

Core Team

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Goals

English Language Arts

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
9th grade	37% Proficient	42% Proficient	212 Average NWEA MAPs score by EoY with growth rate determined by BoY and MoY testing results for 2021-2022
10th grade	71% Proficient	72% Proficient	219 Average NWEA MAPs score by EoY with growth rate determined by BoY and MoY testing results for 2021-2022
11th grade	60% Proficient	65% Proficient	219 Average NWEA MAPs score by EoY with growth rate determined by BoY and MoY testing results for 2021-2022

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

The percentage of students scoring at Proficient or Advanced will increase by the following percentages and scale scores as measured by designated grade level NM State Assessment at the end of the year:

9th Grade - from 37% to 42% and Avg scale score will increase to 725

10th Grade - from 71% to 72% and Avg scale score will increase to 742

11th Grade - from 60% to 65% and Avg scale score will increase to 742

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of student scoring at Proficient or Advanced will increase by the following percentages and scale scores as measured by NWEA MAPs assessment by grade level at the end of the year:

9th Grade - from score set in August 2021 to 212 by EoY with 50% growth by MoY

10th Grade - from score set in August 2021 to 219 by EoY with 50% growth by MoY

11th Grade - from score set in August 2021 to 219 by EoY with 50% growth by MoY

Mathematics

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
9th grade	10% Proficient	12% Proficient	220 Average NWEA MAPs score by EoY with growth rate determined by BoY and MoY testing results for 2021-2022

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
10th grade	24% Proficient	30% Proficient	224 Average NWEA MAPs score by EoY with growth rate determined by BoY and MoY testing results for 2021-2022
11th grade	19% Proficient	21% Proficient	228 Average NWEA MAPs score by EoY with growth rate determined by BoY and MoY testing results for 2021-2022

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

The percentage of students scoring at Proficient or Advanced will increase by the following percentages and scale scores as measured by designated grade level NM State Assessment at the end of the year:

9th Grade - from 10% to 12% and Avg scale score will increase to 725

10th Grade - from 24% to 30% and Avg scale score will increase to 725

11th Grade - from 19% to 21% and Avg scale score will increase to 714

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

The percentage of student scoring at Proficient or Advanced will increase by the following percentages and scale scores as measured by NWEA MAPs assessment by grade level at the end of the year:

9th Grade - from score set in August 2021 to 220 by EoY with 50% growth by MoY

10th Grade - from score set in August 2021 to 224 by EoY with 50% growth by MoY

11th Grade - from score set in August 2021 to 228 by EoY with 50% growth by MoY

Graduation

4-YEAR GRADUATION RATE RESULTS

65.1% for 2018-19; 61.7% for 2019-2020

GRADUATION RATE GOAL

65.0% for 2021-2022

BENCHMARKS

* 100% of H4 students with completed Next Step Plans by Sept. 30, 2021

* Daily monitoring of grades in academic courses; tutoring intervention activated for H4s upon scores in classes dropping below a 70% rating

* Biquarterly monitoring of grades for Level 2 intervention and recovery; major interventions activated for H4s upon reported scores in classes dropping below a 70% rating

SUMMARY SUMMATIVE GOAL STATEMENT

The percentage of ATDA students designated as H4 who will graduate from high school in Spring or Summer 2022 will be 65% or greater as measured by NMPED's annual graduation report.

SUMMARY BENCHMARK GOAL STATEMENT

100% of H4 students will have their Next Step Plans and required assessment status updated by September 30. Students will be monitored for (Level 1) tutoring intervention daily throughout the school year. Students will be earmarked for additional interventions (Level 2) and recovery based upon mid-9 week and quarter reports that are delivered in the Advisory period.

Performance Challenges

Our performance challenge is to increase the percentage of students earning credits in their core ELA courses and to corroborate this with both short-cycle and state-cycle testing.

GOAL

English Language Arts

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Attendance rate (ADA), Course completion data, Graduation Rate, School climate, Student, staff or parent surveys

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Schoolwide data indicates that for 2019-2020, 13 core ELA courses were marked No Credit for 28 9th graders (46%), 8 core ELA courses were marked No Credit for 19 10th graders (42%), 4 core ELA courses were marked No Credit for 30 11th graders (13%), and 2 core ELA courses were marked No Credit for 34 13th graders (6%). The overall attendance rates for 2019-2020 were 81% for 9th, 73% for 10th, 77% for 11th, and 85% for 12th. Learning style preferences were split on survey data with a slight preference towards hybrid styles (39%) versus online (35%) or in-person (26%). The 4 year graduation rate dropped approximately 4 percentage points for H4 students in 2019-2020, from 65% to 61%.

THESE AREAS ARE CAUSE FOR CONCERN...

