Annual Report of the Chief Information and Strategy Officer

New Mexico Recollection No. 8, Marsden Hartley 1923

C I S O

2022/2023

New Mexico Art

Inside Red Canna, Georgia O'Keeffe 1919

New Mexico has always been home to artistic endeavors featuring culturally engaging works of art. The stark, rugged landscapes of New Mexico offer depth and illusion with jagged rocks, smooth sand, and dramatically curved hills, while the incredible diversity of cultures include ancient Native Americans, Hispanics, Mexicans, and an amazing population of ethnic groups from around the world.

The Stieglitz Circle was a group of artists associated with Alfred Stieglitz and Georgia O'Keeffe who played an important role in the development of modernist traditions in photography and painting in New Mexico in the 1930s and 40s. Each artist developed independent styles that expressed nature in abstraction, and this group included Marsden Hartley, John Marin, Arthur Dove, Alfred Maurer, Edward J. Steichen, Abraham Walkowitz, Max Weber, and Marius de Zayas. The innovative influence of the group defied the intellectual art world stuck in European tradition and brought a coming of age to American art and artists.

Please enjoy the backdrop of art throughout this annual report as an interpretive expression of the beauty of New Mexico and its impact still being made throughout the world.

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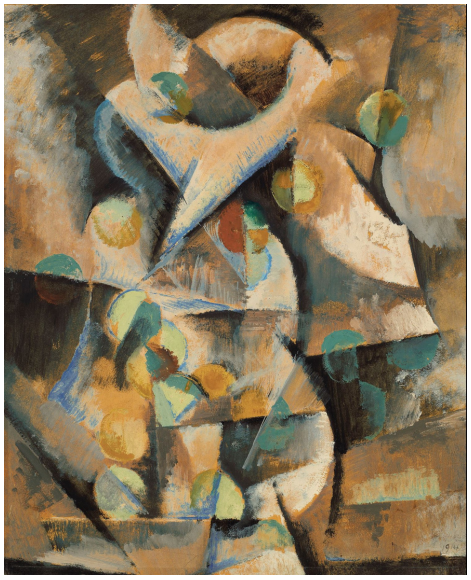


Color in Motion, Max Weber 1914

In Exaltation of Flowers, Edward Steichen 1910-1913

Mountains New Mexico, Marsden Hartley 1919

Departments

Information Security

Esports

Project Management

Technology Infrastructure & Operations
Ian T. Cook, Executive Director

Educational Technology (EdTech)
Shellmarie Harris, Executive Director

Office of Accountability and Reporting (OAR)
Thomas C. West, Executive Director

- **Assessment**
- **School Accountability Support (SAS)**
- **Strategic Analysis and Program Research (SAPR)**
- **Student Information Systems (SIS) Technical Support**
- **Student Information Systems (SIS) Functional Support**
- **State & Federal Reporting**

Taos Pueblo, New Mexico, Nicholas Roerich 1921

A Message from Dr. Richard Bowman

The 2022/2023 school year was a very good year, with our district infused with excitement over the administration's Strategic Plan that aligns with new Board goals and guardrails. The focus is on student improvement in math, literacy, social emotional outcomes, and college/career readiness. These will serve our district and community well, and my departments are excited to work collaboratively with the board, other departments, and the superintendent to support the work of improving student outcomes and academic success. This new approach, called "Student Outcomes Focused Governance" comes with higher expectations and with monitoring and measurement of student achievement.

As I mark over a decade in New Mexico, I am grateful for so many things - my wife, Claudia Diaz Fuentes, Assistant Professor, son, Santiago, 10, daughter, Ariana 5; my incredible teams who have grown in positive ways and are working together to support our students and our community; friends, past and present who support me and remind me how to learn and grow with patience, positivity, and humility. I am thankful for New Mexico, my home, which generates beauty in its striking landscapes, rich, cultural history, and unique geographic perspective.

This year, we added several departments that will enhance district security, safety, and organization - Information Security and Project Management. Our students, staff, and community always come first, and I find contentment in knowing we are working together at all levels to make equity, engagement, and student success our priorities. Together, we will continue to lay the foundation for improvement with the promise of a better future for all.

