

CISO



2018 – 2019
Annual Report
of the
Chief Information & Strategy Officer

Superintendent Raquel Reedy



The Offices of Accountability and Reporting, Technology, and Educational Technology are committed to our Superintendent, our Board of Education, our staff, students, and community. We strongly support the Superintendent's "Big Five" and salute her many accomplishments. Because we believe in the value of education, we stand behind any efforts to bring more opportunities to our students for growth and continued learning.

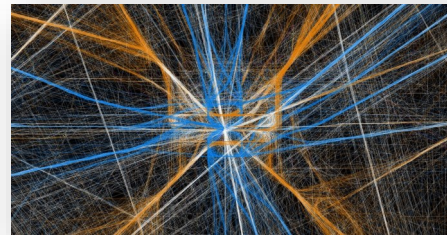
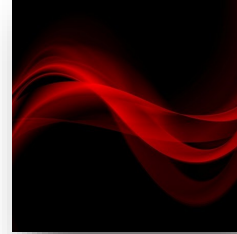
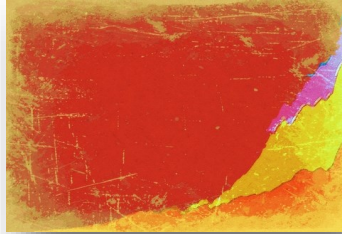
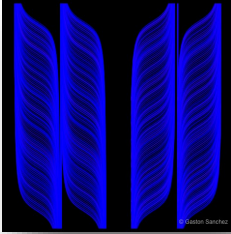
- ◆ Big 5 Priorities: Attendance, Community & Parent Engagement, Early Learning, Whole Child, College & Career Readiness
 - ◆ APS graduation rate improvement for three straight years
 - ◆ K-5+ Jump Start Program with 25 extra days of learning
 - ◆ Extended School Year—an exceptional opportunity for greater student success
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Table of Contents

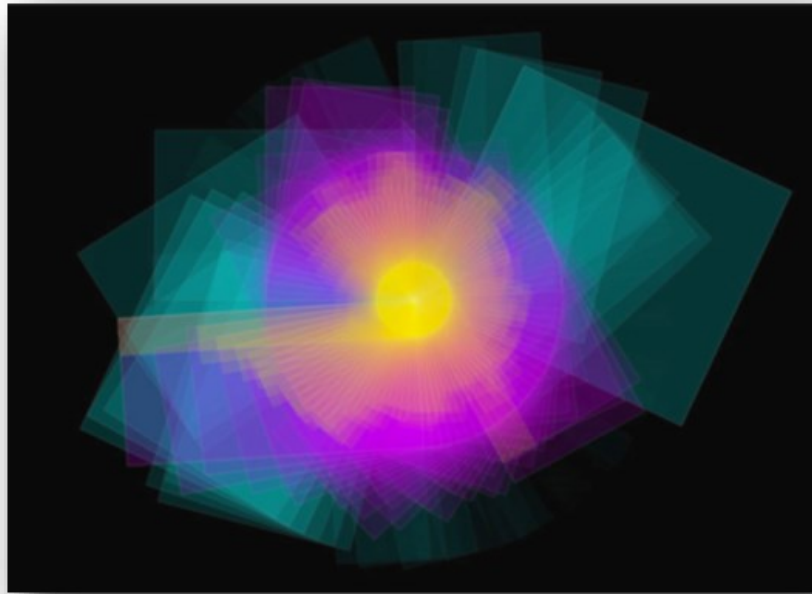
Data as Art	4
Message from Dr. Richard Bowman, Chief Information and Strategy Officer	7
Office of Accountability & Reporting - OAR	
Assessment	8
Strategic Analysis & Program Research – SAPR	19
School Accountability Support - SAS	25
Student Information Systems - SIS	31
Technology	39
Educational Technology	53
Organizational Charts	62

Data as Art



We are a department of thinkers. We use data on a daily basis to analyze, collect, support, and assess. Graphs and visualizations express our findings and communicate essential information for continuous improvement at APS. When rendered artistically, data form an aesthetic display of narrative, insight, and understanding. The artistic and graphic visualizations throughout this report share elements of simplicity and color, design and beauty. We hope they convey our sense of wonder and love of learning.

CISO Annual Report



**Office of Accountability & Reporting
Technology
Educational Technology**

Richard Bowman, Ph.D.
Chief Information & Strategy Officer
Office of Accountability & Reporting
Technology/Educational Technology

The Chief Information & Strategy Officer is responsible for several departments that work collaboratively to provide a comprehensive support system to schools, district families, district leadership, and our Board of Education for policy setting, program support, and continuous improvement at all levels in Albuquerque Public Schools.

Office of Accountability & Reporting (OAR)

◇ Assessment

Eleanor Andrews, Ed.D., Director

◇ Strategic Analysis & Program Research (SAPR)

Thomas Chris West, Senior Director

◇ School Accountability Support (SAS)

Linda Nash, Director

◇ Student Information Systems (SIS)

Andy Gutierrez, Senior Director

◇ Technology

Jason Johnson, Executive Director

◇ Educational Technology

Aaron Jaramillo, Director

Our departments serve and support Albuquerque Public Schools district initiatives and guide decision making at school, leadership, and board levels. Our goal is to develop, enhance, and enrich our schools and community through planned and measurable objectives that align with successful outcomes for all APS students and families.



A Message from Dr. Richard Bowman

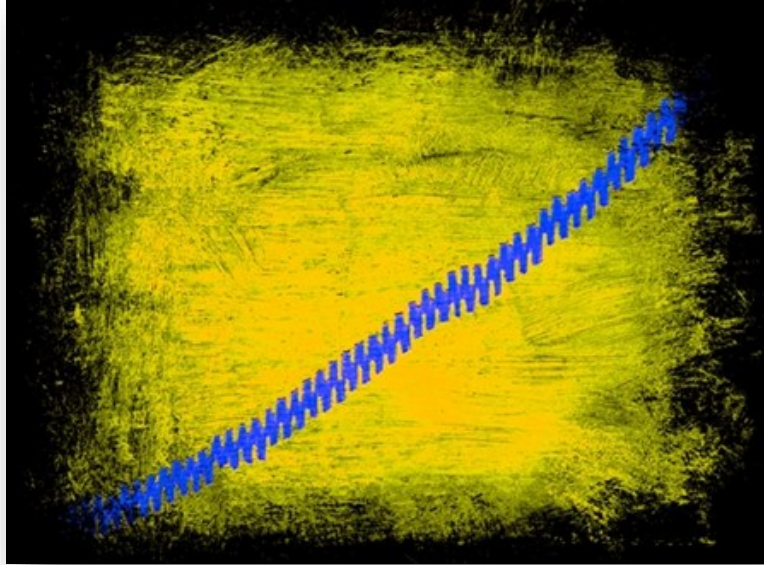


Education empowers us, gives us the opportunity to become better people, form a more prosperous nation, create a safer and smarter world. I watch my six-year old son read and feel proud of his ability and knowledge, and thankful for the schools that teach, nurture, and encourage all children. Every day is a learning opportunity and I see this in my one-year old baby as she explores the perimeter of her world, interacts, discovers. The skills and values we provide our children today are indicative of how our society will function tomorrow.

As Chief Information and Strategy Officer for Albuquerque Public Schools, I take responsibility and pleasure in continuously serving our students and our families. Sometimes I wake up in the night and think about my job, how I can do better, what we can do to help all of our students. Equity is often on my mind, and I want APS to reach out to every student, every family, and offer them the tools and the ability to succeed. With certainty, I know we can do more. I am passionate about education and have a vision for the district that includes equity, opportunity, technology, and constant improvement of our schools, our teachers, our staff. Come with me on a journey through my several departments and let me show you how we work and collaborate on a daily basis - always with our students, our children, as our guiding beacon.

My very best,

Richard Bowman



OAR – Assessment

Mission

The Assessment Department creates, establishes, and supports methods of evaluating student learning, engages practitioners in its development, provides actionable, constructive reporting for improvement at all levels of the organization, and is supported by a team of knowledgeable and highly skilled district assessment experts.

Vision

Our goal is to provide access to teachers, students, parents, and policy makers with a comprehensive and coherent assessment system that implements instructional decision making at the classroom, district, and policy levels.

The APS assessment plan articulates a balanced system of assessment that aligns with Common Core State Standards; supports our district mission, values, and philosophy of learning; provides students, parents, teachers, and administrators with information about student achievement; provides formative data to be used for instructional and programmatic improvements; and utilizes an array of assessment methods to determine the understanding, knowledge, and skills that students have acquired.

Assessment oversees the secure and proper administration of all K-12 state assessments as well as district supported interim assessments. Proper administration of assessment enables quality data which is used to inform instruction with the goal of improving student learning, complies with district graduation requirements, and directly supports goals outlined in the academic master plan. Annually, Assessment orders and oversees secure administration of tests, inventories and returns all state mandated assessments, and submits data files to SAPR for APS schools' 89,000 students.

State Assessments

Ordered tests from vendors, oversaw the secure administration, inventoried, and returned all state assessments, submitted data files to SAPR for all APS K-12 students.

PSAT—10th Grade

- Ensured that all APS high schools ordered 10th grade tests by due date
- Negotiated and got approval from NMPED to administer PSAT on the alternative date (since the standard Oct date fell the week of APS Fall break)
- Made sure STC knew PSAT test administration dates and ordering deadlines
- Scheduled PSAT training for Jan PD related to using PSAT data to inform instruction (teachers) and customize a learning path for students in Khan Academy

Big 5 - By providing our students with additional resources (multiple PSAT attempts and Khan Academy access) for improving college entrance scores, we ensure that students are ready for post secondary education and/or careers.

ACCESS

ACCESS for ELs is a large-scale English Language Proficiency assessment for K-12 students who have been identified as ELs.

- 14,800 students tested ACCESS 2.0 this year. Due to recent standard setting this number is likely to increase in the coming years.
- The assessment consists of 4 domains; listening, reading, speaking and writing
- About 1,100 Kindergarten students took the one-on-one assessment. We hired and trained substitute teachers who assessed about 65% of the students, trained ICs to administer the remaining 35%

- Rostering - requires constant readjustments due to daily changing enrollments, over 150 hours spent prior to and during administration
- Providing tech support during the assessment window - 8 weeks

Big 5 - Through the use of a language assessment, we aim to meet the needs of the whole student by accurately providing services in language acquisition skills for our EL students.

SBA Science for Grades 4, 7, 11

- APS students competed ~18,500 tests in the Spring of 2019
- 2,894 seniors completed Science retake tests in Fall 2018
- Rostering - requires constant readjustments due to daily changing enrollments
- Provide tech support during the assessment window - 3 weeks
- Identified students who qualified for Spanish waivers due to unique student needs (333 students qualified)

Big 5 - In order to meet the requirements for College and Career Readiness, students are provided with multiple opportunities to take the Science test in order to gain familiarity (for Grades 4, 7, and 11).

NMASR New Mexico Assessment of Science Readiness for Grades 5, 8, 11

- 57 schools were sampled to participate
- Provided tech support during the assessment window - 3 weeks

Big 5 - In order to meet the requirements for College and Career Readiness, students are provided with multiple opportunities to take the Science test in order to gain familiarity (for Grades 5, 8, and 11).

Transition Assessment Math and ELA

- Total tests administered AY 2018-19 **114,920**
- Fall 2018 – 4,712 PARCC tests completed for Retakes and Fall Block
- Spring 2019 - 114,920 Transition ELA and Math Assessments completed
- Completed analysis of which schools could test in shortened 3-week window
- Provided Associates and school Administrators/Leaders with PARCC comparison report at ACE conference
- Provided a successful PARCC Help Desk, worked with APS help desk and technology group in shared space (Rankin) to streamline and improve help desk support

Transition Assessment Shortened Testing Window

- Collaborated with Technology to determine which schools could test in the 3-week window
- Collaborated with Technology to support schools in shifting refresh budget to purchase any necessary testing devices required to test all students in a shortened testing window
- Collaborated with Technology to support the annual Testing Help Desk in a single location
- Developed a waiver request to PED to allow 34 APS schools to test using a 4-week window.

Big 5 - The Transition ELA and Math Assessment aims to meet the needs of the whole child by addressing academic strengths and weaknesses through score analysis and informing instruction in grades 11. Schools utilize PARCC scores in constructing their 90-day plans.

NMAPA

- 627 one-on-one NMAPA tests administered (Spring 2019) to ensure that all students with disabilities are included in the state's assessment and accountability programs
- 71 students were selected to have a Second

Rator for Spring 2019

- 20 seniors completed one-on-one NMAPA tests in Fall 2018
- Ensured that all test administrators were trained appropriately in test administration, separate from traditional test security training

Big 5 - NMAPA provides access to the general education curriculum for students with significant cognitive disabilities, therefore meeting the needs of the whole child.

Spanish Reading

- 520 Spanish Reading tests in Spring of 2019
- 23 Seniors completed Spanish Reading retakes in fall 2018
- Identified students who qualified for waivers due to unique student needs (333 students qualified)

Big 5—The Spanish Reading Assessment is administered to EL students who qualify for the test as an alternative to the ELA PARCC exam. It is available to any student who is Spanish speaking and has been in the U.S. for less than three consecutive years. This alternative assessment ensures that students who meet the qualifications are provided with accurate assessment.

End of Course Exams (EOCs)

- Total of 114,176 EOCs administered in 2018-19
- APS students G4-12 completed 104,084 EOC tests in Spring of 2019
- G9-12 completed 9,959 EOC tests in Fall of 2018
- G12 completed 133 senior retakes of EOCs in 2018-19
- Assessment created and administered in Synergy Assessment 14 new HS EOCs
- Gathered anchor papers and created resources for district scorer training
- Calibrated with 30 scorers for district scoring of the G11/12 Writing EOCs
- Scored ~4,200 Writing EOCs

Big 5—The intention of EOCs is to measure a student’s competency of the course material, establish a measure of teacher effectiveness, create common measures for course content, and provide students with an alternative demonstration of competency for graduation. The EOCs meet early learning as well as college and career readiness.

National Assessment of Educational Progress (NAEP)

- Is the largest continuing and nationally representative assessment of what our nation’s students know and can do in subjects such as mathematics, reading, science, and writing. Progress is monitored over time in selected subject areas in grades 4, 8, and 12
- The 2017 NAEP scores were released in 2018 and a comprehensive Math and ELA report was created for grades 4 and 8
- In 2019, a total of 102 APS traditional schools, as well as charter schools, participated

The NAEP Trial Urban District Assessment (TUDA) was first funded by Congress in 2002. TUDA results show how large urban districts perform over time and how they compare with other participating districts, APS joined TUDA in 2011

District Assessments

APS supported four district interim assessment options:

- i-Ready K-12 (Reading and Math)
- Istation K-5 (Reading, Spanish Reading, & Math)
- Stepping Stones K-5 (Math)
- NWEA 9-12 (Reading & Math)

Istation—K-3 Reading, G4/5 Reading, Spanish Reading K-5 and K-5 Math

- K-3 Reading Assessment (English or Spanish) is required by PED 3x per year: BOY, MOY, EOY—Aug/Sept, Jan, and May
- OAR Assessment purchased a 4-5 Reading Assessment (English or Spanish) as a school option to support District Interim Assessments
- OAR Assessment purchased K-5 Math Assessment as a school option to support District Interim Assessments
- There is also an Istation online instruction piece schools may purchase for an additional amount
- Istation Early Reading and Lectura Temprana assess K-3 students on subtests in Phonemic Awareness, Letter Knowledge, Vocabulary, Alphabetic Decoding, Reading Comprehension, and Spelling
- Istation Advanced Reading and Lectura Avanzada assess students in Grades 4-5 in word analysis, fluency, vocabulary, and reading comprehension
- All Istation reading assessments provide teachers with an overall reading ability index score and aligned performance level/percentile, reading assessments also provide subtest data
- Istation Math assesses K-5 students grade level math standards, but does not provide subtest data, just an overall score on supported Istation PD and test administration (3 state windows) for K-3
- Istation provides a variety of pre-built reports that allow deeper analysis of student performance, identifying areas where students need additional support, aligned resources provided

Big 5- Istation supports Early Learning by assessing the five foundational areas in reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension, and Fluency. Istation provides actionable reports and resources for intervention.

