



Welcome to NMSBVI!



NEW MEXICO SCHOOL FOR THE BLIND & VISUALLY IMPAIRED

ALAMOGORDO • ALBUQUERQUE • STATEWIDE OUTREACH
1-800-437-3505 • WWW.NMSBVI.K12.NM.US



Mission:

As a leader and unifying entity in the field of educating students birth-high school who are blind or visually impaired, NMSBVI is a statewide network of services that ensures all students who are blind or visually impaired will become independent productive members of their communities by identifying and providing quality education and collaborating with students, families and partners to provide outstanding training, resources and support services.

NMSBVI's Condensed Mission:

Every student, every day in the right setting with appropriate goals and materials taught by a highly qualified teacher of the visually impaired.

NMSBVI Strategic Plan Goals:

1. We will foster an atmosphere of creativity that results in innovative practices and programs.
2. We will create a training system that results in sufficient numbers of specialized staff in the field of blindness and visual impairment for the state of New Mexico.
3. We will create a system to convey and receive information about blindness and visual impairment educational services, trends, research, etc. to all those involved or interested in serving students who are blind or visually impaired.
4. We will build a system of data-driven decision making that will be used collaboratively to determine goals, services and settings for educating New Mexico students with blindness or visual impairments.
5. We will develop a system that supports the successful transition of students with blindness or visual impairment and their programming across settings.
6. We will acquire community support and the resources essential to advance the success of each student with blindness or visual impairment.

Demographics (Since July, 2016)

Birth-3 (also called Family, Infant, Toddler Program or FIT):

- 1267 children have been screened
- 1088 children have received direct services
- 500 infants/toddlers enrolled in program

Early Childhood Program (ECP/Albuquerque campus):

- 60 children were enrolled during the school year
- School districts included: Albuquerque, Rio Rancho, Mountainaire, Grants
- About 15 preschool children also receive services from NMSBVI using an itinerant model

Residential Campus (Alamogordo campus):

- On May 18, there were 36 students on the campus
- 13 additional students received itinerant services
- This number does not include the students who attended for part of the year or who participated in a short-term stay

Outreach Department:

- Statewide services
- 33 districts have MOUs with the school to provide some type of services for their students
- Provide mentorship support, assessment, planning, etc.
- Beginning in FY17, NMSBVI will provide some limited direct VI service as a fee for service

Vision Impairment Program (NMSU)

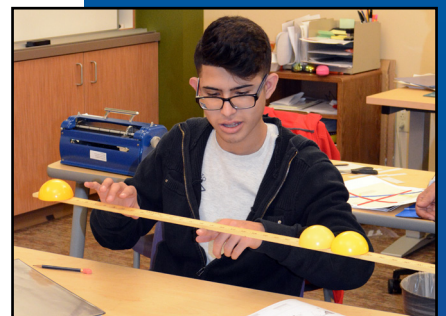
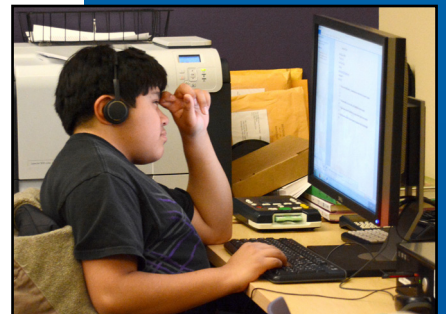
- 32 graduate students enrolled in programs to become Teachers of the Visually Impaired or Orientation and Mobility Instructors
- NMSBVI pays salaries for two professors
- NMSBVI offers scholarships to any NM teacher who wants this licensure and who will work in NM for three years

Instructional Resource Center (IRC)

