

New Mexico Public Education Commission



Charter School Renewal Application Part B: Progress Report

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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: Albuquerque Bilingual Academy

Authorizer: NM PEC

Current Charter Term: SY 2020 - SY 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: In 2020-21, due to flexible administration of state assessments as a result of the pandemic, there was limited academic data for both state assessments and Albuquerque Bilingual Academy's (ABA's) mission-specific goal. The school did administer ACCESS for ELLs, which measures English proficiency. ABA scored on par with the state average for proficiency on ACCESS for ELLs which was approximately 12-17%. In 2021-22, the school ranked above 50.8% of elementary and middle schools statewide. However, a designation of Targeted Support and Improvement (TSI) was received for Students With Disabilities (SWD) subgroup. Overall, ABA had 29% of students proficient in reading, 22% in mathematics, and 46% proficient in science, as measured by state assessments. Students K-2 scored above the statewide average in each of the subgroups for 1st grade reading. ABA's male student population and aggregate score was below that of the statewide average, but all other subgroups scored above the statewide average in 1st grade math. ABA has a mission-specific goal of, "65% of students in grades 1-8 that were enrolled during the previous and current Avant test administration(s) will earn a composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments." In 2021-22, 67% of students met that goal. In 2022-23, students in grades K-2 1st grade, outperformed the statewide average in every subgroup, including: Hispanic, Students with Disabilities, English Learners, and Free and Reduced Lunch. That year ABA utilized NWEA MAP as an interim assessment. The reading assessment showed that grades K, 4, 6, and 7 had marked growth from beginning to end of year in reading, while grades 1, 2, 3, and 5 had decreases and grade 8 remained flat. In mathematics, grades K, 2, 7, and 8 showed marked improvement from beginning of year to end of year while grades 4, 5, and 6 showed some regression. Grades 1 and 3 remained constant. That year 29% of students were proficient in reading, 22% proficient in math, and 46% proficient in science as measured by state mandated assessments. ABA scored approximately 7% proficient on ACCESS for ELLs while the state average was approximately 4%. ABA was given a designation of "Traditional" for the school year. 69.2% of students met the school's mission-specific goal. In 2023-24, students in grades 4, 6, and 8 showed improvements from the beginning of the year to end of year on NWEA MAP in reading, while grades 3, 5, and 7 showed flat or slight decreases between the beginning and end of the year. Meanwhile, in math, grades 4 and 5 showed gains, while grade 7 slightly declined and grades 3, 6, 8 held steady. Students tested on ACCESS for ELLs, approximately 4% were proficient compared to approximately 3% statewide. 65.3% of students met the mission-specific goal as measured by Avant.

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: Albuquerque Bilingual Academy (ABA) did not utilize benchmark assessments during remote instruction in the 2020-2021 school year. Istation has been used for grades K-2 each year since 2021-22. NWEA MAP was used for grades K-8 in 2022-23 in math and reading. It was used in 2023-24 for grades 3-8. The school had a “Know Your Number” initiative for a couple years in relation to their NWEA MAP scores. Students would track their RIT scores and set goals for upcoming test windows. However, NWEA MAP is a computerized adaptive test, which adapts questions based on how individual students answer. RIT scores, while normed and can provide a grade-level band, do not correspond specifically to New Mexico State Standards. RIT scores often are abstract for both students and adult teachers. In fall of 2024, ABA has begun utilizing iMSSA as it’s interim benchmark assessment. The assessment is aligned to New Mexico standards and aligned to the summative state assessment, NM-MSSA. The platform for interim and summative assessments are the same. Teachers will be able to better gauge learning based on the standards they teach and therefore adjust instruction, provide remediation, intervention, or extension based on the data. Scores on the previously used benchmarks are as follows:

2021-22 Istation: Students K-2 scored above the statewide average in each of the subgroups for Istation reading. ABA’s male student population and aggregate score was below that of the statewide average, but all other subgroups scored above the statewide average in Istation math.

2022-23 Istation: Students in grades K-2, outperformed the statewide average in every subgroup, including: Hispanic, Students with Disabilities, English Learners, and Free and Reduced Lunch.

2022-23 NWEA MAP: Grades K, 4, 6, and 7 had marked growth from beginning to end of year in reading, while grades 1, 2, 3, and 5 had decreases and grade 8 remained flat. In mathematics, grades K, 2,7, and 8 showed marked improvement from beginning of year to end of year while grades 4,5, and 6 showed some regression. Grades 1 and 3 remained constant.

2023-24 NWEA MAP: Students in grades 4, 6, and 8 showed improvements from the beginning of the year to end of year on NWEA MAP in reading, while grades 3, 5, and 7 showed flat or slight decreases between the beginning and end of the year. Meanwhile, in math, grades 4 and 5 showed gains, while grade 7 slightly declined and grades 3, 6, 8 held steady.

In addition, this school year, the school is focusing on engagement strategies and is collecting walk-through data. Observation and feedback cycles will be utilized to support instruction.

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: The mission-specific goal for Albuquerque Bilingual Academy is: 65% of students in grades 1-8 that were enrolled during the previous and current Avant test administration(s) will earn a

composite score of four (4) OR will increase their composite score by at least one (1) point from the prior year composite score on the Avant 4S and 4Se assessments. With the exception of the 2020-21 school year, due to assessment flexibility caused by the pandemic, the school has met their mission-specific goal. The school maintained the same mission-specific goal throughout the charter term. The goal was rigorous enough to be challenging and assisted in monitoring of success of the goals of the charter which is to have students learn in a bilingual environment, able to demonstrate proficiency in English and Spanish. Meeting the rigorous goal set forth, is a source of celebration.

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: Albuquerque Bilingual Academy conducts monthly Family Nights to foster partnerships with families in the educational process. Themes have included: Open House, Literacy Night, Family Dance, Carnival Night, Science Night, Genius Night, Fall Festival, Cinco de Mayo, and more. In addition, the school has a before and after school program. Activities supported have included: tutoring, homework help, Mariachi, sports clubs, photography, dance, cooking, lego club, etc. The before and after school program satisfies the need to provide academic help, extension activities, and offer choices for working families. In addition, the school has an active sports program. Cross country, basketball, soccer, and volleyball. Parent and student committees provide the school opportunities to glean ideas from stakeholders and bring more families into the educational process.

