

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

School: Del Norte HS	LEA: Albuquerque Public Schools
School Leader: Ed Bortot	LEA Leader: Dr. Gabriella Blakey
SITM Team Leader: Max Perez	Date: 9/12/2024
School Description	
<p>Del Norte High School's mission is to foster a collaborative community focused on equity and excellence to ensure all students achieve high levels of learning. Its vision is to create a diverse, inclusive community where students work together to become meaningful, contributing leaders in a dynamic and challenging world.</p> <p>Del Norte High School, part of Albuquerque Public Schools, is located in the North East Heights of Albuquerque, New Mexico, within a central business district at San Mateo and Montgomery. The school serves a 99.9% Free and Reduced Lunch population and is the North Refugee Hub for the district, with 2.10% of students being refugees. Additionally, 23.46% of the student body are English Language Learners (ELL), 26.6% are in Special Education, and 15% are homeless. Most students are Hispanic (65.2%), with 19.6% Native American, 10% Caucasian, 4% African American, 4.7% Asian, and 4.8% other. Del Norte also hosts a district program for Deaf and Hard of Hearing students.</p>	
School Successes and Celebrations	
<p>Del Norte High School has implemented robust elective programs, including eSports, Advancement Via Individual Determination (AVID), Distributive Education Clubs of America (DECA), Leadership, and Junior Reserve Officers' Training Corps (JROTC), to support student success in core classes. Over the past three years, the school has made significant gains in graduation rates, with a 12% increase followed by a 10% increase. Bilingual Seal certifications also grew by 10%, with the bilingual program expanding from Spanish Language Arts and English Language Development (ELD) classes in 2019 to include a broader range of subject areas.</p> <p>Del Norte fully implements Restorative Practices, reducing suspensions and fostering positive relationships. A curriculum review by the Southern Regional Education Board (SREB) in 2023-2024 highlighted cross-content teamwork, with the Freshman Academy cited as a model. The school has organized PLCs by grade level to create Smaller Learning Communities and separate grade-level academies. Focus groups include the Advancement Via Individual</p>	

Determination (AVID) Site Team, Student Success Team, Community Engagement Team, and Graduate Profile Team. The school also has an Instructional Council and a Community School Council involving business partners, organizations, students, and parents. A Principal-Student Advisory Board meets monthly to discuss school culture and policies. Additionally, teachers provide extensive resources, including high-dosage tutoring, Saturday school, and online tutoring. Advancement Via Individual Determination (AVID) is the school's core instructional model.

The Student Success Team addresses academic and behavior interventions, mainly targeting barriers preventing students from attending school. The biggest attendance issue occurs during 1st period, and the team plans to collaborate with Johns Hopkins again to tackle this challenge. The tardy policy, which directs late students to the Success Center and enforces consequences, has helped reduce the number of students wandering but not attending class. Other schools are visiting to observe this approach. The process is restorative, as students decide their consequences. Additionally, implementing cell phone pouches and the new policy has had a significant positive impact.

Students are taking testing seriously, a change from when tests were not mandatory. Last year was the first year teachers helped students break down ELA and Math standards—different tools like Lexia, Horizon, and IXL support learning across grade levels. Teachers now explain testing levels to students, helping them understand the importance of the test as a way to exit intervention classes. The new PLC schedule aims to create a smaller, more supportive learning environment to catch struggling students. More students earn credits towards graduation in SY '23 - '24 than in previous years. Raw numbers equate to roughly 450 more A's and 470 fewer F's across the three-year cycle.

NM DASH Development and Implementation

At an instructional council retreat, district and school staff discussed concerns about science, ELP, and graduation rates. The goal was to increase participation in Circle Connections beyond 40%. Efforts focused on tracking students from their freshman year, monitoring their credits, and improving Professional Learning Communities (PLCs) by grade level. Creating a 9th-grade academy helped reduce the dropout rate, especially for freshmen, by fostering connections and improving attendance. Systems for tracking student enrollment were also established.