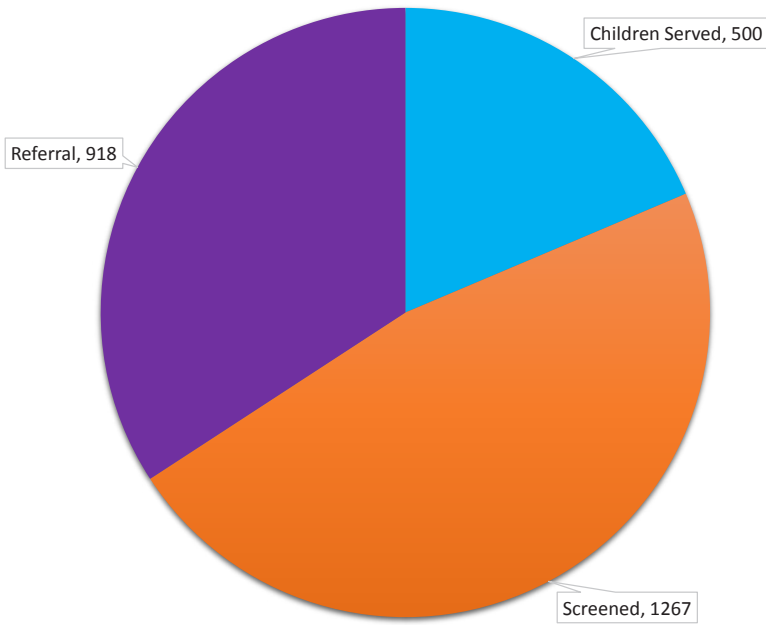
- Provides adapted materials to any student in NM who is registered with the IRC
- 3,490 items/kits were checked out during FY16
- Braille Production: produce Braille books and End of Course Exams to NM students

Low Vision Clinic

- Partnership between NMSBVI and medical profession
- Rural clinic
- Seven clinics held each year
- 88 students seen at clinic in FY16