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: In fiscal year 2021, the school received a significant deficiency finding for "Financial Cost and Reporting." This finding was issued because it caused the capital assets to be understated. The school created a process in which they mark new related / intermittent capital asset / project transactions with a unique number to make sure all transactions for each project are included in the Fixed Asset Schedule. Since then, the school has not received this finding.

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 Governance Council has never fallen below five members specified in the by-laws or in statute. Ms. Tiffany Bazan had worried that her semester school semester would not work with the Governance Council schedule. When she received her new schedule, there were no conflicts and so she reapplied for the vacant position in July. However, the council wanted to give additional time for others to apply to be inclusive. No other parties declared their interest, and so she was voted in again on September 25, 2024. In 2020-21, one Governance Board member was short one hour of equity training. In 2021-22, one member did not complete training due to the Executive Director not approving his request to attend training. In 2022-23, the same board member's request for online training was denied. In 2023-24, all Governance Board members completed required training. Under the new Executive Director, the Governance Board voted to increase the line item for training to ensure support for the Governance Board to fulfill its commitment to training and to deepen knowledge of their roles and about charter schools that goes beyond the minimum requirements. In 3 of the years of the current charter term, the Governance Requirements were rated "Working to Meet Standard."

Albuquerque Bilingual Academy has a separate foundation to manage the fiscal obligations of the physical property. ABA is excited to have a full foundation and board comprised of community members that are free of conflict of interest and have a genuine desire to maintain a welcoming environment conducive of learning for all students, as of the spring of 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: Albuquerque Bilingual Academy utilizes a lottery system for admission to ensure enrollment practices are fair, legally compliant, and non-discriminatory. Our current charter and bilingual application is for a 50/50 dual language program for all students with Spanish being the second language. The Governance Council Policies include "Policy 619: Public Complaints and Concerns," which state steps and safeguards, should a complaint be made. Materials and textbooks are adopted utilizing NMPED rubrics, which include rating materials for cultural and linguistic relevancy. The school has an Equity Council and are in the process of collecting qualitative data to update school needs. Albuquerque Bilingual Academy employees are diligent in upholding student and staff rights including, but not limited to privacy, civil rights, and constitutional rights. In addition, the school has allocated funds to assist with students who are homeless as identified by McKinney Vento and students who are in foster care. Staff receive professional development on culturally and linguistically relevant instructional materials and instructional practices.

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: We do not currently have tribal partnerships.

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: The only area in which the school received a “Working to Meet Standards” rating for more than one year, was 3a. Governance Requirements. Since spring of 2024, this has become a priority. Funds for Governance Council training has been increased and current administration is supportive of professional development.

There was one special education complaint that was resolved through mediation.

