



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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RYAN STEWART, ED.L.D.
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MICHELLE LUJAN GRISHAM
GOVERNOR

Analysis of Renewal Application and Site Visit Albuquerque Sign Language Academy

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

Head Administrator: Raphael Martinez

Business Manager: Patricia Garrett

Authorized Grade Levels: K-12

Authorized Enrollment Cap: 200

Current Enrollment: 103

Contract Term: July 1, 2015 through June 30, 2020

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.

PART A:	<p>Data analysis provided by CSD is attached Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term</p>
PART B:	<p>Progress Report provided by the School is attached Please see Part B for the school’s self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.</p>

<p align="center">The PED team reviewed the school’s Part B (Progress Report) and conducted a renewal site visit on October 18, 2019. <i>Ratings are based on the rubric provided in the application.</i></p>		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	<p>Department’s Standards of Excellence— A-F School Letter Grades Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. Overall NM School Grades: The school is exempt from school grades.</p>	<i>Not Applicable</i>
1.b	<p>Specific Charter Goals Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative.</p> <ol style="list-style-type: none"> <u>1.</u> Foundational Qualities of Student Success Rating in SY19: Exceeds <u>2.</u> ASL Receptive Skills Test Rating in SY19: Exceeds <u>3.</u> A. NWEA MAPS Reading goal for General Education students or who are A and B level SPED: grades 5-8 Rating in SY19: Exceeds B. NWEA MAPS Reading for SPED C and D level students excluding FAMA students: grades 5-8 Rating in SY19: Exceeds C. STAR Math goal for General Education students or who are A and B level SPED: 	<i>Meets the Standard</i>

	<p>grades K-8 Rating in SY19: Meets D. STAR Math goal for SPED C and D level students, grades 5-8 Rating in SY19: Meets E. Developmental Reading Assessment 2 (DRA2) goal for General Education students or who are A and B level SPED: grades K-4 Rating in SY19: Meets F. Developmental Reading Assessment 2 (DRA2) goal for SPED C and D level students, grades K-4 Rating in SY19: Exceeds G. Modified Developmental Reading Assessment 2 (modified DRA2) goal for FAMA students Rating in SY19: Exceeds H. Singapore Math (Discontinued)</p>	
FINANCIAL COMPLIANCE		
2.a	<p>Audit Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. During FY16-FY18, the school had four (4) audit findings, including one (1) repeat and two (2) material weaknesses or significant deficiencies. There were no audit findings in FY18.</p>	<i>Demonstrates Substantial Progress</i>
2.b	<p>Board of Finance Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).</p>	<i>Meets the Standard</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	<p>Material Terms All schools must provide a response for this section of the application.</p>	<i>Meets the Standard</i>
3.b	<p>Organizational Performance Framework Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. • Indicator 5a Facilities Requirements</p>	<i>Demonstrates Substantial Progress</i>
	<p>Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in</p>	<i>None Known</i>

	Appendix, referenced in narrative by name. List complaints	
3.c	Governance Responsibilities All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>

PART C:	Financial Statement is attached A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
PART D	Affidavits for Petitions are attached 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school, with certified affidavit. Number: <u>25</u> Percentage: <u>83</u> %
	2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school, with certified affidavit. Number: <u>53</u> Percentage: <u>80</u> %
PART E:	Description of the Charter School Facilities and Assurances are attached A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.
	1. A narrative description of its facilities
	2. Attach <u> </u> facility plans or <u> X </u> the school’s Facility Master Plan
	3. Attach a copy of the building E Occupancy certificate(s) from <u>County of Bernalillo</u> number <u>BCBP20100051</u> <u>Maximum capacity is not listed on the certificate.</u>
	4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 The PSFA website lists an NMCI score for the school of 15.63% , which is below the current average of 23.07% (lower is better with zero being perfect).
5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. <u> </u> building is owned by charter school, school district, or government entity; OR <u> </u> building is subject to a lease-purchase agreement; OR <u> X </u> school had provided the appropriate assurances form: X Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)	
PART F:	Prior Amendment Requests No amendment requests were submitted.
Interviews	A summary of the Stakeholder Interviews is on the following page.
Other Appendices	The school did not provide additional appendices.

November 2019

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School's Response	The school may provide a narrative response to this analysis, which is due no later than November 25, 2019. The response should be uploaded to the Web-EPSS 2019-2020 PEC Renewal Application AND sent via email to charter.schools@state.nm.us .
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Stakeholder Interviews

Stakeholder interviews were conducted on October 18, 2019 at Albuquerque Sign Language Academy. The participants included six (6) parents, seven (7) students, two (2) Governing Council members, and ten (10) staff members.

Most of the parents decided to send their children to Albuquerque Sign Language Academy to improve their child's ability to communicate because they are hard of hearing/deaf or have a family member who is hard of hearing/deaf. Parents emphasized the inclusiveness of the school as a strength. The school celebrates each child's uniqueness and fosters a sense of acceptance and inclusion, which leads to students supporting their peers with disabilities. "I don't know what the folks in Albuquerque would do without this school," said one parent.

Six of the seven students interviewed said they were here because they had a deaf or hard of hearing relative. One student was deaf herself. While the students do feel supported by their teachers and EAs, a couple students expressed that they don't always feel like they are prioritized because some of their peers need more attention. That being said, students did describe the fact that everyone is together and that there is no segregation as strengths of the school.

Teachers greatly appreciate the fact that the school keeps everyone together. Deaf and hard of hearing students are not separated, which leads to a feeling of community. One teacher expressed a concern that the number of hearing students outweighs the number of deaf. She wishes it could be more balanced. Teachers are constantly having conversations with each other about how they can best support the students. They create data worksheets where they enter student scores, which they then try to analyze to create better student outcomes.

One of the board members decided to help in the creation of and to join the board of Albuquerque Sign Language Academy because she knew two of the other founders were facing challenges finding education options for their son. She noted that not all families with deaf/hard of hearing students could or wanted to send their children to New Mexico School for the Deaf (NMSD). In fact, the other board member found herself in this situation with her deaf son. He had other needs and NMSD was not an option. The board members reported that their job as council members is to manage the finances and support/oversee the head administrator. Academic performance is a regular conversation point for the board. The head administrator always discusses academics in his report during board meetings. The board is always looking for improvement in the children. One board member used to be concerned that hearing students were maybe not getting the same support and education as their deaf/hard of hearing peers. She asked her twin boys, who attended the school and are hearing, if they thought they got a good education at Albuquerque Sign Language Academy. They said, "We had the best education we've ever had at ASLA."



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Part A: Preliminary Data Report and Current Charter Contract Terms

**Albuquerque Sign Language Academy
November 2019**

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 97 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% of the student population 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).

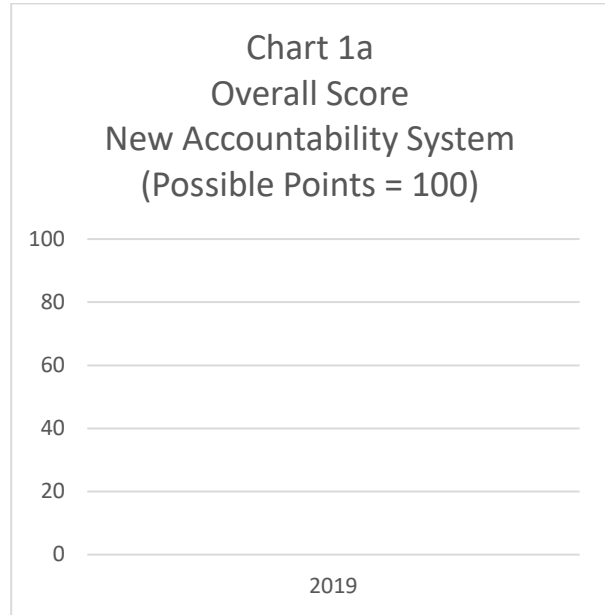
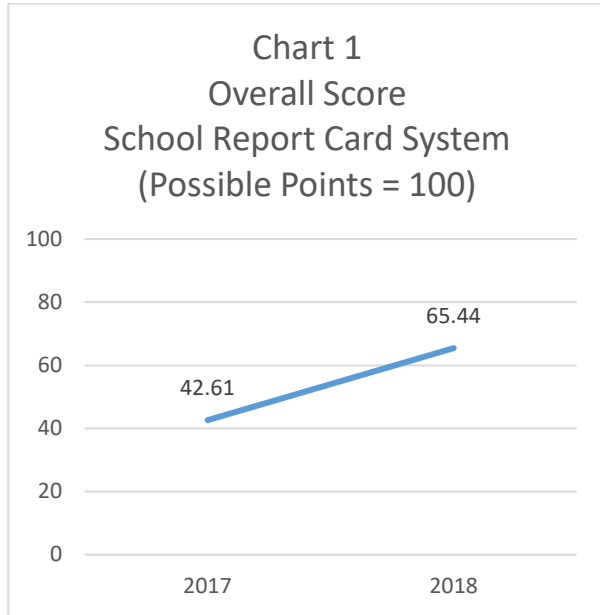
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point 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.

