

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission (PEC) Meeting Date: November 17, 2017
- II. Item Title: Discussion and Possible Action on Charter School Amendment, Dream Diné Executive Summary and Proposed Motions:

Request and Rationale

Dream Diné requests to amend the school's contract regarding total student enrollment. The school's school contract currently states that

*The School shall provide instruction to students in such grades and subject to approved caps in each year of operation. The School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing decisions that are consistent with the School's programmatic needs, and attrition patterns. However, the School shall not increase the number of grades or the total number of students proposed to be served in each grade without an amendment to this contract or waiver of grade cap provision (Charter School Contract Between the Public Education Commission and Dream Diné Charter School, p. 41).*

The school would like to change the contract language to state the following:

*Small class sizes (15 students in K, 1<sup>st</sup>, 2<sup>nd</sup>, 20 students in 3<sup>rd</sup>-5<sup>th</sup>) and a multi-aged grouping strategy (K, 1<sup>st</sup> and 2<sup>nd</sup> combined, 3<sup>rd</sup> and 4<sup>th</sup> combined etc.) are essential to developing language proficiency, providing individualized attention, and creating a collaborative environment for students.*

The school provides the following rationale for its request:

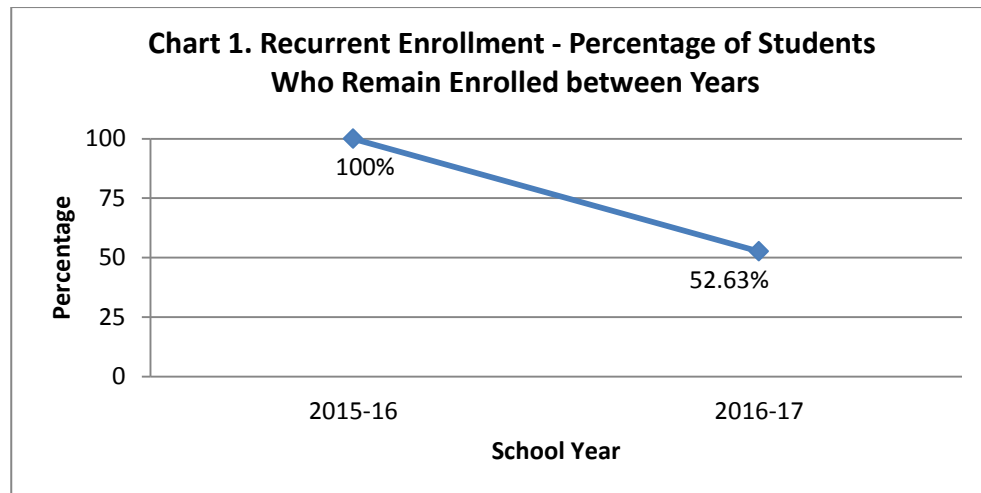
*Within the small classes students are grouped by skills intervention. This is for remediation and is essential to developing language proficiency, providing individualized attention, and creating a collaborative environment for students. Teachers will ensure that differentiated instruction will be provided for students at varying skills/abilities. The small class sizes are a reflection of geographical, socio-economic constraints, cultural factors, and the combined classes are more cost-effective due to limited budget and space.*

School History

Dream Diné was approved by the PEC in 2013. The school began serving students during the 2014-15 school year. The school was granted a five year contract by the PEC in September 2013. According to the school's contract, the goal of the school is to "to reverse the process of language loss by making the development of Navajo language skills and cultural competence an equal partner with the development of Common Core academic content."

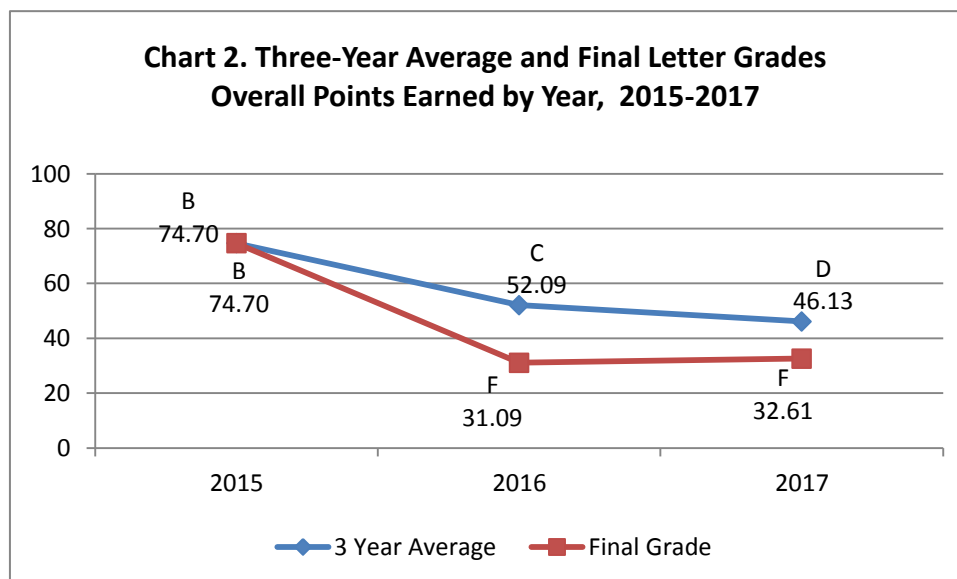
The school is authorized to serve grades K-5 and its enrollment cap is 105. According to the SY2017 End of Year STARS report, the school had 24 students enrolled at the end of that school year. Dream

Diné's student enrollment data demonstrates that 100% of the students who completed the year in 2014-15 returned to the school in the 2015-16 school year. The school experienced a significant decline in its recurrent enrollment for the SY17 year, with only 52.63% of eligible students returning to the school. The school did not meet the PEC's recurrent enrollment target of 85% during SY17. See Chart 1, below.



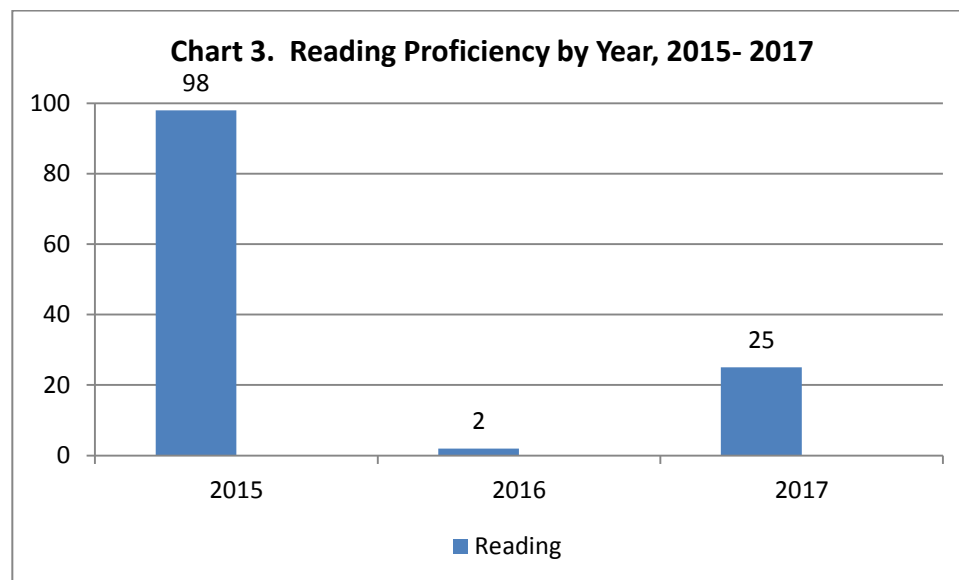
#### School Performance

Chart 2, below, illustrates Dream Diné's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade declined after the school's first year of operation (red line); the school's three-year average grade (blue line) also declined. Dream Diné in the 2014-2015 school year. In both 2015-2016 and 2016-2017, the school earned F grades.



