

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

<b>School:</b> Rocinante High School	<b>LEA:</b> Farmington Municipal Schools
<b>School Leader:</b> JJ Sandoval	<b>LEA Leader:</b> Cody Diehl
<b>SITM Team Leader:</b> Phil Valdez	<b>Date:</b> September 27, 2024
<b>School Description</b>	
<p>Rocinante High School (RHS) is an alternative high school that enrolls students from other high schools in the area because they lack the appropriate number of credits to graduate with their peer cohort. The small class sizes draw a portion of the population to RHS. The school's primary goal is to get students back on track to graduate with their four-year cohort. RHS offers both in-person classes and online classes through Edgenuity. They currently have 134 students enrolled: 78 females and 56 males. This year's focus is on ensuring rigorous instruction in the classroom that is aligned with the content of the SAT and NM-ASR.</p>	
<b>School Successes and Celebrations</b>	
<p>The overall attendance rate has improved this year to 91%. There are fewer "F's" grades, from thirty-five to ten students at the time of the school visit. Students request missing work from teachers and turn in late work to catch up faster. The overall pass/fail rate for classes has improved. The online program through Edgenuity has grown. Approximately ten students were solely online in the 23-24 school year. Currently, for the 24-25 school year, RHS has nearly 40 students who are exclusively online. Thirty-eight of the fifty-five seniors at Rocinante are presently on track to graduate. Ten juniors are planning to graduate a year early. While there is a continued focus on raising graduation rates to meet or exceed State targets, NMPED currently recognizes Rocinante as a school with a Designation of Excellence for graduation growth, with 12% overall graduation growth over the three year period from 2021 through 2023, from 42.2% to 54.2%.</p>	
<b>NM DASH Development and Implementation</b>	
<p>The school's 90-Day Plan addresses graduation and academics and has identified three contributing factors to low graduation rates: poor attendance, lack of student engagement, and a lack of rigor in instruction.</p> <p><b>The desired outcomes include:</b></p> <p><b>Graduation</b> - 100% of staff will monitor and track student success and ensure students are earning the appropriate number of credits to graduate with their 4-year cohort</p>	

**ELA** - 100% of ELA teachers will provide rigorous classroom instruction/proficiency scales aligned with the SAT content.

**Math** – 100% of math teachers will provide rigorous classroom instruction/proficiency scales aligned with the SAT content.

**Science** – 100% of science teachers collect and analyze data in their instructional planning.

**ELP** - 100% of all teachers will implement Teaching English to Speakers of Other Languages (TESOL) strategies in the classroom

## School Progress

### Three-year Data Trends

#### Graduation

- **4-year**  
2021-2022 – 54%  
2022-2023 – 54.2%  
2023-2024 – \*\*%
- **5-year**  
2021-2022 – 61.9%  
2022-2023 – \*\*%  
2023-2024 – \*\*%

#### 2025 Graduation Goal

- The four-year cohort graduation rate will increase by 12.47 points (23% increase) from 54.2% to 66.67%.
- 95% of the students enrolled in August will still be enrolled in high school in May or will have graduated or will have the appropriate number of credits to be considered on track to graduate with their cohort.
- 95% of students will have completed all the necessary credits to graduate or be promoted to the next grade level.

#### Monitoring Goals

- By MOY, 90% of 12<sup>th</sup>, 11<sup>th</sup>, and 10<sup>th</sup>-grade students will be on track to graduate based on the number of credits earned each semester.
- By MOY, 90% of students enrolled in August will still be enrolled or will have graduated from high school or will have the appropriate number of credits to be considered on track to graduate with their cohort.

#### Stanford Achievement Test (SAT) ELA Score of 480 and Above

- 2021-2022 – 15%  
2022-2023 – 11%  
2023-2024 – 37%

**Math Score of 530 and Above**

- 2021-2022 – 9 %
- 2022-2023 – 2%
- 2023-2024 – 0%

**2025 ELA Goal**

- Students in cohort 2026 will increase from 37% proficiency in ELA on the SAT to 50% by Spring 2025.

**Monitoring ELA Goal**

- Based upon ELA classroom assessments and mounting evidence, 85% of students will demonstrate proficiency at level three at the end of each topic.
- SAT practice tests may be forthcoming and used at specific intervals to determine benchmark goals. SAT practice will be administered at the end of each term. The goal for Term 1 is that 30% of students will be proficient; for Term 2, 40% will be proficient; and for Term 3, 50% will be proficient on the SAT (Horizons) practice exams.

**2025 Math Goal**

- Students in cohort 2026 will increase from 0% proficiency in math on the SAT to 10% by Spring 2025.

**Monitoring Math Goal**

- Based upon math classroom assessments and mounting evidence, 85% of students will demonstrate proficiency at a level three at the end of each topic.
- SAT practice will be administered at the end of each term. The goal for Term 1 is 10% of students will be proficient; for Term 2, 20% will be proficient; and for Term 3, 30% will be proficient on the SAT (Horizons) practice exams.

**Science NM-ASR**

- 2021-2022 – 24%
- 2022-2023 – 9%
- 2023-2024 – 21%

**2025 Science Goal**

- All students and all subgroups in cohort 2026 (11<sup>th</sup> grade) will have an NM-ASR (Spring 2025 test window) proficiency rate of 31%. This is an increase of 10% from the 21% proficiency rate for the Cohort of 2025 (tested in Spring 2024.)

