

Board Member Questions and Answers

Prior to Sept. 20, 2023, Board Meeting

Progress Monitoring of Interim Goals 3.1, 3.2, 3.3: Post-Secondary Readiness

Interim Goal 3.1

Dropout Info: Do we know where student dropouts were more impacted within the district? I.e., Zone or District? All reports indicate inconsistencies with EWS. Are we concerned that instances may be "under-reported" or "over-reported"

- Based on the data, the dropout rates at our traditional schools are higher at Del Norte, Highland, and Manzano: [Annual Dropout Rate - APS Dashboard](#)
- EWS data is not inconsistent; rather, the consistency of how schools use the data aligned to progress monitoring and interventions can be improved across the district.

The graph on p. 2 shows a seemingly very encouraging trend! I want to celebrate that trend. On the other hand, and I am being cautious, did we lose and not recruit back all those kids (especially AA's plus Martinez Yazzie population) after the pandemic? Without hard numbers I am not sure how to fully understand the downward trend in the drop out rate.

Throughout the last four school years, the rate tends to fluctuate between 6% and 3%. We are working on focusing our work and efforts on sustaining a downward trend.

Under what is not going well for 3.1, the first bullet point... Please explain this further. What specifically are registrars missing?

Making sure all registrars understand the codes (clarity) for enrollment and withdrawal and how to follow up (system) with students to ensure they are marked correctly. Recently, the district implemented a monthly meeting designed for capacity building and alignment of practice for new and veteran registrars.

For 3.1 the second bullet point... Explain further, please.

Career pathways and core academics are not systemically aligned in that they do not co-plan lessons together; however, as we continue to work toward developing strong career pathway options at each comprehensive high school, it is a necessary component.

Currently courses within a career pathway are systemically disconnected from core courses (Math, Science, English, Social Studies) in both the way they are chosen by students and the way that teachers are able to collaborate together on curriculum. These courses are often not sequenced according to pathways for all students and are simply thought of as electives rather than part of a multi-year experience of a career cluster. For example, a student might take an elective course called "CAD Design" which is in the CAD Architecture program of study/pathway, but there is no deliberate connection between those experiences to the skills and knowledge from their core courses. Additionally, the student might not take the next course in the sequence the following school year resulting in a stunted experience of a particular career cluster. Quality programs of study/pathways complement core curriculum by reinforcing the

skills and knowledge taught in core courses and providing a career connected context for the use of those skills and knowledge.

Under what is not going well for 3.1, third bullet, what accounts for the inconsistent use of EWS?

Data is not inconsistent rather how schools use the data aligned to progress monitoring and interventions can be improved across the district.

Next Steps: What will be the budgetary investments and impacts to provide support to assist staff in these endeavors?

As we work with ERS in shifting to a fair-student-funding model, we can add greater weights to these components of the budget calculation. It is important to understand that with ESSER sunset in September of 2024, and with a decrease in SEG (decrease in student enrollment), funds will need to be prioritized to ensure all students have access to the general curriculum so that they may meet graduation requirements.

Interim goal 3.1-Figure 1-What might account for the fluctuation in the drop out rates going from 4.7% to 3.1% to 5.7% and finally to 4.2%? I see that the dropout rate was lowest during the height of remote schooling and then shot up when students returned to in person schooling so could this be that because of lowered expectations & students not having to be in a school building, that less students dropped out and if so how can these drop out numbers be proven valid? In other words what is the validity of the drop out numbers, most especially during the pandemic?

The pandemic had an impact on dropout rates, with fewer students dropping out while we were in remote learning. We have no reason to believe that the dropout rates are not valid.

Figure 2-Why do we see consistently that NA & Black students drop out at higher rates? What impact might registrars not having the proper training have on this data? If it is partly because registrars are not given job specific training then are these numbers valid?

- In reviewing trend data regarding these two student groups, it is clear that our current goals are now in place to improve student outcomes. This data is informing our next steps as a district.
- Registrar training would not have a direct impact on specific student groups.

Do we know at which grade students have dropped out? If so, is there an analysis of why students at a particular grade may be more likely to drop out?

Most students who dropout of school do so in Grade 9 after failing to attain the credits required to be promoted to Grade 10. This is related to high failure rates in required courses (i.e., Biology, Algebra I, and English 9). We know that students struggle with transitioning from middle to high school for many reasons. With the requirement of having to earn credits toward on-time graduation, the data indicates that they struggle to pass the above courses and become "reclassified" as 9th graders the following year if they fail to recover those credits in summer school.

Are we able to do any kind of exit survey with students? Are we able to engage with them in any way or do they just disappear?

We currently do not have a districtwide exit survey for students, but can have further discussion about this moving forward.

Interim Goal 3.2

Clarification, please: Aren't we supposed to include the Bilingual Seal in Goal 3? And its interim goals? It is missing in 3.2.

