

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

School: Gilbert L. Sena Charter High	LEA: Albuquerque Public Schools
School Leader: Jennifer Pyre	LEA Leader: Joseph Escobedo
SITM Team Leader: Eileen Reed	Date: October 17, 2024

School Description

Gilbert L. Sena Charter High School is an alternative school employing a highly individualized approach. The school operates on a quarter system, which makes credits quickly attainable, encouraging students to complete credit recovery. There are 187 students enrolled; 51 are on an Individualized Education Plan (IEP), 31 are English learners (ELs), and 23 are in various stages of referral and identification through McKinney-Vento. Ninety-eight percent of students qualify for free or reduced lunch.

Students at Gilbert L. Sena Charter High School are offered two pathways: a college-bound pathway or a school-to-careers pathway. Incoming students must take a career interest inventory at enrollment to assist advocates in guiding students' career development plans. Students are encouraged to declare their pathway within their first or second year and create a course of study that reflects their career choice. Using this system, they can earn eight credits a year. They are supported and monitored by advocacy classes, a freshman academy, and a senior seminar. In addition, as students complete high school requirements, students are given the opportunity to enroll in CTE Courses appropriate with their plan

Gilbert Sena High attracts students who were unsuccessful in the larger comprehensive high school setting or from small middle schools who enjoy a more intimate school experience. is also a small, safe, and welcoming environment for students re-engaging with education after being unsuccessful in larger, more traditional high school settings from around the city.

The school offers dual credit enrollment with Central New Mexico Community College on and off campus. Additionally, students can participate in local apprenticeships and partnerships with the district's career education center. The Schools 4th year of math requirement is a dual credit financial literacy class at CNM with a high success rate for practical math through this partnership

Sena High School's vision is: Students have the opportunity to accelerate student success through equitable opportunities served by empowered educators and mentors

Sena's mission is: *To engage students and their families in an innovative and supportive environment directed at gaining academic and social skills necessary for personal and career success. Gilbert L. Sena promotes, honors, and celebrates student achievement.*

School Successes and Celebrations

The school has experienced significant growth in various areas. Adult culture has strengthened, with a 96% staff retention rate, and the three replacements hired are highly qualified level two and three teachers, one of whom brings a background in project-based learning and life skills coaching..

Efforts to address chronic absenteeism have been effective, reducing rates from 82% to 68% through the Early Warning System (EWS). A former classroom teacher now leads this process, supported by the dean of students and an attendance coach who makes daily calls to absent students. This proactive approach has resulted in an 11% improvement in attendance.

The school has also implemented an alternative placement academy for students facing unusual circumstances, allowing them to retain students with severe medical or behavioral issues, including adjudication. Academically, the school is seeing over 80% growth in math, ELA, and science, according to NWEA data. A recent report highlights significant credit recovery for continuously enrolled students and success in closing achievement gaps. Reading levels have improved from an average of 4.7 to 7.6, and math levels have risen from 2.0 to 6.8 since the 2023 school year, with internal high-dosage tutoring contributing to this success.

Additionally, the graduating class has seen growth, with 19 students in the class of 2023 and a projected 51 students in the class of 2025.

NM DASH Development and Implementation

The plan for Gilbert Sena Charter High School was developed after a summer data review conducted by the school leader and core team, using NWEA MAP assessments to set goals and progress monitoring targets. The plan was introduced during summer professional development and focused internal walkthroughs that included global feedback. The 90-Day Plan established three specific goals for each teacher: a schoolwide goal to increase achievement by 3-5%, a content-related goal that the teacher could directly influence to support achievement, and a personal goal set by the teacher.

Several issues were identified during the review of the 90-Day Plan, and a district representative is collaborating with Principal Pyre to address them. For example, the core team was missing some required members, and proficiency targets were set using NWEA MAP data rather than SAT scores. Additionally, English language proficiency was not included, and there is a need to identify the root cause for each goal focus area. Principal Pyre highlighted the challenges of meeting all core team representation requirements with her limited staff. The district representative suggested having core team members take on multiple roles based on their qualifications and responsibilities.

Gilbert Sena also collaborates with external partners such as J&P Academy, which provides consultation and services for students on IEPs, and the Center for High School Success, which supports the freshman academy and the school's Early Warning System. Principal Pyre

emphasized that the support from the Albuquerque Public School (APS) System has been an invaluable resource to the school.

The desired outcomes to see in the changed behavior of their adults are:

The site visit team and the APS representative shared with Principal Pyre that the desired outcomes should focus on the adult behaviors supporting each goal rather than student achievement outcomes. The current desired outcomes are listed as:

- 100% of students have a graduation plan that is meaningful to them with interest and aptitude through the You Science curriculum.
- Greater than 25% proficiency as measured by Northwest Education Assessment (NWEA) and/or End of Course Exams (EOC) for English language arts (ELA).
- Greater than 10% math proficiency on NWEA and/or EOC.
- Greater than 28% proficient in science assessment (EOC and NWEA)

Note: The 90-Day Plan emphasizes targeted interventions, differentiated instruction, and continuous progress monitoring.

School Progress

Graduation Rates

4-Year Graduation Rate

- Cohort 2021 – 38.5%
- Cohort 2022 – 34%
- Cohort 2023 – 28.9%
- Cohort 2024 Goal - 30%

Principal Pyre stated she expects to receive full credit for seven students after cohort validation. The remainder are shared or don't earn credit for the school due to the timing of their enrollment. For the 2025 school year, 51 seniors are on track to graduate. All are in a senior seminar to track and support through family meetings and weekly graded check-ins for students with 16 or more credits. The staff meets weekly beginning term two to monitor attendance, behavior, and grades.

