

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: July 19, 2017
- II. Item Title: Vote on Charter School Amendment – School of Dreams Academy Charter School is requesting to amend the Article VII, Section 8.01, Authorized School Grades (3Y/4Y)
- III. Executive Summary and Proposed Motions:

Request and Rationale

School of Dreams Academy Charter School requests to amend the grade levels served. The school's current contract states that the school is authorized to serve Grades K-2 and 7-12.

The school is requesting to change the grades they are authorized to serve to include 3Y/4Y (Developmentally Disabled) Program to grades served as allowed under IDEA Part B in public schools.

The school states the following rationale for its request: *The Individuals with Disabilities Education Act-Part B requires public schools to conduct Child Find services and provide programming for 3 and 4 year old students qualified under developmental disabilities. When initially chartered and as part of renewal, School of Dreams Academy signed assurances to comply with this and other statutory requirements. This year (2016-17) School of Dreams Academy began such a program and, to date has identified 26 children in need of services. Currently we have two classrooms with certified teachers and teaching assistants offering developmentally appropriate programming in compliance with each student's IEP. SODA offers the full range of services including Speech/Language Pathology, Social Work, and Diagnostician, in a welcoming and family friendly environment. This request is to codify our 3Y/4Y program as part of our charter.*

School History

School of Dreams Academy Charter School was approved in September of 2008 by the New Mexico Public Education Commission (PEC) and granted a five year renewal beginning July 1, 2014.

Amendments

In 2011 the school was granted an enrollment cap increase from 199 students to 525 students.

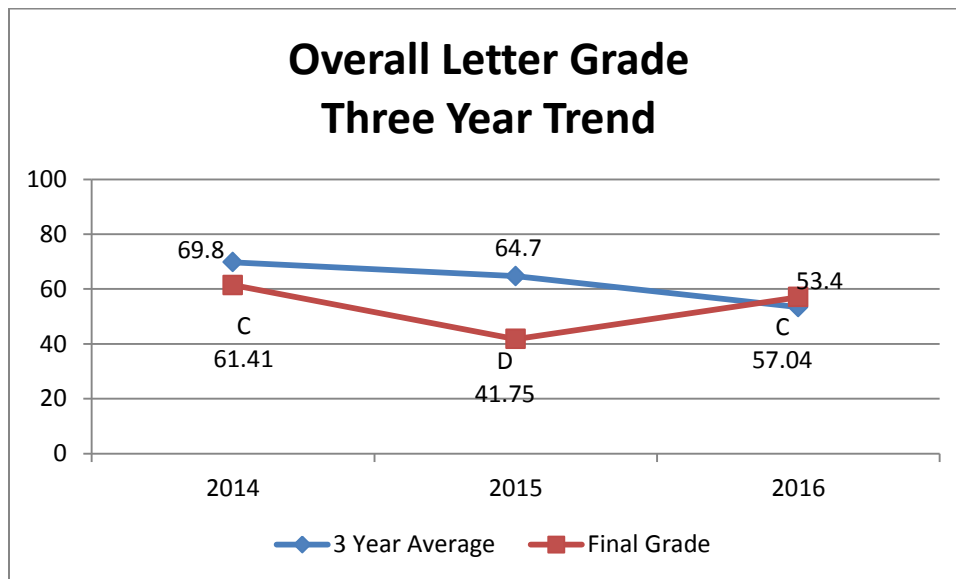
In March 2014, the school was granted an amendment to change its mission statement to indicate the school provides a STEAM curriculum.

In April 2016, The Public Education Commission approved an amendment that allowed School of Dreams Academy to move to a new location at 906 Juan Perea Road, Los Lunas, New Mexico. Additionally at the May 2016 PEC meeting, the Public Education Commission approved the addition of Kindergarten through second grades as grade levels the school is authorized to serve. At the same meeting, the Public Education Commission approved an increase of 100 students to the school's enrollment cap and the addition of a night school/credit recovery program.

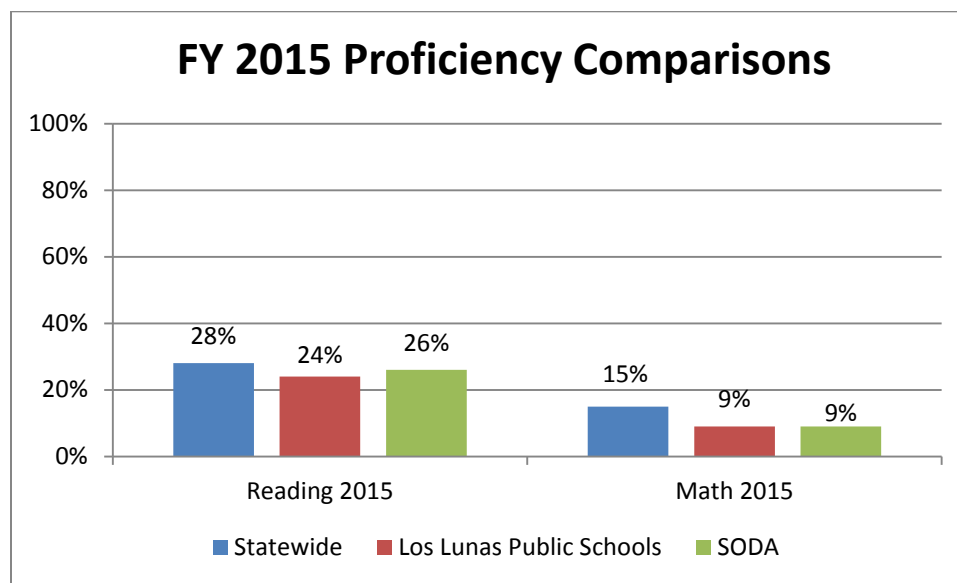
School Performance

School of Dreams Academy Charter School has received the following school grades:

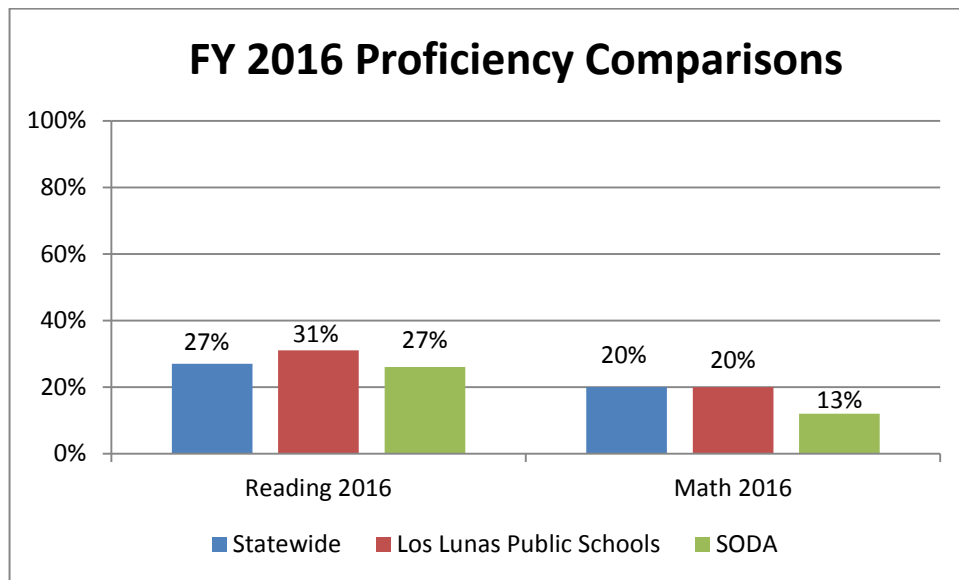
In 2013-14 the school grade was a C. In 2014-2015 the school grade was a D. In 2015-16 the school grade was a C. The school has a 3 year average of a C grade (53.4).



The tables below show a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Los Lunas Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a slightly lower proficiency percentage in reading than the statewide average and a slightly higher percentage than Los Lunas Schools' proficiency rates in reading. The school's math proficiency rate was also lower than the statewide average and was equivalent to the Los Lunas Public Schools' proficiency rates in math.



The 2016 state assessment performance data demonstrate an improvement in math from the prior year, but lower improvement than the state and Los Lunas Public Schools. The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Los Lunas Schools District data for the same grade levels. This comparison for 2016 indicates that the school scored a lower proficiency rate as compared to Los Lunas Public School's proficiency rate in reading and equivalent to the state's. This comparison for 2016 indicates that the school scored a lower proficiency rate as compared to the statewide average and Los Lunas Public Schools' proficiency rates in math.



Special Education Corrective Action Plan

School of Dreams Academy Charter School was placed on a Corrective Action Plan (CAP) by the Special Education Bureau as a result of the January 30, 2017 audit. This document is attached to the report and found on pages 8-9 of the packet. This CAP required the school to complete the following seven items:

1. District must reconvene an eligibility determination team for each student and re-evaluate seven children, and report to the Special Education Bureau (SEB) by September 15, 2017.
2. District must re-evaluate twelve children, and report to the SEB by September 15, 2017.
3. Establish IEP team, including parents, for each child identified in No. 2, above. Convene the IEP team to develop an IEP for each eligible child, and report to the SEB by September 15, 2017.
4. All related service providers must create logs, notes and/or billing statements evidencing that the related services required in each student's IEP have been provided to the student. Providers must state whether each session is an individual or group session, what services were provided, when, where, the length of the session and how the child responded. The school must report to the SEB by September 22, 2017.
5. District must complete a Memorandum of Understanding (MOU) or Interagency Agreement between both the LEA and Part C Lead Agency to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency's educational jurisdiction. The school must report to the SEB by August 18, 2017.
6. The district's Superintendent and Special Education Director

must ensure that all eligibility determination teams are trained in the procedures for determining eligibility for special education services. The district must conduct trainings consistent with the NMPED's Technical Evaluation and Assessment Manual (T.E.A.M.). The school must report to the SEB by October 20, 2017.

7. Prior to the start of the school year 2017-2018, the district must provide training for school staff and contracted staff on all newly developed and/or updated internal processes and procedures on how to conduct an evaluation using the PED T.E.A.M. when identifying eligible students. The school must report to the SEB by August 25, 2017.

School's Progress on Special Education CAP

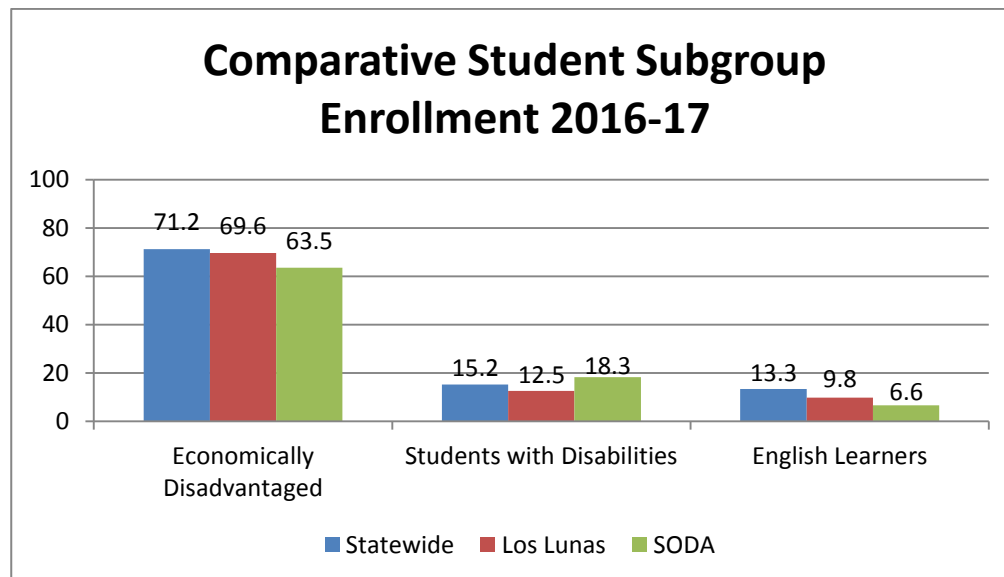
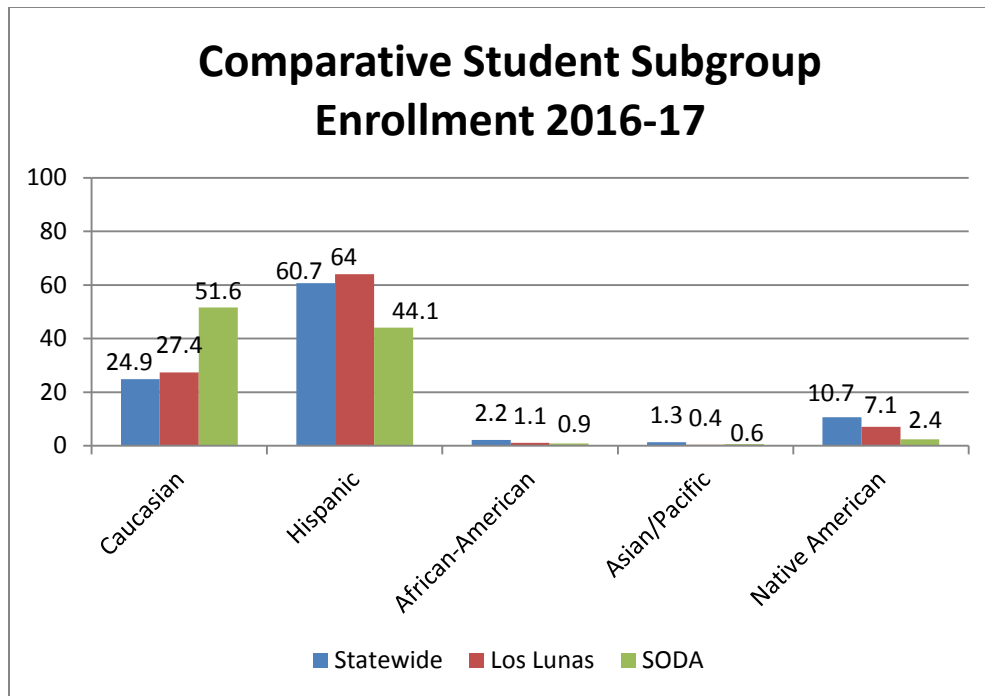
As of 7/13/17, the school leaders have only completed one item in the Special Education Corrective Action Plan. The completed item is the signed Memorandum of Understanding (MOU) between the LEA and Part C Lead Agency, Item 5.

