

## Appendix-D

### School Response to CSD Analysis

The school met all ELA goals throughout the term of the Charter renewal. The school Did Not meet its goal for math in SY16 of 80% proficiency in Math. That year, the State of New Mexico changed its test from the SBA to PARCC. As is well documented, changes in testing often result in lowered performance for students. That year 77% of students scored proficient and above on math. The subsequent years, SY 17 and SY18, the school met its goals in math, however in SY19, the State of New Mexico again changed the testing to the Transition test. This time math performance fell far below the goal of 80%, with 74.2% of student demonstrating proficiency in math. None the less, AIMS student performed ahead of the State and surrounding districts in both English and Math throughout the term of the charter.



It is noteworthy that performance on school mandated testing remained steadily improved. Currently the school requires students to take the PSAT, various AP exams, and the ACT, including in the area of math. In AP Calculus (a requirement of all AIMS students) the percentage of students scoring a 3 or above increased from 20% to 37% over the course of the term. For the ACT, students ready for college ready math was 88%. 28% of students in the State were ready for college level math. For the PSAT, AIMS 11<sup>th</sup> grade students ready for college math were 86%, 85% and 98% over the term of the charter. Those ready for both English and Math were 83%, 85% and 98% over the term of the charter. In the State of New Mexico, 34%, 32% and 32% were ready for college level English and Math over the course of the Charter term. It is noteworthy that by graduation, 100% of AIMS graduates are proficient in reading and 92% are proficient in Math. Data is provided in the appendix.

## **McKinney-Vento: Educational Stability for Students Experiencing Homelessness.**

### **Applicability:**

This policy applies to all students of the Albuquerque Institute for Math and Science at UNM.

### **Policy:**

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (also referred to as the McKinney-Vento Act) (42 U.S.C. 11431 et seq.). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized and strengthened in December 2015 by the Every Student Succeeds Act (ESSA). The McKinney-Vento Act is designed to address the challenges that children and youth experiencing homelessness have faced in enrolling, attending and succeeding in school.

In addition, in 2017, New Mexico updated its laws to address the educational stability of students experiencing disruption, including those student experiencing homelessness or unaccompanied youths.

The attached policy were developed to provide information and guidance for local education agencies, charter schools, parents/guardians, students and advocates on the federal and state requirements regarding the education of students experiencing homelessness.

“Guidelines for Students Experiencing Homelessness” include the following:

- Immediate enrollment of students experiencing homelessness in their school of choice;
- School selection and best interest;
- Participation and removal of barriers;
- School records, vaccinations and immunizations;
- Transfer of records;
- Transportation;
- Direct Certification for free school meals;
- Notice of parental/guardian and student rights.

This document is posted on the Public Education Department (PED) McKinney-Vento website at:

<http://webnew.ped.state.nm.us/bureaus/student-success-wellness/mckinney-vento/>.

You may also locate the New Mexico Every Student Succeeds Act (ESSA) state plan at: [http://ped.state.nm.us/ped/ESSAdocs/FINAL\\_NMESSA\\_Plan.pdf](http://ped.state.nm.us/ped/ESSAdocs/FINAL_NMESSA_Plan.pdf).

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA). ESSA strengthens ESEA in notable ways, including new provisions related to the education of homeless children and youth. The ESSA integrates best practices nationwide to increase the identification, enrollment, stability, and school success of children and youth experiencing homelessness.

The amendments strengthen the McKinney-Vento Act by focusing on:

- Identification of homeless children and youths;
- Preschool-aged homeless children, including clarification that Homeless Liaisons must ensure that these children and their families have access to and receive services, if eligible, under LEA-administered preschool programs, including Head Start, Part C of the Individuals with Disabilities Education Act (IDEA) (Early Intervention Program for Infants and Toddlers with Disabilities), and other preschool programs administered by the LEA;
- Collaboration and coordination with other service providers, including public and private child welfare and social services agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional, and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities;
- Professional development and technical assistance at both the State and local levels;
- Removing enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;
- School stability, including the expansion of school of origin to include preschools and receiving schools and the provision of transportation until the end of the school year, even if a student becomes permanently housed;
- Privacy of student records, including information about a homeless child or youth's living situation; and
- The dispute resolution process.

Students who qualify for this program include children and youth who lack a fixed, regular, and adequate nighttime residence.

