New Mexico Public Education Commission

Charter School Renewal Application

Part B: Progress Report

Charter Schools Division
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Instructions

Please read the entire Charter School Renewal Application Kit before preparing documents. In an effort to help applicants understand the requirements of the Renewal Application, the CSD will hold a minimum of two technical assistance workshops. Applicants will be notified of the dates, times, and locations of the workshops.

Enter applicant responses in boxes below. Answer all questions unless the question indicates that applicants should answer only under certain conditions (e.g., rating on a Performance Framework indicator requires explanation, etc.). Narrative responses should be verifiable through documents submitted or observable evidence at the renewal site visit and will be scored according to the rubric in the main 2022 Charter Renewal Application document.

School Information

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

Authorizer: PEC

Current Charter Term: **2020/2021-2024/2025**

Academic Performance

Student Outcomes

1. Academic Performance

The school reports on its academic performance during the term of the contract, including achieving its goals, student performance outcomes, state standards of excellence and accountability requirements set forth in the Assessment and Accountability Act.

School response:

Albuquerque Sign Language Academy (ASLA) | Cohort Reporting Model

Understanding the composition of ASLA's student body is important for understanding standardized testing and comparisons of ASLA to traditional programs.

The ASL Academy's SY24 enrollment of 147 K-12 and high school transition students contains the following subcategories:

37%   Regular Education

10%   Gifted, A/B Level Special Education Students

28%   Cohort 2: Comprised of (some) C- and (mostly) D-Level Special Education Students. This cohort is often referred to as the "two-percenters" since at a typical district program they would comprise 2% of the overall student population, thereby having a "negligible" impact on overall school performance measures. At ASLA, 51% of Cohort 2 Students are deaf/hard of hearing (DHH) or utilize ASL as their primary expressive/receptive language.

25%   Cohort 1: Comprised of Special Education Students who are Intellectually or Developmentally Disabled "Life Skills" group. This cohort is often referred to as the "one-percenters" since at a typical district program they would comprise 1% of the overall student population, thereby having a "negligible" impact on overall school performance measures. At ASLA, 81% of Cohort 1 Students are deaf/hard of hearing (DHH) or utilize ASL as their primary expressive/receptive language.

The following is a visual representation of the student population at traditional schools vs. ASLA:
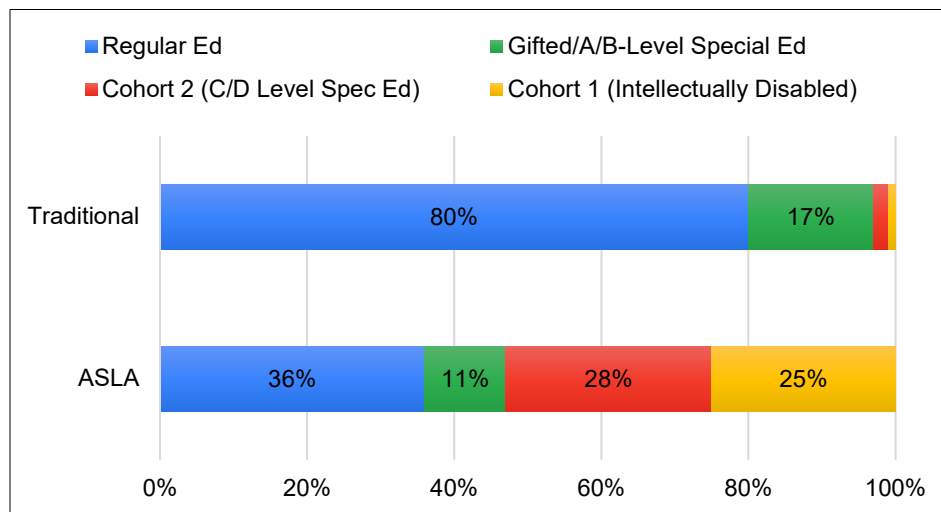
Clearly, 53% of ASLA students in Cohorts 1 and 2 cannot not be considered "negligible" especially when the majority of those students are also DHH/ASL-dependent and often have multiple and high-needs disabilities.

It is important to understand the composition of ASLA's student body in the context of comparing standardized testing to a typical district program, which is a common practice when discussing charter school effectiveness and ability to serve students. The issues of disability, often multiple and severe, compounded by deafness and limited language access, are profound and not easily addressed. Because serving an under-served minority population is at the core of the ASL Academy's mission, the resulting program is as unique as its students and does not simply fit into any pre-conceived formulas or check boxes designated for the general education masses.

Standardized assessments and other evaluative tools are frequently biased and normed toward regular education and hearing students and therefore are often unable to provide an accurate reflection of student achievements and progress. Cohort 2, comprised predominately of D-Level Special Education students, is additionally problematic because although students are offered accommodations for testing, research shows that such accommodations will not necessarily be enough to allow these students to demonstrate proficiency. The ASLA wants to be fairly assessed. However, the "norms" presented in the state accountability system cannot be applied accurately to ASLA overall, and the assessments themselves are inherently biased and non-reflective of certain student populations.

ASLA grade level subgroups required to take the NM-MSSA are such that the State triggered the N<20 designation. Therefore, ASLA has been deemed a "Traditional School" through VISTAS.

The student data presented here reflects the Regular Ed/A/B and Cohort 1 and Cohort 2 subsets. For Cohort 1, students with intellectual and developmental disabilities, no short-cycle assessments exist, and those students participate in the annual state alternative assessment, DLM, in addition to their individual goals monitored through the IEP process.

Albuquerque Sign Language Academy | COVID Response

During the early stages of the pandemic the ASLA administrators, staff, parents, and students engaged in remote learning as best as could be expected. Because of the nature of ASLA's student population, including many students with multiple and/or severe needs, interaction and engagement through a tiny screen was far from ideal and often an exercise in futility. On the other hand, many students were able to demonstrate a savviness with technology that sustained them during this period.

Through an existing partnership with the Wildlife Federation which occupied the Shady Lakes nature reserve, the ASL Academy was successful in returning to an in-person learning environment more quickly than other schools. Through social distancing in the great outdoors, the ASLA staff pitched enormous tents, purchased outdoor cooling systems, rented port-o-potties, trucked in tables and chairs, arranged for busing and student lunches, and contracted with project-based learning experts. The ASLA created an environment that was not simply "school outside" but truly embraced the opportunity the outdoors provided for teaching core content.

Once the weather turned cold, the ASLA community spread out to three different campuses to meet social distancing guidelines which resulted in an often disjointed and scattered staff and student experience. Again, the staff, students and families were resilient in their efforts as a sense of normalcy returned.

Finally, with the 2023/2024 school year the ASLA family was reunited in its current location, the former La Luz Elementary school. The social-emotional impact of being together again as a school community cannot be understated, and ASLA is fortunate to have this facility as a temporary home while the new building is constructed.

Annual State Assessments by Cohort
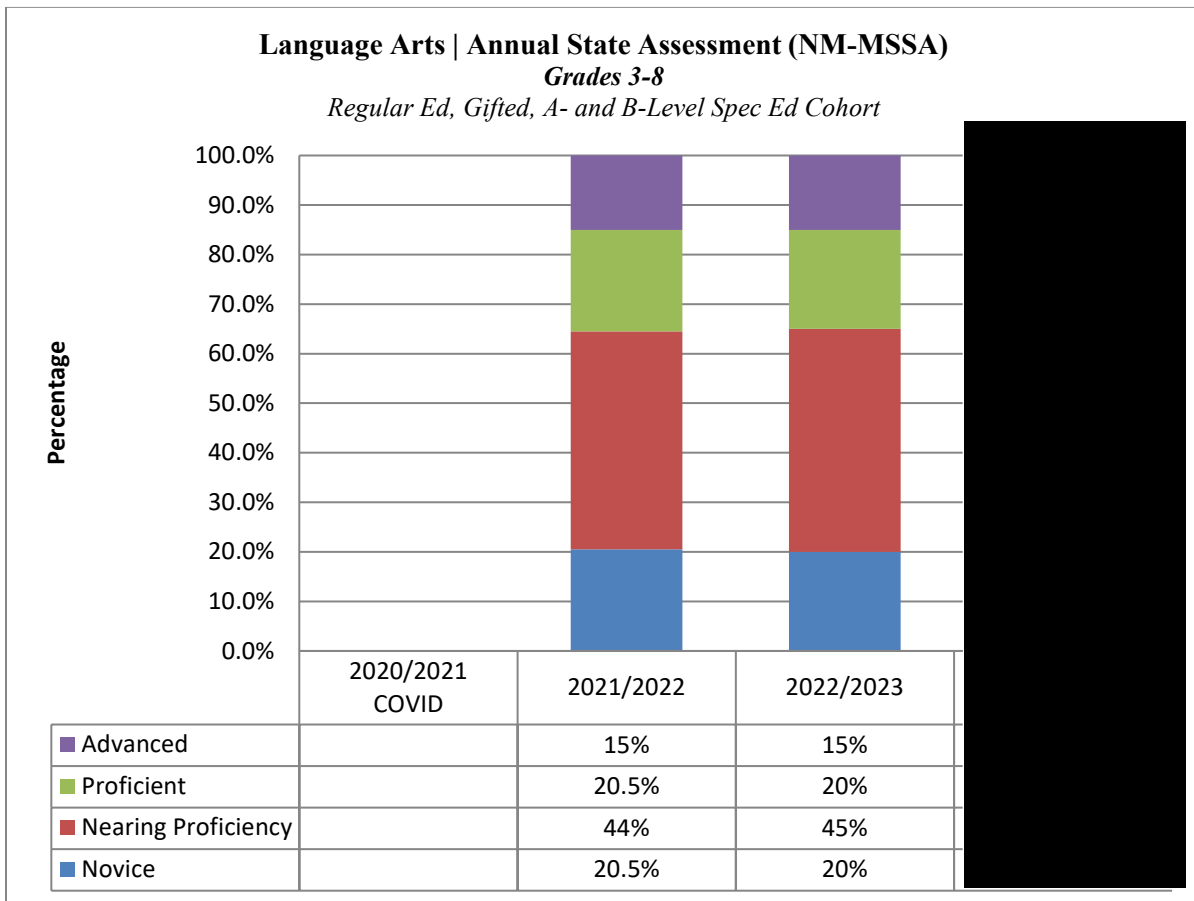
Language Arts | Annual State Assessment (NM-MSSA)
Grades 3-8
Regular Ed, Gifted, A- and B-Level Spec Ed Cohort

	2020/2021 COVID	2021/2022	2022/2023
■ Advanced		15%	15%
■ Proficient		20.5%	20%
■ Nearing Proficiency		44%	45%
■ Novice		20.5%	20%

2020-2021 COVID Year
Students were attending school remotely and no state assessments were conducted.

2021-2022 | 2022-2023 | 2023-2024

Response
In 2023/2024, ASLA implemented a new language arts curriculum, Wit & Wisdom, and demonstrated movement from Proficient to Advanced levels with this cohort that same year. In the current school year, ASLA will continue to monitor student progress through short-cycle assessments and focus efforts on moving students from Nearing Proficient to Proficient. Additional supports for students in this cohort, including a high-dosage reading tutor and student preparedness interventions focused on parent/home connection, are also being implemented.

Language Arts | Annual State Assessment (NM-MSSA)
Grades 3-8
Cohort 2 (C-Level, and D-Level Spec Ed)

	2020/2021 COVID	2021/2022 N<20	2022/2023
■ Advanced		8%	0%
■ Proficient		0%	0%
■ Nearing Proficiency		54%	48%
■ Novice		38%	52%

2020-2021 COVID
Students were attending school remotely and no state assessments were conducted.

2021-2022 | 2022-2023 | 2023-2024
The state annual Language Arts assessment for students in Cohort 2 (Spec Ed C-D) indicates that results remained consistent during the past 3 years with approx. ███████████████

Response
██ In the current school year, ASLA will continue to monitor student progress through short-cycle assessments and focus efforts on moving students from Nearing Proficient to Proficient. Student support for this cohort will continue to focus on direct instruction with small groups, differentiated instruction and targeted interventions for students with disabilities, and ongoing teacher professional development training related to language arts instruction and language and reading acquisition for deaf and neurodivergent students. Additional supports for students in this cohort include student preparedness interventions focused on parent/home connection, are also being implemented.

Math | Annual State Assessment (NM-MSSA)
Grades 3-8
Regular Ed, Gifted A- and B-Level Spec Ed Cohort

	2020/2021 COVID	2021/2022	2022/2023
■ Advanced		0%	2.5%
■ Proficient		7.5%	2.5%
■ Nearing Proficiency		31%	35%
■ Novice		61.5%	60%

2020-2021 COVID Year
Students were attending school remotely and no state assessments were conducted.
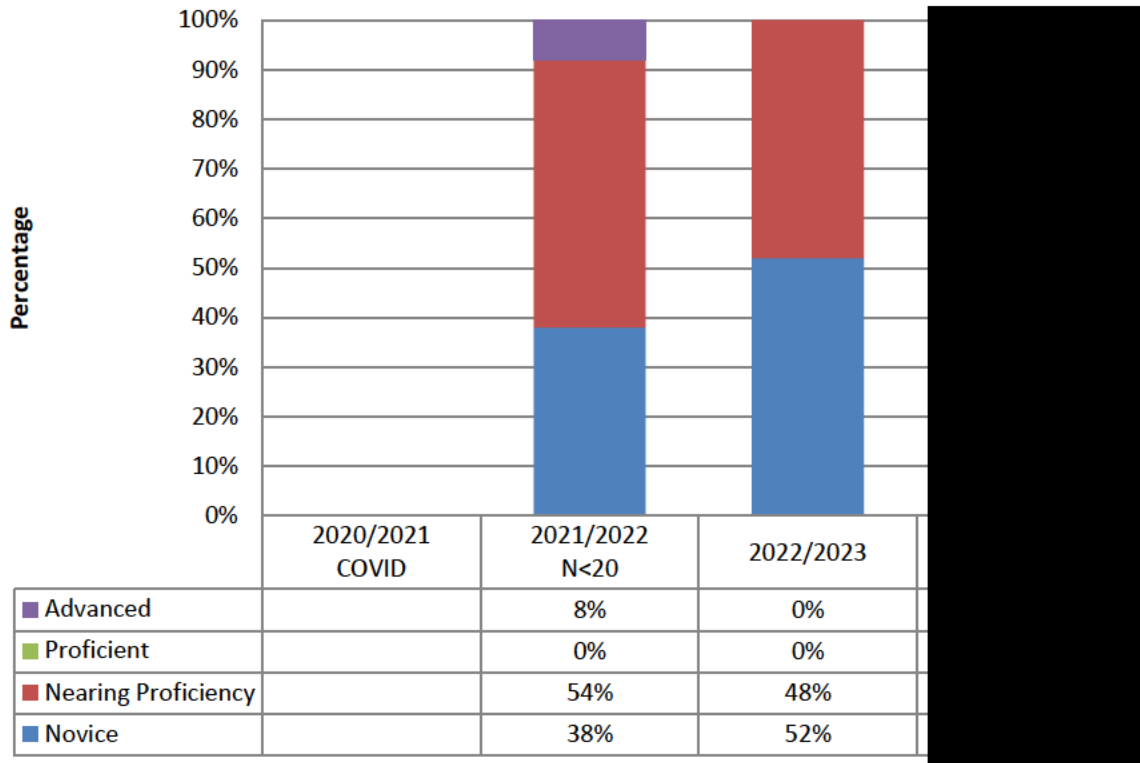
2021-2022 | 2022-2023 | 2023-2024
The state annual Math assessment for students in the Reg Ed-A-B cohort indicates that results remained stagnant during the past 3 years with the majority of students indicated as Novice/Nearing Proficiency.

Response
In 2020/2021 during COVID, ASLA implemented ST Math, an online program that was being utilized by the District and ASLA continued using that program through the 2023/2024 school year. After the COVID-impacted school years, teachers continued to rely on online curriculum components for instruction. Short-cycle results for the prior 3 years indicate that this cohort is meeting growth indicators, but those results are not translating to the annual state assessment. Accordingly, ASLA has replaced the ST Math curriculum.

For the 2024/2025 school year, ASLA is implementing the Renaissance/Freckle Math curriculum across all grade levels and cohorts. This online curriculum should adapt automatically to each student's level and accelerate student growth and proficiency through standards-based skill development. Additionally, ASLA is emphasizing direct instruction of math curriculum (as opposed to a primarily online approach), providing teacher training focused on instructional strategies and the continuation of small, targeted teaching group instruction. For the current 2024/2025 school year, ASLA will also leverage high-dosage tutoring funds to add a Math tutor focused on this cohort in order to ensure students make significant gains toward Proficiency. Additional supports for students in this cohort include student preparedness interventions focused on parent/home connection, are also being implemented.

Math | Annual State Assessment (NM-MSSA)
Grades 3-8
Cohort 2 (C- and D-Level Spec Ed)

	2020/2021 COVID	2021/2022 N<20	2022/2023
■ Advanced		0%	0%
■ Proficient		0%	0%
■ Nearing Proficiency		23%	4%
■ Novice		77%	96%

2020-2021 COVID Year
Students were attending school remotely and no state assessments were conducted.

2021-2022 | 2022-2023 | 2023-2024

Response
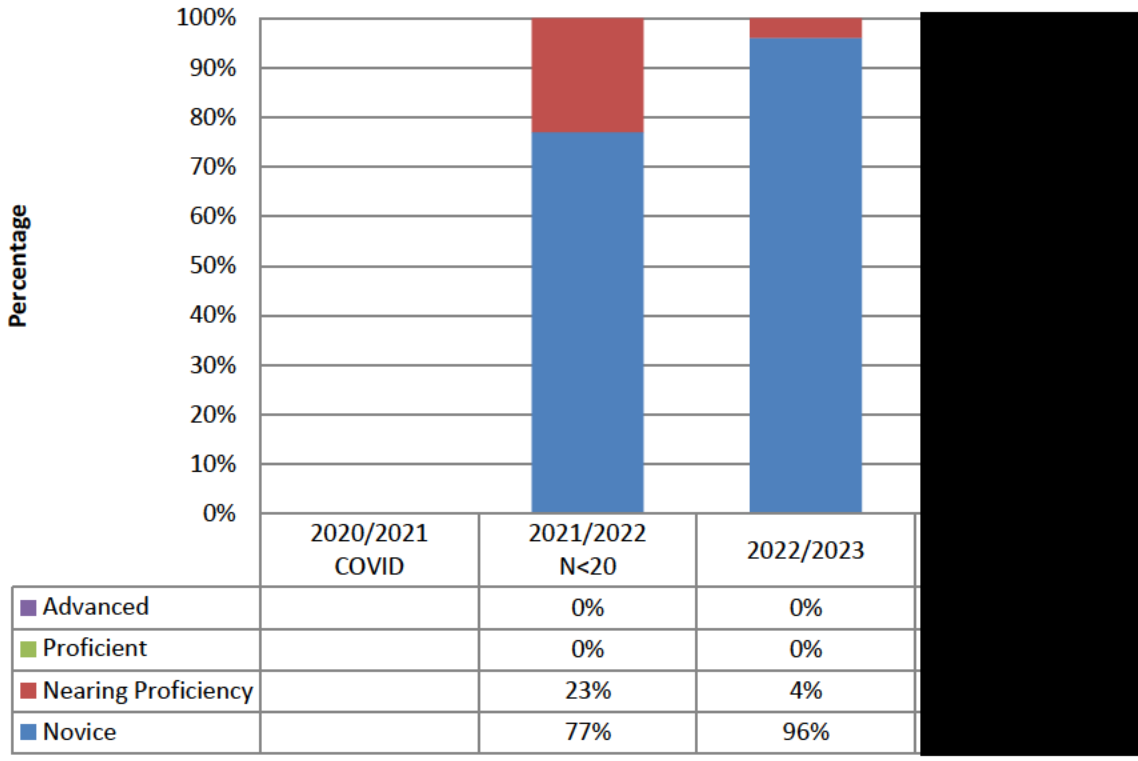In 2020/2021 during COVID, ASLA implemented ST Math, an online program that was being utilized by the District and ASLA continued using that program through the 2023/2024 school year. After the COVID-impacted school years, teachers continued to rely on online curriculum components for instruction. Short-cycle results for the prior 3 years indicate that this cohort is meeting growth indicators, but those results are not translating to the annual state assessment. Accordingly, ASLA has replaced the ST Math curriculum.

For the 2024/2025 school year, ASLA is implementing the Renaissance/Freckle Math curriculum across all grade levels and cohorts. This online curriculum should adapt automatically to each student's level and accelerate student growth and proficiency through standards-based skill development. Additionally, ASLA is emphasizing direct instruction of math curriculum (as opposed to a primarily online approach), and providing teacher training focused on instructional strategies specific to math. Student support for this cohort will continue to focus on direct instruction with small groups and differentiated instruction and targeted interventions for students with disabilities. Additional supports for students in this cohort include student preparedness interventions focused on parent/home connection, are also being implemented.

Science Annual State Assessment (NM-MSSA)
Grades 5 and 8
Regular Ed and Gifted, A- and B-Level Spec Ed Cohort

	2020/2021 COVID	2021/2022 N<20	2022/2023 N<20	2023/2024 Data Not Available
■ Advanced		0%	14%	
■ Proficient		17%	29%	
■ Nearing Proficiency		67%	57%	
■ Novice		17%	0%	

2020-2021 COVID Year
Students were attending school remotely and no state assessments were conducted.

2021-2022 | 2022-2023
Only students in Grades 5 and 8 were assessed these years and the sample sizes for this grade level and cohort are N<20. Students demonstrated gains from one year to the next. SY23 Proficiency/Advanced combined for 33% for this small sample of students which is only slightly lower than the district and statewide proficiency figures of 35% and 34% respectively.

2023-2024
No data available.

Response
The ASLA will continue to offer outdoor education and project-based learning opportunities to engage students with the Science curriculum, including robotics programs offered over the summer.

