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SECRETARY DESIGNATE OF EDUCATION

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## Albuquerque Sign Language Academy

Please see Renewal Analysis (pages 2-5) and Part A Summary Data Report (beginning on page 6), both provided by CSD, followed by the School's Part B Progress Report and the School's Narrative Response to the CSD Preliminary Analysis.

**School Address:** 620 Lomas Blvd NW #2080, Albuquerque, NM 87102

**Head Administrator:** Raphael Martinez

**Business Manager:** Patricia Garrett

**Authorized Grade Levels:** K-12

**Authorized Enrollment Cap:** 200

**Current Enrollment:** 103

**Contract Term:** July 1, 2015 through June 30, 2020

**Mission:** The mission of the Albuquerque Sign Language Academy is to improve educational outcomes for deaf, hard of hearing, and hearing students in the greater Albuquerque area by providing a rigorous standards-based bilingual educational program which utilizes American Sign Language and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.

### Analysis of Renewal Application and Site Visit

<b>PART A:</b>	<b>Data analysis provided by CSD is attached</b> Please see Part A - Summary Data Report based on accountability and reporting data from Current Charter Contract term
<b>PART B:</b>	<b>Progress Report provided by the School is attached</b> Please see Part B for the school's self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

<b>The PED team reviewed the school's Part B (Progress Report) and conducted a renewal site visit on October 18, 2019.</b> <i>Ratings are based on the rubric provided in the application.</i>		
Section	Indicator	Final Rating
<b>ACADEMIC PERFORMANCE</b>		
1.a	<b>Department's Standards of Excellence— A-F School Letter Grades</b> Schools that have maintained a C or better letter grade over the term of the contract <u>AND</u> have not earned a D or F in any <u>indicator</u> of the letter grade in the past two years do <u>NOT</u> complete this Section. <b>Overall NM School Grades: The school is exempt from school grades.</b>	<i>Not Applicable</i>
1.b	<b>Specific Charter Goals</b> Schools that have met all of their school specific goals in each year of the contract term do <u>NOT</u> provide a narrative. <ol style="list-style-type: none"> <li><u>1.</u> Foundational Qualities of Student Success <b>Rating in SY19: Exceeds</b></li> <li><u>2.</u> ASL Receptive Skills Test <b>Rating in SY19: Exceeds</b></li> <li><u>3.</u> A. NWEA MAPS Reading goal for General Education students or who are A and B level SPED: grades 5-8 <b>Rating in SY19: Exceeds</b>                B. NWEA MAPS Reading for SPED C and D level students excluding FAMA students: grades 5-8 <b>Rating in SY19: Exceeds</b>                C. STAR Math goal for General Education students or who are A and B level SPED: grades K-8 <b>Rating in SY19: Meets</b></li> </ol>	<i>Meets the Standard</i>

November 2019

Page 3 of 5

	<p>D. STAR Math goal for SPED C and D level students, grades 5-8 <b>Rating in SY19: Meets</b></p> <p>E. Developmental Reading Assessment 2 (DRA2) goal for General Education students or who are A and B level SPED: grades K-4 <b>Rating in SY19: Meets</b></p> <p>F. Developmental Reading Assessment 2 (DRA2) goal for SPED C and D level students, grades K-4 <b>Rating in SY19: Exceeds</b></p> <p>G. Modified Developmental Reading Assessment 2 (modified DRA2) goal for FAMA students <b>Rating in SY19: Exceeds</b></p> <p>H. Singapore Math (Discontinued)</p>	
<b>FINANCIAL COMPLIANCE</b>		
2.a	<p><b>Audit</b> Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do <u>NOT</u> complete this Section. <b>During FY16-FY18, the school had four (4) audit findings, including one (1) repeat and two (2) material weaknesses or significant deficiencies. There were no audit findings in FY18.</b></p>	<i>Demonstrates Substantial Progress</i>
2.b	<p><b>Board of Finance</b> Schools that have maintained all Board of Finance authority during the entire term of the contract do <u>NOT</u> complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).</p>	<i>Meets the Standard</i>
<b>CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE</b>		
3.a	<p><b>Material Terms</b> All schools must provide a response for this section of the application.</p>	<i>Meets the Standard</i>
3.b	<p><b>Organizational Performance Framework</b> Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do <u>NOT</u> complete this Section. <b>• Indicator 5a Facilities Requirements</b></p>	<i>Demonstrates Substantial Progress</i>
	Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints	<i>None Known</i>

November 2019

Page 4 of 5

3.c	<b>Governance Responsibilities</b> All schools must provide a response for this section of the application.	<i>Demonstrates Substantial Progress</i>
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<b>PART C:</b>	<b>Financial Statement</b> A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.
<b>PART D</b>	<b>Affidavits for Petitions</b> 1. A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the <b>employees</b> in the charter school, with certified affidavit. <b>Number: <u>25</u> Percentage: <u>83</u> %</b> 2. A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the <b>households</b> whose children are enrolled in the charter school, with certified affidavit. <b>Number: <u>53</u> Percentage: <u>80</u> %</b>
<b>PART E:</b>	<b>Description of the Charter School Facilities and Assurances</b> A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978. 1. A narrative description of its facilities 2. Attach <u>   </u> facility plans or <u> X </u> the school's Facility Master Plan 3. Attach a copy of the building E Occupancy certificate(s) from <u>County of Bernalillo</u> number <u>BCBP20100051</u> <u>Maximum capacity is not listed on the certificate.</u> 4. Letter from PSFA with the facility NMCI Score indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 <b>The PSFA website lists an NMCI score for the school of 15.63% , which is below the current average of 23.07% (lower is better with zero being perfect).</b> 5. Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. <u>      </u> building is owned by charter school, school district, or government entity; OR <u>      </u> building is subject to a lease-purchase agreement; OR <u>  X  </u> school had provided the appropriate assurances form: <input checked="" type="checkbox"/> Public (Cert A) <input type="checkbox"/> Private (Cert B) <input type="checkbox"/> Foundation (Cert C)
<b>PART F:</b>	<b>Prior Amendment Requests</b> No amendment requests were submitted.
<b>Interviews</b>	A summary of the stakeholder interviews is on the following page.
<b>Other Appendices</b>	The school did not provide additional appendices.
<b>School's Response</b>	The school did not provide a narrative response to the CSD preliminary analysis.



## Stakeholder Interviews

Stakeholder interviews were conducted on October 18, 2019 at Albuquerque Sign Language Academy. The participants included six (6) parents, seven (7) students, two (2) Governing Council members, and ten (10) staff members.

Most of the parents decided to send their children to Albuquerque Sign Language Academy to improve their child's ability to communicate because they are hard of hearing/deaf or have a family member who is hard of hearing/deaf. Parents emphasized the inclusiveness of the school as a strength. The school celebrates each child's uniqueness and fosters a sense of acceptance and inclusion, which leads to students supporting their peers with disabilities. "I don't know what the folks in Albuquerque would do without this school," said one parent.

Six of the seven students interviewed said they were here because they had a deaf or hard of hearing relative. One student was deaf herself. While the students do feel supported by their teachers and EAs, a couple students expressed that they don't always feel like they are prioritized because some of their peers need more attention. That being said, students did describe the fact that everyone is together and that there is no segregation as strengths of the school.

Teachers greatly appreciate the fact that the school keeps everyone together. Deaf and hard of hearing students are not separated, which leads to a feeling of community. One teacher expressed a concern that the number of hearing students outweighs the number of deaf. She wishes it could be more balanced. Teachers are constantly having conversations with each other about how they can best support the students. They create data worksheets where they enter student scores, which they then try to analyze to create better student outcomes.

One of the board members decided to help in the creation of and to join the board of Albuquerque Sign Language Academy because she knew two of the other founders were facing challenges finding education options for their son. She noted that not all families with deaf/hard of hearing students could or wanted to send their children to New Mexico School for the Deaf (NMSD). In fact, the other board member found herself in this situation with her deaf son. He had other needs and NMSD was not an option. The board members reported that their job as council members is to manage the finances and support/oversee the head administrator. Academic performance is a regular conversation point for the board. The head administrator always discusses academics in his report during board meetings. The board is always looking for improvement in the children. One board member used to be concerned that hearing students were maybe not getting the same support and education as their deaf/hard of hearing peers. She asked her twin boys, who attended the school and are hearing, if they thought they got a good education at Albuquerque Sign Language Academy. They said, "We had the best education we've ever had at ASLA."



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## Part A: Preliminary Data Report and Current Charter Contract Terms

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### Albuquerque Sign Language Academy December 2019

## FOREWORD

The Albuquerque Sign Language Academy (ASLA) is different than any other school in the state, serving a unique student body mix that has a significantly higher percentage of special education students. To set the stage for just how different the student body is, in the 2019-2020 school year, there were a total of approximately 100 students. Of these, about 30% are classified as special education level C/D and 24% are considered Life Skill students (multi-disability special needs). Approximately 10% are special education level A/B and there is one gifted student. Only about 35% of the students are classified as regular education students, none of whom are deaf or hard of hearing. In addition, approximately 50% are deaf or hard of hearing (DHH) students.

Per the 2015-2020 Charter Contract, “the Albuquerque Sign Language Academy is exempted from the A-F grading system until an appropriate school report card can be developed for the School; this is currently under review at the PED. This first section on the standard Performance Framework with regards to the A-F Report Card will be eliminated for this school and replaced with the short cycle indicators added below. Albuquerque Sign Language Academy proposes using the short cycle indicators to measure yearly growth of students until the alternative report card is approved by the NMPED. Once the alternative report card is approved, the short cycle indicators are absorbed into the new report card and the FQSS and Receptive Skills Test will be the only remaining mission-specific indicators.”

The school notes that ASLA ranked at the top of the SAM list of schools as adjusted for PED grading element weightings last year. This corresponds to what was observed on the short cycle goals and lends some credence to results consistent with the state standardized test performance, especially considering that the student body does not really fit the general public-school model for the student cohorts at this school. There are too many non-standard students such that even modified state standardized testing does not begin to approach providing comparable results and the school hopes to address this in the near future with both the PEC and the PED.

Recently, Rafe Martinez, Head Administrator and his staff met with the NMPED Assessment Director Lynn Vasquez to present and propose the use of AvePM as a more appropriate alternate progress monitoring tool for students who are deaf and hearing impaired. AvePM is a deaf-normed reading progress monitoring tool that can be used for all DHH students in grades K-8 in New Mexico. The goal is for PED to use this data to calculate future student growth for this specific student population across the state. The recommendations and guidance includes considering AvePM as an alternate assessment, planning for future use of the data by the Accountability Bureau, and messaging to other schools who serve this population (which will be in collaboration with the Special Education Bureau). Also, the Assessment Director has indicated that AvePM can be used as an alternative to the state-mandated iStation for grades K-2.

## SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

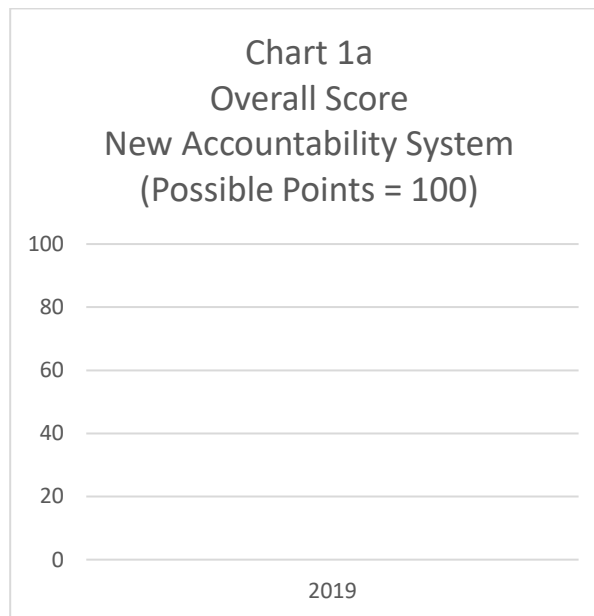
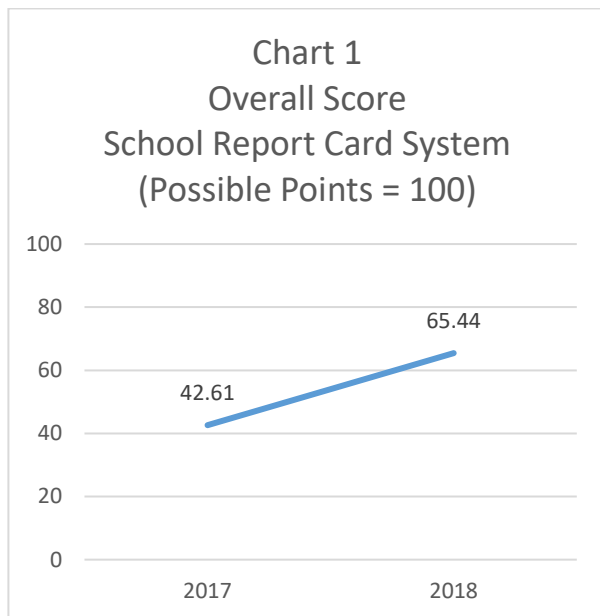
Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

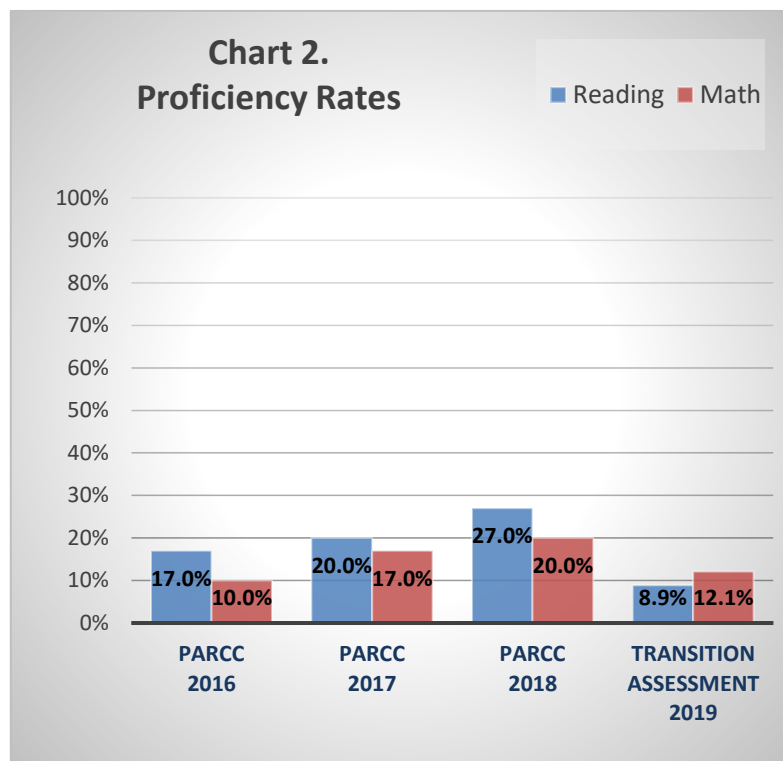
The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2015-2016, 2016-2017, and 2017-2018 (under the A-F Grading System). Please note that the data was pulled directly from School Report Cards. For 2019, since the NM System of School Support and Accountability Reports are not yet released, the data provided consists of all publicly available proficiency percentages.

