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**PUBLIC EDUCATION DEPARTMENT**
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ARSENIO ROMERO, PH.D.
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division**
**2022-23 Annual Report**
**March 5, 2024**

**School Name:** The Albuquerque Sign Language Academy

**School Address:** 225 Griegos Rd., NW  Albuquerque, NM  87107

**Head Administrator:** Raphael (Rafe) Martinez

**Governing Board Chair:** Kimberly Moya

**Business Manager:** Nancy Holmquist

**Authorized Grade Levels:** K-12

**Grade Levels Served:** K-12

**Authorized Enrollment Cap:** 300 (Enrollment Cap Increase approved 2022)

**2022-23 End of Year Enrollment:** 125

**Contract Term:** 2020-2025

**Waivers:**  N/A

**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.

**Educational Program:**

i.  Dual Language Education Program: American Sign Language and English.

ii.  Highly inclusive model of Special Education where all students are included in every aspect of school culture and studies wherein Speech and Language Services, Occupational and Physical Therapy, and Social Work are embedded within the entire educational program.

iii.  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.

iv.  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.)

v.  The Albuquerque Sign Language Academy will work with multiple schools and programs by providing special education support and training to the staff so that the students who transition from ASL Academy into those schools are fully included in the General Education program.

vi. The Albuquerque Sign Language academy staff is providing ASL classes (credit- bearing and elective) to staff, other schools, parents, and the community.

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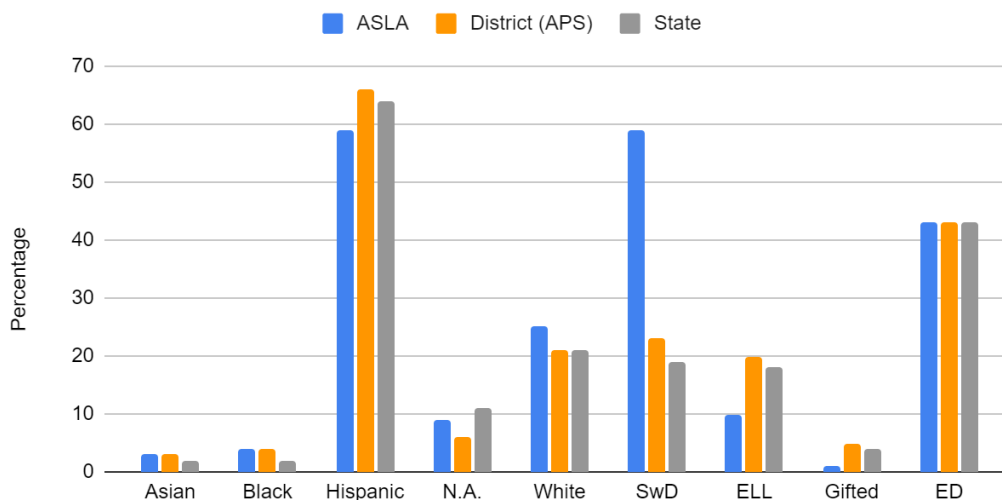


Source: STARS Enrollment Subgroup Percentages with Averages

**Academic Performance**

| Academic Performance Framework Indicators | 2022-23 Score (100 points possible) |
|---|---|
| 1: State Accountability System: NMVistas Overall Score | **32*** |
| 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** | **53.5** |

**\*Note**: Vistas calculations do not account for special circumstances with regard to graduation rates. For further information, see note under graduation rates on page 8.

**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 Sign Language Academy** received the designation of **Comprehensive Support School (CSI).**
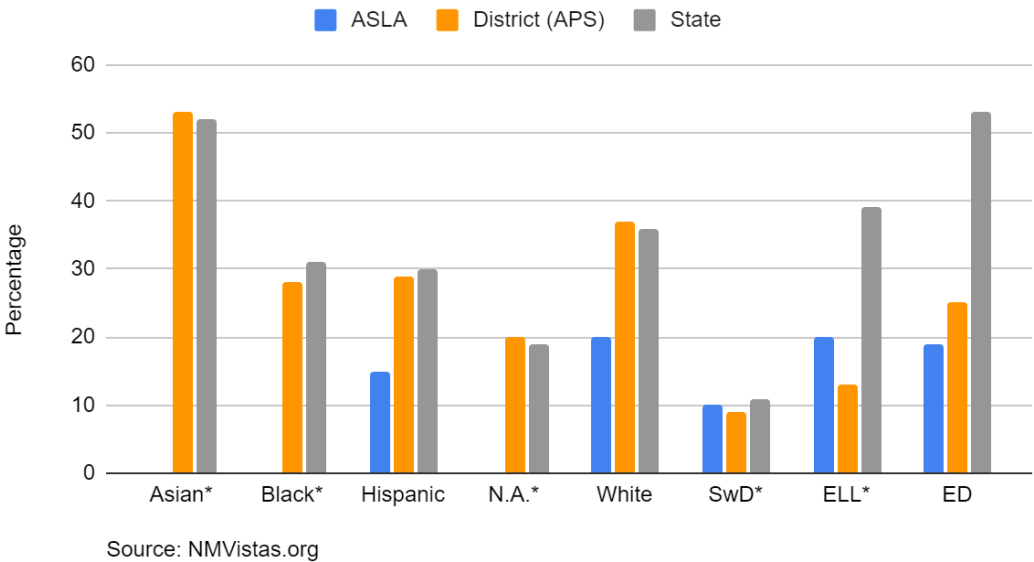
**Proficiency**