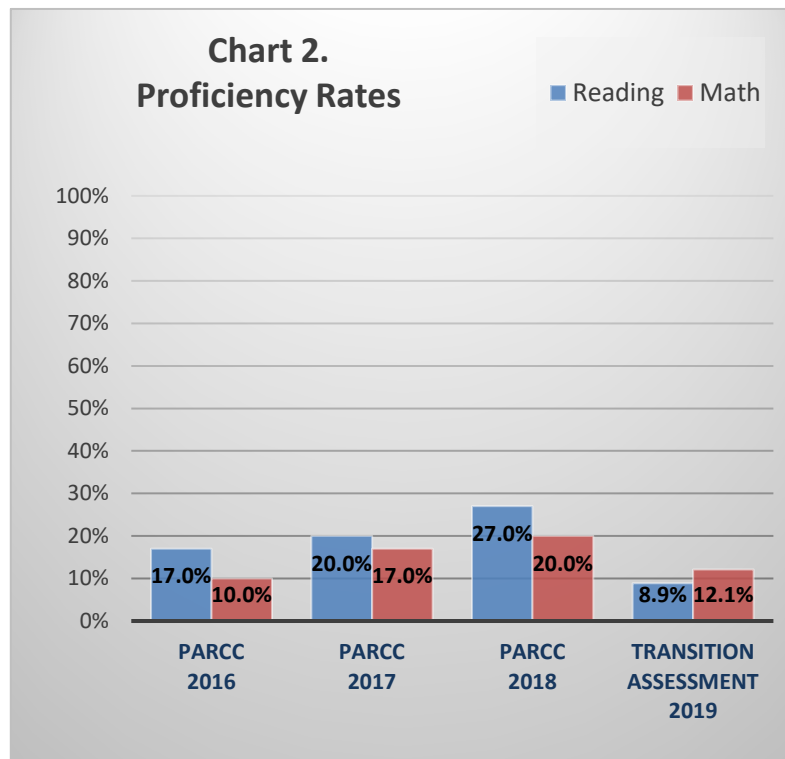
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). **This report will be supplemented with information for 2018-2019, from the new State System of School Support and Accountability, once the reports are released.**

1a. Department's Standards of Excellence

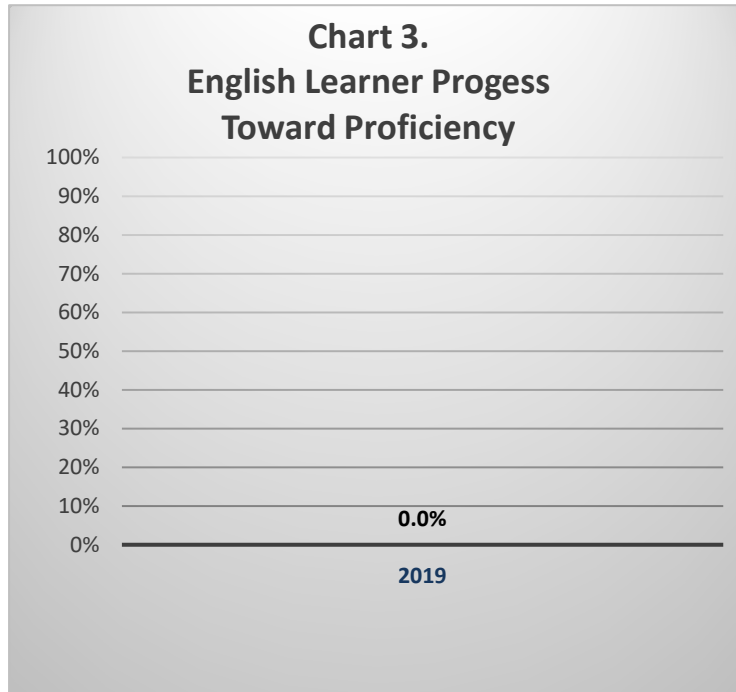
Overall Standing: Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



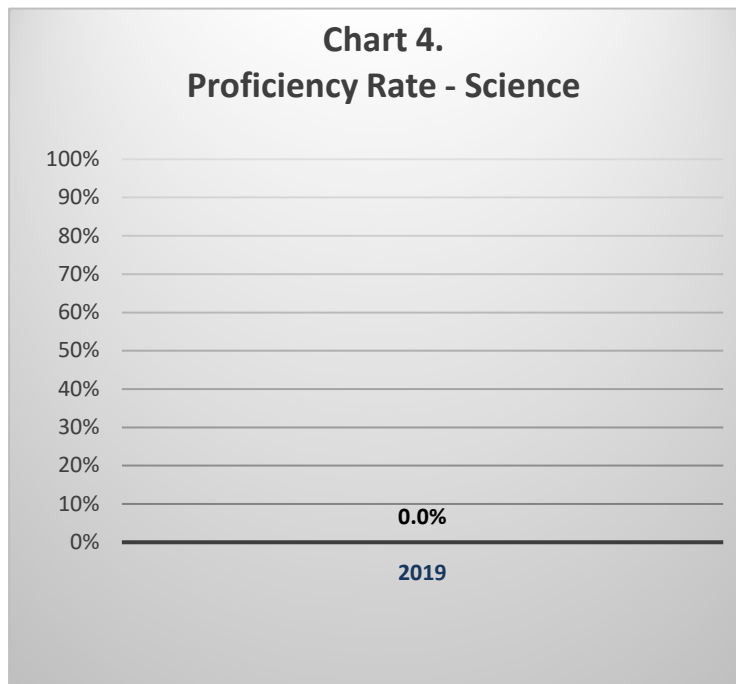
Proficiency Rates: Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



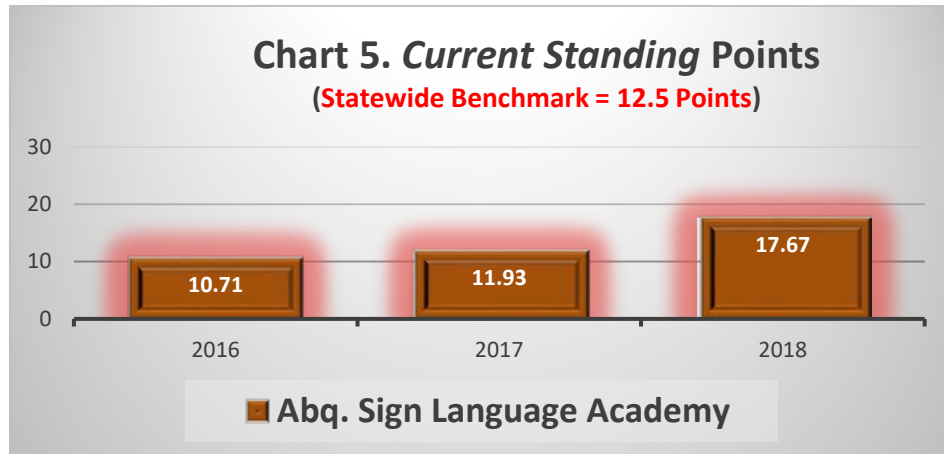
English Learner Progress Toward English Language Proficiency: This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