### 1a. Department's Standards of Excellence

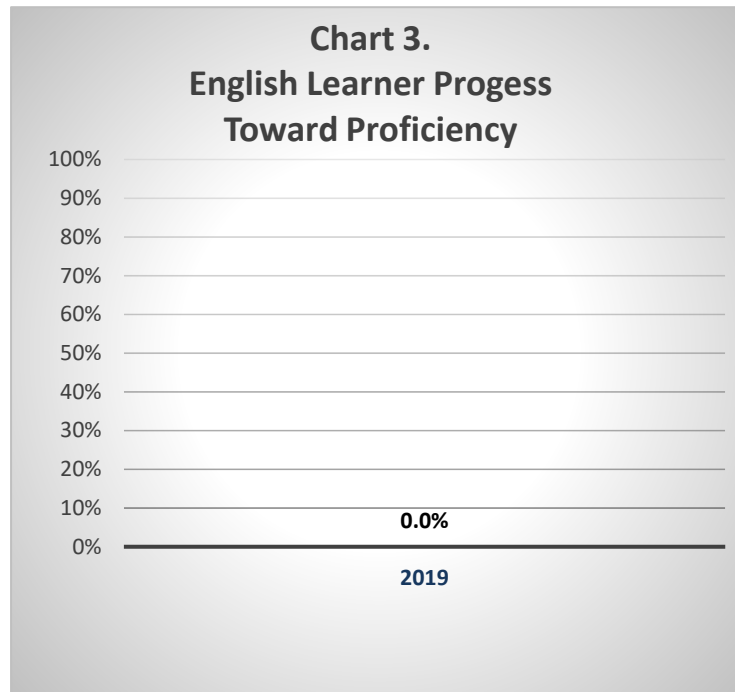
**Overall Standing:** Charts 1 and 1a illustrate the school's overall score (out of 100 possible points) in each of the last 4 years (FY2016-FY2019).



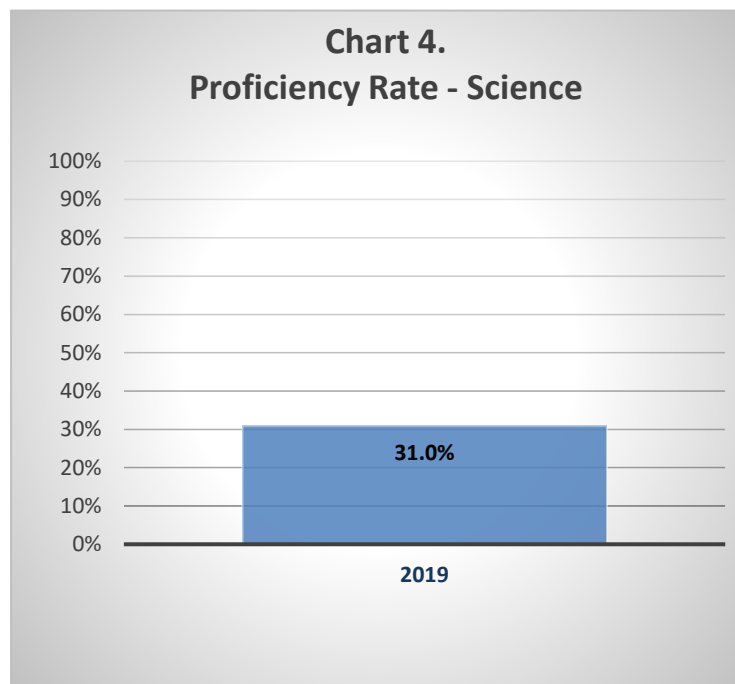
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** during the four (4) year period.



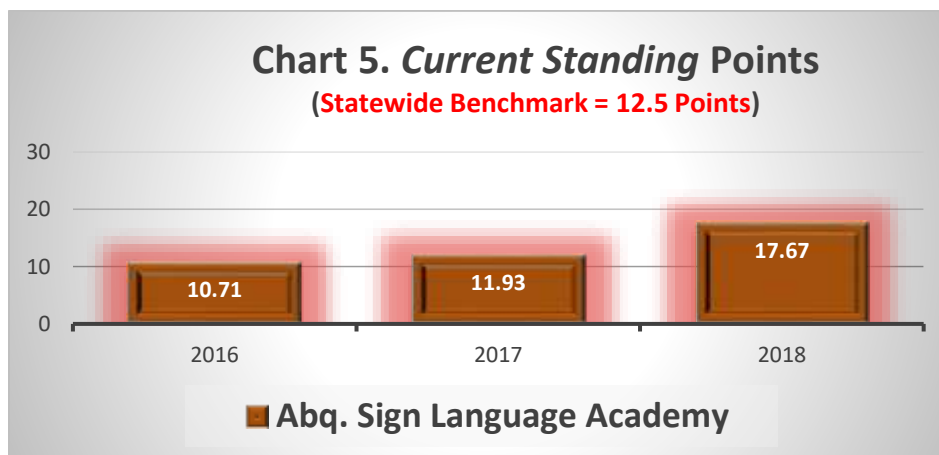
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners.



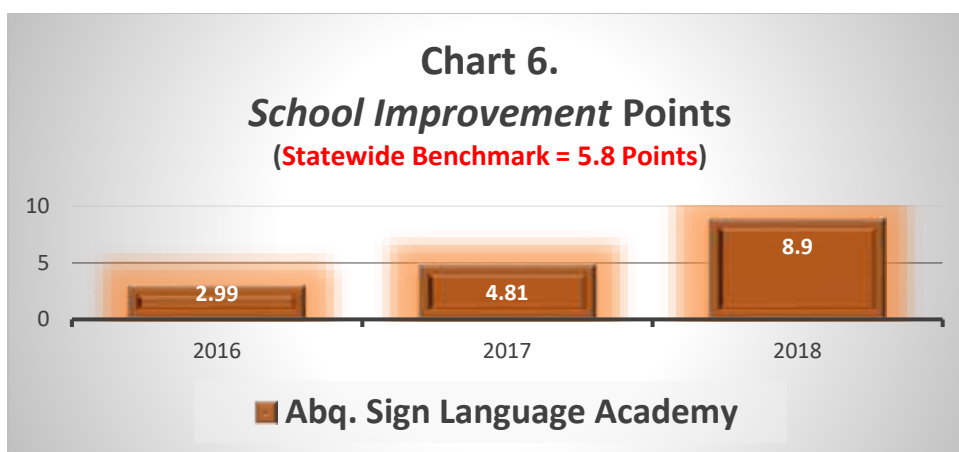
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



**Current Standing:** Current standing measures both grade level proficiency and student performance, in comparison to expected performance, based on statewide peer performance. The statewide benchmark (established in 2012) was 12.5 points. The school's results for three years are provided in Chart 5. **This measure is not available for 2018-2019.**

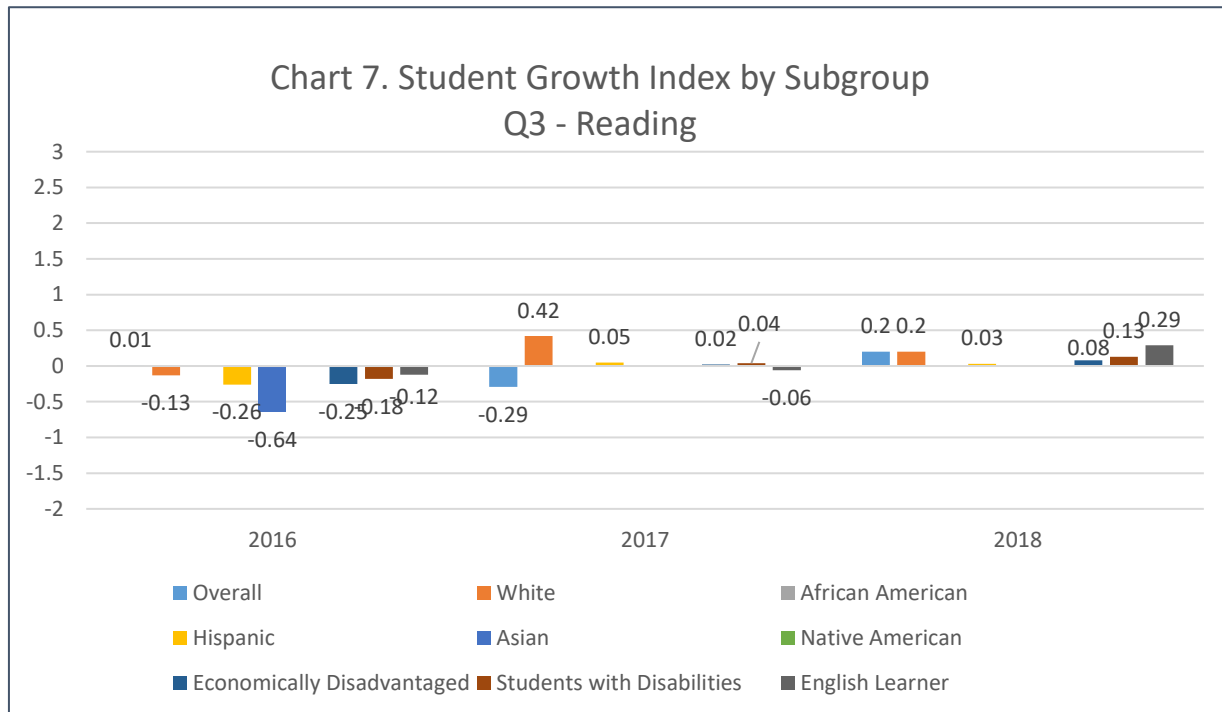


**School Improvement:** The *school growth/improvement* performance on the School Report compares overall student performance from year to year. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. Chart 6 shows the school's performance for three years. **This measure is not available for 2018-2019.**



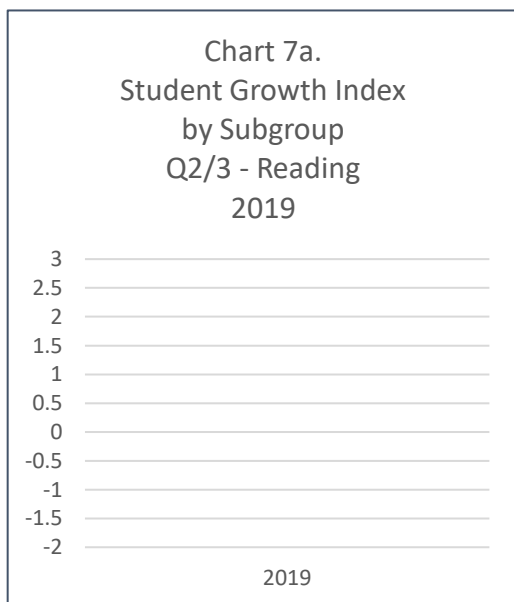
### Subgroup – Higher-Performing Students in Reading

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%).** This indicator evaluates changes in comparative performance for the school's higher-performing students (top 75%) for 2015-2016, 2016-2017, and 2017-2018. A growth index of zero (0) indicates expected growth; a positive number is greater than expected and a negative number is less than expected. **Please note that Q3 was changed to Q2/3 (middle) and Q4 (highest) in 2018-2019.**



### **SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

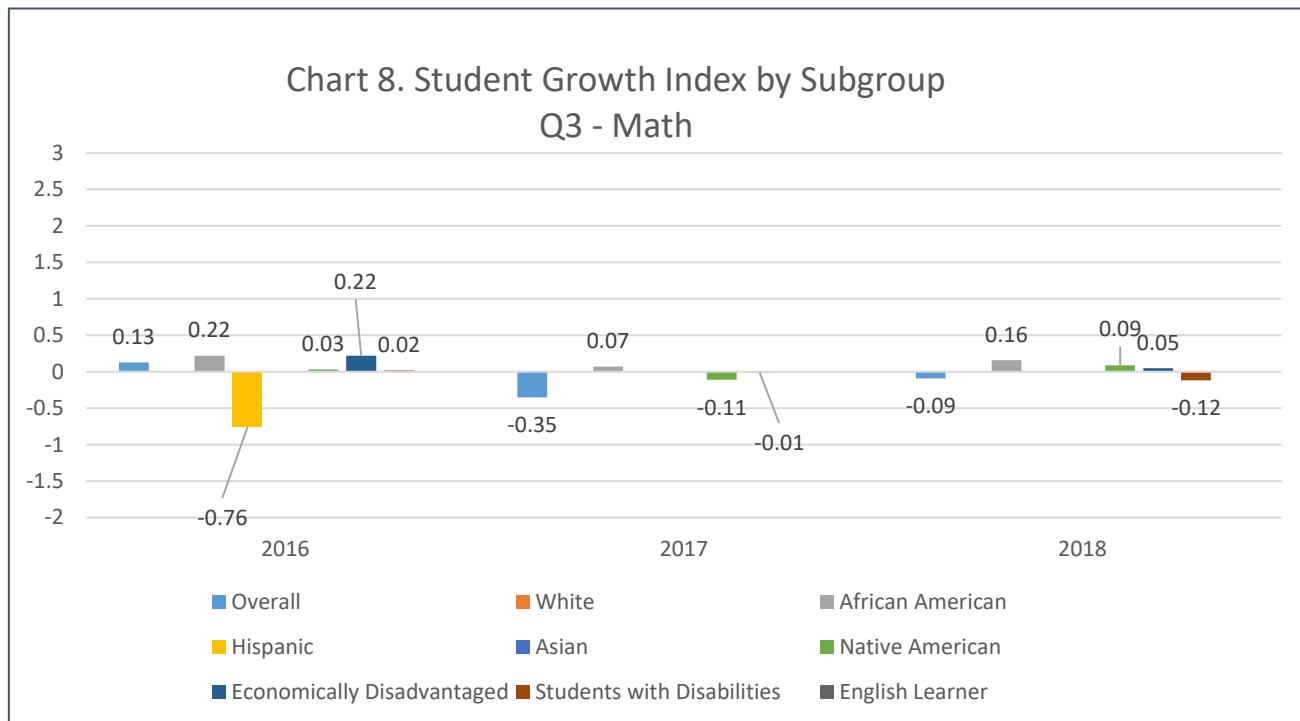
Charts 7a and 7b are reserved for the 2019 data for Q2/3 and Q4 in Reading.





