

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

School: The New America School	LEA: Albuquerque Public Schools
School Leader: Ileana Gallegos, Principal LaTricia Mathis, Executive Director	LEA Leader: Dr. Joseph Escobedo
SITM Team Leader: Eileen Reed	Date: September 29, 2024

School Description

The New America School- NM (NAS-NM) is a small, locally authorized charter high school in Albuquerque's South Valley serving students in grades 9-12 who are aged 14-21. It was founded in 2009 to meet the needs of immigrant and English Learner (EL) students originally, and through the following years and three renewals, the school has refined the mission to reflect all students rather than a subset demographic.

The mission statement for The New America School is as follows: *The New America School- New Mexico works as an educational community to empower and acknowledge the uniqueness of every learner by creating an individualized pathway to educational and social success.*

Historically, more than 80% of NAS-NM students enrolled are over-aged and/or under-credited. Through the mission of individualizing education, NAS-NM works to help students find their path toward rapid credit recovery. The school leader shared that NAS-NM has seen an increase in True Freshmen this year, demonstrating a possible shift in the student population. Looking at the previous 10-year enrollment and graduation metrics, 78% of their students have been identified as Legacy Students, defined as a student with a prior family member who is a NAS-NM graduate.

Currently, 75% of NAS-NM students are English Learners, and 35% are served through an Individualized Education Plan (IEP) for special education services. Since 2022, the EL population has increased by an average of 25% yearly. Since 2021, the special education population has risen significantly from 14% to 35%. This is attributable to the reputation NAS-NM has for providing high-quality service to students with IEPs.

As an example of NAS-NM's efforts to support students, the school never closes over holiday breaks. They have an administrator and certified teachers present so students can turn in assignments, makeup work, etc. When they first started the practice, they had an average of nine students attending, and most recently, they had consistent attendance from 24 students.

At the time of the school visit, the enrollment was 130. This number will be updated after the 40-day count for SY 24/25.

The school's designation is MRI Graduation.

School Successes and Celebrations

The executive director and principal shared several celebrations related to efforts to support students in reaching their graduation goals. One noted practice is the creation of an Personalized Education Pathways (PEP Pathways) for every student. Students can see and understand the courses and credits needed for graduation and easily monitor their progress. Students monitor their progress through PEP talks with their advisor. The PEP Pathway also keeps parents informed of their students' progress.

The school leadership shared several new efforts to enhance students' academic success and positively impact the graduation rate. For example, the school has redesigned the course schedule to a "rapid credit recovery" design, enabling students to earn more credits in less time. Additionally, a newly hired instructional coach is working with teachers in classrooms to improve Layer 1 instruction and student engagement.

The leadership is particularly proud that 70-80% of their students are legacy students. They noted that the school is a welcomed and integral part of the community and that approximately 53% of the students who graduate are "true legacy" students.

The leadership of NAS-NM is also proud that the graduating class of 2024 was large enough that they had to hold the graduation ceremony off-site. The 2024 graduating class was 44, an increase from the 31 students in the 2023 graduating class.

NM DASH Development and Implementation

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

In SY 24, the school brought together a large core team and an outside consultant to guide the data analysis and root cause analysis of graduation rate, academics, and attendance. The school leadership stated that using an outside facilitator made it easier for them to hold frank and sometimes challenging conversations.

For SY 25, the school administrator, instructional coach, and relevant content specialists reviewed newly available data and ACCESS scores with the support of the contracted testing specialists and determined that the trends were not significantly different. The School Core Team (SCT) used the previously identified goals in the site-based academic improvement plan as the overarching goals. Then, it addressed the root cause within the desired outcomes and critical actions.

This year, the entire SCT did not meet to develop the plans due to the tight timeline. The school administrator worked individually with SCT members, the instructional coach, graduation specialist, and testing coordinator to develop the plan. The SCT meets every 30 days to monitor the plan and will create the spring plan in November.