The school has identified three contributing factors to low graduation rates. (1) High-quality core instruction that is differentiated to meet students' needs, (2) student sense of belonging and understanding, and (3) students and staff understanding of the expectations of the standards and how they relate to them.

The desired outcomes include:

Graduation - 100% of teachers will support students in tracking progress toward graduation using SSS indicators 100% of the time, as evidenced by Synergy Reports and/or walkthroughs.

ELA - 100% of ELA teachers will support students in tracking progress and creating data-driven academic goals at least once a week, as evidenced by walkthroughs and/or department meeting notes or during short cycle testing cycles.

Math - 100% of math teachers will designate 50 minutes a week to working on IXL identified areas of focus (Tier 2 interventions).

Science - 100% of science teachers will implement AVID strategies to support science standards 100% of the time as evidenced by lesson plans and/or walkthroughs.

School Progress

Three-year Data Trends

Graduation

4-year

- o 2021-2022 – 68.7%
- o 2022-2023 – 55.3%
- o 2023-2024 – 65.4%

5-year

- o 2021-2022 – 66.6%
- o 2022-2023 – Not Available
- o 2023-2024 – Not Available

6-year

- o 2021-2022 – Not Available
- o 2022-2023 – Not Available
- o 2023-2024 – Not Available

Stanford Achievement Test (SAT)

ELA Score of 480 and Above

- o 2021-2022 – 24%
- o 2022-2023 – 24.1%
- o 2023-2024 – 30.20%

Math Score of 480 and Above

- o 2021-2022 – 11.4%
- o 2022-2023 – 6.3%
- o 2023-2024 – 6.8%

Interim Assessment Rates

ELA - Horizon/ Lexia Power Up

Interim data will not be available until October 2024

Course Failure Rates

Data will be available at the end of the first 9 week quarter 2024

Attendance Rate

- o 2021-2022 – Not Available
- o 2022-2023 – 84.3%
- o 2023-2024 – 87.1%

Goal Setting Process

Over the next 90 days, the school will focus on core instruction and interventions across several key areas. In Science, the emphasis will be on improving students' skills in constructing responses and building and interpreting graphs, with walkthroughs to monitor the use of Advancement Via Individual Determination (AVID) strategies. The school will allocate dedicated IXL instruction time for Math, conduct data dives every nine weeks, and maintain regular parent communication on the same schedule. In English Language Arts, weekly academic goals will be established for students, complemented by data reviews and parent communication every nine weeks. To support graduation improvement, the school will conduct transcript reviews, implement high-dosage tutoring, perform walkthroughs to observe Advancement Via Individual Determination (AVID) strategies in action, and use interest inventories to engage students.

School Goals

Graduation

- In alignment with the long-term goal to reduce the percentage of students not earning a diploma within four years by half over ten years, the four-year cohort graduation rate at Del Norte HS will increase from 65.8% during the 2022-2023 school year to 69.2% during the 2024-2025 school year.
- At the end of the Fall 2024 semester, 69.2% of 12th-grade students in the four-year graduation Cohort of 2025 at Del Norte HS will be on track to earn their diploma by May 2025 as measured by credits earned.

ELA

- In alignment with the long-term goal to reduce the rate of non-proficiency by half over ten years, the percentage of students at Del Norte HS earning a score of Proficient or higher in English Language Arts as measured by the SAT will increase from 30.2% during the 2023-2024 school year to 33.7% during the 2024-2025 school year.
- The percentage of 11th-grade students at Del Norte HS who earned a C or higher in their core English Language Arts class will increase by ten percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.

Math

- In alignment with the long-term goal to reduce the rate of non-proficiency by half over ten years, the percentage of students at Del Norte HS earning a score of Proficient or higher in Mathematics as measured by the SAT will increase from 6.8% during the 2023-2024 school year to 11.4% during the 2024-2025 school year.
- The percentage of 11th-grade students at Del Norte HS who earned a C or higher in their core Mathematics class will increase by ten percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.