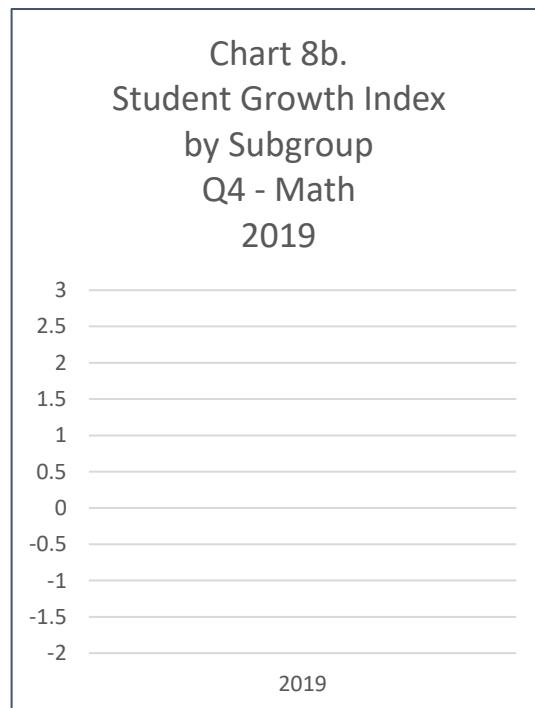
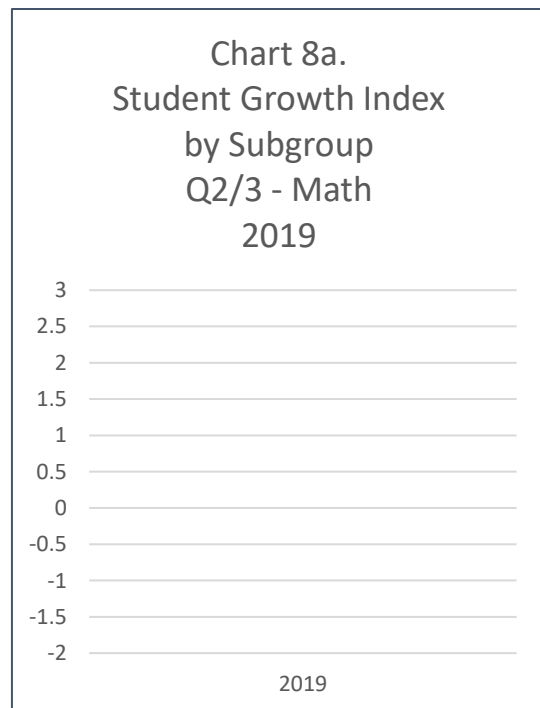
### Subgroup – Higher-Performing Students in Math

**SY2016 - SY2018 Q3 Higher-Performing Students (top 75%)**



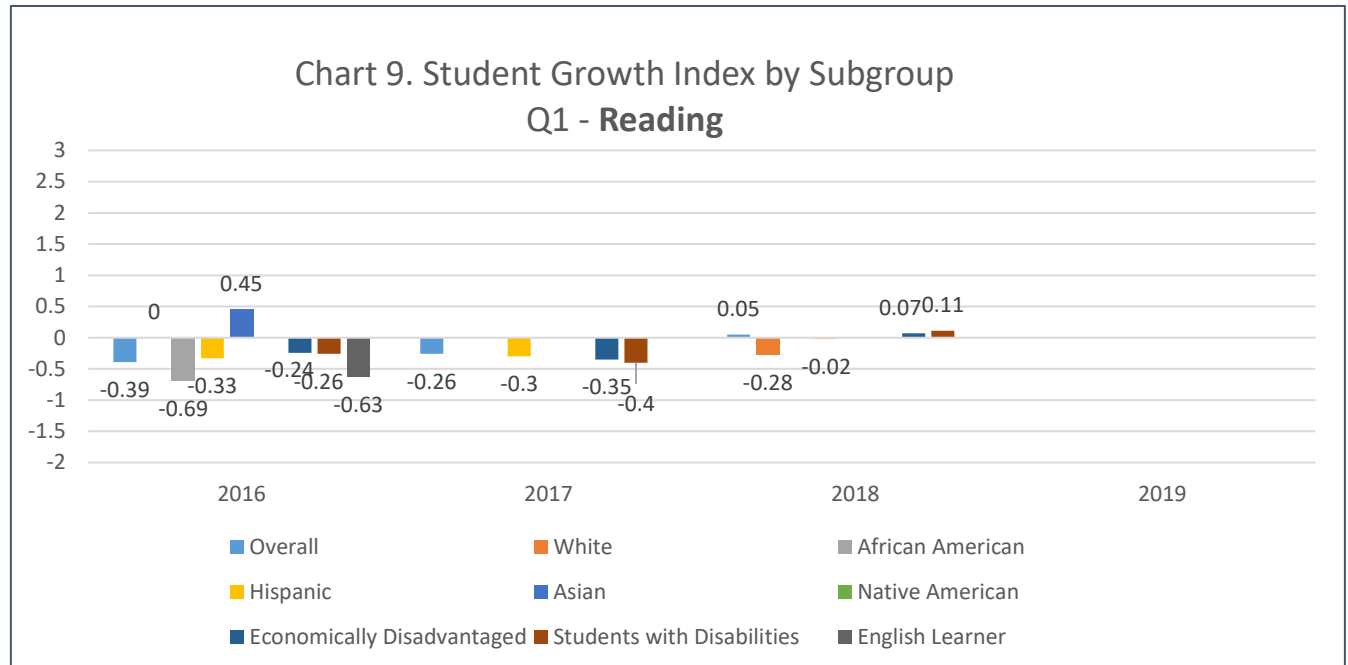
**SY2019 Q2/3 Middle-Performing (middle 50%) and Q4 Highest-Performing (top 25%)**

Charts 8a and 8b are reserved for the 2019 data for Q2/3 and Q4 in Math.

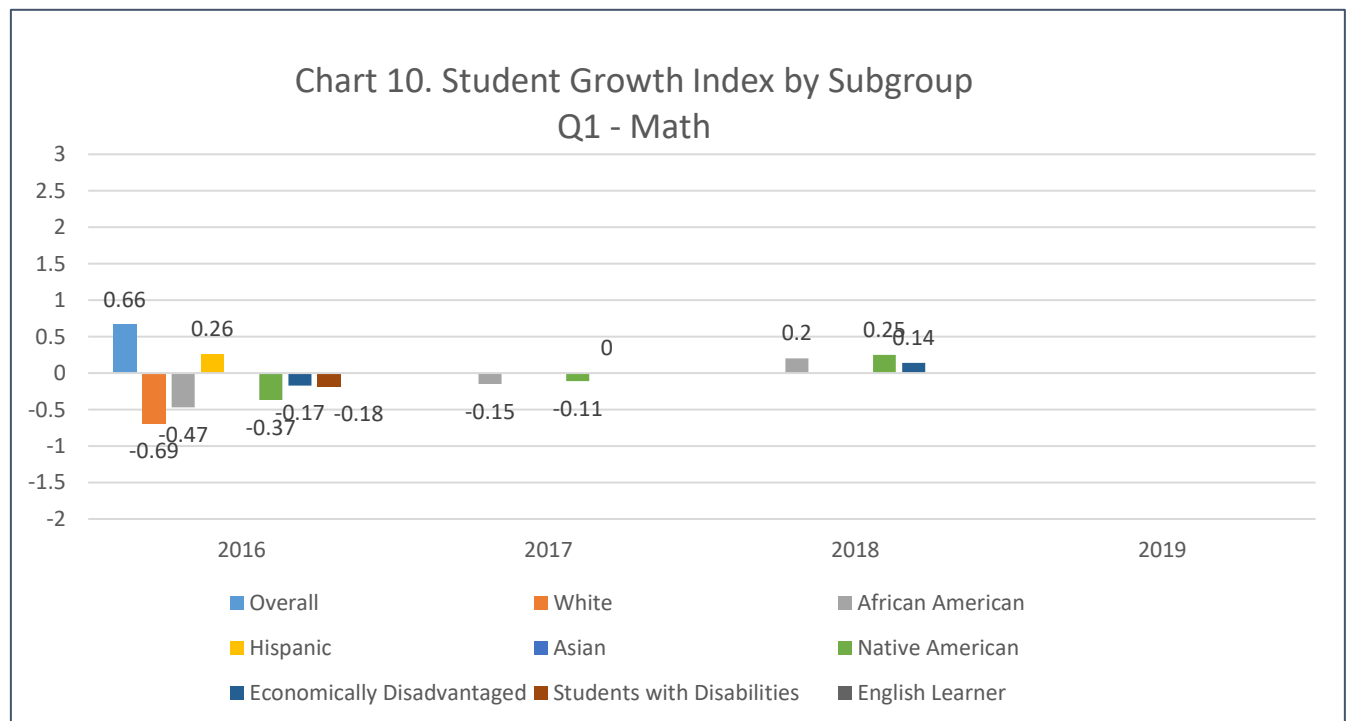


### **Subgroup – Lowest-Performing Students in Reading**

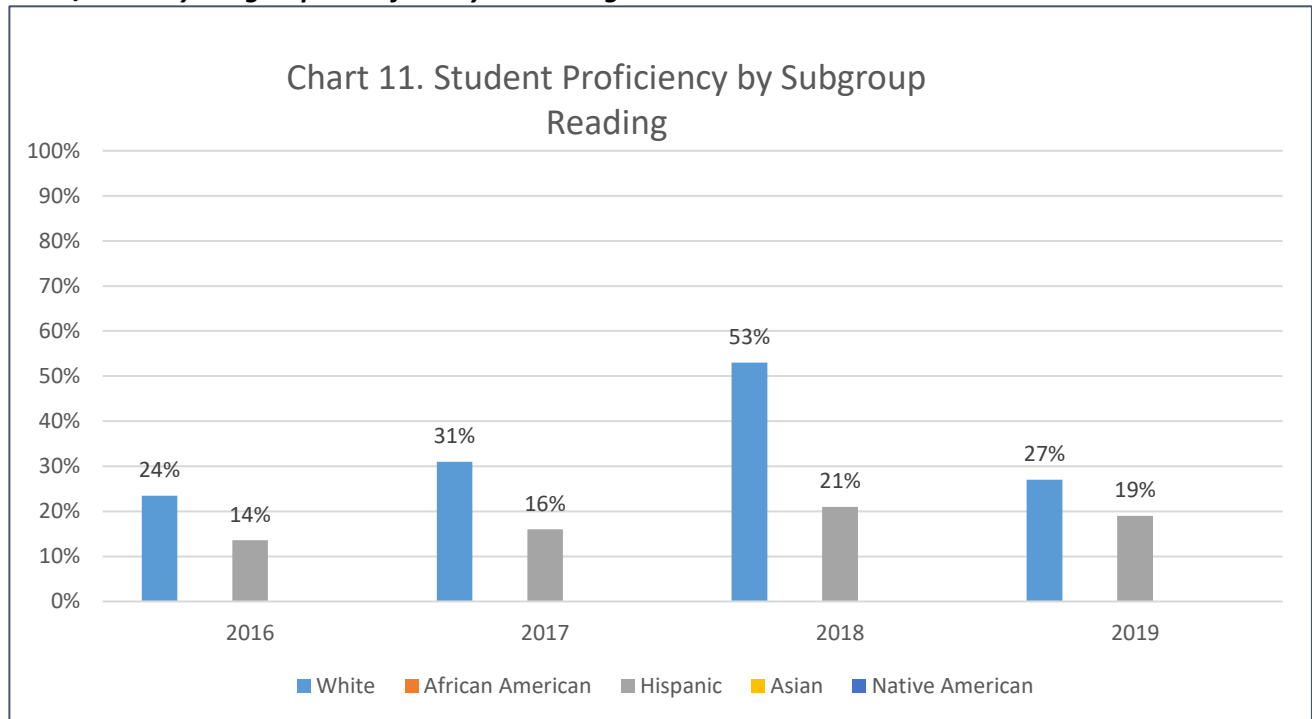
**Q1 Lowest-Performing Students (Q1).** In Q1 student growth, the indicator evaluates changes in comparative performance for the school's lowest-performing students (lowest 25%).



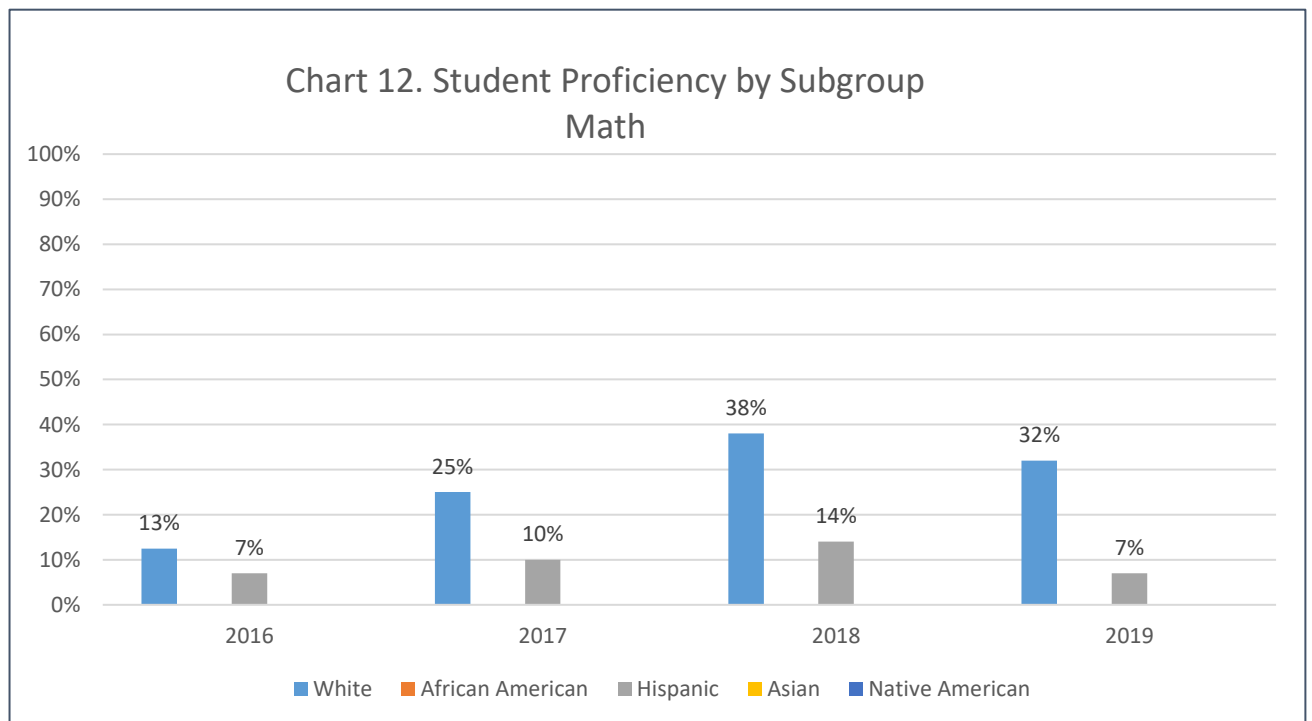
### **Subgroup – Lowest-Performing Students in Math**



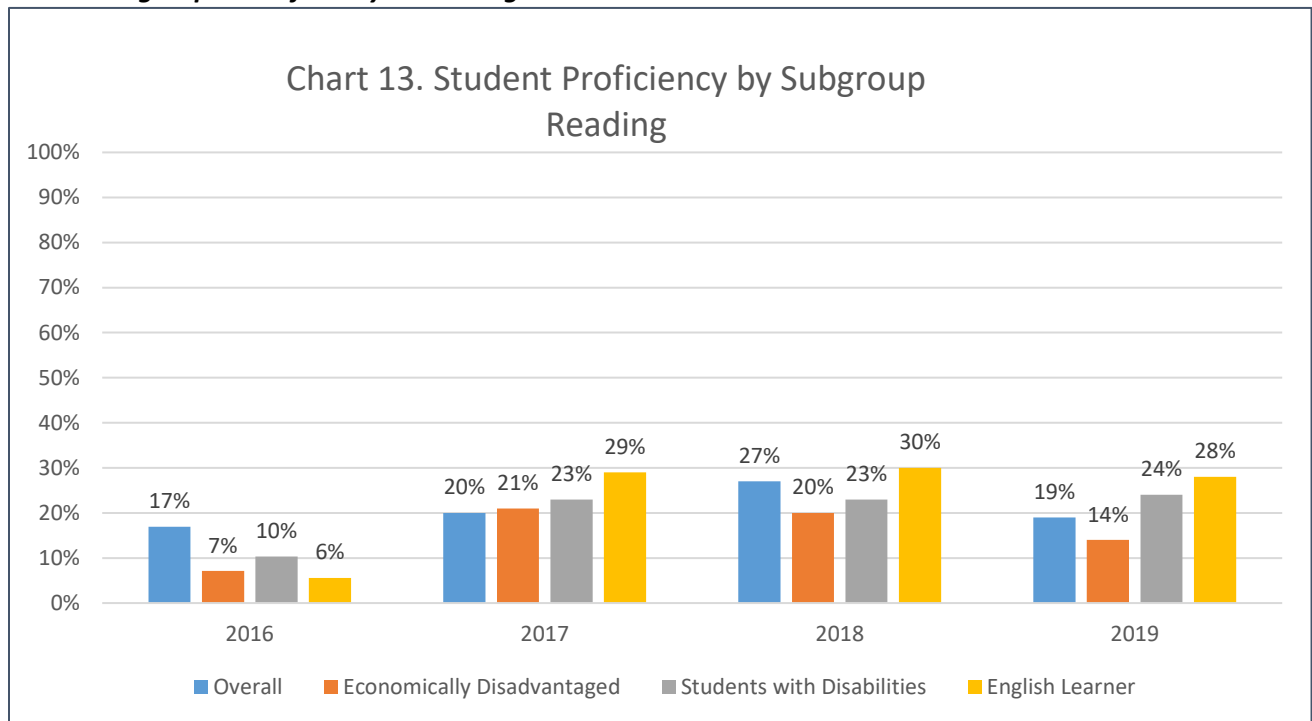
***Race/Ethnicity Subgroups - Proficiency in Reading***