The passing rates of 9th and 10th grade students are of exceptional concern, with nearly half not earning credit in their core ELA class last year. This does not match up with the attendance rates, showing that the ability to academically perform in the course is tied more to climate as opposed to attendance, which remains an important statistic. Due to the format of learning in 2019-2020, there was a reduction in other data source collections that may give us more information about why students did not earn credit at a high rate, including more information about formative achievement, additional interim information, and an increased study of student work samples.

Our performance challenge is to support students in their 10th grade math courses with additional data and interventions to increase the course completion rate at this level.

GOAL

Mathematics

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Attendance rate (ADA), Course completion data, Graduation Rate, School climate, Student, staff or parent surveys

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

Schoolwide data indicates that for 2019-2020, 7 core Math courses were marked No Credit for 28 9th graders (25%), 13 core Math courses were marked No Credit for 19 10th graders (68%), 10 core Math courses were marked No Credit for 30 11th graders (33%), and 2 core Math courses were marked No Credit for 34 13th graders (6%). The overall attendance rates for 2019-2020 were 81% for 9th, 73% for 10th, 77% for 11th, and 85% for 12th. Learning style preferences were split on survey data with a slight preference towards hybrid styles (39%) versus online (35%) or in-person (26%). The 4 year graduation rate dropped approximately 4 percentage points for H4 students in 2019-2020, from 65% to 61%.

THESE AREAS ARE CAUSE FOR CONCERN...

The largest concern with mathematics is the passing rate of 10th graders; as opposed to the other grade levels, more than DOUBLE the number of sophomores did not earn core math credit in 2019-2020. Most of the N marks (8 of the 13) were in the Geometry course. Identifying why 10th graders struggled in this course is a priority. Although 10th graders also has the lowest attendance rate, there is still a wide discrepancy between performance and attendance, showing that the ability to academically perform in the course is tied more to climate as opposed to attendance, which remains an important statistic. Due to the format of learning in 2019-2020, there was a reduction in other data source collections that may give us more information about why students did not earn credit at a high rate, including more information about formative achievement, additional interim information, and an increased study of student work samples.

Our performance challenge is to rebound our H4 graduation rate to a minimum of 65% for 2021-2022 and to improve school climate in a way that engages our seniors in a post-graduation plan/goal.

GOAL

Graduation

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

Attendance rate (ADA), Course completion data, Graduation Rate, School climate, Student, staff or parent surveys

SCHOOLWIDE DATA SHOWS... (IN DEPTH DATA ANALYSIS NARRATIVE)

ATDA's H4 graduation rate for 2019-2020 was 61.7%. This rate is comparable to the rates in demographic categories, including the ELL rate (64.9%), the ED rate (63.4%), and the SWD rate (63.8%). For the previous year, the rate for all H4s was 65.1%. The ELL and SWD rates did not have enough data to be statistically relevant. The ED graduation rate for 2018-2019 was 65.4%, slightly higher than the rate for all students. The overall attendance rates for 2019-2020 were 81% for 9th, 73% for 10th, 77% for 11th, and 85% for 12th, indicating our strong focus on Senior attendance. Learning style preferences were split on survey data with a slight preference towards hybrid styles (39%) versus online (35%) or in-person (26%). 2019-2020 survey data collected on climate indicated excitement in the potentiality of a new school facility as a motivator for retention, with 56 of 66 students surveyed (84.8%) indicating the acquisition of a gymnasium as the highest priority for the physical school site; an upgraded cafeteria (78.8%) and outdoor sport courts (74.2%) ranked 2nd and 3rd. Among 34 seniors, only 16 courses total did not yield credits to students - of these 16, only 2 were core mathematics courses, and only 2 were core ELA courses.

THESE AREAS ARE CAUSE FOR CONCERN...

ATDA's graduation rate has remained stagnant for a few years, with a slight drop in percentage last year. This is contrary to the historical trend, which saw annual growth in graduation rate prior to the current pandemic. Historically, the adults on campus have not celebrated a culture of post-secondary goals, despite the presence of next-step plans and CCR testing, although this trend is already reversing with initiatives for 2021 and beyond. School facilities remain inadequate for attracting new students and instilling a sense of campus pride in our upperclassmen.

Root Causes

Mathematics teachers, especially teachers of 10th grade mathematics courses, need to identify students who are in need of academic interventions and in danger of not earning course credit on a weekly basis. School administration and the school staff need to develop structured interventions for students in danger of not earning credit.

PERFORMANCE CHALLENGE

Our performance challenge is to support students in their 10th grade math courses with additional data and interventions to increase the course completion rate at this level.

FOCUS AREA

Layer 2 Interventions (per NM MLSS guidance)

ELA teachers need to identify students who are in need of academic interventions and in danger of not earning course credit on a weekly basis. School administration and the school staff need to develop structured interventions for students in danger of not earning credit. The rigor of analysis between short-cycle data and ELA grades needs to be increased.

PERFORMANCE CHALLENGE

Our performance challenge is to increase the percentage of students earning credits in their core ELA courses and to corroborate this with both short-cycle and state-cycle testing.