Science | Annual State Assessment (NM-MSSA)
Grades 5 and 8
Cohort 2 (C- and D-Level Spec Ed)
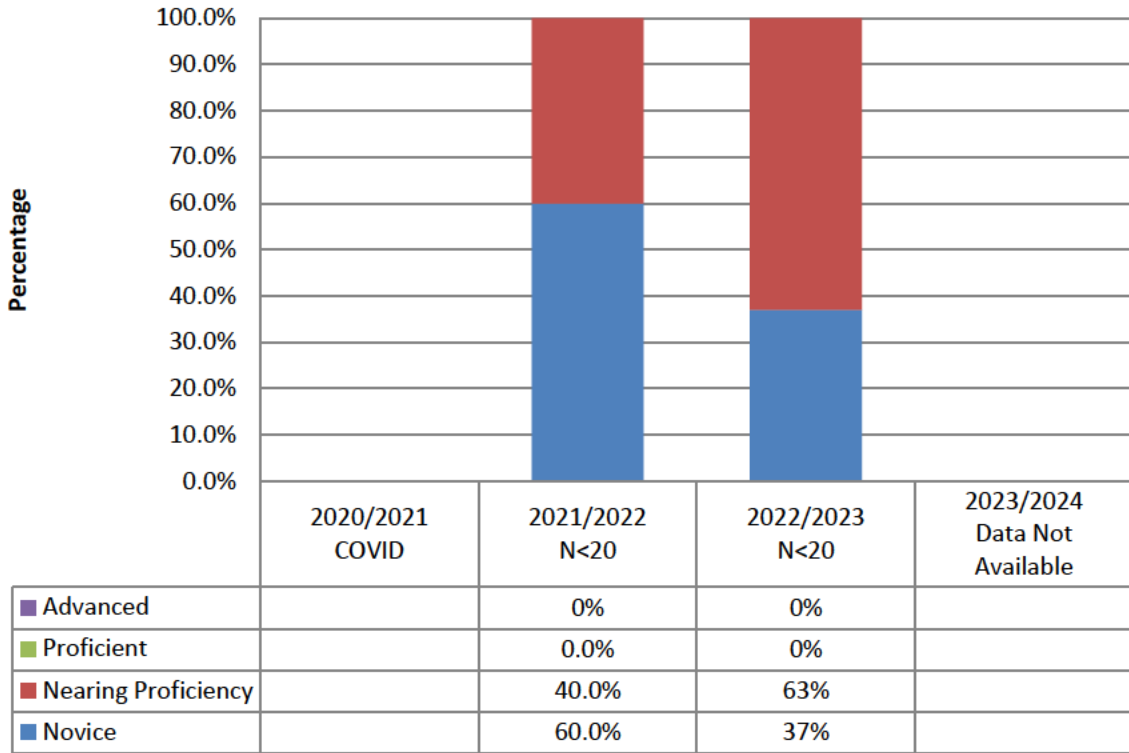
	2020/2021 COVID	2021/2022 N<20	2022/2023 N<20	2023/2024 Data Not Available
■ Advanced		0%	0%	
■ Proficient		0.0%	0%	
■ Nearing Proficiency		40.0%	63%	
■ Novice		60.0%	37%	

2020-2021 COVID Year
Students were attending school remotely and no state assessments were conducted.

2021-2022 | 2022-2023
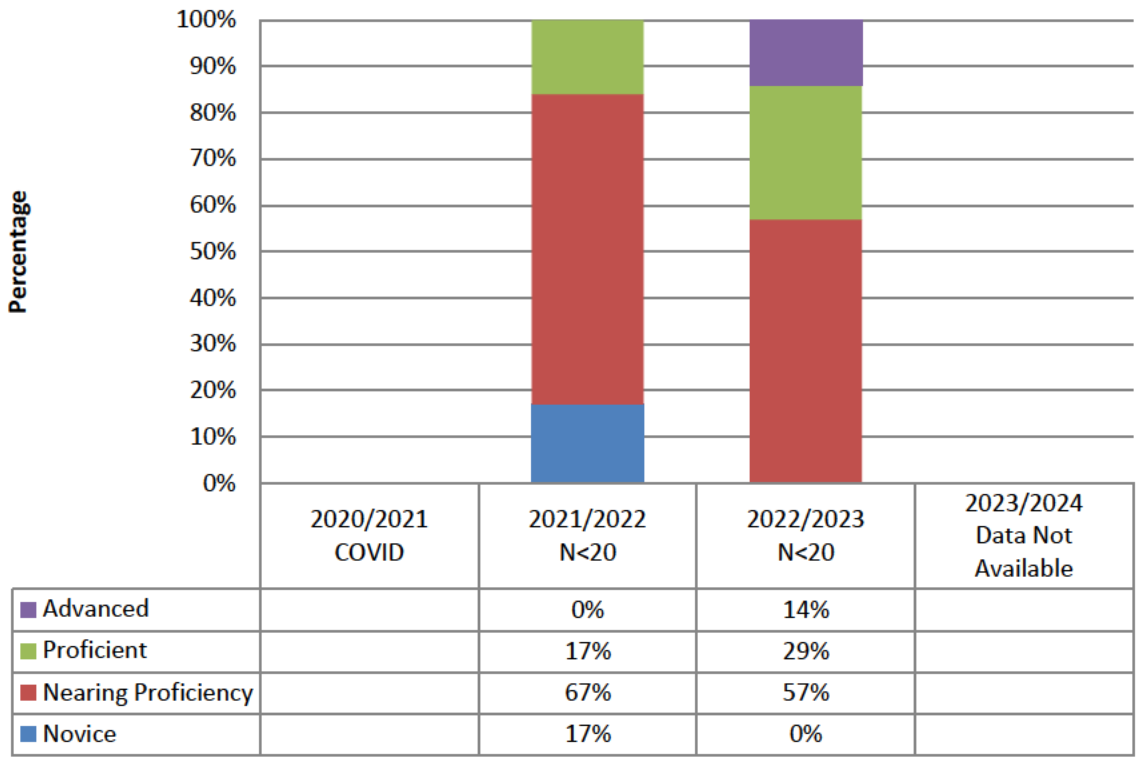Only students in Grades 5 and 8 were assessed these years and the sample sizes for this grade level and cohort are N<20. Students demonstrated gains from one year to the next.

2023-2024
No data available.

Response
The ASLA will continue to offer outdoor education and project-based learning to engage students with the Science curriculum. For the current 2024/2025 school year, a full-time Outdoor Education Specialist has been hired and is focusing efforts on deaf and special education students in the middle and high school programs.

Annual State Alternative Assessment (DLM)
Grades 3-8
Cohort 1 (Life Skills)
N<20
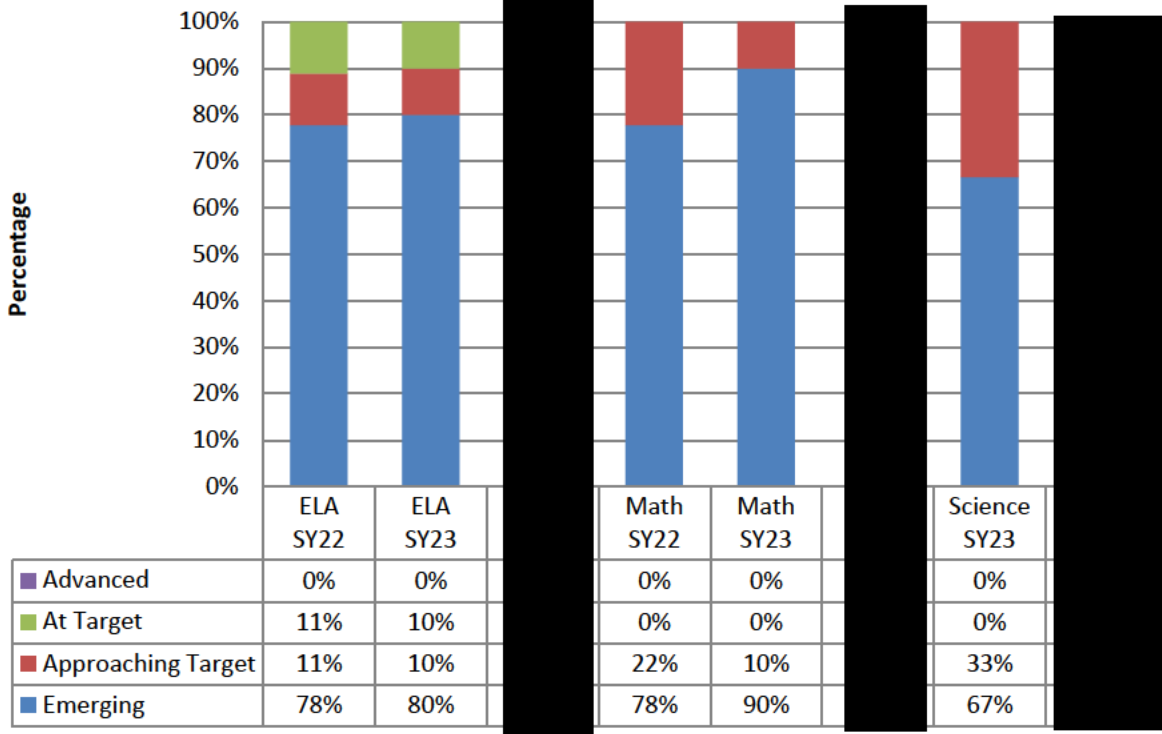
	ELA SY22	ELA SY23		Math SY22	Math SY23		Science SY23	
■ Advanced	0%	0%		0%	0%		0%	
■ At Target	11%	10%		0%	0%		0%	
■ Approaching Target	11%	10%		22%	10%		33%	
■ Emerging	78%	80%		78%	90%		67%	

2020-2021 COVID Year
Students were attending school remotely and no state assessments were conducted.

2021-2022 | 2022-2023 | 2023-2024
Science was only assessed in SY23 and ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Response
It is difficult to glean any useful information from a standardized assessment for this cohort and for such small data samples. The ASLA will continue to use IEP goals to guide targeted instruction for this cohort of students with intellectual disabilities and other disabilities, including deafness.

1.a. Student Outcomes

1.a. How has the school measured student proficiency and growth, including action taken in the absence of state summative assessments in 2019-20 and 2020-21? Describe interim and formative assessments used, and the results of those assessments. Include a detailed narrative that addresses the actions taken to improve student outcomes, and the success of those actions. Schools may take the opportunity to include data in support of the narrative. If providing data to support the school's narrative, provide it in **Appendix A-1 Academic Data**. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Short Cycle Assessments by Cohort

Reading | Short Cycle Assessment (DRA2/NWEA MAP)
Grades K-8
Regular Ed and Gifted, A- and B-Level Spec Ed

	2020/2021 COVID	2021/2022	2022/2023	2023/2024
■ Met Goal		67%	85%	79%
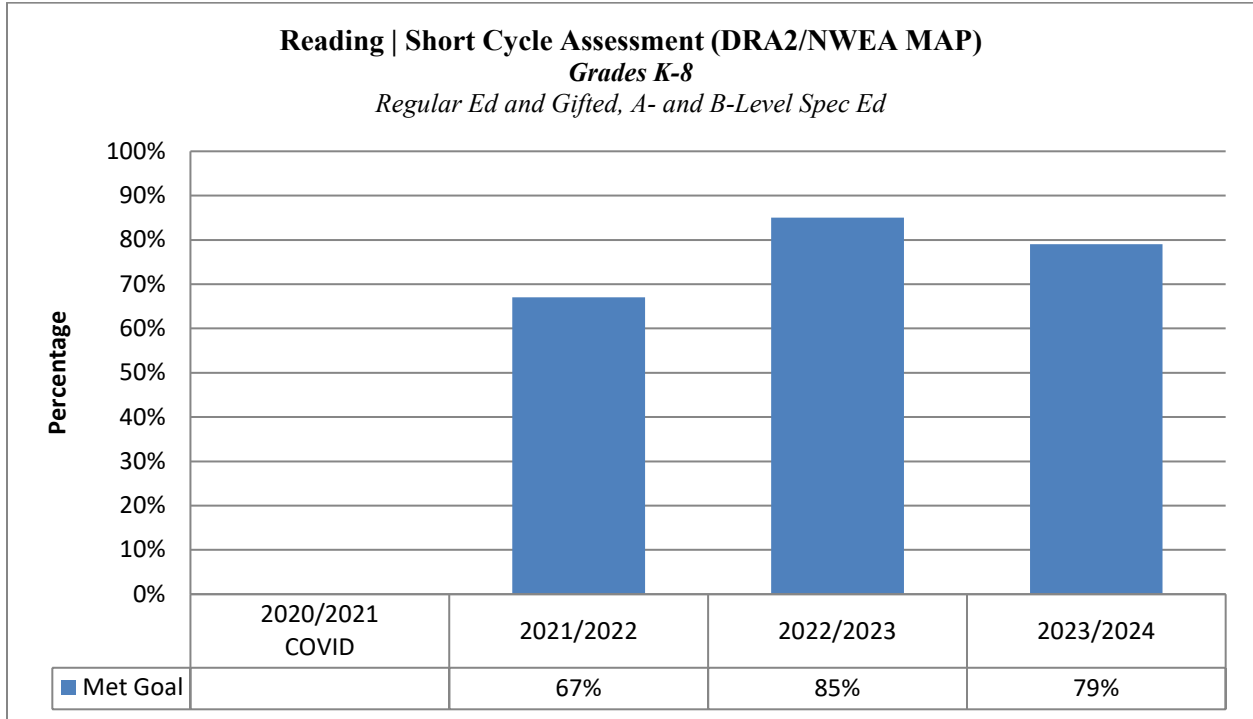
ASLA Short-Cycle Reading Goal | Cohort Reg-A-B

For all years, at least 70% of K-8 students in the Regular Education and Special Education A/B Cohort will demonstrate grade level proficiency or adequate growth defined as 20% or more increase for DRA2 assessment or 3.5 points or more increase for NWEA MAP assessment.

2020-2021 COVID

Students were attending school remotely via Zoom and no meaningful short-cycle data was obtained due to a variety of factors which made testing difficult under remote conditions. In subsequent years, students resumed short-cycle assessments as indicated.

2021-2022 | 2022-2023 | 2023-2024

Data indicates 67%, 85%, and 79% of students demonstrated grade level proficiency or growth of 20% or 3.5 points (DRA2 or NWEA MAP accordingly) over three years. Students "Failed to Meet" the goal in 2021/2022 but only by 3% in a post-COVID year and "Exceeded" and "Met" the goal in subsequent years.

Response

In 2023/2024 ASLA implemented a new language arts curriculum, Wit & Wisdom. In the current school year, ASLA will continue to monitor student progress through short-cycle assessments. Additional supports for students in this cohort, including a high-dosage reading tutor and student preparedness interventions focused on parent/home connection, are also being implemented.

Reading | Short Cycle Assessment (DRA2/NWEA MAP)
Grades K-8
Cohort 2 (C- and D-Level Spec Ed)

	2020/2021 COVID	2021/2022	2022/2023	2023/2024
■ Met Goal		62%	79%	78%
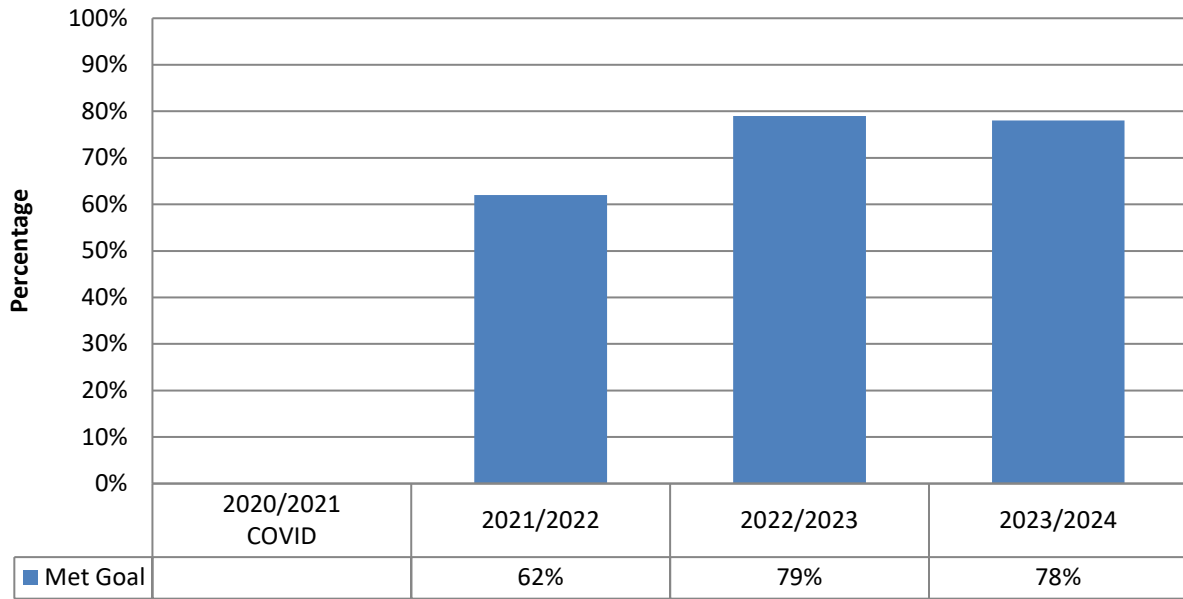
ASLA Short-Cycle Reading Goal | Cohort 2
For all years, at least 70% of K-8 students in the Special Education C/D Cohort will demonstrate grade level proficiency or adequate growth defined as 10% or more increase for DRA2 assessment or 2.0 points or more increase for NWEA MAP assessment.

2020-2021 COVID
Students were attending school remotely via Zoom and no meaningful short-cycle data was obtained due to a variety of factors which made testing difficult under remote conditions, especially for students in this cohort. In subsequent years, students resumed short-cycle assessments as indicated.

2021-2022 | 2022-2023 | 2023-2024
Data indicates 62%, 79%, and 78% of students demonstrated grade level proficiency or growth of 10% or 2.0 points (DRA2 or NWEA MAP accordingly) over three years. Students "Failed to Meet" the goal in 2021/2022 but this cohort still did quite well in a post-COVID year, and "Met" the goal in subsequent years.

Response
In the current school year, ASLA will continue to monitor student progress through short-cycle assessments. Student support for this cohort will continue to focus on direct instruction with small groups, differentiated instruction and targeted interventions for students with disabilities, and ongoing teacher professional development training related to language arts instruction and language and reading acquisition for deaf and neurodivergent students. Additional supports for students in this cohort include student preparedness interventions focused on parent/home connection, are also being implemented.

Math Short Cycle Assessment (STAR Math)
Grades K-8
Regular Ed and Gifted, A- and B-Level Spec Ed Cohort

	2020/2021 COVID	2021/2022	2022/2023	2023/2024
■ Met Goal		70%	86%	85%

ASLA Short-Cycle Math Goal | Cohort Reg-A-B

For all years, at least 70% of K-8 students in the Regular Education and Special Education A/B Cohort will demonstrate grade level proficiency or adequate growth defined as .8 points or more increase for STAR Math assessment.

2020-2021 COVID

Students were attending school remotely via Zoom and no meaningful short-cycle data was obtained due to a variety of factors which made testing difficult under remote conditions, especially for younger students. In subsequent years, students resumed short-cycle assessments.

2021-2022 | 2022-2023 | 2023-2024

Data in 2021-2022 includes grades 3- and the remaining years include grades K-8. Data indicates 70%, 86% and 85% of students demonstrated grade level proficiency or growth of .8 points. Over the three years, Students "Met" the goal in SY22 and "Exceeded" the goal the following two years.

Response

During this charter term, the ASLA has continued to use STAR Math as a short cycle assessment. The ASL Academy will utilize a new online-based curriculum, Renaissance/Freckle Math, and will continue to utilize current strategies which have been demonstrated to result in student growth, while emphasizing direct math instruction with small, targeted teaching groups and providing teacher training focused on instructional strategies for math. Additionally, for the current 2024/2025 school year, ASLA will leverage high dosage tutoring funds to add a Math tutor focused on students not meeting proficiency in the Regular Ed-A-B Cohort. Additional supports for student preparedness interventions focused on parent/home connection, are also being implemented.

Math Short Cycle Assessment (STAR Math)
Grades K-8
Cohort 2 (C- and D- Level Spec Ed)

	2020/2021	2021/2022 N<20	2022/2023	2023/2024
■ Met Goal		93%	89%	73%

ASLA Short-Cycle Math Goal | Cohort 2

For all years, at least 70% of K-8 students in the Special Education C/D Cohort will demonstrate grade level proficiency or adequate growth defined as .4 points or more increase for STAR Math assessment.
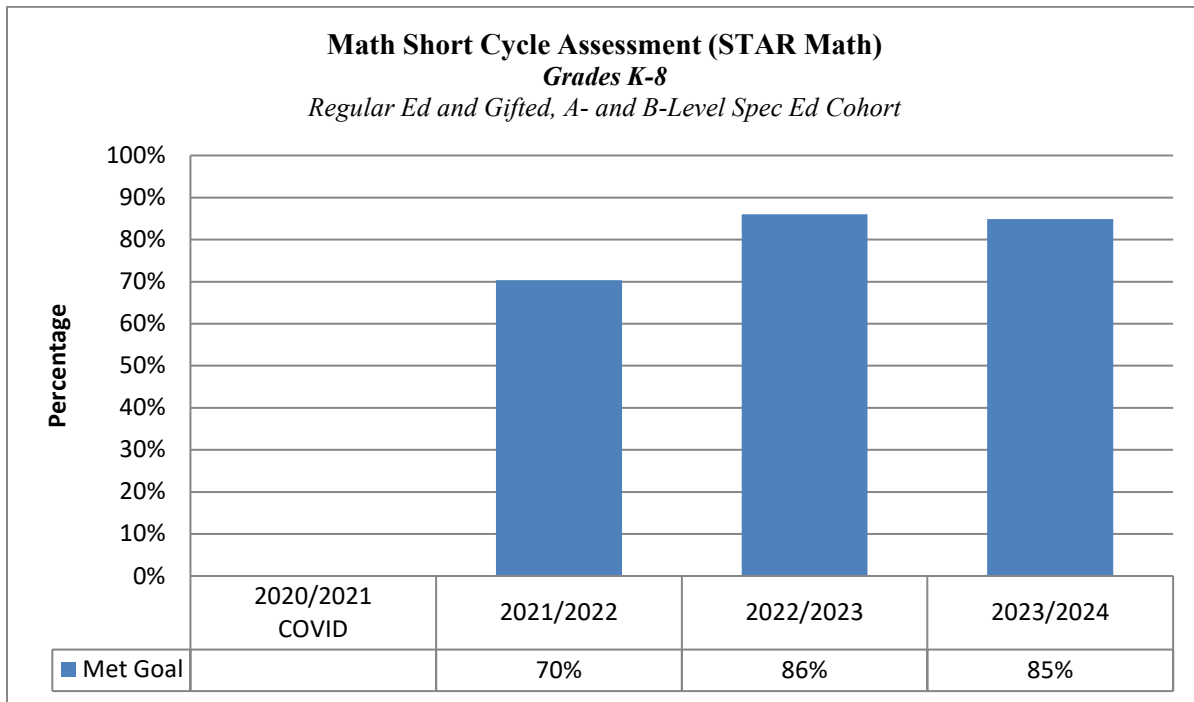
2020-2021 COVID

Students were attending school remotely via Zoom and no meaningful data was obtained due to a variety of factors which made testing difficult under remote conditions. In subsequent years, students resumed short-cycle assessments.

2021-2022 | 2022-2023 | 2023-2024

Data was collected during this year, however conditions returning from COVID were not ideal. Assessments were not performed on K-2 students and results reflect a N<20 sample. Results of 93%, 89% and 73% were obtained in the three years, with students "Exceeding" the goal in two years and "Meeting" the goal in the most recent year.

Response

During this charter term, the ASLA has continued to use the STAR Math as a short cycle assessment. The ASL Academy will utilize a new online-based curriculum, Renaissance/Freckle Math, and will continue to utilize current strategies which have been demonstrated to result in student growth, while emphasizing direct math instruction with small, targeted teaching groups and providing teacher training focused on instructional strategies for math. Additional supports for student preparedness interventions focused on parent/home connection, are also being implemented.

1.b. Mission-specific or School-Specific Goals

Report on the school's performance in relation to the school- or mission-specific goals in the negotiated performance framework. Performance reports related to school or mission specific goals should be supported by raw data (masked to protect PII) and provided in **Appendix A-2 Mission Goal Data**. The school should report on the performance in each year of the contract term.