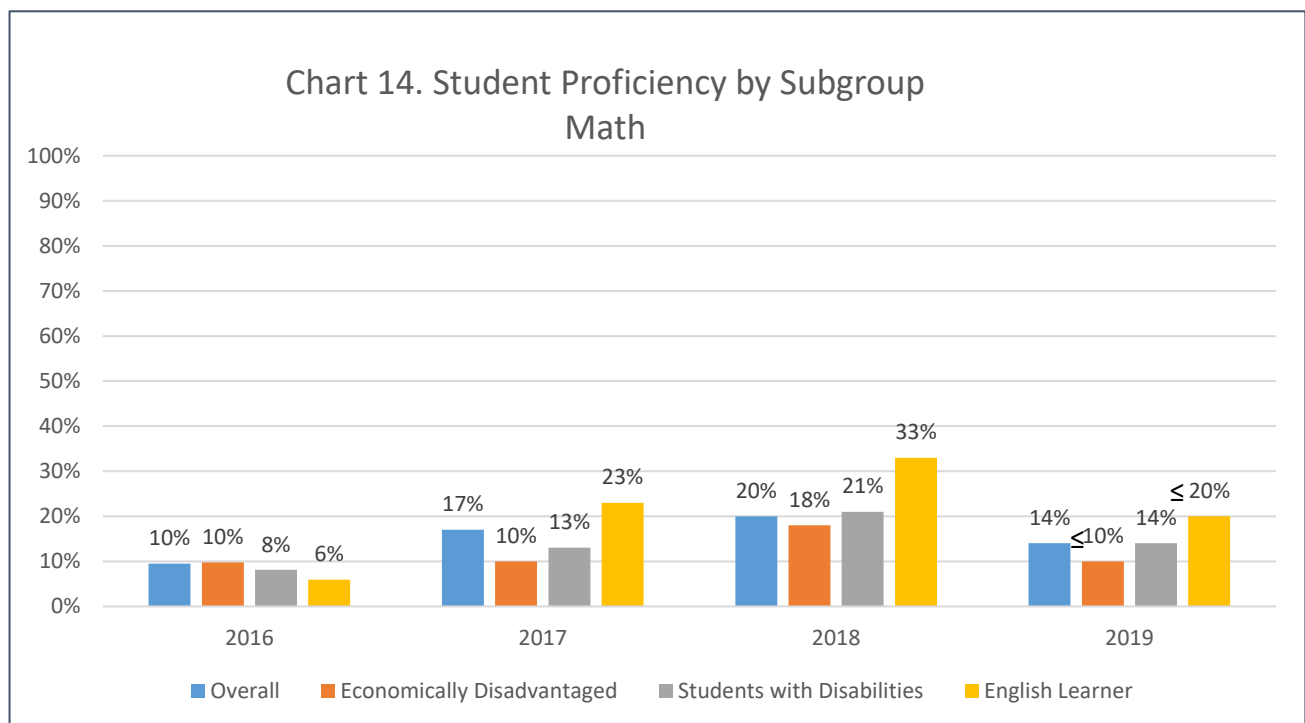
***Race/Ethnicity Subgroups - Proficiency in Math***



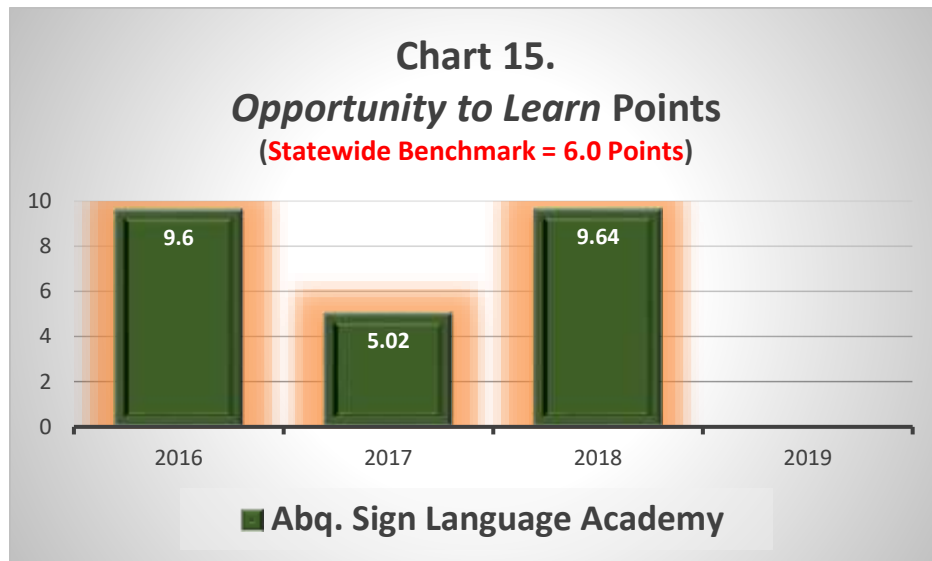
**Other Subgroups - Proficiency in Reading**



**Other Subgroups - Proficiency in Math**



**Opportunity to Learn (OTL):** Opportunity to learn represents the quality of learning environment schools provide. This indicator is based on attendance and classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The target for attendance is 95%. Only attendance was assessed in 2016 and scores were not assigned that year. The 2019 NM System of School Support and Accountability used the same Opportunity to Learn Survey. However, this indicator will be changed to the “Educational Climate Survey, Multicultural Initiatives, and Socio-Emotional Learning” in future years.



### 1b. Specific Charter Goals

This section contains a summary of the school's progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

#### Charter Specific Goals

Mission Specific Indicator #1- Foundational Qualities of Student Success: The school meets the standard if 70-79% of Albuquerque Sign Language Academy students demonstrate at least 5% growth in FQSS scores during the school year OR achieve a score of at least a FQSS score of 96 on one of the assessments given during the year.

Mission Specific Indicator #2- ASL Receptive Skills Test: The school meets the standard if 70-79% of Albuquerque Sign Language Academy students demonstrate at least 5% growth on the ASL Receptive Skills Test OR achieve a total score of 100 or more.

3.a. General Education students or who are A and B level SPED: grades 5-8; The school meets the standard if 70-79% of students taking the NWEA MAPS Reading demonstrate an increased scale score showing one year's growth or more per year OR achieve and maintain "Meets" or "Exceeds."

3.b. SPED C and D level students excluding FAMA students: grades 5-8; The school meets the standard if 70-79% of students taking the NWEA MAPS Reading SCA demonstrate an increased scale score showing one year's growth or more per year OR achieve and maintain "Meets" or "Exceeds."

3.c. General Education students or who are A and B level SPED: grades K-8; The school meets the standard if 70-79% of students taking STARS Math demonstrate a grade equivalency of .8 or more growth or achieves proficiency.

3.d. SPED C and D level students, grades 5-8; The school meets the standard if 70-79% of students taking the STAR Math demonstrate a grade equivalency of .4 or more growth or achieves proficiency.

3.e. General Education students or who are A and B level SPED: grades K-4; Developmental Reading Assessment 2 (DRA2); The school meets the standard if 70-79% of students taking the DRA2 demonstrate an increase of 20% or more in accuracy OR progress to the next grade level.

3.f. SPED C and D level students, grades K-4; The school meets the standard if 70-79% of students taking the DRA2 SCA demonstrate an increase of 10% or more in accuracy OR progress to the next grade level.

3.g. FAMA students; The school meets the standard if 70-79% of students taking the modified DRA2 will demonstrate an increase of 10% or more in accuracy OR progress to the next grade level.

3.h. Singapore Math Functional; The school meets the standard if 70-79% of students taking the Singapore Math SCA will demonstrate a grade equivalency of 5 points or more of growth. (Discontinued)

Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>

	Goal 1	Goal 2	Goal 3a	Goal 3b	Goal 3c	Goal 3d	Goal 3e	Goal 3f	Goal 3g	Goal 3h
<b>2016</b>	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below
<b>2017</b>	Falls Far Below	Does Not Meet	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Falls Far Below	Meets
<b>2018</b>	Exceeds	Exceeds	Meets	Meets	Meets	Meets	Exceeds	Exceeds	Meets	Meets
<b>2019</b>	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Meets	Meets	Exceeds	Exceeds	Discontinued

Making challenging goals for this diverse a student body with so many special education students in different categories was a challenge. However, all of the goals, whether fully met or not, still proved to meet success percentages greater than the state averages for the 2017-2018 state percentage proficiencies or greater in the corresponding grade ranges.

The ASLA goals were intended such that the percentage proficient ranges meeting the goals for each cohort should be as close as possible to New Mexico proficiency or better percentages. This holds true for all the special education categories (with the exception of Life Skills) for which the school is still trying to devise acceptable metrics that take in the full range of skills both available and desirable.

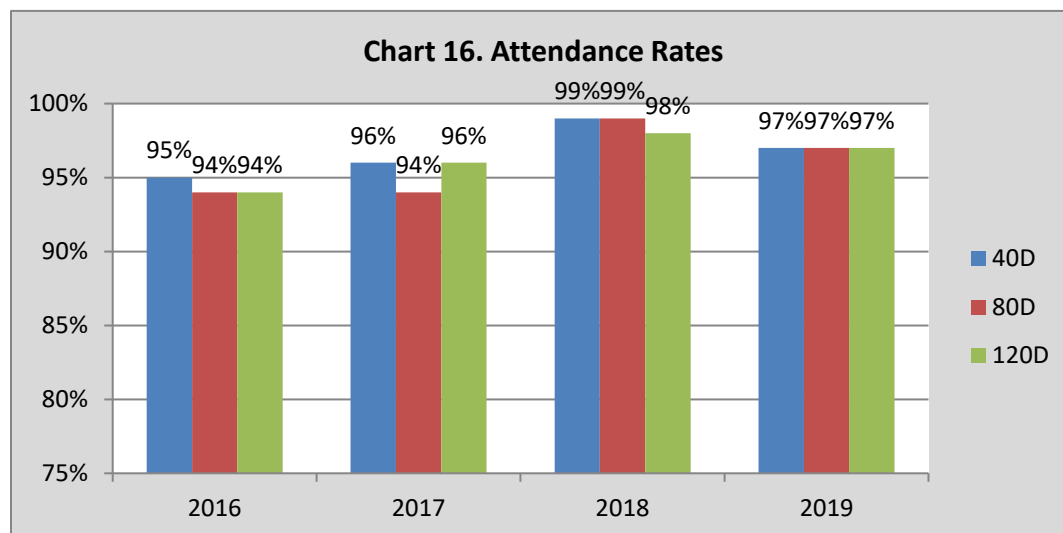
<sup>1</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

### 1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

#### **Attendance Rate (The statewide target is 95% or better.)**

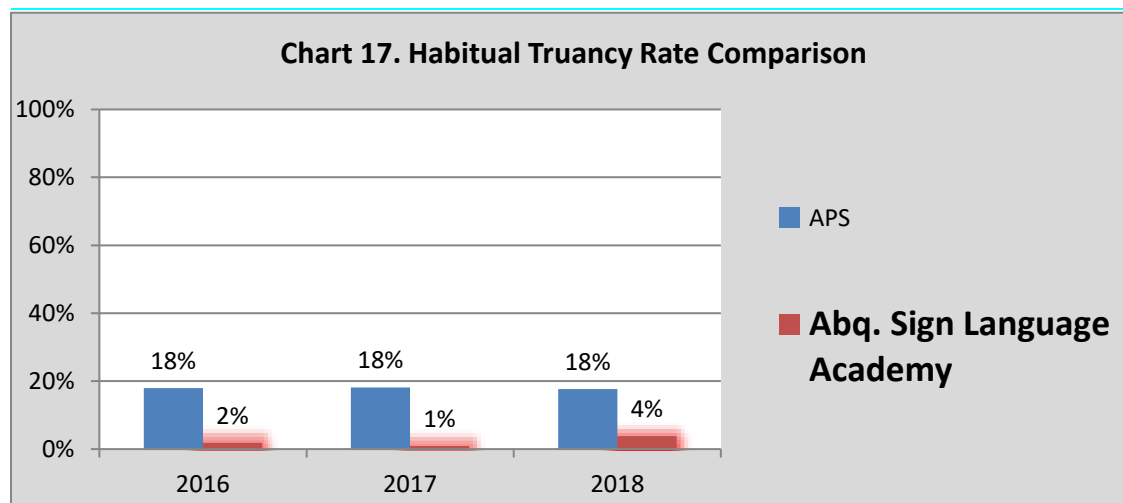
Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Verification



#### **Habitual Truancy (The statewide target is 2% or less.)**

Chart 17 reflects the school's habitual truancy rate compared to the local district.

Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

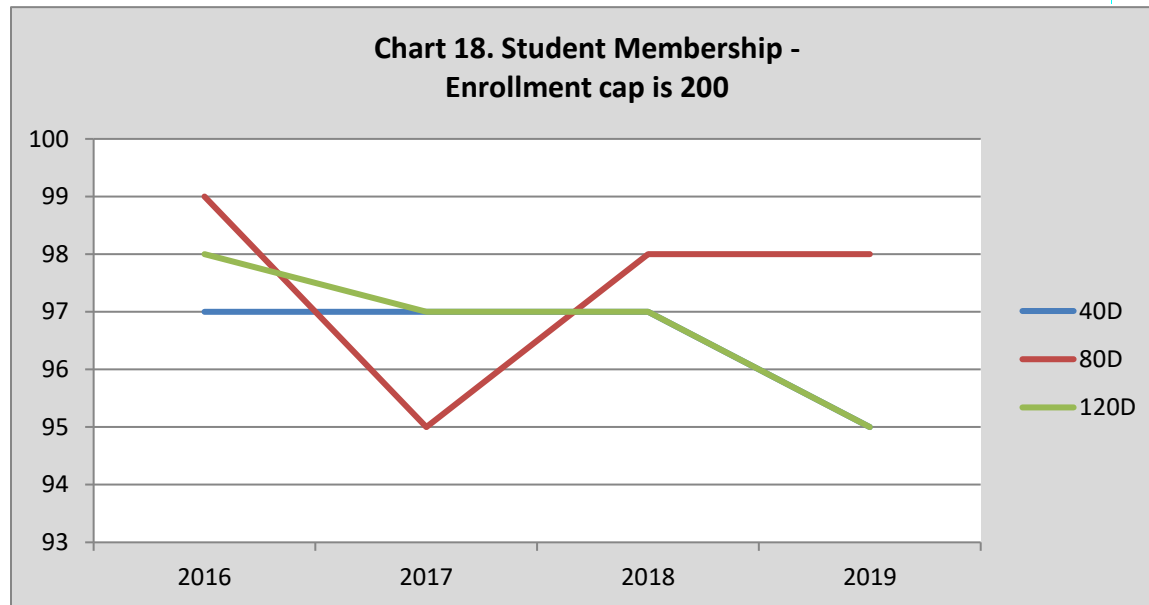




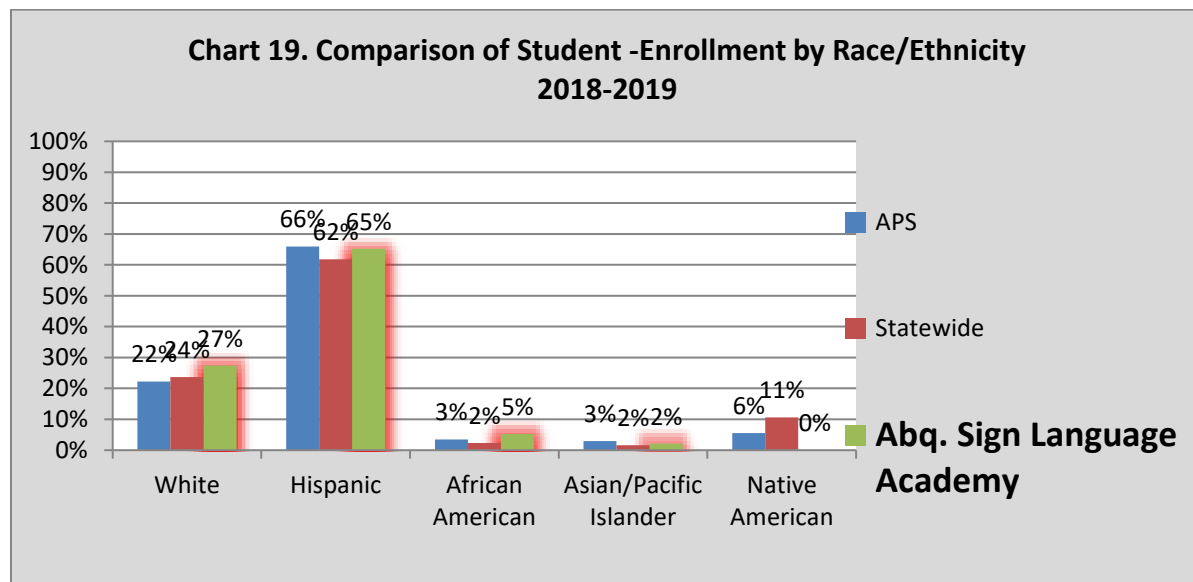
### Student Membership (Enrollment)

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).

Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

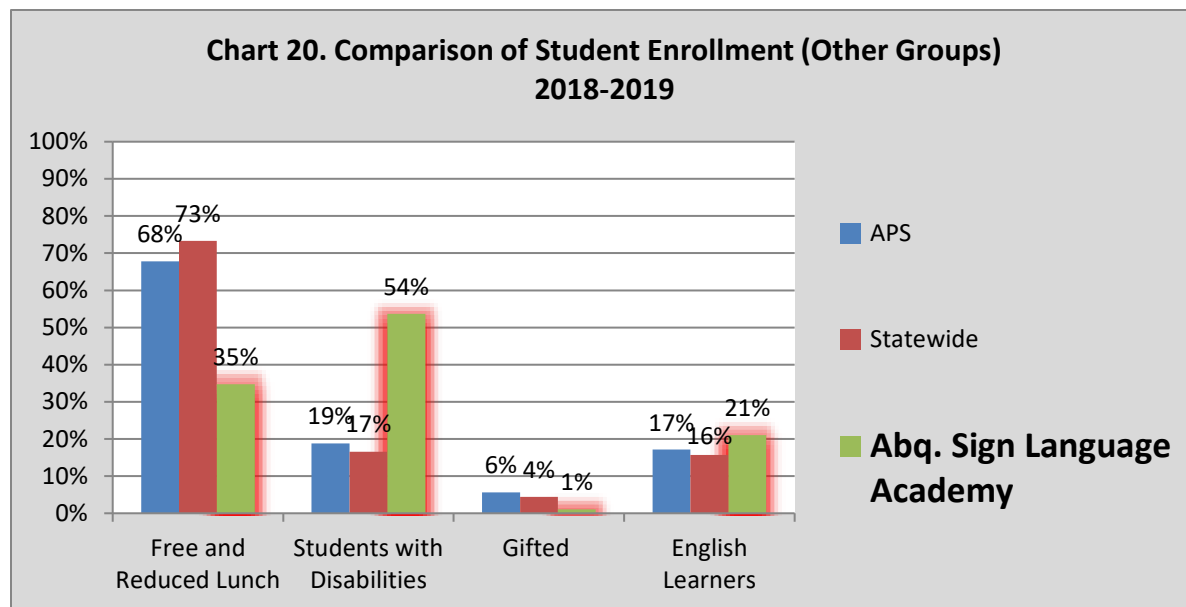


### Enrollment by Race/Ethnicity



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Enrollment by Other Subgroups

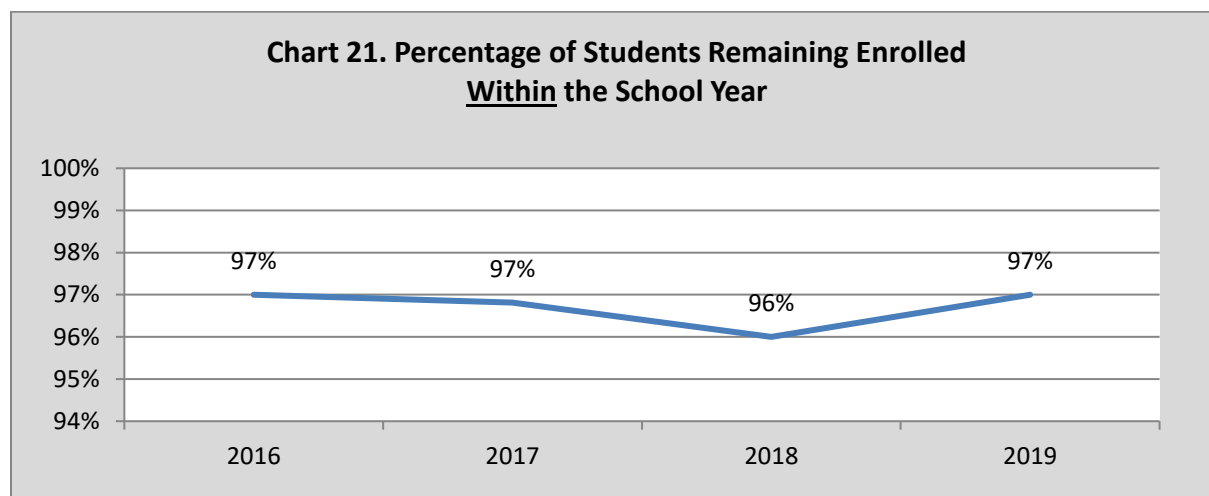


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### Retention and Recurring Enrollment

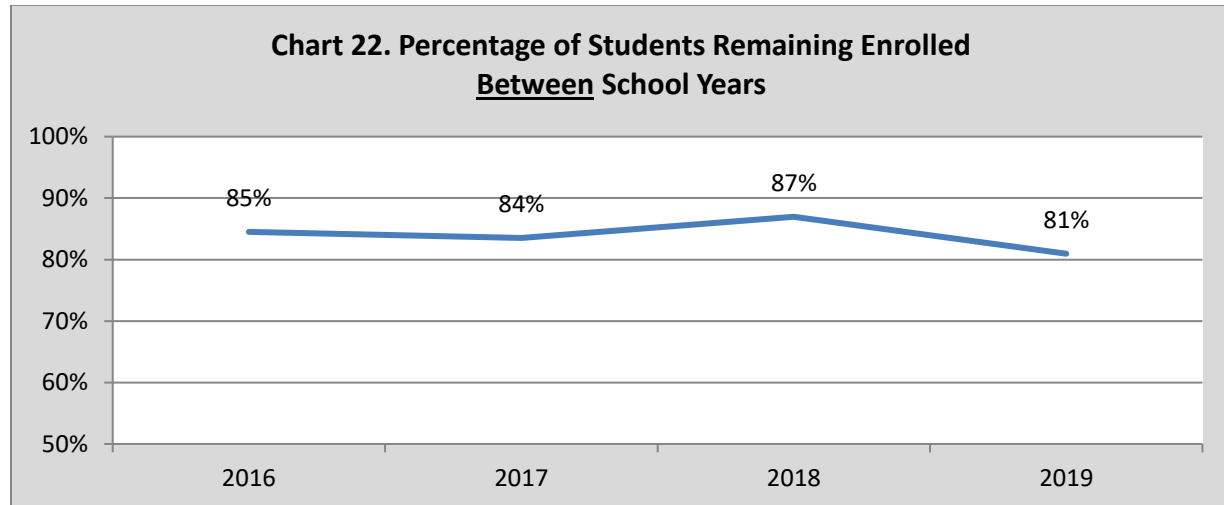
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 21, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

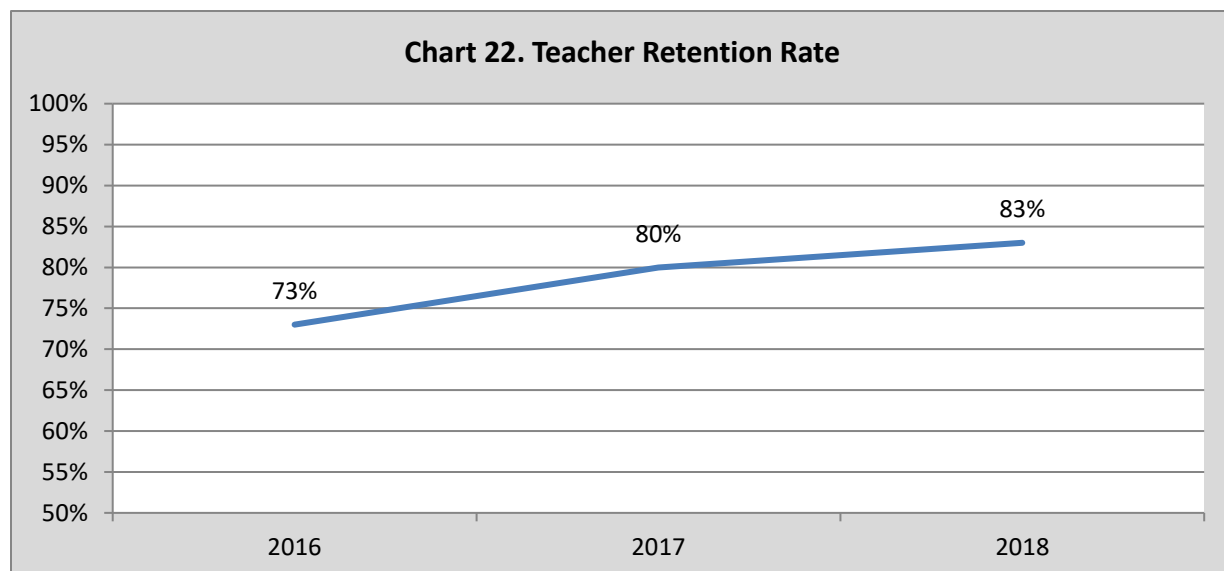


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

#### 1d. Teacher Retention Rate

Chart 23 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2015-2016 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audit

*Figure 3. Fiscal compliance over term of contract.*

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY18	0	0	0
FY17	2	0	1
FY16	2	1	1

### *Summary of Most Recent Fiscal Report*

In FY18, the school received no findings.

### 2b. Board of Finance

The school's Board of Finance was not suspended during the term of the current contract.

## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

#### *Educational Program of the School*

- Bilingual Educational Program: American Sign Language and English
- Speech, Occupational and Physical Therapy, and Social Work embedded within the entire educational program
- Use of the latest technology including Interactive White Boards, tablets, and computers in every classroom to enhance and assist in the use of visual language
- Implementation of Foundational Qualities for Student Success Assessments (The Albuquerque Sign Language Academy developed the FQSS Assessments which is based on the work of the Duckworth Lab at the University of Pennsylvania and the KIPP Report Card. It is a way to assess the students' growth related to internal qualities that help a student to succeed in school and in life. The FQSS focuses on eight internal qualities: 1. Zest 2. Grit 3. Self Control related to School Work 4. Interpersonal Self Control 5. Optimism 6. Gratitude 7. Social Intelligence 8. Curiosity.
- Highly inclusive model of Special Education where all students are included in every aspect of school culture and studies.
- The Albuquerque Sign Language Academy will work with Amy Biehl High School by providing special education support and training to the ABHS staff so that the students who transition from ASL Academy into that high school are fully included in the General Education program.
- The Albuquerque Sign Language academy staff is providing ASL classes (credit-bearing and elective) to the ABHS student and teaching community.

#### *Student – Focused Term(s).*

- All students receive high levels of differentiated instruction and Asset-based instruction
- Expansion of the critical mass of ASL users by including hearing children—including Children of Deaf Adults (CODAs) and siblings
- School-wide access to a common language that unifies the hearing and deaf world.
- Commitment to providing ASL-rich extracurricular programs (e.g., after-school programs, athletic opportunities, large social events)
- Free Transportation to and from school for students who have transportation designated in their IEP
- School Advisory Council (SAC) The Albuquerque Sign Language Academy

established a robust SAC, which serves many purposes, including organizing and hosting family and community events throughout the school year. By sponsoring community events, Albuquerque Sign Language Academy is increasing awareness of deaf and hard of hearing children and their abilities, connecting deaf and hard of hearing students to hearing siblings enrolled at other schools and encouraging family networking.

#### *Teacher – Focused Term(s).*

- All staff are bilingually certified in ASL and English or are training to become certified as it is a requirement of school
- Implementation of Consortium of Interdisciplinary Resident Educators (CIRE) Partnership with UNM to Develop a Robust Teacher Training Program for Deaf and Hard of Hearing Special Education. (The Albuquerque Sign Language Academy is currently developing formal partnerships with various departments at UNM (Spec Ed., Linguistics, ASL interpreting, Educational Diagnostic) and CNM in order to establish coursework that pertains directly to the needs of the Albuquerque Sign Language Academy's student population.
- The Albuquerque Sign Language Academy is working toward establishing itself as a training facility for high-level teaching practices around Deaf and Special Education. University practicum students will have access to best practice pedagogy and application in the field of education, educational diagnostics, sign language interpreting, speech therapy, and occupational therapy
- All teachers are dually certified in Special Education and General Education or training to become so as it is required.
- All teachers are required to follow a weekly formatted and facilitated PD program outside of the student teaching day for up to at least five hours per week.

#### *Parent – Focused Term(s).*

- Free ASL classes for parents and associates of school
- Community Engagement Center (CEC) The Albuquerque Sign Language Academy has created and staffed their CEC, which serves as the portal between the charter school and the greater community. The purpose of the CEC is threefold: To develop robust partnerships that will create expanded resources for our students and their families; To create opportunities for the deaf community, school community and business community to have a voice and role in student education; and To ensure that the deaf community and other special needs communities are aware of the school's mission to serve children and families with hearing loss, to improve educational and social-emotional outcomes of deaf children from hearing families, and to create a bilingual environment, the Albuquerque Sign Language Academy offers free ASL classes to all Albuquerque Sign Language Academy parents and family members.

