

## SUMMARY OF FINDINGS - MOY

### School Improvement and Transformation Monitoring Visit Summary Report

<b>School:</b> Independence High School	<b>LEA:</b> Rio Rancho Public Schools
<b>School Leader:</b> Jessica Sanchez	<b>Supt/PEC Director:</b> Dr. Sue Cleveland
<b>SIT-M Team Leader:</b> Dr. Matt Williams	<b>Date:</b> January 15, 2025
<b>School NM Vistas Designation:</b> MRI Graduation	
<b>School Successes and Celebrations</b>	
<p>Independence High School (IHS) has implemented Coaching for Excellence, a one-on-one coaching initiative to focus on how to work with students based on their needs. Every month, every teacher receives 1 to 2 coaching sessions from an outside coach and four sessions through the school's leadership. To ensure consistency, leadership receives coaching on how to lead through a coaching stance. The school has seen a decrease in failure rates across every core subject, time-on-task has improved, and student engagement is up.</p> <p>IHS has also increased student attendance from 78% to 83%, respectively, from last year to this year. School personnel have constructed a system to target students who are at risk. Although the system is not functioning as the school desires, attendance improves over time. The school has provided extra support for students with mental health needs, allowing them to attend school more freely and regularly.</p> <p>The school graduated 30 students in December. One was from the graduating class of 2023, 21 from the class of 2024, and eight from the class of 2025, graduating a semester earlier than their peers.</p> <p>The leadership feels the school's culture is becoming much more positive due to staff making efforts to listen to the student body and creating an atmosphere that allows students to enjoy school. For example, during the 30-minute lunch block, more students are involved in activities such as Chess, Ping Pong, Foosball, Cards, interactive video games, weightlifting, basketball, etc.</p>	
<b>School Progress</b>	
<b><u>Three-year Data Trends</u></b>	
<b>Graduation</b>	
4-year Cohort	
2021-2022 – 35.8%	
2022-2023 – 56.2%	
2023-2024 – 50.2%	

2024-2025 Goal – 70%

5-year Cohort

2021-2022 – 67%

2022-2023 – 66%

2023-2024 – 73%

6-year Cohort

2021-2022 – 71%

2022-2023 – 71%

2023-2024 – 67%

**Stanford Achievement Test (SAT)**

ELA

2021-2022 – 13%

2022-2023 – 13%

2023-2024 – 14%

Math

2021-2022 – 6%

2022-2023 – 8%

2023-2024 – 2%

**Course Failure Rates**

ELA

2021-2022 – 45%

2022-2023 – 46%

2023-2024 – 25%

Math

2021-2022 – 68%

2022-2023 – 46%

2023-2024 – 26%

Science

2021-2022 – 45%

2022-2023 – 47%

2023-2024 – 22%

Social Studies

2021-2022 – 49%

2022-2023 – 47%

2023-2024 – 31%

Attendance Rate

2021-2022 – 77%

2022-2023 – 69%

2023-2024 – 78%

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

### School Level Actions

- **All teachers must turn in a Week at a Glance on Fridays with their plans for the following week.**  
100% of teachers are submitting their Week at a Glance.
- **Daily objectives and class agendas are posted on a whiteboard with specific criteria, including a warm-up and daily assessment activity.**  
100% of teachers post Daily Objectives, but there is inconsistency in teachers' use of exit tickets and warm-up activities.
- **Dr. Sharroky Hollie training with staff to equip teachers with the tools to build students' academic capacity while affirming and validating their home culture. In the first semester, Dr. Hollie provided training to all teachers.**  
Leads are currently engaged in a binder study focused on exploring a specific area within Culture and Language Responsiveness (CLR). Afterward, they share their insights with their respective departments, empowering teachers to focus on a new skill each month. As a result, bell-to-bell instruction across the school has significantly improved, increasing from 25% in 2023-2024 to 75% in 2024-2025.
- **Bring in high-interest guest speakers bi-weekly to show students potential future job opportunities they may not have considered (examples: military, therapy dogs, finance, cosmetology, etc.)**  
This has not been done bi-weekly. The Culinary Arts teacher has worked with Central New Mexico Community College (CNM). The school has brought in the military and firefighters for school-wide presentations.
- **Provide food, resources, access to mental health support, and student interest clubs to support consistent student attendance.**  
The school has a snack cart, and there are many more social interactions (during the 30-minute lunch block, an increasing number of students are involved in activities such as Chess, Ping-Pong, Foosball, Cards, interactive video games, weightlifting, basketball, etc.).