Schools that have not met their school- or mission-specific goals in each year of the contract term should provide a narrative that addresses the improvement actions taken and the success of those

actions. The purpose of the narrative is to demonstrate substantial progress toward meeting the school or mission specific goals and maintaining that performance level. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

School response:

Mission Specific Indicator (Avenue:PM)
Grades K-12
Schoolwide/All Student Cohorts

	2020/2021	2021/2022	2022/2023	2023/2024
■ Met Goal		77%	84%	79%
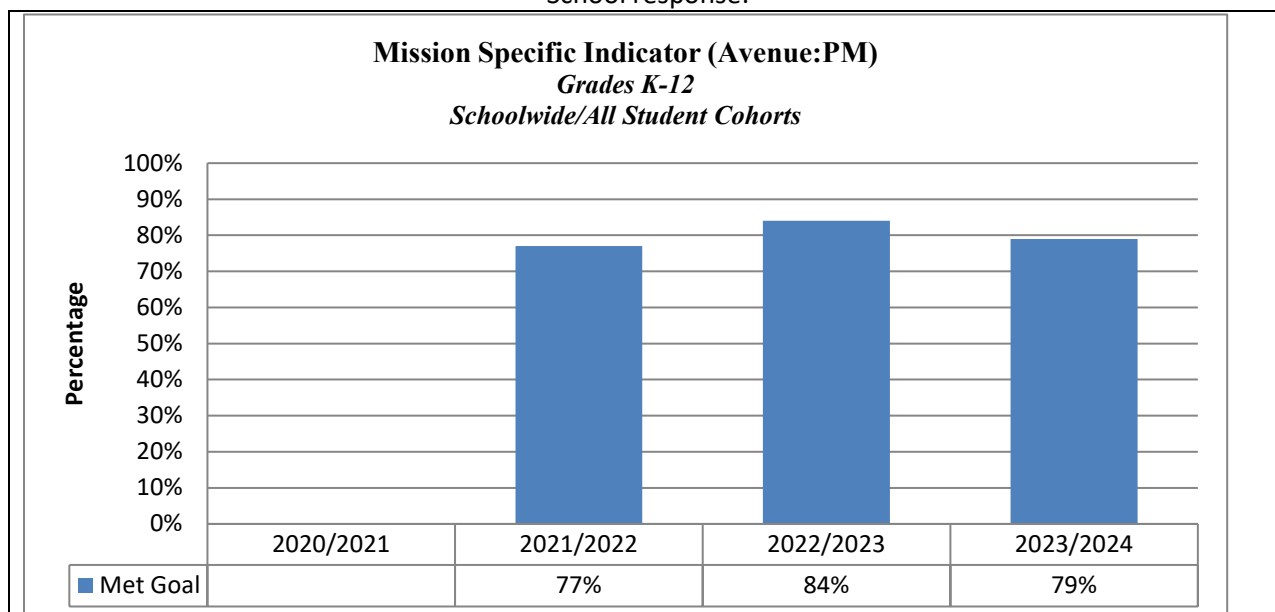
ASL Language Goal

At least 80% of K-12 students will achieve 70% or higher scores on the Avenue:PM Copy Right or Picture Naming subtests.

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 and expressive comprehension of American Sign Language. It is important to note that Avenue:PM has been approved by the NMPED Assessment Bureau. Some students are unable to complete the assessment due to their disability, for example, i.e., limited fine motor skills, limited attention skills, or autism resulting in an inability to form signs with hands/fingers or inability to attend to the test.
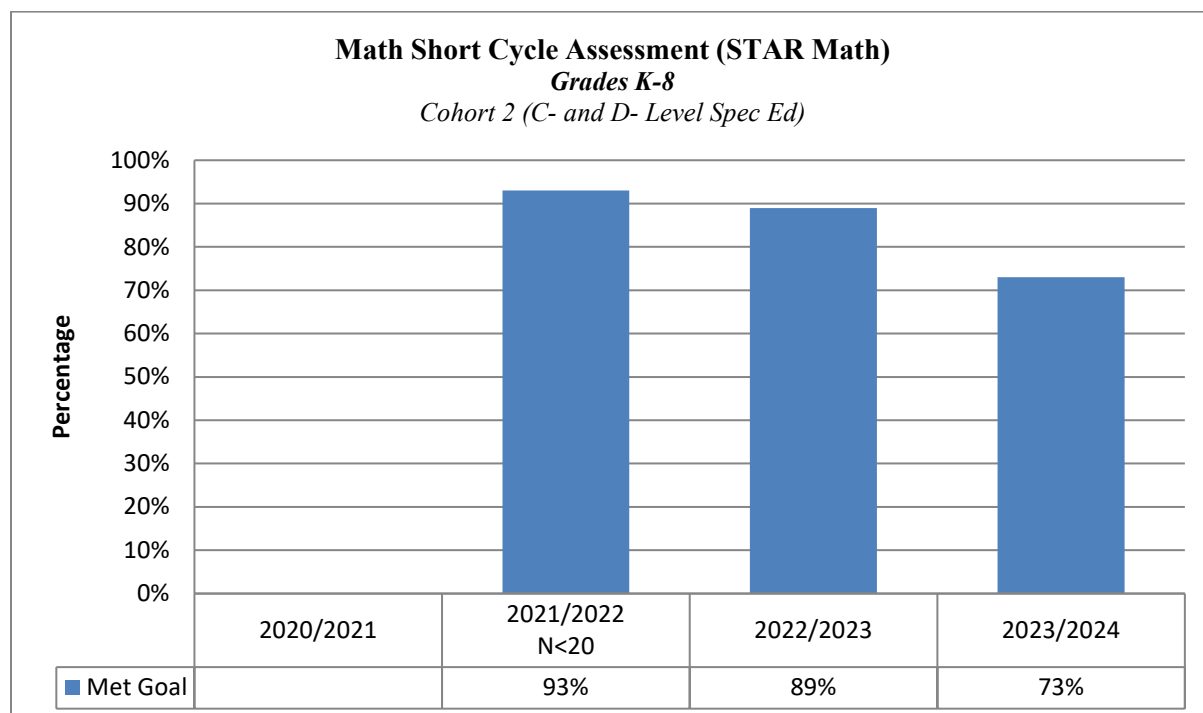
2020-2021 COVID
Students were attending school remotely via Zoom and no meaningful data was obtained due to a variety of factors which made testing difficult under remote conditions including, younger students could not access the software remotely without assistance and could not complete the testing portion without in-person supervision and assistance of the teacher, lack of reliable internet and difficulty "screen sharing" via Zoom to assist students, and new staff working remotely had not received training on administering the assessment. In subsequent years, students resumed ASL assessments as indicated.

2021-2022

Overall score of 77% "Does Not Meet" the 80% goal but is only 3% short. This result was not surprising considering students were away from the school campus the entire year prior, and the majority were not receiving daily opportunities for ASL language acquisition in the home.

<u>2022-2023</u>
Overall score of 84% "Meets" the 80% goal.

<u>2023-2024</u>
Overall score of 79% "Does Not Meet" the 80% goal but is within 1% of meeting the goal. It should be noted that enrollment at ASLA increased 18% from the prior year with the majority of the new students added to the lower grades. In 2023-2024, 77% of the students who failed to meet the goal were in Grades K-4 (23 of 31), and 91% of students in Grades 5 and higher met the goal (59 of 65). Not surprisingly, this data trend indicates that the longer a student is at the school the higher their level of ASL acquisition.

<u>Response</u>
Considering the factors mentioned for each year, the data indicates that the methods of instruction and ASL acquisition among students are on track for student and mission goal success. Educators will continue with schoolwide language acquisition instruction and methods to continue to strive toward meeting and exceeding this goal.

Overall, the ASLA has demonstrated the benefit of bilingualism and ASL fluency for all students and the important role an ASL-rich learning environment plays for students who are deaf, hard of hearing, or neurodivergent and their siblings and families.

2. Organizational Performance

2.a. Educational Program

How is the school implementing the distinctive educational program described in its contract (Performance Framework Indicator 1.a.)? The response should address the ways in which the school is implementing the family, teacher, and student-focused terms of its contract. Please discuss any innovations the school has implemented in support of its mission and educational program.

School response:

[The Albuquerque Sign Language Academy](#) (ASLA) is arguably the most distinct and unique public school in the country… and this is why:

<u>Mission</u>
Our mission 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 (ASL) and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.

<u>Vision | Addressing Systemic Inadequacies</u>
The vision of the Albuquerque Sign Language Academy (ASL Academy/ASLA) is to create an inclusive K-12+ educational environment for deaf and hard of hearing students which addresses their unique language needs and allows them to attend school with hearing siblings, typically developing peers, children with deaf parents, visual learners, and students with other special needs.

<u>Historically Poor Educational and Employment Outcomes</u>
New Mexico consistently ranks last in the nation for education and close to last for child poverty. Children who are deaf or have other/additional disabilities are often the farthest from educational opportunities and suffer from poor educational outcomes into adulthood, which is reflected in statistical data.

The Journal of Deaf Studies and Deaf Education | Academic Achievement of Deaf and Hard-of-Hearing Students in an ASL/English Bilingual Program states:

•Over the last 40 years, results from numerous studies have indicated that deaf children have significantly poorer reading comprehension, literacy skills, and overall depressed academic achievement in general when compared to their hearing peers, decreasing the likelihood of enrollment in postsecondary education institutions.

•Numerous surveys report that approximately half of deaf students in the United States were reading below the fourth-grade level at the time of their high school graduation, with only 7–10% of deaf high school graduates reading at the seventh-grade level or above.

•In addition, studies reported that mathematical achievement of deaf students in various countries has been significantly poorer than that of their hearing peers. Specifically, results showed that deaf high school graduates performed at fifth/sixth grade level in mathematical knowledge, with the gap being evident already during preschool years.

The National Deaf Center's Postsecondary Achievement of Deaf People in New Mexico for 2018-2022, reported the following: completion of bachelor's degrees is less than hearing counterparts and even fewer deaf people with additional disabilities have completed a bachelor's degree, approximately 60% of deaf people are unemployed, the employment rate for deaf people with additional disabilities is only 22.7%, and NM ranks last for employment of deaf adults nationally. Also, attainment of a bachelor's degree among deaf people differs by race (white 24%; BIPOC 14%).

Limited Educational Options | Addressing Historic Isolation

Historically and currently, hearing-impaired children are often relegated to state deaf institutions or district "deaf programs." Hearing students with neurodivergent disorders in need of American Sign Language (ASL) support are not eligible for admission to "deaf" programs.

The Albuquerque Sign Language Academy accepts all students regardless of hearing ability or disability. This program has filled a tremendous need in the community by creating a truly inclusive school culture and a dynamic educational environment responsive to each child's specific needs. Children with special needs can attend a local school with typically developing hearing siblings and peers, allowing them to remain at home with their families and fully participate as members of the school community.

The Journal of Deaf Studies and Deaf Education | Academic Achievement of Deaf and Hard-of-Hearing Students in an ASL/English Bilingual Program states:

•Findings suggested that students highly proficient in ASL outperformed their less proficient peers in nationally standardized measures of reading comprehension, English language use, and mathematics.

•Moreover, a regression model consisting of 5 predictors including variables regarding education, hearing devices, and secondary disabilities as well as ASL proficiency and home language showed that ASL proficiency was the single variable significantly predicting results on all outcome measures.

•This study calls for a paradigm shift in thinking about deaf education by focusing on characteristics shared among successful deaf signing readers, specifically ASL fluency.

ASLA's Comprehensive Inclusive K-12+ Educational Program

The Century Foundation | Different by Design Series - ASLA Article

HuffPost | Listen to America Tour - Reimagining Deaf Ed Video

The ASLA's educational environment promotes inclusion and access for all students and staff through a common language - ASL. This revolutionary model for deaf education has resulted in a beautiful school community for students, families, and staff which demonstrates a "real life" model for society that appreciates and celebrates people of varying backgrounds and abilities. As native language users, Deaf staff serve as important ASL language and overall role models for students and a reminder that promoting inclusive practices is a lifelong endeavor.

For the current 2024/2025 school year, the ASLA has 160+ K-12 and high school transition students. Enrollment data for the last 4 years follows:

School Year	Enrollment	Increase	ASL/DHH*	Spec Ed
2020/2021	111	6%	44%	62%
2021/2022	118	6%	42%	58%
2022/2023	125	6%	40%	59%
2023/2024	147	18%	37%	60%

*Students included in the ASL/DHH count are only the students that are deaf/hard of hearing or neurodivergent themselves and does not include hearing students who benefit from a bilingual ASL-English program, such as the children of deaf parents (CODA) or those with a deaf/neurodivergent sibling. This is an important distinction of ASLA's program because it is an opportunity not offered to siblings/CODAs at the state deaf institution or district deaf programs.

The ASL Academy provides small class sizes and low student-teacher ratios to meet the diverse and often extensive needs of students. Teachers, dual-certified in regular and special education, work within state standards and research-based methods to strategically adapt curriculum to address the varied student population, including providing a context for Deaf culture. Educational assistants are critical to providing 1:1 support and small group instruction for high-needs special education students to meet academic and language/communication needs, to provide positive and frequent feedback, to provide mobility/physical support, and to encourage/support social interactions and communication with peers and others.

Teachers and other staff continuously differentiate instruction, implement innovative learning strategies, and provide necessary accommodations to ensure students have full access to academic content and the necessary supports to acquire skills and achieve success, as demonstrated through appropriate short-cycle and annual assessments. The use of technology plays an important role in the program and is an integral tool for DHH/neurodivergent students. Smart boards, laptops, and tablets are incorporated schoolwide and utilized when appropriate to engage students with academic content and/or to assist with communication needs. Relevant professional development is provided throughout the school year to ensure all education and support staff operate with the most recent research-based deaf and special education pedagogy and have a forum to share/discuss real-world application experiences to inform future methods.

Students qualifying for Special Education services receive ancillary support for occupational therapy, speech-language pathology, physical therapy, audiology, social work, behavior therapy, nursing and health assistance, and transportation as indicated in their Individualized Education Program (IEP).

ASLA works with the PED's School Transportation Bureau and Herrera School Buses Inc. to provide busing for all students, including door-to-door service for special education students. Strategically placed "super stops" for regular education students ensure an efficient use of public funds.

Through the Community Eligibility Provision (CEP) Program, all ASLA students receive free healthy lunches prepared daily on-site by Genuine Foods.

In addition to the state academic content standards, students have access to electives and clubs including visual arts, cooking, chess club, choir, after-school programming, and student council, and a middle school trip to Washington, DC.

ASLA recognizes the importance of extracurricular school-sponsored athletics for developing resiliency, building bonds with peers, setting and working toward personal and team goals, fostering an active healthy lifestyle, imparting wisdom through competition, and providing connection to other schools and student athletes within the community. To that end, ASLA offers inclusive and competitive middle school sports programs including cross-country, flag football, volleyball, basketball, and track and field. High school and transition students train and compete statewide in bowling, track and field, pickle ball, cornhole, and swimming events held throughout the year with Special Olympics New Mexico.

Organizational Partnerships and Endeavors

The ASL Academy aspires to establish itself as a training facility for high-level teaching practices around Deaf and Special Education while providing a rigorous and stimulating educational program for students of varying abilities. To that end, the ASL Academy has developed ongoing relationships with the following organizations:

•Harvard University and McLean Hospital |PEAR Initiative

•Pennsylvania State University & University of Minnesota | Testing site for the development of a literacy and ASL assessment and progress monitoring tool called Avenue: PM

•University of New Mexico (UNM) | Practicum students will have access to best practice pedagogy and application in the fields of education, educational diagnostics, speech therapy, and occupational therapy.

    - UNM Special Education Department | Dual License Education Program - Consortium of Interdisciplinary Resident Educators (CIRE) - A robust teacher training program for deaf and special education teachers

      - UNM Language Literacy and Socio-Cultural Studies

      - UNM Physical Education Department | Adapted P.E. Training Site

•New Mexico State University and Bernalillo County Extension Office |Health and Nutrition Programs

•RGC Access Interpreting Services |ASL Interpreting Internships

•Community for Learning After School Program

•Albuquerque Police Department | Albuquerque Fire Department

•County of Bernalillo | Workforce Connection Internships | New School Facility

•Outdoor Education Initiatives | Honey Badger Conservation Crew
      -US Forest Service
      -ASLA Youth Conservation Corp.
      -US Fish and Wildlife Nature Conservancy
      -ABQ BioPark Zoo
      -Valle del Oro
      -Bosque Ecosystem Management Project (BEMP)

-Outdoor Equity Fund| ASLA was been a grant recipient for 3 years for the continual development of the Honey Badger Conservation Crew, an inclusive outdoor education program built for students with disabilities with an emphasis on connecting to the land in New Mexico.

-Los Ranchos Agri-Nature Center | Read about Senator Heinrich's Recent Visit to ASLA's Honey Bee Hives Abq Journal Article | Santa Fe New Mexican Article

•Mandy's Farm | A local non-profit that provides employment opportunities for adults with intellectual and developmental disabilities.

•The Arc of New Mexico | This organization that supports persons with intellectual and developmental disabilities, awarded ASLA with the distinction of 2024 Inclusive Employer.

•NM Dept. of Workforce Solutions | Internship Program

•DWS Serve NM Commission | AmeriCorps Program Subgrantee

-ASLA's recently awarded "NewMexiCorps" program will focus on improving education and employment outcomes for marginalized K-12 students and adults with disabilities by placing members in charter schools and non-profit organizations.

•AmeriCorps*VISTA Support Grant Recipient | Eliminating poverty through education.

•City of Bernalillo | Host site for ASLA's annual "Enchantment Games" community event.

•Albuquerque Public School (APS) | Facility lease, including providing modifications to incorporate adaptive technology for deaf and hard of hearing students and staff.

•CANOPY Project| The ASLA is a recognized member of this national collaborative dedicated to researching educational innovation, specifically to surface a diverse set of innovative learning environments and document the designs they are implementing.

-ASLA's Executive Director was a national Canopy Project panel participant and presented on the power of dual-language programming and language access.

•City of Albuquerque| Reopening the North Fourth Art Center, formerly a Very Special Arts (VSA) site, offering programs for adults who are deaf or developmentally disabled.

•Special Olympics New Mexico | Unified Champion Schools Program
-ASLA named Unified Champion Schools "Banner School" for 2024-2025

Development and Implementation of Specialized Curriculum, Assessments, and Learning Strategies
The ASL Academy works with national experts and provides ongoing professional development training and access to robust and appropriate curriculum:

•Peer Assisted Learning Models | Dr. Sue Rose, University of Minnesota and Dr. Rayne Sperling, Pennsylvania State University

•Deaf Education Teaching Strategies | Dr. Christina Rivera, University of Arizona

•Social-Emotional Systems and Assessments
-Foundational Qualities for Student Success (FQSS) | Developed by ASLA as a way to assess student growth related to eight internal qualities: zest, grit, self-control related to schoolwork, interpersonal self-control, optimism, gratitude, social intelligence, and curiosity.

-Holistic Student Assessment (HSA) |Dr. Gil Noam, P.E.A.R. Institute, a Harvard Medical School and McLean Hospital Initiative

•Environmental Education and Conservation Focused Curriculum | Mr. Yancey Ranspot, Support Services Specialist, US Forest Service

•Comprehensive Literacy State Development Grant (CLSD) | ASLA leads the national discussion on deaf education reform.

•Avenue: PM is a progress monitoring system for literacy and ASL assessment, now endorsed by NMPED Assessment Bureau. Watch the national promotional video featuring ASLA teachers and students.

•ASLdeafined | This web-based collection of video lessons designed to strengthening ASL and English skills was utilized by ASLA teachers to guide instruction beginning in SY23.

•Wit & Wisdom | A comprehensive language and literacy curriculum that can be readily adapted to meet the needs of deaf students was implemented schoolwide in SY24.

•TRUE+WAY ASL | A groundbreaking standards-based American Sign Language curriculum developed by Deaf ASL teachers which can be adapted to a variety of learning environments. Adopted by ASLA in SY25.

Specialized Educational Programs

•High School and Transition Program Expansion

-Agri-Nature Project Based Learning | This production-based learning environment focuses on activities such as beekeeping, honey harvesting, and tending flower and vegetable gardens.

-Honey Badger Industries | Under this banner, high school transition students with disabilities receive academic instruction connected to job skills. By systematically reducing barriers that individuals with disabilities and other differences frequently encounter, students will engage through the lens of their abilities, resulting in a purposeful, service-minded existence.

First and Only State Certified ASL-English Bilingual Program

The ASL Academy is a state certified dual language bilingual program incorporating American Sign Language (ASL) and English. This certification does not exist anywhere else in the nation.

ASL-English Teacher Bilingual Certification

The ASL Academy continues to work with the NMPED Bilingual Dept. to establish the criteria for this certification which consists of attaining a 2+ score on the ASLPI, Gallaudet-endorsement ASL proficiency exam, and a TESOL endorsement.

The ASL Academy is also working with ASL experts to create a local "Proficiency Language Board" to address regional ASL dialect differences and bias.

TESOL Endorsed Teachers

The ASL Academy requires all teachers to be TESOL endorsed and pays for the required coursework.

Project OIC | Enhancing Professional Preparation through Online Interdisciplinary Collaboration

The University of Arizona offers a Master's Program that is an interdisciplinary collaboration between two highly effective online special education programs: preparing teachers of Deaf/Hard-of-Hearing (DHH) students and preparing behavior analysts.

The goals of the project are to increase (a) the number of fully credentialed teachers of DHH students (TODHHs) who can address challenging behavior issues and provide intensive individualized instruction to students, (b) the number of fully credentialed behavior analysts who can support students who have challenging behavior issues due to severe communication difficulties, and (c) the collaborative efforts between TODHHs, behavior analysts, general education personnel, and families to create optimal learning environments at home and educational settings, including schools and distance learning environments. The project focuses on preparing professionals to work with students who have high-intensity needs, including students with severe sensory disabilities, communication needs, and autism.

Funding for ASLA teacher participation is paid 90% by a federal Office of Special Education Programs (OSEP) grant through the University, and the remaining 10% is paid by the ASL Academy using Title II funds.

The ASL Academy currently has 3 teachers participating in the project.

ASL Academy Family and Community Engagement

The ASL Academy acknowledges that parents are of critical importance to the learning process and directly impact student achievement. Teachers and school staff view parents as partners, collaborators and advocates for their children, and parents are respected as their child's first teacher, and an integral part of the educational process.

The ASL Academy employs a full-time Community Engagement Coordinator and a full-time Community Schools Coordinator to engage parents/families, foster connections within the school community, and expand student's experiences with the greater community through:

•Weekly ASL Classes for Families and Community Members.

•ASLA school and community events including Deaf Night at Isotopes Park, Family Movie Night, Grandparent's Day Event, Halloween Carnival, Thanksgiving Luncheon, Holiday Literacy Night, and the Honors/Graduation Assembly.

•ASLA students are frequently featured signing the National Anthem and supporting local athletic teams including UNM Football's NM Bowl, UNM Basketball, UNM Cheerleading Team, Lobo Dance Team, Albuquerque Isotopes, United Soccer, and NM Roadrunner Arena Soccer Team.

•Annual ASLA Golf Tournament and Enchantment Games events connect ASLA staff, family members, community friends, and local businesses to support the school's important mission and bring awareness of deaf/hard of hearing and neurodivergent persons within our community.

•Provides oversight of Equity Council, which additionally encompasses the Indian Education Equity Council, School Advisory Council, School Health Advisory Council, and Community Schools Council, consisting of 16 members that meet monthly to ensure fairness is achieved by systematically assessing and addressing disparities in opportunities and outcomes so that students, families and communities experience.

•The ASLA Community Engagement Coordinator serves on the Board of the Deaf Cultural Center (DCC), an organization dedicated to the development, growth, and education of the Deaf NM community and to sharing Deaf Culture with allies.

