

**AGENDA ITEM EXECUTIVE SUMMARY**

- I. **Public Education Commission Meeting Date: April 8, 2016**
- II. **Item Title:** Discussion and Possible Action On Charter School Amendment Request - School of Dreams Academy Facility Move
- III. **Request and Rationale**

School of Dreams Academy has submitted an amendment request to facility to move its facility to a permanent facility. The school seeks to move from its current facility at 1800 Main St., NE, Los Lunas, NM to 906 Juan Perea Rd, Los Lunas, NM.

**Proposed Motions: School of Dreams Academy**

-Move to **approve** the amendment presented by School of Dreams Academy to move from its current facility to 906 Juan Perea Rd, Los Lunas, NM with the conditions that the school must meet all facility requirements.

**AGENDA ITEM EXECUTIVE SUMMARY**

- I. **Public Education Commission Meeting Date: April 8, 2016**
- II. **Item Title:** Discussion and Possible Action On Charter School Amendment Request - Sage Montessori Charter School Decrease Grade Levels
- III. **Request and Rationale**

Sage Montessori Charter School is requesting to amend its instructional program, which currently houses grades K-8, to decrease its grade levels to K- 6. The school states the following rationale for its request:

We have learned that we don't have the resources at this time to implement a robust 7-8 grade program. Initially we had planned our students from K-6 to feed the 7<sup>th</sup> and 8th grade program, but most of the students that enroll for 7th and 8th have never been through a Montessori program. Our student counts currently are at 13 for both grades combined with 7 applications for next year.

**Proposed Motions: Sage Montessori Charter School**

-Move to **approve** the amendment presented by Sage Montessori Charter School to amend its instructional program, which currently houses grades K-8, to decrease its grade levels to K- 6.

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

**And**

**Julie Lucero, General Manager, Options for Parents**, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: Sage Montessori Charter School

Date submitted: Click here to enter a date. Contact Name: Felix Garcia E-mail: felix.garcia@sagecharterschoolabq.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Sage Montessori Charter Application Pgs. 32- 34	B. EDUCATIONAL PROGRAM 1. K-6: 180 school days x 5.5 hours per day = 990 instructional hours per year 7-8: 180 school days x 6.0 hours per day = 1080 instructional hours per year.	Retain "K-6: 180 school days x 5.5 hours per day = 990 instructional hours per year", but remove "7-8: 180 school days x 6.0 hours per day = 1080 instructional hours per year" and all further references to 7th & 8th grade.	We have learned that we don't have the resources at this time to implement a robust 7-8 grade program. Initially we had planned our students from K-6 to feed the 7th and 8th grade program, but most of the students that enroll for 7th and 8th have never been through a Montessori program. Our student counts currently are at 13 for both grades combined with 7 applications for next year.	3/15/2016

Original Signature of Governing Council President or Designee:  Date: 3/15/2016

Printed Name of Governing Council President or Designee: Gerrit Kruidhof

**Public Education Commission use only**

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

☐ APPROVED

☐ DENIED



**SAGE MONTESSORI CHARTER SCHOOL, ALBUQUERQUE, NM**

**Governing Body Resolution 2016-012**

I, the undersigned Secretary of the Governing Body of the *Sage Montessori Charter School* (SMCS), do hereby certify that the following is a true and correct copy of the a resolution duly adopted by the Governing Body at a public meeting thereof duly called and held on March 15, 2016, at which a quorum was present and acting throughout:


**RESOLVED** that *Sage Montessori Charter School* (SMCS) approves removal of the 7th & 8th grade from SMCS so that the school can focus on the core Montessori competency of K-6 grades; pending approval by the Charter School Division (CSD) of the New Mexico Public Education Department (PED) and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that SMCS shall offer returning 7th grade students to be educated by K-8 certified teachers in an inclusion model within the 4-6th grade Montessori classroom for the 2016-2017 school year if interested; and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

**AND I** do further certify that said resolutions have not been otherwise amended, annulled, rescinded or revoked and the same are in full force and effect on the date hereof.

**WITNESS** my hand this March 15, 2016.

By:   
Erica Garcia, Secretary



DRAFT FOR REVIEW

**DRAFT****SAGE MONTESSORI CHARTER SCHOOL, ALBUQUERQUE, NM****Regular Meeting Minutes**

A regular meeting of the Governing Body of the Sage Montessori Charter School, an approved charter school applicant under the laws of the State of New Mexico, was held at 3821 Singer N.E., Albuquerque, New Mexico, on the 15<sup>h</sup> day of March, 2016. The President, Gerrit Kruidhof, served as the Meeting Chairperson and CALLED THE MEETING TO ORDER at 6:15 PM.

**Agenda Item II:****ROLL CALL**

The following persons were in attendance at Roll Call of the Regular Meeting:

<b>Governing Body Roll Call</b>		
Name/Initials	Title/Role	Attendance/Absence
Gerrit Kruidhof (GK)	President/Board	In Attendance
Jeanne Meihaus (JM)	Vice-President/Board	In Attendance
Deborah Benally (DB)	Treasurer/Board	Absence/U
Erica Garcia (EG)	Secretary/Board	In Attendance
Christine Zimmerman (CZ)	Community Member #1/Board	In Attendance
Open	Community Member #2/Board	N/A
Kiersten Westerberg (KW3)	Community Member #3/Board	In Attendance
Kenny Wang (KW4)	Community Member #4/Board	In Attendance/Telephone
Felix Garcia (HA)	School Head Administrator	In Attendance
	School Director	N/A
Jimmie Dee Jones	Faculty Liaison	In Attendance
Amber Pena (AP)	Business Manager	In Attendance
Scott Bryant (SB)	Board Assistant	In Attendance
Algene Herrick (AH)	School Instructional Leader	Absence/E
Michael Ogas	Guest/Vendor	In Attendance
Susan Fox	Legal Counsel	Telephone

Note: Attendance Absences are additionally noted as **E** or **U** denoting Excused or Unexcused as an indication of whether 24 hour advance notice was provided to the President of the Board



DRAFT FOR REVIEW

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**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to amend and approve RESOLUTION 2016-019 as discussed, ERICA GARCIA, SECRETARY, seconded the motion. The motion passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

6:55 PM Susan Fox, Sage School's Legal Counsel, joined the meeting via telephone.

Legal Counsel could not not immediately clear if there was a conflict of interest, but would return with an opinion of any conflict of interest and also on whether to have three contracts or only one. Action: GERRIT KRUIDHOF will send the three contracts to Ms. Fox to review.

6:58 PM Susan Fox left the call and meeting.

7:00 PM Michael Ogas left the meeting.

#### Agenda Item XIII:

##### CLOSED SESSION - ACQUISITION OF REAL PROPERTY - §10-15-1(H)(8) NMSA 1978

The Governing council decided to table this item for later consideration due to lack of a final contract offered by the property owner for discussion at this meeting.

#### Agenda Item XIV:

##### RESOLUTION 2016-011- APPROVAL OF CONTRACT FOR NEW FACILITY

GERRIT KRUIDHOF noted that the PEC needed to receive a request for a new school site and this was needed two weeks before the next PEC meeting.



DRAFT FOR REVIEW

**DRAFT**

RESOLUTION 2016-011 states:

**RESOLVED** that *Sage Montessori Charter School* (SMCS) shall approve the real estate contract with Lawrence Reider of CSPS Albuquerque, LLC to lease the property at 3831 Midway NE, Albuquerque, NM 87109 and move the school to that location on or around July 1st, 2016 pending approval by the Public School Facilities Authority (PSFA), the Charter School Division (CSD) of the New Mexico Public Education Department (PED), and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to approve RESOLUTION 2016-011, and CHRISTINE ZIMMERMAN, COMMUNITY MEMBER #1, seconded this motion. The motion to approve RESOLUTION 2016-011 passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

Agenda Item XV:

**RESOLUTION 2016-012 - APPROVAL OF CHARTER MODIFICATION FOR 7TH & 8TH GRADES**

The HEAD ADMINISRATOR noted that some of the parents of the 6<sup>th</sup> graders were experiencing problems to transition their children to 7<sup>th</sup> grade programs at other schools due to deadlines for transfer and lotteries. The HEAD ADMINISRATOR proposed that if the two middle school teachers could handle the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum, that the school attempt to accommodate the handful of children impacted by the drawdown of the middle school program. The issue is being able to pay for the teacher when the student numbers are low. GERRIT KRUIDHOF suggested that the Resolution be amended to state that the returning students moving from 6<sup>th</sup> to 7<sup>th</sup> grades be given inclusion model with the 4<sup>th</sup>-6<sup>th</sup> graders for 2016-2017 school year.

RESOLUTION 2016-012 states:

**RESOLVED** that *Sage Montessori Charter School* (SMCS) approves removal of the 7th & 8th grade from SMCS so that the school can focus on the core Montessori competency of K-6 grades; pending approval by the Charter School Division (CSD) of the New Mexico Public



DRAFT FOR REVIEW

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Education Department (PED) and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that SMCS shall offer returning 7th grade students to be educated by K-8 certified teachers in an inclusion model within the 4-6th grade Montessori classroom for the 2016-2017 school year if interested; and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to approve RESOLUTION 2016-012, and CHRISTINE ZIMMERMAN, COMMUNITY MEMBER #1, seconded the motion. RESOLUTION 2016-012 passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

Amber Pena left the meeting at 7:38 PM.

#### Agenda Item XVI:

#### RESOLUTION 2016-013 - APPROVAL OF CHARTER MODIFICATION FOR HEAD ADMINISTRATOR MONTESSORI REQUIREMENTS

The President described how the Charter requirements for the Head Administrator to have Montessori Licensure and Certification as a Montessori Head Administrator implies attendance at Montessori conferences while running a Montessori school. The president explained that relaxing these two requirements by striking two items from the Charter requirements for the Head Administrator will ease the tension to pay for training to achieve this certification in 2016. Because this is a modification to the Charter, it must be approved by the Council.

#### RESOLUTION 2016-013 states:

**RESOLVED** that *Sage Montessori Charter School* (SMCS) approves removal of Montessori teaching certificate requirements for the Head Administrator position as follows:

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- III. **Request and Rationale**

Sage Montessori Charter School has submitted an amendment request to facility to move its facility. The school seeks to move from its current facility at 13821 Singer Blvd, NE, Albuquerque, NM to 3831 Midway Place, NE, Albuquerque, NM.

**Proposed Motions: Sage Montessori Charter School**

-Move to **approve** the amendment presented by Sage Montessori Charter School to move from its current facility to 3831 Midway Place, NE, Albuquerque, NM with the conditions that the school must meet all facility requirements.



DRAFT FOR REVIEW

**DRAFT****SAGE MONTESSORI CHARTER SCHOOL, ALBUQUERQUE, NM****Regular Meeting Minutes**

A regular meeting of the Governing Body of the Sage Montessori Charter School, an approved charter school applicant under the laws of the State of New Mexico, was held at 3821 Singer N.E., Albuquerque, New Mexico, on the 15<sup>h</sup> day of March, 2016. The President, Gerrit Kruidhof, served as the Meeting Chairperson and CALLED THE MEETING TO ORDER at 6:15 PM.

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Scott Bryant (SB)	Board Assistant	In Attendance
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DRAFT FOR REVIEW

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**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to amend and approve RESOLUTION 2016-019 as discussed, ERICA GARCIA, SECRETARY, seconded the motion. The motion passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

6:55 PM Susan Fox, Sage School's Legal Counsel, joined the meeting via telephone.

Legal Counsel could not not immediately clear if there was a conflict of interest, but would return with an opinion of any conflict of interest and also on whether to have three contracts or only one. Action: GERRIT KRUIDHOF will send the three contracts to Ms. Fox to review.

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##### RESOLUTION 2016-011- APPROVAL OF CONTRACT FOR NEW FACILITY

GERRIT KRUIDHOF noted that the PEC needed to receive a request for a new school site and this was needed two weeks before the next PEC meeting.





DRAFT FOR REVIEW

**DRAFT**

RESOLUTION 2016-011 states:

**RESOLVED** that *Sage Montessori Charter School* (SMCS) shall approve the real estate contract with Lawrence Reider of CSPS Albuquerque, LLC to lease the property at 3831 Midway NE, Albuquerque, NM 87109 and move the school to that location on or around July 1st, 2016 pending approval by the Public School Facilities Authority (PSFA), the Charter School Division (CSD) of the New Mexico Public Education Department (PED), and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to approve RESOLUTION 2016-011, and CHRISTINE ZIMMERMAN, COMMUNITY MEMBER #1, seconded this motion. The motion to approve RESOLUTION 2016-011 passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

Agenda Item XV:

**RESOLUTION 2016-012 - APPROVAL OF CHARTER MODIFICATION FOR 7TH & 8TH GRADES**

The HEAD ADMINISRATOR noted that some of the parents of the 6<sup>th</sup> graders were experiencing problems to transition their children to 7<sup>th</sup> grade programs at other schools due to deadlines for transfer and lotteries. The HEAD ADMINISRATOR proposed that if the two middle school teachers could handle the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum, that the school attempt to accommodate the handful of children impacted by the drawdown of the middle school program. The issue is being able to pay for the teacher when the student numbers are low. GERRIT KRUIDHOF suggested that the Resolution be amended to state that the returning students moving from 6<sup>th</sup> to 7<sup>th</sup> grades be given inclusion model with the 4<sup>th</sup>-6<sup>th</sup> graders for 2016-2017 school year.

RESOLUTION 2016-012 states:

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DRAFT FOR REVIEW

DRAFT

Education Department (PED) and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that SMCS shall offer returning 7th grade students to be educated by K-8 certified teachers in an inclusion model within the 4-6th grade Montessori classroom for the 2016-2017 school year if interested; and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to approve RESOLUTION 2016-012, and CHRISTINE ZIMMERMAN, COMMUNITY MEMBER #1, seconded the motion. RESOLUTION 2016-012 passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

Amber Pena left the meeting at 7:38 PM.

#### Agenda Item XVI:

#### RESOLUTION 2016-013 - APPROVAL OF CHARTER MODIFICATION FOR HEAD ADMINISTRATOR MONTESSORI REQUIREMENTS

The President described how the Charter requirements for the Head Administrator to have Montessori Licensure and Certification as a Montessori Head Administrator implies attendance at Montessori conferences while running a Montessori school. The president explained that relaxing these two requirements by striking two items from the Charter requirements for the Head Administrator will ease the tension to pay for training to achieve this certification in 2016. Because this is a modification to the Charter, it must be approved by the Council.

#### RESOLUTION 2016-013 states:

**RESOLVED** that *Sage Montessori Charter School* (SMCS) approves removal of Montessori teaching certificate requirements for the Head Administrator position as follows:

**SAGE MONTESSORI CHARTER SCHOOL, ALBUQUERQUE, NM**

**Governing Body Resolution 2016-011**

I, the undersigned Secretary of the Governing Body of the *Sage Montessori Charter School (SMCS)*, do hereby certify that the following is a true and correct copy of the a resolution duly adopted by the Governing Body at a public meeting thereof duly called and held on March 15, 2016, at which a quorum was present and acting throughout:

**RESOLVED** that *Sage Montessori Charter School (SMCS)* shall approve continuing the negotiation on the real estate contract with Lawrence Reider of CSPA Albuquerque, LLC by the Governing Council President, Head Administrator, and Real Estate Broker following the previously approved terms to lease the property at 3831 Midway NE, Albuquerque, NM 87109 and start preparation to move the school to that location on or around July 1st, 2016 pending approval by the Public School Facilities Authority (PSFA), the Charter School Division (CSD) of the New Mexico Public Education Department (PED), and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that the Marketing Committee are directed to start communications with parents of current and prospective students regarding the planned new location for the 2016 - 2017 school year, including the message that it is still in process and pending official approvals; and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

**AND I** do further certify that said resolutions have not been otherwise amended, annulled, rescinded or revoked and the same are in full force and effect on the date hereof.

