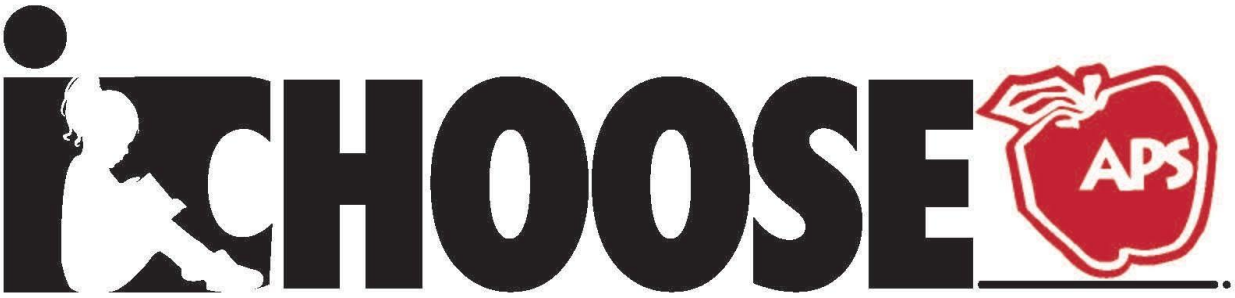

Albuquerque Public Schools
Office of Innovation and School Choice

2022 APS Charter Renewal Application

ALBUQUERQUE TALENT DEVELOPMENT ACADEMY

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APS Charter Renewal Application Overview

Sections of the Application:

The Charter Renewal Application includes the following sections:

Charter Renewal Application Online Instructions

Part 1—School's Executive Summary

Part 2—Record of Performance (Self-Report)

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

Part 4 – ADDENDUM (ONLY for Charter Schools Transferring from NM PEC)

APPENDIX – (Renewal and Transfer Schools)

- Documents to be notarized –
    - Submit a Form that notarizes the Petition of Support from Employees
    - Submit a Form that notarizes the Petition of Support from Households
- Lease documentation
- Performance Framework Reports and Amendment Requests

Getting Started:

1. Read the online APS Charter Renewal Application instructions before you begin to prepare your written document.
2. Begin process for surveys/petitions of families and employees. You will need to submit a notarized form that certifies a petition of support from both 1) families as well as your 2) staff. Begin the process of collecting signatures of support for each petition.
3. Review your current charter, including any approved amendments, prior to completing the Renewal Application.
4. Review the Charter Renewal Rubric, which the renewal team will use to evaluate your application.
5. Use this Renewal Application MS Word file to enter your responses directly into the text box fields provided within each section (Part 1, 2, 3 and the Appendix) by:
    - Citing the analysis of student achievement data conducted by your school's Core Team
    - Citing evidence from your analysis when making claims

About the MS Word Application:

- To support you in submitting a complete application, each section of the application is comprised of tasks, items and/or questions.
- Enter all responses into the corresponding text field or table provided. Response format should be 12-point blue text.

- For each task you are provided with guidance on length of your response. This is only a suggestion. You will not be disqualified if you require longer responses.
- Include all large digital/scanned items (for example: .jpg, .png, .pdf including performance frameworks) should be included in the Appendix document

Part 1—School's Executive Summary

A. Typical School Day

For the school's responses in this section, Typical School Day, feel free to use a media format of your choice that best represents your student experience. For example, a digital video, recorded presentation, or a narrative, written response.

Question 1: Describe how the student experience aligns to your mission. Give specific examples of how the student experience at your school is unique. (1 -3 paragraphs)

ATDA is truly a community of learners working hard together for a better future. Our small class sizes help our students develop meaningful relationships with their teachers and peers. Our schedule caters to the non-traditional student by offering 6 classes 4x/week, to allow our students online credit recovery every Friday with a tutor while also offering ALL students tutoring on Fridays. On Fridays, our teachers participate in a whole school professional learning community in which we provide training on research based interventions, WICOR, and discuss our shared students and best practices. Finding the talents that each student possesses, coupled with practices such as competency-based education, attention to students' social and emotional well-being, and a restorative justice approach to school discipline are the school's practices that are making a difference in shaping learners at ATDA.

Our personalized, autonomous view of education, embodied by one of the hallmarks of ATDA, has been personalized education plans (PEPs). PEPs are a personalized academic and career-based goal setting and progress monitoring system. Teachers use an established school-wide standardized labeling system for assignments in their grade books that relate to the target standards. Teachers and students will then be able to monitor not only student's overall academic status and progress during weekly mandatory grade checks, but also monitor growth as it relates to specific, target standards/skill development at all times. PEPs are developed through a collaboration between students and their teacher-advisor, along with their families. This process engages students in their own growth process, and promotes intrinsic motivation and empowering their personal autonomy.

PEPs allow students to think through and have a say in their education, motivates students to take responsibility for their learning, and removes the burden of having one definition of education and success for all students.

PEP's contain growth goals based on academic standards (career, humanities, STEM, behavior [all of our standards are Common Core and NexGen Science Standard aligned]). PEP's are living documents that evolve throughout the student's career at ATDA including monthly reflections with their teacher-advisor. Students re-visit their progress on their standard specific goals quarterly with their teacher and students who have met their goals will establish new goals based on NWEA and classroom data to continue to advance their skills.

PEP sample – See Appendix pg. 61. Teachers and students will also review the PEP with parents during Parent/Teacher Conferences. This allows teachers to better monitor and adapt whole-class instruction time to ensure that everyone's goals are being met. This tool also allows students to take ownership of their educational goals for success.

Part 1 - School's Executive Summary

ATDA is one of only eight high schools in New Mexico to be part of the GEAR UP grant administered by the New Mexico Higher Education Department. GEAR UP is Gaining Early Awareness and Readiness for Undergraduate Programs and is bringing innovative college and career readiness programming to the school, including Advancement Via Individual Determination (AVID), credit recovery, math supports, college visits, and much more. ATDA, in partnership with AVID and GearUp New Mexico, is helping our students dream big. We are offering AVID electives for all grade levels, providing high quality professional development for the whole staff through local and national AVID training and conferences, and engaging our students with colleges all over the state. Our GearUp NM grant (through NM Department of Higher Education) is providing thousands of service hours a year to our students to close the achievement gap through high quality teaching, and walking students through the college enrollment process (from financial aid, to applying to a college and beyond), and offering students support during their freshman year at college. ATDA is on track to become an AVID demonstration school - the first of its kind in the country - in the next 3 years.

ATDA offers flexible credit recovery options. We provide credit recovery and tutoring services on Fridays from 9:00 a.m. – 12:00 p.m. in the computer lab. A credit recovery tutor has been hired to oversee student work at this time. The school counselor works with students who are behind in credits to make sure they attend Credit Recovery Friday sessions. GEAR UP provides snacks for the students to promote a welcoming and fun environment. We also offer Advisory classes: Mondays-grade and attendance checks; Tuesdays-Wednesdays revolving classes to assist students with missing and/or failing assignments and Thursdays-Restorative Connection Circles.

Question 2: Describe the typical student that you serve. Describe how the school's programs are designed to support this student population. (1 page)

Many of our students come from schools and situations where they have not been well supported, whether it be socially, emotionally or academically. In order for students to be successful, we include written, visual and kinesthetic experimental experiences for students to be able to express their learning and interests creatively. ATDA also provides a comprehensive tutoring program and Friday School are examples of additional support offered to students to aid in mastery of studies.

We provide support for students who have a history of struggling at traditional schools. Our students come from the entire Albuquerque Metro area.

Our students have a singular desire to improve their educational experience. Many students come to our school on non-class days to continue their academic progress. Our students ask many questions in and out of the classroom. Our students support each other and thrive in our friendly small social community atmosphere. Our students are very technologically savvy, and are enthusiastic about their learning experience. They enjoy the positive rapport that they experience with their peers, teachers and other staff.

Our biggest cultural challenge remains to restore feelings of trust and support from students who transfer in from other schools, therefore relationship building skills are essential. At ATDA supportive relationships are developed between students and adults to create a culture of learning. Students receive individualized academic and social emotional attention when they need it or want it. We are

constantly building our culture and community and it shows in the camaraderie among students and staff alike. Creating genuine and authentic relationships with students and their families guides this unique school's mission and improvement journey.

Finding the talents that each student possesses, coupled with practices such as competency-based education, attention to students' social and emotional well-being, and a restorative justice approach to school discipline are the school's practices that are making a difference in shaping learners at ATDA.

