School Support and Readiness Assessment & School Monitoring Visit Summary
Beginning of Year
(SSRA/SITM-BOY)

School: South Valley Academy Charter   **LEA**: Albuquerque Public Schools

School Leader: Shantelle Quintana / Jennifer Gable   **LEA Leader**: Dr. Joseph Escobera

SSRA Team Leader: Robyn Cook   **Date**: October 10, 2024

School Description

South Valley Academy's mission is to prepare young people to become independent, lifelong learners ready for college, careers, and civic engagement. The school enrolls 605 students in grades 6-12, with a student body that is 51% female and 49% male, and 98% of the students identify as Hispanic. Approximately 46% of students are designated as English learners (ELs), 20% have an Individualized Education Plan (IEP), and 76 are ELs with IEPs.

School Successes and Celebrations

South Valley Academy has achieved several notable successes and celebrations in recent years. The school maintains a graduation rate of 85% or higher. There has been a steady increase in the number of students scoring at Levels 4, 5, and 6 on the WIDA ACCESS test, rising from 24% in 2020 to 38% in 2024. More students are also meeting growth targets on this test, with 7% of students exiting language services with an overall score of 4.7 or higher in 2023 and 10% exiting in 2024.

Additionally, English language arts (ELA) and math proficiency has significantly improved on the NM-MSSA.
- ELA proficiency rising from 21% in 2023 to 30% in 2024
- 6th-grade math proficiency increased from 13% to 26%
- 8th-grade proficiency from 24% to 40%

Furthermore, scores on the NM-ASR have also shown notable growth:
- 8th-grade proficiency rising from 19% in 2023 to 37%
- 11th-grade proficiency improving from 22% to 39%

Year-End Goals, Action Steps, and Progress Monitoring

South Valley Charter Academy has been designated Comprehensive Support and Improvement for Graduation.

School Performance Trend Data
Graduation Rate:
4-Year
2021-22	86.02%
2022-23	86%
2023-24	88.6%
2025 (Goal)	90%

SAT
English Language Arts
Year	
2021-22	24%
2022-23	29%
2023-24	19%
2025 (Goal)	24%

Mathematics
Year	
2021-22	14%
2022-23	8%
2023-24	12%
2025 (Goal)	17%

MSSA - ELA
	6th	**7th**	**8th**
2022	25%	24%	22%
2023	13%	28%	24%
2024	26%	24%	40%
2025 (Goal)	31%	29%	45%

MSSA - Math
	6th	**7th**	**8th**
2022	16%	17%	10%
2023	7%	7%	10%
2024	19%	7%	15%
2025 (Goal)	24%	12%	20%

NM-ASR
	8th	11th
2021-22	21%	47%
2022-23	19%	22%
2023-24	37%	39%
2025 (Goal)	42%	44%

Attendance Rate
2021-22   **%
2022-23   84%
2023-24   84%
2025 (Goal) 95%

Number of D/F
English Language Arts
2021-22   34%
2022-23   25%
2023-24   41%

Mathematics
2021-22   24%
2022-23   13%
2023-24   20%

Science
2021-22   16%
2022-23   31%
2023-24   16%

Social Studies
2021-22   16%
2022-23   22%
2023-24   14%

Annual and Monitoring Goals
Graduation:
- In 2022-2023, South Valley Academy's (SVA's) 4-year graduation rate was 89%. 2024-2025, SVA's goal is to have at least a 90% graduation rate.
- By January 2025, 85% of seniors will be on track to graduate in May of 2025.

English Language Proficiency (ELP):
- In alignment with the long-term goal to reduce the percentage of ELs not meeting their annual WIDA ACCESS growth targets by half over ten years, the percentage of ELs at South Valley Academy meeting their annual growth targets on ACCESS will increase from 7.8% during the 2022-2023 school year to 12.4% during the 2024-2025 school year.
- By January 2025, 85% of ELs will have shown expected growth on the NWEA Language Assessment.

English Language Arts:
- In 2023-2024, 18% of SVA's students who took the SAT scored proficient or higher in Evidence-Based Reading and Writing (ERW). In 2024-2025, the aim is for 25% or

more students to score proficient or higher on the SAT in Evidence-Based Reading and Writing (ERW).
- By January 2025, 85% of 11th-grade students will show expected growth on the NWEA reading and language assessments.

Mathematics
- In 2023-2024, 1% of SVA's students who took the SAT scored proficient or higher in math. In 2024-2025, the goal is for 5% or more of students to score proficient or higher on the SAT in math.
- By January 2025, 85% of 11th-grade students will show expected growth on the NWEA math assessment.