My very best,
Richard

Information Security

Portrait of Paul Haviland, Marius de Zayas 1913

Mission

The mission of Information Security is to provide a trustworthy data environment for all APS students and staff by establishing a proactive and integrative approach and by enhancing the APS culture around Information Security.

Vision

The vision of Information Security is to become a reputable reference for other educational institutions, recornized for effectively supporting student success and APS operations.

Information Security

The 22-23 school year confirms APS' ability to overcome difficult situations, adapt, and move forward; in other words, how resilient APS is in terms of Information Security (IS). We could have seen the recent cyber-attack as an obstacle, but instead it was the motivation to improve our security posture. As a result, positive changes and decisions were made.

One of the main changes was the establishment of the Information Security Team. This team is responsible for the strategic leadership, maintenance, and continuous improvement of the District's Information Security. As a part of our IS strategy to achieve these goals, we prioritized to conduct a gap assessment focused on policies and governance, and the implementation of an Information Security Program based on NIST Cybersecurity Framework - CSF- and ISO 27001:2022, recognized national and international standards which include all APS' critical information, not only digital but also physical and intangible assets.

To enhance IS monitoring and limit the APS cybersecurity surface attack, we resumed network and web application vulnerability testing, implemented 24/7 threat monitoring in computers and servers through Manage, Detect, and Response (MDR) service, and increased standards with our anti-phishing campaign.

We are convinced that success in IS is only possible with a comprehensive and integrative approach, accompanied by the commitment of everyone at APS. For this reason, we defined an information security structure to ensure the support and commitment from everybody at APS, and integrated and articulated efforts around IS. We also defined an ambitious culture plan which includes not only trainings but also campaigns and culture change to foster the incorporation of safe IS habits and behaviors in the daily work activities.

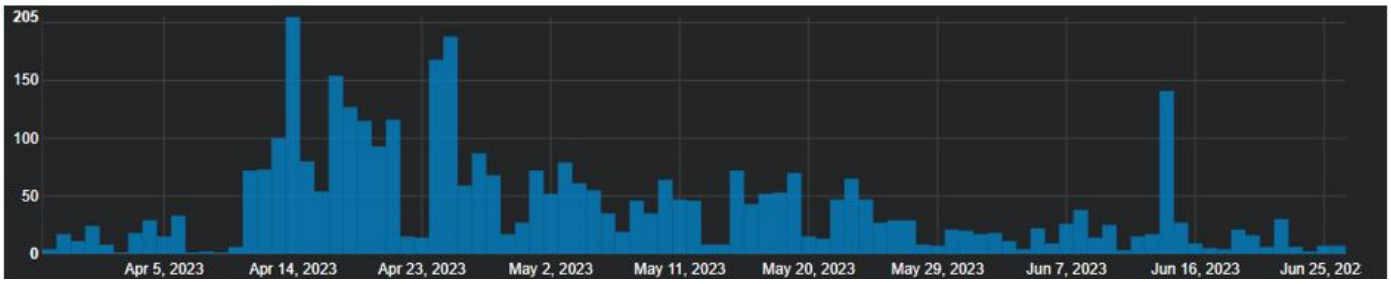
Accomplishments

Since the information Security Team was assembled, the APS KnowBe4 Risk Score and the phishing failure percentage is the lowest it has been this year, thanks to training and awareness campaigns.

438	*	Exploits prevented
1,294		Web Threats Contained
80%		Computers monitored by Sophos
36,000+		Network assets scanned
90%+		Employees impacted by phishing campaign

*: Apr-Jun2023.

Information Security - We do not leave it to chance!



In this 90-day period (March 28 - June 26), Sophos has detected and blocked 3,744 malware and PUAs (Potentially Unwanted Applications) that have threatened our users.

APS Leadership

We obtained the commitment of APS Leadership throughout the IS Steering Committee and also of all the departments that will likely require implementation of IS requirements and controls. They actively participate in the context meetings and in the gap assessment that we are holding. Thanks to all for your support!