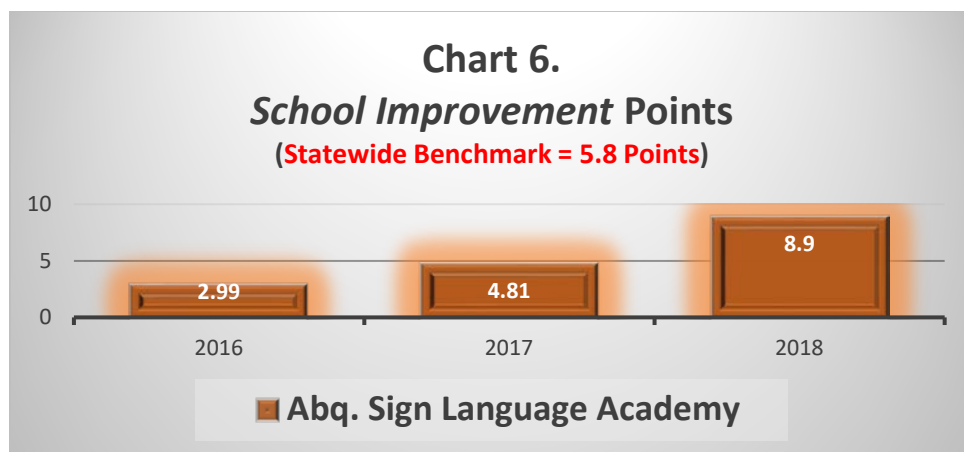
Science Proficiency: This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



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.**

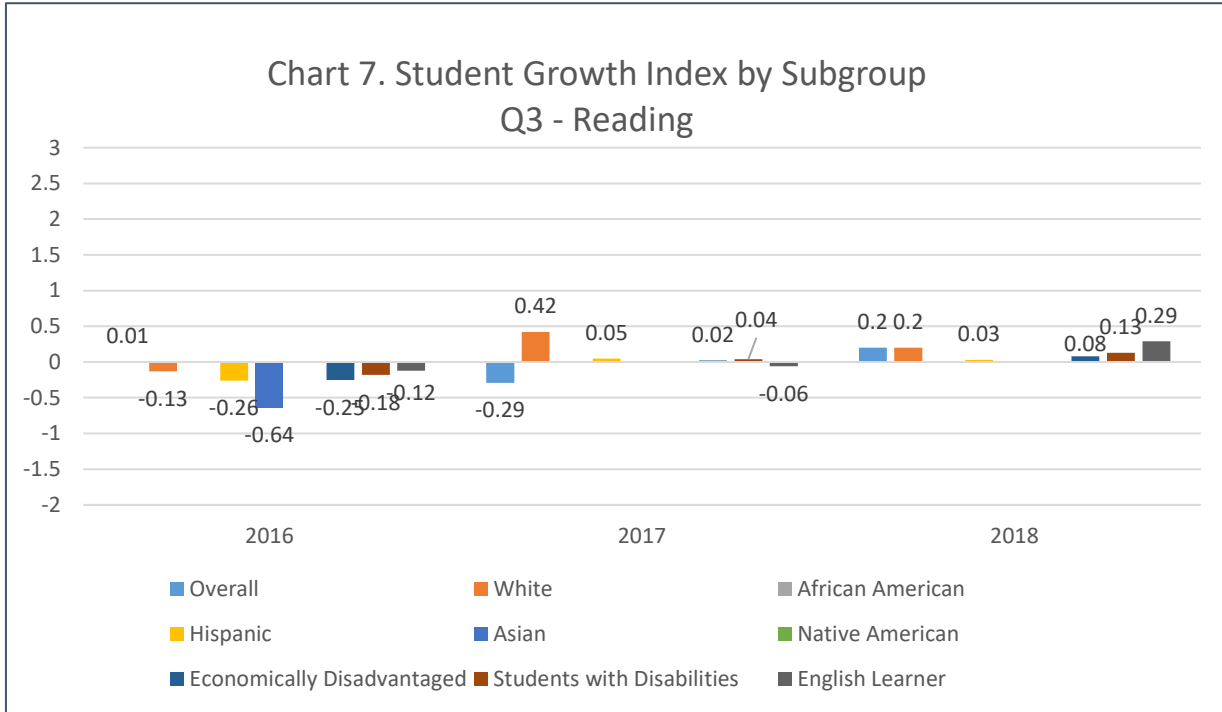


School Improvement: The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility,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



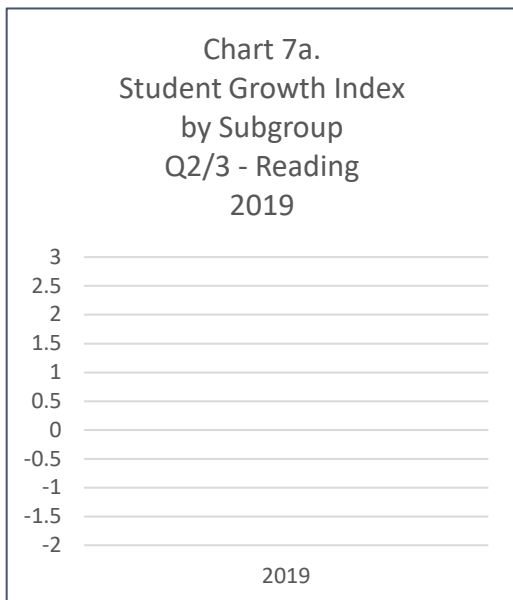
Subgroup – Higher-Performing Students in Reading

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. Subgroups with fewer than 10 students are not displayed in order to mask student identity. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



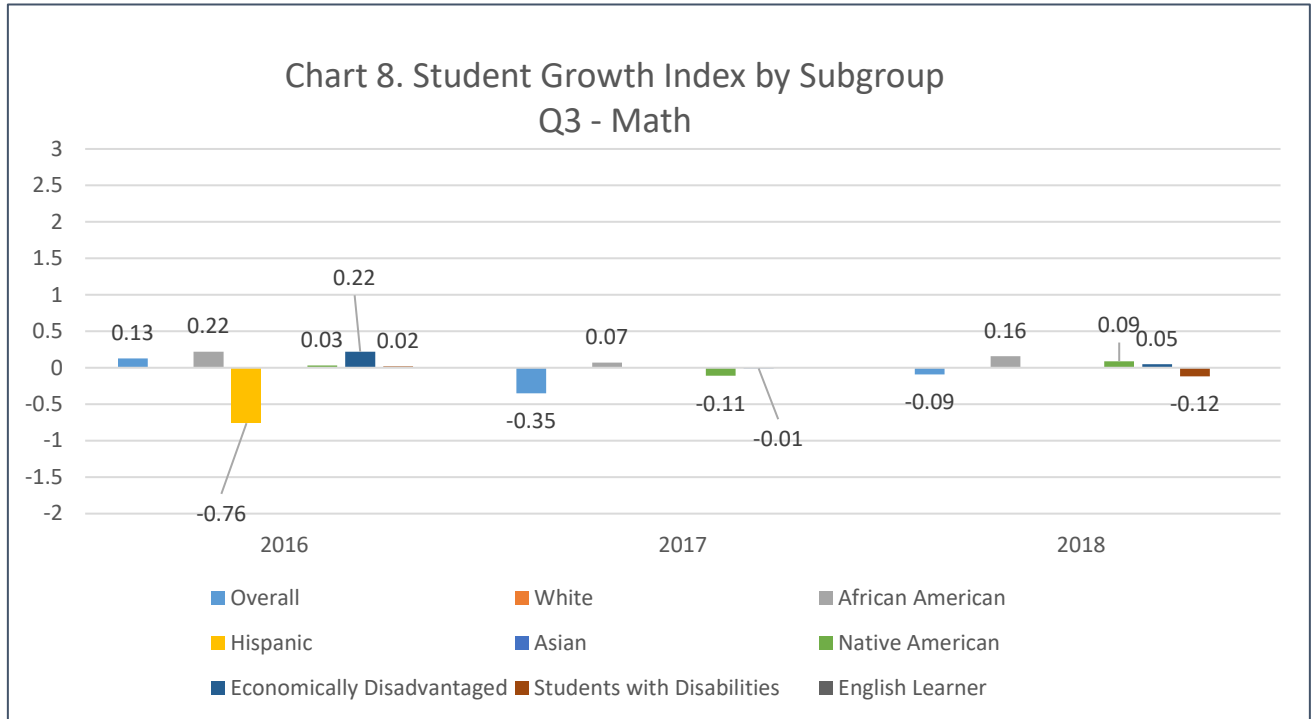
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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