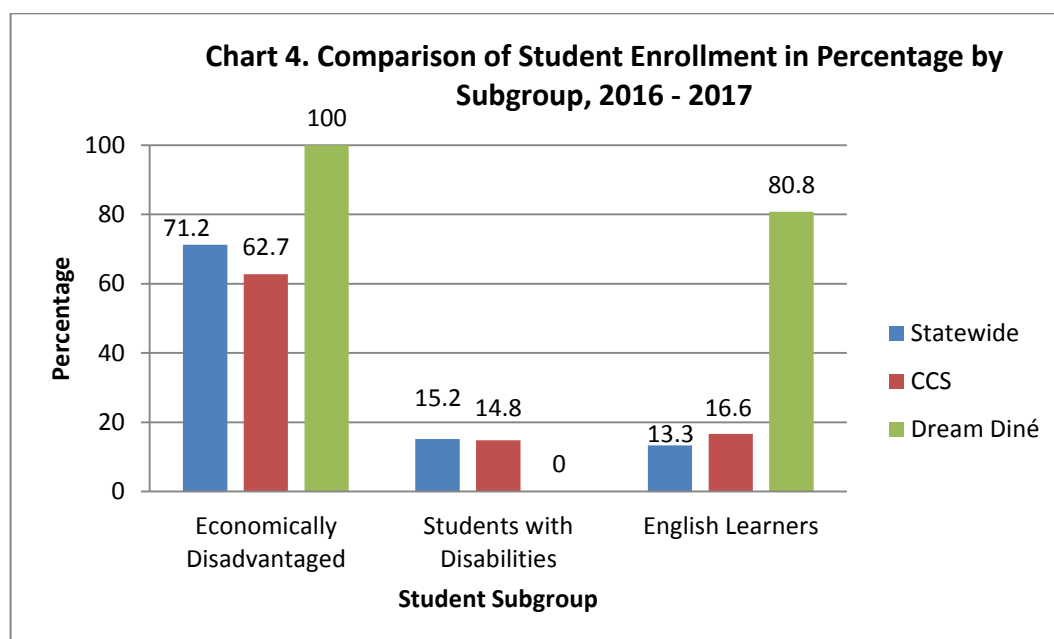
In 2017, statewide results reported 28.6% of its students were proficient in reading. Yet, the school's 2017 school report card indicates that 25% of Dream Diné's students were proficient in reading. In

2016, only 2% of Dream Diné's students were proficient in reading. Chart 3, below, illustrates the students' reading proficiency rates over the last three years.

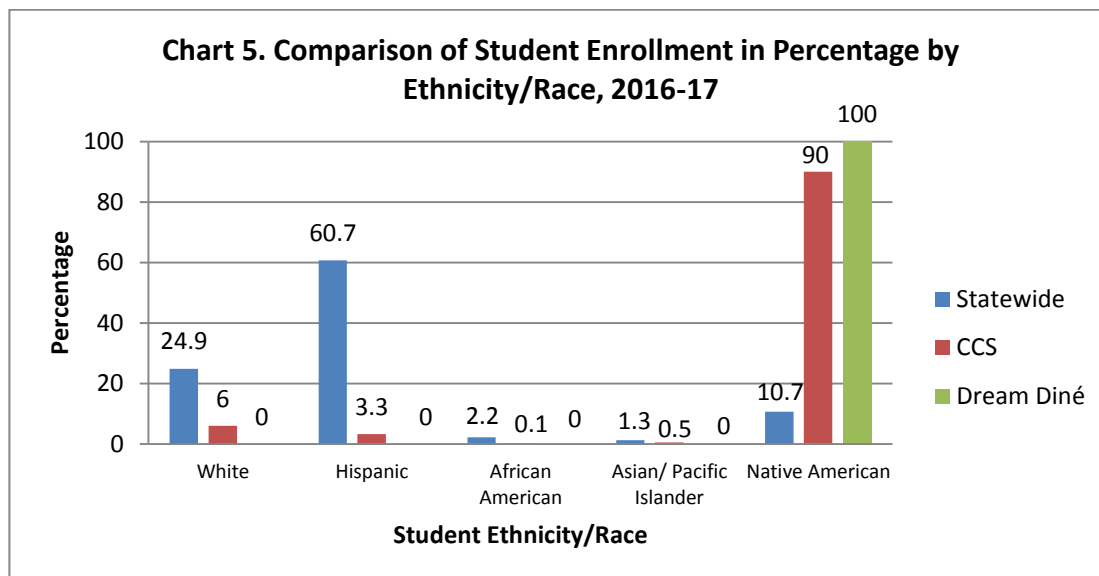


#### Student Demographics

Student demographics and subgroup enrollment for Dream Diné for the 2016-17 40<sup>th</sup> day reporting, as compared to Central Consolidated Schools (CSS) data is provided below. Compared to the local district's average, Dream Diné serves a significantly higher population of English Learners. Furthermore, Dream Diné also serves a much higher percentage of economically disadvantaged students (over 35%) as compared to the local district's percentage of the same subgroup. See Chart 4, below.



The data demonstrates that Dream Diné serves a 100% Native American population. Comparison of subgroup enrollment to the local district, Central Consolidated Schools (CSS) and the state subgroup data is in Chart 5, below.



#### Additional Academic Analysis

**Department's Standards of Excellence.** The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. According 6.8.10 NMAC, pursuant to 22-2E-4 NMSA, governing bodies of charter school are required to "prioritize resources of a public school rated D or F toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years." Since the school earned an F letter grade for both SY16 and SY17, the school's governing body is required to prioritize its resources to improve its student achievement.

Below is an analysis of the school's performance the last two school years on selected school grade indicators that make up the overall school grade. Based on the criteria from the letter grading law and the data below the school has not demonstrated sustained improvement.

**Current Standing** accounts for the greatest portion of a school's overall grade with up to 40 possible of the total 100 points. This indicator is broken into four components: 10 points for reading proficiency; 10 points for growth in reading proficiency; 10 points for math proficiency; and 10 points for growth in math proficiency. Chart 6, below, illustrates the total points it earned in the last three years in current standing. Since 2014-2015 was Dream Diné's first school year, it only points for proficiency (10.16 points). In 2016, the school earned a total of 7.28 out of 40 possible; the following year it 7.71 total points. Dream Diné has earned an F grade on this indicator for two years in a row, achieving less than one-quarter of the points available on this indicator.

