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SECRETARY OF EDUCATION

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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:

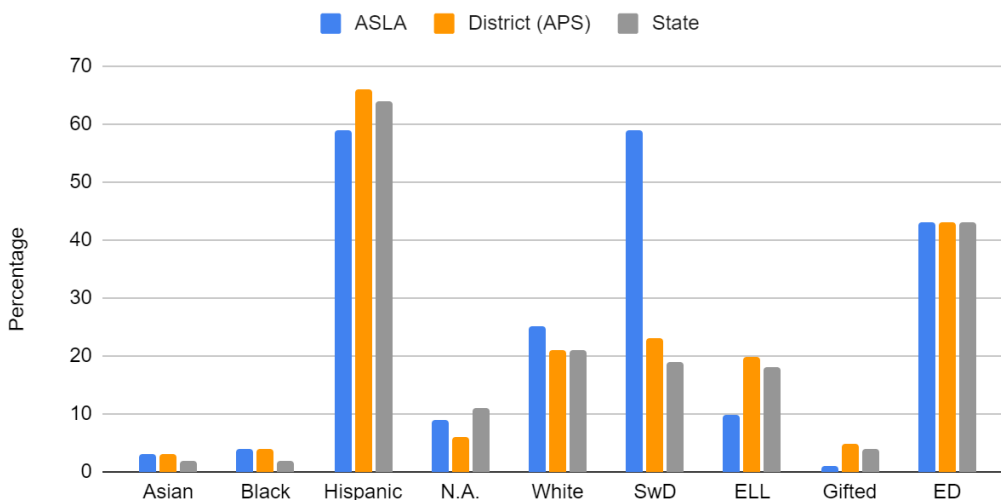
The mission of the Albuquerque Sign Language Academy is to improve educational outcomes for deaf, hard of hearing, and hearing students in the greater Albuquerque area by providing a rigorous standards-based bilingual educational program which utilizes American Sign Language and English to achieve academic 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)

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	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.

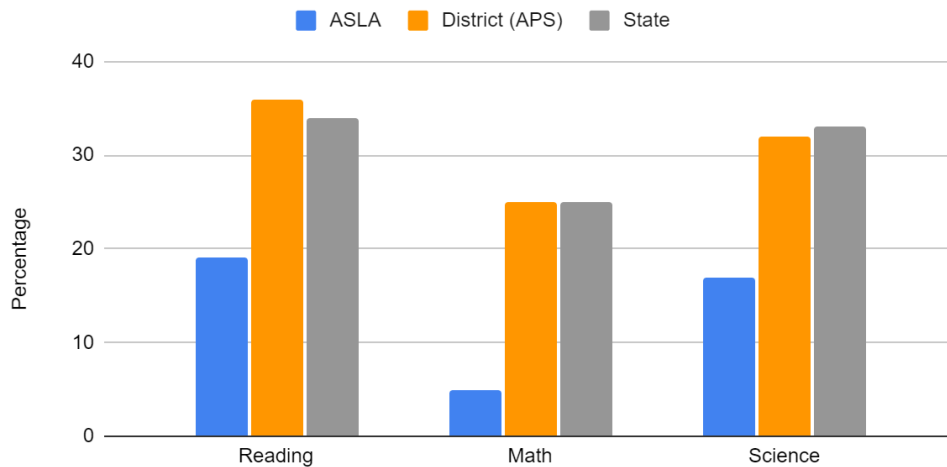
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

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.

