IDEAL-NM Annual Report

School Year 2013–2014
January 2015

Hanna Skandera, Secretary of Education

The State of New Mexico

IDEAL-NM Annual Report

School Year 2013–2014
Issued December 2014

Susana Martinez
Governor

Hanna Skandera
Secretary of Education

Notes
- This report is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under "IDEAL-NM."

Acknowledgements

Laurie Wilder, Technical Support Specialist, IDEAL-NM, New Mexico Public Education Department

A special thank you is extended to all the New Mexico superintendents who supported IDEAL-NM during the school year 2013–2014.

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Executive Summary

"Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to good jobs and higher earning power for Americans. It is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time...The National Education Technology Plan 2010 (NETP) calls for revolutionary transformation rather than evolutionary tinkering. It urges our education system at all levels to

- Be clear about the outcomes we seek.

- Collaborate to redesign structures and processes for effectiveness, efficiency, and flexibility.

- Continually monitor and measure our performance.

- Hold ourselves accountable for progress and results every step of the way.

The plan recognizes that technology is at the core of virtually every aspect of our daily lives and work, and we must leverage it to provide engaging and powerful learning experiences and content, as well as resources and assessments that measure student achievement in more complete, authentic, and meaningful ways. Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educators' competencies and expertise over the course of their careers."[1]

The following components are essential to the realization of the NETP 1) Learning: engage and empower, 2) Assessment: measure what matters, 3) Teaching: prepare and connect, 4) Infrastructure: access and enable, and 5) Productivity: redesign and transform.

Earlier than anticipated, IDEAL-NM has taken strides toward fulfilling the following targets:
- Expanding education opportunities, closing achievement gaps, supporting college and career goals, and preparing students for global competition
- Reducing the cost of technology access to P–12 schools, higher education institutions, and state agencies
- Reducing the travel and personnel costs of state agency trainings and P–12 teacher professional development via online courses
- Increasing technology application skills of New Mexico youth and adult learners
- Facilitating more cooperation between P–12 schools, higher education institutions, and state agencies playing an integral support role to educators and learners throughout New Mexico.

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[1] *National Education Technology Plan 2010*, Executive Summary, page 7.

With a student-centric focus, IDEAL-NM helps P–12 schools to do the following:

- Expand course offerings—languages, math, science, technology, advanced placement, electives, honors, and more
- Resolve conflicts in student schedules
- Provide dual credit, credit-recovery, summer school, and home-bound options
- Provide highly-qualified teachers and reduce teacher-pupil ratios
- Increase student technology skills
- Meet statutory requirements for high school graduation

In order to fulfill our pledge of providing every IDEAL-NM student with a valuable, worthwhile education and holding ourselves accountable for progress and results, it is essential that our education system integrates continuous improvement within our regulations, policies, actions, and investments—ensuring a strategic and coherent system.

Introduction

Innovative Digital Education and Learning-New Mexico (IDEAL-NM) was created in response to the 2005 Performance and Accountability Contract, "Making Schools Work" to leverage technology in the following ways:

- Expand education opportunities, close achievement gaps, support college and career goals, and prepare students for global competition
- Reduce the cost of technology access to P–12 schools, higher education institutions and state agencies
- Reduce the travel and personnel costs of state agency trainings and P–12 teacher professional development via online courses
- Increase technology application skills of New Mexico youth and adult learners
- Facilitate more cooperation between P–12 schools, higher education institutions and state agencies

On October 27, 2006, the statewide e-learning program that would implement a shared e-learning infrastructure using a single statewide learning management system (LMS); web conferencing system; and help-desk support for K–12 schools, higher education institutions, and governmental agencies was announced. Two pieces of legislation in the 2007 session helped create the framework for the IDEAL-NM initiative—Senate Bill 209: Cyber Academy Act and House Bill 584: High School Redesign Act, which each required New Mexico school districts to offer distance learning programs beginning in 2008–2009. The distance learning rule was established in 2008 to provide guidance regarding open enrollment and distance learning, district and school participation parameters, student enrollment, program quality, and the statewide eLearning Service Center (IDEAL-NM).

In 2007, the New Mexico legislature allocated $6.4 million in non-recurring funds (special appropriations) for the purpose of procuring the statewide Learning Management System to be shared by K–12 schools/districts, higher education institutions, and governmental agencies as well as $1.0 million in recurring, operational costs to establish the statewide eLearning Service Center. While the initial start-up costs for IDEAL-NM were significant, the costs decreased as the program was further implemented: $3.1 million in year two, $2.4 million in year three; $1.4 million in year four; $1.0 million in year five, and $890,000 in years six and seven. IDEAL-NM is exploring alternative funding structures to support the long-term sustainability of the program.

IDEAL-NM implemented a statewide Cyber Academy beginning in the summer of 2008, with 54 enrollments from nine school districts. Two New Mexico-developed courses (Algebra 1 and New Mexico History) were offered along with courses delivered in partnership with an online-course provider. The vision of the statewide Cyber Academy was to provide, through the innovative use of technology, equitable access for education opportunities to all New Mexico students, by reducing geographic and capacity barriers. The statewide Cyber Academy works in partnership with New Mexico schools to deliver quality and rigorous online courses taught by highly qualified New Mexico teachers via a supplemental or blended model. In this model, students enroll in a physical, brick-and-mortar school, and credit for the completed Cyber Academy course is awarded by the enrolling school. The statewide Cyber Academy supports an average of 3,500 enrollments per year. These numbers are expected to increase with the new high school graduation requirements now in effect per the High School Redesign Act, in which all graduating seniors must complete an advanced placement, honors, online, or dual credit course.

As a nationally recognized program IDEAL-NM provides statewide eLearning services to P–12 schools and state government agencies. IDEAL-NM is a program of the Public Education Department (PED). New Mexico is the first state in the nation to create a statewide eLearning system that, from its inception, encompasses all aspects of learning—from traditional public and higher education environments, to teacher professional development, to continuing and workforce education.

 "To transform education in America, we must turn ideas into action. The NETP presents five goals that address the key components of this plan—learning, assessment, teaching, infrastructure, and productivity—along with recommendations for states, districts, the federal government, and other stakeholders in our education system for achieving these goals.

