

## SUMMARY OF FINDINGS - MOY

### School Improvement and Transformation Monitoring Visit Summary Report

<b>School:</b> Las Montañas Charter School	<b>LEA:</b> Las Montañas Charter School
<b>School Leader:</b> Caz Martinez	<b>LEA Leader:</b> Caz Martinez
<b>SIT-M Team Leader:</b> Andrea Fletcher	<b>Date:</b> January 22, 2025
<b>School NM Vistas Designation:</b> CSI Graduation	
<b>School Successes and Celebrations</b>	
<p>Las Montañas Charter School (LMCS) recently completed its charter renewal process and has been approved for an additional five years. The school is implementing significant programming changes to ensure students' educational experience remains engaging, innovative, and relevant.</p> <p>During the fall semester, LMCS introduced three project-based learning courses that integrate all six Career and Technical Education (CTE) pathways: education, health occupations, business management, transportation, audio-visual/film, and construction. Each course combines two pathways with relevant core content seamlessly integrated. Additionally, the school has launched an afternoon project-based CTE course driven primarily by core academic standards, with CTE content serving as a complementary element. These initiatives have generated excitement within the community, contributing to a rise in enrollment from 180 students last year to 220 currently, with another 15 students enrolling.</p> <p>This year, LMCS has also established several Career Tech Student Organizations (CTSOs). The Business Professionals of America (BPA) group participated in a regional competition during the fall, achieving impressive results: one student earned 2nd place in interviewing skills, and the team secured 3rd place overall in the small business competition. They are now preparing to compete at the state tournament in February.</p> <p>By the end of the fall semester, 70% of LMCS seniors were engaged in work-based learning, dual credit coursework, or internships, highlighting the school's commitment to equipping students with real-world skills and opportunities for success.</p>	
<b>School Progress</b>	
<b><u>Three-year Trend Data</u></b>	
<b>4-year Graduation Rates:</b> 2020-2021 38.5% 2021-2022 35.6% 2022-2023 28%	

2023-2024 Goal 47%  
2024-2025 Goal = 47%

### **Specific actions completed and data demonstrating progress since SIT-M BOY**

- **Passing rates will increase from 38% at the End of Year (EOY) last year to 55% at Middle of Year (MOY) this year.**  
There was a 79% student pass rate in the CTE pathways courses and an overall pass rate in the school of 58%. Two of the six classes in a day were pathways courses. Next semester, two-thirds of the classes (4/6) will be pathways courses. The school anticipates the pass rate will increase next semester to 65%. The goal is to keep the pathways passing rate close to 80%.
- **To ensure the engagement of students, which impacts attendance and passing rates, they will conduct walk-throughs of CTE instruction with the expectation that phones are only being used off-task by students less than 10% of the time.**  
The walkthrough form was incomplete, so there was no data or evidence for the SIT-M team to review. The school provided anecdotal information indicating less cell phone use in CTE courses and a plan to revise the school policy on cell phone use.
- **To ensure students actively participate, the administration will review lesson plans. When a lesson is supposed to be student-led, the expectation is that in walkthroughs, those lessons will be truly student-led 75% of the time.**  
The walkthrough form was incomplete, so there was no data or evidence for the SIT-M team to review.
- **Establish a MOY baseline using the new interim assessment.**  
The school does not have an interim assessment in place at this time. The leadership team reports that the new interim assessment, SAT WorkKeys, was selected and will likely be approved by the Public Education Commission (PEC). The proposed proficiency cut scores are also expected to be approved by the Public Education Department and the PEC. The new baseline scores will be established at the End of the Year (EOY).
- **Establish a system to get feedback on the new projects from staff and students, with 100% of staff participating in a reflective activity and 80% of students participating in a feedback survey.**  
All but one staff member participated (93%), and less than half, 45% of the students participated. The school reports that unexpected events delayed the administration, affecting participation. 100% of staff felt it was a three or above out of five on "Comfort of Administering Project Based Learning Course." 70% of teachers said the main purpose of the project-based learning pathways course was to apply core content knowledge and learning in real world scenarios, which was the school goal. All teachers agreed the pathways courses were more engaging than traditional lectures and exams.

Of students: 75% felt they had a strong grasp on project based learning; 75% rated their

overall experience as a 3 or higher (out of 5); Students appreciated hands on learning and interacting with peers.

- **Attendance in the project class on the day of the beginning-of-year site visit was 64.2%. The school will continue to monitor attendance for the projects, with the expectation that by MOY, attendance will be 70%.**

There was an incremental increase in attendance. The morning project posted a 67% rate, and the school's daily average was 72%. The administration attributes the morning schedule to the lower attendance rate for the project class.

- **The school will monitor each project's attendance and pass rates at the end of term three.**

The school monitored attendance for projects overall but did not disaggregate it by individual project.

### **Summary of Progress**

LMCS has made progress connecting student content requirements to relevant career-based learning, which has led to increased attendance, student satisfaction, and course passing rates. These actions have the potential to lead to higher graduation rates.

Currently, 37 students are eligible to graduate, and 25 are on track. However, the school does not have a system to identify and track student cohorts, so the leadership team could not provide course completion data for students in their 4-year cohort who are on track to graduate. Leadership reports that the school is working to create a system to identify students who may need earlier interventions to graduate with their cohort.

The school has failed to complete numerous action steps shared during the SIT-M BOY site visit, including creating and implementing walkthrough forms, delivering an interim assessment or another monitoring tool, collecting feedback on new projects from 80% of students, and monitoring attendance and pass rate by project. The school has also indicated a flat 4-year graduation goal of 47% for 2024 and 2025 4-year cohorts, indicating they do not expect growth in school graduation rates this year or next. Based on the lack of progress toward completing action steps and the school's inability to provide course completion rates for students in the 2025 4-year cohort, the SIT-M team cannot assess the school's progress toward meeting their NM Vistas 4-year graduation goal. Based on the lack of data, monitoring, and incomplete action steps, the SIT-M team will submit a rating of no progress to minimal progress at MOY.

### **Next Steps**

- Create a system to monitor on-track student graduation, including cohort year, completed credits, and anticipated graduation.
- Implement a policy and message parents about phone use. Students are expected to lock their phones up in their possession by the end of the year, which will increase student engagement and participation.

- To ensure students actively participate, the administration will review lesson plans. When a lesson is supposed to be student-led, the expectation is that in walkthroughs, those lessons will be truly student-led 75% of the time.
- Increase course passing rate to 65% overall and 80% in the pathways courses.
- Do surveys with students and disaggregate data based on project in order to better understand what refinements might be needed.
- Collect attendance data on morning and afternoon projects. Compare to student survey data.