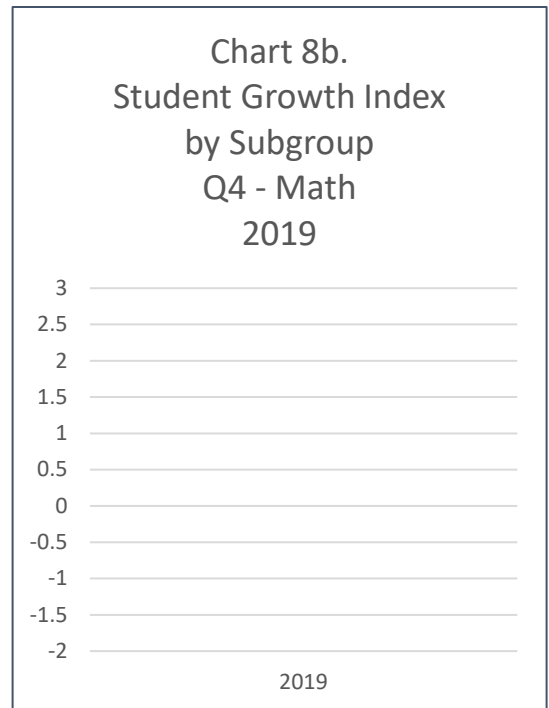
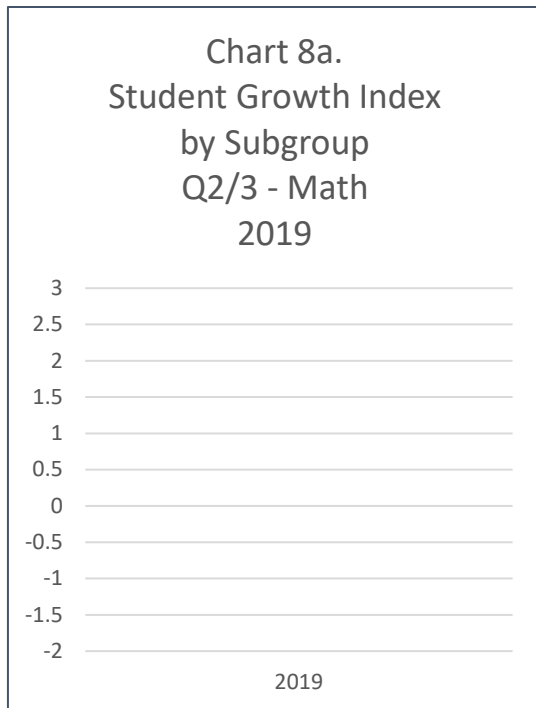
Subgroup – Higher-Performing Students in Math

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



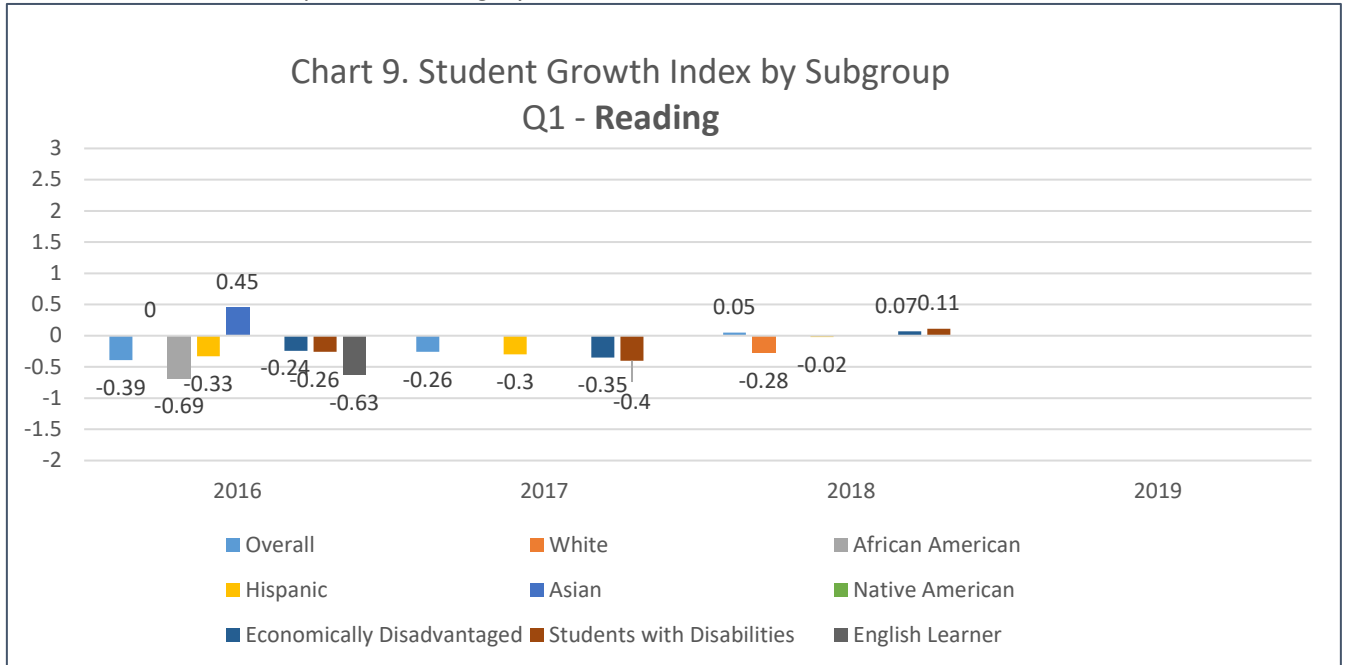
SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)