Goals

- Successfully implement the IS program
- Define the IS roadmap to effectively address the risks APS has in IS
- Have everyone at APS trained in basic IS concepts and best practices
- Define a strategy to foster an IS culture change
- Establish and document IS policies and integrate and standardize processes/procedures
- Define and implement metrics to assess the IS performance program and continuous improvement
- Define an incident response and recovery plan to start its implementation.

Information Security challenges are big, but we are excited and confident that this is a good start in establishing a strong information security posture at APS.

Information Security Team

Information Security Team (from left)
Philip Gengenagel, Technology Client Service Field Technician
Monica Restrepo Jurado, Information Security & Compliance Administrator
Jacob Santillanes, Technology Client Service Field Technician

Esports

Landscape with House, Alfred Maurer 1909-1912

Mission

APS Esports is committed to offering all APS students the opportunity to participate in esports by providing an equitable playing field across the district, a platform for educational and personal growth, and skills needed for career and life.

Vision

Through esports we will help our students realize their full potential by providing inclusion, enabling collaboration, improving confidence, inspiring excellence, and preparing them to become caring individuals and global citizens.

APS Esports

The APS Esports program began as a commitment to our students that would provide the ability to participate in a gender neutral activity that would hold inclusivity as a primary goal, expand and engage every grade level districtwide, focus on equity and opportunity, and lead to college and career pathways.

Now students are able to follow their passion for esports through scholastic esports and elementary students are engaged in the amazing activities of Minecraft, while middle and high school students are fostering STEM and tech skills while becoming immersed in digital learning. For the first time at APS, an Esports Class will be offered to high school students in the 2023/2024 school year. Esports has offered social emotional learning opportunities as students learn to communicate effectively, work collaboratively, and grow their social skills in and out of esports activities.

The 2022/2023 school year saw an increase in participation at all levels, approval of an Esports Curriculum for high schools, an APS winning streak at the NMAA Championship Finals, and numerous scholarships awarded to high school seniors to attend New Mexico colleges and universities.

Student participation in esports continues to engage students at APS, throughout the state, and around the world. Scholastic Esports is a growing and thriving tool for student engagement that has linked the empowerment of digital learning to student growth and success, social emotional learning (SEL), literacy, and STEM skills.

Sandia High School

Lavaland Elementary School

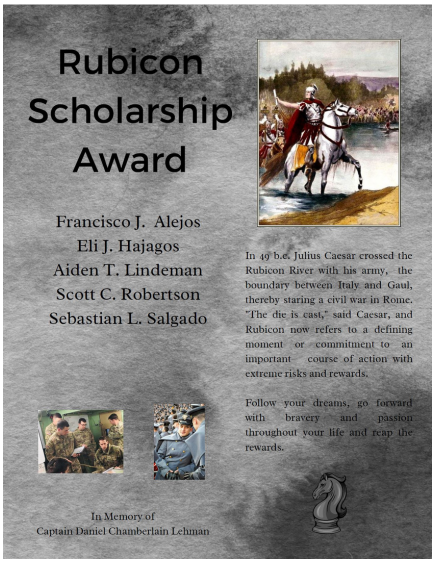
Tres Volcanes K-8

Manzano High School

2023 APS Esports College Commitment and Scholarship Signing Event

On April 29, 2023, APS Esports hosted the First Annual 2023 APS Esports College Signing & Scholarship Commitment Event at City Center. Here, APS seniors were honored as they headed to New Mexico Colleges where they will pursue education and degrees while continuing to play esports at the college level. New Mexico State University and New Mexico Tech University were present and honorees received $21,000 in scholarships.

