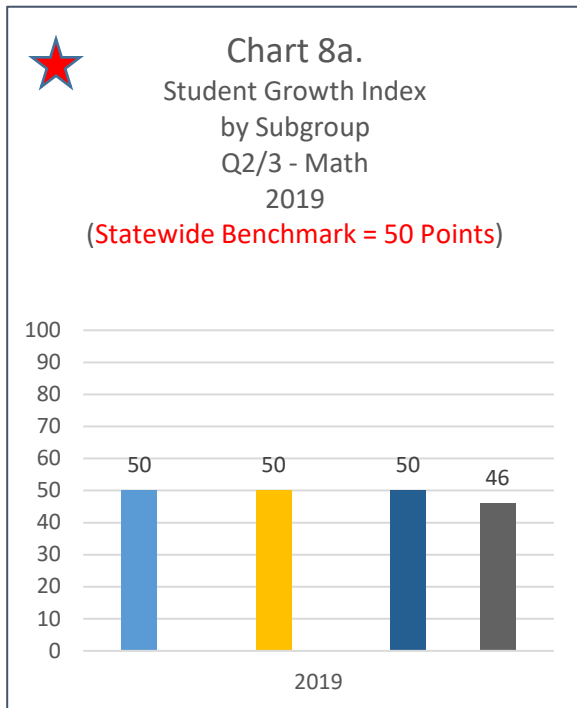
Subgroup – Higher-Performing Students in Math

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



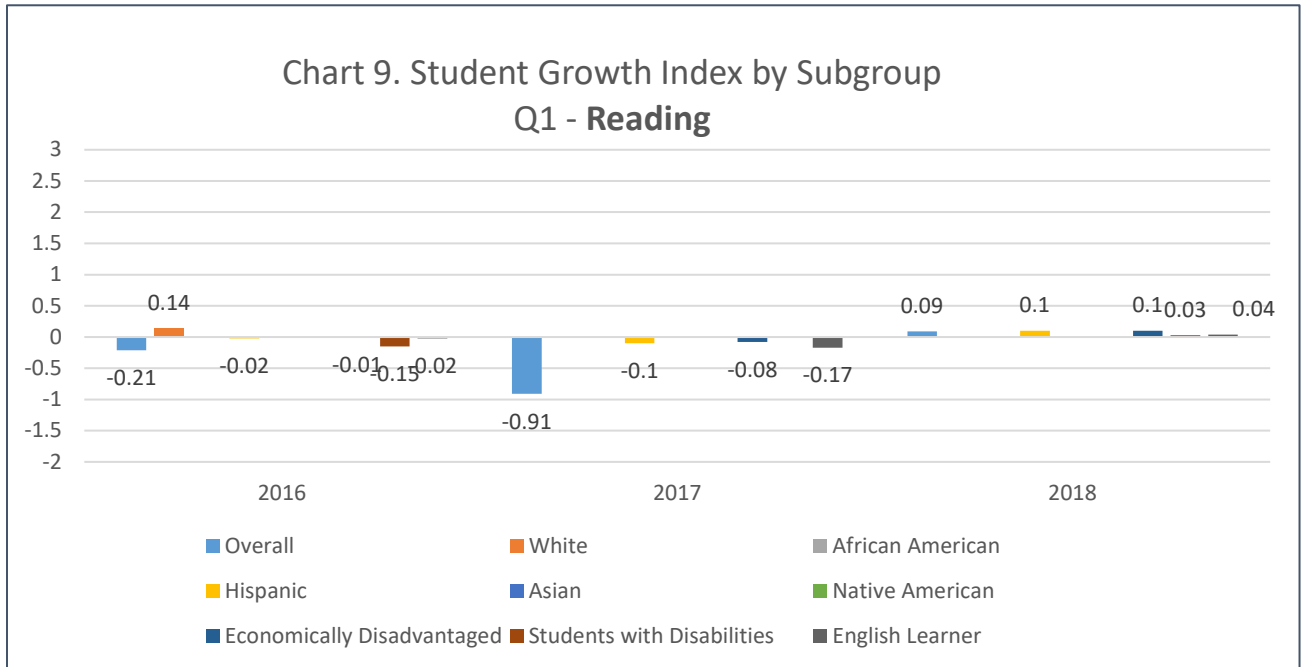
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

