

# Question and Answers Prior to Board of Education Meeting

## May 3, 2023

### Consideration for Approval of the 2023-2024 Fine Arts Education Act (FAEA) Application for Funding (pages 10-24 in the digital packet)

What is the student teacher ratio for our 89 music teachers and for the 81 art teachers? I'm thinking about some of my larger enrollment schools like Tierra Antigua with 805 students & Ventana Ranch with 602. If you could give me information about music and art at these 2 schools.

The approximate ratio we use for elementary music and art FTE is based on student enrollment:

- 300 students or less = .5 FTE (teacher is assigned to two schools)
- 301-500 students = 1.0 FTE
- 502- 800 students = 1.5 FTE
- 801 - 1000 students = 2.0 FTE

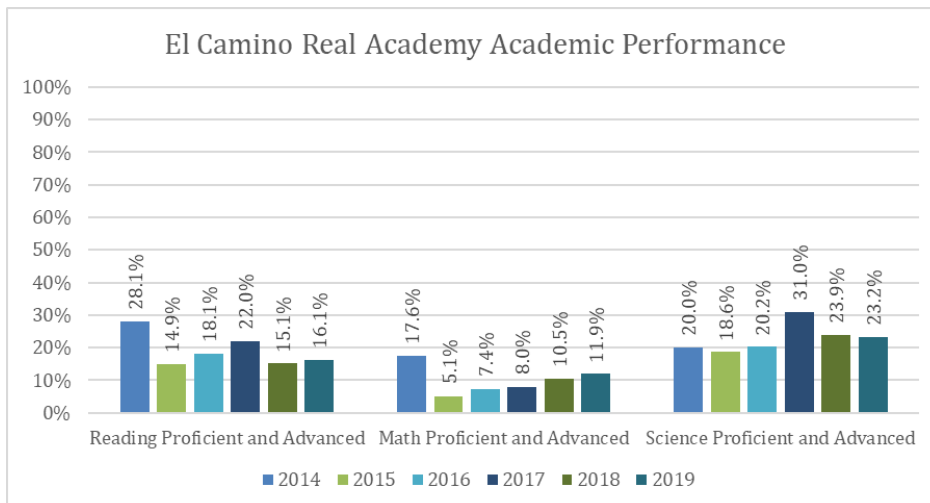
If an elementary school has both music and art, these FTE would double.

Also, the Fine Arts Education Act is K-6th, so the 89 music and 81 art include our middle school choir teachers and some art and drama teachers as well.

### Consideration of the Approval of the Contract and Performance Framework for El Camino Real Academy (pages 28-67)

Please give us your NM Standard Based Assessment Results/PARCC/SAT(whichever assessment was being used during the following times) in Reading/ELA, Math & Science for your 4 cohorts: SY2017-18, SY2018-19, SY2021-22.

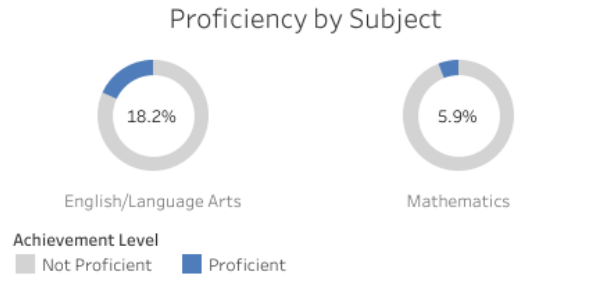
Below are the proficiency results:



Summary School Detail

# New Mexico Measures of Student Success and Achievement (NM-MSSA) - Summary (2021-2022)

Select Learning Zone(s) All Select School Level(s) All Select School El Camino Real Academy School Select Grade(s) All



### Proficiency by Subject and Gender

	English/Language Arts		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
Female	78.0%	22.0%	93.9%	6.1%
Male	85.2%	14.8%	94.3%	5.7%

### Proficiency by Subject and Grade

Grade	English/Language Arts		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
Grade 3	90.5%	9.5%	100.0%	0.0%
Grade 4	88.9%	11.1%	100.0%	0.0%
Grade 5	77.8%	22.2%	92.6%	7.4%
Grade 6	83.3%	16.7%	79.2%	20.8%
Grade 7	83.8%	16.2%	94.6%	5.4%
Grade 8	70.6%	29.4%	97.1%	2.9%

