



Albuquerque Public Schools  
Office of Innovation and School Choice

2023 APS Charter Renewal Application

ABQ Charter Academy

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## Part 1—School's Executive Summary

### A. Typical School Day

**Question 1: Describe how the student experience aligns to your mission. Give specific examples of how the student experience at your school is unique.**

"Lexi has struggled in APS since kindergarten. But things got really bad when she got to high school. Couldn't keep her there and she struggled with substance abuse while there. Couldn't finish class work. Eventually dropped out. I searched high and low to find a school that could provide a learning environment she could thrive in. I almost sent her to another state for boarding school. This school is perfect for Lexi. The classes are smaller so she's not overwhelmed. The day is shorter so her ADHD doesn't have her so drained. Working at her own pace, getting help from teachers. It's exactly what she's needed and exactly what I've been searching for. A complete 180. I want to cry writing this. She's up early, on time, doesn't miss any days. Her self-esteem has sky rocketed because she's actually able to complete work and her classes. It's given us a second chance. I don't know where we would be if I hadn't found this school. A true answer to prayer. The staff commitment to making students feel supported, is really something special. Lexi's IEP meeting was a testament to how she's thriving at this school. She would have been a Junior this year and came to ABQ Charter with only 3 credits. At the pace she's moving, she might still graduate with her class. And even if she doesn't, she's still going to get a diploma. I can't speak highly enough about the staff here. They saved my family. Sounds dramatic, but it's the truth. You gave Lexi a second chance when there wasn't one before. Thank you. From the bottom of my family's heart, thank you."

-Dana, ABQCA Parent

The mission of ABQ Charter Academy is to **Redefine the High School Experience** by changing our services to meet the needs of each scholar rather than expecting the scholars to fit into a traditional high school model. Thus, each scholar's individual experience - from their class schedule to their curriculum to the pedagogy they experience - is unique. Our classrooms are multi-ability level, multi-grade level, inclusive settings with at least one Special Education teacher in each core content area classroom. The ELA, math, and science classrooms are all staffed with two general education content specialists and one Special Education teacher forming a 3-person team, while the Social Studies classroom has two highly qualified Social Studies teachers who are both also certified in Special Education. Thus, each scholar has access to multiple teaching styles at any given time, and our teacher teams use a wrap-around approach to support each scholar individually. Since 100% of our scholars have been unsuccessful in other learning environments, they require intensive, individualized instruction - supported by certified Special Education professionals when appropriate - in order to master grade-level content area standards, which is often achieved through self-designed project-based learning.

## Part 1 - School's Executive Summary

There is no such thing as failing a class at ABQCA; scholars earn credit as they master competencies in each subject area. Each scholar has access to an unofficial transcript in their Google Drive that is updated in real time as they complete credits. Some scholars prefer to work on four separate content areas in each of their four blocks (see below for an explanation of our bell schedule), but others prefer to work on only one or two content areas at a time, attending multiple blocks in the same content area. Their schedules are fluid and can change at any time, based on credits earned or adjustments for learning preference; teachers submit grades every day at a rate of about 360 half-credit grades per month, many of which trigger a schedule change. Since credits are not based on seat time, scholars can set the pace at which they work, which most report as the most impactful aspect of our school; they are no longer in fear of falling behind. They are not aware of which grade level they are in, which removes the stigma of having fallen behind in the past; they are aware of how many credits they still need to complete to earn a diploma.

Outside of the major content area classrooms, scholars have access to sheltered Reading Strategies and Math Strategies classrooms, where teachers provide intensive interventions to close skill gaps so they can be successful in high school level coursework. We have built a state-of-the-art gym where scholars earn PE and elective credit by learning to exercise in a real-world setting. Our robust Visual Arts program offers SEL-aligned courses such as Art for Stress Relief and Art Journaling. Our scholars all start and end their experience in our College and Career Readiness program; their first week in school is spent in CCR writing their Next Step Plan, and their final weeks in our school are spent in CCR working on their transition planning, college and scholarship applications, and employment applications. Scholars can graduate any day of the school year when their credits and transition planning are complete.

One of the trademarks of our model, which is described by both scholars and parents as one of the most impactful pieces of what we do, is our flexible school day schedule. Our day is broken into eight blocks: four morning blocks (the "AM session") and four afternoon blocks (the "PM session"). Please see **Appendix Illustration 1A1** for our Bell Schedule. Scholars' schedules are customized, using this schedule as a foundation, to meet their academic as well as social-emotional and personal needs. Scholars choose to attend either the AM and PM session, or they may need to attend both sessions if academically beneficial. They may also choose another session to engage in off-campus learning: employment, dual credit courses, individual or group mental health counseling, community service learning, caregiving for a family member, and other activities all result in credit toward their graduation requirements. We also offer a Distance Learning session for our scholars who work full-time or who have documented medical issues that prevent in-person school attendance. Thus, it's difficult for us to provide a chronology of the typical scholar's day at ABQCA, because their days are as unique as their needs as individuals.

## Part 1 - School's Executive Summary

"Our high school experience before attending ABQCA was bleak. ABQCA recognizes my daughter as a unique individual and treats her as such. High school before ABQCA was difficult. Audrey was one face out of a gigantic crowd. At ABQCA she is an actual person to the staff. My daughter can seek and get help with anything at ABQCA. At traditional high school she was just a number and I had to pester and email people for weeks to get her any assistance. Audrey's teachers always make us feel valued and like we are humans and not numbers. We get positive texts and emails from everyone at ABQCA, unlike traditional high school where we'd get pre-recorded voice mails and copied paste emails. I love ABQCA."

-Mary Baca, ABQCA Parent

Our front office staff have a goal of greeting every single scholar by name as they walk through the door each day. Many parents and scholars mention this personalized attention as a favorite aspect of their experience with us; they often tell us that they'd always felt invisible in the past. Our scholars do not experience detention, suspension, or expulsion; we have zero incidences of punishments like these. All of our behavior management is achieved through restorative practices. Our school Social Worker and School Counselor are available on demand to any scholar at any moment, and those two staff members are constantly working with scholars to regulate themselves so that they can return to class ready to learn. Every other staff member - from our registrars to our custodial staff to our administrators - also personally know and support our scholars in a family-like atmosphere. Our entire staff is trained in trauma-informed practices and expected to treat each scholar with respect, no matter what behavior they display. We see disruptive behavior as communication of an unmet need, and we make it the overt goal along with the scholar to discover and meet that need.

"My son hated school. He did not attend regularly and dreaded going. He was expelled for fighting and did not get along with other students and staff. At ABQCA he feels heard, respected, and supported. He goes to school on a regular basis and enjoys his interactions with other scholars and teachers. From day one at orientation we felt heard and respected and supported. To pick my son up from school and he has a smile on his face and is excited about school speaks volumes to what this school has done for us. It was the best decision I could have made for my son. There are many kids who depend on ABQCA and would not be successful without it."

-Alisha Salazar, ABQCA Parent

### **Question 2: Describe the typical student that you serve. Describe how the school's programs are designed to support this student population.**

The typical scholar at ABQCA has had irregular school attendance/enrollment in the past, enrolling with us after a year or two of not attending school at all. The typical scholar is off-track for graduation by at least one year, with an average baseline reading skill of 6.5 and an average baseline math skill of 5.0. 27% of our scholars come in reading at a high school level (GLE 9.0 and above), and 0% come in with high-school level math skills. On our surveys, our scholars report having very negative experiences with school in the past, feeling like they were invisible and left behind, and they often "got in trouble",

## Part 1 - School's Executive Summary

leading to frequent suspensions. The infraction reports that we pull as each scholar enrolls are typically very long, with infractions reported from elementary school forward. About 20% of our scholars may speak Spanish at home with family, but we have few beginning ELLs (only one currently). About 30% of our scholars have a disability covered by either IDEA or ADA.

Although we serve ages 16-21, the majority of our scholars are 17-18 years old and in 10th or 11th grade. About 90% are scholars of color. 20% work full time, and many more have part-time jobs and report helping to financially support their families. Around 40% qualify for SNAP/TANF, although many more self-report significant financial difficulties, with unstable housing and constantly-shifting home environments. Our scholars struggle with regular attendance and reliable transportation. Most say upon enrolling that they want to graduate because they would be the first person in their family to do so.

Scholars at ABQCA tend to have very strong family values. Many are responsible for caring for either young or elderly family members. Some of the scholars who have children enrolled in our Early Childhood Center bring their nieces, nephews, and siblings with them as well as their own children. They have dreams of success, but may not understand how to achieve their dreams, or may lack the executive functioning skills such as time management and short- and long-term goal setting that are necessary for success. Their parents are typically very supportive of them, attending our frequent family events and writing heartfelt testimonials about our school.

One experience that nearly every single one of our scholars share is that of significant trauma. They provide a writing sample when they enroll with us that tells the story of why they chose to enroll in our school. These narratives regularly bring our staff members to tears. Their experiences with domestic violence, emotional and physical illness, loss and grief are often more than one can imagine bearing. The courage that they show just by showing up on their orientation day is remarkable.

In the last section, we described our competency-based instructional approach, our low PTR, our open-entry/open-exit enrollment model, our Early Childhood Center, our restorative and trauma-informed behavioral management approach, constant access to mental health professionals, our flexible scheduling, and our family-like culture, all of which form the foundation of our culture.