Istation Assessments	BOY # of Assessments	MOY # of Assessments	EOY # of Assessments	Total # of Assessments
Early Reading (K-3)	20,938	20,287	20,328	61,553
Advanced Reading (4-5)	2,297	2,006	1,790	6,093
Spanish Early Reading (K-3)	3,061	2,828	2,816	8,705
Spanish Advanced Reading (4-5)	813	725	787	2,325
Istation Math (K-5)	2,390	1,876	2,131	6,397

ECOT—Early Childhood Observational Tool: Pre-K and Kindergarten

- Authentic observational tool that looks at the “whole child,” designed to gather information on children during Pre-K and at the time of Kindergarten entry
- Supported teachers with platform and observation entry
- Supported teachers in completing online training through NM Pepper
- Kindergarten observation window either during K3+ (25 days) or first 30 days of school year in 2018-19

- Kindergarten students observed on 26 indicators
- Pre-K submits observation ratings three times per year (BOY, MOY, EOY)
- Pre-K students observed on 29 indicators
- Collaborated with SAPR and Early Childhood Dept. to publish data in Versifit and SAPR APS Visualizations

Big 5 –The ECOT addresses both Early Learning and the Whole Child by authentically observing children throughout the course of their typical day, utilizing the Early Learning Guidelines and aligned rubrics.

i-Ready

- i-Ready Diagnostic Assessments are available for Math and Reading and measuring skills for students in Grades K-12
- Aligned to Common Core State Standards
- Provides overall performance level and domain performance levels
- Monthly Growth Monitoring available
- Standards Mastery Assessments assess 1-2 targeted standards to check for mastery
- Provides teachers with Tools for Instruction to support small group teacher-led mini-lessons aligned to learning deficits
- Some schools also use the online instruction; the diagnostic assessment results yield a personalized learning path for students
- SPED also uses their core math/reading program

i-Ready Diagnostic	BOY	MOY	EOY	Totals
Reading	42,769	44,358	38,598	125,725
Math	51,907	52,417	49,600	153,924

Big 5—i-Ready supports Early Learning and College & Career Readiness by providing feedback on progress towards grade-level standards and providing resources to help support instruction.

NWEA 9-12

- The MAP (Measures of Academic Progress) Assessments are available for Reading, Language Usage, Mathematics, and Science for students in 9-12
- Aligned to Common Core State Standards for Math, Language, and Reading
- Aligned to Next Generation Science Standards for Science

- Measures growth to inform instruction
- Provides an overall score
- Provides scores and goals in instructional areas
- Learning continuum statements and Lexile are available

Big 5—NWEA supports College & Career Readiness by providing feedback on progress towards grade-level standards to support instruction.

NWEA MAP Growth	BOY	MOY	EOY	Totals
Reading	2,857	2,895	1,120	6,872
Language Usage	754	514	436	1,704
Mathematics	4,899	4,325	3,379	12,603
Science	111	104	77	292

Mathematics Breakdown by Assessment				
NWEA MAP Growth	BOY	MOY	EOY	Totals
Math 6+	1,640	1,388	939	3,967
Algebra 1	674	634	621	1,929
Geometry	1,185	1,159	786	3,130
Algebra 2	1,400	1,144	1,033	3,577
Total Mathematics	4,899	4,325	3,379	12,603

Parental Refusals

2018-2019 Parental Refusals received total 407 and entered in Synergy for documentation

- Transition Assessment 228
- EOCs 108
- Istation 13
- NMAPA 26
- SBA 32

Troubled Child Alerts

- A written portion of an assessment is flagged by a human reader in regards to the child's safety or well-being
- 46 total tagged for PARCC (48 last year)
- 6 alerts were tagged as high priority by NMPED

Big 5— Identifying students who have expressed emotional or physical concerns within a written portion of the test, aids in providing necessary resources for meeting the needs of the whole child.

Test Security

- Ensured Principals, STCs, TAs and all staff involved in testing completed online test security training twice yearly (Fall & Spring)
- Worked with ESOL contact to get all school staff loaded to Canvas for Fall 2018 and Spring 2019
- Checked completion status on a regular basis and followed up with reminder emails and phone calls
- Oversaw secure administration of all state tests
- 7,254 and 8,215 APS employees took the Test Security Quiz in the Fall and Spring

Testing Irregularities

- Managed and submitted regularity reports for 2019 Transition Assessment for ELA and Math to NMPED
- Conducted testing irregularity investigations for Transition Assessment
- Provided NMPED Licensure Bureau with documentation on severe testing irregularities
- Total irregularities for all required assessments—132
- Transition Assessment for ELA and Math—83
- EOCs—5
- Istation—6
- NMAPA —1
- SBA—37

Collaborated on District Assessment Reports

- Math placement report implemented 2018-19 and made available to all schools
- Collaborated with SAPR to get ECOT, Istation, iReady, and state summative evidence statement reports available within APS Visualizations

Big 5—By providing valuable data to key stakeholders, we are better able to meet the academic needs of our students. Students are also able to meet college and career readiness in an accurate and timely manner.

Accommodations and Accessibility Features Training

- Two Canvas Courses offered to school staff providing information on accessibility features and accommodations
- Courses developed in 2017-18 in collaboration with SPED Department

Big 5—This supports both College and Career Readiness along with the Whole Child. Providing training around UDL Assessment Practices (Universal Design for Learning), we ensure that all students have equal opportunity to demonstrate their knowledge.

Quality of Education Survey

- Partnered with SAPR and SAS to collect QES data in a shortened time frame (from previous years)
- Assessment provided quality checks on pdf survey files to ensure all APS schools and charters were included
- Created printing/delivery schedule working with GES to ensure delivery to each level ES, MS, HS before parent/teacher conferences. This helped schools disseminate to parents
- Testing services delivered to all charter schools
- Testing collected all completed surveys, sorted, aligned, checked, and ensured documents were ready for scanning
- Retrieved all scanned files and provided to SAPR
- Provided project dates and information to SAPR researcher for final report

Big 5 –The Quality of Education Survey aligns with Parent and Community Engagement, providing feedback to the District and to schools in key areas.

Graduation

- Completed an analysis of the changes made from 2017-18 to 2018-19 graduation manuals and communicated changes
- Provided district support to principals, counselors and STCs related to graduation and ADC guidelines based on the NMPED manual

- Set deadline for counselors to enter all ADCs in Synergy
- Sent out approximately 5,500 graduation letters on status of assessment graduation requirements in October

Charter School Transition

In 2018-19 APS Assessment took on added responsibilities of overseeing 29 district charter schools. In the past NMPED allowed all charter schools (state and district) to function as a district. This year they transitioned all district charter schools to the responsibility of their District Test Coordinator. DTC functioned as the single point of contact for 29 charters.

- Provided training to District Charter DTC
- DTC provided Fall test security and STC training to all charters
- Provided support for test ordering and using assessment portals (rostering, administering online, etc.)
- Ensured all charters had ordered tests
- Followed up with Troubled Child Alerts
- Oversaw Testing irregularities
- Collected all EL waiver forms for NMPED submission
- Ensured all NMPED graduation waivers and ADC implementations were completed properly
- Delivered test materials and QES surveys to charter schools

School Grading Appeals

- Collected all APS school appeals
- Reviewed and checked data for all appeals
- Submitted 1 appeal to NMPED (Arroyo del Oso)

Cross-department Collaboration to Support District

- Transition Assessment help desk (3 week collaboration with Technology and APS Service Desk)

College & Career Readiness

- Partnership formed with CNM to retrieve ACCUPLACER data annually for students from APS schools
- Transitioned to ACCUPLACER Next Gen Assessment in February 2019
- Provided test names and cut scores to STARS Coordinator in order to create new test definitions for reporting
- Provided 2018-9 ACCUPLACER data (Classic and Next Gen Scores) to SAPR to load in Synergy/Versifit
- ACCU College Level Math 49
- ACCU Elementary Algebra 490
- ACCU Reading Comprehension 775
- ACCU Sentence Skills 670
- ACCU Next Gen AAF 160
- ACCU Next Gen Arithmetic 60
- ACCU Next Gen QAS 186
- ACCU Next Gen Reading 352
- Collected IB and AP results for 2018-19 and provided to SAPR

Testing Services

- Serviced APS Charter Schools by delivering test materials and results to school sites

Developing Educational Leaders—Professional Development

Assessment	Number of PD Sessions	Number of People Trained
Spring 2019 Transition Assessment	30 (includes group training and 1:1 training for new STCs)	125
iReady	78	2,120
Istation	8	225
Science	6	80
STC/Technology		175
Test Security	6 online courses	15,469
PSAT	8	72
Math Placement Report	5	51
EOCs	3	64
SBPR/Gradebook	3	90
NWEA	2 (in ERO)	19 (For the 2 in ERO)
ACCESS	7	160

Assessment



Left to right

Shelly Robinson: "As the newest member of the team, my goal is to grow professionally, improve my skills and learn from my colleagues. I want to become a vital part of this team."

Melissa Arellano: "I value the role that assessment plays in teaching and learning and am passionate about collaborating with educators to analyze assessment results, identify student deficits, and guide critical actions."

Misti Miller: "When I meet the needs of parents, teachers, school administrators or other APS employees efficiently and effectively, I've also met the needs of our most important stakeholders—the children."

Mario Barriga: "I have been delivering assessments to schools for 25 years and I still enjoy visiting with school staff and helping with the daily operations of all schools."

Claudine Sanchez: "I have been working in Assessment for over 13 years and I still feel passionate about my job. Supporting our schools and providing help and guidance during testing windows is important and fulfilling."

Lori Boylan: "I enjoying providing solutions. If someone contacts me with a question, I may not even know where to begin looking, but I try my best to fine an answer."

Christoph Brunder: "The most important part of my work is to provide outstanding customer service to all stakeholders. With over 150 schools and more than 25 charter schools, I want them to know that they can depend on me for guidance and advice in a timely, clear, and professional manner."

Eleanor Andrews, Ed.D.

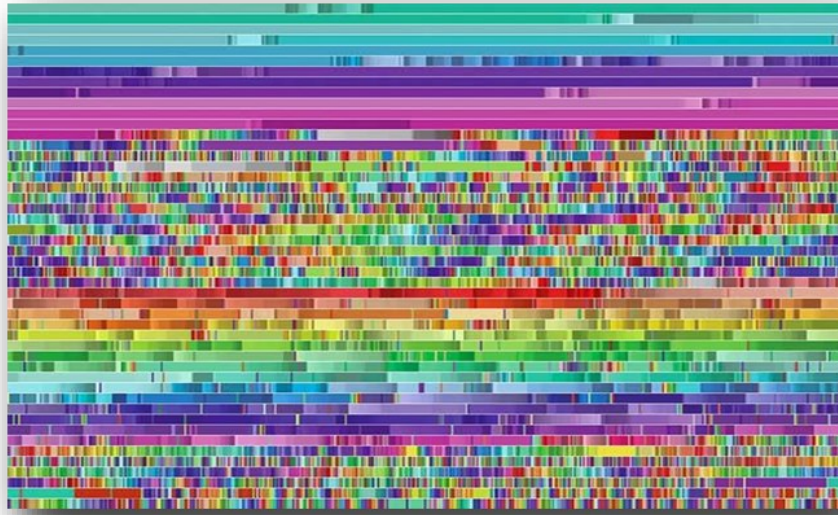
Director, Assessment



I am often asked why we assess our students, and I clearly state that assessment is for improvement. We are constantly looking for ways to improve student learning, and part of this is measuring how well we are teaching our students. Performance measurement is administered by the state and proves to be a valuable indicator of progress.

Ideas around assessment have changed in recent years, and we are looking more closely at how often we assess, and what our intended results mean in today's world. Compared to other countries, are we preparing our students for a better life, critical thinking skills, creativity, or problem solving skills? Maybe we should be looking at all of these factors, and working in a cultural context of improvement within our global community.

What is important is that we are constantly trying to improve how we teach, learn, and measure our students, and that we are always open to new ideas.



OAR – Strategic Analysis & Program Research (SAPR)

Mission

The mission of the Strategic Analysis & Program Research (SAPR) Department is to provide the Albuquerque Public Schools (APS) Community with timely, accurate and actionable information. Work performed by the department includes strategic data analysis, program evaluation, general research, grant technical assistance, creation and maintenance of public and internal visualizations, and review of all external and internal applications to conduct research in APS.

Vision

SAPR provides all district stakeholders with access to actionable information about their public schools. Using technology and a transparent approach, SAPR works toward a reality where parents, students, community leaders, and educators focus their resources around common goals.

SAPR consists of a team of 12 researchers, analysts, and programmers. Using the latest research methodologies, statistical techniques and visualization technologies, the team works to provide the APS community with actionable information. To accomplish this goal, SAPR directly supports district leadership, school administrators, teachers and community members with public and internal data visualizations, real-time school and student-level data, research briefs and reports, program evaluations, and public presentations.

In addition to providing the APS community with quick analyses and timely research products, SAPR is the home of the Title I and Restorative Practices data analysis teams. The Title I data analysis team conducts, analyzes, and reports on the annual Family Engagement Engage Survey and the regularly occurring Explora Family Science Night Survey.

Additionally, the team supports the annual budget process and manages the data collection and reporting on students served with Title IA funds in private schools and students receiving services through the Title I Neglected and Delinquent program. The Restorative Practices data analysis team manages the APS implementation of the New Mexico Youth Risk & Resiliency Survey (NM-YRRS) and assists in the facilitation of the district’s Restorative Practices grant work.

For the 2018-2019 school year, SAPR maintained public visualizations (including reports accessible within the Versifit platform), and analyzed over surveys (both online and paper). Additionally, SAPR members presented their work at the American Educational Research Association 2019 Annual Meeting, the 2019 International Congress of Qualitative Inquiry and the 2019 Annual Conference of the Critical Race Students in Education Association, and served as expert witnesses for the New Mexico Legislative Session.