### Proficiency by Subject and Race/Ethnicity

Race/Ethnicity	English/Language Arts		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
Asian	100.0%	0.0%	50.0%	50.0%
Black/African American	66.7%	33.3%	100.0%	0.0%
Hispanic	83.1%	16.9%	94.4%	5.6%
White/Caucasian	80.0%	20.0%	100.0%	0.0%

### Proficiency by Subject and English Learner Status

English Learner Status	English/Language Arts		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
Student Current EL	87.2%	12.8%	96.5%	3.5%
Student Exited Year 2	50.0%	50.0%	50.0%	50.0%
Student Exited Year 3	100.0%	0.0%	100.0%	0.0%
Student Exited Year 4	100.0%	0.0%	100.0%	0.0%
Student Exited Year 5+	100.0%	0.0%	100.0%	0.0%
Student Never EL	79.5%	20.5%	93.6%	6.4%

### Proficiency by Subject and Economic Status

Economic Status	English/Language Arts		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
Free/Reduced-Price Meals	81.8%	18.2%	94.1%	5.9%

### Proficiency by Subject and Special Education Status

Special Education Status	English/Language Arts		Mathematics	
	Not Proficient	Proficient	Not Proficient	Proficient
Students with Disabilities	100.0%	0.0%	100.0%	0.0%
Regular Education and Gifted-o...	79.2%	20.8%	93.3%	6.7%

Source: New Mexico Public Education Department online assessment portal student-level extract files extracted on August 26, 2022.  
 Published by Albuquerque Public Schools, Strategic Analysis & Program Research (SAPR) on August 27, 2022.

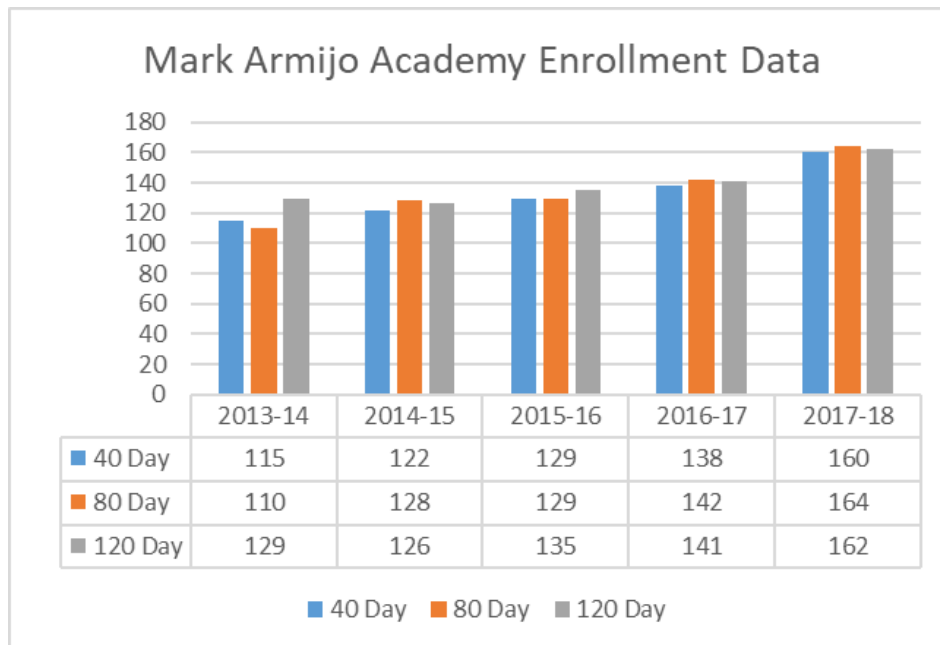
*We have forwarded the following questions to El Camino Real Academy and asked that they address them during their opening comments:*

