

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

School: Siembra Leadership High School	LEA: Albuquerque Public Schools
School Leader: Jaqi Baldwin	LEA Leader: Dr. Joseph Escobedo
SITM Team Leader: Andrea Fletcher	Date: 9/17/2024
School Description	
<p>Siembra Leadership High School is a project-based learning charter school in downtown Albuquerque focused on entrepreneurship and leadership development. Its mission is to empower students, particularly those from underserved communities, by providing real-world learning experiences that prepare them for college, careers, and civic engagement. The school primarily serves a diverse student population, including many students from economically disadvantaged backgrounds, English language learners, and students with special education needs. Siembra is dedicated to creating equitable opportunities for all students to succeed academically and professionally.</p> <p>40% of students enroll at Siembra overage and undercredited, meaning they are up to two to three years behind for graduation. Siembra’s governing board has approved a policy honoring the mission of the school to re-engage students and the students’ grit to re-enter.</p>	
School Successes and Celebrations	
<p>Enrollment increased 50% from last year due to community word of mouth. Now, half of the student population has started as true freshmen. The school has increased the number of students in dual credit courses from 48 last year to 141 just in the fall semester and has increased staff by 20% to address student needs. For example, the school increased the number of success coaches to provide students with one-on-one support, monitoring, and goal-setting.</p> <p>Siembra also offers significant staff support, such as paying for staff to go through LEAP to become special education licensed, offering stipends to carry special education caseloads, and tuition reimbursements for recent graduates to attend school and become level 1 teachers. The school has also developed four programs to support various student needs: in-person project-based learning, virtual project-based learning, an evening program supporting kids up to age 24, and asynchronous credit recovery. The school is in the second year of working towards the state bilingual seal.</p> <p>Attendance interventions are paying off. In 2022-23, the attendance rate was 36%. The school reported an average attendance rate of 50% last year, and currently, the average is 71%.</p> <p>The school graduates 85-95% of students based on when they enroll. The four year student graduation rate has consistently increased over the past three years. Cohort 2020 was 39.3%, Cohort 2021 was 40.4%, Cohort 2022 was 52%, and Cohort 2023 was 59.8%. Siembra is dedicated to continuing to increase this rate.</p>	

NM DASH Development and Implementation

The Operations director convened the team and reviewed the previous plan to assess progress and examine course completion data. The team discussed course relevance and authenticity and how it impacts performance challenges. The school wanted the portfolio process to be robust to monitor course completion.

Goals for Graduation

2024-25, Siembra High School will graduate 90% of its current 101 seniors. By the end of the first semester, we will have 100% of current seniors on track to graduate.

Actions from the 90-day plan to impact graduation:

- Build a system of accountability that empowers success coaches, students, and families to be accountable for Senior credit check analysis to ensure students meet all graduation requirements.
- Senior-specific meetings will be held to communicate expectations and monitor impact.
- Hold attendance support meetings for seniors who are chronically truant/absent.
- Implement student portfolios to include course completion progress with evidence of student learning to present at family meetings (parent/teacher conferences).

School Progress

Graduation Rates

4-Year

Cohort of 2020 – 39.3%
Cohort of 2021 – 40.4 %
Cohort of 2022 – 52%
Cohort of 2023 - 59.8%

5-Year

Cohort of 2019 – 45.2%
Cohort of 2020 – 50.3%
Cohort of 2021 – 48%

6-Year

Cohort of 2019 – 74.5%
Cohort of 2020 – 56%

Actions to achieve graduation goal

Every student meets with a success coach twice daily (morning and lunch) for 30 minutes, plus three hours on Fridays, to review their credits completed/needed, grades, progress on dual credit and internships, attendance, and social and emotional health.

This year, the school has implemented a portfolio process with student goal-setting around attendance, grades, credit completion, etc. All data is tracked in an easy-to-monitor success tracker. Success coaches meet by grade level once a week with administrative support to review current data and identify possible interventions.

To help families support students, the school holds family engagement weeks four times a year (twice the required number of meetings per their charter). The conferences are student-led and focus on progress toward goals and the review of the credit tracker.

The success coaches closely monitor attendance and help kids set goals. When students are chronically absent, families are called in for a family meeting to identify needed interventions, such as providing clothing, food, social work support, home visits, etc. Attendance has risen to 71%.

Credit recovery is offered through Acellus, which is free to students. They have provided a dual credit coordinator to increase the number of students able to work through the University of New Mexico and Central New Mexico, with the numbers enrolled increasing from 48 last year to 141 the first semester of this year.

Monitoring for Middle of Year (MOY)

- Collect attendance data on goal-tracking sheets. The school wants to monitor the effectiveness of home visits to improve attendance. They will collect quarterly baseline data on the number of home visits and see how these impact overall attendance. The goal is to have 74% attendance by MOY, which will be monitored monthly.
- Get a baseline for all students on track for 4-year graduation (not just current seniors). Develop a system to track student grade advancement and on track for 4-year graduation at the interim semester. This will allow a baseline that can be further tracked from MOY to the End of Year (EOY) and summer.
- Use dual credit coordinator to increase dual credit enrollment to 165 for the spring semester.
- Get baseline data for students changing grade levels mid-year due to interventions.