In 3.2, acquisition of the Bilingual Seal would include students taking "second-year or higher language courses," which is stated.

Can our data department identify the number of Martinez Yazzie and African American students participating in type of class and program? Or is that the work being done currently? (SREB work referenced in 3.2 and 3.3?)

SAPR has created visualizations to look at student group [participation](#) by subject type and [outcome](#). It is important to note that students can participate and earn credit in more than one subject type.

In reference to the first two graphs, can our data department break these numbers down further? I would like to know how many Martinez Yazzie students are taking AP classes and at what schools. The same question for each course and program offering.

AP course enrollment by school and student group can be viewed on the [APS Dashboard](#).

What are these career pathway concentrator courses? List please.

CTE APPROVED PROGRAMS OF STUDY NMPED College Career Readiness Bureau 2022-2023

These courses must be completed in the sequence outlined in this spreadsheet for them to be considered a program of study/pathway. Otherwise they are essentially elective courses that students might take.

To explore questions of equity, where are these courses being taught? Which high schools and middle schools have classes that feed a pipeline into an IB or AP or dual credit or bilingual seal program that build these programs? I understand you may not have answers yet. I am posing these questions for now as much as for future progress monitoring sessions.

Sandia High School is the only school offering an International Baccalaureate program. Students can transfer to Sandia if they want to participate in this program.

Advanced Placement courses are offered at all comprehensive high schools, but not equally—some offer more courses and sections of courses than others. This is mostly due to students requesting these courses in the pre-registration process in the spring semester. Our work is going to be around assessing access, process to enroll, and identifying ways to encourage more participation in these courses.

Most AP and dual credit courses are directly related to programs of study/pathways. As the understanding of and language around programs of study/pathways is clarified throughout the district, the greater purpose for taking these courses will become clearer for students in

connection to their future plans. The same is true for IB and bilingual seal but not as directly connected; for example, any program of study/pathway is enhanced by being bilingual.

How are the Martinez and Yazzie populations represented in these categories (listed in graph on p2 of 3.2) **by schools?** I know these questions demand a lot of detail that our data systems may or may not be able to answer...yet. However, I believe these are important questions and details to guide the conversation, especially if we are to be honest and transparent about where the hard work and hard decisions need to happen.

SAPR has created visualizations to look at student group [participation](#) by subject type and [outcome](#). It is important to note that students can participate and earn credit in more than one subject type.

In reference to p. 2 graph of Interim Goal 3.2, What information or narrative from this graph is driving your decisions to accomplish an equity-driven goal 3?

Through a curriculum and instruction/pathway program review (SREB), all APS high schools will conduct a data analysis and inventory of current systems and practices by December 19, 2023, resulting in baseline data to create actionable steps in alignment with board goals three and four.

In interim goal 3.2 under next steps, the third bullet and second sub-bullet, the report cites, “Enhanced collaboration with industry partners to attract career technical educators.” Which industries are we in conversation with?

Currently, industries related to the [economic priorities for New Mexico](#) and [Perkins V](#) priorities are a focus. We are also participating in industry advisory committee meetings in collaboration with [CNM](#).

- AP Inventory and Enrollments [LINK](#)
- Career Technical Education (CTE) Inventory and Enrollments [LINK](#)
- Bilingual Seal Inventory work in progress

Which industries are providing deliverables? and what are these deliverables? Internships or mentorships or...? I’m not sure what is reasonable to expect in terms of specifics to these first steps.

We are unclear regarding what is being referred to as “deliverables.”

Currently, the auto, education/early childhood and health industries specifically are providing internships though there are industry partners asking to be more formally connected such as the Albuquerque Police Department, Meta and design/build industry. Reasonable asks/expectations could be internship/mentorship placements, program of study/pathway development, teacher professional development and curriculum support as well as student mentorship. Specifically, at this point, industry experts do not understand the value of leaving the industry and becoming teachers within programs of study/pathways and that makes staffing these experiences difficult. We need to create a better connection to attract these experts to our classrooms.

Interim goal 3.2-How does this interim goal take into account our declining enrollment? Would the declining enrollment possibly result in a decrease in students participating in these

programs? It appears from reading the Figure 1 graph that as our enrollment decreases participation seems to be decreasing as well, correct?

Each interim goal is based on a percentage of enrollment. This takes into account changes in enrollment.

This measurement is solely about the number of students participating? Are the participation numbers plugged into Synergy by each school? And how and who verifies them? Participation numbers are the assessment for interim goal 3.2, and not successful completion of the programs with earned credit, correct?

This goal focuses on student participation in identified courses. The information in this goal comes from course enrollment data housed in the district's student information system (Synergy). It begins when schools register students for courses. This information is used daily to take attendance and populate gradebooks, education applications, intervention tools, etc.

