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SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

2018 Charter School Renewal – Southwest Secondary Learning Center

PED RECOMMENDATION

The PED recommends a **renewal term of five (5) years with the following conditions:**

- Implement a continuous improvement plan such as NM DASH to improve *current standing* and *lowest performing (Q1) student achievement* resulting in a letter grade of at least a “C” in the category on the A-F School Grading Report during each year of its contract (2019-2020 through 2023-2024).
- Receive an unmodified audit devoid of: (a) material weakness and significant deficiency findings and (b) repeat findings at any classification level one year prior to and during the term of its contract (Audit reports FY19, FY20, FY21, FY22, and FY23 released during 2019-2020 through 2023-2024).

Summary of Performance

Academic. The school performed well in the majority of categories of the A-F School Grading Report in 2018. However, low graduation growth was observed. Note that the growth index, which takes into account three (3) years of graduation rates, was negative, while the current cohort of 2017’s 4-year rate exceeded the local district and state. The school did not have school-specific goals. The school’s Overall School Grade was a C during its current contract year, 2017-2018.

Financial. See conditions section below.

Organizational. During the 2017-2018 school year, the school received two (2) “Falls Far Below Standard” ratings in the area of business management and oversight.

Conditions. The school met all conditions placed upon it by its authorizer which states that including receiving “an unmodified audit opinion and demonstrate continued decrease in the number and severity of audit findings.”

Renewal Application - Southwest Secondary Learning Center

PART A: Data analysis provided by CSD

Please see Part A - Summary Data Report based on data from Current Charter Contract term.

PART B: Progress Report provided by the School

Please see Part B for the school’s self-report on the progress of meeting the academic performance, financial compliance and governance responsibilities of the charter school, including achieving the goals, objectives, student performance outcomes, state standards of excellence and other terms of the charter contract, including the accountability requirements set forth in the Assessment and Accountability Act during the Current Charter Term.

Chart 1. Renewal Application Ratings by Indicator		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Not applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Demonstrates Substantial Progress</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

The ratings above, based on the rubric in the renewal kit, are also listed in the margin below. In addition, the Performance Framework results for the last year (2017-2018) are provided in Appendix A.

1) Academic Performance

*Demonstrates
Substantial
Progress*

a) Department’s Standards of Excellence - A-F Letter Grades

Schools that have maintained a C or better letter grade over the term of the contract AND have not earned a D or F in any indicator of the letter grade in the past two years do NOT complete this Section.

Academic Performance Framework 1a: Overall NM School Grades: C

*Not
Applicable*

b) School Specific Charter Goals

Schools that have met all of their school specific goals in each year of the contract term do NOT provide a narrative.

2) Financial Compliance

*Demonstrates
Substantial
Progress*

a) Audit

Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits during the term of the contract do NOT complete this Section.

Organizational Performance Framework 2a and 2b

Demonstrates
Substantial
Progress

b) **Board of Finance**

Schools that have maintained all Board of Finance authority during the entire term of the contract do NOT complete this Section. If required to complete this section, provide a narrative explaining the actions taken (improved practices and outcomes).

c) **Additional Financial Information**

Financial Performance Framework #1-8: Self-Assessment Survey

3) **Contractual, Organizational, and Governance Responsibilities**

Meets the
Standard

a) **Charter Material Terms**

All schools must provide a response for this section of the application.

Organizational Performance Framework 1a: Material Terms

- **Integration of technology, personal responsibility and access to dual-credit college coursework**
- **Individual growth plans enable an individualized curriculum to be tailored for each student**
- **Online courses can be accessed 24 hours a day/ 7 day a week from anywhere with access to the internet**
- **Flexible scheduling where students can choose from daily sessions, Monday through Thursday that begin at 8:00 a.m. and end at 7:30 p.m.**
- **Core classes are taught through online programs purchased by the school (presently Edgenuity). The classrooms/main lab are staffed by content area teachers during each session who assist the students with questions that they have with the content being presented online.**
- **Sponsor teachers for all students**
- **High tech elective, Smart Lab, offered in grades 9 through 12**

b) **Organizational Performance Framework**

Schools that do not have any repeated “working to meet” ratings or any “falls far below” ratings on the most recent organizational performance framework evaluation do NOT complete this Section.

Organizational Performance Framework 1b-1g, 4a-4c, and 5a-5c

Any OCR complaints or formal special education complaints, identify those, provide all communication related to those, and describe the current status in Appendix, referenced in narrative by name. List complaints: None known

Demonstrates
Substantial
Progress

c) **Governance Responsibilities**

All schools must provide a response for this section of the application.

Organizational Performance Framework 3a and 3b

Meets the
Standard

X

PART C: Financial Statement

A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that allows comparison of costs to other schools or comparable organizations and that is in a format required by the department.

PART D: Petitions of Support

X

- 1) A petition in support of the charter school renewing its charter status signed by not less than sixty-five percent of the **employees** in the charter school, with certified affidavit as Appendix B.

Number: 22 out of 23 Percentage: 96 %

- X 2) A petition in support of the charter school renewing its charter status signed by at least seventy-five percent of the **households** whose children are enrolled in the charter school, with certified affidavit as Appendix C.
Number: 171 Percentage: 75 %

PART E: Description of the Charter School Facilities and Assurances

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

- X 1) A narrative description of its facilities
- X 2) Attach facility plans or X the school's Facility Master Plan
- 3) Attach a copy of the following
- X a) Copy of the building E Occupancy certificate(s)
from City of Albuquerque number 0410324
(same as Southwest Preparatory Learning Center)
- X b) Letter from PSFA (dated 2018) with the facility NMCI Score 12.48% indicating that the school meets the requirements of Subsection C of 22-8B-4.2 NMSA 1978 (if the charter school is relocating or expanding to accommodate more students).
(same as Southwest Preparatory Learning Center)
- X 3) Provide assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978, including subsections A, C, and D. A template is available from the PEC's website. This should also be included in Appendix D.
 Public (Cert A) X Private (Cert B) Foundation (Cert C)
School provided a copy of the lease agreement.

 X **PART F: Amendment Requests**

OPTIONAL: Identify any amendments the school would like to have considered as part of the renewal process to be considered by the PEC as changes to the material terms that would become effective as part of the new contract.

Number of proposed amendments submitted by school for new contract: 0

Number of prior Amendment Requests on file with CSD: 2

- Amendment request to serve grades 9 through 12 (serving 8th grade only for SY18) APPROVED 12/09/17.
- Amendment request to change the school's original mission APPROVED 06/13/14.

attached **School Response to CSD Preliminary Analysis**

<input checked="" type="checkbox"/>	Southwest Secondary Learning Center (SSLC)	2017-2018
Category I. Academic Performance Framework		
<input type="checkbox"/>	I-A.00 (1a) NM A-F School Grading System	Meets (or Exceeds) Standard
<input type="checkbox"/>	I-A.01 (1b) Mission Specific Indicators	Not Applicable
<input type="checkbox"/>	I-A.02 Optional Supplemental Indicators (school specific items in charter)	Not Applicable
Category II. Financial Performance Framework		
<input type="checkbox"/>	II-A.00-06 (#1-8) Operating Budget/Audits/Periodic Reports/Expenditures/Reimbursements/Audit Reviews/Meals	Meets (or Exceeds) Standard
Category III. Organizational Performance Framework		
<input type="checkbox"/>	III-A.00 (1a) Educational Plan: material terms of the approved charter application	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.01 (1b) Education Plan: applicable education requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.02 (1c) Education Plan: protecting the rights of all students	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.03 (1d) Educational Plan: protecting the rights of students with special needs (IDEA, 504, gifted)	Working to Meet Standard
<input type="checkbox"/>	III-A.04 (1e) Educational Plan: protecting the rights of English Language Learners (Title III)	Working to Meet Standard
<input type="checkbox"/>	III-A.05 (1f) Educational Plan: complying with the compulsory attendance laws	Meets (or Exceeds) Standard
<input type="checkbox"/>	III-A.06 (1g) Educational Plan: meet their recurrent enrollment goals	Working to Meet Standard
<input type="checkbox"/>	IV-A.00 (2a) Business Management & Oversight: meeting financial reporting & compliance requirements	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	IV-A.01 (2b) Business Management & Oversight: following generally accepted accounting principles	Falls Far Below (or Does Not Meet) Standard
<input type="checkbox"/>	V-A.00 (3a) Governance and Reporting: complying with governance requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	V-A.01 (3b) Governance and Reporting: holding management accountable	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.00 (4a) Employees: meeting teacher and other staff credentialing requirements	Meets (or Exceeds) Standard
<input type="checkbox"/>	VI-A.01 (4b) Employees: respecting employee rights	Working to Meet Standard
<input type="checkbox"/>	VI-A.02 (4c) Employees: completing required background checks	Working to Meet Standard
<input type="checkbox"/>	VII-A.00 (5a) School Environment: complying with facilities requirements	Working to Meet Standard
<input type="checkbox"/>	VII-A.01 (5b) School Environment: complying with health and safety requirements	Working to Meet Standard
<input type="checkbox"/>	VII-A.02 (5c) School Environment: handling information appropriately	Meets (or Exceeds) Standard
Category: Organizational Performance Framework		
<input type="checkbox"/>	School Specific Terms: data on any terms specified in the school's Performance Framework	Meets (or Exceeds) Standard