**WITNESS** my hand this March 15, 2016.

By:   
Erica Garcia, Secretary

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

*And*

Julie Lucero, General Manager, Options for Parents, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: Sage Montessori Charter School

Date submitted: Click here to enter a date. Contact Name: Felix Garcia E-mail: felix.garcia@sagecharterschoolabq.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Sage Montessori Charter School Location	3821 Singer Blvd NE, Albuquerque, NM 87109	3831 Midway Place NE, Albuquerque, NM 87109; See attached proposed lease agreement.	Current location is too small to serve the school's current needs and ability to grow. New location is less than half a mile away in the same business area. Released by landlord from lease at 3821 Singer Blvd NE on June 30, 2016 pending notice by April 30, 2016.	3/15/2016

Original Signature of Governing Council President or Designee:  Date: 3/15/2016

Printed Name of Governing Council President or Designee: Gerrit Kruidhof

## Public Education Commission use only

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

☐ APPROVED ☐ DENIED

**AGENDA ITEM EXECUTIVE SUMMARY**

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**Proposed Motions: Sage Montessori Charter School**

-Move to **approve** the amendment presented by Sage Montessori Charter School to move from its current facility to 3831 Midway Place, NE, Albuquerque, NM with the conditions that the school must meet all facility requirements.



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6:55 PM Susan Fox, Sage School's Legal Counsel, joined the meeting via telephone.

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**RESOLVED** that *Sage Montessori Charter School* (SMCS) shall approve the real estate contract with Lawrence Reider of CSPS Albuquerque, LLC to lease the property at 3831 Midway NE, Albuquerque, NM 87109 and move the school to that location on or around July 1st, 2016 pending approval by the Public School Facilities Authority (PSFA), the Charter School Division (CSD) of the New Mexico Public Education Department (PED), and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to approve RESOLUTION 2016-011, and CHRISTINE ZIMMERMAN, COMMUNITY MEMBER #1, seconded this motion. The motion to approve RESOLUTION 2016-011 passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

Agenda Item XV:

**RESOLUTION 2016-012 - APPROVAL OF CHARTER MODIFICATION FOR 7TH & 8TH GRADES**

The HEAD ADMINISRATOR noted that some of the parents of the 6<sup>th</sup> graders were experiencing problems to transition their children to 7<sup>th</sup> grade programs at other schools due to deadlines for transfer and lotteries. The HEAD ADMINISRATOR proposed that if the two middle school teachers could handle the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum, that the school attempt to accommodate the handful of children impacted by the drawdown of the middle school program. The issue is being able to pay for the teacher when the student numbers are low. GERRIT KRUIDHOF suggested that the Resolution be amended to state that the returning students moving from 6<sup>th</sup> to 7<sup>th</sup> grades be given inclusion model with the 4<sup>th</sup>-6<sup>th</sup> graders for 2016-2017 school year.

RESOLUTION 2016-012 states:

**RESOLVED** that *Sage Montessori Charter School* (SMCS) approves removal of the 7th & 8th grade from SMCS so that the school can focus on the core Montessori competency of K-6 grades; pending approval by the Charter School Division (CSD) of the New Mexico Public





DRAFT FOR REVIEW

DRAFT

Education Department (PED) and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that SMCS shall offer returning 7th grade students to be educated by K-8 certified teachers in an inclusion model within the 4-6th grade Montessori classroom for the 2016-2017 school year if interested; and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

GERRIT KRUIDHOF, PRESIDENT, motioned to approve RESOLUTION 2016-012, and CHRISTINE ZIMMERMAN, COMMUNITY MEMBER #1, seconded the motion. RESOLUTION 2016-012 passed unanimously 6-0, as follows: President "YES", Vice-President "YES", Secretary "YES", Community Member #1 "YES", Community Member #3 "YES", and Community Member #4 "YES".

Amber Pena left the meeting at 7:38 PM.

#### Agenda Item XVI:

#### RESOLUTION 2016-013 - APPROVAL OF CHARTER MODIFICATION FOR HEAD ADMINISTRATOR MONTESSORI REQUIREMENTS

The President described how the Charter requirements for the Head Administrator to have Montessori Licensure and Certification as a Montessori Head Administrator implies attendance at Montessori conferences while running a Montessori school. The president explained that relaxing these two requirements by striking two items from the Charter requirements for the Head Administrator will ease the tension to pay for training to achieve this certification in 2016. Because this is a modification to the Charter, it must be approved by the Council.

#### RESOLUTION 2016-013 states:

**RESOLVED** that *Sage Montessori Charter School* (SMCS) approves removal of Montessori teaching certificate requirements for the Head Administrator position as follows:

**SAGE MONTESSORI CHARTER SCHOOL, ALBUQUERQUE, NM**

**Governing Body Resolution 2016-011**

I, the undersigned Secretary of the Governing Body of the *Sage Montessori Charter School (SMCS)*, do hereby certify that the following is a true and correct copy of the a resolution duly adopted by the Governing Body at a public meeting thereof duly called and held on March 15, 2016, at which a quorum was present and acting throughout:

**RESOLVED** that *Sage Montessori Charter School (SMCS)* shall approve continuing the negotiation on the real estate contract with Lawrence Reider of CSPA Albuquerque, LLC by the Governing Council President, Head Administrator, and Real Estate Broker following the previously approved terms to lease the property at 3831 Midway NE, Albuquerque, NM 87109 and start preparation to move the school to that location on or around July 1st, 2016 pending approval by the Public School Facilities Authority (PSFA), the Charter School Division (CSD) of the New Mexico Public Education Department (PED), and the State Of New Mexico Public Education Commission (PEC); and, it is

**FURTHER RESOLVED**, that the Marketing Committee are directed to start communications with parents of current and prospective students regarding the planned new location for the 2016 - 2017 school year, including the message that it is still in process and pending official approvals; and, it is

**FURTHER RESOLVED**, that the Governing Body Members of SMCS be and they are authorized and directed to do and perform all such acts and things and to sign all agreements, instruments, documents and certificates and to take all such other steps as may be necessary, advisable, convenient and proper to carry out the intent of the foregoing resolution.

**AND I** do further certify that said resolutions have not been otherwise amended, annulled, rescinded or revoked and the same are in full force and effect on the date hereof.

**WITNESS** my hand this March 15, 2016.

By:   
Erica Garcia, Secretary

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

*And*

Julie Lucero, General Manager, Options for Parents, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: Sage Montessori Charter School

Date submitted: Click here to enter a date. Contact Name: Felix Garcia E-mail: felix.garcia@sagecharterschoolabq.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Sage Montessori Charter School Location	3821 Singer Blvd NE, Albuquerque, NM 87109	3831 Midway Place NE, Albuquerque, NM 87109; See attached proposed lease agreement.	Current location is too small to serve the school's current needs and ability to grow. New location is less than half a mile away in the same business area. Released by landlord from lease at 3821 Singer Blvd NE on June 30, 2016 pending notice by April 30, 2016.	3/15/2016

Original Signature of Governing Council President or Designee: \_\_\_\_\_

Date: 3/15/2016

Printed Name of Governing Council President or Designee: Gerrit Kruidhof

### Public Education Commission use only

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

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

☐ APPROVED

☐ DENIED

### **AGENDA ITEM EXECUTIVE SUMMARY**

- I. Public Education Commission Meeting Date: April 8, 2016
- II. Item Title: Vote on Charter School Amendment – School of Dreams Academy to Increase Enrollment Cap and Expand Authorized School Grades
- III. Executive Summary and Proposed Motions:

#### **Request and Rationale**

The School of Dreams Academy is requesting to amend its enrollment cap by 295 students from a current cap of 525 to a cap of 820 and expand its authorized school grades from 7-12 to Pre-K - 12. The school indicates the rationale for its request to increase the enrollment cap is to support adding grade levels of Pre-K through 6 over a 3 year period. The school is currently authorized to serve students in grades 7-12. The school's rationale for increasing the grade levels is to "seamlessly bridge the gap between pre-k, elementary, middle and high school."

The school has provided an 11 page justification, which is provided in the attached materials. In the justification, the school stated it reviewed its data to understand its fluctuating school grade performance and concluded "we feel that the School of Dreams Academy has had fluctuating grades because of our fluctuating curriculum." The school believes it will be able to increase student achievement through the implementation of a STEAM curriculum. The school's mission statement has indicated it provides a STEAM curriculum since March 2014. It further wants to "wants to take this STEAM curriculum one step further and incrementally add elementary grades."

The school's narrative points to the fact that "every middle school in Valencia County earn[ed] a D or below" as part of the reason the school wants to expand grade levels. The school's rationale, however is unclear as in its rationale, the school recognizes that currently all elementary schools in Valencia county are a "C or better." CSD notes that in addition to the elementary schools, the high schools in Valencia County, with the exception of School of Dreams Academy, are also all rated C or better.

### **School History**

The School of Dreams Academy is currently in its eighth year as a New Mexico charter school. The 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.

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

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

### **Compliance Concerns**

In the school's justification, it indicates it began offering a night program in 2012. "We offered our community a night school program which provides non- traditional students an opportunity to graduate." CSD has not been able to locate an Amendment request to add a night program. The school's website indicates the school currently offers a night program from 4:30 pm to 7:30 pm Monday – Thursday. It is unclear how many days these students attend, but in order to achieve the 1080 required instructional hours the school program would have to be offered 360 each year. The school's night program is violating the instructional hours requirement and it violating the material terms of the contract.

The school's contract indicates the following regarding the Operational Structure Material terms:

Length of school day	6.5 hrs/day
Length of school year	NM mandates 1080 instructional hours SODA proposes Instructional Contact Time 175 days x 6.5 hrs/day = 1137.5 hrs In-service, Professional Development Time 8 days x 6.5 hrs/day = <u>52.0 hrs</u> 1189.5 hrs

The calendar and schedule submitted to the school budget, however, indicate the school will have 7.5 instructional hours per day for 177

days and 6 non-instructional professional development days.

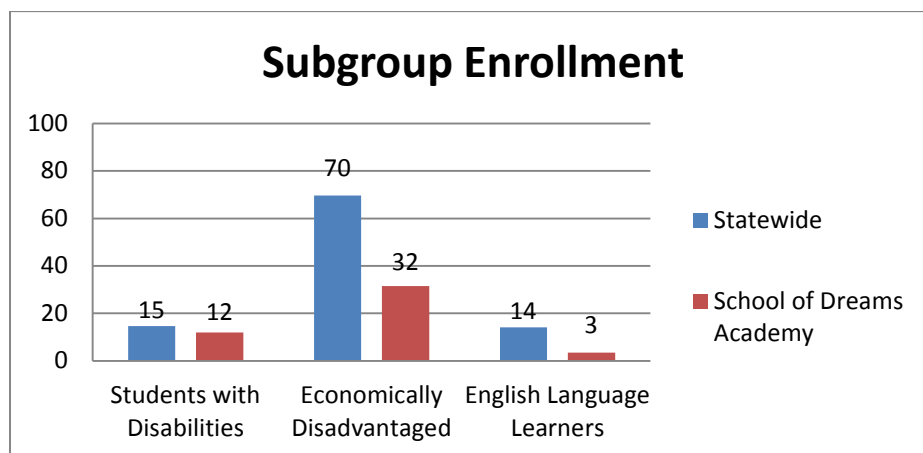
A review of the school's schedule and calendar on its website, indicates that the school is providing 175 instructional days for 5.92 instructional hours per day, which provides only 1035 instructional hours. Further the school's schedule and calendar on its website indicates only 5 days of professional development.

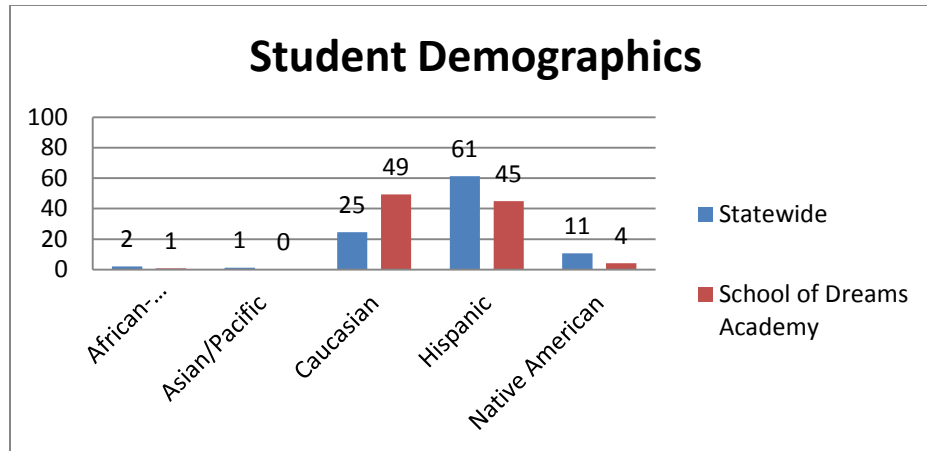
### **School Enrollment and Demographics Data**

The 120<sup>th</sup> day enrollment count for both the 2015-2016 and 2014-2015 school years at School of Dreams Academy was 378 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 85.4%, which reflects approximately 43 eligible students who did not reenroll.

Student demographics and subgroup enrollment for School of Dreams Academy for the 120<sup>th</sup> day reporting, as compared to statewide data is provided below. The STARS data indicates the school has a smaller percentage of Economically Disadvantaged students and English Language Learners enrolled than the percentage of such students enrolled in schools across New Mexico. The percentage of Students with Disabilities is close to the percentage across New Mexico.





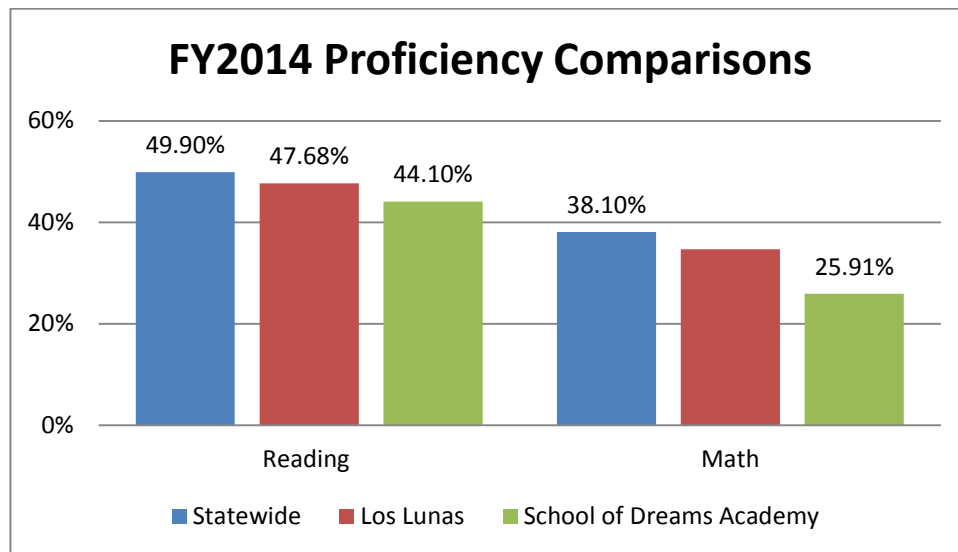
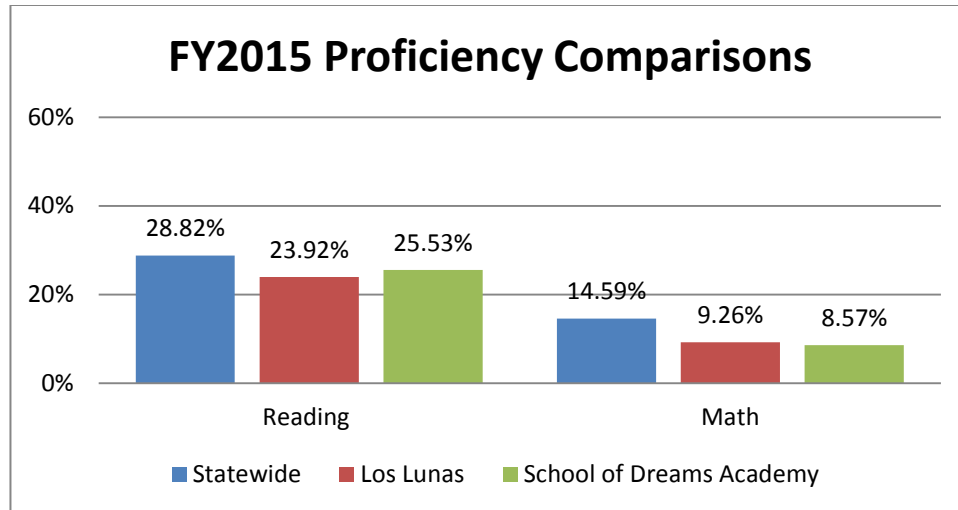
### **School Performance**

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

- In 2011-12 the school grade was a D
- In 2012-13 the school grade was an A
- In 2013-14 the school grade was a C
- In 2014-15 the school grade was a D

The school currently maintains a three year average of a C.

