

School Support and Readiness Assessment & School Monitoring Visit Summary

Beginning of Year (SSRA/SITM-BOY)

School: Taos Cyber Magnet School	LEA: Taos Municipal Schools
School Leader: Carla Martinez	LEA Leader: Dr. Antonio Layton
SSRA Team Leader: Jody Martinez	Date: September 19, 2024

School Description

Taos Cyber Magnet School (TCMS) is an alternative high school, grades 9-12, successfully serving students who have been unsuccessful in the traditional high school setting or are looking for a small, sheltered learning environment. The school offers online courses to provide core instruction and community-based electives. Students participate in weekly field trips to explore the community, internship possibilities, and post-secondary options. Taos Cyber serves a diverse population of students, diverse in culture, needs, and backgrounds. Current enrollment is 11 students, with 5 new to the school this year (22% seniors, 55% juniors, 11% sophomores, and 33% freshmen). Most students exhibit a high level of need for additional support, including mental health, social-emotional skill development, and medical and educational needs. 50% of students have special education needs, 10% are English Language Learners, 90% have identified medical/mental health needs, 64% are Native American, and 28% are Hispanic.

Students find success at TCMS through growth and success in academics, social-emotional learning, and soft skills. The school exposes all students to post-secondary opportunities through dual credit, CTE (career and technical education), and community experiences. The school provides a safe, sheltered learning environment where students can build their confidence and skills, all while feeling a sense of belonging and support. Students receive individualized, standards-aligned instruction through online programming and live direct instruction. The teacher, on both a daily and weekly basis, monitors student progress in course completion and mastery of content (through course grades). Students are assessed with common formative assessments three times yearly to monitor proficiency growth. Based on this data, the teacher has developed and implemented individualized intervention plans for each student based on the student assessment data. Credit recovery is available for all students at the pace that is appropriate for them. The students are provided with constant individualized support in their learning through the teacher and two tutors.

School Successes and Celebrations

The school, although in designation for graduation rate, has shown tremendous success in improvement in graduation, moving from a 31.1% graduation rate in 2019-2020 to having 100% of students graduate on time over the last two years (2022-2023 and 2023-2024).

The passing rate has increased dramatically since the beginning of the 2023-2024 school year. In September of 2023, students were failing approximately 50% of their courses, yet by the end of the 1st semester, 100% were passing 100%.

Communication and relationships with Pueblo families have improved since the beginning of the 2023-2024 school year as well, moving from 0% notification from students and/or families regarding known absences to now having both students and the family notify ahead of time when they are going to be out.

Year-End Goals, Action Steps, and Progress Monitoring

Annual and 90-Day Plan Development

Taos Cyber Magnet School's Annual and 90-day Plan was developed with district and state support. There is an opportunity to improve the level of collaboration by including all named members of the core team to develop all the plan components. During the site visit, the school leader further refined goals, desired outcomes, critical actions, and progress indicators to reflect the school's action plan and the current data sets being monitored. Desired outcomes were shifted to focus on the adult behaviors that will occur to lead to student achievement goals. These include individualized instruction and intervention, with daily and/or weekly monitoring of student progress, to ensure students' success in completing and passing their courses and improving their performance on proficiency assessments.

Current Data and Goal around CSI (Comprehensive Support and Improvement) Graduation Designation:

The school's historical graduation data is as follows:

- 4-Year Cohort 2021 – 31.1%
- 5-Year Cohort 2019 – 78.2, Cohort 2020 – 45
- 6-Year Cohort 2019 – 78.2

Additional data below is reported by the school:

- 2020-2021: 4 seniors, all of whom graduated, with at least one graduating in their 5-year cohort (max 75% rate, but could be less)
- 2021-2022: No graduation data, as there were no seniors during that school year
- 2022-2023: 2 out of 2 seniors graduated within their 4-year cohort (100%)
- 2023-24: 2 out of 2 seniors graduated within their 4-year cohort (100%)

The school's goal for the 2024-2025 school year is to have a 100% graduation rate.

Graduation Goals:

Summative: 100% graduation rate for the 2024-2025 school year.

Benchmark: 100% of students complete all courses with a 70% or better at both middle and end-of-year

Baseline data, as of 9/13/2024:

- 68% of all students on pace for course completion (94 % of returning students)
- 68% of all students are passing all courses (88% of returning students)

Math, ELA, and Science Goals:

Summative: 10% growth in proficiency on SAT (ELA and Math) and NM-ASR

Benchmark: 10% growth in scores on iReady ELA and Math and 100% of students scoring 75% or higher on the mid-term exam for science

- Baseline data:
 - iReady ELA proficiency: less than 10%
 - iReady Math proficiency: 0%

Progress Monitoring: % of students passing ELA, Math, and Science Classes

- Baseline data, as of 9/20/2024:
 - 55% of students are currently passing ELA courses (67% of returning students)
 - 79% of students are currently passing Math courses (86% of returning students)
 - 80% of students are currently passing Science courses (83% of returning students)

DOMAIN 1: CULTURE & EQUITY

Promising Practices:

Instruction, interventions, and support are individualized for students' academic needs and well-being (social, emotional, medical). The school successfully supports students who cannot succeed in traditional settings and often have several at-risk factors and skill gaps. The sheltered learning within a small setting builds community and belonging. The school is actively and intentionally creating opportunities and experiences for all students.

Opportunities for Growth:

There is an opportunity to continue to improve family relationships, create family engagement opportunities (maybe with students leading activities), inform them of the school vision, 90-day plan, and celebrate accomplishments with them.

Potential Next Steps:

The school leader expressed that thoughts around family engagement have been happening already, and they have even thought about adding community members to these events to build family relationships and shift the community's perception of the school and the students they serve. The plan is to do one each semester.

DOMAIN 2: LEADERSHIP

Promising Practices:

Leadership is committed to this school's safe, sheltered learning environment. She is an advocate for the needs of her students and her teacher. The school leader knows how and where to access school data and routinely reviews class data from the teacher to support progress monitoring.

Opportunities for Growth:

Leadership has the opportunity to define the mission/purpose of the school to allow anyone, internal or external, to understand and carry out the school's vision. Within this, the leadership has the opportunity to create systems to capture the current work that is being done (individualization, support, and monitoring of success and growth, and a holistic approach to meeting each child's needs) so that it can continue regardless of who is working within the school.

Leadership has the opportunity to have a more active involvement in the students and instruction (possibly through classroom walkthroughs, both formal and informal, data talks and check-ins with students, and consistently attending weekly staffings for collaboration).

Potential Next Steps:

The leader intends to define the mission/purpose and create sustainable systems, in conjunction with the teacher and leadership team, to continue the successful practices currently in place to carry out the school's vision.

DOMAIN 3: INSTRUCTIONAL INFRASTRUCTURE

Promising Practices:

The teacher is providing individualized instruction based on student records and needs. She has also developed and offered specific individualized intervention plans for each student based on iReady scores and data. The teacher monitors student progress in course completion and mastery of the content daily, holding students accountable to the expectations, and involves students in their own goal setting and learning, as well as monitoring their progress. The teacher knows where every student is, what he/she needs, and how to provide it at any moment.

Opportunities for Growth:

There is an opportunity to expand the data collection and analyses to all content areas and have data meetings/PLCs (Professional Learning Communities) with school leadership (and core team). There is also an opportunity to benefit from the expertise and experience of the teacher to empower her to help create and solidify the systems mentioned in Domain 2: Leadership.

Potential Next Steps:

The school leader wants to use the data pieces to continue specific interventions for students based on data, formalize that system, and have personnel support to provide those interventions so it doesn't solely rest on the teacher.