

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: New Futures High School	LEA: Albuquerque Public Schools
School Leader: Michelle Martinez	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>New Futures High School (NFHS) graduated five seniors in the fall of 2024: 2 in October and 3 in December.</p> <p>NFHS has focused on teachers using powerful instructional practices in classrooms, and teacher dedication remains high. Weekly walkthroughs and feedback have led to more consistent use of these practices.</p>	
School Progress	
<u>Three-year Trend Data</u>	
Graduation Rates	
4-Year	
Cohort of 2020 - 37 %	
Cohort of 2021 - 35.1%	
Cohort of 2022 - less than 20 %	
Cohort of 2023 - 54.6%	
Cohort of 2024 Goal – 59.1%	
Cohort of 2025 Goal – 59.1%	
5-Year	
Cohort of 2019 - 34.5%	
Cohort of 2020 - 71.3 %	
Cohort of 2021 - 62%	
Cohort of 2022 - 23.9%	
6-Year	
Cohort of 2019 - 79.4 %	
Cohort of 2020 - 79%	
Cohort of 2021 - 53.4%	
<u>Specific actions completed and data demonstrating progress since SIT-M BOY</u>	

Currently, the average attendance rate is 73%. Several students will deliver babies during the fall semester and be out for a ten-day maternity leave, impacting attendance. Attendance is also affected by daycare policies that require children to be home for illness. To target graduation, the school has set a Middle of Year (MOY) goal of 80% attendance for seniors.

The school's attendance team meets weekly to identify attendance issues and works closely with students and families to create attendance contracts. These contracts can affect students' access to school daycare services if they are not fulfilled. While this system is generally effective, the Fall semester saw a significant impact on attendance, with 10 students giving birth, including one absent for six weeks due to a Cesarean delivery. As a result, the current attendance rate for seniors is 64.3%, 15.7% below the MOY goal. Additionally, Special Education students had higher absenteeism rates than regular education peers, with Special Education attendance at 57%, compared to 75% for regular education students.

Due to interventions and targeted support during the Edgenuity class, the school expects to raise credit recovery course completion from 70% last year to 80% by MOY.

The Edgenuity pass rate for quarter one met the 80% goal, with 8 out of 10 students passing their courses. However, the pass rate for quarter two decreased to 73%, as the enrollment increased by one student who did not pass (8 out of 11 students passed).

To ensure the core curriculum is used, the principal expects that 100% of reading and math teachers will use these materials, as evidenced in lesson plans and classroom walkthroughs.

As confirmed by walkthrough data, all English Language Arts teachers are implementing the O'Dell curriculum with fidelity. The Math department identified gaps in the core math curriculum and has collaborated with the district math department to select appropriate supplemental materials. As a result, the school is using a combination of the core curriculum and district-approved supplemental resources.

To ensure teachers use powerful instructional practices, the expectation is that 50% of teachers will have met their Southern Regional Education Board (SREB) goal by MOY, as evidenced by classroom observation data.

Teachers collaborated with SREB to identify a powerful instructional practice for their classrooms and have practiced these strategies during weekly classroom walkthroughs. In November, 66.7% of observations noted the use of a powerful instructional practice, and by December, this increased to 100%. School leadership reports that teachers are eager to continue refining these practices and exploring additional strategies to implement.

Summary of Progress

New Futures High School provides a positive environment that supports young parents through pregnancy, childbirth, and the challenges of raising young children. However, its unique configuration—serving only expecting or new parents—presents distinct challenges, such as attendance issues related to childbirth and the lack of childcare when children are ill.

Despite these challenges, the school has demonstrated a strong commitment to improving the

quality of classroom instruction through weekly observations and feedback for teachers. However, of the twenty students in the 2025 four-year cohort, only 4 (20%) are on track to graduate based on credits earned and their enrolled courses. Based on the data and evidence presented during the MOY SIT-M visits, the school is not making progress toward improving its NM Vistas designation.

Next Steps

- Continue working with the attendance team to ensure students attend regularly. The end-of-year (EOY) goal is to achieve a 70% average daily attendance rate.
- Increase the Edgenuity pass rate to 80% by the end of the year (EOY).
- Collaborate with special education teachers and attendance case managers to track attendance and implement appropriate interventions. Currently, there are two inclusion classes, and the school will monitor data to assess whether this practice positively impacts attendance for special education students.
- Due to a transient student population, the school will develop a spreadsheet to track student progress. The spreadsheet will include the student's name, graduation cohort, entry date, number of credits at entry, anticipated graduation date, and number of credits earned per quarter. This will enable quicker interventions when a student falls off track for on-time graduation. Since each student has the potential to earn eight credits per year toward the 24-credit graduation requirement, the school will monitor quarterly progress to ensure at least 80% of students earn two credits per quarter.