School Enrollment and Demographics Data

The 120th day enrollment count at School of Dream Academy was 503 students for the 2016-2017 school year and 378 students for the 2015-2016 school year. This demonstrates an increase in total enrollment by 125 students.

Student demographics and subgroup enrollment for School of Dreams Academy for the 2016-17 40th day reporting, as compared to the Los Lunas Public School District and statewide data is provided below. The data demonstrates a lower Hispanic and Native American population when compared to both the statewide and Los Lunas Public School District percentages of the same populations.

The STARS data indicates the school has a slightly lower percentage of Economically Disadvantaged students and of English Learners enrolled than the percentage of such students enrolled in schools across New Mexico. School of Dreams Academy has a slightly higher percent of students with disabilities as compared to the local district and statewide percentages.



Additional Analysis

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. The law requires that a public school rated D or F must prioritize its resources 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. Based on the criteria from the letter grading law the school has not yet demonstrated sustained improvement.

Recommendation

Consistent with other PEC decisions and PED recommendations, PED recommends that the amendment request be denied at this time and reconsidered at a later date when the school is able to demonstrate the improvement shown in the 2016 school year has been sustained for at least two years. PED makes this recommendation based on the requirements of law laid out in the letter grading statute, NMSA 1978 § 22-2E-4(E), which requires that a school that has earned a letter grade of D prioritize its resources 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.

Additionally, the school is currently under a Special Education Corrective Action Plan due to unsatisfactory organizational performance.

Specifically, the school is under a corrective action plan due to legal deficiencies in operating the school's special education program.

PED therefore cannot support an amendment allowing the school to adopt additional special education programming until the school can demonstrate proven, successful implementation of the school's corrective action plan in which the school has addressed all underlying legal deficiencies with the school's original program. Proven and successful implementation of the school's corrective action plan will be one in which the school can show successful completion of the corrective action plan and has received no special education findings for a period of at least one year.

Proposed Motions

- Move to deny the amendment request presented by presented by School of Dreams requesting to amend the grade levels served to include a 3Y/4Y (Developmentally Disabled) Program because the school is currently under a Special Education Corrective Action Plan due to unsatisfactory organizational performance and because the school has not yet demonstrated sustained academic achievement as required by NMSA 1978 §22-2E-4(E) which requires a school that has earned a letter grade of D to prioritize resources toward proven programs and methods linked to improved student achievement until the school earns a grade of C or better for two consecutive years.
- Move to approve the amendment request presented by requesting to amend the grade levels served to include a 3Y/4Y (Developmentally Disabled) because [PEC TO PROVIDE RATIONALE].

SCHOOL OF DREAMS
CORRECTIVE ACTION PLAN RESULTING FROM FINDINGS FROM JANUARY 30, 2017 AUDIT

<p>1. District must reconvene an eligibility determination team for each student and re-evaluate the following children:</p> <p>3381; 7243; 7174; 3555; 2171; 0478; 7868</p> <p>Conduct the evaluation using a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability.</p> <p>District must review all existing evaluations and assessments for each student and determine if any additional evaluations and assessments are needed to determine whether the child is a child with a disability.</p>	<p>Copies of all documents on which the determination is based for each child.</p> <p>Documentation of the team's review of all existing evaluations and assessments for each child. All evaluations must be completed by September 8, 2017.</p> <p>Documents are due to the SEB by September 15, 2017.</p>
<p>2. District must re-evaluate the following children: 3381; 7293; 5869; 7174; 4946; 3321; 7686; 1590; 8440; 7137; 9690; 7238</p> <p>Ensure that each child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.</p> <p>District must review all existing evaluations and assessments to determine if additional evaluations or assessments are needed.</p>	<p>Documentation of the team's review of all existing evaluations and assessments. All evaluations must be completed by September 8, 2017.</p> <p>Documents are due to the SEB by September 15, 2017.</p>
<p>3. Establish IEP team, including parents, for each child identified in No. 2, above. Convene the IEP team to develop an IEP for each eligible child.</p> <p>Prepare Prior Written Notice (PWN) for parents summarizing the proposals, rejections and approvals that occurred during the IEP team meeting, and the reasons for those decisions.</p>	<p>Copies of all documents reviewed by IEP team; Copy of IEP developed for each child; Copy of each Prior Written Notice sent to parents. All IEP meetings must be completed by September 8, 2017.</p> <p>Documents are due to the SEB by September 15, 2017.</p>
<p>4. All related service providers must create logs, notes and/or billing statements evidencing that the related services required in each student's IEP have been provided to the student.</p> <p>Providers must state whether each session is an individual or group session, what services were provided, when, where, the length of the session and how the child responded.</p>	<p>Copies of service logs as described in No. 4. All service logs must be submitted by September 15, 2017.</p> <p>Documents are due to SEB by September 22, 2017.</p>

SCHOOL OF DREAMS
CORRECTIVE ACTION PLAN RESULTING FROM FINDINGS FROM JANUARY 30, 2017 AUDIT

<p>5. District must complete a Memorandum of Understanding (MOU) or Interagency agreement between both the LEA and Part C lead agency to ensure a smooth and effective transition from Part C to part B programs for preschool children with disabilities within the agency's educational jurisdiction.</p>	<p>Copy of signed and completed MOU. MOU must be completed by August 11, 2017.</p> <p>Document is due to the SEB by August 18, 2017.</p>
<p>6. The district's Superintendent and Special Education Director must ensure that all eligibility determination teams are trained in the procedures for determining eligibility for special education services</p> <p>The district must conduct trainings consistent with the NMPED's Technical Evaluation and Assessment Manual (T.E.A.M.)</p>	<p>Copies of sign- in sheets for all trainings, agendas and training materials.</p> <p>Identification and qualifications of trainers. Trainings must be completed by October 13, 2017.</p> <p>Documents are due to the SEB by October 20, 2017.</p>
<p>7. Prior to the start of the school year 2017-2018, the district must provide training for school staff and contracted staff on all newly developed and/or updated internal processes and procedures on how to conduct an evaluation using the PED T.E.A.M. when identifying eligible students.</p>	<p>Copy of sign- in sheets, copies of agenda and training materials.</p> <p>Identification and qualifications of trainers. Training must be complete prior to the start of the school year 2017-2018.</p> <p>Documents are due to the SEB by August 25, 2017.</p>

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.

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

of State-Chartered School: School of Dreams Academy

Submitted: 10/27/2016 Contact Name: Michael S Ogas E-mail mogas@sodacharter.com

Inter Application Contract Section 8.01, School Grades	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
	Grades K – 2, 7 - 12	Add 3Y / 4Y DD (Developmentally Disabled) Program, to grades served, as allowed under IDEA Part B in public schools.	The Individuals with Disabilities Education Act – Part B requires public schools to conduct Child Find services and provide programming for 3 and 4 year old students qualified under developmental disabilities. When initially chartered and as part of renewal, School of Dreams Academy signed assurances to comply with this and other statutory requirements. This year (2016-2017) School of Dreams Academy began such a program and, to date has identified 26 children in need of services. Currently we have two classrooms with certified teachers and teaching assistants offering developmentally appropriate	10/27/2016

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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			<p>programming in compliance with each student's IEP. SODA offers the full range of services to comply with IEP's including Speech/Language Pathology, Occupational Therapy, Social Work, Counseling, and Diagnostician, in a welcoming and family friendly environment. This request is to codify our 3y/4y program as part of our charter.</p>	
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Original Signature of Governing Council President or Designee: [Signature] Date: 10-27-16

Printed Name of Governing Council President or Designee: Kathy Chavez

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED



October 27, 2016

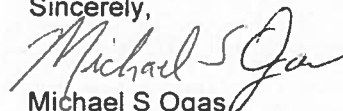
Patricia Gibson, Chair
New Mexico Public Education Commission
300 Don Gaspar Avenue
Santa Fe, NM 87501

Dear Madam Chair,

School of Dreams Academy (SODA) is submitting this amendment request to amend grade levels served to add a 3Y/4Y DD (Developmentally Disabled) program as allowed under the Individuals with Disabilities Education Act – Part B (IDEA-B). IDEA-B requires public schools to conduct Child Find services and provide programming for 3 and 4 year old students qualified under developmental disabilities. When initially chartered and as part of our renewal, School of Dreams Academy signed assurances to comply with this and other statutory requirements. Currently SODA's authorized grade levels do not include services to 3Y/4Y DD students. At the May 13, 2016 PEC meeting significant discussion centered around this issue as we had initially requested adding grades Pre-K through 2nd. Our intention, from the beginning was to implement a 3Y/4Y DD program but the issue was calling it "Pre-K". When the Commission approved us adding grades K-2 we left with the understanding that we could proceed with implementing the 3Y/4Y program and that we needed to work the details out with the state. So that is what we did. In October 2015 SODA submitted projections to the PED Finance Division indicating our intent to add 3Y/4Y DD students pending approval of elementary grades increase by the PEC. This Year School of Dreams Academy began offering a 3Y/4Y program and, to date has identified 26 children in need of services. Currently we have two classrooms with certified teachers and teaching assistants offering developmentally appropriate programming in compliance with each student's IEP. SODA offers the full range of services to comply with IEP's including Speech/Language Pathology, Occupational Therapy, Social Work, Counseling, Psychological and Diagnostician, in a welcoming and family friendly environment.

On October 10, 2016 I received an email from Director Poulos (attached) requiring us to submit this amendment because the 3Y/4Y program under IDEA is a "public school program and needs to be included in your grade level cap". This request is to codify our 3y/4y program as part of our charter. Thank you, in advance, for placing this amendment request on the PEC agenda at your earliest convenience.

Sincerely,


Michael S Ogas
Founder/Principal

1800 Main St., NE Suite 250
Los Lunas, NM 87031
www.sodacharter.net

Subject Required Amendment Request
From Poulos, Katie, PED <Katie.Poulos@state.nm.us>,
To Ogas, Mike <mogas@sodacharter.com>,
Date Oct 10 2016 4:10 PM



Good Day Mr. Ogas:

I am writing to you to inform you that you need to submit an amendment request to amend grades levels served to the Public Education Commission because your school offers a 3Y/4Y DD (Developmentally Disabled) program.

Whereas, the PEC has previously elected to exclude "PreK" programs from the grade level authorization it grants to charter schools. This decision has been made because these programs do not fall under "public school programs". However, the 3Y/4Y DD (Developmentally Disabled) program is a public school program and needs to be included be included in your grade level caps.

Your current authorized grade levels do not reflect the PEC's authorization for you to serve students in the at 3Y/4Y DD public school program.

In addition to submitting an amendment requests to incorporate 3Y/4Y DD programs into their grade level authorization, you may need to amend your enrollment cap if the students in your 3Y/4Y DD (Developmentally Disabled) program are pushing you past your current enrollment cap of 525 students.

Please let me know if you have any questions about this.

Terms Requiring Amendment.

Any modification of the Performance Frameworks requires an amendment that must be agreed to and executed by both Parties. Each Party must vote on this amendment in an open public meeting prior to execution of the amendment. The School will submit the requested amendment to all entitled to notice in Section 2.02 and request that the Authorizer place the amendment on the agenda of the Authorizer for approval.

Along with your [amendment request](#) please include the Governing Board (GB) meeting notes at which the GB approved the proposed amendment request.

Warm regards,

Katie

Katie Poulos
Director of Options for Parents
NM Public Education Department
300 Don Gaspar
Santa Fe, NM 87501
c: (505) 469-0373

SCHOOL OF DREAMS ACADEMY GOVERNING COUNCIL

SPECIAL MEETING

OCTOBER 27, 2016 10:00AM*

ALBUQUERQUE MARRIOTT

2101 LOUISIANA BOULEVARD NE, - ALBUQUERQUE, NEW MEXICO 87110

(Draft only – agenda subject to change)

Notice: If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service, to attend or participate in the hearing or meeting, please contact the School of Dreams Academy Governing Council Office at (866-7632) at least one week prior to the meeting or as soon as possible. Agendas are available in the aforementioned office(1800 Main Street NE, Suite 250, Los Lunas, NM) 24 hours prior to the meeting.

***NOTICE**

**The School of Dreams Academy Governing Council will hold a special meeting
beginning at 10:00AM.**

AGENDA

- I. CALL TO ORDER**
- II. PLEDGE OF ALLEGIANCE**
- III. ANNOUNCEMENT OF MEETING**
- IV. APPROVAL OF AGENDA**
- V. ACTION ITEMS –**
 - A. Approval Of Three And Four Year Old Program Under The Individuals With Disabilities Education Act Part B (IDEA-B)**
- VI. ANNOUNCEMENT OF MEETING**
November 01, 2016 -Regular Meeting School of Dreams Office 5:00pm
- VII. ADJOURNMENT**

SCHOOL OF DREAMS ACADEMY

GOVERNING COUNCIL

MINUTES – October 27, 2016 – SPECIAL MEETING

I. CALL TO ORDER

President Kathy Chavez called the meeting to order at 10:00AM

Council Members in Attendance: Kathy Chavez, President
Denise Romero
Rhonda Sanchez

Members Excused: Dr. David Schneider
Catherine Smith

Others Present: Mike Ogas
Teresa Ogas

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Kathy Chavez

III. ANNOUNCEMENT OF MEETING

Mr. Ogas stated the meeting had been announced in accordance with the Open Meetings Act {Pursuant to 10-15-1 H NMSA 1978 Annotated} and was a legal constituted meeting of The School of Dreams Academy Governing Council.