Student and Family Supports for Social-Emotional Wellness

The ASL Academy employs a full-time Student Support Coordinator who is a Licensed Certified Social Worker (LCSW) and three full-time Licensed Master Social Workers (LMSW) to provide consistent support for students and families. The Foundational Qualities for Student Success (FQSS) assessment and the Holistic Student Assessment (HSA) are tools to quantify qualitative data related to student behavior,

thereby informing interventions in a profound way. The ASLA has created tiers of intervention related to student discipline which utilize behavioral and student development components. Under this umbrella, all student behavior issues are addressed through student advisory and student support methods. Meaning, when an issue with a student arises, the advisor (teacher) and student support (social worker) align with the home (parent/guardian) to enact an appropriate consequence with an emphasis on helping the student learn to make an alternate choice in the future. Student suspension at ASLA is extremely rare and most often imposed during school hours through a restorative justice model of community service.

2.b. Financial Compliance

How is the school managing its finances (Performance Framework Indicators 2.a-f.)?

For each year in which the school had a significant deficiency, material weakness, or repeated finding(s) identified in the external audit, the school must provide a narrative explaining the improvement actions made to meet financial compliance requirements and the effectiveness of those actions in improving financial compliance. Success should be identified by specific changes in practice and changes in the audit findings in subsequent years. The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining financial compliance. Implementation of the described improvement actions should be verifiable through evidence at the site including renewal site visit.

If the school's Board of Finance was suspended at any time during the term of the contract, the school must provide a narrative explaining the actions taken on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions. The school must also describe the current status of the Board of Finance and continuing actions to ensure the same financial challenges do not reoccur. Success should be identified by specific changes in practice. The narrative must be supported by evidence to be reviewed during the renewal site visit.

School response: The ASLA did not have any significant deficiencies or material weaknesses.

SY21, SY22, and SY23 Audit Findings (Other Non-Compliance) are indicated below, including one Repeat Finding in SY23 and another in SY22.

Explanation of 2023-24 Indicator Ratings:
2.a. FY24 quarter 3 report was submitted late and 2.b. FY23 Audit: 5 audit findings, all of which were "Other Matters" or "Other Noncompliance". The response was to immediately implement the recommended course of action indicated in the audit report.

2.c. FY23 Audit: One Repeat Audit Finding: Noted expenditure functions where actual expenditures exceeded the budgetary authority "Other Noncompliance" finding. Response: For FY2024 and subsequent fiscal years, the ASLA Business Manager will closely monitor all funds for budget compliance. The Executive Director and Business Manager will review all budgets monthly and Budget Adjustment Requests (BARs) will be submitted to PED as needed. Implementation: This procedure was implemented immediately.

2.e. CPO license expired May 27, 2022, CSD was not able to locate new/updated CPO license in the New Mexico Chief Procurement Officer List. CSD monitors that school staffed business manager, CPO, and governing board finance and audit committees. Resolved: Training completed, and paperwork submitted.

Explanation of 2022-23 Indicator Ratings:
2.a. NMPED School Budget Bureau Reporting in OBMS Q3 late 11 days, Q4 late 1 day, 2.c. FY22 Audit: one repeat audit finding, and 2.f. FY22 Audit 2022-003; 941 report submitted 5 days late. All findings were "Other Matters" or "Other Noncompliance". The response was to immediately implement the recommended course of action indicated in the audit report. The business manager was replaced.

Explanation of 2021-22 Indicator Ratings:

2.e. The school had three SBOs of record in FY22. This issue has been remedied. Repeat audit finding related to late payment of payroll withholding indicated as "Other Noncompliance." The response was to immediately implement the recommended course of action indicated in the audit report.

The ASLA Board of Finance was not suspended at any time during the term of the contract.

2.c. Governance Responsibilities

Describe how the school has met governance responsibilities during the term of the contract (Performance Framework Indicators 3.a.). Specifically, identify any time when membership on the governing body fell below the requirements in their by-laws or the statutory minimum of five members. Identify the amount of time any vacancies were open and identify any board members who did not complete required training hours in any year of the contract term. For any governance requirements the school was unable to meet, provide a narrative describing the improvement actions the school implemented to move toward full compliance. The purpose of the narrative is to demonstrate substantial progress toward meeting all governance requirements. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response: The Albuquerque Sign Language Academy Governance Board has met the requirements for conducting open meetings, having a minimum number of 5 members at all times, and completing all annual required trainings for the years 2020/2021 through 2023/2024.

2.d. Equity and Identity

How is the school protecting the rights of all students (Performance Framework Indicator 4.a.)? How is the school complying with the Martinez-Yazzie mandate to provide culturally and linguistically relevant instruction and to support and validate students' cultures, identities, and sense of belonging? How is the school complying with the requirements of the Indian Education Act (NMSA § 22-23A), the Hispanic Education Act (NMSA § 22-23B), and the Black Education Act NMSA § 22-23C)? What role does the school's equity council play in protecting the rights of all students?

School response:

Students with disabilities are often the farthest from opportunity and the ASL Academy was created to ensure that all students had access to an educational program specifically designed to meet their language needs, support their family culture, and foster a sense of belonging and community.

Admission Process

The ASL Academy protects the rights of students and families through a transparent lottery, admission, and enrollment process detailed in our policies and procedures. Unlike the state's deaf institutional school and district deaf programs, the ASLA has no admission requirements and accepts all students regardless of special needs or disability.

The ASLA's student demographics reflect the mission and intent of the program and are evidence of the inclusive mindset of administrators, educators and students:

Year	ASL/DHH	SpecEd	ELL	Hispanic	Caucasian	Black	Indian	Asian/Pac
SY21	44%	62%	18%	65%	26%	3%	3%	3%
SY22	42%	58%	14%	58%	32%	4%	6%	0%
SY23	40%	59%	10%	59%	25%	4%	9%	3%
SY24	37%	60%	9%	58%	11%	11%	17%	3%

[Deaf and Hard of Hearing Children's Educational Bill of Rights](#)

In 2004, the State of New Mexico enacted the Deaf and Hard of Hearing Children's Educational Bill of Rights which acknowledges that "hearing loss affects the most basic human need, communication." The purpose of this Bill is "to encourage the development of a communication-driven and language-driven educational delivery system in New Mexico for children who are Deaf or Hard of Hearing." Furthermore, the Bill states that it is necessary for deaf and hard of hearing children to advance in their educational endeavors, and that they are as capable as other children, but their educational environment must include:

• quality, ongoing and fluid communication

• teachers who understand and are trained in deaf education

• deaf and hard of hearing role models

• direct and appropriate access to all aspects of the educational model, including in the

cafeteria, on the playground, and during extracurricular activities

• information to families

Section Three of The Deaf and Hard of Hearing Children's Educational Bill of Rights calls upon the public education department and other agencies to act expeditiously in ensuring that: "these children have what every other child takes for granted, including an educational environment in which their language and communication needs are fully addressed and developed and in which they have early, ongoing and quality access to planned and incidental communication opportunities; and the recommendations, consistent with the findings and purpose of the Deaf and Hard of Hearing Children's Educational Bill of Rights, be completed expeditiously."

ASLA's existence was built on the premise of providing an educational option which is responsive to the unique educational, language, and cultural needs of deaf and hard of hearing students as outlined in the DHH Children's Educational Bill of Rights. The original philosophy to serve a frequently misunderstood, marginalized, and underserved population in order to achieve academic excellence, support family involvement, and promote multicultural community integration remains today as the hallmark of ASLA's program and the force behind all endeavors.

ASLA's educational methods support language acquisition of both ASL and English for all students and believes a learning environment carefully tailored to support each student's unique needs will result in increased academic performance in all subject areas. The ASLA staff meets regularly to review special educations student IEP goals and progress and to adjust instructional practices, therapy hours, and otherwise to ensure students are fully engaged in a program responsive to their language and cultural needs. Teachers and educational assistants trained in deaf education best-practices, knowledgeable of deaf culture and practices, and fluent in ASL provide direct-instruction to students.

Yazzie-Martinez vs State of New Mexico | Landmark Ruling

New Mexico's constitution guarantees students a sufficient education that prepares them for the rigors of college and the workforce and state laws also guarantee a culturally and linguistically relevant public education curriculum. In July 2018, the court ruled that the state is violating the constitutional rights of students and has not adequately invested in public education nor adopted appropriate educational instruction and programs. The court ordered the state to ensure opportunities for students to be college and career ready, and to fix deep inequities for low-income, Native American, English-language learners and students with disabilities.

The Yazzie-Martinez ruling directly impacts ASLA's deaf and hard of hearing students in terms of public dollars allotted to similarly situated students attending other public programs. The current funding mechanisms are neither equitable nor adequate. Despite years of legislative efforts and a historic judiciary ruling, a remedy has not been proposed or adopted by the state legislature. ASLA will continue to educate and pursue solutions at the legislative level to address the State's burden to provide all deaf students with appropriate funding to support an adequate and equitable education that addresses their unique language and communication needs, regardless of where they are educated.

The ASLA remains committed to all students, regardless of disability, and to ensuring deaf students and other English Language Learners (ELL) receive full access to an educational program that is respectful and responsive to the diverse language needs and cultural backgrounds of all students and staff. To that end, ASLA creates culturally responsive programs and opportunities for all students to succeed, develops and implements comprehensive school policies and procedures, and fosters a school culture of respect and inclusion that is the cornerstone of the DHH Educational Bill of Rights, Individuals with Disabilities Education Act (IDEA), Indian Education Act, Hispanic Education Act, and the Black Education Act.

Frequently ASLA must address misconceptions within the Public Education Department itself related to students with disabilities. Not surprisingly, federal and state systems are not designed for a school population as diverse as ASLA's, and advocating for the school and students within the PED and LESC remains an important and necessary priority. For example,

• Successfully working with the Bilingual Department to recognize ASL and provide bilingual teacher and school certifications and funding,

• Successfully challenging a VISTA School Designation which improperly penalized ASLA for not meeting 4-year graduation requirements when special education transition students are permitted by law to attend public school until age 22,

•Successfully challenging the application of assessment data based on student cohorts of less than 20 students, and

• Successfully challenging a LESC report alleging an over-identification of special education students within ASLA's program.

ASLA Diversity, Equity, and Inclusion Statement

In New Mexico, we recognize the rich tapestry of cultural diversity within our state, where a majority-minority population coexists. Within this complex landscape, the ASL Academy is committed to fostering an educational environment that values and uplifts every individual, particularly deaf and disabled students and staff members who face unique challenges.

Our commitment to diversity is rooted in the understanding that each person brings a valuable set of experiences, perspectives, and talents to our community. We embrace the diversity of our cultural heritage and the culture and experiences of our deaf and disabled students and staff members, acknowledging the strength that comes from our differences and the richness it adds to our collective learning environment.

We are dedicated to equity, recognizing the systemic barriers that have perpetuated disparities in access and opportunity for marginalized communities, including those with disabilities. We strive to address these inequities by actively working to dismantle barriers and create pathways for success that are inclusive and accessible to all students and staff members. We are committed to developing partnerships and securing the financial resources to support our endeavors.

Inclusion is central to our mission, as we strive to create an environment where every student, staff member, and family member feels welcomed, respected, and supported. We are committed to fostering a culture of belonging where everyone can fully engage in all aspects of academic and school/professional life, without fear of discrimination or exclusion.

We understand that achieving true diversity, equity, and inclusion requires intentional effort and collaboration. We are committed to listening to the voices of deaf and disabled staff members, students, and families, amplifying their concerns, and working together to create meaningful change that addresses the root causes of inequality.

Through education, advocacy, and engagement, we aim to build a more inclusive organization where every individual, regardless of ability or background, is given the opportunity to thrive and succeed. Together, we can create a community where diversity is celebrated, equity is upheld, and inclusion is the foundation of our shared prosperity.

Equity Council

As a student, family and community focused school from inception, the ASLA is grounded in applying an equity strategy for which fairness is achieved through systematically assessing and addressing disparities in opportunities and outcomes. In this way, students, families and communities experience high quality instruction and receive effective individual and family support services needed to succeed in school and the community.

The ASLA is a recipient of PED Community Schools planning grant funding and created a Community Schools Equity Council in 2021 comprised of school administrators, staff, parents, students and community leaders who meet monthly during the school year to report on and discuss various opportunities and activities within the school community. There are currently 16 members serving on the Council. Through regular and ongoing interactions, the collective mindset, wisdom, and experiences of the council demonstrate the importance of inclusion as elevated discussions and insights foster continued implementation of the school's mission and ways to support the education and wellness goals of the school community.

2.e. Tribal Consultation

Pursuant to the Indian Education Act, NMSA 22-23A-1 et. seq, and Subsections C and D of the Charter School Act, NMSA 22-8B-12.2, if the school is located on tribal land or serves a high percentage of Native American students, describe how the school complied with the requirements of ongoing consultations with tribal authorities.

School response: N/A

2.f. Other Performance Framework Indicators

For any Performance Framework indicator for which a school received a "Does Not Meet Standard" or a repeated "Working to Meet Standard" rating over the term of the contract, the school should provide a narrative to address improvement actions it has made to correct those findings. The purpose of the narrative is to demonstrate substantial progress toward meeting organizational performance expectations. Implementation of the described improvement actions should be verifiable through evidence at the renewal site visit.

If the school has received any Office of Civil Rights (OCR) complaints, formal special education complaints or NM Attorney General complaints, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in **Appendix B-1 Complaint**

Communications, and describe the current status of the complaint process. If any of those complaints have been resolved and resulted in a finding that the school violated any law, the school must provide a narrative describing the required compensatory and corrective actions required and their status in implementing those actions. The implementation of such actions must be verifiable through evidence during the renewal site visit.

School response:

Explanation of 2023-24 Indicator Ratings:
1.b. Participation data will be provided in Fall 2024.

1.e. School did not submit a discipline plan and did not assign any submitters to the BEA team.
A submitter has been assigned and the plan has been submitted.

2.e. CPO license expired May 27, 2022, CSD was not able to locate new/updated CPO license in the New Mexico Chief Procurement Officer List. CSD monitors that school staffed business manager, CPO, and governing board finance and audit committees.
Resolved: Training completed, and paperwork submitted.

4.c. Licensure discrepancies not resolved at end of school year.
The focus area for SY25 is to address all licensure issues through state procedures and create pathways for teachers to complete requirements. Currently, two teachers require TESOL endorsements to be completed by year end, one teacher completed the test in April 2024 and provide a transcript demonstrating completion of Special Education program, and one teacher's K-8 license pending Aug 2024.

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.
ACCESS is a spoken language test with a strong phonetic component and therefore not applicable to deaf students - meaning that students cannot "test out" and the test is invalid for deaf ELL students. Some students cannot complete the test and are labeled non-compliant. There is currently no remedy to this issue.

1.e. April 2023- State funded BMEP compliance concerns issued by Language and Culture Bureau.
To certify as a bilingual program operating within the dual-language parameters, an agreement was made with NMPED Licensure and BMEP. Due to the fact that there is not a bilingual certification for ASL, NMPED Licensure/BMEP agreed to accept a TESOL endorsement and ASL-proficiency indicators as a proxy for bilingual certification. We are currently in discussions with the NMPED current staff (new staff not a part of the prior discussions) regarding this issue and working toward additional TESOL endorsements for teacher and utilizing Title II funds for this coursework.

4.b. EOY attendance rate was 90%; attendance rate must be 95%.
ASLA recently received the Homeless Education Planning Grant and is directing funds toward stressed families to help them identify ways that they can improve and ensure student attendance. The number of families impacting this deficit is small, however due to the low enrollment counts and number of families with multiple students at ASLA, the impact on the overall percentage is significant.

4.c. Licensure discrepancies not resolved at end of school year.
Due to the nature of the program, ASLA has met with a variety of issues related to licensing and is currently focused on creating pathways for teachers to obtain appropriate licensing. In response to these licensing discrepancies:
-One teacher completed the alternative licensure program and is now appropriately licensed.
-One educational assistant was out of compliance and is now appropriately licensed.

-One teacher has a teacher of the deaf license, which is not considered "special education." She currently has an elementary regular education license and is completing her National Board Certification in Special Education.
-One teacher was not licensed in regular education. This has been remedied and she is now dual licensed and working on her MA in Deaf Ed.
-One educational assistant did not renew her license. She is no longer employed by ASLA.

Explanation of 2021-22 Indicator Ratings:
1.b. ACCESS participation 81%. Target is 95% for all assessments.
ACCESS is a spoken language test with a strong phonetic component and therefore not applicable to deaf students. Deaf students cannot complete the test and are labeled non-compliant. There is currently no remedy to this issue.

All Grades Student List: MSSA, The Albuquerque Sign
Language Academy-517, 2021-2022, Spring

Cohort	Grade	Language Arts	
		Scale Score	Achievement Level
2	Grade 06	678	Advanced
2	Grade 07	734	Nearing Proficiency
2	Grade 04	445	Nearing Proficiency
2	Grade 06	643	Nearing Proficiency
2	Grade 08	855	Nearing Proficiency
2	Grade 08	851	Nearing Proficiency
2	Grade 08	853	Nearing Proficiency
2	Grade 06	654	Nearing Proficiency
2	Grade 03	319	Novice
2	Grade 05	526	Novice
2	Grade 05	536	Novice
2	Grade 04	420	Novice
2	Grade 06	617	Novice
Reg	Grade 03	377	Advanced
Reg	Grade 03	372	Advanced
Reg	Grade 04	489	Advanced
Reg	Grade 06	683	Advanced
Reg	Grade 06	683	Advanced
Reg	Grade 08	878	Advanced
Reg	Grade 03	369	Proficient
Reg	Grade 03	364	Proficient
Reg	Grade 04	467	Proficient
A/B	Grade 05	567	Proficient
Reg	Grade 05	572	Proficient
Reg	Grade 06	672	Proficient
Reg	Grade 07	769	Proficient
Reg	Grade 08	868	Proficient
Reg	Grade 03	348	Nearing Proficiency
A/B	Grade 03	336	Nearing Proficiency
Reg	Grade 03	343	Nearing Proficiency
Reg	Grade 04	443	Nearing Proficiency
Reg	Grade 04	447	Nearing Proficiency
Reg	Grade 04	443	Nearing Proficiency
Reg	Grade 05	557	Nearing Proficiency
A/B	Grade 05	550	Nearing Proficiency
Reg	Grade 06	635	Nearing Proficiency
Reg	Grade 06	635	Nearing Proficiency
Reg	Grade 07	758	Nearing Proficiency
A/B	Grade 07	748	Nearing Proficiency
Reg	Grade 07	737	Nearing Proficiency
Reg	Grade 07	748	Nearing Proficiency
A/B	Grade 07	745	Nearing Proficiency
Reg	Grade 08	859	Nearing Proficiency
A/B	Grade 08	853	Nearing Proficiency
A/B	Grade 03	311	Novice
Reg	Grade 03	334	Novice
Reg	Grade 05	541	Novice
A/B	Grade 05	536	Novice
Reg	Grade 06	631	Novice
Reg	Grade 06	617	Novice
Reg	Grade 08	808	Novice
Reg	Grade 08	834	Novice

All Grades Student List: MSSA, The Albuquerque Sign Language Academy-517, 2022-2023, Spring

Grades 3-8	Language Arts		
	Cohort	Scale Score	Achievement Level
Grade 03	2	338	Nearing Proficiency
Grade 03	2	354	Nearing Proficiency
Grade 03	2	343	Nearing Proficiency
Grade 06	2	643	Nearing Proficiency
Grade 06	2	635	Nearing Proficiency
Grade 06	2	648	Nearing Proficiency
Grade 06	2	641	Nearing Proficiency
Grade 07	2	741	Nearing Proficiency
Grade 07	2	744	Nearing Proficiency
Grade 07	2	757	Nearing Proficiency
Grade 07	2	735	Nearing Proficiency
Grade 08	2	845	Nearing Proficiency
Grade 08	2	845	Nearing Proficiency
Grade 03	2	300	Novice
Grade 03	2	331	Novice
Grade 03	2	314	Novice
Grade 04	2	400	Novice
Grade 04	2	412	Novice
Grade 05	2	521	Novice
Grade 05	2	533	Novice
Grade 06	2	628	Novice
Grade 06	2	600	Novice
Grade 07	2	711	Novice
Grade 08	2	800	Novice
Grade 08	2	822	Novice
Grade 08	2	823	Novice
Grade 08	2	800	Novice
Grade 03	Reg	372	Advanced
Grade 04	Reg	474	Advanced
Grade 05	Reg	581	Advanced
Grade 05	Reg	576	Advanced
Grade 06	Reg	682	Advanced
Grade 08	Reg	885	Advanced
Grade 04	Reg	462	Proficient
Grade 04	Reg	466	Proficient
Grade 04	Reg	469	Proficient
Grade 04	Reg	469	Proficient
Grade 04	Reg	467	Proficient
Grade 06	Reg	670	Proficient
Grade 06	A/B	670	Proficient
Grade 07	Reg	760	Proficient
Grade 03	Reg	355	Nearing Proficiency
Grade 03	Reg	349	Nearing Proficiency
Grade 03	A/B	338	Nearing Proficiency
Grade 03	Reg	351	Nearing Proficiency
Grade 03	Reg	354	Nearing Proficiency
Grade 03	Reg	355	Nearing Proficiency
Grade 04	A/B	456	Nearing Proficiency
Grade 04	Reg	448	Nearing Proficiency
Grade 05	Reg	559	Nearing Proficiency
Grade 05	Reg	545	Nearing Proficiency
Grade 06	Reg	637	Nearing Proficiency
Grade 06	Reg	650	Nearing Proficiency
Grade 06	A/B	654	Nearing Proficiency
Grade 06	Reg	643	Nearing Proficiency
Grade 06	A/B	646	Nearing Proficiency
Grade 07	Reg	737	Nearing Proficiency
Grade 07	Reg	741	Nearing Proficiency
Grade 08	A/B	854	Nearing Proficiency
Grade 03	Reg	331	Novice
Grade 04	Reg	420	Novice
Grade 04	A/B	420	Novice
Grade 04	Reg	435	Novice
Grade 05	Reg	535	Novice
Grade 07	Reg	700	Novice
Grade 07	Reg	730	Novice
Grade 07	Reg	729	Novice

All Grades Student List: MSSA, The Albuquerque Sign Language Academy-517, 2023-2024, Spring

