



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

MARIANA D. PADILLA
SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
Final Analysis and Recommendation
December 2, 2024**

School Name: Albuquerque Bilingual Academy

School Address: 7500 La Morada NW Albuquerque, NM 87120

Head Administrator: Elena Trodden

Governing Board Chair: Brenda Baca

Contract Term: 2020–2025

Statutory Renewal Requirements

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

CSD Renewal Recommendation

The Charter Schools Division (CSD) recommends Albuquerque Bilingual Academy be renewed with a charter contract term of five years, without conditions.

Part B: Progress Report

The school’s narratives in Part B are rated **Meets the Standards, Demonstrates Substantial Progress, or Failing to Demonstrate Progress** according to the rubric on pages 6-7 of the 2024 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Demonstrates Substantial Progress*
1.b. Mission-Specific Goals	Meets the Standards
Organizational Performance	Rating
2.a. Educational Program	Meets the Standards
2.b. Financial Compliance	Failing to Demonstrate Progress
2.c. Governance Responsibilities	Demonstrates Substantial Progress
2.d. Equity and Identity	Meets the Standards
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	Failing to Demonstrate Progress

**Results from 2023-24 Vistas data were released on 11.12.24. ABA received a designation of Traditional in school years 2022-23 and 2023-24.*

1.a. Student Outcomes

Albuquerque Bilingual Academy has a designation of Traditional on NMVISTAS. In the 2022-23 school year their students outperformed subgroups statewide (average). During that same school year 29% of students were reading at a proficient level, 22% were proficient in Math and 46% were proficient in Science. ABA did not administer interim assessments in 2020-21 but has assessed students with NWEA and Istation for grades K-2 since 2021-22. In school year 2024-25, ABA has begun using iMSSA for their interim assessments as they found the data produced more helpful than that from NWEA. This school year, ABA’s focus is on engagement strategies and is collecting "walk-through data" which will be used to support instruction across all grade levels. The school's data has shown gradual improvement throughout the contract term.

ABA has a new head administrator who has a wealth of experience with working with data. The school switched to a new school information system (SIS) this school year, moving from Jupiter to PowerSchool, which they have found to be better at tracking everything from attendance to student data. Everything at ABA is being digitized. Students at ABA work hard to “know your numbers” so they know exactly what their goals are or had been. Something else that has

changed at ABA is that math classes are now being taught in both English and Spanish, when before they used to be just taught in Spanish.

1.b. Mission-specific Goals

ABA has met their mission-specific goal throughout all four years of the contract term. Their mission-specific goal is that 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. The goal was designed to be rigorous enough to challenge students while effectively monitoring the success of the charter's mission: to provide a bilingual environment where students can demonstrate proficiency in both English and Spanish. The school has met or has scored above academic measures at the state/district level.

2.a. Educational Program

Throughout all four years of the charter contract, ABA has met their education program indicator with consistency. The site visit team observed every education program component while at the school. Bilingual education plus blended learning was clearly implemented throughout all classes that were observed. The dual language model is working for the school and all teachers have had the appropriate training to deliver content in the target language. ABA has 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 many more.

The leadership team at ABA is new in 2024-25; they are all educators but are new to the charter world and to the school. They have looked at the curriculum and have made scheduling changes this school year so that students know academic math language in English, and they are considering making the 3rd hour into Spanish social studies rather than math. The school is also working with Annette Brinkman doing walk-throughs and they've adjusted the schedule. Leadership determined that the block schedule was not conducive to learning, so this school year they went with a more traditional schedule.

2.b. Financial Compliance

The new leadership has effective financial management processes in place, but the school's ratings on financial indicators over the course of the contract term include multiple ratings of Does Not Meet and Working to Meet, and the school has had a material weakness audit finding every year of the contract term. The total number of findings have decreased over the course of the contract term, but according to the rubric in the renewal application, the school cannot be rated Demonstrates Substantial Progress until the audit and other fiscal data confirm that process improvements are having an effect.

2.c. Governance Responsibilities

Albuquerque Bilingual Academy's governing board has maintained a five (5) member board throughout its current contract term. In 2020-21 only one board member did not complete all required training (missed by 1 hour). In the prior year 2021-22 one (1) board member did not complete training as issues came up between said board member and former head administrator (this same issue came up for another board member in 2022-23). Overall ABA received three (3) "working to meet" ratings on indicator 3.a. and one (1) "working to meet" rating on indicator 3.c. for a late personnel notification. Since then the school has taken adult actions so these issues are not repeated in the upcoming contract term. The governing council has implemented a system and when any member of the board has questions or concerns they take swift action and reach out to the Charter School's Division Technical Assistance and Training team.

2.d. Equity and Identity

The school has an active equity council; they use a lottery system for admission so it can be fair to all who apply. They offer a 50/50 dual language program and they utilize materials and textbooks provided/recommended by the New Mexico Public Education Department. The school has funding allocated towards supporting students who have been identified by McKinney Vento (homeless) and support those students in a confidential manner. All of the staff at ABA receive professional development on Culturally and Linguistically Responsive training. The school has a very active equity council, a teacher is the lead and she meets with the states representative occasionally and has complied with all state requirements. The lead also works with students from the ground up and builds positive relationships with them. The goal of the schools equity council is set up for the students. Members of the council also include students and the way they get on the council is that they are nominated by their teachers.

2.e. Tribal Consultation

The school does not fall under the Indian Education Act (NMSA 22-23A) or the 6.35.2 NMAC definition of a "historically defined Indian-impacted" school.

2.f. Other Performance Indicators

In the renewal application, Albuquerque Bilingual Academy addressed their 3.a. "Working to Meet" repeat finding related to governance but did not respond to other repeat findings of "Working to Meet" and "Does Not Meet" on performance framework indicators. T

The transition in leadership during the last year of the contract term impacted the school's performance on the framework. Since Spring 2024, when the new head administrator took over, adult actions have been initiated to tackle these issues, and the new head administrator is making progress in addressing the "Working to Meet" and "Does Not Meet" ratings. Additionally, the school successfully resolved one Office of Special Education complaint through mediation, with no corrective action plan required.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A

Site Visit Attendees

October 7, 2024

CSD Team: Lucy Valenzuela(lead), Dr. Brigette Russell and Kelli Renken

CSD Remote: Kenneth Norris

School Leadership: Elena Trodden (Executive Director), Diedra Martinez (Principal), Nicaea Chavez (Principal of Special Programs) and Shirley Cieremans (Chief Finance Officer)

Governing Board: Brenda Baca (President), Cynthia Guido, and Chris Mott (Vice-President)