Figure 2-As the highest participation is among Asian-non-Hispanic students is this because they attend schools where these programs have been more accessible than they are for our EL and NA students?

School course-taking patterns are based on the vision and values of the community in which they serve. For example, at one high school, you may have courses to support the bilingual seal pathway; at another, you will see a pathway that supports industry certification.

Often courses are not offered due to staffing issues, for example, a school might want to offer a CAD Architecture course but cannot find a qualified teacher for it. Therefore the course cannot be offered. Additionally, how a student is provided systemic career guidance could impact which courses the student participates in.

Is there an analysis (or is it possible to get a more granular analysis) of the school to school offerings of AP, IB, DC, BS and industrial certifications and how that impacts participation of especially our target groups?

SAPR has created visualizations to look at student group [participation](#) by subject type and [outcome](#). It is important to note that students can participate and earn credit in more than one subject type.

The CEC creates access to all students. Is there an analysis of which groups of students are accessing CEC and which students may find that to be a barrier?

No, there is not an analysis of this information.

Staffing is identified as a serious challenge. Is the shortage distributed across schools equitably or are some schools impacted to a greater extent? Is there a way to know to what extent this has impacted participation?

Guardrail 2.1 calls the district to action around equitable distribution of resources and staffing. (Interim Guardrail 2.1: The teacher sub-coverage rate of tiered priority schools will increase from X in July 2023 to Y in July 2026.)

Interim Goal 3.3

What is accessed more consistently by students, Advanced Placement, Dual Credit, Language courses, certificates?

SAPR finds that Advanced Placement is accessed the most followed by third-year or higher language [courses](#).

Report 3.3 shows males having a much lower participation overall. Is there a particular subgroup where they represent higher than average % (ie, Hispanic, ELL, Special ed, etc...)

SAPR looked into this question by student group and did not find any differences.

What specific efforts are in place to partner with UNM leadership and departments especially, but also the state's institutions of higher ed to address pipelines to fill the positions listed here? Interim goal 3.3-How are we aligning our course offerings with the student needs at each of our high schools?

The district is working closely with our local institutions of higher education (i.e., teacher residency programs) to ensure that our classrooms are being served by highly qualified teachers in every area. In addition, several of our high schools have established a teacher cadet program to promote the teaching profession beginning at the high school level.

How does this data show us who is an "AP Potential" student and is staff a major driver of which students enroll?

The Curriculum Board is taking steps to better utilize the "AP Potential" list generated from the PSAT to increase the number of students taking AP and to ensure AP is open to all students who would like to take an AP course.

Do you see a misalignment of programs driving lower enrollment for certain demographics, (see next question concerning male students)?

Through a curriculum and instruction/pathway program review (SREB), all APS high schools will conduct data analysis and inventory of current systems and practices by December 19, 2023, resulting in baseline data to create actionable steps in alignment with board goals three and four. Through the SREB review, every high school will get a list of recommendations to address the identified areas of inequity.

What might be driving the enrollment numbers of males participating in these programs as there is almost a 10 percentage point drop in their enrollment since 2019/20 (42.7%) to 2022/23(33.0%)?

See above.

What strategy do we have to support students in the Advanced Placement, International Baccalaureate, Dual Credit, Third-Year or Higher Language Course, or a Career Pathway Completer Courses so that they are able to successfully complete them, since there are some students who may need a greater level of support?

We focus on ensuring that the teachers of these programs are trained and supported through ongoing professional development, where they learn strategies to scaffold instruction to make the course standards and content accessible to every student who demonstrates a desire to participate.

Career guidance must be systematically implemented throughout the district. Research shows that students who have connections between the courses they are taking from year to year (programs of study/pathways) have a 95% graduation rate in the United States. A 97% graduate rate in APS. This is beyond the college or/and career directions students are guided through, and much more about deliberate exposure, exploration and experiencing career opportunities to better understand why they are learning what they learn and how they will apply it after graduation.

Follow-Up Questions

Interim Goal 3.1

What target populations does the EWS catch in time to prevent their dropping out, list by demographics those who have been caught through EWS before dropping out?

The EWS is a system for tracking progress of all students, not just specific target populations; however, if there is an interest to see how certain populations are progressing, the principal and team may drill down within the report.

What accountability is there for those schools/staff that don't use the EWS consistently and with fidelity or don't implement the necessary interventions?

We are working on how to implement EWS consistently throughout all middle and high schools to ensure all schools are aware of the "who" and "how" to intervene to help students remain on track for on-time graduation.

What percentage of the students that were lost during the pandemic were on track to graduate?

The district has not conducted this analysis.

It was stated that, "We have no reason to believe that the dropout rates are not valid." This being said, what then makes the data on dropout rates during remote schooling valid?

