

School Support and Readiness Assessment Summary Report

School: Southwest Secondary Learning Center	LEA: State Charter
School Leader: Lisa Mora	LEA Leader:
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School Description	
<p>Southwest Secondary Learning Center is a state-charter school serving 145 students in grades 9-12. The student population is relatively diverse, with the following demographic groups: White, 52% Hispanic, 32% American Indian/Alaska Native, 8% Black, 5% Two or More Races, and 1% Asian. About 20% of the students have IEPs, 2% are English Learners, and 12% are gifted.</p> <p>The school's website states, <i>"Our online learning platform guides students through a rigorous Common Core-aligned flex model curriculum. Self-guided lessons, at-home learning, and flexible scheduling as needed means kids can pursue their passions in and out of school."</i></p> <p>SSLC allows students to finish high school while pursuing degree credits at Central New Mexico Community College (CNM) or the University of New Mexico (UNM). In the dual enrollment program, students attend college-level classes while receiving the full support of their high school teachers.</p> <p>SSLC students attend in person while completing a combination of teacher-led instruction in specially designed math and English language arts (ELA) classes and teacher-supported instruction in a computer lab using the Edgenuity curriculum. Students with a demonstrated track record of success can attend remotely under a specific performance contract that outlines the expectations for continued remote attendance.</p> <p>The mission of Southwest Secondary Learning Center is to sustain a high-performing learning community by preparing computer-literate students for college or a career through <i>a blended learning model that is individualized, self-directed, and flexible.</i></p>	
School Successes and Celebrations	
<p>SSLC is celebrating the very recent five-year renewal of its charter contract. The Executive Director noted the renewal includes some conditions that she believes will improve the school's reading and math proficiency and the graduation rate.</p> <p>SSLC is proud of its relationships with CNM and UNM, allowing it to offer its students dual credit in various trades, such as auto and diesel mechanics, health occupations such as dental hygienist, and college credit coursework.</p>	

Significant successes and celebrations include a STEAM Smart Lab program at SSLC. Students in 9th and 10th grade (and beyond as an elective) participate in a unique program of project-based, hands-on learning based on student interest and talent. The hands-on Smart Lab provides integrated learning through more than 175+ unique projects combining STEM and the arts. Students work in small groups on projects of their choice to build their skills in collaboration, critical thinking, and problem-solving.

Projects and classes within the STEAM Smart Lab can lead to industry certifications, such as Microsoft's certification in Maker Bot. A student recently placed first in the state and was welcomed to a national conference. The STEAM Smart Lab allows students to work with partners and in teams, which addresses some of the socialization challenges often associated with online learning.

SSLC also boasts a stable teacher workforce with minimal turnover. Three school graduates now work there, two as teachers and one as an educational assistant.

DOMAIN 1: CULTURE & EQUITY

To what degree has the school established equitable practices that ensure ALL students and staff have an opportunity to reach their full potential?

Promising Practices:

SLCC is a small school with strong relationships among the staff and with parents. Teachers feel they are part of a community and comfortable reaching out to families. SSLC started a parent council this year to support family engagement further.

SSLC has robust systems to ensure the school meets all learners' needs. The predominant strategy is the appointment of a Student Sponsor for every student. When students enroll, the Student Sponsor meets with the parents and students to develop their academic plan, including the *Next Steps Plan*. The Student Sponsor follows their students' progress, meets with parents when issues arise, and generally problem-solves to meet the students' needs. This includes conducting grade conferences with students to set academic goals, review assessment results, and reflect on academic challenges. The sponsoring teacher also sends weekly progress emails to each student's parents. The Student Sponsor stays with the student for their first three years of enrollment, and then during the student's senior year, the student is assigned a Senior Student Sponsor to follow them through to graduation.

SSLC is firmly committed to collaboration, as evidenced by their Friday PLC meetings. Teachers and staff use this time to review student data, discuss academic and behavioral concerns, and communicate with parents and families.

SSLC is attempting to shift focus to addressing the needs of gifted students in more robust ways. In addition to the required IEP for gifted and talented students, SSLC is developing an elective course specifically for these students and others identified in the talent pool. The class is envisioned to have many components, including pairing the gifted students with intellectually

challenged peers to participate in specialized activities such as Knowledge Masters. The school is exploring the design of individualized capstone projects that align with students' interests and several other strategies, such as assigned teachers and guest teachers, to offer specialized learning opportunities. For example, it is envisioned that the math teacher may offer a class on investing in the stock market. Of particular note is that the course design included input from gifted students who identified the need for SEL support, such as stress management, and academic skills, such as notetaking.

