

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Robert F. Kennedy Charter	LEA: Albuquerque Public Schools
School Leader: Robert Baade	LEA Leader: Joseph Escobedo
SIT-M Team Leader: Andrea Fletcher	Date: January 13, 2025

School Successes and Celebrations

The school has embraced its designation and united as a team to develop a 90-day plan to address its NM Vistas areas of concern and ultimately get out of designation. The entire school is actively contributing to the implementation of this plan.

Robert F. Kennedy Charter (RFK) has partnered with Johns Hopkins University to create an Early Warning System (EWS) that promptly identifies students needing support. The EWS team meets weekly to review students facing attendance, academic, or behavioral challenges, immediately reaching out to students and parents to connect families with appropriate resources. Recognizing that the efforts of this small team alone were insufficient, teachers established a protocol for weekly Student Success meetings. These meetings are designed to address classroom-specific issues and implement in-class interventions. Additionally, students actively participate in the process through a weekly advisory class, where they review their grades, attendance, and credits and set personal goals.

RFK values rigorous academic learning. To ensure all curricula meet grade-level standards, teachers presented their plans at the beginning of the semester for review and alignment.

A pivotal shift in the school's culture has come from the Governing Council's decision to redefine the school's mission, transitioning from being a school of last resort to a school of first choice. This change has significantly impacted the school environment, with students improving diagnostic assessment performance (see table below). The school attributes this improvement to a noticeable change in students' attitudes and engagement.

STAR assessment	BOY at/ above	MOY at/ above
Math 12 th grade	42%	59%
ELL Math 12 th grade	30%	60%
Reading 12 th grade	45%	63%
ELL Reading 12 th grade	20%	60%

School Progress

Three-year Trend Data

Graduation Rates

4-Year

Cohort of 2019 - 24.1%

Cohort of 2020 - 36.8%

Cohort of 2021 - 16.9%

Cohort of 2022 - 23%

Cohort of 2023 - 35.5%

Cohort of 2024 Goal –

Cohort of 2025 Goal -

5-Year

Cohort of 2019 - 35.5%

Cohort of 2020 - 45.2%

Cohort of 2021 - 32%

Cohort of 2022 - 24.7%

6-Year

Cohort of 2019 - 50.2%

Cohort of 2020 - 53%

Cohort of 2021 - 31.4%

Graduation goal: By the end of the 2024-25 school year, 80% of all students will remain or accelerate their graduation cohort school-wide through weekly progress monitoring during their advisory class.

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

- **Collect data on the implementation of non-negotiable instructional practices, with at least 50% of the ten non-negotiables evident in MOY's classroom walkthroughs.** Currently, 57% of teachers are implementing the non-negotiables, as reflected in the classroom walkthrough dashboard. This system could be enhanced by refining it to track individual non-negotiables, allowing for more targeted feedback and support.
- **Implement Sheltered Instruction Observation Protocol (SIOP) strategies to support all students, particularly English Learners. Monitor the implementation and provide support to teachers. By MOY, expect to see SIOP strategies used at least 50% of the time.**

All teachers utilize the SIOP lesson plan, which includes detailing accommodations and modifications tailored to specific students and outlining assessment methods. While there is no quantitative data on the frequency of strategy implementation, the team has

observed increased modeling, student pairing, and vocabulary posting in classrooms. The team believes these strategies will lead to greater individualization, enhanced support, and improved course completion rates.

Notably, all ELL students demonstrated significant gains in their STAR math scores, which the school attributes to the effective use of SIOP strategies.

STAR math scores for ELL students		
	BOY at/ above grade level	MOY at/ above grade level
9 th grade	20%	36%
10 th grade	22%	40%
11 th grade	33%	55%
12 th grade	30%	60%

- **Monitor attendance and provide interventions to maintain the current attendance rate of 68%.**

The current average daily attendance is 84%, a figure the school attributes to the proactive and consistent monitoring by the EWS team and the thoughtful and targeted interventions designed to address individual student needs.

- **The number of students currently in interventions is reduced by at least 10% through intervention classes, moving those students into core instruction.**

Last year, RFK had 5 Intervention classes, with 91 students enrolled in the FRECKLE program built into the schedule. For this semester, there are now only two classes with 45 students, reflecting a decrease in the number of students requiring intervention.

Student attitudes toward the assessment that determines placement in interventions have improved significantly, mainly due to changes in how the FRECKLE program is structured. Previously, all students in the program participated in daily online interventions. This year, however, students were allowed to "test out" and attend only one hour-long session per week if they met the required standard.

- **Increase achievement on STAR Reading and Math by 5% in MOY.**

Except for 9th-grade reading, which decreased by 2%, all other high school reading and math scores improved by 9 to 17 percentage points on the STAR assessments.

STAR math scores for all students		
	BOY at/ above grade level	MOY at/ above grade level
9 th grade	22%	34%
10 th grade	22%	43%
11 th grade	40%	52%
12 th grade	42%	59%

STAR reading scores for all students		
	BOY at/ above grade level	MOY at/ above grade level
9 th grade	35%	33%
10 th grade	25%	41%

11 th grade	45%	54%
12 th grade	46%	63%

- **Increase achievement in Illuminate common formative assessments by 5% from BOY to MOY.**

During the MOY visit, the school could not provide evidence of progress on this action step. School leaders attributed the lack of progress to challenges in creating and administering common formative assessments across all subject areas.

Summary of Progress

Despite the lack of data and evidence demonstrating the implementation and impact of at least three school-identified BOY action steps, the school reports that at MOY, according to their credit monitoring spreadsheet, of the 47 students in the 2025 4-year graduation cohort, 36 (76.5%) are on track to graduate. The remaining nine students, who are missing some coursework, are being closely tracked and receiving targeted support and monitoring.

Next Steps

- Administer Illuminate Common Formative Assessments- 100% of teachers will administer a MOY and EOY to see 5% growth
- Strengthen SIOP implementation- Expect to see 100% of all teachers using at least two SIOP strategies per observation.
- Continue with the Student Success and Early Warning System (EWS) meetings to ensure all current 2025 4-year students are on track to graduate and gain their diplomas.