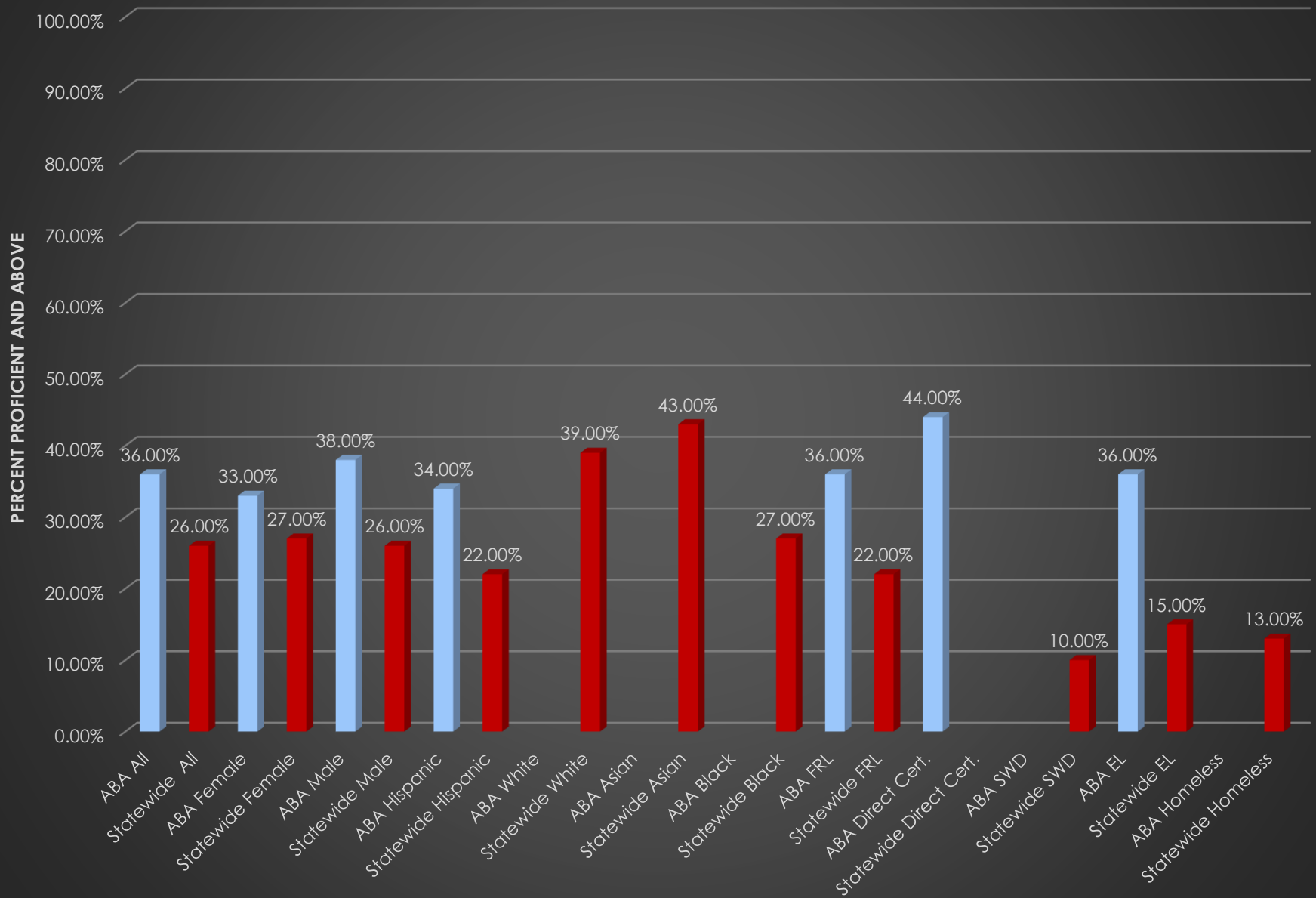


Albuquerque Bilingual Academy

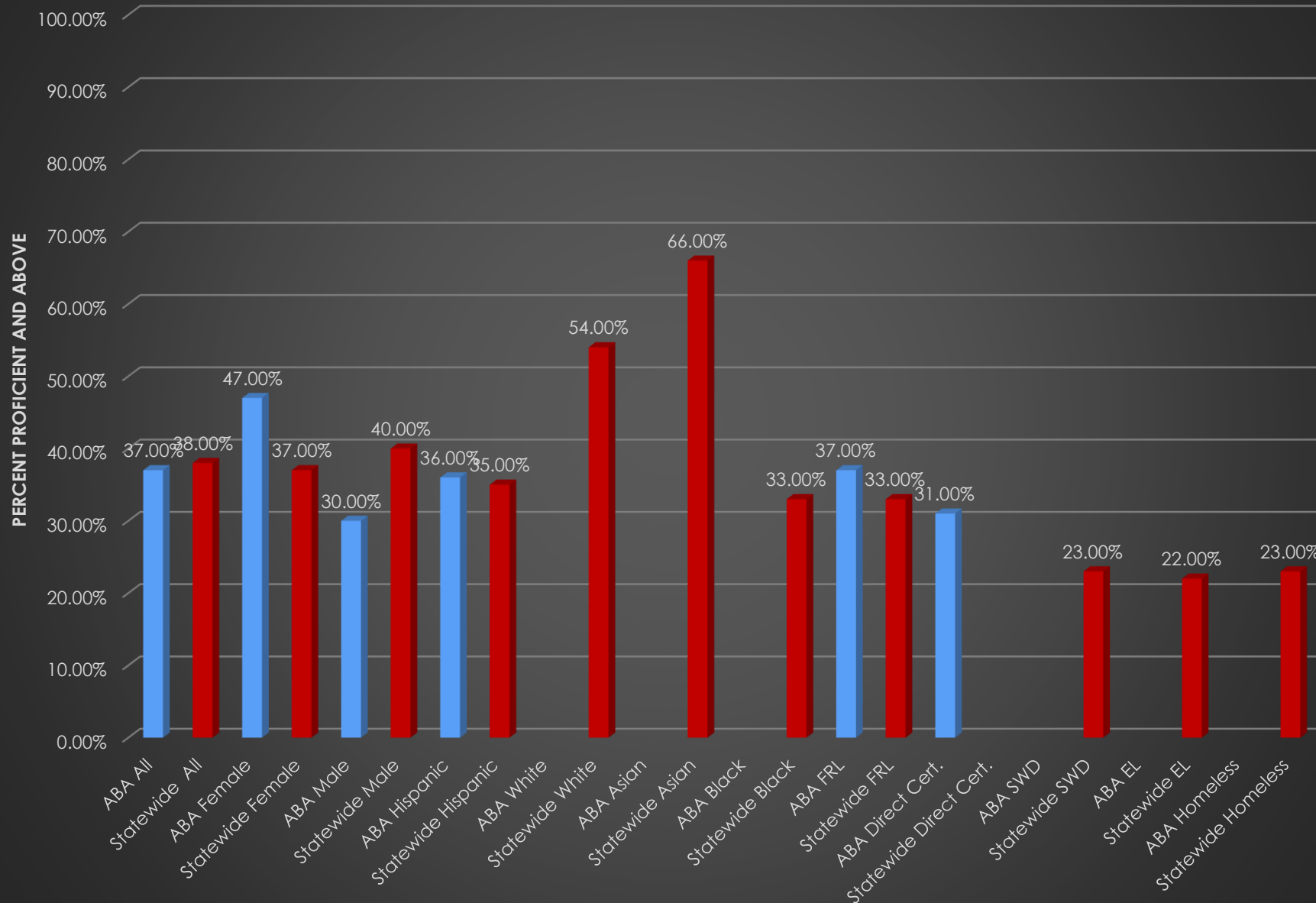
A-1 ACADEMIC DATA

Istation

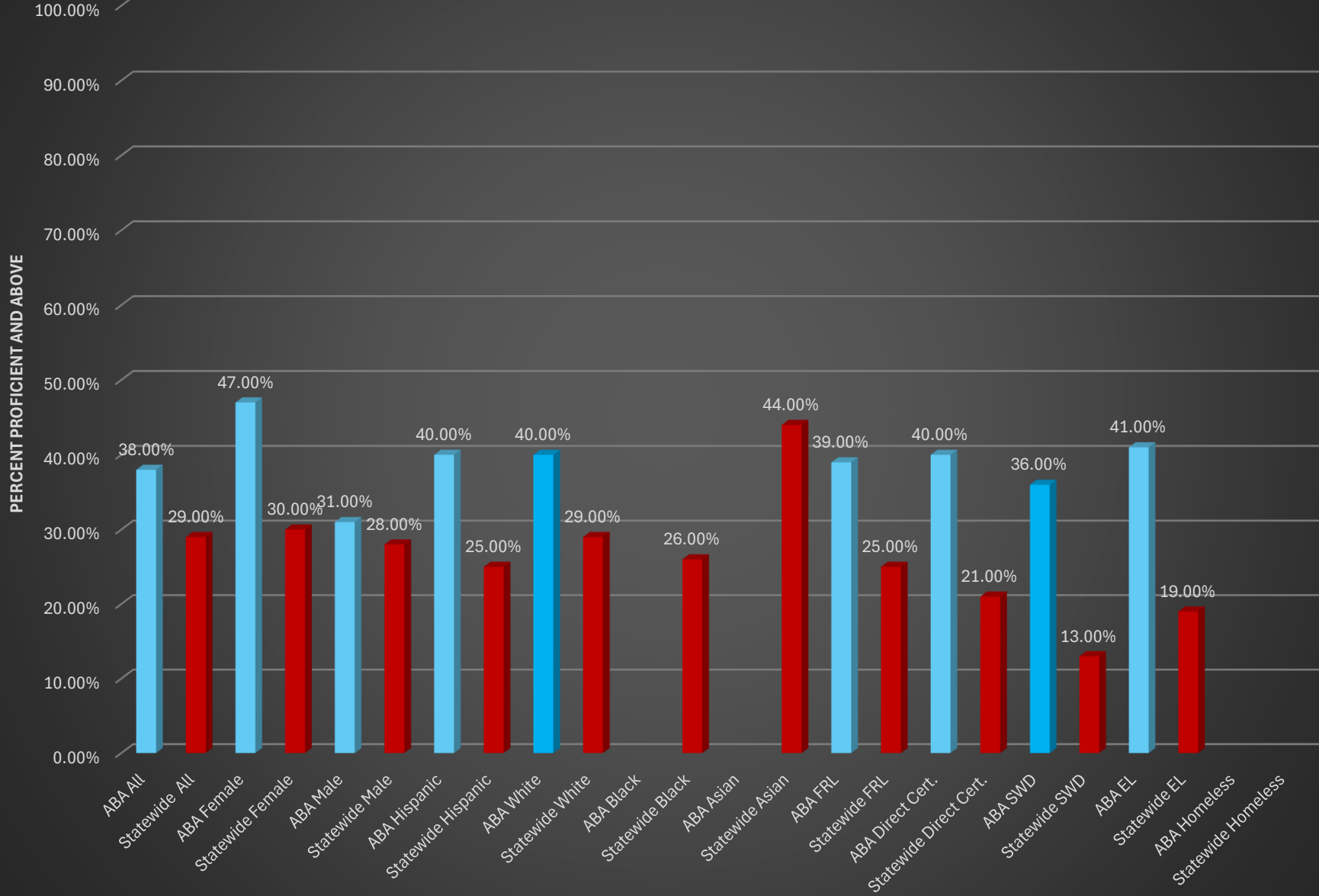
Istation ELA 2021-2022