Science

- In alignment with the long-term goal to reduce the rate of non-proficiency by half over ten years, the percentage of students at Del Norte HS earning a score of Proficient or higher in Science as measured by NM-ASR will increase from 35.7% during the 2023-2024 school year to 38.9% during the 2024-2025 school year.
- The percentage of 11th-grade students at Del Norte HS who earned a C or higher in their core Science class will increase by ten percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.

ELP

- In alignment with the long-term goal to reduce the percentage of English Learners not meeting their annual ACCESS growth targets by half over ten years, the percentage of English Learners at Del Norte HS meeting their yearly growth targets on ACCESS will increase from 14.7% during the 2022-2023 school year to 19.0% during the 2024-2025 school year.
- The percentage of Del Norte HS English learners who earned a C or higher in their four core content area classes (English Language Arts, Mathematics, Science, and Social

Studies/History) will increase by ten percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.

Root Cause Analysis (RCA)

RCA is being worked on with the district and has some influence on the school's locus of control. Based on school leader findings, it may need to be refined to focus on causes.

Actions to Reach Graduation Goals

Graduation -

- Transcript reviews for 100% of our senior students throughout the year
- The student Success team is analyzing passing rates /failure rates in courses throughout the semester to lower the dropout rate. We will monitor the percentage of students passing AP courses.
- Admin walkthroughs are looking for AVID strategies within the classroom.
- High Dosage Tutoring, Student Success Coordinator, Supplies and Materials for AVID support materials
- All teachers will take student attendance 100% of the time to ensure data fidelity.
- Goal 3: During Advisory, teachers will do an interest inventory of students and help them create a pathway towards college and career readiness and identify the courses they need to reach success (AP, dual credit, etc.)

ELA -

- All ELA teachers will support students in tracking their progress data and setting academic goals.
- All ELA teachers will communicate student progress and academic goals to families at least every nine weeks.
- All ELA teachers will share the progress of student goals with their IC representation at least 2x a semester.

Math -

- All math teachers will support students in tracking their progress data in IXL and setting academic goals.
- All math teachers will communicate student progress in IXL and academic goals to families at least every nine weeks.
- All math teachers will share the progress of student goals in IXL to their IC representation at least 2x a semester.

Science -

- Science teachers will provide opportunities throughout the semester for students to practice constructed responses.

- Science teachers will provide opportunities throughout the semester for students to practice building and interpreting graphs.
- Admin walkthroughs are looking for AVID strategies within the classroom.

ELP -

- Transcript reviews for 100% of our senior EL students throughout the year
- The Student Success team is analyzing EL students' passing rates/failure rates in courses throughout the semester. We will monitor the percentage of students passing AP courses.
- Admin walkthroughs are looking for AVID strategies within the classroom..

Although not documented in the 90-day plan, several key initiatives are underway to support instructional improvement. A walkthrough process and tool has been developed by the school to focus on Walkthrough Domains 2B and 3C (Fostering a Culture of Learning and Engaging Students in Learning), Professional Development implementation, and assessing who is leading classroom discussions. In English Language Arts, teachers incorporate Horizon (interim assessments) and Lexia PowerUp (assessment) to enhance student learning and track progress. Additionally, changes in credit recovery are being implemented through Edgenuity, providing students with more structured opportunities to recover credits and stay on track for graduation. These efforts complement the school's broader goals and interventions.

The school leadership is working on collecting data to monitor progress toward their goals, including analyzing the implementation of professional development through walkthroughs. It will also track student movement across different levels on iXL in Math and Science (Beginning Of Year, Middle Of Year, & End Of Year). ELA will track data in Horizon and Lexia Power Up (Beginning Of Year, Middle Of Year, & End Of Year). The leadership assesses their attendance weekly and closely monitors the number of students on track for graduation by course completion (9-12).