NETP GOAL

1.0 Learning: Engage and Empower All learners will have engaging and empowering learning experiences, both in and out of school, that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.
2.0 Assessment: Measure What Matters Our education system, at all levels, will leverage the power of technology to measure what matters and use assessment data for continuous improvement.
3.0 Teaching: Prepare and Connect Professional educators will be supported individually and in teams, by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.
4.0 Infrastructure: Access and Enable All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.
5.0 Productivity: Redesign and Transform Our education system, at all levels, will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff."[2]

IDEAL-NM uses its resources to support the transformation of education in New Mexico by:

- Collaborating with New Mexico schools in providing online courses that expand educational opportunity for all students

- Partnering with regional education cooperatives in facilitating eLearning best practices training for member schools

- Implementing a shared eLearning infrastructure, using a single, statewide learning management system, web conferencing system, and help desk for P–12 schools, colleges and universities, and government agencies

- Offering professional development courses for teachers and training courses for government agency employees

- Providing a repository of high-quality and standards-based K–12 online courses to promote district-level eLearning environments and course sharing

- Promoting statewide sharing of other educational resources, including subject matter expertise, instructional content, and support services

These actions help maintain the mission of IDEAL-NM "To reduce geographic and capacity barriers to educational opportunity while increasing the digital literacy skills students and adult learners need to participate in a global economy."[3]

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[2] http://www.ed.gov/technology/draft-netp-2010/goals-and-recommendations
[3] http://ideal-nm.org/home/get-content/content/about_ideal-nm

A listing of the primary accomplishments during the fiscal years 2010–2014 are as follows:

FY 10	FY 11	FY 12	FY 13	FY 14
➢ National recognition (3rd in nation) ➢ Web conferencing (>2,000 users and >19,000 sessions) **Virtual School** • 1,464 course completions • 50 courses • 50 teachers trained • Cyber Academy plan approved **Portals** • 10 IHEs • 23 districts • 9 state agencies	➢ National recognition (6th in nation) ➢ Web conferencing (>2,500 users and >34,000 sessions) **Virtual School** • 1,781 course completions • 59 courses • 170 teachers trained • Procurement of SIS **Portals** • 12 IHEs (79,000 users to date) • 62 K–12 (>31,000 users to date) • 42 state agencies (>9,000 users to date)	➢ IDEAL-NM becomes a PED-only program serving PK–12 and state agencies ➢ Headquarters moved to Santa Fe/PED ➢ Staff decreased from 11 to 5 FTE **Virtual School** • 2,164 course completions • 68 courses • 200 teachers trained **Portals** • 50 K–12 (75,442 users) • 20 charter schools (1,896 users) • 4 regional education centers (365 users) • 35 state agencies (13,100 users) • 18 community and non-profit entities (2,324 users) • 4 tribal colleges (3,264 users)	➢ IDEAL-NM establishes a partnership with INTEL-Teach to offer PD to New Mexico teachers ➢ Credit recovery courses offered through vendor Advanced Academics as a pilot project ➢ Upgrade to new Web conferencing system **Virtual School** • 2,228 course completions • 71 courses • 210 teachers trained **Portals** • 52 K–12 schools (56,174 users) • 20 charter schools (2,214 users) • 4 regional education centers (250 users • 4 tribal colleges (18 users) • 2 state schools (8,052 users) • 18 community and non-profit entities (1,653 users) • 33 state agencies (20,979 users) • 1 private entity (7 users)	➢ IDEAL-NM offers platform, training and support to New Mexico schools to deliver online end-of-course exams ➢ IDEAL-NM offers a virtual learning community to elementary school teachers in schools throughout the state to develop CCSS aligned resources ➢ Blended learning PD **Virtual School** • 2,084 course completions • 77 courses • 210 teachers trained **Portals** • 52 K–12 (54,685 users) • 20 charter schools (2,977 users) • 4 regional education centers (243 users) • 4 tribal colleges (775 users) • 2 state schools (10,367 users) • 18 community and non-profit entities (3,819 users) • 33 state agencies (26,511 users) • 2 private entities (694 users)

Statutory Requirements

This section describes the laws and rules that apply to dual credit in relevant part as follows:

NMSA 1978 Section 22-30-5 Statewide cyber academy; duties.

The statewide cyber academy shall:

A.   establish a distance learning course delivery system that is efficient and cost-effective and that uses a statewide service center and regional hosts to provide approved distance learning courses;

B.   select regional hosts based on pre-existing experience and capacity to facilitate the delivery of distance educational programs, including public post-secondary educational institutions, regional education cooperatives and school districts;

C.   provide technical and program support to regional hosts and local distance learning sites;

D.   ensure that all distance learning courses offered by course providers are taught by highly qualified teachers or members of the faculty of accredited post-secondary educational institutions and meet state academic content and performance standards;

E.   provide for reasonable and equitable means to allocate the costs of distance learning courses among the statewide cyber academy, the course providers and the school districts whose students are enrolled in a distance learning course;

F.   give first priority to the delivery of distance learning courses for credit to distance learning students who have the greatest need because of geographic location or circumstances in which a school district may have difficulty delivering essential course instruction due to financial restraints or lack of highly qualified teachers; provided that in fiscal year 2008 the statewide cyber academy shall include, among those distance learning students who are determined to have the greatest need, distance learning students served by school districts that are members of regional education cooperatives three, eight and nine;

G.   ensure that the statewide cyber academy's learning management system is compatible with school district and department data collection, analysis and reporting systems;

H.   ensure that all deficiencies in the infrastructure, hardware and software in the statewide cyber academy are corrected in accordance with educational technology adequacy standards pursuant to Section 22-15A-11 NMSA 1978;

I.   comply with all rules governing privacy and confidentiality of student records for secure record storage;

J.   offer distance learning courses to distance learning students;

K.   offer professional development via distance learning, using a learning management system;

L.   assist the council on technology in education in its development of the statewide plan required by Section 22-15A-7 NMSA 1978, including a statewide cyber academy plan that addresses short- and long-range goals;

M.   define and coordinate the roles and responsibilities of the collaborating agencies to establish a distance learning governance and accountability framework; and

N.   conduct an annual evaluation and provide an annual report to the department and the legislature that includes a detailed report of expenditures; a description of services provided, including the number and location of local distance learning sites, public schools and distance learning students served; the courses offered; the credits generated by local distance learning sites; and student and teacher accountability reporting data.

History: Laws 2007, ch. 292, § 5 and Laws 2007, ch. 293, § 5.

Detailed Report

Demographic Description

An essential lynchpin to New Mexico's P–20 education system, IDEAL-NM services and technology support our state's goals and strategies for education reform to improve student achievement and raise educational attainment. The program's services reduce geographic and other barriers to educational opportunity, meet excellent learning standards, and increase opportunities to build the digital literacy skills that K–12 and adult learners need in order to participate in a global economy.

Through IDEAL-NM and the statewide Learning Management System (LMS), many resources are available to provide support, even as schools and state agencies face budget cuts yet still need to promote ongoing educational opportunities for all NM learners. IDEAL-NM works in partnership, instead of in competition, with schools and state agencies. IDEAL-NM is not-for-profit, and all services are currently free. A total of 116 semester-long, rigorous and quality online courses are available to schools and districts at no cost for use in fully online or blended learning environments. New Mexico is unique when compared with other states in the development of a true P–20 + statewide eLearning program and has developed this system to enable collaboration, resource sharing, and elimination of duplication of efforts. In terms of P–12, IDEAL-NM's virtual school is not designed to compete with New Mexico's schools. IDEAL-NM does not collect state equalization guarantee (SEG) funding for student enrollments. The enrolling schools/districts collect the SEG. This is not the case in many other states. A home-grown approach, designed to meet the unique needs of New Mexico's learners, IDEAL-NM is a viable alternative to private, for-profit, online learning programs. Rather than a pre-packaged curriculum that cannot be modified to meet individual needs of students, IDEAL-NM provides curriculum that is ever-evolving and continually improving.