## Part 1 - School's Executive Summary

"ABQCA is so encouraging to every student to learn and advance with personal attention for each student. My grandson has responded with happy conversations and songs as I drive him to school and home. He is up and waiting for me, anxious to go to ABQCA. It is almost like he has been let out of a prison and into the sunlight. The hallways are lined with encouraging signs and hangings committed to the concept that every child is a winner and champion. I cannot tell you how thankful I am that ABQCA is giving my grandson a true path to education. He has opened up with smiles, singing, and delight in learning since attending ABQCA. Within the first weeks of attending, he literally said to me, "Granddad, I am really learning at this school." Both he and myself were practically in tears of joy. I have never experienced such a wonderful transformation from feelings of failure, to knowledge of being acceptable and learning. His very first month he came running to the car after school waving a paper recognizing his "attendance", which made him so Happy and Accepted. I have photographs of that as well with teachers. ABQCA recognizes the little things that make all the difference for a student. They deserve total credit for succeeding in the goal of education for young scholars during these challenging years of the Covid-19 interruption with education."

-Robert Eaton, Grandfather

Because of the intensive supports that each of our scholars need in order to earn a diploma, every aspect of our program differs from traditional environments, requiring a great degree of flexibility regarding implementation of statewide mandates. For example, we require flexibility in how we define our MLSS layers and provide interventions. According to Dr. Essie Sutton, the ideal distribution of MLSS intervention layers is 80% Layer 1, 15% Layer 2, and 5% Layer 3. Based on the assessment data that we review extensively throughout this application, 99-100% of our scholars fall into Layer 3 in the areas of reading, math, health, and wellness as Layer 3 is defined by APS. Accordingly, the intensity of the interventions that we provide for our entire population parallels the targeted Layer 2 interventions offered in traditional environments with easy access to intensive Layer 3 interventions. However, if we were to provide Layer 3 interventions as defined by APS to our entire population, the implementation of MLSS would not allow for more intensive interventions than our universal interventions, rendering the intent of layered systems of support meaningless. Therefore, our definitions of MLSS layers - and the levels of academic and wellness proficiency attached to each layer - need to shift so that Layer 3 truly does represent 5% of our population.

Attendance in another area in which our benchmarks need to differ from traditional settings. Given the chaotic nature of the lives of our scholars, who juggle full-time work, child care, elder care, homelessness, mental and physical illness, and lack of reliable transportation, they struggle with regular attendance. Our attendance tiers and the absence percentage that qualifies for each tier differ from those in the Attendance Success Act and the PED's Attendance Success Plan. We spend an enormous amount of effort on supporting attendance, with a seven-person Attendance Task Force that meets weekly to respond to daily and monthly attendance data and to enact a matrix of interventions that are designed to discover and remove barriers to regular attendance. Our most intensive interventions - which include home visits, CYFD referrals when appropriate, and finally disenrollment for prolonged non-attendance - are enacted for scholars with a 70% absence rate and above, which

## Part 1 - School's Executive Summary

differs from the Chronically Absent definition in the Attendance Success Act. Our other attendance tiers and interventions are also customized for the attendance trends of our population.

"My son is actually treated with dignity--the school is very involved in his work, attendance, and with him as a person, He actually wants to go to school, always talks about how the teacher's like him. One day Luke was sick and did not attend, the school reached out to make sure he was ok. They treat your child with respect and listen to them--Luke actually shows ambition now."

-Judy Abeita, ABQCA Parent

A final aspect of our program that is unique is directly related to our open-entry/open-exit model: standardized assessment. Our enrollment model is an essential component of our competency-based approach, as a scholar can enter a class at any given time and start at the beginning, no matter what time of year it is, and a scholar can exit our school as a graduate when all requirements are met. This defining aspect of our school is exactly why none of the existing accountability metrics accurately measure our success, and none of the calendar-based cycles, such as state assessments, can easily be applied to us. If we have a scholar who enrolls with us as a senior and is missing only three credits, but has never taken the SAT School-Day, that scholar may not be enrolled with us during a testing window. Additionally, the PED calculates our testing participation rate based on the number of 11th graders on our 40-day counts, and most of those who were in 11th grade at the time of those counts have already moved on to 12th grade or graduated by the time the testing window opens. In cases like these, when the SAT is impossible to administer without delaying a scholars' graduation, or when a scholar advances grade levels and is no longer eligible to test by the time the testing window opens, we use the Alternative Demonstration of Competency as allowed in NMAC 6.19.7 without the standardized assessment attempts that may be required in PED's annually shifting testing mandates.

"This school has a bracket of a larger age group than public school, allowing those who are too old to have a second chance. This school is great for those who are too old for high school but still want a high school diploma instead of a GED. Whatever reason it may be for not being able to acquire a diploma, the students are coming in because they want to finish school."

-Savannah, ABQCA Scholar

## Part 2 — Record of Performance (Self-Report)

Purpose: Looking Back: A Self-Report on the Current Charter Term

### A. Academic Performance/Educational Plan

**Task 1: Provide insight, explanation, and/or evidence to describe your Academic Performance/Education Plan and fully describe the following:**

**A. Key Accomplishments related to Accelerating Learning/Meeting Academic Goals:**

- Improved 18% in Science proficiency on the NMASR
- Improved 5% SAT Math
- 82% on-time graduation rate in 22-23: highest for the charter term
- Average of more than 1 year's growth per year of instruction in reading and math on our short cycle assessment for the charter term

**B. Describe your student population's performance in the areas of:**

**English:**

- Average of 1.5 years of growth per year of instruction over the course of the charter term
- There's a decline in growth starting in 2020-2021 through last year. We also saw a decline in the reading baseline GLE for those years. We attribute that to the effects of the COVID-19 lockdown and subsequent recovery years for scholars and staff. We expect those growth numbers to rebound and this year have added a full-time special education teacher to the English classroom, weekly team meetings with instructional staff, and changed our short cycle assessment to better target skill deficits and systematically track scholar performance.
- Our scholars grew one percentage point in EBRW on the SAT from 2021-2022 to 2022-2023. We're aiming to increase that by another 3% this year.

**Math:**

- Average of 1.3 years of growth per year of instruction over the course of the charter term
- There's a decline in growth starting in 2021-2022 through last year. The decline in math is not as precipitous as the decline in reading and is already starting to trend back upward. We think the decline in math is also due to the effects of the COVID-19 lockdown and subsequent recovery years for scholars and staff; however, we hired a new special education teacher for the math classroom in 2021, so we think that improved learning outcomes for the math scholars.
- Our scholars grew by 5% on the SAT from 2021-2022 to 2022-2023. This exceeded our projection goal of 2%.

Part 2 – Record of Performance (Self-Study)

Performance Measures SCA	SY 2018-19 GLE Growth	SY 2019-20 GLE Growth	SY 2020-21 GLE Growth	SY 2021-22 GLE Growth	SY 2022-23 GLE Growth	Ave Growth for the 5 years
Reading	1.8	2.4	1.3	0.9	0.9	1.5
Mathematics	1.3	1.4	1.8	1	1.1	1.3

Performance Measures SAT	SY 2018-19 % Proficient	SY 2019-20 % Proficient	SY 2020-21 % Proficient	SY 2021-22 Baseline % Proficient	SY 2022-23 % Proficient	Growth
EBRW				15%	16%	1%
Mathematics				0%	5%	5%

Please see **Appendix Illustration 2A-1 - SAT Performance Measures** for a graphical representation of the data in the table above.

**Science:**

Our scholars improved 18% in Science proficiency on the NMASR from 2021-2022 to 2022-2023. We suspect that the COVID-19 pandemic and the recovery from it also affected our scholars’ performance on the NMASR in 2021-2022. We hired a new science teacher last year for 2022-2023, and she has been instrumental in reinvigorating our science department.

Performance Measures	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
Science	SBA Science	No Standardized Testing	No Standardized Testing	7%	25%
Graduation Rate		73%	61%	47%	82%

Please see **Appendix Illustration 2A-2 - NMASR Performance Measures** for a graphical representation of the data in the table above.

**Graduation Rate:**

Please see the section about Mission Specific Indicator #2 for an in-depth discussion of our graduation rate.

**C. Describe your student subgroup population’s performance**

**English learners:**

- **Reading and math short cycle assessments:** Our ELL population achieved growth in reading at a higher rate over the course of the charter term than the population as a whole and achieved the same rate of growth in math over the course of the charter term.
  - Overall reading 2.0 years of growth average per 1 year of instruction
  - Overall math 1.3 years of growth average per 1 year of instruction

## Part 2 – Record of Performance (Self-Study)

- **SAT EBRW and Math:** An average of 14% of the ELL scholars who took the SAT in 2021-2022 and 2022-2023 scored proficient on the EBRW and 0% were proficient on the math. ELLs represent 3% of the total number of scholars who tested.
- **NMASR Science:** An average of 0% of the ELL scholars who took the NMASR in 2021-2022 and 2022-2023 scored proficient. ELLs represent 10% of the total number of scholars who tested.
- **Graduation Rate:** 94% of our ELL scholars met their on-time graduation goal in 22-23 compared to 82% for all graduates. ELLs represent 10% of the total number of graduates.

### Students with disabilities:

- **Reading and math short cycle assessments:** Our scholars with disabilities achieved growth in reading and math at a higher rate over the course of the charter term than the population as a whole.
  - Overall reading 1.7 years of growth average per 1 year of instruction
  - Overall math 1.6 years of growth average per 1 year of instruction
- **SAT EBRW and Math:** An average of 16% of the scholars with disabilities who took the SAT in 2021-2022 and 2022-2023 scored proficient on the EBRW and 0% were proficient on the math. Scholars with disabilities represent 16% of the total number of scholars who tested.
- **NMASR Science:** An average of 7% of the scholars with disabilities who took the NMASR in 2021-2022 and 2022-2023 scored proficient. Scholars with disabilities represent 12% of the total number of scholars who tested.
- **Graduation Rate:** 95% of our scholars with disabilities met their on-time graduation goal in 22-23. Scholars with disabilities represent 18% of the total number of graduates.