IV. APPROVAL OF AGENDA - October 27, 2016

President, Kathy Chavez requested a motion:

Ms. Rhonda Sanchez moved to approve the agenda as is, seconded by Rhonda Sanchez. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

V. ACTION ITEMS

1. Approval of Three And Four Year Old Program Under The Individuals With Disabilities Education Act Part B (IDEA-B)

Mr. Ogas presented to the council a summary of the procedure in naming the Three/Four Year Old Program correctly and the process.

President, Kathy Chavez requested a motion:

Ms. Denise Romero moved to approve Three and Four Year old Program Under the Individuals With Disabilities Education Act Part B(IDEA-B) with the recommendation of Mr. Ogas; seconded by Rhonda Sanchez. There being no discussion, Ms. Chavez called for a roll call vote with the following results: (Yes-Rhonda Sancehez) (Yes – Denise Romero) (Yes – Kathy Chavez) Motion passed unanimously

VI. Announcement of Meeting

November 01, 2016 – Regular Meeting School of Dreams Office 5:00PM Budget 5:30 meeting

VIII. ADJOURNMENT

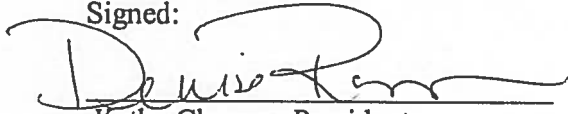
President, Kathy Chavez requested a motion:

Ms. Rhonda Sanchez moved to adjourn the meeting and seconded by Ms. Denise Romero. There being no discussion, Ms. Chavez called for a vote with the following results: (Rhonda Sanchez – Yes) (Kathy Chavez – Yes) (Denise Romero – Yes) Motion passed unanimously.

The meeting was adjourned at 10:20am

Approved this 2016.

Signed:


Kathy Chavez, President

Attest:  sg

**MEMORANDUM OF UNDERSTANDING
for
Valencia County (Trailblazers Team)**

Transition from IDEA Part C Services to IDEA Part B Services

TEAM MEMBERS

PARTICIPATING AGENCIES

The following agencies, considered stakeholders, have participated in the development of this agreement and agree to sign this agreement indicating their willingness and commitment to participate:

La Vida Felicidad	Executive Director
Belen Consolidated Schools	Superintendent
Los Lunas Schools	Superintendent
School of Dreams Academy (SODA)	Principal/President
Mid-West NM Community Action Program, Head Start	Chief Operation Officer
New Mexico School for the Deaf	Regional Supervisor
New Mexico School for the Blind and Visually Impaired	Superintendent
UNM/CDD FOCUS Program	
Native American Professional Parent Resources (NAPPR)	Chief Executive Director
Alberta House, Positive Outcomes	Director
PEI (Presbyterian Ear Institute)	Executive Director

PURPOSE

The purpose of this agreement is to facilitate the integration and coordination of services to children with special needs ages 0 to 5 in order to create a service system flexible enough to meet the needs of children and families within available resources. Through interagency planning and family involvement, it is our goal to help children and families transition, adjust to and experience success in all settings.

OBJECTIVES

1. Ensure that any children with suspected disabilities and children with or at risk for developmental delays are identified as early as possible and referred to the appropriate agency(ies).
2. Ensure that children with disabilities and children with or at risk for developmental delays as defined by the Individuals with Disabilities Education Act (IDEA) and the Head Start Disability Services Performance Standards receive appropriate and necessary services.
3. Maximize education, health and developmental outcomes for families whose children have special needs.
4. Support families to be equal partners and informed decision makers in the education and transition process.
5. Provide for successful transitions between, among and within agencies.
6. Provide services that are culturally relevant and linguistically appropriate.
7. Ensure that the privacy requirements for handling confidential, private child and family information contained in HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Rights and Privacy Act) are followed.

DEFINITION OF TERMS

FERPA - Family Educational Rights and Privacy Act

FIT - Family Infant Toddler (FIT) Early Intervention Service Programs in this agreement refer to:

- Alberta House, Positive Outcomes
- La Vida Early Intervention
- Native American Professional Parent Resources (NAPPR)
- UNM/CDD FOCUS Program

Part B - Assistance for Education of all school age children with disabilities

Part C - Services for infants and toddlers with disabilities (birth-3) or risk for developmental delay and their families

LEA - Local Education Agency in this agreement refer to:

- Belen Consolidated Schools
- Los Lunas Schools
- School of Dreams Academy (SODA)

IEP - Individualized Education Program

IFSP - Individualized Family Service Plan

EDT - Eligibility Determination Team

IDEA - Individuals with Disabilities Education Act

NMSD - New Mexico School for the Deaf Parent Infant Child Program serves children statewide

NMSBVI - New Mexico School for the Blind and Visually Impaired serves children statewide

PEI - Presbyterian Ear Institute serves children in the near-Metro area; private preschool and kindergarten services to children with hearing loss (with or without other impairments) seeking the listening and spoken language option

Potentially eligible - Those children eligible under the Part C's "established condition" or "developmental delay" category

IMPLEMENTATION OF AGREEMENT

A copy of this agreement will be provided to each listed stakeholder and will be available on line at <http://cdd.unm.edu/ec/Transition/teams.ECT.htm>. Each participating agency involved in the development of this agreement will assure, either through policy and procedure and/or staff training, all individuals implementing or participating in the requirements to meet the required activities of this MOU understand their role and responsibility.

EFFECTIVE DATE AND TERMINATION:

This agreement will be effective April 1, 2017 and will remain in effect for four (4) years or until such time that any provider wishes to modify or cancel this agreement, at which time written notice and explanation must be submitted to all providers with thirty (30) days notice and the transition team must reconvene to discuss modification to or termination of the agreement. The agreement will be reviewed and updated, if needed, annually.

Trailblazers will convene a meeting of stakeholders at least once each year to review and evaluate the effectiveness of the MOU and collaborative efforts related to this process. If no changes are made, date of review will be noted in meeting minutes.

INTERAGENCY DISPUTE PROCESS

The event of a dispute or concerns relating to the MOU and/or transition process, all cooperating agencies agree to contact the specific agency in which the concern arises in an attempt to resolve concerns. If the concerns cannot be resolved in this way, or if the concerns affect the larger group, concerns will be addressed during the quarterly Trailblazer Meetings.

ALL AGENCIES AGREE TO:

1. Share information about trainings, available resources, and collaborate on the development of needed resources.
2. Plan and conduct collaborative Child Find/ identification and screening activities.
3. Work collaboratively to coordinate evaluation and assessment activities.
4. Inform families about options for services available that are appropriate to the unique needs of each child and family.
5. Provide education and training within their agencies to personnel regarding the terms of this agreement.
6. Work together to advocate for resources to address the needs of families and children in the communities we serve.

VII. WORKING PROCEDURES, TIMELINES AND RESPONSIBILITIES IN TRANSITION PROCESS

NOTIFICATION			
<ul style="list-style-type: none"> • Data on potentially eligible children sent to LEA. • Local level data shared 			
<p>NMAC 7.30.8.13 TRANSITION (B) (1) 7.30.8.13 TRANSITION (B)(1) The FIT program shall provide notification to the public education department, special education bureau, of all potentially eligible children statewide who will be turning three years old in the following twelve month period. (2) The early intervention provider agency shall notify the LEA of all potentially eligible children residing in their district who will turn three years old in the following twelve-month period. This will allow the LEA to conduct effective program planning.</p> <p>(3) The notification from the early intervention provider agency to the LEA shall:</p> <ul style="list-style-type: none"> (a) include children who are potentially eligible for preschool special education services under the Individuals with Disabilities Education Act (IDEA) Part B; potentially eligible children are those children who are eligible under the developmental delay or established condition categories; (b) include the child's name, date of birth, and contact information for the parent(s); (c) Be provided at least quarterly in accordance with the process determined in the local transition agreement; and (d) be provided no fewer than 90 days before the third birthday of each child who is potentially eligible for IDEA Part B. <p>NMAC 6.31.2.11 (A) (5) (a) Each LEA shall survey Part C programs within its educational jurisdiction in its child find efforts to identify children who will be eligible to enter the LEA's Part B preschool program in future years.</p>			
FIT PROVIDER	LEA	HEAD START	OTHER
<p>The FIT Program service provider agency will notify the LEA of children who reside in the LEA's educational jurisdiction and who are potentially eligible for Part B services.</p> <ul style="list-style-type: none"> • The list should include children who will turn three within the next 12 months. • The notification will include the child's first name, last name, middle initial, and date of birth, the LEA in which the child resides, and contact information for the parent. 	<p>The LEA will acknowledge receipt of the list of potential children provided by the FIT provider(s).</p> <ul style="list-style-type: none"> • The LEA representative receiving the list will record the date the list was received, sign it and mail or fax this documentation back to FIT provider 	<p>Head Start will be proactive in maintaining ongoing communication with parents, Part C providers and the LEA to support uninterrupted services. All meetings shall be held in a private meeting location to preserve confidentiality.</p>	<p>Agencies will follow HIPAA or FERPA confidentiality requirements for the release of information according to each agency's policy.</p>

NOTIFICATION CONTINUED

FIT PROVIDER	LEA	HEAD START	OTHER
<p>This notification will be provided to the LEA by the first working day of each quarter: July, October, January and April by mail or fax with confidentiality statement by the FIT providers NAPPR, FOCUS, New Mexico School for the Deaf, La Vida, and Positive Outcomes/ Alberta House.</p> <ul style="list-style-type: none"> • This notification provides the LEA with a list of children who will potentially transition to their school district within the next year, in order for the LEA to project future allocation of resources. • The list should be cumulative (i.e. each quarter, children who will turn three within the next 12 months will be added to the list). • If child is in the custody of Children Youth and Family Dept. (CYFD), information will include only the CYFD representative and CYFD address. • If no children are transitioning to the district, the EI representative will send a statement indicating such. 	<ul style="list-style-type: none"> • The LEA will protect this information as an educational record under FERPA in a manner which will not permit personal identification of Part C children and their parents to anyone other than the LEA. • The LEA will not contact the family directly at this early stage of the transition process 		

TRANSITION PLANNING

- Individualized steps and services added to IFSP

NMAC 7.30.8.13 (C)

- (1) A transition plan shall be developed with the parent(s) for each eligible child and family that addresses supports and services after the child leaves the FIT program.
- (2) The transition plan shall be included as part of the child's IFSP and shall be updated, revised and added as needed.
- (3) The following is the timeline for developing the transition plan:
 - (a) at the child's initial IFSP meeting, the transition plan shall be initiated and shall include documentation that the family service coordinator has informed the parent(s) regarding the timelines for their child's transition;
 - (b) by the time child is 24 months old, the transition plan will be updated to include documentation that the family service coordinator has informed the parent(s) of the early childhood transition options for their child and any plans to visit those settings; and
 - (c) At least 90 days, and not more than nine months before the child's third birthday, the transition plan shall be finalized at an annual IFSP or transition conference meeting that meets the attendance requirements of this rule.

6.31.2.11(A)(4)

Each public agency shall develop and implement appropriate policies and procedures to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency's educational jurisdiction, in compliance with 34 CFR Sec. 300.124. Each LEA and other public agencies as appropriate shall make reasonable efforts to establish productive working relations with local Part C programs and when given reasonable notice shall participate in the transition planning conferences arranged by local Part C providers.

6.31.2.11(A)(5)

- (b) Each LEA shall promote parent and family involvement in transition planning with Part C programs, community programs and related services providers at least six months before the child is eligible to enter the LEA's Part B preschool program.
- (c) Each LEA shall establish and implement procedures to support successful transitions including parent training, professional development for special educators and general educators, and student and parent self-advocacy training and education.
- (d) Each LEA shall assist parents in becoming their child's advocates as the child makes the transition through systems.

TRANSITION PLANNING CONTINUED

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Provide a comprehensive overview of the transition process and provide information about services and supports available to families.</p> <p>(NOTE FOR FIT Providers: be sure to build in LEA option discussions within internal procedures)</p> <ul style="list-style-type: none"> • Begin transition planning with each family 24 months of age, but at least 6 months prior to the child's third birthday. 	<p>The LEA representatives will include opportunities for families to visit classrooms and/or learn about services provided by the school district.</p> <ul style="list-style-type: none"> • All information given to parents throughout the transition process will be provided in the native language or other mode of communication used by the parents. • The LEA will routinely communicate with FIT providers about public school programs, activities, and resources. 	<p>Transition planning is undertaken for each child and family at least 6 months prior to the child's third birthday.</p> <ul style="list-style-type: none"> • To be eligible for Head Start, a child must be 3 years old by the date used to determine eligibility for public school in the community in which they Head Start Program is located. • Head Start programs and other agencies will keep part C providers aware of programs available to children and families. • All agencies will assist parents in becoming their child's advocates as the child makes transition between the agencies. • All agencies will address strategies for the transition of children into Head Start from infant/toddler 	<p>NMSD WILL: Work together with other local FIT providers, Early Head Start, Head Start, and/or LEAs to best meet the needs of children who are deaf or hard of hearing and support attainment of outcomes and goals contained in the IFSP/IEP.</p> <p>Provide a comprehensive overview of the transition process and provide information on services to families, including eligibility and enrollment information.</p> <p>NMSBVI WILL: Provide information to parents/guardians of children who are eligible to transition regarding options for services.</p> <p>Coordinate transition information/efforts with other service providers.</p> <p>PEI WILL: Provide information to parents/guardians of children who are eligible to transition regarding options for services.</p> <p>Coordinate transition information/efforts with other service providers, to best meet the needs of children who are deaf and/or hard of hearing.</p>

REFERRAL TO LEA

- Referral form sent to LEA with parent consent.