Grade	Cohort	Language Arts	
		Scale Score	Achievement Level
Grade 03	2	363	Proficient
Grade 04	2	468	Proficient
Grade 08	2	869	Proficient
Grade 03	2	342	Nearing Proficiency
Grade 04	2	446	Nearing Proficiency
Grade 05	2	549	Nearing Proficiency
Grade 06	2	634	Nearing Proficiency
Grade 06	2	644	Nearing Proficiency
Grade 07	2	749	Nearing Proficiency
Grade 07	2	749	Nearing Proficiency
Grade 07	2	751	Nearing Proficiency
Grade 07	2	749	Nearing Proficiency
Grade 08	2	841	Nearing Proficiency
Grade 08	2	846	Nearing Proficiency
Grade 08	2	848	Nearing Proficiency
Grade 08	2	859	Nearing Proficiency
Grade 03	2	300	Novice
Grade 03	2	319	Novice
Grade 04	2	439	Novice
Grade 04	2	434	Novice
Grade 05	2	500	Novice
Grade 05	2	533	Novice
Grade 06	2	630	Novice
Grade 07	2	721	Novice
Grade 07	2	729	Novice
Grade 07	A/B	785	Advanced
Grade 04	Reg	478	Advanced
Grade 05	Reg	579	Advanced
Grade 05	Reg	577	Advanced
Grade 06	Reg	682	Advanced
Grade 06	Reg	689	Advanced
Grade 06	Reg	682	Advanced
Grade 07	Reg	778	Advanced
Grade 08	Reg	883	Advanced
Grade 07	A/B	773	Proficient
Grade 04	Reg	468	Proficient
Grade 04	Reg	462	Proficient
Grade 04	Reg	466	Proficient
Grade 05	Reg	565	Proficient
Grade 07	Reg	767	Proficient
Grade 08	Reg	865	Proficient
Grade 03	A/B	340	Nearing Proficiency
Grade 05	A/B	555	Nearing Proficiency
Grade 08	A/B	848	Nearing Proficiency
Grade 03	Reg	352	Nearing Proficiency
Grade 04	Reg	444	Nearing Proficiency
Grade 04	Reg	459	Nearing Proficiency
Grade 04	Reg	446	Nearing Proficiency
Grade 04	Reg	450	Nearing Proficiency
Grade 04	Reg	454	Nearing Proficiency
Grade 05	Reg	557	Nearing Proficiency
Grade 05	Reg	551	Nearing Proficiency
Grade 05	Reg	544	Nearing Proficiency
Grade 06	Reg	646	Nearing Proficiency
Grade 07	Reg	749	Nearing Proficiency
Grade 07	Reg	754	Nearing Proficiency
Grade 07	Reg	759	Nearing Proficiency
Grade 08	Reg	846	Nearing Proficiency
Grade 08	Reg	851	Nearing Proficiency
Grade 08	Reg	848	Nearing Proficiency
Grade 03	A/B	324	Novice
Grade 03	A/B	300	Novice
Grade 04	A/B	439	Novice
Grade 04	A/B	439	Novice
Grade 03	Reg	335	Novice
Grade 05	Reg	525	Novice
Grade 05	Reg	539	Novice
Grade 08	Reg	836	Novice

All Grades Student List: MSSA, The Albuquerque Sign Language Academy-517, 2021-2022, Spring

Cohort	Grade	Mathematics	
		Scale Score	Achievement Level
2	Grade 06	651	Nearing Proficiency
2	Grade 08	846	Nearing Proficiency
2	Grade 08	855	Nearing Proficiency
2	Grade 03	321	Novice
2	Grade 04	400	Novice
2	Grade 04	400	Novice
2	Grade 05	506	Novice
2	Grade 05	509	Novice
2	Grade 06	634	Novice
2	Grade 06	600	Novice
2	Grade 06	600	Novice
2	Grade 07	739	Novice
2	Grade 08	813	Novice
Reg	Grade 04	479	Proficient
Reg	Grade 05	568	Proficient
Reg	Grade 08	870	Proficient
Reg	Grade 03	345	Nearing Proficiency
Reg	Grade 03	347	Nearing Proficiency
Reg	Grade 04	454	Nearing Proficiency
Reg	Grade 04	452	Nearing Proficiency
Reg	Grade 05	559	Nearing Proficiency
Reg	Grade 06	659	Nearing Proficiency
Reg	Grade 06	653	Nearing Proficiency
Reg	Grade 06	657	Nearing Proficiency
Reg	Grade 07	759	Nearing Proficiency
Reg	Grade 07	759	Nearing Proficiency
Reg	Grade 08	851	Nearing Proficiency
Reg	Grade 08	851	Nearing Proficiency
A/B	Grade 03	327	Novice
A/B	Grade 03	300	Novice
A/B	Grade 05	543	Novice
A/B	Grade 05	536	Novice
A/B	Grade 05	536	Novice
A/B	Grade 07	715	Novice
A/B	Grade 07	745	Novice
A/B	Grade 08	840	Novice
Reg	Grade 07	728	Novice
Reg	Grade 03	339	Novice
Reg	Grade 03	331	Novice
Reg	Grade 03	331	Novice
Reg	Grade 03	337	Novice
Reg	Grade 03	321	Novice
Reg	Grade 04	413	Novice
Reg	Grade 04	422	Novice
Reg	Grade 05	540	Novice
Reg	Grade 06	619	Novice
Reg	Grade 06	641	Novice
Reg	Grade 06	638	Novice
Reg	Grade 06	641	Novice
Reg	Grade 07	739	Novice
Reg	Grade 08	840	Novice
Reg	Grade 08	824	Novice

All Grades Student List: MSSA, The Albuquerque Sign Language Academy-517, 2022-2023, Spring

Grade	Cohort	Mathematics Scale Score	Achievement Level
Grade 08	2	850	Nearing Proficiency
Grade 04	2	415	Novice
Grade 06	2	633	Novice
Grade 08	2	827	Novice
Grade 07	2	717	Novice
Grade 03	2	332	Novice
Grade 08	2	837	Novice
Grade 06	2	633	Novice
Grade 08	2	806	Novice
Grade 06	2	627	Novice
Grade 05	2	539	Novice
Grade 05	2	505	Novice
Grade 03	2	329	Novice
Grade 06	2	638	Novice
Grade 04	2	431	Novice
Grade 07	2	717	Novice
Grade 08	2	803	Novice
Grade 07	2	710	Novice
Grade 07	2	747	Novice
Grade 06	2	633	Novice
Grade 03	2	312	Novice
Grade 07	2	747	Novice
Grade 08	2	800	Novice
Grade 06	2	633	Novice
Grade 03	2	300	Novice
Grade 03	2	300	Novice
Grade 03	2	325	Novice
Grade 05	Reg	576	Advanced
Grade 06	Reg	664	Proficient
Grade 05	Reg	552	Nearing Proficiency
Grade 06	Reg	650	Nearing Proficiency
Grade 04	Reg	448	Nearing Proficiency
Grade 04	Reg	452	Nearing Proficiency
Grade 03	Reg	346	Nearing Proficiency
Grade 03	Reg	347	Nearing Proficiency
Grade 08	A/B	847	Nearing Proficiency
Grade 07	Reg	757	Nearing Proficiency
Grade 04	Reg	450	Nearing Proficiency
Grade 08	Reg	856	Nearing Proficiency
Grade 05	Reg	548	Nearing Proficiency
Grade 04	Reg	448	Nearing Proficiency
Grade 06	Reg	656	Nearing Proficiency
Grade 06	Reg	658	Nearing Proficiency
Grade 07	Reg	746	Novice
Grade 07	Reg	721	Novice
Grade 03	Reg	325	Novice
Grade 07	Reg	710	Novice
Grade 06	A/B	645	Novice
Grade 06	Reg	614	Novice
Grade 03	Reg	335	Novice
Grade 04	Reg	410	Novice
Grade 07	Reg	736	Novice
Grade 04	Reg	443	Novice
Grade 03	A/B	335	Novice
Grade 04	A/B	441	Novice
Grade 04	Reg	441	Novice
Grade 05	Reg	513	Novice
Grade 03	Reg	332	Novice
Grade 06	A/B	614	Novice
Grade 03	Reg	337	Novice
Grade 05	Reg	501	Novice
Grade 04	A/B	435	Novice
Grade 03	Reg	332	Novice
Grade 04	Reg	439	Novice
Grade 07	Reg	746	Novice
Grade 04	Reg	410	Novice
Grade 06	A/B	642	Novice

All Grades Student List: MSSA, The Albuquerque Sign Language Academy-517, 2023-2024, Spring

Grade	Cohort	Mathematics	
		Scale Score	Achievement Level
Grade 07	2	761	Proficient
Grade 06	2	656	Nearing Proficiency
Grade 08	2	849	Nearing Proficiency
Grade 08	2	844	Nearing Proficiency
Grade 08	2	844	Nearing Proficiency
Grade 08	2	847	Nearing Proficiency
Grade 03	2	311	Novice
Grade 03	2	300	Novice
Grade 03	2	311	Novice
Grade 03	2	325	Novice
Grade 04	2	414	Novice
Grade 04	2	424	Novice
Grade 04	2	438	Novice
Grade 04	2	414	Novice
Grade 05	2	500	Novice
Grade 05	2	535	Novice
Grade 05	2	514	Novice
Grade 06	2	610	Novice
Grade 06	2	610	Novice
Grade 07	2	726	Novice
Grade 07	2	717	Novice
Grade 07	2	717	Novice
Grade 07	2	746	Novice
Grade 07	2	746	Novice
Grade 08	2	800	Novice
Grade 06	Reg	683	Advanced
Grade 05	Reg	565	Proficient
Grade 06	Reg	668	Proficient
Grade 06	Reg	670	Proficient
Grade 07	Reg	762	Proficient
Grade 03	A/B	347	Nearing Proficiency
Grade 04	Reg	446	Nearing Proficiency
Grade 04	Reg	446	Nearing Proficiency
Grade 05	Reg	548	Nearing Proficiency
Grade 05	Reg	554	Nearing Proficiency
Grade 05	Reg	556	Nearing Proficiency
Grade 06	Reg	648	Nearing Proficiency
Grade 07	Reg	759	Nearing Proficiency
Grade 07	Reg	751	Nearing Proficiency
Grade 08	Reg	844	Nearing Proficiency
Grade 08	Reg	847	Nearing Proficiency
Grade 03	A/B	329	Novice
Grade 03	A/B	329	Novice
Grade 04	A/B	405	Novice
Grade 04	A/B	435	Novice
Grade 05	A/B	535	Novice
Grade 07	A/B	744	Novice
Grade 07	A/B	744	Novice
Grade 08	A/B	803	Novice
Grade 03	Reg	300	Novice
Grade 03	Reg	319	Novice
Grade 04	Reg	430	Novice
Grade 04	Reg	430	Novice
Grade 04	Reg	430	Novice
Grade 04	Reg	430	Novice
Grade 04	Reg	430	Novice
Grade 04	Reg	424	Novice
Grade 04	Reg	414	Novice
Grade 05	Reg	510	Novice
Grade 05	Reg	542	Novice
Grade 05	Reg	535	Novice
Grade 05	Reg	525	Novice
Grade 07	Reg	746	Novice
Grade 07	Reg	742	Novice
Grade 08	Reg	806	Novice
Grade 08	Reg	831	Novice
Grade 08	Reg	809	Novice
Grade 08	Reg	836	Novice

		Science	
2	English	858	Nearing Proficiency
2	English	847	Nearing Proficiency
2	English	541	Novice
2	English	539	Novice
2	English	844	Novice
A/B	English	556	Nearing Proficiency
A/B	English	547	Nearing Proficiency
A/B	English	558	Nearing Proficiency
A/B	English	856	Nearing Proficiency
Reg	English	558	Nearing Proficiency
Reg	English	846	Nearing Proficiency
Reg	English	849	Nearing Proficiency
Reg	English	853	Nearing Proficiency
Reg	English	532	Novice
Reg	English	838	Novice
Reg	English	565	Proficient
Reg	English	870	Proficient

All Grades Student List: MSSA, The Albuquerque Sign Language Academy-517, 2021-2022, Spring

All Grades Student List: MSSA, The Albuquerque Sign Language Academy-517, 2022-2023, Spring

		Science	
	Test Language	Scale Score	Achievement Level
2	English	550	Nearing Proficiency
2	English	547	Nearing Proficiency
2	English	851	Nearing Proficiency
2	English	852	Nearing Proficiency
2	English	852	Nearing Proficiency
2	English	844	Novice
2	English	841	Novice
2	English	804	Novice
Reg	English	578	Advanced
Reg	English	549	Nearing Proficiency
Reg	English	549	Nearing Proficiency
Reg	English	553	Nearing Proficiency
Reg	English	854	Nearing Proficiency
Reg	English	566	Proficient
Reg	English	867	Proficient

End of Year Report
District Results 2021-22

DYNAMIC®
LEARNING MAPS

DISTRICT: ABQ SIGN LANGUAGE ACADEMY

DISTRICT ID: 517
STATE: New Mexico

Results from 2021–2022 may reflect the continued effects of the COVID-19 pandemic on student performance.

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
4	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
6	English Language Arts	2	2	0	0	0	0%
	Mathematics	2	2	0	0	0	0%
7	English Language Arts	5	3	1	1	0	20%
	Mathematics	5	3	2	0	0	0%
11	English Language Arts	2	1	0	1	0	50%
	Mathematics	2	1	0	1	0	50%
	Science	2	2	0	0	0	0%

Achievement Levels

The student demonstrates *emerging* understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is *approaching the target*.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is *at target*.

The student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

End of Year Report
District Results 2022-23

DYNAMIC®
LEARNING MAPS

DISTRICT: ABQ SIGN LANGUAGE ACADEMY

DISTRICT ID: 517
STATE: New Mexico

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
4	English Language Arts	2	2	0	0	0	0%
	Mathematics	2	2	0	0	0	0%
5	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
	Science	1	1	0	0	0	0%
6	English Language Arts	2	2	0	0	0	0%
	Mathematics	2	2	0	0	0	0%
8	English Language Arts	5	3	1	1	0	20%
	Mathematics	5	4	1	0	0	0%
	Science	5	3	2	0	0	0%
11	English Language Arts	4	2	2	0	0	0%
	Mathematics	4	3	0	1	0	25%
	Science	3	1	1	1	0	33%

DISTRICT: ABQ SIGN LANGUAGE ACADEMY

DISTRICT ID: 517
STATE: New Mexico

Achievement Levels

The student demonstrates *emerging* understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is *approaching the target*.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is *at target*.

The student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

End of Year Report
District Results 2023-24

DISTRICT: ABQ SIGN LANGUAGE ACADEMY

DISTRICT ID: 517
STATE: New Mexico

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	3	3	0	0	0	0%
	Mathematics	3	3	0	0	0	0%
4	English Language Arts	2	0	0	2	0	100%
	Mathematics	2	0	0	1	1	100%
5	English Language Arts	2	2	0	0	0	0%
	Mathematics	2	2	0	0	0	0%
	Science	2	2	0	0	0	0%
6	English Language Arts	1	1	0	0	0	0%
	Mathematics	1	1	0	0	0	0%
7	English Language Arts	1	0	0	0	1	100%
	Mathematics	1	0	1	0	0	0%
8	English Language Arts	3	3	0	0	0	0%
	Mathematics	3	2	1	0	0	0%
	Science	3	3	0	0	0	0%
11	English Language Arts	3	1	1	1	0	33%
	Mathematics	3	2	0	1	0	33%
	Science	3	2	1	0	0	0%
12	Science	1	1	0	0	0	0%

Achievement Levels

The student demonstrates *emerging* understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is *approaching the target*.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is *at target*.

The student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

ASLA-DRA2 2021-2022

Independent Level

Grade	Cohort	DRA Level			Fluency/Oral Reading			Comprehension			DRA 1	DRA 2	DRA 3	Diff 3 and lower of 1 or 2	DRA 10/20% Growth Met?	Grade Lvl Proficient	
		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring							
1	2	A	2	2	9/9	9/9	not tested	6/6	8/9	not tested	0.15	2.17	2.00	1.85	PASS		1
1	2	1	1	3	9/9	not tested	9/9	6/6	not tested	9/9	1.15	1.00	3.18	2.18	PASS		1
2	2	A	A	3	N/A	N/A	8/9	N/A	N/A	8/9	0.00	0.00	3.16	3.16	PASS		1
2	2	N/A	A	A	N/A	9/9		N/A	6/6		0.00	0.15	0.00	0.00	FAIL		0
2	2	A	1	1	5/9	6/9	4/9	n/a	n/a	n/a	0.05	1.60	1.04	0.99	PASS		1
2	2	A	1	A	n/a	9/9	6/9	n/a	n/a	n/a	0.00	1.09	0.06	0.06	FAIL		0
2	2	1	8	10	9/9	16/16	15/16	6/6	19/28	21/28	1.15	8.35	10.36	9.21	PASS		1
4	2	1	2	3	N/A	9/9	8/9	N/A	9/9	8/9	1.00	2.18	3.16	2.16	PASS		1
4	2	18	24	28	12/16	11/16	12/16	21/28	17/24		18.33	24.28	28.12	9.79	PASS		1
K	2	N/A	A	3	N/A	9/9	8/9	N/A	6/6	9/9						PASS	1
K	2	N/A	A	A	N/A	9/9	not tested	N/A	6/6	not tested						PASS	1
5	2	8	8	14	10/16	10/16	10/16	21/28	21/28	20/28	8.31	8.31	14.30	5.99	PASS		1
5	2	24	24	24	11/16	11/16	11/16	21/28	21/28	21/28	24.32	24.32	24.33	0.01	FAIL		0
6	2	28	28	30	13	13	13	20	20	17	28.33	28.33	30.30	1.97	FAIL		0
7	2	10	12	14	12	11/16	11/16	21	23/28	23/28	10.33	12.34	14.34	4.01	PASS		1

COHORT #2 Pass 11
Count 15

Grade	Cohort	DRA Level			Fluency/Oral Reading			Comprehension			DRA 1	DRA 2	DRA 3	Diff 3 and lower of 1 or 2	DRA 10/20% Growth Met?	Grade Lvl Proficient	
1	A/B	1	4	6	7/9	11/16	12/16	n/a	19/28	17/28						PASS	1
1	A/B	2	3	3	8/9	9/9	not tested	8/9	9/9	not tested	2.16	3.18	3.29	1.13	PASS		1
1	A/B	2	4	14	9/9	12/16	12/16	9/9	21/28	19/26						PASS	1
1	A/B	2	2	2	4/9	9/9	8/9	8/9	9/9	9/10	2.12	2.18	2.17	0.05	PASS		1
2	A/B	A	1	1	n/a	9/9	9/9	n/a	n/a	n/a	0.00	1.09	1.09	1.09	PASS		1
3	A/B	Not enrolled	38	40	n/a	10/16	11/16	n/a	19/28	15/24						PASS	1
3	A/B	28	28	28	13/16	13/16	13/16	19/28	19/28	19/28						PASS	1
K	A/B	N/A	<A	<A	N/A	N/A	N/A	N/A		N/A						FAIL	0
K	A/B	N/A	<A	A	N/A	N/A	8/9	N/A	N/A	6/6						PASS	1
K	A/B	N/A	<A	1	N/A	N/A	9/9	N/A	N/A	6/6						PASS	1
3	disenroll	40	50	XX	11/16	11/16		17/24	18/24								
1	Reg	N/A	3	3	N/A	8/9	8/9	N/A	8/9	8/9	0.16	3.16	3.16	3.00	PASS		1
2	Reg	4	10	16	7	11/16	11/16	14	21/28	19/28						PASS	1
2	Reg	1	3	3	9/9	7/9	8/9	n/a	n/a	n/a	1.09	3.15	3.08	1.99	PASS		1
2	Reg	Not enrolled	16	18	n/a	13/16	12/16	n/a	20/28	19/28						PASS	1
2	Reg	38	40	40	11	14/16	14/16	21	17/24	17/24						PASS	1
2	Reg	8	18	20	12	12/16	13/16	19	19/28	19/28						PASS	1
3	Reg	18	24	28	12	14/16	13/16	19	17/28	19/28						PASS	1
3	Reg	38	38	40	7/16	12/16	12/16	18/28	18/28	17/24						PASS	1
3	Reg	40	40	40	11/16	11/16	11/16	17/24	17/24	17/24						PASS	1
3	Reg	34	34	34	12/16	12/16	12/16	21/28	21/28	21/28						PASS	1
3	Reg	34	34	40	11/16	11/16	12/16	21/28	21/28	17/24						PASS	1
3	Reg	24	24	24	11/16	11/16	11/16	19/28	19/28	19/28						PASS	1
4	Reg	30	34	34	12/16	12/16	13/16	19/28	19/28	21/28	30.31	34.31	34.34	4.03	FAIL		0
4	Reg	30	30	30	13/15	13/15	13/15	19/28	19/28	19/28	30.32	34.31	30.32	0.00	FAIL		0
4	Reg	34	34	34	11/16	11/16		19/29	19/28	19/28	34.30	34.30	34.30	0.00	FAIL		0
4	Reg	34	34	34	12/16		12/16	20/28	20/28	20/28	34.20	34.32	34.32	0.12	FAIL		0
K	Reg	N/A	<A	1	N/A	N/A		N/A	N/A							PASS	1
K	Reg	N/A	<A	A	N/A	N/A	N/A	N/A	N/A	N/A						PASS	1
K	Reg	N/A	N/A	<A												FAIL	0
K	Reg	N/A	<A	A	N/A	N/A	N/A	N/A	N/A							PASS	1
K	Reg	N/A	6	3+	N/A	11/16		N/A	23/28							PASS	1
K	Reg	N/A	1	3	N/A	9/9		N/A	6/6							PASS	1
K	Reg	N/A	<A	<A	N/A	N/A		N/A	N/A	N/A						FAIL	0
3		38	80	NWEA	15	13/16	-	22	17/24	NWEA							
3		3	3	3	8/9	8/9	9/9	n/a	n/a	n/a	3.08	3.08	3.09	0.01	FAIL		0
5	A/B	38	38	38	11/16		11/16	19/28	19/28	19/28	38.30	38.19	38.30	0.11	FAIL		0
5	A/B	NWEA	NWEA	NWEA													
5	A/B	24	24	28	11/16	11/16	12/16	22/28	22/28	23/28	24.33	24.33	28.35	4.02	FAIL		0
5	Reg	30	30	34	8/16	8/16	11/16	20/28	20/28	17/24	30.28	30.28	34.18	3.90	FAIL		0
5	Reg	NWEA	NWEA	NWEA	NWEA	NWEA		NWEA	NWEA								
5	Reg	NWEA	NWEA	NWEA	NWEA	NWEA		NWEA	NWEA								
6	Reg	4	4	6	10	10	10/16	21	21/28	22/28	4.31	4.31	6.32	2.01	PASS		1
8	Reg	4	6	6	10	11/16	11/16	21	25/28	25/28	4.31	3.36	6.36	3.00	PASS		1

REG/A/B Pass 27
Count 38

ASLA NWEA MAP

Cohort	Grade at Time of Testing	TEST	1	2	3	Difference Score 3 and lower of 1 or 2	MAP Highest Percentile	MAP Prof.	MAP 2.0/3.5 pt Growth?	
				READING - NWEA MAP DATA 2021-2022						
Reg	3	MAP		213	217	4.00	89.0	PASS	PASS	1
Reg	4	MAP	224	223	228	5.00	95.0	PASS	PASS	1
Reg	5	MAP	205	205	210	5.00	51.0	FAIL	PASS	1
Reg	5	MAP	209	221	219	10.00	77.0	PASS	PASS	1
A/B	5	MAP	208	193	207	14.00	58.0	FAIL	PASS	1
Reg	6	MAP	198	204	209	11.00	35.0	FAIL	PASS	1
Reg	6	MAP	200	199	193	-6.00	27.0	FAIL	FAIL	0
Reg	6	MAP	213	221	216	3.00	67.0	FAIL	FAIL	0
Reg	6	MAP	202	186	187	1.00	4.0	FAIL	FAIL	0
Reg	6	MAP	220	227	222	2.00	80.0	PASS	FAIL	1
Reg	6	MAP	215	222	214	-1			FAIL	0
A/B	7	MAP	207		207	0			FAIL	0
A/B	7	MAP	211	208	195	-13			FAIL	0
A/B	7	MAP	212	195	202	7			PASS	1
Reg	7	MAP	217	222	228	11			PASS	1
Reg	8	MAP	217	215	232	17			PASS	1
Reg	8	MAP	236	233	240	7			PASS	1
Reg	8	MAP	214	222	200	-14			FAIL	0
A/B	8	MAP		220	215	-5			FAIL	0