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

■ ASLA    ■ District (APS)    ■ State



Source: NMVistas.org
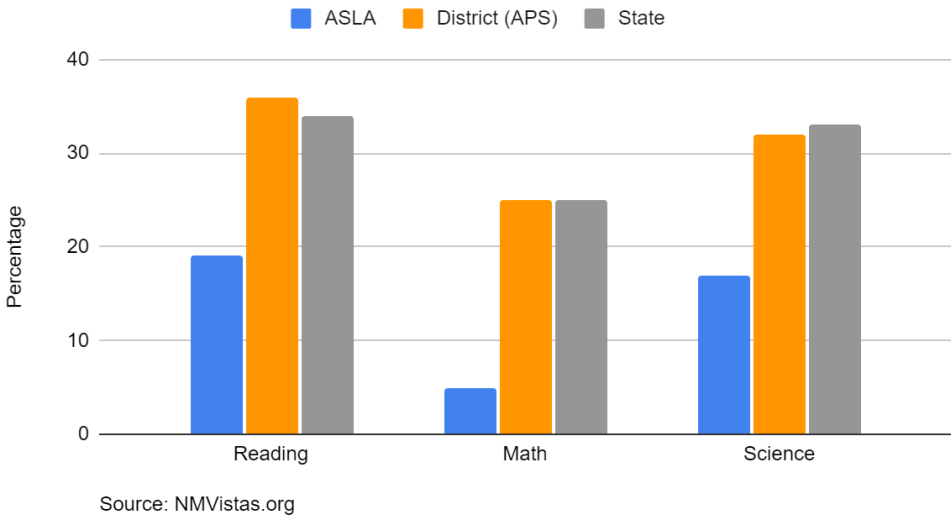
**\*Note:** math figures for school are masked due to population size, ≤5% proficient.

### Percent Proficient in Reading by Subgroup 2022-23

■ ASLA    ■ District (APS)    ■ State



Source: NMVistas.org

**\*Note**: groups are masked due to population size. Populations also masked: ≤20% English language learners; ≤10% students with disabilities.

## Percent Proficient in Math by Subgroup 2022-23
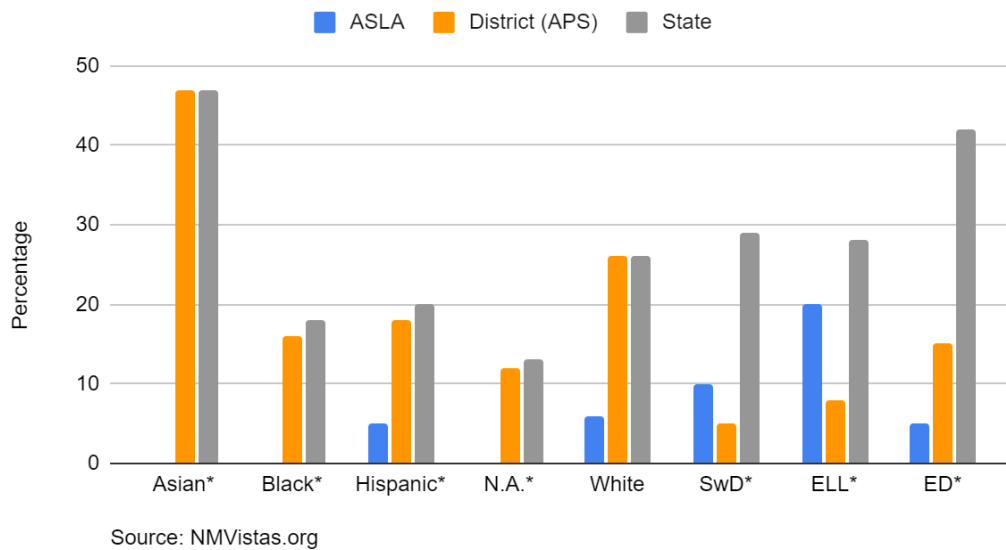
Legend: ■ ASLA   ■ District (APS)   ■ State



Source: NMVistas.org

**\*Note**: groups are masked due to population size. Populations also masked: ≤20% English language learners; ≤10% students with disabilities; ≤5% Hispanic.