Science:
- By May 2025, 40% of SVA students in grades 8 and 11 will score proficient or advanced in science on the NM-ASR.
- By January 2025, 85% of students in grades 6-11 will reach their targeted growth score on the NWEA science assessment.

Desired Outcomes, Action Steps, Monitoring

Focus Area: School Culture - Graduation
- Teachers will respond to students' unwanted behaviors in a calm, trauma-informed manner.
- Teachers will welcome students' home languages and cultures in their classroom spaces (Culturally and Linguistically Responsive Instruction).
- Teachers will incorporate student interests/choices into their lesson plans/unit plans.
- School Leadership will have student-centered celebrations to build school pride/school spirit.
  1. Trauma-informed response training for all staff
  2. CLRI training/professional development
  3. Student interest surveys, multiple intelligence surveys, etc.
  4. Unit plan and lesson plan feedback
  5. Teachers will familiarize themselves with the IEPs for their SWDs—goals and accommodations/modifications—and incorporate them into their lesson plans/unit plans
  6. In collaboration with the High School Student Council, school leaders will plan two to three school spirit events for high school students
  7. Administer the Who Do I Know? survey

Monitoring: The school will monitor the number of students on track for graduation through course completion.

	BOY	**MOY**	**EOY**
9th	48	86	86

10th	77	82	86
11th	59	65	70
12th	71	75	77

Focus Area: Layer 1 Instruction/Interventions - ELP
- Teachers will use English language proficiency data (i.e., ACCESS, NWEA Reading/Language proficiency, etc.) to inform lesson planning and instruction.
- Teachers will apply/post/share appropriate ELD standards based on ELP data in daily lesson plans.
  1. In grade-level teams, teachers examine the English proficiency data of all their students, including their ELs, and brainstorm different ways to differentiate instruction to support all learners.
  2. Teachers apply layer one and two interventions within their classes for students not meeting academic expectations based on classroom assessment data.
  3. Grade-level team data dives focus on cohort growth in reading proficiency and language proficiency, identify students who need additional support, and brainstorm strategies/interventions to support identified students.
  4. Grade-level teams discuss and document SWDs' progress toward goals.
  5. Provide training/PD on examining data (NWEA, ACCESS, etc.).

Monitoring: Increase percent proficiency on NWEA MAPs for Reading for ELs.

Beginning of Year

Grade	Low	Low Average	Average	High Average	High
6	64.4%	22.2%	13.3%	0%	0%
7	63.2%	26.3%	5.3%	5.3%	0%
8	34.2%	57.9%	5.3%	2.6%	0%
9	38.9%	38.9%	16.7%	5.6%	0%
10	41.3%	37.0%	17.4%	4.3%	0%
11	47.1%	26.5%	17.6%	8.8%	0%
12	41.2%	44.1%	11.8%	2.9%	0%

Middle of Year

Grade	Low	Low Average	Average	High Average	High
6	59.4%	17.2%	18.3%	5%	0%
7	58.2%	21.3%	10.3%	10.3%	0%
8	29.2%	52.9%	10.3%	7.6%	0%
9	33.9%	33.9%	21.7%	10.6%	0%
10	36.3%	32.0%	22.4%	9.3%	0%
11	42.1%	21.5%	22.6%	13.8%	0%
12	36.2%	39.1%	16.8%	7.9%	0%

End of Year

Grade	Low	Low Average	Average	High Average	High
6	54.4%	12.2%	18.3%	10%	5%
7	53.2%	16.3%	10.3%	15.3%	5%
8	24.2%	47.9%	10.3%	12.6%	5%
9	28.9%	28.9%	26.7%	10.6%	5%
10	31.3%	27.0%	27.4%	9.3%	5%
11	37.1%	16.5%	27.6%	13.8%	5%
12	31.2%	34.1%	21.8%	7.9%	5%

Focus Area: Layer 1 Instruction/Interventions - ELA and Math
- All teachers will use standards-based instruction with proficiency scales and rubrics aligned to grade-level state standards.
- All teachers will incorporate small group instruction/interventions as a regular part of their instructional practice.
- All ELA/ELD teachers will incorporate language objectives into their daily lessons, including posting and sharing them with students with their daily content standards.
- All teachers will incorporate Advancement Via Individual Determination (AVID) WICOR (writing, inquiry, collaboration, organization, reading) strategies into their