### ELA, Math, Science, and English Language Proficiency Actions

- **One-on-one coaching for teachers on specific instructional strategies for differentiation practices while reinforcing the culturally and linguistically responsive strategies learned through work with Dr. Hollie.**  
The school provides one-on-one coaching once or twice a month. The staff has responded favorably.

- **Dr. Sharrkoy Hollie training on how to support students with cultural and linguistic instruction. This work will be integrated into the 3rd party instructional coaching.**  
The school receives coaching from outsiders one to two times a month, which provides valuable feedback for staff.
- **All teaching staff will participate in weekly Professional Learning Communities (PLCs) to discuss planning around ELA, Math, and Science and differentiation strategies for specific students.**  
100% of the teaching staff are participating in PLCs.
- **Daily objectives and class agendas are posted on a whiteboard with specific criteria, including a warm-up and daily assessment activity.**  
100% of teachers post Daily Objectives, but there is inconsistency in their use of exit tickets and warm-up activities.
- **Lead team meetings with instructional leaders bi-weekly to review schedules, classroom practices, and procedures, staff expectations, and implementation of new academic initiatives.**  
Meetings are occurring as planned.
- **Lead team meetings biweekly to review English Language Learners (EL) student data with all staff.**  
No progress on this action step.

### Summary of Progress

#### **ELA**

- **Benchmark: By December 2024, the number of students passing common district assessments will increase by 5% over SY23-24.**  
Changes in the internal data and assessment platform have made tracking the school's progress challenging. The school will shift its focus to credit attainment, as this metric is more controllable and better aligned with graduation rates.

#### **Math**

- **Benchmark: By December 2024, the number of students passing common district assessments will increase by 5% over SY23-24.**  
Changes in the internal data and assessment platform have made tracking the school's progress challenging. The school will shift its focus to credit attainment, as this metric is more controllable and better aligned with graduation rates.

#### **Science**

- **Benchmark: By December 2024, the number of students passing common district assessments will increase by 5% over SY23-24.**

Changes in the internal data and assessment platform hamade tracking the school’s progress challenging. The school will shift its focus to credit attainment, as this metric is more controllable and better aligned with graduation rates.

**English Language Proficiency**

- **Benchmark: By December 2024, all English Language Learners will perform on end-of-course exams at the same level as their English-only peers.**

The school has not examined this data specifically and will start examining credit attainment.

**Graduation**

- **Benchmark: By December of 2024, at least 70% will be on track to graduate with their 4-year cohort based on credits earned and current grades.**
  - Out of 63 students in the Class of 2025, 40 (63.5%) are on track to graduate in May. Additionally, 8 of the original 71 students (11.3%) graduated a semester early. At this time, 67.6% of the students in the class of 2025 have either graduated or are on track to graduate.
  - Credit attainment increased from 350.5 during quarter one last year to 617.5 this year.
  - Early graduation in December of 2024 included 8 (11.3%) out of 71 4-year cohort students, 21 (55.3%) out of 38 5-year cohort students, and 1 (50%) out of 2 6-year cohort students.
  - Improved course completion rates.

Course Completion Rates		
	2023-2024	2024-2025
Math	74%	76.1%
ELA	75%	81.7%
Science	78%	82.1%
Social Studies	69%	77.7%

**Attendance**

The school attendance rate at MOY 2024-24 is 83% compared to 78% at MOY 2023-24. A 5% increase.

Even though Independence High School did not complete all action steps identified during the BOY visit, the data presented by the school leadership team indicate the school has made significant progress toward improving its graduation rate, with 67.6% of the Class of 2025 on track to graduate. Specific examples include an increase in course completion rates in all core subjects, an increase in credits obtained in quarter one, an increase in early graduation in December of 2024, and an increase in student attendance at MOY.

## Next Steps

- Leadership will focus on measuring and tracking credit attainment versus common district assessment data as compared to last year's data
- Leadership will build partnerships with outside businesses to promote fields of college and career for students.
- Leadership will implement a system to analyze EL course completion, credit attainment, and implement support for EL student improvement in this area.