

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Freedom High School	LEA: Albuquerque Public Schools
School Leader: Marisol Fraga	Supt/PEC Director: Gabriella Blakey
SIT-M Team Leader: Andrea Fletcher	Date: January 14, 2025
School NM Vistas Designation: MRI Graduation	
School Successes and Celebrations	
<p>Freedom High School has collaborated with the Southern Regional Education Board (SREB) to enhance student engagement, attendance, and retention. Teachers have been working closely with SREB to implement powerful instructional practices and have enthusiastically embraced the process. Weekly walkthroughs revealed an increase in the balance between teacher and student voice, rising from 33% to 50% since BOY.</p> <p>In December, five students graduated, including two from the 2025 cohort. Course completion significantly improved, with 319 courses completed this December compared to 265 last December.</p>	
School Progress	
<u>Three-year Trend Data</u>	
Graduation Rates	
4-Year	
Cohort of 2020 - 30.9%	
Cohort of 2021 - 31.4%	
Cohort of 2022 - 13 %	
Cohort of 2023 - 8.8%	
Cohort of 2024 - less than 20%	
Cohort of 2025 Goal – 17.9%	
5-Year	
Cohort of 2019 - 41.9%	
Cohort of 2020 - 54 %	
Cohort of 2021 - 45%	
Cohort of 2022 - 26%	
6-Year	
Cohort of 2019 - 69.8%	
Cohort of 2020 - 65%	
Cohort of 2021 - 65%	

Specific actions completed and data demonstrating progress since SIT-M BOY

- **By mid-year (MOY), the expectation is that observation data should reflect 100% of teachers using engagement strategies 85% of the time. The principal expects this to lead to an increase of 10% in the Panorama data around Belonging and Self-Efficacy from the End of last year to the assessment given in October.**

Teachers have consistently implemented engagement strategies, as reflected in classroom walkthroughs. These observations showed an increase in the balance between teacher and student voice, rising from 33% to 50%, and a significant rise in the shared responsibility for work, with teachers and students equally engaged, increasing from 33% to 71%.

However, despite the increased engagement, attendance has not improved as expected. Additionally, Panorama scores revealed a decline in key areas: Self-Efficacy dropped by 4 points (56-52%), and Sense of Belonging decreased by 7 points (39%- 32%) in the fall.

- **By MOY, the principal expects an increase in attendance due to attendance monitoring, interventions, and engagement strategies. They expect average daily attendance to increase from the current rate of 76.6% to 81.6%.**

At the time of the MOY SIT-M visit, the attendance rate was 66%, well below the expected goal.

- **As Freedom rolls out the use of the universal lesson plans by MOY, the expectation is that lesson plans observed through formal and informal walkthroughs and evaluations will use the school template 100% of the time if approved by the Instructional Council.**

The Instructional Council did not approve the universal lesson plan, so this action step was not implemented.

- **Through the attendance initiatives, course completion for all courses is expected to rise 10%.**

Course completion increased from 265 last December to 319 this semester, a 20% increase. However, data on individual course completion still needs to be collected.

- **Through the targeted math intervention program, we expect to see 80% of students in math intervention will complete their assigned math course.**

Fifty-four students were enrolled in the math intervention course, but only thirteen (24%) successfully passed their math course. The school currently lacks data on the duration of students' participation in the intervention class or the timing of their enrollment. However, they plan to collect this data for the spring semester to better understand its impact and identify opportunities for improvement.

Summary of Progress

Based on the data and evidence presented to the SIT-M team during the BOY visit, the school is not on track to improve its NM Vistas designation. While there was a general increase in course completion, the school did not provide evidence of individual students increasing course

completion rates or improving their on-track graduation rates.

Of the 25 students in the 2025 4-year cohort, two graduated in December, and eleven are on track to graduate in May. The team was encouraged to see evidence of increased engagement strategies in the classroom. However, no data or evidence was presented to directly confirm these strategies have improved attendance or on-track graduation rates.

Next Steps

- **Create an Advisory Schedule:** Develop a schedule that increases students' opportunities to connect regularly with teachers. This should include specific protocols for goal setting, data analysis, and other relevant activities.
- **Establish an Attendance Protocol:** Develop a written protocol to address attendance issues, incorporating more frequent outreach to struggling students. Consider involving other staff members to make calls or provide additional interventions. Ensure all staff understand and follow the process. The school aims for attendance to rise to 71%.
- **Develop a Data Monitoring System:** Create a system that allows for easy tracking of grades, attendance, and other key metrics, along with a written protocol for immediate intervention when a student is off track.
- **Monitor Math Intervention Effectiveness:** Implement a system to assess the effectiveness of the math intervention class weekly.
- **Improve Panorama Data:** The school expects a 10% increase in Panorama data for Self-efficacy to 62% and Sense of Belonging to 42%.
- **Maintain the 2025 4-Year Graduation Cohort:** Continue supporting the 11 students in the 2025 4-year graduation cohort to ensure they remain on track for graduation.