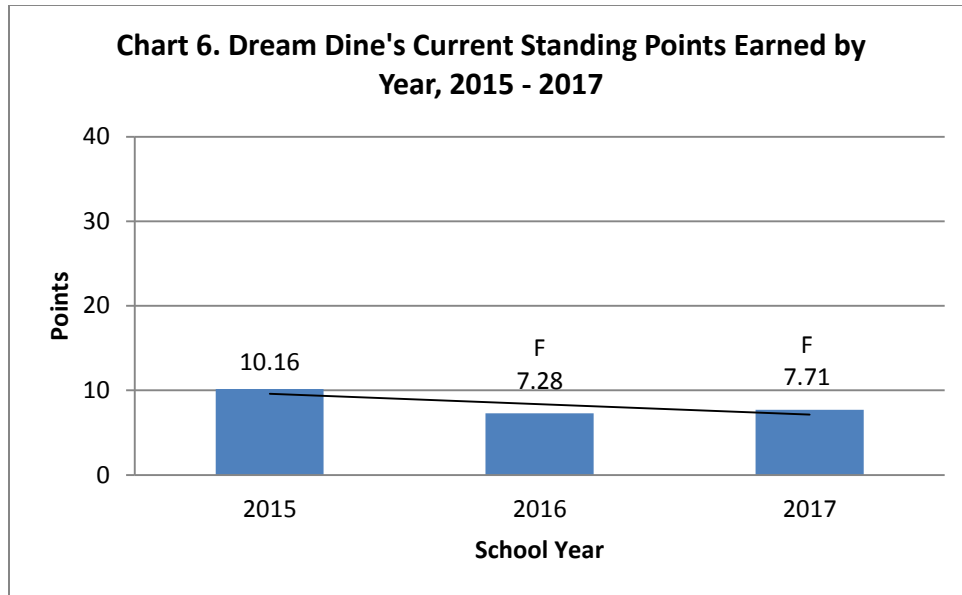
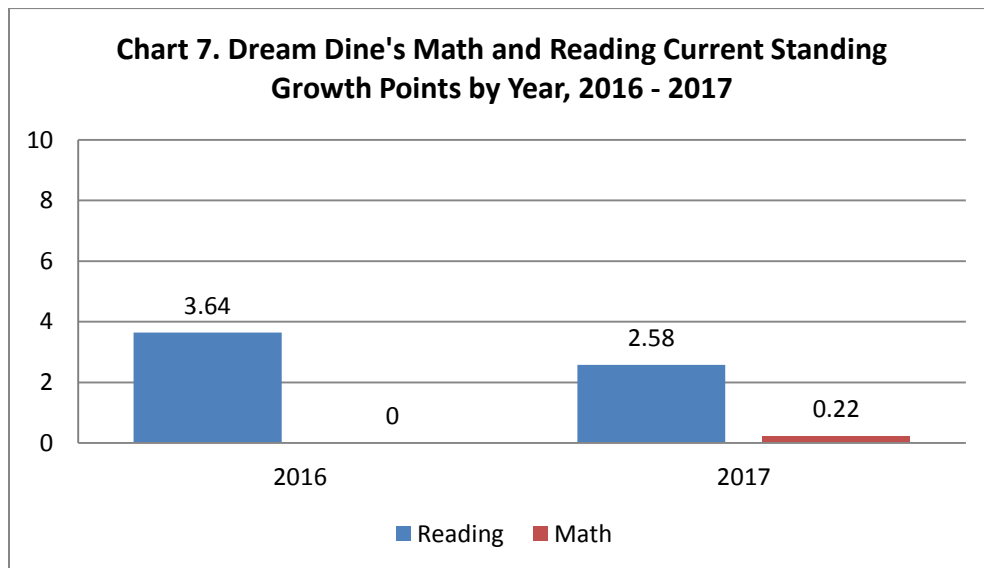


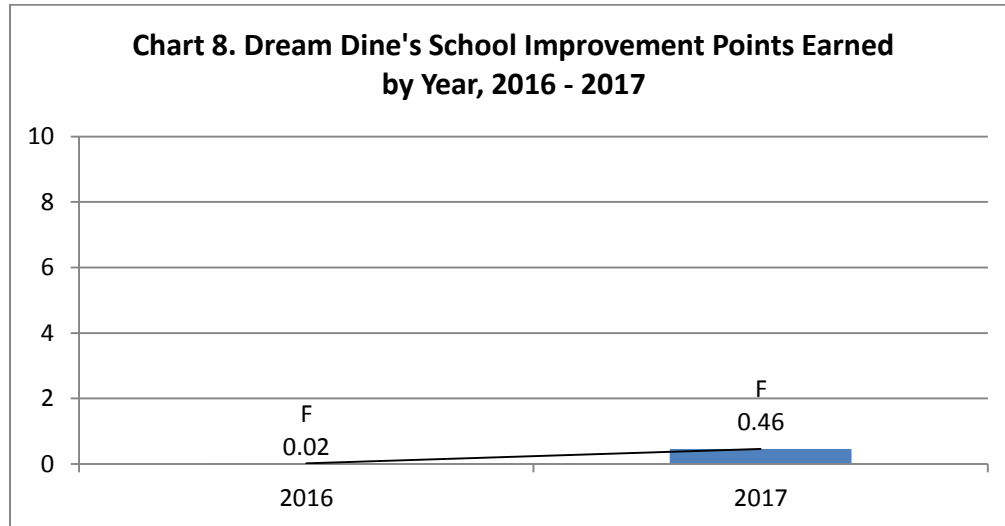
Chart 7, below, illustrates the lack of growth in math and reading earned with the current standing indicator. **Dream Diné earned no math growth points in 2016, and less than one-quarter of one point in 2017.**



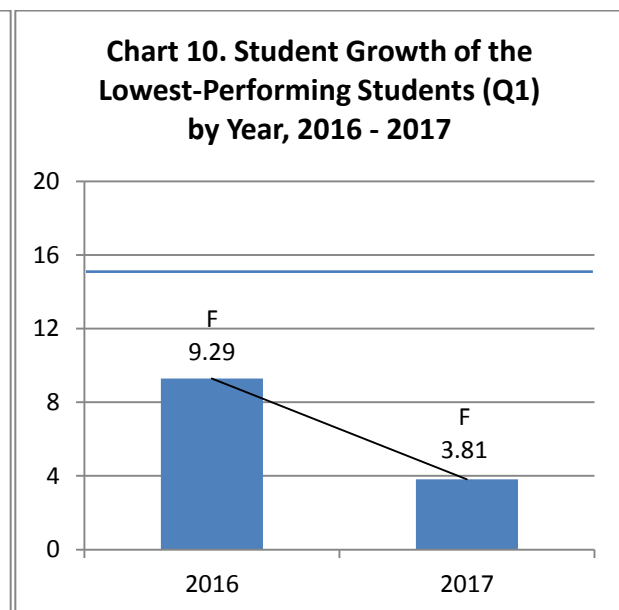
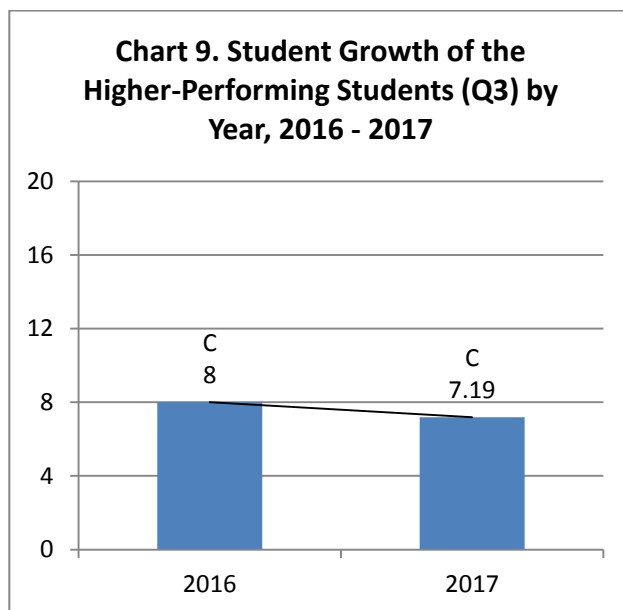
In 2017, Dream Diné earned less than 3 total points (2.58 and 0.22 in reading and math growth points, respectively) out of a total of 20 points possible for growth in the current standing indicator. If the school does not dramatically increase its growth and proficiency in reading and math, the school will continue to experience devastating low results in its overall school grades.<sup>1</sup>

<sup>1</sup>Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state's approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for one more school year, after which they will no longer be a component of school grades.

