

School Improvement and Transformation Monitoring Visit Summary Report

School: ABQ Charter Academy	LEA: Albuquerque Public Schools
School Leader: Deb Moya, Principal Erick Bose, Executive Director	LEA Leader: Dr. Gabrielle Blakey
SITM Team Leader: Eileen Reed	Date: 9/11/24
School Description	
<p>Albuquerque (ABQ) Charter Academy High School serves 300+ students (scholars) in grades 9 to 12 between the ages of 16 and 22. The school takes pride in focusing on student needs and breaking down barriers that prevent students from graduating. Students earn high school credits as needed in a fluid and dynamic system.</p> <p>Many students graduate early or make up for missed credits in ways that get them on the most efficient path to graduation. 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 monitor and check every scholar's progress daily to ensure they will succeed and graduate.</p>	
School Successes and Celebrations	
<p>The school leadership team shared several celebrations that have positively impacted graduation. For example, ABQ Charter Academy graduated 130 scholars last year. The school is growing its CTE program and partnered with Longfellow Elementary next door and Big Brothers/Big Sisters to expand its scholars' internship opportunities.</p> <p>Since 2021, the school has operated an Early Childhood Center that allows students with children to attend school more easily. With a teaching faculty of 15, ABQ Charter Academy is proud of its high retention rate, which lends stability to the academic program and builds relationships with students. Of note, every classroom has a special education-certified co-teacher.</p> <p>Albuquerque Charter Academy has established a new GRADS Program to address students who have dropped out due to pregnancy, family caretaking, etc. This program expands support systems for scholars beyond the existing Early Childhood program.</p>	

NM DASH Development and Implementation

Albuquerque Charter Academy has a fully staffed core team that was actively involved in developing the school's NM DASH Annual Plan and 90-Day Plan.

The school leader described the process as:

- The Core Team met to complete the MLSS Self-Assessment and analysis/reflection.
- The team reviewed data and brainstormed goals, performance challenges, and root causes.
- The Core Team then met with the instructional team to finalize performance challenges and root causes.
- Drafted Annual and 90-Day Plans
- Submitted Annual and 90-day Plans to the District for Review and feedback
- Reviewed feedback from the district reviewer and made revisions based on the feedback

Next steps include meetings with individual teachers to review academic and ELP goals, critical actions at upcoming instructional coaching meetings, and sharing graduation goals at the end of Q1, when the school population is more stable.

Desired outcomes include:

- 100% of adults on the leadership team will work to develop systems to support our 18-22-year-old scholars with 12 or fewer credits as measured by agenda for weekly leadership meetings and quarterly data meetings.
- 100% of ELA teachers will use IXL weekly to monitor ELA growth and provide interventions as measured by the IXL instructor usage report.
- 100% of math teachers will administer IXL math assessments weekly to determine progress and implement interventions as measured by the IXL instructor usage report.
- 100% of Science teachers will add at least one more 3D NGSS unit to existing curricula in three courses as measured by the number of 3D NGSS units in each course.
- 100% of adults on the leadership team will develop and implement a new ELD program system for monitoring the success of ELL scholars' English language acquisition as measured by adequately identifying all English Learners, ensuring they all have written plans, goals, and present levels; and making teachers aware of the goals and WIDA Can Do Statements

School's Root Causes

- **Graduation** – Adult scholars have different needs and challenges. They have less time to graduate within their cohort and typically need to complete more credits.” As a result, these students are more prone to excessive absenteeism and, therefore, slower course completion rates.
- **ELA/Social Studies** – ELA and social studies teachers must incorporate IXL more systematically and strategically for instruction and interim assessment.

- Scholars' average baseline is 4.9; they need a lot of skill building to confidently master the basic skills they need to access and master the grade-level curriculum.
- Scholars need HQIM aligned to 3-D, NGSS that fit our instructional model 100% of the time to score proficient on the NM-ASR.

Performance Challenges

- **Graduation** – Scholars aged 18-22 needing 12 or more credits need expanded opportunities to engage with the school to promote attendance and graduation within their cohorts.
- **ELA** – We need to raise the ELA IXL GLE at least three full grade levels in less than a year on average for scholars to have the skills *necessary to score “at expectations” on the SAT*.
- **Math** – We need to raise the math IXL GLE at least three full grade levels in less than a year on average for scholars to have
- the skills necessary to score “at expectations” on the SAT
- **Science** – Developing HQIM aligned to 3-D, NGSS that fit our instructional model so that scholars are engaged with on-grade-level, standards-aligned, 3-D, NGSS curricula 100% of the time.
- **ELP** – We need to develop a system to communicate and monitor English language development plans, how our scholars are
- progressing toward their language goals, and how their ACCESS scores change as a result

School Progress

Albuquerque Charter Academy's designation is MRI-Graduation. This is their second year with this designation. The most recent data shows the four-year cohort graduation rate as 39%. The end-of-year goal for school year 2024/25 is 40%, a 1% increase. The leadership team believes they will surpass this number due to the new focus on the 18-22-year-old student group and their unique challenges.

Data Trends

4-Year Graduation Rates

2021-22 - 0.5%

2022-23 - 39.8%

2023-24 - 39%.

2024-25 Goal - 40%.

Proficiencies – NM Vistas 2022/23

- Math Prof $\leq 10\%$
- Reading Prof $\leq 10\%$
- Science Prof 15%

Growth – NM Vistas 2022/23

- Math +1.0.0%
- Reading - 10%
- Graduation –**32.0%**

Attendance Rate NM Vistas 2022/23

- $\leq 10\%$

Critical Actions

- **Graduation** – The critical actions outlined during the discussion of monitoring visits were not aligned with those in the 90-day plan. The actions referenced in the 90-day plan are less specific and focused on discussions of systems during weekly, monthly, and quarterly leadership meetings rather than the specific actions the school is taking to support students in reaching graduation goals.

For instance, the school employs a credit tracker to determine if students are on track. This system, which includes multiple measures of academic progress, informs students' Individual Learning Plans (ILPs). The school leadership and faculty regularly meet to review and respond to this data, and students and parents can access the tracker to monitor progress.

The school has expanded student internship opportunities based on previous SSRA leader action commitments, including working with Big Brothers and Big Sisters.

- **Attendance** – Knowing that attendance contributes to low four-year cohort graduation rates for their 18-22-year-old scholars, the school has an attendance task force that uses a spreadsheet to tier students and target students for support.
- **ELA/Math/Social Studies/Science** – The Director of Curriculum and Instruction is working with faculty to make coursework more engaging and relevant for these students. The goal of improving engagement is tied to the teacher's Professional Development Plans (PDPs), and she provides coaching to promote and support improvement in engagement strategies.

Progress Monitoring

There is an opportunity for the leadership team to strengthen the progress indicators to document the impact of critical actions. During the interview, the School Core Team identified several progress indicators that they are using to provide evidence of impact. However, these metrics are not captured in the 90-day plan nor offered as baseline metrics for the team to examine and discuss in future site visits.

The new case manager position will monitor the 18-to 22-year-old students' progress, looking at metrics such as absenteeism and percentage of course completion. These actions are not currently captured in the 90-day plan as critical actions but will inform the MOY school visit. As follow-up to this visit, the school leadership team will establish baseline data that will be reviewed during the MOY visit.

Leader Next Steps:

Fully articulate the critical actions the school will take to address the performance challenges of the 18-22-year-old scholars.

Establish progress indicators (aligned to critical actions) to document impact or need for adjustments to include baseline and targets for the Middle of Year (MOY) and End of Year (EOY). Currently, the school has no process or system to indicate if their actions and efforts impact student performance or graduation.