



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

ARSENIO ROMERO, Ph.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2022-23 Annual Report
March 1, 2024**

School Name: Albuquerque Bilingual Academy

School Address: 7500 La Morada NW Albuquerque, NM 87120

Head Administrator: David Bryant (Interim)

Governing Board Chair: Jose Garcia

Business Manager: Kyle Hunt (this is not accurate, but they have not submitted a change notification, new BM is with K12+ accounting)

Authorized Grade Levels: PK-8 (grant funded Pre-K)

Grade Levels Served: PK-8

Authorized Enrollment Cap: 475

2022-23 End of Year Enrollment: 369 (Pre-K: 20)

Contract Term: 2020-2025

Waivers: None

Mission:

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

Educational Program:

Albuquerque Bilingual Academy (ABA) provides instruction in two languages. This method of delivery in educational research literature is identified as a Dual Language Model where two languages are used. At ABA, instruction is provided 50% of the time in English and 50% in Spanish. Students demonstrate positive cross-cultural attitudes and behaviors.

i. **Bilingual education** is the foundation of the ABA charter. ABA implements the dual language model of bilingual education that allows students to receive three hours of instruction in their home and target languages, resulting in three hours in Spanish as well as three hours of instruction in English. The bilingual education experience is said to “shape the brain for a lifetime.” The ABA BMEP Instructional Plan requires that students receive Spanish content instruction in the following subject areas: social studies, math, Spanish language arts, and; the following English content instruction: science, English language arts, math support, ELD (falls on the Spanish instructional side, but is provided by the TESOL certified instructor at each grade level).

ii. **Blended learning** is employed throughout ABA with various models implemented depending on student readiness. Digital core and supplemental curriculum programs are utilized to personalize a learning path for students.

iii. **Student data binders:** Each homeroom teacher is required to maintain data folders for their students. These data binders contain goal setting worksheets, monthly calendars, and assessment data. Students are required to keep track of their daily attendance through the use of the monthly calendars. Students also keep track of their assessment data from multiple sources such as short cycle assessments, classroom tests and quizzes, and formal writing samples. These data binders are readily available upon request and shared with parents and stakeholders when necessary. At the end of each school year, these data binders are collected and passed onto the next classroom teacher. This is done so that they have a beneficial reference tool they can then use to plan instruction with regards to their incoming class.

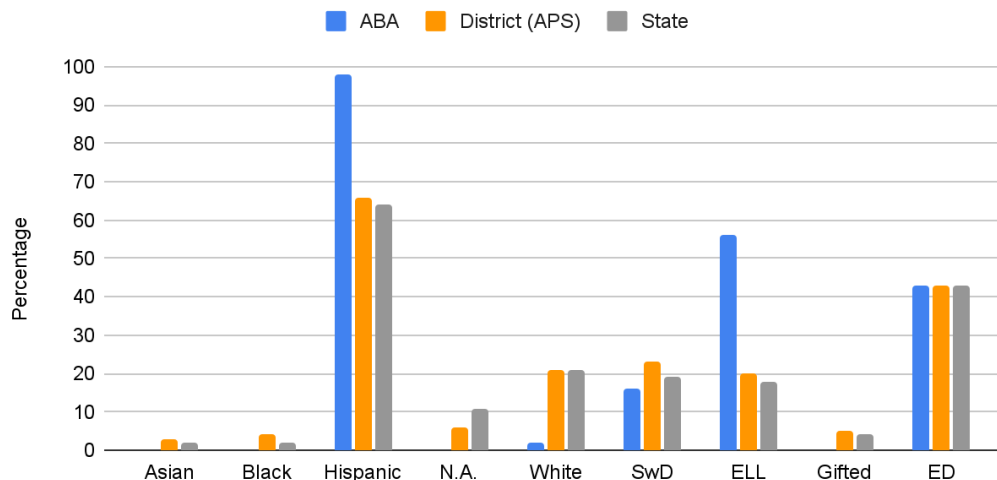
iv. **Student data profiles:** ABA teachers maintain student data profile sheets on each student in their homeroom class. These profile sheets provide a brief snapshot of the student's assessment results from different assessments administered throughout the academic year.

v. 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 are required to 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). **Data-driven differentiated instruction** is built into each teacher-developed unit plan. Small flexible groups are formed and used during daily instruction to meet the individual needs of ABA students.

vi. Each month, according to designated days on the school calendar, **parent connections and workshops** are held after school. Events may include home visits (fall), Open House, Harvest Festival, Science Fair, Literacy Night, Math Night, Winter Program, Cinco De Mayo celebration, Parent-Student Dances, Kindergarten Promotion, and Eighth Grade Promotion. In addition, multiple Parent Teacher Conferences are held throughout the academic year.

