

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

<b>School:</b> Technology Leadership HS	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Cynthia Ramirez	<b>LEA Leader:</b> Gabriella Blakey
<b>SITM Team Leader:</b> Michelle Starnes	<b>Date:</b> September 13, 2024
<b>School Description</b>	
<p>Technology Leadership High School's "learning by doing" curriculum and tech industry-influenced learning outcomes provide 21st-century skill development to all Technology Leadership students. The school has implemented and utilized social-emotional learning competencies to strengthen staff and student relationships and increase students' skills. The solid attention to social-emotional outcomes in and out of the classroom has allowed Technology Leadership to re-engage students at risk of dropping out. It encourages all learners to develop resiliency and emotional intelligence.</p> <p>Technology Leadership High School was created to provide a learning environment where students can access social work services, project-based learning, and performance-based assessments. Technology Leadership intentionally supports students who are off track to graduate. Technology-based pathways have been created to increase students' post-graduation options.</p>	
<b>School Successes and Celebrations</b>	
<ul style="list-style-type: none"> <li>• Technology Leadership is in transition and being held in a temporary location. The new building and space will not be ready until the end of 2024. The staff, students, and families have managed the transition well.</li> <li>• Hours devoted to the Service Learning program have continued to increase, and a culture of service has developed that has contributed to school engagement and attendance.</li> <li>• Technology Leadership graduated 75 students, with 50 of those students participating in the night school program (the largest group to graduate to date)</li> <li>• The Graduate Profile has been created and is aligned with the school's goals for student success.</li> <li>• A Transition Specialist has been hired to support students transitioning from graduating to college or career post-secondary options.</li> </ul>	
<b>NM DASH Development and Implementation</b>	

Stakeholder feedback and information were gathered in May. Afterward, the leadership team worked with stakeholders in August to complete the 90-day plan.

The Annual and 90-day Plans include the following goals that address the Comprehensive School Improvement (CSI) Designation due to the 4-year graduation rate:

1. For the 23-24 SY, 83 students were classified as 12th graders, and 74 graduated (89%). Of the 74 graduates, 37 were on track to graduate, and 37 were off track to graduate (50%).
2. By the end of the 24-25 school year, students will have increased their reading proficiency by 10%, as demonstrated by SAT scores and class proficiency demonstrations through MLSS staff cohort monitoring.
3. By EOY, students will have increased math proficiency by 10%, as demonstrated through SAT and class proficiency scores monitored by MLSS grade-level cohort staff.
4. By the end of the 24-25 academic year, 10% or more of students who take the NM-ASR (11th) will demonstrate proficiency in section scores for evidence-based science.
5. By the end of the academic year, 10% of English Language Learners (ELLs) will show progress by advancing at least one proficiency level in a minimum of two domains (listening, reading, speaking, or writing) on the ACCESS test, compared to their scores from the previous year.

Desired Outcomes include:

1. All staff should develop and implement strategies to enhance students' performance on standardized tests in English Language Arts and within the NMASR, aiming for a 10% increase in scores. MLSS assessment data, cohort proficiency scores, and performance-based assessment data should guide this Improvement.
2. All staff will actively monitor students' credit progress through regular cohort meetings and by reviewing Next Step Plans. The goal is to increase students' credit accumulation and reduce the percentage of students at risk of not graduating by 10% each school year.

## **School Progress**

### **Graduation Rates**

#### 4-Year Graduation Rates

Cohort 2020 – 23.8%

Cohort 2021 – 54.7%

Cohort 2022 - 62%

Cohort 2023 – 62%

#### 5-Year Graduation Rates

Cohort 2019 – 39.7%

Cohort 2020 - 45%

Cohort 2021- 62%

Cohort 2022 – 62%

## 6-Year Graduation Rates

Cohort 2019 – 49.1

Cohort 2020 – 50%

### **Graduation & Performance Goals**

- Decrease the number of students off-track by 10% every school year. Currently, 50% of the students are off-track to graduate. At EOY, the school will be at 40% off-track.
- To increase math proficiency by 10%, as demonstrated through SAT and class proficiency scores, monitored by the MLSS grade level cohort staff.
- To increase reading proficiency by 10%, as demonstrated through SAT scores and class proficiency demonstrations through MLSS staff cohort monitoring.

### **Actions to improve Graduation Rate**

- Advisory teachers will monitor student progress of course completion, academic progress, BOY proficiency scores, and grades weekly. These will be tracked using the Individualized Graduation Plan (IGP) and Next Step Plans.
- Cohort meetings will discuss student progress weekly to determine immediate and targeted interventions using the newly implemented Freckle assessment.
- Renaissance 360 Assessment will be administered at the Beginning of the year (BOY), Middle of the Year (MOY), and End of the Year (EOY). It will demonstrate at least ½ of grade level learning growth and class proficiency at each assessment.
- To address the disconnection between short-cycle and summative assessments, test-taking strategies will be used to drive instruction and increase proficiency.