

2022

Southwest Open School

END OF YEAR SUPPLEMENTAL ACCOUNTABILITY REPORT



ACCOUNTABILITY DURING COVID

The Measuring Opportunity Pilot Project (MOPP) was created and funded to incorporate innovation in accountability for Colorado AECs. As part of MOPP, a Supplemental Accountability Report was created to allow schools to collect and report data that is not traditionally included in their accountability reporting, but they believe is impactful in serving their students’ needs. However, COVID-19 created disruptions in all aspects of our lives, including in education functionality and accountability. Two years ago, the Colorado State Legislature issued an accountability pause for two years due to the pandemic. Last year, the MOPP Project Team wanted to provide our participating schools the option to share any data they were able to collect in 2020-21, and that data went into MOPP ‘Progress Reports’.

With accountability and AEC SPFs resuming this year, MOPP is going back to the originally intended MOPP Supplemental Accountability Report (SAR). This report includes data and/or calculations of data not included in AEC SPFs, but that the school believes is essential in telling the story of their school’s mission, student population(s), and specific programming.

As a part of MOPP, Southwest Open School (SWOS) has identified measures that are specifically aligned and prioritized to match their mission, and consequently the programming and services most import to SWOS students’ lives. Recommendations coming through MOPP’s measure alignment process include optional measures that schools are not utilizing or reporting effectively, unique measures to show the performance of specific student populations, and/or participation in the Student-Centered Growth System, a Qualitative Review Cycle, and the AEC SEL Survey.

This Supplemental Accountability Report includes narratives and supporting data for the additional metrics to demonstrate how customized accountability plans strengthen Colorado AECs.

AEC SEL SURVEY

During the MOPP measure alignment process, the Project Team found that every school received a recommendation for and expressed interest in adding a social-emotional optional measure. With schools not finding surveys that fit the needs of their school and students, the MOPP Project Team convened a taskforce of MOPP schools and other AEC leaders to review several social-emotional and school climate surveys and create a survey for use by AECs across the state. The group considered items for clarity/relevance, content, overall survey length, and whether items could be used to track student growth. Ultimately, the selected survey includes content from a few previously developed surveys, which means the surveys have already been validated. The survey includes items regarding social-emotional development (using CASEL’s identified 5 pillars of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and school climate.

A group of schools (both MOPP and non-MOPP) completed a full year of administrations in 2021-22. In this year’s pilot administration, schools had a few options. There were fall, winter, and spring windows of survey administration, and schools could either do all or two of the windows. Student IDs were required for growth, but schools could select either a state/local ID or create a token. Schools could elect to include the school climate questions in the spring administration only, and schools could also add questions to the beginning or end of the survey (however, those questions are not included in any analysis).

For the Supplemental Accountability Report, schools could submit data in one of two ways. For those schools with students having two matched occasions, the school could submit positive growth in the SEL scales. For growth, showing positive growth would mean that a student scored a higher total for the scale in the second administration of the survey. If a school did not have students with matched occasions, the school could submit percent positives for the scales or overall survey. For percent positive, the school calculated the percentage of students that responded ‘easy’ or ‘very easy’ in each item, and then calculated the scale score using the items’ averages. This could be done through an Excel Calculator developed by the project team to help support the schools in data reporting.

2021-22 Colorado AEC SEL Survey Responses	
Percent of Positive Response per Subscale	
Self-Awareness: Self-Concept	75.30%
Self-Awareness: Emotion Knowledge	73.90%
Social Awareness	80.60%
Self-Management: Emotion Regulation	61.90%
Self-Management: Goal Management	62.60%
Self-Management: School Work	57.10%
Relationship Skills	74.90%
Responsible Decision Making	82.60%
Average Percent Positives for Total Survey (% 'Easy' or 'Very easy')	71.20%



Including schools with a low n, there were 13 schools with a spring administration, eight (62%) schools scored at or above the 50th %ile - this would qualify as a MEETS rating on the AEC SPF.

SWOS Average Survey Score - AEC SPF Rating and Score	
MEETS State Expectations (N=52)	115.23



QUALITATIVE REVIEW CYCLE

The Qualitative Review Cycle (QRC) process provides an opportunity for the school to receive school improvement feedback from peer school leaders and other professionals. The review team examines the school's practices through the lens of continuous improvement through observing classroom instruction, examining artifacts, and interviewing staff, students, and families. The review team then collaborates to organize and synthesize the data to prioritize areas of strengths, foundations on which to build, and high leverage next steps.

Southwest Open's Qualitative Review Cycle was conducted in the spring of 2021. The areas of strength and growth identified during that visit are below, along with the current status of any changes or implementations as a result of the recommendations.