Demographics as reported in STARS 2022-23 End of Year (EOY)

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	51
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	75
Overall Academic Score: average of indicators 1 and 3	63

State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.

- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
 - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
 - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
 - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
 - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

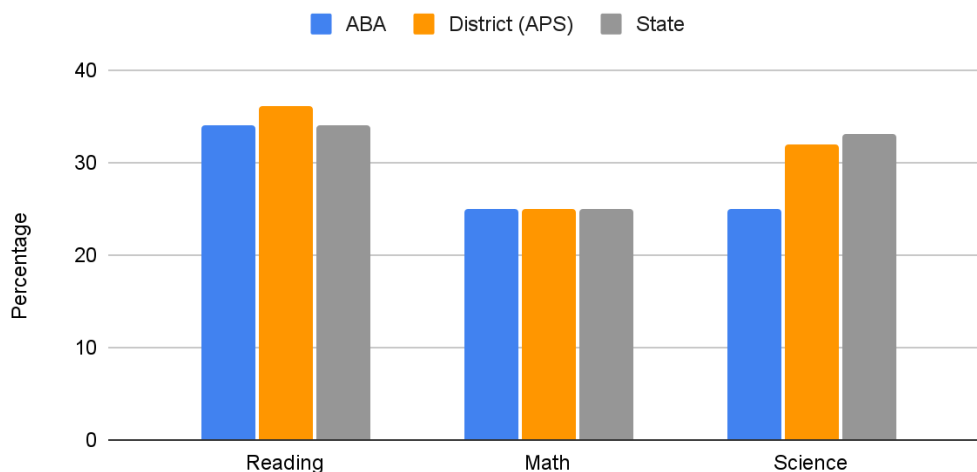
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Albuquerque Bilingual Academy** received a designation of **Traditional**.

Proficiency

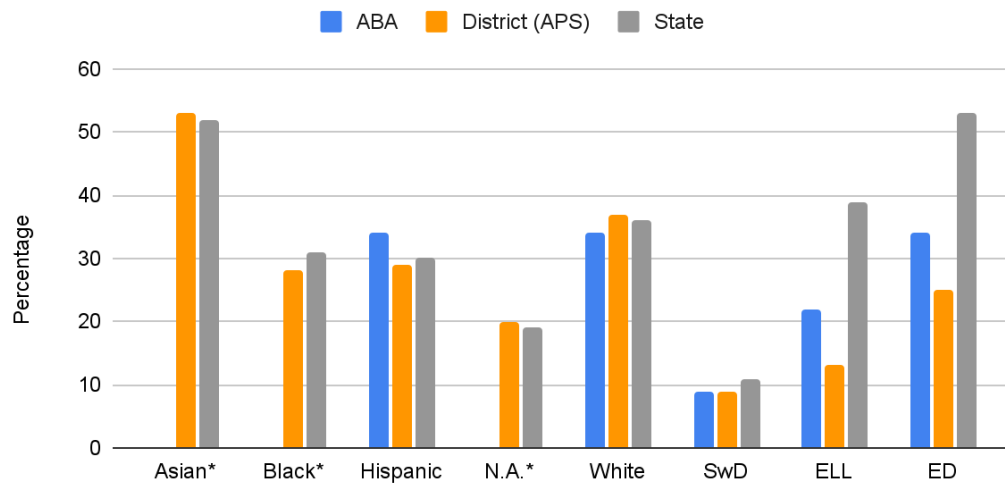
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