Highlights for the 2018-2019 School

Public Visualizations

6,581 users (July 2, 2018 to June 30, 2019)
15,511 unique page views

Internal Visualizations

5,022 users (July 2, 2018 to June 30, 2019)
33,871 unique page views

Top 5 Visualizations by Unique Page views

3,328 NMPED School Grades
2,375 Extended Learning Survey
1,717 APS Dashboard
1,683 SAPR School Profiles
1,545 Enrollment and Demographic Information

Top 5 Visualizations by Unique Page Views

8,427 mySchool
2,946 PARCC Evidence Statement Analysis
1,777 NMDASH Status Tracker (90-Day Plans)
1,562 myZone
1,179 Teacher Evaluation Tracker

Accomplishments

- ◇ All school administrators, counselors, and teachers have access to live Early Warning Indicator reports for their students
- ◇ Successful combination of the Quality of Education and Family Engagement Surveys
- ◇ Successful redesign of the Senior Exit Survey
- ◇ Launch of the APS Dashboard site
- ◇ Launch of the APS Internal Visualizations page
- ◇ On-site trainings and individualized support provided to 34 schools
- ◇ Lead the development of a national collection system for the AVID program

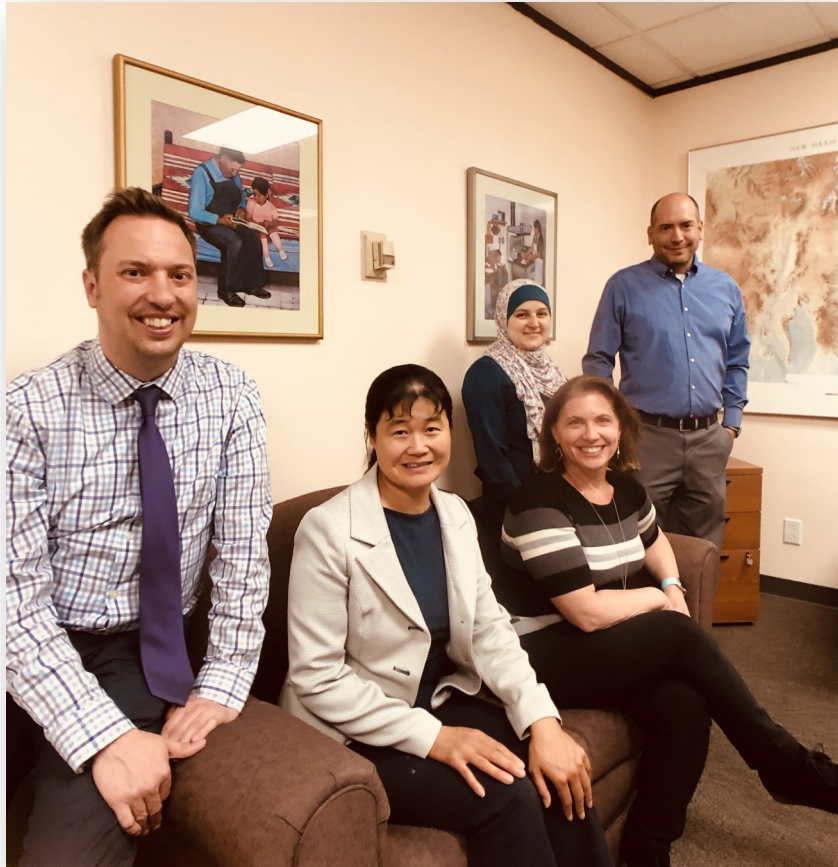
SAPR is composed of a diverse and dedicated group of individuals who care deeply about their work and community.

2018-2019 SAPR Data Requests

SAPR supports school, district, and community requests for information. This year, SAPR completed 149 requests, up from 92, for a 62% increase in requests for information in 2018-2019.



SAPR Data Analysts



Left to right: Thomas Chris West, Xuegin Shelly Wang, Rachel Kasper, Dnaa Momani, Bryan Cockrell

What is data and why do we analyze it? Data is information that is stored in different forms, such as numbers, proportions, rates or percentages, and we use these forms to track performance, show relationships, and provide insight for improvement. Helping our students grow and improve is why we are here and we are truly proud to be a part of their success.

Autumn Ortiz

Administrative Support, Title I, Research & Analysis

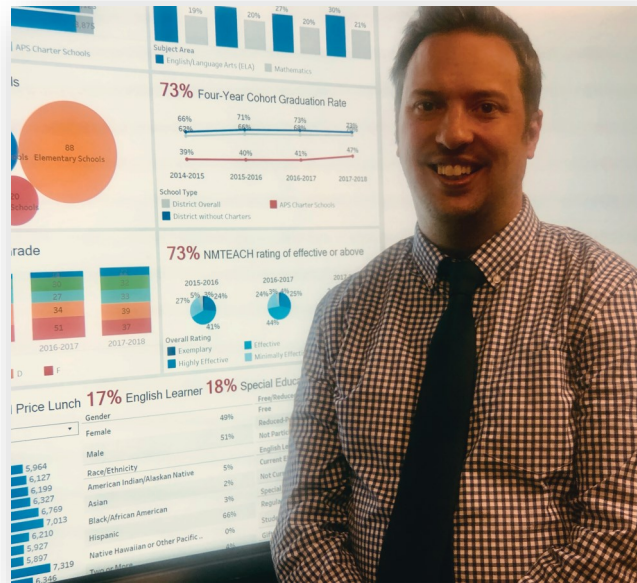


My work is to support our department and specifically, to help with Research and Analysis for Title I. I love my job and feel that we are helping others every day. I work with a great group of people who truly care about what they do and am happy to be a part of the SAPR team.

I am from Ohkay Owingeh, which used to be called the San Juan Pueblo. This Tewa name means “Place of the Strong People” and I am raising my four daughters to be strong and capable women. We return to our pueblo often to participate in dances and we wear our traditional dress. I want my girls to always remember our roots and our cultural heritage and be proud of who we are.

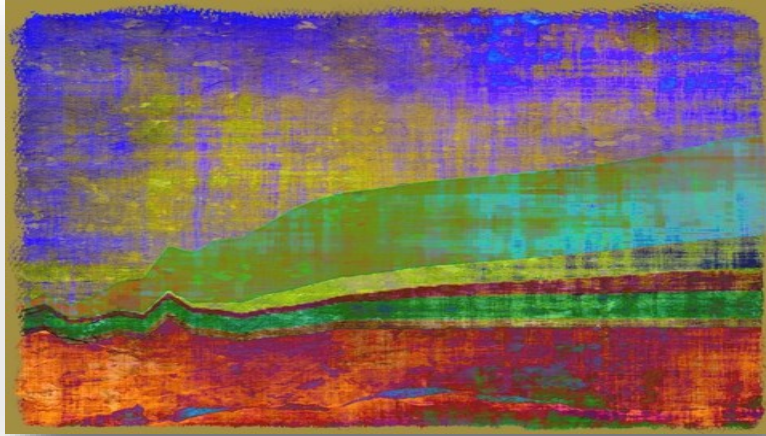
Thomas Chris West

Director, Strategic Analysis & Program Research



Everyone talks about data—why we collect it, how we use it, and what the intrinsic value of data offers education. Our departments collect data on a daily basis and we focus on data that is timely, accurate and actionable. We use it to assess, analyze, and support our students, teachers, and district. We believe that the careful collection and analysis of information allows insight, and engages students, families and personnel in the common goal of continuous improvement at all levels.





OAR — School Accountability Support (SAS)

Mission

School Accountability Support (SAS) is the data-coaching team in the district providing comprehensive support for schools with their NM DASH 90-Day Plans. Specifically, SAS is a team of continuous improvement coordinators and online systems specialists providing guidance for continuous improvement in schools.

Vision

School Accountability Support provides leadership coaching and project support for continuous improvement at APS schools and within district offices by establishing consistent processes, positive relationships, and expertise in data-driven decision making.

School Accountability Support is comprised of a team of data and information coaches and trainers supporting APS schools. Our typical day involves working at school sites either coaching Core Teams through planning, implementation, and reflection of continuous improvement plans or instructing teachers and administrators to use data, data protocols, and APS data information systems to drive instruction.



Left to right: Sabrina Jane Mason, Michelle Tudor, Debbie Matben, Crista Fortier, Linda Nasb, and Monica Nunez

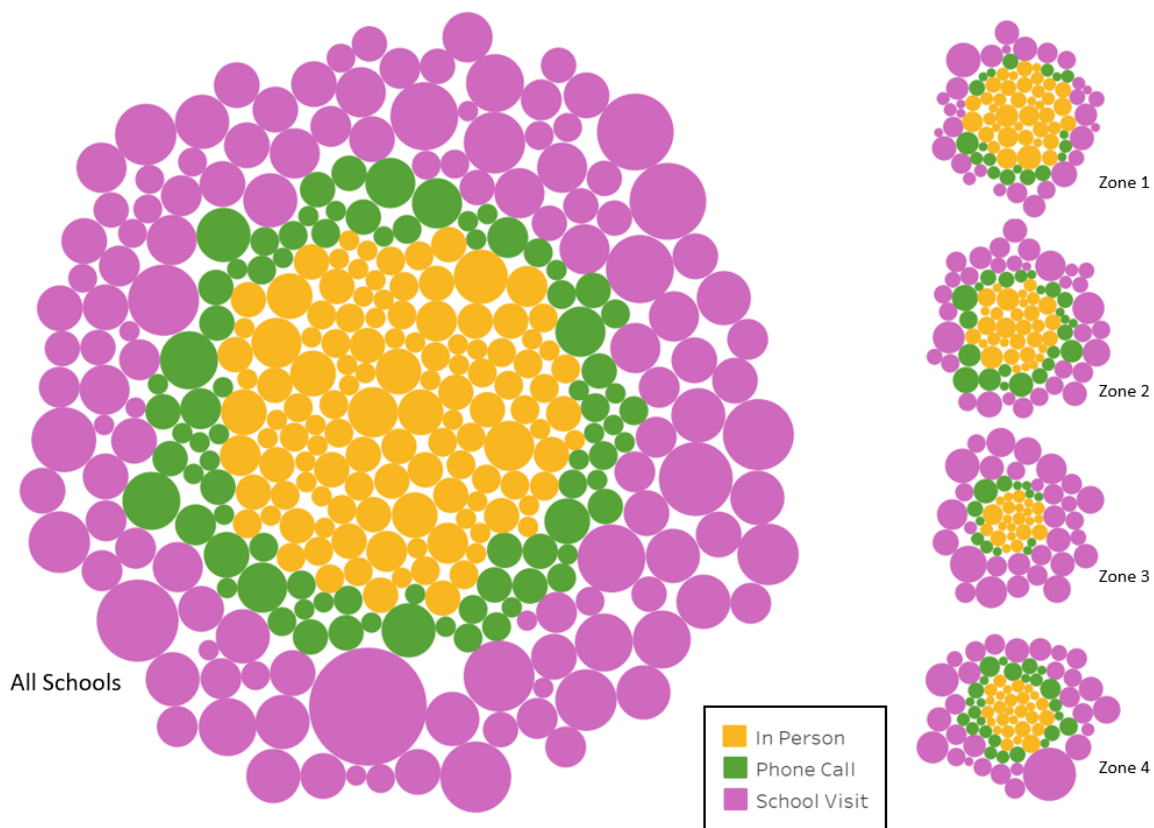
Accomplishments

Our personal support is varied and individualized based on the school. During 2018-2019 we processed 5,322 school support emails. This year we had 956 personal contacts with schools, illustrated below. Every school is represented by a bubble and the diameter reflects the quantity of phone calls, in-person meetings, and school visits.

In addition to working at school sites, we are the ambassadors of the Office of Accountability and Reporting. SAS is a communication conduit for schools with the Assessment team, Student Information Systems, and Strategic Analysis Program Research. We often teach school leaders to utilize the SAPR Visualizations, Assessment results, and the student data available in Synergy. After working with schools, we bring their feedback to the office so OAR is aware of the needs of individual schools and patterns within the district.

“We help teachers make friends with data.”

Crista Fortier



The APS continuous improvement process is referred to as 90-Day Plans. Each school selects two or three areas to focus on to increase student achievement. Every school has a Tier I Core Instruction goal because teachers are instructional specialists. District wide trends in desired outcomes for instructional improvement are illustrated by the color bands depicting the quantity in each category for systemic implementation of instructional changes to expand student achievement.

To support our schools we facilitate data discussions with year-end data analysis, interim assessment results, and student work. Often this is done on retreats with the Core Teams responsible for creating and implementing plans at the school site. This school leadership team monitors plans by examining data every 30, 60, and 90-Days. These reflections allow schools to assess their progress, make adjustments as needed, and inform subsequent school improvement work.



SAS visits schools to provide professional development with teachers as indicated in their 90-Day Plans. We encourage teaching professional learning communities to bring student work to analyze, determine next steps for lessons, and discover if instructional growth of teachers is having an impact on student performance.

To further assist schools in utilizing the continuous improvement process, SAS provides walk-in sessions for the DASH online system providing technical support, allowing schools to successfully upload plans; toolkits to streamline creating, implementing, and monitoring plans; plus plan training with differentiated workshops geared toward all components, data analysis of statistical peers, an intensive root cause analysis, and focus area specific workshops.

“Changing instruction requires supporting teachers in doing something different. This necessitates ongoing and consistent support for adjusting how they teach.” Linda Nash

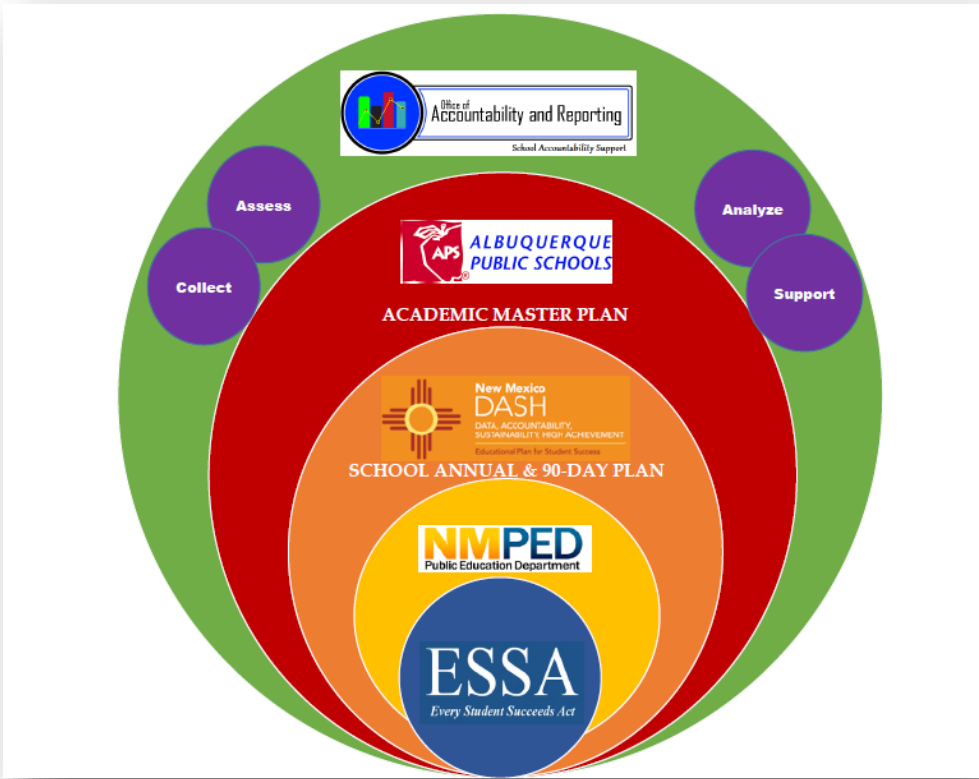
In addition to professional development with teachers and at schools, SAS provides professional development to principals. We partnered with Assessment, SAPR, and principal support specialists (PSS) to present an Overview of 90-Day Plans; Data Sources, Data Wise & 90-Day Plans; Root Cause Analysis, PARCC Comparison Reports, New Principal 90-Day Plans; as well as updates for 2018-2019. We attend learning zone meetings for principals to increase knowledge of zone priorities and to be a resource to principals. We prepare for zone leadership and principal analysis of 90-Day Plan patterns and implications for the zone to convey the mission of the learning zone Associate Superintendent.