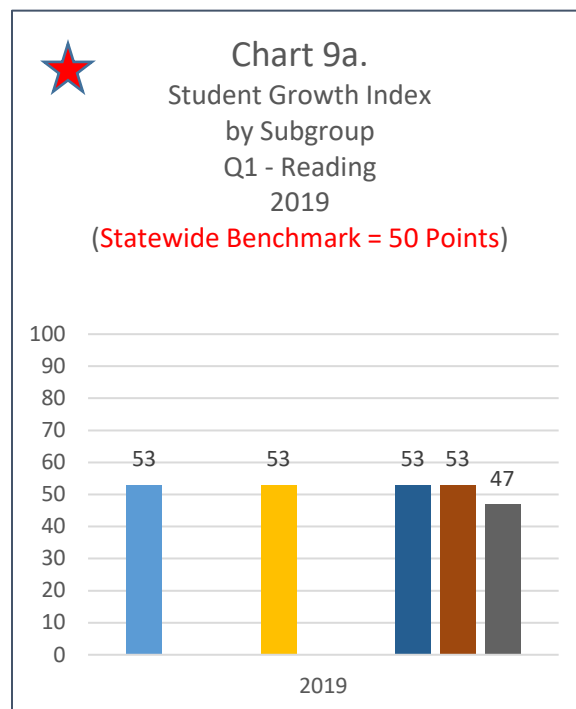


Subgroup – Lowest-Performing Students in Reading

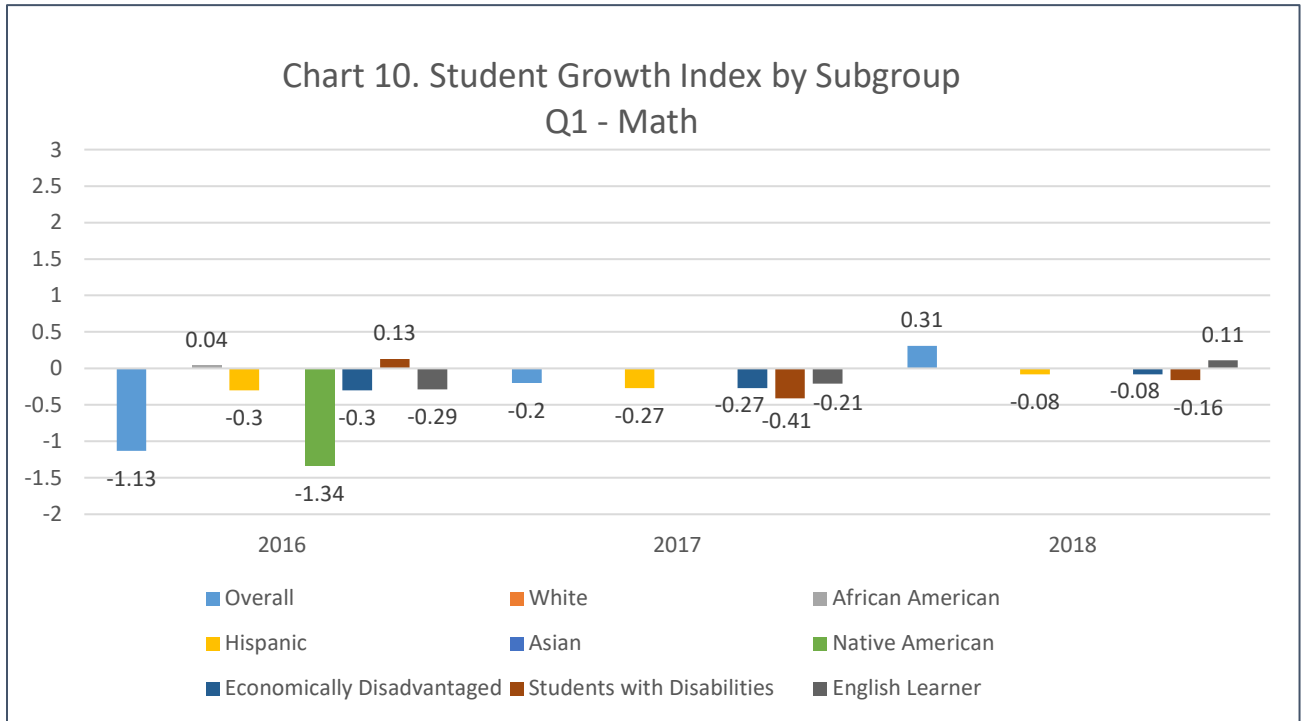
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%).



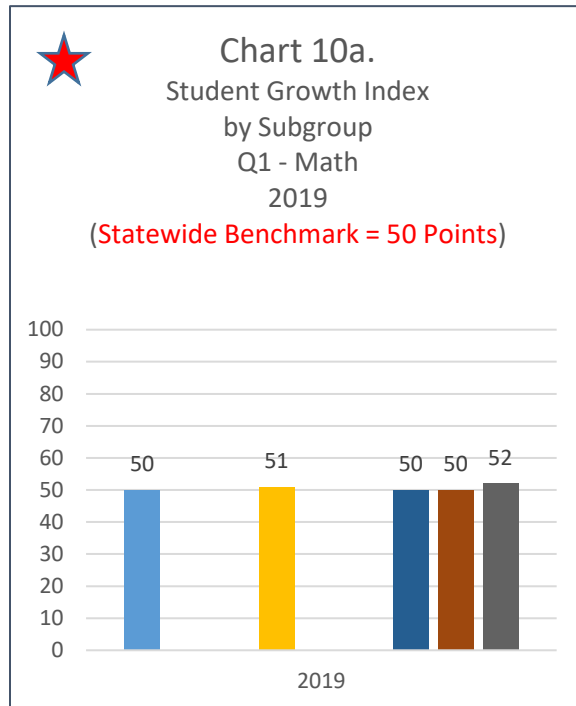
SY2019 Q1 Lowest-Performing Students in Reading



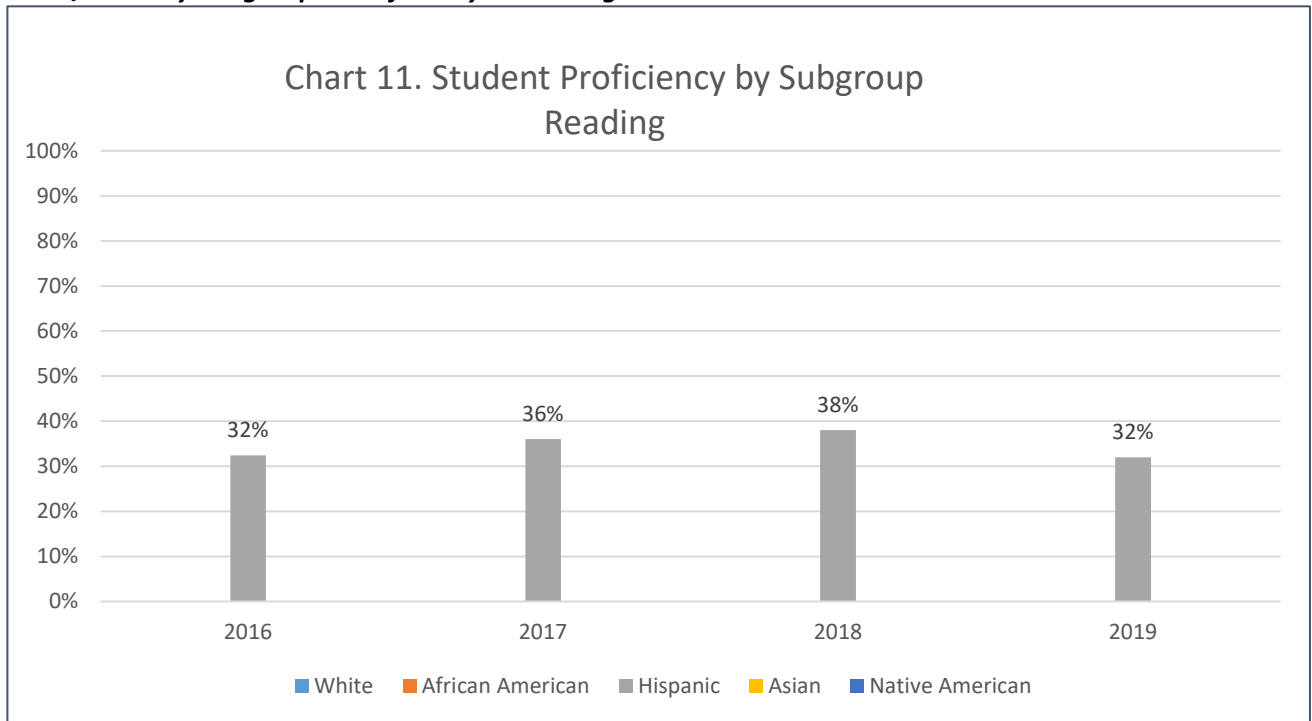
Subgroup – Lowest-Performing Students in Math



