

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

<b>School:</b> Albuquerque Talent Development Academy High School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> David Bryant	<b>LEA Leader:</b> Dr. Joseph Escobedo
<b>SITM Team Leader:</b> Michelle Starnes	<b>Date:</b> October 2, 2024
<b>School Description</b>	
<p>Albuquerque Talent Development Academy (ATDA) is a Title I charter high school serving 116 students with 15 full-time faculty. Forty students are designated English learners (ELs), and 42 qualify for special education services.</p> <p>The school’s mission statement is:  <i>ATDA engages students in a community-oriented environment that facilitates personal autonomy and academic growth through the use of Personalized Education Plans and research-based instructional methods in preparation for a dynamic and interconnected future.</i></p> <p>Their vision statement is:  <i>We strive to become a premier charter school option for college and career readiness.</i></p>	
<b>School Successes and Celebrations</b>	
<p>At the end of the school year 2023-2024, ATDA was in jeopardy of school closure. The community, families, Local Educational Agency (LEA), and students rallied to keep the doors open. The increase in enrollment is a significant celebration as all stakeholders are onboard with the shift in becoming a data-driven instructional school to increase proficiency and graduation.</p> <p>To address low proficiency rates in math, a highly qualified math teacher and a math interventionist joined the staff.</p> <p>Students have developed a sense of belonging and agency as they have become owners of their educational journey through leadership opportunities and by maintaining data binders with advisory teachers.</p>	
<b>NM DASH Development and Implementation</b>	

ATDA analyzed last year's academic data and compared it with the performance goals of the previous year. The team examined the metrics used in the Charter Framework. Staff were interviewed and invited to give feedback regarding the school's direction, and PLC meeting time was used over the last few weeks to continue establishing and reviewing the school's goals for the annual and 90-Day Plan.

## School Progress

### 4-Year Graduation Rates

Cohort 2020- 65.1%

Cohort 2021- 61.7%

Cohort 2022- 62.4%

Cohort 2023- 39.0%

### 5-Year Graduation Rates

Cohort 2019- 77.1%

Cohort 2020- 69.8%

Cohort 2021- 68.0%

### 6-Year Graduation Rates

Cohort 2019- 84.2%

Cohort 2020- 77.0%

### SAT ELA Data Trend

#### Meeting Proficiency

2021/2022 - 0%

2022/2023 - 0%

2023/2024 - 0%

#### Approaching Proficiency

2021/2022 - 4%

2022/2023 - 17%

2023/2024 - 11%

### SAT Math Data Trend

#### Meeting Proficiency

2021/2022 - 0%

2022/2023 - 0%

2023/2024 - 0%

#### Approaching Proficiency

2021/2022 - 0%

2022/2023 - 0%

2023/2024 - 0%

The School Core Team determined that the root cause of low graduation and low proficiency scores reflected layer one instruction. The lack of alignment to grade-level standards has impacted instruction.

**Graduation and Performance Goals:**

Graduation: There are 24 students in the Albuquerque Talent Development Academy’s 2025 School Year 4-year cohort. ATDA will increase the graduation rate of its 4-year cohort to 100%.

Benchmark: 100% of seniors will have completed a transcript check by the end of the first quarter, and all online credit recovery options will be assigned. Of those students, 100% of seniors not making significant progress with their credit recovery classes by the end of semester one will have a parent meeting (December/January) to complete a mandatory academic contract.

ELA: In 2024-2025, ATDA will see a 15% decrease in the number of students scoring in the L1 category compared to the 2023-2024 school year.

Benchmark: 50% of all students taking the NWEA MOY assessment in 2024-2025 will demonstrate growth in ELA compared to the NWEA BOY assessment.  
(Plan did not include specific NWEA growth percentages)

Math: In 2024-2025, ATDA will see a 22% decrease in the number of students scoring in the L1 category compared to the 2023-2024 school year.

Benchmark: 50% of all students taking the NWEA MOY assessment in 2024-2025 will demonstrate growth in mathematics compared to the NWEA BOY assessment.  
(Plan did not include specific NWEA growth percentages)

ELP:

Reading: 35-65% of ELs will meet growth expectations measured by MAP MOY or EOY data.

Math: 53-75% of ELs will meet growth expectations measured by MAP MOY or EOY data.

Science: 28-60% of ELs will meet growth expectations measured by MAP MOY or EOY data.

Benchmark:

Reading: 30-35% of ELs will meet growth expectations measured by MAP MOY or EOY data.

Math: 45-53% of ELs will meet growth expectations measured by MAP MOY or EOY data.

Science: 23-28%% of ELs will meet growth expectations measured by MAP MOY or EOY data.

**Data to be used to monitor graduation and proficiency growth:**

- SAT Data
- Attendance

- Course Completion
- Observation and Feedback Classroom Walkthroughs (non-negotiables)

### **Actions to Improve Graduation Rate:**

The assignment of instructional coaches in key content areas, such as math, will help teachers develop standards-based lesson plans and improve instructional practices.

The school has partnered with Charter School Testing Services to assist the school in effectively using student performance data to monitor progress and tailor interventions. Professional development workshops will focus on data-driven instruction, differentiated learning, and culturally responsive teaching, which will be aligned with the NM Vistas goals.

The administration will receive ongoing coaching on leadership strategies, school transformation best practices, and continuous improvement cycles.

Classroom walkthroughs will be conducted twice a week per teacher to ensure the implementation of instructional strategies focused on teaching practices, student engagement, and lesson alignment with state standards and NM Vistas objectives. The non-negotiables will be monitored to determine teacher support.

ATDA is shifting to a data-driven instructional school. The students take ownership of their data to track attendance, course completion, transcript checks, and post-secondary options through their data binders. Binders will be maintained and checked for updates weekly in Advisory. Data walls are required in every classroom for reciprocal accountability among teachers and students.