This year SAS was able to develop relationships with several departments in the district including Title I; Language and Cultural Equity; Principal Support Specialists; Curriculum & Instruction; Student, Family, and Community Supports; Instructional Coaches; and Special Education. This allowed us to communicate updates on ESSA designations, facilitate documentation of Title I funding (thus reducing redundant reporting) provide information on data driven decision making, and align messaging regarding use of 90-Day Plans, stressing the importance of authentic, vital, school-based work. Directors and managers from these departments provide essential support by serving as District Representatives on Core Teams as well as reviewing 90-Day plans using the DASH feedback tool. Cross department communication empowers the district to provide expertise and resources to the schools efficiently.

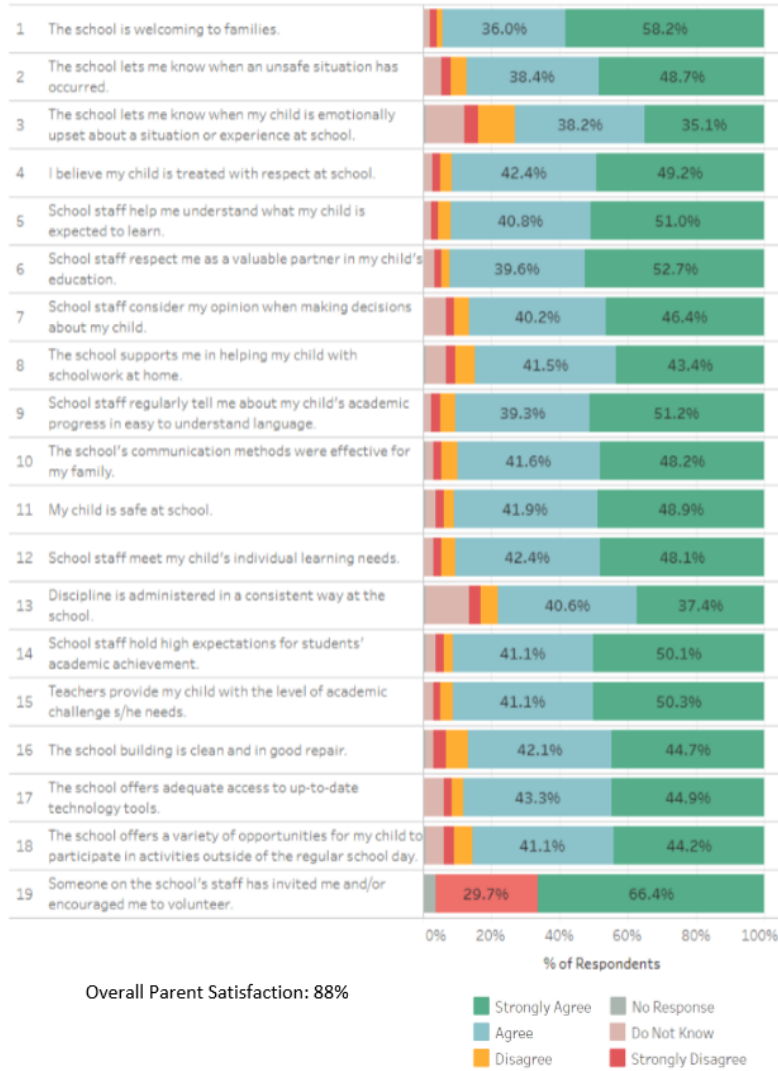
SAS created a calendar which incorporates deadlines for all of OAR in one convenient location. There are 5 calendars to support each level of schools (elementary schools, alternative calendar elementary schools, middle schools, high schools and 10 days of extended instruction).

SAS is consistently enhancing our practices with professional development by participating in a Data Wise book study, attending workshops on continuous improvement collaborating with several districts from across the state, researching improvements for our use of metrics, advancing changes in teacher practices, and building on our strengths to improve our practices.

School Accountability Support, in conjunction with Assessment and SAPR, managed the Quality of Education and Family Engagement Survey submissions for APS.



Quality of Education and Family Engagement Survey



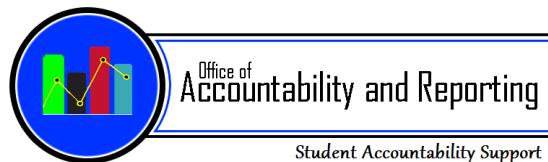
In 2019-2020, SAS is offering a tiered system of support for providing proactive individualized support based on the school's work on 90-Day Plans. Working at schools is our highest priority sustaining data-driven instruction. SAS empowers teachers to differentiate instruction through school data analysis opportunities with the school report card, the performance level summary for each assessment, and individual student reports. SAS ensures that schools are knowledgeable about and proficient in the use of district data systems while working with other teams in OAR to ensure data systems are useful to stakeholders.

Linda Nash

Director, School Accountability Support



The School Accountability Team supports schools in the creation of their 90-Day Plans, pulling and looking at data to differentiate instruction, provides technical support with the DASH system, offers trainings of SAPR visualizations, and monitors progress with the creation and implementation of plans. Every day the team answers emails, phone calls, visits schools on and off campus, and communicates with fellow team members on ideas and best practices. On any given day, the team could be giving a training on the 90-Day Plan, SAPR visualizations, or filling in to lead a Versifit training. The team also pulls data from many different sources, including SAPR, Versifit, Synergy, iReady, Istation, PED and others. We are equipped to take data from various sources and present it to the school in a non-biased and user-friendly way. The School Accountability Support team prides itself on walking into a school that is struggling with the 90-Day Plan or data interpretation, and walking out knowing that the school's fears have subsided.





OAR – Student Information Systems (SIS)

Mission

Student Information Systems (SIS) works to ensure the collection, management, storage, and accessibility of student information is efficient, effective, and provided accurately and timely to key stakeholders for informed decision-making while maintaining strict standards of confidentiality.

Vision

SIS takes the collected data elements to create useable, meaningful information to aid the district in making informed decisions.

The Student Information Systems Department is responsible for collecting, maintaining, and reporting student information. SIS is responsible for the Synergy Student Information System, supporting schools and district departments with Synergy processes, and the complete and accurate submission of state reporting data.

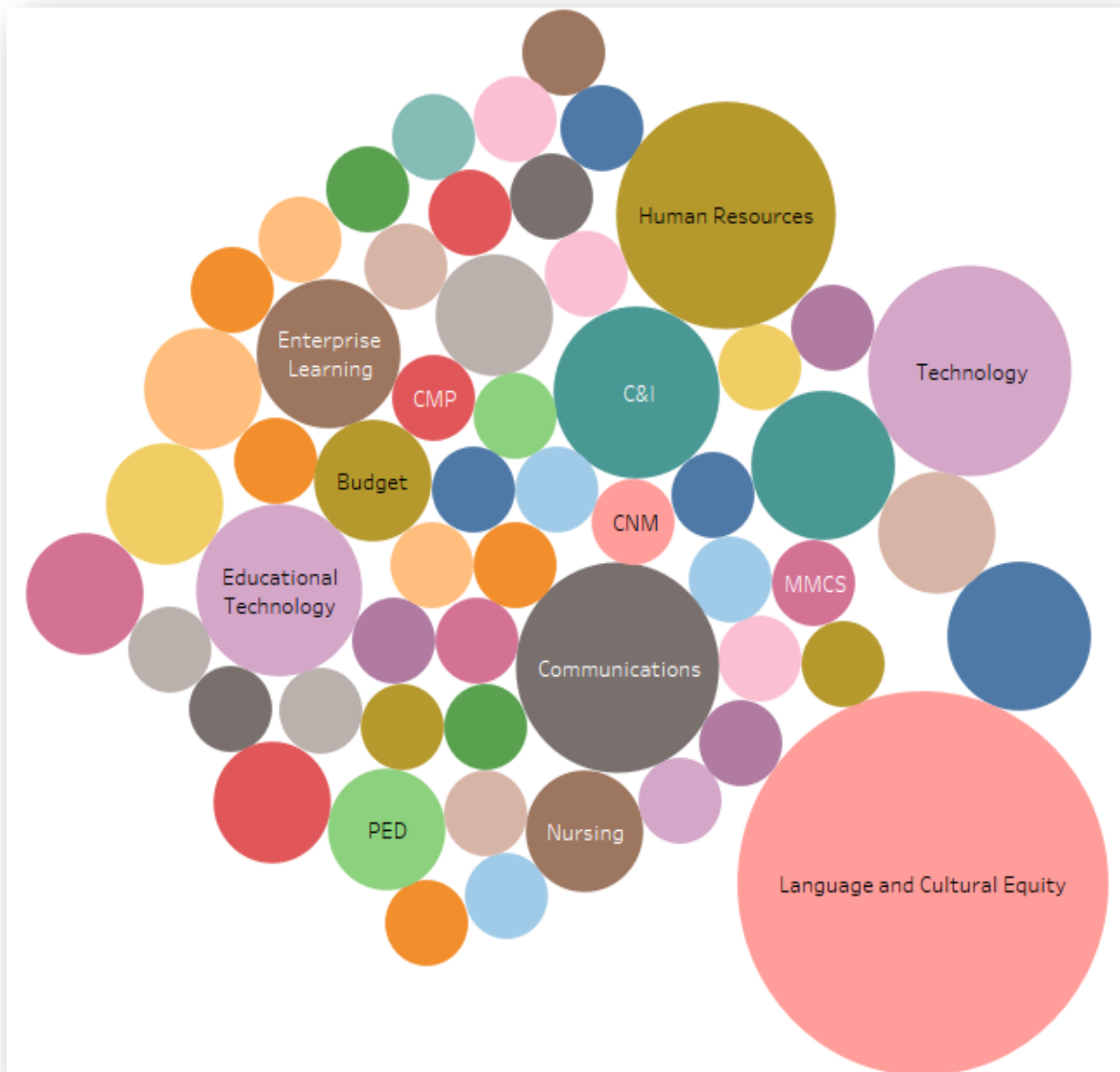
Our School Support Team provides support to schools on Synergy and training on use of Synergy functionality and processes. We provide a customer service emphasis with a 24 hour response turnaround for online and telephone support.

Our State Reporting Team is responsible for the complete and accurate reporting of district and APS Charter School data to NMPED STARS system, also assisting with other accountability reporting requirements such as Drop Out Review, Graduation Cohort, and Teacher Evaluation.

Our Technical Team is responsible for technical and application support of Synergy Student Information System, works closely with Synergy vendor and APS Technology Department to keep Synergy servers updated and services available 24 x 7, develops and maintains over 30 different data interfaces, extracts and develops numerous data reports, develops and makes software updates.

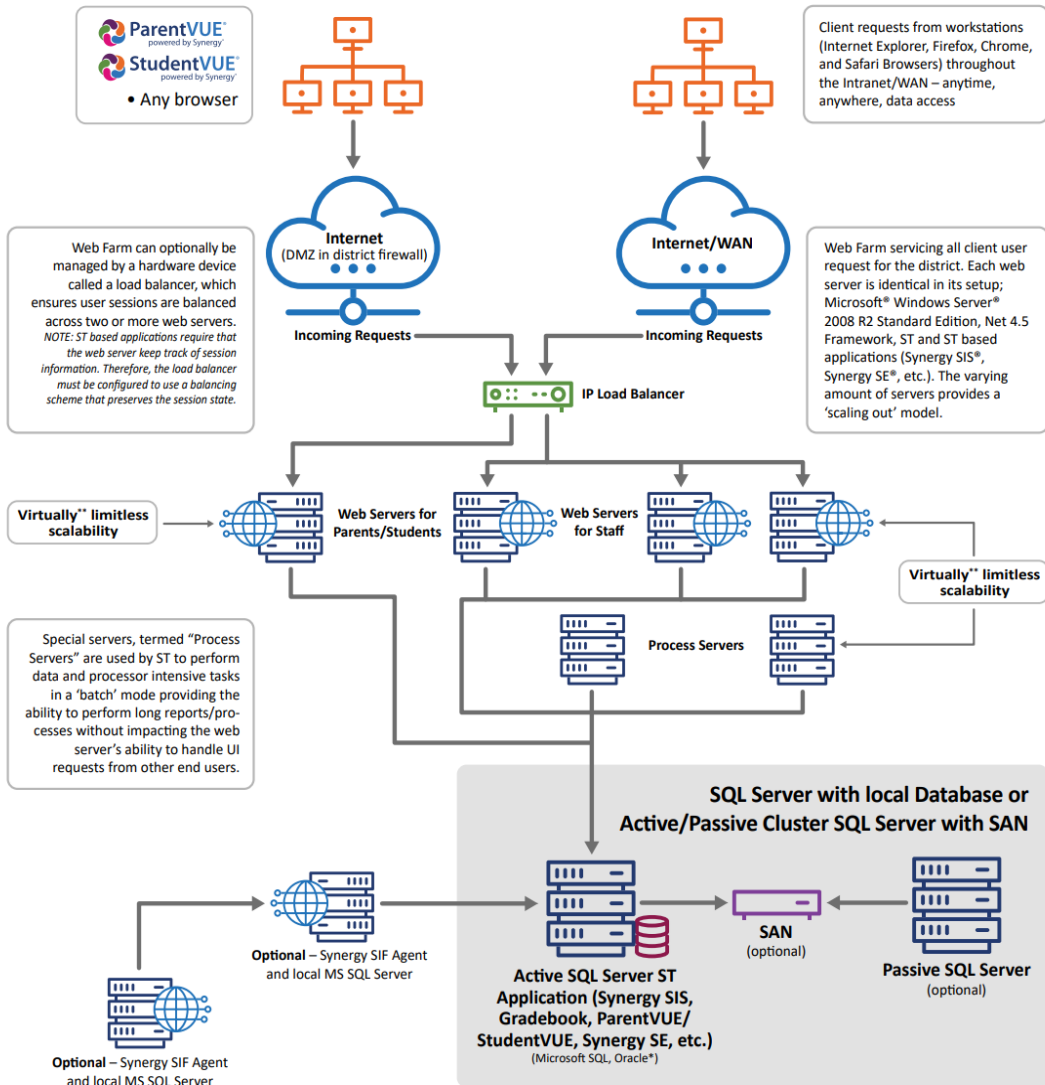
Data and Reporting Requests

For the 2018-2019 school year, SIS received and completed 345 requests for data extracts and updates, reports and student system tasks. Requests were completed for schools and a range of departments including Office of the Associate Superintendents, Student, Family and Community Supports, Language and Cultural Education, Special Education, Technology, Office of Innovation and School Choice, Charter School Office, and Curriculum and Instruction.