We work hard to ensure our support personnel offer social/emotional learning and support, follow-up, material support, onsite academic counseling and social work services and resources to our students. We also provide liaison with social service agencies throughout the Albuquerque Metropolitan Area. For our English Language Learners, we offer the English as a Second Language program to parents and also bilingual instruction by ESL/Bilingual (Spanish/English) endorsed staff. We limit any fees charged to our students, who are 98% from low-income families. We provide free breakfast, lunch and transportation to/from school for our students.

Demographically, as of September 7, 2022, we have 135 students at approximately an equal male to female ratio (precisely, we serve 65 males and 70 females). 113 of our students identify as Hispanic Caucasian (84%), making this the primary ethnic group at ATDA by a wide margin. 9 of our students are Native American (7%), 4 are African American (3%), 2 are non-Hispanic Caucasian (1%) and 7 are Multiethnic (5%). Currently, we serve 38 students who are English Language Learners (28%). 28 of our students receive Special Education services (21%).

Part 2 — Record of Performance (Self-Report)

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

Instructions for Part 2: Please refer to the online instructions for complete details about filling out this section of the application. Submit no more than 10 pages for Section A.

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: (3 pages)

- Key Accomplishments related to Accelerating Learning/Meeting Academic Goals
- Describe your student population's performance in the areas of:
    - English
    - Math
    - Science
    - Graduation Rate *(If Applicable)*
- Describe your student subgroup population's performance
    - English learners
    - Students with disabilities
    - Economically disadvantaged
- Describe your Martinez-Yazzie Plan in support of at-promise students. Include data that show what progress you have made.
- Provide a summary of your school-wide curriculum. Include information on how it aligns to New Mexico's Common Core State Standards.
- 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.

In the past 5 years, ATDA has put tools into place that allow our students to accelerate their learning at their own pace, to recover skills that may have been lost due to the COVID-19 pandemic or other circumstances, and that allow students and staff members to better track standards-based progress so that appropriate skills may be targeted.

As an example of each, we now offer Acellus as an online program (this program allows students to pursue coursework in certain areas at their own pacing with a teacher present to monitor the course on-campus and to provide support when needed) in addition to other supplementary programs to aid instruction. Also, we are participating in the 10 additional instructional days on our school calendar to address learning loss and have shifted those days to cover student soft skills and data tracking strategies to empower students, and we are continuing to grade all students with both standard letter-based scores as well as standards-scores based on skills directly related to the NM Common Core State Standards. Due to this change, students as well as parents and staff members can track progress towards academic goals using both in-class and short-cycle assessment data collected by the school.

English:

Table En1 – State Test Comparative

2022 (SAT)	2021	2020	2019 (Transition)	2018 (PARCC)
2/23 Met Benchmark (9%) No Set Cut Score	No Test	No Test	27/45 Passed English 11 (60%) 24/34 Passed English 10 (71%) 11/30 Passed English 9 (37%) 725 Cut Score	23/51 Passed English 11 (45%) 10/41 Passed English 10 (24%) 9/25 Passed English 9 (36%) 725 Cut Score

After solid gains on the NM Transitions testing, Junior proficiency on the SAT test for ATDA's first cycle in Reading came in with only a pair of students above SAT's internal measure; however, a vast majority of other testers were in the Nearing Proficiency category and based on the upcoming NM cut score may rest above the cut line that is to be established.

Table En2 – Short Cycle Test Comparative

	Fall 2022	Spring 2022	Winter 2022	Fall 2021	Spring 2021
Grade 9	206 Median	217 Median	213 Median	213 Median	207 Median
Grade 10	220 Median	217 Median	213 Median	218 Median	209 Median
Grade 11	214 Median	209 Median	205 Median	216 Median	221 Median
Grade 12	220 Median	216 Median	219 Median	222 Median	219 Median

NWEA Reading scores have been inconsistent across recent cycles with median drops in three of four grade levels for the 2021-2022 school year. Fall 2022 base scores are comparable to the starting point for Fall 20211 base scores for Grades 10-12, with a Freshman group starting closer to the score benchmarks from 2020-2021.

Table En3 – Standards Based Grading +/- for 2021-2022

SUBJECT AREA	Q1 AVERAGE	Q3 AVERAGE	(+/-)
English 9	1.33	1.4	+ 0.07
English 10	1.85	1.85	+/- 0
English 11	1.92	2.27	+ 0.35
English 12	2.48	2.8	+ 0.32

In individual classrooms, English scores increased slightly at all grade levels with the exception of 10th grade, where the standards marks remained flat. This shows a general, small gain in NM State Standards performance as measured by summative classroom data. Continuing our Standards Based Grading system alongside our traditional grading mechanism for 2022-2023 with more consistency will allow us to expand on these gains with the addition of monthly conferencing in Advisory Periods and an increase in assignments linked directly to the standards.

Math:

Table Ma1 – State Test Comparative

2022 (SAT)	2021	2020	2019 (Transition)	2018 (PARCC)
0/23 Met Benchmark (0%) No Set Cut Score	No Test	No Test	7/37 Passed Algebra 2 (19%) 9/37 Passed Geometry (24%) 3/30 Passed Algebra 1 (10%) 725 Cut Score	3/41 Passed Algebra 2 (7%) 13/47 Passed Geometry (28%) 5/28 Passed Algebra 1 (18%) 725 Cut Score

ATDA scores from 2018 to 2019 on the required state tests remained consistent, with a slight noticeable bump up in Junior scores. For Spring 2022, no ATDA Junior scored at or above the internal SAT benchmark, but several students scored in the "Nearing Proficiency" category.

Table Ma2 – Short Cycle Test Comparative

	Fall 2022	Spring 2022	Winter 2022	Fall 2021	Spring 2021
Grade 9	206 Median	213 Median	210 Median	214 Median	212 Median
Grade 10	217 Median	222 Median	220 Median	220 Median	215 Median
Grade 11	217 Median	216 Median	211 Median	220 Median	220 Median
Grade 12	218 Median	225 Median	223 Median	223 Median	230 Median

NWEA Math scores were a mixed bag in 2021-2022, with freshman remaining quite flat in growth, sophomores and seniors showing small gains, and juniors dropping 4 points. Math shows more of a learning loss than other subjects in that all grade levels, for the second year in a row, are starting off in the Fall with lower median scores than the previous year. Measuring individual student growth will be especially important in math for this reason.

Table Ma3 – Standards Based Grading +/- for 2021-2022

SUBJECT AREA	Q1 AVERAGE	Q3 AVERAGE	(+/-)
Algebra 1	1.3	1.5	+ 0.2
Geometry	3.33	2.4	- 0.93
Algebra 2	2.77	1.8	- 0.97

Mathematics, in our first year of tracking standards in the grade books, was the subject that saw the biggest decline in standards-based performance. As topics increased in difficulty in both Geometry and Algebra 2, students performed worse in terms of their ability to demonstrate competency of their math skills through their assignment work. We have refocused efforts on Mathematics for 2022-2023 by creating a Math Interventionist position, hiring a GearUp Tutor specifically to target freshman math fundamentals, and by integrating the IXL Math program into classrooms, which targets the weak skills of students based upon data from our classroom and short-cycle assessments.

Science:

Table Sc1 – State Test Comparative

2022 (NM-ASR)	2021	2020	2019 (SBA)	2018 (SBA)
1/22 Proficient (5%) No Set Cut Score	No Test	No Test	12/48 Passed (25%) 1138 Cut Score	10/44 Passed (23%) 1138 Cut Score

On the most recent state science test, out of 22 students, 18 were rated "Novice" (82%), 3 were rated as "Nearing Proficiency" (14%), and 1 was rated as "Proficient" (5%). 5 ELL and 4 SpEd students took the test as part of the Junior student body; all achieved a "Novice" score on the test.

Table Sc2 – Short Cycle Test Comparative

	Fall 2022	Spring 2022	Winter 2022	Fall 2021	Spring 2021
Grade 9	203 Median	202 Median	207 Median	208 Median	204 Median
Grade 10	206 Median	214 Median	209 Median	210 Median	210 Median
Grade 11	211 Median	206 Median	206 Median	211 Median	212 Median
Grade 12	208 Median	207 Median	210 Median	218 Median	212 Median

NWEA Science scores experienced negative growth in 21-22, with Spring scores for 2022 lower than Spring 2021 at all grade levels except Grade 10. Still, Fall 2022 scores indicate a stronger starting point overall compared to the scores seen at the end of the previous school year, and average scores remain consistent despite interruptions due to the COVID-19 pandemic.