Funding Summary

Funding Type	FY 10	FY 11	FY 12	FY 13	FY 14
Allocation by the Legislature	$1,924,700	$1,374,900	$500,000	$890,000	$890,000
ARRA Funds		$3,069,999			
Total Funding	$1,924,700	$4,444,899	$500,000	$890,000	$890,000

In 2007, the legislature allocated a total of $7.4 million for LMS procurement and other infrastructure and start-up costs, and in 2008, $2.0 million was allocated for recurring costs. Due to fiscal cuts, the budget was decreased to $1.6 million in 2009 and to $1.4 in 2010. IDEAL-NM received an additional $3.07 million in ARRA funding in 2010. In FY 2012, the PED allocation was $500,000. The HED received an allocation of $500,000 to cover the cost of the statewide LMS contract (Blackboard Inc.)

Detailed Report of Expenditures

FISCAL 2009–2011	FY 2009		
	PED	HED	TOTALS
TOTAL BUDGET	$1,620,000	$1,500,000	$3,120,000
200—Salaries and Benefits			
Salaries	$240,500	$129,200	$369,700
Benefits	$58,650	$38,760	$97,410
Subtotal	$299,150	$167,960	$467,110
300—Contractual Services			
Fiscal Agent	$30,000		$30,000
External Program Evaluation			$0
Contracts	$1,201,000	$1,000,000	$2,201,000
Hosting Fees (LMS)			$0
Subtotal	$1,231,000	$1,000,000	$2,231,000
400—Other			
Transportation	$10,000	$15,000	$25,000
Facility Lease	$48,000		$48,000
Supplies	$31,850		$31,850
IT Supplies and Services		$317,040	$317,040
Subtotal	$89,850	$332,040	$421,890
TOTALS	$1,620,000	$1,500,000	$3,120,000

Fiscal 2009–2011	FY 2010		
	PED	HED	Totals
Total Budget	$994,400	$930,300	$1,924,700
200—Salaries and Benefits			
Salaries	$369,231	$294,615	$663,846
Benefits	$110,769	$88,385	$199,154
Subtotal	$480,000	$383,000	$863,000
300—Contractual Services			
Fiscal Agent	$399,000		$399,000
External Program Evaluation	$30,400		$30,400
Contracts	$15,000	$659	$15,659
Hosting Fees (LMS)		$449,341	$449,341
Subtotal	$444,400	$450,000	$894,400
400—Other			
Transportation		$8,000	$8,000
Facility Lease	$52,000	$49,600	$109,600
Supplies	$18,000		$119,600
IT Supplies and Services		$39,700	$57,700
Subtotal	$70,000	$97,300	$207,000
Totals	$1,508,800	$930,300	$2,439,100

Fiscal 2009–2011	FY 2011			
	PED	HED	ARRA	Totals
Total Budget	$685,100	$689,800	$3,069,999	$4,444,899
200—Salaries and Benefits				
Salaries	$248,332	$261,201	$550,000	$1,059,533
Benefits	$74,500	$78,360	$165,000	$317,860
Subtotal	$322,832	$339,561	$715,000	$1,377,393
300—Contractual Services				
Fiscal Agent	$200,000		$624,000	$824,000
External Program Evaluation	$30,400			$30,400
Contracts	$66,740	$27,188	$855,000	$948,928
Hosting Fees (LMS)		$210,000	$760,000	$970,000
Subtotal	$297,140	$237,188	$2,239,000	$2,773,328
400—Other				
Transportation		$8,000	$9,866	$17,866
Facility Lease	$40,581	$40,213		$80,794
Supplies	$4,547		$6,133	$10,680
IT Supplies and Services	$20,000	$64,838	$100,000	$184,838
Subtotal	$65,128	$113,051	$115,999	$294,178
Totals	$685,100	$689,800	$3,069,999	$4,444,899

FISCAL 2012	FY 2012
	PED
TOTAL BUDGET	$500,000
200—Salaries and Benefits	
Salaries and Benefits	$291,000
Subtotal	$291,000
300—Contractual Services	
Fiscal Agent	$64,800
Course Development	$60,000
Subtotal	$124,800
400—Other	
Transportation	
Facility Lease	$20,300
Supplies	$4,000
IT Supplies and Services	$59,900
Subtotal	$84,200
TOTALS	$500,000

FISCAL 2013	FY 2013
	PED
TOTAL BUDGET	$890,000
200—Salaries and Benefits	
Salaries and Benefits	$436,249
Subtotal	$436,249
300—Contractual Services	
Fiscal Agent	$64,800
Course Development	$60,000
External Program Evaluation	$10,000
Contracts	$286,510
Subtotal	$421,310
400—Other	
Supplies	$4,000
Memberships and Professional Development	$20,300
IT Supplies and Services	$59,900
Subtotal	$84,200
TOTAL	$890,000

Fiscal 2014	FY 2014 PED
Total Budget	**$890,000**
200—Salaries and Benefits	
Salaries and Benefits	$429,937
Subtotal	$429,937
300—Contractual Services	
Fiscal Agent	$94,700
Course Development	$10,000
Contracts	$288,363
Subtotal	$393,063
400—Other	
Supplies	$4,000
Travel	$2,200
Memberships and Professional Development	$21,000
IT Supplies and Services	$39,800
Subtotal	$67,000
TOTALS	**$890,000**

As constituent needs and demands develop with the adoption, integration, and innovative implementation of IDEAL-NM's eLearning services, the program has evolved far beyond the isolated concept of a 9–12th grade virtual school (Cyber Academy). IDEAL-NM is achieving the vision of life-long learning opportunities strongly supported by New Mexico's legislative champions. In its first year of operation, IDEAL-NM's Cyber Academy (virtual school) alone reached 1,353 course completions.

The virtual school continues to serve New Mexico students year round. Accomplishments to date are as follows:

- 10,005 course completions to date in the virtual school
- 8,100 P–12 students served to date in the virtual school
- 75 participating districts in the virtual school
- 34 participating charter schools in the virtual school
- 150 total participating schools with virtual school enrollments
- 77 online courses
- 12 teacher professional development courses
- 6 administrator professional development courses

IDEAL-NM, through the procurement of a statewide LMS, also provides the platform through which higher education institutions, P–12 schools, and state agencies can deploy their own online learning programs. Those accomplishments are as follows:

- School K–12 web portals—52 (54,685 user accounts)
- Charter school portals—20 (2,977 user accounts)
- State schools—2 (10,367 users)
- Regional education centers—4 (243 user accounts)
- State agency portals—33 (26,511 user accounts)
- Community/non-profit entities—18 (3,819 user accounts)
- Tribal colleges—1 (775 user accounts)
- Private entities—2 (694 user accounts)
- BIE—2 (29 user accounts)
- Total—137 (100,100 user accounts)

*Refer to pages 33–39 for individual institutions and number of users.

In addition, these entities have established online communities and are building content repositories, which contain resources that feed into the larger statewide content repository for purposes of statewide sharing of resources. In addition to the platform, IDEAL-NM also provides the training, technical assistance, and help desk support these entities need to deploy their programs successfully.