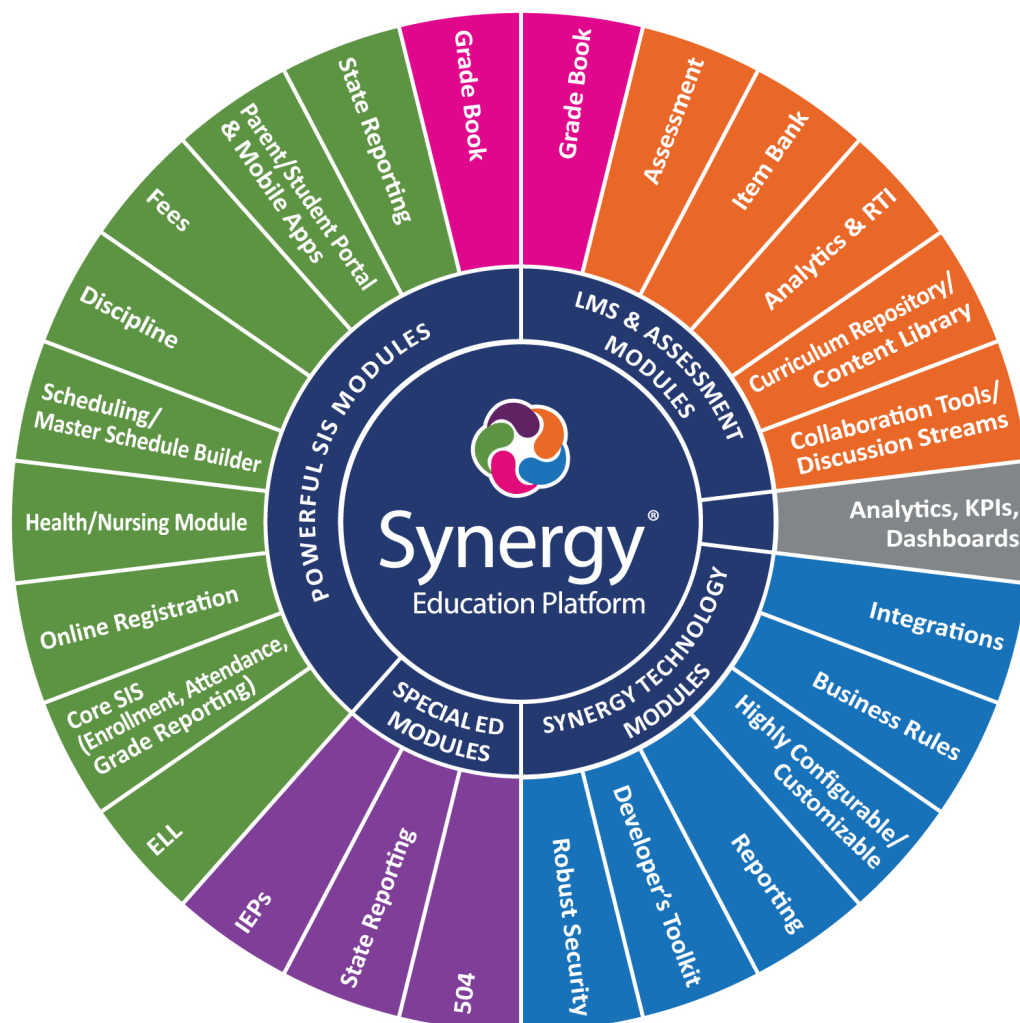
INFRASTRUCTURE OVERVIEW



*Synergy SIS, Synergy SE and Synergy Technology are trademarks of Edupoint Educational Systems, LLC. *Other names and brands may be claimed as the property of others. **Virtually: There is not a logical limitation to scalability, the limits are due to physical (hardware space, etc.) limitations.*

Achievements for 2018-2019

- Synergy Online Registration (OLR) was rolled out to all schools. Parents were able to register their students for the 2018-19 school year by using an online process that guided them step-by-step and was available on any internet enabled device. Many schools made computers available to parents if they did not have a computer to complete the online registration process.
- Six APS authorized Charter Schools were converted to the Synergy Student Information System (SIS) that helped make state reporting more efficient.
- Began implementation of the Certify data quality scorecard that sends reports to schools of data issues that need to be corrected prior to each state reporting period.
- Implemented a High Availability Cluster for the Synergy database servers that synchronizes data between the two database nodes to provide enhanced availability of the Synergy Student Information System. Progress towards disaster recovery is also further enabled by this system enhancement.



Synergy Online Registration (OLR)



The ability for parents to register their students for the 2018-2019 school year was made available on the APS website for the first time. The Synergy Online Registration (OLR) module provides APS the ability to control and manage registration within Synergy, reducing processing times, eliminating paper forms, ensuring data accuracy, increasing parent involvement and boosting student accountability. OLR handles the registration events of students new to the district and the registration events of already enrolled or returning students, such as the annual update of student information. Parents must first have a Synergy ParentVUE account to use OLR, which increased the number of ParentVUE accounts district-wide.

Current Active ParentVUE accounts = 67,800

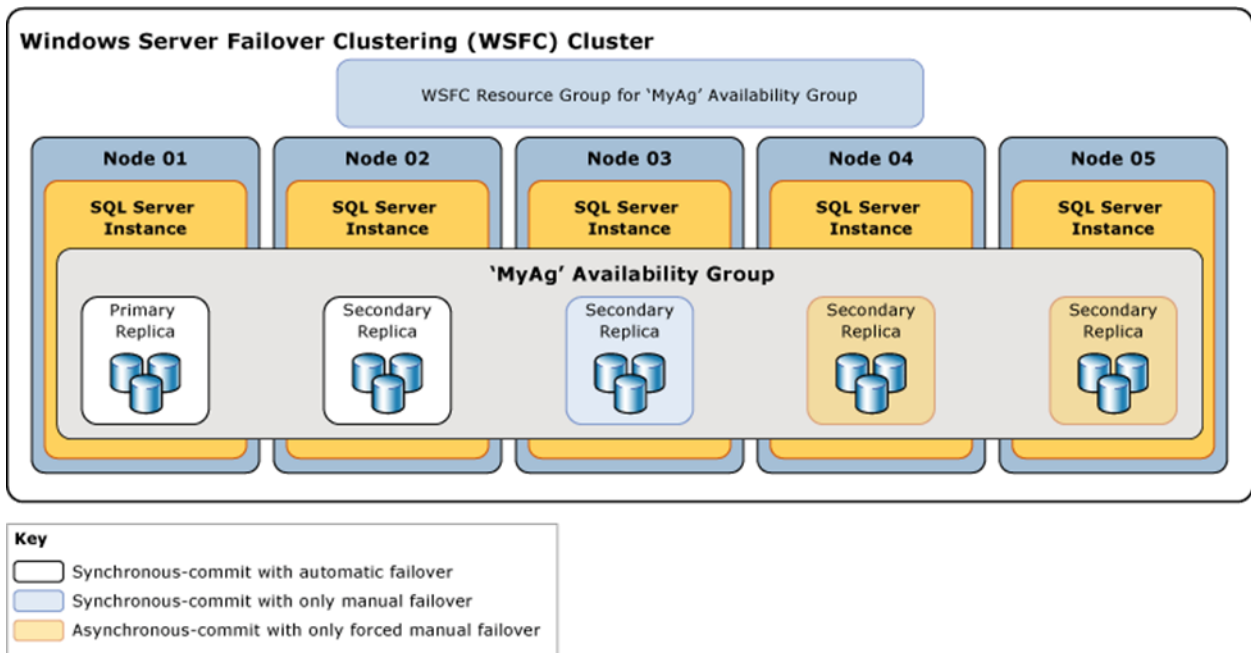
Total 2018-2019 Online Registrations = 74,519*

*Each Online Registration can include multiple students in the same family.

Goals of SIS/OLR:

- Parent convenience – Parents can submit Census/Demographic changes at any time via online ParentVUE.
- Reduce redundancy in Registration paper work from year-to-year.
- Reduce amount of paper used for printing.

Reduce Administrative burden and to create a set of best practices to assist schools in student registration.



Patti Salaz

Manager School Support/Master Scheduling



Top row, left to right:: Kim Cleland, Jewel Richardson, Melissa Baca, Christina Sullo. Center: Patti Salaz. Bottom row: left to right: Kathy O'Hair, Sharon Cuaron, Esperanza Ruiz-Sanchez

My name is Patti Salaz, and I manage an amazing team of support staff. Together, we provide system support for our SIS Synergy to tens of thousands of users—district and charter staff, administrators, teachers, clerical staff, students and parents.

During 2018-2019 , our support team answered over 22,000 support tickets, trained more than 2500 users in various Synergy Trainings, posted over 500,000 student grades to transcripts, and filled over 20,000 electronic transcript requests through Parchment.

We also converted 6 APS charter schools into Synergy (for a total of 12 Charters in SIS now), surveyed parents on Federal Impact Aid electronically through ParentVue instead of paper/pen surveys, placed custody notifications on student records and ensured foster students were correctly enrolled with legal documents attached to each student record. We built all 89 elementary school master schedules in Synergy for the school year.

When not training, providing support or answering phone calls, we also identify errors in data entry for correction, assist with application failures, investigate and evaluate SIS features for user risk/need. We always try to provide excellent customer service and our goal for this year is to find better solutions for tracking graduation requirements and identifying student career plans, put all Synergy trainings on video, train schools in Gradebook, and work with sponsor teachers for assigning mass instead of individual fees. Stay tuned!

Jude Garcia

Manager, System Administrator



I love working at the school level. These are the people that interact on a daily basis with students and parents—our internal and external constituents. Whether secretary, principal or teacher, they are our ambassadors and what they do is vital to the success of APS. My job is to train, teach, encourage, and support. If I do my job correctly, then they do, as well.

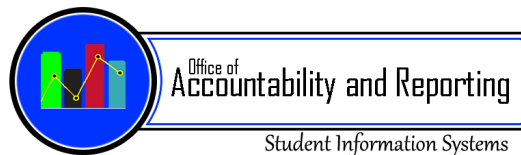
Organization is key to working with schools. Every day begins with a plan. What is our mission, how can we accomplish that, what obstacles can we predict? Of course, the ones we can't predict are always the most interesting. I love a challenge!

Andy Gutierrez

Senior Director, Student Information Systems



The collection of most APS student-related data begins with us. All of the student data being talked about these days begins with its collection, processing, and correction in the district's Student Information System. From data inception with registration and enrollment to the daily attendance taken for students, we cover it all: graduation data used to record each year's graduates, sharing with learning management and intervention systems, and eventual state reporting. We support a robust set of online tools and modules used every day in Synergy by teachers, administrators, students and parents. The support and training SIS provides helps schools accomplish their goals, increasing collaboration, and informing decisions along the way. We believe that the efforts of the Student Information Systems department help reduce the amount of time teachers and school staff spend collecting and recording data so that it can be used for the instruction of our students.





Technology

Mission

We strive to offer world class educational technology services to our Albuquerque Public School internal and external constituents – to include students, teachers, parents, staff and community.

Vision

It is our fervent desire to ensure that technology has a positive academic impact on students focused on their readiness and success toward graduation, college and workforce.



Our focus in Technology is to improve user experience and increase Time to Instruction (TTI). Our plan to achieve this goal is by decreasing the time it takes users to go from logging on to a system to being able to be on task.

Values

Accountability: We are accountable to our customers and to each other. We are obligated to account for our activities, accept responsibility for them, and disclose results in a transparent manner.

Reliability: We will perform at a level of consistency where our customers can count on our services at a very high level.

Integrity: We adhere to the belief that we must be above reproach in the performance of our duties as it relates to ensuring the safety and security of all data and systems that support business and educational services for the entire district.

Efficiency: We strive to be most efficient in our use of funds, time, and people as we deliver the best in services to our APS constituents.

Innovation: We will be deliberate in the application of information, imagination, and initiative in deriving a greater value from our resources.

Clarity: We are obligated to communication without confusion by honoring our audience and improving the interactions we have with others related to the implementation and placement of technology.

Excellence: Our standards shall be comprehensive - technical excellence, high productivity, and ongoing evolution and refinement.

Customer Service: We believe that an attitude of service is paramount.

Technology Restructure

APS is one of the largest organizations in the region, and we are proud to be leaders in new technologies. We serve over 1,200 square miles, 159 sites, and 100,000 users and manage some 8,000 access points, 4,000 switches, 13,000 telecom handsets, and over 400 virtual servers, utilize 30,000 plus Chromebooks, 30,000 iPads, ten of thousands of PCs and Apple devices. We have world-class, state-of-the-art systems; our work is meaningful, and we enjoy doing our jobs. We were able to complete many meaningful projects in the 2018-19 school year and have

many more scheduled or in progress for the 2019-20 school year. It is an exciting time in technology!

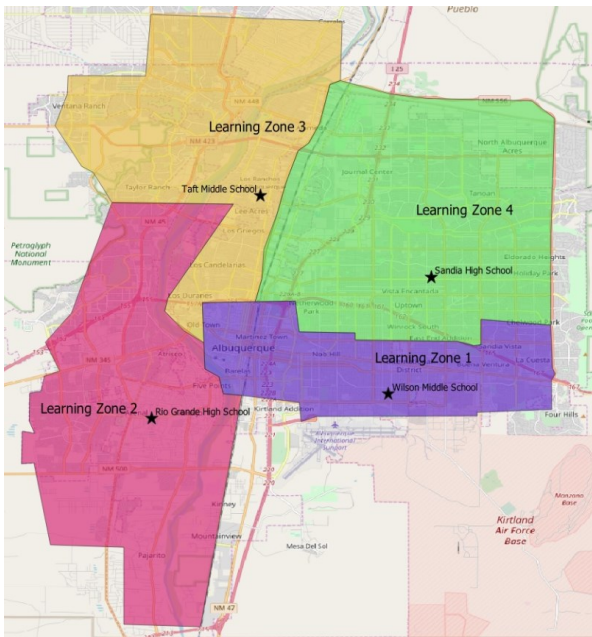
A lot of time, research and planning went into the structure redesign of the Technology department. While we honor the work of the past, we know that we must remain agile and adaptive to keep up with the ever-changing and evolving world of Technology. Our hope is that this new structure will allow us to do just that.

In 2019-20, we will be looking to add to our team with newly created roles, including TCS leads, network security engineers/analysts, system administrators, assistant directors and directors. Our goal is to create a team of professionals who embrace working together to support our vision of offering world-class educational technology to our constituents – students, teachers, parents, staff and community. This team will be essential in adapting to the exponential rate of growth in technology. What was once nice to have is now required for daily operation. Our hope is that this restructure will help us grow to meet these demands while providing our technical staff possibilities and create an environment where they can learn and grow.



Technical Client Services (TCS)

Technology services continues to grow and adapt to better support the schools. As part of the restructure, leadership used service ticket data analytics to consolidate the TCS techs from “Tech” team of 3-4 to a larger team of 9-12 to be housed out of Tech Hubs. These Learning Zone based Tech Hubs are geographically located in a school in the center of each Zone to realize efficiencies in dispatch and response times. Each Tech Hub is led by a Team Leader, which is a new position created to be an advocate for the schools as well as work along-



side the technicians in the field.

In addition to the improvements and efficiencies gained with the Tech Hubs and Team Leaders, TCS has been hard at work implementing new services to better support APS schools.

The TCS group facilitated and coordinated the annual school technology refresh. Our technicians consulted with principals about their needs, staged school sites for refresh delivery, coordinated intake, setup and the issuing of refresh computers and devices.

TCS staff were instrumental in deploying and supporting 1:1 student devices for APS MRI schools (Whittier, Hawthorne, Los Padillas).



These schools were the first to receive the new device + professional development model.

A particularly valuable service implemented this past year was the purchase and management of a large loaner Chromebook pool that helped many schools by providing hundreds of supplemental devices for the annual spring assessments, the new online registration, and easy, secure guest access at APS Community Schools.

The TCS team managed the Unified Spring Assessment Support Command Center. TCS managers and service desk facilitated and hosted the collaboration of OAR, customer service, and TCS technicians to ensure school testing readiness and to provide one phone number for all testing questions and technical issues. Technology worked in conjunction with OAR in regard to ongoing testing and application preparations throughout the year.

Technical Client Services also worked to develop a five-day comprehensive training bootcamp for technology staff, a first for APS. The training includes sessions from subject matter experts from Technology, CFS, Materials Management, and Employee Wellness.

This new single point of standardized training allows staff to become informed about the tools and resources at APS and to “speak with one voice” regarding policy and procedures.