Below, Chart 8, illustrates the school's lack of overall improvement (growth). Dream Diné experienced next to no growth from 2015 to 2016, and earned less than half a point in 2017. The school trails the state average of 5.8 points by over 5 points on this indicator the last two years.



In the state's school grade reporting, growth is also reported among the school's higher-performing and its lowest-performing students. Over the last two years, the school's higher-performing students have performed at about the state average of 7.2 out of the possible 20 points on this indicator. See Chart 9 below. Chart 10, below, demonstrates the school's growth of its lowest-performing students where the blue line represents the state average of 15.3 points. The school has declined in this indicator by 5.48 points from 2016 to 2017, and significantly trails the statewide average by 11.49 points.



### Additional Performance Analysis

**2016-2017 Performance Framework – Summary of Final Evaluation.** To be rated as meets standard on the its performance framework, a school must be found in compliance with all applicable statues, regulation, and agency policy related to the indicator and demonstrate such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site during the exit meeting and then in WebEPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to Working to Meet Standard. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as Falls Far Below Standard.

The final evaluation of Dream Diné's 2016-2017 performance framework demonstrates the following final ratings: 5 indicators rated as Meets Standard; 1 indicator rated as Working to Meet Standard; and 22 indicators rated as Falls Far Below Standard.

Indicators rated as Falls Far Below Standard on the 2016-2017 Performance Framework:

- **Low academic performance:** The school earned a final letter grade of F.
- **Not meeting mission-specific indicators:** The school either did not submit adequate evidence and supporting documentation to verify that its mission-specific indicators for math or the data provided indicated that it did not meet its established goals either grades K-5 or grades 6-8.
- **Not meeting optional supplemental indicators:** The school did not submit the requested data to support their Optional Supplemental Indicator to meet the New Mexico State attendance rate expectation for each academic year of the charter term.
- **Not reporting on annual financial performance:** The school did not submit a completed and signed copy of the financial questionnaire as required by the school's performance framework.
- **Not meeting the material terms of its charter contract:** The school did not provide the requested documentation:
  - 1) **evidence of staff training that includes dual language methodology, place based approach to instruction, dine language, and culture, and DIBELS Next Assessments,**
  - 2) evidence the school has implemented a parent advisory committee,
  - 3) **an amendment to incorporate the mixed grades model into the school's academic program; or a explanation of how the school will implement its current education program, which does not incorporate a mixed grades model,**
  - 4) a school staffing plan the school will put into place to ensure that the school is hiring appropriate licensed staff and not having Educational Assistants alone with students as explained in NMSA 22-10A-17.1, and
  - 5) a brief narrative identifying all licensed staff that will be hired in SY18 and when.
- **Not complying with applicable education requirements:** The school did not provide the required school calendar and schedule demonstrating it is compliant with statute pertaining to lunch periods. The school did not provide report on the number of students retained annually and the communication with parents on this matter.
- **Not protecting the rights of all students:** The school did not provide the following requested

evidence:

- 1) a revised schedule that removes daily prayer from the daily schedule
  - 2) a signed assurance that all students are New Mexico residents or that any students who are not New Mexico residents pay tuition as required by law
  - 3) an RtI/Process that includes parental involvement
  - 4) evidence of the school's McKinney Vento Complaint Policy and Dispute Resolution Process, see 6.10.3D NMAC
  - 5) evidence of how the McKinney Vento public notices of rights is disseminated, see 6.10.3D(2)(C) NMAC
  - 6) identify and show where the contact information and identity of the McKinney Vento LEA Liaison is given to the public, see ESSA guidance
  - 7) a process plan for how the school will verify New Mexico residency for each student prior to enrollment. Process should identify a timeline and responsible party and detail how these records will be stored and filed consistent with FERPA.
- **Not protecting the rights of English learners:** The school did not provide its process to ensure all W-APT and WIDA scores [English language proficiency screener and assessment results] are contained in the applicable student files.
  - **Not complying with compulsory attendance laws:** The school did not provide the policy, process or plan to ensure the school sends out required notices to parents including a 5-day letter requesting intervention strategies and that the school will notify and monitor notices to CYFD or the local probationary office, as is required. The school did not provide any template, logs, or letters, it will use to monitor notices to CYFD.
  - **Not meeting the PEC's recurrent enrollment goal of 85%:** The state's *Charter Enrollment by District by School* Report for the SY2017 indicates that the school's rate was only 52.63%.
  - **Not meeting financial reporting and compliance requirements:** The school did not provide evidence that it instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to address significant deficiencies and non-compliance noted its repeat finding from FY15 and three FY16 audit findings.
    - 1) *FY15 Repeat non-compliance finding: Payroll and personnel files (no background checks on file for 2 employees)*
    - 2) FY16 Non-compliance finding: Pledge Collateral (no pledge collateral agreement)
    - 3) FY16 Non-compliance finding: **Staff qualifications and payroll (one employee any licensure)**
    - 4) FY16 Non-compliance finding: Excess of expenditures over budget (expenditures in the above function exceeded the total approved budgeted expenditures by \$14,004).
  - **No head administrator evaluation:** The school did not provide evidence that it holds the school's leader accountable.
  - **Not meeting staffing and credentialing requirements:** The school did not provide a staffing plan that ensures students will be taught by a licensed teacher for the full day. [See related audit findings]
  - **Not completing background checks:** The school did not provide background checks for the school teacher and background checks for all volunteers working at the school, per 6.20.2.18 NMAC. The school did not provide a policy, process, or plan to ensure the school conducts background checks on all staff members and volunteers prior to employment as required by 22-10A-5 NMSA.



- **Not complying with health and safety requirements:** The school did provide the following required items:
  - 1) a plan to ensure the school meets the emergency drill requirements as outlined in NMAC § 6.29.1.9 (N). This plan should include action steps, timelines, and responsible parties.
  - 2) evidence that all required staff member have completed the child abuse, neglect and detection course. (See NMSA § 22-10A-32).
  - 3) evidence that the school has submitted its school's safe school plan to Coordinated School Health and Wellness Bureau. Note: To date, the school has still not submitted its safe school plan which was due February 10, 2017.
  - 4) evidence that the school has submitted all required safe school assurances.
- **Not meeting professional development plan/strategies as part of its school specific terms:** The school did not provide any documentation as required in its Performance Framework, outlining the professional development plan/strategies used to train staff to support the implementation of their school specific terms.