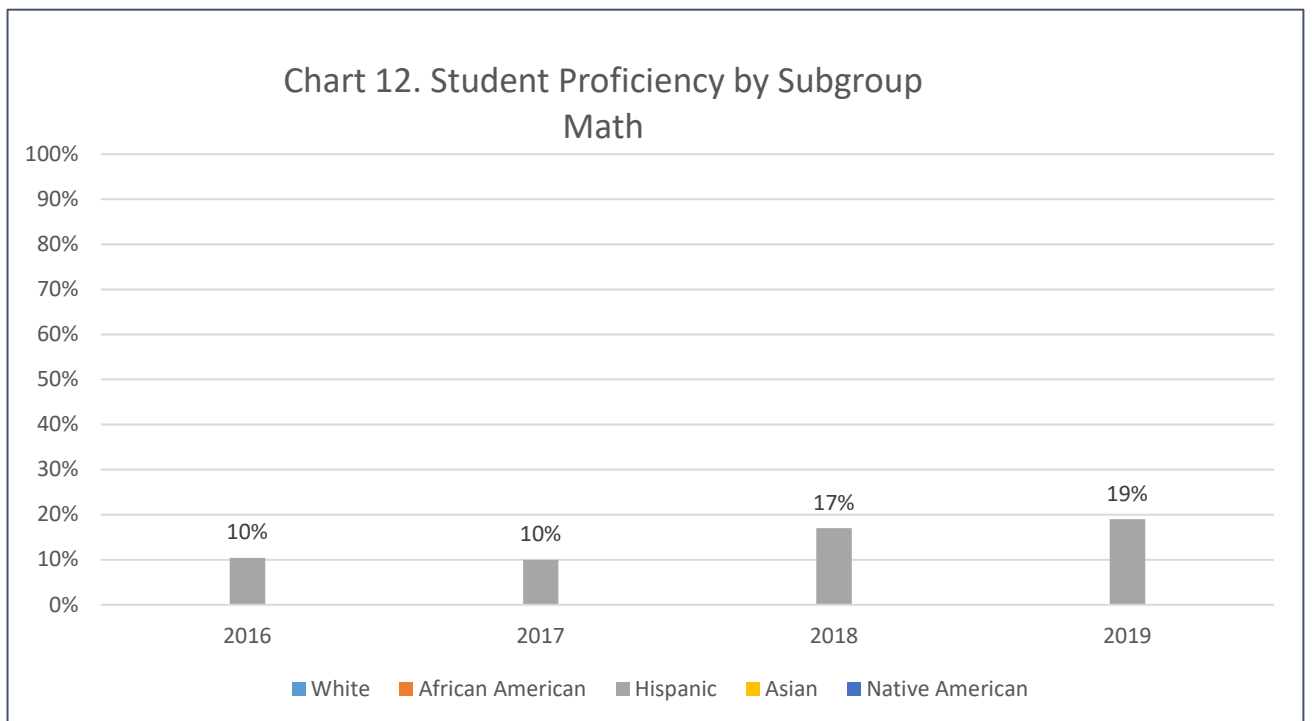
SY2019 Q1 Lowest-Performing Students



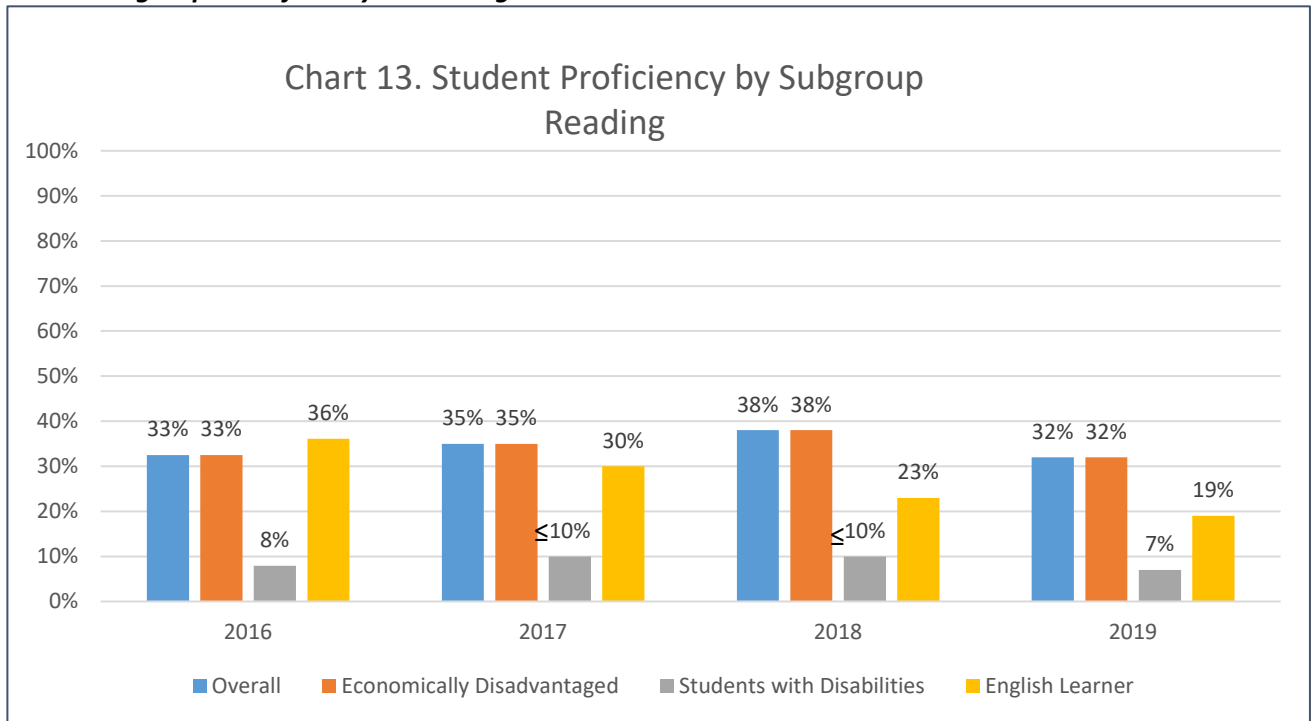
Race/Ethnicity Subgroups - Proficiency in Reading