APS Esports

TCS was instrumental in developing an APS District eSports program. The benefits and tenets of the program include:

Inclusiveness - Engages students that wouldn't otherwise participate in school sports

Leadership and Team Building - Team-based games promote leadership, trust, and sportsmanship

Scholarships - Proliferation of eSports college scholarships provide a path to post-secondary education for students that may not have had an opportunity otherwise



Technical Client Services by the Numbers

37,686 Total service tickets

12,000 Macs from Sierra to High Sierra throughout the district

Maintained, modified, and deployed the Windows 10 image to 11,000 devices: 12,000+ Macs imaged; 11,000 PCs imaged

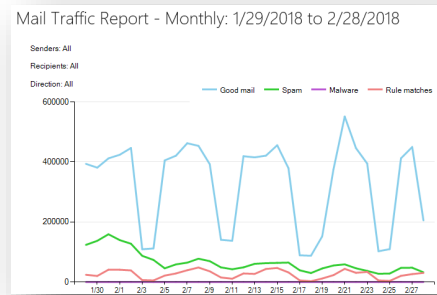
Promethean support

Updated firmware, updated software, troubleshooting of cabling and projectors

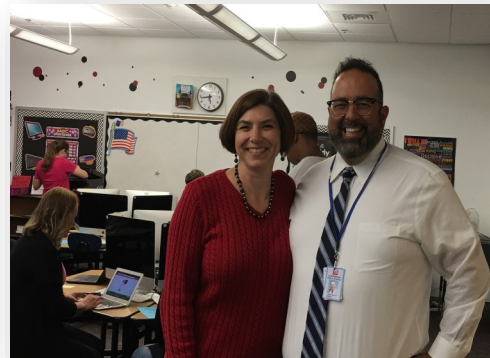
Core Services Team

The Enterprise Architecture team managed and maintained approximately 400 Virtual Servers along with nearly a petabyte (1024 terabytes or a million gigabytes) of data (includes working files and backups) between the data center and colocation site. This spring the team, working with Student Information Systems (SIS), was able to successfully virtualize the main SIS database, taking advantage of Synergy's new offering of a

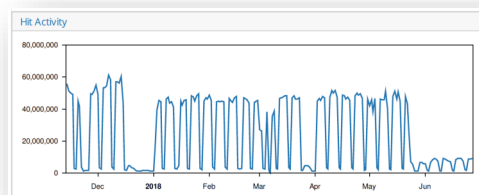
virtualized environment.



The team also oversaw and managed our email server (processing about 400,000 emails daily), as well as our security stack that is made up of firewalls, internet filter and IPS systems, which monitor as many as 5 million web hits a day. The team also managed our wireless environment, active directory, endpoint security management, application systems, and print servers.



With the restructure this team will transform into specific areas: Server Ops, Network Security Ops, Application Services. This focusing of roles will assist with support and user experience while not overtaxing any single team member. The current team members will transfer their vast knowledge in best practices to the new members creating communication lines to integrate new members and maintain group dynamics to deliver world-class systems.



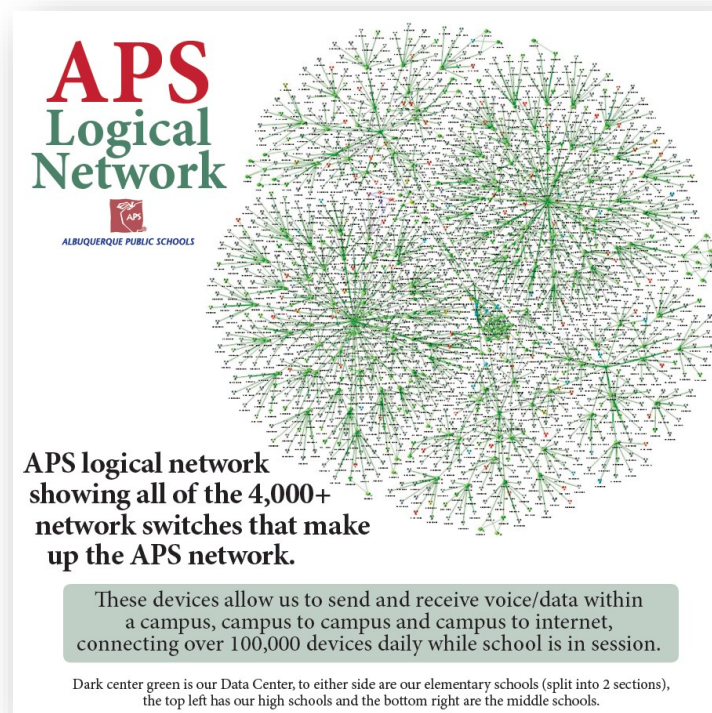
Infrastructure Teams (Telecom, Network, Enterprise Cabling)

Telecom

The Telecom Team provides management and support of the District's communications systems, which see an average of over 16,000 incoming calls and over 11,000 outgoing calls per day. The team supports the District's 13,000+ VoIP handsets and associated voicemail systems. This group works with the core telecommunications vendors including CenturyLink and Unite Private Networks.

In the Technology department's initiative to upgrade the District's Wide Area Network (WAN) to dedicated fiber, the Telecom team has assisted with project management and has provided oversight for ongoing construction. The Telecom team has also taken the lead in upgrading more than 150 battery-backup systems used throughout the district, an important initiative to address disaster preparedness.

Additionally, Telecom has assisted with security improvements like implementing new Axis door cameras and also supports utility spotting for District sites.



Network

The Network team works at the APS Data Center to manage over 4,600 network switches and over 8,100 Wireless Access Points (WAPs) throughout the District. The team works with Enterprise Cabling to plan and develop network infrastructure upgrades, including the upgrade of over 970 switches and over 2,500 WAPs in the latest Wireless Upgrade Project. They are responsible for all network device replacements. Since July 1, 2018, the network team replaced 35 switches and 23 WAPs and closed 1,236 service tickets.

Enterprise Cabling

Providing critical support for District infrastructure modifications and improvements, the Enterprise Cabling team works with various APS departments and contractors to remodel existing facilities and develop standards for Telecommunications design and installation.

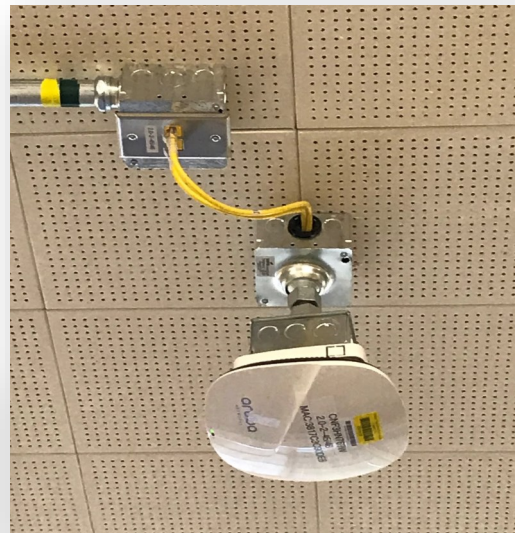
Over the last year, Enterprise Cabling assisted with the development of the Technology department's latest project to upgrade the wireless network capabilities in 93 schools. The team has also completed site reviews in preparation of additional upgrade projects for schools in the new year. Additionally, the Cabling team has assisted with the consolidation of Intermediate Distribution Frame (IDF) equipment at 40 schools and supported security vestibule, computer lab, portable, time clock, intermatic and intercom upgrades and repairs throughout the District.



Building Cable Plant Installation



FD&C Design Review



Deployment of Wireless Access Points (WAPs) to schools across the District

Application Development

About 14 FileMaker Pro Databases from Fire Drill Logging, Emergency Contact, Authorization Access, Legislative Capital Requests, Extended School Year (ESY) schedules are in production. Steve Vargas, our database analyst, leads the development/management/maintenance of these systems and has developed two additional systems; one to track Employee Facility Sign In/Out (99% complete) and the other to safely streamline the process by which principals update their Site Safety Plan (complete).

PROJECTS

APS - Fiber WAN/Internet Upgrade

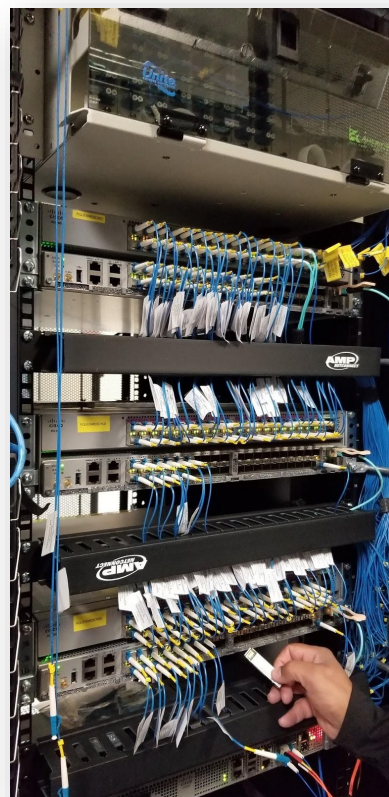


After three years of planning, Technology was able to start construction of the Fiber WAN project in the school year 2018-19. Over 200 miles of new fiber for 159 sites involved more than 2,800 pole attachment requests.

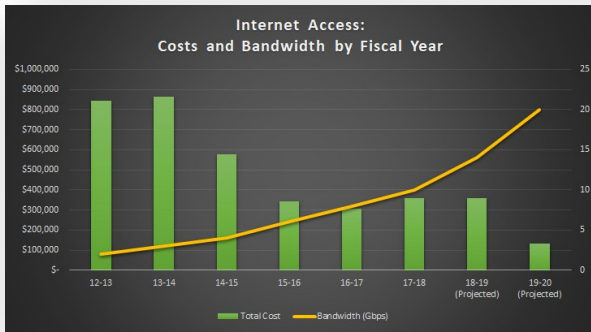
Working with UPN and their subcontractors, Technology started pulling fiber into all APS schools and admin sites from the MDF telecom/network room to the street, which involved coordinating with the schools, permits, utility locating, installing pull boxes, conduit, inner duct, tracer wire, and the fiber. The project also required many DOT permits as well as franchise agreements from various entities: the Village of Los Ranchos de Albuquerque, the Village of Corrales, and the Village of Tijeras as well as the City of Albuquerque and Bernalillo County.

Telecom techs went to each site ahead of the fiber contractors to make room for the fiber termination panels (FTPs) and for the new routers. Telecom techs also supported all contractors with access, design of the installation at the sites and are currently supporting and coordinating in the testing and turn up of these new fiber circuits at each site.

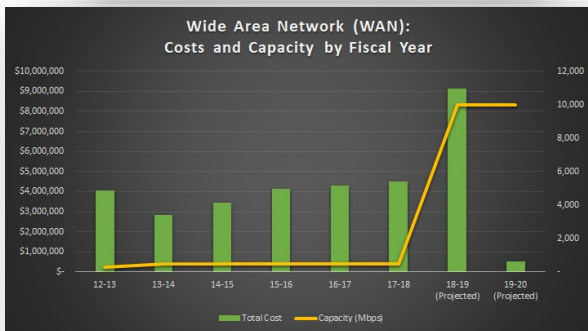
UPN Tech—Test and Turn Up (each blue cable represents a site)



This project will bring 10,000 Mbps of connectivity to all school sites, from 300/500Mbps (ES, MS, HS) respectively, along with increasing Internet capacity up to 40Gb (currently utilizing 12Gb) while driving costs down by as much as 88%. All school sites will be connected by the end of July 2019.

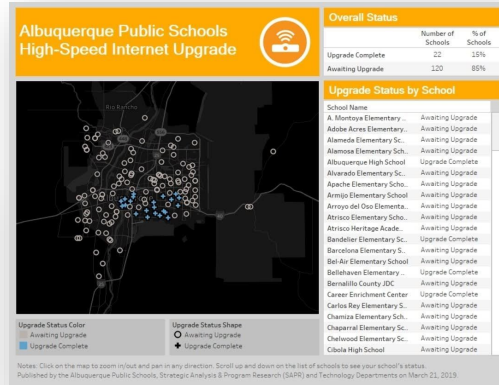


Internet		
Fiscal Year	Total Cost	Bandwidth (Gbps)
12-13	\$ 844,872.24	2
13-14	\$ 865,583.27	3
14-15	\$ 577,022.71	4
15-16	\$ 342,473.81	6
16-17	\$ 307,452.94	8
17-18	\$ 359,940.68	10
18-19 (Projected)	\$ 359,940.68	14
19-20 (Projected)	\$ 132,000.00	20

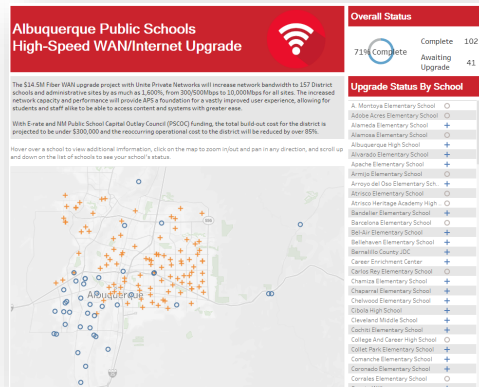


WAN		
Fiscal Year	Total Cost	Capacity (Mbps)
12-13	\$ 4,059,334.00	300
13-14	\$ 2,860,048.00	500
14-15	\$ 3,459,156.00	500
15-16	\$ 4,139,997.00	500
16-17	\$ 4,319,106.63	500
17-18	\$ 4,517,987.96	500
18-19 (Projected)	\$ 9,123,633.65	10,000
19-20 (Projected)	\$ 520,486.72	10,000

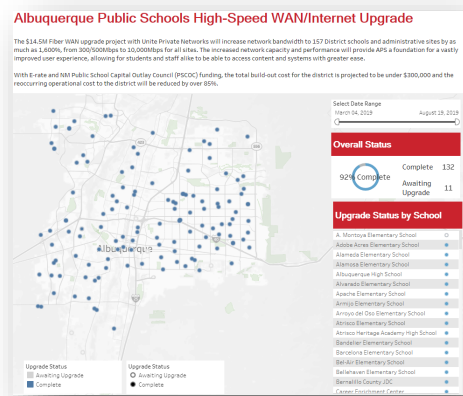
Tracking Status of Completion



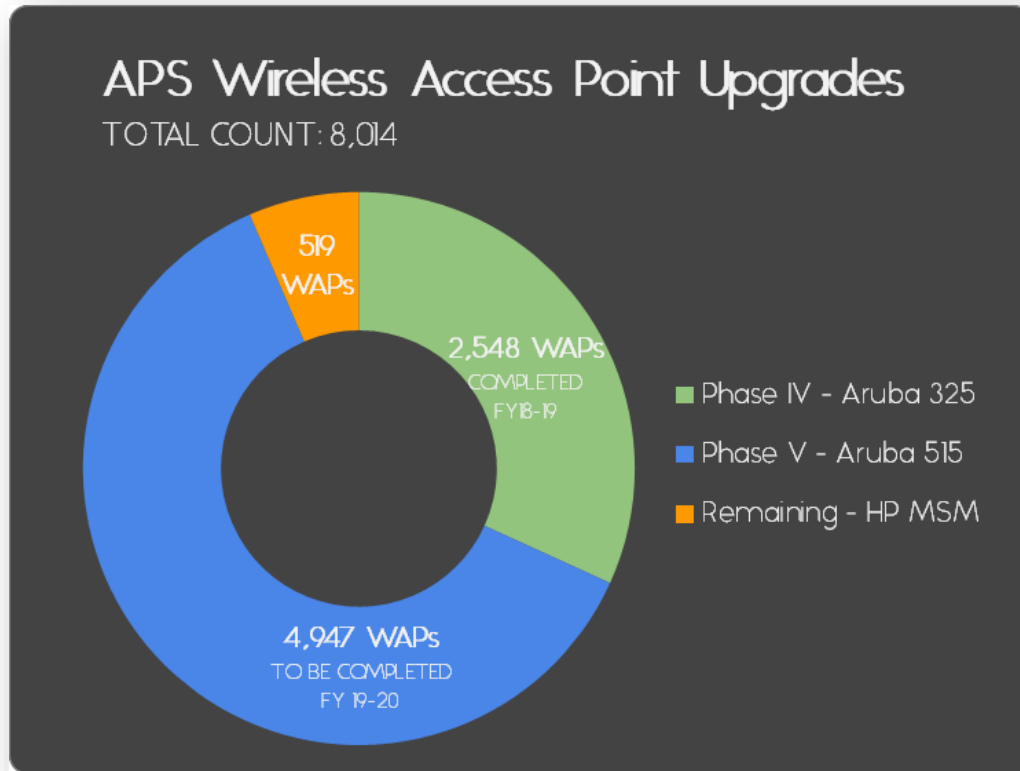
15% Complete



71% Complete



92% Complete



District Wireless Network Upgrades

What was once “nice to have” has become a business-critical need. Technology has been working to improve the wireless environment since the Wireless Phase I (2015-16) Project.