Appendix A

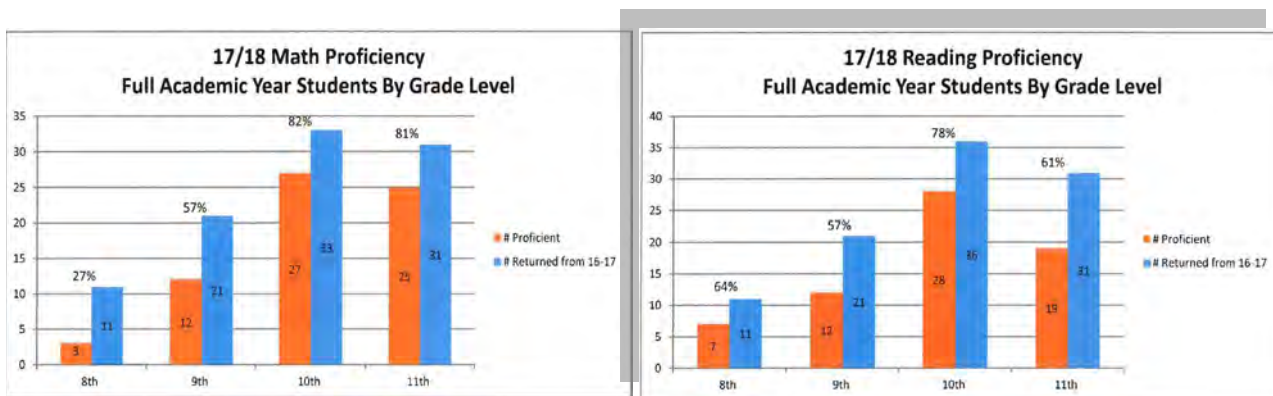
SOUTHWEST SECONDARY LEARNING CENTER RESPONSE TO PRELIMINARY ANALYSIS

Dear Public Education Commission, Charter School Division and Site Visit Team,

Thank you for the opportunity to respond to Southwest Secondary Learning Center’s Preliminary Analysis of our Renewal Application and Site Visit. The information found in SSLC’s preliminary analysis was clear and accurate. However, in a couple of subcategories there are thoughts I would like to leave you with as you review the report. I will list them in the order they appear in the report and will try to be brief.

1b. “The CSD Team has rated this indicator as “not applicable” because the school did not have any mission-specific goals for this renewal period.”

SCHOOL RESPONSE: This is an accurate statement as the school met with PEC on June 1, 2018 to update our contractual agreement. The agreement was signed June 6, 2018 without charter specific goals. However, as charter specific goals were part of our previous contract, the school compiled data on our mission specific goals and uploaded that information to WebEPSS. That data, has some significant findings about the performance of our students. Although we missed our threshold for math (70-79% = meets standard) and reading (75- 84% = meets standard) proficiencies, the trend in our data shows that full academic year students performed significantly better the longer they were in our program. Although not required by our new contract, the data is significant. Please see the two graphs below:



2a. Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits are rated as “meets standard”. Since SSLC received two repeated significant deficiencies (cash disbursements and payroll) in 2017 and the school has implemented new policies to address the issues, the CSD team has rated this indicator as “demonstrates substantial progress”.

SCHOOL RESPONSE: Because the contract term for SSLC was two years, results from only *one* audit are included in the preliminary report. In reviewing the minutes of the PEC Renewal hearing in December 2016, it was stated by one commissioner and our business manager at the time that this would be the case. A single audit does not provide a clear, comprehensive view of fiscal management. CliftonLarsonAllen LLP conducted the FY19 annual audit on August 27 and 28, 2018. The preliminary audit is complete and an exit conference was held on November 14, 2018. The school is eagerly awaiting the official release of the audit in late January/February 2019.

3b) The CSD team has rated this indicator as “demonstrates substantial progress” because the school received seven (7) “working to meet” and two (2) “falls far below” ratings in 2018. The areas of concern are: 1) Special Education IEPs; 2) identifying and servicing English Language Learners; 3) recurrent enrollment (81.82%); 4) repeat audit findings; 5) significant deficiency audit findings; 6) licensed instructor for evening classes; 7) missing background checks for two staff; 8) missing certificates for four staff members regarding training on reporting child abuse/neglect; and 9) emergency drills. The school has addressed all of the concerns as evidenced by the documentation provided via Web-EPSS and confirmed at the site visit.

SCHOOL RESPONSE: These statements are accurate as of our September 27, 2017. SSLC had another site visit on April 25, 2018 in which all these concerns had been addressed. It is important to note that the school had a change in leadership on October 30, 2018 and all items listed above were corrected during the months following the September site visit. Below are listed the items needing additional clarification:

1)

Special Education IEPs: Service hours were corrected to mirror the time actually spent in the building in class and to include academic hours required outside the building ($17.5 + 10.5 = 28$).

2)

Identifying and Servicing English Language Learners: In the spring of 2018 the school advertised for a TESOL certified instructor. In June of 2018, the school hired an additional instructor dually certified in TESOL and Special Education. This addition has been a tremendous asset to the community. As of the 40 day report in the fall of 2018 we are servicing four ELL students.

6)

Licensed instructor for evening classes: Previous head administrator put in place a licensed instructor in the evening classes within a week of the September 27, 2018 site visit.

7,8)

Missing Background Checks: All personnel files were corrected either immediately or by the April 2018 site visit and evidenced in WebEPSS.

9)

Emergency Drills: All emergency drills were completed on a monthly basis for the remainder of the school year to include the required lock-down trainings and shelter-in-place drills once the new administration was on board.

Again, thank you for the opportunity to respond to our Preliminary Analysis of Renewal Application and Site Visit. As I was hired to continue making improvements and to put the school’s best foot forward, it was important that I refresh the data where relevant. Southwest Secondary Learning Center has been working diligently on continuous improvement and supporting our theme of the year, “moving forward.”

With kind regards and much respect,

Christine

Christine Lutz, Head Administrator
Southwest Secondary Learning Center
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2019 CSD Preliminary Analysis of Renewal Application and Site Visit

School Name: Southwest Secondary Learning Center (SSLC)
School Address: 10301 Candelaria Road NE, Albuquerque NM 87112
Head Administrator: Christine Lutz
Business Manager: Justine Vigil
Authorized Grade Levels: 9-12
Authorized Enrollment: 500
Contract Term: July 1, 2017 through June 30, 2019

Mission: *“The mission of the Southwest Secondary Learning center is to sustain a high performing learning community by preparing computer-literate students for college or a career through a blended learning model that is individualized, self-directed and flexible.”*

Part B (Progress Report) Evaluation based on the rubric contained in the application

Chart 1, below, summarizes CSD’s ratings of the school’s renewal application and site visit:

Chart 1. Renewal Application Ratings by Indicator		
Section	Indicator	Final Rating
ACADEMIC PERFORMANCE		
1.a	Department’s Standards of Excellence— A-F School Letter Grades	<i>Demonstrates Substantial Progress</i>
1.b	Specific Charter Goals	<i>Not applicable</i>
FINANCIAL COMPLIANCE		
2.a	Audit	<i>Demonstrates Substantial Progress</i>
2.b	Board of Finance	<i>Demonstrates Substantial Progress</i>
CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE		
3.a	Material Terms	<i>Meets the Standard</i>
3.b	Organizational Performance Framework	<i>Demonstrates Substantial Progress</i>
3.c	Governance Responsibilities	<i>Meets the Standard</i>

CSD Review of Part B (Progress Report) and Renewal Site Visit in October

The PED team reviewed the Part B (Progress Report) submitted by the school and conducted a renewal site visit on October 3, 2018. The following sections provide additional analyses supporting the ratings summarized in Chart 1, above.