To accomplish these objectives, IDEAL-NM provides eLearning services for P–20+ learners in the following ways:

New Mexico's eLearning Service Center

- IDEAL-NM provides training, technical assistance and help desk support to P–12 schools and other P–12 entities, higher education institutions, and state government agencies.
- IDEAL-NM provides portal administration, course design, and online teacher training to all member entities and provides ongoing support to member entities managing their own portals

Statewide Virtual School/Cyber Academy

IDEAL-NM provides high quality, standards-based online courses taught by highly qualified teachers.

Online Courses

- For grades 6–12, seventy-one (71) rigorous online courses have been developed and are available to New Mexico schools and districts at no charge through the use of eLearning portals. In addition, partner schools and districts have developed online courses that can be shared with IDEAL-NM, other schools, and districts across the state.
- Online courses are aligned with New Mexico content standards and benchmarks and are _free_ to all schools and districts in New Mexico in eLearning portals.
- Courses include those developed for middle and high school students, electives, advanced placement, and honors.
- The courses are customizable by each school district to enable tailoring of the course to meet their specific requirements.
- Through IDEAL-NM, web portals have been built by 52 public schools, 20 charter schools, and 4 regional education centers, and they are using the courses in fully online, blended, and supplemental learning environments.
- Through IDEAL-NM, web portals have been built by 33 state agencies and 18 community/non-profit organizations, and they are deploying professional development and training programs.

Learning Management System (LMS)

IDEAL-NM provides a single, statewide eLMS that is available for use by all colleges, universities, school districts, charter schools, and state agencies. It is essential that IDEAL-NM continue to provide quality administrative and technical support to ensure P–20 student success.

The Number and Location of Local Distance Learning Sites to Date
Schools and Distance Learning Completions (virtual school only—does not include portal enrollments)

IDEAL-NM STATISTICS Fall 2008—Summer 2014					
BIE = Bureau of Indian Education, P = Total Pass; F = Total Fail; C = Total Complete; PR = Overall Pass Rate as a %					
DISTRICT	SCHOOL	PASS	FAIL	TOTAL	PR %
ALAMOGORDO	Alamogordo High School	174	19	193	90
Alamogordo	Chaparral Middle School	32	4	36	89
Alamogordo	Mountain View Middle School	13	0	13	100
Alamogordo	Holloman Middle School	44	0	44	100
ALBUQUERQUE PUBLIC SCHOOLS (APS)	APS (All)	552	47	599	92
ANIMAS	Animas High School	148	5	153	97
ARTESIA	Artesia High School	96	44	140	69
AZTEC	Aztec High School	115	40	155	74
BELEN	Belen High School	1	0	1	100
Belen	Infinity High School	8	0	8	100
BERNALILLO	Bernalillo High School	2	0	2	100
BIE—Navajo Preparatory	BIE—Navajo Preparatory School	1	0	1	100
BIE—NM Navajo South Agency (Wingate)	BIE—Navajo South Agency (Wingate)	75	59	134	56
BIE—Shiprock Associated Schools Inc.	BIE—Northwest High School	445	26	471	94
BLOOMFIELD	Bloomfield High School	7	0	7	100
C—Academic de Lengua y Cultura	C—Academia de Lengua y Cultura	5	1	6	83
C—Academy for Technology and the Classics	C—Academy for Technology and the Classics	58	13	71	82
C—AIMS @ University of New Mexico (UNM)	C—AIMS @ UNM	19	3	22	86
C—Albuquerque School of Excellence	C—Albuquerque School of Excellence	81	18	99	82
C—Aldo Leopold Charter	C—Aldo Leopold Charter	100	20	120	83
C—Alma d'Arte Charter High School	C—Alma d'Arte Charter High School	71	42	113	63
C—Anthony Charter School	C—Anthony Charter School	253	29	282	90
CAPITAN	Capitan High School	14	1	15	93
CARLSBAD MUNICIPAL SCHOOLS	Carlsbad High School	12	1	13	92
Carlsbad Municipal Schools	Jefferson Montessori Academy	4	0	4	100
CARRIZOZO	Carrizozo High School	147	17	164	90
C—Bataan Military Academy	C—Bataan Military Academy	75	11	86	87
C—Cien Aguas International Schools	C—Cien Aguas International Schools	0	3	3	0
C—Corrales International School	C—Corrales International School	46	3	49	94
C—Cottonwood Classical Preparatory School	C—Cottonwood Classical Preparatory School	186	15	201	93

DISTRICT	SCHOOL	PASS	FAIL	TOTAL	PR %

<table>
<tr><td colspan="6" style="text-align:center">IDEAL-NM STATISTICS
Fall 2008—Summer 2014 (cont.)</td></tr>
<tr><td colspan="6" style="text-align:center">C = Charter School;   P = Total Pass;   F = Total Fail;   C = Total Complete;   PR = Overall Pass Rate as a %</td></tr>
</table>

DISTRICT	SCHOOL	PASS	FAIL	TOTAL	PR %
CENTRAL CONSOLIDATED	Career Preparatory High School	4	2	6	67
Central Consolidated	Newcomb High School	0	1	1	0
C—Deming Cesar Chavez	C—Deming Cesar Chavez	1	1	2	50
C—Gilbert Sena Charter School	C—Gilbert Sena Charter School	8	0	8	100
CHAMA VALLEY	Chama Middle and Elementary School	141	15	156	90
Chama Valley	Escalante High School	312	27	339	92
CIMARRON	Cimarron High School	240	18	258	93
C—Jefferson Montessori Charter School	C—Jefferson Montessori Charter School	21	2	23	91
C—La Academia Dolores Huerta Charter	C—La Academia Dolores Huerta Charter	10	1	11	91
C—Las Montañas Schools	C—Las Montañas Schools	3	0	3	100
CLAYTON	Clayton High School	37	8	45	82
C—Los Puentes Charter	C—Los Puentes Charter	7	0	7	100
CLOUDCROFT	Cloudcroft High School	49	7	56	88
C—McCurdy Charter School	C—McCurdy Charter School	31	23	54	57
C—Media Arts Collaborative	C—Media Arts Collaborative	4	3	7	57
C—Monte del Sol Charter School	C—Monte del Sol Charter School	5	0	5	100
C—Mosaic Academy Charter Schools	C—Mosaic Academy Charter School	2	0	2	100
C—New Mexico School for the Arts Charter	C—New Mexico School for the Arts Charter	45	6	51	88
C—Nuestros Valores Charter School	C—Nuestros Valores Charter School	29	4	33	88
CORONA	Corona High School	44	11	55	80
C—Public Academy for Performing Arts	C—Public Academy for Performing Arts	48	6	54	89
C—School of Dreams Academy	C—School of Dreams Academy	17	0	17	100
C—Taos Academy Charter School	C—Taos Academy Charter School	14	5	19	74
C—Taos Charter School	C—Taos Charter School	10	1	11	91
C—The Learning Community Charter School	C—The Learning Community Charter School	172	62	234	74
C—The Master's Program	C—The Master's Program	70	6	76	92
C—Tierra Adentro Charter School	C—Tierra Adentro Charter School	39	3	42	93
C—Tierra Encantada Charter School	C—Tierra Encantada Charter School	102	17	119	86
C—Turquoise Trail Charter School	C—Turquoise Trail Charter School	2	0	2	100
CUBA	Cuba Independent Schools	72	36	108	67
C—Vista Grande Charter School	C—Vista Grande Charter School	13	14	27	48
C—Walatowa Charter	C—Walatowa Charter	19	13	32	59
DEMING PUBLIC SCHOOLS	Deming High School	30	11	41	73
DES MOINES MUNICIPAL SCHOOLS	Des Moines High School	18	3	21	86
DEXTER	Dexter High School	29	1	30	97
ESPAÑOLA PUBLIC SCHOOLS	Carlos Vigil Middle School	9	7	16	56
Española Public Schools	Española High School	34	66	100	34
Española Public Schools	Española Military Academy	0	9	9	0
ESTANCIA	Estancia High School	143	3	146	98
FARMINGTON	Farmington High School	375	77	452	83