### Economically disadvantaged:

- **Reading and math short cycle assessments:** Our economically disadvantaged scholars achieved growth in reading and math at a lower rate over the course of the charter term than the population as a whole.
  - Overall reading 0.8 years of growth average per 1 year of instruction
  - Overall math 1.1 years of growth average per 1 year of instruction
- **SAT EBRW and Math:** An average of 12% of the economically disadvantaged scholars who took the SAT in 2021-2022 and 2022-2023 scored proficient on the EBRW and 0% were proficient on the math. Economically disadvantaged scholars represent 36% of the total number of scholars who tested.
- **NMASR Science:** An average of 5% of the economically disadvantaged scholars who took the NMASR in 2021-2022 and 2022-2023 scored proficient. Economically disadvantaged scholars represent 71% of the total number of scholars who tested.

Part 2 – Record of Performance (Self-Study)

- **Graduation Rate:** 84% of our economically disadvantaged scholars met their on-time graduation goal in 22-23. Economically disadvantaged scholars represent 42% of the total number of graduates.

**D. Describe your Martinez-Yazzie Plan in support of at-promise students.**

**Current Martinez-Yazzie demographics:**

<ul style="list-style-type: none"><li>● 43% economically disadvantaged</li><li>● 25% scholars with disabilities</li><li>● 21% ELL</li><li>● 30% of the 21% of ELLs are also scholars with disabilities</li><li>● 13% African American</li><li>● 65% Hispanic</li><li>● 11% Indigenous</li></ul>	
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**Martinez-Yazzie Plan:**

- **Provide Layer 1 best practices for these scholars' needs:**
  - Universal screening for math, reading, ELA, and writing skills upon entry/new school year
  - Constant, systematic formative assessment
  - Systematic short-cycle assessment benchmark data collected
  - Competency/Mastery-based learning providing on grade-level content and skills
  - Standards-based instruction
  - Emphasis on NMIS priority standards in core content areas
  - Self-paced curriculum
  - One-on-one, small-group, and whole-group instruction
  - Systematic college and career readiness program
  - Distance learning option for scholars who work full time or are full-time caretakers of family members
  - SIOP-trained instructional staff
  - Dedicated special education certified teacher in every core content classroom
  - Teacher action plans centered around scholar learning and professional development goals supported with monthly instructional coaching meetings
  - Monthly professional development meetings with administrators
  - Layer 1 Attendance Task Force interventions
  - SEL team meetings that assess and prioritize SEL instructional needs of staff, scholars, and families
  - Level Up! Team meetings focused on PBIS and incrementally fostering skills for academic success
  - Scholar Leadership team meetings to provide scholar input into school initiatives as well as leadership development for our scholars
  - Equity Council
  - Family Engagement Team
- **Layer 2 Targeted Interventions and Layer 3 Intensive Interventions:**

## Part 2 – Record of Performance (Self-Study)

- Weekly Attendance Task Force PLC meetings to look at attendance data trends, target Layer 2 interventions (monthly), target Layer 3 interventions (bi-monthly), and track the success of those interventions
- Weekly instructional PLC meetings
- Health and Wellness meetings
- Bi-weekly Special Education Department meetings

**Include data that show what progress you have made:**

### A. Short Cycle Assessment 22-23

- **Reading:** Half the Martinez-Yazzie subgroups displayed the same or higher than the average growth of all scholars. Black scholars and scholars with disabilities were 0.3 GLE behind all scholars, which is close to all scholars. The group that we need to concentrate on the most is our economically disadvantaged scholars as they were 0.6 GLE behind all scholars. Systematic data analysis during instructional PLCs and individualized skill plans based on SCA performance should help us provide the interventions necessary to close that gap.
- **Math:** 4/6 (67%) of the Martinez-Yazzie subgroups displayed the same or higher than the average growth of all scholars. Our Native American scholars were 0.3 GLE behind all scholars, and our economically disadvantaged scholars were 0.2 GLE behind all scholars, which is close to all scholars. Systematic data analysis during instructional PLCs and individualized skill plans based on SCA performance should help us provide the interventions necessary to close that gap.

Average growth for reading and math

All Scholars	2.0	1.3
Native American Scholars	2.1	1.0
Hispanic Scholars	2.0	1.4
Black Scholars	1.7	1.7
Scholars with Disabilities	1.7	1.6
English Language Learners	2.0	1.3
Economically Disadvantaged Scholars	0.8	1.1

### B. SAT

Before discussing SAT data it's important to revisit some special features of the population we serve as our mission. Because we are a dropout recovery/prevention school, most of our scholars come to us significantly below grade level, and many have been out of school for multiple years. Our current baseline GLE for math is 5.0. We have zero scholars scoring on grade level or within two grade levels of their current grade in math. The current average baseline GLE in reading is 6.5 with only a handful of those on grade-level or above. The majority of scholars taking the SAT will have only been with us for a few months before taking the test, so it's unrealistic to expect 5-6 years of growth to proficiency at an 11th grade level in a few months.

## Part 2 – Record of Performance (Self-Study)

As discussed in Part 1, Question #2, paragraph 7, it's difficult to glean any meaningful trends from our SAT data to help us measure our success in those efforts because the number of scholars (n) total and in any given subgroup is so small. Even adding or losing one scholar can create an outsized change in the percent proficient.

Ultimately, we would like to see our SAT scores improve. Our entire staff is dedicated to providing all the elements necessary that we can in order to affect the largest learning growth possible.

- **EBRW:**

- We noticed that the percent proficient for our Native American scholars was above the percent proficient for all scholars and increased by 18% from 2021-2022 to 2022-2023. This happened because we had 3 Native American scholars score proficient in 2022-2023 compared to one Native American scholar who scored proficient in 2021-2022. Two more proficient scholars caused a jump of almost 20%.
- Similarly, we had one Black scholar score proficient in both 2021-2022 and 2022-2023, but because the n changed from 7 to 5, our percent proficient jumped 7% from 14% in 2021-2022 to 20% proficient in 2022-2023.
- The same is true for our ELL scholars but in reverse. We had one ELL scholar score proficient in both 2021-2022 and 2022-2023, but because the n changed from 5 to 13, our percent proficient dropped 12% from 20% in 2021-2022 to 8% proficient in 2022-2023. **SAT EBRW % Proficient**

Year	2012-2022 (baseline)	2022-2023
All Scholars	n: 45/ <b>16%</b>	n: 73/ <b>16%</b>
Native American Scholars	n: 5/20%	n: 8/38%
Hispanic Scholars	n: 24/13%	n: 48/10%
Black Scholars	n: 7/14%	n: 5/20%
Scholars with Disabilities	n: 11/11%	n: 14/14%
English Language Learners	n: 5/20%	n:13/8%
Economically Disadvantaged Scholars	n: 17/18%	n:24/8%

- **Math:**

- In math, we had four scholars score proficient in 2022-2023 compared to zero in 2021-2022. This is good news; however, if we had had four score proficient in 2021-2022 as well, our percent proficient for all scholars would have dropped from 9% to 5% because of the change of the n size from 2021-2022 to 2022-2023.
- 1 Hispanic scholar scored proficient, 1 Black scholar scored proficient, and 2 Caucasian scholars scored proficient in 2022-2023. This means that out of our proficient scholars, Martinez-Yazzie subgroups is the same proficiency rate of non-Martinez-Yazzie scholars.



Part 2 – Record of Performance (Self-Study)

- One Hispanic scholar scoring proficient caused an increase of 2% because of the n of 48 for Hispanic scholars. One Black scholar scoring proficient caused an increase of 20% because of the n of 5.

SAT Math % Proficient	2021-2022 (baseline)	2022-2023
All Scholars	n: 45/0%	n: 73/5%
Native American Scholars	n: n/0%	n: 8/0%
Hispanic Scholars	n: 24/0%	n: 48/2%
Black Scholars	n: 7/0%	n: 5/20%
Scholars with Disabilities	n: 11/0%	n: 14/0%
English Language Learners	n: 5/0%	n:13/0%
Economically Disadvantaged Scholars	n: 11/0%	n:24/0%

- **On-Time Graduation**

- Almost all Martinez-Yazzie sub-groups are meeting their on-time graduation goal ahead of all scholars who graduated last year. The only two groups that did not reach the same percentage of on-time graduation rate as all scholars were Hispanic scholars (60% of the graduates) and Black scholars (6% of the graduates).
- We have made analyzing the disaggregated graduation data quarterly part of our 90-Day Plan in order to ensure that we provide the interventions necessary for successful diploma completion to any scholars protected by the Martinez-Yazzie ruling.

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On-Time Graduation Rate	2022-2023 (baseline)	2023-2024	2024-2025	2025-2026	2026-2027
<ul style="list-style-type: none"> <li>● Percent of each population “on time” according to their adjusted graduation cohort</li> <li>● Resetting baseline data due to new adjustment formula</li> </ul>					
All Scholars (n:118)	82%	84%	86%	88%	90%
Native American Scholars (n:9)	89%	91%	93%	95%	97%
Hispanic Scholars (n:71)	80%	82%	84%	86%	88%
Black Scholars (n:7)	71%	73%	75%	77%	79%
Scholars with Disabilities (n:21)	95%	97%	98%	99%	100%
English Language Learners (n:16)	94%	96%	97%	98%	99%
Economically Disadvantaged Scholars (n:50)	84%	86%	88%	90%	92%