**Severe Non-Compliance.** As evidenced from above, Dream Diné has not been responsive in addressing it many and significant non-compliance concerns. **Dream Diné earned a *Falls Far Below Standard* rating on 22 out of 28 indicators—almost 80% of the indicators were rated with the most severe rating of non-compliance.** Since the school was non-responsive, it did not, in many instances, attempt at working to meet the standard. Moreover, the school now seeks an amendment request in an area in which it has not demonstrated compliance over the last year. The school has not met one of its conditions for charter renewal, namely that the school will provide evidence that it meets its school specific term to provide professional development plan/strategies and train its staff. During the 2016-2017 site visit, the PED team observed that the school was implementing a mixed grade model long before applying for or receiving approval for such a change to its material terms.

#### Additional Analysis of the Amendment Request

Dream Diné erroneously requests to amend the section of the contract related to total student enrollment (p. 41), which it cannot do since that language is the standard contract language that may not be amended. Instead, Dream Diné should have instead sought to add language in the section where changes are allowable, namely *Section 8.01(a)(iii) Organizational Framework, Education Program, Material Terms of the Charter, Educational Program of the School.*

The school's educational program described in the material terms of the Performance Contract does not anticipate or provide for mixed grade classrooms. The educational program specifically states it consists of the following:

- *50%/50% Dual Language- both Diné and English will be used to teach and reinforce concepts and content.*
- *Place-Based—an experiential approach to teaching/learning that uses stories, history, geography, environment, science and arts of the local community to provide a culturally rich and meaningful learning environment.*

Further, the school lists student-focused terms that will “engage parents and foster student health and wellness,” that students will “have a safe and nurturing environment...”, and focus on “improving student academic achievement.” To that aim, the school states it in its teacher-focused terms that its staff training will include: “Dual Language methodology”, “Place-based Approach to Instruction”, “Diné Language and Culture”, and “DIBELS Next assessments”. The dual language methodology is quite detailed with definitions for key components and descriptors.

**Multiage Pedagogy and its Effective Implementation.** According to the school’s stated request, it wishes to implement a “multi-aged grouping strategy (K, 1<sup>st</sup> and 2<sup>nd</sup> combined, 3<sup>rd</sup> and 4<sup>th</sup> combined etc.)” which it claims is “essential to developing language proficiency, providing individualized attention, and creating a collaborative environment for students.” The rationale for moving to a multiage strategy states a purpose of this change is “remediation” since teachers will “ensure that differentiated instruction will be provided for students at varying skills/abilities.” Additionally, the school names “socio-economic constraints” as a factor for the “combined classes” since combined grades “are more cost-effective due to limited budget and space.”

The school’s purpose in proposing a multiage grouping as a strategy appears to address budget constraints rather than enhancing its pedagogical approach for the purposes of implementing its educational program. From research in this area, it is clear that *multiage pedagogy* is not viewed simply as “combined classes” or a “strategy” as cost-effective measure. While research indicates there are important benefits to students through multiage instruction, simply

Placing students from several grades in one classroom does not in itself create a successful multi-age classroom, however. Multi-age classrooms are based on a student-centered, subject-integrated approach to learning. If a teacher assigned to a multi-age, combined, or multi-grade classroom uses approaches traditionally used in single-grade classrooms and attempts to teach separate and discrete curricula to each grade-group, the benefits are lost (Manitoba Education and Youth, 2003, p. 1.5)<sup>2</sup>.

According to research in multiage classrooms and pedagogy, the success of multiage education depends on effective implementation of the program through teacher training, the provision of learning material and community support (Costa & Timmons, 2002; Miller, 1996; Thomas & Shaw, 1992; Saqlain, 2015). Multiage classrooms require

More time than single-grade classrooms for teacher planning and professional development and that insufficient planning may have an impact on the success of the programming. Teachers in multilevel classrooms also require a thorough understanding of classroom assessment (Gaustad, 1995; Stiggins, 2001). It is essential, therefore, that teachers who face the challenge of two or

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<sup>2</sup> (2003). *Independent Together: Supporting the multilevel learning community*, Manitoba Education and Youth: Winnipeg, Manitoba. The direct link is: <http://www.edu.gov.mb.ca/k12/docs/support/multilevel/index.html>

more grades in their classrooms be provided with professional development in strategies and approaches developed by multi-age educators (Manitoba Education and Youth, 2003, p. 1.5)

Some of the main challenges in effectively implementing a multiage classroom are related to lack of effective teacher professional development, access to teaching and learning materials, time for teaching, planning and organizing instruction, a lack of space, or adequate support from administration (Saqlain, 2015). Yet, many of these same challenges vex single-age classrooms and schools everywhere. Lead researchers in the field find that the benefits of multiage grouping are only achieved under stable conditions and where there is “some guarantee that the organizational structure will be a permanent one” (Mulcahy, 2000; Saqlain, 2015). Again, the research in this area draws a sharp contrast between multiage classrooms and combined classrooms which may be temporary in nature

A multiage classroom is not two grades put together for convenience, perhaps to accommodate a population bulge and probably for only a year or two. It is a permanent class grouping of planned diversity (Bingham, 1995, p. 8).

Thus, effectively implementing multiage pedagogy is not a simple change of “strategy” to address “socio-economic constraints” –rather, this change would represent a fundamental shift in the school’s educational program. Moreover, Dream Diné, in its rationale, has not accounted for how it will integrate multiage pedagogy with its place-based, dual language programming, skillfully plan or thoughtfully recruit, retain, and support teachers that are able and willing to instruct multiage classrooms, clearly communicate with parents this important change, or transform organizationally to accommodate this pedagogical choice.

To be clear, the PED does not take a position on the philosophy, values or beliefs inherent in the pedagogy required for effective implementation of a multiage education program or its potential advantages or benefits. Rather, the issue at point remains that Dream Diné has already demonstrated a serious lack of capacity to execute its current charter term as evidenced by its severe non-compliance in all areas (academic, financial and organizational) and extremely low academic achievement over the term of its charter. The school has not demonstrated that it will effectively support implementation of the proposed pedagogy because it has not demonstrated that it has a plan to provide staff with the appropriate training and support to implement its current educational program.