Istation Mathematics 2021-2022

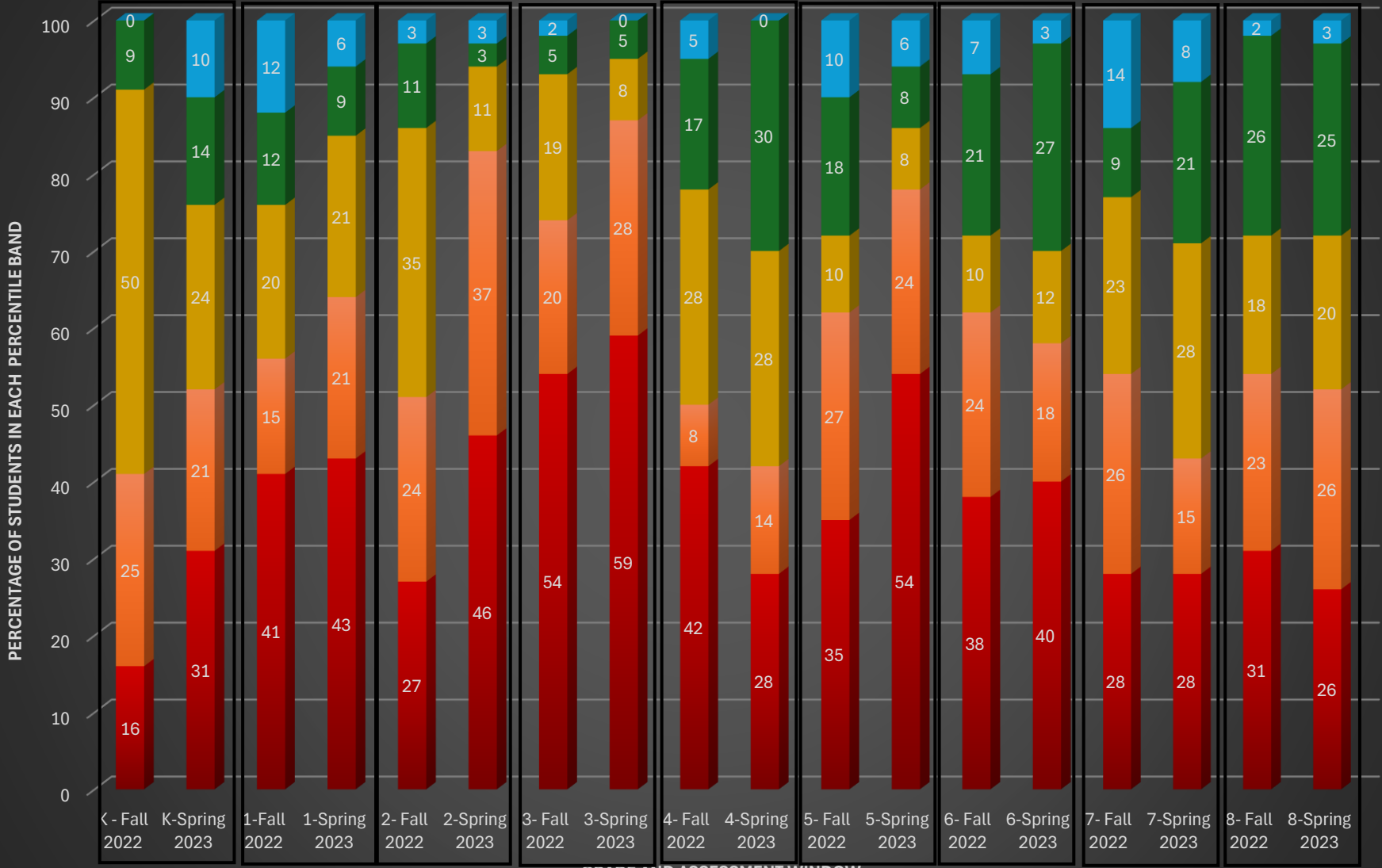


Istation ELA 2022-2023



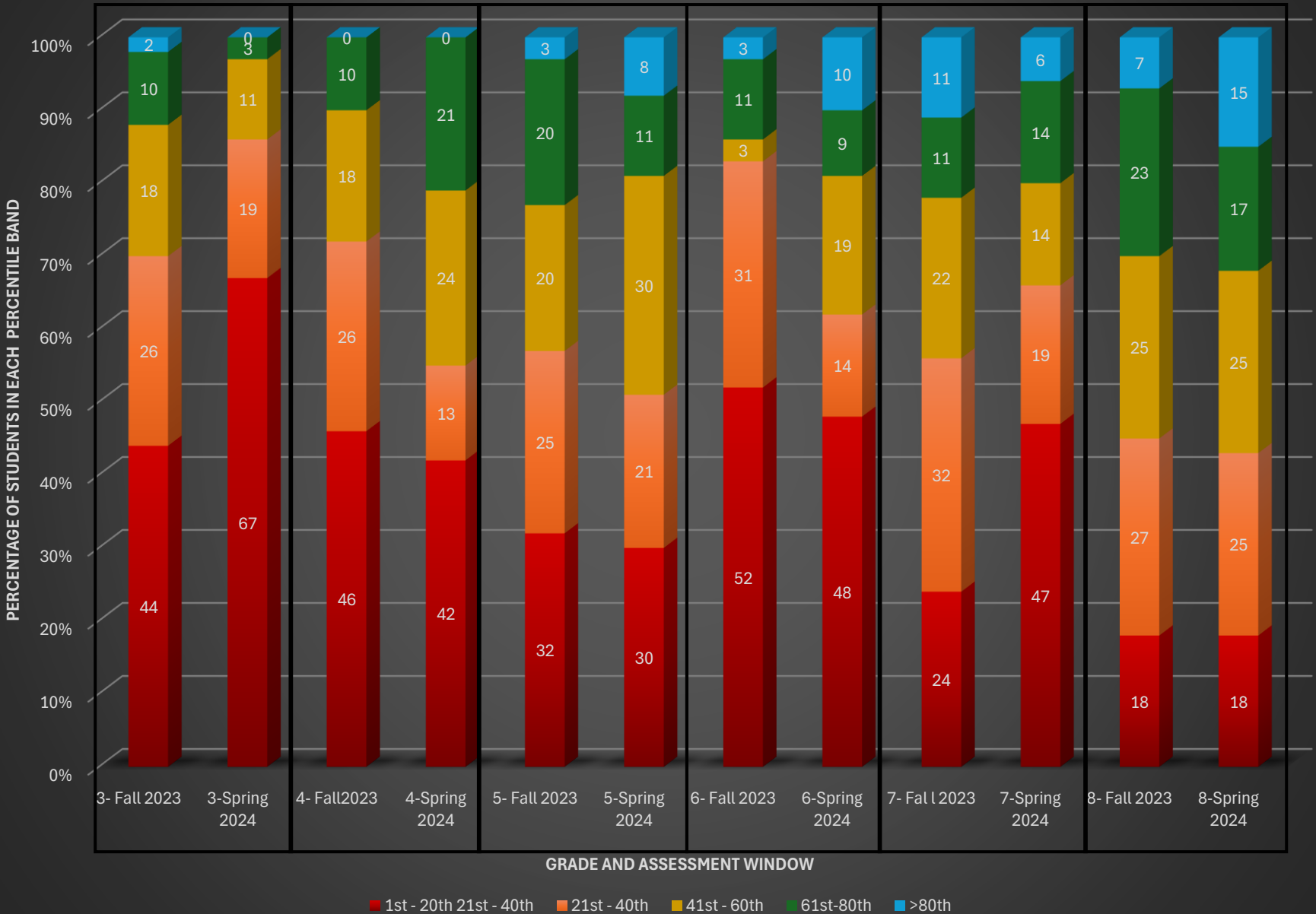
NWEA Measures of Academic Progress

2022-23 NWEA - Reading

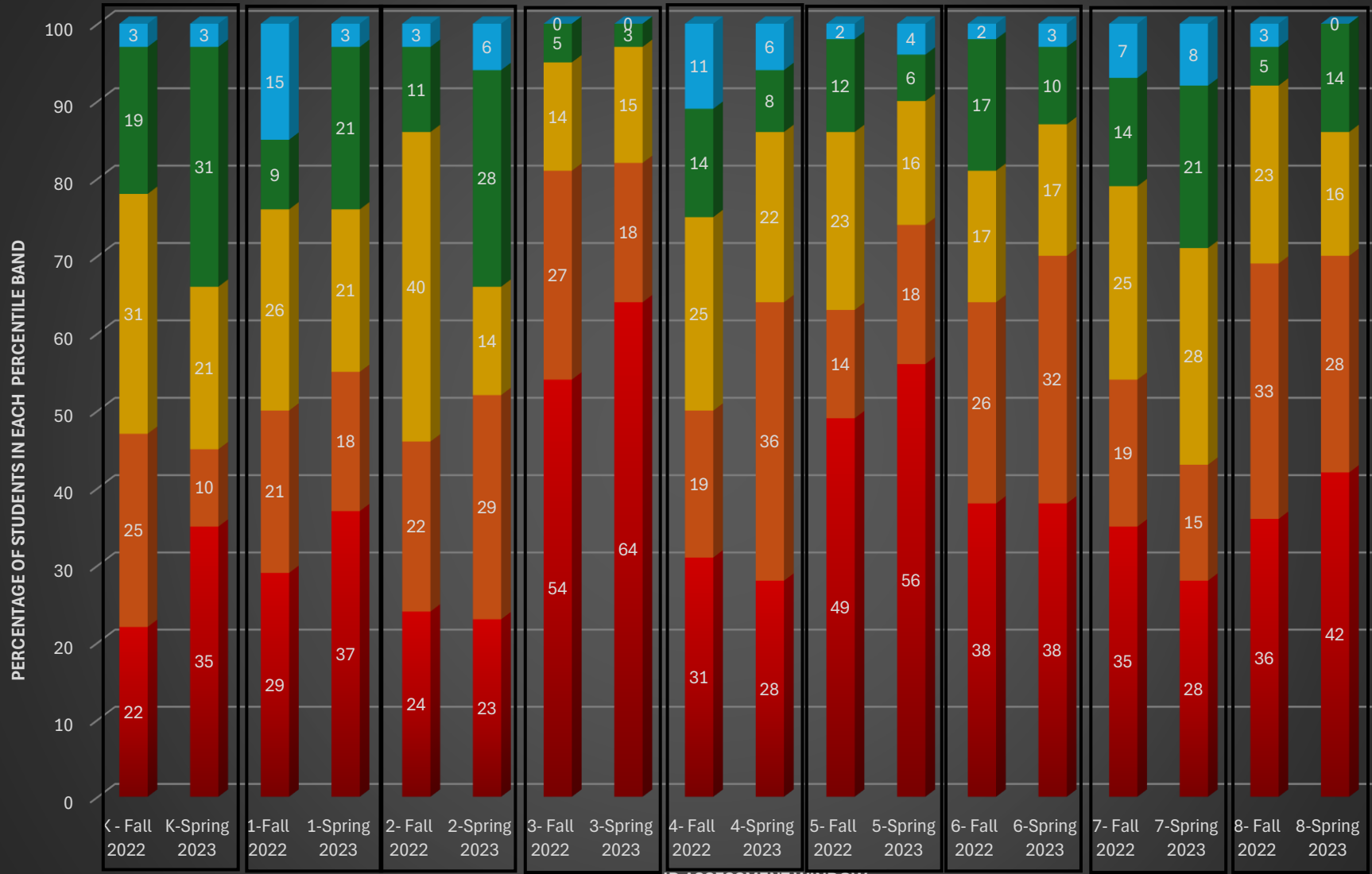