We believe the dropout rates are longitudinally valid based on the continuation of following our district attendance intervention procedural directives regardless of external conditions.

Are you saying that the pandemic & remote schooling was a positive for our students, because it resulted in decreasing dropout rates?

We do not believe that the pandemic and remote learning was a positive for our students, regardless of the decreased dropout rate.

Specifically, what does registrar training impact, as it concerns compilation of data related to the dropout rates for NA & Black students, who historically drop out at higher rates than other demographic groups?

How registrars code students when they are dropped from a school's enrollment impacts how the data is generated to come up with the dropout rate. It is not about specific student groups.

Interim Goal 3.2

Do you have an idea when SAPR will have the data requested as it concerns Yazzie/Martinez students, school to school offerings, participation in these classes/programs etc.?

SAPR has created visualizations to look at student group [participation](#) by subject type and [outcome](#). It is important to note that students can participate and earn credit in more than one subject type.

What are the "actionable steps" you are referring to?

The actionable steps we are referring to are based on the information we receive from SREB regarding their school instructional visits/assessments. We will design actionable next steps based on their recommendations.

What do you see as a way to make it easier for our "industry partners" to be allowed to teach in our schools without having to go through a teacher educator program? Who might be keeping this easier path from happening, PED requirements? APS requirements? CBA's? Must these career technical educators have a degree in education to teach at APS?

Specifically, at this point, industry experts may not fully understand the value of leaving the industry and becoming teachers within programs of study/pathways and that makes staffing these experiences difficult. We need to create a better connection to industry partnerships to attract these experts to our classrooms. Right now, if an engineer comes to work in a CAD engineering program at a school, they are often the only teacher teaching that content at their school with no real professional learning community. Additionally, if these courses are not understood as part of a sequence then industry experts who teach them are not teaching students who have chosen to explore that career cluster. The teacher ends up teaching mostly students in their first year courses and are not able to grow the next courses in the pathway. There is an alternative pathway that PED has created but it has not solved the licensure problem.

What can APS offer our institutions of higher learning to encourage them to produce more career technical educators, strengthen teacher residency programs, increase participation in teacher educator programs?

Often the best career technical educators are from the industry themselves either directly, or have some other connection to the industry. APS can begin to elevate and prioritize programs of study/pathways demonstrating that they are equally crucial to traditional coursework taken by students. Focus on Career-Connected learning that can include several post-secondary options for students.

There is a reason that more Asian students participate in these programs so please break it down by high school (as they attend schools across our district) and which programs Asian students participate in at each of our high schools?

Currently, SAPR has a demographics page to be able to identify student populations by high school, but not specifically by program.

Can you please provide a more detailed answer to the question regarding staffing being a challenge and which schools are more impacted by a staff shortage?

Courses taught in pathways are often taught by a single teacher at any given school, so when they leave the school, the program is no longer offered if a replacement teacher cannot be found. For example, there might be multiple English language arts teachers to apply for a position but very few teachers certified to teach an engineering or manufacturing course.

Interim Goal 3.3

It has been noted that course offerings align with the "vision & values" of each school community, so how is this affecting the participation rate amongst male students in these programs, or might something else be impacting their participation? What has the data shown?

Schools maintain, and work to grow, what students and families are interested in whether it be bilingual programming, AVID, certain career connected learning courses/pathways, AP courses, and dual credit courses. There are certain areas of study that tend to have more males than females enrolled and vice-versa. If male participation is a concern of the Board, we can definitely look into it.

Are those students who have exited EL largely earning bilingual seals, participating in AP or IB, dual credit, earning industry certifications etc.? Please break it down further by school.

Excited English Learners are largely meeting interim goal 3.3 by taking advanced placement [courses](#).

Which demographic is more likely to be enrolled in AP courses?

Because students can belong to more than one student demographic group, this is a complex question. However, we do observe the following differences by student group:

- Female students enroll in AP courses at higher rates than male students
- Asian, non-Hispanic students enroll in AP courses at higher rates than their peers in the six other race/ethnicity categories
- Regular education and gifted-only students enroll in AP courses at higher rates than students with disabilities
- Exited English Learners enroll in AP courses at higher rates than current English Learners and students that were never English Learners.
- Students not experiencing poverty enroll in AP courses at higher rates than students experiencing poverty (i.e., free/reduced-price meals)

Does the PSAT not currently already identify those students who are "AP Potential"? On who does it fall at the school level to encourage students to enroll in AP courses?

Yes. The PSAT does already identify those students who have "AP Potential." What happens with that information and how it impacts enrollment varies. Goal 3 and its interim goals has created space for us to come up with specific district wide strategies to increase interest, enrollment, course completion, and exam pass rate.

It seems that EWS is not used equally across all high schools to align interventions, is this the case?

Yes.