#### Recommendation

**The PED cannot recommend approval of the school’s request until such a time that Dream Diné can demonstrate the capacity and planning to effectively implement this new pedagogy and do so without impacting the ability to effectively implement of its chosen program of instruction as a place-based, dual language immersion program. Specifically, prior to approval the school should provide a plan that will demonstrate that its hiring practices, teachers, professional development, and curriculum will effectively support this pedagogical choice.**

## Proposed Motions

### Amendment Request: Change to Material Terms – Educational Program (Multiage Grouping)

- Move to deny the amendment the request presented by Dream Diné to change its materials terms with respect to its educational program by adding a multiage educational program because the school has not demonstrated capacity or planning to effectively implement a multiage education program or to do so without impacting the current educational program identified in the charter contract.
- Move to approve the amendment presented by Dream Diné to change its materials terms with respect to its educational program by adding a multiage educational program because [PEC to provide reasons that the request should be approved]

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

*And*  
**Amendment Request**, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: \_\_\_\_\_ Dream Dine \_\_\_\_\_

Date submitted: 9/22/2017 Contact Name: \_\_\_\_\_ Tina Deschenie \_\_\_\_\_ E-mail [tina@dreamdine.org](mailto:tina@dreamdine.org) \_\_\_\_\_

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Charter application page 41	Small class sizes (15 students in K, 1st, 2nd, 20 students in 3rd -5 th) and a multi-aged grouping strategy (1st and 2nd combined, 3rd and 4th combined, etc.) are essential to developing language proficiency, providing individualized attention, and creating a collaborative environment for student	Small class sizes (15 students in K, 1st, 2nd, 20 students in 3rd -5 th) and a multi-aged grouping strategy (K, 1st and 2nd combined, 3rd and 4th combined, etc.) are essential to developing language proficiency, providing individualized attention, and creating a collaborative environment for students.	Within the small classes, students are grouped by skills intervention. This is for remediation and is essential to developing language proficiency, providing individualized attention, and creating a collaborative environment for student. Teachers will ensure that differentiated instruction will be provided for students at varying skills/abilities. The small class sizes are a reflection of geographical, socio-economic constraints, cultural factors, and the combined classes are more cost-effective due to limited budget and space.	9/29/2017

Original Signature of Governing Council President or Designee: \_\_\_\_\_ Date: 9/28/17

Printed Name of Governing Council President or Designee: Telletha Valenski

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

## Public Education Commission use only

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED

**DREAM DINE' GOVERNING COUNCIL SPECIAL MEETING**  
**Thursday, September 28, 2017—5PM**  
**Dream Diné Office, Shiprock, NM**

**Unofficial Minutes**

- A. Call to Order – 5:15pm**
- B. Invocation – Tina**
- C. Roll Call- Conference call: Charlotte (staff), Sierra (GC), and Clarence (GC);  
In-person: Tina (staff) and Telletha (GC)**
- D. Approval of Agenda- Motion to approve the agenda by Clarence and second  
by Sierra (Vote 3-0).**
- E. Discussion and Action Items:**
  - a. Financial/School Budget BARS – Motion to approve BAR-0006-M and  
BAR-0007-I by Telletha and second by Clarence (Vote 3-0).**
  - b. Multi Grade Amendment Request- Motion to approve the state  
charter amendment request by Clarence and second by Sierra (Vote 3-  
0).**
  - c. School Improvement Plan for AY 2017-2018- Motion to approve the  
school improvement plan for 2017-2018 by Telletha and second by Sierra  
(Vote 3-0).**
- G. Benediction- Telletha**
- H. Adjournment – Motion to adjourn by Sierra and second by Clarence (Vote  
3-0).**

**Dream Dine**

District: State Charter

Grade Range: KN - 3      Code: 559001

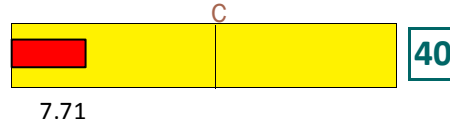
C - State benchmark established in 2012

Possible Points

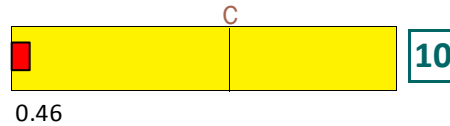
This School Earned

**Current Standing**

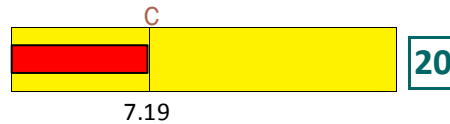
Are students performing on grade level? Did they improve more or less than expected?


**F**
**School Improvement**

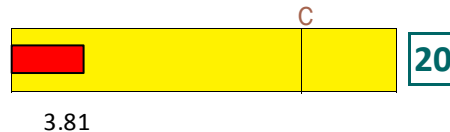
Is the school as a whole making academic progress?


**F**
**Improvement of Higher-Performing Students**

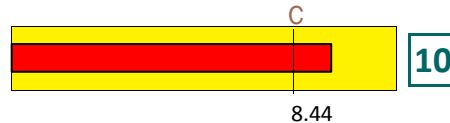
Are higher-performing students improving more or less than expected?


**C**
**Improvement of Lowest-Performing Students**

Are the lowest-performing students improving more or less than expected?

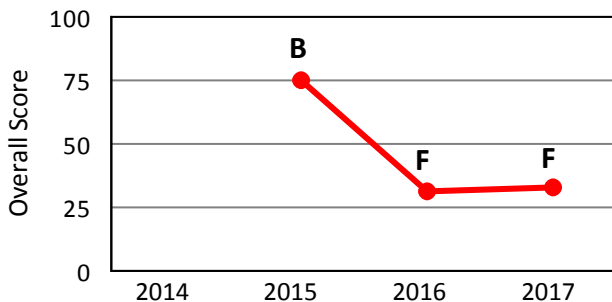

**F**
**Opportunity to Learn**

Do students and families believe their school is a good place to attend and learn?


**B**
**Bonus Points**

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

**This School's History**

**Note for Families**

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.



## Final Points

### Elementary and Middle Schools

75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

## Tests

School Grading draws on student performance from these state assessments:

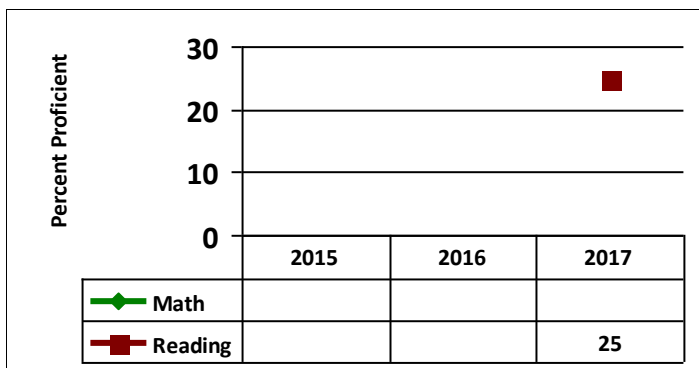
			Grades
<b>PARCC</b>	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
<b>SBA</b>	Standards Based Assessment - Spanish	Reading	3-11
<b>NMAPA</b>	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
<b>DIBELS</b>	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
<b>IStation</b>	IStation (beginning 2017)	Early Literacy	KN-2

## Details of Each Grade Indicator

### Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

			Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
All Students			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>	Proficient (%)	25	-	≤ 20	-	-	-	-	25	29	-	-
	Points Proficiency	3.13										
	Points Student Growth	2.58										
<b>Math</b>	Proficient (%)	-	-	-	-	-	-	-	-	-	-	-
	Points Proficiency	1.79										
	Points Student Growth	0.22										



### Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

## School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	Reading	Math
Growth Index	-1.33	-4.42
Points	0.46	0.00

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

## Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

### Above Zero

This group performed higher than expected.

### Near Zero

This group performed as expected based on their academic history.

