

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: ABQ Charter Academy	LEA: Albuquerque Public Schools
School Leader: Deb Moya, Principal Erik Bose, Executive Director	LEA Leader: Gabriella Blakey
SIT-M Team Leader: Eileen Reed	Date: January 15, 2025
School NM Vistas Designation: MRI - Graduation	
School Successes and Celebrations	
<p>Understanding the importance of student engagement in improving attendance and course completion, the school has introduced a new program focused on project-based learning. This initiative empowers students to choose personalized learning opportunities while fostering peer collaboration.</p> <p>The internship program launched during the 2023-24 school year and is expanding. Students recently showcased their projects at the Albuquerque Public Schools semester event, where they presented their work, engaged with judges, and received insightful feedback.</p> <p>At the mid-year (MOY) visit, Albuquerque Charter Academy (ACA) has an enrollment of 356 students, nearing its capacity of 400. The school's curriculum is designed around online, competency-based coursework, allowing students to progress by demonstrating their knowledge, skills, and abilities rather than being restricted by time or traditional assignment structures. This approach ensures all enrolled students actively participating in their courses complete them.</p> <p>Given that the Charter mission of ACA is to "re-engage the most vulnerable," the school is challenged by the large percentage of students who enroll with very few credits. At the time of the visit, the school shared the following off-track data:</p> <ul style="list-style-type: none">1 yr. off track = 23% of student enrollment2 yr. off track = 32% of student enrollment3 yr. off track = 20% of student enrollment4 yr. off track = 12% of student enrollment5-6 yr. off track = 4% of student enrollment	
School Progress	
<u>Three-year Trend Data</u>	
Graduation Rates	
4-Year Cohort of 2019 - 34.3%	

Cohort of 2020 - 70.5%
Cohort of 2021 - 39.0%
Cohort of 2022 - 39.0%
Cohort of 2023 - 25.7%

Most recent four-year graduation goals

Cohort of 2024 - 39%
Cohort of 2025 - 40%

5-Year

Cohort of 2019 - 20.9%
Cohort of 2020 - 52.6%
Cohort of 2021 - 43.0%
Cohort of 2022 - 50.8%

6-Year

Cohort of 2019 - 65.3%
Cohort of 2020 - 53.0%
Cohort of 2021 - 49.6%

Specific actions completed and data demonstrating progress since SIT-M BOY

- **Develop a system to identify scholars who are 18-22 with 12 or fewer credits as measured by agenda for weekly leadership meetings and quarterly data meetings.**
The school has made significant progress in this area. ACA has worked to accommodate the specific challenges this group of students faced. Many are dropouts and have full-time jobs, which can hinder their ability to stay in school and fulfill graduation requirements. To address these issues, ACA has revamped its approach to serving these students by implementing a compacted curriculum that allows students to earn course credits more quickly through the Accelerated Credit Recovery program. 42 students (11.8%) are enrolled in this program.
- **Add specificity to critical actions cited in the 90-day plan to demonstrate how the systems used to track student progress in attendance and course completion impact the progress towards on-time graduation.**
The school has made significant progress in this area. ACA has implemented a system called Moving On Up, which places the 114 4-year cohort students into one of five categories:
 - *Challenging* - 70 students with less than 14.5 credits (two years behind)
 - *Hopeful* - 30 students with 15-20 credits
 - *Promising* (on track) - eight students with 21 or more credits (7%)
 - *Graduates* - Six students - have met graduation requirements at mid-year

A magnetic board in the staff meeting room has colored circles representing the number of students in each group. Staff are continually reminded of how many students they are working to move from one category to the next. In addition, the school has a sophisticated

tracking system monitored weekly by the administration, teachers, and the attendance team (Attendance Task Force). All employees have access to the system. The school reported that there is an increase of 10% of students on track to graduate as compared to this time last year. They attribute this to the implementation of the Moving On Up System.

- **Attendance – Implement a tiered attendance tracking system.**

Knowing that attendance contributes to their students' low 4-year cohort graduation rates, the school has an established Attendance Task Force (ATF) that meets and acts upon data from a six-tier attendance tracker. The ATF meets weekly, noting any changes in students' attendance. The task force meets with students and their families to problem-solve and keep students attending school. The school provides multiple opportunities for students to succeed, including flexible scheduling for course access and providing Chrome Books and hot spots when needed. The average daily attendance in the morning session is 40%, and the afternoon session is 60%

- **Increase achievement on IXL ELA Interim Assessment by 5% each quarter as measured by the IXL ELA Diagnostic Assessment. IXL instructor usage report shows that math instructors are using IXL to assess scholars every week.**

38% of students met or exceeded the benchmark goal, which was 5% higher than projected. The Usage Report shows that 100% of ELA instructors are using IXL to assess scholars every week. However, there is an opportunity to incorporate this data more effectively into the instructional curriculum rather than interventions only.

- **Increase achievement on IXL Math Interim Assessment by 5% each quarter as measured by the IXL ELA Diagnostic Assessment. IXL instructor usage report shows that math instructors are using IXL to assess scholars every week.**

61% of students met or exceeded the benchmark goal, which was 19% higher than projected. The IXL Instructor Usage Report shows that 100% of math instructors use IXL to assess scholars every week. These instructors embed instructional suggestions into their curriculum and have reported achievement gains. As a result of teachers consistently administering and implementing the recommendations from the IXL assessment, students enrolled in Layer 3 interventions went from 62% to 27

Summary of Progress

The leadership and staff at ABQ Charter have identified high-impact action steps and are following through on their commitments. However, despite the ambitious implementation of the four-year cohort tracking system and numerous system improvements, the projected 2025 4-year cohort graduation rate is 33%. This is a minimal gain below the school's projected 2025 goal of 40% and well below the NM Vistas Designation goal.

Next Steps

- 100% of ELA teachers will teach a whole-group lesson using IXL about how to use context clues to determine the meaning of unfamiliar words with grade-level appropriate vocabulary and post each word reviewed in the lesson with synonyms and pictures on a word wall 6 times in the spring semester. This will be monitored by a review of lesson plans and classroom walkthroughs.
- Build on the lessons learned and next steps to further develop the Accelerated Credit Recovery Program as part of the school's 90-day plan, ensuring continued positive momentum for the program.
- Continue to track and report progress with 2025 NMPED 4-year cohort scholars and report progress at EOY visit. Compare actual outcomes with projected.