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

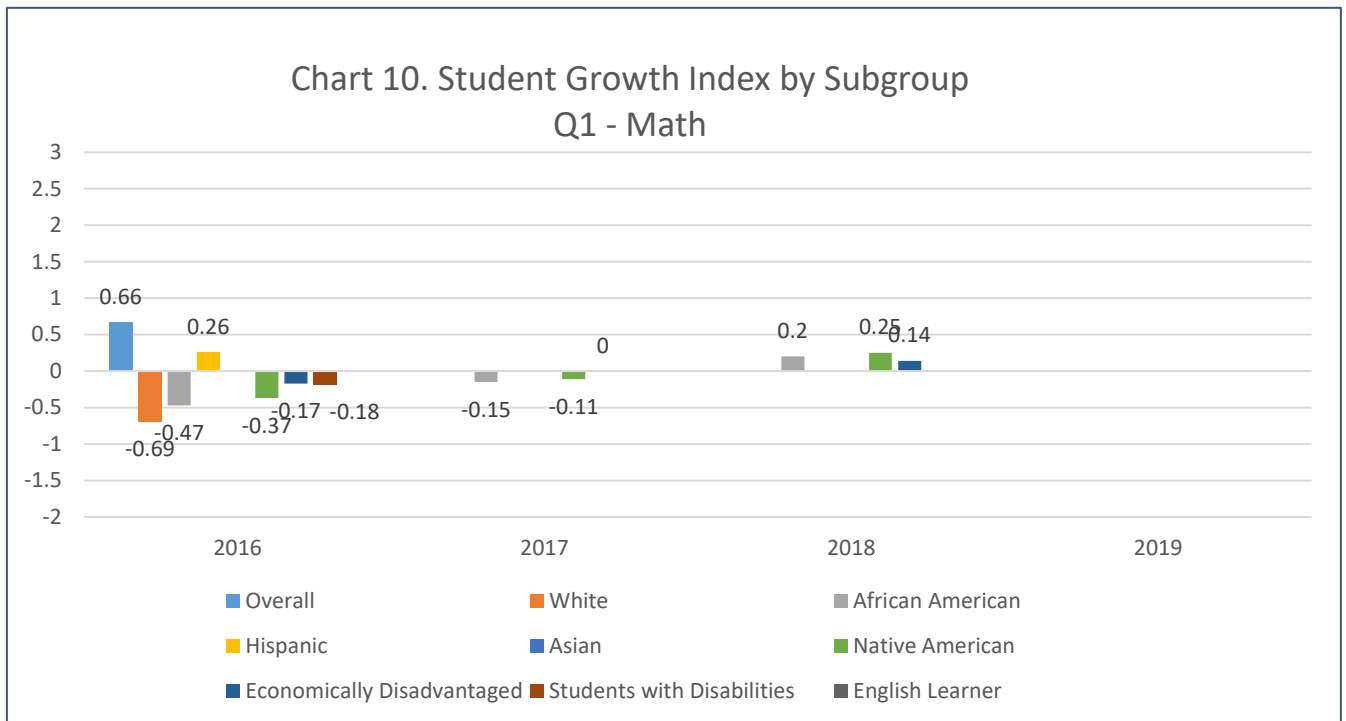


Subgroup – Lowest-Performing Students in Reading

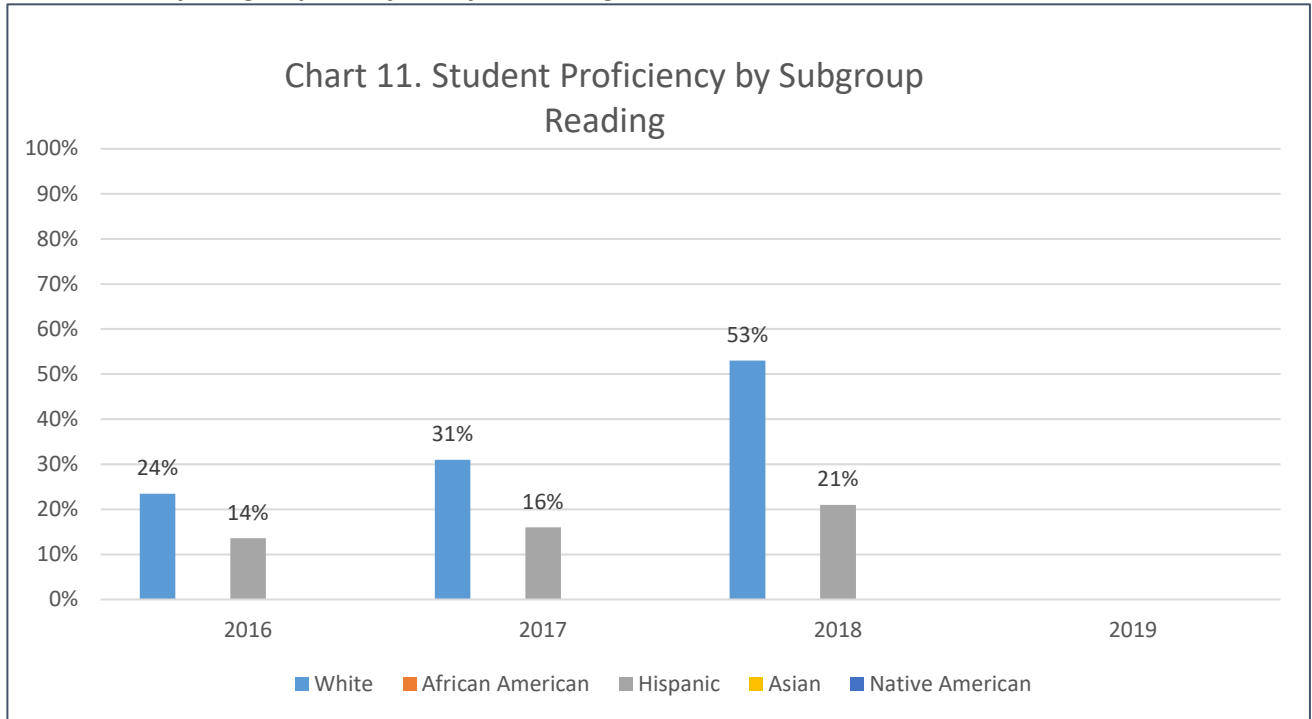
Q1 Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). For some schools data may be masked due to low numbers in a particular category.



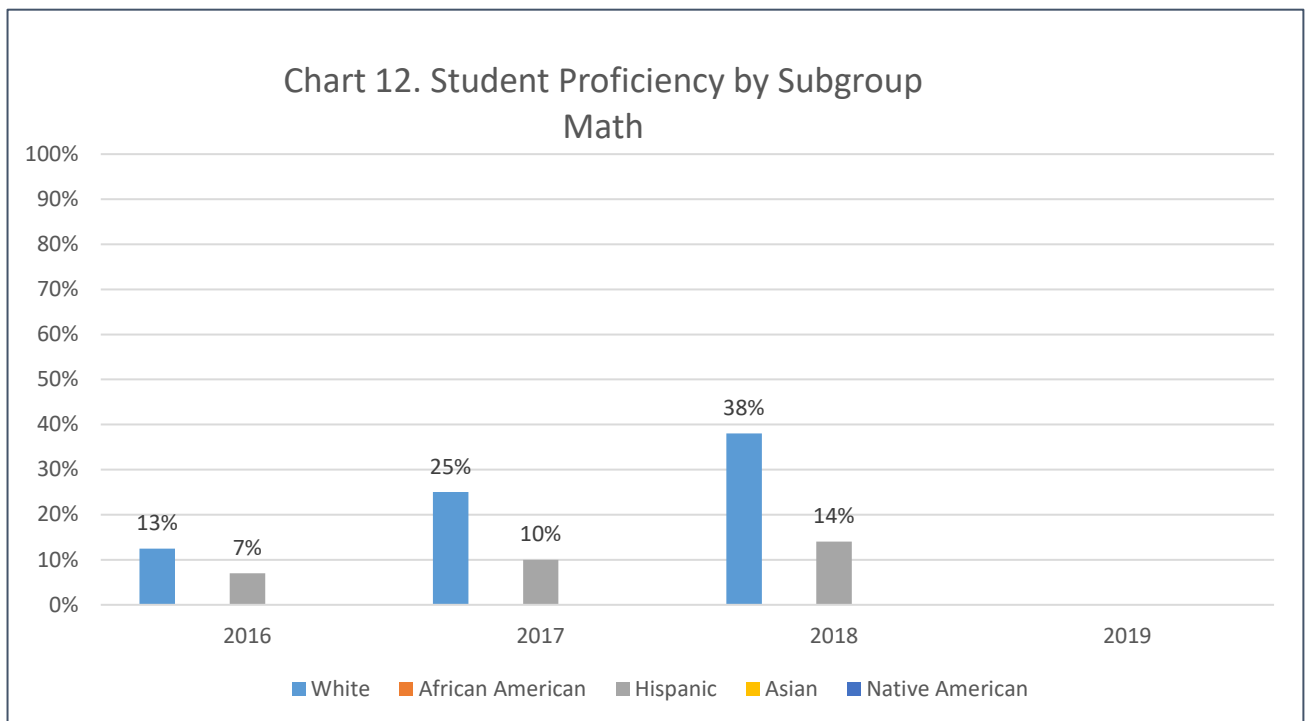
Subgroup – Lowest-Performing Students in Math



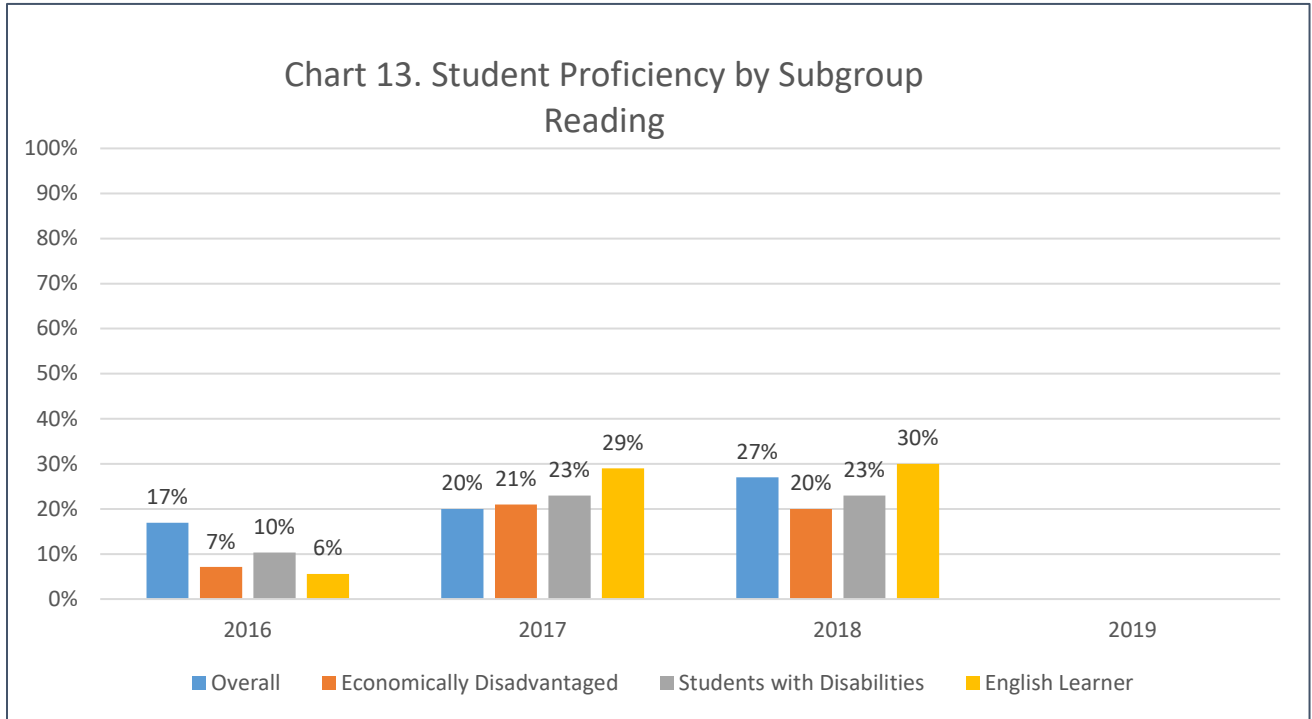
Race/Ethnicity Subgroups - Proficiency in Reading