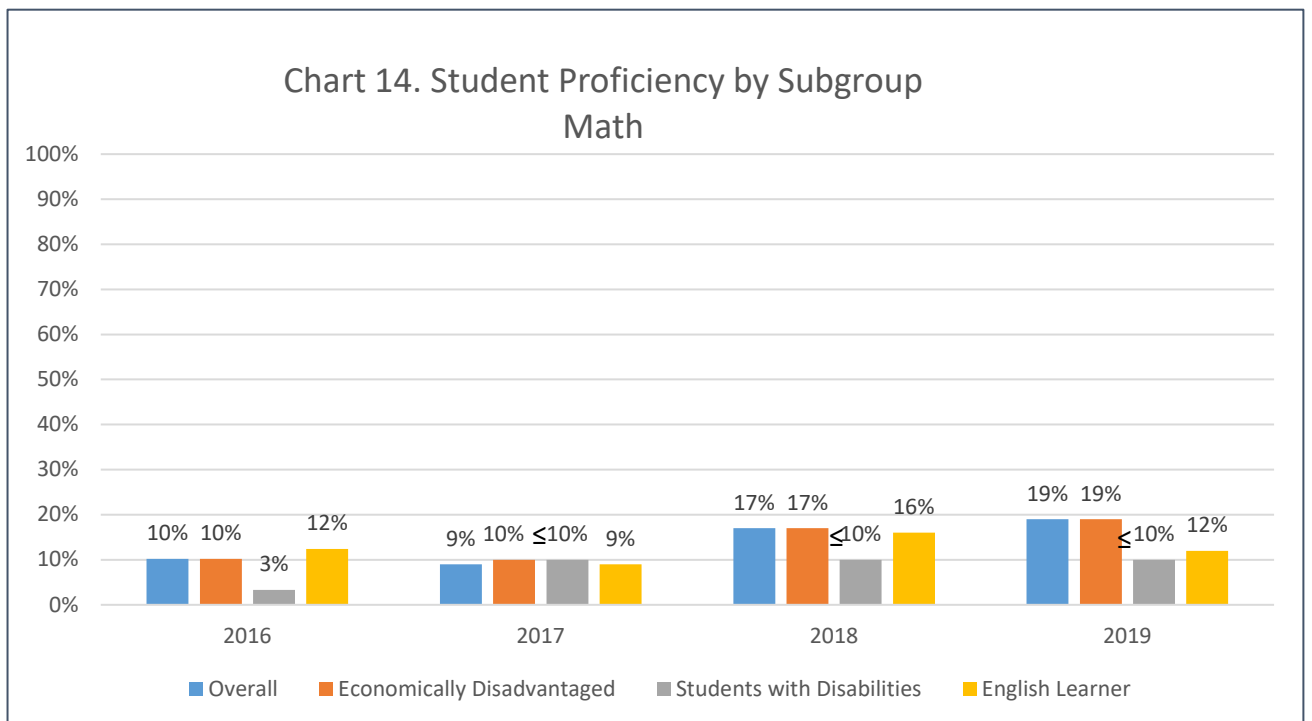
Race/Ethnicity Subgroups - Proficiency in Math



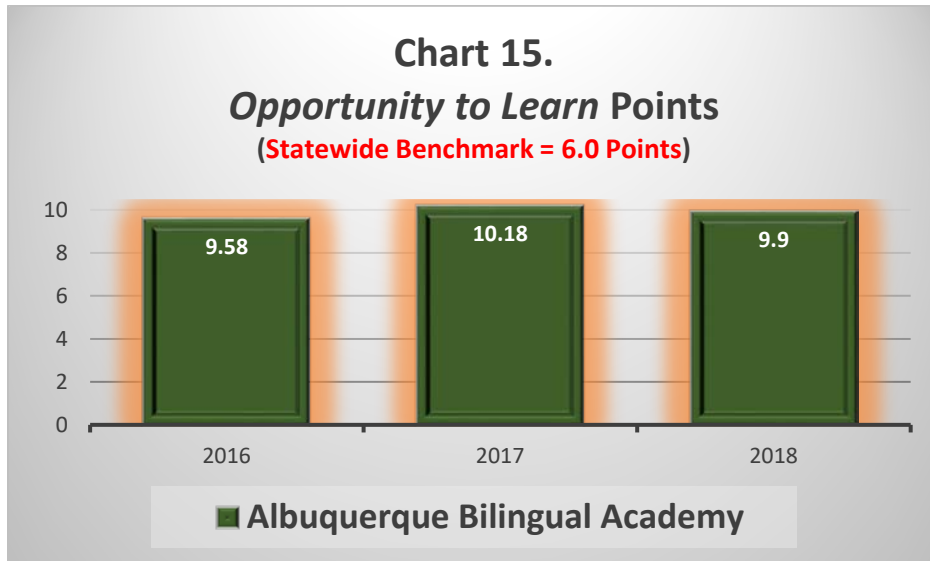
Other Subgroups - Proficiency in Reading



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.



1b. Specific Charter Goals

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

Original Charter Specific Goals

1. Short Cycle Assessment in Reading: short cycle assessment data will be used to measure academic growth or proficiency in Reading of Full Academic Year. The school meets the target of this indicator if at least 75-89% of FAY students made at least one full year’s growth identified as average or above average in reading short-cycle assessment scores when comparing beginning year results to later results OR the student tests at “achievement level III or IV” on the winter or spring short-cycle assessments (Test B, C or D).
2. Short Cycle Assessment in Math: short cycle assessment data will be used to measure academic growth or proficiency in Math of Full Academic Year. The school meets the target of this indicator if 75-89% of FAY students made at least one full year’s growth identified as average or above average in math short-cycle assessment scores when comparing beginning year results to later results OR the student tests at “achievement level III or IV” on the winter or spring short-cycle assessments (Tests B, C or D).
3. English Language Learners will be assessed using the WIDA ACCESS to measure English language growth of Full Academic Year students in grades 3-8. The school meets the target of this indicator if 70% - 84% of 3rd - 8th grade students made at least one full year’s growth in English language proficiency when comparing spring test results to the test results from the previous year (if available) OR the student tests at proficiency level 4, Expanding, 5, Bridging or 6, Reaching.