Components of Strength

1. Strategic and distributed leadership

Since the diagnostic review was conducted an assistant director position was added. Instructional staff leadership has been cultivated through bi-monthly PLC meetings. Academic interventionist and student re-engagement positions have been added.

2. Strong school identity, culture, and safe physical and emotional learning environment

Since the diagnostic was conducted SWOS has completed 2 of 3 years of an SEL grant funded program to uplift the culture and SEL/character education component of the SWOS curriculum. SWOS utilizes the AEC SEL survey to monitor student and school SEL environments.

3. Decreased dropout rate and increased 7-year completion rate

The SWOS dropout rate decreased by 2.7% between 2018 and 2021; the completion rate increased by 16.5% between 2018 and 2021.

Areas of Growth

1. Diagnosis of student learning needs from intake to graduation

Significant work has been to implement a data driven culture utilizing multiple data streams, including NWEA to identify student learning needs

2. Clear pathways from intake to graduation/completion

SWOS is restructuring a teacher position to focus efforts on student needs for ICAP

3. Providing rigorous evidence-based instruction

SWOS has spent considerable effort uplifting our data driven culture and now uses NWEA test results to select learning targets. Furthermore, SWOS has added 2 AP classes to our course offerings in order to offer more rigorous pathways

Recommendations

1. Identify and develop additional tools to help teaching staff to gauge and support student learning and understanding

Use of NWEA RIT scores and associated learning targets has been implemented

2. Identify experiences that can help prepare students for post-secondary (work, training, formal education) and that help staff teach and support skill building

We have a teacher who will focus part of their day on student individual career and academic planning; the SWOS community outreach coordinator has also implemented a robust internship program

2. Develop a profile of a SWOS graduate and develop common guidelines for course design, common skill building across courses that culminate with the targets, standards, or skills that the team wants all SWOS students to demonstrate

Portfolio graduation requirements are in place. SWOS staff has not yet developed the profile of a graduate

STUDENT CENTERED GROWTH SYSTEM (SCGS)

Participating in the Student-Centered Growth System was recommended to AECs that want to understand the challenges their students arrive with, document individual student progress while enrolled in the school (often for short periods of time) and communicate these data effectively. The SCGS measures incoming and ongoing individual student progress over three domains: academic standing, academic engagement and participation, and social-emotional well-being and need. The measures selected for each domain are aligned with the school’s programming and support services.

Using the SCGS index, a school can identify a student’s level of engagement in each of the domains.

STUDENT ENGAGEMENT PHASE	GENERAL DESCRIPTION
Engaged	Little support is needed, student can focus on schoolwork for large chunks of time, and student is close to or at grade level
Emerging	Substantial supports needed, student’s focus in an educational setting or on assignments is minimal, and the student is behind grade level
Disengaged	High needs but never attends, will not respond to calls/visits, no caregiver can be reached

SCGS is designed to support schools in (1) using data to identify students’ needs, (2) monitoring students’ progress over time on more than just academic gains, and (3) providing the opportunity for the school to differentiate goals for student growth and achievement based on each student’s highest priority needs. For the 2021-22 school year, Southwest Open School (SWOS) collected data where possible. To help facilitate this process, the MOPP Project Team developed the SCGS Calculator, an Excel document with formulas to help with capacity and analysis at the school level. SWOS selected metrics for the 2022-23 school year can be found below.

Student-Centered Growth System	
Qualifiers	Emerging, Developing, Engaged
Academic Standing	NWEA MAP Reading NWEA MAP Math NWEA MAP Language Usage Credit accumulation - age and credit based
Academic Engagement and Participation	Attendance Behavior logs SEL scale - Self-Management: School Work
Social-Emotional Well-Being and Need	Number of student challenges/barriers to success SEL scale - Relationship Skills SEL scale - Self-Concept SEL scale - Emotion Regulation SEL scale - Responsible Decision Making



UNIQUE MEASURES

In Colorado, Alternative Education Campuses are required to enroll a student population comprised of at least 90% students with a high-risk identification. Through their mission and targeted programming and interventions, Southwest Open School (SWOS) is committed to meeting their unique students’ needs. To that end, SWOS has targeted programming and/or supports in place to support their students and their needs. This Supplemental Accountability Report includes data that looks at the performance of the school’s specific student populations served through targeted programming and/or supports compared to the performance data for the entire student population. Year 3 of the Measuring Opportunity Pilot Project (MOPP) intends to support the SWOS’ capacity to collect and report unique measure data.

SWOS has identified the following student populations to track during the 2022-23 school year:

SWOS’ experiential education program is available to their students as a part of their high school schedule. The school would like to track the attendance, credit accrual, and completion rates for participating students as compared to students who do not participate in the SWOS experiential education opportunities.