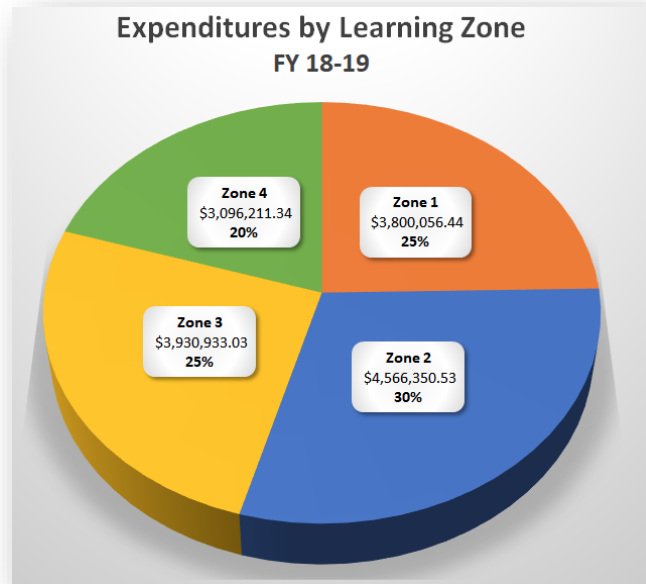
The first three phases focused on getting additional HP MSM Access Points into the schools and we ended up going from around 5,000 to 8,000 access points district-wide, making it one of the largest wireless infrastructures in the region (in comparison, UNM has around 4,500 access points).

In 2018-19, Phase IV (2018-19) saw the introduction of Aruba Access Points which is a newer and more robust system offering better connectivity: 38 sites and 2,548 Aruba 325 WAPs were replaced and access points were relocated to the center of the room for better placement and coverage.

Phase V (2019-20) is now underway and will have 4,947 Aruba 515 WAPs put into service in the next year. Half of these include placement to the Center of the Room and the other half will be on deck to be relocated to the Center of the Room the following year. This allows us to maximize our funding and execute an aggressive migration path from the older HP MSM wireless to the new Aruba Platform. Considering the size, scale, and cost, we are very pleased to be able to execute such an aggressive timeline.

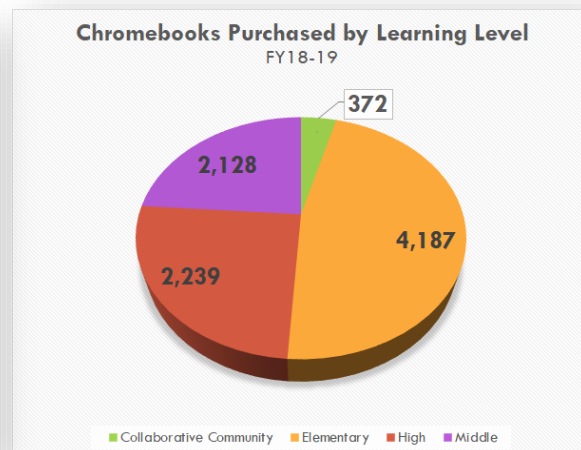
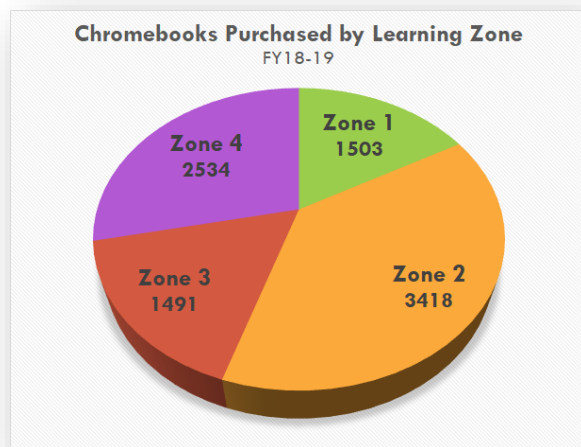
School Expenditures (by the numbers)

Technology Refresh and other Technology Upgrades



Chromebooks

With the adoption of Google Classroom, Chromebooks continue to be a big hit with the schools. Easy-to-use, consistent, durable, and collaborative in design and usability, 10,570 Chromebooks were purchased by the district in the last year, bringing the current total to 37,626.



Michelle Mora

Service Desk Technician



Left to right: Myra Sanchez, Ernie Carson, Juan Larranaga, Michelle Mora, Phil Werner, Yvonne Alcon, Sue Garcia, Daniel Estrada

My name is Michelle Mora and I have worked for APS for 22 years. Currently, I am a Service Desk Technician and our group helps APS employees and business partners. We provide a single point of contact for technology questions, such as password resets, email, computer help, network, wireless, or telephone support.

Most of the time we support teachers and students. I love that I am here to help a teacher log a student in to take an exam or do their daily work. Sometimes we train or teach students, or help a new employee who is frustrated with technology. Our job is to help them be successful and that is very rewarding.

If you ever need to call in for tech help, remember that all of us are here for you, with a smile and a desire to help you succeed!

Tremayne Webb

District Technician



When I first started working at APS, I was a custodian. I had my Associate's Degree in Computer Science, but there were no Technology jobs open or available. I worked that job for seven years, but I did not give up hope. Now, I am part of a special team in Technology, and we visit schools and help students with computers. I want other minority students who look like me to know that with a little bit of hope, patience, and education, you can do something positive. It does not matter if you are pushing a broom or fixing a computer. We can all work toward a better future. Believe in yourself!

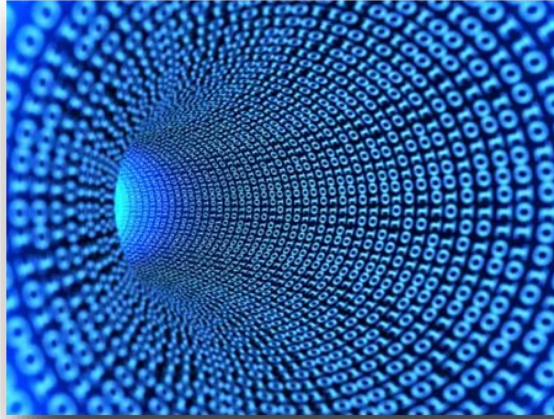
Jason Johnson

Executive Director, Technology



For Technology to be successful at APS, people need to be connected. Whether for education or business, they need to access and share resources in a reliable manner. As Technology Executive Director, I have to provide dependable service and our district wide fiber buildout will do just that. The little blue fiber optic cables next to me represent each of our school sites. Data is being transmitted to and from our schools on a dedicated circuit at 20 times the speed they once had. Along with our Wireless Access Point upgrades, users should see an incredible improvement in connectivity. Exciting times!





Educational Technology

Mission

Educational Technology (EdTech) supports the APS Community with the effective integration of technology through planning and professional development so all learners have authentic and self-directed learning experiences in a secure digital environment.

Vision

EdTech supports educators with designing authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. In addition, the ELS team facilitates professional development that is authentic and classroom focused where meaningful tasks are teacher-driven.

Supporting Students

EdTech supports the ISTE Standards for Students to empower student voice and ensure that learning is a student-driven process so APS students thrive in a constantly evolving technological landscape.

Authentic Learning

The Educational Technology Department ensures the APS Community has system support and management, digital integration for teaching and learning, program development, blended learning, and professional personalized learning for educators and students.

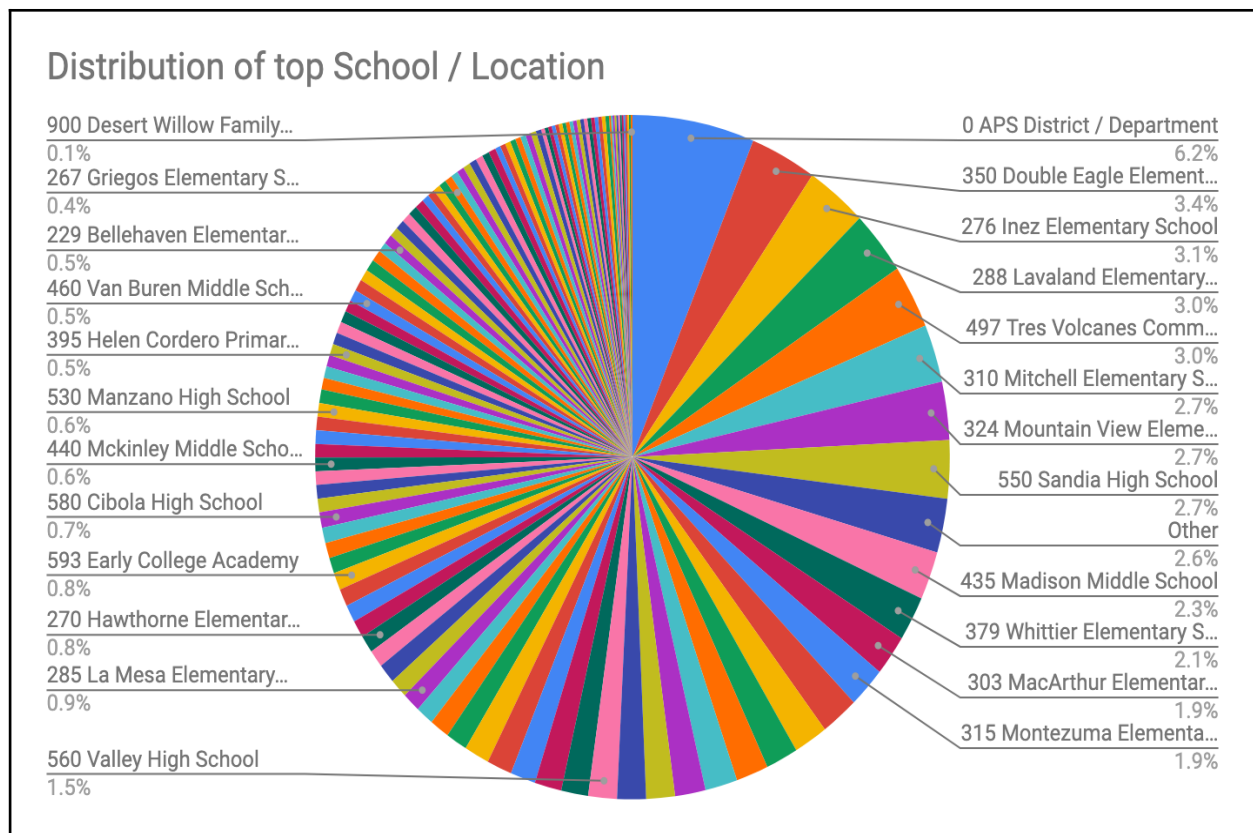
Frameworks & Standards

ISTE Student, Educator, Coach, and Education Leader Standards	Depth of Knowledge (DOK) Framework	Teacher Innovation Progression Chart
Focusing on: <ul style="list-style-type: none"> • Visionary Leadership • Professional Development & Program Evaluation • Systems Designer • Empowering Leader • Digital Citizenship 	<ol style="list-style-type: none"> 1. Comprehension & Recall 2. Basic Application 3. Strategic Thinking 4. Extended Thinking 	Educator Reflection Tool for: <ul style="list-style-type: none"> • Research & Information Fluency • Communication & Collaboration • Critical Thinking & Problem Solving • Creativity & Innovation