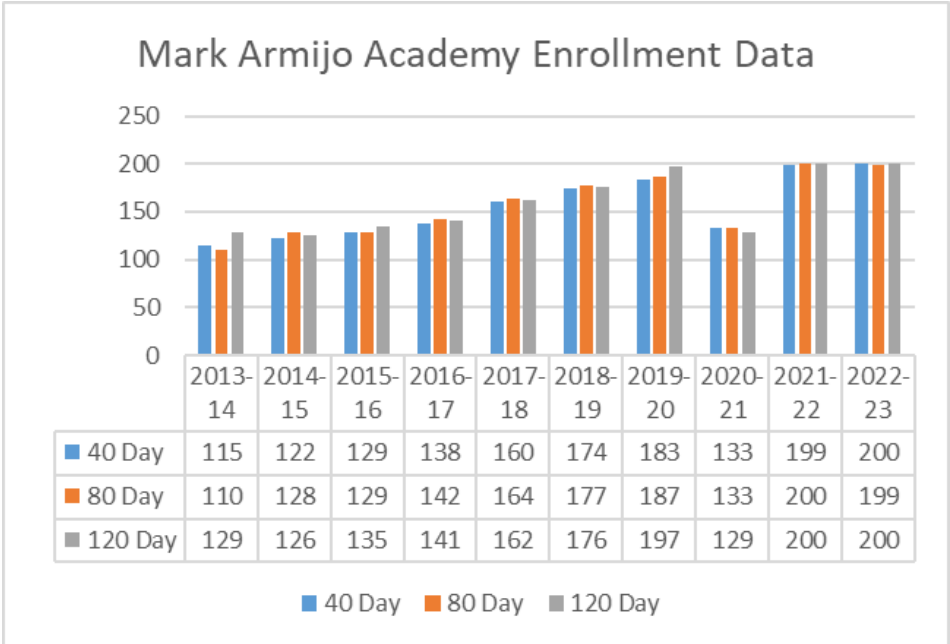
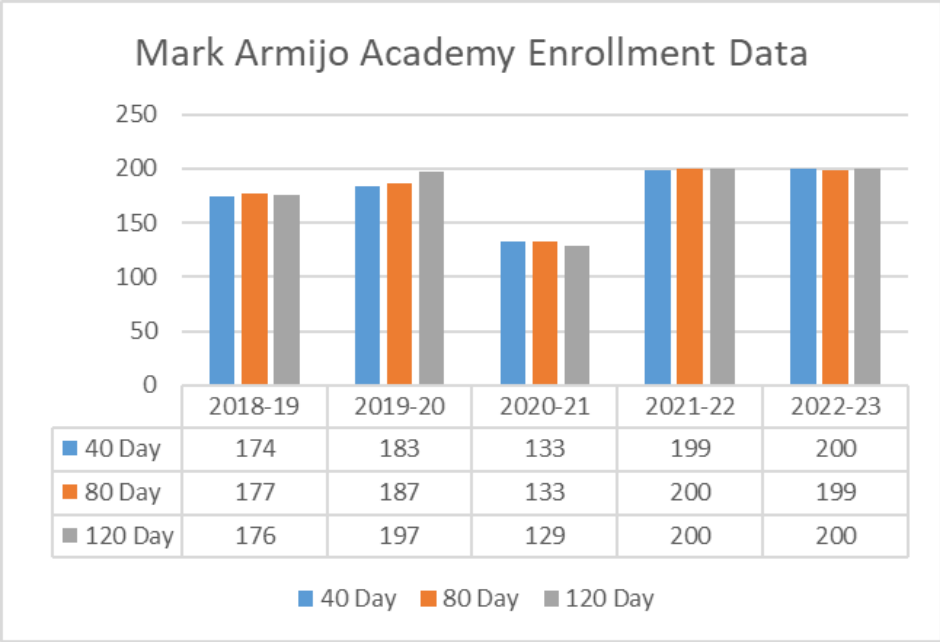
- What was your academic growth rate in ELA/Reading, Math & Science for each cohort during the years that PARCC was being administered?
- What was the average proficiency rate for each cohort in ELA, Math & Science in 2022 and if you achieve a 5% proficiency rate increase what would those proficiency rates look like this 2022-23 school year?
- Do you feel that your outlined Academic Performance Indicators are achievable and do you feel they are competitive with peer schools around the country?