FOCUS AREA

Layer 2 Interventions (per NM MLSS guidance)

If all teachers can inspire students, both academically and socially, to invest in the school culture, then disruptive/distracting behaviors would decrease, and academic outcomes would improve. In addition to improvements in attendance and behavior systems, adults at ATDA need to instill a culture of CCR on campus through planned 2021-2022 initiatives, such as GearUp/AVID and additional tutoring and after-school opportunities, in their daily behavior.

PERFORMANCE CHALLENGE

Our performance challenge is to rebound our H4 graduation rate to a minimum of 65% for 2021-2022 and to improve school climate in a way that engages our seniors in a post-graduation plan/goal.

FOCUS AREA

School Culture

90-Day Plan: August 09, 2021 - November 09, 2021

Focus Area: Layer 2 Interventions (per NM MLSS guidance) - ELA, Math

DESIRED OUTCOMES

ATDA wishes to increase rigor for College and Career Readiness by emphasizing the importance of high-level skills in Mathematics and Language Arts. To this end, we will provide increased academic structure and opportunities for students to learn advanced skills.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/09/2021 – 10/09/2021	ATDA will hire a mathematics tutor to improve math outcomes.	Mathematics Teachers, Lesson Materials	Whitney Galindo Lucinda Molina Michael Davis Melissa Mendonca	School Admin, Mathematics Department
08/09/2021 – 10/09/2021	Staff will discuss possible tutoring structures to implement at the school for the 2021-2022 school year at PLC meetings.	PLC Time, Staff Development	Lucinda Molina Michael Davis	Whole Staff
08/09/2021 – 11/09/2021	Develop AVID strategies in ELA and Math that can be utilized in all classes.	PLC Time, AVID Resource Library	Mark Hillmeyer Lucinda Molina Michael Davis Melissa Mendonca	Whole Staff
08/09/2021 – 09/09/2021	Schedule set dates and times to discuss implementation of AVID strategies.	PLC Time, Staff Development, AVID Resource Library	Lucinda Molina Michael Davis Melissa Mendonca	Whole Staff

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	POTENTIAL ADJUSTMENTS
09/09/2021	Physical Changes: Selection of 2 AVID strategies (Note Taking, Portfolios) to implement in all classes Adult Changes: AVID integration in lesson planning, increased collaboration	

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	POTENTIAL ADJUSTMENTS
10/09/2021	Physical Changes: Continuing work on PEP/intervention processes for all students, Tutor hired to run Credit Recovery on Fridays; currently serving Seniors but will expand Adult Changes: AVID integration in lesson planning, enhanced data practices, increased collaboration	
11/09/2021	Physical Changes: Algebra Intervention to be determined in conjunction with hiring of an Interventionist Adult Changes: AVID integration in lesson planning, enhanced data practices, increased collaboration	

Focus Area: School Culture - Grad

DESIRED OUTCOMES

ATDA will graduate seniors that are college and career ready with the expectation that all graduates will enroll in a post-secondary college or program.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/09/2021 – 09/09/2021	Decorate ATDA campus with college materials (such as flags and pennants) to help increase awareness of options for graduating students.	College Materials (Posters, Flags, Pennants, etc.)	Mark Hillmeyer Lucinda Molina Melissa Mendonca	GearUp/AVID Staff, Maintenance
08/09/2021 – 11/09/2021	Conduct college visits and attend college fairs throughout the state of New Mexico.	Busses, Lunch Materials	Mark Hillmeyer Lucinda Molina Michael Davis Melissa Mendonca Victoria Yokoyama	Whole Staff
08/09/2021 – 09/09/2021	Identify 12th grade students in need of extra support for credit recovery.	PLC Time, Short-Cycle and Classroom Data	Mark Hillmeyer Lucinda Molina Gabriel Nemiroff Michael Davis Nora Padilla	Whole Staff

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/09/2021 – 10/09/2021	Setup a special credit recovery mechanism for seniors who have been identified as needing extra support to achieve their credits.	PLC Time, Short-Cycle and Classroom Data	Mark Hillmeyer Lucinda Molina Gabriel Nemiroff Michael Davis Nora Padilla	Whole Staff

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	POTENTIAL ADJUSTMENTS
09/09/2021	Physical Changes: Campus Aesthetics (new signage, college flags), AVID trainings and teacher-led strategy sessions integrated into PLC Adult Changes: Increased data rigor especially with Seniors	
10/09/2021	Physical Changes: GearUp Week conducted September 20-23, College Visits starting October 1 (IAIA, Santa Fe Community College), Credit Recovery as of September 17 targeting Seniors Adult Changes: Increased data rigor especially with Seniors, participation in campus activities	
11/09/2021	Physical Changes: Continuing college visits Adult Changes: Increased data rigor especially with Seniors, participation in campus activities, organization of physical space, field trip attendance	