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 School District data for the same grade levels. This comparison for 2014 and for 2015 indicates that the school is saw comparatively improved reading proficiency, but declining math proficiency in 2015. In both years, the School of Dreams Academy has had lower proficiency rates than the state and Los Lunas Schools, with the exception of reading in FY15 for which the school has a slightly higher proficiency rate than Los Lunas Schools.



#### **Additional Information Requested to Support Amendment Request**

Due to a 2015 year letter grade of “D” on the New Mexico State Grade Report Card, which was a decline from the prior two years, and the school’s failure to meet two of the three academic performance goals in the performance framework, the Charter School Division (CSD) requested the school provide a Statement of Progress to support the amendment request. The Statement of Progress was intended to provide the PEC with relevant performance data and information to support its decision making process.

CSD provided guidance about the statement of progress in an October email. In that email, which is provided in the attached materials, CSD specifically requested that the school provide “internal data from the



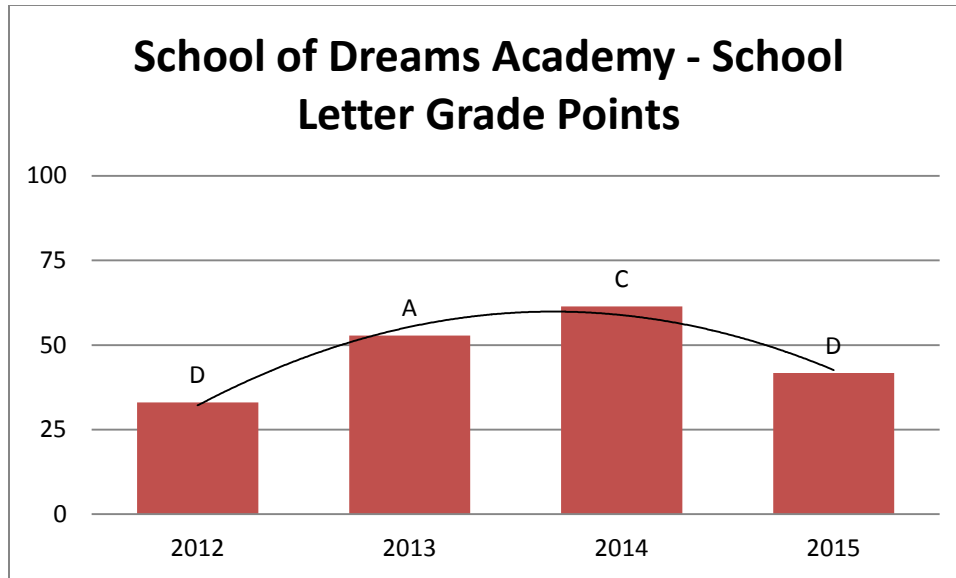
past 3 years that demonstrates improving student academic performance” and a description of a data driven improvement plan that the school has used to improve student performance.

On February 10, in response to CSD’s request, the school provided an 11 page “narrative justifying [the school’s] school grade.” On March 18, CSD discussed the narrative with the school and indicated the narrative did not provide the information requested in the October email. On March 24, CSD followed up with the school in writing and provided further guidance about the October request. In that follow up, CSD provided the school an additional opportunity to provide information about improvement efforts and internal student achievement data to demonstrate improved student performance. On April 1, the school provided a letter stating the school would not be providing additional data. In that letter, the school seems to indicate the request for data and information about improvement efforts is new. However, CSD feels this position is contrary to the email sent to the school in October 2015. In that letter the school also states about their annual site visit they “passed the review without issue”. CSD also feels this is an inaccurate reflection of the site visit, which uncovered the compliance issues identified above.

### **Statement of Progress - Data Analysis**

School of Dreams Academy is unable to demonstrate improving performance on the state report card. As demonstrated in the graph below, the school demonstrated a positive two year trend in points, but reversed that trend in 2015. Further, it is important to note that while points earned in 2014 were higher than in 2013, the letter grade was lower as the scale had increased. Thus, when looking at grades, rather than points, the school has demonstrated a negative two year trend.

In 2015, the school report card points decreased to 41.75. It is also important to note that when the “Bonus Points” are removed from the 2015 calculations, the points earned equal 36.75.



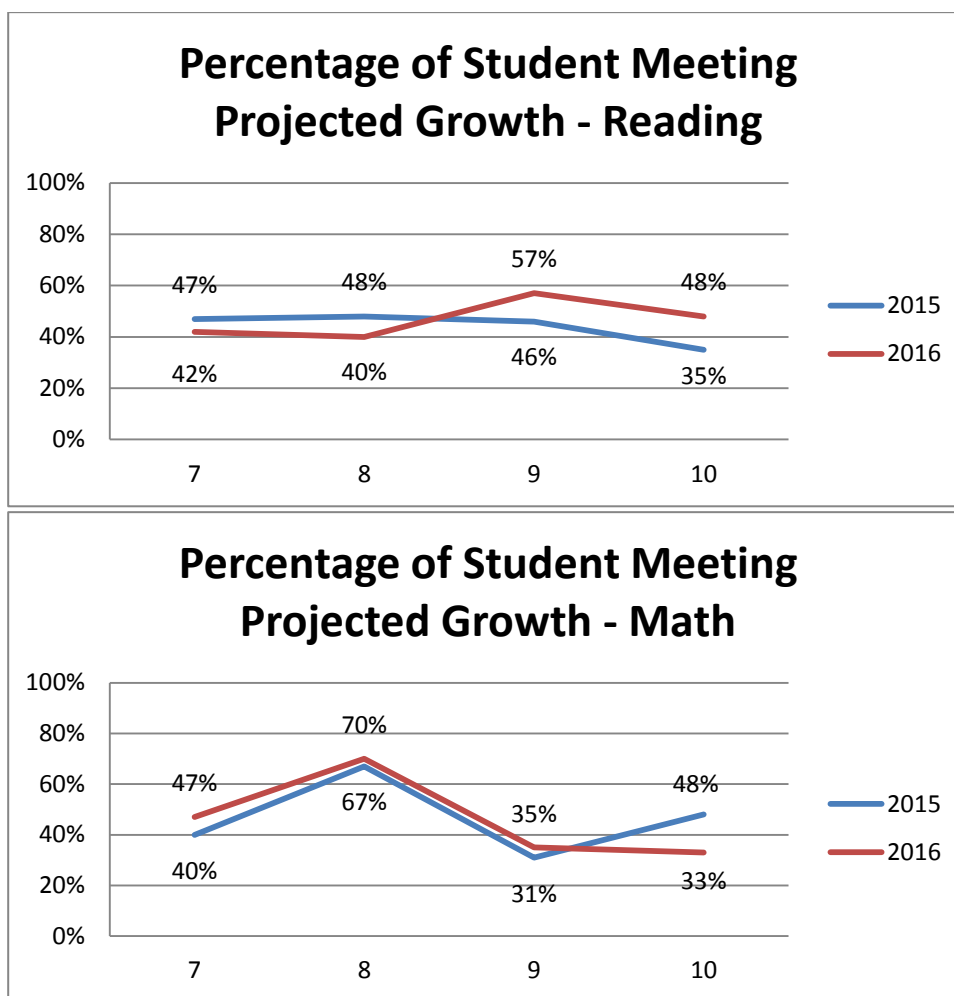
The 2015 state assessment letter grade and performance data demonstrate a decline overall as well as a decline in student growth from an A to a D for the "highest performing students" and from a C to an F for "lowest performing students. The school's graduation rate calculation has also declines from a C to an F. The PARCC proficiency data for this school indicates the school has in both 2015 and the prior year achieved slightly lower proficiency rates as compared to Los Lunas Public Schools and the state.

In addition to the state report card data CSD sought to consider the schools internal school data in the most recent year. The school provided limited internal data. CSD found School of Dreams Academy is unable to show improving performance as demonstrated by internal data.

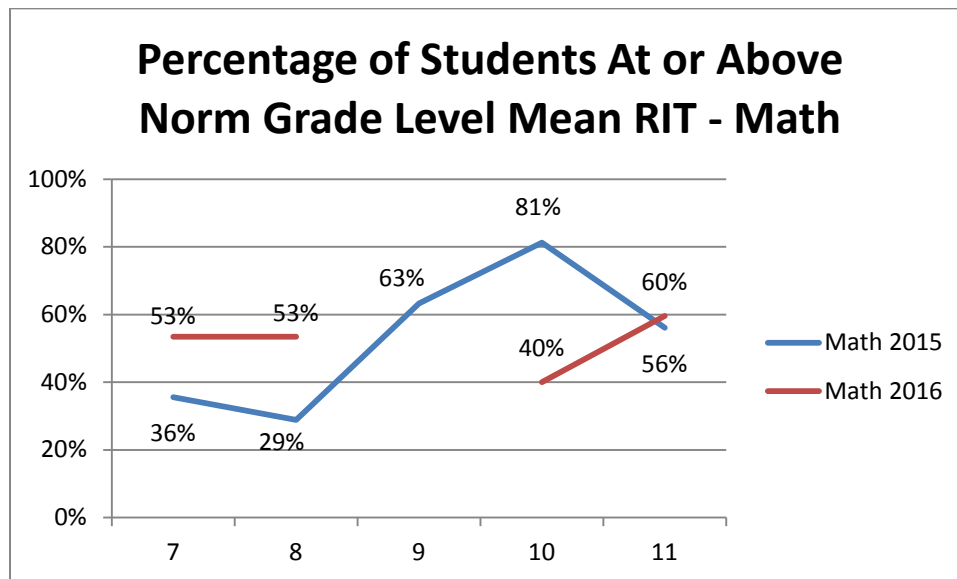
The school's narrative references ACT scores, which are not provided. Instead the school states, but states that while it "can compare [its] ACT data to the National, and New Mexico average, these numbers would not truly represent our success for two reasons." The school indicates the first reason is that at their school they expect "every student to test" while "Most schools are only reporting their 'college bound' students, or about 30% of their students." The school's second reason is that "no other schools test their students beginning at 9th grade." The school did not provide evidence to support this statement. Further, the school stated it was "in the process of desegregating our ACT data and will include this data at a later date." No such data has been received by CSD.

For other purposes the school provided NWEA data for both math and reading. The school provided both proficiency and growth data.

As shown below, the NWEA data demonstrated that when comparing FY2014 and FY2015 there is no consistent improvement in student growth. In regards to reading, the percentage of students meeting expected growth is higher in 2016 for grades 9 and 10, but lower for grades in 7 and 8. In math, the opposite is true, with a larger percentage of 10<sup>th</sup> graders meeting expected growth in 2015 than in 2016. In 8<sup>th</sup> and 9<sup>th</sup> grades in math, the difference between the two years is minimal. This data does not demonstrate substantial improvement in student achievement.



Further, the school provided a document with excerpted NWEA score reports with Mean RIT scores by grade level for math only. As shown below these reports again show inconsistent student performance data. The 7<sup>th</sup> and 8<sup>th</sup> grade data shows better performance for both groups in 2016. However, CSD is concerned that the table for one grade level may have been erroneously duplicated for both grade levels as the 2016 data tables are identical for both grade levels. Comparative data was not provided for 9<sup>th</sup> grade. For 10<sup>th</sup> grade the data appears to show lower performance in 2016. For 11<sup>th</sup> grade the data is comparatively similar with slightly better performance in 2016. This data does not demonstrate substantial improvement in student achievement.



### **Statement of Progress - Narrative and Artifacts Analysis**

The school's amendment justification, which is provided in the attached materials, indicates the school believes "the School of Dreams Academy has had fluctuating grades because of our fluctuating curriculum." The narrative further indicates the school believes it will be able to increase student achievement through the implementation of a STEAM curriculum.

The narrative does not describe any consistent improvement efforts. Instead the narrative indicates that the school "is nationally accredited by AdvancEd", and describes different efforts that were taken at different times. The school's narrative addresses its belief that a STEAM curriculum will improve performance and recent efforts to make that curriculum more engaging. The school did not provide data

to demonstrate the effectiveness of those efforts.

The narrative also indicates the school believes the poor performance is attributable to student motivation and testing issues. In making these assertions, the school stated its “hypothesis is that the longer students stay at our school, the higher their achievement rate.” The school did not, however provide data to support this hypothesis. The school stated that it also documented testing malfunctions, but does not indicate whether the school appealed its letter grade or the result of any appeal.

### **Statement of Progress Evaluation**

Based on the above criteria, School of Dreams Academy does not meet the criteria to demonstrate substantial progress.

1. The School of Dreams Academy has **not** improved its state report card grade.
2. The school **does** have measures in place to systematically collect data to understand student performance.
3. The school has **not** provided evidence that it systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance.
4. The school has **not** provided evidence that it implements systematic actions to respond to the data.
5. The school has **not** provided evidence of improving performance as demonstrated by internal school data in the most recent year.

### **Recommendation**

At this time, CSD **cannot** recommend the approval of this amendment request.

### **Proposed Motions**

- Move to **deny** the amendment requests presented by The School of Dreams Academy requesting to amend its instructional program, which currently houses grades 7-12 with an enrollment cap at 525, to expand its grade levels to Pre-K-12 with an enrollment cap at 820 because the school has substantial compliance issues, and has not successfully demonstrated substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

- Move to **approve** the amendment requests presented by The School of Dreams Academy requesting to amend its instructional program, which currently houses grades 7-12 with an enrollment cap at 525, to expand its grade levels to Pre-K-12 with an enrollment cap at 820 because [**PEC to provide reasons that the request should be approved**].

## Attachment 1: Justification Narrative

### Introduction

Nestled in the Rio Grande Valley in Central New Mexico, the School of Dreams Academy (SODA) is located in Los Lunas, New Mexico. SODA draws students from several small communities. These areas vary from urban to rural, our stakeholders run the gamut from upper middle class, ranchers, immigrants, meth-cookers, and Native Americans from the nearby reservation. Our learners include foster children, home schooled kids, drop outs, the gifted and talented, special education, the exceptional and the disenfranchised. Serving grades seven through twelve with three-hundred and eighty students, co-founded by the principal, Mike Ogas in 2008, SODA is designated as a SAM school by the Public Education Department and also qualifies as a Title One School Wide Program, that is nationally accredited by AdvancEd. Most recently the School of Dreams Academy was awarded a large grant to be an Early College school, offering dual credit courses in collaboration with the University of New Mexico, Valencia Campus. Our students now have the unique opportunity to take college level classes for free at the nearby college campus, or right on our own campus, and to graduate high school with an Associate's Degree.

On our 2014, five-year Charter renewal with the PEC (Public Education Charter) we amended our Charter to include a STEAM (Science Technology Engineering Arts Math) model of curriculum and learning. This project based learning pedagogy will increase student engagement, provide students with a 21st education, and increase student test scores. Using a student centered character model based on our Spartan Code of Ethics and our school wide PBS (Positive Behavior System) we endeavor for our students to graduate with many college credits, a great foundation in STEAM, and a solid character education.