Table Sc3 – Standards Based Grading +/- for 2021-2022

SUBJECT AREA	Q1 AVERAGE	Q3 AVERAGE	(+/-)
Chemistry	1.65	2.1	+ 0.45
Physics	1.5	1.8	+ 0.3
Earth/Space Science	3	2.8	- 0.2
Biology	3.9	3.63	- 0.27

In our first year of grading both with traditional letter grades and standards-based grading, we saw mixed success in science, ranging from an increase of almost half a point on a 1-4 scale in Chemistry to a decline of about .3 in Biology. The system was piloted last year without great consistency across classes or a requirement as to the number of standards-based assignments that needed to be entered at certain intervals. Both of these concerns have been addressed for 2022-2023.

Graduation Rate:

Table Gr1 – 4 Year Cohort Graduation Rates

YEAR	ALL	MALE	FEMALE	SPED	ELL	ECON DIS
2021	62.4%	58.5%	66.2%	63.6%	54.5%	61.7%
2020	61.7%	58.7%	65.6%	63.8%	64.9%	63.4%
2019	65.1%	69.2%	60.3%	No Data	No Data	65.4%
2018	55.2%	68.0%	44.8%	40.8%	39.6%	58.0%
2017	61.1%	63.9%	57.4%	64.7%	46.1%	62.2%

ATDA's graduation rate has held steady for the past 5 years and is typically in the low 60s in terms of percentage. We have successfully closed the gap with cohort students between the SpEd and ELL graduation rates and the general population grad rates, with the rate for these student groups actually exceeding the general 4 year rate in 2020. Our Senior Graduation Rate is commonly in the high 80s or low 90s as a percentage year to year, but this rate includes students classified as H5 or higher.

In response to Martinez/Yazzie:

A. ATDA has been a GearUp/AVID school since 2021-2022. This program has involved, among other improvements, cultural and academic trainings for students and staff, the instigation of schoolwide CCR strategies (Cornell Notes, Celebration of School Culture, Academic Portfolios, etc.), and college visits and programs. Thus, all students, including minority, SpEd, and ESL students, are met with the expectation that they will be college and career ready upon graduation.
B. Student and Staff policies have been amended as required to be inclusive of appropriate cultural considerations and to eliminate procedures that may be disproportionally applied to minority groups. For example, racialized aggression is now specifically prohibited.
C. ATDA continues to maintain an Equity Council that provides translation services and that examines disaggregated testing data to ensure that scores from SpEd, ELL, Economically Disadvantaged and ethnic subgroups are comparable to other scores. Discrepancies and associated corrective plans are discussed in PLC meetings and other appropriate forums.
D. Additional staff has been and will continue to be hired to support students who, according to our short-cycle NWEA data and other sources, are lacking in the standards-based skills necessary to be successful post-secondary. For instance, we have shifted a staff member into a Math Interventionist role, have hired a GearUp Mathematics Tutor, and are actively seeking a Reading Interventionist.

ATDA ensures that purchased curricular materials and online programs are compatible with the New Mexico Common Core State Standards. Textbooks are from Pearson Education and/or Houghton Mifflin vendors. Our primary online portal, Acellus, is NM Common Core compliant. Our secondary instructional programs, including IXL Math and Reading Plus, can be adapted to include manually-entered data from aligned assessments that then customizes lessons and pathways for students.

School in general = CCSS for core content classes, in addition to NM S&B, or national standards for some electives (like art). Evidence of standards-based alignment is in both lesson plans and in TeacherVue Gradebook.

Aligned standards are graded in TeacherVue in an effort to quantitatively demonstrate student growth on specific skills over time (in addition to short-cycle standards-based assessments - NWEA).

Students are expected to engage in regular analysis of academic achievement, reflection and planning for improvement (student-led but facilitated by Advisor - monthly in ADV, presented bi-yearly aat parent teacher conferences, and in accordance with short cycle assessment administration.
As a GEAR UP school (federal college/career readiness grant administered through Dept of Higher Ed), we are becoming an AVID certified school offering 3 courses of AVID elective and schoolwide implementation of AVID strategies. This includes continual professional development for all staff.

GEAR UP initiatives include six college visits a year, college application week, college signing day, FAFSA support, SAT bootcamp, Credit Recovery, support for 9th grade Algebra 1 success, and STEM resources.

Through GEAR UP, ATDA is creating a college going culture that is visible through aesthetics as well as activities and supports that promote knowledge and access to first generation students.

Assessment Process:

As an APS charter high school, ATDA participates in all relevant state-required testing per ESSA and Title I. This includes but is not limited to the SAT for 11th grade students for Mathematics and English, the NM-ASR for Science, and the WIDA Screener and ACCESS test for ELL students. In addition, as an internal short-cycle assessment, ATDA administers the NWEA MAPs assessment in Mathematics, Reading, and Science three times a year (in August, January, and April) to track standards and skill growth among the student body.

Teachers are additionally trained on how to use internal pre- and post-testing strategies within their own classrooms to capture learning on material relevant to individual subjects.

Our student population is extremely varied with several highly motivated and innovative students. They are given several choices for creative projects. These creative projects include storyboarding as in a film project, educational posters, and research and oral reporting. These projects play to the individual students' learning strengths with rubric-based grading on writing and maintaining and portfolios to hold them accountable on CC standards.

Task 2: For Special Education Services:

Describe how you will do the following: (3 pages)

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.

AT ATDA we deliver special education services to meet the needs of the student. We are an inclusive environment, with small class sizes that promote an intimate learning environment. The general education teachers focus on the curriculum and instruction, while the special education teachers help adapt and modify both. However, both teachers collaborate often to create daily routines, promote lesson flow, and manage the students in the classroom.

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

Ongoing professional development: At ATDA we continually work on professional development. Special education teachers work with disciplines (STEM/Humanities) in order to monitor and improve student success. Input from the Special Education department is an integral part of developing strategies for all students. Additionally, outside professionals regularly present at professional development training to keep all staff current on special education teaching strategies, curriculum and law.

UDL: Allows general education students access to multiple ways of learning and creating a greater sense of belonging for students with special needs, therefore relationship building skills are extremely important at ATDA. The curriculum design allows for students to spend more time together in a learning environment, fostering a sense of inclusivity that benefits all students in the end. Albuquerque Talent Development Academy is a 100% inclusive environment with a low student ratio to teacher. This also allows special needs students to see and hear content presented in multiple ways that may increase their ability to absorb the material, since all students learn in multiple ways. These include the three UDL principles: multiple means of representation, multiple means of action and expression, and multiple means of engagement.

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

At ATDA, full inclusion means that all students will be educated with typical peers 100% of the school day. With this said, ATDA Special Education staff realizes that the LRE is not always the general education classroom. It is individual to each student. Most students are able to be educated in the general education setting or may need the smaller setting of a resource type classroom for a few of their services. At ATDA we place our students with IEPs in SE Study Skills/Advisory (30 minutes per day). This enables special education staff to monitor student progress and give one-on-one assistance for students who may need additional help.

At ATDA we provide support for all students, not only those with special needs/IEPs. This is done using a variety of ways. Some of these include small group learning, blending the basics with more

specialized instruction, rotating lessons, using thematic instruction and incorporating scaffolding techniques for all learners.

An important benefit for students with special needs is through collaborative consultation. At ATDA, teachers and staff get together to communicate and share knowledge about our students. This results in the students being addressed according to academic need instead of a special education label. At ATDA we find that collaborative learning not only develops higher-level thinking skills in students, but boosts their confidence and self-esteem as well. Group projects can maximize educational experience by demonstrating the material, while improving social and interpersonal skills. Again, if students with IEPs cannot be academically successful in group learning, alternative strategies and assignments are offered.

D. Change of placement procedures;

ATDA is a secondary charter school (grades 9-12). This means that most students who enroll in our school have already been identified through Child Find activities in the community, by parents or professionals or have already been evaluated to determine if they are eligible for special education services. However, the reality is, at times, some students can make it to high school never being identified as needing special education services. Additionally, students may develop eligibility as they mature.

Whether located through Child Find or through regular school channels, a child who may need special education services is first referred to the Student Assistance Team (SAT) for Tier I and Tier II intervention strategies and/or evaluation. Prior to referral for special education evaluation, SAT prescribed interventions are to be considered, implemented, and documented. If these Tier II interventions are deemed to be ineffective, the student may be identified as needing a formal evaluation to determine if additional services are required to enable the student to benefit from his or her education. Parents must give consent before their child is evaluated to determine if he or she is eligible for special education services.

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.

ATDA professionals use a variety of assessment tools, including interviews and observations, to gather functional and developmental information about the child. Upon enrollment of a new special education we take a team based approach in which the families, students, and teachers develop strategies to support all of our students be successful.