daily instruction to increase rigor and student engagement.
- All middle school teachers will facilitate a math block 4-5 times a week to build math literacy
  1. Multi-layered Systems of Support (MLSS) training – high school and middle school groups
  2. Bi-weekly MLSS intervention documentation updates in a spreadsheet during grade-level meetings.
  3. Walkthroughs by school leadership
  4. Proficiency scales for professional development
  5. WICOR strategies for professional development
  6. Grade-level teams familiarize themselves with their students' IEP goals, accommodations, and modifications and discuss how to address goals within their content.
  7. Grade-level teams familiarize themselves with all their ELs' English proficiency levels (ACCESS scores); discuss how to use this information to differentiate in their classrooms
  8. EL instructional strategies professional development
  9. 25-minute math block scheduled four times per week
  10. Ongoing training/professional development for Education Assistants (EAs) regarding best practices for supporting SWDs
  11. Training for how to differentiate instruction effectively, especially for students with different learning needs
  12. Two to three ELA/ELD teachers, two administrators, and the Title I coach will complete the AIMS Pathways to Proficiency course by May 2025 to deepen knowledge of structured literacy and implementation of research-based phonology, morphology, syntax, comprehension, and fluency instruction for students who require layer two and layer three interventions.
  13. Reading Apprenticeship training for eight staff members - begins in October and will follow up with a five-day in-person training in February 2025, meant to increase student engagement and collaboration and strengthen the rigor of research-based literacy instruction in all content areas

Monitoring: Walkthrough data will increase student talk, ensure all students can articulate their learning, and ensure that lessons align with grade-level NM standards.

The school will also monitor an increase in the percentage of proficiency in NWEA MAPs for ELA.

Beginning of Year

Grade	Low	Low Average	Average	High Average	High
6	50%	20%	19%	10%	1%
7	39%	27%	16%	15%	3%

8	33%	37%	18%	10%	2%
9	23%	26%	26%	19%	6%
10	27%	31%	24%	16%	2%
11	27%	21%	24%	25%	3%
12	27%	40%	17%	15%	1%

Middle of Year

Grade	Low	Low Average	Average	High Average	High
6	45%	15%	24%	15%	1%
7	34%	22%	21%	20%	3%
8	28%	32%	23%	15%	2%
9	18%	21%	31%	24%	6%
10	22%	26%	29%	21%	2%
11	22%	26%	29%	30%	3%
12	22%	35%	23%	20%	1%

End of Year

Grade	Low	Low Average	Average	High Average	High
6	40%	10%	24%	20%	6%
7	29%	17%	21%	25%	8%
8	23%	27%	23%	20%	7%
9	13%	16%	31%	29%	11%
10	17%	21%	29%	26%	7%
11	17%	21%	29%	35%	8%
12	17%	30%	23%	25%	6%

The school will also monitor an increase in the percent proficiency in NWEA MAPs for math.

Beginning of Year

Grade	Low	Low Average	Average	High Average	High
6	47.6%	31%	13.1%	8.3%	0%
7	40%	26.7%	20%	10%	3.3%
8	43.5%	28.2%	17.6%	8.2%	2.4%
9	24%	30.7%	22.7%	13.3%	9.3%
10	30%	26.3%	23.8%	16.3%	3.8%
11	25.4%	36.5%	19%	12.7%	6.3%
12	28%	32%	21.3%	14.7%	4%

Middle of Year

Grade	Low	Low Average	Average	High Average	High
6	42.6%	26%	18.1%	13.3%	0%
7	35%	21.7%	25%	15%	3.3%
8	38.5%	23.2%	22.6%	13.2%	2.4%
9	19%	25.7%	27.7%	15.3%	9.3%
10	25%	21.3%	28.8%	21.3%	3.8%
11	20.4%	31.5%	24%	17.7%	6.3%
12	23%	27%	26.3%	19.7%	4%

End of Year

Grade	Low	Low Average	Average	High Average	High
6	37.6%	21%	18.1%	18.3%	5%
7	30%	16.7%	25%	20%	8.3%

8	33.5%	18.2%	22.6%	18.2%	7.4%
9	14%	20.7%	27.7%	20.3%	14.3%
10	20%	16.3%	28.8%	26.3%	8.8%
11	15.4%	26.5%	24%	22.7%	11.3%
12	18%	22%	26.3%	24.7%	9%

Focus Area: Layer 1 Instruction/Interventions - Science
- All teachers will have a bi-weekly observation-feedback cycle with a teacher leader or administrator to support quality instruction.
  1. Determine who will observe which teachers for the semester
  2. Create scaffolded walkthrough "look-fors" for the semester
  3. Bi-weekly check-ins with the observation team regarding coaching supports, PD needs identified, etc.
  4. Walkthroughs will include evidence of teachers implementing accommodations or modifications for students with IEPs

Monitoring: Walkthrough data will increase student talk, ensure all students can articulate their learning, and ensure that lessons align with grade-level NM standards.