The term includes—Children and youths who are:

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”);
- living in motels, hotels, RV parks, or camping grounds due to lack of alternative adequate accommodations;
- living in emergency or transitional shelters; or
- abandoned in hospitals;
- Children and youths who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If, due to a loss of housing, a child must live in a shelter, motel, vehicle, or campground, on the street, in abandoned buildings, or doubled-up with relatives or friends, then they are eligible to receive services provided under the McKinney-Vento Act.

Albuquerque Institute for Mathematics and Science @ UNM

New Mexico Public Education Department Students Experiencing Homelessness or Unaccompanied Youth Dispute Resolution Form:

New Mexico Public Education Department Students Experiencing Homelessness or Unaccompanied Youth Dispute Resolution Form

(This form should be used for the dispute resolution process for students experiencing homelessness or unaccompanied youth in regards to eligibility, school selection, enrollment or transportation.

Note: LEAs/State Charter Schools with unresolved disputes shall forward this form along with the LEA's/State Charter School's written explanation of the school's decision to the Public Education Department's homeless liaison within five calendar days of the LEA's final decision. The filing of these documents shall be deemed to satisfy the requirements of paragraphs 1 through 4 of Subsection A of 6.10.3.8 NMAC.

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

Please complete all information and mail to:

New Mexico Public Education Department
Student Success and Wellness Bureau
Mc-Kinney Vento State Director
120 South Federal Place, Room 206
Santa Fe, NM 87501

I. School District or State Charter School Information:

a. School district or state charter school serving the student:

\_\_\_\_\_

b. Name of the school district or state charter school point of contact for students experiencing homelessness:

\_\_\_\_\_

c. Name of the school where the student is currently enrolled or has been enrolled most recently:

\_\_\_\_\_

d. Other district and/or school staff who have been made aware of the dispute

Name Phone Email \_\_\_\_\_

Name Phone Email \_\_\_\_\_

Name Phone Email \_\_\_\_\_

II. Information Regarding the Person(s) Requesting Dispute Resolution :

a. Person(s) Name(s):

\_\_\_\_\_

b. Relationship to Student:

\_\_\_ I am the unaccompanied youth

**Albuquerque Institute for Mathematics and Science @ UNM**

Parent  
 Advocate

Other: \_\_\_\_\_

c. Address (or available contact information):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. Phone number(s):

Home \_\_\_\_\_ Work \_\_\_\_\_  
Cell \_\_\_\_\_ Email: \_\_\_\_\_

**III. Student Information**

If the dispute is regarding a student experiencing homelessness or unaccompanied youth, please provide the following information:

a. Student's Full Name:

\_\_\_\_\_

b. Student's Date of Birth:

\_\_\_\_\_

c. Student's Address (or available contact information):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. School Student Currently Attends:

\_\_\_\_\_

**IV. Representative Information (optional)**

a. Are you using another personnel to assist you in resolving this dispute:

Attorney \_\_\_\_\_ Other Representative \_\_\_\_\_

b. If using any of the above, please identify:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number(s):

Work \_\_\_\_\_  
Cell \_\_\_\_\_ Fax \_\_\_\_\_

**V. Details Concerning the Dispute:**

a. Is this dispute in reference to:

- \_\_\_\_\_ Eligibility
- \_\_\_\_\_ School Selection
- \_\_\_\_\_ Enrollment in school of origin
- \_\_\_\_\_ Transportation
- \_\_\_\_\_ Other

b. Which school, school district, department, agency or consortium of agencies is the dispute with?



c. Please describe the dispute with the school district or state charter. (Who? What? Where? Why?) *Attach any documents that support your position.*

---

---

---

---

---

---

---

**VI. Efforts Made to Resolve the Dispute**

Outcome of efforts made at the local level to resolve the dispute: Describe the attempts that have been made by the District/Charter School to resolve the dispute. Attach documentation including meeting minutes, emails, phone calls, etc.