**E. Provide a summary of your school-wide curriculum:**

- **Centered around our definition of learning:**
  - Learning for everyone at ABQCA is a continuous, non-linear process, unique to each learner, of taking risks and allowing mistakes that foster emotional intelligence and a growth mindset, which encourages adjusting ideas about what is true through the acceptance of new perspectives and a democratic exchange of ideas to assist in moving from answers to new questions by new experiences, growth, knowledge, research, collaboration, application, active listening, and reflection creating life-long learners to find **their** success.
- **And the optimal conditions we think need to exist for learning to take place:**
  - scholars have the resources they need - academic and other
  - scholars aren't limited by teacher beliefs/bias - teachers challenge them
  - scholars believe in themselves
  - scholars' needs for emotional safety are met
  - scholars feel respected, valued, and seen
  - scholars are engaged in what they're learning
  - the curriculum is individualized for scholars
  - scholars have opportunities to work in areas of their strengths and work to their potential
  - scholars have opportunities to work on things that capture their interests
  - scholars have opportunities to access curricula the way they prefer to learn
  - the definition of "high-level" is defined per individual scholar and is
    - decided collaboratively among each scholar, parents/guardians, teachers, Scholar Success Teams, IEP team
    - based on the assessment data we have
      - IXL short cycle assessment data
      - Diagnostic educational assessment data
      - First Essay
      - getting to know each scholar in the classroom and school-environment
      - talking to each scholar about what they think and how they feel
      - formative assessment: assessing scholars' work in class and seeing what they can do and what challenges them
      - summative assessments
    - communicated via
      - a system for recording and tracking learning progress that includes the scholar, not just the teachers, and uses common language across all settings

**Instruction**

- Competency/Mastery-based learning providing on grade-level content and skills

## Part 2 – Record of Performance (Self-Study)

- Standards-based instruction
- Emphasis on NMIS priority standards in core content areas
- Self-paced and time-bound curriculum (synchronous and asynchronous)
- One-on-one, small-group, and whole-group instruction
- Asset-Based Pedagogies
- Blended learning model where instruction is delivered through technology, teachers, and peers.
- Individualized
  - based on where a scholar’s skills are when we first assess them, delivering the interventions each scholar needs, accelerating mastery to grade level as quickly as possible
  - differentiated for scholars based on their own choices for content, process, or product as appropriate to the standards being assessed
  - allows for connections to their own interests and backgrounds
- Progress is recognized and celebrated, no matter how small it may seem
- Scholars finish credits, classes, and their diplomas daily. As they demonstrate mastery in their subjects, they move on to the next standards they need to master. They don’t have to wait for anyone else, nor is it an issue if they need extra time to master a standard
- Trauma-Informed Practices
  - The majority of our scholars have experienced a significant amount of trauma and/or are currently experiencing trauma, so connection and relationships are our primary goals.
  - We strive to ensure scholars have all the resources they need to be regulated enough to access their full cognitive capacity.
  - School-wide positive behavior interventions and supports: behavior is seen as communicating a need, not as defiance.
  - Scholars are treated with respect, even when redirection is necessary
  - Social-emotional learning is a key component in all aspects of our communication with scholars, whether explicit or implicit.
- Educational Environment
  - designed to be a welcoming, safe place for scholars and their families
  - designed to promote emotional and physical regulation
  - All adults in the building greet and acknowledge scholars and families they see in any space of the school and engage in positive, affirming conversations.
  - Learning environments are designed to promote regulation, accommodate needs and preferences for flexible seating and grouping.

### **Alignment to New Mexico’s Common Core State Standards:**

Please see **E-Appendix Section 6-Standards Alignment Documents** for the following:

- ELA Standards Alignment
- Math Standards Alignment: Algebra, Geometry, Algebra II
- Science Standards Alignment: Biology, Earth and Space, Physical Science

## Part 2 – Record of Performance (Self-Study)

- Social Studies Standards Alignment: Economics, NM History, Government/Civics, US History, World History

### **F. Describe the assessment process your school uses to measure performance to NM state standards throughout the year and how you use this to inform instruction:**

- **Continuous formative assessment daily in all classrooms:**
  - Teachers use these in real-time to adjust instruction to fit the needs of each, individual scholar and to update stakeholders on progress towards learning goals.
  - Teachers analyze formative assessment trends to determine where adjustments in their instruction need to take place for all scholars (revising lessons, providing clarity, adding more choices, etc.)
- **Classroom summative assessments:**
  - Teachers use these assessments to determine which scholars need further learning opportunities with the standards being assessed, then discuss the results of the assessments with the scholars, provide further learning opportunities and re-assess, and to update stakeholders on progress towards learning goals.
  - They also use these assessments to determine if the scholar needs an alternate way of demonstrating mastery of the standards they didn't master on the assessment.
  - Teachers analyze summative assessment trends to determine where adjustments in their instruction need to take place for all scholars (revising lessons, providing clarity, adding more choices, etc.)
- **Math, reading, and ELA short cycle assessments** (baseline with at least 2 benchmark data collection points over the course of each school year). The short cycle assessment we started using this year includes skill plans for skill gaps aligned to NM CCSS.
  - Our school leadership team uses this data to measure the effectiveness of reading, and math instruction, to analyze trends within our sub-populations, and to make programmatic and staffing adjustments as necessary based on that analysis.
  - Teachers use this data to measure the effectiveness of their instruction overall and within our subpopulations, analyze global trends within skills, track progress towards learning goals, update stakeholders on progress towards learning goals, and make instructional shifts as necessary based on their analysis of this data.
  - Teachers also use this data to create individual skill plans for scholars and to plan and teach interventions for individuals and small groups.
- **Summative state assessments - SAT, NMASR, ACCESS for ELLs:**
  - Our school leadership team uses SAT data to analyze how the performance on the SAT compares with expected performance based on our scholars' short cycle assessment scores. Since our average reading score is 5 grade levels below eleventh grade and our average math score is 6 grade levels below eleventh grade, SAT performance is not our primary way of measuring programming success.

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- Teachers are aware of our SAT data and will be analyzing it in PLC meetings this coming school year as a reference for what grade-level performance could look like.
- The school leadership team uses the NMASR data as one measure of the effectiveness of our school’s science instruction.
- The school leadership team uses the ACCESS for ELLs data as one measure of the effectiveness of our school’s instruction for ELL scholars.
- Our school leadership team uses all state summative data to identify where we have achievement gaps within our subgroups and to strategize how to close those gaps.

## Task 2: For Special Education Services:

### A. Describe how you deliver special education and related services to meet the unique needs of students. How do you ensure students have access to grade-level standards?

ABQ Charter Academy's Special Education population has steadily increased over the course of the past charter term, from 15% to over 25% over the past five years. Please see **Appendix Illustration 2A-3** for a graphical representation of our Special Education enrollment. We have expanded the scope of our services to mirror this increasing need, tripling the size of our Special Education staff and increasing our Special Education MOE by nearly 100%. This robust service model allows us to meet every Special Education scholar's unique need effectively.

Before scholars enroll with us, we perform extensive research, collecting all Special Education records, conducting scholar and parent interviews, and reviewing evaluations to customize our approach from the moment they walk through our doors for orientation. We currently serve a wide range of disabilities, including SLD, ASD, ID, ED, and OHI. The support staff who conduct the scholar and parent orientation are briefed on any special needs that may need to be accommodated during the first hour of their first day. The baseline assessment in reading, writing, and math is then administered by two members of the leadership team on the first two days of enrollment, both of whom are experienced educators who observe behavior in the assessment environment and add those observations to the school's baseline understanding of the scholars' needs. The scholars then spend their first week with our College and Career Readiness instructor, who provides invaluable anecdotal data regarding classroom behaviors, academic skill level, and social-emotional skill level. All of this data is then considered along with any historical data that came with the scholar from other schools in creating the scholar's daily schedule. Our goal is to transition each scholar from their orientation/assessment week to their regular core courses by the end of their first week of enrollment.

On Friday of that first week, General Education and Special Education teachers conduct a file review of each scholar who will be starting their class the following week. They have access to all IEP and assessment data, and are aware of why each scholar's schedule was crafted the way that it was. In this way, the academic needs of our Special Education scholars are met with no lag time whatsoever, and are based on the most current possible assessment data.

Because our scholars are primarily youth who have been disconnected from the educational process, they very rarely arrive with current evaluations or current IEPs, and their records are often many years out of date. Our diagnostician is a full-time employee who also serves as one of our two Reading Strategies teachers; this allows us to re-evaluate scholars in a timely manner and customize services accordingly.

Scholars who have received speech and language services in the past are immediately assessed by our school's Speech and Language Pathologist, who is on our campus one full day every week

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to deliver SLP services. Scholars who have received Social Work services are immediately evaluated by our full time School Social Worker, who meets with them regularly throughout their enrollment with us to ensure all social work needs are met. If additional services are required, such as Occupational Therapy, we engage the services of providers contracted through Cooperative Educational Services.

After each Special Education scholar's service plan and class schedule are complete, our IEP process ensures that each scholar's unique needs continue to be met over the course of scholar's enrollment. We utilize the PowerSchool Special Programs suite to house all of our documentation regarding Special Education scholars, and all staff have access to updated records and documents in real time. If any disability-related needs arise, they are promptly discussed in the IEP meeting, and the IEP is adjusted to meet those needs. Other scholar needs are met through the same systematic intervention process that is employed with our general education population (please refer to the previous section).

For the answer to the second part of Question A regarding access to grade level standards, please see our answer to Question B below.

### **B. Describe how you integrate special education students into the general education setting;**

Special education service at ABQ Charter Academy uses the Least Restrictive Environment as its guiding principle. Although we have two sheltered classrooms - Reading Strategies and Math Strategies - these classrooms are equally available to both Special Education and General Education scholars, and placement in those classrooms is based upon Short Cycle Assessment data in Reading and Math, not upon disability or diagnosis. Since 100% of our scholars have been unsuccessful in other learning environments, they require intensive, individualized instruction - supported by certified Special Education professionals when appropriate - in order to master grade-level content area standards. Special Education scholars therefore receive all of their instruction in general settings, but with the same highly individualized approach that we use for every scholar.

As described in our Executive Summary, our classrooms are multi-ability level, multi-grade level, inclusive settings with at least one Special Education teacher in each core content area classroom. The ELA, math, and science classrooms are all staffed with two general education content specialists and one Special Education teacher forming a 3-person team, while the Social Studies classroom has two highly qualified Social Studies teachers who are both also certified in Special Education. Thus, each scholar has access to multiple teaching styles at any given time, and our teacher teams use a wrap-around approach to support each scholar individually.