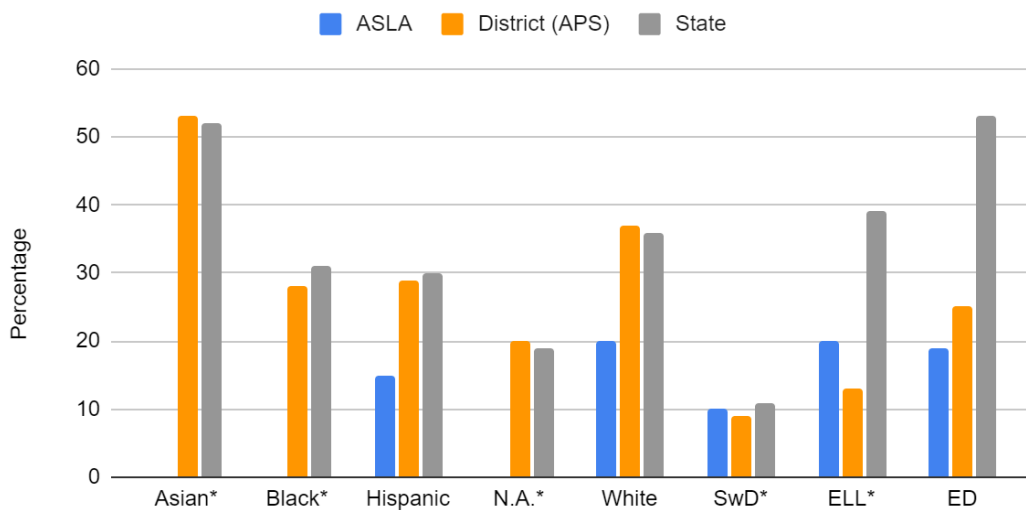
Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

***Note:** math figures for school are masked due to population size, $\leq 5\%$ proficient.

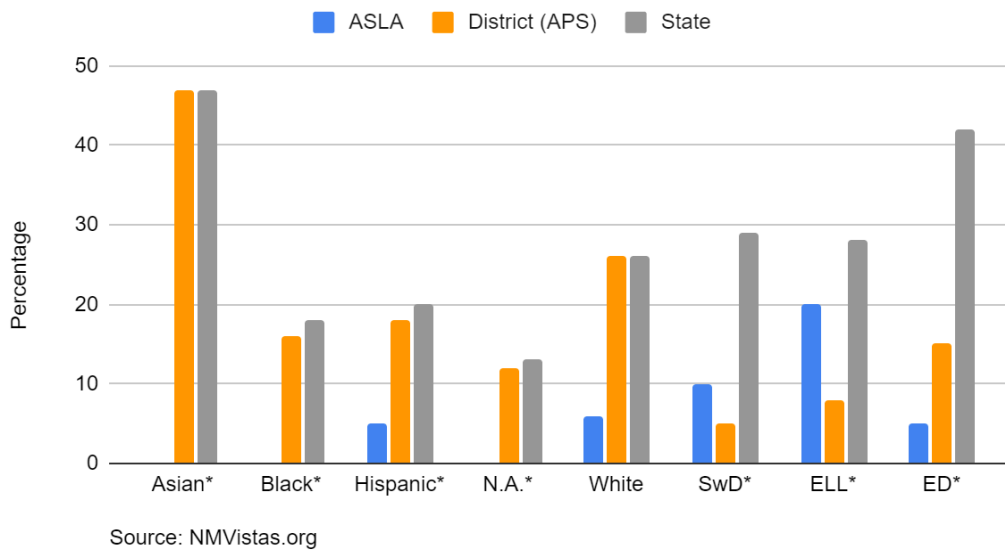
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