We use assessments that are nondiscriminatory and selected based on the language and communication mode of the child and take into account the student's level of English proficiency. In addition, an evaluation must assess the child in all areas related to the suspected disability. ATDA follows the definitions of IDEA for a child to be eligible for special education services in New

Mexico, Once assessed ATDA follows IDEA and develops the Individual Education Plan (IEP) based on the child's identified eligibility (ies) and individual need(s).

Upon completion of the evaluation, ATDA establishes a group of qualified professionals (school and consultants), the parents and the child (IEP Team) to meet and discuss the evaluation and decide if the child meets the criteria to be eligible for special education and, if appropriate, related services. If so, ATDA develops an IEP for the student. This may begin immediately by continuing and extending the scope of the current meeting or scheduling a separate meeting soon thereafter. At ATDA (and per IDEA), parents are an integral part of the IEP Team.

Parents who do not agree with the evaluation results have the right to request an Independent Educational Evaluation (IEE). Once a child meets the criteria for one or more disabilities and is determined to be in need of special education and, if appropriate, related services, the IEP Team meets to develop an IEP for the child. The IEP is a document that directs and guides the development of meaningful educational experiences to provide students with opportunities to gain skills and knowledge that will assist them in achieving the standards and expectations for all students in the educational system and prepare them for transition into adult life. Student participation is mandatory in development of the IEP for students age 14 and over. At ATDA we believe that student participation in their IEP development is crucial to their success. Additionally, ATDA believes that inclusion helps to promote self-advocacy and begins to prepare students for transitioning into adult life.

The goal of our special education program is to offer support to a student appropriately so that the student's weaknesses can be remedied to the point where the student no longer needs special help. Some students with significant disabilities will always require specially designed instruction, but others may, at some point in their education, no longer require special education support and services. When determining if a student should be exited from special education services at ATDA, the IEP Team will re-evaluate the student. This re-evaluation process will include observations, looking at student achievement and comprehensive testing. If it is determined that the student no longer meets eligibility for special education services they will be exited. ATDA respects the rights of parents. If a parent requests that their child be exited from special education, ATDA will accommodate their request.

F. Plan for continued MOE compliance

MOE is one of several Fiscal Compliance Regulations governed by IDEA B. - LEAs must establish eligibility for an IDEA B award. · Determined during the application completion process (Applications are due May 15th) through Web EPSS - LEAs must be in compliance with MOE under 34 CFR § 300.604. Determined after Final Expenditure Reports are approved in OBMS by the New Mexico Public Education Department (PED)

G. Spring Site Visit report- See Appendix pg. 44 *

Task 3: For English Learner program and services how do you plan to do the following: (3 pages)

E. Plan to identify students as English Learners

Upon enrollment of a new student, we survey the parents and the families that indicate they speak another language at home. Students are administered the ACCESS/WIDA test to determine their proficiency level. Once a student scores a composite score of "5", which indicates proficiency, the student will be exited from ELL identification, but will continue to be monitored for at least 2 years thereafter.
As a team, the teachers, counselors, social workers and administrators use a portion of the PLC time on Fridays to discuss any student concerns or performance issues. Students whose limited proficiency affects their performance are of special consideration for our team.

B. Plan to assess students identified as English Learners

ATDA Administers the WIDA ACCESS and WIDA Screener tests in accordance with NMPED policy. Rosters are pre-populated by NMPED based on STARS reporting. These rosters are then checked by both Mr. Irizarry and the assistant principal in order to develop a final roster for testing. Students and parents are then notified of the testing through email communication and phone messages. When results are available, a copy is either directly sent to families or is mailed by the school.. We then upload the WIDA results to synergy so that teachers have access to their students' proficiency levels. Teachers receive yearly training on where and how to access the test results.

C. Plan to notify and communicate with parents/guardians regarding English Learner status and services.
At the beginning of each year, we provide our families with written notification of ELL status and services. If parents/guardians refuse information or services, we upload the documentation into Synergy. We also communicate ACCESS results; ACCESS results are sent to parents when they are available and will be discussed with parents via phone call or in person. ATDA will communicate information to limited English proficient parents in a language they can understand about any program, service, or activity. This includes, but is not limited to, information related to: registration and enrollment in school and school programs, grievance procedures and notices of nondiscrimination, language assistance programs, parent handbooks, report cards, student discipline policies and procedures, magnet and charter schools, special education and related services, meetings to discuss special education, parent-teacher conferences, and requests for parent permission for student participation in school activities.

We communicate with our students and families the importance and the need to see their culture and linguistic diversity represented in a positive light. Comprehension and engagement are enhanced when students can activate relevant background knowledge as they read about characters with similar lives. Students need to be exposed to globally significant works of literature and literature that represent their own heritage, sense of place and culture.

We offer an ESL class in the evening for our students and parents. Parents are informed of the class upon registration. ELL students are placed in classes with ELL-certified teachers.

A. Description of English Learner program and services, including any curriculum used

The overall primary objective for ATDA is to get ELL students proficient in English as quickly as possible. This will allow ELL students to be integrated into classrooms and social settings, and to be able to communicate effectively. Additional goals include having ELL students succeed academically and be successful in their post-secondary educational aspirations. In order to achieve these objectives, the ELL students must develop critical thinking skills and test-taking skills along with their English language skills. The ultimate objective is to have ELL students become active, participating citizens who are comfortable in both English and their native language(s).

ATDA focuses improving skills in the areas of grammar, vocabulary development, listening, speaking, pronunciation, reading and writing in all subject areas. The goal of this approach is to merge academic content with English language skills. Teachers use strategies that include simplified English, gestures and visual aids to help them teach concepts and vocabulary. ATDA offers a Reading Intervention class/Reading Plus program with a teacher endorsed in Reading. ATDA uses StudySynch by McGraw Hill, which reflects the diversity and culture of the students in our school, but supports their language acquisition and literacy needs in a functional way. The state of NM recognized this curriculum in its 2020 summer institute review with a score of 90% in the Cultural and Linguistic Relevance category. The curriculum includes the following:

F. Visual glossary & Spanish cognates which allows students to access a text along with their English proficient peers.
G. Speaking and sentence frames which help students with class discussion and participation
H. Audio with variable speed and text highlight-text phrases highlight while the audio plays. Students and teachers can reduce the rate a text is read by up to 25% with no loss of resolution which helps with reading fluency
I. The digital subscription provides a high contrast option and uses visual clues in addition to colors to convey information. The student subscription can be used with keystrokes or voice commands.

We use culturally relevant texts in our classes that provide students with authors and stories that reflect the diversity and their life experiences. By exposing our students to a diverse range of opinions, and cultural backgrounds, students will be encouraged to have an open-mind when it comes to culture, language or traditions that is different than their own, and which will in turn allow them to be open to new ideas and new ways of doing things. This will also allow students to have more confidence and secure relationships with others and feel comfortable and safer throughout life. We encourage our students to use Google Translate and our standards-based grading are integral for ensuring that our students gain necessary content while they increase their English proficiency. Teachers are encouraged to frequently use peer tutoring and one on one instruction, and differentiated teaching. Our small class sizes allow for us to focus on our ELL students. We use Acellus, an online learning platform that provides content in Spanish.

ATDA offers equal access to all school facilities-including computer labs, science labs, cafeteria, gym, library, etc. ATDA also includes career and technical education programs, as well as counseling services, online and distance learning opportunities, athletics, arts, school clubs and after school programs.

B. Plan to monitor students exited from English Learner status

English Learners will be monitored after achieving exit status. All of our teachers, especially our EL teachers and our guidance counselor, will monitor and provide support for students who have exited from the English Learner status. When exited, a student's academic performance will be monitored regularly, at least once a week during our Friday PLCs. ATDA will use data analysis for continual monitoring through NWEA, Grades, Classroom data, and attendance. The information will be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services- scaffolding- will be made available to the student. If an exited EL is not progressing academically as expected and monitoring suggests a continuing language issue, ATDA will re-test the student with a valid, reliable, and grade-appropriate EL assessment (WIDA MODEL) to see if the student should be provided additional EL services. If reentered into EL services, ATDA will document the reasons and obtain the parent's consent to reenter the student into EL services.

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

With the projection of a teacher shortage for all students expected to increase in the coming years across the country, the shortage of qualified teachers for EL students remain a big concern. ATDA will need to pursue and implement specific policies with the necessary resources to sustain an effective quality EL teacher workforce. We will attempt to recruit teachers who have TESOL/Bilingual endorsements and are highly qualified. We may offer stipends for staff who have TESOL and/or Bilingual endorsement. We will continue to offer coverage and support for our teachers undergoing ELD/ESL training, although our trainings will be held weekly during our Friday PLCs.