Francisco J. Alejos, Early College Academy, New Mexico Tech
Eli J. Hajagos, La Cueva High School, New Mexico State University
Aiden T. Lindeman, College & Career High School, New Mexico State University
Scott C. Robertson, Early College Academy, New Mexico State University
Sebastian L. Salgado, Del Norte High School, New Mexico State University

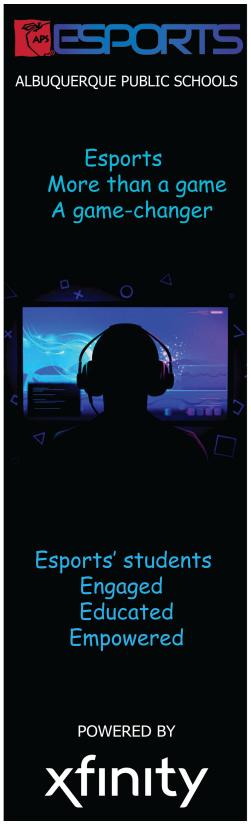


Sponsorships & Partnerships

APS Esports continues to partner with sponsors who support our program at events throughout the year. Program growth and success is tied in many ways to our affiliations and collaborations with various sponsors and partners who include Xfinity and Riverside Technologies, Inc. These partners support our passion for student success.

Our collaborations with New Mexico Higher Ed Institutions are valuable pipelines for our students as they navigate college and career aspirations. These include the University of New Mexico, New Mexico State University, and New Mexico Tech.

APS Esports believes in the three Cs: Communication, Collaboration and Cooperation as the use of these tools will lead to successful student outcomes and positive pathways for our students and our program.



Events

Esports Events provide an opportunity for participation at the school and community levels, and are essential support for our program. APS Esports hosts an expo for students and community members, and the 3rd annual expo event was held on Saturday, November 12, 2022, at the Berna Facio Professional Development Center. Here, APS elementary, middle, and high school students played games with the public, demonstrating how esports has positively affected their lives. Free pizza, Pepsi, and door prize giveaways were offered to attendees, and in the afternoon, two high schools students hosted Rocket League Finals onstage for the New Mexico Esports Championship Series.

Other esports events include our participation in the Duke City Comic Con, held twice annually at the Albuquerque Convention Center, our collaboration with the US Navy Esports Team, who came to APS and played with our high school students, participation at the New Mexico State Invitational at Las Cruces, the UNM Xfinity Run it Back Series, New Mexico Technology in Education Conference (NMTIE), and our annual Expo Event. All of these events promote esports, and focus on our collaborative efforts with community and state partners, while providing exposure and experience to our students and coaches.

NASEF & NMSEF

APS Esports began an affiliation with the Network of Academic and Scholastic Esports Federations (formerly North American Scholastic Esports Federation) on October 21, 2021, and the New Mexico Scholastic Esports Federation has grown through this collaboration. Our board has also grown and the work of promoting and preparing an esports curriculum culminated in the adoption of a STARS Code and incorporation of an Esports Curriculum for the 2023/2024 school year. Beginning in high school, we hope to expand to include middle school curriculum for the following year.

Our goals remain focused on scholastic esports, and our statewide affiliate vision continues to foster and create competitive esports programs through the lens of academics and learning in all New Mexico schools by providing assistance, organizing tournaments, and presenting information to schools and advisors. This is our continued effort to provide students information on possible career pathways, participate in creative and analytic challenges, manage clubs, events, and fundraising, and compete in tournaments in popular titles such as Rocket League, Chess, and Minecraft.

The impact of scholastic esports is well-documented for the many positive benefits that include improved learning outcomes for students, pathways to college and career opportunities, and the empowerment of students to follow their passion for gaming while exploring related fields in science, technology, engineering, and math (STEM). NMSEF continues its work with dedicated goals around curriculum development. We send a quarterly newsletter to all schools, activity directors, and esports leaders in New Mexico as part of our belief that with information and communication, we can continue to help and support esports programs in the state, while forming a stronger voice and presence as advocates for our students.