### Mission and Vision

The Mission of the School of dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes science, technology, engineering, arts and mathematics (STEAM) while focusing on developing well rounded individuals with good character ready for post-secondary success. The visions of SODA is to stand as the Rio Grande Valley's pillar of achievement character and success.

### Amendment Request

- 1) Under Article VIII, Section 8.01, Enrollment Cap (p.35) the School of Dreams Academy is requesting a change from an enrollment cap of 525 students to a proposed amendment allowing an increase in enrollment to 820 students.
- 2) Under Article VII, Section 8.01, Authorized School Grades, the School of Dreams Academy is requesting a change from the current Charter of authorized school grades 7-12a to be authorized to serve Pre K – 12 school grades.



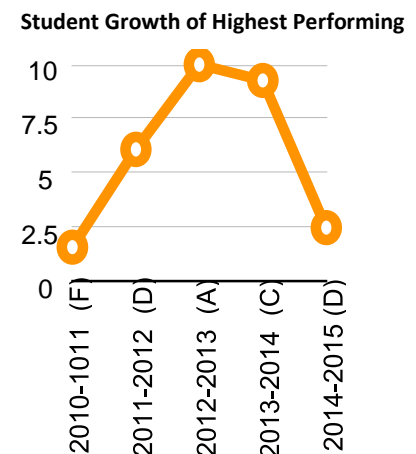
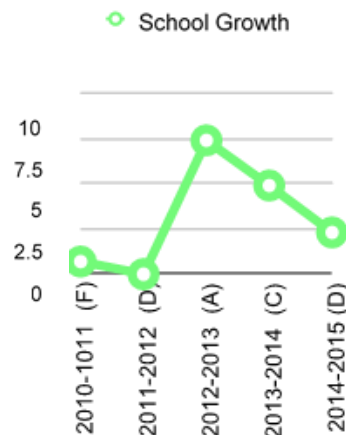
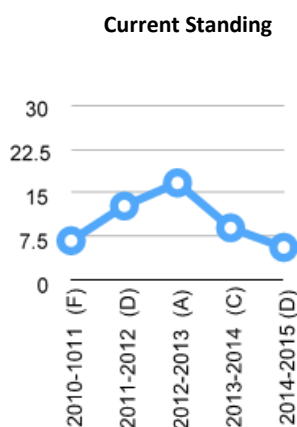
## School of Dreams Academy Change/Amendment Request Form

- 3) Under Article VIII, Section 8.01, (vii) Facility, Physical Address (p.38) the School of Dreams Academy is requesting a change from our current location 1800 Main Street., NE Los Lunas, NM 87031 to 906 Juan Perea Rd., Los Lunas, NM 87031

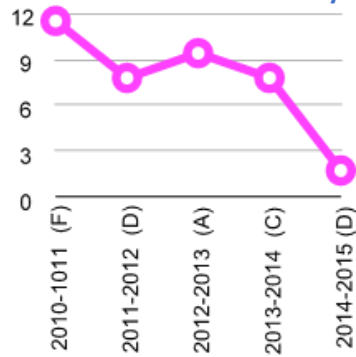
### Justification

Why has the School of Dreams Academy School Report Card grade fluctuated so erratically in the past five years? We have looked at data trends from both short cycle and end of year assessments, curriculum alignment, teacher assignments, demographics, and surveys from stake holders to try and gain a clearer understanding. We began by comparing and analyzing the School Report Card from 2010 until now. By comparing each year to each other in a graph we hope to find a data trend that would begin to explain our inconsistent grades, and lead us to a solution for greater student success, for our current students and our proposed elementary students.

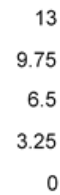
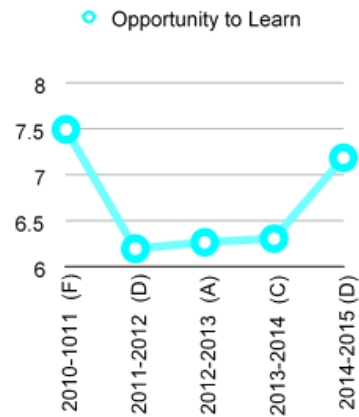
	Current standing	School Growth	Student Growth of Highest performing Students	Student Growth of Lowest Performing Students	Opportunity to Learn	Graduation	College and Career Readiness	Bonus Points
<b>2010-2011 (F)</b>	6.9	0.7	1.6	11.5	7.5			0.0
<b>2011-2012 (D)</b>	12.8	0	6.1	7.8	6.2			0.0
<b>2012-2013 (A)</b>	16.73	7.40	10.00	9.41	6.27			2.97
<b>2013-2014 (C)</b>	9.07	4.90	9.27	7.81	6.31	12.44	8.61	3.00
<b>2014-2015 (D)</b>	5.76	2.31	2.50	1.79	7.19	6.50	11.00	5.00



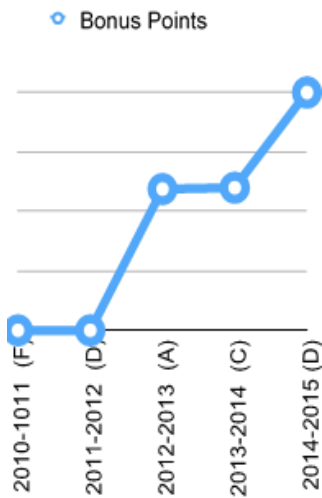
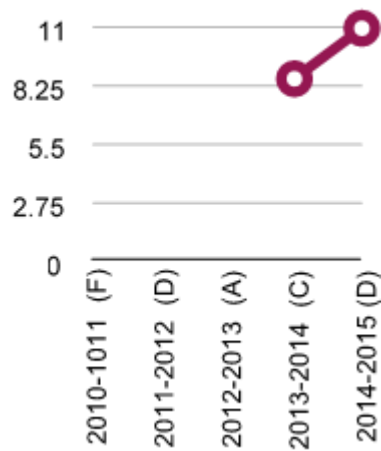
## School of Dreams Academy Change/Amendment Request Form



Student Growth of Lowest Performing

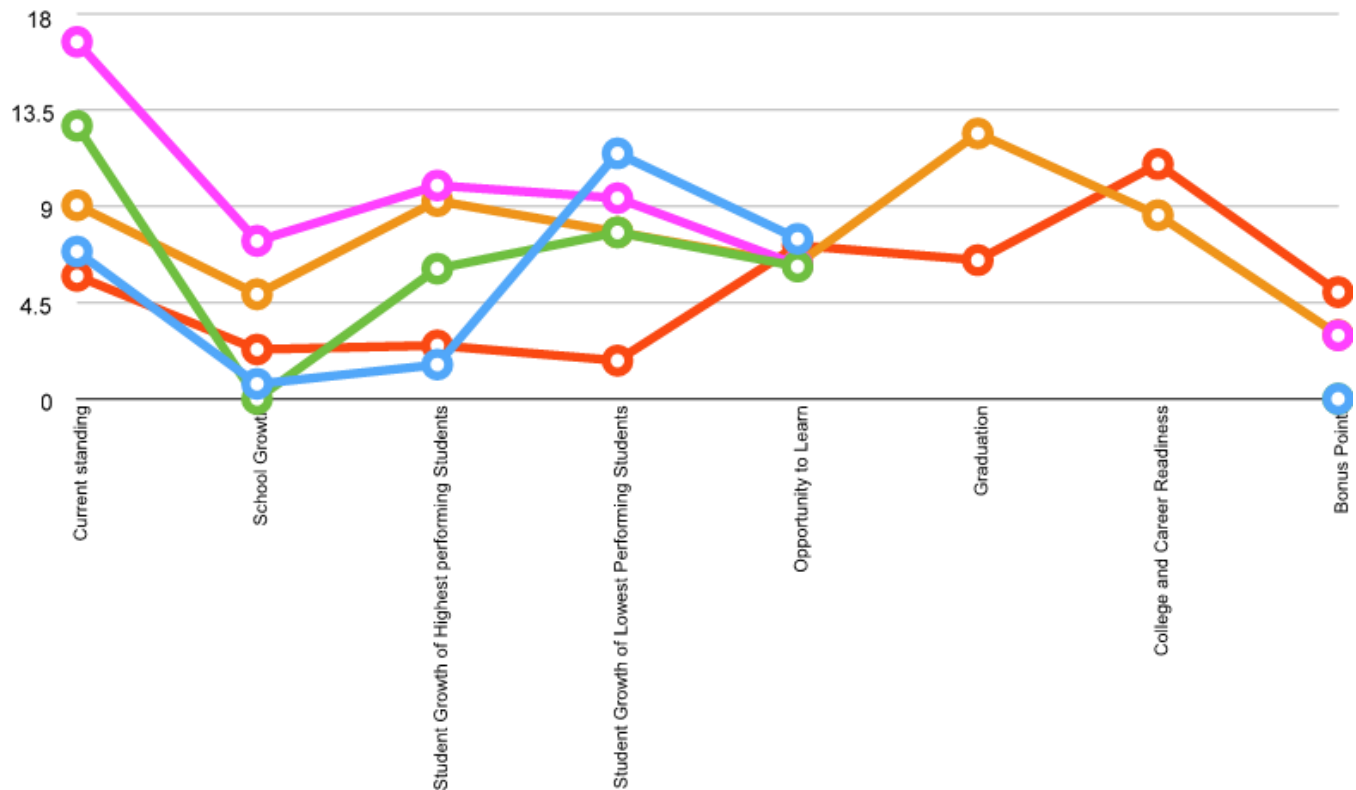


## College and Career Readiness



## School of Dreams Academy Change/Amendment Request Form

2010-2011 (F) 2011-2012 (D) 2012-2013 (A) 2013-2014 (C) 2014-2015 (D)



**2010-2011: F:** The first School Report Card in 2011 was cataclysmic for the School of Dreams Academy. The community and school were very disappointed, because as a new school, we did not have 3 years-worth of data to accurately assess our data trends. In order to give our school the necessary data, an average was compiled using the VAM model. Our school had been recently restructured, and very little data had been submitted through STARS from the previous year.

**2011-2012: D:** In 2012, our grade rose modestly to a D. We increasing our interventions, and by the systematic planning and delivering of our main curriculum of E2020 we began to see gains in our student achievement. By analyzing our student data, we realized we needed to focus on our highest performing students so we added dual credit classes as well as competitive robotics and dance.

**2012- 2013: A:** Our best year thus far, according to the State Report Card, was in 2013. The strategies we put in place, high interest rigorous elective, dual credit, using the Advanced Ed continuous improvement model. Shared governance, parent involvement, and after school tutoring were very successful. Due to our increased enrollment we were able to use the augmented revenue for direct student support such as tutoring and intervention training in various areas. We

### School of Dreams Academy Change/Amendment Request Form

were also able to fully fund student extra-curricular activities at the national and state level. However, stakeholder surveys and the opportunity to learn segment of the State Report Card alerted us to a problem with our curriculum. Students were struggling with E2020, our online program of study. Teacher and student engagement were low, so we began to implement a blended approach, using E2020 as a large textbook vault.

**2012 - 2014: C:** In 2014 we dropped to a C. If compared to our A grade, our highest and lowest performing students performed at roughly the same level, and we increased our bonus points. However, our school growth as a whole was three points lower. We offered our community a night school program which provides non- traditional students an opportunity to graduate. All non-traditional students are placed in a cohort group from an H4 and greater, these students are subject to all graduation requirements. Because some of these night school students did not graduate within a year or for various reasons dropped out they were counted in our overall graduation rate. As a small school we only had 50 of our traditional students graduate, out of these 50 students we had a 100% graduation rate. Although 15 of our night school students did graduate, the ones that did not graduate, negatively affected our overall graduation rate.

We began to form more partnerships with higher education and post-graduation organizations, such as UNMVC, CNM, the EOC (Equal Opportunity Center) and Military (ASVAB) that regularly met with our students and in particular seniors to form a plan. Our 9-12<sup>th</sup> grade students took the ACT with strong student gains. Two Daniel's Foundation Scholars and one Gate's Millennium Scholar graduated with a full scholarship to their choice of colleges. Teachers began to supplement Edgenuity (E2020) with more hand on learning experiences.

**2014 - 2015: D:** This year, we were disappointed to discover that our students significantly under-performed on the PARCC test according to the State Report Card. In Valencia County, only one High School scored a C, every other High School and Middle School scored a D or F. In the Spring of 2014 we were awarded a grant and became an Early College High School. Starting from the 2013 school year until Fall 2015, our students have completed a whopping 736 dual credit college classes. ***With more than 50% of our high school students earning dual credit courses, with a 90% pass rate, why are we not testing higher?*** As an Early College High School with a strong collaborative relationship with UNM Valencia this did not make sense. A questionnaire given to students provided us with an interesting hypothesis.

High achieving high school students taking multiple college classes said that, *"Our college classes taught us different things and even a different way of answering questions than was on the PARC test"*. Quite simply, the college curriculum did not match with the common core expectations of the PARC. While 90% of our students passed their dual credit collage classes both at our site and on the Valencia Campus, they found that, *"The information, and the way they*

## School of Dreams Academy Change/Amendment Request Form

wanted the information on the test was very different". Looking at our State Report Card, we received a B in College Preparedness, yet an F in our Highest Performing Students. **This discrepancy between high school common core standards and College/University curriculum is a conundrum.**

### ACT Scores

Furthermore, we pay for every student to take the ACT every year from 9<sup>th</sup> grade until they graduate. While we can compare our ACT data to the National, and New Mexico average, these numbers would not truly represent our success for two reasons. Firstly, we pay for and expect *every* student to test. Most schools are only reporting their 'college bound' students, or about 30% of their students. Secondly, no other schools test their students beginning at 9<sup>th</sup> grade. Obviously, a 9<sup>th</sup> grader's scores cannot be compared to a 12<sup>th</sup> grader's scores. We are more interested in tracking and improving each student's progress. In advisement we begin test prep for the ACT in 9th grade. We will expand this and concentrate equally on Common Core standards to improve our PARC scores. We are in the process of desegregating our ACT data and will include this data at a later date.

### STEAM Curriculum

As part of our action plan to solve this, we became a STEAM school. Using science, technology, engineering, the arts, and math projects to teach a relevant and collaborative curriculum, we plan on increasing both our math and language arts test scores and student engagement. While our math department began this summer to align our middle and high school curriculum with the college curriculum, we also offered a summer math work shop.

Therefore, we feel that the School of Dreams Academy has had fluctuating grades because of our fluctuating curriculum. We began with E2020 that is, at, or above grade level and although it is aligned to the Common Core, many students struggled to learn or were disengaged by sitting in front of a computer for long periods. By using many different intervention strategies, and a blended curriculum with E2020 (now Edgenuity), and offering Dual Credit classes at the school and at the college campus, student engagement and college readiness increased. However, it is clear that our STEAM curriculum must be relevant, engaging and aligned with the Common Core. We recently began a partnership with Explora to begin a professional development/curriculum alignment using the Next Generation Science Standards as an entire faculty.

A STEAM curriculum assimilates the arts into the STEM formula. While both programs of study actively make connections between disciplines by using a hand-on-learning model that is applicable and engineered to solve real world problems, the arts change student's perception of their world by stressing creative problem solving. The inclusion of the arts into a STEM system of education does not water down the program, instead it makes it more engaging and relevant. One important conceptualization for a strong STEAM program is focusing on the creative design process that is fundamental to engineering and art (Bequette & Bequette, 2012)

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Both the scientist and the artist are searching for the answer that has not yet existed; the artist might define it as inspiration while the scientist labels it as problem-solving- yet both disciplines originate in creativity.

The proposed solution to the problem of low student achievement in mathematics is to implement a school wide STEAM curricula. Therefore, when we authentically integrate across content areas, we are connecting, collaborating, teaching and assessing at least two or more standards with intention and equity. For instance, by selecting a Common Core Math Standard, a Next Generation Science Standard, and a National Core Art Standard to teach a concept, these standards should be assessed equitably and be intentionally taught.