### 3b. Organizational Performance Framework

Albuquerque Sign Language Academy	2016-2017	2017-2018	2018-2019
<b>Category I. Academic Performance Framework</b>			
<b>I-A.00 NM A-F School Grading System</b>	Not Applicable	Not Applicable	Not Applicable
<b>I-A.01 Required Academic Performance Indicators</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>I-A.02 Optional Supplemental Indicators (school specific items in charter)</b>	Not Applicable	Not Applicable	Not Applicable
<b>Category II. Financial Performance Framework</b>			
<b>II-A.00-06 Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category III. Organizational Performance Framework</b>			
<b>III-A.00 Educational Plan: material terms of the approved charter application</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.01 Education Plan: applicable education requirements</b>	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>III-A.02 Education Plan: protecting the rights of all students</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.03 Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.04 Educational Plan: protecting the rights of English Language Learners (Title III)</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>III-A.05 Educational Plan: complying with the compulsory attendance laws</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>III-A.06 Educational Plan: meet their recurrent enrollment goals</b>	Working to Meet Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>IV-A.00 Business Management &amp; Oversight: meeting financial reporting and compliance requirements</b>	Falls Far Below (or Does Not Meet) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>IV-A.01 Business Management &amp; Oversight: following generally accepted accounting principles</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>V-A.00 Governance and Reporting: complying with governance requirements</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>V-A.01 Governance and Reporting: holding management accountable</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.00 Employees: meeting teacher and other staff credentialing requirements</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VI-A.01 Employees: respecting employee rights</b>	Meets (or Exceeds) Standard	Working to Meet Standard	Meets (or Exceeds) Standard
<b>VI-A.02 Employees: completing required background checks</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Working to Meet Standard
<b>VI-A.03 4d. General Info: Staff Turnover, if applicable</b>			Meets (or Exceeds) Standard
<b>VII-A.00 School Environment: complying with facilities requirements</b>	Meets (or Exceeds) Standard	Working to Meet Standard	Working to Meet Standard
<b>VII-A.01 School Environment: complying with health and safety requirements</b>	Falls Far Below (or Does Not Meet) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>VII-A.02 School Environment: handling information appropriately</b>	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard	Meets (or Exceeds) Standard
<b>Category: Organizational Performance Framework</b>			
<b>School Specific Terms: data on any terms specified in the school's Performance Framework</b>	Not Applicable	Not Applicable	Not Applicable

### 3c. Governing Body Performance

The school has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

Name	Role	Service Start Date	Membership Status	FY19 Training Requirements*	Hours Completed	Hours Missing
Kimberly Moya	Chair		Active	8	9	0
Dana Grubescic	Secretary		Active	8	6	2
Jane Cavanaugh	Treasurer	8/15/18	Active	8	6	2
Andrew Faber			Active	10	13	0
Elizabeth Keefe			Active	10	10	0
Vincent Lujan			Active	8	0	8

*Figure 7. Current governing council members*

\*Training requirements reduced by any approved exemptions.





## **Part B—Progress Report**

(A report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term)

### **School response:**



*The mission of the Albuquerque Sign Language Academy is to improve educational outcomes for deaf, hard of hearing, and hearing students in the greater Albuquerque area by providing a rigorous standards-based bilingual educational program which utilizes American Sign Language and English to achieve academic excellence, support family involvement, and promote multicultural community partnerships.*

### **Organizational Partnerships**

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 (Avenue:PM – a progress monitoring system for literacy and ASL assessment, now endorsed by NMPED Assessment Bureau)
- 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 Linguistics Department
  - 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)
- Youth Development Inc. Foundation
- Rio Grande Connections Interpreting (ASL Interpreting Internships)
- Community for Learning After School Program
- Albuquerque Police Department / Albuquerque Fire Department
- County of Bernalillo (Workforce Connection Internships)
- US Forest Service / Rocky Mountain Youth Corp. / Youth Conservation Corp. / US Fish and Wildlife Nature Conservancy / Cuidando Los Ninos (CLN) / ABQ Biopark / Valle del Oro / Bosque Ecosystem Management Project (BEMP)
- ACE Leadership and Presbyterian Ear Institute (SRCL Grant and Transition Program)
- Carrie Tingley Hospital Foundation

### **Development of a Specialized Curriculum**

The ASL Academy works with national experts and provides ongoing professional development training related to the following:

- Project Based Learning (PBL): Dr. Tim Kubik, Project ARC (Authenticity, Relevancy, Complexity)
- 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 Educational Systems and Assessments (FQSS): Dr. Gil Noam, P.E.A.R. Institute (Harvard Medical School and McLean Hospital)
- Environmental Education and Conservation Focused Curriculum: Mr. Yancey Ranspot, Support Services Specialist, US Forest Service

### **First and Only State Certified ASL-English Bilingual Program in the Nation**

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 worked 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 language proficiency exam, and a TESOL endorsement.

### **TESOL Endorsed Teachers**

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

### **ASL Academy Community Engagement Coordinator**

The ASL Academy employs a full-time individual to coordinate the following services:

- Weekly ASL Class for Families and Community Members
- Family Involvement Committee sponsored events such as the Deaf Event at Isotopes Park, Ice Cream Social, Family Movie Night, Grandparent's Day Event, Golf Tournament, Halloween Carnival, Thanksgiving Luncheon, Holiday Literacy Night, Spring Egg Hunt, May Day Event, Mother's & Father's Day Events, and the Honors Assembly.
- Educational events including Curriculum Night, Science Fair, Bullying Prevention Workshop, Deaf/Hard of Hearing and Spanish Speaking Parent Groups, Literacy for Deaf Students Workshop, Math Night, and Deaf Culture Event.

## 2. Academic Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... 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.

### a. Department's Standards of Excellence

**For any school that has not maintained a C or better letter grade in SY2016 – SY2018** provide a narrative that describes the improvement actions targeted to improve the school's letter grade (school/adult/leader/teacher actions) and the success of those actions (student academic successes/improved outcomes).

Implementation of the described improvement actions should be verifiable through documented evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/teacher actions and the student academic successes/improved outcomes in the narrative.**

The narrative should reference performance data that can be reviewed and verified either during the site visit or during the "desk audit" review of the application. If providing data, please attach in an appendix and reference the appendix by name in the narrative.

**Schools that have maintained a C or better letter grade in SY2016 – SY 2018 over the term of the contract *AND have not received a D or F in any indicator of the letter grade during SY2016 – SY2018* do NOT complete this Section.**

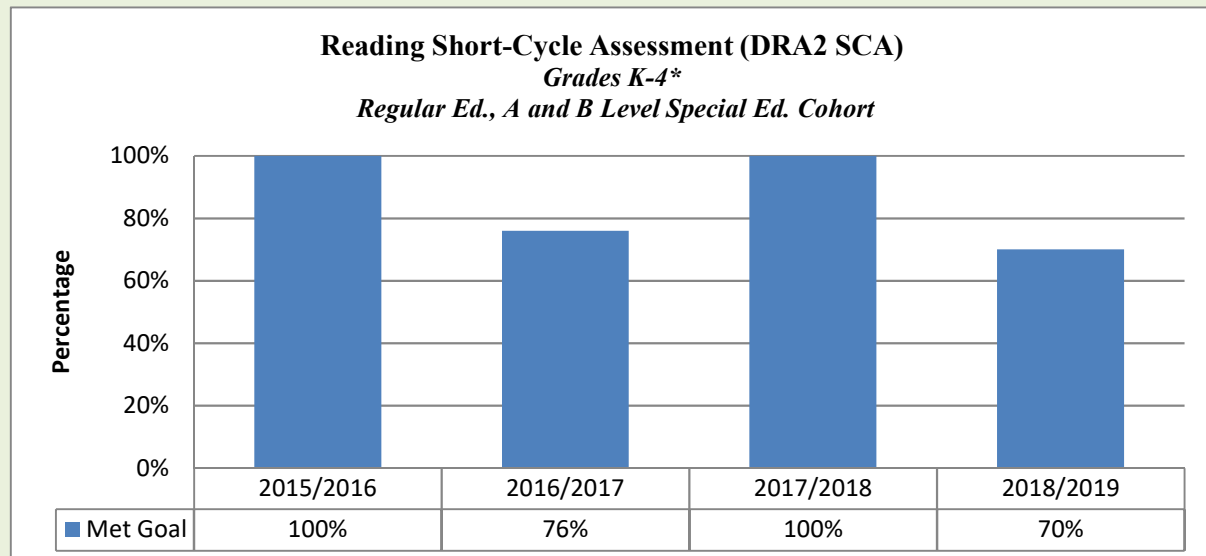
**NOTE: The SY2019 School Accountability Report will be considered by the Public Education Commission at renewal. A school may provide a narrative response to its School Accountability Report.**

#### ***School response:***

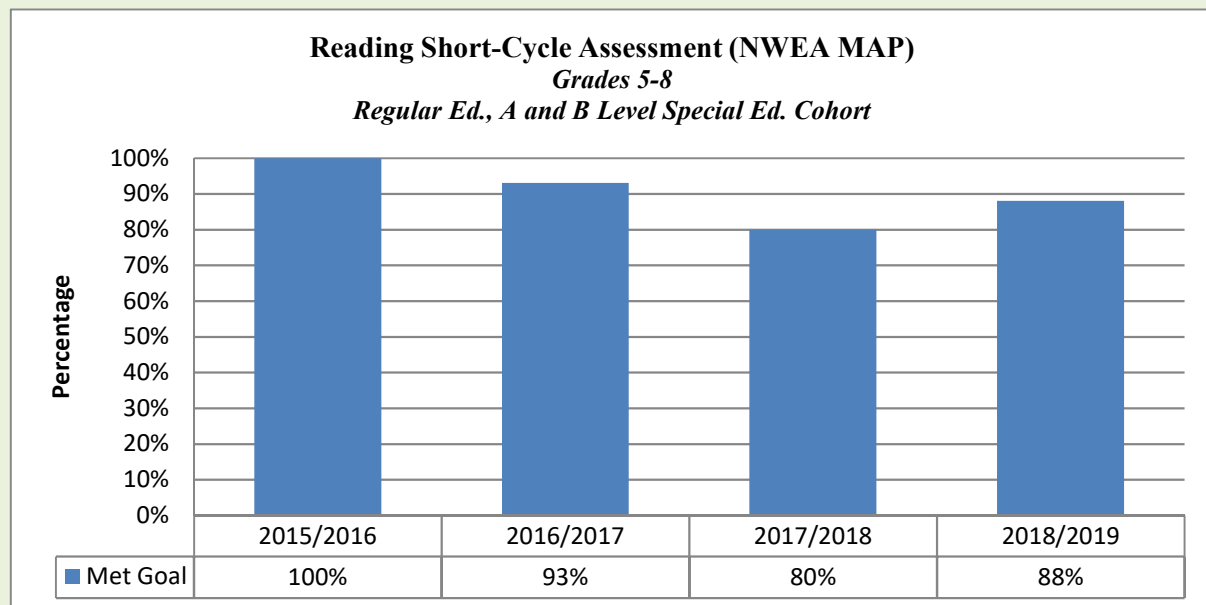
**N/A per the Charter Contract (see page 2 of the NMPEC Charter School Performance Framework, Required Academic Performance Indicators): "NOTE: The Albuquerque Sign Language Academy is exempted from the A-F grading system until an appropriate school report card can be developed for the School; this is currently under review at the PED. The first section of the standard Performance Framework with regards to the A-F Report Card will be eliminated for this school and replaced with short cycle indicators..." (See Appendix E)**

**School response:**

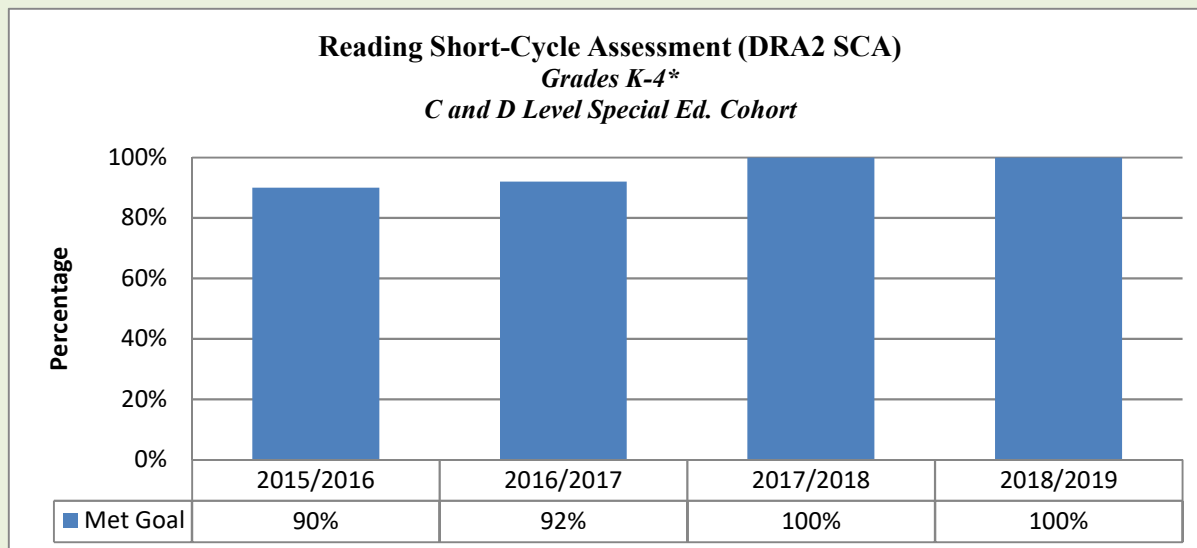
**Reading Short-Cycle Assessment Goals by Cohort**



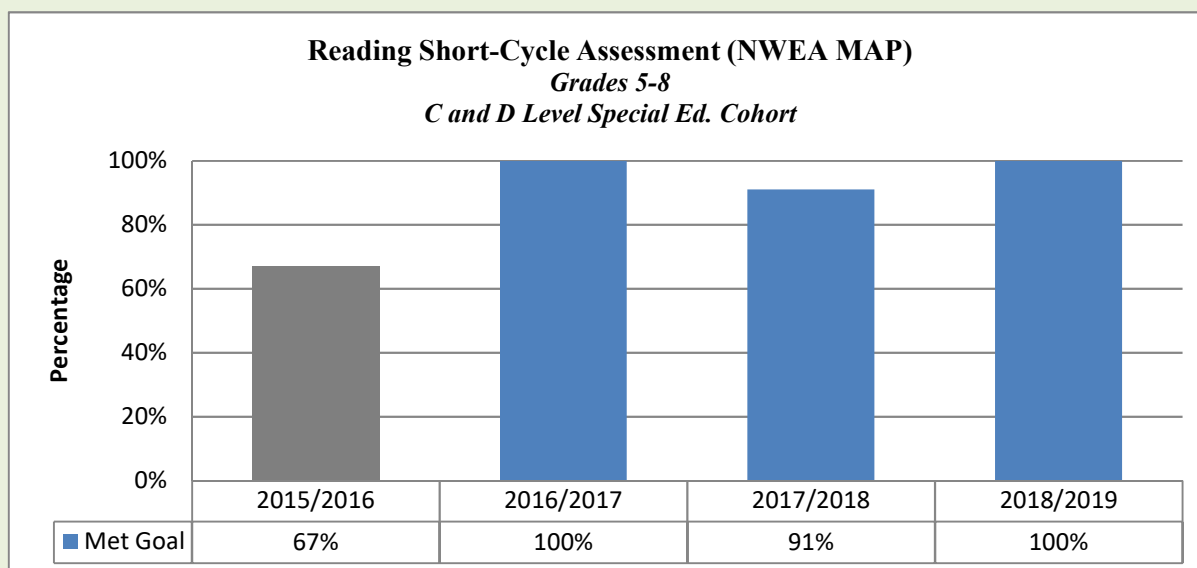
**For all years, students in the K-4 Regular/A/B Cohort Met (70-79%) or Exceeded (80+%) the goal of 70% of students demonstrating progress to the next grade or 20% or more in growth.**