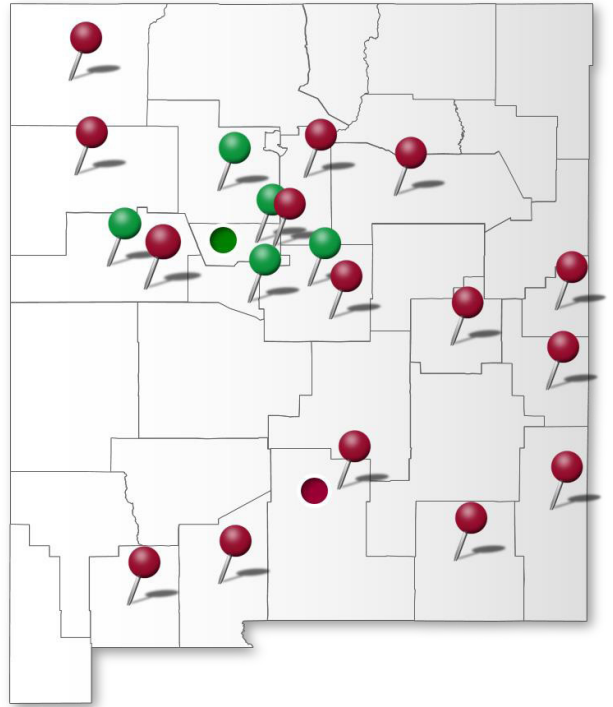


**Birth - 3 Program
FY 16**

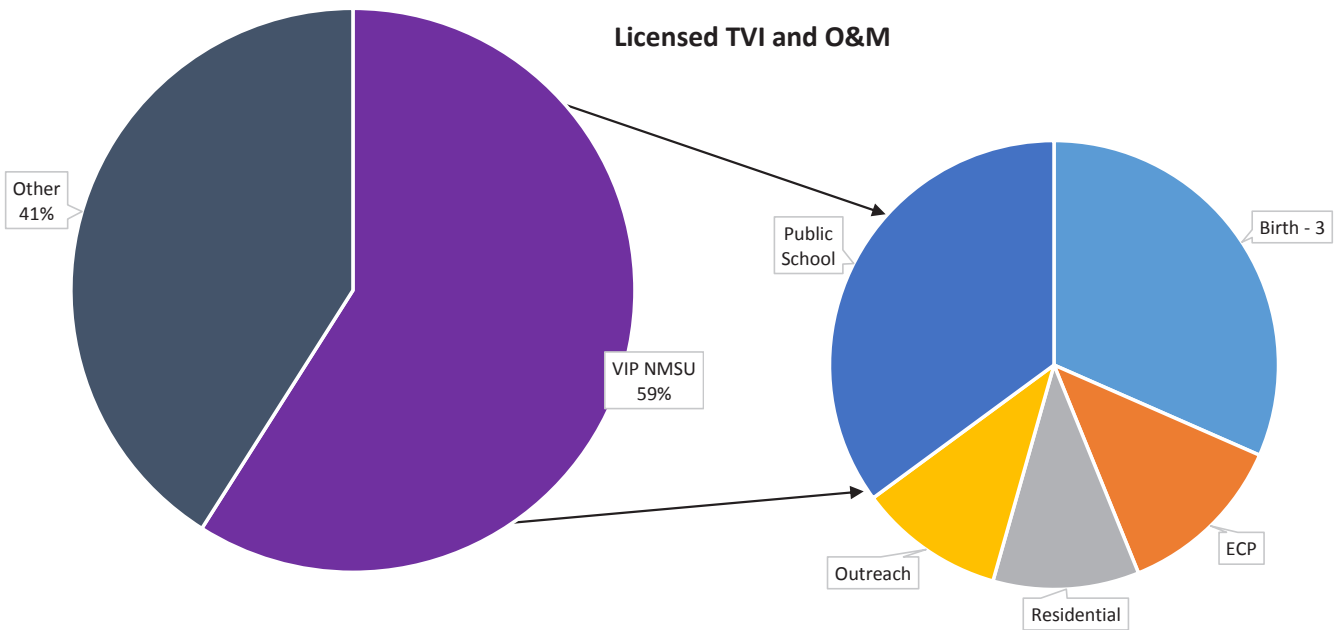


NMSBVI-ECP and Residential Campus

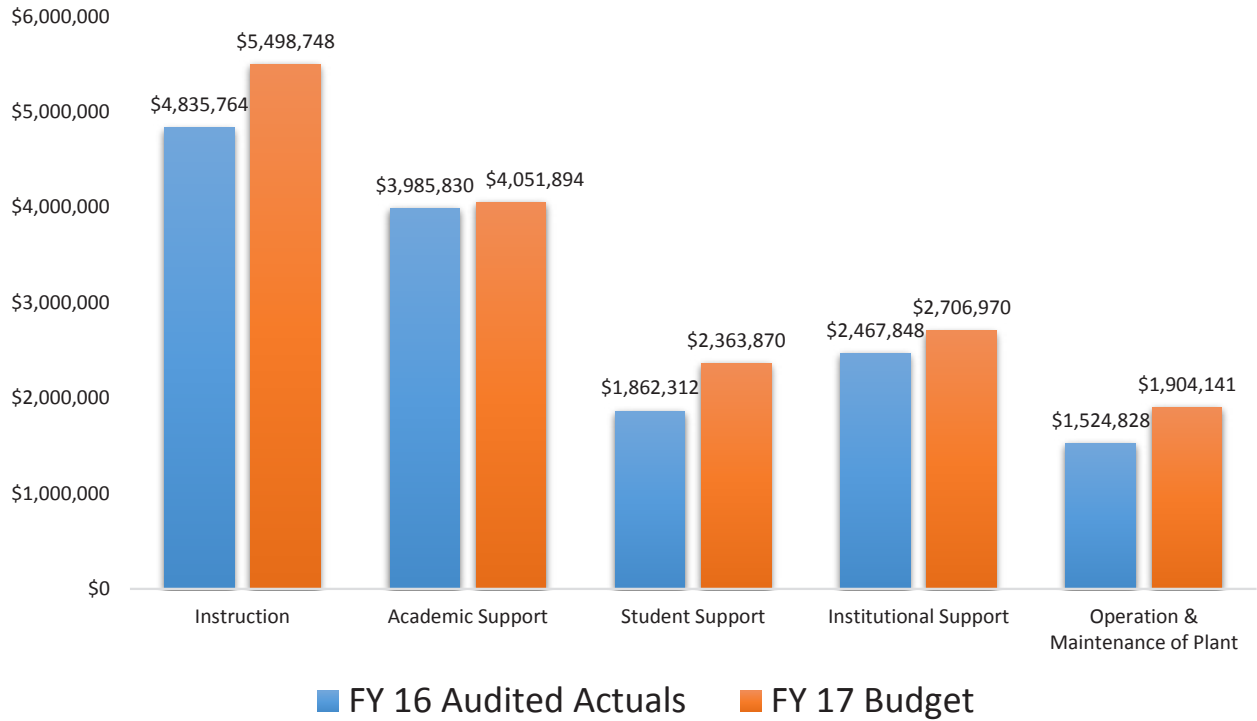
LEA - FY 16



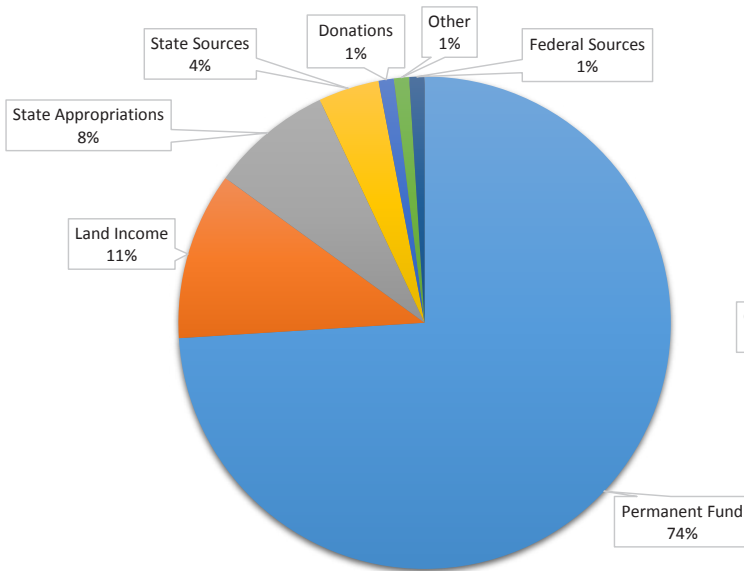
**Visual Impairment Program NMSU
Licensed TVI and O&M**



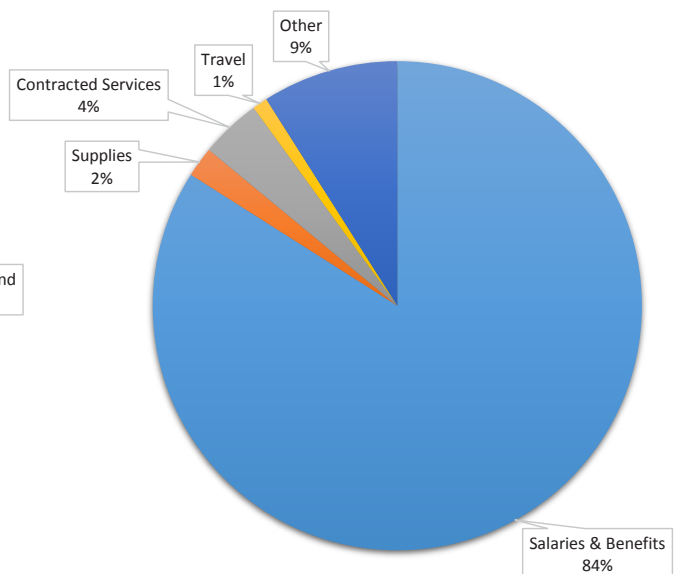
FY 16 Audited Actuals & FY 17 Budget



Cumulative Revenue by Source - FY 16



Cumulative Expenses by Object FY 16





Definitions and Abbreviations

LEA Local Educational Authority is a broad term that encompasses districts with multiple schools or independent state-authorized charter schools. Locally-authorized charter schools are not LEAs and are reported with their parent district.

Subgroups

Asian: Asian or Pacific Islander

Afr Am: African American

ELL: English Language Learners

ED: Economically Disadvantaged as determined by eligibility for Free or Reduced Lunch

SWD: Students with disabilities; does not include special education students who are gifted

Q1: The lowest performing 25% (one quarter) of students in reading or mathematics

Q3: The higher performing 75% (three quarters) of students in reading or mathematics

What are school grades?