Please note that Discovery was discontinued and schools were allowed to switch to another short cycle assessment. La Promesa Early Learning Center selected NWEA MAP. Also, the school’s goals were revised as part of a Corrective Action Plan – as listed on next page.

Figure 2. Progress towards Charter Specific Goals.¹

	Goal 1	Goal 2	Goal 3
2016	Meets	Meets	Does Not Meet
2017	Meets	Meets	Falls Far Below
2018	Does Not Meet	Meets	Meets
2019	Does Not Meet	Meets	Meets

The school disputes the “Does Not Meet” ratings for 2018 and 2019. However, the CSD was unable to arrive at the same percentages that the school provided in its analysis, based on the evidence submitted by the school.

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

Revised Charter Specific Goals per Corrective Action Plan

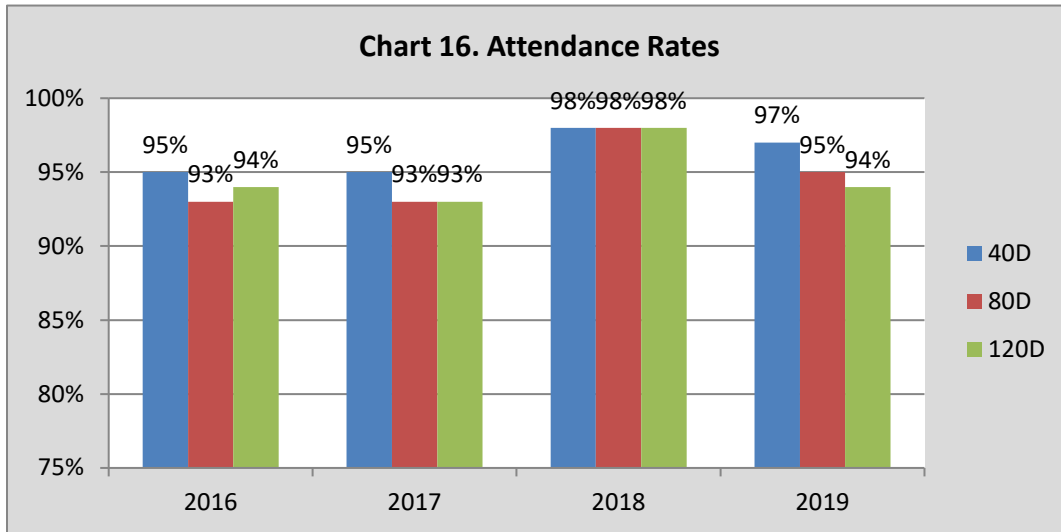
1. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Reading for Full Academic Year (FAY) students without IEPs for grades 1-8. The school will use the full MAP testing module for NWEA and not the “survey” or “screening” testing by NWEA. Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at “average” or “high” as identified on winter or spring test as shown on the NWEA MAP *Grade or Class report*.
Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students without IEP’s will demonstrate academic growth in Reading as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. “Academic Growth” will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the “projected RIT” score (fall term to spring term projection report). If the student matches or exceeds 1.5 of the “projected RIT” score in either the winter or the spring, then that student will have shown “Academic Growth.”
Meets: 75-89% of FAY students without IEPs
2. Short Cycle Assessment data (NWEA) will be used to measure academic growth or proficiency in Math for Full Academic Year (FAY) students without IEPs for grades 1-8. The school will use the full MAP testing module for NWEA and not the “survey” or “screening” testing by NWEA. Grade Level Proficiency. In order to show grade level proficiency (the second phrase in each of the standards set forth below), a student must test at “average” or “high” as identified on winter or spring test as shown on the NWEA MAP *Grade or Class report*.
Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students without IEP’s will demonstrate academic growth in Math as measured by three short cycle assessments using NWEA MAP grade level assessment. The growth will be determined using NWEA MAP results for each student as set by the fall test. Students may show the growth on either of the winter or spring assessments. “Academic Growth” will be defined as the growth identified on the fall test on the *Achievement Status and Growth Projection Report* as the “projected RIT” score (fall term to spring term projection report). If the student matches or exceeds 1.5 of the “projected RIT” score in either the winter or the spring, then that student will have shown “Academic Growth.”
Meets: 75-89% of FAY students without IEPs
3. English Language Learners will be assessed using the WIDA ACCESS to measure English language growth of Full Academic Year (FAY) students in grades 3rd – 8th. All studies indicate that it takes between 5 to 7 years for students to score at a proficient level (Cummins, 1998; Thomas & Collier, 2001) and therefore kindergarten through 2nd grades will not be included in this measure.
Growth. In order to show growth (the first phrase in each of the standards set forth below), FAY students will demonstrate English language growth as measured by growth from the previous spring assessment compared to the assessment given in the current year if data is available. (“One full year’s growth” will be determined using the 60% scale score gain established for all students who take the ACCESS exam as shown on the attached reports. There is a report for each grade 3-8. The school will match the student’s starting proficiency (levels 1-6) for the appropriate grade level of that student and then select the growth needed to match the 60th percentile of students nationwide.)
Proficiency. In order to show growth, identified students will demonstrate English language proficiency in the current year. An acceptable proficiency level for third grade students is identified at the “expanding” level 4 or higher as established by the ACCESS exam and reported on the student reports.
Meets: 70% - 84% of 3rd - 8th grade students

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.)