7.30.8.13 D (1)

A transition referral shall be submitted by the family service coordinator with parental consent, to the LEA at least 60 days prior to the transition conference. The transition referral shall include at a minimum the child's name, the child's date of birth, the child's address of residence, and the contact information for the parent(s) including name(s), address (es), and phone number(s).

7.30.8.13 D (2)

For children who enter the FIT program less than 90 days before their third birthday, the family service coordinator shall submit a referral, with parental consent, as soon as possible to the LEA. This referral shall serve as the notification for the child. No further notification to the LEA shall be required for the child. (3) For children referred to the FIT program less than 45 days before the child's third birthday, the family service coordinator shall submit a referral to the LEA, with parental consent, but the early intervention provider agency will not conduct an evaluation to determine eligibility in accordance with the referral and intake provisions of this rule.

7.30.8.7 K

"Consent" means informed written prior authorization by the parent(s) to participate in the early intervention system. The parent has been fully informed of all information relevant to the activity for which consent is sought in the parent's native language and mode(s) of communication and agrees to the activity for which consent is sought. The parent(s) shall be informed that the granting of consent is voluntary and can be revoked at any time. The revocation of consent is not retroactive.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>The Service Coordinator will submit a Transition Referral Form to the Local Education Agencies (LEAs), designated by the parents, at least 60 days prior to the Transition Conference, and if possible 6 months prior to the child's third birthday, for all children eligible for Part C under "Established Condition" or "Developmental Delay". Children eligible under the "at risk categories" may be referred if they are showing greater concern at the time of referral.</p> <p>If a parent refuses the referral to be made to Part B, the service coordinator should provide the parent(s) with Prior</p>	<p>The LEA Child Find Representative will acknowledge receipt of Transition Referral Form and Assessment Summary Form by recording the date received and by signing who received the file. A copy of this cover page will be given to FIT provider.</p>	<p>Refer, with family's permission, a child found to be at risk for or to have possible developmental delays to the appropriate LEA (three through five years) for evaluation in accordance with IDEA regulations.</p> <p>Participate in the development of the IFSP/ IEP, including FIT Transition Conferences and transition to kindergarten meeting, when appropriate.</p>	

REFERRAL TO LEA CONTINUED

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Written Notice that Part C services will end at the time of their child's third birthday. The Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time.</p> <p>The FIT provider will notify the LEA of children considered late referrals as soon as possible in the transition process.</p> <ul style="list-style-type: none"> • If a child's third birthday falls within the summer months, transition activities need to occur early enough to allow sufficient time for all transition activities to take place when school personnel are available. • The FIT provider will follow up on referrals and update each child's status in the transition process. For any child for whom a referral was sent to the LEA and for whom there are changes that must be communicated to the LEA: <ul style="list-style-type: none"> ✓ The FIT provider will notify the LEA within 2 business days if a child has formally exited the FIT Program. ✓ The FIT provider will notify the LEA if there is a change in the family's status that impacts the transition process as soon as the change is known to the FIT provider, (e.g. - the family moves to another LEA district) • If a referral is received less than 45 days before the child turns three, the early intervention provider agency will not complete an evaluation to determine eligibility and will assist the family with a referral to Part B Preschool Special Education and other preschool programs as appropriate. 			

PRE-PLANNING FOR TRANSITION CONFERENCE

- Coordinate among parents, FIT, LEA on conference date.
- Provide written invitation to Transition Conference to LEA and all parties.
- Send Transition Assessment Summary Form to LEA.
- LEA reviews materials and determines who will attend.

7.30.8.13 E. Invitation to the transition conference:

The family service coordinator shall submit an invitation to the Transition Conference to the LEA and other preschool programs at least 30 days prior to the Transition Conference.

7.30.8.13 F. Transition assessment summary:

- (1) The family service coordinator shall submit a completed transition assessment summary form to the LEA at least 30 days prior to the Transition Conference.
- (2) Assessment results, including present levels of development, must be current within six months of the Transition Conference.

7.30.8.13 G. Transition Conference: The Transition Conference shall:

- (1) be held with the approval of the parent(s);
- (2) be held at least 90 days and no more than nine months prior to the child's third birthday;
- (3) meet the IFSP meeting attendance requirements of this rule;
- (4) take place in a setting and at a time that is convenient to the family;
- (5) be conducted in the native language of the family, or other mode of communication used by the family, unless it is clearly not feasible to do so;
- (6) with permission of the parent(s), include other early childhood providers (early head start/Head Start, child care, private preschools, New Mexico School for the Deaf, New Mexico School for the Blind and Visually Impaired, etc.).

6.31.2.11 A. (3) (b)

The Part B eligibility determination team shall review current assessments and shall determine the additional data and assessments needed for the comprehensive evaluation. Current assessments are defined as assessments, other than medical assessments, conducted no more than six months prior to the date of the meeting of the Part B eligibility determination team.

6.31.2.11.A (4)

Each public agency shall develop and implement appropriate policies and procedures to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency's educational jurisdiction, in compliance with 34 CFR Sec. 300.124. Each LEA and other public agencies, as appropriate, shall make reasonable efforts to establish productive working relations with local Part C programs and, when given reasonable notice, shall participate in the transition planning conferences arranged by local Part C providers.

PRE-PLANNING FOR TRANSITION CONFERENCE CONTINUED			
FIT PROVIDER	LEA	HEAD START	OTHER
<p>The Family Service Coordinator will work with the family, the LEA, and other key providers to determine a date for the Transition Conference. The conference should be scheduled earlier than 90 days before the child's third birth day as this is a minimum timeline. The Transition Conference (must be at least 90 days prior to the child's third birthday and no more than 9 months prior.</p> <p>If the child is potentially eligible for Part B preschool services through the local education agency (LEA), then the LEA representatives will be invited to participate in the Transition Conference.</p> <p>Provide Prior Written Notice of the Transition Conference.</p> <p>The Service Coordinator will submit a Transition Referral Form to the Local Education Agency (LEA) at least 60 days prior to the Transition Conference, and if possible 6 months prior to the child's third birthday.</p> <p>With parental consent, the Service Coordinator will coordinate the completion and submission of the Transition Assessment Summary Form utilizing current assessment information to the LEA at least 30 days prior to the Transition Conference. Assessment data and/or evaluations are considered current if they are within 6 months of the Transition Conference.</p>	<p>Work with the FIT Family Service Coordinator to determine a date for the Transition Conference.</p> <p>Review the information sent by the Part C Family Service Coordinator in order to determine who will attend the Transition Conference from Part B.</p>		

PRE-PLANNING FOR TRANSITION CONFERENCE CONTINUED			
FIT PROVIDER	LEA	HEAD START	OTHER
<p>In addition to the Transition Assessment Summary Form pertinent assessment/ evaluation reports, IFSPs, and other information that may support Part B eligibility determination need to be included in files sent to the LEA.</p> <p>Only information that originates with the FIT Program shall be sent.</p> <p>When the Transition Conference is scheduled the Family Service Coordinator will send the transition invitation to the LEA representative, the parent/guardian, Head Start and any other applicable service providers including NMSBVI, NMSD, and PEI (if appropriate). The invitation will be sent at least 30 days prior to the Transition Conference.</p> <p>If a child's third birthday falls within the summer months, transition activities need to occur early enough to allow sufficient time for all transition activities to take place when school personnel are available.</p>			

TRANSITION CONFERENCE

- Explain Part B and C procedures and safeguards.
- Provide prior written notice.
- Review if all current evaluations and/or assessments have been given to the LEA.
- Obtain consent for evaluation.
- Complete IFSP Transition Conference page; discuss program options and next steps with LEA

7.30.8.13 (G) (7)

Transition conference: The transition conference shall be facilitated by the family service coordinator to include:

- (a) a review of the parent(s)'s preschool and other service options for their child;
- (b) a review of and, if needed, a finalization of the transition plan;
- (c) a review of the current IFSP, the assessment summary and any other relevant information;
- (d) the transmittal of the IFSP, evaluation and assessments and other pertinent information with parental consent;
- (e) an explanation by an LEA representative of the IDEA Part B procedural safeguards and the eligibility determination process, including consent for the evaluation;
- (f) as appropriate, discussion of communication considerations (if the child is deaf or hard of hearing) and Braille determination (if the child has a diagnosis of a visual impairment), autism considerations, and considerations for children for whom English is not their primary language.
- (g) discussion of issues, including enrollment of the child, transportation, dietary needs, medication needs, etc.
- (h) documentation of the decisions made on the transition page and signatures on the Transition Conference signature page, which shall be included as part of the IFSP. Copies of the Transition Conference page and signature page shall be sent to all participants.

6.31.2.11 (A) (5)(e)

Each LEA shall participate in transition planning conferences arranged by the designated Part C lead agency no less than 90 days prior to the anticipated transition or the child's third birthday, whichever occurs first, to facilitate informed choices for all families.

TRANSITION CONFERENCE CONTINUED			
FIT PROVIDER	LEA	HEAD START	OTHER
<p>Schedule, convene, and facilitate an individual Transition Conference to include parents/guardians and appropriate staff from the receiving LEA(s), Head Start or other service provider (e.g. PEI, day care, private therapy).</p> <p>In the case of a child who is deaf or hard of hearing and in accordance with DOH procedure, the service coordinator should contact an NMSD regional consultant for technical assistance in discussing the continuum of educational options.</p> <p>In the case of a child with a documented visual impairment, the FIT Service Coordinator will contact NMSBVI for technical assistance in discussing the continuum of educational options.</p> <p>The Service Coordinator will (with the approval of the parent(s)) convene and facilitate a Transition Conference at a point in time which will provide the family at least 90 days and, at the discretion of all parties, but not more than nine months prior to the child's third birthday.</p>	<p>The LEA, of the parents choosing, will assist family in identifying who the family wants to attend their eligibility determination meeting (EDT) and, if appropriate, the IEP meeting.</p> <p>The LEA will obtain consent from parents for any service providers who they want to attend the EDT. The LEA will identify who will be responsible for inviting those individuals.</p> <ul style="list-style-type: none"> • The LEA Child Find Team, of the parents choosing, will review existing data to determine, in conjunction with families and FIT early intervention service coordinator/ case managers what additional information, if any, is needed for eligibility determination for IDEA Part B services. • The LEA Child Find Team will give procedural safeguards and may obtain consent for evaluation at the Transition Conference. It is important to note the family must fully understand what signing consent means and the resulting actions that will occur. 	<p>A Head Start representative will provide information about Support Services, eligibility and the application process to attend Head Start</p>	<p><u>NMSD WILL:</u> Participate in the Transition Conference and, if acting as FIT Service Coordinator, facilitate that conference per FIT regulations.</p> <p>Support each family in acquiring a comprehensive and current evaluation, including audiological information. Prior to transition -by providing evaluation options including use of the NMSD evaluation services for a child attending the NMSD preschool.</p> <p>Support the IEP team by providing consultation related to Special Considerations for Children who are Deaf or Hard-of-Hearing as mandated by IDEA at the Transition Conference and IEP meeting.</p> <p><u>PEI WILL:</u> Participate in the Transition Conference and, support each family in acquiring a comprehensive and current</p>

TRANSITION CONFERENCE CONTINUED

FIT PROVIDER	LEA	HEAD START	OTHER
<ul style="list-style-type: none"> • The Family Service Coordinator shall facilitate this meeting to ensure the following: <ul style="list-style-type: none"> ○ Review the child's service and program options. ○ Review the IFSP, evaluation, assessment information, and other relevant data/information. ○ With parental consent, the transmission of information, including evaluation and assessment information and IFSPs to the receiving agency. ○ Review whether all current evaluation and / or assessments have been given to the LEA. ○ With parental consent, refer child for an initial Part B evaluation at the LEA of choice. 	<ul style="list-style-type: none"> • The LEA, of the parents choosing, will provide Prior Written Notice of consent to evaluate. • If parent consent is not obtained at the Transition Conference, the LEA in collaboration with the FIT Provider will make reasonable attempts to obtain consent in order to determine eligibility by the child's third birthday. <ul style="list-style-type: none"> ○ The Transition Conference Team will determine a date by which the parent must decide on an LEA, not to exceed 15 days. • Evaluation date will be scheduled and completed within 60 days of parental consent. • Parents who decide not to proceed with eligibility determination for Part B services should be given contact information for the LEA(s) in which they reside. The family will fully understand that after they exit the FIT program, they may contact one LEA in the future and request an initial evaluation. 		<p>evaluation, including audiological information. Prior to transition -by providing evaluation options including use of the PEI evaluation services for a child attending the PEI preschool.</p> <p>Support the IEP team by providing consultation related to Special Considerations for Children who are Deaf or Hard-of-Hearing as mandated by IDEA at the Transition Conference and IEP meeting.</p> <p><u>NMSBVI WILL:</u> Participate, when invited, in transition conferences/meetings and help the team and family consider placement options and adaptations that may be needed.</p> <p>Discuss the Consideration of Special Factors (mandated by IDEA) at the Transition Conference and IEP meeting. Consideration of the child's needs, and appropriate reading</p>

