

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

School: Twin Buttes Cyber Academy

LEA: Twin Buttes Cyber Academy

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School Description

Twin Buttes Cyber Academy (TBCA) is a hybrid learning school in the Zuni Public School District, serving students in grades 9-12. The school aims to provide flexible core and career-based education opportunities for subsets of students who have yet to succeed in traditional school settings. Twin Buttes has an enrollment of approximately 70 students, including 12 students with Individualized Education Plans (IEPs) and 39 English learners (ELs). Nearly 100% of the student body comes from economically disadvantaged backgrounds.

TBCA operates under a blended learning model, offering a combination of online instruction with two days of in-person, hands-on learning each week. These face-to-face days, called "Hands-on Mondays" and "Wednesdays," provide students with opportunities to engage in project-based learning, games, and in-person support for their digital courses. This flexible model aims to meet the needs of students who struggle with traditional education due to various personal or academic challenges.

The school is deeply embedded in the Zuni community. It has positioned itself as a key resource for students who are behind in credits or need a supportive environment to complete their education. TBCA is strongly committed to serving older students working toward high school graduation, with many students over 17 years old and significantly behind in their credits. Despite these challenges, TBCA's culture of care and service has led to increasing student enrollment and steady progress toward improving student outcomes.

School Successes and Celebrations

TBCA is very proud of the graduation outcomes and the transformation of the school culture over the last several years. Last year, the school celebrated the graduation of 17 out of 18 seniors, with nine graduating on time as part of the 4-year cohort, and eight students completing as part of the 5-year cohort. Over the last four years, TBCA has graduated 57 students, a significant achievement given the challenges many students face. Of the graduates last year, nine students were served by special education, highlighting the school's ability to support students with diverse learning needs.

TBCA has shifted from being perceived as a "last chance" school to a more traditional high school model, emphasizing Career and Technical Education (CTE) programs. The introduction

of CTE programs has provided students with valuable pathways toward career readiness, helping to change the school's reputation and offering students opportunities to earn industry-recognized certificates.

In addition to academic successes, the school has made strides in improving student engagement and attendance. New initiatives, such as their ability to hire a new attendance advisor and implement after-school and Saturday tutoring programs, will help address attendance issues. These programs will provide targeted support to students and offer flexible options for receiving help, which they hope will positively impact student participation. TBCA also incentivizes student success with tangible rewards like iPads to encourage greater family involvement and engagement in student-led conferences.

These efforts have resulted in a gradual increase in student engagement, with attendance rates improving from an average of 73-81% last year to a current rate of 77%. The school will continue implementing innovative strategies to ensure that students remain on track for graduation, focusing on supporting struggling students to complete their credits.

NM DASH Development and Implementation

Twin Buttes Cyber Academy (TBCA) developed its Annual and 90-Day Plan to address critical performance challenges, particularly low graduation rates and student attendance. The school's leadership team, including the principal, counselor, and instructional staff, engaged in professional development over the summer to guide the plan's development. The team conducted a needs assessment to identify the root causes behind TBCA's Comprehensive Support and Improvement (CSI) designation.

Goals

TBCA has set ambitious goals aligning with its commitment to improving student performance and graduation outcomes. The primary focus areas include:

- **Graduation Rate:** The school's 4-year graduation rate goal is to increase from 35.9% in SY 2022-2023 to 45% by SY 2024-2025.
- **English Language Arts (ELA):** By the spring of 2025, TBCA aims to have 11% of students proficient on the ELA section of the SAT, with a mid-year goal of 5% growth as measured by the Horizon interim assessment.
- **Mathematics:** Similarly, the school aims to increase proficiency in math from 0% to 11% by 2025, with a mid-year growth target of 5%.
- **Science:** For science proficiency, the school has set a goal of increasing proficiency from 12.5% to 22% by 2025.
- **English Language Proficiency:** TBCA has a large population of ELs, with 50% of students identified as EL. The school aims to move 12% of ELs from the "developing" level to the "expanding" level by 2025.

Root Causes

TBCA engaged in a thorough needs assessment process over the summer to identify their root causes. During the analysis, several root causes were identified that contribute to TBCA's

challenges:

- **Attendance Issues:** Low attendance rates primarily contributed to the low graduation rate and poor academic performance. Attendance rates have declined over the past three years, from 88.9% in SY 2021-2022 to 80.4% in SY 2023-2024.
- **Lack of Parental Support:** Many students at TBCA struggle with a lack of encouragement from their families to attend school regularly, particularly following the disruptions caused by the COVID-19 pandemic.
- **Limited Student Engagement:** Classroom observations and teacher feedback revealed that low student engagement, both online and during in-person days, has been a significant barrier to student success.