---

---

**VII. Proposed Resolution**

Describe a proposed resolution(s) to the dispute to the extent known:

---

---

**VIII. Signature and Date:**

---

Signature of Party or Designated Representative Date

Corrective Action Plan

Gifted Education

1) Conducting IEPs

- a) Continue with face-to-face meetings
- b) Conduct online/interactive meetings, discussion boards [to be developed]
- c) Conduct telephone meetings [begin immediately]
- d) Conduct meetings through email [prototype ready, begin immediately]

2) Defining service

- a) How does the state define gifted services? Does accelerated programming count? Does AP and Honors classes count? Does dual enrollment count? According to the NMPED Gifted Education in New Mexico, Technical Assistance Manual (2019), the above mentioned items among many others may qualify as services and be reflected in the service hours calculations in the IEP.
- b) What is typical for Gifted Services in middle and high school?
- c) What is the comparison group defined in the law and regulations and how is it applied in our case? Special services mean services that are different from the "typical" classroom or "general education" classroom. Are we comparing to our school's general program or one of any typical public school?
- d) The NMPED Gifted TA Manual (2019) states the following:

Strategies for Students who are Gifted:

- Acceleration
- Curriculum compacting
- Enrichment opportunities
- Independent study
- Motivating
- Questioning
- Social and emotional teaching strategies
- Using media and technology (p. 56)

...Services,,,

- Cluster-grouping options
- Pull-out classes
- Homogeneous classes
- Specialized or magnet schools
- Mentorships
- Dual enrollment classes (p.72)

...Programming options...

- Acceleration
- Advanced classes
- Curriculum compacting
- Early admission
- Honors and Advanced Placement classes
- Individual options
- Individual and small group counseling

- Magnet or special schools...
- Special enrichment options (pp.74-76)

Can AIMS be considered a “Specialized” or “Special” school? Could it be considered a “Magnet” school? Since our educational program includes most if not all options for Gifted services, could we be considered for special status? Although we have reduced the state’s costs by reducing the service level of all students who have IEPs (Gifted or other), thus saving funding, we are providing maximum services for all students in the Least Restrictive Environment. If each of the above options can translate into “special services” for students with Gifted IEPs, funding levels for our students would increase dramatically. With approximately 40% of the student population identified as Gifted, would special services bring in more funding if properly coded and requested? Moving 140 students from A level to C level services would increase funding dramatically. It all depends upon what counts and what does not.

### 3) Future Considerations

- a) Student led IEP meetings
- b) Online, live interactive meetings

The school special education director has had difficulty obtaining compliance from parents of gifted students. This becomes more difficult with the age of the student. The schools director has implemented the following from the special education department:

1. Three attempts will be made to parents to attend IEP meetings. These attempts will be made in writing (via email) and if these attempts fail, then the IEP will be held and the document will be sent home to parents for signature.
2. Additionally the director has asked for a plan from the special education director to schedule the IEP's at the time they are due. That plan is attached.
3. The school has hired an additional special education certified instructor to assist with the gifted IEP's

It must be reiterated that this is not a violation of federal law, as gifted IEP's are a State of New Mexico requirement, not a federal requirement.



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
<http://www.ped.state.nm.us>

CHRISTOPHER N. RUSZKOWSKI  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

October 5, 2018

Director Sandoval-Snider  
AIMS @ UNM (ABQ Institute for Mathematics and Science)  
933 Bradbury SE  
Albuquerque, NM 87106

**RE: Annual Determination 2017-2018 school year**

Dear Director Sandoval-Snider:

Each year, the State Education Agency (SEA), New Mexico Public Education Department (PED), is required to assign annual determinations in accordance with the Individuals with Disabilities Education Act (IDEA) at 34 CFR § 300.600(a)(2) and Subsection F of 6.31.2.9 NMAC. This determination was made based upon data submitted by the Local Education Agency (LEA) through the Student Teacher Accountability Reporting System (STARS), and participation in random sampling of student post-secondary transition data. Information is also obtained through monitoring visits, dispute resolution, and any other public documentation made available.

**Making Determinations**

In making determinations, data submitted for indicators 1-14 were examined to determine the validity and reliability of the submitted data and its consistency with the required measures outlined in the State Performance Plan (SPP) and Annual Performance Report (APR) Part B Measurement Table. Specific compliance indicators (9, 10, 11, 12, and 13) were reviewed to determine if LEAs demonstrated substantial compliance of 95% or higher. Indicator 4 data were reviewed to ensure that LEAs did not have any significant discrepancies in the rates of long-term suspensions and expulsions.

