

Albuquerque Public Schools
Board of Education Services - Charter Team

Protocol for Site Visit 2025-2026 – Special Education - *Updated 1/26/26*

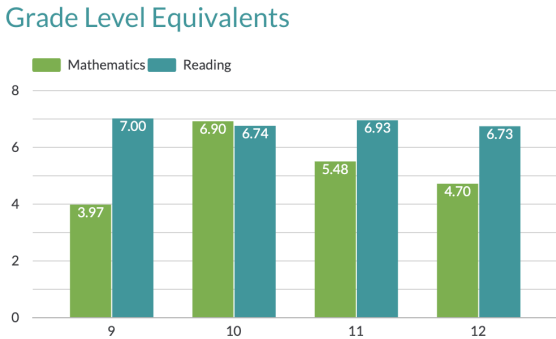
	Proficiency Levels	Standards Based Assessment 2024-25	BOY Benchmark Assessment 2025-26	MOY Benchmark Assessment 2025-26	EOY Benchmark Assessment 2025-26
Reading	All Students	0%	33.25%	29%	TBD
	Students with Disabilities (SWD)	0%	20%	23%	TBD
Math	All Students	0%	21%	26.75%	TBD
	Students with Disabilities (SWD)	0%	17%	15%	TBD

	High Schools only	2022-2023	2023-2024	2024-2025
Graduation rate	All Students	38%	36.2%	45.97%
	Students with Disabilities (SWD)	Masked	37.6%	10.87%

Academic Performance for Students with Disabilities	
Please answer the following questions within this document or as a separate presentation	
	<p>Student Achievement</p> <p>1) Complete Student proficiency levels by subject and Students with Disabilities</p> <p>2) Reflect on the data (<i>example, any analysis done with the sped team or leadership team.</i>)</p> <ul style="list-style-type: none"> ● <i>Students on IEPS who took the STARS Reading in Fall 25-26 SY and Winter 25-26 SY showed 38% growth in reading and 44% growth in math.</i> ● <i>We are continuously seeing more students participate in taking STARS at HLHS with over 90% taking the STARS during MOY 25-26</i> <p><i>* We will review this during the site visit</i></p>
	<p>Strategic Planning</p> <p>1) Include the top 3 strategies your school is implementing to improve Reading for Students with Disabilities?</p> <ul style="list-style-type: none"> ● Intentional Level 1 instruction implementation ● Freckle Intervention 3x a week ELA and Math

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	<ul style="list-style-type: none"> ● Small Group Intervention for ELA and Math 3x a week for 30 minutes <p>2) Are the strategies supported by data? Why...or why not? Yes, strategies are supported by data as seen by overall growth in STARS Reading</p> <p>3) Include the top 3 strategies your school is implementing to improve Math for Students with Disabilities?</p> <ul style="list-style-type: none"> ● Intentional Level 1 instruction implementation ● Freckle Intervention 3x a week ELA and Math ● Small Group Intervention for ELA and Math 3x a week for 30 minutes <p>4) Are the strategies supported by data? Why...or why not? Yes, strategies are supported by data as seen by overall growth in STARS Math.</p>								
<p><i>For High Schools Only</i></p>	<p>Graduation</p> <p>1) Identify the #1 challenge Students with Disabilities struggle with that impact their path to graduation?</p> <ul style="list-style-type: none"> ● Credit Recovery: Students who come to HLHS after their 9th grade year arrive in severe credit recovery, thus impacting their 4-year graduation pathway. ● Well below grade-level in reading and math: At the beginning of the 25-26 SY SWD showed an average of 5.66 proficiency in math and an average of 6.83 proficiency in reading. <p>2) Describe 2-3 strategies/interventions the school strategically developed to address this issue.</p> <ul style="list-style-type: none"> ● Freckle 3x a week in Reading and Math for 30-minutes ● Small Group Intervention 3x a week in reading and math led by our SE Coordinator <p>a) Include documentation - examples: Graphs, strategic analysis, samples, etc.</p> <div style="text-align: center;">  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Averages for Selection</caption> <tr> <td>Math Grade Equivalent</td> <td>Math Percentile</td> </tr> <tr> <td style="text-align: center;">5.66</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Reading Grade Equivalent</td> <td>Reading Percentile</td> </tr> <tr> <td style="text-align: center;">6.83</td> <td style="text-align: center;">30</td> </tr> </table> </div> <ul style="list-style-type: none"> ● STARS DATA ● Transcripts, as requested per FERPA 	Math Grade Equivalent	Math Percentile	5.66	24	Reading Grade Equivalent	Reading Percentile	6.83	30
Math Grade Equivalent	Math Percentile								
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<p><i>For High Schools Only</i></p>	<p>Transition to Post-Secondary Career, Education, Training, Employment</p> <p>1) Name the top 2-3 practices your school utilizes to prepare Students with Disabilities for success after graduation.</p> <ul style="list-style-type: none"> ● Senior Staffings ● Credit Recovery: GRIP, Full Day Schedules, Acellus 								

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	<ul style="list-style-type: none"> ● Transition Specialist and Planning <p>2) What measures of post-secondary success do you use? Include documentation</p> <ul style="list-style-type: none"> ● Student Success Coach ● Next Step Plan ● Indicator-14
	<p>Student Outcomes Focused Analysis</p> <p>1) Has your school implemented student-led IEPs? a) Why... or why not?</p> <ul style="list-style-type: none"> ● At this time students are not fully leading IEPs, however they are part of the process from beginning to end, including student interviews, interest inventories, and transition planning. During the IEP, students are given an opportunity to advocate for the modifications and accommodations, and if the parent/guardian and IEP team agree, we allow students to identify their needs. <p>2) Has your school implemented student led Parent-Teacher conferences? a) Why... or why not?</p> <ul style="list-style-type: none"> ● Yes, student- led conferences are held two times a year; in Fall and Spring. However, students are monitored throughout the year in Advisory. <p>3) How does your school’s special education program include student input?</p> <ul style="list-style-type: none"> ● Students are interviewed prior to the IEP regarding strengths, career goals, learning styles, challenges and overall interests. This provides the team with a whole picture of the student to provide intentional feedback. ● Career Interest Inventory is given. This provides students with more information regarding their potential careers paths, opportunities, and gives the school information to support. ● Focus on career readiness goals with students, in conjunction with coordinator allows the IEP to include all aspects of the students education.