It is interesting to note that just as STEM and STEAM began to be actively incorporating as a methodology, other systems of thought began to change as well. For the last 60 years, Bloom's Taxonomy has been applied in educational settings as a method of classification for student thinking behaviors. However, in 2001 the taxonomy was revised to add relevance for the 21st Century. The most significant change is that 'creating' is now at the apex of the pyramid, above remembering, understanding, applying, analyzing, and evaluating. Creating, then, is the highest order of human thinking. Creating is also the most important component in a STEAM curriculum.

STEM drives instruction through observation, inquiry and problem solving in science, technology, engineering and mathematics through analysis and synthesis. While it is true that STEM education brings connections of teaching and learning, and that it is more than just robotics and coding classes, STEAM culminates in Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (Anderson & Krathwohl, 2001, pp. 67-68).

This active learning and integration has tremendous potential for those students who are sitting, and waiting, in classrooms to be thoughtfully engaged and challenged to create. STEAM is teaching through collaborative risk taking and creativity. As Susan Riley, an Arts Integration Specialist reasons, *"This means that students are using the skills and processes learned in science, technology, engineering, the arts and mathematics to think deeply, ask non-Googleable questions and solve problems"* (Pivot Point: At the Crossroads of STEM, STEAM and Arts Integration, December 18, 2013). This also means that just as curriculum standards and not viewed in isolation, neither are students. Through integrated collaboration, the ability for teachers to see different strengths and problem solving techniques in their students is transformative. With a solid STEAM curriculum, the misnomer that some students are 'not good at math' or 'not good at art' will be dispelled through common aspects of integrated problem solving strategies, processes and skills. Moreover, student perceptions that they do not 'like math', or 'like art', will decrease as subjects are not planned in isolation, but as collaborative projects; teacher and student engagement will also increase.

The School of Dreams Academy wants to take this STEAM curriculum one step further and incrementally add elementary grades. By analyzing the school grades in Valencia County a data trend emerges of elementary schools scoring well- all were at a C or better. Why, then did every middle school in Valencia County earn a D or below, including our Charter

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school? We believe that by adding elementary grades we can seamlessly bridge the gap between pre-k, elementary, middle and high school.

At a Nationwide conference for Check and Connect, a system of academic and social mentoring targeted to interrupt the cycle of student disengagement, our faculty was able to articulate what we have long known: every student must feel valued and welcomed in our school in order to be able to succeed. We believe that with a system of knowing and valuing our students and families from pre-school under graduation, and a solid STEAM curriculum, in a smaller school setting, we can dramatically increase the data necessary for student success indicators, but also student and family engagement.

### **Motivation**

By further analyzing the data, we find that our 11<sup>th</sup> grade students performed very well in Language Arts, as did many other high schools in New Mexico. One hypothesis is that the Juniors understood that this test would determine if they graduated with a high school diploma or a certificate of completion and thus they 'tried harder'. We plan on promoting the PARCC test and offering incentives to raise motivation, as well as having students graph their scores on their ILP (individual Learning Plan) for intrinsic motivation. Our hypothesis is that the longer students stay at our school, the higher their achievement rate.

### **Testing Issues**

Additionally, the School of Dreams Academy did have several serious glitches and bugs when administering the math portion of the PARCC test. Many high performing high school students complained that, *"they could not solve the problems"* and several students became so upset they cried. Teachers are not allowed to look at the test, however after multiple complaints, the test coordinator finally looked at the math questions and discovered they had not loaded properly. Essential data was omitted and a diamond shaped symbol with a question mark inside was substituted, making the equations indeed unsolvable. We immediately called and documented the error.

### **Valencia County Demographics**

At the School of Dreams Academy, we consider our unique student demographics not as an excuse, but as a beginning. Many of our staff members were trained this summer in a drop-out-prevention and student engagement program, Check and Connect. It is very successful, research based, National program, that interrupts the cycle of student disengagement with social and academic interventions based around a mentor system. Before we can implement a program of trust, we needed to understand who our students are, in order to better provide academic and social interventions. These are the results of recent student survey in December of this year.

233 students completed the survey, 4 of those students opted out of the survey. 229 responses were collected out of 318 students for a 73% response from our student body. By analyzing the social connection our students have with their

### **School of Dreams Academy Change/Amendment Request Form**

families and guardians, we begin to see a pattern of emotionally supportive parents that are struggling with finances, health and social problems. 85% of our students feel that there is someone at home they can talk to if they are sad, lonely, angry or happy and 90% feel they can get help at home with their homework, 86% with laundry, and 87% with getting to school.

However, only 67% can get help with making meals at home. This combined with 38% of students that reported they did not eat breakfast and 24% did not bring a lunch or have plans to buy lunch is troublesome. Although the School of Dreams Academy is a Title One school, and many of our students qualify for free and reduced lunch, we do not have a kitchen. We are very excited that next year we will be renting a portable with a commercial kitchen and we will have the ability to offer breakfast and lunch.

The School of Dreams Academy administration, teachers and staff have known that there was a lot of need in our school, but the numbers the students reported were still surprising and sad. 19% of our students reported that they live with someone other than their parents, 21% Have witnessed drug or alcohol abuse, 17% have witnessed domestic violence, 17%, have been Involved with CYFD, 16% have lived outside the home, 6% have been in a Foster home, and 5% have been homeless/ shelter.

What is our student's educational background? Close to one third (31%) have been suspended, and since we work strongly with our students to stay in school, we believe this number is from other schools. For instance, only 6 students have been suspended this year. Seven percent (7%) have been expelled from a previous school, 7% have been at 6 or more schools from kindergarten until now, 10% have been at 5 different schools, and 20% have been at 4 different schools. This shows that many of our students are coming to the School of Dreams Academy because they struggled at other schools. We believe that the ability to take college classes, a strong arts and robotics program, and an integrated project based STEAM curriculum implemented by a staff trained in Check and Connect will give the students of Valencia County a place to succeed.

Our families have a lot of need: students were asked to mark any answers that were true for themselves or other family members. 45% have money problems, 36% have car problems, 34% marked depression, 24% listed mental health problems, including medication, 20% reported major health issues, 17% listed attempted suicide, 17% marked jail or prison, 14% marked drug or alcohol problems, and 12% listed a history of trauma or abuse. 34% did not respond, showing a need base of 66% or 2/3 of our student base.

### **Elementary School**

These statistics are a major reason we want to implement an elementary school. We believe we can provide a pre K -12 school model that will transform Valencia County. By using STEAM in collaboration with Explora, and our highly



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successful elementary and robotics and dance programs (already offered and utilized by the community), we know we can make a positive difference in raising student engagement and achievement levels. We can offer students the unique opportunity to attend one school, with the same STEAM curriculum, in a small school setting. We believe this will eliminate the drop in student achievement from elementary school to middle school. By adding a Spanish language component, music, art, dance, robotics/engineering integrated into math, science, history and language arts, we aim to create a school that brings together the culture diversity of Valencia County and New Mexico, while providing an excellent educational model. One way that we know we would be successful in developing lower grades is the outpouring of community support, as evidenced by our surveys, in favor of an elementary school. Just as we are the only charter school available in Valencia County for middle and high school, so would we be the only option for elementary parent's to have a choice.

### **Wrap Around Services and More**

As we continue to implement our STEAM curriculum, and increase our computers to a 1:1 model, it is important to note that 21% of our students do not have access to high speed internet. This means that a traditional school that opens at 8 am and closes at 4 pm does not suit our students and families. We want to incorporate a wraparound program beginning with pre-school until they graduate. As we continue to grow and develop we envision our school at the heart of a community center, that offers social services, parenting classes, child care, and a continuation of our night school with job training.

Like most charter schools, the School of Dreams Academy has long made do with facilities that were not ideal for a school setting. We began at UNMVC in 2009 in a 1000 square feet and by October of that year we rented a 10,000 square foot space in a strip mall. Eventually, we took over the strip mall and have utilized virtually every nook and cranny available while we looked for our own property. This year we were approved to provide school transportation through the PED Transportation bureau, and we have two school buses that pick up students from different locations in Valencia County in a 20-mile radius.

### **New Facility**

However, our most exciting news is that we are moving forward with a new facility. We are working in close collaboration with the Village of Los Lunas to obtain 20 acres in close proximity to the Rail-Runner station. We are also working in conjunction with APS to borrow 52 classroom portables and a PSFA kitchen. The initial plans with the architects and civil engineers are moving forward and planning a design of the infrastructure, a set-up of the portables with the beginnings of a permanent facility. The first phase centers around a large building designed to embody our STEAM curriculum. This big room concept will provide easy access for collaboration and surround an auditorium. Included is an engineering/robotics area combined with a vocational center. The arts, math, and science will work closely with engineering and using current technology will focus on real world applications.

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We are currently collaborating with 3 local manufacturing business, all of which have national and world contacts, to be a part of our vocational training center. This work force engagement is vital to our community; these manufactures have trouble finding a local workforce to that have the skills they need. We are working with them to provide graduates, and interns with experience to produce graduates that are ready to begin working and/or using these experiences to complete a college degree.

## Attachment 2: State Report Cards



# School Grade Report Card 2015

Certified

Final Grade

**D**

## School of Dreams Academy Charter

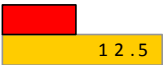






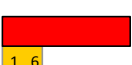
District: State Charters

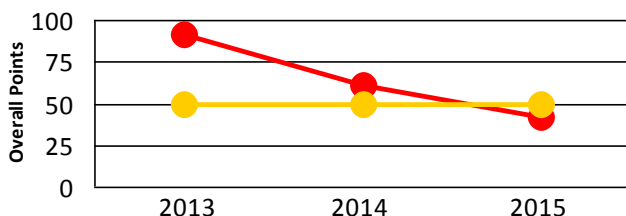
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	5.76	30
<b>School Growth</b> In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		F	2.31	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		D	2.50	10
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	1.79	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	7.19	8
<b>Graduation</b> 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
<b>College and Career Readiness</b> 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
<b>Bonus Points</b> 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.

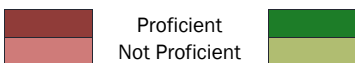
### Current Standing

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>.

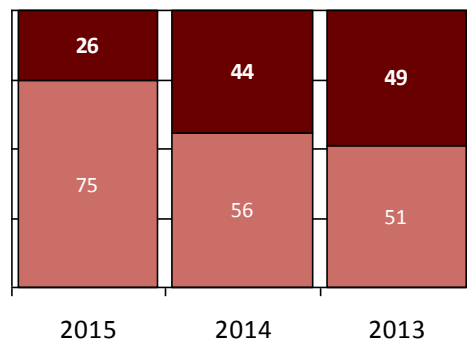
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
Proficient and Advanced (Pts)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

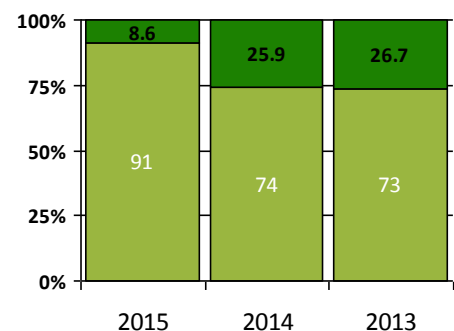
Performance is considered on grade level when students score either Proficient or Advanced.



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>

	<i>Reading</i>	<i>Math</i>
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.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	94.9	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.									<i>Reading</i> NA
Survey (Points)	4.2										<i>Math</i> NA
Count of Surveys (N)	1,069										<i>General</i> 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				
<b>Cohort of 2014 - 4-Year Rate</b>												
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											
<b>Cohort of 2013 - 5-Year Rate</b>												
Graduation (%)	41.4	37.6	45.2	42.6	-	37.9	-	-	51.5	-	48.8	
Points Earned	1.2											
<b>Cohort of 2012 - 6-Year Rate</b>												
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										
<b>Percent of School's Cohort of 2014 Participating in Each CCR Opportunity</b>											
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	
Students (% Tested)		4.2		11.5		44.1		50.5		5.0			
		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					Economically Disadvantaged	Students with Disabilities	English Language Learners
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Growth</b> <b>Lowest 25% (Q1)</b>	Reading	.0038	N	N	N	N	N	N	.	Y	N	N	Y
	Math	-.0334	N	N	N	N	.	N	.	Y	N	N	N
<b>Growth</b> <b>Highest 75% (Q3)</b>	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
<b>Proficiency</b>	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
<b>Graduation</b>	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	Hispanic	Asian	Am Indian			
<i>Reading Proficiency</i>	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
<i>Math Proficiency</i>	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	Hispanic	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

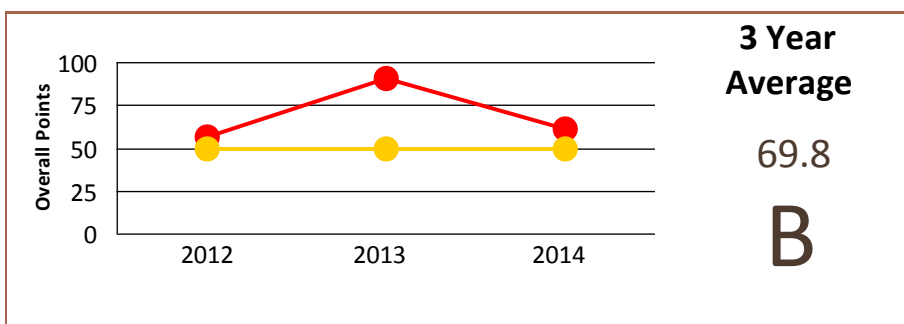
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		<b>D</b>	<b>9.07</b>	<b>30</b>
<b>School Growth</b> 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?		<b>D</b>	<b>4.90</b>	<b>10</b>
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state		<b>A</b>	<b>9.27</b>	<b>10</b>
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		<b>C</b>	<b>7.81</b>	<b>10</b>
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		<b>C</b>	<b>6.31</b>	<b>8</b>
<b>Graduation</b> 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.		<b>C</b>	<b>12.44</b>	<b>17</b>
<b>College and Career Readiness</b> 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>C</b>	<b>8.61</b>	<b>15</b>
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			<b>3.00</b>	<b>5</b>



Final School Grade

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

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

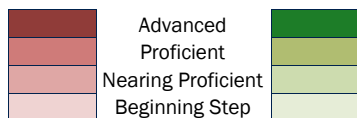
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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>.

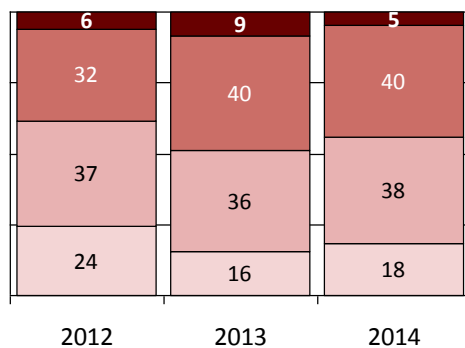
	All Students	Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading												
Proficient and Advanced (%)	44.1	52.1	38.1	49.2	-	35.7	-	-	39.8	11.1	47.6	-
Proficient 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											

### 3 Year Summary

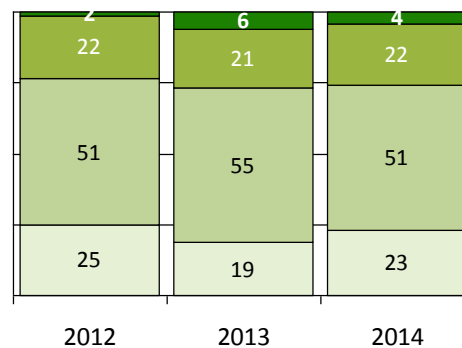
Performance is considered on grade level when students score either Proficient or Advanced.



#### Reading (%)



#### Math (%)



## School Growth

School growth compares the students enrolled in the current year to 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>

Difference from  
Expected Growth (SS Points)

**Reading**

0.493

**Math**

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.