Although 95% is considered a level of substantial compliance, all compliance must be fully corrected to 100% as soon as possible and in no case later than one year of the SEA's identification of the non-compliance in accordance with 34 CFR §300.600(e). The targets for compliance indicators 11, 12, and 13 must be 100% and the targets for indicators 4B, 9, and 10 are 0%. An SEA or LEA is not considered to be compliant with the indicators unless it meets the target set by the U.S. Secretary of Education in accordance

with 34 CFR §§ 300.600(d) and 300.601(a)(3) and has fully corrected any non-compliance. This includes ensuring that LEAs demonstrate correction of non-compliance in accordance with the Office of Special Education Programs (OSEP) 09-02 Memorandum. States are not permitted to establish thresholds for meeting compliance that is less than full compliance (100%).

When making determinations, the SEA also considered if:

- the LEA had unresolved special conditions;
- the LEA was designated a "high risk" grantee;
- the LEA had long standing audit issues;
- the length of time the problem existed was unacceptable;
- the magnitude of the problem was a concern;
- the progress the LEA made to correct the problem was insufficient; and
- the data was not timely or reliable.

**LEA Determination**

The criteria for each determination are summarized in the enclosed 2017-2018 Determination Criteria table. Based upon the comprehensive review of the LEA's data and information, AIMS @ UNM (ABQ Institute for Mathematics and Science) was assigned the annual determination of **Meets Requirements** for the following reason(s):

Indicator	SEA Target on Indicator	LEA Percentage on Indicator
Audit Findings	No	• NA
4b- Suspension/Expulsion	0 %	• Yes - 0%
9- Disproportionate Representation	0 %	• Yes - 0%
10- Disproportionate Representation (specific disability categories)	0 %	• Yes - 0%
11- Child Find - 60 day timeline	100%	• NA
12- Part C to B Transition	100%	• NA
13- Secondary Transition	100%	• NA
Untimely data	No	• NA
Unreliable data	No	• NA
Continued Non-Compliance	No	• NA

The description of the indicators, applicable regulations, and state rules are enclosed. If your district missed a compliance indicator (4B, 9, 10, 11, 12, or 13) for the first time in this reporting period, this letter serves as the official notification of non-compliance. According to 34 CFR § 300.600 (e), LEAs must correct non-compliance as soon as possible, and in no case later than one year after the state's identification of the non-compliance. All non-compliance identified in this letter must be corrected no later than October 5, 2019. The determination of the correction of non-compliance is based on an updated review of the data and

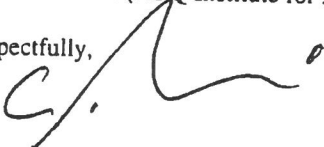
information. This includes correction of individual case(s) of non-compliance and a conclusion that the district is correctly implementing the specific regulatory requirements. This is consistent with the OSEP 09-02 Memorandum (copy enclosed) regarding "Reporting on Correction of Non-compliance in the Annual Performance Report Required under Sections 616 and 642 of the Individuals with Disabilities Education Act." A two-prong approach is used to demonstrate correction of non-compliance. You will be required to complete a Root Cause Analysis (RCA) for any missed compliance indicators. Based upon the results of the RCA, the areas of non-compliance will be addressed through a Corrective Action Plan (CAP).

**About an "Intervention" Designation**

If your district was assigned the determination of **Needs Intervention** or **Needs Substantial Intervention**, you may request an informal hearing in accordance with Subsection F of 6.31.2.9 NMAC. The hearing will afford the LEA an opportunity to demonstrate why a determination of **Needs Intervention** or **Needs Substantial Intervention** should not be made. The request for the hearing must be made in writing to the New Mexico Secretary of Education within 30 days of the date of the determination. The hearing will be conducted by the Secretary or the Secretary's designee. The formal rules of evidence shall not apply to the hearing.

Thank you for your efforts to improve the educational outcomes for students with disabilities. If you have any questions or concerns, please do not hesitate to call the Education Administrator who is assigned to AIMS @ UNM (ABQ Institute for Mathematics and Science) at (505) 827-1457.