School Grading is part of state and federal law that mandates accountability for all public schools. The Elementary and Secondary Education Act (ESEA) enacted in 1965, which was reauthorized in 2001 as No Child Left Behind (NCLB), requires schools to show annual improvement in mathematics and reading. In 2011, New Mexico lawmakers enacted additional requirements that schools demonstrate progress through a grading system similar to that applied to students, issuing an A through F letter grade to each school [22-2-1, 22-2-2, and 22-2E-1 to 22-2E-4] [6.19.8.1 NMAC-N, 12-15-11]. Individual school report cards can be found online at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

What are School District Report Cards?

Each LEA under the jurisdiction of the Public Education Department (PED) annually receives a comprehensive report of their achievement, accountability, teacher qualifications, and post-secondary success. This report is compiled for 89 districts that include regular and locally-authorized charter schools, and all state-authorized charter schools. Non-PED schools are exempt from both school grading and School District Report Cards, and include private, home, and Bureau of Indian Education schools.

What is contained in this report?

This report provides a concise summary of the LEA and its schools:

LEA Demographic Profile

Accountability

- Summaries of School Grades

- Cohort Graduation Rates (4, 5, and 6 Year)

- Status of Non-Graduates

Achievement

- Proficiencies in Reading, Mathematics, and Science

- NAEP Statewide Summary for Grades 4 and 8

School Board Member Training

Budgeted Expenditures

Teacher Credentials

Post-Secondary Achievement (College Going, Credit Accumulation)

Parent Survey on the Quality of Education

High/Low Poverty Schools Schools with students most economically disadvantaged (top 25%), and least disadvantaged (bottom 25%).

Recently Arrived These are ELL students new to U.S. schools who qualify for exemption from the reading assessment.

Student Demographics				
	LEA		State	
	Number	%	Number	%
All Students	29	100	338,550	100
Female	15	52	165,208	49
Male	14	48	173,342	51
Caucasian	7	24	84,141	25
African-American	1	3	7,051	2
Hispanic	17	59	206,859	61
Asian	0	0	4,338	1
American Indian	4	14	35,637	11
Pacific Islander	0	0	524	0
Multiracial	0	0	5	0
ED	10	35	242,595	72
SWD	29	100	49,656	15
ELL	0	0	50,059	15
Migrant	0	0	354	0
Recently Arrived	0	0	16,910	5

Source: LEA 120th day submission to the PED

Accountability - School Grading and Status

Status refers to schools that are in some form of improvement that requires increased monitoring and educational enhancement. The improvement categories are

*** Priority Status (5% of schools that are lowest performing)

** Focus Status (additional 10% of schools that are low performing and with large gaps between lower and higher performing groups)

* Strategic Status (additional 10% of schools that are low performing with large gaps between lower and higher performing groups)

^ Reward Status (the top 5% of schools in the state)

A school's status is footnoted next to their overall letter grade, and where blank, means the school is not in any status. Only schools receiving Title I funds are eligible, which in 2015 represented 654 schools.

School	Overall Grade	School	Overall Grade
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Achievement - Proficiency Summaries by Grade

The assessments were developed to measure grade-level standards that New Mexico educators and the public determined are important for our students to master. Results include all students enrolled within the LEA or school, regardless of whether for a full academic year or not. Students are assessed in reading and mathematics in grades 3-11, and in science in grades 4, 7, and 11.

Grade		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
4	State Prior	43.8	56.2	42.7	57.3	48.3	51.7
6	State Prior	43.3	56.7	37.0	63.0		
7	State Prior	51.5	48.5	39.8	60.2	42.2	57.8
8	State Prior	58.7	41.3	40.0	60.0		
10	State Prior	37.7	62.3	30.4	69.6		
11	State Prior	51.8	48.2	42.8	57.2	41.3	58.7