IDEAL-NM STATISTICS
Fall 2008—Summer 2014 (cont.)

JJS = Juvenile Justice Services;   P = Total Pass;   F = Total Fail;   C = Total Complete;   PR = Overall Pass Rate as a %

DISTRICT	SCHOOL	PASS	FAIL	TOTAL	PR %
Farmington	Piedra Vista High School	110	43	153	72
Farmington	Rocinante High School	8	8	16	50
FORT SUMNER	Fort Sumner High School	22	15	37	59
GADSDEN	Gadsden High School	2	2	4	50
Gadsden	Santa Teresa High School	2	0	2	100
GALLUP MCKINLEY	Crownpoint High School	9	1	10	90
Gallup McKinley	Gallup High School	1	0	1	100
Gallup McKinley	Hiroshi Miyamura High School	56	39	95	59
Gallup McKinley	Ramah Middle and High School	7	0	7	100
GRANTS CIBOLA COUNTY SCHOOLS	Grants High School	28	2	30	93
Grants-Cibola County Schools	Laguna Acoma Jr./Sr. High School	14	8	22	64
HAGERMAN	Hagerman	20	7	27	74
HATCH	Hatch Valley High School	33	6	39	85
HONDO	Hondo Valley High School	50	2	52	95
IDEAL-NM HOME SCHOOL	IDEAL-NM Home School	60	10	70	86
JAL	Jal	0	1	1	0
JEMEZ VALLEY	Jemez Valley High School	27	2	29	93
JJS—Foothills	JJS—Foothills High School	10	5	15	67
JJS—Sierra Blanca	JJS—Sierra Blanca	0	1	1	0
LAKE ARTHUR MUNICIPAL SCHOOLS	Lake Arthur High School	11	1	12	92
LAS CRUCES PUBLIC SCHOOLS	Las Cruces Public Schools	621	32	653	95
LAS VEGAS CITY SCHOOLS	Robertson High School	40	4	44	91
LOGAN	Logan High School	2	0	2	100
Logan	Ute Lake Online Learning Center	1	2	3	33
LOS ALAMOS	Los Alamos High School	155	20	175	89
LOS LUNAS PUBLIC SCHOOLS	Los Lunas High School/Valencia High School	10	4	14	71
LOVING	Loving High School	191	6	197	97
LOVINGTON MUNICIPAL SCHOOLS	Lovington High School	5	1	6	98
MAGDALENA	Magdalena High School	58	1	59	98
MAXWELL	Maxwell High School	135	17	152	89
MESA VISTA	Mesa Vista High School	79	35	114	69
MORA	Mora High School	96	33	129	74
MOSQUERO MUNICIPAL SCHOOLS	Mosquero High School	2	2	4	50
MOUNTAINAIR PUBLIC SCHOOLS	Mountainair High School	172	11	183	94
PEÑASCO	Peñasco High School	37	8	45	82
P—LAS CRUCES CATHOLIC SCHOOL	NP—Las Cruces Catholic School	19	6	25	76
P—MESILLA VALLEY CHRISTIAN SCHOOL	NP—Mesilla Valley Christian School	67	12	79	85
P—NEW MEXICO MILITARY INSTITUTE	NP—New Mexico Military Institute	46	2	48	96
POJOAQUE	Pojoaque High School	68	20	88	77

IDEAL-NM STATISTICS Fall 2008—Summer 2014 (cont.)					
NP = Nonpublic; P = Total Pass; F = Total Fail; C = Total Complete; PR = Overall Pass Rate as a %					
DISTRICT	SCHOOL	PASS	FAIL	TOTAL	PR
NP—SANTA FE INDIAN SCHOOL	NP—Santa Fe Indian School	28	0	28	100
NP—VALLEY CHRISTIAN ACADEMY	NP—Valley Christian Academy	4	7	11	36
QUEMADO	Quemado High School	55	1	56	98
QUESTA	Questa Independent Schools	157	12	169	93
RATON	Raton High School	59	1	60	98
RESERVE	Reserve High School	224	2	226	99
RIO RANCHO	Rio Rancho High School	10	1	11	91
ROSWELL	Berrendo Middle School	9	0	9	100
Roswell	Goddard High School	0	3	3	0
Roswell	Roswell High School	2	0	2	100
Roswell	Sidney Gutierrez Middle School	4	0	4	100
ROY	Roy High School	13	1	14	93
RUIDOSO	Ruidoso High School	24	5	29	83
SAN JON	San Jon Municipal Schools	11	1	12	92
SANTA FE PUBLIC SCHOOLS	Academy at Larragoite	0	6	6	0
Santa Fe Public Schools	Santa Fe High School	4	1	5	80
SANTA ROSA CONSOLIDATED SCHOOLS	Santa Rosa High School	37	0	37	100
Santa Rosa Consolidated Schools	Santa Rosa Middle School	2	0	2	100
SILVER	Cliff School	19	1	20	95
Silver	Silver High School	9	1	10	90
SOCORRO	Socorro High School	53	2	55	96
SPRINGER	Springer High School	57	5	62	92
TATUM	Tatum Secondary Schools	23	3	26	88
TEXICO	Texico High School	5	2	7	71
TRUTH OR CONSEQUENCES MUNICIPAL SCHOOLS	Hot Springs High School	19	8	27	70
Truth or Consequences Municipal Schools	Truth or Consequences High School	6	0	6	100
Truth or Consequences Municipal Schools	Truth or Consequences Middle School	9	4	13	69
TUCUMCARI	Tucumcari	41	14	55	75
TULAROSA	Tularosa Municipal Schools	1	0	1	100
VAUGHN	Vaughn High School	13	3	16	81
WEST LAS VEGAS PUBLIC SCHOOLS	West Las Vegas High School	5	0	5	100
ZUNI	Twin Buttes High School	82	93	175	47
Zuni	Zuni High School	210	84	294	71
Zuni	Zuni Middle School	54	19	73	74
TOTAL		8,516	1,539	10,055	85

Courses Offered

All of the courses listed below are offered through the IDEAL-NM statewide virtual school, and nearly all are available gratis on a district's eLearning portal. ** Courses are not available due to vendor restrictions on licensing. Schools/districts may use the courses in blended, supplemental, or fully online environments. In addition, schools/districts are enhancing courses, thereby expanding the IDEAL-NM course repository, which is available to all schools/districts statewide.