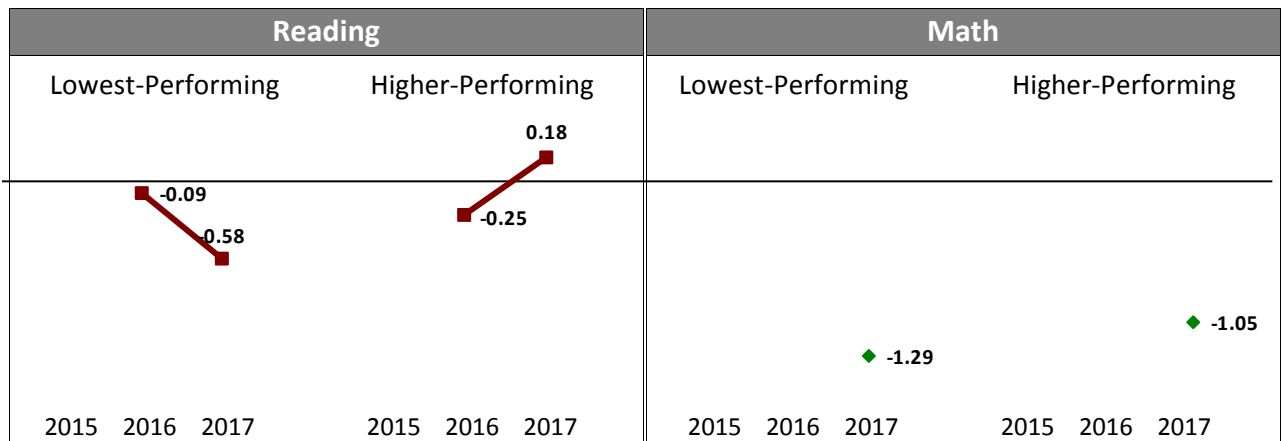
### Below Zero

This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	0.18 5.71	-	0.28	-	-	-	-	0.25	0.06	-	-
Lowest-Performing Points	-0.58 2.82	-	-	-	-	-	-	-	-	-	-
Math Growth											
Higher-Performing Points	-1.05 1.48	-	-	-	-	-	-	-	-	-	-
Lowest-Performing Points	-1.29 0.99	-	-	-	-	-	-	-	-	-	-

## Growth Over Time

### Growth Greater than Expected



### Growth Lower than Expected

## Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	91	87	94	56	-	-	-	92	91	89	92
Points	4.78										

## Surveys

Score (Average) 32.96  
Points 3.66  
Number of Surveys 20

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

## Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student and Parent Engagement | <input checked="" type="checkbox"/> Truancy Improvement |
| <input type="checkbox"/> Extracurricular Activities               | <input checked="" type="checkbox"/> Using Technology    |

## Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

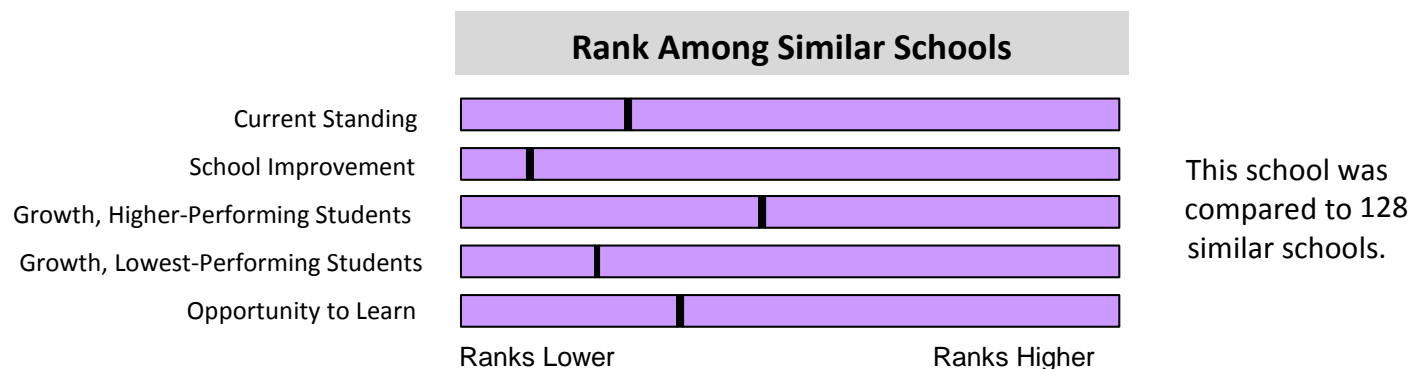
Reading (%) 100  
Math (%) 100

School exempt from penalty because of size

# Additional Information

## Similar Schools

This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

**School History** Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

			Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	25	-	≤20	-	-	-	-	25	29	-	-
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
	2015 (%)	-	-	-	-	-	-	-	-	-	-	-
<i>Math Proficiency</i>	2017 (%)	-	-	-	-	-	-	-	-	-	-	-
	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
	2015 (%)	-	-	-	-	-	-	-	-	-	-	-

## Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

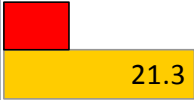

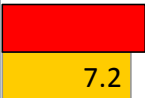



Schools that administered tests by computer received bonus points based on the number of students participating.

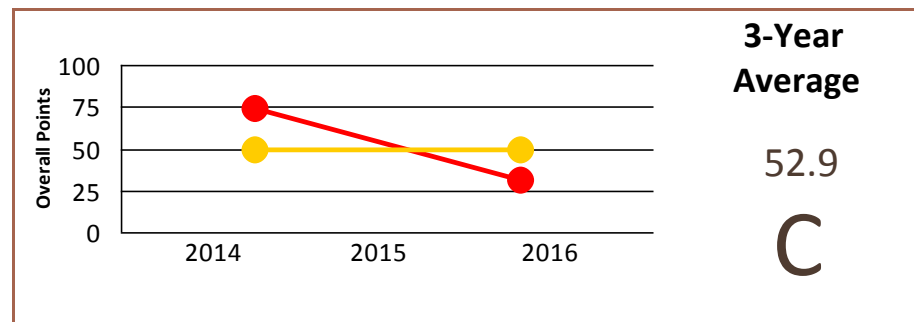
## Dream Dine

District: State Charters

Grade Range: KN - 2 Code: 559001

This School ■  
Statewide C Benchmark ■

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		F	7.28	40
School Growth		Grade	School Points	Possible Points
Did the school as a whole improve student performance more or less than expected?		F	0.02	10
Student Growth of Highest Performing Students		Grade	School Points	Possible Points
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		C	8.00	20
Student Growth of Lowest Performing Students		Grade	School Points	Possible Points
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		F	9.29	20
Opportunity to Learn		Attendance only	School Points	Possible Points
Do parents and students believe their school is a good place to learn? Is student attendance high?		NA	4.95	10
Bonus Points			School Points	Possible Points
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			0.00	5



**Final School Grade**

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

**Total Points**

**31.09**

This school did not give the OTL survey. Overall points were adjusted accordingly.

## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

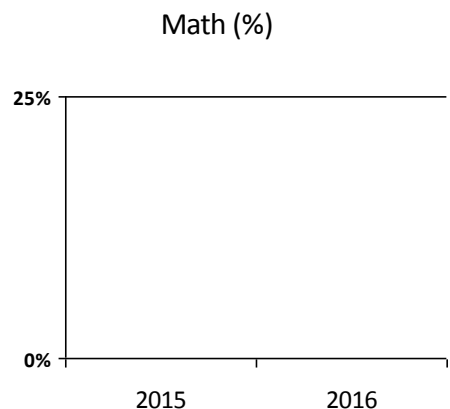
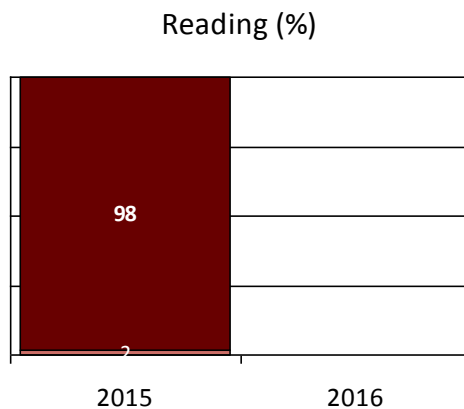
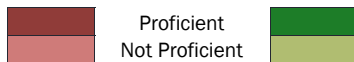
### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	-	-	-	-	-	-	-	-	-	-	-
Proficient and Advanced (Pts)	0.00										
Value-Added Model (Pts)	3.64										
<b>Math</b>											
Proficient and Advanced (%)	-	-	-	-	-	-	-	-	-	-	-
Proficient and Advanced (Pts)	-										
Value-Added Model (Pts)	-										

### 3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



## School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	-2.950	-
Points Earned	0.01	-

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

## Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	-0.25	0.00	0.00	-	-	-	-	0.00	0.00	-	0.00
Highest 75% (Pts)	4.00										
Lowest 25% (VAS)	-0.09	-0.79	-	-	-	-	-	-0.79	-0.79	-	-
Lowest 25% (Pts)	4.65										
<i>Math Growth</i>											
Highest 75% (VAS)	-	-	-	-	-	-	-	-	-	-	-
Highest 75% (Pts)	-										
Lowest 25% (VAS)	-	-	-	-	-	-	-	-	-	-	-
Lowest 25% (Pts)	-										

## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Attendance (Average)	94.0	95	93					94		95		93
Attendance (Points)	4.95											

Survey (Average)	-	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	-	
Count of Surveys (N)	-	

## Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- ☐ Student and Parent Engagement
 ☐ Truancy Improvement
- ☐ Extracurricular Activities
 ☐ Other

## Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) -

Math (%) -

Feeder schools are exempted from participation penalty.



**School History**

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:  
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
	2015 (%)	>98.0		>98.0					>98.0	>98.0		
	2014 (%)											
<i>Math Proficiency</i>	2016 (%)	-	-	-	-	-	-	-	-	-	-	-
	2015 (%)											
	2014 (%)											

**End Notes**



- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.









**Note for Families:** If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.

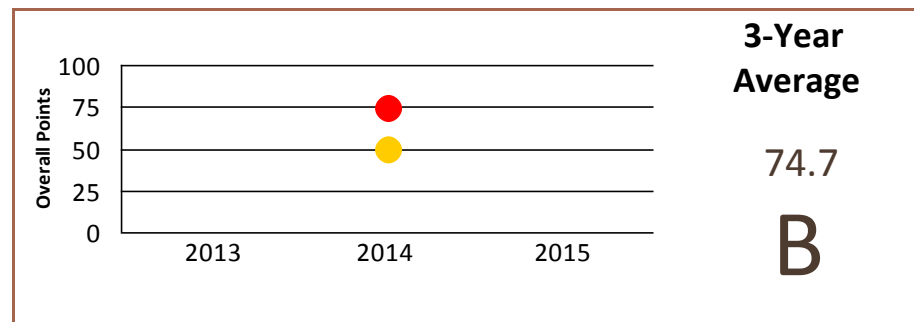
## Dream Dine

District: State Charters

Grade Range: KN - 01 Code: 559001

This School   
Statewide C Benchmark 

		Grade	School Points <small>Proficiency only</small>	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	  21.3		<b>10.16</b>	<b>40</b>
<b>School Growth</b> In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	 5.8			<b>10</b>
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	 7.2			<b>20</b>
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	 15.3		<small>Attendance only</small>	<b>20</b>
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	  7.5		<b>4.78</b>	<b>10</b>
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	 1.6		<b>0.00</b>	<b>5</b>



**Final School Grade**

75.0 to < 100.0	<b>A</b>
60.0 to < 75.0	<b>B</b>
50.0 to < 60.0	<b>C</b>
37.5 to < 50.0	<b>D</b>
0.0 to < 37.5	<b>F</b>

**Total Points**

**74.70\***

\* This school did not have scores for growth, and was not required to give the OTL survey. Overall points were adjusted accordingly.

## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

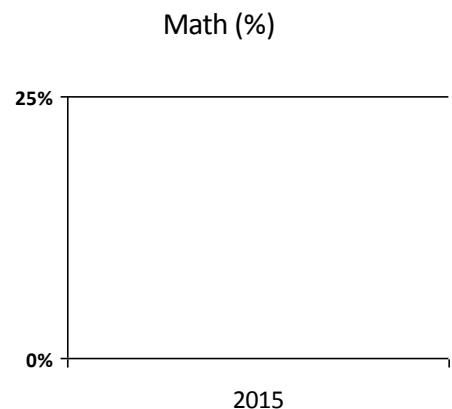
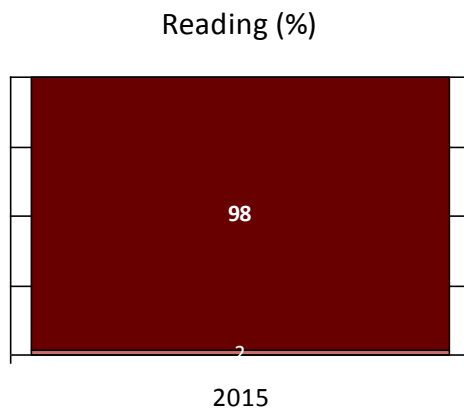
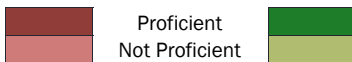
### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading</i>											
Proficient and Advanced (%)	>98.0	>98.0						>98.0	>98.0		
Proficient and Advanced (Pts)	5.08										
Value Added Model (Pts)	-										
<i>Math</i>											
Proficient and Advanced (%)											
Proficient and Advanced (Pts)	5.08										
Value Added Model (Pts)	-										

### 3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



## Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	90.8	-	90.1	-	-	-	-	90.8	89.8	-	91.7
Attendance (Points)	4.78										
Survey (Average)	NA	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.								<i>Reading</i>	NA
Survey (Points)	-									<i>Math</i>	NA
Count of Surveys (N)	-									<i>General</i>	NA

## Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- ☐ Student Engagement
- ☐ Parental Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☒ Other

## Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) -

Math (%) -

Feeder schools not subject to participation.

## School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Growth Lowest 25% (Q1)</b>	Reading	.0038											
	Math	-.0334											
<b>Growth Highest 75% (Q3)</b>	Reading	-.0481											
	Math	-.0613											
<b>Proficiency</b>	Reading	33.3%	Y		Y					Y	Y		
	Math	17.6%											
<b>Graduation</b>	4-Year Cohort	75.6%											

## School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	>98.0		>98.0					>98.0	>98.0		
	2014 (%)											
	2013 (%)											
<i>Math Proficiency</i>	2015 (%)											
	2014 (%)											
	2013 (%)											

## Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 3 to Grade 4 (%)											
Grade 5 to Grade 6 (%)											
Grade 8 to Grade 9 (%)											

## End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.