Academic Performance

1a) Schools that maintain a C or better letter grade over the term of the contract and have not received a D or F in any indicator of the letter grade are rated as “meets the standard”. Southwest Secondary Learning Center (SSLC) has earned a letter grade of C during the first year of the current two-year contract term. However, in 2018, SSLC received a grade of F on the graduation indicator for the first time since 2014. Over the last three years the graduation indicator has dropped from an “A” to a “C” and ultimately to the current “F.” The school indicated that this trend has been noted and given top priority for the 2018 -2019 school year. To address students that are in need of additional services to graduate within a four-year period, SSLC has created two new policies that will help identify and track students in need of early intervention: a new attendance policy (that includes virtual absences) and a monitored enrollment policy. In addition, the staff/faculty collaborates to study the school report card and identify suggestions for improvement that may be implemented. The CSD team has rated this indicator as “**demonstrates substantial progress**” due to the implementation of policies and procedures to support students that were identified and confirmed at the renewal site visit.

1b) Schools that meet or exceed their specific charter school goals each year of the contract term are rated as “meets standard”. The CSD Team has rated this indicator as “**not applicable**” because the school did not have any mission-specific goals for this renewal period.

Financial Compliance

2a) Schools that have received no material weakness, significant deficiency, or repeat audit findings in each of the annual audits are rated as “meets standard”. Since SSLC received two repeated significant deficiencies (cash disbursements and payroll) in 2017 and the school has implemented new policies to address the issues, the CSD team has rated this indicator as “**demonstrates substantial progress**”.

2b) The school’s Board of Finance was suspended on August 28, 2014 by then-Public Education Secretary, Hanna Skandera. Finances at Southwest Secondary Learning Center have improved such that the Public Education Department returned the school’s Board of Finance on January 1, 2018. The CSD team has rated this indicator as “**demonstrates substantial progress**” due to the efforts the school has made and the actions taken to have the Board of Finance reinstated. Please refer to the school’s submitted Progress Report, Part B, for details on actions taken.

Contractual, Organizational, and Governance

3a) The CSD team has rated this indicator as “**meets the standard**” because the school has implemented the Material Terms of the Charter including the operational structure, the mission of the school, and the educational program of the school (including student-focused terms, teacher-focused terms, and parent-focused terms).

3b) The CSD team has rated this indicator as “**demonstrates substantial progress**” because the school received seven (7) “working to meet” and two (2) “falls far below” ratings in 2018. The areas of concern

are: 1) Special Education IEPs; 2) identifying and servicing English Language Learners; 3) recurrent enrollment (81.82%); 4) repeat audit findings; 5) significant deficiency audit findings; 6) licensed instructor for evening classes; 7) missing background checks for two staff; 8) missing certificates for four staff members regarding training on reporting child abuse/neglect; and 9) emergency drills. The school has addressed all of the concerns as evidenced by the documentation provided via Web-EPSS and confirmed at the site visit.

3c) The CSD team has rated this indicator as “**meets standard**” due to the fact that The Southwest Secondary Learning Center Governing Council has maintained membership of at least five (5) throughout the renewal period and all members completed their annual training requirement in 2017-2018.

Stakeholder Interviews

Stakeholder interviews were conducted on October 3, 2018 at Southwest Secondary Learning Center. The participants included eight (8) parents, nine (9) students, three (3) Governing Council members, and six (6) staff members.

The three Governing Board members have been on the board for three months to a couple of years. Two of the members are parents of students who attend the Southwest Preparatory or Secondary Learning Center. They each spoke to wanting to get involved and help the school. When asked to describe the academic program, it was described as a “*sound program*” with lots of flexibility and a very welcoming place. One board member stated that he “*would like to see us score better overall*” to which another mentioned that if you look at growth, it has been on a positive trend for the last three years. He thinks this “*shows that what is happening here is working*” but he agrees that he would like to see gross competency scores go up. Two of the members interviewed serve on the finance committee and one serves on the audit team. They believe that the finances are now solid, supported by the fact that the board of finance was returned to the school in January 2018. The board questions any fees or other issues that they see and are probably tighter than most. They “*trust, but verify*”.

The students expressed that they came to this school because they were not having a good experience at traditional public schools. They like the teaching style, working at their own speed, teachers taking the time to talk and help, and the SMART lab allows skill development for actual careers. When asked if there is anything that they would like to change about the school, the students did express that they get impatient waiting too long for help. When asked how long that was, the response was 10-15 minutes and other students responded that it is not long at all and that you can always work on other things or other coursework while waiting instead of just sitting and waiting. The students indicated that they spend 15 – 30 hours on coursework outside of school. Also, when asked about the new attendance policy and secure test access (on campus only), they had positive things to say about the attendance policy, indicating it helps them stay on track and stay up to date in all classes, particularly for the seniors. However, they are not fond of having to do all tests and quizzes at the school. They overall agreed that tests should be taken at school but not being able to take the quizzes at home often prevents them from continuing on and/or they have to come to school and take many quizzes. [Note: This was discussed with school administration later and they indicated that the technical requirement is all or none so they are unable to release quizzes but are working with Edgenuity for a possible enhancement.]

Parents stated that the reason their child is attending this school is that they were not doing well in the traditional public school setting and that they did not like the experience at those large schools. Parents

mentioned that *“Students are comfortable here. Teachers get to know the students and openly communicate with students and parents,”* and *“Students who are shy become comfortable and more open.”* Though the school offers sports and other extracurricular activities, one parent expressed that she would like to see more school participation [spectators] in the sports games from other students.

Staff members ranged in tenure from first year at the school to twelve years, including one who was a graduate of the school. The positives mentioned about the school included one-on-one interaction and the technology focus. When asked about the mission and how it is carried out, the staff described the Main Lab and the individualized coursework and attention to each student. (Staff rotate so each of them cover a late shift each week.) Students can go at their own pace with a flexible schedule. Given the flexibility in scheduling, the school can also encourage and support students to attend dual credit at CNM. When asked how they help students who are falling behind, they responded that *“We do our best to keep open lines of communication to the parents.”* Students are assigned to a sponsor teacher who follows them and emails parents weekly. If students are not putting in the time, then attending more sessions at school is required.

[Please see sections of the renewal application package for additional details, as follows:](#)

Part A: Data Report and Current Charter Contract Performance

SECTION 1. ACADEMIC PERFORMANCE5

SECTION 2. FINANCIAL COMPLIANCE

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

Part B: Progress Report

Part C: Financial Statement

Part D: Petitions of Support

Part E: Description of Charter School Facilities and Assurances

Part F: Amendments and Amendment Requests



Part A—School’s Summary Data Report and Current Charter Contract

(CSD will provide pulling from information provided during the charter term.)

SECTION 1. ACADEMIC PERFORMANCE

School Grading is part of state and federal statute that mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F (§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4) (6.19.8.1 NMAC – N, 12-15-11). The statute requires the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years (§22-2E-4 [E] NMSA 1978).

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico is included in one of two School Grading systems either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different points allocation and components. The elementary/middle school grading system emphasizes *“more competency-based, while the emphasis in high school is on successful completion of high school and preparation for college or career. Charter schools are held to the same standards and calculations as regular public schools.”*¹ In addition, schools may earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provides school leaders with information comparing their school to schools with similar student demographic characteristics.