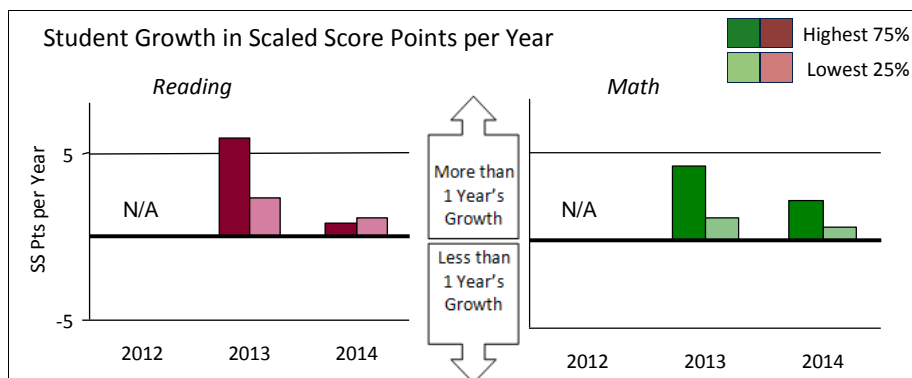
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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										Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		Female		Male		White		African American		Hispanic		Asian		Am Indian									
All Students		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				
<b>Cohort of 2013 - 4-Year Rate</b>												
Percent Graduating	41.4	37.6	45.2	42.6	-	37.9	-	-	51.5	-	48.8	N/A
Points Earned	5.45											
<b>Cohort of 2012 - 5-Year Rate</b>												
Percent Graduating	6.0	-	-	-	-	9.0	-	-	-	-	-	N/A
Points Earned												
<b>Cohort of 2011 - 6-Year Rate</b>												
Percent Graduating	-	-	-	-	-	-	-	-	-	-	-	N/A
Points Earned												
<b>Growth in 4-Year Rates</b>	Growth Index (Increase)			6.9		<b>SAM Rates</b>  SAM Graduation (%) 54.5  This school qualified to be a SAM school.						
Value Added Modeling takes into account the school's prior 3 years.	Points Earned			6.99								

## 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											
<b>Percent of School's Cohort of 2013 Participating in Each CCR Opportunity</b>												
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		Mobility		Composite	
Students (% Tested)	9.6		13.1		40.9		48.0		6.1			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )
School Growth	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )
Student Growth, Highest 75%	27	( 33 )	27	( 33 )	27	( 33 )	27	( 33 )	27	( 33 )	27	( 33 )
Student Growth, Lowest 25%	24	( 33 )	24	( 33 )	24	( 33 )	24	( 33 )	24	( 33 )	24	( 33 )
Opportunity to Learn	20	( 33 )	20	( 33 )	20	( 33 )	20	( 33 )	20	( 33 )	20	( 33 )
Graduation	8	( 33 )	8	( 33 )	8	( 33 )	8	( 33 )	8	( 33 )	8	( 33 )
College and Career Readiness	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )

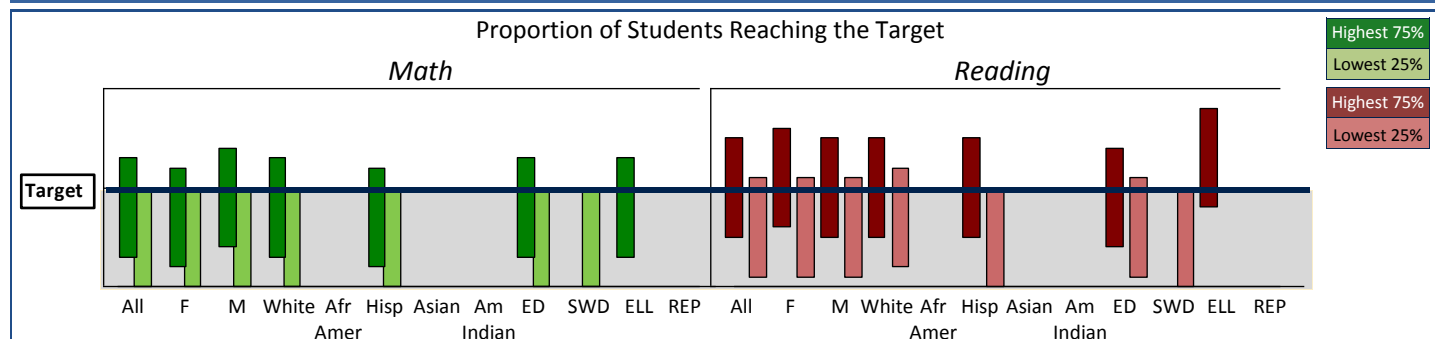
### School Growth Targets

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					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hisp	Asian				
<b>Reading</b>	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	-	-
<b>Math</b>	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>

		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	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.





# School Grade Report Card 2013

Certified

Final Grade

**A**

## School of Dreams Academy Charter

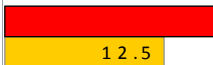
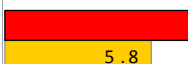






District: State Charters

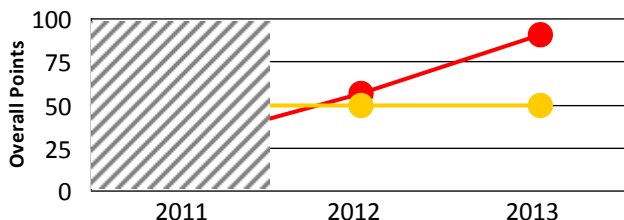
Grade Range: 07-12

Code: 505001

This School

Statewide C Benchmark

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		B	16.73	30
<b>School Growth</b> 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?		B	7.40	10
<b>Student Growth of Highest Performing Students</b> How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	10.00	10
<b>Student Growth of Lowest Performing Students</b> How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	9.41	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		C	6.27	8
<b>Graduation</b> 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.				17
<b>College and Career Readiness</b> 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.				15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			2.97	5



**3 Year  
Average**

58.7

**C**

Final School Grade

51.0 to 68.0	A
44.2 to 50.9	B
34.0 to 44.1	C
23.8 to 33.9	D
0.0 to 23.7	F

**Total  
Points**  
**52.78**

## 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

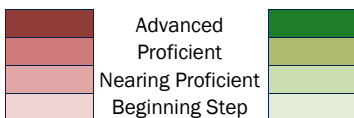
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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>.

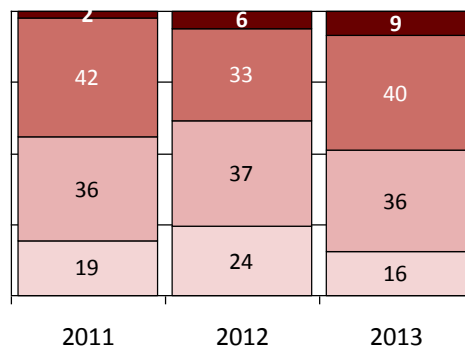
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<b>Reading</b>												
Proficient and Advanced (%)	48.7	60.9	38.0	57.7	-	34.3	-	-	47.5	16.0	23.5	-
Proficient and Advanced (Pts)	5.18											
Value Added Model (Pts)	4.98											
<b>Math</b>												
Proficient and Advanced (%)	26.7	27.6	26.0	30.6	-	20.0	-	-	23.8	8.0	17.6	-
Proficient and Advanced (Pts)	2.65											
Value Added Model (Pts)	3.92											

### 3 Year Summary

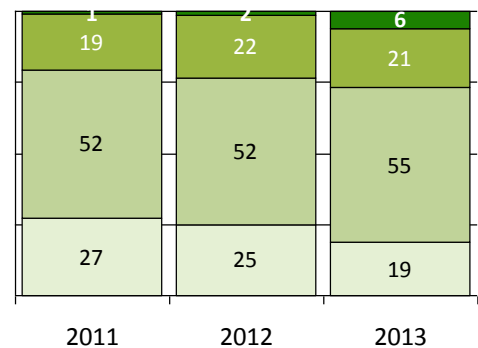
Performance is considered on grade level when students score either Proficient or Advanced.



#### Reading (%)



#### Math (%)



## School Growth

School growth compares the students enrolled in the current year to 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>

Difference from  
Expected Growth (SS Points)

**Reading**

2.122

**Math**

0.553

Points Earned

3.73

3.67

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.

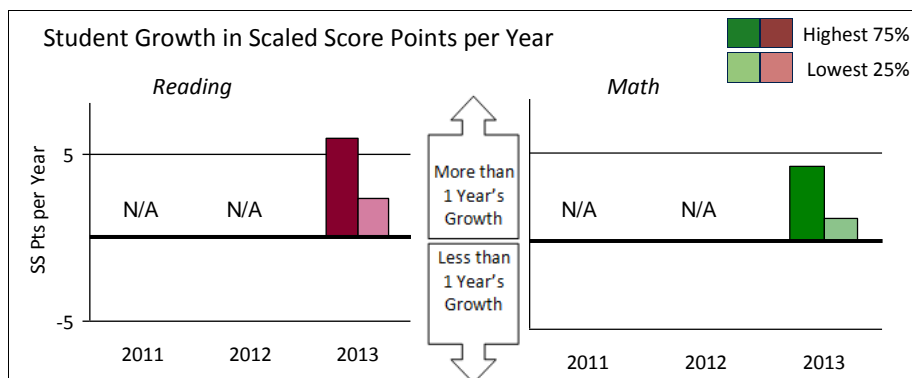
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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										English Language		Redesignated English	
All Students		Female		Male		White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with		From To	From To	From To	From To	From To	From To
		From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To
<b>Reading Growth</b>																			
Highest 75% (SS/Yr)	5.9	-1.0	3.8	-1.7	3.0	-1.4	3.4	-	-	-1.2	3.5	-	-	-1.1	3.7	-1.4	3.3	-2.7	2.1
Highest 75% (Pts)	5.00																		
Lowest 25% (SS/Yr)	2.3	0.4	5.0	-0.5	4.2	-0.6	4.1	-	-	0.3	4.9	-	-	-1.6	3.2	-0.9	3.8	0.3	4.9
Lowest 25% (Pts)	4.95																		
<b>Math Growth</b>																			
Highest 75% (SS/Yr)	4.3	-2.0	2.3	-2.4	2.0	-2.1	2.2	-	-	-2.3	2.1	-	-	-2.0	2.3	-2.5	1.8	-2.7	1.7
Highest 75% (Pts)	5.00																		
Lowest 25% (SS/Yr)	1.2	0.2	4.6	-1.5	2.9	-1.1	3.1	-	-	-0.5	3.8	-	-	-1.6	2.7	-0.7	3.6	-1.2	3.1
Lowest 25% (Pts)	4.46																		



**Remaining Gap Between Highest and Lowest Performing Students in 2013**

**Scaled Score Differences**

Reading 18.1

Math 16.4

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)	91.9	89.9	94.2	94.1	-	87.9	-	-		92.3	93.1	91.6	-
OTL Attendance (Points Earned)	2.90												
OTL Survey (Average Total Score)	31.7	32.0	31.4	31.7	-	32.1	-	26.2		32.7	29.4	28.4	-
OTL Survey (Points Earned)	3.36												

## **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	3.1	3.0	3.0	-	3.1	-	2.2	3.1	2.6	2.8	-
2. My teacher explains why what we are learning is important.	3.2	3.1	3.3	3.1	-	3.5	-	2.8	3.3	3.2	3.1	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.6	2.7	2.6	2.5	-	2.8	-	2.2	2.8	2.2	2.8	-
4. Every student gets a chance to answer questions.	3.6	3.7	3.6	3.7	-	3.6	-	3.2	3.7	2.9	2.8	-
5. My teacher wants me to explain my answers.	3.9	4.0	3.8	3.9	-	3.9	-	3.8	4.1	3.5	4.1	-
6. My teacher knows when I understand, and when I do not.	3.1	3.1	3.1	3.1	-	3.0	-	2.8	3.1	2.7	2.6	-
7. My teacher explains things in different ways so everyone can understand.	3.1	3.2	3.1	3.1	-	3.1	-	3.2	3.3	3.2	3.0	-
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.3	3.2	3.3	-	3.2	-	2.6	3.4	3.2	2.5	-
9. My teacher checks our understanding.	3.2	3.3	3.1	3.4	-	3.1	-	1.6	3.4	3.0	2.6	-
10. My teacher takes the time to summarize what we learn each day.	2.6	2.6	2.7	2.6	-	2.8	-	1.8	2.7	2.8	2.3	-

## **OTL Survey Questions Math**

1. My teacher introduces a new topic by connecting to things I already know.	2.7	2.6	2.8	2.7	-	2.8	-	2.4	2.8	2.7	2.9	-
2. My teacher explains why what we are learning is important.	2.9	2.8	3.0	2.8	-	3.1	-	3.0	3.0	3.1	3.4	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.6	2.5	2.6	2.5	-	2.7	-	2.0	2.8	2.3	2.8	-
4. Every student gets a chance to answer questions.	3.3	3.4	3.2	3.3	-	3.4	-	3.2	3.4	3.2	3.1	-
5. My teacher wants me to explain my answers.	3.8	3.7	3.8	3.7	-	3.8	-	4.0	3.9	3.4	4.2	-
6. My teacher knows when I understand, and when I do not.	2.8	2.8	2.9	2.8	-	2.9	-	2.8	2.9	2.9	2.8	-
7. My teacher explains things in different ways so everyone can understand.	2.8	2.9	2.7	2.7	-	2.8	-	3.2	2.9	2.9	3.3	-
8. My teacher gives me helpful feedback on work I turn in.	2.7	2.6	2.7	2.7	-	2.7	-	2.8	2.8	2.8	2.6	-
9. My teacher checks our understanding.	3.0	3.1	2.9	3.0	-	3.0	-	1.6	3.1	3.2	2.8	-
10. My teacher takes the time to summarize what we learn each day.	2.3	2.1	2.5	2.2	-	2.5	-	2.4	2.4	2.5	2.1	-

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

\* School did not have members of this cohort.

* School did not have members of this cohort.	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 2012 - 4-Year Rate												
Percent Graduating Points Earned	*	-	-	-	-	-	-	-	-	-	-	-
Cohort of 2011 - 5-Year Rate												
Percent Graduating Points Earned	*	-	-	-	-	-	-	-	-	-	-	-
Cohort of 2010 - 6-Year Rate												
Percent Graduating Points Earned	*	-	-	-	-	-	-	-	-	-	-	-
Growth in 4-Year Rates		Growth Index (Increase)						SAM Rates		-		
Value Added Modeling takes into account the school's prior 3 years.		Points Earned						SAM Graduation (%)				
								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>.