SCIENCE	MATH	SOCIAL STUDIES
Astronomy	Pre-Algebra	Economics*
Biology	Algebra 1	New Mexico History*
Chemistry	Algebra 2	U.S. Government*
Earth Science (6th grade)	Geometry	U. S. History and Geography
Environmental Science	Calculus	World History and Geography
Geology	Elementary Functions	8th Grade Social Studies**
Introduction to Cell Biology	Consumer Math	7th Grade Social Studies
Life Science (7th grade)	Probability and Statistics	6th Grade Social Studies**
Nanoscience*	Geometry (Honors)	**Languages**
8th Grade Physical Science	6th Grade Math	French 1
Physics	7th Grade Math	French 2
Physics (Honors)	Financial Literacy Math	Spanish 1
Physical Science	Trigonometry*	Spanish 2
Introduction to Cell Biology	Pre-Calculus**	Spanish 3
Life Science (7th grade)		

FINE ARTS AND ELECTIVES	LANGUAGE ARTS	ADVANCED PLACEMENT
ACT/SAT Preparation*	English 1 (Freshman)	AP Environmental Science
Art Appreciation	English 2 (Sophomore)	AP Calculus A/B
Career Exploration*	Honors English 2 (Sophomore)	AP US History and Geography
Computer Fundamentals Comparative Religion	English 3 (Junior)	AP US Government and Politics
Creative Art	English 4 (Senior)	AP Biology
Digital Photography	Creative Writing*	AP Psychology
Entrepreneurship*	Grammar and Composition*	AP Literature and Composition
Financial Literacy*	Language Arts (8th grade)	AP Spanish Language
General Business*	Language Arts (7th grade)	AP French Language
Health Education* (This elective is required.)	Language Arts (6th grade)	AP English Literature and Composition
Media Literacy*	**HEALTH AND PHYSICAL EDUCATION**	
Driver Education*	Health Education*	
Psychology	Physical Education	
*Denotes 1-semester course		

Credits Generated by Local, Distance, Learning Sites

IDEAL-NM helps P–12 schools to facilitate the following:

- Expand course offerings—languages, math, science, technology, advanced placement, electives, honors, and more
- Resolve conflicts in student schedules
- Provide dual credit, credit-recovery, summer school, and home-bound options
- Provide highly qualified teachers and reduce teacher-pupil ratios
- Increase student technology skills
- Meet statutory requirements for high school graduation

All course completions are reported to the local education agency (LEA). Credits are generated by local distance learning sites, and the transcript is provided by the LEA.

Student and Teacher Accountability Reporting (STARS) Data

The following student and teacher accountability reporting data is available for the school year 2013–2014:

- The STARS data includes a course content code identifying an IDEAL online course

- From July 1, 2013 to June 30, 2014, there were 45 teachers who taught an IDEAL-NM course that had course completions

The following trends are a summary of highlights from *A National Primer on K–12 Online Learning (Version 2, 2010)* available at www.inacol.org .

"Emerging issues and trends—several important issues are emerging as online learning becomes more widespread and evolves into offerings at the district level. A key issue is the role of blended learning—a mix of online and face-to-face instruction. Other issues are competency-based learning, school turnarounds, and mobile learning.

Blended learning
One development capturing the online learning limelight is blended learning—schools, courses, and programs that combine online and supervised brick-and-mortar elements. (Such programs are often also described as "hybrid"—*Keeping Pace* has chosen to consider the terms interchangeable, though some practitioners point to degrees of difference.)

The emergence and growth of blended learning creates a set of definitional, policy, and practice questions that—in some ways—mirror the questions that were being raised around online learning ten years ago. They include:
- What is blended learning? Can it be precisely defined?
- Does blended learning use significantly different practices than either online or face-to-face instruction?
- Should blended learning be treated differently from online learning in terms of policy?

Benefits of blended learning
The most important potential benefit of blended learning is increased student engagement and learning. While many blended learning programs are so new that data over multiple years are not yet available, some programs are already showing promising results.

In addition to the most important benefit, student learning, there are several additional potential benefits:
- Potential cost savings in physical structure
- 21st century skills development
- Enriched experience for the student
- Enhanced personalization of learning
- Increased communication and support

Using blended learning as a model for school turnaround
The benefits of a blended model are clear. It provides students with the cultural and social strengths of the traditional physical school, including physical education, music, art, lunch in the cafeteria, recess, and transportation. Teachers are more able to customize learning and allow students to learn at different paces. Students can be assessed on a far more regular basis when much of their activity is online. Some schools, like the School of One in New York City, measure progress daily. This allows the school to measure whether or not the model is working—from an individual student, classroom, grade level, and whole-building perspective, which is critical as any school attempting a turnaround tries to change its low-performing rating.

With the increased interest in blended schools as a turnaround model, organizations with expertise in online learning are partnering with others who provide instructional, assessment, or school turnaround experience. Other educational management organizations are starting with a focus on school turnarounds using a blended approach.

Competency-based learning[4]
"Both the bored and the bewildered see their motivation for achievement shredded by the system."
　　　"How 'Disruptive Innovation' Will Change the Way We Learn" by Clayton M. Christensen, Michael B. Horn, and Curtis W. Johnson. Education Week, June 4, 2008.

Competency-based learning is a second key trend affecting online learning in 2010. Though the competency-based push is not limited to online/blended learning, the two are closely linked.

Educators and policy makers are increasingly recognizing that seat time is a poor proxy for student learning. A focus on seat time leads struggling students to be socially promoted each year and find themselves in community college with 4th grade math skills. At the same time, it leads students who are accelerated to be stuck in a class that is moving more slowly than they would choose, leading to boredom and related problems. Rather than making time the constant and allowing mastery to vary, competency-based approaches make mastery the measure by which students move on to the next lesson, unit, course, or grade—regardless of how much time it takes.[5]

Shifting from seat time to a competency-based approach requires significant changes in both policy and practice. As of September 2010, the number of competency-based programs in place is small.

Competency-based learning does not have to be implemented as a system-wide change; it can be offered as an alternative path for individual students or schools. An additional challenge is that for systems that have had high levels of social promotion, requiring students to demonstrate competence may appear to slow their progression—but only because their progression will, for the first time, be based on actual learning.