5-Year Graduation Rate

- Cohort 2021 – N/A%
- Cohort 2022 – 55%
- Cohort 2023 – 51.3%
- Cohort 2024-25 Goal - 55%

6-Year Graduation rate

- Cohort 2019 – N/A%
- Cohort 2020 – 66%
- Cohort 2021 – 56.3%
- Cohort 2024-25 Goal - 60%

SAT English Language Arts (ELA) score of 480 and above

- 2021-22 – 15%
- 2022-23 – 21%
- 2023-24 – 14%
- 2024-25 Goal – 19%

SAT Math score of 420 and above

- 2021-22 – 0%
- 2022-23 – 3.6%
- 2023-24 – 0%
- 2024-25 Goal – 5%

Attendance Rate

- 2022-2023 – 23%
- 2023-2024 – 18.3%
- 2024-2025 Goal – 10%

Goals

- **Graduation Summative**

The Gilbert Sena mission-aligned goal is to ensure that more than 90% of students graduate who have earned 18 credits or more by the 40th day of the academic year (term two) - of the 51, 90% or more will graduate.

- **ELA Summative**

English proficiency rate of 28% as measured by the state assessment or through the Schoolwide Alternate Demonstration of Competency Portfolio, which includes the NWEA assessments and end-of-course (EOC) exams. *The portfolio includes an on-grade-level book on advocacy, the English EOC, and NWEA growth data.*

- **Math Summative**

Math proficiency rate of 10% as measured by the state assessment or through the Schoolwide Alternate Demonstration of Competency Portfolio, which includes the NWEA assessments and EOC exams.

- **Science Summative**

Science proficiency rate of 21% as measured by the state assessment or through our Schoolwide Alternate Demonstration of Competency Portfolio, which includes the NWEA assessments and EOC exams.

Root Cause Analysis (RCA) Summary

The site visit team noted the absence of root cause analysis.

Graduation: This statement regarding graduation is listed along with the Performance Challenge: *"The graduation data indicates a decline in accuracy and completeness due to missing pockets of shared students and a lack of assessment on current school metrics, despite the effectiveness of our accelerated model in shortening the time to graduation."*

Performance Challenge: *"The current graduation data presents both challenges and opportunities. While [the school] faces gaps in tracking shared students and a lack of recognition in current assessment metrics, the accelerated model demonstrates its value in helping students achieve their graduation goals. By improving data integration, advocating for more accurate assessment, and continuing to support students effectively, [the school] can ensure that the true success of our model is fully realized and recognized."*

ELA Performance Challenge is summarized as follows: *The current stalemate in ELA proficiency indicates that while foundational strategies have maintained student performance, more is needed to drive further growth.*

Grade-level instruction was not taking place, and there was one staff position.

Math Performance Challenge is summarized as follows: *The mixed outcomes in math performance highlight the complexity of aligning instruction with diverse assessment expectations. While the decline in state proficiency is a concern, the significant gains in EOC and NWEA results demonstrate that students are capable of achieving high levels of success.*

Science Performance Challenge is summarized as follows: *[The school does] not have the capacity to accelerate students faster than we are currently doing. Students arrive with students with large gaps in science proficiency and confidence in their ability to perform in core classes.*

English Language Progress: The team noted and shared the absence of analysis and goals related to this student group.

Actions to Reach Graduation Goals

- Professional development and work time in classes to prepare for module one and implementation
- All teachers participated in completing an aptitude test and kick-off meeting with the You Science instructional coach
- You Science implementation week
- Data reflection on progress and implementation

Actions to Reach ELA Goals

- Literacy campaign and test-taking strategies implemented with fidelity during the school day
- Analyze and respond to BOY data to prepare for NWEA exam
- Analyze EOC data and All School Literacy Read Campaign data
- Provide NWEA training and test prep for students during Advocacies
- Reading skills assessment and high-dosage tutoring to respond to the findings with a reading interventionist and math

Actions to Reach Math Goals

- High-dosage tutoring implemented during the school day
- Analyze and respond to BOY data to prepare for EOC exam
- Analyze the impact of instructional strategies and EOC math data to match courses
- Provide NWEA training and test preparation for students during Advocacies

Actions to Reach Science Goals

- Hands-on, standards-aligned, lab-focused assignments
- Analyze and align instructional strategies to science proficiency data
- EOC data analysis
- NWEA training and test preparation deployment in Advocacies

ELP Actions are unavailable

MOY Progress Monitoring

Graduation

- By the end of term one, 100% of teachers will complete a reflection of their progress towards their goals on their plan implemented in Student-Led Conferences
- 100% of teachers will have You Science reflection posted in their classroom and visible to students
- By the end of semester one, 100% of teachers will have completed a You Science reflection in the respective science portfolio.

ELA

- NWEA proficiency benchmark
- EOC course competency for the first semester
- IXL benchmark
- All students will be on track to meet or exceed the 28% proficiency target

Math

- NWEA proficiency benchmark
- EOC course competency for the first semester
- IXL benchmark
- All students will be on track to meet or exceed the 10% proficiency target

Science

- NWEA proficiency benchmark
- EOC course competency for the first semester
- IXL benchmark

- All students will be on track to meet or exceed the 21% proficiency target