			Gender		Race / Ethnicity								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Participation (% of Cohort)													
Participation (Pts)			1.5										
Success (% of Participants)													
Success (Pts)			0.0										
Percent of School's Cohort of 2012 Participating in Each CCR Opportunity													
ACT			-	-	-	-	-	-	-	-	-	-	-
PLAN			-	-	-	-	-	-	-	-	-	-	-
SAT			-	-	-	-	-	-	-	-	-	-	-
PSAT			-	-	-	-	-	-	-	-	-	-	-
AccuPlacer			-	-	-	-	-	-	-	-	-	-	-
Advanced Placement			-	-	-	-	-	-	-	-	-	-	-
Dual Credit			-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate			-	-	-	-	-	-	-	-	-	-	-
Career Technical Education			-	-	-	-	-	-	-	-	-	-	-
Compass			-	-	-	-	-	-	-	-	-	-	-
SAT Subject Test			-	-	-	-	-	-	-	-	-	-	-
SAM School Supplemental			-	-	-	-	-	-	-	-	-	-	-

## 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		Mobility		Composite	
Students (% Tested)		9.5		13.1		42.0		53.5		8.4			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		1	( 34 )	1	( 34 )	1	( 34 )	1	( 34 )	1	( 34 )	1	( 34 )
School Growth		13	( 34 )	13	( 34 )	13	( 34 )	13	( 34 )	13	( 34 )	13	( 34 )
Student Growth, Highest 75%		2	( 34 )	2	( 34 )	2	( 34 )	2	( 34 )	2	( 34 )	2	( 34 )
Student Growth, Lowest 25%		15	( 34 )	15	( 34 )	15	( 34 )	15	( 34 )	15	( 34 )	15	( 34 )
Opportunity to Learn		20	( 34 )	20	( 34 )	20	( 34 )	20	( 34 )	20	( 34 )	20	( 34 )
Graduation		-	( 34 )	-	( 34 )	-	( 34 )	-	( 34 )	-	( 34 )	-	( 34 )
College and Career Readiness		-	( 34 )	-	( 34 )	-	( 34 )	-	( 34 )	-	( 34 )	-	( 34 )

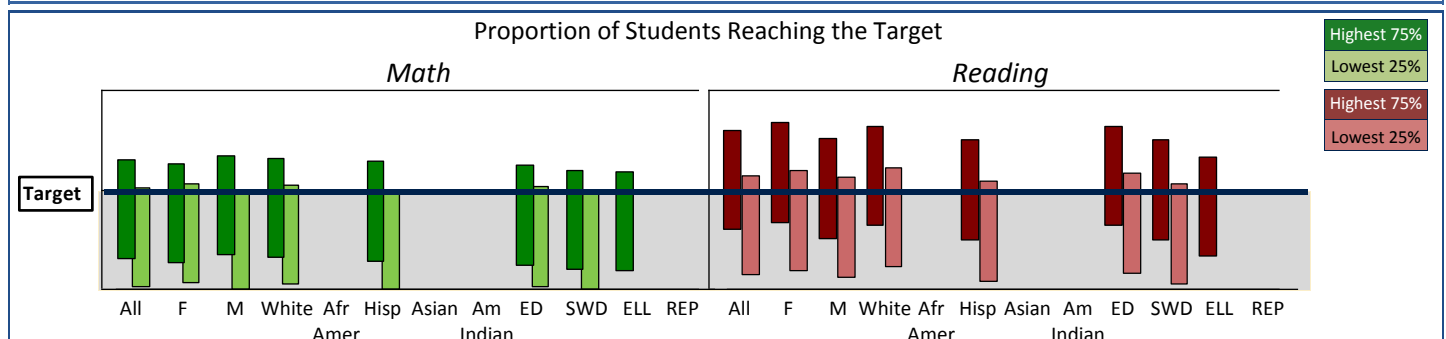
### School Growth Targets

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			
<b>Reading</b>	Highest 75% (%)	59.8	67.6	51.6	64.3	-	50.0	-	-	63.8	50.0	33.3	-
	Lowest 25% (%)	14.6	18.8	12.5	22.7	-	8.3	-	-	16.7	5.9	-	-
<b>Math</b>	Highest 75% (%)	30.4	26.5	34.3	31.8	-	28.3	-	-	24.6	20.0	18.2	-
	Lowest 25% (%)	2.2	6.3	.0	4.8	-	.0	-	-	3.3	.0	-	-

### Graduation Target 71.8%

For high schools graduation rates for the Cohort of 2012 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 (%)	-	-	-	-		-		-	-	-	-	
Math (%)	-	-	-	-		-		-	-	-	-	

**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>

		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				
<i>Reading</i>	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	-	-
	2011 (Avg SS)	37.4	39.3	36.4	38.3	-	36.7	-	-	34.5	-	-	-
<i>Math</i>	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	-	-
	2011 (Avg SS)	33.1	33.3	33.0	34.4	-	32.7	-	-	31.3	-	-	-

**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 (%)	>98.0	-	-	-	-	>98.0	-	-	-	-	-	-

## 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).

## Attachment 3: NWEA Data



# Student Growth Summary Report

## Aggregate by School

Term: Winter 2015-2016  
District: School of Dreams Academy

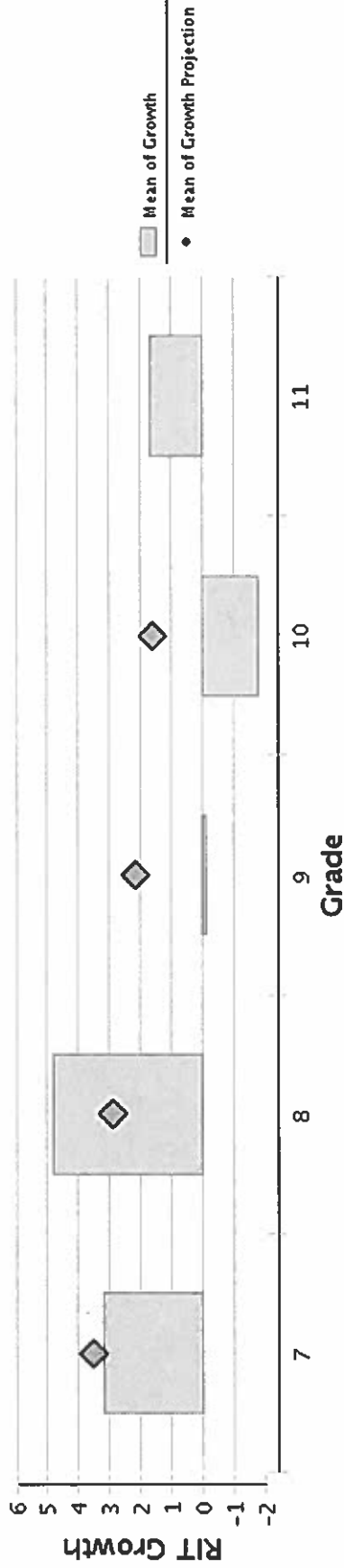
Norms Reference Data: 2015 School  
Growth Comparison Period: Fall 2015 - Winter 2016  
Start - 4 (Fall 2015)  
End - 20 (Winter 2016)  
Grouping: None  
Small Group Display: No

## School of Dreams Academy

### Mathematics

Grade (Winter 2016)	Growth Count†	Achievement Status					Growth					Comparative		
		Fall 2015		Winter 2016			Grade Level			Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE					Projected Growth
7	36	223.1	10.4	52	226.3	10.7	51	3.2	2.5	3.5	17	47	-0.20	40
8	40	227.4	10.3	55	232.2	8.4	63	4.8	2.1	2.9	28	70	1.60	94
9	49	236.1	12.0	74	236.0	13.2	65	-0.1	2.5	2.2	17	35	-1.80	4
10	54	237.2	10.8	76	235.4	14.2	65	-1.8	2.4	1.6	18	33	-2.20	1
11	53	233.4	15.6	50	235.1	13.9	53	1.7	2.9					

### Mathematics



### Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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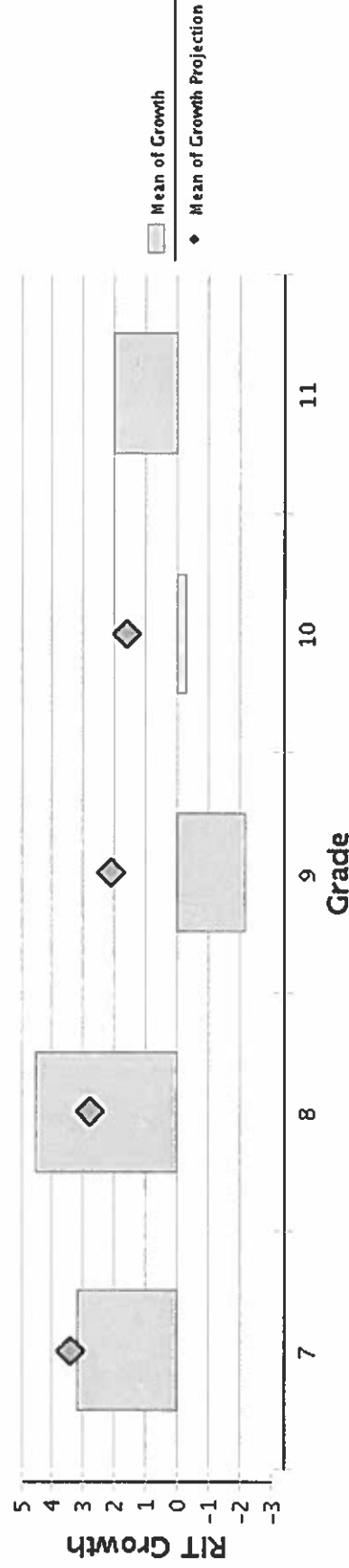
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**School of Dreams Academy**

## Mathematics

Grade (Winter 2015)	Growth Count	Achievement Status					Growth							Comparative	
		Fall 2014		Winter 2015			Grade Level				School Conditional Growth Index	School Conditional Growth Percentile			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth			Count Met Projected Growth	Percent Met Projected Growth	
7	43	220.8	10.0	41	224.0	9.1	40	3.2	2.1	3.4	17	40	-0.20	43	
8	52	224.4	11.7	41	228.9	11.7	49	4.5	2.3	2.8	35	67	1.40	92	
9	72	232.6	10.1	60	230.4	14.3	42	-2.2	2.1	2.1	22	31	-3.30	1	
10	56	236.7	10.1	75	236.4	13.6	68	-0.3	2.3	1.6	27	48	-1.20	11	
11	45	234.6	16.1	55	236.6	16.5	58	2.0	3.4						

# Mathematics



## Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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# Student Growth Summary Report

## Aggregate by School

Term: Winter 2015-2016  
District: School of Dreams Academy

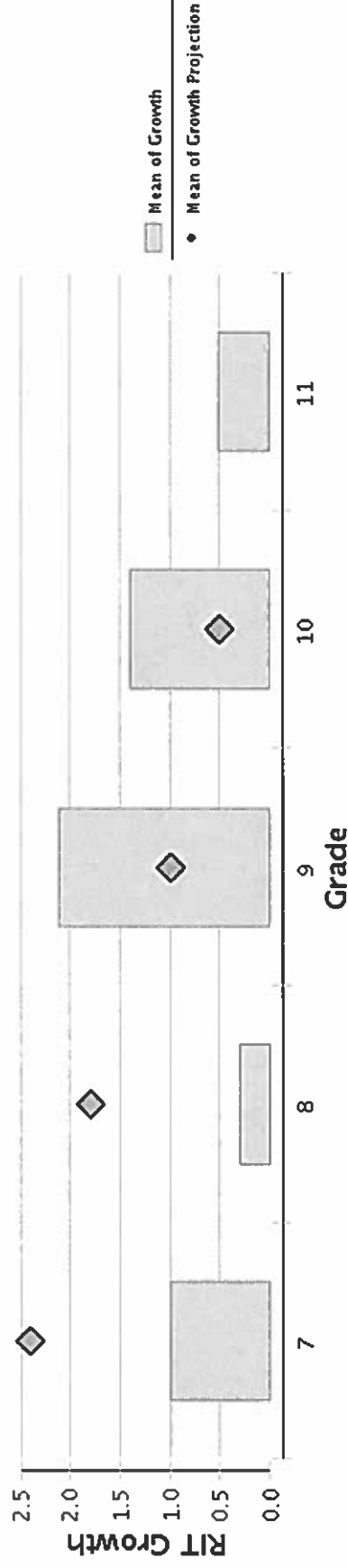
Norms Reference Data:  
Growth Comparison Period:  
Weeks of Instruction: 2015 School  
Fall 2015 - Winter 2016  
Start - 4 (Fall 2015)  
End - 20 (Winter 2016)  
Grouping: None  
Small Group Display: No

## School of Dreams Academy

### Reading

Grade (Winter 2016)	Growth Count†	Achievement Status					Growth							
		Fall 2015			Winter 2016		Grade Level				Comparative			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
7	36	216.9	10.3	65	217.9	10.7	56	1.0	2.5	2.4	15	42	-1.40	8
8	40	219.6	9.0	62	219.9	10.1	54	0.3	2.1	1.8	16	40	-1.20	12
9	53	222.8	13.7	64	224.9	12.3	69	2.1	2.5	1.0	30	57	0.80	79
10	54	224.9	11.5	71	226.3	11.8	74	1.4	2.2	0.5	26	48	0.60	72
11	54	229.6	14.8	82	230.1	13.3	83	0.5	2.7					

### Reading



### Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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# Student Growth Summary Report

Aggregate by School

Term: Winter 2014-2015  
District: School of Dreams Academy

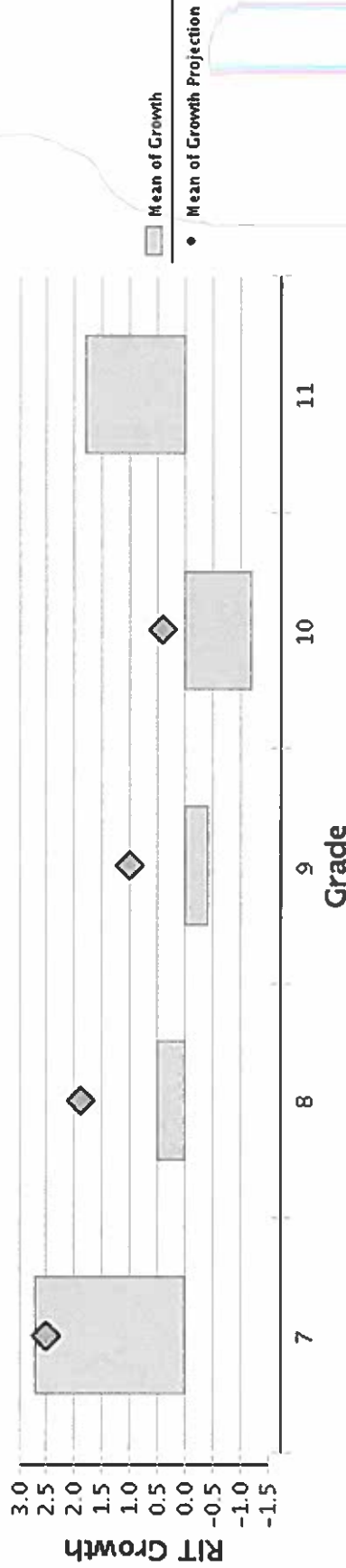
Norms Reference Data:  
Growth Comparison Period:  
Start - 4 (Fall 2014)  
End - 20 (Winter 2015)  
Grouping: None  
Small Group Display: No

## School of Dreams Academy

Reading

Grade (Winter 2015)	Achievement Status						Growth						
	Fall 2014			Winter 2015			Grade Level			Comparative			
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
7	212.8	10.3	40	215.5	9.0	41	2.7	2.1	2.5	20	47	0.20	58
8	217.0	12.8	49	217.5	13.1	41	0.5	2.5	1.9	25	48	-1.10	14
9	221.8	12.3	59	221.4	12.2	51	-0.4	2.1	1.0	32	46	-1.10	14
10	228.9	13.7	85	227.7	11.7	79	-1.2	2.4	0.4	20	35	-1.00	16
11	225.6	12.6	65	227.4	12.7	73	1.8	2.7					

## Reading



### Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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## School of Dreams Academy

### STEAM - Mathematics

#### Background:

SODA's math curriculum covers 7th - 12th grade. The population includes middle to high school students ranging from gifted students to Special Educational students on IEP's (Individualized Educational Plan). The students are given an education to prepare them in serving their community and also helps adults obtain their High School Diploma. The school also has a dual credit program with UNM, which offers our students the opportunity to graduate High school with accrued college credits toward accredited college degrees and or certifications.

#### Math Curriculum:

In developing our math curriculum we tried to address "Areas of Concern" and possible "Solutions", and "Tracking" to maintain fidelity to our improvement plan.

Areas of Concern - Create a curriculum that ties into our STEAM model of science, technology, engineering, arts, and mathematics.

Allow time to ensure struggling students have every opportunity to learn and succeed in mathematics.

Alignment of our regular and dual credit mathematics program with collegiate mathematics expectations.

Solutions - The Math team constructed a rigorous math program in collaboration with UNM professors with a computer-based homework review component.

Four STEAM projects were built into the curriculum tied to community outreach programs to involve parents, students, and community.

- Students are given opportunity to utilize technology
- STEAM projects are tied to CCSS and real-life application
- Foster community and parents involvement

Differentiated instruction built on collaboration and MAPs scores to drive instruction.

