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**Charter Schools Division**  
**Revised Renewal Analysis and Recommendation**  
**November 9, 2023**

**School Name:** Southwest Preparatory Learning Center

**School Address:** 10301 Candelaria Road NE Albuquerque, NM 87112

**Head Administrator:** Jonas Cossey

**Governing Board Chair:** Cristobal Ortiz

**Contract Term:** 2019–2024

**Statutory Renewal Requirements**

According to New Mexico Statutes Annotated (NMSA) 1979, Section 22-8B-12 K., a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school:

- (1) committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- (2) failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- (3) failed to meet generally accepted standards of fiscal management;
- (4) for a charter school located on tribal land, failed to comply with ongoing consultations pursuant to the Indian Education Act; or
- (5) violated any provision of law from which the charter school was not specifically exempted.

**Preliminary Renewal Recommendation**

The Charter Schools Division (CSD) recommends that Southwest Preparatory Learning Center be renewed for a term of five years without conditions.

## Part B: Progress Report

The school’s narratives in Part B are rated Meets Standard, Demonstrates Substantial Progress, or Failing to Demonstrate Progress according to the rubric on pages 6-7 of the 2023 Charter School Renewal Application.

Part B: Progress Report	
Academic Performance	Rating
1.a. Student Outcomes	Meets the Standards
1.b. Mission-Specific Goals	Demonstrates Substantial Progress
Organizational Performance	Rating
2.a. Educational Program	Meets the Standards
2.b. Financial Compliance	Demonstrates Substantial Progress
2.c. Governance Responsibilities	Meets the Standards
2.d. Equity and Identity	Demonstrates Substantial Progress
2.e. Tribal Consultation	N/A
2.f. Other Performance Framework Indicators	Demonstrates Substantial Progress

### 1.a. Student Outcomes

The school outperformed 89.3% of elementary and middle schools for a Vistas designation of Spotlight in 2021-22. The school’s proficiency rates for reading, math and science were 46%, 34% and 49% respectively, compared to statewide proficiencies of 34%, 25% and 33%.

During the charter term, SPLC consistently focused on academic assessments to determine student academic needs and in 2021-22 hired an academic interventionist to support reading strategies.

The PED is releasing 2022-23 [Vistas](#) data publicly at 5:00 PM on November 1, 2023. The data were provided to CSD the morning of November 1 so it could be incorporated into this report. Overall Vistas score was not available prior to the public release, but the school’s 2022-23 proficiency and growth rates, compared with the district where the school is located and statewide data, are:

2022-23 PED Accountability Data	Proficiency			Growth	
	ELA	Math	Science	ELA	Math
Southwest Preparatory Learning	44%	33%	48%	-2%	-1%

Center					
Albuquerque Public Schools	40%	25%	35%	4%	0%
New Mexico Statewide	38%	24%	34%	4%	0%

**1.b. Mission-specific Goals**

The school has struggled to meet their mission-specific goals over the contract term, due in large part to the way the goals were written, with performance by multiple grade levels within a single goal. This resulted in multiple data sets and the need to reconcile performance that differed grade to grade. In addition, the denominator for the measure was smaller than anticipated because it was defined by students who were enrolled between Day 120 of the prior school year to Day 120 of the current school year (as opposed to Day 40 of the current school year to Day 120 of the current school year, which many schools use in their goal definitions).

CSD’s Part A of the application indicated that the school had not met Goal #2 in 2021-22 but the school’s Part B indicated that it had. The data are contradictory, and the staff member in charge of data tracking at the school was unavailable during the finalization of this report. The head administrator will be prepared to discuss the data tracking issue in detail at the renewal hearing.

**2.a. Educational Program**

Southwest Preparatory Learning Center is implementing the educational program exactly as it is described in their contract, as confirmed by Part B of the application, student, parent, and teacher focus groups as well as observations at the renewal site visit. The Smart Lab course is a favorite of students, but the Edgenuity classes (one in 7th grade and two in 8th grade) are less popular. The school has phased in Edgenuity classes in middle school (grade 6, 7, and 8) to prepare students for high school.

During classroom observations the renewal site team was able to clearly see the educational program in full effect. In the Pre-Algebra class an observer noted that the students were highly engaged, participating and problem-solving and that the teacher was very well-organized. The class’s objective was clearly written on the board along with homework, visuals and academic vocabulary; during the observers time in this classroom, students reviewed a test. In the 4th/5th ELA class the observer noticed that since the visit was being conducted on a Friday, they had a more relaxed day, but the teacher was playing a MadLibs style word game with all of the students; one student who spoke with the observer informed her that Monday-Thursday they have a routine where they do word work, silent reading and journaling. They recently finished a project on Maya/Inca culture where they watched a movie and wrote an essay. The classroom has an abundance of books and writing journals. The last class that was observed was Edgenuity and as students, teachers and head administrator pointed out is the class in

which they struggle to keep the students engaged. The lack of engagement stems from how the overall Edgenuity program is set up (it is outdated).

As mentioned above, students, parents and teachers are very happy at SPLC. Students expressed that the work that they do is challenging but that they can always speak with their teachers for assistance and tutoring. All students absolutely love the SMART lab because they are able to work on projects with robots, create solar powered cars. SMART lab helps students achieve success in classroom presentations, following instructions and working collaboratively as a team. SPLC has a very passionate teacher running the SMART lab and her rapport with students is positive and full of respect amongst all students.

In the parent focus group the feelings were mutual. They like the small school environment-small class sizes, flexibility and the inclusivity of all students. Parents mentioned that from the beginning of the school year they know what their child's curriculum and expectations are. The parents also like that the students can have the same teacher for 4th and 5th grade, they feel that the teacher is able to fully see the growth of their student in the same class.

## **2.b. Financial Compliance**

The school had two significant deficiency audit findings in FY2021 but none in any other contract year and no repeat findings or material weakness findings in any fiscal year of the term.

The school's financial workflow is clearly defined, apart from the roles and responsibilities of cash handling, which should be clarified. The school conducts an internal review to assess and enhance internal controls whenever they see that the process is not working. Overall, the school has been making efforts to improve internal controls and maintain consistent reporting to regulatory bodies which is reflective in their annual audits.

## **2.c. Governance Responsibilities**

The governing board has been at full membership for the entirety of the contract term. There were untimely board vacancy notifications in FY2023 but no other years, and all board members have completed their required training hours in every year of the term.

## **2.d. Equity and Identity**

The school has an Equity Council, has completed all requirements for Culturally and Linguistically Responsive (CLR) instruction, and offers CLR training to staff annually. The school offers social emotional learning (SEL), counseling, and social work. Professional learning communities (PLCs) analyze data for all student groups, but the student population does not reflect the demographics of the community as well as it could. The school offers a free after school program but does not offer school lunches or transportation.

## **2.e. Tribal Consultation**

The school does not fall under the Indian Education Act (NMSA 22-23A) or the 6.35.2 NMAC definition of a “historically defined Indian-impacted” school.

**2.f. Other Performance Indicators**

The school provided satisfactory explanations for all indicators in Part B of the application.

Unrated Sections of Application	
Part D: Petitions of Support	Submitted as Required
Part E: Facilities	Submitted as Required
Part F: Change in Authorizer	N/A