The following information provides a snapshot of the school's academic performance over the last four (4) years. The analysis in this section will discuss the school's performance over time in each component of the letter grade report.²

1a. Department's Standards of Excellence—A-F Letter Grades

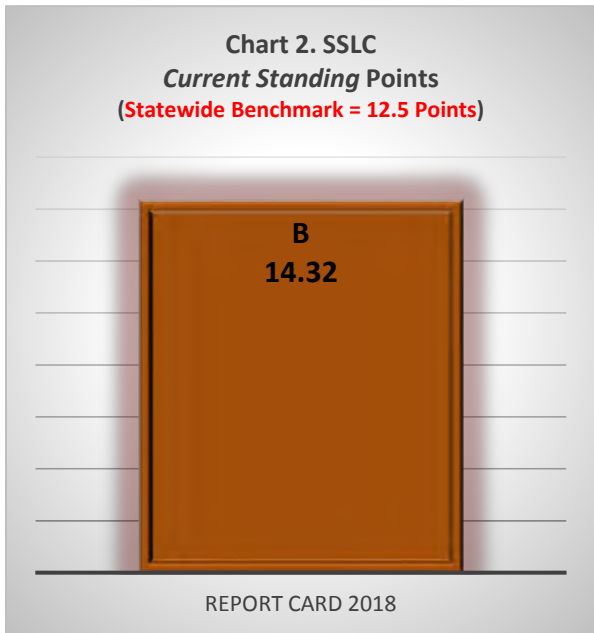
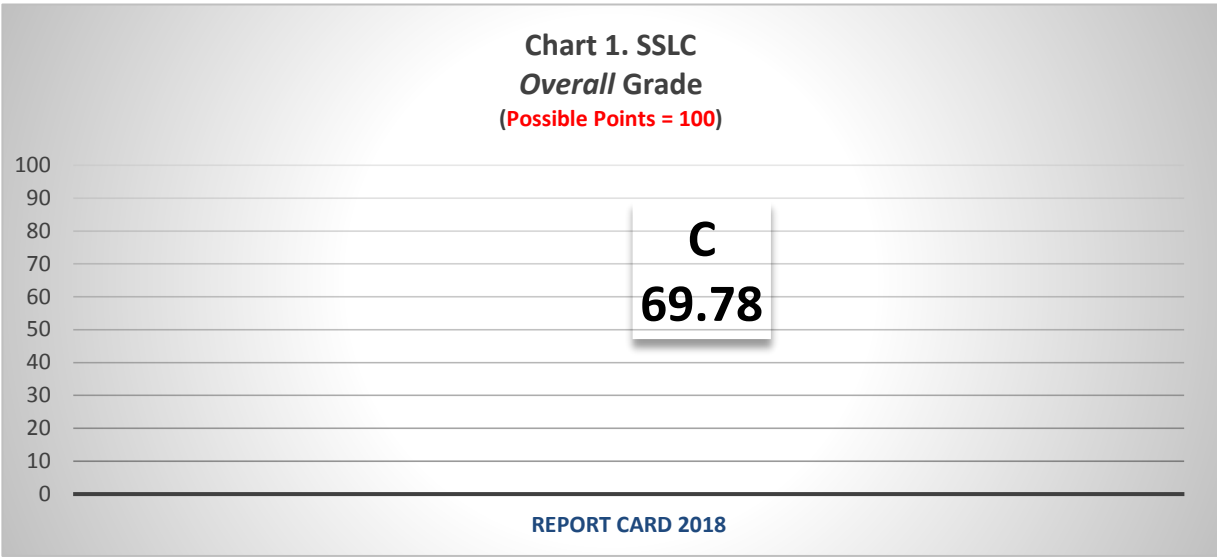
This section includes analysis of academic performance of the school towards meeting the Department's Standards of Excellence –A-F School Grading System through the 2017-2018 school year.

Overall Standing. Chart 1 illustrates SSLC's overall school grade in 2018 (1st year of its current contract). The school earned 5 bonus points. Without such bonus points the school would have earned the same letter grade. Note that beginning in 2018-2019 bonus points will be eliminated as part of the state's federally approved Every Student Succeeds Act (ESSA) Plan.³ While the school did earn enough points to earn a “B” overall, the school's grade was reduced by one letter to a “C” because it failed to test 95% of eligible students.

¹ The “A-F School Grading: Frequently Asked Questions [FAQ]” by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>.

² Final Part A excludes similar schools comparison because such information was not available at the time this report was completed.

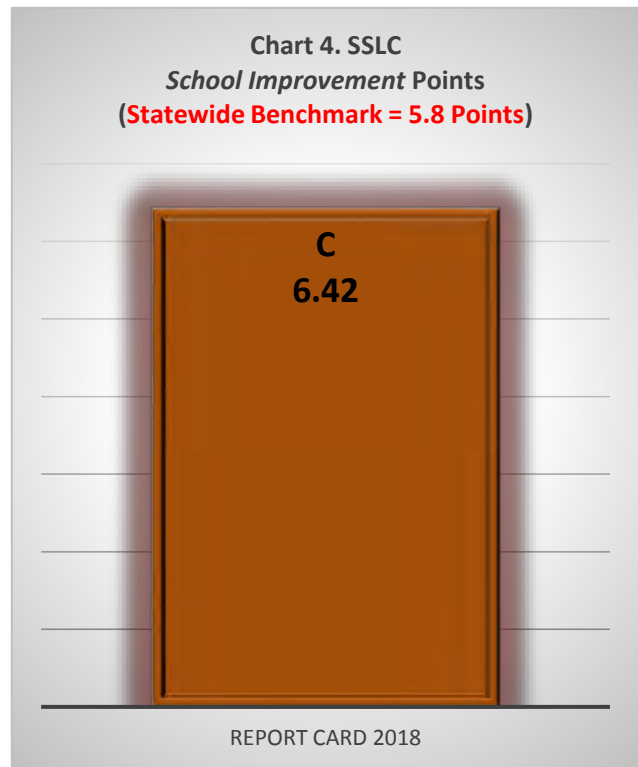
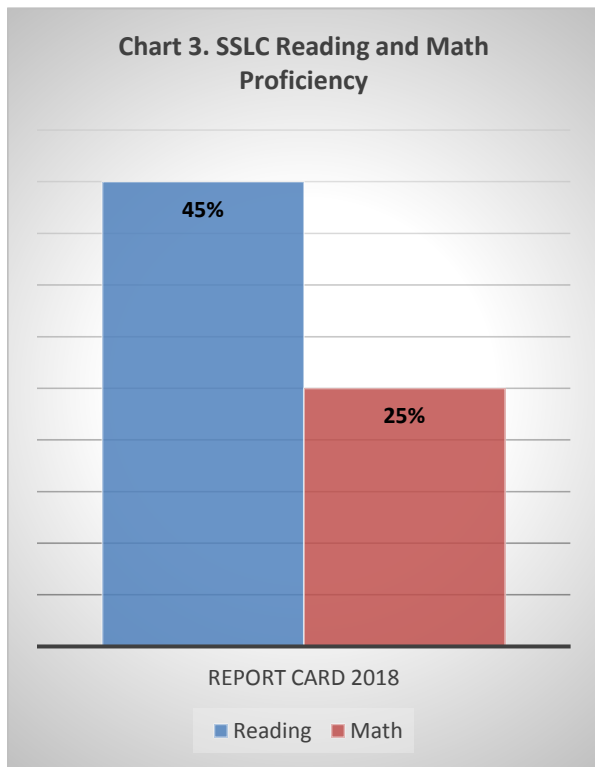
³ See New Mexico Rising: New Mexico's State Plan for the Every Student Succeeds Act, p. 70 which may be obtained at: <https://www2.ed.gov/admins/lead/account/stateplan17/nmcsa2017.pdf>



Current Standing Current standing measures both grade level proficiency and student performance in comparison to expected performance based on statewide peer performance; statewide peers are identified based on prior achievement and student mobility. In 2018 (Chart 2), the school earned 14.32 points out of 30 possible points in this category, which was above the statewide benchmark (established in 2012) of 12.5 points.

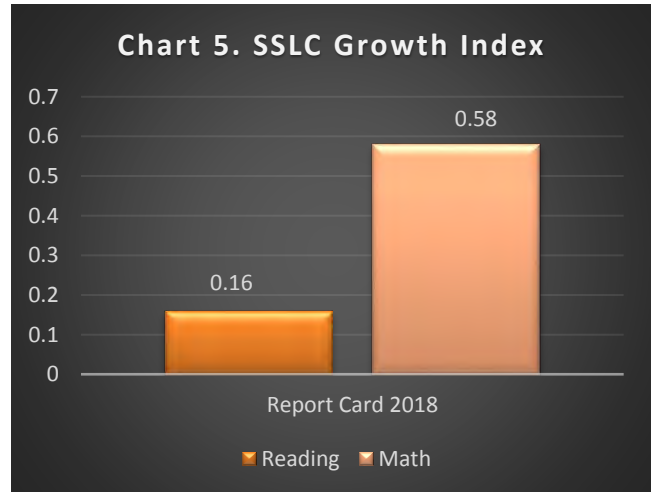
School Improvement. The *school improvement* performance (formerly known as *School Growth*) on the School Grading Report compares overall student performance from year to year was examined as well as compared to similar schools. Growth can be positive or negative. When it is positive, school performance is better than expected when compared to others schools with the same size, mobility, and prior student performance. In Chart 4, the school

earned 6.42 points and received a letter grade of “C” in the category. The score was above the statewide benchmark.

