

## SUMMARY OF FINDINGS - MOY

### School Improvement and Transformation Monitoring Visit Summary Report

<b>School:</b> Jefferson Middle School	<b>LEA:</b> Albuquerque Public Schools
<b>School Leader:</b> Trini Gallegos	<b>Supt/PEC Director:</b> Gabriella Blakey
<b>SIT-M Team Leader:</b> Andrea Fletcher	<b>Date:</b> January 15, 2025
<b>School NM Vistas Designation:</b> CSI Native American	
<b>School Successes and Celebrations</b>	
<p>The math team at Jefferson Middle School (JMS) has shown significant growth and increased cohesion this year, leading to notable improvements in student outcomes. In the 6th grade, the percentage of students meeting expectations on the Beginning of Year (BOY) to Middle of Year (MOY) I-ready assessment increased from 23.9% to 38.5%. Similarly, 7th grade increased from 22.6% to 27.5%, and 8th grade improved from 19.3% to 25%. These improvements contrast favorably with last year's BOY to MOY progress: 6th grade increased from 26.6% to 33%, 7th grade from 22.3% to 24.4%, and 8th grade from 26.1% to 27.3%. While there is still work to be done, the team's consistent analysis of student data and the use of rubrics to grade constructed responses have been key strategies in driving this progress.</p> <p>In addition to academic gains, JMS has made strides in improving student attendance. The school has implemented a recognition system for students with 90% weekly and monthly attendance. This initiative has sparked student engagement, with students frequently discussing their attendance goals and how many days they need to attend to earn recognition. As a result, the school's monthly attendance rate has consistently remained between 92-95% since the beginning of the year.</p>	
<b>School Progress</b>	
<b><u>Three-year Trend Data</u></b>	
ELA NM-MSSA (Native American)	
21-22 - 37.1% proficient	
22-23 - 35.5% proficient	
23-24 - 29.7% proficient	
24-25 Goal: 32.2% proficient	
ELA i-Ready (Native American)	
21-22 – 31.4% BOY 34.2% MOY 36.1% EOY	
22-23 – 25.0% BOY 31.4% MOY 37.5% EOY	
23-24 – 19.4% BOY 18.8% MOY 21.9% EOY	

24-25 – 25.6% BOY 23.5% MOY

Math NM-MSSA (Native American)

21-22 30.6% proficient

22-23 18.8% proficient

23-24 13.9% proficient

24-25 Goal: 18.2% proficient

Math i-Ready (Native American)

21-22 – 22.2% BOY 23.7% MOY 26.3% EOY

22-23 – 22.2% BOY 26.5% MOY 30.3% EOY

23-24 – 06.3% BOY 09.4% MOY 15.6% EOY

24-25 – 10.3% BOY 14.7% MOY

Science NM-ASR (Native American)

21-22 25.% proficient

22-23 25.% proficient

23-24 20.% proficient

24-25 Goal: 24% proficient

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

**The math department will further analyze iReady and IXL math diagnostic assessments to identify potential deficits other than constructed responses that might need actions to support.**

Through analysis of iReady and IXL math results, the school has identified numbers and operations as areas needing additional support.

**As evidenced by walkthroughs, 100% of teachers will use the Amplify curriculum for ELA by MOY.**

While not all teachers use the Amplify curriculum specifically, the principal reports that all teachers consistently use High-Quality Instructional Materials. This usage is tracked through individual walkthrough forms, where feedback is provided for each teacher. However, no centralized document or comprehensive system exists to aggregate and verify that all classrooms fully utilize these materials. Implementing an organized system to track and ensure uniformity in using high-quality materials across classrooms would help streamline monitoring and further support instructional consistency.

**School leadership aims to visit every classroom at least every two weeks and provide feedback around rigor and using CLR strategies.**

The principal provides feedback to each teacher at least once every three weeks, and teachers report that they find this feedback valuable. However, no centralized document or system

compiles trends in Culturally and Linguistically Responsive (CLR) teaching practices and rigor across the entire school. Developing an aggregate document or tracking system would help identify patterns, areas of growth, and opportunities for continued improvement, ensuring that all teachers consistently implement CLR strategies and maintain rigor in their instruction.