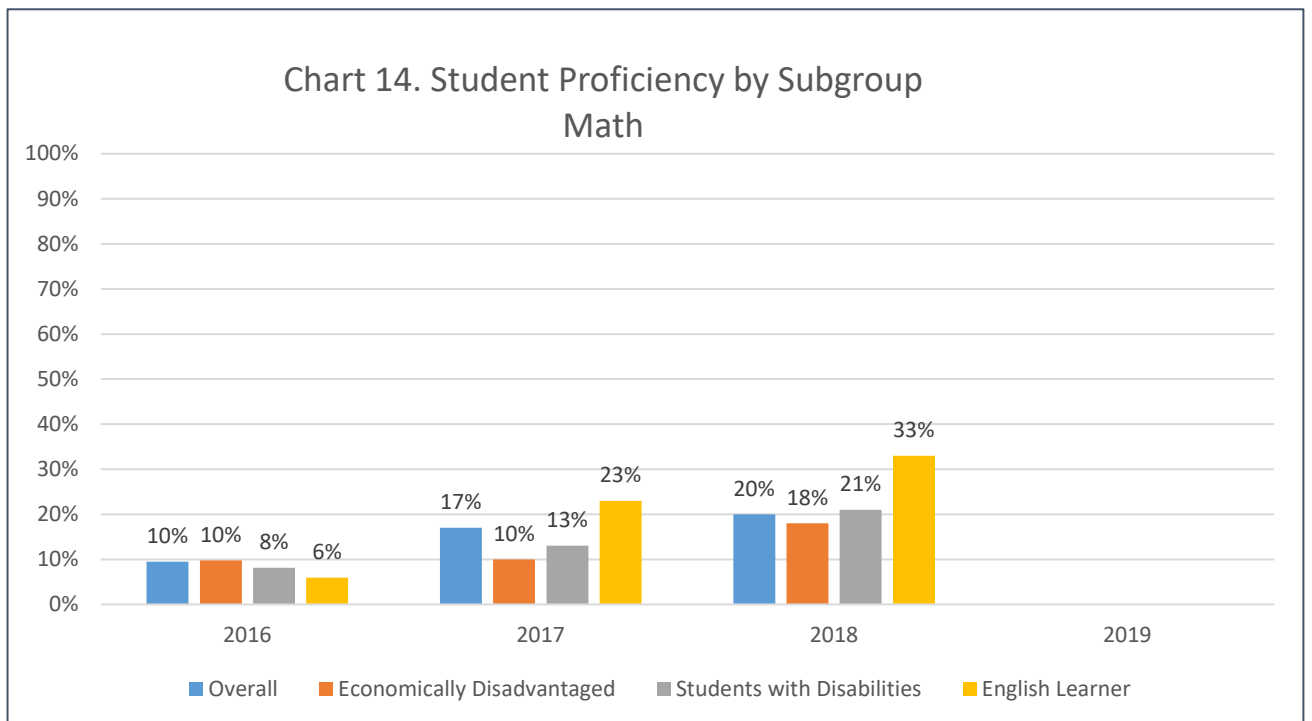
Race/Ethnicity Subgroups - Proficiency in Math



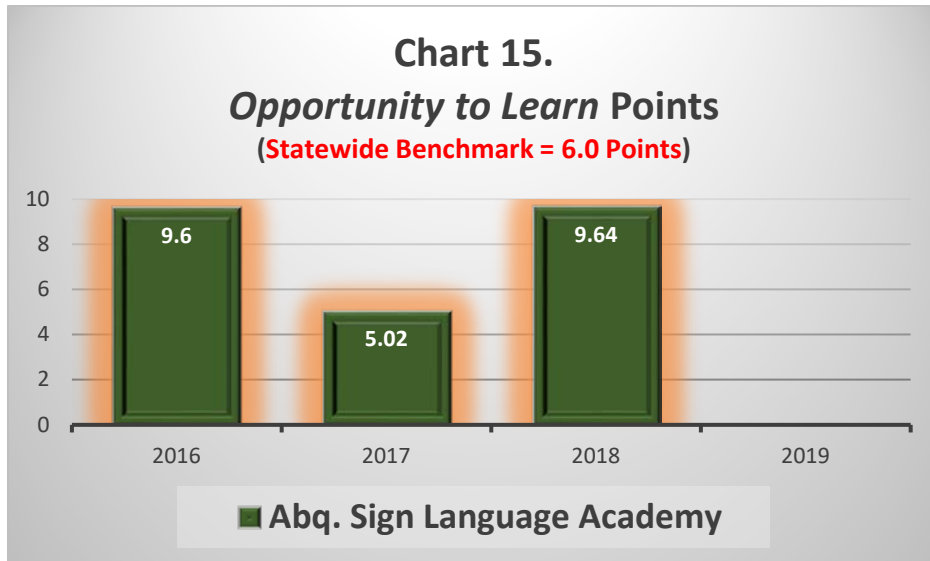
Other Subgroups - Proficiency in Reading



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.

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.

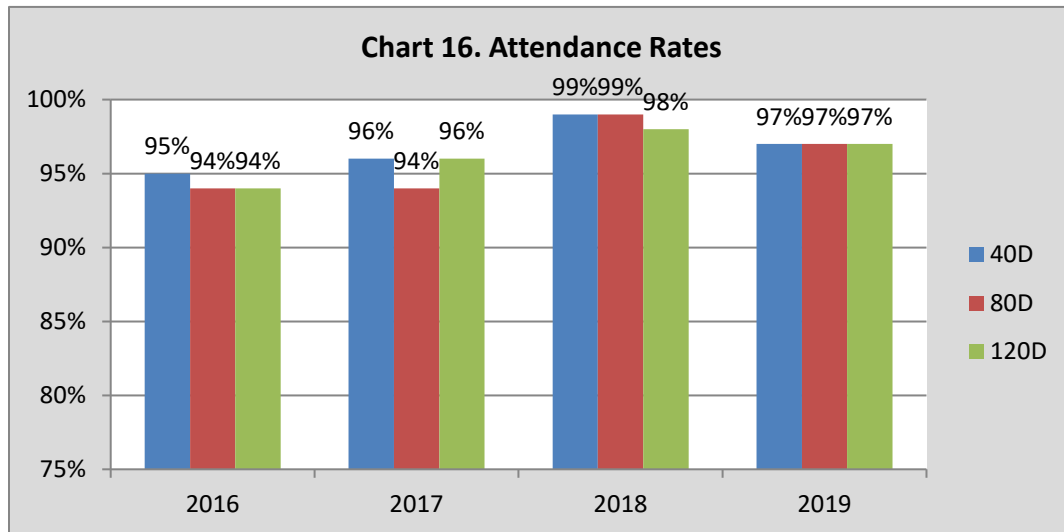
¹ Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

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.)