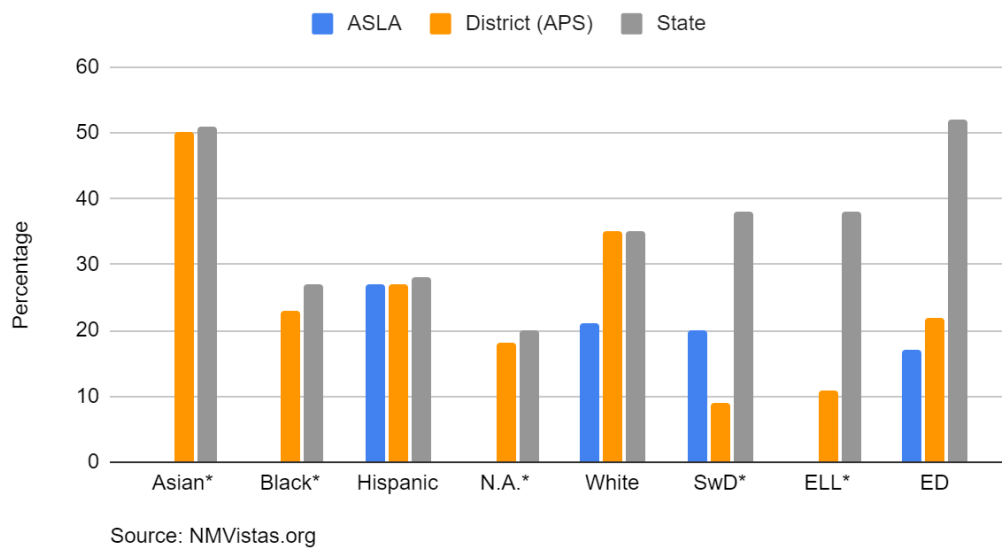
***Note:** groups are masked due to population size. Populations also masked: $\leq 20\%$ English language learners; $\leq 10\%$ students with disabilities.

Percent Proficient in Math by Subgroup 2022-23



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

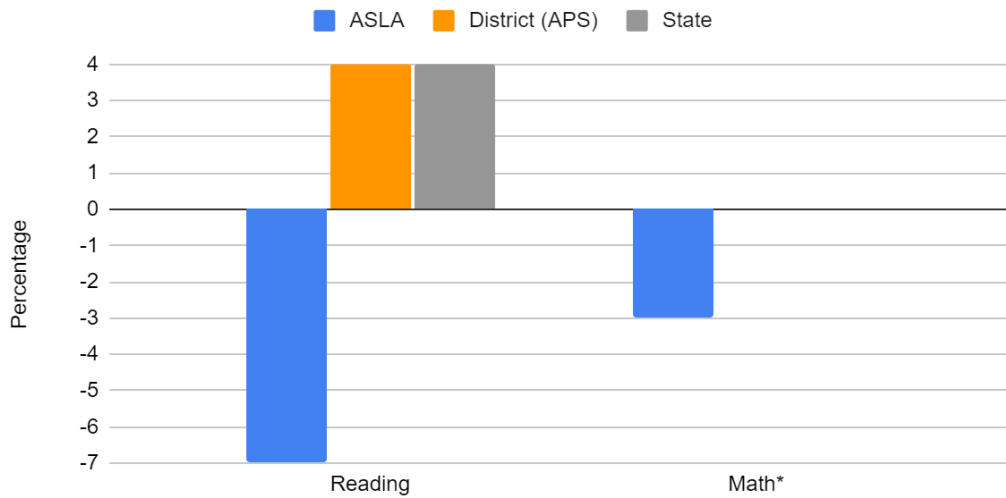
Percent Proficient in Science by Subgroup 2022-23



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

Improvement (Growth)

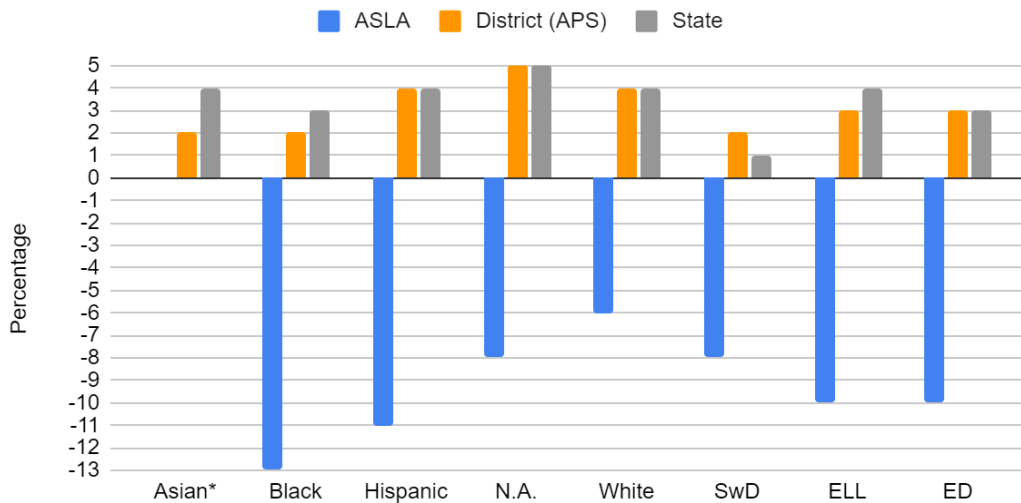
Percent Growth for All Students (2021-22 to 2022-23)



