

School Improvement and Transformation Monitoring Visit Summary Beginning of Year (SITM-BOY)

School: Robert F Kennedy (Grades 9-12)	LEA: Albuquerque Public Schools
School Leader: Robert Baade	LEA Leader: Dr. Gabriella Blakely
SITM Team Leader: Andrea Fletcher	Date: September 11, 2024
School Description	
<p>Robert F. Kennedy (RFK) Charter School (grades 9-12) is located on the city’s west side and offers a unique high school experience for students seeking alternatives to traditional secondary schools. One of the founding principles of RFK is its belief in the strength of relationships among all the participants.</p> <p>RFK’s vision is “Robert F. Kennedy Charter School prepares, motivates, and supports students to achieve their college and career goals in partnership with their families and the community.”</p> <p>The school has 252 students, approximately 85 English learners (Els), and 35% of students with disabilities (SPED).</p>	
School Successes and Celebrations	
<p>The school has hired an Attendance Coach who has increased the attendance rate from 38% in the school year 2022-23 to 88.98% at the beginning of the year (24th day of school) through focused intervention systems and personal contact.</p> <p>The 90-day plan has been rolled out to all staff with a great deal of buy-in. It is a natural extension of the work the school has been doing with Multi-Layered Systems of Success (MLSS). The school has also adopted a new schedule that provides time for intervention and acceleration based on the results of a universal screener.</p> <p>RFK is committed to creating a data culture and systems that allow teachers to support students based on data.</p>	
NM DASH Development and Implementation	
<p>NM Vistas identifies RFK’s areas of focus as More Rigorous Interventions - Graduation rate</p> <p>The school’s 90-day plan addresses attendance, graduation, English Language Arts (ELA) writing, Math, and Science and increased proficiency for EL students. The 90-day plan was developed by staff members during the 23-24 school year and has been refined extensively with input from staff. The plan was officially rolled out to staff via a scavenger hunt to ensure teachers understood and were knowledgeable about expectations for staff and students.</p>	

The school identified chronic absences as a large contributor to students not completing courses, which impacts four-year graduation rates.

The graduation goal for Robert F. Kennedy is:

- By the end of the 2024-25 school year, 80% of all students will remain or accelerate their graduation cohort school-wide through weekly progress monitoring during their Advisory class.
- Attendance data will be monitored through our EWS (any student with less than 85% will be tracked and evaluated by the Attendance Coach).
- 100% of students will be required to complete yearly work in their digital portfolio, and seniors will defend their Digital Portfolio as a demonstration of competency.

School Progress

Graduation Rates

4-Year

Cohort of 2019 – 24.1%

Cohort of 2020 – 36.8%

Cohort of 2021 – 16.9%

Cohort of 2022 – 23%

5-Year

Cohort of 2019 – 35.5%

Cohort of 2020 – 45.2%

Cohort of 2021 – 32%

6-Year

Cohort of 2019 – 50.2%

Cohort of 2020 – 53%

Actions to Improve Graduation Rates

- The attendance coach meets with late students each morning, has personal conversations about the root causes of attendance issues, and works with the social worker to provide the appropriate support.
- Using the STAR Assessment, the school screened every student at the beginning of the 2024-2025 school year. The data was used to assign students to core and specific, targeted intervention classes.
- Early Warning System (EWS) meetings are held weekly to identify students with academic, behavioral, or attendance issues. Using the data tracker, team members brainstorm the most fitting interventions to support the students. Students set data-based goals each week to track their performance, leading to greater engagement and learning and an understanding of their progress.

- Acceleration classes are available after school to help students catch up. Data meetings are held once a month and are led by assessment staff.
- For English Language Arts (ELA), the school is focused on improving writing in all content areas to lead to a 5% increase in scores by the Middle of Year (MOY). They provide timely observation and feedback around ten (10) non-negotiable instructional practices, implement Sheltered Instruction Observation Protocol (SIOP) strategies, and write across the content areas. They plan to increase the frequency of classroom walkthroughs and collect data around the non-negotiables. They are using Illuminate to gather standards-based data.
- For Math and Science, teachers are using Illuminate to gather data, aiming for a 5% increase from the Beginning of the Year (BOY) to the Middle of the Year (MOY). The BOY has been administered, and the school will provide that data to the team.
- The EL goal is to have 17% of students proficient by the end of the year (EOY), approximately 3 to 4 students per grade level. Currently, none of the approximately 85 students are proficient in English.
- The school is implementing the (SIOP) framework. Teachers have received training on SIOP early this year and must use the SIOP format for lesson plans.
- The advisory teachers are responsible for conducting weekly progress monitoring based on individual student-determined goals chosen based on current data.

Monitoring Systems

- Collect data on the implementation of the non-negotiable instructional practices. At least 50% of the ten non-negotiables by MOY are evident in classroom walkthroughs.
- Implement SIOP strategies. Monitor the implementation and provide support to teachers. By MOY, expect to see SIOP strategies used at least 50% of the time.
- Monitor attendance and provide interventions to maintain the current attendance rate of 68%.
- The number of students currently in interventions is reduced by at least 10% through intervention classes, moving those students into core instruction.
- Increase achievement on STAR Reading and Math by 5% in MOY
- Increase achievement in Illuminate common formative assessments by 5% from BOY to MOY.