REG/A/B Pass 11
Count 19

Cohort	Grade at Time of Testing	TEST	1	2	3	Difference Score 3 and lower of 1 or 2	MAP Highest Percentile	MAP Prof.	MAP 2.0/3.5 pt Growth?	
2	6	MAP	191	186	183	-3.00	12.0	FAIL	FAIL	0
2	6	MAP	198	198	195	-3.00	23.0	FAIL	FAIL	0
2	6	MAP	201	206	202	1.00	31.0	FAIL	FAIL	0
2	7	MAP	197	197	195	-2.00			FAIL	0
2	8	MAP	206	211	211	5			PASS	1
2	8	MAP	203	210	215	12			PASS	1

COHORT #2 Pass 2
Count 6

ASLA-DRA2 2022-2023

| Independent Level | | | | | | | | | DRA 1 | DRA 2 | DRA 3 | Diff 3 and lower of 1 or 2 | DRA 20%/10% Growth Met? | Grade Lvl Proficient | |
| DRA Level | | | Fluency/Oral Reading | | | Comprehension | | | | | | | | | |
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring							
na	2	3	N/A	8/9	9/9	9/9 (PLC)	9/9 (PLC)	8/9	0.00	2.17	3.17	3.17	PASS		1
na	1	2		9/9	8/9		6/6 (PLC)	8/9	0.00	1.15	2.16	2.16	PASS		1
N/A	1	1		9/9	Not tested		6/6	Not tested	0.00	1.15	1.00	1.00	PASS		1
A	3	3	9/9	8/9	not tested	6/6	8/9	not tested	0.15	3.16	3.00	2.85	PASS		1
2	3	3	N/A	9/9	not tested	N/A	9/9	20/28	2.00	3.18	3.20	1.20	PASS		1
3	4	6	9/9	13/16	12/16	9/9	18/28	not tested	3.18	4.31	6.12	2.94	PASS		1
3	3	3	8/9	not tested		9/9	20/28	not tested	3.17	3.00	3.20	0.20	FAIL		0
1	2	3	9/9	9/9	8/9	6/6(PLC)	9/9 (PLC)	9/'9	1.15	2.18	3.17	2.02	PASS		1
A	3	3	N/A	8/9	not tested	9/9 printed lang. concepts			0.09	3.08	3.00	2.91	PASS		1
A	3	3	N/A	8/9	not tested	N/A	9/9	not tested	0.00	3.17	3.00	3.00	PASS		1
1	2	3	7/9	8/9	8/9	6/6 printed lang	9/9 printed lang	9/9	1.13	2.17	3.17	2.04	PASS		1
12	28	28	13/16	14/16	not tested	19/28	18/28							PASS	1
A	1	1	8/9	8/9	8/9	5/6 (PLC)	6/6 (PLC)	6/6 (PLC)	0.14	1.14	1.14	1.00	PASS		1
3	4	8	9/9	11/16	12/16	9/9 printed lang	21/28	19/28	3.18	4.33	8.31	5.13	PASS		1
10	16	28	12/16	12/16	13/16	19/28	19/28	19/28	10.31	16.31	28.32	18.01	PASS		1
1	2	3	8/9	9/9	8/9	6/6 printed lang	9/9 printed lang	8/9 printed lang	1.14	2.18	3.16	2.02	PASS		1
3	4	10	N/A	11/16	11/16	N/A	18/28	not tested	3.00	4.29	10.11	7.11	PASS		1
24	34	34		13/16	11/16		20/28	21/28	24.00	34.33	34.33	10.33	PASS		1
30	30	34	16/16	16/16	14/16	19/28	19/28	17/24	30.35	30.35	34.31	3.96	PASS		1
8	8	16	10/16	10/16	13/16	21/28	21/28	22/28	8.31	8.31	16.35	8.04	PASS		1
24	24	28	11/16	11/16	13/16	21/28	21/28	17/24	24.32	24.33	28.30	3.98	PASS		1
12	20	24	14/16	11/16	11/16	19/28	20/28	19/24	12.33	20.31	24.30	11.97	PASS		1
14	14	14	12/16	11/16	11/16	21/28	23/28	23/28	14.32	14.34	14.34	0.02	FAIL		0
28	28								28.00						1
												Cohort #2		Pass Count	21 / 23
A	2	3	8/9	8/9	9/9	6/6	9/9	8/9	0.14	2.17	3.17	3.03	PASS		1
A	1	1 - not tested	4/9	9/9	Not tested	5/6	6/6	Not tested	0.09	1.15					1
na	A	1	N/A	8/9	8/9	6/6 (PLC)	6/6 (PLC)	6/6	0.06	0.01	1.14	1.13	PASS		1
A	2	3		8/9	8/9		8/9	9/10	0.00	2.16	3.17	3.17	PASS		1
6	8	10	11/16	12/16	13/16	21/28	20/28	23/28	6.32	4.37	10.36	5.99	PASS		1
3	6	14	9/9	11/16	11/16	9/9 printed lang	19/28	19/28	3.18	6.30	14.30	11.12	PASS		1
2	3	2	8/9	8/9	9/9	9/9 printed lang	9/9 printed lang	8/9 printed lang	2.17	3.17	2.17	0.00	FAIL		0
16	30	38	14/16	15/16	14/16	20/28	19/28	20/28						PASS	1
3	6	8	8/9	14/16	11/16	9/9 printed lang	19/28	20/28	3.17	2.33	8.31	5.98	PASS		1
40	NWEA	34	11/16		11/16	15/16		19/28						PASS	1
38	NWEA	NWEA	15/16			21/28								PASS	1
NA	2	2		8/9	Not tested		8/9	Not tested						PASS	1
NA	1			9/9	94%		6/6	0.94						PASS	1
N/A	1	1		9/9	9/9		9/9 (PLC)	9/9 (PLC)						PASS	1
2	4		9/9	8/9	99%	3	8/9	14/16						PASS	1
2	3	10	9/9	9/9	13/16	6/6	8/9	21/28	2.15	3.17	10.34	8.19	PASS		1
N/A	2	3		8/9	8/9		8/9	8/9	0.00	2.16	3.16	3.16	PASS		1
N/A	2	4	9/9	8/9	14/16	6/6	9/9	27/28						PASS	1
18	24	28	15/16	12/16	14/16	19/28	20/28	19/28						PASS	1
3	4	10	8/9	14/16	12/16	9/9	22/28	24/28						PASS	1
N/A	1	4		9/9	11/16		6/6	20/28						PASS	1
3	4	18	8/9	13/16	11/16	9/9 (PLC)	24/28	25/28						PASS	1
24	38	40	13/16	13/16	14/16	18/24	19/28	19/24						PASS	1
34	38	38	12/16	13/16	15/16	19/28	21/28	21/28						PASS	1
20	24	28	13/16	13/16	13/16	19/28	20/28	19/28						PASS	1
14	20	24	13/16	13/16	13/16	21/28	21/28	20/28	14.34	20.34	24.33	9.99	PASS		1
16	20	24	13/16	12/16	11/16	22/28	20/28	20/28	16.35	20.32	24.31	7.96	PASS		1
28	NWEA	NWEA	13/16			19/28								PASS	1
28	NWEA	NWEA	11/16						28.11					PASS	1
40	NWEA	NWEA	11/16			17/24								PASS	1
34	38	50	13/16	13/16	11/16	19/28	19/28	17/24						PASS	1
38	NWEA	NWEA	12/16			17/24			38.29					PASS	1
28	34	38	11/16	13/16	13	23/28	23/28	24/28	28.34	34.36	38.37	10.03	nwea		1
6	12	16	10/16	10/16	11/16	21/28	21/28	26/28	6.31	12.21	16.27	9.96	PASS		1
												Reg/A/B Cohort		Pass Count	32 / 33

ASLA NWEA MAP

Cohort	Grade at Time of Testing	TEST	MAP RIT 1	MAP RIT 2	MAP RIT 3	Difference Score 3 and lower of 1 or 2	MAP Highest Percentile	%>70 Prof. Y / N	MAP 2.0/3.5 pt Growth?	
					READING - NWEA MAP DATA **2022-2023**					
2	6	MAP	195	188	200	12.00	18.0	FAIL	PASS	1
2	6	MAP	190	203	195	5.00			PASS	1
2	7	MAP	196	203	191	-5.00	19.0	FAIL	FAIL	0
2	7	MAP	197	194	199	5.00	15.0	FAIL	PASS	1
2	7	MAP	208	208	205	-3.00	35.0	FAIL	FAIL	0
2	7	MAP	209	210	211	2.00	38.0	FAIL	PASS	1
2	7	MAP		200	204	4.00	19.0	FAIL	PASS	1
2	8	MAP	204	0	0		19.0	FAIL	FAIL	0
2	8	MAP	181	190	193	12.00			PASS	1
2	8	MAP	204	205	203	-1.00	19.0	FAIL	FAIL	0
2	8	MAP	204	203	203	0.00	19.0	FAIL	FAIL	0

Cohort #2 Pass 6
Count 11

Cohort	Grade at Time of Testing	TEST	MAP RIT 1	MAP RIT 2	MAP RIT 3	Difference Score 3 and lower of 1 or 2	MAP Highest Percentile	%>70 Prof. Y / N	MAP 2.0/3.5 pt Growth?	
Reg	3	MAP	189	192	193	4.00	56.0	FAIL	PASS	1
Reg	4	MAP	207	209	214	7.00	73.0	PASS	PASS	1
Reg	4	MAP		218	220	2.00	83.0	PASS	FAIL	1
Reg	4	MAP	212	213	217	5.00	82.0	PASS	PASS	1
Reg	4	MAP		178	200	22.00	38.0	FAIL	PASS	1
Reg	4	MAP		178	194	16.00	25.0	FAIL	PASS	1
Reg	4	MAP			194		9.0			
Reg	5	MAP	197	198	206	9.00	38.0	FAIL	PASS	1
Reg	5	MAP		230	235	5.00	95.0	PASS	PASS	1
Reg	5	MAP	181	191	178	-3.00	13.0	FAIL	FAIL	0
Reg	5	MAP	216	205	224	19.00	79.0	PASS	PASS	1
Reg	6	MAP	191	186	187	1.00	12.0	FAIL	FAIL	0
Reg	6	MAP	210	214	209	-1.00	50.0	FAIL	FAIL	0
Reg	6	MAP	206	207	192	-14.00	40.0	FAIL	FAIL	0
Reg	6	MAP	216	211	217	6.00	64.0	FAIL	PASS	1
Reg	6	MAP	225	218	221	3.00	82.0	PASS	FAIL	1
A/B	6	MAP	208		203	-5.00	45.0	FAIL	FAIL	0
A/B	6	MAP	189		197	8.00	13.0	FAIL	PASS	1
A/B	6	MAP	213	219	211	-2.00	63.0	FAIL	FAIL	0
Reg	7	MAP	201	198	207	9.00	34.0	FAIL	PASS	1
Reg	7	MAP	197	203	208	11.00	26.0	FAIL	PASS	1
Reg	7	MAP	225				74.0	PASS		1
Reg	7	MAP	192	186	215	29.00	42.0	FAIL	PASS	1
Reg	7	MAP		230	234	4.00	83.0	PASS	PASS	1
Reg	7	MAP	223	231	217	-6.00	74+	PASS	FAIL	1
Reg	8	MAP	239	234	235	1.00			FAIL	0
A/B	8	MAP	222	205	206	1.00			FAIL	0

Reg/A/B Cohort Pass 18
Count 26

ASLA-DRA2 2023-2024

Grade	Cohort	DRA Level Fall	DRA Level Winter	DRA Level Spring	Fluency/Oral Reading Fall	Fluency/Oral Reading Winter	Fluency/Oral Reading Spring	Comprehension Fall	Comprehension Winter	Comprehension Spring	DRA 1	DRA 2	DRA 3	Diff 3 and lower of 1 or 2	DRA 20%/10% Growth Met?	Grade Lvl Proficient	
K	2	N/A	<A	1			9/9			6/6						PASS	1
K	2	n/a	2	3			8/9		8/9 PLC							PASS	1
1	2	<A	A	2		9/9	8/9		6/6	8/9	0.00	0.15	2.16	2.16	PASS		1
2	2	3	3	3							3.00	3.00	3.00	0.00	FAIL		0
2	2	A	A	3			8/9	6/6 PLC	6/6		0.06	0.06	3.08	3.02	PASS		1
2	2	2	2	3			9/9	8/9 PLC	8/9		2.08	2.08	3.09	1.01	PASS		1
2	2	2	3	4	9/9	9/9	11/16	9/9 PLC	9/9 PLC	19/28	2.18	3.18	4.30	2.12	PASS		1
2	2	1	1	1			9/9	6/6 PLC	6/6		1.06	1.06	1.09	0.03	FAIL		0
2	2	3	4	10			13/16	8/9 PLC	19/28		3.08	4.19	10.13	7.05	PASS		1
2	2	1	2	3	9/9	8/9	8/9	6/6 PLC	9/9 PLC	9/9 PLC	1.15	2.17	3.17	2.02	PASS		1
2	2	3	3	6	8/9	9/9	11/16	9/9 PLC	9/9 PLC	21/28	3.17	3.18	6.32	3.15	PASS		1
3	2	3	10	14		12/16	11/16		23/28	19/28	3.00	10.35	14.30	11.30	PASS		1
3	2	Not enrolled	34	34		12/14	12/14		21/28	21/28						PASS	1
3	2	6	14	24		12/16	12		22/28	20						PASS	1
3	2	3	3	6			10			19	3.00	3.00	6.29	3.29	PASS		1
3	2	3	4	10	8/9	13/16	11/16	9/9 PLC	20/28	21/28	3.17	4.33	10.32	7.15	PASS		1
3	2	2	3	4	9/9	9/9	9/9	8/9	8/9	8/9	2.17	3.17	4.17	2.00	PASS		1
4	2	40	NWEA													PASS	1
4	2	3	3	6			9			19	3.00	3.00	6.28	3.28	PASS		1
4	2	3	4	4		9/16	9/16		18/28	18/28	3.00	4.27	4.27	1.27	PASS		1
4	2	28	NWEA	NWEA												PASS	1
4	2	20	32								20.00	32.00		12.00	PASS		1
4	2	1	2	2		8/9	8/9		9/9	9/9	1.00	2.17	2.17	1.17	PASS		1
5	2	28	30	30							28.00	30.00	30.00	2.00	FAIL		0
5	2	24	34	40							24.00	34.00	40.00	16.00	PASS		1
5	2	3	3	4	8/9	8/9	11/16	8/9	8/9	20/28	3.16	3.16	4.00	0.84	PASS		1
6	2	not enrolled	28	28		11/16	11/16		19/28	19/28		28.30	28.30	0.00	FAIL		0
6	2	10	12	18				20/28	19/28	20/28	10.20	12.19	18.20	8.00	PASS		1
6	2	34	38	40	11/16	13/16		21/28	19/28		34.32	38.32	40.00	5.68	PASS		1
7	2	16	16		11/16	12/16		22/28	25/28		16.33	16.37		0.04	FAIL		0
7	2	28	30	34				17/24	21/28	19/28	28.17	30.21	34.19	6.02	PASS		1
7	2	28	30	34				17	18/24	19/28	28.17	30.18	34.19	6.02	PASS		1

Cohort #2 Pass 27

Total 32

Grade	Cohort	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	DRA 1	DRA 2	DRA 3	Diff	Growth	Grade Lvl Proficient	
K	Reg	N/A	3	6		8/9	13/16		9/9	24/28						PASS	1
K	Reg	N/A	<A	A			9/9			6/6						PASS	1
K	A/B	N/A	3	4		8/9	13/16		9/9	22/28						PASS	1
K	Reg	N/A	3	18		9/9	16/16		9/9	26/28						PASS	1
K	Reg	N/A	3	4		8/9	16/16		9/9	28/28						PASS	1
K	Reg	N/A	1	3		7/9	9/9		6/6	8/9						PASS	1
K	Reg	N/A	1	2		9/9	9/9		6/6	9/9						PASS	1
K	Reg	N/A	3	8		9/9	11/16		9/9	28/28						PASS	1
K	A/B	N/A	<A	2			8/9			9/9						PASS	1
K	Reg	N/A	3	18		9/9	15/16		9/9	21/28						PASS	1
K	Reg	n/a	A	2			8/9		6/6 PLC							PASS	1
1	Reg	3	3	4	8/9	8/9	16/16	9/9	9/9	25/28	3.17	3.17	4.41	1.24	PASS		1
1	Reg	3	4	10	9/9	13/14	15/16	9/9	20/25	28/28						PASS	1
1	Reg	2	2	3			9/9	9/9 PLC	9/9		2.09	2.09	3.09	1.00	PASS		1
1	Reg	12	18	28	12/16	13/16	13/16	19/28	21/28	20/28						PASS	1
1	Reg	3	10	14	8/9	15/16	11/16	9/9	23/28	21/28						PASS	1
1	A/B	1	1	2	9/9	9/9	8/9	6/6	6/6	9/9	1.15	1.15	2.17	1.02	PASS		1
2	Reg	10	16	20	13/16	11/16	11/16	19/28	21/28	21/28	10.32					PASS	1

2	Reg	3	4	8	8/9	15/16	14/16	8/9 PLC	21/28	19/28	3.16	4.36	8.33	5.17	PASS		1
2	A/B	4	10	20	13/16	15/16	12/16	20/28	20/28	22/28						PASS	1
2	Reg	6	10	16	12/16	12/16	14/16	21/28	22/28	22/28						PASS	1
2	Reg	8	12	14	13/16	13/16	12/16	21/28	21/28	22/28	8.34	12.34	14.34	6.00	PASS		1
2	Reg	28	30	38	14/16	14/16	14/16	19/28	19/28	20/28						PASS	1
2	Reg	12	18	28	15/16	12/16	15/16	19/28	22/28	21/28						PASS	1
3	Reg	Not enrolled	40	40		12/14	12/14		21/28	21/28						PASS	1
3	Reg	18	22	22		10/16	10/16		25/28	25/28	18.00	22.35	22.35	4.35	PASS		1
3	A/B	12	12	16	11/16	11/16	10/16	19/28	19/28	22/28	12.30	12.30	16.32	4.02	PASS		1
3	A/B	4	4	6			11/16			22/28	4.00	4.00	6.33	2.33	PASS		1
3	A/B	16	16	18	10/16	10/16	9/16	21/28	21/28	24/28	16.31	16.21	18.33	2.12	FAIL		0
3	A/B	40	40	50		11/14	15/16		19/24	24/28						PASS	1
4	A/B	12	14	14	11/16	14/16	14/16	21/28	19/28	19/28	12.32	14.33	14.33	2.01	FAIL		0
4	Reg	38	50	NWEA												PASS	1
4	A/B	8	10	12		10/16	12/16		23/28	23/28	8.00	10.33	12.35	4.35	PASS		1
4	A/B	18	18	18	12/16	12/16	12/16	17/28	17/28	17/28	18.29	18.29	18.29	0.00	FAIL		0
4	Reg	34	38	38												PASS	1
4	Reg	18	18	24	12/16	12/16	10/16	23/28	23/28	26/28	18.35	18.35	24.36	6.01	PASS		1
5	A/B	40														PASS	1
8	Reg	18	20	24				21/28	26/28	22/28	18.21	20.26	24.22	6.01	PASS		1

Reg/A/B Pass   35

Total   38

ASLA NWEA MAP

Cohort	Grade at Time of Testing	TEST	MAP RIT 1	MAP RIT 2	MAP RIT 3	Difference Score 3 and lower of 1 or 2	MAP Highest Percentile	Prof. Y / N	MAP 2.0/3.5 pt Growth?	
				READING - NWEA MAP DATA						
				2023-2024						
2	7	MAP	198	216	202	4.00	47	FAIL	PASS	1
2	7	MAP	200	193	188	-5.00	20	FAIL	FAIL	0
2	7	MAP	201	215	212	11.00	45	FAIL	PASS	1
2	8	MAP	203	205	206	3.00	19	FAIL	PASS	0
2	8	MAP	209	203	202	-1.00	30	FAIL	FAIL	0
2	8	MAP	212	219	216	4.00	46	FAIL	PASS	1
2	8	MAP	216	225	219	3.00	61	FAIL	PASS	0
2	8	MAP	195	209	212	17.00	28	FAIL	PASS	1
								Cohort #2 Pass		4
								Total		8
Reg	4	MAP	204	199	197	-2.00	67	FAIL	FAIL	0
Reg	4	MAP		195	202	7.00	43	FAIL	PASS	1
Reg	4	MAP	208	215	222	14.00	85	PASS	PASS	1
Reg	4	MAP	198	194	200	6.00	53	FAIL	PASS	1
Reg	4	MAP		205	210	5.00	62	FAIL	PASS	1
Reg	4	MAP	172	175		-172.00	7	FAIL	FAIL	0
Reg	5	MAP	201	210	213	12.00	62	FAIL	PASS	1
Reg	5	MAP	214	205	222	17.00	75	PASS	PASS	1
Reg	5	MAP	214	222	211	-3.00	79	PASS	FAIL	1
Reg	5	MAP		217	222	5.00	75	PASS	PASS	1
Reg	5	MAP		214	191	-23.00	62	FAIL	FAIL	0
Reg	5	MAP		192	187	-5.00		FAIL	FAIL	0
Reg	5	MAP	208	201	198	-3.00	58	FAIL	FAIL	0
Reg	5	MAP	190	190	194	4.00	19	FAIL	PASS	1
Reg	6	MAP	203	222	205	2.00	70	PASS	FAIL	1
Reg	6	MAP	236	231	237	6.00	94	PASS	PASS	1
Reg	6	MAP	194	202	205	11.00	26	FAIL	PASS	1
Reg	6	MAP	221	222	221	0.00	74	PASS	FAIL	1
Reg	7	MAP	201	200	196	-4.00	21	FAIL	FAIL	0
Reg	7	MAP	214	224	211	-3.00	66	FAIL	FAIL	0
Reg	7	MAP	206	210	211	5.00	33	FAIL	PASS	1
Reg	7	MAP	213	223	206	-7.00	64	FAIL	FAIL	0
Reg	7	MAP	224	230	226	2.00	79	PASS	FAIL	1
Reg	8	MAP	211	213	211	0.00	34	FAIL	FAIL	0
Reg	8	MAP	206	221	208	2.00	51	FAIL	FAIL	0
Reg	8	MAP	222	224	225	3.00	59	FAIL	FAIL	0
Reg	8	MAP	208	214	205	-3.00	35	FAIL	FAIL	0
Reg	8	MAP	229	226	229	3.00	74	PASS	FAIL	1
A/B	5	MAP		189	214	25.00	57	FAIL	PASS	1
A/B	7	MAP	209	209	216	7.00	44	FAIL	PASS	1
A/B	7	MAP	215	219	228	13.00	72	PASS	PASS	1
A/B	8	MAP	201	212	212	11.00	31	FAIL	PASS	1
								Reg/A/B Pass		20
								Total		32