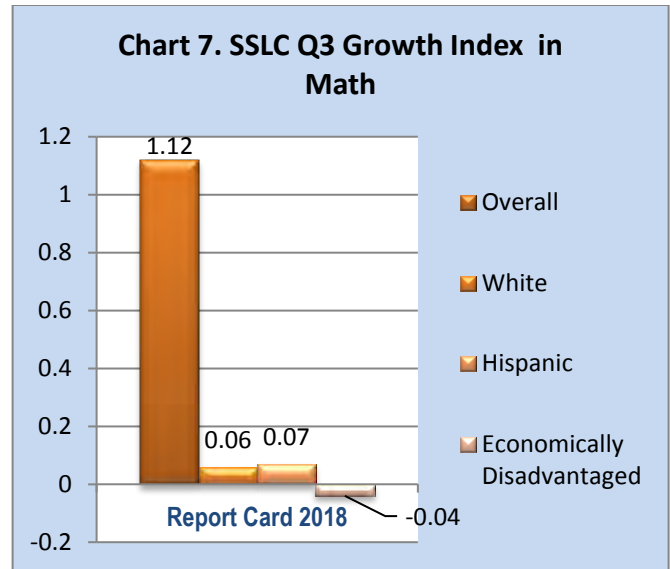
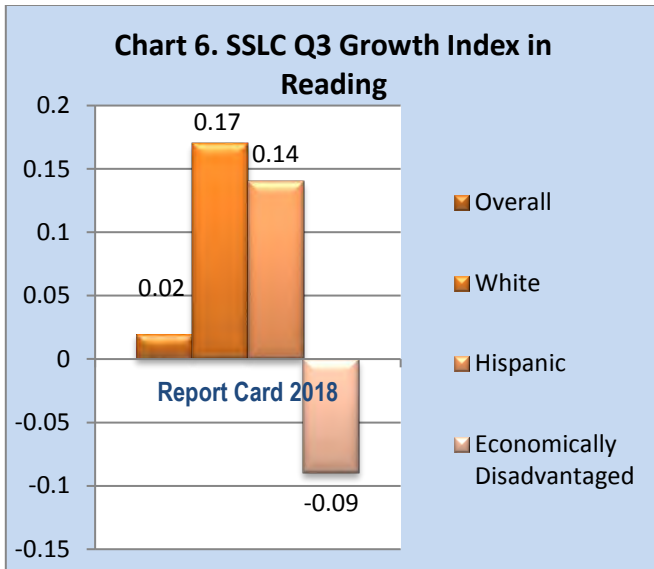


Under the *school improvement* section of the 2017 School Grading Report growth indices for both reading and math are presented. A growth index of zero (0) indicates the expected score for each area when compared to other schools with the same size, mobility and prior student performance. A positive index indicates that the school performed better than was expected while a negative index indicates that the school did not perform as expected when compared to similar schools and students.

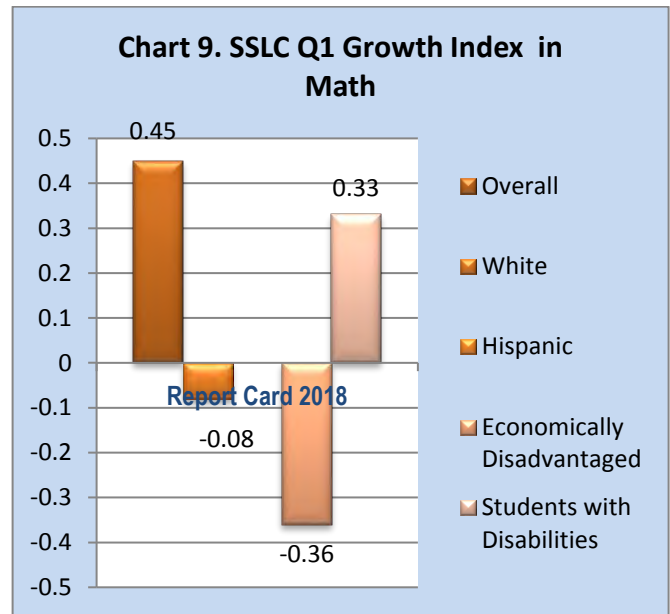
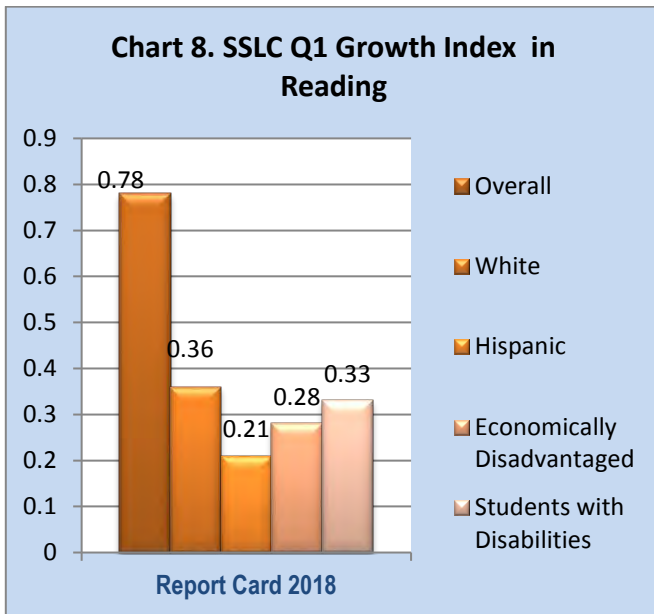
A positive school growth index was observed in both math and reading.



Subgroups within Higher-Performing Students (Q3). In Q3 student growth, the indicator evaluates changes in comparative performance for the school’s higher-performing students (top 75%). Most subgroups (with unmasked data) met expected growth in reading except for Economically Disadvantaged. Overall growth index was met. In math, all subgroups met expected growth. The overall growth index was met as well.



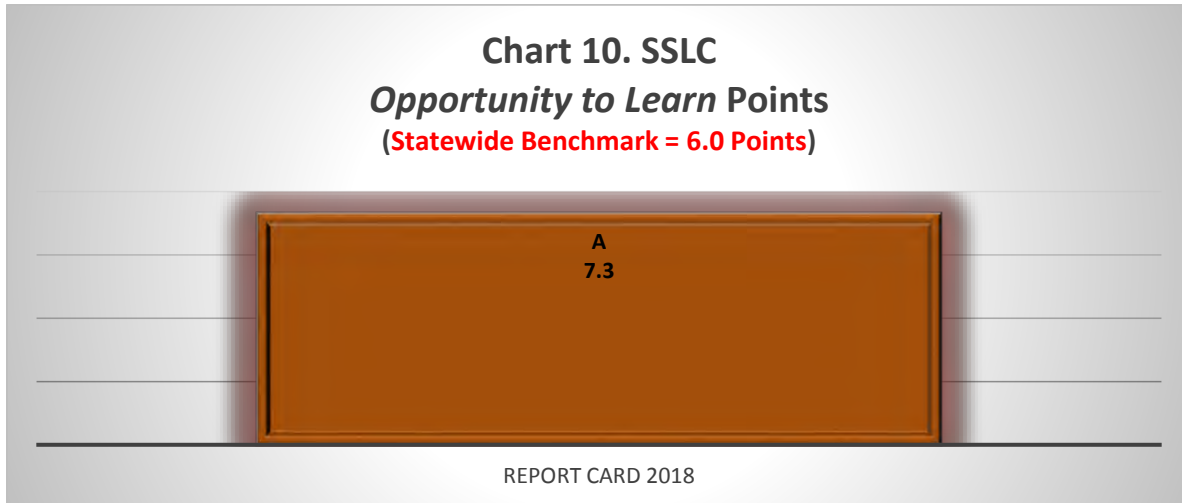
Subgroups within Lowest-Performing Students (Q1). In Q1 student growth, the indicator evaluates changes in comparative performance for the school’s lowest-performing students (lowest 25%). All subgroups met expected growth in reading. Overall growth index was met. In math, 1 subgroup met expected growth and the overall growth index was met as well.