Mobile learning: the next 'next big thing'?
There are signs that mobile learning may be about to take off that include:
- While the balance has traditionally been heavily tilted toward post-secondary rather than K–12 education, that still leaves plenty of first-generation iPod-ready learning objects for those seeking a gentle entry into mobile learning.
- Pockets of pioneering educators have begun creating their own podcasts as part of an eclectic, home-grown approach to virtual instruction.
- The newly emerging category of education "apps" for the iPhone and Android phones takes mobile learning beyond non-interactive podcasts.
- Along with iTunes/iPhone app developers like gWhiz and Hawk Ridge Consulting, K–12 mobile learning is being nudged along by companies from two sides of the online learning world. Companies like Emantras that cut its teeth in higher education or corporate environments are now deep in conversation with publishers to repurpose content for "mobile21" delivery to a variety of devices.
- Leading online content and platform providers—from Apex Learning to Blackboard who dominate the K–12 virtual learning landscape—are developing and providing mobile tools in anticipation of the next frontier. Blackboard, for example, has recently released its mobile learning solution—promoting collaboration and productivity between teachers, students, and parents through a variety of mobile devices.

And where are the mobile learning users? It is telling that leading states and districts in the market for next-generation online learning platforms are all including mobile learning on their punch lists."[6]

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[4] This section is based in part on a forthcoming white paper being published by iNACOL.
[5] For example, the report "*The Silent Epidemic*" found that nearly half (47%) of all students drop out because they are bored; Civic Enterprises (March 2006), Http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf.
[6] *A National Primer on K–12 Online Learning (Version 2, 2010)*, by Matthew Wicks and published by the International Association for K–12 Online Learning (iNACOL), pages 40–48. Available at www.inacol.org.

Conclusion

"Technology-based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the education system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educators' competencies and expertise over the course of their careers."[7]

IDEAL-NM's services and technology have greatly exceeded expectations due to innovative program implementation and development by dedicated staff and stakeholders. To accomplish its objectives, IDEAL-NM provides eLearning services for P–20+ learners through the following:

- New Mexico's eLearning Service Center
- Statewide virtual school/Cyber Academy
- Online courses
- Clearinghouse
- Learning Management System (LMS) (development and implementation of district/school online and blended learning programs deployed within the statewide LMS)

It is essential that IDEAL-NM continue to provide quality administrative and technical support to ensure P–20 student success.

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[7] *National Education Technology Plan 2010*, Executive Summary, page 7.

Glossary and Acronyms
Appendix 1: K–12 Web Portals
Appendix 2: State Agency and Community Organization/Non Profit Portals
Appendix 3: Tribal Colleges Portals

Glossary

Alignment Matrix
Demonstrates correlation of organizational goals and project goals

Blended Learning
"The simplest definition of blended learning is that it is an educational practice that combines elements of online and brick-and-mortar teaching and learning, but this definition is not nearly comprehensive. The International Association for K–12 Online Learning (iNACOL) defines blended learning as having three dimensions that demarcate the concept."[8]

1. Scope may be a "blended learning program" or a "blended course";
2. Blended learning combines two delivery modes of instruction, online and face-to-face; the communication in both modes is enhanced by a learning management system;
3. The role of the teacher is critical, as blended learning requires a transformation of instruction as the teacher becomes a learning facilitator; instruction involves increased interaction between student-and-instructor, student-to-content, and student-to-student.

Although "blended learning is a noun, the term "blended" can also be an adjective that describes different units of education. "Blended" may describe:

- A course that combines face-to-face instruction and online instruction.
- A school that combines some fully face-to-face courses and some fully online courses.
- A school that offers mostly or entirely blended courses.
- A student's coursework, if the student is self-blending by taking a la carte courses from a virtual school while also attending a traditional brick-and-mortar school.

Because blended combines online and face-to-face instruction, primarily at either the course or school level, one might argue that any course that is not entirely face-to-face or entirely online is by definition blended. Although this may be true in a semantic sense, it is not helpful in terms of defining practices or creating policies.

Two elements describe blended learning in a way that is useful in policy and practice:

1. Blended should describe courses and schools that have significant components of both online and face-to-face instruction and/or curriculum. A school that is online but has the option of a drop-in center for students, for example, should be considered online. A face-to-face course that adds a few digital resources, but does not require their use, and does not shift instruction to the online environment, should be considered face-to-face.
2. Blended learning should significantly expand or transform instruction and learning.

Both of the above points defy easy categorization. Blended learning has sometimes been based on the percentage of instruction that takes place online, but the precision of a number (e.g., 65 percent of instruction takes place online) obscures the fact that, in practice, determining a percentage of instruction is difficult. The second point, that blended learning should expand or transform learning, may be the salient point, but the question of how to determine transformation remains.

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[8] *A National Primer on K–12 Online Learning (Version 2, 2010)*, by Matthew Wicks and published by the International Association for K–12 Online Learning (iNACOL). Available at www.inacol.org.

One important way that a blended approach can transform instruction is by providing a rich data stream about a student's learning that can be used by that student's teachers—both online and offline—to provide truly differentiated instruction. For example, in a blended middle school, reading comprehension data from students' online social studies course can be used by the face-to-face language arts teacher to determine small groups in the physical classroom."[9]

Content Management System (CMS)
Computer system that allows publishing, editing, and modifying content, as well as site maintenance, from a central page—it provides a collection of procedures used to manage workflow in a collaborative environment. These procedures can be manual or computer based.

Course Provider
Person that supplies educational course content for distance learning courses

Cyber Academy
Department's collaborative program that offers distance learning courses to all local distance learning sites

Distance Learning Course
Educational course that is taught where the student and primary instructor are separated by time or space and linked by technology

Distance Learning Student
Student who is enrolled in one or more distance learning courses for credit

Learning Management System (LMS)
Software application that facilitates online instruction and interaction between teachers and distance learning students. It allows for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content—a robust LMS should be able to do the following:

- Replace teachers, that's why this page is part of some courses, replacing teachers' work
- Centralize and automate administration
- Use self-service and self-guided services
- Assemble and deliver learning content rapidly
- Consolidate training initiatives on a scalable web-based platform
- Support portability and standards
- Personalize content and enable knowledge reuse

Local Distance Learning Site
School district or charter school that offers and grants credit for distance learning courses to distance learning students enrolled in the school district or charter school

Portal
A Web-based interface for users

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[9] *Keeping Pace with K–12 Online Learning 2010*, Evergreen Education Group, pages 40–41, www.evergreenedgroup.com.

Primary Enrolling District
School district or charter school in which the distance learning student is enrolled

Regional Host
Educational institution or other person selected by the cyber academy to coordinate the delivery of distance learning courses within a broad geographic region of the state

Service Center
Single central facility where administrative and management functions of the cyber academy are physically located in New Mexico

Acronyms

CCSS	Common Core State Standards
CMS	Content Management System
IES	Institute of Education Sciences
LMS	Learning Management System
NETP	National Education Technology Plan 2010
PED	Public Education Department
SIS	Student Information System
STARS	Student Teacher Accountability Reporting System
UNM	University of New Mexico