- Have you met or made 'substantial progress toward minimum student performance or educational standards' the last 5 years? And if you haven't, why haven't you?
- Pg. 66-Mission Specific Goal 1 may need to be rewritten to make it more clear. This goal says, "a standards-based rubric designed by teachers at the conclusion of 4th, 8th and 11th grades."
  - Does this mean that this rubric is written by teachers at the end of the school year? Will the rubric be rewritten "at the conclusion of 4th, 8th & 11th grade" every year or will the same rubric be used for the next 5 years?
  - Based on the rubric what is the criteria that determines proficiency? Grade level proficiency be measured only at the end of the school year for 4th, 8th & 11th graders?
  - This goal starts with "Students at El Camino Real Academy", but this goal doesn't pertain to all Camino Real students, but only to 4th, 8th & 11th graders, correct?
  - Some thoughts on making this goal a little more clear: 'At the conclusion of the school year, El Camino Real Academy 4th, 8th & 11th grade students (or 4th, 8th, & 11th graders) will demonstrate proficiency in Science, Technology, Engineering, Art, Agriculture and Mathematics competencies as measured using a teacher designed standards-based rubric'.
- Pg. 71-How can you say 'meeting standard' if you may be out of compliance with up to 8 IEP's or 4 evaluations not completed on time?
  - Are the numbers you've chosen in order to 'meet standard' arbitrary numbers?
  - If they are not arbitrary, what was the method used to arrive at these numbers?

### Consideration of the Approval of the Amendment to the Contract for Mark Armijo Academy (pages 78-83)

Please give us your enrollment data for 2016-17, 2015-16, 2014-15 & 2013-14.





*We have forwarded the following questions to Mark Armijo Academy and asked that they address them during their opening comments:*

- As I look at your enrollment from the last 6 years your enrollment hasn't increased much, so why the need to increase your enrollment?
- Across the country enrollment is expected to continue decreasing. Do you expect your school will buck that trend?

- Lay out your justification for wanting to increase your cap?
- From which schools do you expect you will draw this increased enrollment from?
- What areas of the city do the majority of your students come from?
- We are always talking about a diverse student body what are your plans to increase your school's diversity (95% Hispanic, 3.5% Caucasian, 1.5% African American & 0% Native American)?
- Why would you want to bring more students into your school with such abysmal academic outcomes? 91.7% of your students are NOT PROFICIENT in ELA and 100% are NOT PROFICIENT IN MATH?
- What are your top administrative salaries and do you feel that they are justified with these failing academic scores?
- Do you think you owe the students and parents accountability as you are supposed to be preparing our students for their future? If you feel accountable, how are you being held accountable for your students' academic achievement?

## Follow-Up Question from Previous Meetings

Does the district's budget reflect a deliberate/organized conversation around reading programs that accommodate a variety of children's learning needs, but special education students especially?

Thank you for raising this critical question and carefully considering how our curricula support all learners with special consideration for students demonstrating characteristics of dyslexia and those who qualify for special education services.

According to the International Dyslexia Association, the most effective approach for reading instruction for students with characteristics of dyslexia is Structured Literacy. Structured Literacy explicitly, systematically, cumulatively, and diagnostically addresses phonology, orthography (sound-symbol association and syllable instruction), morphology, syntax, and semantics. Furthermore, Structured Literacy is multimodal, encouraging students to see, hear, say, and write the targeted concepts.