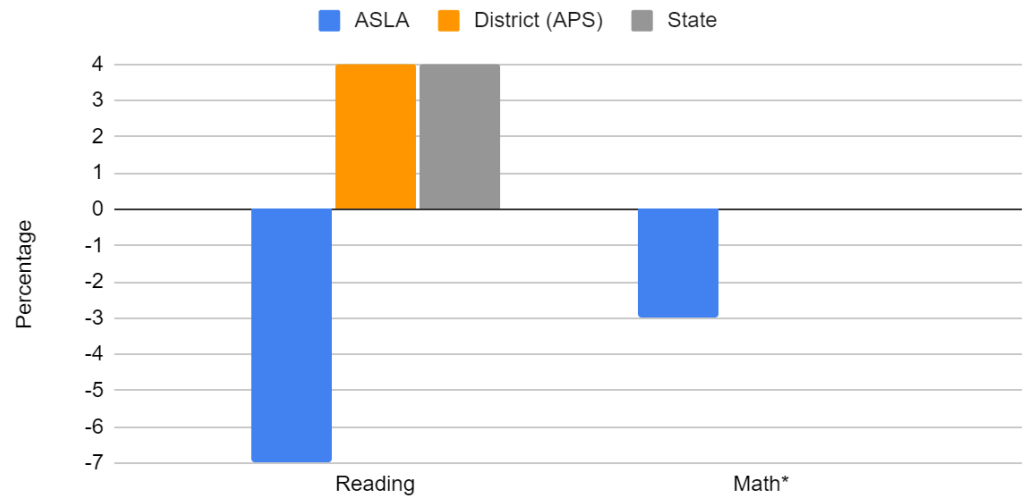## Percent Proficient in Science by Subgroup 2022-23

Legend: ■ ASLA   ■ District (APS)   ■ State



Source: NMVistas.org
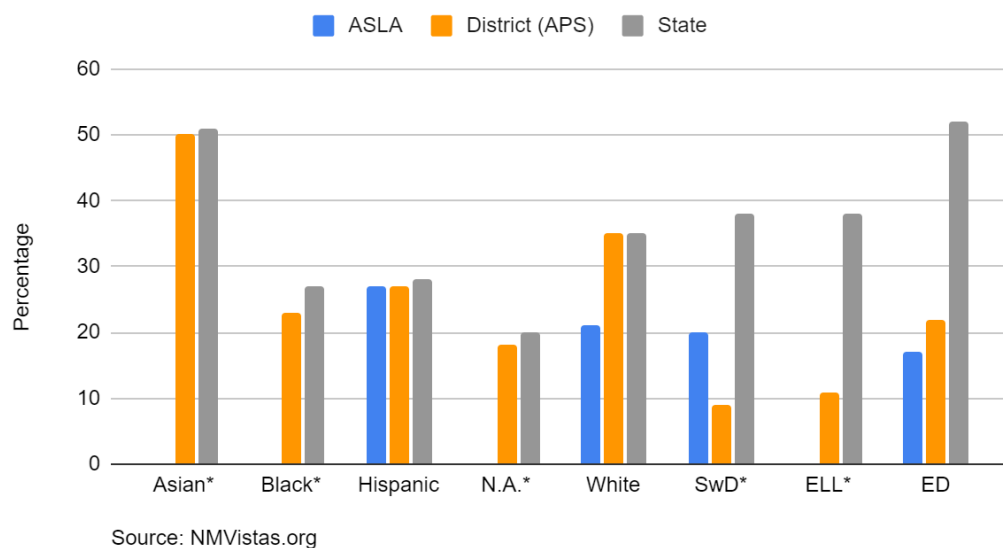
**\*Note**: groups are masked due to population size. Students with disabilities population also masked, ≤20% in science.
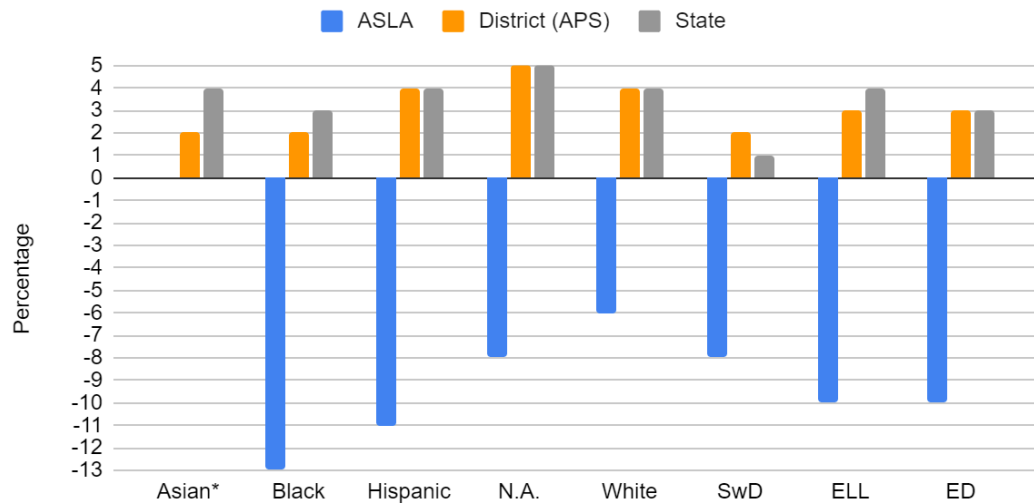
**Improvement (Growth)**

