

**School Support and Readiness Assessment  
Monitoring Visit 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> Eileen Reed	<b>Date:</b> May 14, 2024

**School Successes and Celebrations**

Albuquerque Charter Academy is proud that they will be supporting their 2000th scholar in graduating this year. According to the Panorama Wellbeing survey data, the school excels in school climate and safety, with results far above the state and district averages, reaching 90 percent and higher.

The organization takes great pride in providing a safe and supportive environment where students feel seen and supported. The feedback from parents and students overwhelmingly encourages the organization to continue its current efforts.

In special education, the organization has seen a notable increase in graduating students in their special education program. Eighteen students with individualized education plans (IEPs) graduated at the end of the 2022-23 school year, and 19 students will graduate at the end of the 2023-24 school year. Four additional students are very close to meeting graduation requirements.

**Progress Toward Next Steps Identified in SSRA Summary**

**SSRA Summary Next Step #1: Develop a Profile of a Graduate as a strategy to communicate vision and purpose and to shift some of the focus from credit recovery to advancement in college and career readiness.**

The school has made initial progress in this area. Principal Moya and leadership team members attended a national education conference, where they heard a district presentation outlining a precise process for developing a graduate profile. The team is intentional about capturing the community's voice and being responsive to the unique needs of the population they serve.

School leadership intends to use the resources obtained at the conference to create working teams to tackle this project. A core team will craft a strategic plan outlining the project from start to finish. The team will then be expanded to include staff, scholars, and community stakeholders to ensure a complete picture reflective of the stakeholder community voice.

**SSRA Summary Next Step #2: Using the four-tier attendance status data, analyze each student's trajectory and determine why students change categories. 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.**

The school leadership team aggregated the existing four-tier attendance system into six tiers to support a deeper analysis of their scholars' attendance levels. They are currently tracking each scholar to see if there are root causes or interventions that will improve attendance. Based on the six-tier system, 20% of students are in the highest and 20% in the lowest. The school leadership team focuses on new strategies for the middle 60%.

After reviewing and reflecting on national research on the population served by Albuquerque Charter, the team reflected on the data that states students value career preparation over core content or even a high school diploma. Employment is tangible and meaningful to them.

In response to this learning, Albuquerque Charter expanded the career and technical education (CTE) program to include paid internships. Scholars attend school half of the day, then work the other half and get paid \$14 per hour. The school currently has 12 students participating in the internships. Current internships include options such as construction, heating, ventilation, and air conditioning (HVAC) and teaching.

**SSRA Summary Next Step #3: Explore developing a data system that compares and contrasts a longitudinal overview between the New Mexico Public Education Department (NMPED) accountability system with graduation requirements and the school's internal system of graduation and accountability.**

The school leadership team developed and implemented a new data system that targets and identifies all scholars identified as Public Education Department (PED) Cohort 4-year graduates. They are comparing that list with the school's On-Time Graduates, which are used as a performance indicator in the APS Authorizer goals outlined in their Charter Framework and approved Charter. School leadership analyzes, discusses, and shares this information weekly with their staff and community.

The school leadership team created a color-coded system that identifies where each student is against one of four levels: Challenging, Hopeful, Promising, and Graduate. This is visible in the staff meeting area and is reviewed regularly. The goal was to be proactive versus reactive and to have coordinated support to move students from one level to the next. At the end of the 2023-24 school year, only three students were left in the Challenging category. This was noteworthy, as many students entered the school classified as first-year students with one to six credits despite being older.

**School Leader's Next Steps**

Principal Moya and the leadership team will implement the process of developing the Profile of a Graduate using the resources they obtained during the national education conference. The goal is to have a final product by the end of the 2024-25 school year.

An important initiative for next year is increasing the availability of and enrollment in CTE-paid internships. This expansion aims to address attendance and align with student interests, current research, and needs, enhancing the educational experience. The goal is to enroll 60 students in

paid internships.

School leaders plan to refine and expand the graduation projection practice to begin these conversations earlier and include more scholars.