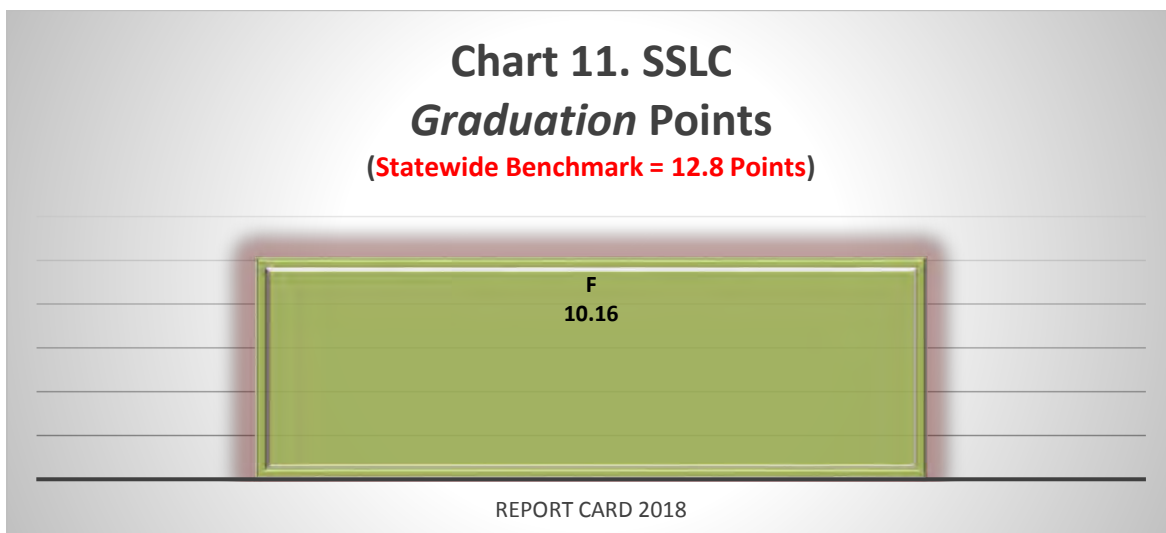
Opportunity to Learn (OTL). Opportunity to learn represents the quality of learning environment schools provide)⁴. This indicator is based on attendance and a classroom surveys administered to students (or parents in grades K-2). High schools can earn 8 total points (3 for attendance, 5 for the survey). The

⁴ The “New Mexico School Grading Technical Guide: Calculation and Business Rules for Schools and Districts” document by the New Mexico Public Education Department may be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>.

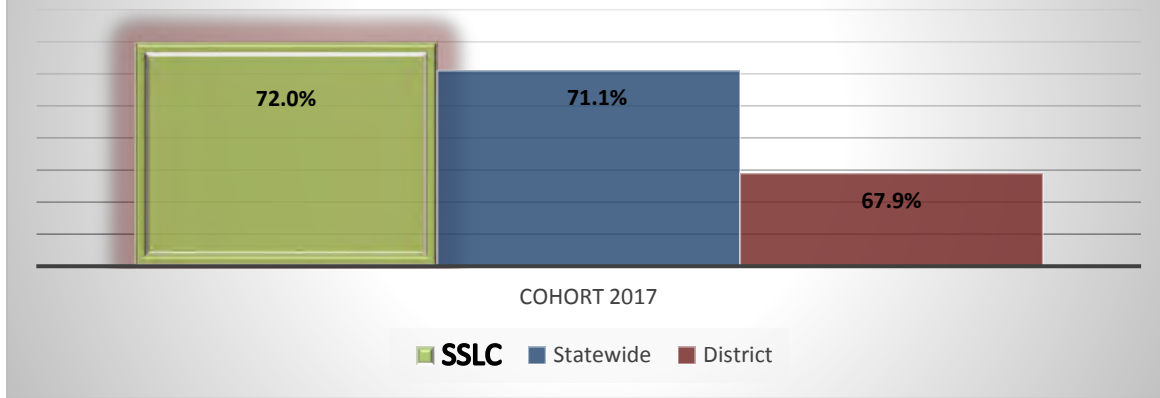
target for attendance is 95%. SSLC performed well exceeding the statewide benchmark and earning the majority of possible points. In 2018, the school had an attendance rate of 95% and along with results from the surveys earned 7.3 points which was above the statewide benchmark. The school earned a letter grade of “A” in the category.



High School Graduation. This indicator is calculated based on 4-year, 5-year, and 6-year rates and the annual increase in the 4-year graduation rate and is based on three years of data (Ibid). Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the Shared Accountability method. Schools are proportionally accountable for student graduation for all students in a graduation cohort who were enrolled in their school for any amount of time. The model includes 4-year, 5-year, and 6-year rates, which produce a maximum of 8, 3, 2, and 4 points respectively. The extended-year rates include only members of the prior 4-year cohort and do not allow new entrants in subsequent years. The school’s graduation cohorts of 2017 did not meet the statewide goal of 90%. SSLC had a 72% graduation rate for cohort of 2017. However, the school outperformed both the surrounding district and state when it comes to 4-year graduation rate.



**Chart 12. SSLC
4-Year Graduation Rate (Multi-Year)**

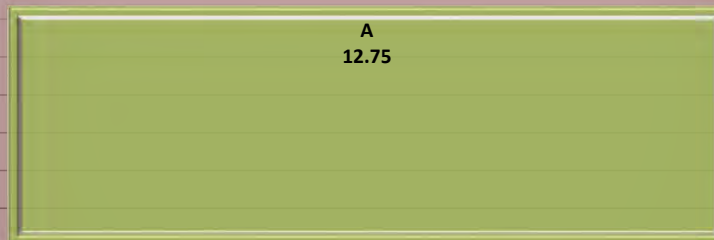


College & Career Readiness (CCR). This indicator evaluates the percent of cohort members (high school students' 4th year) who show evidence of college or career preparation, along with the proportion of those students meeting a success benchmark⁵. Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. College and Career Readiness is composed of *Participation* (5 points) and *Success* (10 points) yielding a total 15 points in the high school's overall grade. The statewide benchmark for points earned is 9.

Chart 14 illustrates the total *College and Career Readiness (CCR)* points earned during 2018. SSLC did well, surpassing the statewide benchmark and earning a letter grade of "A" in the category. The school report card data indicated that 79% of students at the school participated in *College and Career Readiness* opportunities (such as PSAT, dual credit, PLAN, which resulted in the school earning 3.95 points out of 5 for this portion of the category). Out of the 79% of SSLC students who participated in *College and Career Readiness* opportunities in 2018, 88% were successful resulting in an additional 8.8 points earned (10 possible) for this portion of the category.

⁵ See the "New Mexico School Grading Technical Guide: Calculation and Business Rules" document which can be obtained at: <https://aae.ped.state.nm.us/SchoolGradingLinks/1617/Technical%20Assistance%20for%20Educators/Technical%20Guide%202017.pdf>

Chart 13. SSLC College & Career Readiness Points (Statewide Benchmark = 9.0 Points)



REPORT CARD 2018



1b. Specific Charter Goals

SSLC's current contract began July 1, 2017 contract with the Public Education Commission (PEC) (signed by charter representative on June 4, 2018 and PEC chair on June 6, 2018) under NMSA § 22-8B-9(A). The school does not have charter-specific goals.

Condition(s)

SSLC **met** the conditions placed upon it by its authorizer which states that:

"...by the end of fiscal year '17, the school must receive an unmodified audit opinion and demonstrate continued decreases in the number and severity of audit findings, requirements that the school regularly report on the corrective actions identified in the renewal responses and that the school affirmatively work with CSD to address the concerns about ELL services..." (PEC meeting transcripts, page 464, December 8, 2016).