TRANSITION CONFERENCE CONTINUED			
FIT PROVIDER	LEA	HEAD START	OTHER
			<p>and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille). NMSBVI staff is responsible for determining the Literacy Learning Mode of each transitioning child: Auditory, Tactile, Visual, and for making recommendations about the recommended literacy mode for the child to the IEP team upon transition.</p> <p>NOTES: Collaboration between FIT Family Service Coordinator and the LEA designee will facilitate a smooth and effective transition including communicating frequently with LEA personnel to coordinate the scheduling of conferences.</p> <p>Collaboration and communication will ensure the timely submission of all relevant documents.</p> <p>If parent consent is not obtained at the transition conference, the LEA in collaboration with the FIT Provider will make reasonable attempts to obtain consent in order to determine eligibility by the child's third birthday.</p>

INITIAL COMPREHENSIVE EVALUATION FOR PART B

- Part B team reviews current available assessment data (including Part C assessments)
- Part B team determines additional data and assessments needed.
- Part B team conducts initial comprehensive evaluation process in all areas of suspected disability

6.31.2.10

E. Procedural requirements for the assessment and evaluation of culturally and linguistically diverse children.

1. Each public agency must ensure that tests and other evaluation materials used to assess children are selected, provided and administered so as not to be discriminatory on a racial or cultural basis and are provided and administered in the child's native language or other mode of communication, such as American sign language, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is clearly not feasible to select, provide or administer pursuant to 34 CFR Sec. 300.304(c)(1).
2. Each public agency must ensure that selected assessments and measures are valid and reliable and are administered in accordance with instructions provided by the assessment producer and are administered by trained and knowledgeable personnel.
3. Each public agency must consider information about a child's language proficiency in determining how to conduct the evaluation of the child to prevent misidentification. A child may not be determined to be a child with a disability if the determinant factor for that eligibility determination is limited English proficiency. Comparing academic achievement results with grade level peers in the public agency with similar cultural and linguistic backgrounds should guide this determination process and ensure that the child is exhibiting the characteristics of a disability and not merely language difference in accordance with 34 CFR Sec. 300.306(b)(1).
4. Each public agency must ensure that the child is assessed in all areas related to the suspected disability.
5. Policies for public agency selection of assessment instruments include:
 - (a) assessment and evaluation materials that are tailored to assess specific areas of educational need; and
 - (b) Assessments that are selected ensure that results accurately reflect the child's aptitude or achievement level.
6. Public agencies in New Mexico shall devote particular attention to the foregoing requirements in light of the state's cultural and linguistic diversity. Persons assessing culturally or linguistically diverse children shall consult appropriate professional standards to ensure that their evaluations are not discriminatory and should include appropriate references to such standards and concerns in their written reports.

6.31.2.11 (A) (3)

To ensure effective transitioning from IDEA Part C programs to IDEA Part B programs, each public agency must conduct a full and individual initial comprehensive evaluation at no cost to the parent and in compliance with requirements of 34 CFR Secs. 300.300, 300.301, 300.302, 300.304 and 300.305 and other department rules and standards before the initial provision of Part B special education and related services to a child with a disability. (a) The initial comprehensive evaluation process shall be conducted in all areas of suspected disability.

INITIAL COMPREHENSIVE EVALUATION FOR PART B CONTINUED			
FIT PROVIDER	LEA	HEAD START	OTHER
<p>If a parent does not consent to the Part B evaluation and eligibility determination, the EI Service Coordinator will provide them with Prior Written Notice that Part C services will end at the time of their child's third birthday.</p> <p>The FIT Family Service Coordinator will also provide the family a copy of their procedural safeguards at this time.</p>	<p>The LEA, of the parents choosing, is responsible for obtaining written informed parental consent and conducting the evaluation within 60 days to determine if the child is a child with a disability and if the child requires special education and related services to benefit from the education program.</p> <ul style="list-style-type: none"> • The LEA will draw information from a variety of sources such as parent input, as well as information about the child's physical condition, social or cultural background, and adaptive behavior. • Prior to conducting evaluations to determine eligibility, the LEA team will review any existing data, including evaluations and information provided by parents and the FIT Program. • The LEA may consider the assessments that the FIT Providers have provided, including the Transition Assessment Summary Form. Specific evaluations considered necessary for determining eligibility but not available from the FIT Provider are the responsibility of the LEA to complete, including hearing and vision. Hearing and vision screenings should be current within one year. 		<p><u>NMSD WILL:</u> Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design</p> <p>Provide consultation regarding appropriate assessment/evaluation for children with hearing loss</p> <p><u>NMSBVI WILL:</u> Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.</p> <p><u>PEI WILL:</u> Provide current information regarding present levels of performance and relevant assessment information to be used in eligibility determination and programming design.</p> <p>Provide consultation regarding appropriate assessment/evaluation for children with hearing loss</p>

INITIAL COMPREHENSIVE EVALUATION FOR PART B CONTINUED

FIT PROVIDER	LEA	HEAD START	OTHER
	<ul style="list-style-type: none"> • If the LEA has determined that sufficient data exist and that no additional data are needed, it is not necessary for LEA evaluation teams to perform additional assessments as part of the initial evaluation process, if the instruments and procedures used by the FIT program meet the requirements in IDEA 324 CFR 300. • The LEA Child Find Team will conduct any needed evaluations to determine eligibility for IDEA Part B service. LEA will conduct evaluation in the child's home language or mode of communication within 60 days of parental consent and notify parent in writing of date, time and location of EDT meeting. • LEA will invite FIT provider to eligibility determination meeting if parental consent is obtained to do so. 		<p>In the event that a child has a vision impairment or hearing loss, the LEA may contact NMSD, and/or PEI, and/or NMSBVI for consultation and assistance with evaluation.</p>

ELIGIBILITY DETERMINATION TEAM MEETING

6.31.2.11(A)(5)(f)

Each LEA shall designate a team, including parents and qualified professionals, to review existing evaluation data for each child entering the LEA's preschool program in compliance with 34 CFR Sec. 300.305 and, based on that review, identify what additional data, if any, are needed to determine the child's eligibility for Part B services or develop an appropriate program.

6.31.2.10

F. Eligibility determinations.

(1) General rules regarding eligibility determinations

- (a)** Upon completing the administration of tests and other evaluation materials, a group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in 34 CFR Sec. 300.8 and Paragraph (2) of Subsection B of 6.31.2.7 NMAC. The determination shall be made in compliance with all applicable requirements of 34 CFR Sec. 300.306.
- (b)** The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

6.31.2.7(B)(2) "Child with a disability"

means a child who meets all requirements of 34 CFR Sec. 300.8 and who:

- (a)** is aged 3 through 21 or will turn 3 at any time during the school year;
- (b)** Has been evaluated in accordance with 34 CFR Secs. 300.304-300.311 and any additional requirements of these or other public education department rules and standards and as having one or more of the disabilities specified in 34 CFR Sec. 300.8 including intellectual disability; a hearing impairment including deafness; a speech or language impairment; a visual impairment including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury and other health impairment; a specific learning disability; deaf-blindness; or being developmentally delayed as defined in 6.31.2.7(B)(4) NMAC and who has not received a high school diploma; and
- (c)** at the discretion of each local educational agency and subject to the additional requirements of Subsection 2 of Paragraph F of 6.31.2.10 NMAC, the term "child with a disability" may include a child aged 3 through 9 who is evaluated as being developmentally delayed and who, because of that condition, needs special education and related services.

(6.31.2.7(B) (19) NMAC

as authorized by 34 CFR §§ 300.8 and 300.39, "special education" in New Mexico may include speech-language pathology services.)

ELIGIBILITY DETERMINATION TEAM MEETING CONTINUED

FIT PROVIDER	LEA	HEAD START	OTHER
<p>If a referral is received less than 45 days before the child turns three at the time of referral, the early intervention provider agency will not complete an evaluation to determine eligibility and will assist the family with a referral to Part B Preschool Special Education and other preschool programs as appropriate.</p> <ul style="list-style-type: none"> • Family Service Coordinator will contact the LEA to verify if child was made eligible for Part B. • Child's eligibility will be documented in the child's record. 	<p>A team of qualified professionals, including the parents, determines whether the child meets the New Mexico Part B eligibility requirements.</p> <ul style="list-style-type: none"> • The LEA will use a "Determination of Eligibility for Special Education" form. • The LEA Child Find Team will conduct meeting to determine eligibility (EDT meeting) for Part B services. Parent and FIT providers (with parental consent) will be given copies of the evaluation report and eligibility determination report. • The LEA will assist FIT service coordinator/ case manager in identifying other available resources for families whose children do not meet eligibility requirements under IDEA, Part B. 	<p>Head Start, with parental consent, will receive a copy of eligibility determination paperwork for files at the time of the EDT meeting</p> <ul style="list-style-type: none"> • In the event the child does not meet the Part B eligibility criteria but meets Head Start eligibility criteria, the Head Start program will have process and procedures for the follow up monitoring to ensure the child is progressing with general education supports 	

EVALUATION REPORT AND DOCUMENTATION OF ELIGIBILITY SENT TO PARENT

6.31.2.10

F. Eligibility determinations.

(1) General rules regarding eligibility determinations

- (a) Upon completing the administration of tests and other evaluation materials, a group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in 34 CFR Sec. 300.8 and Paragraph (2) of Subsection B of 6.31.2.7 NMAC. The determination shall be made in compliance with all applicable requirements of 34 CFR Sec. 300.306.
- (b) The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

FIT PROVIDER	LEA	HEAD START	OTHER
	<p>The Special Education Director (or designee) will provide a copy of the evaluation report and the documentation of the eligibility determination to the parent(s) and, with parental consent, a copy of this documentation to the FIT Family Service Coordinator if in attendance at the meeting.</p> <p>If the FIT Provider is unable to attend the meeting, the LEA will mail copies of the Evaluation Report and documentation of eligibility.</p>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED

6.31.2.11 A (5) (g) Development of IFSP, IEP or IFSP-IEP.

(i) The IFSP, IEP, or IFSP-IEP will be developed by a team constituted in compliance with 34 CFR Sec. 300.321 that includes the parents. For children transitioning from Part C programs to Part B programs, the team must also include one or more early intervention providers who are knowledgeable about the child. "Early intervention providers" are defined as Part C service coordinators or other representatives of the Part C system.

7.30.8.13 I (1)

The family service coordinator and other early intervention personnel shall participate in a meeting to develop the IEP (or IFSP-IEP) with parent approval. (2) The family service coordinator, with parent consent, shall provide any new or updated documents to the LEA in order to develop the IEP.

FIT PROVIDER	LEA	HEAD START	OTHER
<p>Participate, with the parent/guardian permission, in the development of IEP (Individualized Education Plan).</p> <p>Early intervention services will be provided in accordance with the IFSP to children and families until the date specified on the IFSP.</p> <p>At time of transition, Part C will provide LEA with information on current levels</p>	<p>Designated LEA representative will schedule, notify parent in writing of date, time and location of, and conduct IEP meeting no later than 15 days prior to the child's entry date to Part B preschool services. With parent's written consent, the LEA designated representative will send an invitation to Part C representative and/or representatives of other agencies.</p> <ul style="list-style-type: none"> Designated LEA representative will provide a copy of the Procedural Safeguards to the parents during the IEP meeting. 	<p>Appropriate agency representatives from Head Start shall be in attendance at the IEP meeting.</p> <ul style="list-style-type: none"> Head Start will assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their child's education. If the child is to attend Head Start, with parental consent, Head Start will receive a copy of the IEP. Head Start will coordinate with Part B to assist in transition to kindergarten. 	<p><u>NMSBVI will:</u> Participate, with parent permission, on IFSP/IEP team.</p> <p><u>NMSD will:</u> participate on the IFSP/IEP team as invited by the parent, LEA or FIT provider. In the event NMSD is the service coordination agency they will contact the local LEA, through its Joint Powers Agreements, and other FIT providers in order to collaboratively consider placement options and participate in and conduct IFSP/IEP meetings.</p> <p>Provide referral to the NMSD CECT-Center for Educational Consultation and Training to the receiving LEA, Head Start, or other placement agency if placement is other than NMSD Preschool.</p>

INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED CONTINUED			
FIT PROVIDER	LEA	HEAD START	OTHER
Post transition services will be offered to the family as an option. If the parent(s) requests this service, it must be provided in accordance with the Family Infant Toddler Program's service standards and documented in the IFSP.			<p>In the case of a child with a hearing loss, NMSD Regional Consultants are available to IEP teams for support and consultation.</p> <p>PEI WILL: participate on the IEP team as invited by the parent, LEA or FIT provider.</p>

All AGENCIES AGREE TO:

1. Share information about available resources and collaborate on the development of needed resources.
2. Plan and conduct collaborative Child Find/ identification and screening activities.
3. Work collaboratively to coordinate evaluation and assessment activities.
4. Inform families about options for services available that are appropriate to the unique needs of each child and family.
5. Provide education and training within their agencies to personnel regarding the terms of this agreement.
6. Sponsor, conduct and inform participating agencies of training and in- service opportunities for staff development.
7. Work together to advocate for resources that address the needs of families and children in the communities that we serve.
8. Inform the Trailblazers team when an individual agency changes an internal process that affects the team. This communication will occur at least two weeks prior to the changes taking effect so that team members can plan accordingly. If needed, a detailed description of the process will be provided in writing along with contact information for those members who may need additional clarification.
9. Participate in review, evaluation and effectiveness of this MOU and the process of transition and coordination of services at least annually.

CONFIDENTIALITY

Confidentiality of information is required for the protection of children and families. Information shared between agencies will need a signed release by the parent/guardian. Consent to release information may be revoked at any time by the parent/legal guardian. Agencies that are known as Covered Entities will be compliant within the guidelines and regulations set by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA).