ATDA will seek out partnerships with local universities to empower teachers to become certified in bilingual education or ESL.

It is critical for ATDA to maintain an atmosphere of cultural competency that celebrates diversity of students and staff and acknowledges the benefits of diverse teaching. Our teachers will need the best possible resources to use with their students. They will also need opportunities to continually enhance their professional capacity by learning best practices from the latest research within a network of support.

A. Description of ELD program professional development

We will continue with ESL Trainings with Leading Educators through Alternative Pathways (LEAP) throughout the school year which includes but not limited to the following:

Review of WIDA Access English Proficiency Testing –

J. Know your English Learners and their proficiency levels. What do they mean for students and lesson planning/delivery.
K. Interpreting your English Learners Scores and Using CAN DO Indicators

Academic Language Literacy & Acquisition Strategies Part I-

L. Building Academic Vocabulary
M. Steps 1-3 of Marzano's Academic Language Development
N. Describe
O. Restate
P. Draw

Academic Language Literacy & Acquisition Strategies Part II-

Q. Building Academic Vocabulary
R. Steps 4-6 of Marzano's Academic Language Development
S. Shape & Sharpen Understanding
T. Gamification Strategies for Engagement

ATDA wants to honor the cultural heritages and promote bilingualism and biliteracy of our students, ATDA will continue to implement Bilingual & multicultural professional development. ATDA will also continue with the Integration of TESOL strategies into classroom/lesson design.

We will continue to with professional learning opportunities that help staff incorporate Native history and cultural connections in our curricula. We aim to provide learning environments and materials that are both relevant and equitable for our indigenous and bilingual students. For this to happen, we need training from the Indigenous New Mexico Curriculum Initiative and the NMABE or other comparable resources. The school's Equity Council will assist in the preparation of these opportunities.

ATDA will have guest speakers from the communities to speak on Bilingual and Multicultural subject matter in order to celebrate and include all heritages.

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

ATDA believes in an inclusion model, therefore we ensure that ALL students have access to the curriculum for all subjects as well as needed support. Placing ELs in age-appropriate grade levels will provide meaningful access to programs designed to help ELs meet grade-level standards. ATDA will also determine whether or not the curriculum reflects the experiences and perspectives of a variety of cultural and linguistic groups. ATDA will also consider whether the school culture is inclusive of culturally and linguistically diverse students in order to facilitate an effective learning environment for ALL students.

ATDA offers equal access to all school facilities- including computer labs, science labs, cafeteria, gym, library, etc. ATDA also includes career and technical education programs, as well as counseling services, online and distance learning opportunities, athletics, field trips, arts, school clubs and after school programs. ATDA also offers Translations of communication into Spanish, Peer support, Announcements in both, Spanish and English, Translation support offered for students and family members via Bilingual staff and teachers, Website is in Spanish & English

C. Plan to evaluate the effectiveness of English Learner program

D. How will you provide progress monitoring for exited ELs in year 1 and 2?

ATDA will regularly assess the progress of exited ELs by measuring their performance in grade-level core content areas. Teachers will become more aware and share information on how they are providing individualized support when needed. When exited, a student's academic performance will be monitored regularly and discussed at least once a week during our Friday PLCs. ATDA will use data analysis for continual monitoring through NWEA, Grades, Classroom data, and attendance.

ATDA will also provide personalized education plans (PEPs) based on individual data which will allow teachers to provide individualized instructional plans, provide scaffolding, differentiation and recommend accommodations based on student data.

B. Organizational Performance

Task 1: Provide a written description of how your organization operates. (1-3 paragraphs)

Principal: The head administrator of Albuquerque Talent Development Academy is the school Principal. The principal's role, at ATDA, is to support and assist the school in meeting the overall objectives. The Principal of ATDA provides leadership, direction and coordination within the school and is delegated by the governing council, which is composed of 5 members and meets monthly. The Principal of ATDA shapes the vision of academic success for all students, creates a climate and a culture hospitable to education, and cultivates and improves school leadership.

Assistant Principal/Dean: In assisting the principal, the assistant principal supports the school principal in the school's general administration. The assistant principal completes any tasks assigned by the school principal, which can include but is not limited to: handling student discipline (usually); assisting with faculty meetings and teacher observations, interacting with parents; coordinating student events; attending administrative meetings with or in place of the principal; handling truancy, and attending IEP meetings. In the school principal's absence, the assistant principal takes over his/her responsibilities.

Special Education Coordinator: The Special Education Coordinator coordinates, organizes, administers, and supervises the delivery of special education services as well as oversees the coordination of program responsibilities and liaisons with schools and other agencies. The coordinator also establishes a comprehensive program for the evaluation and improvement of the operations of the special education department.

Albuquerque Talent Development Academy has an instructional leadership team that meets for four hours, weekly to collaborate and make decisions regarding school matters, student issues/concerns and school data. During this meeting, which is called a Professional Learning Community (PLC), the staff has an important role in monitoring progress, reviewing data and sharing learning. Due to the small school size, our instructional leadership team is composed of all instructional staff members from ATDA. The team keeps the schools' mission, with a commitment to high achievement for students, as a primary focus. The instructional team is responsible for reinforcing a culture of feedback and open

communication, which allows for everyone in the school to have a voice to raise key insights and outcomes.

Task 2: Describe your Governing Council's role in the school's Governance including strategic planning. (1-3 paragraphs)

The governing council is charged with the responsibility to establish and maintain a basic organizational structure for the school, develop curriculum, review student achievement data on a regular basis to evaluate the school's effectiveness and make changes as needed. The governing council recognizes and conforms to the legal mandates imposed by state and federal laws, conducts open meetings, appoints a principal, adopts an annual budget, and creates a climate that promotes educational excellence.

The governing council also provides important administrative oversight relative to the educational policies and programs they institute; they play a central role in establishing systems and processes to ensure the school system's fiscal, programmatic, and outcome accountability.

Additionally, the governing council has an obligation to assess its successes and failures; inform the public of all deliberations and decisions. The governing council promotes accountability; avoids abuse of power; enhances public understanding of its mission; conforms to standards of ethical behavior; provides a framework for setting goals; and develops strategic plans for the accomplishment of those goals.

Finally, the governing council provides leadership for the local school system, adopts a unifying vision and mission, solicits and balances the participation and input of members of the community, and advocates on behalf of the educational needs of children at the local, state, and national levels.

Task 3: Provide your Organizational Chart – See Appenix pg. 63

C. Facility

Task 1: Provide Facility Information and Documentation by completing the Appendix section Lease Review Charter School Facility Documents. See Appendix pg. 69

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

ATDA is planning on relocating by purchasing a building for a permanent site. We are currently located on land and in buildings not owned by the school (we are currently leasing), with the building owner complying with the requirements of NMSA 22-8B-4.2(D)(2)(a).

We have assembled both a Facilities Committee within our Governing Council as well as a real estate team to actively pursue possibilities for a site relocation that will bring us up to compliance with state statute. We have a large sum of capital funds that will allow us to use to enter into a lease purchase for a building and then will allow us to use capital funds going forward, to apply to the associated lease purchase payments.

Timeline: 2019-2022 – Began working with real estate agent to identify potential properties and or

buildings, but due to COVID, higher prices and our budget, we decided to pause beginning in June 2022. We will, again, formulate another committee this year, 2022, to commence the search for a new real estate agent and potential properties.

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

Purpose: Looking Forward – Vision for the Next Five Years

Instructions for Part 3: Please refer to the instructions online for complete details about completing this part of the application (Self-Study) on outlining your vision and plan 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 "community" within this process. Include a description of community participation and input.

Our most recent planning process cycle began during the 2019-2020 school year when it was decided amongst administration and the staff, during PLC, that ATDA needed to update technology and be trained on the various platforms that were available. This, along with having to complete the NMDASH, allowed us to strategically plan the school year, but also gave us a vision further into the future. We wanted and needed a new and improved way of educating the children who enrolled at ATDA.

Since then, the planning process for ATDA has been continuous. We are continuously discussing how to improve our methods of educating our children. The Governing Council was also informed that the staff at ATDA would like to head in more of a progressive way to educate our students; they also agreed and have offered their continuous support.

ATDA has held meetings, both virtually and in-person, which took place from 2020-2022, to discuss the future of ATDA. ATDA has also had teacher led PLCs that focus on the Charter Renewal Application process which led to surveys being conducted and sent out to students, staff and families of ATDA for input.

ATDA administered a School Culture survey at the beginning of the 2022-2023 school year. We plan to re-administer this survey at the midway point of the year as well as at the end of the current school year in order to track improvement in school areas deemed necessary by our students and parents as represented on this survey. In addition to the cultural survey, we have conducted facilities surveys with our stakeholders, and we review Title I documents with parents multiple times a year as they pertain to the allocation of Title I funds, possible volunteer opportunities at the school, and Tier 2 programs or community programs that the school is able to offer.