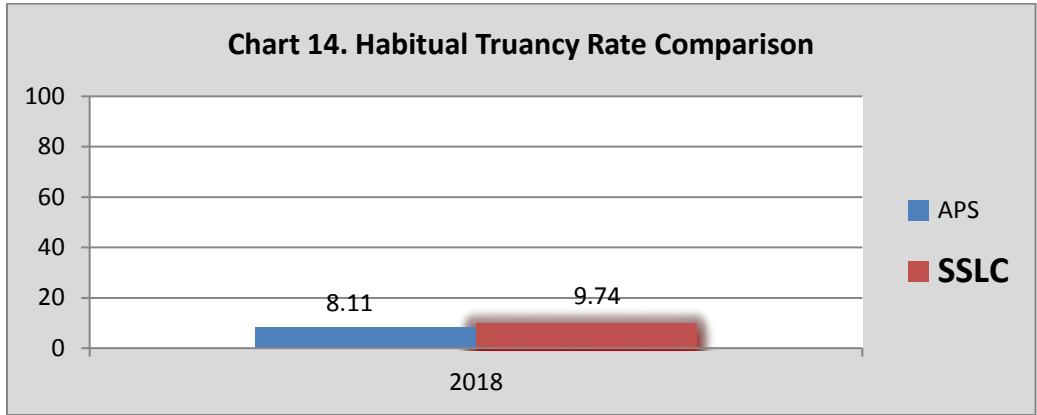
The school received an unmodified audit report for FY17. Further details on the audit is provided in Section 2 entitled "*Financial Compliance*" of this report. The school also provided evidence that it has followed-up on potential under-identification of English Learners who were flagged in the STARS "*ELP Error Report*" as possibly having been mis-identified as "*Initially Fluent English Proficient [IFEP]*" but may in fact be English Learners. The school provided results of its research on each student's eligibility status and plan for notifying parents of their child's eligibility for Language Acquisition Services.

Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

Habitual Truancy

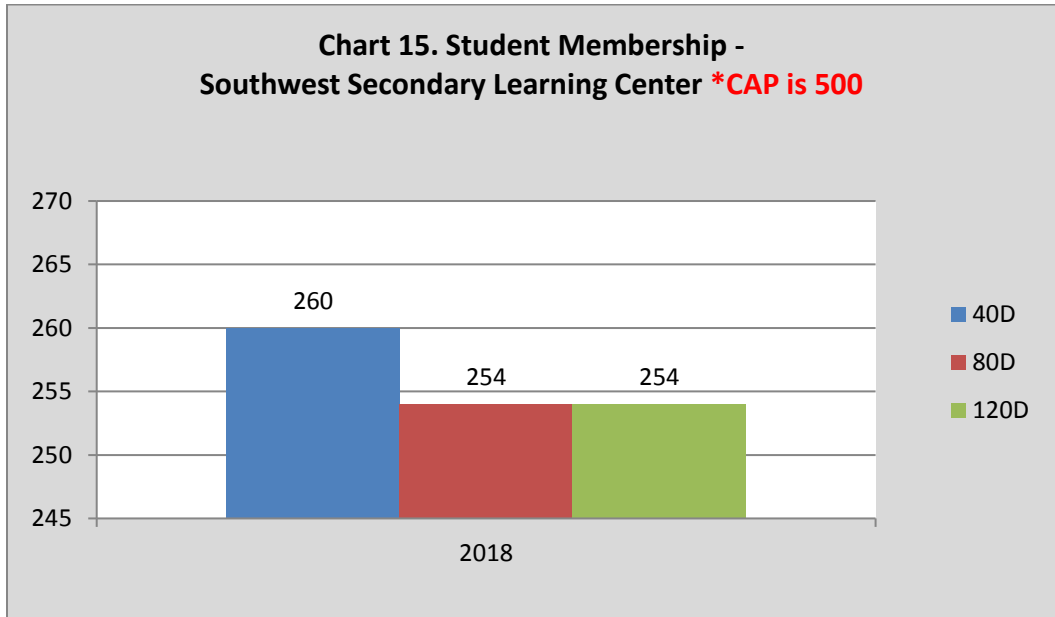
The chart below reflects the school’s habitual truancy rate compared to the local district, Albuquerque Public Schools (APS). Southwest Secondary Learning Center’s (SSLC) habitual truancy rate was slightly higher than the local school district in 2017-2018. Caution should be used when interpreting this data as some schools inadvertently included all absences rather than unexcused absences only.



Source: STARS → District and Location Reports → Mobility and Truancy → Habitual Truant Student Totals by District and School

Student Membership (Enrollment)

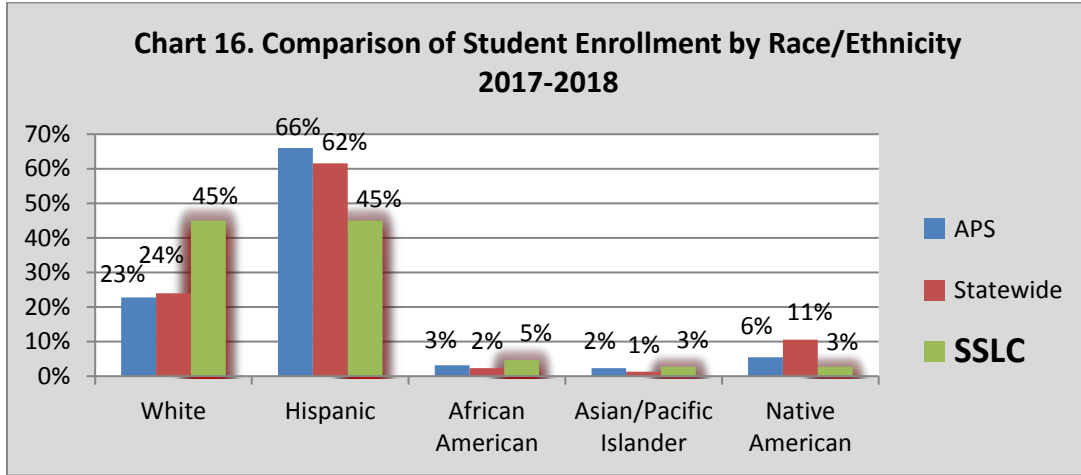
The chart below shows the school’s student membership to date during the current contract term (2017-2018). Enrollment was below enrollment cap in 2017-2018.



Source: STARS → District and Location Reports → Membership Reports → Membership – District Detail Report

Enrollment by Race/Ethnicity.

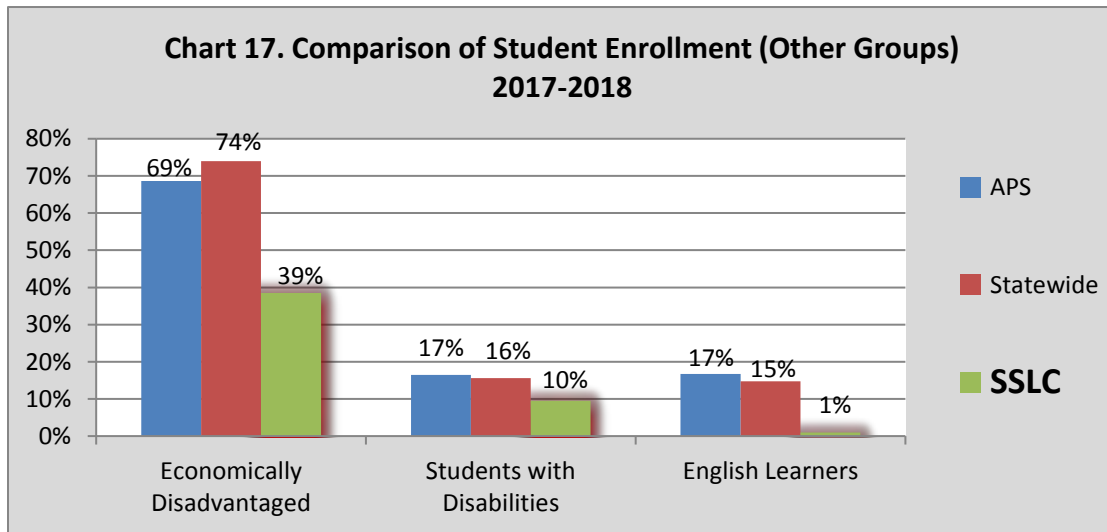
The school’s student demographic data (next page) shows that it serves a *higher* White population and a *lower* Hispanic population when compared to the surrounding district and the state. The discrepancies in the subgroup enrollment at this school are greater than 10% difference in both the school’s White and Hispanic populations as compared to the local district percentages.



Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Enrollment by Other Subgroups

The school has a *lower* population of economically disadvantaged students than both the local district and the state (over 40 percentage points fewer). The school serves a *lower* number of English Learners with .83% of the student population identified, as compared to 17% in Albuquerque Public Schools. The school also has a *lower* percentage of students with disabilities (9.5% vs 17%).



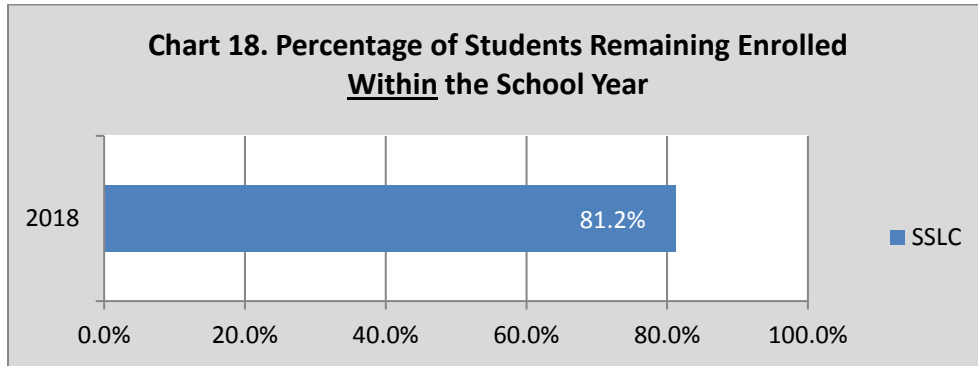
Source: STARS → District and Location Reports → General Reports → School Demographics with Charts

Retention and Recurring Enrollment

This section provides the school and its authorizer information within and between school years.

The PED (next page) calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

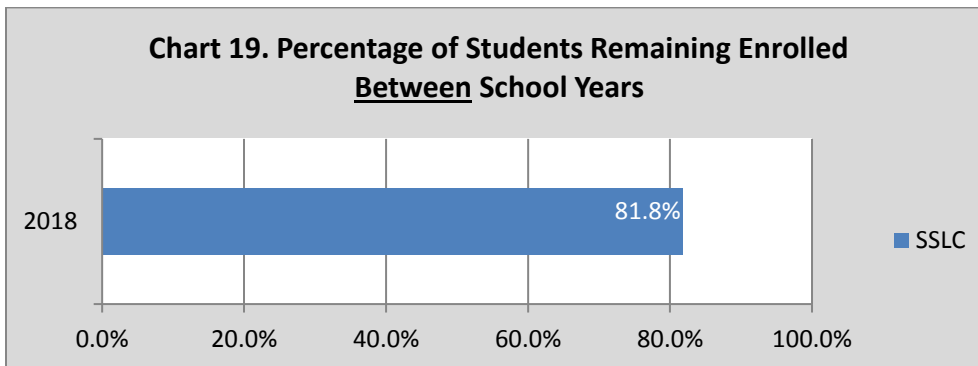
The student enrollment data shows that the percentage of students enrolled at the beginning of the school year who remained enrolled at the end of the school year was 81.2%.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identified students who reenroll on or before the 10th day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond their control are removed from the data set.

The chart below illustrates recurrent enrollment at the school. Student enrollment data indicates that 81.8% of the students that completed the school year in 2016-2017 returned to the school in 2017-2018.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

SECTION 2. FINANCIAL COMPLIANCE

2a. Audit

Figure 1. Fiscal compliance as a condition of current contract.

Audit Year	# of Findings	# of Repeat Findings	# of Material/Significant Findings
FY17	2	2	2
<i>Unmodified Audit</i>			

Summary of Fiscal Report

In **FY17**, the school received **2 significant deficiency finding** on issues related to (1) controls over cash disbursements and (2) payroll.

- **2016-003 Controls Over Cash Disbursements Significant Deficiency Repeated and Modified**
Condition: In 2 out of 25 disbursements tested, the purchase order was dated after the invoice date, indicating that the purchases were not properly approved before they were made. The amount of the disbursements noted equals \$899.59.
- **2016-005 Payroll Significant Deficiency Repeated and Modified**
Condition: We tested 25 payroll transactions and noted the following:

 - In 1 case, the I-9 form was not signed by the employee
 - In 2 cases, the I-9 form was not signed by the employer
 - In 7 cases, there were incomplete copies of documents included with the I-9 form
 - In 2 cases, the I-9 on file is not complete; all appropriate sections are not filled out
 - In 1 case, the employee’s contract stated a particular number of installments over which their contract would be paid, but the employee’s contract was paid out over a different number of installments

2b. Board of Finance

The governing council of SSLC’s Board of Finance was suspended August 28, 2014 and re-instated January 1, 2018 upon improvement of financial operations.

SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

3a. Charter Material Terms

The School's mission statement is as follows:

- i. The mission of the Southwest Secondary Learning Center is to sustain a high performing learning community by preparing computer-literate students for college or a career through a blended learning model that is individualized, self-directed and flexible.

The contract identifies the following educational program as a material term of the charter:

Educational Program of the School.

- i. The Southwest Secondary Learning Center provides students with a flexible schedule where students can choose from daily sessions, four days a week beyond the traditional school hours. The classes are taught through a blended learning model. Core classes are taught through online programs purchased by the school. The classrooms/main lab (the computer lab) are staffed by content area teachers during each session who assist the students with questions that they have with the content being presented online. Additionally, each student has a sponsor teacher that ensures that the student is on track with the online program to ensure that there is appropriate progress being made towards graduation.
- ii. Southwest Secondary Learning Center students are provided with a high tech elective, Smart Lab offered in grades 9 through 12 (required in grades 9-10 and offered to grades 11-12). The Smart Lab is a 21st century classroom that meets career cluster and workplace readiness competencies. Students are exposed to the 8 systems of technology coupled with high speed Internet connections, advanced graphic arts, computer aided drawing, movie special effects, science data acquisition, control technologies, robotics, electric and pneumatic circuitry, publishing, computer simulation, and multimedia interactive presentations utilizing advanced software.
- iii. The Southwest Secondary Learning Center provides students and families with a "Sponsor" teacher that acts as an intermediary to all areas of the school.
- iv. The Southwest Secondary Learning Center provides students with online courses that can be accessed 24 hours a day/ 7 day a week from anywhere they have access to the internet.
- v. Southwest Secondary Learning Center students have access to dual-credit college coursework.

3b. Organizational Performance Framework

The organizational framework includes indicators, measures, and metrics related to compulsory attendance, governing body requirements, employee rights, student rights, and generally all

responsibilities and duties of the charter school that are already required through state and federal laws. For each measure within the framework the school receives 1 of 3 ratings: “Meets Standard,” “Working to Meet Standard,” or “Falls Far Below Standard.” During the 2017-2018 school year, Southwest Secondary Learning Center Charter School received the following ratings:

Figure 2. 2017-2018 Organizational performance ratings (17 indicators total).

Meets	Working to Meet	Falls Far Below
8	7	2

Summary of “Falls Far Below” Ratings

- Business Management and Oversight.** A significant repeated audit finding regarding controls over cash disbursements was found were in 2 out of 25 disbursements tested, the purchase order was dated after the invoice date, indicating that the purchase were not properly approved before they were made. The amount of the disbursements noted equals \$899.59. A second repeated audit finding regarding payroll in which multiple I-9 forms were not completed along with one case were an employee’s contract was paid out over a different number of instalments than stated in their contract is also noted.

3c. Governing Body Performance

According to the last reporting from this school, Southwest Secondary Learning Center (SSLC) has five members serving on their Governing Body. Based on the information provided to the PED, the following members are currently serving on Southwest Secondary’s Governing Board:

Figure 3. Governing council composition.

Name	Role	Service Start Date	Membership Status	FY18 Training Requirements
Deborah Lansdell	President	July 26, 2017	New	Complete
Krista Keay	Vice-President	July 26, 2017	New	Complete
Laura Sanders	Secretary	December 12, 2017	New	Complete
Sean Hendrickson	Member	July 13, 2016	Continuing	Complete
Michael Hamel	Member	July 11, 2018	New	In process

Justine Vigil is the current business manager for Southwest Secondary Learning Center. Heather Riley is the current CPO.