

# School Support and Readiness Assessment Summary Report

<b>School:</b> Albuquerque Charter Academy	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Deb Moya	<b>LEA Leader:</b> Erik Bose
<b>SSRA Team Leader:</b> Max Perez	<b>Date:</b> January 18, 2024
<b>School Description</b>	
<p>Albuquerque (ABQ) Charter Academy High School is located in the heart of Albuquerque and serves 400 students (scholars) from grades 9 to 12 and between the ages of 16 and 22. This school takes pride in focusing on student needs and breaking down barriers that prevent students from graduating. Students can earn high school credits as needed in a fluid and dynamic system. Many students graduate early or make up for missed credits in ways that get them on the most efficient path to graduation.</p> <p>The school provides many academic and support services to all of its scholars. These services include high-dosage tutoring, flexible scheduling, distance learning, child care, and a four-day school week.</p> <p>The ABQ Charter staff takes pride in knowing and caring for each scholar. Staff and leaders at the school monitor and check every scholar's progress daily and weekly to ensure they will succeed and graduate.</p>	
<b>School Successes and Celebrations</b>	
<p>The staff has gained an excellent reputation in the education and broader communities for genuinely caring about students. Students, parents, staff, and the community believe the learning community is safe, caring, respectful, and engaging.</p> <p>The school has built and continues to construct systems of support for the students to take them from their academic entrance levels toward graduation with individualized plans. The staff know students, are aware of their current levels, and understand what their challenges might be.</p> <p>Despite the high mobility of students, the school adjusts, adapts, and orients every incoming student. They develop plans to take each one from where they start with credit attainment to move them forward from that point.</p>	
<b>DOMAIN 1: CULTURE &amp; EQUITY</b>	
<p><i>To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?</i></p>	

**Promising Practices:**

All students are respected as scholars and treated professionally. Student discipline measures are rare, and unruly student behavior is minimal to almost non-existent.

All students are monitored academically and social-emotionally. Social-emotional learning (SEL) supports are in place, and all staff know the steps necessary to address social and emotional needs.

Students speak highly of the continuous support and care they receive at school. Students, staff, and parents believe they are in a safe, caring, and thriving learning environment.

**Opportunities for Growth:**

There is an opportunity to solidify the school's mission by clarifying intended outcomes for graduating students. By identifying characteristics and readiness skills that students should attain before graduating from ABQ Charter Academy, the leadership team can invest in and reinforce academic and extracurricular practices that help students build these competencies.

**Potential Next Steps:**

Developing a graduate profile will be beneficial for all stakeholders. This profile will help leaders communicate the skills and disposition of students completing high school with the ABQ Charter Academy. When partnering with community organizations and connecting with post-secondary educational institutions, a clear portrait of a graduate helps the school leadership team advocate for students' readiness.

Clarity of vision will aid teachers, counselors, and support staff to reinforce the rationale behind social-emotional learning supports, soft skills, and connections between content and real-world applications. Students and families will also benefit from this clarity of purpose, which would shift some of the focus from credit recovery to advancement in college and career readiness.

**DOMAIN 2: LEADERSHIP**

*To what degree does school leadership establish, communicate, support, and monitor schoolwide priorities?*

**Promising Practices:**

Principal Moya and her team are experienced, thoughtful, and student-centered in their daily work. The organizational structure provides for systematic collaboration, input, and feedback. Teachers, staff, and students report that they are listened to and their input is valued.

Graduation rates are monitored regularly to ensure all students are on the best path and progressing toward graduation most efficiently. An attendance system is in place where data is

analyzed to determine progress made and to uncover issues that need to be addressed.

**Opportunities for Growth:**

With the accountability structures already in place, continued refinement of the attendance data system and processes will help school leaders sharpen their focus on the students most needing interventions. A deeper analysis will provide more information for data-driven decision-making for each scholar and family. As interventions are employed, data analysis can help Principal Moya and her team pinpoint effective practices, set goals, and share schoolwide progress.

**Potential Next Steps:**

Further development of the attendance system will benefit the school. Currently, students are categorized into four tiers depending on their attendance status. The next step will be to analyze each student in those categories and learn how many changes are made from tier to tier each month, who those students are, and why they have changed levels. This shift will deepen the data system toward a microanalysis of causes and potential remedies.

Trends in the data can help Principal Moya and her team plan future interventions, communicate progress toward goals, and compare outcomes from year to year. As ABQ Charter builds its vision of college- and career-ready graduates, the positive trends in the data can help create momentum and forward-thinking amongst teachers, staff, students, families, and the surrounding community.

**DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE**

*To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?*

**Promising Practices:**

Options and flexibility are evident throughout many aspects of the school and its programs for students and families. The leadership and staff are always open to finding ways to serve each student's unique needs better.

Special education services are woven into regular education, and teachers are aware of and diligent in providing accommodations.

One of the programmatic options includes a blended academic format with in-person and online choices. This further supports serving individual students in alignment with their unique needs and schedules.

**Opportunities for Growth:**

The school has a well-established system for tracking credits towards graduation. There is an

opportunity to leverage the data collected through this credit-tracking system and students' educational choices to analyze and compare outcomes. It builds buy-in when leaders, faculty, staff, and families understand educational options and see potential pathways to future opportunities.

**Potential Next Steps:**

Principal Moya is interested in developing a data system that compares and contrasts a longitudinal overview between the NMPED accountability system with graduation requirements and the school's internal system of graduation and accountability. This system will provide valuable information at the state and local levels for determining the most viable routes for student pathways to graduation and beyond.