Strategies

TBCA is implementing several critical strategies to address these challenges:

- **Attendance Advisor and Community Engagement:** The school is hiring a new attendance advisor, funded partially by the CSI grant, to engage more effectively with students and their families. This advisor will work closely with the community, focusing on improving student attendance and engagement through home visits and regular communication.
- **After-School and Saturday Tutoring:** TBCA offers after-school and Saturday tutoring sessions to support students academically. Teachers are available for in-person and virtual support, helping students stay on track with their coursework.
- **Incentives for Student Success:** TBCA implemented incentive programs, including iPads and other rewards, to increase family involvement and encourage students to take greater ownership of their academic progress.
- **CTE Programs:** The introduction of Career and Technical Education (CTE) programs has provided students with more career-focused pathways, helping to increase engagement and improve attendance rates.
- **Assessment and Data-Driven Instruction:** The school uses multiple assessments, including the Horizon interim assessment, Illuminate for math and science, and NWEA for ELA, to monitor student progress and adjust instructional practices accordingly.

TBCA aims to see measurable progress toward its goals by mid-year and end-of-year benchmarks.

School Progress

Three-year Data Trends

Graduation

- **4-year**
 - 2020-2021 – 65%
 - 2021-2022 – 75%
 - 2022-2023 – 35.9%
 - 2023-2024 – **%

- **5-year**
2020-2021 – 80%
2021-2022 – 71.5%
2022-2023 – **%
2023-2024 – **%

Graduation by Cohort

- **4-year**
Cohort of 2019 – **%
Cohort of 2020 – 30.2%
Cohort of 2021 – 65%
Cohort of 2022 – 75%
- **5-year**
Cohort of 2019 – 32.3%
Cohort of 2020 – 51%
Cohort of 2021 – ≥ 80%
Cohort of 2022 – **%
- **6-year**
Cohort of 2019 – 36.2%

TBCA will focus this year on increasing course completion rates, improving attendance, and raising graduation rates. TBCA will use a data-driven approach to monitor and adjust its strategies throughout the year.

Course Completion and Graduation Rates

The 4-year cohort graduation rate at Twin Buttes Cyber Academy has fluctuated significantly over the past few years. In 2020, the graduation rate was 22.6%, increasing to 65% in 2021 and reaching a high of 75% in 2022. However, in 2023, the rate dropped to 36%, mainly due to the enrollment of students who were significantly behind academically due to the pandemic.

One of TBCA's key goals is to raise the 4-year graduation rate from 35.9% in SY 2022-2023 to 45% by SY 2024-2025. The school has implemented a comprehensive system for tracking student progress to achieve this. Advisors, teachers, and counselors work together to monitor students' course completion rates, identify those at risk of falling behind, and provide targeted interventions. By mid-year (MOY), TBCA aims for 80% of seniors in the 4-year cohort to earn credits in all courses needed for graduation.

TBCA has also integrated credit recovery programs into its platform to support students who are behind on credits. A dedicated staff member now works directly with students enrolled in credit recovery, providing one-on-one support to ensure they stay on track. This personalized approach has already shown positive results, with the school reporting increased student engagement in credit recovery courses.

Tracking Progress

TBCA tracks student progress through a centralized spreadsheet that monitors student performance across multiple indicators, including grades, course completion, and credit

recovery status. This data is reviewed regularly during PLC meetings, where faculty prioritize students with failing grades and work collaboratively to provide the necessary interventions. The school also uses data days to review student progress more in-depth, ensuring students stay on track to meet their academic goals.

Student-led conferences and Naviance, a college and career readiness platform, have helped students take ownership of their academic progress. These tools allow students to track their progress toward graduation, explore post-secondary options, and receive guidance on their next steps.

Next Steps

As TBCA continues to work toward its mid-year and end-of-year targets, the school will focus on refining its strategies for improving attendance, increasing course completion rates, and raising proficiency in crucial subject areas. By the MOY visit, the school leader will be able to share progress toward their mid-year benchmarks and will have established systems for collecting and analyzing data to maintain their focus on data-driven decision-making and personalized support.