- Weekly meetings to discuss students growth / strategies
- Mini lessons designed to bridge the gap
- MAP scores to drive instruction
- Daily before and after school tutoring to provide additional support
- Homework designed to strengthen the student's knowledge taught in class

## TRACKING - MAPs Scores

Summary											
Total Students With Valid Growth Test Scores		45									
Mean RIT		220.8									
Median RIT		220									
Standard Deviation		9.8									
District Grade Level Mean RIT		220.8									
Students At or Above District Grade Level Mean RIT		20									
Norm Grade Level Mean RIT		222.6									
Students At or Above Norm Grade Level Mean RIT		16									

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80				
Overall Performance		count	%	count	%	count	%	count	%	count	%	Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Mathematics		5	11%	12	27%	17	38%	9	20%	2	4%	219-221-222	220	9.8

## 7th Graders MAP results from May 2015

Summary											
Total Students With Valid Growth Test Scores		43									
Mean RIT		227.7									
Median RIT		229									
Standard Deviation		10.1									
District Grade Level Mean RIT		227.7									
Students At or Above District Grade Level Mean RIT		22									
Norm Grade Level Mean RIT		226.3									
Students At or Above Norm Grade Level Mean RIT		23									

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80				
Overall Performance		count	%	count	%	count	%	count	%	count	%	Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Mathematics		2	5%	13	30%	11	26%	13	30%	4	9%	226-228-229	229	10.1

## 7th Graders now 8th Graders Winter 2015

The implemented curriculum and strategies which allows for differentiated instruction and support for all students has helped. We have seen growth in student academic performance based on student MAPs data. With fidelity the math team is committed to continuing this growth using rigorous math curriculum that aligns with our dual credit

program at the university; weekly meetings to discuss students and strategies; and tutoring and differentiated instruction.

## 8th Grade Spring 2015

Summary											
Total Students With Valid Growth Test Scores		45									
Mean RIT		223.6									
Median RIT		222									
Standard Deviation		11.6									
District Grade Level Mean RIT		223.6									
Students At or Above District Grade Level Mean RIT		22									
Norm Grade Level Mean RIT		228.6									
Students At or Above Norm Grade Level Mean RIT		13									

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%			
Mathematics		9	20%	16	36%	11	24%	6	13%	3	7%	222-224-225	222	11.6

## 8th Grade Fall 2015

Summary											
Total Students With Valid Growth Test Scores		43									
Mean RIT		227.7									
Median RIT		229									
Standard Deviation		10.1									
District Grade Level Mean RIT		227.7									
Students At or Above District Grade Level Mean RIT		22									
Norm Grade Level Mean RIT		226.3									
Students At or Above Norm Grade Level Mean RIT		23									

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%			
Mathematics		2	5%	13	30%	11	26%	13	30%	4	9%	226-228-229	229	10.1





Summary	
Total Students With Valid Growth Test Scores	1
Mean RIT	*
Median RIT	*
Standard Deviation	*
District Grade Level Mean RIT	234.5
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	230.3
Students At or Above Norm Grade Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
MAP: Math 6+ Common Core 2010 V2 / Common Core Mathematics K-12: 2010	1	100%	0	0%	0	0%	0	0%	0	0%	*	*	*
Goal Area													
Operations and Algebraic Thinking	1	100%	0	0%	0	0%	0	0%	0	0%	*	*	*
The Real and Complex Number Systems	1	100%	0	0%	0	0%	0	0%	0	0%	*	*	*
Geometry	1	100%	0	0%	0	0%	0	0%	0	0%	*	*	*
Statistics and Probability	1	100%	0	0%	0	0%	0	0%	0	0%	*	*	*

## 10th Grade Fall 2015

### Mathematics

Summary	
Total Students With Valid Growth Test Scores	64
Mean RIT	237.4
Median RIT	236.5
Standard Deviation	10.1
District Grade Level Mean RIT	237.4
Students At or Above District Grade Level Mean RIT	29
Norm Grade Level Mean RIT	230.1
Students At or Above Norm Grade Level Mean RIT	52

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Mathematics	1	2%	3	5%	24	38%	30	47%	6	9%	236-237-239	237	10.1

## 10th Grade Winter 2015

### Mathematics

Summary	
Total Students With Valid Growth Test Scores	70
Mean RIT	230.3
Median RIT	230
Standard Deviation	14.4
District Grade Level Mean RIT	230.4
Students At or Above District Grade Level Mean RIT	34
Norm Grade Level Mean RIT	232.2
Students At or Above Norm Grade Level Mean RIT	28

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%			
Mathematics	11	16%	19	27%	24	34%	9	13%	7	10%	229-230-232	230	14.4

## 11th Grade: Fall 2015

## Mathematics

## Summary

Total Students With Valid Growth Test Scores	57
Mean RIT	233.9
Median RIT	234
Standard Deviation	18.2
District Grade Level Mean RIT	233.9
Students At or Above District Grade Level Mean RIT	32
Norm Grade Level Mean RIT	233.3
Students At or Above Norm Grade Level Mean RIT	32

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Mathematics	9	16%	10	18%	16	28%	13	23%	9	16%	231-234-236	234	18.2

## 11th Grade Winter 2015

## Mathematics

## Summary

Total Students With Valid Growth Test Scores	52
Mean RIT	237.5
Median RIT	236.5
Standard Deviation	14.3
District Grade Level Mean RIT	237.5
Students At or Above District Grade Level Mean RIT	25
Norm Grade Level Mean RIT	232.4
Students At or Above Norm Grade Level Mean RIT	31

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
Mathematics	2	4%	13	25%	12	23%	19	37%	6	12%	235-237-239	237	14.3

## Student and Parent engagement and understanding MAP scores

- Students assessments are broken down into sub-areas where strengths and weakness are defined
- As a team; the teacher and student discuss and set clear goals to improve upon areas of weakness and grow in areas of strength.
- Access to several sites to help them achieve their goals: IXL.com; MobyMax.com; Khan Academy, and tutoring
- Differentiated instruction on deficits and strengths to challenge all students' academic growth.
- Students graph their own progress in a way they understand

## Evidence of success:

Each team member focused on 7 students from all levels

These students Increased in their overall performance as indicated on MAPs

3 Gifted or above grade level, 3 Nearing proficiency, 4 Beginning

1. We met on a regular basis to discuss the methods
2. We tracked each student's growth along side their participation
3. We had meeting with the students to develop their learning
4. Tracked the data

# Attachment 4: Amendment Request Forms

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

And

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

Name of State-Chartered School: School of Dreams Academy

Date submitted: 12/18/2015 Contact Name: Michael S Ogas E-mail [mogas@sodacharter.com](mailto:mogas@sodacharter.com)

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Article VIII, Section 8.01, Enrollment Cap (p.35)	525	820	Add grade levels pre-K through 6 over 3 year period (refer to narrative)	12/1/2015

Original Signature of Governing Council President or Designee:  Date: 2-10-16

Printed Name of Governing Council President or Designee: Kathy Chavez Kathy Chavez

### Public Education Commission use only

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

☐ APPROVED ☐ DENIED

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

And


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

Name of State-Chartered School: School of Dreams Academy

Date submitted: 12/18/2015 Contact Name: Michael S Ogas E-mail [mogas@sodacharter.com](mailto:mogas@sodacharter.com)

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Article VII, Section 8.01, Authorized School Grades	7-12	Pre-K -12	(refer to narrative)	12/1/2015

Original Signature of Governing Council President or Designee:  Date: 2-10-16

Printed Name of Governing Council President or Designee: Kathy Chavez 

### Public Education Commission use only

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

☐ APPROVED ☐ DENIED

Attachment 5:  
Communications  
Regarding Request



**Poulos, Katie, PED**

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**From:** Binkley, Scott, PED  
**Sent:** Thursday, October 01, 2015 8:52 AM  
**To:** Ogas, Mike  
**Cc:** Poulos, Katie, PED; Lucero, Julie, PED  
**Subject:** Amendment request

Mr. Michael S. Ogas,

The Charter Schools Division would like to offer some guidance for your amendment request for an increase in your enrollment cap. Due to fluctuations in the State Grade Report Card over the past three years, in addition to the required amendment form and related documents, the CSD requests the school provide a Statement of Progress.

In order to demonstrate the school is making **substantial progress** toward achievement of the department's standards of excellence and student performance standards identified in the charter contract, the school must provide a statement that describes how the school systematically collects and utilizes data to understand student performance, b) how the school systematically analyzes this data to understand the root causes of areas needing improvement in relation to student performance, and c) systematic actions the school takes to respond to the data. The school must also provide internal data from the past 3 years that demonstrates improving student academic performance.

Please include this Statement of Progress along with the signed amendment form and governing body meeting minutes indicating approval as part of your submission by October 22, 2015 for consideration at the November 13, 2015 PEC meeting.

Thank you,  
CSD Staff

*Scott Binkley*

Education Administrator, Advanced  
Options for Parents-Charter Schools Division  
New Mexico Public Education Department  
300 Don Gaspar Ave.  
Santa Fe, NM 87501  
505-827-6565

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## **Poulos, Katie, PED**

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**From:** Woodd, Edward, PED  
**Sent:** Thursday, February 11, 2016 8:28 AM  
**To:** toshiro  
**Cc:** Ogas, Mike; Kenny Griego; Poulos, Katie, PED  
**Subject:** RE: State Charter School Amendment Request

Thank you for the documents Tomasita. We will review them and get back with you in the next few days.

Kind regards,

*Edward Woodd*

Education Administrator, Advanced  
NMPED Charter Schools Division  
300 Don Gaspar Ave.  
Santa Fe, NM 87501-2786  
505-827-6576 office  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

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**From:** toshiro [<mailto:toshiro@sodacharter.com>]  
**Sent:** Wednesday, February 10, 2016 7:28 PM  
**To:** Woodd, Edward, PED  
**Cc:** Ogas, Mike; Kenny Griego  
**Subject:** State Charter School Amendment Request

Hello Ed

We have attached the State Charter School Amendment Request Form,

a narrative justifying our school grades, the minutes from our Governing Board meetings relevant

to the amendment change, and the requested changes to our mission specific

indicators of our performance framework. We will be submitting more data as we finish crunching numbers :)

Thank you,

Tomasita

**Subject** Amendment Requests – Request for Additional Information

**From** Poulos, Katie, PED <Katie.Poulos@state.nm.us>,



**To** Ogas, Mike <mogas@sodacharter.com>, toshiro  
<toshiro@sodacharter.com>, kgriego@sodacharter.com  
<kgriego@sodacharter.com>,

**Cc** Morris, Tina, PED <Tina.Morris2@state.nm.us>,

**Date** Mar 24 2016 10:48 AM

Dear Mike,

As follow up to our conversation last Friday and an email sent to you some time ago, the CSD would like to offer some guidance for School of Dreams Academy's amendment requests to add grade levels and increase the enrollment cap.

Due to a current letter grade of "D" on the State Grade Report Card and the school's failure to meet academic performance goals, in addition to the required amendment form and related documents, the CSD requests the school provide a Statement of Progress. The Statement of Progress is requested to assist CSD in informing the PEC as to whether the school is making **substantial progress** toward achievement of the department's standards of excellence and student performance standards identified in the charter contract and performance framework.

CSD is specifically requesting that the school provide the following information:

- 1) The school's improvement plan, including a description of current school improvement efforts, which should describe:
  - a. how the school is systematically collecting and utilizing data to understand student performance,
  - b. how the school is systematically analyzing this data to understand the root causes of areas needing improvement in relation to student performance, and
  - c. systematic actions the school is taking to respond to the data and improve student achievement.
- 2) Internal student achievement data from the past 3 years that demonstrates improving student academic performance, which may include data from sources such as:
  - a. End of Course Exams
  - b. Short cycle or benchmark assessments
  - c. PSAT®, SAT®, ACT®, ASVAB, KUDER, or COMPASS
  - d. Graduation rates
  - e. State assessments

If the school is providing any such data, CSD requests that the school provide assessment reports directly from the assessment companies. Please let us know if you intend to provide any data so we can set up a secure link to transfer the data.

Regardless of whether the school provides additional information or not, the amendment requests will be placed on the PEC's April 8<sup>th</sup> agenda. However, without additional data and information, CSD must recommend denial of the requests because the school's report card indicates declining student achievement and the school has not yet provided information that demonstrates the school is making substantial progress.

We request that the school provide any additional information or data it wishes to have considered by the PEC no later than April 1<sup>st</sup> so the information can be provided to the PEC by April 4<sup>th</sup> at the latest.

Feel free to contact me should you have further questions.

Sincerely,

Katie

Katie Poulos  
Director of Options for Parents  
NM Public Education Department  
300 Don Gaspar  
Santa Fe, NM 87501  
c: (505) 469-0373  
o: (505) 827-6532  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

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April 1, 2016

Katie Poulos  
Director, Options for Parents  
Charter School Division  
New Mexico Public Education Department  
300 Don Gaspar Ave, Rm 301  
Santa Fe, NM 87501-2786

Subject: Amendment Requests – Request for Additional Information

Dear Ms. Poulos,

While we appreciate your offer of additional guidance for our amendment requests we will not be submitting additional information. As we discussed during our call on Friday, March 18, 2016, School of Dreams Academy (SODA) has, over the past three months, worked closely with multiple Charter School Division (CSD) representatives (Debbie Lucero, Ed Woodd, Scott Binkley, and Tina Morris) to present a full and complete justification for our amendments to the Public Education Commission (PEC). We have tried to follow all of the CSD's guidelines and believe that our final submission meets all necessary requirements.

We were confused to receive your request for additional information, dated March 24, 2016, because the CSD has had our amendment packet for several months. Although we realize that the CSD has only a small amount of personnel to cover many charter schools, and while we appreciate their help, we submitted our packet and all our information in a timely manner, meeting all our deadlines, despite sometime contradictory forms. The School of Dreams Academy was very disappointed there was not any meaningful discussion with anyone at the CSD about the justification that was requested and submitted to the CDS, despite several requests. Although it's unfortunate that the CSD lost our packet, we re-submitted it with enough time to be reviewed.

Our school is committed to working with the CSD and having a positive and open line of communication. We have always felt supported and appreciated by PED and PEC. On March 18, 2016 staff from your office visited our school to conduct the annual performance review. Based upon the exit conference, we passed the review without issue.

Regarding a submission of an improvement plan, unfortunately, this is the first time we've been asked about the plan and been told it is a condition of CSD making a recommendation for approving our



amendments. Therefore, thank you for the "guidance documents" – however preparing an improvement plan, using the lengthy Improvement Plan Template and the Improvement Plan Guide for Charter Schools, takes time, stakeholder input, and cannot be met in this short time frame.

Finally, we are very concerned that you are requesting that SODA make arrangements to have our assessment data (NWEA MAP, ACT, Early College grades performance) provided to you directly from the assessment vendor and university. Hopefully we are reading this incorrectly, as we do not believe there is any justification for your request, and implies a lack of trust and integrity. We have worked hard with CSD to present our data and we pride ourselves on being professional and honest presenting our results to the PEC.

Finally, once again, we are attaching our amendment requests and the justification packet that was originally submitted. We ask for your assurances, via email, that the PEC will be presented our information in its entirety.

Sincerely,

A handwritten signature in black ink that reads "Michael S Ogas". The signature is fluid and cursive, with the first name "Michael" and last name "Ogas" clearly legible.

Michael S Ogas,  
Principal, School of Dreams Academy

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

*And*


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

Name of State-Chartered School: School of Dreams Academy

Date submitted: 12/18/2015 Contact Name: Michael S Ogas E-mail [mogas@sodacharter.com](mailto:mogas@sodacharter.com)

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Article VIII, Section 8.01, (viii) Facility, Physical Address (p.38)	1800 Main St., NE Los Lunas, NM 87031	906 Juan Perea Rd Los Lunas, NM 87031	<i>Moving to a permanent facility</i>	12/1/2015

Original Signature of Governing Council President or Designee:  Date: 2-10-16

Printed Name of Governing Council President or Designee: Kathy Chavez 

### Public Education Commission use only

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

☐ APPROVED

☐ DENIED