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): _____

Signature: _____

Title: _____

Agency: _____

Date: _____

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Jenna Levere

Signature: 

Title: Executive Director

Agency: Presbyterian Far Institute

Date: 3/27/12

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Kathleen Ocampo

Signature: Kathleen Ocampo

Title: Director - Positive Outcomes Early Intervention

Agency: Positive Outcomes Alberta House

Date: 3/21/17

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Michael A. Rivie

Signature: Michael A. Rivie

Title: CEO

Agency: NAPOR

Date: 4/24/17

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Jessica Rickard

Signature: Jessica Rickard

Title: Developmental Vision Specialist

Agency: WHSN

Date: 4/26/17

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Lorraine Crespin

Signature: Mme Crespin

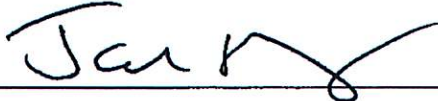
Title: Regional Supervisor, Early Intervention + Involvement Dept.

Agency: RM School for the Deaf

Date: April 12, 2017

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): JAIME J. DIAZ

Signature: 

Title: DEPUTY CEO/HS DIRECTOR

Agency: MID-WEST NMCAAP

Date: 3/1/2017

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Michael S Ogar

Signature: Michael S Ogar

Title: Founder / Principal

Agency: School 7 Dancers Academy

Date: 4/1/17

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

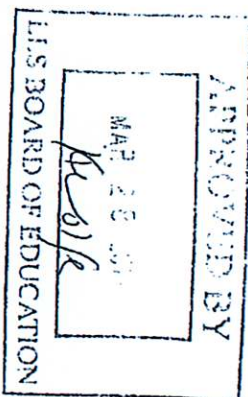
Name (Print): Dana Sanders

Signature: Dana Sanders

Title: Superintendent

Agency: Los Lunas Schools

Date: 3/30/17



By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Max E. Perez

Signature: 

Title: Superintendent

Agency: Belen Consolidated Schools

Date: April 11, 2017

By attaching my signature to this document, I attest that I am familiar with the contents of the Agreement, and commit this agency to adhering to the contents of the MOU.

Name (Print): Kathryn Placencia-Daplat

Signature: 

Title: Executive Director

Agency: La Vida Felicitosa, Inc

Date: 31 Oct 17

Date: July 17, 2017

School: School of Dreams (SODA)

Staff: Baylor Del Rosario

Mission-Specific Indicator	Analysis												
<p>2.a. Mission Specific Indicator - ACADEMIC: As a means of measuring the academic rigor set forth in the STEAM element of our Mission, students in 9-12 grade who have already attended School of Dreams Academy (SODA) for one academic year (July 1 of the previous academic year – June 30) will demonstrate at least one year's growth in their short cycle assessment scores. (Note: "One year's growth" will be defined by NWEA's MAP assessment in their technical manual).</p>	<p>Analysis: Only 9th-11th grades NWEA report for 2016-2017 school year was submitted. 9th and 10th grade NWEA report included "projected growth" RIT for each student, while 11th grade NWEA report did not include projected growth RIT. Twelfth (12th) grade did not appear to have been administered the NWEA during the 2016-2017 school year as evidenced in the NWEA "Student Growth Summary Report" provided by the school. Below are grade-level percentages of students achieving their individualized projected growth RIT (see figure 1 and 2):</p> <p>Figure 1: Student achievement of projected growth (Math)</p> <table border="1"><thead><tr><th>Grade Level</th><th>% Achieved projected growth</th></tr></thead><tbody><tr><td>9th</td><td>45.2%</td></tr><tr><td>10th</td><td>72.5%</td></tr><tr><td>11th</td><td>Cannot be determined and not calculated (no projected growth indicated)</td></tr><tr><td>12th</td><td>Not provided and not calculated</td></tr><tr><td>Total Ave =</td><td>58.85%</td></tr></tbody></table>	Grade Level	% Achieved projected growth	9 th	45.2%	10 th	72.5%	11 th	Cannot be determined and not calculated (no projected growth indicated)	12 th	Not provided and not calculated	Total Ave =	58.85%
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9 th	45.2%												
10 th	72.5%												
11 th	Cannot be determined and not calculated (no projected growth indicated)												
12 th	Not provided and not calculated												
Total Ave =	58.85%												
<p>2.a Did the school meet its mission-specific indicator(s)?</p>													
<p>Exceeds Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if 80% or more of the students show one year's academic growth via short cycle assessments.</p>													
<p>Meets Standard:</p> <p><input type="checkbox"/> The school meets the target of this indicator if 65% to 79% of the students show one year's academic growth via short cycle assessments.</p>													
<p>Does Not Meet Standard:</p> <p><input checked="" type="checkbox"/> The school does not meet the target of this indicator if 50% to 64% of the students show one year's growth via short cycle assessment.</p>													
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the target of this indicator if less than 50% of the students show one year's growth via short cycle assessment.</p>													

Figure 2: Student achievement of projected growth (Reading)

Grade Level	% Achieved projected growth
9 th	60%
10 th	52.1%
11 th	<i>Cannot be determined and not calculated (no projected growth indicated)</i>
12 th	<i>Not provided and not calculated</i>
Total Ave =	56.05%

COMPOSITE AVERAGE = 57.45%

Procedure:

CSD staff identified students who “met or exceeded projected growth” on the NWEA report provided by school. Only students administered both fall and spring assessments were included and findings were compared with NWEA summary report.

Overall composite average excluded 11th and 12th grade results as well as language usage results since projected growth RIT were not identified on any of the NWEA reports.

Summary: School’s composite average based on available data was 57.45%. Consequently, less than 80% of students for which data was available did not meet projected growth targets as established by the assessment vendor.

*School defined “1-year’s growth” as a gain of at least 2-RIT points. However, NWEA does not

	<p>provide a definition for “1-year’s growth,” but instead provides individualized projected growth RIT for individual student. Consequently, a student who gains 2-RIT points (or more in some instances) would not necessarily have met projected growth at the end-of-the year. Projected growth as established by NWEA is a more appropriate measure in determining whether or not the mission-specific indicator has been met.</p>
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2.b. Mission Specific Indicator -COLLEGE READINESS: Graduates of SODA who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will demonstrate College and/or Career Readiness as defined by;

a. Measures of college readiness established by academic scores earned on any of the following assessments: PSAT®, SAT®, ACT®, ASVAB, KUDER, and COMPASS® and

b. Successful completion of dual enrollment, concurrent enrollment or honors courses earned throughout high school (NOTE: Exceptions for students with special instructions recorded in their IEP), and

c. Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan and as such are “ready for post-secondary success”.

2.b. Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ The school surpasses the targets of this indicator if 80% or more of the students in the cohort demonstrate success in the following:

- a.) Earn “college and/or career readiness” scores in any of the following assessments: PSAT®, SAT®, ACT®, ASVAB, KUDER or COMPASS®, (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure), AND
- b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade, AND
- c.) Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan

Meets Standard:

☐ The school surpasses the targets of this indicator if 65 – 79% or more of the

Analysis:

College-readiness assessment. The school provided ACT performance data and compared it with state-wide performance data for “*graduating class 2016*.” The specific cohort did not meet state benchmark averages for all areas (see figure 3). STARS report indicates that there were 67 12th grade students at EOY 2015-2016. Fifty-two (52) students from the class of 2016 were identified as having been administered the ACT. 77.6% of class of 2016 were administered the ACT.

Figure 3. Average ACT scores for class of 2016. National averages are higher than state averages in all areas.

SUBJECT	SODA	State
English	17.1	18.9
Math	18.1	19.5
Reading	19.3	20.5
Science	18.5	18.3
Composite	18.3	19.9

Dual credit enrollment. The school provided data on dual credit passing rates from fall 2014 through spring 2016. Average passing rates across semesters was 89.25%. The school did not provide data outlining the number college readiness courses each student had completed during this time period.

<p>students in the cohort demonstrate success in the following:</p> <ul style="list-style-type: none"> a.) Earn “college and/or career readiness” scores in any of the following assessments: PSAT[®], SAT[®], ACT[®], ASVAB, KUDER, or COMPASS[®], (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure), AND b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade, AND c.) Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan 	<p><i>Next Step Plans.</i> The school did not provide data to support 100% completion of Next Step Plans (NSPs). During the February 27, 2017 annual site visit the PED team randomly examined and observed incomplete NSPs (e.g., NSPs did not address ‘career and occupation’ and ‘post-secondary goal information and degree plan sections were not completed by a number of students’).</p>
<p>Does Not Meet Standard:</p> <p><input checked="" type="checkbox"/> The school does not meet the standard set forth in this indicator if 50 – 64% or more of the students in the cohort demonstrate success in the following:</p> <ul style="list-style-type: none"> a.) Earn “college and/or career readiness” scores in any of the following assessments: PSAT[®], SAT[®], ACT[®], ASVAB, KUDER, or COMPASS[®], (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure), and/or b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade, AND c.) Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan 	<p>Procedure: CSD staff examined data presented by school (e.g., PowerPoint Slide and ACT report), annual site visit report, and STARS report to determine membership count for identified cohort.</p> <p>Summary: “Success” as used in the goal statement is difficult to determine even with state and national benchmarks provided by school for comparative purposes (i.e., school vs. state performance on the ACT). Nevertheless, the PED team presents the following based on data examined:</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the standard set forth in this indicator if less than 50% of the students in the cohort demonstrate success in the following:</p> <ul style="list-style-type: none"> a.) Earn “college and/or readiness” scores in any of the following assessments: PSAT[®], SAT[®], ACT[®], ASVAB, KUDER, or COMPASS[®], (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure) OR b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade. 	<ul style="list-style-type: none"> a. Student participation rate on ACT for class of 2016 (only data presented). <i>Result:</i> 77.6% school participation rate falls within the “meets standard” criteria. b. Completion rate for dual credit courses during 2014-2015 and 2015-2016 school years. <i>Result:</i> 89.25% completion rate falls within “meets standard” or “exceeds standard” criteria. c. Completion of Next Step Plans (NSP). <i>Result:</i> No data provided falls within “does

	<i>not meet standard" or "falls far below standard" criteria.</i>
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2.c. Mission Specific Indicator - GRADUATION: -Track and improve graduation rates for two distinct cohorts.

-Cohort 1: Seniors on the 40th day who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

-Cohort 2: Seniors on the 40th day who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.c. Did the school graduate its students?
<p>Exceeds Standard:</p> <p><input checked="" type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p>Cohort 1. 85% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 85% or more of Cohort 2 students graduate OR if it is less than 85%, there is an increase of 5 percentage points from the average of the previous two years for Cohort 2 students.</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p>Cohort 1. 75-84% of Cohort 1 students graduate AND</p> <p>Cohort 2. 75-84% of Cohort 2 students graduate OR if it is less than 75%, there is an increase of 5 percentage points from the average of the previous two years for Cohort 2 students.</p>

Analysis:

The school provided 2014-2015 data in which 35 of 35 seniors (100%) who began at the school since 9th grade graduated (Cohort 1).

The school provided 2014-2015 data in which 14 of 14 seniors (100%) who “did not begin with us in 9th grade” graduated (Cohort 2).

Note that STARS report identified 77 seniors at the EOY for 2014-2015 school year.

Incidental data provided by the school included 2015-2016 data in which 57 of 63 seniors (90.5%) graduated. CSD could not verify which students began their academic careers at school since 9th grade which ones enrolled after 9th grade based on the data provided.

Procedure:

CSD staff examined data presented by school (e.g., PowerPoint Slide as well as STARS report to determine membership count for specific cohorts.

Summary: The school has a 100% graduation rate for cohorts 1 and 2 based on data provided by the school.

	<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> The school does not surpass the targets of this indicator if the following rates are met for each Cohort:</p> <p><u>Cohort 1.</u> 65-74% of Cohort 1 students graduate AND</p> <p><u>Cohort 2.</u> 65-74% of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>	
	<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> The school falls far below the standard if it fails to meet any of the standards set forth above.</p>	



School Grade Report Card 2016

Certified

Final Grade

C

School of Dreams Academy Charter

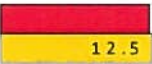







District: State Charters

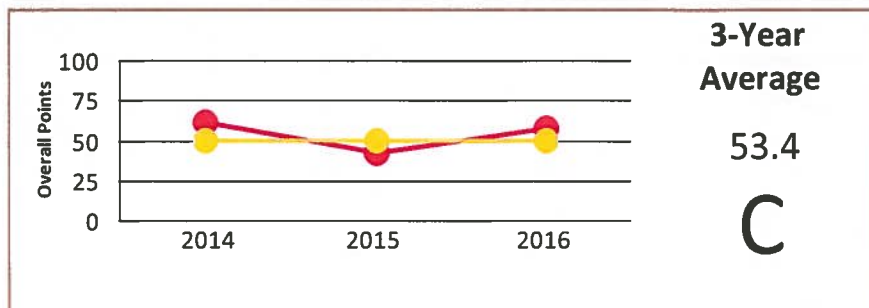
Grade Range: 7 - 12

Code: 505001

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?		C	12.26	30
School Growth				
Did the school as a whole improve student performance more or less than expected?		D	4.39	10
Student Growth of Highest Performing Students				
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	4.20	10
Student Growth of Lowest Performing Students				
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	4.80	10
Opportunity to Learn				
Do parents and students believe their school is a good place to learn? Is student attendance high?		A	7.44	8
Graduation				
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?		D	11.37	17
College and Career Readiness				
What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?		B	10.58	15
Bonus Points				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			2.00	5



Final School Grade	Total Points
75.0 to < 100.0 A	
65.0 to < 75.0 B	
50.0 to < 65.0 C	57.04
35.0 to < 50.0 D	
0.0 to < 35.0 F	

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>.