THE ASL ACADEMY - Short-Cycle MATH

Regular Ed and Gifted, A-Level and B-Level Special Ed. Cohort

Cohort	Grade at Time of Testing	YEAR 2 STAR DATA 2021-2022							
		Standard Score	Grade Equiv	Standard Score	Grade Equiv	Standard Score	Grade Equiv	Prof. Y / N	.8 Growth?
A/B	KF								
A/B	KF								
A/B	KF								
Reg	KF								
Reg	KF								
Reg	KF								
Reg	KF								
Reg	KF								
Reg	KF								
Reg	KF								
A/B	1								
A/B	1								
A/B	1								
A/B	1								
Reg	1								
Reg	1								
A/B	2								
Reg	2								
Reg	2								
Reg	2								
Reg	2								
Reg	2								
A/B	3	896	2.7	926	3.1	909	2.9	Y	N
A/B	3	930	3.2	895	2.6	919	3.0	Y	N
Reg	3								
Reg	3								
Reg	3	900	2.7	937	3.3	946	3.5	Y	Y
Reg	3	914	2.9	946	3.5	964	3.8	Y	Y
Reg	3	910	2.9	930	3.2	925	3.1	Y	N
Reg	3								
Reg	3	1004	4.7	1053	6.0	1046	5.8	Y	Y
Reg	3	853	2.0	922	3.1	887	2.5	Y	Y
Reg	3	902	2.8	956	3.7	947	3.5	Y	N
A/B	4								
Reg	4								
Reg	4	1094	>7	1099	>7	1119	>7	Y	
Reg	4	865	2.2	908	2.9	894	2.6	N	N
Reg	4	891	2.6	925	3.1	955	3.7	N	Y
A/B	5	969	3.9	991	4.4	1009	4.8	N	Y
A/B	5								
Reg	5								
Reg	5	892	2.6	927	3.2	973	4.0	N	Y
Reg	5	1067	6.6	1061	6.3	1083	7.3	Y	N
Reg	6	953	3.6	1012	4.9	993	4.4	N	Y
Reg	6	585	2.0	917	3.0	875	2.3	N	Y
Reg	6	1000	4.6	1030	5.3	1008	4.8	N	N
Reg	6	1022	5.1	1042	5.7			N	N
Reg	6	952	3.6			1049	5.9	N	Y
Reg	6	940	3.4	952	3.6			N	N
Reg	6								
A/B	7	1021	5.1			1041	5.7	N	N
Reg	7								
A/B	7	1001	4.6	1010	4.8			N	N
Reg	7								
Reg	7	1043	5.7	1044	5.8			N	N
A/B	8								
Reg	8	919	3.0	860	2.1	943	3.4	N	N
Reg	8								
Reg	8	1127	>11	1163	>11			Y	
Reg	8	1088	7.6	1099	8.3			Y	N
Reg	8	1047	5.8	1068	6.6			N	Y

THE ASL ACADEMY - Short-Cycle MATH

Regular Ed and Gifted, A-Level and B-Level Special Ed. Cohort

Cohort	Grade at Time of Testing	YEAR 3 STAR DATA 2022-2023						Prof. Y / N	.8 Growth ?
		Standard Score	Grade Equiv	Standard Score	Grade Equiv	Standard Score	Grade Equiv		
Reg	KF	729	0.1	802	1.2	850	1.9	Y	Y
Reg	KF			819	1.5	782	0.9	Y	N
Reg	KF	729	0.1	766	0.7	825	1.5	Y	Y
A/B	1	811	1.3	804	1.2	810	1.3	Y	N
A/B	1	779	0.9	808	1.3	822	1.5	Y	N
A/B	1	778	0.9	845	1.9	848	1.9	Y	Y
A/B	1	762	0.6	791	1.0	789	1.0	Y	N
Reg	1	806	2.3	822	1.5	823	1.5	Y	N
Reg	1	796	1.1	842	1.8	869	2.2	Y	Y
Reg	1	710	<K	778	0.9	802	1.2	Y	Y
Reg	1	856	2.0	822	1.5	902	2.8	Y	Y
Reg	1	748	0.4	771	0.8	820	1.5	Y	Y
Reg	1	817	1.4	846	1.9	880	2.4	Y	Y
A/B	2	877	2.3	837	1.7	875	2.3	Y	N
A/B	2	847	1.9	889	2.5	870	2.2	Y	N
A/B	2	757	0.6	786	1.0	801	1.2	N	Y
A/B	2	835	1.7	820	1.5	907	2.8	N	Y
Reg	2	812	1.4	835	1.7	877	2.3	Y	Y
A/B	3	808	1.3	893	2.6	866	2.2	N	Y
Reg	3	919	3.0	954	3.7	987	4.3	Y	Y
Reg	3	892	2.6	872	2.3	929	3.2	Y	N
Reg	3	869	2.2	911	2.9	950	3.6	Y	Y
Reg	3	961	3.8	1012	4.9	990	4.4	Y	Y
Reg	3	858	2.1	903	2.8	879	2.4	N	N
Reg	3	854	2.0	916	3.0	902	2.8	Y	Y
Reg	3	835	1.7	887	2.5	848	1.9	N	Y
A/B	4	923	3.1	964	3.9			N	Y
A/B	4	880	2.4	889	2.5	873	2.3	N	N
Reg	4	890	2.6	949	3.6	980	4.2	Y	Y
Reg	4	900	2.7	937	3.3	946	3.5	N	Y
Reg	4	985	4.3	979	4.2	1006	4.7	Y	N
Reg	4	950	3.6	975	4.1	1017	5.0	Y	Y
Reg	4	943	3.5	977	4.1	1000	4.6	Y	Y
Reg	4	847	1.9	966	3.9	940	3.4	N	Y
Reg	4	859	2.0	878	2.4	925	3.1	N	Y
Reg	4	935	3.3	972	4.0	1013	4.9	Y	Y
Reg	5	1029	5.3	1054	6.0	1069	6.5	Y	Y
Reg	5	1104	>8	1139	>8	1122	>8	Y	
Reg	5								
Reg	5	954	3.7	981	4.2	987	4.3	N	Y
Reg	5	997	4.5	986	4.3	1027	5.3	N	Y
A/B	6	1001	4.6	1001	4.6	1031	5.4	N	Y
A/B	6	956	3.7	968	3.9	952	3.6	N	N
A/B	6	926	3.2	1002	4.6	946	3.5	N	Y
Reg	6	932	3.3	922	3.1	963	3.8	N	N
Reg	6	1078	6.9	1096	7.8	1102	8.3	Y	Y
Reg	6	970	4.0	989	4.4	1003	4.7	N	N
Reg	6	1022	5.1	1042	5.7	1050	5.9	N	Y
Reg	6	1081	7.0	1085	7.2	1136	>9	Y	Y
Reg	7	1021	5.1	989	4.1	989	4.4	N	N
Reg	7	853	2.0	923	3.1	931	3.2	N	Y
Reg	7	1025	5.2	1060	6.2	1039	5.9	N	Y
Reg	7	1058	6.2						
Reg	7	1034	5.4	987	4.3	1039	5.6	N	N
Reg	7	1041	5.6	1009	4.8	1072	6.7	N	Y
Reg	7	1029	5.3	1047	5.8	1012	4.9	N	N
A/B	8	1067	6.5	1025	5.2	1095	7.8	N	Y
Reg	8	1080	7.0	1078	6.9	1123	10.3	Y	Y

THE ASL ACADEMY - Short-Cycle MATH

Regular Ed and Gifted, A-Level and B-Level Special Ed. Cohort

Cohort	Grade at Time of Testing	Standard Score	Grade Equiv	Standard Score	Grade Equiv	Standard Score	Grade Equiv	Prof. Y / N	.8 Growth?
					YEAR 4 STAR DATA 2023-2024				
A/B	KF	722	<K	786	1.0	799	1.2	Y	Y
A/B	KF	724	0.1	836	1.7	850	1.9	Y	Y
Reg	KF	750	0.5	830	1.6	838	1.7	Y	Y
Reg	KF	688	<K	710	<K	799	1.2	Y	Y
Reg	KF	745	0.4	745	0.5	728	0.1	N	N
Reg	KF								
Reg	KF	757	0.6	769	0.7	801	1.2	Y	N
Reg	KF	829	1.6	897	2.7	869	2.2	Y	Y
Reg	KF	763	0.6	890	2.6	879	2.4	Y	Y
Reg	KF								
Reg	KF	756	0.5	853	2.0	852	2.0	Y	Y
A/B	1	984	0.9	859	2.1	868	2.2	Y	Y
A/B	1	745	0.4	822	1.5	846	1.9	Y	Y
Reg	1	847	1.9	910	2.9	974	>4	Y	Y
Reg	1	832	1.7	841	1.8	873	2.3	Y	N
Reg	1	830	1.6	852	2.0	870	2.2	Y	N
Reg	1								
A/B	2	815	1.4	883	2.4	958	3.7	Y	Y
Reg	2	791	1.1	862	2.1	905	2.8	Y	Y
Reg	2	824	1.5	844	1.8	943	3.5	Y	Y
Reg	2	771	0.8	837	1.7	891	2.6	Y	Y
Reg	2	844	1.8	924	3.1	910	2.9	Y	Y
Reg	2	787	1.0	797	1.1	814	1.4	N	N
Reg	2	822	1.5	872	2.3	964	3.9	Y	Y
A/B	3	912	2.9	865	3.9	976	4.1	Y	Y
A/B	3	901	2.7	878	2.4	897	2.7	N	N
A/B	3	856	2.0	905	2.8	908	2.9	N	Y
A/B	3	873	2.3	886	2.5	920	3.1	Y	Y
Reg	3	862	2.1	884	2.5	903	2.8	N	N
Reg	3	874	2.3	901	2.7	938	3.4	Y	Y
A/B	4	795	1.1	849	1.9	911	2.9	N	Y
A/B	4	894	2.6	900	2.7	962	3.8	N	Y
Reg	4			959	3.8	997	4.5	Y	N
Reg	4	962	3.8	974	4.1	1001	4.6	Y	Y
Reg	4	963	3.8	1005	437.0	1004	4.7	Y	Y
Reg	4	909	2.9	923	3.1	958	3.7	N	Y
Reg	4	910	2.9	964	3.9	983	4.2	Y	Y
Reg	4	981	4.2	1010	4.8	1021	5.1	Y	Y
Reg	4	860	2.1	925	3.1	923	3.1	N	Y
Reg	4			965	3.9	958	3.7	N	N
Reg	4	837	1.7	926	3.2			N	Y
Reg	4	810	1.3	857	2.0	973	2.3	N	Y
Reg	4								
A/B	5	935	3.3	1001	4.6	1004	4.7	N	Y
A/B	5	906	2.8	937	3.4			N	N
Reg	5	983	4.2	1017	5.0	989	4.4	Y	Y
Reg	5	957	3.7	1002	4.6	1048	5.8	Y	Y
Reg	5	1029	5.3	1076	6.8	1067	6.5	Y	Y
Reg	5	1030	5.3	992	4.4	1006	4.7	Y	N
Reg	5	999	4.6	989	4.2	979	4.2	N	N
Reg	5	984	4.3	947	3.5	952	3.6	N	N
Reg	5	923	3.1	953	3.6	913	2.9	N	N
Reg	5	1031	5.4	1009	4.8	1013	4.9	Y	N
Reg	6	1100	8.1	1092	7.6	1119	>9	Y	Y
Reg	6	1126	>9	1118	>9	1178	>9	Y	
Reg	6	1002	4.6	1052	6.0	1057	6.1	Y	Y
Reg	6	1074	6.7	1096	7.8	1109	8.9	Y	Y
A/B	7	1068	6.5	1052	6.0	1086	7.3	Y	Y
A/B	7	966	3.9	1012	4.9	1019	5.0	N	Y
Reg	7	957	3.7	991	4.4	1014	4.9	N	Y
Reg	7	1099	8.0	1108	8.8	1111	9.1	Y	Y
Reg	7	967	3.9	1029	5.3	1017	5.0	N	Y
Reg	7	1033	5.4	1048	5.8	1053	6.0	N	N
Reg	7	1088	7.4	1097	7.9	1118	9.8	Y	Y
A/B	8								
Reg	8	1001	4.6	1043	5.7	1033	5.4	N	Y
Reg	8	958	3.7	1005	4.7	995	4.5	N	Y
Reg	8	1015	5.0	1071	6.6	1062	6.3	N	Y
Reg	8	1102	8.3	1076	6.8	1090	7.5	Y	
Reg	8	1053	6.0	1093	7.7	1086	7.3	N	Y
Reg	8	1039	5.6	1041	5.6	1073	6.7	N	Y

THE ASL ACADEMY - Short-Cycle MATH

Special Ed. Cohort 2

Cohort	Grade at Time of Testing	YEAR 2 STAR DATA 2021-2022							Prof. Y / N	.4 Growth?
		Standard Score	Grade Equiv	Standard Score	Grade Equiv	Standard Score	Grade Equiv			
2	KF									
2	KF									
2	1									
2	1									
2	2									
2	2									
2	2									
2	2									
2	2									
2	3	734	<K	895	2.6	904	2.8	N	Y
2	4	830	1.7	899	2.7	964	3.8	N	Y
2	4	808	1.4	856	2.1	902	2.8	N	Y
2	5	850	2.0	794	1.2	967	3.9	N	Y
2	5	869	2.3	845	1.9	916	3.0	Y	Y
2	6	943	3.4	948	3.5	966	3.9	N	Y
2	6	965	3.9	964	3.8			N	N
2	6	1002	4.6	1001	4.6	1034	5.5	N	Y
2	6	907	2.8	921	3.1	939	3.4	N	Y
2	7	925	3.1	969	3.9	950	3.6	N	Y
2	7	946	3.5	954	3.6	981	4.2	N	Y
2	7								
2	8	1010	4.8	1046	5.8			N	Y
2	8	1016	5.0	1052	6.0			N	Y
2	8	912	2.9	962	3.8	961	3.8	N	Y

THE ASL ACADEMY - Short-Cycle MATH

Special Ed. Cohort 2

Cohort	Grade at Time of Testing	YEAR 3 STAR DATA 2022-2023							.4 Growth?
		Standard Score	Grade Equiv	Standard Score	Grade Equiv	Standard Score	Grade Equiv	Prof. Y / N	
2	4	843	1.8	884	2.5	841	1.8	N	Y
2	1	671	<K	717	<K	717	<K	N	Y
2	1	693	<K	728	0.1	742	0.3	N	Y
2	1	715	<K	696	<K	776	0.8	N	Y
2	1	723	0.1	758	0.6	722	<K	N	Y
2	2	807	1.3	808	1.3	866	2.2	Y	Y
2	2	780	0.9	807	1.3	835	1.7	N	Y
2	2	813	1.4	861	2.1	882	2.4	Y	Y
2	3	829	1.6	846	1.9	866	2.2	N	Y
2	3	777	0.8	864	2.1	826	1.6	N	Y
2	3	739	0.3	746	0.4	774	0.8	N	Y
2	3	739	0.3	979	1.1	850	1.9	N	Y
2	3	801	1.2	772	0.8	806	1.3	N	N
2	3	740	0.3	732	0.2	780	0.9	N	Y
2	4	773	0.8	840	1.8	747	0.4	N	Y
2	4	887	2.5	998	4.6	932	3.3	Y	Y
2	5	909	2.9	930	3.2	933	3.3	N	Y
2	6			816	1.4	878	2.4	N	Y
2	6	916	3.0	930	3.2	887	2.5	N	N
2	6	935	3.3	925	3.1	943	3.5	N	Y
2	6	826	1.6	864	2.1	833	1.7	N	Y
2	6	918	3.0	932	3.3	973	4.0	N	Y
2	7	957	3.7	983	4.2	1011	4.9	N	Y
2	8	1048	5.8	986	4.3	10668	6.5	N	Y
2	8	962	3.8	996	4.5	1011	4.9	N	Y
2	8	864	2.1	941	3.4	997	4.5	N	Y
2	8	964	3.9	977	4.1	970	4.0	N	N

THE ASL ACADEMY - Short-Cycle MATH

Special Ed. Cohort 2%ers

Cohort	Grade at Time of Testing	Standard Score	Grade Equiv	Standard Score	Grade Equiv	Standard Score	Grade Equiv	Prof. Y / N	.4 Growth?
				YEAR 4 STAR DATA 2023-2024					
2	KF	740	0.3	773	0.8	735	1.7	Y	Y
2	KF	712	<K	800	1.2	772	0.8	Y	Y
2	1	773	0.8	798	1.1	812	1.4	Y	Y
2	2	722	<K	777	0.8	772	0.8	N	Y
2	2	808	1.3	828	1.6	884	2.5	Y	Y
2	2	764	0.7	803	1.2	889	2.5	Y	Y
2	2								
2	1					859	2.1	Y	
2	2	845	1.9	873	2.3	948	3.6	Y	Y
2	2	769	0.7	872	2.3	889	2.5	Y	Y
2	2	776	0.8	782	0.9	822	1.5	N	Y
2	2	758	0.6	796	1.1			N	N
2	2	773	0.8	764	0.7	797	1.1	N	Y
2	3	866	2.2	911	2.9	915	3.0	Y	Y
2	3	873	2.3	859	2.1	881	2.4	N	N
2	3	888	2.5	932	3.3	932	3.3	Y	Y
2	3	794	1.1	843	1.8	818	1.4	N	Y
2	4			855	2.0	832	1.7	N	N
2	4			922	3.1	887	2.5	N	N
2	4	771	0.8	779	0.9	818	1.4	N	Y
2	4	816	1.4	837	1.7	828	1.6	N	N
2	4	767	0.7	827	1.6	880	2.4	N	Y
2	5	869	2.2	817	1.4	855	2.0	N	N
2	5	904	2.8	912	2.9	945	3.5	N	Y
2	5	834	1.7	850	1.9	834	1.7	N	N
2	6			852	2.0		N		
2	6	932	3.3	900	2.7	940	3.4	N	N
2	6	951	3.6	975	4.1	955	3.7	N	Y
2	7	843	1.8	855	2.0	858	2.1	N	N
2	7	940	3.4	944	3.5	976	4.1	N	Y
2	7	918	3.0	978	4.1	1010	4.8	N	Y
2	7	1014	4.9	1017	5.0	1028	5.3	N	Y
2	7	859	2.1	927	3.2	891	2.6	N	Y
2	7	999	4.6	1030	5.3	1051	5.9	N	Y
2	8	1000	4.6	1001	4.6	966	3.9	N	N
2	8	1012	4.9	19	5.6	1048	5.8	N	Y
2	8	1013	4.9	1031	5.4	1034	5.4	N	Y
2	8	1047	5.8	1034	5.4	1067	6.5	N	Y
2	8	997	4.5	1002	4.7	1042	5.7	N	Y

THE ASL ACADEMY - STUDENT ASSESSMENT DATA		SCHOOL YEAR		
MISSION SPECIFIC GOAL - AVENUE:PM DATA		2021/2022		
GRADES ALL				
ALL STUDENTS				
GOAL = 80% of STUDENTS WILL SCORE 70% OR HIGHER				
Class/Teacher	SpecEd Lvl	Picture Naming Highest Score	Copy Right Highest Score	
Life Skills	D	10	unable	
Life Skills	D	30		0
Life Skills	D	100	100	1
Life Skills	D	did not test	did not test	
Life Skills	D	30		0
Life Skills	D	unable		
Life Skills	D	100		1
Life Skills		unable		
Life Skills	D	100		1
Life Skills	D	100	unable	1
Life Skills	D	75	no attempt	1
Life Skills	D	100	100	1
Life Skills	D	85	no attempt	1
Life Skills	D	100	83	1
Life Skills	D	100		1
Life Skills	D	90		1
Life Skills		unable		
Life Skills	D	50		0
Life Skills	D	100		1
Life Skills	D	95		1
Life Skills	D	did not test		
Life Skills	D	100	100	1
Life Skills	D	100	no attempt	1
Life Skills	D	75	unable	1
Life Skills	D	55		0
Life Skills	D	33		0
MH		100		1
MH	Level 3	30		0
MH		100		1
MH		100		1
MH	Level 1	71		1
MH	Level 2	8		0
MH		100		1
MH		100		1
MH		50		0
MH		100		1
MH		71		1
MH		71		1
MH		100		1
EB		100	66	1

EB		92		1
EB		58	66	0
EB		100	33	1
EB		67	50	0
EB		75		1
EB		100		1
EB		92		1
EB		67	83	1
EB		50	50	0
RW		42		0
RW		75		1
RW		42		0
RW		17		0
RW		83		1
RW		50		0
RW		42		0
RW		75		1
RW		42		0
RW		92		1
RW		58		0
RW		50		0
RW		58		0
RW		75		1
RW		58		0
BK		83		1
BK		87		1
BK		100	100	1
BK		100	100	1
BK		100	83	1
BK		100		1
BK		100		1
BK		100	100	1
BK		100	100	1
BK		100		1
BK		100		1
BK		50		0
BK		100		1
BK		100		1
BK		93	83	1
BK		100	83	1
BK		100	100	1
BK		67	83	1
BK		83		1
BK		92		1
CC		100	100	1
CC		100	83	1
CC		40		0
CC		60	83	1
CC		95	100	1
CC		83		1

CC		100		1
CC		100	83	1
NG		91	83	1
NG		87		1
NG		92		1
NG		67		0
NG		92	100	1
NG		75		1
NG		100		1
NG		100		1
NG		83		1
RM		80		1
SN		100	100	1
SN		100	100	1
SN		100	83	1
SN		100	100	1
SN		100	100	1
SN		92		1
EL		100	100	1
EL		100	100	1
EF		100	100	1
EF		100	100	1
EF		100	83	1
EF		100	83	1
# Students Passed/70% or Higher Score		84		
Total # Students		109		
% of Students with Score of 70% or Higher		77%		

THE ASL ACADEMY - STUDENT ASSESSMENT DATA
MISSION SPECIFIC GOAL - AVENUE:PM DATA
GRADES ALL
ALL STUDENTS
GOAL = 80% of STUDENTS WILL SCORE 70% OR HIGHER

SCHOOL YEAR
2022/2023

Grade	Cohort Group	Picture Naming Highest Score	Copy Right Highest Score	
K		83	no attempt	1
K		67		0
K		42		0
K		67		0
TOPs	Life Skills	100	66	1
TOPs	Life Skills	100	66	1
TOPs	Life Skills	100	66	1
TOPs	Life Skills	100	50	1
1	Life Skills	30		0
1	Life Skills	20		0
1	Life Skills	83	no attempt	1
1		67		0
1	Level 3	83	17	1
1		100	66	1
1		67		0
1	Level 1	92	50	1
1	Level 1	67		0
1	Level 2	42		0
1		92	33	1
1		75	33	1
1		100	66	1
1		83	66	1
1		100	66	1
1	Gen ed	100	17	1
2	Life Skills	92	no attempt	1
2	Life Skills	16		0
2		100	33	1
2		100	50	1
2		100	83	1
2		100	66	1
2		100	50	1
2	Level 2 (11-49%)	100	66	1
2	Level 2 (11-49%)	100	66	1
2	Level 2 (11-49%)	100	17	1
2	Level 2 (11-49%)	100	50	1
3		92	33	1
3		83	50	1
3		100	83	1
3		100	66	1