Opportunities for Growth:

To ensure students reach their full potential, there is an opportunity to strengthen the school's strategies to address reading and math proficiency. An effort to formalize the school's process to identify and support students who are not passing classes could be beneficial. This could involve identifying potential reasons students are not passing, whether they are avoiding the classes or unable to master the course content and need more support beyond the currently required in-person instruction.

The additional subject-dedicated classes in ELA and math can potentially support struggling students who choose not to engage or cannot master the course and need focused support beyond the currently required in-person instruction. The addition of the NWEA subject-specific assessments provides an opportunity for more targeted support and student engagement.

Potential Next Steps:

SSLC is developing a required class to address students showing content avoidance, falling behind, or failing a class. The goal is that the intervention will provide focused time to work on the Edgenuity class in consultation with a content teacher and small groups. As an additional effort, there is a plan to make it mandatory to enroll in summer school to make up the credit when students fail a course.

Addressing credit deficiencies before students' final year of high school allows for a greater focus on post-secondary attainment. Collecting and using data from more frequent and subject-specific assessments allows for earlier and more targeted interventions before credit recovery becomes the only option. The new intervention courses provide opportunities for teachers to connect with students most in need of support.

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:

SSLC is engaged in a partnership with NWEA to achieve several objectives. First, this collaboration aims to support school leadership and instructional staff in analyzing assessment

results. This work will identify potential weaknesses in the curriculum and problem-solve gaps in lesson materials. Additionally, the partnership seeks to enhance the skills of instructional staff in data analysis. Assessment results, reports, and growth target information will be used to target student learning needs more effectively.

Moreover, NWEA and SSLC are developing strategies for engaging students in setting and monitoring growth targets. There is a discussion about how to link NWEA assessment results to tutorials from online providers such as Khan Academy. Finally, as part of their partnership, SSLC plans to introduce a subject-specific assessment for Algebra 1 to identify better student learning targets and increase student engagement.

SSLC offers additional support to enhance learning trajectories in ELA and math. This includes the "Intensive Support Class" for instruction in ELA, Algebra I, and Geometry, with the ELA class being mandatory for incoming first-year students and Algebra I being strongly recommended unless students demonstrate proficiency in prior coursework. Additionally, Math Skills classes, separate from Edgenuity, enable collaboration between special education teachers and general education teachers to provide direct instruction. The hybrid instructional model allows students to access teachers as needed while working independently on Edgenuity courses. Approximately 20 fully remote students receive support through a dedicated hotline and email address. These students have a demonstrated record of success and a performance contract that outlines the expectations.

Opportunities for Growth:

There is an opportunity to provide a more structured approach to addressing the reading gaps of students who enter with reading levels significantly below grade level. For example, how can the school better leverage the findings from the *My Path* assessment to build reading proficiency, especially for students with IEPs?

Given the changing demographics of the student population and the longevity of the teaching staff, there is an opportunity to provide more in-depth and holistic professional learning related to meeting the needs of students with disabilities. For example, general education teachers may benefit from exposure to strategies geared toward serving students with disabilities. Leadership may consider involving special educators and support staff in teachers' professional development.

Building on the NWEA partnership, there is an opportunity to use the findings to determine opportunities that may strengthen on-campus direct instruction and respond to potential weaknesses in the curriculum. This could occur by adding teacher-developed content to the existing Edgenuity courses.

Potential Next Steps:

School leadership at SSLC aims to pilot the *My Path* program, capitalizing on its integration with NWEA scores to customize and individualize student assessment paths. This should

minimize the need for additional assessments.

To enhance teacher capacity, the school leader plans to increase the amount of professional development (PD) offered to teachers. As it stands now, PD is mostly self-selected by educators. The focus for the new mandatory PD will be on implementing accommodations properly.

Finally, SSLC intends to strengthen the curriculum across the school by incorporating targeted teacher-developed content into Edgenuity and offering support classes to directly teach identified areas of weakness. The school will employ a combination of approaches as needed.