1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

2023-24 NWEA - Reading

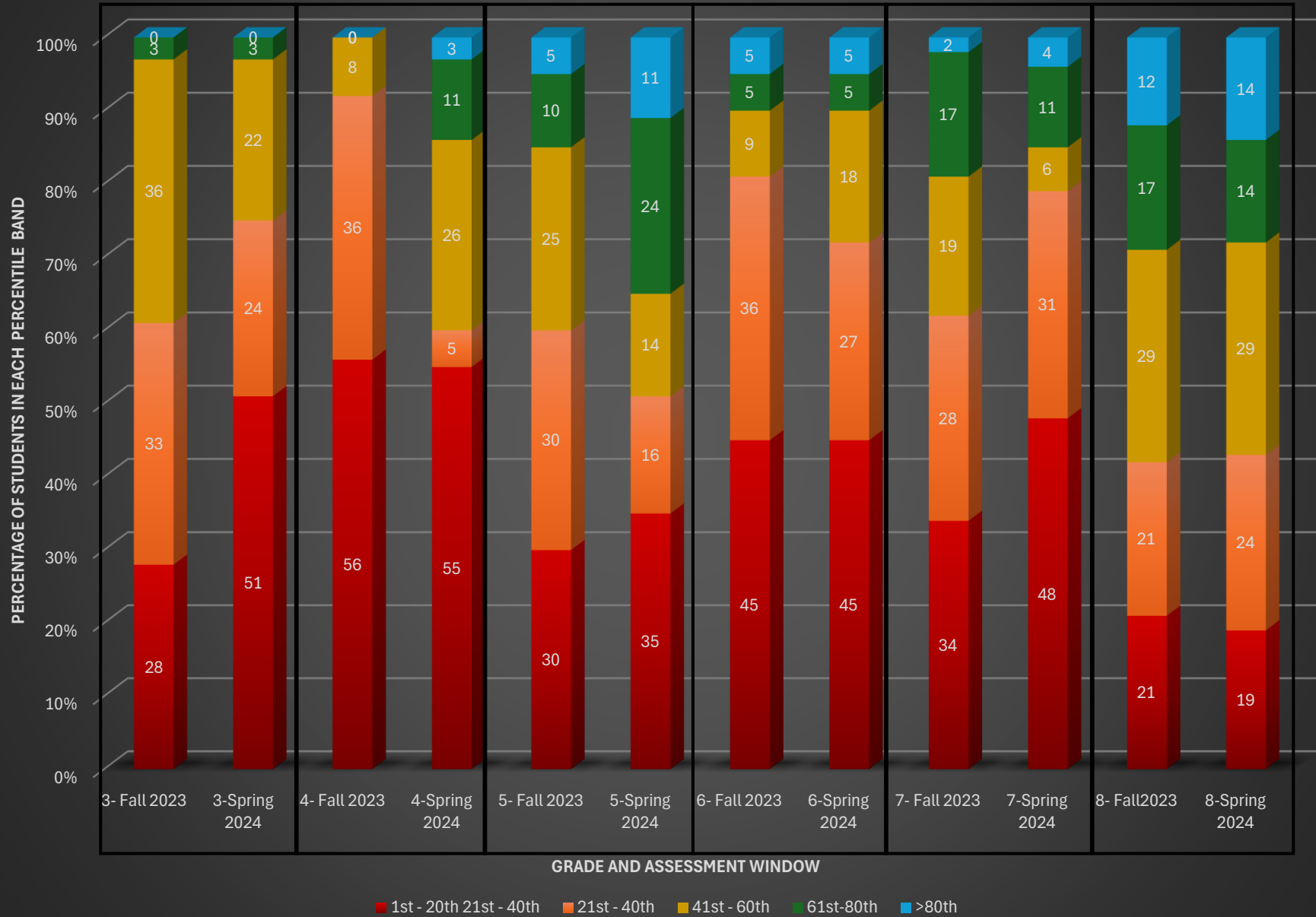


2022-23 NWEA - Mathematics



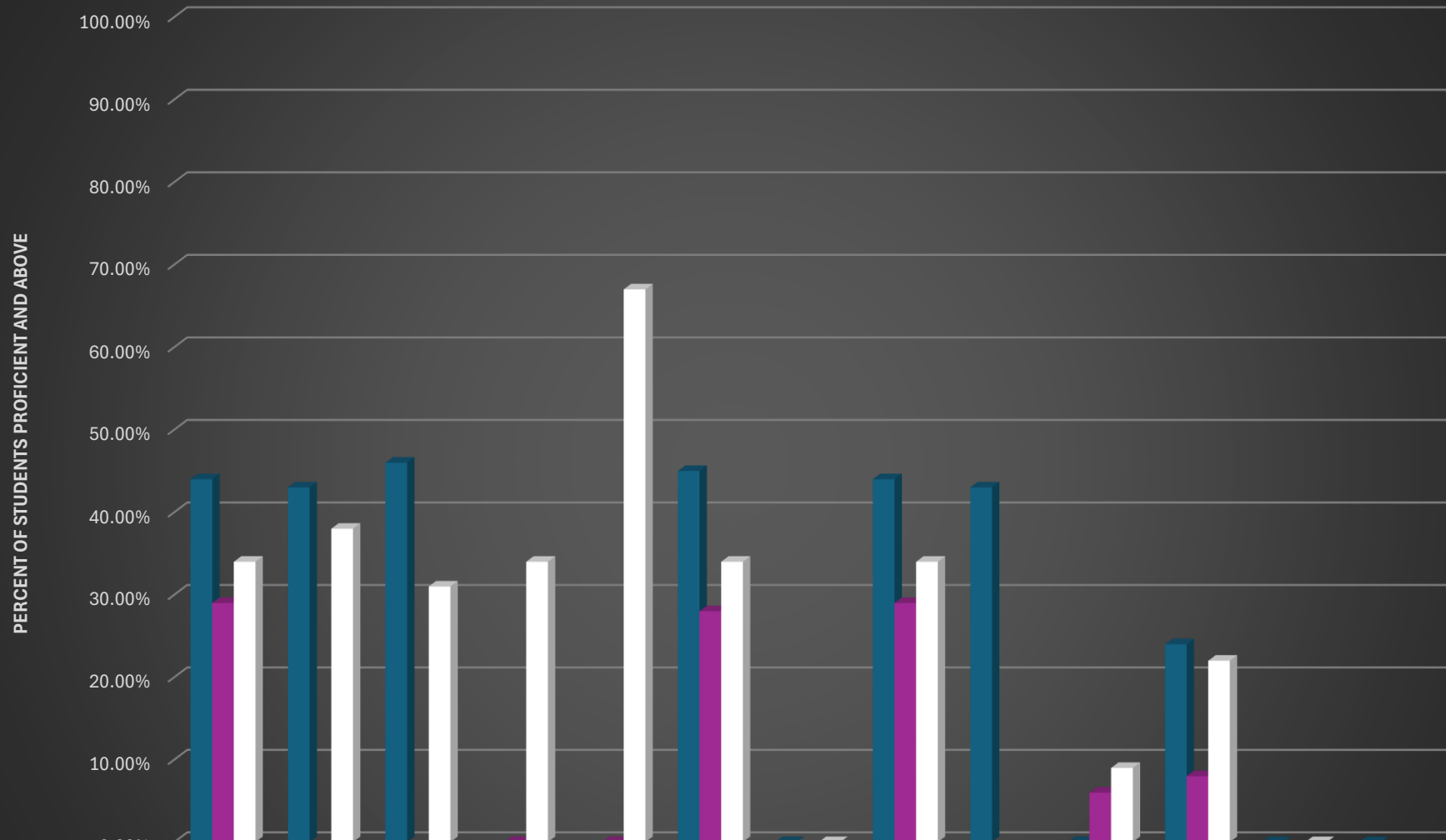