3		100	66	1
3	Level 3 (>50%)	83	50	1
3	Gen ed	75	33	1
3	Gen ed	100	50	1
3		100	33	1
3	Gen ed	100	66	1
3	Gen ed	100	33	1
3	Gen ed	100	50	1
3		58		0
3		50		0
4	Life Skills	20		0
4	Level 3 (>50%)	100	33	1
4	Level 3 (>50%)	83	17	1
4		73	50	1
4				
4		80	100	1
4		93	100	1
4				
4		83	33	1
4		83	33	1
4		58		0
4		92	66	1
4		58		0
5	Life Skills	65		0
5		100	66	1
5		100	50	1
5		92	66	1
5				
5		93	83	1
5		92	100	1
5	A	100	100	1
6	Life Skills	93	17	1
6	D	100	50	1
6		100	83	1
6	C	92	33	1
6	D	100	33	1
6	gen ed	100	33	1
6	N/A	83	17	1
6	N/A	93	100	1
6	B	100	100	1
6	C	100	33	1
6	N/A	75	83	1
6	B	100	50	1
6	N/A	100	100	1
6	C	75	33	1
6	B	100	66	1
7	Life Skills	unable		
7	gen ed	93	50	1
7	D	100	66	1
7		100	83	1

7	C	100	83	1
7	C	83	50	1
7	Gen ed	100	33	1
7		83	17	1
7	Gen ed	100	100	1
7	Gen ed	100	50	1
7	Gen ed	100	83	1
7	Gen ed	90	83	1
8	Life Skills	100	66	1
8	Life Skills	93	50	1
8	Life Skills	100	unable	1
8	Life Skills	100	unable	1
8	D	80	66	1
8	D	100	83	1
8	D	92	17	1
8		100	100	1
8		83	33	1
8		95	100	1
8		75	33	1
8		100	100	1
8	Gen ed	100	83	1
10	Life Skills	92	unable	1
10	Life Skills	100	100	1
10	Life Skills	92	17	1
11	Life Skills	100	100	1
11	Life Skills	100	83	1
11	Life Skills	55		0
11	Life Skills	50		0
11	Life Skills	100	no attempt	1
12	Life Skills	100	66	1
12	Life Skills	100	100	1

Students Passed/70% or Higher Score   98

Total # Students   117

% of Students with Score of 70% or Higher   84%

THE ASL ACADEMY - STUDENT ASSESSMENT DATA		SCHOOL YEAR		
MISSION SPECIFIC GOAL - AVENUE:PM DATA		2023/2024		
GRADES ALL				
ALL STUDENTS				
GOAL = 80% of STUDENTS WILL SCORE 70% OR HIGHER				
Grade	Cohort Group	Picture Naming Highest Score	Copy Right Highest Score	
K	Life Skills	60		0
K	Life Skills	75	no attempt	1
K	K – 5th D/HH	97	no attempt	1
K	K – 5th D/HH	97	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	83	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	92	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	58		0
K	Gen Ed K-4th Sp Ed A/B	58		0
K	Gen Ed K-4th Sp Ed A/B	42		0
K	Gen Ed K-4th Sp Ed A/B	100	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	92	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	100	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	50		0
K	Gen Ed K-4th Sp Ed A/B	83	33	1
K	Gen Ed K-4th Sp Ed A/B	92	no attempt	1
1	Sp Ed K – 4th C/D/FAMA	67		0
1	Life Skills	50		0
1	Life Skills	60		0
1	Life Skills	50		0
1	K – 5th D/HH	97	17	1
1	Gen Ed K-4th Sp Ed A/B	100	33	1
1	Gen Ed K-4th Sp Ed A/B	83	50	1
1	Gen Ed K-4th Sp Ed A/B	75	33	1
1	Gen Ed K-4th Sp Ed A/B	83	17	1
1	Gen Ed K-4th Sp Ed A/B	33		0
1	Gen Ed K-4th Sp Ed A/B	92	33	1
2	Sp Ed K – 4th C/D/FAMA	97	33	1
2	Sp Ed K – 4th C/D/FAMA	100	50	1
2	Sp Ed K – 4th C/D/FAMA	67		0
2	Life Skills	90	no attempt	1
2	Life Skills	Unable	Unable	
2	Life Skills	90	no attempt	1
2	K – 5th D/HH	100	66	1
2	K – 5th D/HH	83	no attempt	1
2	K – 5th D/HH	Passed	66	1
2	K – 5th D/HH	Passed	83	1
2	Gen Ed K-4th Sp Ed A/B	83	50	1
2	Gen Ed K-4th Sp Ed A/B	83	33	1
2	Gen Ed K-4th Sp Ed A/B	67		0
2	Gen Ed K-4th Sp Ed A/B	83	66	1
2	Gen Ed K-4th Sp Ed A/B	67		0
2	Gen Ed K-4th Sp Ed A/B	83	33	1
2	Gen Ed K-4th Sp Ed A/B	100	50	1

2	Gen Ed K-4th Sp Ed A/B	92	50	1
3	Sp Ed K – 4th C/D/FAMA	93	50	1
3	Life Skills	20		0
3	Life Skills	25		0
3	Life Skills	92	17	1
3	K – 5th D/HH	Passed	100	1
3	K – 5th D/HH	Passed	100	1
3	Gen Ed K-4th Sp Ed A/B	87	33	1
3	Gen Ed K-4th Sp Ed A/B	100	83	1
3	Gen Ed K-4th Sp Ed A/B	100	66	1
3	Gen Ed K-4th Sp Ed A/B	100	50	1
3	Gen Ed K-4th Sp Ed A/B	75	66	1
3	Gen Ed K-4th Sp Ed A/B	42		0
3	Gen Ed K-4th Sp Ed A/B	17		0
3	Gen Ed K-4th Sp Ed A/B	33		0
4	Sp Ed K – 4th C/D/FAMA	92	66	1
4	Sp Ed K – 4th C/D/FAMA	50		0
4	Life Skills	75	50	1
4	K – 5th D/HH	Passed	83	1
4	K – 5th D/HH	Passed	66	1
4	K – 5th D/HH	Passed	83	1
4	K – 5th D/HH	42		0
4	Gen Ed K-4th Sp Ed A/B	58		0
4	Gen Ed K-4th Sp Ed A/B	83	17	1
4	Gen Ed K-4th Sp Ed A/B	100	50	1
4	Gen Ed K-4th Sp Ed A/B	100	100	1
4	Gen Ed K-4th Sp Ed A/B	100	50	1
4	Gen Ed K-4th Sp Ed A/B	83	50	1
4	Gen Ed K-4th Sp Ed A/B	100	66	1
4	Gen Ed K-4th Sp Ed A/B	58		0
4	Gen Ed K-4th Sp Ed A/B	33		0
4	Gen Ed K-4th Sp Ed A/B	92	50	1
5	Sp Ed 5th – 10th C/D/FAMA	100	50	1
5	Life Skills	40		0
5	Life Skills	60		0
5	Gen Ed K-4th Sp Ed A/B	100	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	80	66	1
5	Gen Ed 5th – 8th Sp Ed A/B	58		0
5	Gen Ed 5th – 8th Sp Ed A/B	93	100	1
5	Gen Ed 5th – 8th Sp Ed A/B	83	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	83	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	75	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	83	66	1
5	Gen Ed 5th – 8th Sp Ed A/B	58		0
5		100		1
5		83	17	1
6	Sp Ed 5th – 10th C/D/FAMA	100	66	1
6	Life Skills	70	unable	1
6	Gen Ed 5th – 8th Sp Ed A/B	100	66	1
6	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
6	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
6	Gen Ed 5th – 8th Sp Ed A/B	Passed	100	1

6	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
6	6th – Transition D/HH	Passed	83	1
7	Sp Ed 5th – 10th C/D/FAMA	Passed	100	1
7	Sp Ed 5th – 10th C/D/FAMA	92	50	1
7	Sp Ed 5th – 10th C/D/FAMA	83	50	1
7	Sp Ed 5th – 10th C/D/FAMA	100	66	1
7	Life Skills	90	33	1
7	Gen Ed 5th – 8th Sp Ed A/B	83	33	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	83	1
7	Gen Ed 5th – 8th Sp Ed A/B	92	50	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	66	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	50	1
7	6th – Transition D/HH	92	83	1
7		Passed	100	1
8	Sp Ed 5th – 10th C/D/FAMA	83	17	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	66	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	17	1
8	Gen Ed 5th – 8th Sp Ed A/B	Passed	50	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	83	1
8	Gen Ed 5th – 8th Sp Ed A/B	83	50	1
8	6th – Transition D/HH	Passed	100	1
8	6th – Transition D/HH	Passed	100	1
8	6th – Transition D/HH	100	66	1
8	6th – Transition D/HH	Passed	100	1
9	Life Skills	100	66	1
9	Life Skills	100	66	1
9	Life Skills	100	50	1
9	Life Skills	100	unable	1
9	Life Skills	66		0
10	6th – Transition D/HH	100	100	1
11	Life Skills	92	unable	1
11	Life Skills	92	17	1
11	6th – Transition D/HH	Passed	100	1
11	6th – Transition D/HH	100	33	1
12	Life Skills	Passed	83	1
12	Life Skills	55		0
12	Life Skills	90	33	1
12	6th – Transition D/HH	100	100	1
Transition	Life Skills	Passed	66	1
Transition	Life Skills	Passed	83	1
Transition	Life Skills	93	66	1

# Students Passed/70% or Higher Score		110	
Total # Students		139	
% of Students with Score of 70% or Higher		**79%**	
77%	Failed to Meet - Grades K-4 had 23 of 31 Total Failing		
91%	Grades 5+ Passed (59 of 65)		

THE ASL ACADEMY - STUDENT ASSESSMENT DATA			SCHOOL YEAR	
MISSION SPECIFIC GOAL - AVENUE:PM DATA			2021/2022	
GRADES ALL				
ALL STUDENTS				
GOAL = 80% of STUDENTS WILL SCORE 70% OR HIGHER				
Class/Teacher	SpecEd Lvl	Picture Naming Highest Score	Copy Right Highest Score	
Life Skills	D	10	unable	
Life Skills	D	30		0
Life Skills	D	100	100	1
Life Skills	D	did not test	did not test	
Life Skills	D	30		0
Life Skills	D	unable		
Life Skills	D	100		1
Life Skills		unable		
Life Skills	D	100		1
Life Skills	D	100	unable	1
Life Skills	D	75	no attempt	1
Life Skills	D	100	100	1
Life Skills	D	85	no attempt	1
Life Skills	D	100	83	1
Life Skills	D	100		1
Life Skills	D	90		1
Life Skills		unable		
Life Skills	D	50		0
Life Skills	D	100		1
Life Skills	D	95		1
Life Skills	D	did not test		
Life Skills	D	100	100	1
Life Skills	D	100	no attempt	1
Life Skills	D	75	unable	1
Life Skills	D	55		0
Life Skills	D	33		0
MH		100		1
MH	Level 3	30		0
MH		100		1
MH		100		1
MH	Level 1	71		1
MH	Level 2	8		0
MH		100		1
MH		100		1
MH		50		0
MH		100		1
MH		71		1
MH		71		1
MH		100		1
EB		100	66	1

EB		92		1
EB		58	66	0
EB		100	33	1
EB		67	50	0
EB		75		1
EB		100		1
EB		92		1
EB		67	83	1
EB		50	50	0
RW		42		0
RW		75		1
RW		42		0
RW		17		0
RW		83		1
RW		50		0
RW		42		0
RW		75		1
RW		42		0
RW		92		1
RW		58		0
RW		50		0
RW		58		0
RW		75		1
RW		58		0
BK		83		1
BK		87		1
BK		100	100	1
BK		100	100	1
BK		100	83	1
BK		100		1
BK		100		1
BK		100	100	1
BK		100	100	1
BK		100		1
BK		100		1
BK		50		0
BK		100		1
BK		100		1
BK		93	83	1
BK		100	83	1
BK		100	100	1
BK		67	83	1
BK		83		1
BK		92		1
CC		100	100	1
CC		100	83	1
CC		40		0
CC		60	83	1
CC		95	100	1
CC		83		1

CC		100		1
CC		100	83	1
NG		91	83	1
NG		87		1
NG		92		1
NG		67		0
NG		92	100	1
NG		75		1
NG		100		1
NG		100		1
NG		83		1
RM		80		1
SN		100	100	1
SN		100	100	1
SN		100	83	1
SN		100	100	1
SN		100	100	1
SN		92		1
EL		100	100	1
EL		100	100	1
EF		100	100	1
EF		100	100	1
EF		100	83	1
EF		100	83	1
# Students Passed/70% or Higher Score		84		
Total # Students		109		
% of Students with Score of 70% or Higher		77%		

THE ASL ACADEMY - STUDENT ASSESSMENT DATA   **SCHOOL YEAR**
MISSION SPECIFIC GOAL - AVENUE:PM DATA   **2022/2023**
GRADES ALL
ALL STUDENTS
GOAL = 80% of STUDENTS WILL SCORE 70% OR HIGHER

Grade	Cohort Group	Picture Naming Highest Score	Copy Right Highest Score	
K		83	no attempt	1
K		67		0
K		42		0
K		67		0
TOPs	Life Skills	100	66	1
TOPs	Life Skills	100	66	1
TOPs	Life Skills	100	66	1
TOPs	Life Skills	100	50	1
1	Life Skills	30		0
1	Life Skills	20		0
1	Life Skills	83	no attempt	1
1		67		0
1	Level 3	83	17	1
1		100	66	1
1		67		0
1	Level 1	92	50	1
1	Level 1	67		0
1	Level 2	42		0
1		92	33	1
1		75	33	1
1		100	66	1
1		83	66	1
1		100	66	1
1	Gen ed	100	17	1
2	Life Skills	92	no attempt	1
2	Life Skills	16		0
2		100	33	1
2		100	50	1
2		100	83	1
2		100	66	1
2		100	50	1
2	Level 2 (11-49%)	100	66	1
2	Level 2 (11-49%)	100	66	1
2	Level 2 (11-49%)	100	17	1
2	Level 2 (11-49%)	100	50	1
3		92	33	1
3		83	50	1
3		100	83	1
3		100	66	1

3		100	66	1
3	Level 3 (>50%)	83	50	1
3	Gen ed	75	33	1
3	Gen ed	100	50	1
3		100	33	1
3	Gen ed	100	66	1
3	Gen ed	100	33	1
3	Gen ed	100	50	1
3		58		0
3		50		0
4	Life Skills	20		0
4	Level 3 (>50%)	100	33	1
4	Level 3 (>50%)	83	17	1
4		73	50	1
4				
4		80	100	1
4		93	100	1
4				
4		83	33	1
4		83	33	1
4		58		0
4		92	66	1
4		58		0
5	Life Skills	65		0
5		100	66	1
5		100	50	1
5		92	66	1
5				
5		93	83	1
5		92	100	1
5	A	100	100	1
6	Life Skills	93	17	1
6	D	100	50	1
6		100	83	1
6	C	92	33	1
6	D	100	33	1
6	gen ed	100	33	1
6	N/A	83	17	1
6	N/A	93	100	1
6	B	100	100	1
6	C	100	33	1
6	N/A	75	83	1
6	B	100	50	1
6	N/A	100	100	1
6	C	75	33	1
6	B	100	66	1
7	Life Skills	unable		
7	gen ed	93	50	1
7	D	100	66	1
7		100	83	1

7	C	100	83	1
7	C	83	50	1
7	Gen ed	100	33	1
7		83	17	1
7	Gen ed	100	100	1
7	Gen ed	100	50	1
7	Gen ed	100	83	1
7	Gen ed	90	83	1
8	Life Skills	100	66	1
8	Life Skills	93	50	1
8	Life Skills	100	unable	1
8	Life Skills	100	unable	1
8	D	80	66	1
8	D	100	83	1
8	D	92	17	1
8		100	100	1
8		83	33	1
8		95	100	1
8		75	33	1
8		100	100	1
8	Gen ed	100	83	1
10	Life Skills	92	unable	1
10	Life Skills	100	100	1
10	Life Skills	92	17	1
11	Life Skills	100	100	1
11	Life Skills	100	83	1
11	Life Skills	55		0
11	Life Skills	50		0
11	Life Skills	100	no attempt	1
12	Life Skills	100	66	1
12	Life Skills	100	100	1

Students Passed/70% or Higher Score   98
Total # Students   117
% of Students with Score of 70% or Higher   84%

THE ASL ACADEMY - STUDENT ASSESSMENT DATA			SCHOOL YEAR	
MISSION SPECIFIC GOAL - AVENUE:PM DATA			2023/2024	
GRADES ALL				
ALL STUDENTS				
GOAL = 80% of STUDENTS WILL SCORE 70% OR HIGHER				
Grade	Cohort Group	Picture Naming Highest Score	Copy Right Highest Score	
K	Life Skills	60		0
K	Life Skills	75	no attempt	1
K	K – 5th D/HH	97	no attempt	1
K	K – 5th D/HH	97	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	83	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	92	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	58		0
K	Gen Ed K-4th Sp Ed A/B	58		0
K	Gen Ed K-4th Sp Ed A/B	42		0
K	Gen Ed K-4th Sp Ed A/B	100	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	92	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	100	no attempt	1
K	Gen Ed K-4th Sp Ed A/B	50		0
K	Gen Ed K-4th Sp Ed A/B	83	33	1
K	Gen Ed K-4th Sp Ed A/B	92	no attempt	1
1	Sp Ed K – 4th C/D/FAMA	67		0
1	Life Skills	50		0
1	Life Skills	60		0
1	Life Skills	50		0
1	K – 5th D/HH	97	17	1
1	Gen Ed K-4th Sp Ed A/B	100	33	1
1	Gen Ed K-4th Sp Ed A/B	83	50	1
1	Gen Ed K-4th Sp Ed A/B	75	33	1
1	Gen Ed K-4th Sp Ed A/B	83	17	1
1	Gen Ed K-4th Sp Ed A/B	33		0
1	Gen Ed K-4th Sp Ed A/B	92	33	1
2	Sp Ed K – 4th C/D/FAMA	97	33	1
2	Sp Ed K – 4th C/D/FAMA	100	50	1
2	Sp Ed K – 4th C/D/FAMA	67		0
2	Life Skills	90	no attempt	1
2	Life Skills	Unable	Unable	
2	Life Skills	90	no attempt	1
2	K – 5th D/HH	100	66	1
2	K – 5th D/HH	83	no attempt	1
2	K – 5th D/HH	Passed	66	1
2	K – 5th D/HH	Passed	83	1
2	Gen Ed K-4th Sp Ed A/B	83	50	1
2	Gen Ed K-4th Sp Ed A/B	83	33	1
2	Gen Ed K-4th Sp Ed A/B	67		0
2	Gen Ed K-4th Sp Ed A/B	83	66	1
2	Gen Ed K-4th Sp Ed A/B	67		0
2	Gen Ed K-4th Sp Ed A/B	83	33	1
2	Gen Ed K-4th Sp Ed A/B	100	50	1

2	Gen Ed K-4th Sp Ed A/B	92	50	1
3	Sp Ed K – 4th C/D/FAMA	93	50	1
3	Life Skills	20		0
3	Life Skills	25		0
3	Life Skills	92	17	1
3	K – 5th D/HH	Passed	100	1
3	K – 5th D/HH	Passed	100	1
3	Gen Ed K-4th Sp Ed A/B	87	33	1
3	Gen Ed K-4th Sp Ed A/B	100	83	1
3	Gen Ed K-4th Sp Ed A/B	100	66	1
3	Gen Ed K-4th Sp Ed A/B	100	50	1
3	Gen Ed K-4th Sp Ed A/B	75	66	1
3	Gen Ed K-4th Sp Ed A/B	42		0
3	Gen Ed K-4th Sp Ed A/B	17		0
3	Gen Ed K-4th Sp Ed A/B	33		0
4	Sp Ed K – 4th C/D/FAMA	92	66	1
4	Sp Ed K – 4th C/D/FAMA	50		0
4	Life Skills	75	50	1
4	K – 5th D/HH	Passed	83	1
4	K – 5th D/HH	Passed	66	1
4	K – 5th D/HH	Passed	83	1
4	K – 5th D/HH	42		0
4	Gen Ed K-4th Sp Ed A/B	58		0
4	Gen Ed K-4th Sp Ed A/B	83	17	1
4	Gen Ed K-4th Sp Ed A/B	100	50	1
4	Gen Ed K-4th Sp Ed A/B	100	100	1
4	Gen Ed K-4th Sp Ed A/B	100	50	1
4	Gen Ed K-4th Sp Ed A/B	83	50	1
4	Gen Ed K-4th Sp Ed A/B	100	66	1
4	Gen Ed K-4th Sp Ed A/B	58		0
4	Gen Ed K-4th Sp Ed A/B	33		0
4	Gen Ed K-4th Sp Ed A/B	92	50	1
5	Sp Ed 5th – 10th C/D/FAMA	100	50	1
5	Life Skills	40		0
5	Life Skills	60		0
5	Gen Ed K-4th Sp Ed A/B	100	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	80	66	1
5	Gen Ed 5th – 8th Sp Ed A/B	58		0
5	Gen Ed 5th – 8th Sp Ed A/B	93	100	1
5	Gen Ed 5th – 8th Sp Ed A/B	83	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	83	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	75	50	1
5	Gen Ed 5th – 8th Sp Ed A/B	83	66	1
5	Gen Ed 5th – 8th Sp Ed A/B	58		0
5		100		1
5		83	17	1
6	Sp Ed 5th – 10th C/D/FAMA	100	66	1
6	Life Skills	70	unable	1
6	Gen Ed 5th – 8th Sp Ed A/B	100	66	1
6	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
6	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
6	Gen Ed 5th – 8th Sp Ed A/B	Passed	100	1

6	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
6	6th – Transition D/HH	Passed	83	1
7	Sp Ed 5th – 10th C/D/FAMA	Passed	100	1
7	Sp Ed 5th – 10th C/D/FAMA	92	50	1
7	Sp Ed 5th – 10th C/D/FAMA	83	50	1
7	Sp Ed 5th – 10th C/D/FAMA	100	66	1
7	Life Skills	90	33	1
7	Gen Ed 5th – 8th Sp Ed A/B	83	33	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	83	1
7	Gen Ed 5th – 8th Sp Ed A/B	92	50	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	66	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
7	Gen Ed 5th – 8th Sp Ed A/B	100	50	1
7	6th – Transition D/HH	92	83	1
7		Passed	100	1
8	Sp Ed 5th – 10th C/D/FAMA	83	17	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	66	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	100	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	17	1
8	Gen Ed 5th – 8th Sp Ed A/B	Passed	50	1
8	Gen Ed 5th – 8th Sp Ed A/B	100	83	1
8	Gen Ed 5th – 8th Sp Ed A/B	83	50	1
8	6th – Transition D/HH	Passed	100	1
8	6th – Transition D/HH	Passed	100	1
8	6th – Transition D/HH	100	66	1
8	6th – Transition D/HH	Passed	100	1
9	Life Skills	100	66	1
9	Life Skills	100	66	1
9	Life Skills	100	50	1
9	Life Skills	100	unable	1
9	Life Skills	66		0
10	6th – Transition D/HH	100	100	1
11	Life Skills	92	unable	1
11	Life Skills	92	17	1
11	6th – Transition D/HH	Passed	100	1
11	6th – Transition D/HH	100	33	1
12	Life Skills	Passed	83	1
12	Life Skills	55		0
12	Life Skills	90	33	1
12	6th – Transition D/HH	100	100	1
Transition	Life Skills	Passed	66	1
Transition	Life Skills	Passed	83	1
Transition	Life Skills	93	66	1

# Students Passed/70% or Higher Score		110		
Total # Students		139		
% of Students with Score of 70% or Higher		**79%**		
77%	Failed to Meet - Grades K-4 had 23 of 31 Total Failing			
91%	Grades 5+ Passed (59 of 65)			