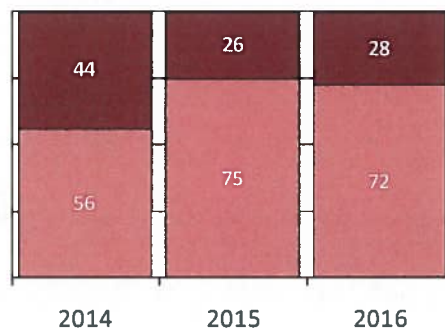
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	27.6	36.4	18.4	35.1	-	18.8	-	18.2	28.7	5.0	9.1
Proficient and Advanced (Pts)	2.07										
Value-Added Model (Pts)	5.13										
Math											
Proficient and Advanced (%)	12.6	11.2	14.1	14.6	-	9.0	-	18.2	11.7	5.0	9.1
Proficient and Advanced (Pts)	0.94										
Value-Added Model (Pts)	4.13										

3-Year Summary

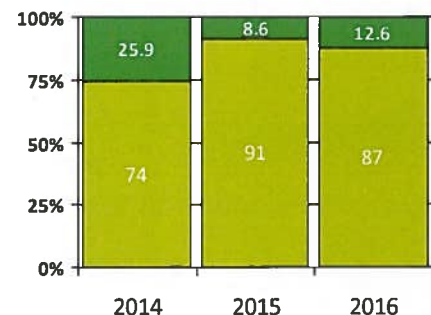
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



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>.

	Reading	Math
Value-Added Score	-0.100	-0.210
Points Earned	2.31	2.08

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
Reading Growth											
Highest 75% (VAS)	-0.23	0.04	-0.11	0.00	0.45	-0.09	0.03	0.19	-0.11	-0.25	-0.26
Highest 75% (Pts)	2.05										
Lowest 25% (VAS)	0.03	-0.03	-0.16	-0.18	0.17	-0.04	-	-0.38	-0.40	-0.11	-0.68
Lowest 25% (Pts)	2.56										
Math Growth											
Highest 75% (VAS)	-0.18	-0.17	0.07	-0.19	-0.49	0.21	-0.04	-0.50	-0.06	-0.02	0.19
Highest 75% (Pts)	2.14										
Lowest 25% (VAS)	-0.13	0.28	-0.12	-0.04	-	0.19	0.43	0.46	0.14	-0.03	0.72
Lowest 25% (Pts)	2.24										

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)	95.0	94	96	96	97	96	100	88	94	93	94
Attendance (Points)	3.01										

Survey (Average)	39.9	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)	4.43	
Count of Surveys (N)	815	

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	65.08	64.1	65.6	59.6	-	71.7	-	-	65.8	67.1	-
Non-Cohort Graduation (%)	70.00										
SAM Adjustment (Weighted %)	67.7	This school qualified to be a SAM school.									
Points Earned	5.41										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	52.10	58.1	46.6	62.1	-	43.7	-	-	51.9	47.0	53.1
Points Earned	1.56										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	41.39	37.6	45.2	42.6	-	37.9	-	-	51.5	-	48.8
Points Earned	0.83										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		1.24							
		Points Earned		3.57							

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, ACT Aspire, or Accuplacer)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

<div><div></div><div>50% or Higher</div></div> <div><div></div><div>20% -50%</div></div> <div><div></div><div>Below 20%</div></div>	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	67.4	67.5	67.4	69.6	86.2	62.4	-	88.9	65.7	47.5	95.1
Participation (Pts)	3.37										
Success (% of Participants)	72.1	71.8	72.3	77.5	>98.0	64.8	-	<2.0	70.5	57.7	65.5
Success (Pts)	7.21										

Percent of School's Cohort of 2015

Participating in Each

CCR Opportunity

ACT	48.6	50.2	47.8	52.1	69.0	40.7	-	88.9	46.4	27.4	26.2
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
ASPIRE	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	11.8	12.1	11.6	14.8	17.2	7.3	-	<2.0	11.8	<2.0	16.4
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	3.7	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Dual Credit	34.4	35.5	33.8	38.4	69.0	27.7	-	<2.0	29.6	12.8	26.2
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	20.5	9.8	26.0	21.4	86.2	16.5	-	<2.0	23.8	16.4	26.2
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	2.3	<2.0	<2.0	<2.0	-	<2.0	3.1	<2.0	<2.0

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 (%) 97

Math (%) 96

School exempted from penalty because of SAM status.

Supplemental Information

Similar Schools While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)		3.8		14.3		44.6		32.1		24.1			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		11	(36)	11	(36)	11	(36)	11	(36)	11	(36)	11	(36)
School Growth		11	(36)	11	(36)	11	(36)	11	(36)	11	(36)	11	(36)
Student Growth, Highest 75%		16	(36)	16	(36)	16	(36)	16	(36)	16	(36)	16	(36)
Student Growth, Lowest 25%		11	(36)	11	(36)	11	(36)	11	(36)	11	(36)	11	(36)
Opportunity to Learn		10	(36)	10	(36)	10	(36)	10	(36)	10	(36)	10	(36)
Graduation		3	(36)	3	(36)	3	(36)	3	(36)	3	(36)	3	(36)
College and Career Readiness		5	(36)	5	(36)	5	(36)	5	(36)	5	(36)	5	(36)

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>.

		Gender			Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2016 (%)	27.6	36.4	18.4	35.1	-	18.8	-	18.2	28.7	5.0	9.1
	2015 (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
	2014 (%)	44.1	52.1	38.1	49.2	-	35.7	-	-	39.8	11.1	47.6
Math Proficiency	2016 (%)	12.6	11.2	14.1	14.6	-	9.0	-	18.2	11.7	5.0	9.1
	2015 (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
	2014 (%)	25.9	23.4	27.8	31.3	-	17.9	-	-	27.2	7.4	28.6

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/>.



School Grade Report Card 2015

Certified

Final Grade

D

School of Dreams Academy Charter

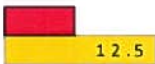







District: State Charters

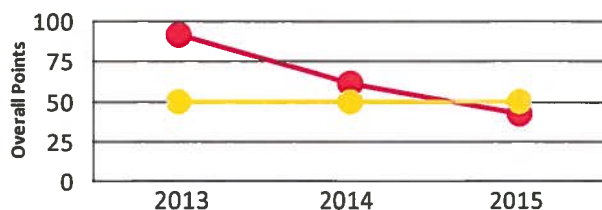
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

	Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. 	F	5.76	30
School Growth 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? 	F	2.31	10
Student Growth of Highest Performing Students 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. 	D	2.50	10
Student Growth of Lowest Performing Students 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. 	F	1.79	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school? 	B	7.19	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer. 	F	6.20	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. 	B	11.00	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities? 		5.00	5



3-Year
Average

64.7

C

Final School Grade

75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

Total
Points
41.75

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>.

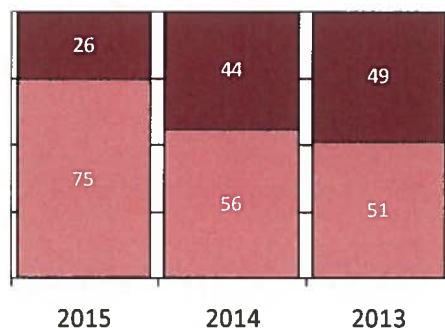
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
Proficient and Advanced (Pts)	1.28										
Value Added Model (Pts)	2.50										
Math											
Proficient and Advanced (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
Proficient and Advanced (Pts)	0.43										
Value Added Model (Pts)	1.55										

3-Year Summary

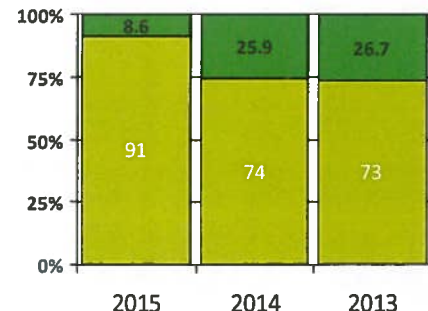
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



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 proficient.

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>

	Reading	Math
Value Added Score	-0.516	-0.999
Points Earned	1.51	0.79

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 equally 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
Reading Growth											
Highest 75% (VAS)	-0.49	-0.23	-0.16	-0.21	-	-0.20	0.20	0.19	-0.19	0.29	-0.31
Highest 75% (Pts)	1.55										
Lowest 25% (VAS)	-0.94	-0.21	-0.32	-0.19	-0.02	-0.42	-	0.06	-0.08	-0.28	0.71
Lowest 25% (Pts)	0.86										
Math Growth											
Highest 75% (VAS)	-0.87	-0.16	0.11	-0.04	0.74	0.00	-0.70	0.03	0.02	-0.46	0.16
Highest 75% (Pts)	0.95										
Lowest 25% (VAS)	-0.89	-0.48	-0.11	-0.36	-	-0.21	-	0.91	-0.26	-0.15	-0.16
Lowest 25% (Pts)	0.93										

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.

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	
Attendance (Average)		94.9	94.8	95.0	94.2	-	96.1	-	-	94.0	95.1	-	
Attendance (Points)		3.00											
Survey (Average)	37.7	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.										Reading	NA
Survey (Points)	4.2											Math	NA
Count of Surveys (N)	1,069											General	37.7

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Cohort of 2014 - 4-Year Rate												
Cohort Graduation (%)	52.0	58.1	46.4	62.1	-	43.5	-	-		51.9	47.0	53.1
Non-Cohort Graduation (%)	40.0											
SAM Adjustment (Weighted %)	52.0	This school qualified to be a SAM school.										
Points Earned	4.16											
Cohort of 2013 - 5-Year Rate												
Graduation (%)	41.4	37.6	45.2	42.6	-	37.9	-	-		51.5	-	48.8
Points Earned	1.2											
Cohort of 2012 - 6-Year Rate												
Graduation (%)	6.0	-	-	-	-	9.0	-	-		-	-	-
Points Earned	0.1											
Growth in 4-Year Rates												
Growth takes into account three years of graduation rates.		Growth Index		-1.81								
		Points Earned		0.68								

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Participation (% of Cohort)	64	68	60	69	100	60	-	0		63	58	69
Participation (Pts)	3.19											
Success (% of Participants)	78	81	75	75	100	81	-	-		79	58	63
Success (Pts)	7.81											
Percent of School's Cohort of 2014 Participating in Each CCR Opportunity												
ACT	53.4	60.1	47.2	60.0	<2.0	48.2	-	<2.0		54.3	54.2	60.8
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
SAT	<2.0	<2.0	3.4	3.7	<2.0	<2.0	-	<2.0		3.9	<2.0	<2.0
PSAT	3.9	5.6	2.4	<2.0	<2.0	6.1	-	<2.0		3.0	3.6	10.7
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
Dual Credit	26.9	32.8	21.6	35.0	<2.0	20.0	-	<2.0		37.0	13.6	42.4
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
Career Technical Education	17.0	14.4	19.4	17.1	<2.0	17.2	-	<2.0		16.8	33.4	4.9
Compass	<2.0	2.2	<2.0	<2.0	>98.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0

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 (%) 98
Math (%) 100

School exempted because of SAM status.

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
		4.2		11.5		44.1		50.5		5.0			
Students (% Tested)		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		27	(37)	27	(37)	27	(37)	27	(37)	27	(37)	27	(37)
School Growth		30	(37)	30	(37)	30	(37)	30	(37)	30	(37)	30	(37)
Student Growth, Highest 75%		29	(37)	29	(37)	29	(37)	29	(37)	29	(37)	29	(37)
Student Growth, Lowest 25%		32	(37)	32	(37)	32	(37)	32	(37)	32	(37)	32	(37)
Opportunity to Learn		17	(37)	17	(37)	17	(37)	17	(37)	17	(37)	17	(37)
Graduation		18	(37)	18	(37)	18	(37)	18	(37)	18	(37)	18	(37)
College and Career Readiness		4	(37)	4	(37)	4	(37)	4	(37)	4	(37)	4	(37)

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.

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

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			
Reading Proficiency	2015 (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
	2014 (%)	44.1	52.1	38.1	49.2		35.7			39.8	11.1	47.6
	2013 (%)	48.7	60.9	38.0	57.7		34.3			47.5	16.0	23.5
Math Proficiency	2015 (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
	2014 (%)	25.9	23.4	27.8	31.3		17.9			27.2	7.4	28.6
	2013 (%)	26.7	27.6	26.0	30.6		20.0			23.8	8.0	17.6

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 advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 9 to Grade 10 (%)											
Grade 10 to Grade 11 (%)	>98.0	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-

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.