**For all years, students in the 5-8 Regular/A/B Cohort Exceeded (80+%) the goal of 70% of students demonstrating grade level proficiency or 3.5 points or more in growth.**



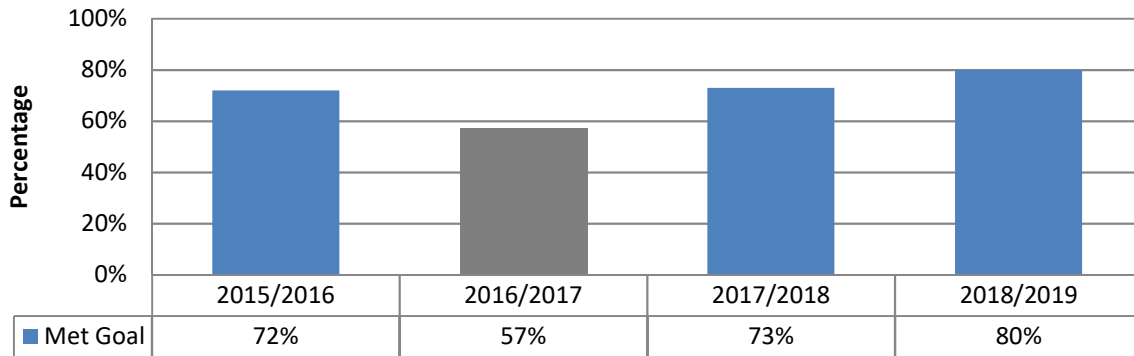
**For all years, students in the K-4 C/D Cohort Exceeded (80+%) the goal of 70% of students demonstrating progress to the next grade or 10% or more in growth.**



**In the initial year, 67% of the 6 students in the 5-8 C/D Cohort fell slightly short of the goal and Did Not Meet the Standard (60-69%); however, over the next three years students Exceeded (80+%) the goal of 70% of students demonstrating grade level proficiency or 2.0 points or more in growth.**

**The ASL Academy will continue to utilize current strategies (which have been demonstrated in the above data to be successful) including requiring teachers to obtain a TESOL endorsement, hiring dual-certified and bilingual endorsed teachers, providing smaller targeted teaching groups, expanding and focusing weekly professional development training for all staff related to academic rigor and bilingual pedagogy, and reinforcing reading and literacy across content areas.**

**Reading Short-Cycle Assessment (Modified DRA2 SCA)**  
**Grades K-8\***  
**FAMA Special Ed. Cohort**



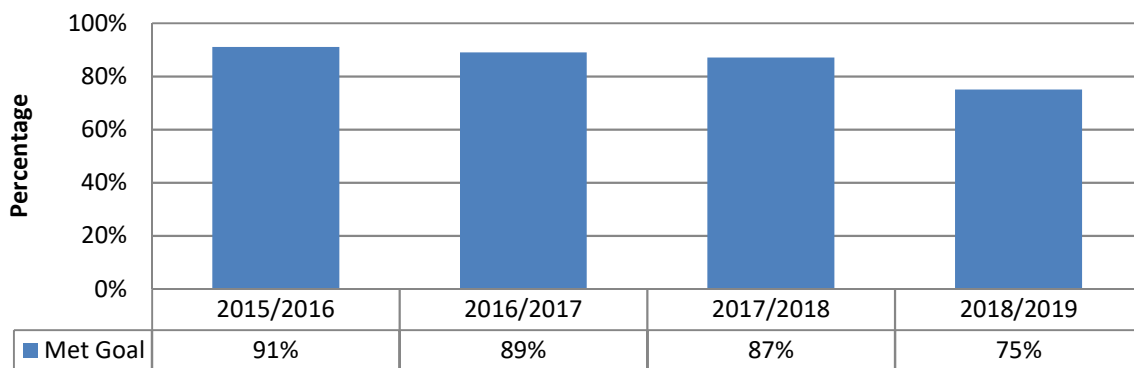
In second year, 57% of the 14 students in the K-8 FAMA Cohort Falls Far Below Standards (<59%); however in the other three years students Met (70-79% or Exceeded (80+%) the goal of 70% of students demonstrating progress to the next grade or 10% or more in growth.

This cohort is comprised D-Level Hearing/Speech-Language Impaired students. The ASL Academy will continue to utilize current strategies which have been demonstrated in the above data to be successful) including requiring teachers to obtain a TESOL endorsement; hiring dual-certified, bilingual endorsed, deaf ed experienced, and ASL-fluent teachers; providing smaller targeted teaching groups; expanding and focusing weekly professional development training for all staff related to academic rigor and bilingual pedagogy; and reinforcing reading and literacy across content areas.

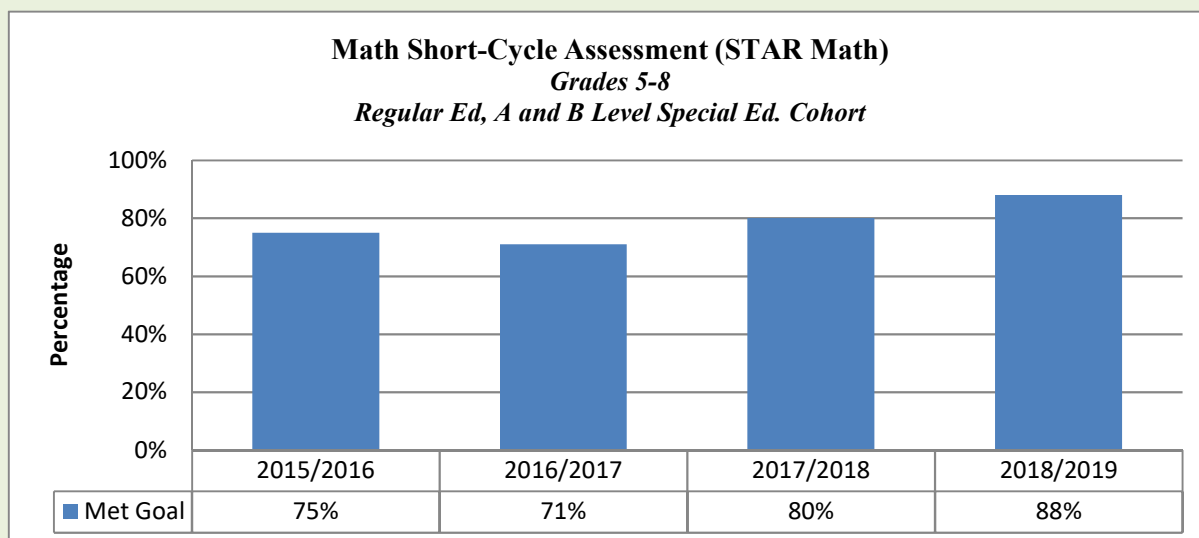
\* Data for 17/18 and 18/19 does not include Kindergarten students who took the state-mandated I-Station Assessment in lieu of the DRA2 SCA.

**Math Short-Cycle Assessment Goals by Cohort**

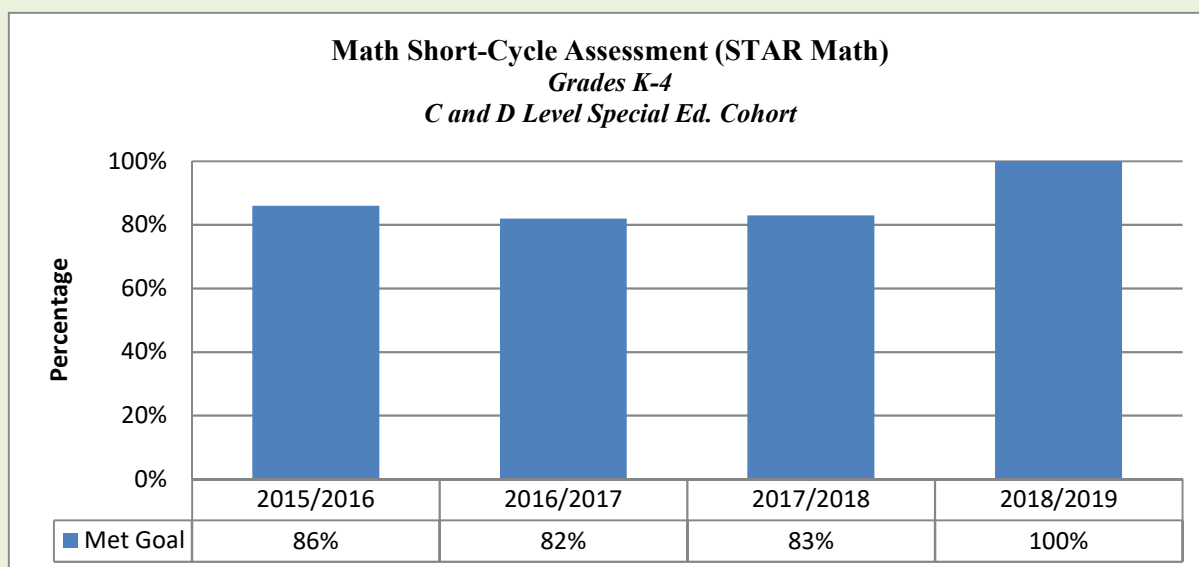
**Math Short-Cycle Assessment (STAR Math)**  
**Grades K-4**  
**Regular Ed, A and B Level Special Ed. Cohort**



For all years, students in the K-4 Regular/A/B Cohort Met (70-79%) or Exceeded (80+%) the goal of 70% of students demonstrating grade level proficiency or .8 or more in growth.

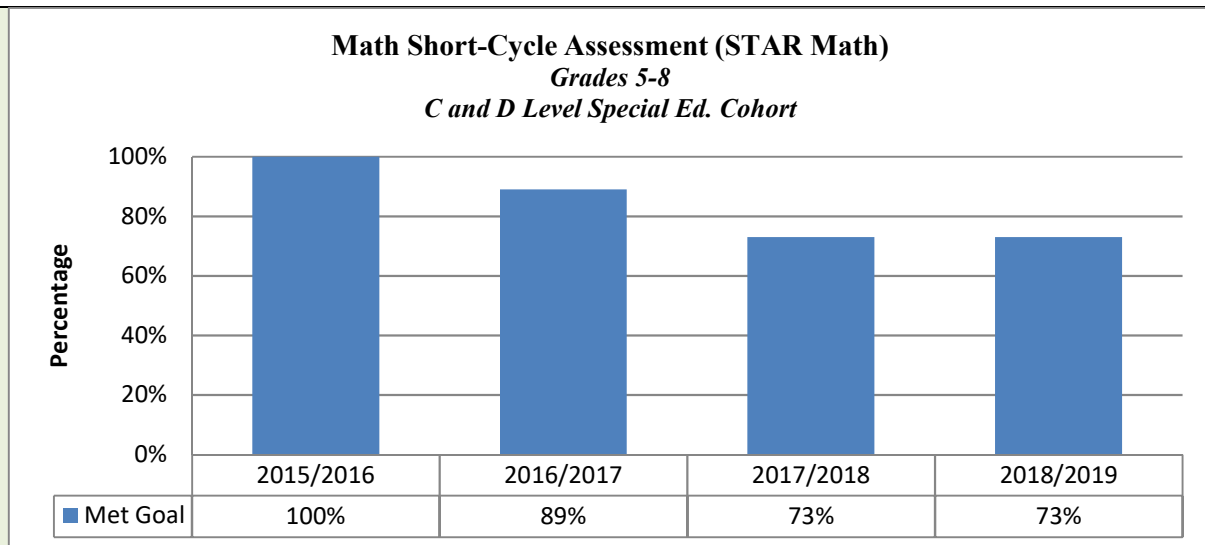


**For all years, students in the 5-8 Regular/A/B Cohort Met (70-79%) or Exceeded (80+%) the goal of 70% of students demonstrating grade level proficiency or .8 or more in growth.**

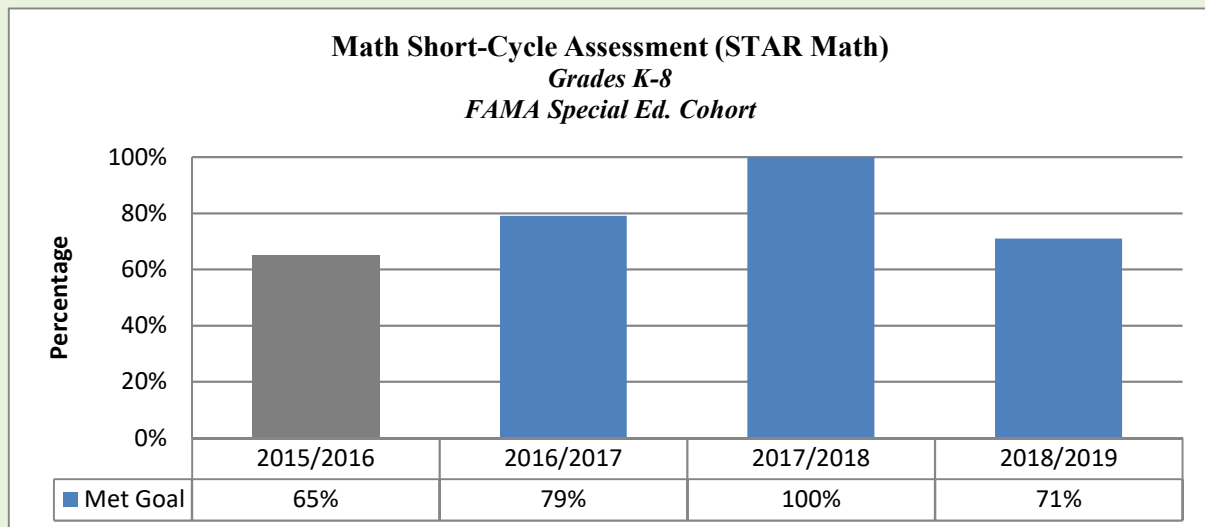


**For all years, students in the K-4 C/D Cohort Exceeded (80+%) the goal of 70% of students demonstrating grade level proficiency or .4 or more in growth.**





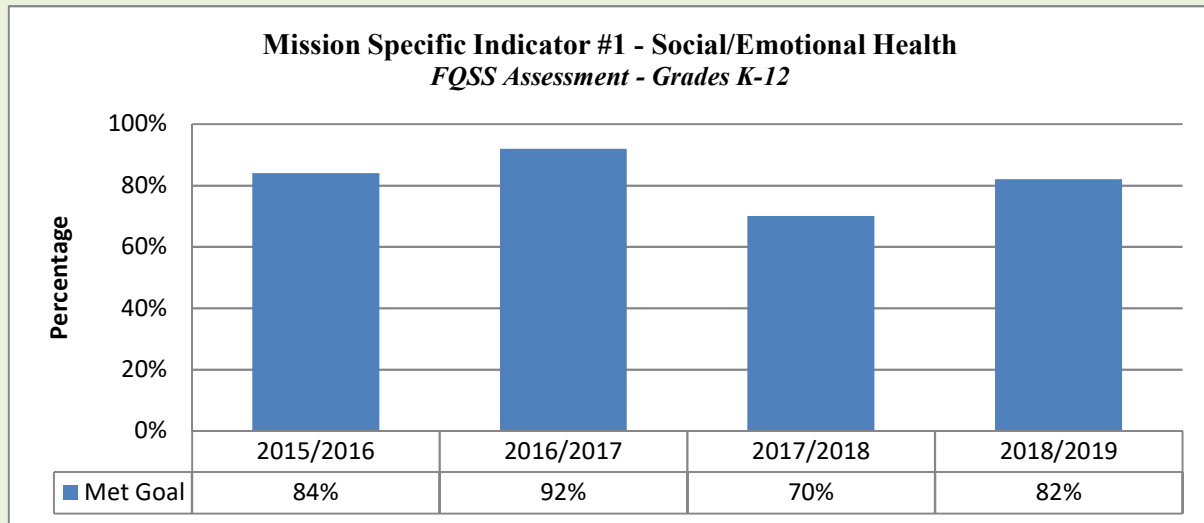
For all years, students in the 5-8 C/D Cohort Met (70-79%) or Exceeded (80+%) the goal of 70% of students demonstrating grade level proficiency or .4 or more in growth.