Our core curriculum for each content area addresses grade-level standards as illustrated in the Standards Alignment documents that are linked in the previous section. Teacher teams are aware of the areas and levels of disability of each Special Education scholar in the room, and

## Part 2 – Record of Performance (Self-Study)

implement IEP-specific accommodations naturally within the flow of everyday instruction, in the same way that a General Education scholar's skill deficit is addressed in the same classroom. Therefore, all scholars are accessing the same grade-level standards, regardless of disability.

In the case that a scholar on a modified diploma option requires curriculum modifications, these modifications are designed by the Special Education teacher in each content area, and delivered in the same classroom setting as all other scholars. For scholars who require the ability diploma option, curricula are designed by the Special Education team of teachers to ensure it meet the goals in the scholars' IEPs and aligns with the Dynamic Learning Maps Essential Elements for Students with Significant Cognitive Disabilities standards as appropriate.

### **C. Plan to support special education and regular education teacher collaboration in support of special education students;**

Because of the classroom model described above, with every core content area classroom staffed by both general education and special education teachers, they are able to collaborate with one another all day, every day. Collaboration that is designed to meet the needs of our scholars is part of the overall design of our school, our systems, and our procedures. Outside of the collaboration that occurs while team teaching, our core content teams also have a common prep period. During this time, they are able to review scholar data together, design instructional approaches, and create individualized curriculum based on scholar needs as they arise in the academic environment.

In addition, we have designed our daily schedule to support collaboration between general education and special education teachers across content areas. During our daily 40-minute Team Time, all staff meet in various workgroups that expand our services in the areas of Social Emotional Learning, School Safety, Family Engagement, Career Technical Education, Work-Based Learning, and more. Once weekly, on Wednesdays, all teachers meet in a PLC setting to review scholar data and discuss how to shift instructional services to respond to the data trends that we see. Please see **Appendix Illustration 2A-4** for a screenshot of our internal website where minutes from team meetings are stored and available to all staff.

### **D. Change of placement procedures;**

The most frequent change of placement that occurs at ABQ Charter Academy is from the restrictive environments where scholars were placed at their previous schools, to the least restrictive environment that is described in the answer to Question B. In the 20-year history of our school, we have not expelled a scholar; removing scholars from an educational setting is antithetical to our mission. We do not practice suspension or detention. All staff are trained in restorative justice practices, trauma-informed practices, and developmental relationships. Please see our section describing Mission Indicator #1 for more information on this aspect of our school culture.

Scholars who need assistance in emotional self-regulation are provided the opportunity and a calm space to regulate their emotions with a staff member to support them in this process.



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School Social Worker and Counselor are available to assist in a supportive - not punitive - environment where they are welcome to either work independently on classwork or engage in a calming activity. Invariably, they arrive on campus the next day regulated and ready to learn. Our scholars arrive at our school with infraction reports that date back to first grade, sometimes with dozens of infractions, yet they are never “in trouble” with us.

Our Governing Council Student Discipline Policy provides for Alternative Educational Services that are legally compliant with IDEA and FAPE, in the event that we need to utilize it, but over the next charter term, our goal will remain the same as it has always been: help each scholar identify and overcome barriers to academic success, and keep all of our scholars in the least restrictive environment.

### **E. Describe how you engage parents. Describe how you ensure parents are informed on the student’s disability, diagnosis and the plan for individual support.**

When scholars first enroll at ABQCA, they attend an orientation. During the orientation, scholars and parents (if under 18) join staff for an overview of our school’s mission, beliefs, and procedures. This orientation helps to establish a welcoming environment for our scholars and their families. Scholars who qualify for special education services have the opportunity to meet with the Director of Special Services to ask any questions and/or concerns on that first day.

Parents are of course active participants in IEP meetings to discuss the scholar’s placement, goals, accommodations, and any other specially designed instruction. Parents are provided the opportunity to invite members from outside agencies (such as DVR) or educational advocates and any other staff member they wish to meet with (such as the diagnostician, principal, specific teachers, etc.). Additionally, parents are always offered the New Mexico Parent and Child Rights in Special Education Procedural Safeguards in English, Spanish, or any other language of their preference (as long as it is provided on the NMPED website).

Parents are notified of their child’s coursework performance, attendance, and earned credits each quarter, and of progress toward IEP goals each semester. ABQCA often holds family engagement opportunities, such as luncheons or open houses, which encourage parental communication that fosters positive relationships between family, scholar, and school.

### **F. Plan for continued MOE compliance:**

We continue to strive to not only meet MOE but to have a Special Education teacher in every content area. Please see **Appendix Illustration 2A-5** for a graphical representation of our MOE expenditures from 2020 to present. Over the course of the next charter term, we will increase our MOE at whatever rate is necessary to reflect our Special Education enrollment, just as we have over the past charter term.

### **G. Include Spring Site Visit report. \***

Please see **Appendix Section 5** for the 2023 Spring Site Visit Special Education Report.

### **Task 3: For English Learner program and services how do you plan to do the following:**

#### **A. Plan to identify students as English Learners:**

Since our scholars almost always come to us from other New Mexico high schools, we use STARS to identify ELL history and recent ACCESS scores. In the rare case that we have an applicant who is new to New Mexico or new to the country, we use a Home Language survey to determine possible ELL status.

#### **B. Plan to assess students identified as English Learners:**

We use the WIDA Screener to determine the ELD level of each newly-identified possible ELL, and triangulate this data with our regular ELA baseline assessment (IXL), our Reading Strategies assessment (Dreambox Reading), a writing sample, and an informal verbal conversation to assess speaking and listening skills. All of this data is used to inform class placement and classroom supports.

#### **C. Plan to notify and communicate with parents/guardians regarding English Learner status and services:**

We clearly communicate with scholars and their parents/guardians regarding their ELL status, our ELL support in content area classrooms, and our sheltered ELL environment by their first day of school at the latest. Parents and guardians attend a one-hour orientation along with their scholars on the first day of class, during which time all services are reviewed. In some cases, we provide a sheltered orientation with a translator if both scholar and parent/guardian require translation services.

#### **D. Description of English Learner program and services, including any curriculum used:**

Our population of English Language Learners shifts along with our constantly-changing student body, but is usually around 20%. Many of these are older scholars who consider themselves to be fluent in English but who were identified as ELL as children based on a Home Language Survey but lacked the skills to reach the exit criteria on the ACCESS test. Scholars in need of ELD instruction are scheduled in our sheltered instruction classroom. That teacher uses a range of instructional and assessment tools to build English language proficiency. When scholars are ready, the ELL instructor works with other content area teachers on beginning to integrate the scholar into other classroom environments. The majority of our instructors are trained in the SIOP model.

#### **E. Plan to monitor students exited from English Learner status:**

As students enroll with us, we discover their ELL history while examining their STARS records. If they have already exited ELL services, we ensure that their baseline Short Cycle Assessment scores in Reading and Language Arts are commensurate with their native-English-speaking peers. As all instruction is individualized and our scholars' reading, listening, speaking, and writing skills are constantly monitored, we can easily identify and address skill gaps within our content area classrooms.

“Me gusta que exista esta escuela por que apoya a los jóvenes a que sigan estudiando y que se gradúen sin que sea algo tan estresante y complicado para algunos que prefieren darse de baja por que no les gusta la escuela por que son muchas horas y muchas tareas. Mi hijo va a la escuela con gusto y contento cada vez que logra un crédito y los maestros tienen más empatía. Se que mi hijo se va a graduar y eso es lo que quería para mi hijo. Que sigan motivando. A los jóvenes que son una escuela que brinda oportunidades para aquellos que pensaron que ya no había.”  
-Maria Cortez, parent

**F. Description of recruitment or maintenance plan to hire and retain qualified staff for the ESL/ELD program:**

We currently offer a \$10,000 stipend to each staff member who is TESOL-certified, we offer to pay tuition, fees, and books for TESOL certification courses, and we offer paid leave for staff members to attend their TESOL courses.

**G. Description of ELD program professional development:**

The majority of our teachers had a year of formal training in the SIOP model, a research-based approach to teaching English Language Learners within the content-area classrooms. Additionally, all our classrooms use culturally and linguistically relevant curricula and practices.

**H. Describe the process the school uses to provide English Learners access to extracurricular (academic, and non-academic) activities:**

ABQ Charter Academy is passionate about ensuring that all scholars have access to all of our services. Spanish-speaking families receive a translated copy of our Scholar and Parent Handbook, and our entire website - including the Live Feed which announces all extra-curricular activities - can be translated into Spanish with the click of a button. If we serve a family whose first language is something other than Spanish, we will procure translation services to ensure that all school information and announcements are available in the home language of the scholar.

**I. Plan to evaluate the effectiveness of English Learner program:**

We disaggregate all of our data - attendance, graduation rate, short-cycle assessment achievement, and standardized test achievement - by all subgroups including ELLs. We consider these measures to be indicative of the success of our ELL program. If discrepancies in the data do appear, we plan to further study the services that we offer and increase the interventions we provide to better meet the needs of our ELL scholars.

**J: How will you provide progress monitoring for exited ELs year 1 and 2:**

As students enroll with us, we discover their ELL history while examining their STARS records. If they have already exited ELL services, we ensure that their baseline Short Cycle Assessment scores in Reading and Language Arts are commensurate with their native-English-speaking peers. As all instruction is individualized and our scholars' reading, listening, speaking, and writing skills are constantly monitored, we can easily identify and address skill gaps within our content area classrooms.

Part 2 – Record of Performance (Self-Study)

## **B. Organizational Performance**

### **Task 1: Provide a written description of how your organization operates.**

ABQ Charter Academy operates on transformational leadership principles with a seven-person Leadership Team. The Leadership Team includes: Executive Director, Principal, Director of Innovation, Special Education Director, Director of Curriculum and Instruction, Business Manager and our Teacher Leader. The Governance Council consists of five members and oversees the operation of the school's mission, finances and academic progress by holding the Executive Director accountable.