The school will also monitor an increase in the percent proficiency in NWEA MAPs for science.

Beginning of Year

Grade	Low	Low Average	Average	High Average	High
7	29%	26%	16%	22%	7%
8	22%	41%	18%	12%	7%
9	21%	27%	21%	16%	15%
10	20%	35%	18%	12%	15%

Middle of Year

Grade	Low	Low Average	Average	High Average	High
7	24%	21%	21%	27%	7%
8	17%	36%	23%	17%	7%

| 9 | 16% | 22% | 26% | 21% | 15% |
| 10 | 15% | 30% | 23% | 17% | 15% |

End of Year

Grade	Low	Low Average	Average	High Average	High
7	19%	16%	21%	32%	12%
8	12%	31%	23%	22%	12%
9	11%	17%	26%	26%	20%
10	10%	25%	23%	22%	20%

DOMAIN 2: LEADERSHIP

Promising Practices:
At South Valley Academy Charter, a critical and promising practice is building the capacity of distributed leadership, primarily attributed to the vision of the executive directors. Teachers are encouraged to take on leadership roles and have numerous opportunities to lead various initiatives, fostering a culture of trust and empowerment. This approach has significantly strengthened the school community as leadership invests in developing teachers' skills and potential.

Additionally, the leadership maintains a clear focus on student learning, consistently grounding conversations in the question, "Is this in the student's best interest?" This commitment ensures that decisions are made with students' needs at the forefront rather than being influenced by what is convenient for adults.

Opportunities for Growth:
South Valley Academy Charter has several opportunities for leadership growth, particularly in making gains in student achievement. Math and reading test scores have consistently fallen short of expectations, so leadership is prioritizing student learning. The school has implemented stand-alone intervention classes, using data from formative assessments to close learning gaps. A key area for improvement is differentiation; teachers need more strategies to meet diverse student needs. Weekly collaboration between special education and general education teachers for differentiation is crucial in addressing this.

Another opportunity for growth lies in recommitting to the transition process for students as they prepare for post-secondary life. While there have been notable improvements this year, more development is needed to ensure students have a smooth and supported transition after

graduation. Expanding the service-learning program, especially for students with disabilities, is another area for potential growth.

Finally, the school would benefit from creating a more efficient and ongoing onboarding system to support new staff and ensure continuity in the school's approach to student learning and achievement.

Potential Next Steps:
All students participate in a service-learning experience connected to their interests.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:
Several promising South Valley Academy Charter practices contribute to a solid instructional infrastructure. The school's small size fosters close connections between staff, students, and families, ensuring that no student "fades away." Families appreciate the open communication, with advisors acting as advocates for students and maintaining regular contact with parents, even for positive check-ins, giving students a sense of being cared for. Progress reports are valued, and parents express confidence that their children feel safe at school. Many staff are bilingual and can support students' needs in Spanish and English.

The needs of specific student groups are identified and addressed during grade-level meetings, where students of concern are discussed. Department meetings provide opportunities to share instructional strategies and evaluate their effectiveness, creating a collaborative environment for continuous improvement.

A system supported by LEA resources monitors and reduces chronic absenteeism. Attendance is discussed weekly during grade-level meetings, and students with the highest attendance rates are rewarded with incentives such as fidgets or gift certificates to local restaurants. The high school has also implemented a policy linking attendance to credit earned, requiring students to maintain at least 85% attendance to receive class credit.

Teachers are given dedicated time and space to analyze data, reflect on their instructional practices, develop expertise, and create action plans to meet student needs. Both grade-level and department meetings provide this opportunity for collaboration. Additionally, the MLSS process has been notably robust this school year. While professional development opportunities and resources are abundant, the level of collaboration among staff ensures that these opportunities are effectively integrated into practice.

Opportunities for Growth:
South Valley Academy has several growth opportunities that can enhance student achievement and teacher effectiveness. Some teachers must challenge students more rigorously, helping them develop a sense of urgency and understanding of the importance of their work. Most teachers still need to master providing layer one interventions. Middle and high school students also desire to acquire bilingual seals. Many teachers would benefit from additional behavior management tools, such as de-escalation and classroom management skills to better support student behavior.

Streamlining resources and focusing on one platform at a time could also help manage the information overload experienced by some staff, particularly with last-minute updates. While department and professional development (PD) meetings are valuable, teachers need more straightforward guidance from the administration on expectations and more time and feedback to implement new strategies effectively.

Potential Next Steps:
100% of teachers will implement professional development strategies to increase student talk, ensure all students can articulate their learning, and align lessons with grade-level NM standards as measured through walkthrough data.