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



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

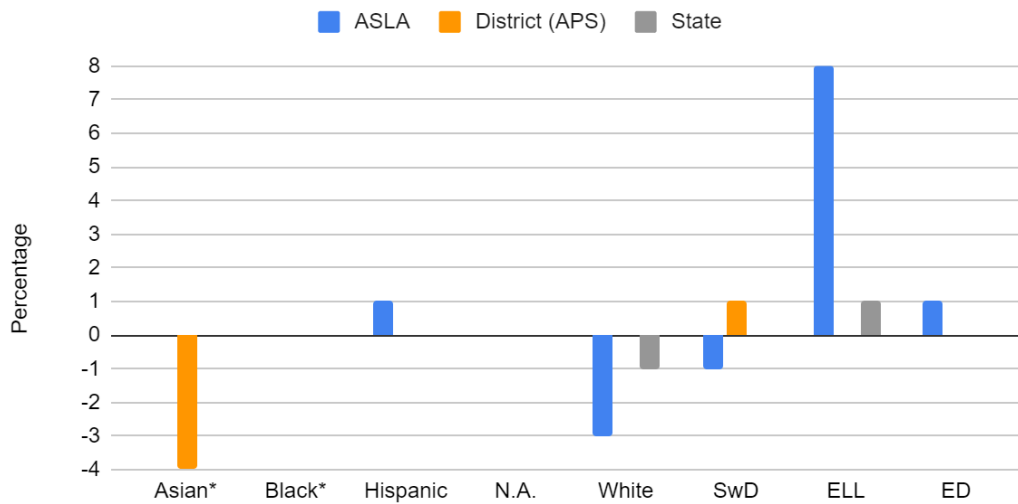**\*Note:** Math growth was 0% for the state and district for SY2023.

## 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):** Masked due to population size

**High School Graduation**

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2022 graduation cohort, 5-year data for the 2021 cohort, and 6-year data for the 2020 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.

## High School Graduation
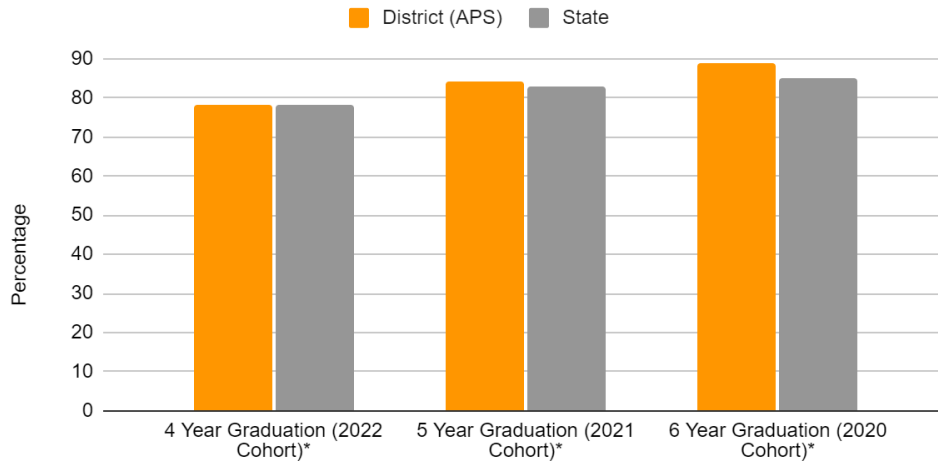


Source: NMVistas.org

**\*Note**: graduation data for ASLA is masked for 4, 5, and 6-year rates for all subgroups due to population size. Albuquerque Sign Language Academy serves a population of 100% Students with Disabilities in high school and has had a policy of not officially graduating any students at the 4-year threshold, as it would render them ineligible for transition services. Since its inception, the school's transition program has graduated 100% of students who have enrolled, but since they do not graduate in 4, 5 or 6 years, the school's graduation rates for those metrics are officially 0%. The school is disputing both its Vistas score and its designation.