**By MOY, the school will create a process for looking at data more frequently for the lowest students. One potential system to monitor student progress was to add a table to a shared Google document (agenda). Grade-level teams look at EWS.**

Currently, the school does not have a document or system to identify Native students or track their progress. Inconsistencies between two different data systems have led to confusion regarding the exact number of Native students, with estimates ranging between 35 and 70, and uncertainty about their individual identities. To address this, the school should work toward consolidating data from the two systems, ensuring accuracy in student identification, and developing a clear process to track and monitor the progress of Native students. This would help ensure that targeted supports and interventions are effectively implemented for this group.

**Include ACCESS data on the data collection form in Google Docs. Included in agenda.**

There is no document to track Native students, so ACCESS data is not included.

**ELD teachers meet with their students once a month to discuss their goals and progress toward their goals.**

There is no system to track these meetings or progress at an administrative level.

**By MOY, as evidenced through classroom walkthroughs, 100% of teachers will use at least one of five power CLR strategies in each lesson.**

The principal reports that 100% of teachers are utilizing at least one high-quality instructional strategy, though there is no single, comprehensive document that aggregates this information across all classroom walkthroughs. To improve tracking and consistency, the school could develop an aggregate system or document that captures and organizes this data, allowing for a more streamlined way to monitor and ensure that all teachers consistently implement high-quality instructional practices. This would also provide clear evidence of alignment and help identify areas for further professional development.

**By MOY, the percentage of Native American student at JMS scoring at or above grade level on the iReady reading and math assessments will increase ten points from MOY 2023-24 to MOY 2024-25. Reading will increase from 23% to 33%, and Math will increase from 16% to 26%.**

For Math, at the Middle of Year (MOY) assessment last year, 7 out of 35 students (20%) met expectations. This year, that number increased to 9 out of 35 students (26%).

In English Language Arts (ELA), last year 10 out of 35 students (29%) were meeting expectations at MOY. This year, 12 out of 35 students (34%) have reached that same level.

These improvements indicate positive growth in student achievement in Math and ELA. However, continued focus and interventions may be needed to close the achievement gaps further and raise the percentage of students meeting expectations across all grade levels.

### **Summary of Progress**

Based on the data presented during the SIT-M visit and a review of three-year trend data comparing the results of iReady BOY, MOY, and EOY to NM-MSSA, Jefferson Middle School's Native American students are on track to make slight gains in ELA and minimal to no gains in math.

The principal is dedicated to providing consistent and meaningful teacher feedback, which is essential for professional growth and instructional improvement. However, to maximize the effectiveness of this feedback, it would be beneficial to collect school-wide data to identify trends and potential gaps in teacher understanding or areas where additional support might be needed.

There is no system to effectively identify or monitor interventions and progress for the Native student population, which is a significant gap in tracking student achievement. Without a clear system for monitoring and addressing the needs of Native students, it is unlikely that Jefferson Middle School (JMS) will see improvements in its Vistas designation this school year. Establishing a robust data system and intervention process for this group of students would be key to addressing this challenge and improving overall student outcomes.

### **Next Steps**

- Categorize Native American students into tiers based on their iReady scores to ensure appropriate support is provided.
- Monitor the progress of Native American students at least monthly, ensuring timely interventions and adjustments as needed.
- Increase participation in tutoring by reaching out to parents, emphasizing the importance of tutoring, and exploring ways to facilitate student attendance.
- Collaborate with Indian Education to gain insights on culturally responsive strategies and best practices to support Native American students and their families.
- Improve data collection for classroom walkthroughs by consolidating feedback into a single, easily accessible document (such as a Google Spreadsheet or Google Forms) for streamlined tracking and analysis.