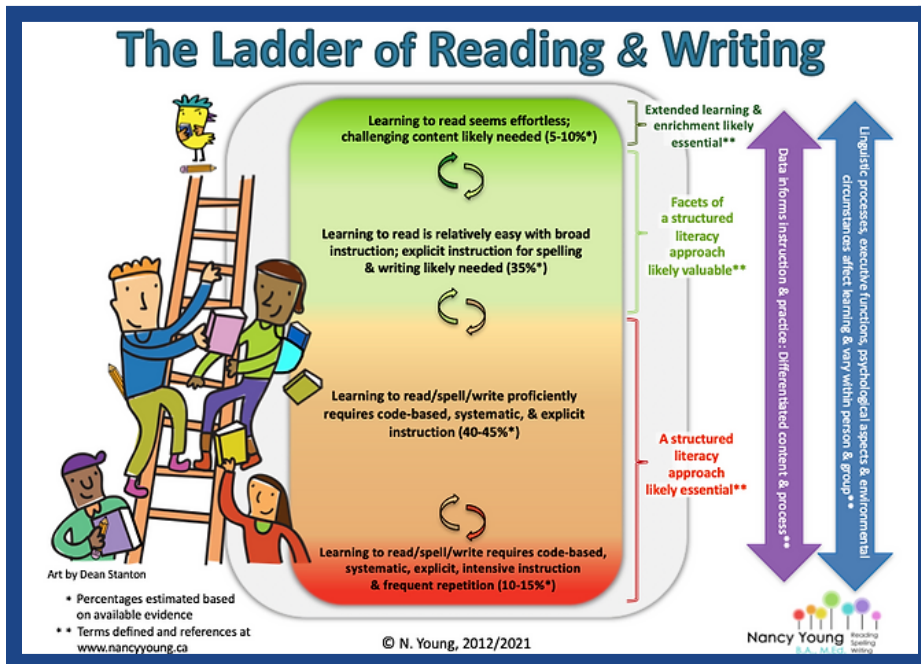
While this is the recommended approach for students with characteristics of dyslexia, there is substantial evidence that this approach is more effective than other approaches for all students including English learners.

See IDA's Factsheet: [Effective Reading Instruction for Students with Dyslexia](#)

Data from universal screeners such as the iStation assessment and the Teach Me to Read Dyslexia Screener, not only alert us to students who may indeed have dyslexia, they also alert us to students who may not have received instruction aligned to the Science of Reading.

See IDA's Factsheet: [Universal Screening: K-2 Reading](#)

In fact, according to the International Dyslexia Association, only "15-20% of the population as a whole have some of the symptoms of dyslexia" ([Dyslexia Basics](#)). However, almost half of the students screened in New Mexico this school year (47.68%) were alerted as high risk. Based on these numbers, you are wise to caution against "labeling" students as dyslexic without the appropriate evaluation; yet these numbers do indicate that many students may not be receiving the appropriate first teach and subsequent layers through a Structured Literacy approach. In fact these numbers do reflect Nancy Young's Ladder of Reading which depicts how all students will need varying levels of intensity and exposures to concepts in order to develop automaticity for reading and writing.



SB398 requires that students demonstrating characteristics of dyslexia receive a Structured Literacy approach. This is also the legislation requiring Structured Literacy training for teachers which is being provided through LETRS. LETRS is accredited by the International Dyslexia Association.

Currently, our elementary teachers have Foundations as a Structured Literacy approach to support the word recognition component of literacy. Foundations is a Wilson product. Wilson is also accredited by the International Dyslexia Association for teacher preparation. The Special Education Department also supports teachers with curriculum training and support for implementation in using S.P.I.R.E, Wilson, or PowerUp. These are all considered Structured Literacy approaches that specifically target the word recognition component of literacy.

Additionally, our department has partnered with C&I to provide live and recorded webinars on the [Dyslexia Screener Next Steps](#) so that teachers can provide targeted interventions for students alerted on the screener and monitor students' progress. If students respond to the targeted interventions positively, this indicates that they likely do not have dyslexia but needed

that instruction. Those that may make slower on no progress may be referred for an evaluation. Regardless of the outcome, the recommendation of instruction remains; however, students with a disability may need more intensive instruction and more frequent practice opportunities.

In addition to the materials currently available to support students with characteristics of dyslexia, our [APS Structured Literacy Plan](#) outlines that our K-1 students should receive 50% of their ELA block devoted to word recognition and the remaining 50% devoted to language comprehension. As students progress into second grade and beyond, that recommendation begins to shift to a 30/30/30 allotment incorporating language study which includes grammar, vocabulary, and writing if the students have the solid foundation evidenced by reading proficiency. Therefore, we recommend that teachers carefully consider their students' ability to decode grade level text and continue to provide the 50/50 model if students have not demonstrated proficiency with word recognition. Language comprehension can continue to be built through read alouds and oral discourse without hindering the rigor of the content until students are able to access grade level texts on their own with sufficient decoding skills. In other words, we do not need to lower the level of reading material just because students may not yet have the skills to read grade level material.