Achievement - Proficiency Summaries by Subgroup

		Reading		Mathematics		Science	
		Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
All Students	State Current	26.6	73.4	17.6	82.4	39.8	60.2
All Students	LEA Current	23.1	76.9	23.1	76.9		
Female	State Current	31.7	68.3	17.7	82.3	38.4	61.6
Male	State Current	21.7	78.3	17.6	82.4	41.1	58.9
Caucasian	State Current	42.5	57.5	29.9	70.1	61.0	39.0
African American	State Current	24.5	75.5	13.9	86.1	36.9	63.1
Hispanic	State Current	21.8	78.2	13.7	86.3	33.7	66.3
Asian	State Current	53.8	46.2	45.6	54.4	65.1	34.9
American Indian	State Current	13.9	86.1	9.0	91.0	20.6	79.4
Economically Disadvantaged	State Current	19.0	81.0	12.4	87.6	31.1	68.9
Students w Disabilities	State Current	6.6	93.4	6.4	93.6	15.0	85.0
Students w Disabilities	LEA Current	23.1	76.9	23.1	76.9		
English Language Learners	State Current	7.1	92.9	5.3	94.7	10.2	89.8
Migrant	State Current	11.3	88.7	4.7	95.3	10.6	89.4
Q1	State Current	2.9	97.1	0.8	99.2	1.3	98.7
Q3	State Current	35.5	64.5	23.6	76.4	53.5	46.5

Achievement - Proficiency Summaries by School

	Reading		Mathematics		Science	
	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)	Proficient (%)	Not Proficient (%)
NM School for the Blind and Visually Impaired	16.7	83.3	16.7	83.3		

Blanks indicate too few students to report (N<10). Schools without tested grades (i.e. kindergarten only) will not have data.

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2014

These figures represent students who were expected to graduate on time by August 1, 2014 and graduated on time. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	69.3	75.7	64.3	67.6	85.4	61.7	63.0	57.4	64.5
NM School for the Blind and Visually Impaired	51.4								

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 5 Year Cohort of 2013

These figures represent students who were expected to graduate on time by August 1, 2013 and either graduated on time, or required one additional year. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	71.4	78.3	69.1	69.1	87.4	65.4	66.1	61.6	66.7
Districtwide	83.4								
NM School for the Blind and Visually Impaired	83.4								

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 6 Year Cohort of 2012

These figures represent students who were expected to graduate on time by August 1, 2012 and either graduated on time, or required up to two additional years. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students.

	All Students %	Caucasian %	Afr Amer %	Hispanic %	Asian %	Amer Indian %	ED %	SWD %	ELL %
Statewide	74.4	80.1	71.9	72.1	87.9	70.8	70.0	63.6	71.4
NM School for the Blind and Visually Impaired	51.4								

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Graduation - 4 Year Cohort of 2014, Status of Non Graduates

These figures represent students who were expected to graduate on time by August 1, 2014 but did not graduate. Graduation cohorts include all students who were ever enrolled during the four years, including part-time students. Percentages do not use the Shared Accountability method of calculation. For details see the Graduation Technical Guide on the PED website: http://ped.state.nm.us/ped/Graduation_guides.html

	Certificate Completed coursework but did not pass exit exam %	Status Unknown Dropped out or whereabouts unknown %	Exit Out Exit with intent to get GED or vocational credential %	Still Enrolled Continuing high school enrollment past 4th year %
Statewide	0.2	21.9	6.2	9.5
Districtwide	0.0	57.1	0.0	0.0
NM School for the Blind and Visually Impaired	0.0	50.0	0.0	0.0

Blanks indicate too few students to report (N<10)

Source: PED Data Planning and Analysis Bureau

Teacher Credentials

	Statewide %	LEA %
Teachers with Emergency or Provisional Credentials	.3	.0
Core Classes Not Taught by Highly Qualified Teachers	High Poverty Schools	NA
	Low Poverty Schools	NA

NA= Not applicable; LEA did not have schools that qualified as high or low poverty

Parent Survey on the Quality of Education

- Q1 My child is safe at school.
 Q2 My child's school building is in good repair and has sufficient space to support quality education.
 Q3 My child's school holds high expectations for academic achievement.
 Q4 School personnel encourage me to participate in my child's education.
 Q5 The school offers adequate access to up-to-date computers and technologies.
 Q6 School staff maintain consistent discipline, which is conducive to learning.
 Q7 My child has an adequate choice of school-sponsored extracurricular activities.
 Q8 My child's teacher provides sufficient and appropriate information regarding my child's academic progress.
 Q9 The school staff employ various instructional methods and strategies to meet my child's needs.
 Q10 My child takes responsibility for his or her learning.