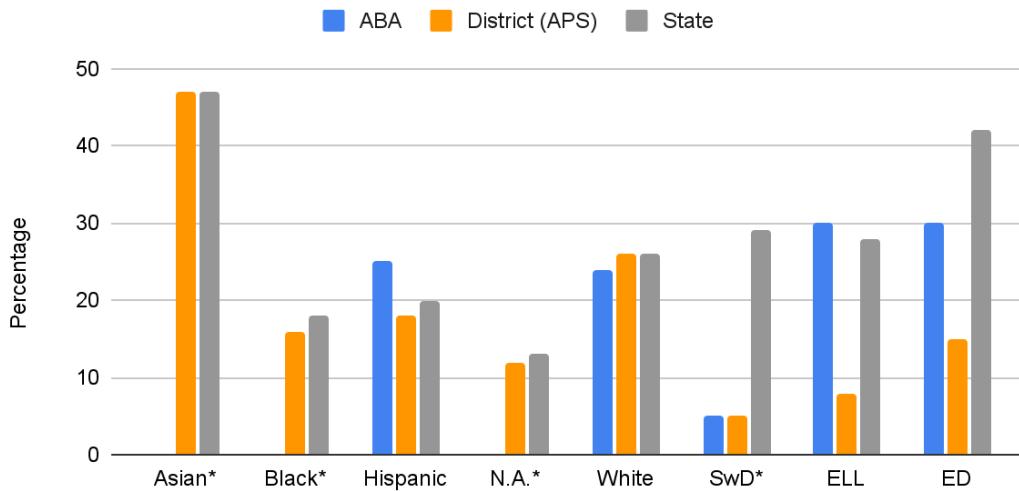
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size.

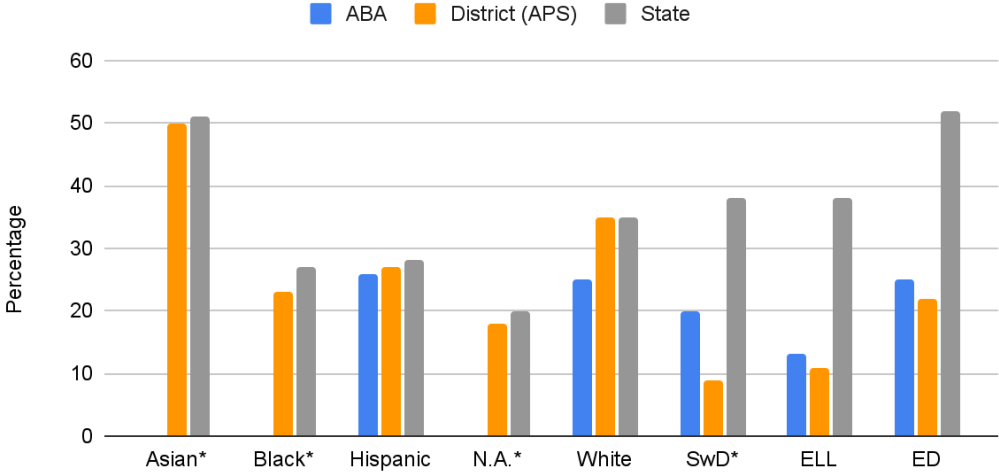
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

