

School Support and Readiness Assessment Monitoring Visit Summary Report

School: Robert F. Kennedy Charter School	LEA: Albuquerque Public Schools
School Leader: Robert Baade	LEA Leader: Scott Elder
SSRA Team Leader: Andrea Fletcher	Date: May 30, 2024
School Successes and Celebrations	
<p>Robert F. Kennedy (RFK) Charter School has had numerous successes and celebrations. This year, they created intervention classes to help students designated with an urgent intervention status. Because of this, they have since implemented STAR testing and Freckle interventions for English language arts (ELA) and math schoolwide. All advisory teachers implemented Freckle during their advisory period each week. Since teachers were involved in testing and the intervention process, they became invested in the success of all students.</p> <p>RFK saw significant growth in all grade levels from the fall to spring. Sixth-grade reading scores increased by 62%, and 12th-grade math also showed 62% growth. There was a high level of participation in testing as well. Ninety-nine percent of middle school students took the reading and math STAR test, and 84% of seniors participated (lower due to some having graduated). This focus on constantly monitoring student success and holding progress meetings with parents every nine weeks led to almost all seniors (52 of 54) graduating.</p> <p>All math teachers attended rigorous professional development (PD) for Illustrative Mathematics and continued implementing math tasks, mathematical discourse, productive struggle, and mathematical practices. The team has already proposed a new book study for next year and plans to attend PD to learn how to teach the youcubed summer math program next summer.</p> <p>RFK has implemented high-dose tutoring for algebra and trained educational assistants on strategies for working with students in small groups on targeted supports aligned with classroom instruction. This summer, they will also hold a math support class for students getting ready to take or retake math.</p> <p>There are other celebrations of student success: two students presented on a student panel for Future Focus; one student's school-related internship led him to a team that presented in Boston; five students were invited to present in Washington DC to policymakers at the National Showcase for School Redesign (part of the Johns Hopkins University partnership); seventeen students earned their New Mexico Bilingual Seal, seven students received 12 college credit hours in Spanish, and two students received six college credit hours in Spanish.</p>	
Progress Toward Next Steps Identified in SSRA Summary	

SSRA Summary Next Step #1: Leadership will explore further opportunities to engage families through increased communication and will consider adding more extracurricular activities.

The school has implemented quarterly in-person parent-teacher-student conferences to ensure families are informed about student progress. This was accomplished through after-hours agreements this year but will be built into the school calendar next year. A family event with a schoolwide student showcase of middle and high school projects and an enchilada dinner was a huge success, with 239 students, parents, teachers, and visitors attending.

This year, RFK implemented capstone projects and digital portfolios to address the demonstration of competencies for future graduation requirements. Thirty-two senior students shared their projects during two capstone consultations with parents, visitors, and community partners.

The school has added several extracurricular activities, including a basketball team, a volleyball team, a student design team, a student advisory council, a chess club, a Youth Conservation Corps, and the Guns to Gardens program. A yearbook class will be added next year.

SSRA Summary Next Step #2: Principal Baade will improve staff communication to ensure greater cohesion around communication, disciplinary actions, and accountability.

There has been a concerted effort to have more robust communication with less emphasis on email through staff meetings, management meetings, department meetings, Professional Learning Community meetings, and Sweep Into the Weekend meetings. There has been an effort to increase collaboration and sharing of goals, which has led to greater buy-in from staff. Observations revealed that differentiated support for teacher accountability was necessary. Steps in holding teachers professionally accountable have been taken to ensure positive academic outcomes for all students, leading to equitable access to school success.

SSRA Summary Next Step #3: Leadership will ensure higher levels of Depth of Knowledge by closely monitoring the implementation of the ten instructional best practices identified and selected by staff. They will continue to support using standardized exit tickets to aid teachers in responding to students' learning needs.

The Public Education Department provided exit ticket PD to all teachers in March. This training formalized the process and provided teachers with a resource that offers valuable insight into daily best practices and provides immediate formative data to drive instruction. Observation and feedback cycles have supported the implementation of exit tickets.

Data trackers were implemented to recognize students who need urgent intervention and enroll them in an intervention class, allowing rigorous grade-level instruction in every classroom. The school uses the New Mexico Public Education Department's ten best instructional practices as a framework to guide lesson design and delivery. Next year, these will become the ten non-negotiables.

School Leader's Next Steps

As attendance is still an issue, the school will consider using More Rigorous Intervention (MRI) funds to create an attendance/family liaison to ensure students can participate fully in classwork. They would also like to invest in more PD to help teachers support and engage with the digital portfolio. Dates have been built into the school calendar to do so.

Right to Succeed, a program funded by the New Mexico Public Education Department, will be a focus for all middle school staff next year. The goal is to bridge to the high school English language arts program.

Staff had expressed concern about the lack of cohesiveness and what accountability in grading practices should look like. The director is committed to leading equity conversations around grading with all staff. To ensure cohesiveness with discipline, the school will return to a past practice of staffing to deal with student discipline, where staff are fully involved in dealing with discipline issues.

Implementing the ten best practices may be overwhelming for some teachers. To better ensure teacher mastery, the school will consider breaking down more complex strategies from the framework of common expectations into parts and providing focused PD with built-in practice. Increasing teacher support through observation and feedback cycles and opportunities to observe colleagues who have mastered components will allow for deeper implementation.