Parents are also informed about the mechanics of the school via a monthly Parent Newsletter that is distributed. We continue to increase our presence in social media and with phone-based apps as well, including a school Facebook stream and communication apps such as the Remind app. We

occasionally hold virtual meetings for our stakeholders in order to keep them informed as to school changes and practices, and to solicit verbal feedback and input regarding academics, school programs, school culture, and school mission and vision statements.

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

Survey results - See Appendix pg. 68

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

The Albuquerque Talent Development Academy (ATDA) would like to collaboratively renew our mission statement and include a vision statement to better align with how our school is meeting the evolving needs of our students. Our mission at ATDA is to give our students a strong foundation so that they have choices in their post- secondary education; we want our students to be 4 year college, and/or career ready.

ATDA would like to revise our current mission statement:

"ATDA engages students in grades 9-12 in a safe talent-nurturing environment that facilitates individual and academic growth through the use of Personalized Education Plans (PEPs), researched-based instructional methods, and assessment data to help students graduate from high school."

ATDA is a center for community growth where students are supported through their adolescence and beyond in education and career readiness. ATDA is in an exciting phase of our development; we would like to move to a new facility. Our new facility will provide us with many opportunities to grow. Our school is unique in terms of local area charter schools in that we are focused on college preparatory programs and skills for students who have struggled in large comprehensive traditional schools.

As a GEAR UP School, ATDA works closely with the New Mexico Higher Education Department to implement the federal college and career readiness program. (Gaining Early Awareness and Readiness for Undergraduate Programs.) This partnership brings unique opportunities such as college visits, SAT preparation, FAFSA completion support (Federal Application for Student Aid), AVID courses (Advancement Via Individual Determination), resource support for STEM initiatives, math tutoring, Credit Recovery support outside of school hours, and a leadership club for students called CEOs (College Engagement Officers). It also provides professional development such as teacher training to use Texas Instruments TI84 calculators and resource support for the school counselor. ATDA has a full-time GEAR UP Coordinator who works with all students to assure they can take advantage of GEAR UP resources. A GEAR UP data system supports an equitable distribution of services.

Our school has always catered to working student schedules, and as part of the "personalized" aspect of our mission, we offer flexibility in when and how they take classes (online, or in person). We would

like to expand that flexibility for our students, by offering schedules that continue into the evening hours. In addition, at our new location, we would like to enhance our role as a community center, offering education, social supports, sports, and career training opportunities for students as well as parents and community members, therefore, we would like to include the following vision statement to our charter:

The programs and initiatives that ATDA has initiated in recent years, such as GearUp and AVID programs, the introduction of our Acellus platform, and additional intervention programs and staff supports, will continue moving forward as part of our plan for the next 5 years.

We want the children of ATDA to be successful in all aspects of life, especially in the social/emotional and educational arena. With this in mind, an ATDA five (5) year strategic plan was developed to ensure the success of our ATDA, which in turn, ensures the success of our students.

Strategic planning is essential in aspects of an organization's success. Through various forms of media, we see how many charter schools are on probation or receive the threat of being shut down, which has a direct effect on the lives of the children who attend those schools. By establishing a strategic plan for our school, we have the assurance that there is design in place, to address the critical areas that are of importance.

ATDA would like to become a high performing charter School, therefore we have developed a Five Year Strategic Plan that addresses the following areas:

LEADERSHIP- Growing the capacity and effectiveness of our Leadership

- The Lead Administrator, in collaboration with the Governing Council, will regularly review, develop, and if necessary, amend the school's charter mission to promote student achievement.

CCR - Creating a college prep environment to prepare our students for college and careers

- Successfully achieve high scores on the State administered standardized tests
- Pour more energy into supporting academic standards and opportunities for academic student growth
- Create a college/career preparatory environment and embrace long-life learning
- Establish a reliable and sustainable technological infrastructure to incorporate technology in all aspects of instruction consistent with other schools and professional institutions
- Developing and Improving a school-wide GEAR UP/AVID Program and incorporating all components of WICOR strategies-Writing, Inquiry, Collaboration, Organization, Reading

SCHOOL CULTURE- Creating a culture of high expectations for staff, students, and parents

- Create and maintain a safe and productive learning environment for our students that fosters student achievement
- Promote high academic achievement
- Offer dual credit pathways
- Expand student groups beyond sports and Student Council (LULAC Youth Council, etc.)

- Create and maintain a “Professional” environment for staff and parent stakeholders
- Establish student accountability
- Improve upon our Restorative Justice Program
- Developing and Improving a school-wide GEAR UP/AVID Program

COMMUNITY- Develop a more positive relationship and increased involvement with parents and community

- Increase parental involvement
- Partner with local universities to help promote a college preparatory atmosphere to assist in the development of programs that will help our students achieve academically.

FINANCE-Maintain financial stability – Long-term financially viable:

- Maintain a balanced budget that will provide financial support for the school’s short-and-long-term operations.

ATDA is working to get back to an average of 150 enrolled students. Since enrollment declined due to COVID 19, we have been successfully working toward reaching that number again, going from 109 students as of the end of the 2021-2022 school year to 135 students in the fall of the 2022-23 school year. We are also seeking to purchase or enter into a lease purchase agreement for a building for our school to reside in. This would free up additional Operational funds since we could then use capital funds for facilities-related expenses and thus allow our expenses to be covered by the revenue generated with 150 students. We expect to have over $1million in Capital funds to use for our new facility and $500k in cash carryover that will help cover our expenses as we continue to grow to 150 students over the next few years. Due to our higher than average graduation rate and successful GEAR UP program, we are confident that returning to 150 students is an attainable goal.

It is the goal of ATDA to provide the Governing Council and administration with on-going training so we can most effectively plan and maintain budgetary stability within their areas of oversight. It is also a goal to seek additional revenue streams to help supplement and stabilize the needs of the educational program.

ATDA would like for parents/guardians and all stakeholders to become an integral part of our school’s mission, therefore, ATDA will develop a system of best practices that will address the culture of the school aligned to the mission and vision.

ATDA would like to provide a safe, and orderly, environment to support student achievement by implementing and improving the Restorative justice Program we have begun, which empowers students to be able to resolve conflicts on their own and in small groups with or without an adult present. We plan to increase the list of interventions that are possible for students who need to repair harm done to the school and/or its stakeholders.

Task 4: Academic Data Table

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

Performance Measures	Baseline Data from School Year 2021-22	School year 2023-24	School year 2024-25	School year 2024-26	School year 2025-26	School year 2026-27
Reading	SAT (23) 87% L1 4% L2 9% L3 0% L4 NWEA (67) Growth: 27/67 (40%)	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 45% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 50% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 55% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 60% Rate	SAT 60% L1 10% L2 25% L3 5% L4 NWEA Growth: 62% Rate
Mathematics	SAT (23) 96% L1 4% L2 0% L3 0% L4 NWEA (68) Growth: 38/68 (56%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 60% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 62% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 64% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 66% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 68% Rate
Science	NM-ASR (22) 81% L1 14% L2 5% L3 0% L4 NWEA (63) Growth: 25/63 (40%)	NM-ASR 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 45% Rate	NM-ASR 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 50% Rate	NM-ASR 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 55% Rate	NM-ASR 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 60% Rate	NM-ASR 60% L1 10% L2 25% L3 5% L4 NWEA Growth: 62% Rate

From State Statute: B. Annual performance targets shall be set by each chartering authority in consultation with its charter schools and shall be designed to help each charter school meet applicable federal, state and chartering authority expectations as set forth in the charter contracts to which the authority is a party

Task 5: Describe your plan to respond to Martinez/Yazzie

In response to Martinez/Yazzie:

U. ATDA has been a GearUp/AVID school since 2021-2022. This program has involved, among

other improvements, cultural and academic trainings for students and staff, the instigation of schoolwide CCR strategies (Cornell Notes, Celebration of School Culture, Academic Portfolios, etc.), and college visits and programs. Thus, all students, including minority, SpEd, and ESL students, are met with the expectation that they will be college and career ready upon graduation.