The Executive Director has the primary responsibility for all aspects of the school's operations and management. The school operates on multiple levels that utilize every staff member through a team model. Each team meets regularly and works to create effective strategies and make decisions in the best interest for our scholars' academic achievement. In order for that to happen, teams must have clear tasks and goals and have time to accomplish the work. We start every day with a morning meeting before classes begin to get everyone on the same page and to be aware of situations that need attention. We have daily staff professional development meetings and Team Time.

Administrators hold monthly individual professional development meetings with every staff member to train, focus, and check in with everyone to ensure everyone is getting what they need from administration and working at expected levels. Instructional coaching meetings are also held monthly with instructional staff to support their individual professional development and teacher action plans and to work with our Director of Curriculum and Instruction to write and differentiate curriculum.

We have policies, procedures, handbooks and consistency in our daily functions that meet mandated requirements. We have an on-site business manager who is an employee of the school who conducts business in an on-going and as-needed fashion to ensure our staff have what they need to work with our scholars. We have multiple committees, an Instructional Council, an Equity Council and PLC groups to ensure all of the voices of the staff are heard and that all are supported.

### **Task 2: Describe your Governing Council's role in the school's Governance including strategic planning.**

The Governance Council's role in developing the Strategic Plan is to work with the Executive Director, the Leadership Team and the staff to ensure the overall mission of the school is fulfilled, the finances are accurate and available, spending is prudent, and academic accountability is present. The Governance Council is informed of changes to the plan and encouraged to participate in Strategic Planning at the monthly Governance Council meetings. From time to time, as big decisions are made, the Governance Council will hold workgroup sessions or longer retreats to dive deeper into the planning process to lead us to consensus as to the direction of the charter. The strategic planning utilizes our data from our short-cycle assessments, state mandated testing results, surveys and classroom assessments to inform our plan.

The overall success of the plan is accomplished by holding the Executive Director accountable for implementing the Strategic Plan according to the approved charter Performance Framework, goals,

## Part 2 – Record of Performance (Self-Study)

and mission of the school. The Governing Council uses an evaluation system that was built through consulting with Dr. Hugh Prather back in 2012 at a Governance Council retreat and has been used ever since. It utilizes a tool that evaluates the Executive Director on an annual basis and provides for a circular annual cycle that follows a series of requirements and timelines. It creates goals based on six categories. The categories are: Board Relations, Communication, Community Relations, Instructional Leadership, Organizational Management, and Values and Ethics. It allows the Governance Council and Executive Director to agree to and understand what the goals are and how they will be evaluated to ensure a transparent and fair process of evaluation that allows for collaboration and feedback.

### **Task 3: Provide your Organizational Chart**

Please see [Appendix Illustrations 2B-1 and 2B-2](#) for our full staff and leadership organizational charts.

## **C. Facility**

### **Item 1: Describe your long-term plans to comply with the state statute of being in a public building.**

ABQCA entered into a Lease Purchase Agreement “LPA”, following review and PED approval, in July of 2020 for both the 405 Dr. Martin Luther King Jr. address and the adjacent 401 Edith Blvd address. The terms of the LPA are 25 years with planned optional annual principal reduction payments reducing the payment term to only 10 years.

# Part 3—Plans for the Next Charter Term (Strategic Plan)

Purpose: Looking Forward: Vision for the Next Five Years

## A. Strategic Priorities

**Task 1: List who was involved in the strategic planning process and their roles. Including a timetable, planning activities and who was involved. Describe how you have engaged the community within this process. Include a description of community participation and input**

Strategic planning is a consistent aspect of the culture of continuous improvement at ABQ Charter Academy. The Strategic Planning Team includes: The ABQCA Governance Council, Executive Director, Principal, Director of Innovation, Special Education Director, Director of Curriculum and Instruction, Business Manager, our Teacher Leader, and includes input from all Teams and stakeholder groups.

“I see a significant change in me from when I first started coming here. Because I want to graduate and actually learn, I did financial literacy and now I’m taking the college version and my reading scores increased to a college level from being at a 5th grade level. Every teacher is so nice and they actually care about what you do.”

-Ruben, ABQCA Scholar

We have worked to gather input and gain insight from as many of our stakeholders as possible. We have done this through multiple surveys, in-person meetings, team meetings, Instructional Council meetings, Equity Council meetings, Scholar Leadership meetings and in talking with our educational partners. As discussed above and illustrated in **Appendix Illustration 2A-4**, our daily Team Time collaboration schedule ensures that all school staff are actively involved in the strategic planning process every day.

As we discussed above, the ABQ Charter Academy five-year plan is not something that we revisit only during charter renewal. We revisit this plan annually based on feedback from our community; our goal is to meet every need our scholars and their families might have, and to remove every possible barrier to academic success. During our last charter renewal, the idea of having an Early Childhood Center on our campus was only a dream. Now, we have a fully staffed and thriving Early Childhood Center that serves the children, siblings, nieces, and nephews of our scholars, completely free of charge. We

funded our center through the Daniels grant and now it's a vital part of our school community. We plan to develop similarly transformative services over the course of the next five years and beyond.

The 2022-2023 school year - our first year fully back in session after the pandemic - prompted us to revise our 5-year plan to respond to the changing needs of our community. Please see **Appendix Illustration 3A-1** to view an excerpt of the slide deck from our first day in session during that school year, when we reviewed our 5-year plan for responding to the effects of the pandemic. One of the largest shifts we saw as we fully returned to in-person learning was a precipitous drop in the baseline reading scores of our incoming scholars. Between 2019 and 2022, the percentage of incoming scholars who could read above a 6th grade level declined from 79% to 60%. Please see **Appendix Illustration 3A2** for an in-depth look at this longitudinal reading data. We saw a dramatic increase in the number of 16-year-olds who had never attended high school at all. We foresaw a need to shift our services from drop-out recovery to drop-out prevention, and accurately predicted the increasing academic and social-emotional needs of our incoming student body.

Our strategic planning has always included the development of non-academic programming as well. Our current non-academic 5-year plans include food service, a school-based health center, increased parking facilities, CTE and WBL programming, and differentiating our services for our adult population - which was once our entire focus - and our quickly-growing population of 16 and 17-year-old disengaged youth.

## **Task 2: Include the data analysis the school used to set your strategic priorities. How did you use the data to prioritize?**

In our data-driven culture, all stakeholders are accustomed to in-depth analysis of several data sets in determining strategic priorities. These data sets include:

- **State assessment data, including SAT Math, SAT EBRW, and NMASR scores**
  - Since our student body turns over almost completely from one school year to the next, we rarely still have scholars enrolled by the time their state assessment data is released to us.
  - Additionally, since our scholars' reading and math instruction was largely received at other schools before they enroll and test with us, our state assessment scores are not a valid measure of the quality of our instruction. Therefore, although we take these assessment results seriously, they are not as reliable for us as they may be for a traditional high school.
- **Local short-cycle assessment data in reading and math**
  - In past years, we used TABE Math, ilearn Math, and Reading Plus Insight to measure growth toward grade-level mastery in reading and math. However, we adopted the IXL Math and ELA short-cycle assessments beginning in the 23-24 school year, and are



currently working to establish and analyze a baseline data set

“Teachers here actually show interest in you graduating rather than their paycheck. I actually want to turn in good work that im proud of, I never cared before. As long as I turned it in I was okay with myself, now I’m not. I’ve only been at ABQCA for a month now, but I know what I want to do after high school now. I didn’t before.”

-Destiny, ABQCA Scholar

- **Developmental Relationships Survey**

- Please see the Mission Specific Indicator 2 section for an in-depth discussion of this survey
- We use the results of this survey to set strategic priorities that relate to Social Emotional Learning as well as programming that is not directly related to reading, math, and science, such as the CTE/WBL program that will be a significant focus for the next five years

- **Attendance Data**

- Improving school attendance has always been a perennial goal for us, but since 2020, school enrollment, attendance and engagement has become a nationwide crisis. We analyze and respond to our attendance data daily, and our Attendance Task Force responds with personalized interventions on a daily basis. For the purposes of five-year planning, we chose one metric - the number of scholars who fall into Attendance Tier 1 - as the basis of our goal.

- **PED Graduation Rate**

- Because of factors that we describe in depth in our Mission Specific Indicator 1 section, and the fact that we cannot access the exact list of scholars upon which the PED bases our graduation rate, this data set is not meaningful to us. However, since our status as an MRI school is based upon it, we take it as seriously as we can, and hope that the in-depth analysis and planning that results from our On-Time Graduation Rate has an effect on our graduation rate as measured by the PED.

- **On-Time Graduation Rate**

- Please see the section on Mission Specific Indicator 1 for an in-depth discussion of how we gather and use this data

- **Survey Results**

- In addition to the Developmental Relationships survey, ABQ Charter Academy strives to collect constant feedback from our scholars and their families through various surveys throughout the years

“We’ve been at schools that have a copy of our student’s 504 plan and review it once or twice a year. For some students that might work, but our student’s struggles are more dynamic and infrequent reviews meant ineffective accommodations. ABQCA has been committed to meet monthly and keep adjusting the accommodations as needed. Through this, I have felt their staff’s desire and the school’s ability to help all their students succeed.”

-Emily Fletcher, Parent

- Some of these are one-question surveys that we administer during family events. For example, during a family luncheon that we called in order to gather information about how we could support families achieve more regular school attendance, we asked that specific question on a survey that was an “entrance ticket” to the luncheon.
- We gather feedback via Scholar and Parent/Guardian testimonial surveys constantly. The links to these surveys appear in our monthly newsletter and in reminders sent through our Thrillshare family communication system. The testimonial surveys have open-ended questions that are intended to gather information about how our services compare to those received at previous high schools, where the scholars were unsuccessful.