***Note:** groups are masked due to population size. Students with disabilities also masked, $\leq 5\%$ in math.

Percent Proficient in Science by Subgroup 2022-23

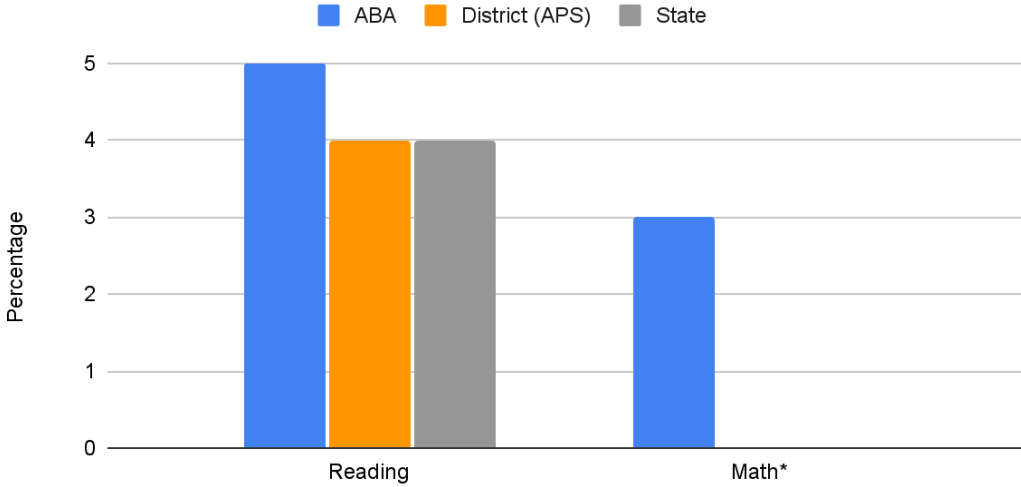


Source: NMVistas.org

***Note:** groups are masked due to population size. Students with disabilities also masked, ≤20% in science.

Improvement (Growth)

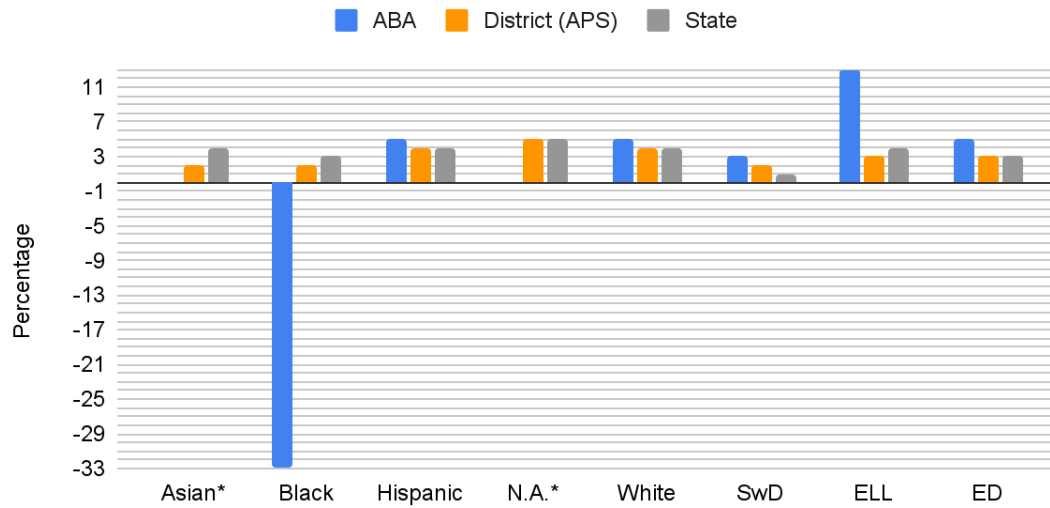
Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** Math growth was 0% for the state and district for SY2023.

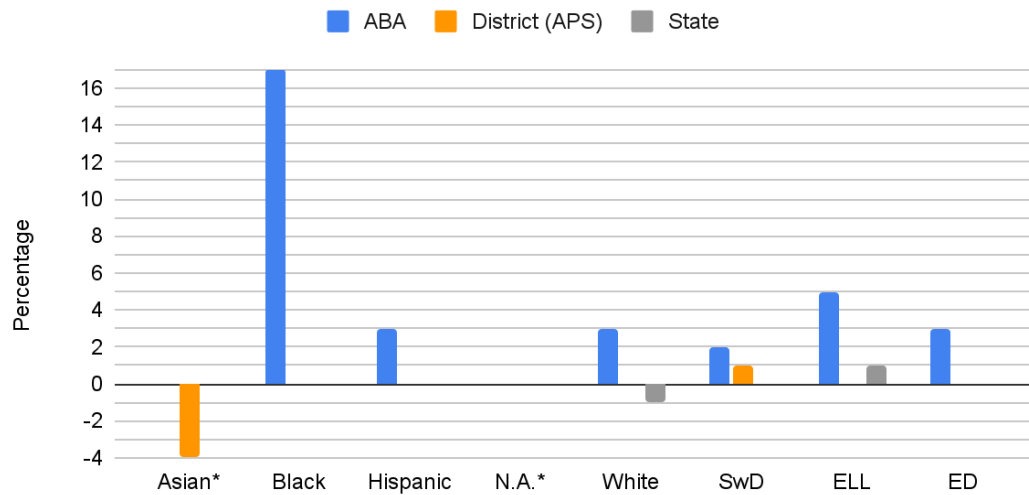
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups are masked due to population size.

Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

***Note:** groups are masked due to population size.

English Learner Progress (NMVistas): 18%

Mission-Specific Goals

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

Performance Level	Target	Points
Exceeds Standard	85% or greater of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening 	100
Meets Standard	65%-84% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening 	75
Does Not Meet Standard	45%-64% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening 	25
Falls Far Below Standard	Less than 45% of students in grades 1-8 that were enrolled during the previous and current Avant test administrations will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. <ul style="list-style-type: none"> Avant 4Se – Grade 1; Speaking and Listening Avant 4Se – Grades 2-6; Reading, Writing, Speaking, and Listening Avant 4S – Grades 7-8; Reading, Writing, Speaking, and Listening 	0

Rating: Meets Standard- 69.2% of students either scored (4) or above or increased composite score by one point- **75 pts.**

Organizational and Financial Performance Framework

2022-23 Overall Rating: Meets Standard

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

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

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.

Albuquerque Bilingual Academy	2020-21	2021-22	2022-23
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	Meets Standard
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Does Not Meet Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Meets Standard
4c Staff Credentialing	Working to Meet Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	Meets Standard	Meets Standard
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

Explanation of 2022-23 Indicator Ratings

3.a. One board member did not complete all required governing board training and one member only needed one hour to complete the required training.

Site Visit Attendees

Friday, February 24, 2023

CSD Team: Rachel Stofocik (Lead), Lucy Valenzuela, Kristen LaVolpa, Kyle Wood and Kimberly Gonzales (remote)

School Leadership: Chris Jones, Head Administrator

Governing Board: Julian Munoz and Brenda Baca



STATE OF NEW MEXICO
PUBLIC EDUCATION COMMISSION
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-6661
www.ped.state.nm.us

PATRICIA GIPSON, CHAIR
PUBLIC EDUCATION COMMISSION

ARSENIO ROMERO, PhD
SECRETARY OF PUBLIC EDUCATION

Patricia Gipson, Chair
District 7, Las Cruces

March 18, 2024

Steven J. Carrillo, Vice Chair
District 10, Santa Fe

David Bryant
Jose Garcia

Timothy E. Beck, Secretary
District 2, Albuquerque

Albuquerque Bilingual Academy
dbryant@lpehc.com
uneekconstructionjag@gmail.com

Melissa Armijo, Member
District 1, Albuquerque

Rebekka Burt, Member
District 4, Rio Rancho

Dear Mr. Bryant and Mr. Garcia:

Alan Brauer, Member
District 3, Albuquerque

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2022-2023 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its March 2024 meeting.

Sharon Clahchischillage, Member
District 5, Aztec

Stewart Ingham, Member
District 6, Deming

Michael M. Taylor, Member
District 8, Roswell

As outlined in New Mexico rule NMAC 6.2.9.12 and 13², the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of satisfactory performance. Thank you for this strong work.

K.T. Manis, Member
District 9, Hobbs

In addition to the overall notice, the PEC has identified one area of unsatisfactory performance related to

- negative growth on pages 7 of the annual report.

The unsatisfactory performance should be corrected by the next annual report. With regard to the negative growth identified in the annual report, you can show that growth using any reliable tool you wish prior to the next annual report. You do not have to rely on the State accountability system or its methodology for identifying growth.

² <https://www.srca.nm.gov/parts/title06/06.002.0009.html>

You will work with your staff and board and report your progress to the CSD through the annual site visit and report process to show your progress. If you are successful in improving the performance, CSD will report that in the next annual report, and the concerns will be identified as corrected. If you are not successful (which we hope will not be the case), the school may receive a notice of uncorrected unsatisfactory performance next year which could impact the ultimate renewal of the school.

The contract and all annual reports for the school are located here: <https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2022-2023 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

/s/ Patricia Gipson

Chair, Public Education Commission
District 7