Appendix 1: K–12 Web Portals

In District Schools

DISTRICT	USER ACCOUNTS	PORTAL ADMINISTRATORS
Alamogordo Public Schools	7	0
Animas Municipal Schools	96	2
Artesia Public Schools	2,319	3
Aztec Municipal Schools	2,170	3
Bloomfield Public Schools	1,232	2
Capitan Public Schools	118	5
Carrizozo Public Schools	77	1
Central Consolidated Schools	629	4
Chama Valley Schools	2	0
Cimarron Municipal Schools	433	2
Clayton Municipal Schools	69	0
Cloudcroft Public Schools	42	1
Corona Public Schools	34	1
Deming Municipal Schools	286	0
Des Moines	5	0
Dexter Consolidated Schools	6	0
Española Public Schools	4	1
Estancia Municipal Schools	81	1
Gadsden City Schools	1,954	1
Grants Cibola County Schools	6	0
Hagerman School District	17	1
Hatch Municipal Schools	218	1
Hobbs Municipal Schools	1	0
Hondo Valley Public Schools	7	1
Jemez Mountain Schools	0	*
Jemez Valley Public Schools	107	1
Las Cruces Public Schools	41,773	1
Las Vegas School District	0	*
Logan Municipal Schools	19	0
Lordsburg Municipal Schools	216	1
Los Alamos Public Schools	45	0
Los Lunas Public Schools	2	0
Loving Municipal Schools	267	5
Lovington Public Schools	0	0
Maxwell Public Schools	87	1
Mesa Vista Consolidated Schools	53	2
Mosquero Municipal Schools	11	0
*The portals for this site are maintained. However, there are inactive users at this site.		

District	User accounts	Portal Administrators
Pecos Independent Schools	3	0
Portales High School	782	3
Pojoaque Valley Schools	28	2
Questa Independent Schools	2	1
Quemado Independent Schools	1	0
Raton Public Schools	39	0
Reserve Municipal Schools	12	1
Roswell Independent Schools	75	2
Roy Municipal Schools	9	0
Ruidoso Public Schools	449	3
Socorro Consolidated Schools	11	0
Springer Municipal Schools	10	1
Truth or Consequences Municipal Schools	557	2
Taos Municipal Schools	54	2
Texico Municipal Schools	2	1
Tularosa Public Schools	197	2
Vaughn Municipal Schools	3	0
Zuni Public Schools District	58	0
Total School Districts	**54,685**	**56**

In Charter Schools

CHARTER SCHOOL	USER ACCOUNTS	PORTAL ADMINISTRATORS
Academia de Lengua y Cultura	2	2
ACE Leadership High School	7	0
Albuquerque Talent Development Charter School	93	2
Alma d'Arte Charter High School	2	0
Amy Biehl Charter High School	0	0
Anthony Charter School	5	2
Bataan Miltary Academy	38	1
Corrales International School	258	1
Cottonwood Classical Preparatory Charter School	298	2
Creative Education Prep Institute Charter School	142	1
Deming Cesar Chavez Charter High School	1	0
East Mountain High School	30	1
Gordon Bernell Charter High School	1	1
Media Arts Consolidated Charter School	237	2
New Mexico School for the Arts	236	2
Nuestros Valores Charter School	3	2
Robert F. Kennedy Charter High School	521	3
Sena Charter High School	1069	2
Taos Academy Charter School	9	0
The Learning Community Charter School	25	2
TOTAL CHARTER SCHOOLS	**2,977**	**26**

In State, Private, and BIE Schools

STATE SCHOOL	USER ACCOUNTS	PORTAL ADMINISTRATORS
NM School for the Blind and Visually Impaired	*	*
IDEAL-NM	10,367	2
TOTAL STATE SCHOOLS	**10,367**	**2**
*The portals for this site are maintained. However, there are inactive users at this site.		

PRIVATE SCHOOL	USER ACCOUNTS	PORTAL ADMINISTRATORS
St. Michael's High School	693	0
Southwestern College CEU	1	0
TOTAL PRIVATE SCHOOLS	**694**	**0**

BIE SCHOOL	USER ACCOUNTS	PORTAL ADMINISTRATORS
Santa Clara Day School	24	0
Santa Fe Indian School	5	0
TOTAL BIE SCHOOLS	**29**	**0**

Appendix 2: State Agency and Community Organization/Non Profit Portals

The following New Mexico agencies have requested and implemented a portal.

REC—REGIONAL EDUCATIONAL COOPERATIVES	USER ACCOUNTS	PORTAL ADMINISTRATORS
REC 10	26	2
REC 3	116	0
REC 4	3	2
REC 9	98	1
TOTAL RECS	**243**	**5**

COMMUNITY AND NON-PROFIT ORGANIZATIONS	USER ACCOUNTS	PORTAL ADMINISTRATORS
Center for Development and Disability	284	1
Center for the Education and Study of Diverse Population	111	2
Dyslexia	2,208	7
ed360	1	1
Engaging Latino Communities for Education (ENLACE)	31	2
ENLACE Southern	11	1
Institute of Professional Development Online	1	1
K–3 Plus	438	5
New Mexico Association of School Business Officials	3	1
New Mexico Coalition of School Administrators	*	*
New Mexico College Access Network	2	0
New Mexico Leadership Institute	1	1
New Mexico Master's Program	137	2
New Mexico Math Engineering Science Achievement		
New Mexico Regional Education Technology Assistance	171	2
New Mexico School Leadership Institute	3	1
New Options New Mexico	198	2
Northern New Mexico Network for Rural Education	1	1
Playas Training and Research Center	102	0
TEACH NM	114	1
TOTAL COMMUNITY AND NON-PROFIT ORGANIZATIONS	**3,819**	**22**

*The portals for this site are maintained. However, there are inactive users at this site.

NEW MEXICO STATE AGENCY	USER ACCOUNTS	PORTAL ADMINISTRATORS
Adult Basic Education	43	0
Aging and Long Term Services	227	1
Board of Nursing	1	0
Children Youth and Family Department	4,229	10
Commission for Deaf and Hard of Hearing	2	0
Corrections Department	102	1
Department of Game and Fish	5	0
Department of Health	128	2
Department of Information Technology	1	1
Department of Transportation	63	1
Department of Workforce Solutions	24	2
Division of Vocational Rehabilitation	3	1
Eastern Area Workforce Development Board	4	0
Energy, Minerals, and Natural Resources Department	5	0
Environment	674	0
Fire Training Academy	2	2
Higher Education Department	2	0
Human Services Division	3,768	10
IDEAL-NM Training Portal	147	1
Motor Vehicle Department	638	1
Mounted Patrol	0	0
Museum of Natural History and Science	0	0
New Mexico SPHERE	42	3
Office of Faith Based and Community Initiatives	1	1
Office of State Auditor	1	0
Office of State Engineer	297	
Public Education Department	1025	6
Regulation and Licensing	45	3
Risk Management	4	3
Rural Education Bureau	1	0
State Library	23	3
State Personnel	14,228	1
State Purchasing	15	0
State Records Center and Archives	278	3
Taxation and Revenue Department	475	3
Technology Assistance Program	10	
TOTAL STATE AGENCIES	**26,511**	**59**

Appendix 3: Tribal Colleges Portals

TRIBAL COLLEGE	USER ACCOUNTS	PORTAL ADMINISTRATORS
Institute of American Indian Arts (IAIA)	7	1
IAIA Center for Lifelong Education	2	1
Southwestern Indian Polytechnic Institution	761	2
DINÉ	5	0
TOTAL TRIBAL COLLEGES	**775**	**4**