### **Task 3: Discuss your school’s academic priorities over the next five years (1-3 pages)**

- Comprehensive analysis and revision of Layer 1 instruction, instructional materials, and Layer 1 universal interventions in all content areas and health and wellness (because health and wellness support are a key component of our instructional model)
- Comprehensive analysis and revision of Layer 2 and Layer 3 instruction, instructional materials, and interventions for reading, writing, math, and health and wellness
- Systematic analysis of reading, writing, and math formative, summative, and short-cycle assessment data to track effectiveness of interventions and modify as necessary at the individual scholar level and to assess school-wide trends, especially for our Martinez-Yazzie subgroup populations
- Increase number of TESOL certified staff
- Further incorporation of both implicit and explicit SEL instruction
- Create a robust CTE/WBL program
- Center instructional outcomes around a graduate profile
- Design and implement capstone projects school-wide

## Task 4: Academic Data Table

Provide annual school wide performance targets in the table below based on your analysis:

Performance Measures	Baseline Data SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26	SY 2026-27
Reading	16%	18%	20%	22%	24%
Mathematics	5%	7%	9%	11%	13%
Science	25%	27%	29%	31%	33%

## Task 5: Describe your Martinez-Yazzie Plan in support of at-promise students

- Use equity council and scholar leadership team to analyze differences in Martinez-Yazzie subgroups to gather input from these communities to see where we can add supports
- Increase number of TESOL certified staff
- Comprehensive analysis and revision of Layer 1 instruction, instructional materials, and Layer 1 universal interventions in all content areas and health and wellness (because health and wellness support are a key component of our instructional model)
- Career and Technical Education/Work-based Learning
  - Start building out and then maintain a CTE program centered around a graduate profile, work-based learning internships, and capstone projects all based on community input and scholar choice
- Continue Layer 1 best practices for these scholars' needs described in Part 2, Task1, D
- Comprehensive analysis and revision of Layer 2 and Layer 3 instruction, instructional materials, and interventions for reading, writing, math, and health and wellness
  - New short-cycle assessment that measures grade-level scores and specific skill deficits
  - Sheltered ELL instruction at least 45 minutes/day
  - IXL targeted skill support in math, reading, and ELA skills through IXL for all scholars requiring Layer 2 interventions
  - Evidence-based reading and math intervention programs for Layer 3 interventions in math and reading
  - Weekly Distance Learning PLC meetings to look at academic and health and wellness data trends, target Layer 2 interventions (monthly), target Layer 3 interventions (bi-monthly), and track the success of those interventions
  - Weekly Attendance Task Force PLC meetings to look at attendance data trends, target Layer 2 interventions (monthly), target Layer 3 interventions (bi-monthly), and track the success of those interventions
  - Weekly instructional PLC meetings to examine data trends with grade-level performance of the priority standards, target Layer 2 interventions (monthly), target Layer 3 interventions (bi-monthly), and track the success of those interventions
  - Weekly Health and Wellness PLC meetings to look at behavior, SEL skills, mental health, general health, and other needs of our scholars (food insecurity, housing etc.) data

trends, target Layer 2 interventions (monthly), target Layer 3 interventions (bi-monthly) and track the success of those interventions

## Reflect on the gap in academic performance from all students at your school to each subgroup:

It's, unfortunately, no surprise that our standardized test results illustrate the evidence of systemic inequities in our society. One of the central tenets of our school is that we have the ability to confront and shift these inequities inherent in our society by improving educational outcomes for our scholars.

Looking at the data below shows us that we have some more work to do in this one metric. Native

American students: Need more support in math and science

- perform 22% above all scholars in Reading
- perform 5% below all scholars in Math
- perform 4% below all scholars in Science
- **Hispanic students:** Need more support in reading and math
  - perform 6% below all scholars in Reading
  - perform 3% below all scholars in Math
  - perform at the same rate as all scholars in Science
- **Black students:** Need more support in all areas
  - perform 4% above all scholars in Reading
  - perform 15% above all scholars in Math
  - perform 35% above all scholars in Science
- **Students with Disabilities:** Need more support in all areas
  - perform 2% below all scholars in Reading
  - perform 5% below all scholars in Math
  - perform 11% below all scholars in Science
- **English Learners:** Need more support in all areas
  - perform 8% below all scholars in Reading
  - perform 5% below all scholars in Math
  - perform 25% below all scholars in Science
- **Economically Disadvantaged students:** Need more support in all areas
  - perform 8% below all scholars in Reading
  - perform 5% below all scholars in Math
  - perform 15% below all scholars in Science

## Task 6: Martinez/Yazzie

Provide annual performance targets in the table below based on your data analysis:

Performance Measures	Baseline Data SY2022-23	SY 2023-24	SY 2024-25	SY 2025-26	SY 2026-27
Reading All Scholars	16%	18%	20%	22%	24%
Reading Native American	38%	40%	42%	44%	46%
Reading Hispanic	10%	13%	17%	20%	24%
Reading Black	20%	22%	24%	26%	28%
Reading: SWD	14%	16%	19%	22%	24%
Reading: English Learners	8%	12%	16%	20%	24%
Reading: Economically Disadvantaged	8%	12%	16%	20%	24%
Math All Scholars	5%	7%	9%	11%	13%
Math: Native American	0%	4%	7%	10%	13%
Math: Hispanic	2%	5%	8%	11%	13%
Math: Black	20%	22%	24%	26%	28%
Math: SWD	0%	4%	7%	10%	13%
Math: English Learners	0%	4%	7%	10%	13%
Math: Economically Disadvantaged	0%	4%	7%	10%	13%
Science All Scholars	25%	27%	29%	31%	33%
Science: Native American	21%	24%	27%	30%	33%
Science: Hispanic	25%	27%	29%	31%	33%
Science: Black	60%	62%	64%	66%	68%
Science: SWD	14%	19%	24%	29%	33%
Science: English Learners	0%	8%	16%	24%	33%
Science: Economically Disadvantaged	10%	16%	22%	28%	33%

## B. Student Academic Performance Targets and Mission-Specific Goals

**Task 1: Provide at least two (2) mission-specific goals and indicators in the space below.**

**Mission-Specific Indicator #1:**

**ABQCA will increase the percentage of scholars who had a “strong” experience in the “Expanding Possibilities” aspect of Developmental Relationships each year by at least 2%.**

**For 2023-2024 School Year:**

- **Meeting Standards: 82%**
- **Working to Meet Standards: 80%**
- **Not Meeting Standards: 78%**

As a high school that specializes in re-engaging disconnected and disenfranchised youth who are off-track for high school graduation, it is essential that relationship-building is a systematic, explicit, and outcome-driven process. Since 2016, ABQ Charter Academy has been working with the Search Institute, a nonprofit organization founded in 1958, to build our capacity in forming Developmental Relationships with our scholars. Developmental Relationships are connections between young people and adults that “help young people cultivate their abilities to shape their own lives, build resilience, and thrive.” These relationships have been proven to have a positive impact on academic achievement. While younger students tend to respond well to explicit instruction in Social-Emotional Learning, youth between the ages of 16 and 22 tend to build Developmental Assets through ongoing supportive relationships with adults. When adults consciously foster Developmental Relationships with youth, those youth tend to feel connected to their education, feel culturally respected and included, and report their education as high-quality. This connection to school is the essential piece in our ongoing effort to re-engage the constantly-increasing segment of disconnected youth in our community, and very closely linked with our mission.

“These teachers are loving to me and they actually help me. The students that come here have gone through a lot compared to other generations. We were held back because of self isolation. The school system gives me anxiety but this school doesn't. It's really calming and chill, there hasn't even been a fist fight. I've gotten bullied in a public school, I've heard and seen disturbing things in public schools, but not here. I feel safer here. Honestly all schools need to do what ABQCA does. They care more, they help more. I've taught myself self control ever since I started school here and I had phone problems in public schools. **Since coming here my depression and anxiety are healed.**”

-Juan, ABQCA Scholar

Since 2016, ABQ Charter Academy has contracted with the experts at the Search Institute to train our staff to foster Developmental Relationships. In 2021, the Search Institute released the Developmental Relationships survey, which measures how youth in a particular organization perceive their relationships with the adults in that organization. We have adopted this survey as the measurement

tool for our Mission-Specific Indicator of building Developmental Relationships. The survey results in rich, actionable data that informs nearly every aspect of our strategic planning.

Since our school operates on an open-entry, open-exit enrollment process, with new scholars starting with us each week, administering a survey at the beginning of the school year does not provide us with reliable data; only about one-quarter of our overall student body have relationships with our staff at the start of the year. Therefore, we administer the survey in May to as many of our scholars as possible, regardless of grade level. During our first administration in 2022, our results indicated that our staff performed exceptionally well in areas of relationship-building such as Expressing Care, Providing Support, and Sharing Power. We saw room for improvement in the areas of Challenge Growth and Expand Possibilities. We therefore focused on the aspects of Developmental Relationships that build on those areas, and set a goal of increasing our Expand Possibilities score.

We were happy to discover that the PED Innovation Zone grant process is encouraging schools to develop Work-Based Learning programs; WBL reaches all aspects of the “Expand Possibilities” section of the Developmental Relationships Framework. We set and achieved a modest growth goal on this indicator for 2023, but for 2024, we doubled that goal in anticipation of creating a WBL program at our school. We are working hard at the creation of this WBL program, and look forward to seeing how this affects our Developmental Relationships survey results in the coming years.

Please **Appendix Illustration 3B-1** for a graphic representation of our 2022 and 2023 Developmental Relationships Survey results.

Below are our 5-year projections for Mission Specific Indicator 1.

