

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

School: Los Puentes Charter School	LEA: Albuquerque Public Schools
School Leader: Anna Phillips	LEA Leader: Dr. Joseph Escobedo
SITM Team Leader: Eileen Reed	Date: September 19, 2024
School Description	
<p>Los Puentes Charter School (LPCS) is located in the central part of the valley in Albuquerque. It serves just over 100 students in grades seven through twelve. This high school serves students in a nontraditional setting, meaning many students attend Los Puentes for credit recovery often before returning to their respective home schools for graduation.</p> <p>The mission of the school is described as follows: <i>"Los Puentes will create an environment through inclusiveness, instructional best practices, and mental/social/behavioral supports to nurture individuals academically, socially, and emotionally so that they are equipped to overcome challenges and prosper in life by becoming personally prepared for college, career, and community."</i> The school's membership is growing. The average enrollment last school year was 113, and as of the interview date, enrollment was 127, with more students expected.</p> <p>The school's designation is Comprehensive School Improvement (CSI) and Graduation.</p>	
School Successes and Celebrations	
<p>The school leader and core team noted several celebrations related to the academic support of their students. The leader and core team noted that attendance typically drops off halfway through the semester, negatively impacting course completion. Los Puentes has reduced the number of classes to focus more on the core content classes. For example, Social Studies and ELA has been redesigned as a Humanities course. These classes have been redesigned to focus more on priority standards and supportive interventions. Students will focus the first 12-weeks with instruction focused on priority standards and the remaining six weeks will feature elective courses. The school leader and core team stated they expect improved attendance and better performance on benchmark and summative assessments due to a stronger focus on priority standards. Teachers have been engaged in professional development for accelerated learning practices to enhance the delivery of grade-level instruction.</p> <p>Los Puentes provides a once-a-week check-in with students learning virtually and has several strategies in place to address their students' social and emotional learning needs. Of particular note is the "refocus room," staffed with a certified teacher where students can calm anxiety and emotion, contributing to their self-regulating ability. Other examples of support for student wellness include regular wellness check-ins from the school social worker, a wellness room with school supplies, non-perishable food, clothing, and hygiene products, and the addition of whole-school physical education with offerings such as yoga, mindfulness, and cardiovascular fitness.</p>	

Using Title I funding, the school now has a dedicated position (Early Warning System Interventionist) to follow trends in student behavior, grades, and attendance. The attendance system has been strengthened with increased monitoring by the Early Warning System Interventionist. The attendance team meets weekly to review attendance data. All students with attendance below 80% year to date are monitored and charted.

NM DASH Development and Implementation

The school's 90-Day Plan addresses graduation, academics, and attendance.

As articulated in the charter school strategic plan, the school has been engaged in a 5-year turnaround plan. The school has identified a core team, including a lead School Social Worker, the Graduation Counselor, the Early Warning Systems Interventionist, and the Executive Director. The team meets regularly to review strategic planning, monitor progress towards previously set goals, make achievement projections, and discuss adjustments to the 90-Day Plan.

The team recognizes that the achievement goals correlate directly to the graduation rate. The goals were created after analyzing the last three years' performance and a minimum threshold that seemed acceptable to the team. The four-year graduation goal for 2024-25 represents the expectation of 3% year over year growth per their Charter Agreement. The core team uses that as guidance when setting goals, working off of 2020 as the baseline. Los Puentes is in the process of renewing their charter.

Desired Outcome Graduation – By the end of school year 2024-25, at least 55% of graduates will meet the standard graduation requirements according to the NM PED for an on-time completion, as evidenced by the data reported through NM Vistas. *The most recent 4-year graduation rate is 26%.*

Desired Outcome ELA – By the end of the school year 2024-25, 11th grade students at Los Puentes will engage in rigorous tasks and claim student ownership of learning so they may demonstrate a 15% reading proficiency rate on the ESSA Accountability Instrument determined by the state as evidenced by instructional walkthroughs and SAT score reports. *The 2023/24 proficiency rate was 20%.*

Desired Outcome Math – By the end of the school year 2024-25, 11th grade students at Los Puentes will engage in rigorous tasks and claim student ownership of learning so they may demonstrate a 13% math proficiency rate on the ESSA Accountability Instrument determined by the state as evidenced by instructional walkthroughs and SAT score reports. *The 2023/24 proficiency rate was 0%.*

School Progress

Graduation Rates

4-Year Cohort

Cohort of 2019 – 31.5%
Cohort of 2020 – 29.9%
Cohort of 2021 – 43.8%
Cohort of 2022 – 26%
Cohort of 2023 – 21.4%

5-Year Cohort

Cohort of 2019 – 39.3%
Cohort of 2020 – 40%
Cohort of 2021 – 54%

6-Year Cohort

Cohort of 2019 – 59.3%
Cohort of 2020 – 46%

Academic Proficiency

ELA Proficient

2021/22 – 16%
2022/23 – 10%
2023/24 – 20%
2024/25 Goal – 15%

Math Proficient

2021/22 – 11%
2022/23 – 0%
2023/24 – 0%
2024/25 Goal – 12%

Actions to Reach Graduation Goals

1. LPCS Staff will individually work with students in identifying post-secondary aspirations, create goals, and assist in applying to postsecondary institutions and financial aid.
2. LPCS Staff will identify high-leverage strategies in order to assist students in meeting graduation requirements.
3. Monitoring of attendance. At the time of the site visit, the current absenteeism rate was 9% versus 26% at the same point in time during the previous year. The attendance team meets once a week, identifies student trends based on the Early Warning System (EWS), and creates individualized plans to help students below 80% year to date increase their attendance rates. If students' absenteeism continues, the team contacts the parents or guardians to come up with a solution. Through this process, the school is meeting its attendance goal of 78%, with a current attendance rate of 80.5%.

Actions to Reach Academic Goals – ELA & Mathematics

1. Teachers will assess students using interim, formative, and summative assessments to uncover student needs and measure progress.
2. Teachers will provide students with social-emotional learning (SEL) support so that they demonstrate readiness to engage in rigorous instruction.
3. Teachers will implement student-centered strategies in the classroom to transfer the cognitive demand to students.
4. School leaders will use the walkthrough protocol rubrics from The New Teacher Project (TNTP) to identify focus teacher behaviors. Baseline data will be collected and reported at the MOY SITM site visit.
5. The school will monitor course failure rates to determine the effectiveness of the new course and schedule redesign.

Benchmark/4-Year Graduation Rate Goal Statements

1. 80% of students starting their HS Graduation cohort will finish the school year on track for graduation per course completion/credit attainment.
2. 70% of students in their second or third year of HS will finish the school year on track for graduation per course completion/credit attainment.
3. 50% of students one full year or more behind their original cohort, by the end of the school year (including summer semester) will acquire the amount of credit recovery units needed to graduate within one year.

Benchmark/Progress Monitoring Goals

1. ELA – 15% of students in 11th grade will demonstrate proficiency on the Horizon Assessment PSAT by MOY.
2. Math – 15% of students in 11th grade will demonstrate proficiency on the Horizon Assessment PSAT by MOY.