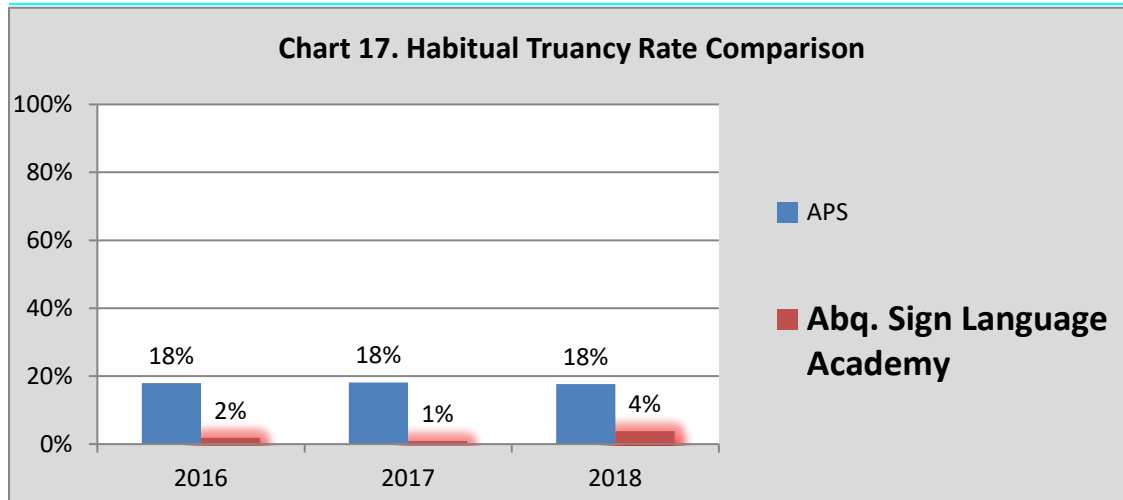
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



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

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

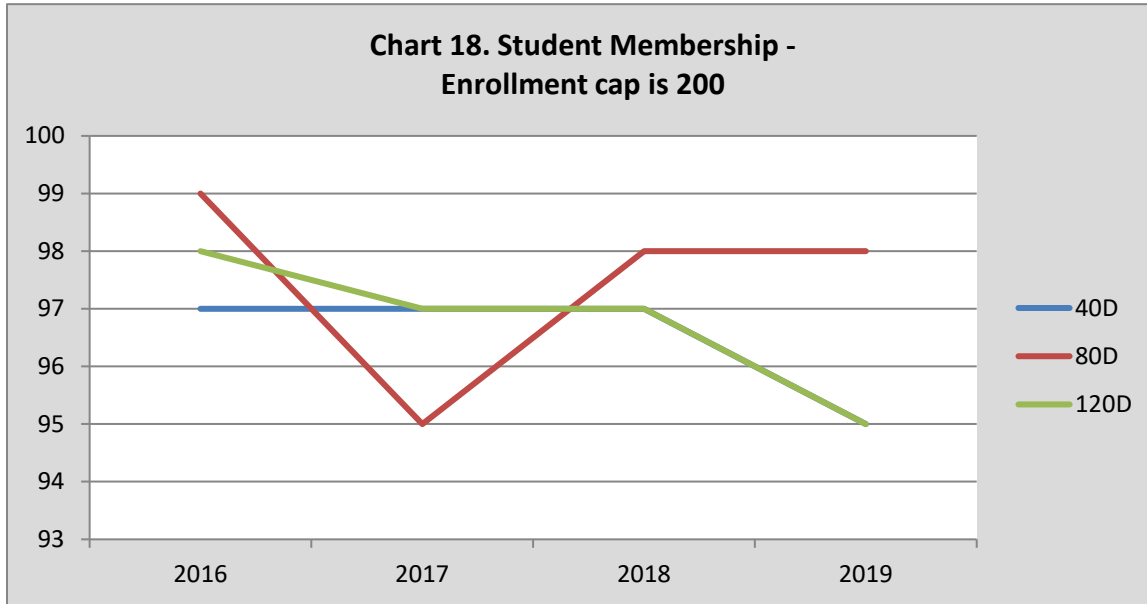
Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School



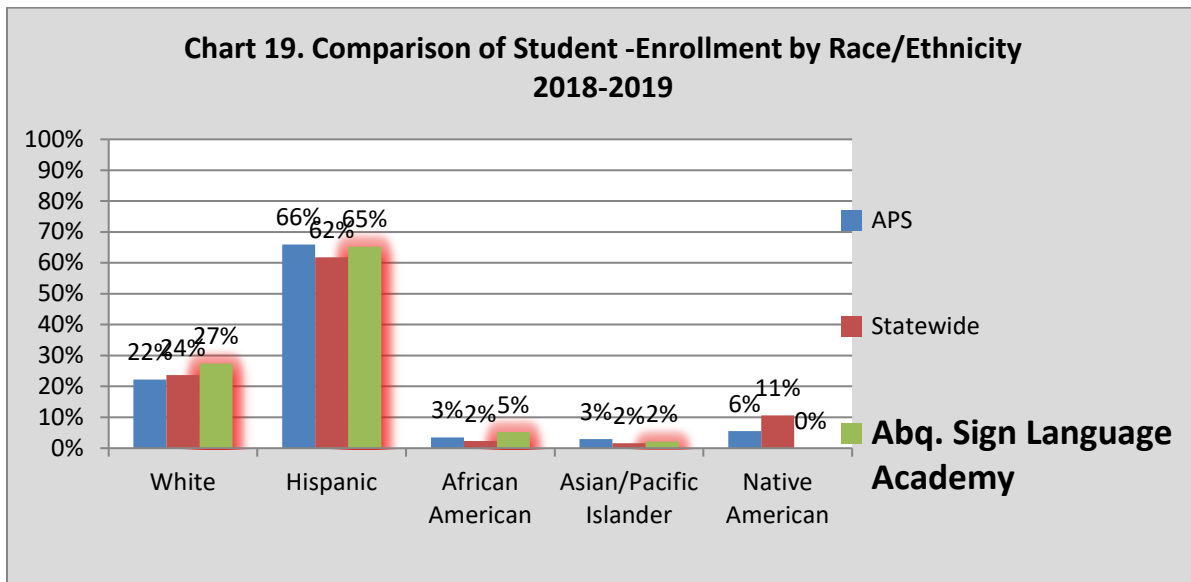
Student Membership (Enrollment)

