

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

School: Highland High School	LEA: Albuquerque Public Schools
School Leader: Alfonso Otero	LEA Leader: Dr. Joseph Escobedo
SITM Team Leader: Dr. Matt Williams	Date: September 12, 2024
School Description	
<p>Highland High School is a 9-12 grade public school associated with the Albuquerque Public Schools (APS). The school is celebrating its 75th year since it was established in 1949. It is one of the oldest public high schools in APS. The school has established a rich history of pride and tradition. Highland has an active Alumni Association and is a Community School. Highland High School offers the opportunity to earn both the State Seal of Bilingualism & Bi-literacy and the District Seal of Bilingualism & Biliteracy. Highland High School is one of the first comprehensive high schools to intentionally develop core content classes to support recently arrived English Language Learners that target both English language development and access to grade-level core content instruction through a co-teaching/planning model. Highland students are offered a variety of academic, athletic, and extracurricular activities to extend student learning. Highland is home to many State Championships from Athletics to Family, Career and Community Leaders of America (FCCLA). This allows students the opportunity to be active in and out of school.</p> <p>Highland is a comprehensive community high school serving 1215 students in grades 9-12. The student body is diverse, with the majority of students (70%) Hispanic.</p>	
School Successes and Celebrations	
<p>Highland High School (HHS) has a functioning School Core Team (SCT) and were selected based on their roles as department leads or representatives, ensuring that each area of the school is adequately represented. This structure allows for comprehensive input and collaboration from both staff and students.</p> <p>HHS has been tracking students classified as seniors at the beginning of the year, and this population's graduation rate grew from 80% of students graduating in 2022-2023 to 90% in 2023-2024. The school believes this success is due to holding one-on-one meetings with struggling students, allowing students to own their path to graduation.</p> <p>Through staff and leadership reviewing practices of determining students who are on track, they decided to change from using grades as a measure of success to using the College Board Interim Exam. This move established a consistent measure school-wide on the core subjects.</p> <p>HHS consists of Five Leadership Groups: Leadership Team, Instructional Council, Department Chairs, Bilingual Multicultural Education Program, Community Schools Council</p>	

Instructional Council: A group of teachers and administration who make instructional decisions concerning the 90-day plan and Teacher efficacy.

The HHS-sponsored initiatives to support the 90-day plan are SDAIE (Specially Designed Academic Instruction in English), Culturally Responsive Teaching and Learning, AVID (Advancement via Individual Determination) and GFE (Grading for Equity)

Teacher Content Department: Allow teachers to meet to form a Professional Learning Community (PLC) group to look at data, make informed decisions on specific content standards instruction, and collaborate and share best practices.

Leadership Team: Meet weekly to discuss administrative concerns, Facility/Security usage, Student activity, Counseling, Testing/Assessments, Student Health/Nursing Compliance, Athletic activities, and facility events and usage. The administration oversees these leadership teams to allow time for collaboration to make informed decisions, oversee federal and state compliance mandates, safety and security plans, and progress monitor the school's culture in relation to activities and academics.

NM DASH Development and Implementation

The 90-day plan was created using the NM Dash Platform in conjunction with the Highland High School Team. The core team was composed of individuals from APS and Highland High School. The team looked at data and trends along with APS strategic goals and guardrails to plan goals centered around student achievement. The core team collaborated over the summer to work on the 90-day plan. Ms. Rodriguez (Curriculum and Instruction) shared the plan to get input from our school instructional team. In August, the 90-plan was reviewed by Ms. Fortier (Core Team Member) along with Mr. Otero (Principal) and Gabrielle Irwin (Site Testing Coordinator). The plan was submitted and approved.

The Desired Outcomes the school wishes to see in the changed behavior of their adults are:

- 100% of all teachers will teach and evaluate student writing of complete sentences that demonstrate understanding of academic vocabulary weekly as measured by student writing samples.
- 100% of all teachers will engage in relationship-building activities with 50% of students and families as measured by a combination of student surveys, family feedback forms, and classroom observation.
- 100% of all math/science teachers will spend 30 minutes of the class time per week working on student confidence/perseverance/test-taking/studying skill building as measured by a survey/College Board (CB) Suite Performance. 100% of all teachers will pattern at least 25% of their exams to Scholastic Aptitude Test (SAT)-like questions measured by a PLC Review of Exams/CB Suite Performance.
- 100% of all math teachers will make at least 50% of their exams tied to application-based questions as measured by a PLC Review of Exams/CB Suite Performance. 100% of math teachers will teach 100% of the science department's basic math requirements in Science as measured by a survey of science teachers/New Mexico Assessment of Science Readiness (NMSR)/CB Suite Performance.