**Mission-Specific Goals**

**Goal 1:** ASL Language Goal: At least 80% of K-12 students, enrolled on the 40th and 120th day, will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests*.

*Note: The Avenue:PM progress monitoring system includes eight apps that present students with short Curriculum Based Measurement (CBM) tasks to reliably and validly assess students' literacy over time. The system, funded though the United States Department of Education, is free for use. The eight tasks begin with assessment of pre-reading skills and progress to measure reading comprehension and writing. In addition to measuring literacy, Avenue:PM also is a unique reliable and valid measure of American Sign Language (ASL), therefore making Avenue:PM an essential assessment tool for the ASL Academy. The "Copy Right" and "Picture Naming" subtests measures students' receptive/expressive comprehension of American Sign Language.

| Performance Level | Target | Points |
|---|---|---|
| Exceeds Standard | 90-100% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests. | 100 |
| Meets Standard | 80-89% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests. | 75 |

| Does Not Meet Standard | 70-79% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests. | 25 |
|---|---|---|
| Falls Far Below Standard | Less than 70% of students in grades K-12 enrolled on the 40th and 120th day will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests. | 0 |

**Rating: Meets** (82% of students met goal)- **75 pts.**


## Organizational and Financial Performance Framework


**2022-23 Overall Rating**: **Does Not Meet 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 that 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 Sign Language 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 | Does Not Meet 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 | Does Not Meet Standard |
| 1e Meeting Program Requirements | Assurances | Meets Standard | Working to Meet Standard |
| 1f NM DASH Plan | N/A | N/A | N/A |
| 2a Financial Reporting and Compliance | Working to Meet Standard | Meets Standard | Does Not Meet Standard |
| 2b Accounting Principles | Working to Meet Standard | Meets 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 | Does Not Meet Standard | Meets Standard |
| 2f Internal Controls | Working to Meet Standard | N/A | Working to Meet Standard |
| 3a Governance Requirements | Meets Standard | Meets Standard | Meets 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 | Meets Standard | Working to Meet Standard |
| 4c Staff Credentialing | Meets Standard | Meets Standard | Does Not Meet 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**

1.d. April 2023- EL identification compliance concerns issued by Language and Culture Bureau. File audit found 4 areas of non-compliance.

1.e. April 2023- State funded BMEP compliance concerns issued by Language and Culture Bureau.

2.a. NMPED School Budget Bureau Reporting in OBMS Q3 late 11 days, Q4 late 1 day.

2.f. FY22 Audit 2022-003; 941 report submitted 5 days late.

4.b. EOY attendance rate was 90%; attendance rate must be 95%.

4.c. Licensure discrepancies not resolved at end of school year.

<u>**Site Visit Attendees**</u>
Wednesday, April 5, 2023

**CSD Team:** Martica Davis (Lead), Fred McCulloch, Ted Farnath, Julianna Montoya, and Kimberly Gonzales (remote), Dr. Elena Valdez (Hispanic Education Specialist, Language and Culture)
**School Leadership:** Raphael (Rafe) Martinez, Head Administrator
**Governing Board:** Jane Cavanaugh and Dr. Erin Jarry

March 18, 2024

Rafe Martinez
Kimberly Moya
The Albuquerque Sign Language Academy
rafem@aslacademy.com
kjmoya112@gmail.com

Dear Mr. Martinez and Ms. Moya:

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.

As outlined in New Mexico rule NMAC 6.2.9.12 and 13[4], 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.

In addition to the overall notice, the PEC has identified several areas of unsatisfactory performance related to

- CSI designation on Vistas,

- Overall designation on Organizational and Financial ratings of "does not meet"

- negative growth on pages 6-7 of the annual report, and

- 1.d. Rights of English Language Learners, 2.a Financial Reporting and Compliance and 4.c Staff Credentialing concerns on page 10 of the annual report.

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[4] https://www.srca.nm.gov/parts/title06/06.002.0009.html

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.

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