- Percentage of scholars who had "strong" experience in "Expand Possibilities" question types
- Not possible to disaggregate by subgroup

Development Relationships Survey	2021-2022 (baseline)	2022-2023	2023-2024	2024-2025	2025-2026
All Scholars	76%	78%	82%	84%	86%

**Mission-Specific Indicator #2:**

**ABQCA will increase the percentage of scholars who graduate on time according to their adjusted graduation cohort each year by at least 2%.**

**For 2023-2024 School Year:**

- **Meeting Standards: 84%**
- **Working to Meet Standards: 83%**
- **Not Meeting Standards: 82%**

Since our founding in 2004, our school has always *appeared* to struggle in the area of graduation rate. The traditional PED metric for measuring graduation rate - credit given to the school for students who graduate with their original grade-level cohort - is not designed to measure the success of a drop-out prevention and drop-out recovery school. Before the 2019 age cap began, which limited public school funding to those under 22 years of age, our average age was 19.5 and a majority of our scholars' cohort dates had passed before they enrolled with us. Since 2019, our demographic has of course trended younger, with a current average age of 18. Twenty percent of our current student body had fewer than 3 credits when they enrolled with us; this means they had not finished their first semester of 9th grade. With a minimum age of 16, that percentage should theoretically be zero.

"Our older son continually lived life like he was defeated. At one point he told me when he grew up his goal was to be homeless because that was all he could do. He didn't think he was very smart and didn't feel like he could ever get a job. His 1st year at ABQCA was when Covid hit and all the schools shut down. He was able to move forward a little that year but the biggest changes came the next year when the students returned to the classroom. Within a couple of months, he blossomed. He was no longer resistant to school. His confidence in himself improved. He began setting goals and exploring what he wanted to do when he graduated. He started ABQCA with only 7 credits. With his ability to see himself as a capable learner, he was able to earn his remaining 17 credits in less than 2 school years.

Our younger son felt like school wasn't worth his time. Most teachers weren't very helpful and he didn't learn anything. He was continually angry because he had to go but didn't want to be there. Once he began ABQCA he was much better about going to school. He was able to get the help he needed and felt like his goal of graduating was possible. This was encouraging to him and he set a new goal. Not only would he graduate, but he would do something none of his other brother's had done. He would graduate early. He became a self motivated learner. When I thought he was on the computer playing video games at night he was often on line working on school. He started ABQCA his junior year with 9 credits. He graduated in April of his junior year. He had not even turned 17 yet. He gets really proud when people ask him how school is going and he can tell them, "I don't go to school, I already graduated."

-Katie, Parent

Because of this, our graduation rate according to the PED has always hovered between 30% and 40%. We are currently designated as an MRI school due to our graduation rate. When we inquired about the exact source of the data used in the MRI determination, we were directed to [NMVistas.org](http://NMVistas.org), which lists our current 4-year cohort graduation rate at 40% with only one subgroup disaggregated.



Please see **Appendix Illustration 3B-2** for a graphical representation of our student body as of the creation of this application, along with how close they were to meeting PED’s 4-year graduation cohort upon enrolling in our school. With only 17% of our scholars enrolling on-track, 73% off-track by one or more grade levels, and 10% whose cohort date had already passed before they enrolled, it is clear that the PED’s calculation of our graduation rate cannot possibly capture our success or our contribution to our community as a drop-out recovery and drop-out prevention school. A 40% graduation rate is actually impressive, given that only 17% of our scholars are on track to graduate when they enroll. Instead, that 40% qualifies us as a school in need of improvement.

**Ironically, if we contribute to the APS School of Choice portfolio in the way we were designed, by re-engaging disconnected youth and preventing/recovering high school dropouts, a low graduation rate according to the PED’s formula should be expected. Changing the trend of this metric would mean serving more students who are on track to graduate with their 4-year cohort, and thus abandoning our mission.**

In 2019, Dr. Joseph Escobedo suggested that we collect data on our graduation rate in a way that truly measures our success as a drop-out prevention and drop-out recovery school. We began re-assigning a graduation cohort to each scholar based on the credits they had already earned before enrolling with us. Since at that time we focused on accelerated credit attainment, our formula assumed that each scholar would earn at least 8 credits per year, as opposed to the traditional 6 credits per high-school year. During our first year with this new metric, we achieved a remarkable 73% graduation rate.

Accelerated credit attainment, however, is no longer associated with our school or scholar goals. It is possible for scholars in our competency-based model to earn credits more quickly than in a traditional school, and many do. However, as our average age trended younger and students in general struggled to “catch up” after the pandemic, we adjusted our credit expectation to 6 credits per year. Our expectation, therefore, is that every scholar stay on track for graduation after the 4-year cohort is reassigned. We changed nearly every aspect of our model to support on-time graduation rather than accelerated credit attainment, and to respond to the significant achievement and credit-attainment gaps that correlated with the pandemic. We doubled our intervention and special education staff, changed the way that we report scholar progress to parents, and began a massive school-wide effort focused on attendance and family engagement. This shift is evident in the dip of our on-time graduation rate in 2022, when we were using our accelerated formula, and our rebound in 2023. We are very proud of last year’s 82% on-time graduation rate.

Please see **Appendix Illustration 3B-3** for a graphical representation of our Mission-Specific Graduation Rate from 2020 to 2023.

We will continue to improve our on-time graduation rate over the next five years according to the performance targets below.

<b>On-Time Graduation Rate</b>
<b>Percent of each population that graduated "on time" according to their adjusted graduation cohort</b>

Resetting baseline data due to new adjustment formula	2022-2023 (baseline)	2023-2024	2024-2025	2025-2026	2026-2027
All Scholars (n:118)	82%	84%	86%	88%	90%
Native American Scholars (n:9)	89%	91%	93%	95%	97%
Hispanic Scholars (n:71)	80%	82%	84%	86%	88%
Black Scholars (n:7)	71%	73%	75%	77%	79%
Scholars with Disabilities (n:21)	95%	97%	98%	99%	100%
English Language Learners (n:16)	94%	96%	97%	98%	99%
Economically Disadvantaged Scholars (n:50)	84%	86%	88%	90%	92%

**Question 1: How will your governing body be involved in monitoring academic performance and strategic planning, for the next five years?**

The Governance Council’s role in monitoring the academic performance and the Strategic Plan is to work with the Executive Director, the Leadership Team and the staff to ensure the overall mission of the school is fulfilled through the improved academic performance of our scholars in alignment with our strategic plan. The Governance Council is informed quarterly of our progress on our short cycle assessments and annually on the performance of our scholars on standardized tests. The Governance Council is then encouraged to participate in Strategic Planning at the monthly Governance Council meetings. The membership on our Governance Council is very consistent and with an experienced GC they understand our mission and historical data. They will continue to hold us accountable for meeting our charter goals. As a leadership team working in conjunction with our GC, we will seek ways to improve our academic performance for all of our scholars. Regular meetings and special workgroup sessions are scheduled to dive deeper into the data and inform the planning process, which will lead us as to the direction of the charter. The data from our short-cycle assessments, state mandated testing results, surveys and classroom assessments will be used to inform the GC of our plan and be used in our ongoing strategic plan efforts.

**Question 2: How does your school enhance the APS School of Choice Portfolio?**

ABQ Charter Academy enhances the APS portfolio of choice by being a partner in fighting the drop-out epidemic and offering an opportunity to re-engage scholars who have opted out of public education. We will continue to serve scholars who have been unsuccessful in the traditional school setting. We raised our enrollment cap to 400 and expanded our school site to accommodate the number of scholars who are seeking to enroll at our school. We are currently one of the longest operating drop-out recovery and prevention high school options in the APS Portfolio. We strive to be as flexible and accessible to our population as possible. We draw our enrollment from all over town and have scholars

who have come from every APS high school. We have designed an educational environment for our scholars to be successful that is warm and inviting. We continually look for ways to address common barriers to academic success and daily attendance. For example, we have supported our population with an in-school day care for our scholars who have children of their own (birth to 4 years old) so childcare is not a barrier to attending school. We opened this daycare center within our facility to address this need and assist our scholars in developing positive parenting skills with their own young children. In the next five-year plan, we look to add food services for scholars and design and implement an internship program that aligns with current and future Career Technical Education opportunities.

I have referred many parents to ABQCA. It was life changing for our family and I believe that they provide a service that no other school in Albuquerque can provide. Albuquerque Charter Academy was the perfect choice for our family. The administrative and teaching staff genuinely care about the future of their students. ABQCA's mission works perfectly for the students who need the extra help and the flexibility to work at their own pace. ABQCA changed the course of my son's life. The traditional school never worked for him. He thrived at ABQCA and because of the schools' emphasis on academics, individual personalized attention and the dedication of the staff, it guaranteed his future success. ABQCA is a necessary piece of the Charter School community in Albuquerque.

-Jackie Danfelser, Parent

ABQ Charter Academy has expanded our school from 6 staff members in 2 classrooms at the Albuquerque Job Corps Center in 2004 to 33 staff members on a two-building campus in 2023. We now have the honor of serving the children, nieces, and nephews of our early graduates, who tell us that they have been counting down the days until their relatives turn 16 and are eligible to attend our school. We hear stories about how they were lost in the public school system, struggling with substance dependence, failing grades, and mental health crises in a system that did not serve their needs. Parents describe the transformation that they see in their children, and the family's renewed hope that high school graduation, which once seemed impossible, is now a certainty for their child. As we expand our staff and add new staff members, those new staff are flabbergasted at the services that we offer; they, and scholars, and parents, routinely say "I didn't know that school could be like this." Our staff stay with us until retirement, saying that they would not be able to work anywhere else after working at our school. For every testimonial that appears in this application, there are dozens more just like it, telling story after story about how our school has literally saved the lives of the scholars that we serve. Counselors, teachers, and administrators in other schools routinely refer their students to us, knowing that we can provide services that their schools cannot. We are humbled by feedback like this, and we hope to continue serving our community for decades to come.