1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

2023-24 NWEA - Mathematics



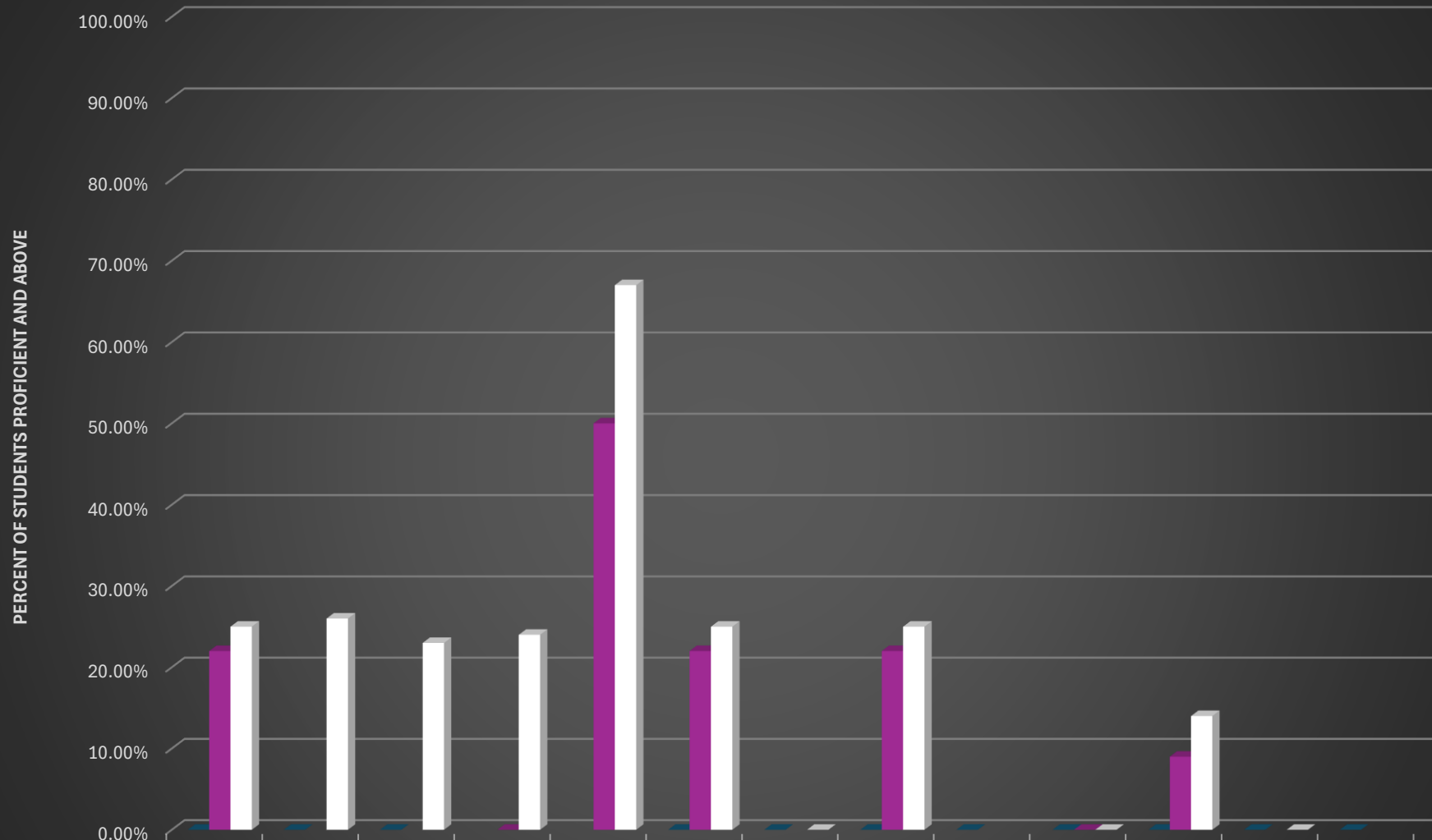
State Assessments

State Assessments Reading 2021-2023



	All	Female	Male	White	Black	Hispanic	Native	FRL	ED	SwD	EL	Homeless	Military
2021 Proficient	44.00%	43.00%	46.00%			45.00%	0	44.00%	43.00%	0	24.00%	0	0
2022 Proficient	29%			0	0	28%		29%		6%	8%		
2023 Proficient	34%	38%	31%	34%	67%	34%	0	34%		9%	22%	0	