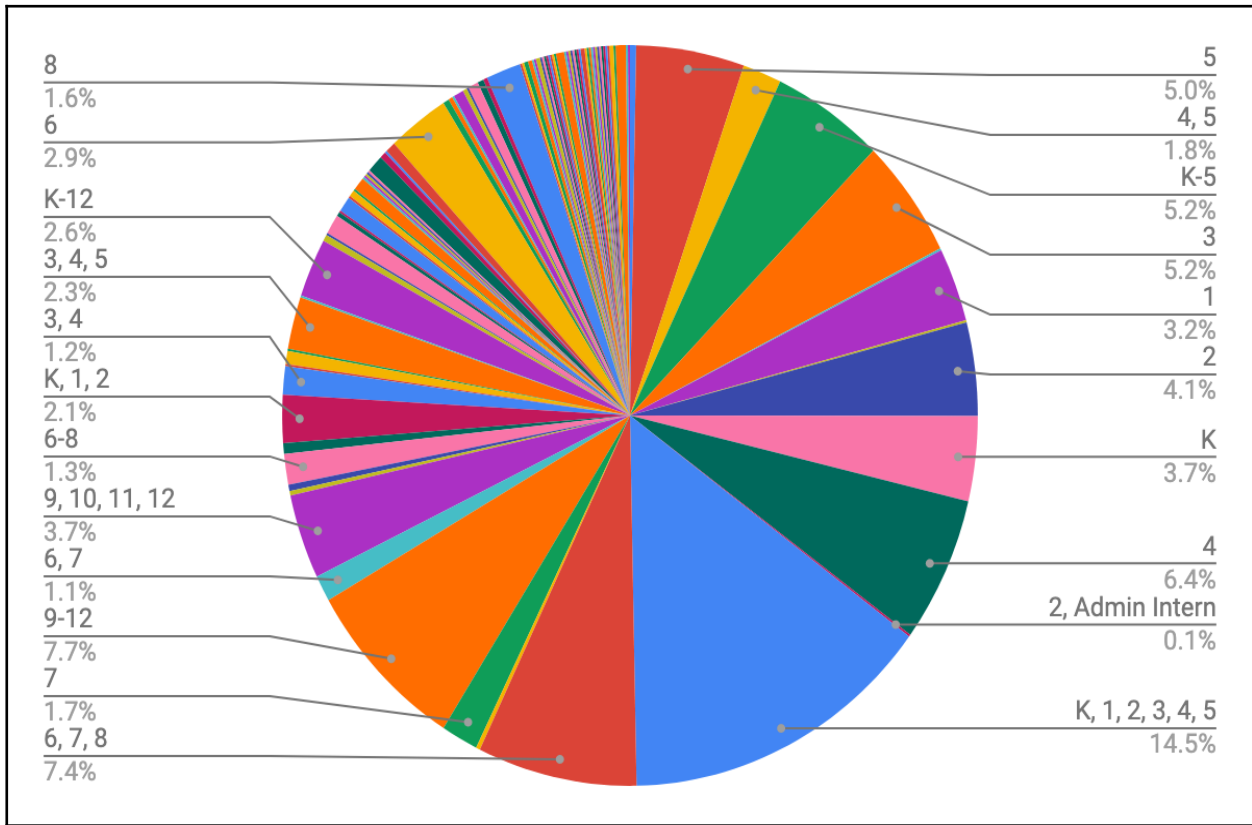
Accomplishments

EdTech Training & Profession Development

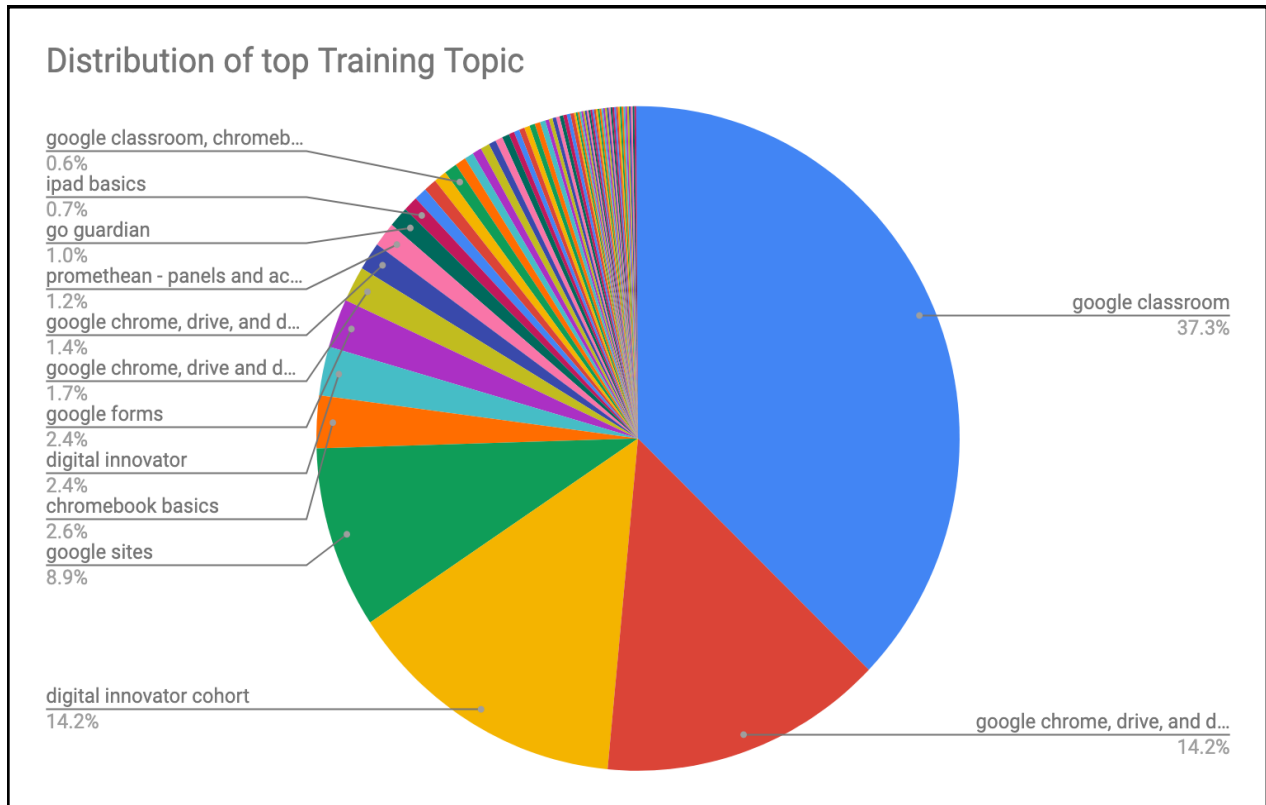
The EdTech team provides monthly district and school site training throughout the year for a total of 1097 professional learning experiences.



Grade Levels Served

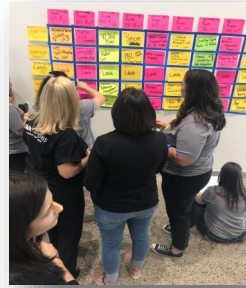


Training Topics Covered



Launched NM Edcamp

NM Edcamp was a collaborative launched by a group of innovative APS teachers and members of the APS Educational Technology team. Edcamps are hosted unconference events where participants create and co-facilitate the sessions.



Leadership Edcamp

Leadership Edcamp was an engaging experience where APS leaders informed edtech sessions, presented, focused on collaboration and new connections, leveraged group expertise, learned tech tools, and started on a path for setting a vision at their school.



New Mexico Digital Learning Conference (DLC)

EdTech rebranded and grew the annual DLC. The NM Digital Learning Conference inspires the creation of strategies, solutions and connections that improve opportunities for all learners through effective integration of technology through guidance, planning, and professional learning. This is a statewide conference organized by the APS Educational Technology Department, demonstrating our leadership in New Mexico Public Education.

Professional Learning Networks

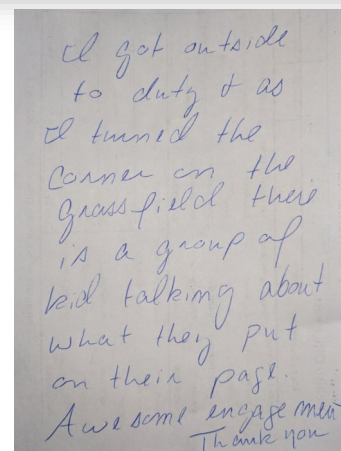
NMSTE

NMSTE's mission is to ensure the success for all students by serving as a statewide network of individuals seeking to improve teaching and learning by advancing the effective use of technology in education. As a nonprofit membership organization, we will provide leadership and service to improve teaching, learning, and school leadership by advancing the effective use of technology in Pre-K-16 and teacher education. Four members of the Educational Technology team serve as members of the current NMSTE board.



Social Media

EdTech launched their Twitter account and Tech Tuesdays.



Title IV

EdTech worked with over 350 APS educators, support staff, and leaders in their professional learning in 2018-19. This time was allotted through Title IV resources with the goal of supporting the effective use of technology that is backed by professional development, blended learning and ed tech devices.

2018-19 Innovator Cohort

The 2018-19 Innovator cohort consisted of six full days of professional learning and collaboration. The program focused on integrating digital technologies in teaching and learning with a deeper understanding of how technology can enhance student learning. Due to digital technologies becoming ubiquitous in our everyday lives, it was more important than ever for our educators to learn how to integrate digital technology effectively to support student fluency with content, digital tools & resources, and to help them mature into good digital citizens. The APS Digital Innovator Program provided professional learning opportunities to teachers at all levels to develop, maintain, and transfer their digital technology knowledge and skills to others. Because successful integration of digital technologies in the classroom requires intentional and incremental steps over an extended period of time, the Innovator program was designed in a series of trainings that include self-directed online coursework, workshop-facilitated projects, and collaborative group work.

During the six training days, our Innovators accepted the many challenges and tasks we presented them. Encouraging the growth mindset with students, these Innovators personalized teaching and learning and encouraged critical thinking, collaboration, communication and creativity. They all now work to enhance teaching and learning, take risks, meet learner needs, and learn from failure. In addition, they earned their Apple badges and Google Certified Educators level 1 certifications.

Launched Potty PD

We launched a series of quick tutorials for the use of edtech tools and resources. Posters were placed in common areas and restrooms for folks to read and learn something new.

School Messenger & Certica

EdTech provided support to Student Information Systems to improve attendance and data quality via weekly reports to school administrators and support staff. These reports have generated awareness and engagement with students and parents regarding attendance.

Leadership Support

EdTech provides professional learning experiences to APS leaders and teachers to transform school culture and instruction. The team worked with schools to reach technology's potential to enhance teaching and learning. This work included goal setting, consultations, and ongoing professional development.

Educational Technology Training & Resources

EdTech provides trainings and resources that support students, teachers, staff, and leaders in the use of digital technology tools to increase organizational efficiencies, and transform teaching and learning at both the school and classroom levels.

EdTech Skill Progression (ETSP)

The EdTech Skill Progression takes APS educators through a professional learning progression that is offered online (self-paced), face-to-face, and via webinars. ETSP is professional development that is collaborative, scalable and sustainable.

Starter: Educator who is *Starting*: I've heard about a potential resource or strategy. I've learned enough that I think it might be valuable and want to learn more. I'm ready to begin exploring it through professional learning. *Achievement is completing the Starter event.*

Explorer: Educator who is *Exploring*: I learn basic functionality about a resource or basic information about a strategy. Having basic knowledge and skills will later prepare me to use it in my position (e.g. classroom, team, etc.) *Achievement is completing a measure of my new knowledge.*

Pathfinder: Educator who is finding their *Path*: I apply the basic functionality or information I learned during my Exploring to common or potential work-related settings (e.g. lesson planning, instruction, assessment, data management, running meetings, etc.) *Achievement is creating an artifact I can use in my work evaluated by a checklist.*

Innovator Program

An APS Digital Innovator demonstrates the highest commitment to digital technology integration through completing the Digital Adopter badge in addition to mentoring and/or coaching teachers in the use of digital technologies to advance mentees' own teaching & learning styles. The Innovator Program is offered to APS educators as self-paced online courses and face-to-face experiences. The Innovator level work includes a cohort option.

Monthly District Trainings

EdTech offers a catalogue of standardized trainings that cover educational technology basics, concepts and terminology (common language), system and tool mastery, accessibility, cloud plat-

form applications, devices, digital citizenship, and leadership skills.

Resources

EdTech provides a resource-rich environment that brings all edtech assets together. These resources include information, hyperlinks, curriculum, and documentation and can be accessed in the following systems:

Digital Integration website (Intranet): The website includes the aforementioned content along with a hardware and device catalogue, a system/application catalogue, and a lesson plan (includes use of digital tools) repository.

Canvas learning management system (LMS): Self-paced courses for edtech basics and the APS Digital Innovator program.

Google for Education: Google app resources (for view or duplication/copy), Hyperdocs (interactive docs), Classrooms, Sites, and collaborative Team Drives.

APS Systems, Apps, Devices, Events & Support

EdTech fully manages (user and system) and supports (provides training and resources):

Canvas: Open source learning management system

LearnKey: Online Expert video support and training library

School Messenger: Employee, parent, and community communications

Adobe Creative Cloud: Creative design applications

Classflow: Promethean online lesson delivery and whiteboard system (support expired)

EdTech provides resources, professional development, and training:

- [Classlink \(my.aps.edu\)](http://my.aps.edu): Single sign-on system (apps and files)
- [Google for Education](#): Google apps for education
- [Apple Education](#): Products and tools for teaching and learning
- [Canvas](#): Open source learning management system
- [ActiveConnect G-Series](#): Promethean ActivPanel tablet-like capabilities, [Promethean World apps](#), and wireless device screen mirroring

EdTech supports the adoption and implementation of:

- [GenYES Program](#) - Curriculum and system for developing Student Technology Leaders
- EdTech supports the following device use:
- Chromebooks (various models)
 - iPads (various models)



EdTech hosts three major professional development and training events each year:

- **NM Digital Learning Conference (DLC)**: The DLC is a partnership between NMSTE (New Mexico ISTE chapter) and APS and is organized to help educators explore the effective integration of technology for promoting Authentic Learning. We host over 250 educators with sessions that focus on the following skill categories: Communications and Collaboration, Research and Information Fluency, Critical Thinking and Problem Solving, and Creativity and Innovation (winter).
- **Edcamp NM**: Edcamps is an unconference (participant led sessions) by and for teachers, where anyone can present, and the focus is on collaboration and connections, group expertise, tech tools, and instructional design.
- **Tech Camp (TC)**: TC takes over 100 APS educators on a prescribed journey to increase pedagogical knowledge around authentic learning, understanding of digital tools and resources, and practice the innovative use of digital technologies (summer).
- **Apple Student Mentor Camp**: The camp presents more than 60 students and a dozen educators with a real world problem (authentic learning) and asks them to solve it. The most recent camp allowed students to use Apple devices to vision and develop a mobile app that solves a problem that they have experienced. Students shared their adventure and presented their projects to adult leaders and professionals in APS.

Educational Technology Team



Aaron Jaramillo
 Director, Educational Technology
 Apple Learning Academy Specialist



Tina Nunez
 Resource Teacher, Educational Technology
 Google Certified Educator Level 2



Brian Kennedy
 Instructional Learning Specialist
 Google Certified Educator Level 1



Brian Stewart
 Sr. Technology/Support Specialist
 Google Certified Educator Level 2



Janea Menicucci
 Resource Teacher, Educational Technology
 Google Certified Educator Level 1
 Apple Distinguished Educator
 Apple Distinguished Educator



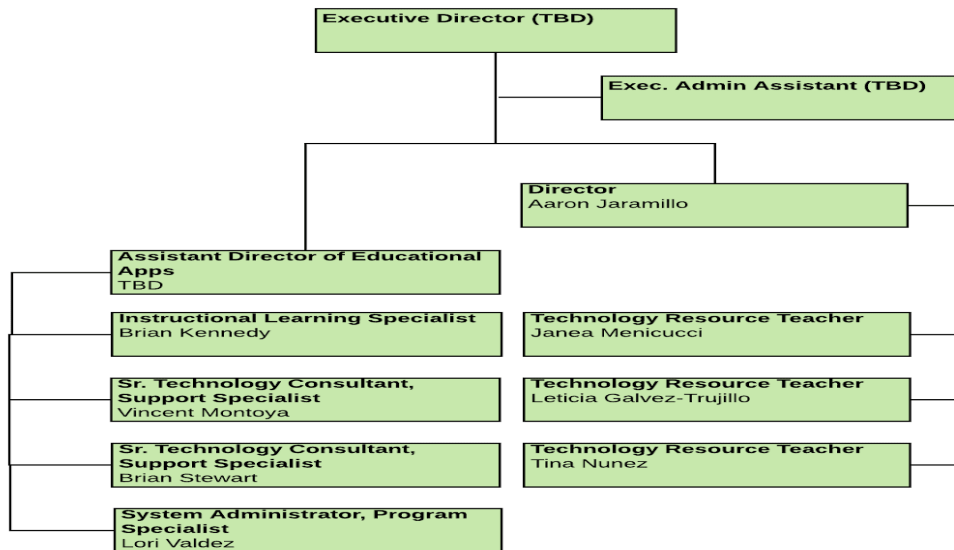
Leticia Trujillo
 Resource Teacher, Educational Technology
 Google Certified Educator Level 1
 Apple Learning Academy Specialist



Vincent Montoya
 Sr. Technology/Support Specialist
 Google Certified Trainer
 Apple Learning Academy Specialist



Lori Valdez
 System and Program Administrator
 Google Certified Educator Level 1



Educational Technology supports the APS community with the effective integration of technology through planning and professional development so all learners have authentic and self-directed learning experiences in a secure digital environment.

Aaron Jaramillo

Director, Educational Technology



“Authentic Learning” is the term we use in the APS Ed Tech Team to define how we operate and create objectives. Digital tools are at the forefront of resources available to educators and we encourage their use as transformational approaches in the executive of classroom strategies and practices. We use our resources to help empower students and their mentors in the leveraging of relevant technology and teaching philosophies. There is a window of opportunity that remains open while we integrate technology in our schools that allows students and educators to transition to empowered learners, knowledge constructors, and creative cultivators.



