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

School: La Academia de Esperanza	**LEA**: Albuquerque Public Schools
School Leader: Adam Duran	**LEA Leader**: Joseph Escobedo
SITM Team Leader: Michelle Starnes	**Date**: October 17, 2024

School Description

La Academia de Esperanza (LADE) originally began as a school to serve students in the judicial system. While that campus has closed, its second location, on Albuquerque's west side, continues to offer students an alternative high school experience. It currently has 239 students enrolled: 93 students are English learners (ELs), and 81 students have been identified as requiring special education services. LADE is a Title I school with 34 employees. Much of the student body scores high on the Adverse Childhood Experiences (ACEs) assessment.

The school has recently developed new mission and vision statements, which are awaiting approval from the governing board:

Vision: *La Academia de Esperanza provides an engaging educational environment that empowers students to expand into their fullest life potential.*

Mission: *La Academia de Esperanza fosters academic and personal growth through cultivating creativity, adaptability, relationship building, and a culture of belonging.*

School Successes and Celebrations

The attendance rate at LADE has continued to increase. This staff has attributed the attendance rate to the positive relationships between the staff and students.

Teaching English to Speakers of Other Languages (TESOL) certifications have increased to address the increase in ELs, and additional teachers are currently seeking certifications.

The Graduation, Reality, And Dual-role Skills (GRADS) program continues to increase graduation. 83% of students enrolled in the program last year graduated from LADE.

NM DASH Development and Implementation

The NM DASH Annual and 90-Day Plan included the following root cause analysis that has contributed to the school designation of More Rigorous Intervention (MRI) due to the graduation rate.

Root Cause Analysis Summary
LADE lacks collective instructional support for ELs. Strategies and coaching to improve layer one EL instruction have been minimal across content areas. There is an absence of focus and rigor in formative assessment feedback in science, technology, engineering, math (STEM), and social studies because of a deficiency in assessment tools and criteria for learning outcomes. The site visit team also noted the malalignment of math and science collaborative curriculum standards. Additionally, an outdated math curriculum was utilized for several years.

The following Summative and Benchmark Goals were drafted and approved on the Annual and 90-day DASH Plan:

Summative Graduation
La Academia de Esperanza is committed to improving the 4-year-graduation rate by 3%, from the 2022-2023 39% rate to 42% by the end of the 2024-2025 school year.
- Increasing the graduation rate is connected to student course completion, demonstrations of competency, attendance, and social-emotional well-being; school efforts will reflect this correlation.

Benchmark
By the beginning of the Spring 2025 semester, 65% or more of students with 18+ credits will not need to remediate more than one credit worth of core courses to graduate.
- At the initial transcript evaluation, roughly 50% of the "Senior" students who began this school year with LADE have earned the necessary core course credits to graduate this school year.

Summative Math
La Academia de Esperanza is committed to improving the math proficiency rate by at least 5%, from 1.2% to at least 6.2% on the SAT by the end of the 2024-2025 school year.

Benchmark
The percent of mastery in the standards for "Seeing Structure in Expressions" and "Reasoning with Equations and Inequalities" domains will increase from BOY 8% to 13% in the "Seeing Structure in Expressions" domain, and from 10% to 15% in the "Reasoning with Equations and Inequalities" domain measured by MOY and EOY interim STAR assessment.

Summative ELA
La Academia de Esperanza is committed to improving the ERW proficiency rate by 5%, from 4.9% to at least 9.9% on the SAT by the end of the 2024-2025 school year.

Benchmark

The percent of mastery in the "Integration of Knowledge and Ideas" standards will increase from BOY 19% to 24% as measured by MOY and EOY interim STAR assessments.

Summative Science
La Academia de Esperanza is committed to improving the NM-ASR proficiency rate by 5%, from 12% to at least 17% on the NM-ASR by the end of the 2024-2025 school year.

Benchmark
The percentage of students passing a science demonstration of competency will increase from an average of 65% to at least 70% as measured by the LADE science common summative assessment.

Summative ELP
La Academia de Esperanza is committed to improving the WIDA ACCESS proficiency rate by 5%, from 1% to at least 6% overall student proficiency by March 2025.

Benchmark
The percentage of ELs meeting the expected growth target will increase from BOY STAR 54% to at least 63% as measured by MOY and EOY STAR.
- LADE typically counts on about 50% of the student population being designated as EL. NM Vistas data from 2022-2023 conveys an overall 1.9% of ELs.

School Progress

4-Year Graduation Rates
- Cohort 2019- 28.4%
- Cohort 2020- 18.1%
- Cohort 2021- 28.4%
- Cohort 2022- 39%

5-Year Graduation Rates
- Cohort 2019- 31.2%
- Cohort 2020- 25.8%
- Cohort 2021- 40%

6-Year Graduation Rates
- Cohort 2019- 48.5%
- Cohort 2020- 33%

ELA SAT
- 2021/2022 - .06
- 2022/2023 - .07
- 2023/2024 - <5%

Math SAT

- 2021/2022 - <5%
- 2022/2023 - <5%
- 2023/2024 - <5%

Science NM-ASR
- 2021/2022 -.07
- 2022/2023 - .07
- 2023/2024 - .12

Graduation and Performance Goals

The 2025 school year graduation cohort has 20 students; the goal is to ensure that 85% of those students will stay on track to graduate. 100% of teachers will use the Empowerment Skills and Content Learning assessment tools to inform immediate interventions leading to on-time graduation.

100% of teachers will implement the ELP WIDA protocols that build skills in all four language domains. These will be assessed using interim assessment data focusing on EL growth and increased mastery in reading and vocabulary.

Attendance will increase to 80% from 74% to ensure students complete the courses necessary to graduate. Advisory teachers, counselors, and administrators are immediately informed of absences and prioritize contacting families.

Data Used to Track Progress:
- Credit Grids/Transcripts
- Personal Learning Plans
- Next Step Plans
- Reading Plus
- STARS Renaissance
- Classroom Walkthroughs
- Daily Attendance Report

Actions to Improve Graduation Rate

Advisory teachers, counselors, and the leadership team meet monthly to review students' Personal Learning Plans, including Next Step Plan completion, transcript review, course completion, and attendance data to ensure students are on track toward on-time graduation. Students are responsible for maintaining their plans and will increase completion by 50% by mid-year.

Classroom walkthroughs will focus on EL strategies, content and language learning objectives, academic vocabulary walls, grade-level standards evidenced in instruction, and student engagement. Classroom walkthroughs are scheduled twice a month and include students and families as evaluators.

Special education teachers are co-teaching in all content classes to ensure progress towards individual goals is being achieved.

Students who are not completing courses will immediately be identified and placed in a credit recovery intervention and monitored by teachers and the leadership team.