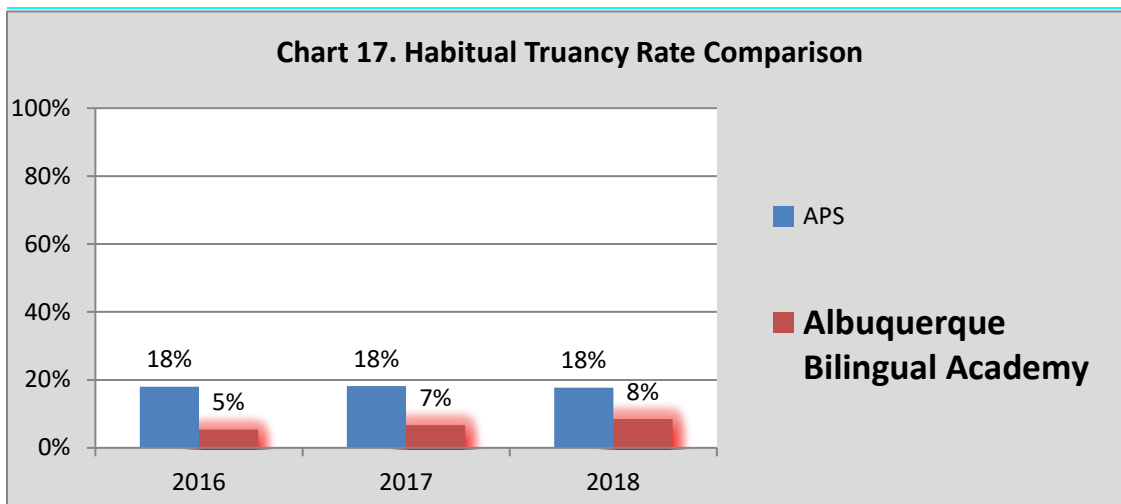
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



Habitual Truancy (The statewide target is 95% or better.)

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

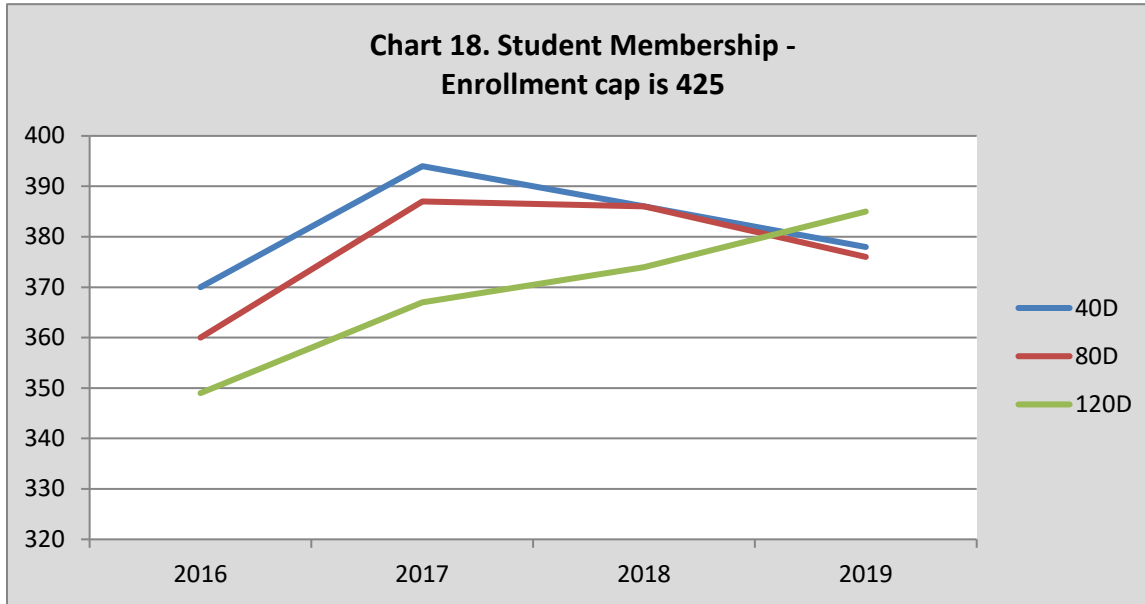
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



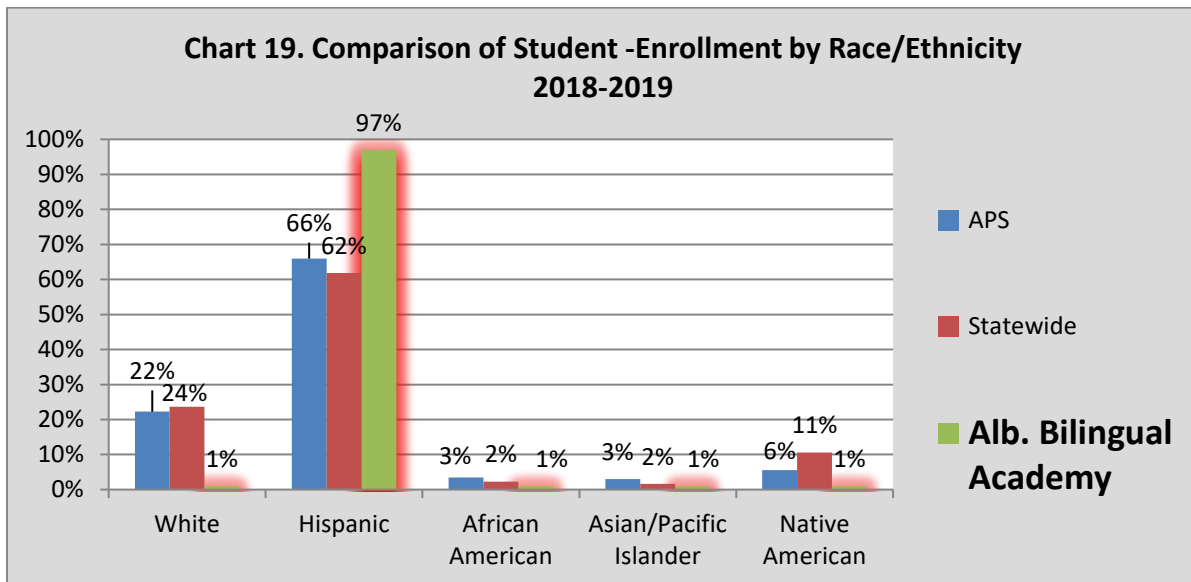
Student Membership (Enrollment)

