

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Highland High School	LEA: Albuquerque Public Schools
School Leader: Alfonso Otero	LEA Leader: Gabriella Blakey
SIT-M Team Leader: Dr. Matt Williams	Date: January 15, 2025
School NM Vistas Designation: MRI - Graduation	
School Successes and Celebrations	
<p>Highland High School (HHS) has established a Principal Advisory Council (PAC) to increase student voice. Currently, 20 students meet monthly to gather actionable feedback for the principal to create change. This is a new initiative that was not in place last year. Students represent a wide range of the school population. There are two students who sit on Instructional Council (IC) as well and share out concerns/issues and represent student voices on the IC stemming from the PAC and/or student body. Beginning the second semester, an official parent will be representing the parent voice and perspective on the IC.</p> <p>The school is using a parent messenger and Family Liaison to increase communication. Also, to improve parent communication, the school has offered two Shine classes, in which 15-20 parents participated. The school has partnered with Roadrunner Food Bank to provide food to students/families in need. HHS has changed Parent Teacher Conferences (PTCs). This year, they communicated with 550 families over two days. Last year, they were only able to communicate with 100 families. In the past, only families of students struggling were encouraged to attend. This year, all families were encouraged. This has been a successful shift in culture.</p> <p>HHS, with the district's support, has purchased Horizon assessments for all grades in Math and English Language Arts (ELA).</p> <p>Leadership has provided all teachers with the first round of in-person post-observation feedback sessions.</p> <p>To create a college focus throughout the school, HHS is using Advancement via Individual Determination (AVID), Culturally Responsive Teaching and Learning (CLR) and Specially Designed Academic Instruction in English (SDAIE) mindsets and strategies to support overall achievement, create a welcoming and nurturing school culture that promotes College and Career post secondary readiness. The school has also added World History AP this year.</p> <p>87% of students completed the Panorama survey, compared to 68% last year (district goal is 95%). This survey helps the school understand how students feel about themselves and about their school experience.</p>	

Attendance decreased in Chronic Absenteeism from 37.1% to 34.9% based on the 80th day count from 2023-2024. There has been a 1% increase in daily attendance since the beginning of the year (BOY).

The school has provided Staff Experience Professional Development to build teacher capacity provided for teachers by teachers who have shown effective strategies within their instruction and has been widely accepted by staff.

School Progress

Three-year Trend Data

Graduation Rates

4-Year Graduation Rate

Cohort 2019 – 55.0%

Cohort 2020 – 62.5%

Cohort 2021 – 66.4%

Cohort 2022 – 59.0%

Cohort 2023 – 55.3%

Cohort 2025 Goal: 59.8%

5-Year Graduation Rate

Cohort 2019 – 64.0%

Cohort 2020 – 77.9%

Cohort 2021 – 78.0%

6-Year Graduation rate

Cohort 2019 – 77.1%

Cohort 2020 – 81.0%

SAT:

English Language Arts (ELA)

2021-22 – 26.0%

2022-23 – 24.0%

2023-24 – 20.0%

Math

2021-22 – 11.0%

2022-23 – 10.0%

2023-24 – 6.0%

Science

2021-22 – 33.0%

2022-23 – 25.0%

2023-24 – 41.0%

Attendance Rate:

2022-23 – 86.9%

2023-24 – 87.5%

2024-25 at BOY – 89.6%

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

Schoolwide actions

- **Implement a weekly positive feedback system for students and families through notes.**

A Principal Advisory Council was established for students to provide feedback to the principal about actionable changes that he can make to improve the school.

- **Administer student surveys, family feedback forms, and classroom observations.**

The Parent Messenger and Family Liaison are being used to communicate with parents; Shin classes have been implemented for parents (two have been conducted); Roadrunner Food is distributed for families in need once a month; and PTCs have changed, increasing participation by 550% from last year's PTCs.

- **All staff will participate in ongoing College and Career Ecosystem training.**

There has been training for teachers in AVID, SDAIE, and CRL.

- **HHS will provide opportunities during the school day for students to participate in College & Career activities, AP classes, dual credit classes, Bilingual Seal, and more.**

- 10 students are participating in Future Focus Internships.
- The Hacia La Universidad program engaged 25 families across all grade levels, hosted separate meetings for seniors and underclassmen, and conducted monthly meetings that planned events for students to engage in College and Career Readiness (CCR) such as Free Application for Federal Student Aid (FAFSA) Night.
- Partnership with Citizen Church turkey drive; Community Volunteers to provide food and clothing for students; Goodwill Industries for family resources; National Guard to help students explore military options; Adult Learning Services to support families who need adult education.
- Boys and Girls Club supports 86 students in ELA, Math tutoring, and other after-school activities.

Specific actions to reach ELA goals

- **Gathering and providing sentence stems for all teachers in their content area.**

An initiative provided sentence stems for all teachers in their content area, but no data was collected to determine its impact.

- **In collaboration, bring student samples to discuss and evaluate.**

An initiative for collaboration focused on student samples has been launched, but no data

has been collected to determine its impact.