V. Student and Staff policies have been amended as required to be inclusive of appropriate cultural considerations and to eliminate procedures that may be disproportionally applied to minority groups. For example, racialized aggression is now specifically prohibited.
W. ATDA continues to maintain an Equity Council that provides translation services and that examines disaggregated testing data to ensure that scores from SpEd, ELL, Economically Disadvantaged and ethnic subgroups are comparable to other scores. Discrepancies and associated corrective plans are discussed in PLC meetings and other appropriate forums.
X. Additional staff has been and will continue to be hired to support students who, according to our short-cycle NWEA data and other sources, are lacking in the standards-based skills necessary to be successful post-secondary. For instance, we have shifted a staff member into a Math Interventionist role, have hired a GearUp Mathematics Tutor, and are actively seeking a Reading Interventionist.

We are restructuring our Student Advisory Period in response to Martinez/Yazzie as part of our initiatives to increase the student tracking of data and subgroups and to offer support to students who are low-performing in their respective demographic. The daily breakouts are described below:

MONDAYS - These are days for grade checking and student data. Students should be accessing their own StudentVUE accounts to check both their letter grades and their standards-based scores, and then you, as an Advisory teacher, should be rotating around to students for mini-conferencing. For the purposes of the AVID Binder and for PEPs, students should be tracking their growth every week in some form on standards. By September every teacher should have started standards-based grading in their classes so that students have something to observe. Also, at least once a month, the students should be working with the Advisory teacher on updating their learning plan/PEP goals based upon progress. For September, you will be able to do initial goal setting based on NWEA results as your monthly PEP duty - since teachers should just now be STARTING standards grades, there obviously won't be growth to measure month-to-month yet. If you have idling students or extra time, this is a good day to reinforce soft skills and other cultural components. Also, if a student is NOT claimed on the floating sheet for Tuesday and Wednesday, please assign them based on the results of their grades/standards, or elect to retain them yourself.

TUESDAYS AND WEDNESDAYS - These are the float days. Use the Google Sheet to track students as they report to their assigned classroom if you are not retaining them. Students are to work on credit recovery and grade-raising activities. Note that "There's nothing the student can do" and similar claims are not valid. You should be equipping your classrooms so that there is permanent potential of making up missing work or otherwise recovering credit. We can refine this system over the next few weeks, as I've heard some good suggestions, such as defaulting all the students to In Transition with claim labels to make the transition smoother, or separating out which classrooms students can report to on certain days, or having systems in place for students who should be rewarded for good academic performance

(GearUp Lounge, Sports Stations, etc.). For now, students should report to the same weekly assigned destination for both Tuesday and Wednesday, and students should only be sent to the assigned room or back to their default Advisory...no skipping room to room!

THURSDAYS - These are restorative circle days. Questions and topic suggestions for the week are pre-circulated to staff. Students are expected to physically "circle up" and to discuss relevant topics for the period. As the year progresses, topics will shift from more conversational ones and more general ideas to topics more specific to ATDA campus and ATDA practices so that students are giving feedback on our school culture once they are used to the process. Absolutely feel free to explore insightful tangents and to let the conversation in each classroom direct itself within reason. Please ensure that students are respectful towards each other - nobody should be on a phone, or Chromebook, or otherwise distracted while circles are being conducted. Also, the activity should take up most, if not all, of the period - if students are not discussing the topic at length, you can switch to another topic or expand on the question yourself."

In continued support of our ELL population, ATDA is considering the addition of online programs to support language skills such as translation, text-to-speech, and grammar choice (Transparent Language is one such program). We are also continuing Professional Development for staff in the areas of vocabulary instruction and proper student-to-teacher communication.

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

- Native America students
- Hispanic students
- Black students
- Students with Disabilities
- English Learners
- Economically Disadvantaged students

The vast majority of students who attend ATDA are Hispanic (typically around 85 to 90 percent). This is a high enough percentage of the population that the "subgroup" scores generated by this group tend to vary only slightly from that of the general population. Conversely, it is atypical for ATDA to have more than 10 students of Native American or African American descent. Based upon year-to-year enrollment, the proficiency percentages of these subgroups can vary wildly; for example, there are only 4 students currently attending the school who are African American – if we are able to increase the performance of a single student in this group, the performance for this ethnicity would see a staggering 25% jump in proficiency. This would, of course, NOT necessarily be reflective of a major shift in adult practices or any sort of significant change at the school campus.

Regardless of the size of any of our ethnic groups, ATDA strives to disaggregate data and to identify any significant discrepancies in the performances between these groups. Our short cycle data does not reveal anything that is overly concerning, with growth rates that are comparable across all ethnic groups discounting excessively low populations that do not yield comparable results.

We do have significant populations of SpEd, ELL, and Economically Disadvantaged students. Our most recent data shows a good comparative between scores and growth rates for our SpEd and ED categories, while ELL students are scoring lower (for example, our general growth rate of 40% from last year in Reading compares to only a 27% growth for ELL students, and a 40% rate in Science for the

general population compares to a 25% rate for ELLs). The Fall-to-Spring testing rates are also the smallest for our ELL population, with about a dozen students testing on both major cycles out of a current population of close to 50 classified ELL students. In response to this, ATDA is focusing efforts this year on attendance and on vocabulary-based interventions across all grade levels.

Task 6: Martinez/Yazzie

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

Performance Measures	Baseline Data from School Year 2021-22	School year 2023-24	School year 2024-25	School year 2024-26	School year 2025-26	School year 2026-27
Reading Native American	SAT (0) N/A NWEA (5) Growth: 2/5 (40%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 45% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 50% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 55% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 60% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 62% Rate
Reading Hispanic	SAT (21) 85% L1 5% L2 10% L3 0% L4 NWEA (57) Growth: 24/57 (42%)	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 45% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 50% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 55% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 60% Rate	SAT 60% L1 10% L2 25% L3 5% L4 NWEA Growth: 62% Rate
Reading Black	SAT (1) 100% L1 0% L2 0% L3 0% L4 NWEA (4) Growth: 1/4 (25%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 30% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 35% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 40% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 45% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 50% Rate
Reading Students with Disabilities	SAT (5) 100% L1 0% L2 0% L3 0% L4 NWEA (14) Growth:	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth:	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth:	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth:	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth:	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth:

	7/14 (50%)	55% Rate	60% Rate	62% Rate	64% Rate	66% Rate
Reading English Learners	SAT (5) 80% L1 0% L2 20% L3 0% L4 NWEA (11) Growth: 3/11 (27%)	SAT 70% L1 10% L2 20% L3 0% L4 NWEA Growth: 30% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 35% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 40% Rate	SAT 60% L1 10% L2 25% L3 5% L4 NWEA Growth: 45% Rate	SAT 50% L1 10% L2 30% L3 10% L4 NWEA Growth: 50% Rate
Reading Economically Disadvantaged	SAT (8) 75% L1 0% L2 25% L3 0% L4 NWEA (25) Growth: 9/25 (36%)	SAT 70% L1 5% L2 25% L3 0% L4 NWEA Growth: 40% Rat	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 45% Rate	SAT 60% L1 10% L2 25% L3 5% L4 NWEA Growth: 50% Rate	SAT 50% L1 10% L2 30% L3 10% L4 NWEA Growth: 55% Rate	SAT 40% L1 20% L2 30% L3 10% L4 NWEA Growth: 60% Rate
Math Native American	SAT (0) N/A NWEA (5) Growth: 2/5 (40%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 45% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 50% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 55% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 60% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 62% Rate
Math Hispanic	SAT (21) 95% L1 5% L2 0% L3 0% L4 NWEA (58) Growth: 33/58 (57%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 60% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 62% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 64% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 68% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 70% Rate
Math Black	SAT (1) 100% L1 0% L2 0% L3 0% L4 NWEA (4) Growth: 2/4 (50%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 55% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 60% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 62% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 64% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 66% Rate

Math Students with Disabilities	SAT (5) 100% L1 0% L2 0% L3 0% L4 NWEA (13) Growth: 7/13 (54%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 55% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 60% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 62% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 64% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 66% Rate
Math English Learners	SAT (5) 100% L1 0% L2 0% L3 0% L4 NWEA (12) Growth: 6/12 (50%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 55% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 60% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 62% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 64% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 66% Rate
Math Economically Disadvantaged	SAT (8) 100% L1 0% L2 0% L3 0% L4 NWEA (27) Growth: 16/27 (59%)	SAT 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 60% Rate	SAT 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 62% Rate	SAT 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 64% Rate	SAT 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 66% Rate	SAT 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 68% Rate
Science Native American	NM-ASR (0) N/A NWEA (5) Growth: 1/5 (20%)	NM-ASR 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 25% Rate	NM-ASR 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 30% Rate	NM-ASR 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 35% Rate	NM-ASR 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 40% Rate	NM-ASR 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 45% Rate
Science Hispanic	NM-ASR (20) 80% L1 15% L2 5% L3 0% L4 NWEA (55) Growth: 24/55 (44%)	NM-ASR 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 45% Rate	NM-ASR 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 50% Rate	NM-ASR 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 55% Rate	NM-ASR 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 60% Rate	NM-ASR 60% L1 10% L2 25% L3 5% L4 NWEA Growth: 62% Rate
Science	NM-ASR (1)	NM-ASR	NM-ASR	NM-ASR	NM-ASR	NM-ASR