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

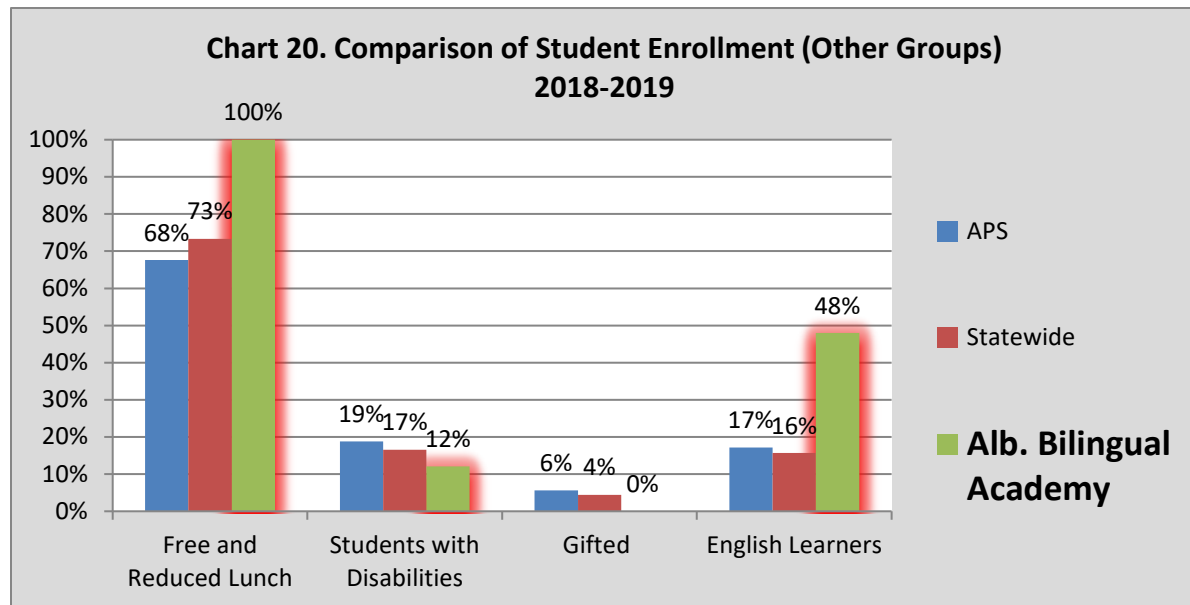


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

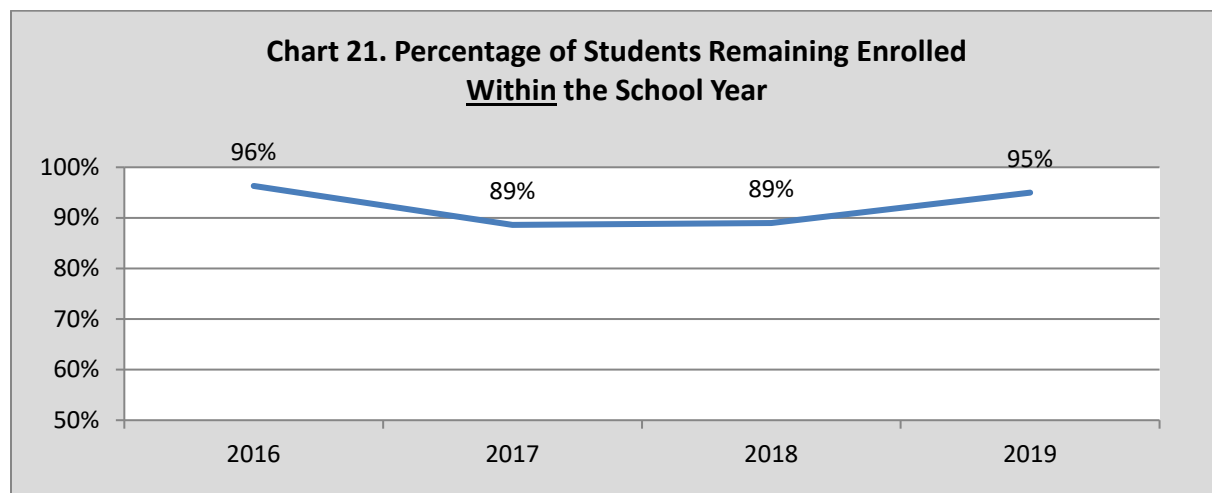


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

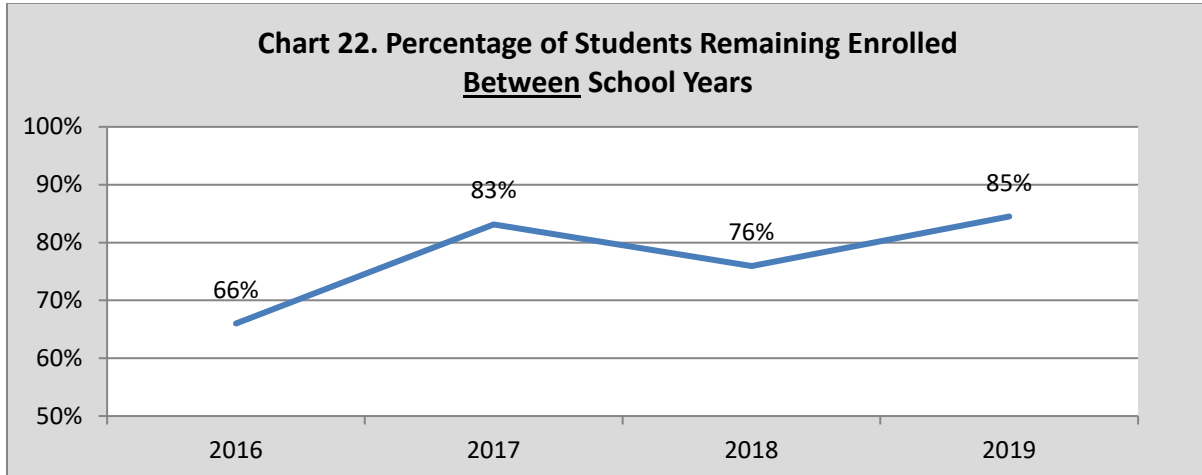
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