In the initial year, 65% of the 17 students in the K-8 FAMA Cohort fell slightly short of the goal and Did Not Meet the Standard (60-69%); however, over the next three years students Met (70-79%) or Exceeded (80+%) the goal of 70% of students demonstrating grade level proficiency or .4 or more in growth.

This cohort is comprised D-Level Hearing/Speech-Language Impaired students – the school’s target population. The ASL Academy will continue to utilize current strategies (which have been demonstrated in the above data to be successful) including instruction of under-performing students with an interventionist, emphasizing math skills across content areas, providing teacher training focused on instructional strategies for math, including the use of manipulatives and Walk to Math, utilizing a math curriculum aligned to the common core state standards, and the continuation of instruction to small, targeted teaching groups.

## Mission Specific Indicator # 1 – Social/Emotional Health



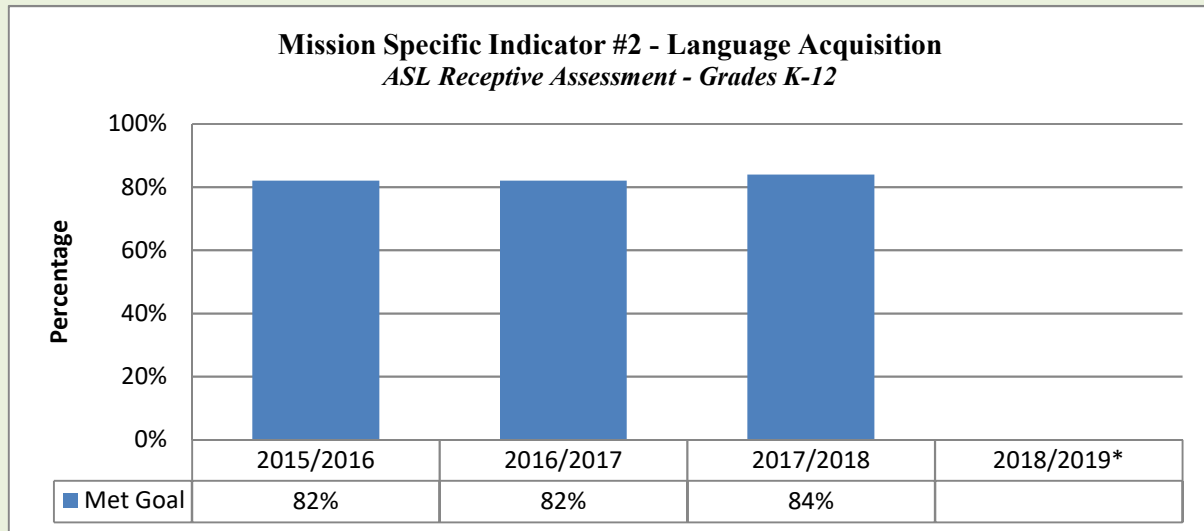
For all years, students Met (70-79%) or Exceeded (80+%) the goal of 70% of students demonstrating 5% or more in growth.

The ASL Academy developed the Foundational Qualities for Student Success Assessment which is based on the work of the Duckworth Lab at the University of Pennsylvania and the KIPP Character Report Card. It is a way to assess student's growth related to internal qualities that help a student to succeed in school and in life. The FQSS focuses on eight internal qualities: Zest, Grit, Self Control Related To School Work, Interpersonal Self Control, Optimism, Gratitude, Social Intelligence and Curiosity.

Two of the qualities, Grit and Self-Control, are strong indicators of a student's future success: "Grit is the tendency to sustain interest in and effort toward very long-term goals. Self-control is the voluntary regulation of behavioral, emotional, and attentional impulses in the presence of momentarily gratifying temptations or diversions." (See <https://sites.sas.upenn.edu/duckworth>).

The FQSS is aligned to the New Mexico Health Content Standards and is administered three times a year to correlate with the trimester report card cycle. Additionally, FQSS data is discussed with parents during conferences and Individualized Educational Plan (IEP) meetings (for special education students). The similarities and differences in a child's behavior at home and at school are discussed. Parents are also given improvements strategies used at school so they can be reinforced/replicated at home. This level of consistent intervention will help students develop the internal qualities which will allow him/her to be successful academically, socially, and emotionally. This holistic view of education is stated in the mission of the ASL Academy.

## Mission Specific Indicator # 2 – Language Acquisition



For the three years shown, students Exceeded (80+%) the goal of 70% of students demonstrating 5% or more in growth using the University of Manitoba's ASL Receptive Test. In the final year it was determined that the test was not providing accurate or meaningful data because many of the students had mastered the test which was static in nature. For the final year, the Avenue:PM\* ASL progress monitoring system was utilized and the results are reported below (per Rayne A. Sperling, Associate Dean Undergraduate and Graduate Studies, College of Education, The Pennsylvania State University).

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" subtest measures students' receptive comprehension of American Sign Language. For this literacy task students are presented short passages in ASL. Students watch the passage and then retell the passage verbally or in Sign Language. These are scored based upon how many key phrases are recalled and signed. Passages increase in complexity across levels. ASLA students retold the passages in American Sign Language and demonstrated growth on this ASL assessment. Students' progress was measured in percent correct. Four LifeSkills cohort students who completed more than one assessment demonstrated an unweighted average of 78.3% across 29 assessments. Initial average correct score was 33%. Fifteen C/D cohort students completed 342 assessments with an average initial percentage correct of 47% and all students demonstrating 100% on at least one assessment. Two A/B cohort students completed 28 assessments with average percentage correct starting at 68% and ending with 100%

correct performance. Nine FAMA students reached 100% on Copy Right assessments with initial average performance at 28%. They completed a total number of 194 assessments. Eighteen regular education cohort students who completed more than one assessment completed a total of 389 copy right assessments. Initial average correct score was 47% with all students demonstrating 100% on at least one assessment. ASLA students' copy right scores across cohorts demonstrate increased ability to understand ASL.

*\*It is important to note that Avenue:PM has now been approved by the NMPED Assessment Bureau.*

#### **Supplemental Results re ASL Expressive Assessment:**

The "Kid Sign" subtest measures students' skills in translation from English to ASL. Students are presented short passages that they read in English and then retell in ASL. Answers are scored for the number of key idea units included in students' American Sign Language retell. The passages increase in complexity across levels with two levels of Kid Sign corresponding to an expected grade level of reading. Across cohort levels, ASLA students who completed Kid Sign assessments demonstrated greater than expected growth in their ability to communicate key ideas they had read through American Sign Language. Fourteen C/D cohort students completed more than one assessment, all students demonstrated at least one level of improvement, with average growth of 4.5 levels, across 1151 tasks. This represents larger than expected growth on this assessment. Two A/B cohort students consistently completed this assessment with a total number of 81 assessments with an average greater than expected growth of 3.5 levels. Six FAMA cohort students who completed more than one assessment demonstrated larger than expected growth of 2.8 grade levels, across 341 assessments. Seventeen regular education cohort students who completed more than one assessment demonstrated larger than expected growth of 3.4 levels, across 685 assessments. Overall ASLA students, regardless of cohort, demonstrated greater than expected growth on the Kid Sign ASL measure.

### 3. Financial Compliance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management.

#### a. Audit Report Summary

Every charter school is subject to the Audit Act. NMSA22-8B-4(C). The Public School Finance Act requires the audit committee of each charter school governing body to track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings (see next page).

Please edit the actual year you are referring to in the table. For example, Year 1 should be changed to the audited year (such as FY16) within the current contract. Also, provide a summary of the nature of findings including category levels. Include and indicate any repeat audit findings involving a material weakness or significant deficiency.

Year	Total # of Findings	Nature of Findings including Rating (Compliance, Significant Deficiency, Material Weakness)	School's Corrective Action Plan
FY2018	0	N/A	N/A
FY2017	4	2017-001 Mileage Reimbursement (compliance) 2017-002 Late Submission of W-2 and W-3 Forms (compliance) 2017-003 Collateral Requirement (compliance) 2017-004 Expenditures Exceed Budget (Compliance)	See attached Document 1 ASLA Corrective Action Plan 2017
FY2016	1	2014-002 Staff Qualifications (Compliance)	See attached Document 2 ASLA Corrective Action Plan 2016

Annual Financial Report and Audited Financial Statements  
Fiscal Year Ended June 30, 2017  
Albuquerque Sign Language Academy  
Corrective Action Plan

[illegible]

## Attachment 1

CHARTER SCHOOL  
NAME  
FY 2016 CORRECTIVE  
ACTION PLAN

Albuquerque Sign Language  
Academy

FINDING NUMBER	FINDING DESCRIPTION	STEPS TO RESOLVE FINDING	RESPONSIBLE PERSON	DUE DATE
2014-002	Staff Qualifications (Noncompliance in Accordance with the New Mexico State Audit Rule)	The School's business office will not allow new employees to begin their employment until appropriate licensure, background information and other required documents are verified and in place.	Executive Director and Business Manager	7/1/2016

## b. Board of Finance

Pursuant to NMSA 22-8-38, failure of the governing body of a state-chartered charter school to qualify for designation as a board of finance constitutes good and just grounds for nonrenewal or revocation of its charter.

Further, pursuant to NMSA 22-8-39, the department may at any time suspend a local school board or governing body of a state-chartered charter school from acting as a board of finance if the department reasonably believes there is mismanagement, improper recording or improper reporting of public school funds under the local school board's or governing body of a state-chartered charter school's control.

When the governing body of a state-chartered charter school is suspended from acting as a board of finance, the department is required to consider commencing proceedings before the commission to revoke or refuse to renew the charter of the state-chartered charter school.

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 (**school/adult/leader/board actions**) on the school's own initiative to correct financial compliance and regain the Board of Finance Authority and the success of those actions (**improved practices and outcomes**).

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 provided in an appendix and verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section.**

***School response:***

**N/A**



4. Contractual, Organizational, and Governance Responsibilities

The Charter School Act provides as follows:  
A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted.

a. Charter Material Terms

Pursuant to NMSA 22-8B-9, each charter contract must contain material term of the charter application as determined by the parties to the contract. The PEC’s contract identifies all material terms in Article VII., Section 8.01(a)(i)-(xvii) of the Performance Contract.

If a school received “working to meet” or “fall far below” in WEB EPPS, annual report, or during site visits of the current contract term, the school must describe the improvement actions the school made to address the deficiencies.

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the WEB EPPS or site visit in the current year do NOT complete this Section.

**School response:**

N/A (There are no “working to meet” or “falls far below” indicated.)

## b. Organizational Performance Framework

Pursuant to NMCA 22-8B-9.1, the performance framework for each charter school must include performance indicators and performance targets for governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.

**For any school that has received a repeated “working to meet” rating or a first time or repeat “falls far below rating” for one or more of the organizational performance framework indicators on the most recently completed organizational performance framework evaluation** provide a narrative explaining the improvement actions made (school/adult/leader/board actions) to meet all legal compliance requirements and the effectiveness of those actions (improved practices and outcomes) in improving organizational performance and compliance.

The purpose of the narrative is to demonstrate substantial progress toward achieving and maintaining organizational performance and compliance.

Implementation of the described improvement actions should be verifiable through evidence at the site visit. **Please identify specific evidence of both the school/adult/leader/board actions and the improved practices and outcomes in the narrative.**

**If the school has received any OCR complaints or formal special education complaints**, the school must identify those, provide all communications (redacted to protect PII) related to those complaints in an appendix, and describe the current status of the complaint. **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 site visit.

**Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.**

### ***School response:***

There was one repeat “working to meet” rating for indicator VII-A.00 Emergency Drills:

ASLA acknowledges its lack of attention in the area of conducting its emergency drills in a timely manner. To remedy the situation, the ASLA has hired a new administrator who has been tasked with oversight and monitoring of this process. To date the ASLA has conducted all drills on time and in alignment with the new emergency drill regulations established during the 2019 Legislative Session.

***School response:***

**ASL Academy Governance Board Members:**

**Kimberly Moya, Chair (fka Kimberly Silva):** Ms. Moya is a parent and founder of the charter school and has served as Board Chair from the inception of the school until present. She is a member of the Finance, Audit, Grievance, Building and Nominating Committees. Training for all years was completed.

**Andrew Faber, Vice Chair:** Mr. Faber is a Communications and Marketing Director for the nonprofit organization Alta Mira Specialized Family Services and the parent of two ASLA students. He has served on the Board since 9/2018. He is member of the Grievance Committee. Training for all years was completed.

**Dana Grubescic, Secretary:** Ms. Grubescic is an attorney and has served on the Board from the inception of the school until present. She is a member of the Building and Nominating Committees. Ms. Grubescic did not complete 2 hours of training for year 18/19; training for all other years was completed.

**Jane Cavanaugh, Treasurer:** Ms. Cavanaugh a CPA and has served on the Board from the inception of the school until present. She is a member of the Finance and Audit Committees. Training for all years was completed.

**Elizabeth Barker Keefe, PhD:** Dr. Keefe is a Professor at the University of New Mexico Special Education Department. She is also the Coordinator of the Undergraduate Dual Licensure Program. She assisted with the creation of the Consortium of Interdisciplinary Resident Educators (CIRE) Program, a revolutionary teacher training partnership between the ASL Academy and the University of New Mexico. She has served on the Board since 10/2013. Training for all years was completed.

**Former Members:** Carla Weeks: Ms. Weeks is a deaf community member and founding Board member who resigned from the Board 9/2015. Corina Gutierrez: Mr. Gutierrez is a deaf community member who served on the Board from 9/2015-6/2016. Yancey Ranspot: Mr. Ranspot is a parent of ASLA students who served on the Board from 5/2014-7/2018. Vincent Lujan: Mr. Lujan is a community member who served on the board from 10/2017-4/2019.

**“Board Training Status”** has been added as a standing agenda item to be discussed at each monthly meeting with updates given regarding hours completed, hours due, and upcoming training opportunities in order to provide ongoing and timely communication of status and requirements.

**\* All schools must provide a response for this section of the application.**