Specific actions to reach math goals

- **Work with science to create a timeline of required math skills for science.**
The school's effort to connect math skills needed in science courses is in the developmental stages.
- **At least weekly review of upcoming Math Exams in all classes to determine whether they met the SAT/Application Question Requirement.**
The school's efforts to review math assessments weekly to compare to the Scholastic Aptitude Test (SAT) are being conducted, but data has not been gathered to determine their impact, although teachers feel students are gaining confidence when they do sample SAT questions.
- **Schedule/ Execute College Board Test (CBT) Suite Math Interim Assessments for all grade levels.**
The Freshman only took the Horizon assessment in math and ELA both times. There were issues with the rollout, and the school is working out the issues. Due to rollout, there is no good data yet to understand progress. The school is headed in the right direction as this is the first year in five years that the school is conducting interim assessments.

Specific actions to reach science goals

- **At least weekly, review of upcoming Science Exams in all classes to determine whether they met the SAT/Application Question Requirement.**
The science department has conducted weekly review of exams to compare to SAT.

Summary of Progress

ELA

- **Benchmark: The percentage of 11th-grade students at Highland HS who earned a C or higher in their core English Language Arts class will increase by 10 percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.**

Current Data: In the first semester of 2024-2025, 153 out of the 234 11th-grade students (65.4%) enrolled in an ELA class earned a C- or better compared to the first semester of 2023-2024, in which 129 out of the 213 11th-grade students (60.6%) enrolled in an ELA class earned a C- or better. This is an increase of 4.8%.

Math

- **Benchmark: The percentage of 11th-grade students at Highland HS who earned a C or higher in their core Mathematics class will increase by 10 percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.**

Current Data: In the first semester of 2024-2025, 108 out of the 199 11th-grade students (54.3%) enrolled in a math class earned a C- or better compared to the first semester of 2023-2024, in which 121 out of the 207 11th-grade students (58.5%) enrolled in a math class earned a C- or better. This is a decrease of 4.2%.

Science

- **Benchmark: The percentage of 11th-grade students at Highland HS who earned a C or higher in their core Science class will increase by 10 percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.**

Current Data: In the first semester of 2024-2025, 93 out of the 167 11th-grade students (55.7%) enrolled in a science class earned a C- or better compared to the first semester of 2023-2024, in which 111 out of the 194 11th-grade students (57.2%) enrolled in a science class earned a C- or better. This is a decrease of 1.5%.

- **ELP**

Benchmark: The percentage of English Learners at Highland HS who earned a C or higher in their four core content area classes (English Language Arts, Mathematics, Science, and Social Studies/History) will increase by 10 percentage points from the first semester of the 2023-2024 school year to the first semester of the 2024-2025 school year.

Current Data (2024-2025) compared with 2023-2024:

Subject	2023-24 1 st Semester C- or higher	2024-25 1 st Semester C- or higher	% Change
9 th Math	50%	48%	-2
10 th Math	45%	60%	15
11 th Math	55%	47%	-8
12 th Math	70%	63%	-7
9 th ELA	56%	85%	29
10 th ELA	71%	80%	9
11 th ELA	75%	52%	-23
12 th ELA	68%	75%	7
9 th Science	52%	44%	-8
10 th Science	51%	49%	-2
11 th Science	53%	47%	-6
12 th Science	N/A	N/A	N/A
9 th Social Studies	42%	62%	20
10 th Social Studies	56%	47%	-9
11 th Social Studies	69%	47%	-22
12 th Social Studies	53%	48%	-5

- **Benchmark: At the end of the Fall 2024 semester, 59.8% of 12th-grade students in the four-year graduation Cohort of 2025 at Highland HS will be on track to earn their diploma by May 2025 as measured by credits earned.**

Current Data: 233 out of 255 seniors have 19+ credits to be classified as 12th graders (91.3%). Of the 255 seniors 197 enrolled as 9th graders in 2021. Of these 197 students, 4 currently have enough credits to be a 10th grader, 23 have enough credits to be an 11th grader, and 170 are on track as a 12th grader. This would suggest 86.3% of the 2025 graduating class is on track to graduate.

Based on the above data, Highland High School is improving graduation rates minimally. This is evidenced by the inconsistent improvement in 11th-grade students earning a C or better in their core courses and EL students' declining performance in many core areas. The new leadership team is implementing strategic elements that have not been in place in previous years that should positively impact student performance outcomes. The SIT-M strongly suggests that the school create systems to monitor the impact of school actions on graduation rates.

Next Steps

- Work weekly with writing and vocabulary: formulate a plan to measure implementation, student success, and impact on course completion.
- Addressing sense of belonging results on the survey, particularly relationships with adults on campus. Identify adult behavior that will make an impact on students' sense of belonging, formulate a plan to measure implementation, implement a change in behavior, and measure if this change has an impact on attendance and course success.
- Onboard a transformational coach to oversee data gathering, analysis, and collaboration with administration and teachers about students' data as it relates to graduation rates and credit attainment.
- Formulate a consistent system of implementation and data analysis for the school's Horizon interim assessment in ELA and Math to measure the academic impact of school efforts.