	Survey Count	Agree and Strongly Agree (% of Respondents)									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Districtwide	0	No Data Available									

Source: PED anonymous survey collected from parents annually

National Assessment of Educational Progress Statewide Results

The National Assessment of Educational Progress (NAEP) is often called the "Nation's Report Card" because it allows the comparison of student achievement across states and for the nation as a whole. The sampling method does not allow for reporting results by district or by school. For further information please visit <http://NCES.ED.Gov/NationsReportCard>.

NAEP does not replace assessments which annually measure student performance according to New Mexico curriculum standards. All students are required to take the standards based assessments, whereas the NAEP selects representative samples of students and districts. Because not all subject areas or grade levels are tested every year, these statewide results are for the most recent year assessed in that subject area and grade.

Statewide Participation

	Reading %	Math %	Science %
4th Grade ELL	91	95	94 (2009)
4th Grade SWD*	93	88	86 (2009)
8th Grade ELL	92	95	93 (2011)
8th Grade SWD*	89	90	87 (2011)

* NAEP does not accommodate students with severe disabilities
 Participation in NAEP is not mandatory

4th Grade	Reading (2015)				Math (2015)				Science (2009)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	4	19	31	46	3	24	47	27	#	24	39	37
Nation	8	27	33	32	7	32	42	19	1	32	39	29

8th Grade	Reading (2015)				Math (2015)				Science (2011)			
	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %	Advanced %	Proficient %	Basic* %	Below %
New Mexico	1	19	45	35	3	17	41	39	1	22	35	43
Nation	3	29	42	25	8	24	38	30	2	29	34	36

* Basic is most comparable to Proficient on New Mexico's Standards Based Assessment

Rounds to zero

Blanks indicate too few students to report

NMSBVI

A NEW MEXICO RESOURCE

NMSBVI

- Network of Services
- Our mission: Every Child, Every Day
 - Right services
 - Right setting
 - Right materials
 - Taught by a highly qualified teacher of the visually impaired



RESIDENTIAL CAMPUS: UNIQUE FEATURES



- 100% Special Education School
- A Part of the Continuum of Services for other schools
- All placement decisions are made with family and LEA
- Students stay long enough to acquire specialized VI skills; then, return to their districts

SPECIFIC ADMISSIONS' CRITERIA

- Specific vision-related goals related to academic and expanded core curriculum
- Ability to be transported safely
- Medically stable: able to benefit from intensive instruction
- Must not be in immediate danger of harming themselves or others
- Must not require mechanical or chemical restraint for escalated behaviors



PROFILE OF NMSBVI STUDENTS

- Academic/Career students
 - Needs specific skills related to blindness (Braille, technology, Life Skills)
 - Credit recovery needs
 - Needs social skills to be successful in larger school environment
 - Typical student
- Students needing intensive support
 - Multiple disabilities
 - Functional or non-readers
 - Little/no VI services
 - Typical student

STRATEGIC INITIATIVES TO IMPROVE PERFORMANCE

- Good communication
- Partnership with APS/Inclusion
- Rural Summer Camps
- Development of state VI database
- Highly Qualified staff
- Dedicated funding for staff development
- Scheduled time for collaboration and communication
- Case management/ communication with families
- Enrichment opportunities for students

CURRENT CHALLENGES

- Stretching funding to cover all of our responsibilities
- Definition of Least Restrictive Environment (LRE)
- Inclusion
- Changing the paradigm: it isn't a failure on a district's part to send a student to the residential campus.
- Distances, family separation
- Unique learning needs of students who are blind/VI
- Teachscape: correlating test scores to teacher performance

WHAT SUPPORT TO NMSBVI COULD BE?

- Fully integrating residential campus into all LEAs (PED)
- Continued support of additional programs that make this model work in the state.
- Linda M. Lyle, Superintendent
- New Mexico School for the Blind and Visually Impaired
- llyle@nmsbvi.k12.nm.us
- (575) 439-4413