Black	100% L1 0% L2 0% L3 0% L4 NWEA (2) Growth: 0/2 (0%)	90% L1 5% L2 5% L3 0% L4 NWEA Growth: 5% Rate	80% L1 10% L2 10% L3 0% L4 NWEA Growth: 10% Rate	70% L1 15% L2 15% L3 0% L4 NWEA Growth: 15% Rate	60% L1 20% L2 20% L3 0% L4 NWEA Growth: 20% Rate	60% L1 15% L2 25% L3 0% L4 NWEA Growth: 25% Rate
Science Students with Disabilities	NM-ASR (4) 100% L1 0% L2 0% L3 0% L4 NWEA (12) Growth: 4/12 (33%)	NM-ASR 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 35% Rate	NM-ASR 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 40% Rate	NM-ASR 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 45% Rate	NM-ASR 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 50% Rate	NM-ASR 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 55% Rate
Science English Learners	NM-ASR (5) 100% L1 0% L2 0% L3 0% L4 NWEA (12) Growth: 3/12 (25%)	NM-ASR 90% L1 5% L2 5% L3 0% L4 NWEA Growth: 30% Rate	NM-ASR 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 35% Rate	NM-ASR 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 40% Rate	NM-ASR 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 45% Rate	NM-ASR 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 50% Rate
Science Economically Disadvantaged	NM-ASR (8) 88% L1 0% L2 12% L3 0% L4 NWEA (27) Growth: 9/27 (33%)	NM-ASR 80% L1 10% L2 10% L3 0% L4 NWEA Growth: 35% Rate	NM-ASR 70% L1 15% L2 15% L3 0% L4 NWEA Growth: 40% Rate	NM-ASR 60% L1 20% L2 20% L3 0% L4 NWEA Growth: 45% Rate	NM-ASR 60% L1 15% L2 25% L3 0% L4 NWEA Growth: 50% Rate	NM-ASR 60% L1 10% L2 25% L3 5% L4 NWEA Growth: 55% Rate

B. Student Academic Performance Targets and Mission-Specific Goals

Instructions for section B: Please refer to the online instructions for complete details about Mission Specific Goals and Indicators.

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

Provide a table for each Goal Statement that we take to the board.
Example: If a school's mission focuses on language acquisition, then a school may choose a mission-specific goal and indicators that measure students' performance and progress of language acquisition. The indicators for this goal will be monitored during the year and revised annually. If you define a cohort of students (i.e. 11th grade students who have attended the school for at least two semesters), you must identify how many students are in the cohort.

Mission Specific Goal 1 – include the following (1-2 pages):

Indicators that will be measured and monitored, related to this goal

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Albuquerque Talent Development Academy will measure student graduation through the mechanism of "on-track" graduation. On-track graduation status will be measured as students enter the school using a variety of indicators including a Graduation and Credit Requirement verification list and Next Step plans. In addition, active students will be engaged in grade monitoring through their Advisory periods and will, with the cooperation of teachers and parents, fill out and follow a Personalized Education Plan. Once these indicators are in place, the school will project the number of semesters it will take a student to graduate based on the number of credits that student needs to earn. A student will be considered "on-track" when indicators show that the student is on pace to earn credits and graduate on time with the grade-level class they are assigned to upon entry to ATDA.

MEETS Status: 75% of students or more graduate on-track

WORKING Status: 65% to 75% of students graduate on-track

DOES NOT MEET Status: Less than 65% of students graduate on-track

Performance Standard – School Culture, Graduation

Standards-Based Instruments – Graduation Checklist (aligned to PED), Next Step Plans

Mission Specific Goal 2 – include the following (1-2 pages):

Indicators that will be measured and monitored, related to this goal

1. Student academic performance standard(s) being addressed
2. Standardized short-cycle assessment or standards-based instrument used to identify performance levels and proficiency of students

Albuquerque Talent Development Academy will require each student to create their own Personal Education Plan (PEP) Goals, which are individual academic goals that are set using short-cycle assessment data and other individualized classroom data. The baseline for these goals will be provided by the Fall NWEA MAPs tests in Mathematics and Reading. Students will then be assessed on their standards-based growth throughout the school year via additional NWEA MAPs testing and through classroom assignments aligned to select NM State Standards. At the end of the school year, a final cycle of NWEA MAPs will be held, and teachers will run reports showing how many growth points students were able to achieve on aligned assignments. Once this data will be compiled school-wide, results will be reported to the authorizer.

MEETS Status: 75% of students or more show standards-based growth of 1.5 points or more on their PEP documentation

WORKING Status: 65% to 75% of students show standards-based growth of 1.5 points or more on their PEP documentation

DOES NOT MEET Status: Less than 65% of students show standards-based growth of 1.5 points or more on their PEP documentation

Performance Standard – Data Driven Instruction, Graduation

Standards-Based Instruments – NWEA MAPs, Classroom Assignments aligned to NM State Standards

Question 1: How will your governing body be involved in monitoring academic performance and strategic planning, for the next five years? (1-3 paragraphs)

The Governing Council is charged with the responsibility to establish and maintain a basic organizational structure for the school, develop curriculum, review student achievement data on a regular basis, monthly, to evaluate the school's effectiveness and make changes as needed. The Governing Council also conducts public forums at all meetings to hear from stakeholders regarding the needs of the school. The Governing council recognizes and conforms to the legal mandates imposed by state and federal laws, conducts open meetings, appoints a principal, adopts an annual budget, and creates a climate that promotes educational excellence.

The Governing Council also provides important administrative oversight relative to the educational policies and programs they institute; they play a central role in establishing systems and processes to ensure the school system's fiscal, programmatic and outcome accountability.

Additionally, the Governing Council has an obligation to assess its successes and failures; inform the public of all deliberations and decisions. The Governing Council promotes accountability; avoids abuse of power, enhances public understanding of its mission; conforms to standards of ethical behavior; provides a framework for setting goals; and develops strategic plans for the accomplishment of those goals.

Finally, the Governing Council provides leadership for the local school system, adopts a unifying vision and mission, solicits and balances the participation and input of members of the community, and advocates on behalf of the educational needs of children at the local, state, and national levels.

Question 2: How does your school enhance the APS School of Choice Portfolio? (1-3 paragraphs)

ATDA is a center for community growth where students are supported through their adolescence and beyond in education and career readiness. Our school has always catered to students who have been

unsuccessful in other schools. Students attend classes Monday-Thursday from 8:30-4:15 with Fridays being offered for students in need of credit recovery and/or tutoring. ATDA also offers small class sizes which allows our students to develop meaningful relationships with their peers and their teachers.

On Friday's, our teachers meet to participate in a whole school professional learning community in which we provide training on research based interventions and discuss our shared students and best practices.

The hallmark of ATDA is being able to offer personalized academic, career and social/emotional education plans for each student. PEPs allow teachers to better monitor, evaluate and adapt whole-class instruction to ensure that everyone's goals are being met. This tool also allows students to take ownership of their educational goals for success.

ATDA is also one of eight schools in New Mexico to be part of the GEAR UP grant administered by the New Mexico Higher Education Department. GEAR UP provides innovative college and career readiness programming to the school, including AVID, math supports, college visits and much more.

Task 2: Provide Contact Information for Students (20), Families (20) and Community Members (10)

In an effort to incorporate student voice, family voice and community voice in the Charter Renewal process, we are requesting that you populate a Google Sheet with the contact information. Note: It is not intended that the family members match up with the students on your student list. These will be unique lists.

We will use each list to reach out to student, families, and community members provided, allowing them to give us feedback about your school. We hope to have a diverse group of individuals whom we can collect feedback. If you have any questions about this process, please contact the charter school team.

The Student, Family, Community Voice Google Form can be accessed at:
https://docs.google.com/spreadsheets/d/1Uo-FPnRXuE5Ke80UP9ZfB3s3xFiIjclF6guiG9bVoHY/edit?usp=sharing

Please complete each sheet with the necessary contact information. Schools are encouraged to submit these lists early in the September timeframe. If you are unable to complete early, you can submit with your Renewal Application.

The Charter School team will be asking these contacts to send us short videos reacting the following prompts:

Y. What wow's you about this charter school?
Z. What do you wonder about this charter school?
AA. Share any personal stories of your experience with this charter school.