School Grade Report Card 2014

Certified

Final Grade

C

School of Dreams Academy Charter









District: State Charter

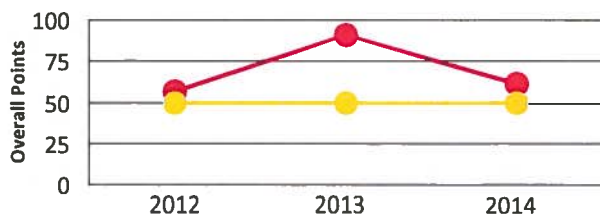
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing				
How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		D	9.07	30
School Growth				
In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?		D	4.90	10
Student Growth of Highest Performing Students				
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		A	9.27	10
Student Growth of Lowest Performing Students				
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.		C	7.81	10
Opportunity to Learn				
Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		C	6.31	8
Graduation				
How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.		C	12.44	17
College and Career Readiness				
Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.		C	8.61	15
Bonus Points				
Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			3.00	5



3 Year
Average

69.8

B

Final School Grade

75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

Total
Points

61.41

Details of Each Grade Indicator

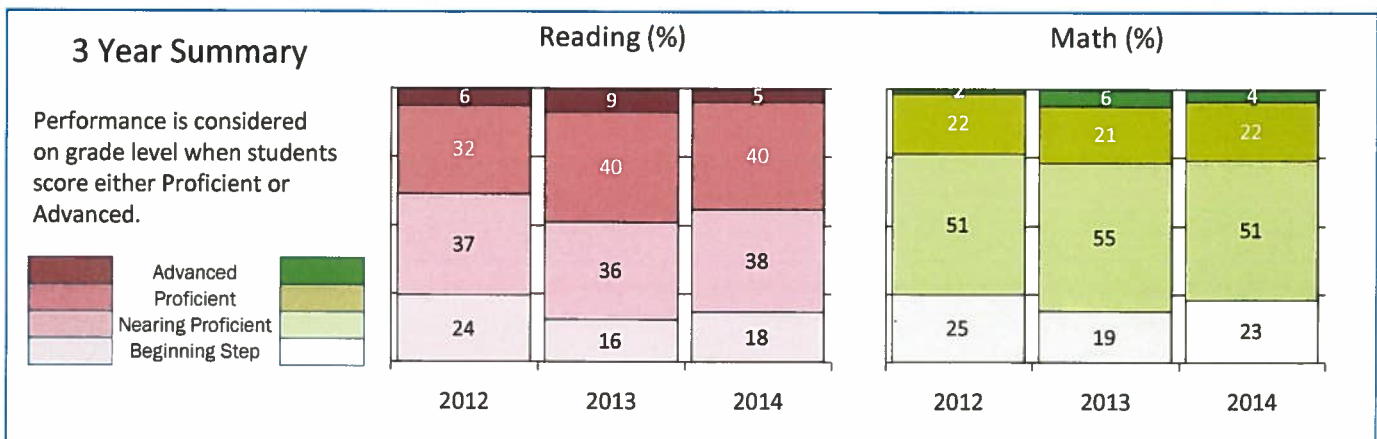
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based 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 Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Reading													
Proficient and Advanced (%)	44.1	52.1	38.1	49.2	-	35.7	-	-		39.8	11.1	47.6	-
Proficient and Advanced (Pts)	5.09												
Value Added Model (Pts)	0.67												
Math													
Proficient and Advanced (%)	25.9	23.4	27.8	31.3	-	17.9	-	-		27.2	7.4	28.6	-
Proficient and Advanced (Pts)	3.31												
Value Added Model (Pts)	0.00												



School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented 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 Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	Reading	Math
Difference from Expected Growth (SS Points)	0.493	0.481
Points Earned	2.16	2.74

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

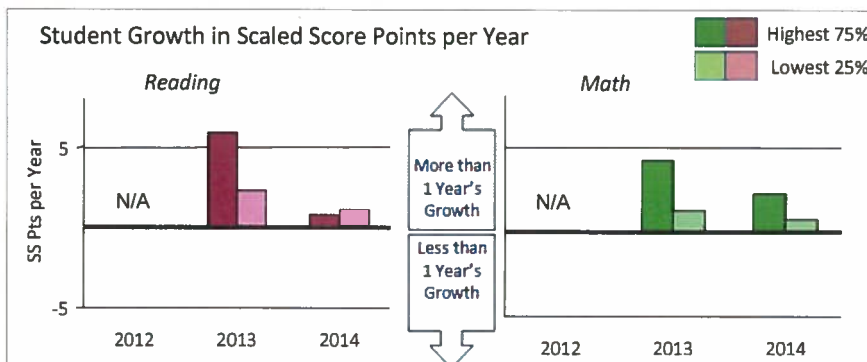
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially 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. While some students may have performed better than anticipated (positive growth), they were equally 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 scaled scores are explained in the Technical Guide on the PED website:

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

		Gender				Race / Ethnicity										Students with Disabilities		English Language Learners		Redesignated English Proficient			
All Students		Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv							
		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range			
Reading Growth																							
Highest 75% (SS/Yr)	0.8	-2.5	1.8	-2.6	1.6	-2.6	1.7	-	-	-2.6	1.7	-	-	-	-	-2.7	1.6	-	-	-2.3	1.9	-	-
Highest 75% (Pts)	4.27																						
Lowest 25% (SS/Yr)	1.2	-1.3	3.0	-1.4	2.8	-1.3	3.0	-	-	-1.4	2.8	-	-	-	-	-1.4	2.8	-1.8	2.5	-	-	-	-
Lowest 25% (Pts)	4.04																						
Math Growth																							
Highest 75% (SS/Yr)	2.3	-3.4	.7	-3.3	.8	-3.3	.8	-	-	-3.4	.7	-	-	-	-	-3.4	.7	-	-	-3.4	.7	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	.8	-3.4	.7	-3.4	.7	-3.4	.7	-	-	-3.4	.7	-	-	-	-	-3.5	.7	-3.9	.2	-	-	-	-
Lowest 25% (Pts)	3.78																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 14.0

Math 13.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year

Reading +1.7 per year

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 (OTL Survey) and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	94.9	94.8	94.9	94.6	-	95.4	-	-	94.8	96.1	94.5	-
OTL Attendance (Points Earned)	3.00											
OTL Survey (Average Total Score)	31.3	31.3	31.3	31.3	-	31.3	-	-	32.0	32.4	30.5	-
OTL Survey (Points Earned)	3.31											

OTL Survey Questions Reading

The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

1. My teacher introduces a new topic by connecting to things I already know.	3.0	3.2	2.9	3.0	-	3.0	-	-	3.0	2.6	3.5	-
2. My teacher explains why what we are learning is important.	3.2	3.3	3.2	3.2	-	3.2	-	-	3.3	3.6	3.1	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.7	2.8	2.6	2.7	-	2.7	-	-	2.7	2.8	2.7	-
4. Every student gets a chance to answer questions.	3.7	3.7	3.7	3.8	-	3.5	-	-	3.7	3.8	3.1	-
5. My teacher wants me to explain my answers.	4.0	4.0	4.0	4.0	-	4.1	-	-	4.2	3.7	3.9	-
6. My teacher knows when I understand, and when I do not.	2.9	2.8	3.0	2.9	-	3.1	-	-	2.9	3.3	3.0	-
7. My teacher explains things in different ways so everyone can understand.	3.1	3.1	3.1	3.1	-	3.0	-	-	3.1	3.4	3.1	-
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.1	3.3	3.1	-	3.4	-	-	3.3	3.5	2.9	-
9. My teacher checks our understanding.	3.0	2.9	3.1	3.0	-	3.0	-	-	3.2	3.1	2.6	-
10. My teacher takes the time to summarize what we learn each day.	3.0	3.2	2.9	3.0	-	3.0	-	-	3.0	2.7	2.8	-

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	2.7	2.7	2.7	2.8	-	2.5	-	-	2.7	3.2	2.7	-
2. My teacher explains why what we are learning is important.	2.7	2.7	2.7	2.8	-	2.5	-	-	2.8	3.6	2.9	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.7	2.7	2.7	2.8	-	2.6	-	-	2.8	3.2	2.4	-
4. Every student gets a chance to answer questions.	3.4	3.5	3.3	3.5	-	3.3	-	-	3.2	3.4	2.7	-
5. My teacher wants me to explain my answers.	3.5	3.5	3.5	3.5	-	3.5	-	-	3.6	3.7	3.2	-
6. My teacher knows when I understand, and when I do not.	2.9	2.9	2.8	2.8	-	3.0	-	-	2.8	3.4	2.5	-
7. My teacher explains things in different ways so everyone can understand.	3.0	3.1	2.9	3.1	-	2.9	-	-	3.1	3.7	3.0	-
8. My teacher gives me helpful feedback on work I turn in.	2.6	2.6	2.6	2.7	-	2.5	-	-	2.8	3.3	2.2	-
9. My teacher checks our understanding.	2.9	3.0	2.8	2.9	-	2.9	-	-	3.0	3.5	2.7	-
10. My teacher takes the time to summarize what we learn each day.	2.7	2.7	2.7	2.8	-	2.5	-	-	2.7	2.7	1.9	-

Color Key:

		4 or 5, Rated High
		2 or 3, Rated Mid
		0 or 1, Rated Low

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Cohort of 2013 - 4-Year Rate													
Percent Graduating	41.4	37.6	45.2	42.6	-	37.9	-	-		51.5	-	48.8	N/A
Points Earned	5.45												
Cohort of 2012 - 5-Year Rate													
Percent Graduating	6.0	-	-	-	-	9.0	-	-		-	-	-	N/A
Points Earned													
Cohort of 2011 - 6-Year Rate													
Percent Graduating	-	-	-	-	-	-	-	-		-	-	-	N/A
Points Earned													
Growth in 4-Year Rates		Growth Index (Increase)			6.9		SAM Rates						
Value Added Modeling takes into account the school's prior 3 years.		Points Earned			6.99		SAM Graduation (%)			54.5			
							This school qualified to be a SAM school.						

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
- 2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Participation (% of Cohort)	37.2	34.7	39.8	39.8	-	32.2	-	>98.0		41.3	42.3	34.4	N/A
Participation (Pts)	1.9												
Success (% of Participants)	67.5	84.9	52.1	50.4	-	84.0	-	>98.0		54.7	44.4	66.7	N/A
Success (Pts)	6.8												
Percent of School's Cohort of 2013 Participating in Each CCR Opportunity													
ACT	33.0	31.3	34.8	36.2	-	31.2	-	<2.0		33.6	23.5	28.7	-
PLAN	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
SAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
PSAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
AccuPlacer	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
Dual Credit	14.9	22.5	7.0	12.4	-	17.9	-	<2.0		12.6	<2.0	17.2	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
Career Technical Education	9.4	13.2	5.6	11.8	-	3.5	-	>98.0		6.3	18.8	<2.0	-
Compass	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
SAM School Supplemental	<2.0	2.9	<2.0	3.1	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	<2.0

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

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL			SWD			Ethnicity			ED		
	Rank	Total	Points	Rank	Total	Points	Rank	Total	Points	Rank	Total	Points
Students (% Tested)	9.6			13.1			40.9			48.0		
Current Standing	10 (33)			10 (33)			10 (33)			10 (33)		
School Growth	10 (33)			10 (33)			10 (33)			10 (33)		
Student Growth, Highest 75%	27 (33)			27 (33)			27 (33)			27 (33)		
Student Growth, Lowest 25%	24 (33)			24 (33)			24 (33)			24 (33)		
Opportunity to Learn	20 (33)			20 (33)			20 (33)			20 (33)		
Graduation	8 (33)			8 (33)			8 (33)			8 (33)		
College and Career Readiness	10 (33)			10 (33)			10 (33)			10 (33)		

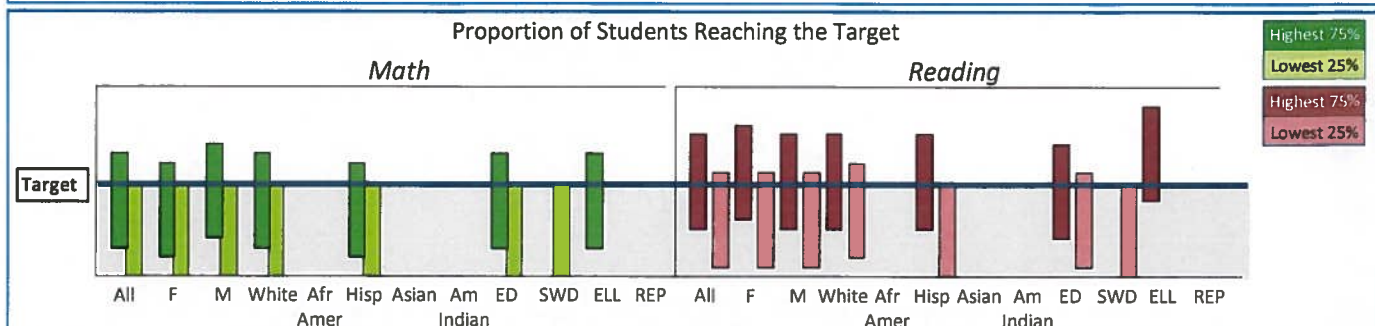
School Growth Targets

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. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		Gender			Race / Ethnicity					Students with Disabilities	English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged		
Reading	Highest 75% (%)	53.1	58.9	48.3	54.5	-	50.0	-	-	40.5	-	75.0
	Target 61.0%	12.1	9.5	13.5	20.7	-	3.8	-	-	12.5	.0	-
Math	Highest 75% (%)	30.3	21.1	38.1	34.4	-	24.5	-	-	32.9	-	26.7
	Target 55.0%	.0	.0	.0	.0	-	.0	-	-	.0	.0	-

Graduation Target 73.7%

For high schools graduation rates for the Cohort of 2013 are available on page 5.



Participation Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Reading (%)	92.8	89.5	95.5	94.8	-	90.3	-	-	>98.0	>98.0	>98.0	-	
Math (%)	92.8	89.5	95.5	94.8	-	90.3	-	-	>98.0	>98.0	>98.0	-	

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

			Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient	
			All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading	2014 (Avg SS)	38.1	39.6	36.9	39.2	-	36.6	-	-	-	37.9	26.8	35.3	-
	2013 (Avg SS)	39.4	42.3	36.9	40.8	-	37.3	-	-	-	39.3	29.3	36.1	-
	2012 (Avg SS)	36.8	40.6	33.9	39.4	-	34.0	-	-	-	39.3	22.8	-	-
Math	2014 (Avg SS)	34.1	34.1	34.0	35.2	-	32.6	-	-	-	33.6	22.6	32.6	-
	2013 (Avg SS)	35.1	36.2	34.1	36.8	-	32.4	-	-	-	33.8	27.9	32.8	-
	2012 (Avg SS)	33.1	33.9	32.6	35.5	-	30.9	-	-	-	34.8	25.7	-	-

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your 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 advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	>98.0	-	-	-	-	-	-	-	>98.0	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

- 1 The Statewide C grade was established in the first year of 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 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. 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. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.
- 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 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.