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

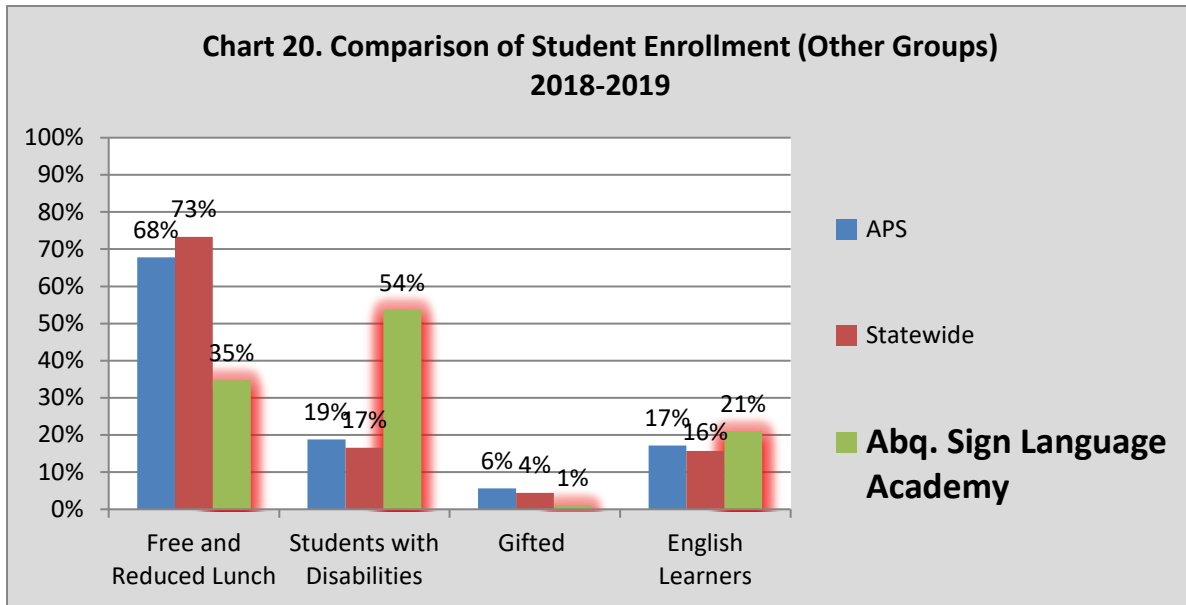


Enrollment by Race/Ethnicity



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

Enrollment by Other Subgroups

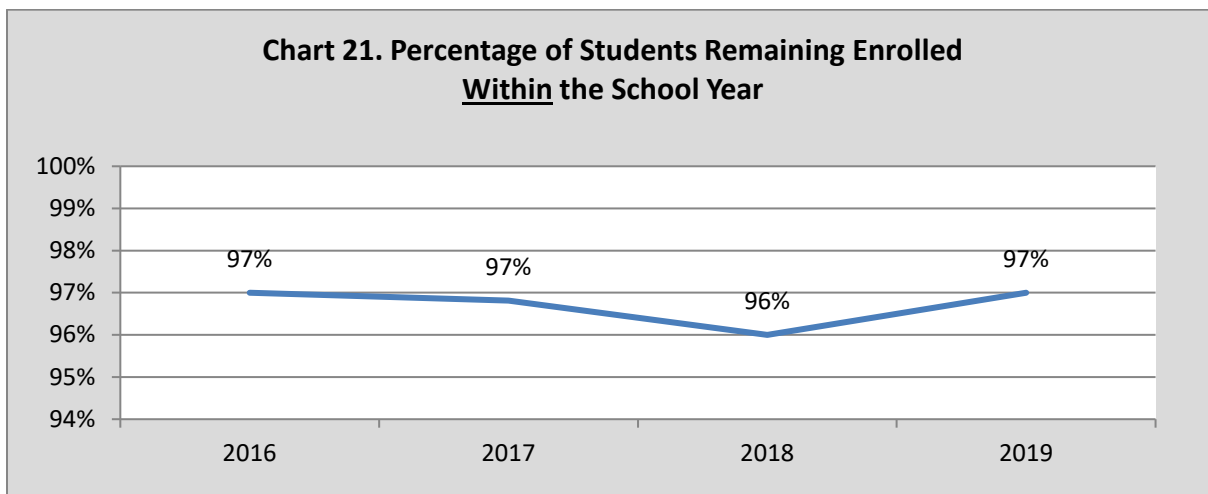


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

Retention and Recurring Enrollment

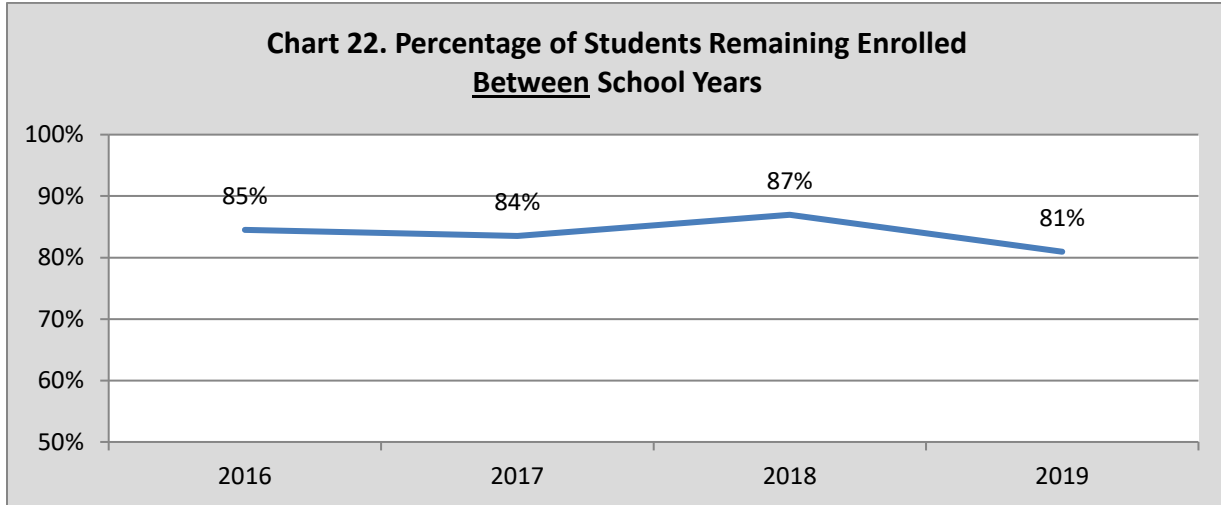
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

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.

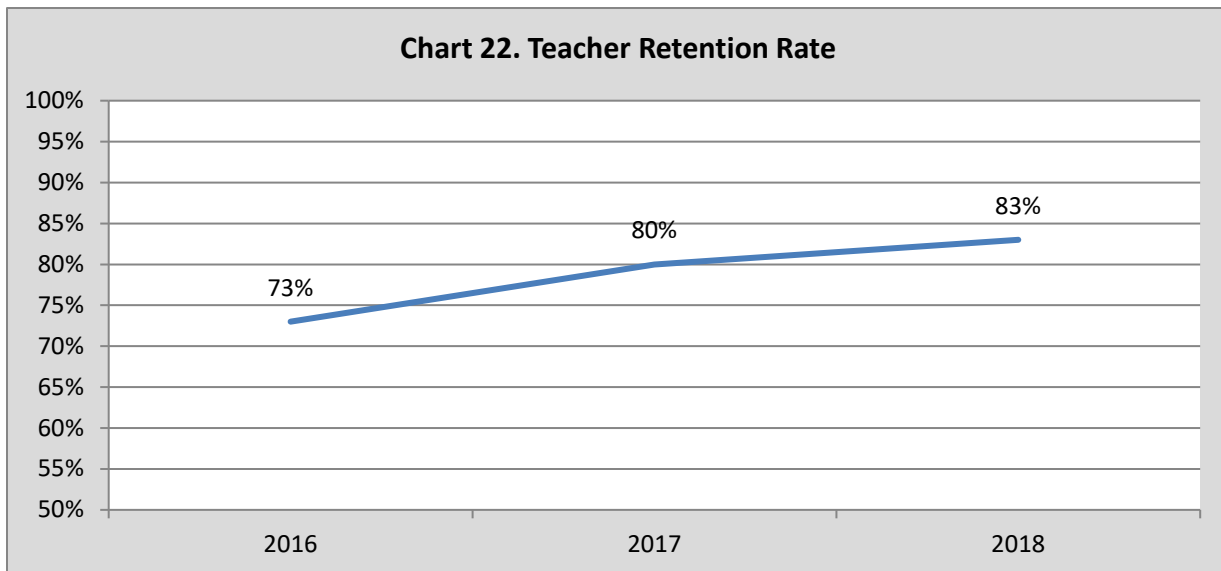


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

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

Please note that the 2018-2019 ratings are not yet finalized. Schools may be in the process of submitting additional documentation and the Academic Indicator cannot be rated until the NM System of School Support and Accountability data is released. This chart will be updated in the packet provided to the Public Education Commission (PEC) and the school in November.

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/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/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.

OTHER SECTIONS

Part B: Progress Report (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide information on academic performance, financial compliance, and organizational, contractual and governance responsibilities and improvement actions over the term of their most current charter.

Part C: Financial Statement (to be provided by school)

This section will be completed by school and submitted as part of the renewal and is an opportunity to demonstrate the financial stewardship it has implemented over the term of the contract. The school must provide a financial statement that discloses the costs of administration, instruction and other spending categories for the charter school. The financial statement must be understandable to the general public and must allow comparison of costs to other schools or comparable organizations. For schools that have earned a D or lower letter grade, the report should specifically address how the school has prioritized 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. The department has created a form for the report that is incorporated as part of the application

Part D: Petitions of Support (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to demonstrate the community support for the continuation of the school. NMSA 1978 § 22-8B-12 requires the school provide two petitions (1) a petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the employees in the charter school during the year prior to the least year of the contract; and (2) a petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the households whose children are enrolled in the charter school on the 120th day of the year prior to the least year of the contract. These petitions must be completed in the school year in which the applicant is applying for renewal.

Part E: Description of Charter School Facilities and Assurances (to be provided by school)

This section will be completed by school and submitted as part of the renewal application and is an opportunity to provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of NMSA 1978 § 22-8B-4.2. The school must provide supporting documentation to demonstrate the assurances are correct in an appendix. The required documentation includes the E-Occupancy Certificate, a letter regarding the New Mexico Condition Index (NMCI) from Public School Facilities Authority (PSFA), and a copy of any lease documents. All schools must provide a response for this section of the application.

Part F: Amendments and Amendment Requests during the contract term
The historical information on amendments and amendment requests is provided by the Charter Schools Division in Figure 8.

Description	PEC Action	PEC Approval Date	Reason for denial
NO AMENDMENT REQUESTS SUBMITTED DURING THIS CONTRACT TERM			

Figure 8. Amendment Requests and actions.