School Progress

Graduation Rates

4-Year Graduation Rate

Cohort 2019 – 55%

Cohort 2020 – 62.5%

Cohort 2021 – 66.4%

Cohort 2022 – 59%

Cohort 2023 – 55.3% (this is preliminary graduation data and should be reviewed by the school in comparison to the adjusted data on Vistas)

5-Year Graduation Rate

Cohort 2019 – 64%

Cohort 2020 – 77.9%

Cohort 2021 – 78%

6-Year Graduation rate

Cohort 2019 – 77.1%

Cohort 2020 – 81%

SAT:

English Language Arts (ELA) score of 480 and above
2023-24 – 22.8%

Math score of 530 and above

2023-24 – 7.2%

Attendance Rate:

2023-24 – 87.6%

2024-25 to date 89.5%

Goals:

- Graduation:
 - Summative: The four-year cohort graduation rate at Highland HS will increase from 55.3% during the 2022-2023 school year to 59.8% during the 2024-2025 school year.
 - Benchmark: At the end of the Fall 2024 semester, 59.8% of 12th-grade students in the four-year graduation Cohort of 2025 at Highland HS will be on track to earn their diploma by May 2025 as measured by credits earned.

- ELA:
 - Summative: the percentage of students at Highland HS earning a score of Proficient or higher in English Language Arts as measured by the SAT will increase from 22.8% during the 2023-2024 school year to 26.7% during the

2024-2025 school year.

- Benchmark: The percentage of 11th-grade students at Highland HS who earned a C or higher in their core English Language Arts class will increase by 10 percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.
- Math:
 - Summative: the percentage of students at Highland HS earning a score of Proficient or higher in Mathematics as measured by the SAT will increase from 7.2% during the 2023-2024 school year to 11.8% during the 2024-2025 school year.
 - Benchmark: The percentage of 11th grade students at Highland HS who earned a C or higher in their core Mathematics class will increase 10 percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.
- Science:
 - Summative: The percentage of students at Highland HS earning a score of Proficient or higher in Science as measured by NMASR will increase from 20.8% during the 2023-2024 school year to 24.8% during the 2024-2025 school year.
 - The percentage of 11th grade students at Highland HS who earned a C or higher in their core Science class will increase 10 percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.
- ELP:
 - Summative: the percentage of English Learners at Highland HS meeting their annual growth targets on ACCESS will increase from 3.7% during the 2022-2023 school year to 8.5% during the 2024-2025 school year.
 - Benchmark: The percentage of English Learners at Highland HS 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 10 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) Summary:

Graduation: Lack of consistency around relationship-building with students and families.

ELA: We assume the students have skills and academic language they do not have. We do not have a system of vertical articulation.

Math: Lack of communication/coordination between departments, Lack of test-taking instruction, Lack of vocabulary/reading comprehension/Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), Poor Grading to Proficiency correlation

Science: Lack of communication/coordination between departments Lack of test-taking

instruction Lack of vocabulary/reading comprehension/WICOR Poor Grading to Proficiency correlation

English Language Proficiency: We assume the students have skills and academic language they do not have. We do not have a system of vertical articulation; we need more communication between the levels of content areas for skill expectations.

Actions to reach Graduation Goals:

- Implement a weekly positive feedback system for students and families through notes,
- Administer student surveys, family feedback forms, and classroom observations
- All staff will participate in ongoing College and Career Ecosystem training
- HHS will provide opportunities during the school day for students to participate in College & Career activities, AP classes, dual credit classes, Bilingual Seal, and more.

Actions to reach ELA Goals:

- Gathering and providing sentence stems for all teachers in their content area.
- In collaboration, bring student samples to discuss and evaluate.
- Throughout the semester, all teachers will incorporate at least one Advancement Via Individual Determination (AVID)/Cultural Linguistic Responsive (CLR) writing strategy.

Actions to reach Math Goals.

- Admin and Department Chairs will create a Freshmen-level 1st Year Experience
- Work with science to create a timeline of required math skills for science
- Review the timeline weekly to ensure math teachers are meeting science timeline requirements
- At least weekly, review of upcoming Math Exams in all classes to determine whether they met the SAT/Application Question Requirement
- Schedule/ Execute College Board Test (CBT) Suite Math Interim Assessments for all grade levels

Actions to reach Science Goals:

- Work with math dept to create a timeline of required math skills for science
- At least weekly, review of upcoming Science Exams in all classes to determine whether they met the SAT/Application Question Requirement
- Schedule/Execute CBT Suite Science Interim Assessments for all grade levels

Leader's Next Steps:

The team will review this RC summary and actions to reach the graduation goal and be more targeted to graduation. The team feels the wrong information was entered into the DASH Plan.

Leadership will review the documented graduation rate and goals to ensure accuracy.

The leadership will document 3-year trend data of Graduation (4-year, 5-year, and 6-year), SAT, and other data points of importance.