**Monitoring Science Goal**

- Based upon science classroom assessments and mounting evidence, 85% of students will demonstrate proficiency at a level three at the end of each topic.

## **Interim Assessment**

**ELA/Math:** All grade levels will use Horizons as a benchmark in the next few weeks and assess quarterly. Baseline data and quarterly goals to be established and updated in the 90-Day Plan.

### **Course Failure Rates (based on a 4-term average)**

- **ELA**  
2021-2022 – 34.7%  
2022-2023 – 27.7%  
2023-2024 – 12%
- **Math**  
2021-2022 – 6.1%  
2022-2023 – 35.6%  
2023-2024 – 8%
- **Science**  
2021-2022 – 14.7%  
2022-2023 – 31.4%  
2023-2024 – 5%

### **Attendance Rate**

- 2021-2022 – 86%
- 2022-2023 – 85%
- 2023-2024 – 86%
- 2024-2025 Goal – 90%+

### **2025 ELP Goal**

- All English learners (EL) will increase one proficiency level by Spring 2025 ACCESS testing in at least one testing category (speaking, listening, reading, or writing). Because of a small population, numbers fluctuate in terms of overall proficiency.
- The overall Composite Proficiency Level score for cohort 2026 was 67%. The goal for 24-25 SY is 72%. This is a 5% increase. The overall Composite Proficiency Level score for cohort 2025 was 33%. The goal for 24-25 SY is 38%. This is a 5% increase.
- Els in cohort 2026 will increase from 37% proficiency in ELA on the SAT to 50% by Spring 2025.

### **Monitoring ELP Goal**

- At the end of each term, 85% of students will demonstrate proficiency with a three or better on all topics.

- Based upon ELA classroom assessments and mounting evidence, 85% of students will demonstrate proficiency at a level 3 at the end of each topic. SAT practice tests may be forthcoming and used at specific intervals to determine benchmark goals.

### **Goal Setting Process**

The school core team met and developed the annual plan before developing the 90-Day Plan. The core team met two or three times and created the 90-Day Plan based on SAT results for ELA and math, NM-ASR results for science, and ACCESS results for ELs. While developing the 90-Day Plan, the core team looked at graduation and found that a lack of systems, attendance, and pass/fail rate were contributing factors.

### **Root Cause Analysis (RCA)**

- There is no schoolwide system in place that promotes academic success and social acceptance.
- Rigorous instruction does not include alignment to the content of the SAT.
- The rigor in the ELA and relevant classrooms is not similar to the questions and content on the SAT.
- The practice in the science classroom does not include enough data collection and analysis.
- The rigor in the ELA and relevant classrooms is not similar to the questions and content on the ACCESS.

### **Actions to Reach Graduation Goals**

- The principal and core team will share the systems created to track and monitor student outcomes and proficiency scale with fidelity to the staff.
- Leadership will meet with students for semester credit checks and goals for students each semester.
- The school will celebrate success and focus on areas of potential growth.

### **Actions to Reach ELA Goals**

- School leadership will provide professional development regarding proficiency scales and implementation in classroom instruction.
- School leadership will collaborate with staff regarding classroom expectations and implementing proficiency scales during instruction.
- The principal will schedule classroom observations to provide feedback, coaching, and a follow-up visit, using multiple sources of information from observation and coaching notes.

### **Actions to Reach Math Goals**

- School leadership will provide professional development regarding proficiency scales and implementation in classroom instruction.
- School leadership will collaborate with staff regarding classroom expectations and implementing proficiency scales during instruction.

- The principal will schedule classroom observations to provide feedback, coaching, and a follow-up visit, using multiple sources of information from observation and coaching notes.

### **Actions to Reach Science Goals**

- School leadership will collaborate with staff regarding data analysis and collection for classroom instruction.
- The principal will schedule classroom observations to provide feedback, coaching, and follow-up visits using multiple sources of information, including observation and coaching notes, specifically regarding data analysis and collection.
- Lesson plans will highlight data collection and analysis, especially as they relate to the completion of labs. The principal reviews these lesson plans periodically.

### **Actions to Reach ELP Goals**

- The multicultural director will help staff understand TESOL strategies and collaborate with them regarding classroom expectations, the implementation of proficiency scales during instruction, and understanding the ACCESS assessment.
- The principal will schedule classroom observations to provide feedback, coaching, and follow-up visits, using multiple sources of information from observation and coaching notes to ensure TESOL strategies are being used in the classroom.

### **While not part of the 90-Day Plan, Rocinante HS implements many instructional and social-emotional supports to improve graduation and proficiency rates.**

- Horizons interim assessments for ELA and math at all grades
- Edia math intervention AI platform
- TeachBoost is used for data collection to monitor rigor in classroom instruction
- Subject.com as a pilot credit recovery platform
- Information Technology (IT) tickets are submitted to the district to have data pulled and provided for impact team meetings
- Student access to the Career and Technical Education Center
- Dual Credit Books, supplies, and fees are paid at 100%
- Lunch detention for students failing at least one class (monitored weekly)

In addition, the core team will update the 90-Day Plan to include baseline data specific to meeting the critical actions and conduct progress monitoring utilizing TeachBoost data.