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

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

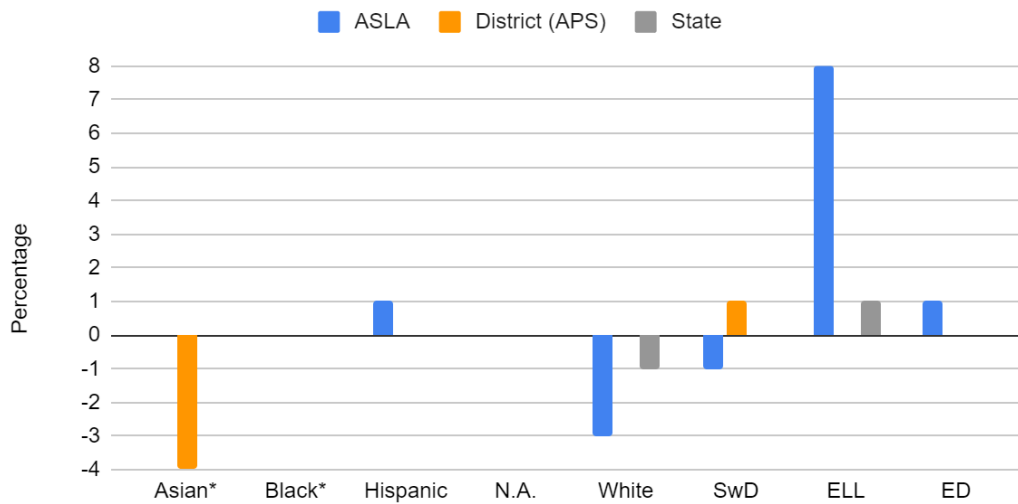
ELA Percent Growth by Subgroup (2021-22 to 2022-23)



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

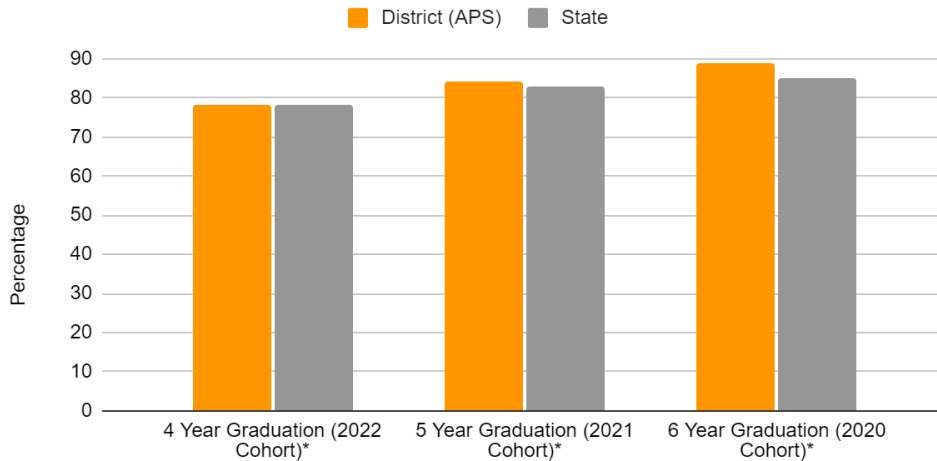
***Note:** groups are masked due to population size.

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 through 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 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 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.

Site Visit Attendees

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