Respectfully,



Christopher N. Ruskowski  
Secretary, NM Public Education Department

CR/ddc/cr

Enc. (3): How the State Made Determinations under Section 616  
OSEP 09-02 Memorandum  
2017-2018 Determination Criteria

cc: Icela Pelayo, Ph.D, Deputy Secretary of Teaching and Learning, PED  
Deborah Dominguez-Clark, Director, Special Education Bureau, PED  
Jessica Aufrichtig, Education Administrator, Special Education Bureau, PED  
Steve Eckert, Special Education Director, AIMS @ UNM

School Year: 2018-2019  
 Snapshot Date: 2019-06-01 - EOY  
 Charter Status: Charter



Aggregate Level: Detail

District Name	District Cd	Location Name	Loc ID	Loc Org Type	Student Name	Student ID	Eng Prof Cd	English Proficiency	Assessment ID	Subtest Identifiers	Achievement Level Group	School Yr First Test	School Yr Last Test	Err Msg	LAST TEST DATE	SCORE	PROFICIENCY
ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	524	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	001	Charter			0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2013-06-30	2015-06-30	Marked NEVER EL yet found prior year EL tests	3/3/2015	5	6-Exited YR 5
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2014-06-30	2016-06-30	Marked NEVER EL yet found prior year EL tests	#####	6	5
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2015-06-30	Marked NEVER EL yet found prior year EL tests	3/3/2015	6	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2015-06-30	Marked NEVER EL yet found prior year EL tests	3/3/2015	6	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL yet found prior year EL tests	N/A	N/A	Left school
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2013-06-30	Marked NEVER EL yet found prior year EL tests	3/4/2013	5	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2015-06-30	2015-06-30	Marked NEVER EL yet found prior year EL tests	3/3/2015	6	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2014-06-30	2014-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2014	5	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL yet found prior year EL tests	3/3/2015	5	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2014	5	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL yet found prior year EL tests	#####	5	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2012-06-30	2014-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2014	5	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2012-06-30	2012-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2012	6	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Not Proficient	2016-06-30	2018-06-30	Marked NEVER EL yet found prior year EL tests	#####	5.2	2
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL yet found prior year EL tests	#####	5	6
							0	IFEP Initially Fluent - English Proficient - Student never EL/EL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2012	5	6

Note: The purpose of this report is to identify English Language Proficiency (ELP) errors at each snapshot date. Main tables used are Assessment Fact and Student Snapshot. All prior year Assessment Fact ACCESS for ELs and Alternate ACCESS E







Aggregate Level: Detail

0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Not Proficient	2013-06-30	2018-06-30	Marked NEVER EL yet found prior year EL tests	#####	4	urrent EL Student
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2012	5	6
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL yet found prior year EL tests	#####	6	5
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2012-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2012	6	6
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL yet found prior year EL tests			Left school
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2011-06-30	2014-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2014	5	6
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2016-06-30	Marked NEVER EL yet found prior year EL tests	#####	5	5
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL yet found prior year EL tests	3/9/2015	5	6
1	Exited ELVEL	ELP	COMPOSITE	Proficient	2016-06-30	2017-06-30	Marked CURRENT EL but found prior yr Proficient Score	2/2/2017	6	4
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2014-06-30	2014-06-30	Marked NEVER EL yet found prior year EL tests	3/1/2014	5	6
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2012-06-30	2015-06-30	Marked NEVER EL yet found prior year EL tests	3/9/2015	5	6
0	IFEP Initially Fluent - English Proficient - Student never ELVEL	ELP	COMPOSITE	Proficient	2013-06-30	2016-06-30	Marked NEVER EL yet found prior year EL tests	#####	5	5

Total Report

Total Loc

Note: The purpose of this report is to identify English Language Proficiency (ELP) errors at each snapshot date. Main tables used are Assessment Fact and Student Snapshot. All prior year Assessment Fact ACCESS for ELs and Alternate ACCESS E

Schedule of drills for Albuquerque Institute for Math and Science:

- |                      |                   |
|----------------------|-------------------|
| 1. August 9, 2019    | Fire drill        |
| 2. August 14, 2019   | Evacuation Drill  |
| 3. August 21, 2019   | Fire Drill        |
| 4. August 29, 2019   | Shelter in place* |
| 5. October 9, 2019   | Evacuation Drill  |
| 6. December 12, 2019 | Fire Drill        |
| 7. February 11, 2020 | Shelter in Place* |
| 8. April 24, 2020    | Fire Drill        |

Shelter in Place Drills will be observed by either UNM police for constructive criticism or Maez Investigation Group.