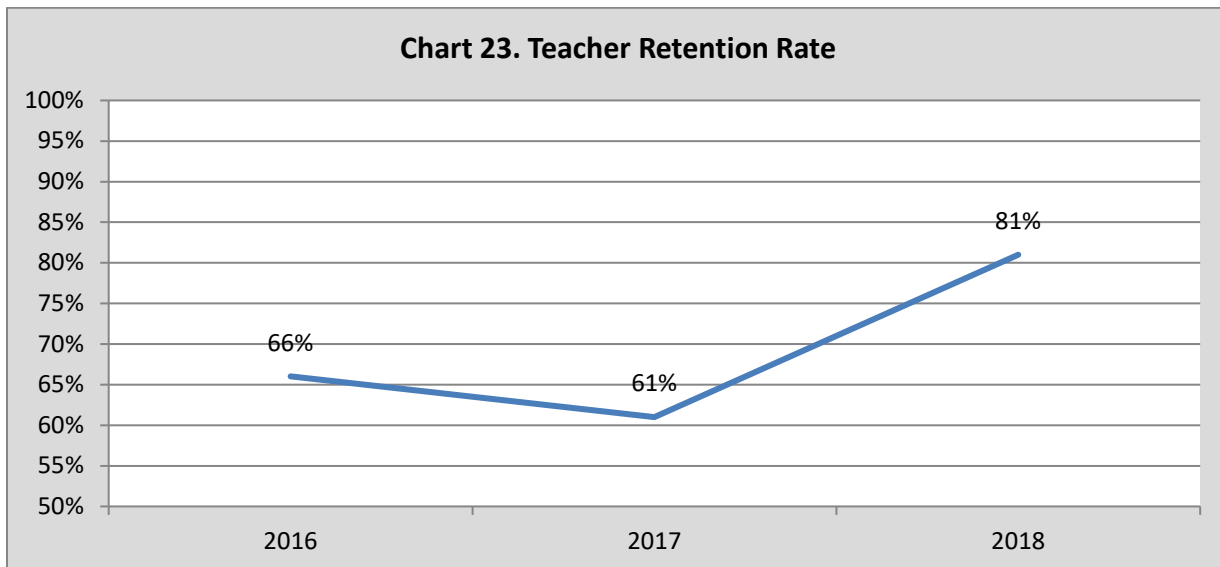


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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	2	2	0
FY17	10	3	7
FY16	9	3	2

Summary of Most Recent Fiscal Report

In FY18, the school received the following audit findings:

2018-001 Internal Control over Payroll (Previously #2016-004) (Other Noncompliance)

Condition/Context: During our review of 5 personnel files and related salary contracts, we noted the following issues:

- 1 instance in which the file contained documentation that only 1 form of identification was obtained by the school in the completion of the I-9 form.
- 1 instance in which the employee was underpaid by approximately \$173 during the year after our recalculation of the employee contract amount less docked pay and time for additional unpaid time off.

Management’s Response: The School’s Director will conduct an internal audit of employee files in coordination with the School’s Director of Operations, who is tasked with maintaining all employee files. This practice has occurred in the past and the Director will formalize this as an annual process. The School’s Business Manager will add another layer of review on all leave slips by reviewing alongside the timesheets, which is the current process. Additionally, the Business Manager will work with the School’s payroll team to emphasize current processes as well as to attempt to identify how to improve processes (Business Manager and payroll team contracted).

2018-002 Purchasing (Previously #2015-001) (Other Noncompliance)

Condition/Context: During our review of 54 disbursements, we noted 2 instances where the School failed to make timely payments of invoices, resulting in a total in \$237.76 of late fees being paid.

Management’s Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding, and will work toward corrective action during FY2019.

Management’s Response: Management is aware of the invoices noted as having late payment penalties. The Business Manager will work with the School’s Director to establish a regular schedule

for the review and approval of invoices as well as the picking up of invoices. In January 2018, the Director and the Business Manager determined that hard copy files of AP related items would be maintained at the Business Manager's office rather than at the School, as had been the previous practice. This process will become more formalized and timely.

2b. Board of Finance

Albuquerque Bilingual Academy's Board of Finance Authority was suspended August 12, 2016.

The Board of Finance Authority was returned to the school on January 1, 2019.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Educational Program of the School

La Promesa provides instruction in two languages. The delivery method in the educational research literature is identified as a Dual Language Model where two languages are used. At La Promesa instruction is taught 50% of the time in English and 50% in Spanish. Students demonstrate positive cross-cultural attitudes and behaviors.

Student – Focused Term(s).

Student Profile Folders -- Data Folders are kept on every student and maintained by each teacher. Within the Profile, are an attendance profile, a running Data Profile, the required assessment results both formative and summative, and 3 writing samples. This yearly information is completed, labeled and passed on to the next teacher to continue developing the student profile.

Teacher – Focused Term(s).

A Dual Language Model works when teachers have the appropriate training to deliver the content in the target language. Teachers who provide instruction in Spanish must have an endorsement in Bilingual Education. Teachers who provide instruction in English, especially to English language learners must be endorsed in TESOL (Teaching English to Students of Other Languages).

Parent – Focused Term(s).

The school typically provides the following Parent Event

Home Visits (fall)

Open House

Harvest Festival

Home-School Connections

Parent / Teacher Conference (three)

Mother/Son Dance

Holiday Program

Father-Daughter Dance

Kinder Promotion

Eighth Grade Promotion

3b. Organizational Performance Framework

Albuquerque Bilingual Academy (formerly La Promesa Early Learning Center)	2016-2017	2017-2018	2018-2019
Category I. Academic Performance Framework			
I-A.00 (1) NM A-F School Grading System / NM System of School Support and Accountability	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Pending
I-A.01 Required Academic Performance Indicators	Falls Far Below (or Does Not Meet) Standard	Reminder	Falls Far Below (or Does Not Meet) 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	Meets (or Exceeds) 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	Working to Meet Standard	Meets (or Exceeds) Standard
III-A.01 Education Plan: applicable education requirements	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
III-A.02 Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) 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	Working to Meet Standard	Meets (or Exceeds) 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	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
III-A.06 Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard	Working to Meet Standard	Meets (or Exceeds) Standard
IV-A.00 Business Management & Oversight: meeting financial reporting and compliance requirements	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard
IV-A.01 Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard
V-A.00 Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) 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	Working to Meet 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	Meets (or Exceeds) 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	Meets (or Exceeds) Standard	Working to Meet Standard
VII-A.01 School Environment: complying with health and safety requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet 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	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard

★ The school disputes the ratings on the mission goals.

3c. Governing Body Performance

The school has five (5) 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
Brenda Baca	President	9/26/2017	Active	10	13	0
Julian Munoz	Secretary	7/1/2016	Active	8	8	0
Regina Sanchez			Resigned	8	10	0
Doris Cole		1/28/2019	Active	10	11	0
Jose Garcia		6/24/2019	Active	10	10	0
Melissa Trujeque		2/25/2019	Active	10	14	0

Figure 7. Current governing council members

*Training requirements reduced by any approved exemptions.