

School Support and Readiness Assessment Summary Report

School: Deming Cesar Chavez Charter High School	LEA: Deming Public Schools
School Leader: Noel Nuñez	LEA Leader: Vicki Chavez, Superintendent
SSRA Team Leader: Regina Timms	Date: November 8, 2023
School Description	
<p>Deming Cesar Chavez Alternative High School is a charter school in Deming, New Mexico. Its student population comprises 160 students, with 25% of its population English Learners (ELs) and 25% Students with Disabilities (SWDs). The school serves students in a traditional setting where students attend Monday through Thursday from 7:45 am to 4:15 pm. In addition, they serve adult students on Tuesdays and Wednesdays from 5:30 to 7:00.</p> <p>Their mission is to provide students with an excellent education with effective life skills that build a positive self-image. On the school's website homepage, it reads:</p> <p style="text-align: center;"><i>At Deming Cesar Chavez Charter High School, each student is offered a chance to continue his or her high school education and earn a high school diploma. It does not matter to us if you have already dropped out of high school, or if you have had problems from your last high school. In fact, if you are struggling and need a high school to help you focus on your studies and job skill development, DCCCHS may be the right choice for you.</i></p> <p>Deming Cesar Chavez Charter High School (DCCCHS) is a dynamic school that provides students with academic and real-life experiences, preparing them for life. Programs include cosmetology, CTE, driver's education, core classes, and credit recovery; an adult learning academy is for students above 18 who need additional support in a typical day setting.</p>	
School Successes and Celebrations	
<p>Deming Cesar Chavez identifies the student population as the school's core strength. It was evident that students, staff, and families feel welcome and safe; many view the school as a place of family. Not only do teachers check in on students, students check in on staff when they see that the adults need additional support.</p> <p>Perspectives of the school are changing based on the experiences of students and families. Because of that shift, Deming Cesar Chavez is becoming a school of choice. In addition, the</p>	

school community embraces adult learners because they, too, deserve the extended opportunity to graduate. Many of the school's students face significant life challenges and often are the first in their families to graduate from high school.

In the last two years, the school's graduation rate has increased—a source of pride. Every year, it continues to improve. The graduation rate went from 34% to 70% in five years because of the school's enriching opportunities, meeting students where they are, creating a welcoming environment, nurturing a supportive staff, and facilitating a culture where anything is possible. School leaders and staff remind their students daily, "Si se puede," which means... "Yes, you can!"

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

To what degree is the school's instructional infrastructure in place, understood, and utilized by school leaders and teachers?

Promising Practices:

Director Nuñez and other school leaders at DCCCHS are committed to getting students to school and providing transportation to students who live beyond the bus boundaries. As a foundational support for increasing attendance, there is a process of phone calls, text messages, and home visits to ensure students regularly attend.

Deming Cesar Chavez offers a variety of opportunities for students, such as cosmetology, welding, dual credit, and evening classes. Diversifying the courses at the school is an intentional strategy to offer culturally relevant classes.

Another promising school practice is its Reading Plus intervention program and a reading specialist on site. After conducting a root cause analysis, school leaders discovered that reading was a high-leverage area to support student performance overall.

Opportunities for Growth:

As school leaders have prioritized reading support, there is an opportunity to adjust the master schedule to provide additional time for reading intervention.

While reading intervention will significantly impact students' performance, all teachers will strengthen their instructional effectiveness if they better understand their core standards. In interviews, many teachers mentioned that the standard they were teaching was posted on the first slide of the lesson; it was not observed during walkthroughs. Students benefit from multiple references and opportunities to reflect on a day's learning objective.

DCCCHS has established a robust system to track and give feedback to seniors on their

progress toward graduation, outlined in a Next Step Plan. All students could benefit from this method of monitoring their credits to graduate on time. Starting the system as freshmen would allow students, families, and staff to stay informed and intervene earlier if necessary.

Potential Next Steps:

Director Nuñez will follow up with teachers about vertical alignment to ensure learning gaps are not created from one grade to the next. Students benefit from teachers using familiar vocabulary, learning strategies, and academic routines across content and grade levels. A pivotal focus would be standardizing learning objectives to be student-friendly, explicit about the learning for the day, and measurable so students can determine their learning progress and achievement.

As the school has established the Next Step Plans as a priority for student learning, they will increase the frequency of its use during the year. Continually revisiting the Next Step Plans at the end of each grading period will keep it in the students' minds. Extending the process to incoming freshmen and all students who come in at any point in their education will facilitate a common language among all students, building the school's academic culture.

In reflection, Director Nuñez will visit the master school to determine if students could benefit from an A/B or hybrid block schedule. He will work with his team to determine if the Reading Plus class is proving a solid intervention or if an advisory period to review the Next Step Plans will be useful. A reading intervention class is now in the master schedule for students with the greatest needs, and Director Nuñez will monitor student needs to identify if additional courses are necessary.

DOMAIN 4: Talent Management

To what degree does the school ensure effective teachers are hired, retained, developed, and leveraged to improve student outcomes?

Promising Practices:

At Deming Cesar Chavez, they provide a focused meeting to ensure that staff are aware of the specific needs of their students. During Monday Meetings, teachers analyze data and collaboratively identify strategies to support student learning.

During interviews, many members of the school community commented on the visibility and presence of Director Nuñez, which is an essential practice of leadership. Students reported feeling seen and heard by him. Some believe he has a way of knowing when they are struggling on any given day.

Opportunities for Growth:

Observation and Feedback Coaching Cycles (OFCCs) are a strategic way for Director Nuñez to monitor that the ideas and plans generated in the Monday Meetings lead to change in the classroom. Teachers will benefit from observations and feedback focused on high-leverage instructional strategies. As teacher performance improves, so too do student outcomes.

Potential Next Steps:

Director Nuñez looks forward to establishing a consistent cycle of classroom observations and feedback with his teachers. He and his team will build a schedule that distributes and prioritizes time for this system every week. When an observation is done, the feedback session must occur within 24-48 hours to ensure teachers engage in a data-driven conversation about improving practice. Fortunately, the school has a staff member who can provide coverage for a teacher to receive face-to-face feedback.

As the instructional team increases the frequency of walkthroughs, they will focus on identifying implemented interventions and evidence that students need more support. As staff are committed to adjusting their practice as needed by students, they will benefit from the coaching support of their administrators. A consistent cycle of observation, feedback, and observation for monitoring implementation is a high-leverage practice for school improvement.