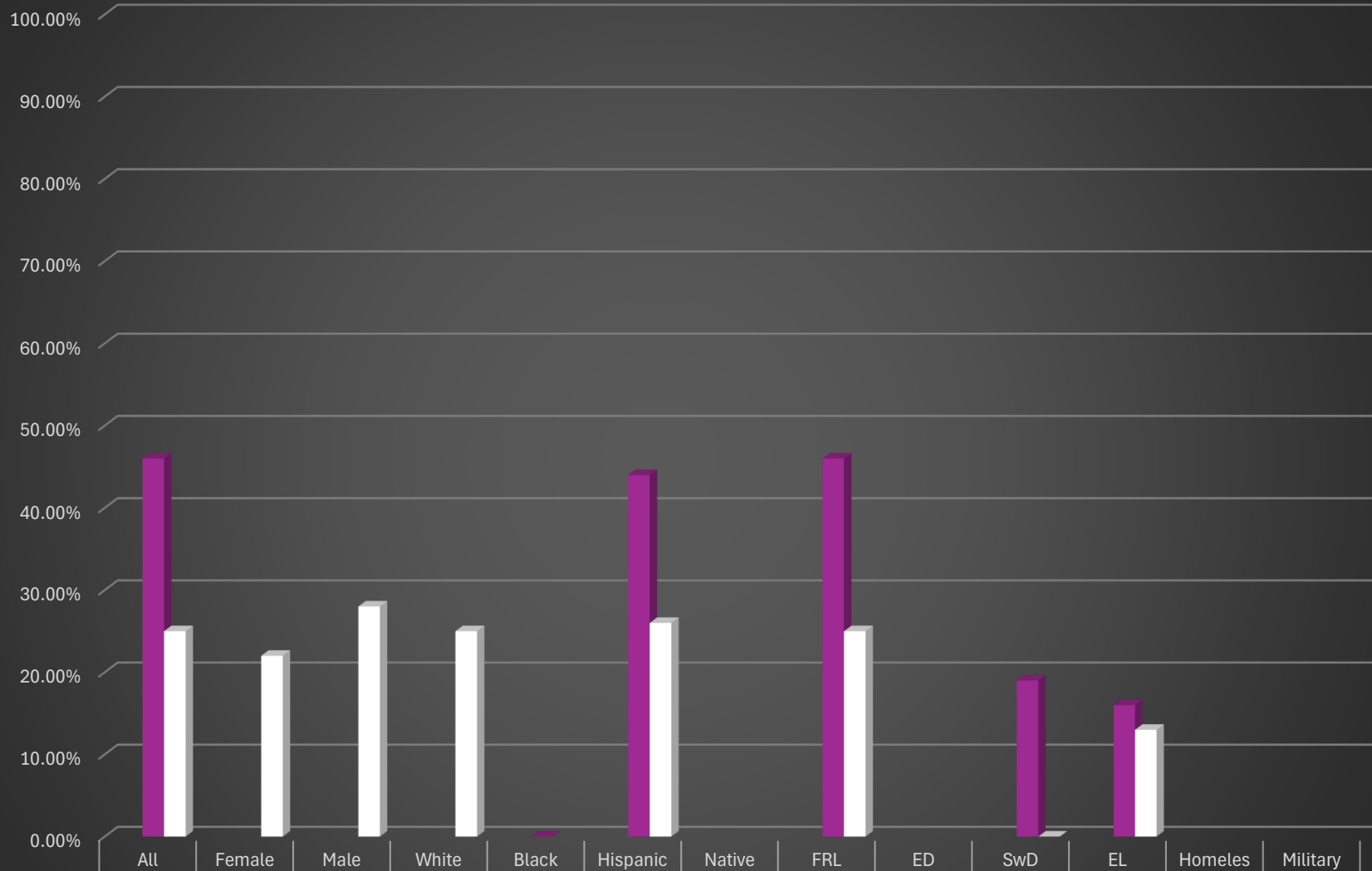
State Assessments Mathematics 2021-2023



	All	Female	Male	White	Black	Hispanic	Native	FRL	ED	SwD	EL	Homeless	Military
2021 Proficient	0.00%	0.00%	0.00%			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2022 Proficient	22.00%			0.00%	50.00%	22.00%		22.00%		0.00%	9.00%		
2023 Proficient	25.00%	26.00%	23.00%	24.00%	67.00%	25.00%	0.00%	25.00%		0.00%	14.00%	0.00%	

State Assessments Science 2021-2023

PERCENT OF STUDENTS PROFICIENT AND ABOVE



■ 2021 Proficient													
■ 2022 Proficient	46.00%				0.00%	44.00%		46.00%		19.00%	16.00%		
■ 2023 Proficient	25.00%	22.00%	28.00%	25.00%		26.00%		25.00%		0.00%	13.00%		

WIDA ACCESS for ELLs

School	Levels 1&2 %	Levels 3&4 %	Levels 5&6 %				
2020 Albuquerque Bilingual Academy	15-19	75-79	5-9				
2020 Statewide	31	65	3				
	Progress Level 1	Progress Level 2	Progress Level 3	Progress Level 4	Progress Level 5	Progress Level 6	
2021 Albuquerque Bilingual Academy	≤ 5%	23%	25%	39%	12%	≤ 5%	
2021 Statewide	≤ 5%	13%	29%	42%	12%	≤ 5%	
	Progress Level 1	Progress Level 2	Progress Level 3	Progress Level 4	Progress Level 5	Progress Level 6	
2022 Albuquerque Bilingual Academy	16%	24%	35%	20%	4%	≤ 2%	5%
2022 Statewide	15%	23%	43%	17%	2%	≤ 1%	3%
	Progress Level 1	Progress Level 2	Progress Level 3	Progress Level 4 to 4.6	Progress Level 4.7 to 4.9	Progress Level 5	Progress Level 6
2023 Albuquerque Bilingual Academy	11%	26%	42%	15%	4%	2%	≤ 2%
2023 Statewide	15%	23%	43%	15%	3%	2%	≤ 1%

Albuquerque Bilingual Academy Mission-Specific Goal Data

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