Desired Outcome Graduation – 100% of advisory teachers will hold one-on-one attendance/grade check meetings every two weeks with students during advisory class to discuss current grades and attendance as measured by the Grade/Attendance Tracking Sheet.

Desired Outcome ELA – 100% of teachers will implement reading supports multiple times weekly as relevant to their content/class, evidenced by non-evaluative walkthroughs, teacher self-reports, and lesson plans.

Desired Outcome Math – 100% of teachers will implement math supports multiple times a week as relevant to their content/class, evidenced by non-evaluative walkthroughs, teacher self-reports, and lesson plans.

Desired Outcome ELL – 100% of all teachers will post and ask students to interact with Model Performance Indicators (MPIs -- content and language objectives) daily as measured by lesson plans, non-evaluative walkthroughs, or teacher self-report.

School Progress

Graduation Rates

4-Year Cohort

- Cohort of 2019 – 28.9%
- Cohort of 2020 – 33.1%
- Cohort of 2021 – 24.3%
- Cohort of 2022 – 22.0%
- Cohort of 2023 – 31.7%

The goal for 2025 is 39.0%. This target is based on the school's Academic Improvement Plan developed during the last charter renewal.

5-Year Cohort

- Cohort of 2019 – 34.1%
- Cohort of 2020 – 30.8%
- Cohort of 2021 – 38.0%

6-Year Cohort

- Cohort of 2019 – 57.2%
- Cohort of 2020 – 36.0%

Academic Proficiency

SAT School Day ELA Trend Data & 2024/25 Goals	2020-21 % Scoring Proficient	2022-23 % Scoring Proficient	2023-24 % Scoring Proficient	2024-25 % Scoring Proficient Goal
		44.4%	40.0%	44.0%

SAT School Day Math Trend Data & 2024/25 Goals	2020-21 % Scoring Proficient	2022-23 % Scoring Proficient	2023-24 % Scoring Proficient	2024-25 % Scoring Proficient Goal
		41.0%	27.0%	31.0%

% Proficient ASR & 2024/25 Goals	2020-21 % Scoring Proficient	2022-23 % Scoring Proficient	2023-24 % Scoring Proficient	2024-25 % Scoring Proficient Goal
	10.0%	14.9%	21.9%	26.0%

Attendance Trend Data & 2024/25 Goals	2022-23	2023-24	2024-25
	24%		33.0%

Actions to Reach Graduation Goals:

1. The academic advising office is tracking all senior and 4-year cohort students' academic progress. Teachers send "In Danger of Failing" letters home at progress report time, and referrals are made to Friday school.
2. The Student Support team monitors Health and Wellness, Attendance, and Multi-Layer System of Support (MLSS) status to predict and identify students who must be on track to pass current classes.
3. Teachers will meet one-on-one with advisory students every two weeks, implementing the Grade/Attendance Tracking Sheet to document conversations and next steps.
4. At the end of each semester, the Advising Office will use semester report cards to track current course completion for all 4-year cohort students through data collection and monitoring. Students who do not earn semester credit can retain the previous semester's credit through structured Friday School hours.

5. A newly hired instructional coach is working on improving Layer 1 instruction and supporting teachers with differentiation.
6. The English department is pushing into non-ELA classes to improve literacy.

Benchmark/Progress Monitoring Goals

- **Graduation** – By the end of the first 90-Day Plan, the percentage of students meeting the projected growth target will increase from 43% to 45% as measured by the BOY to MOY administration of the STAR Assessment.
- **ELA** – By the end of the first 90-Day Plan, the percentage of students meeting the projected growth target will increase from 43% to 47% as measured by the BOY to MOY administration of the STAR Assessment.
- **Math** – By the end of the first 90-Day Plan, the percentage of students meeting the projected growth target will increase from 43% to 45% as measured by the BOY to MOY administration of the STAR Assessment.
- **Science** – By the end of the semester, 85% of NAS-NM students enrolled in a science course will demonstrate proficiency in science by earning a passing grade as measured by course completion data tracking.