NMSEF Membership (top row, left to right) Dr. Richard Bowman, APS, President; Laurie Lehman, APS Vice-president/Secretary; Aaron Jaramillo, Curriculum Specialist; Marta Anderson, APS; (second row, left to right) J.D. Mead, Portales Municipal Public Schools; MIchael Mascone, Rio Rancho Public Schools; Rebekah Floryance, APS; Nick Romero, APS; (bottom row, left to right) Cal van Willigen, Taos Academy; Bernardo Gallagos, UNM/Board Member; Mark Bailon, Xfinity/Board Member

NASEF™
Game. Grow. Learn. Lead.™

NMSEF
NEW MEXICO SCHOLASTIC ESPORTS FEDERATION

Esports Scholarship Program

Dr. Richard Bowman brought esports to APS five years ago, with the goal that any student who had a desire to participate in the New Mexico Activity Association's Championship Season could do so without the burden of paying fees. Annually, he has kept this commitment to our high school students who have the opportunity to compete in the state finals at no cost with the only requirement being that they complete a scholarship application. APS Esport's continued commitment to equity and engagement districtwide is demonstrated in quotes from our student scholarship applicants.

- *As an introvert, esports helps me stay safe and gives me a social outlet. Nick*
- *Esports Club is my safe place and I feel comfortable here. Gabe*
- *Esports allows me to grow many skills such as communication, dedication, and teamwork. Aiden*
- *Esports keeps me mindful of my grades and the way I present at school. Ella*
- *Esports is a motivator to keep my grades high. Trevor*
- *APS Esports is very inclusive to everyone. Cole*
- *Esports improved my communication and teamwork skills, and it helped with critical thinking and logic. Peter*
- *Esports could help get me closer to my goal of becoming a game designer in the future. Jayden*
- *Esports keeps my grades up and let's me be a part of a team. Olivia*
- *Esports Club is a safe haven to just be yourself. Kaiden*
- *It seems like the esports team fosters cooperation and communication. James*
- *The esports culture is amazing and a very welcoming environment. Phan*
- *My hand eye coordination is at an all time high and when I do to tennis after esports I am able to react and focus much better. Joshua*
- *No matter how much I suck, no matter how much I lose, I am gonna practice and get back up to get that first place and become a winner. Matt*

Former APS Esports Student Excels at UNM

Vy Nguyen
Del Norte HS Graduate

As a first generation Vietnamese daughter, there has always been a lot of pressure on me - to become the first educated in my family, to become someone who brings pride to my family. I have always enjoyed playing video games since I was a kid, but my parents feared that video games would hinder my academic progress and worried about the impact on my social life. Video games were already taboo in the Asian community, but more so because I was a girl. Upon entering high school, I shifted my focus to academics and distanced myself from video games. However, that all changed when my school introduced an esports program and I was approached to join and assist in establishing the program, ultimately becoming captain of one of the teams.

I kept it hidden from my parents, afraid that they would make me stop. I enjoyed it, I missed it. I didn't understand why I couldn't do something I wanted and still become academically successful. In fact, I believed it actually helped me with school, contrary to my parent's belief, as it gave me a space to de-stress as well as communicate, and work together with my peers.

Eventually, my parents caught on to the after-school practices, and I had to tell them the truth. I shared my successes, including being recognized by APS and local news stations, maintaining my position as one of the top students in my school, and my efforts to empower girls in esports and the tech industry. Despite my arguments, my parents still harbored doubts solely based on my gender. In response, I challenged their perception, questioning how my gender determined what I could or couldn't enjoy.

Fortunately, after our discussion, my parents began to relax as they witnessed my passion for esports. I continued my involvement, advocating for gender and racial equality, promoting diversity in esports and the tech industry, and shedding light on the obstacles faced by underprivileged students seeking to enter these fields. Today, I am a sophomore at the University of New Mexico, proudly representing the university as a varsity player in their esports program.

APS Esports Expo 2022

The third annual APS Esports Expo was held on Saturday, November 12, 2022, at the Berna Facio Professional Development Center. Our annual community event had games available for community participation and showcased two APS students' tournament in the afternon, The New Mexico Esports Championship Series.

NMAA Championship Finals 2023

The 2023 NMAA State Esports Championship Finals were held in Albuquerque at the Berna Facio Professional Development Center on May 4, 5, & 6, 2023 with more than 1,500 in person attendees and more than 11,000 online viewers. The culmination of a great year of practice, playing, and teamwork showed 84 teams competing in 272 matches for a chance to show their skills and compete onstage in Rocket League, League of Legends, Super Smash Bros Ultimate, Mario Kart 8 Deluxe, Splatoon, Hearthstone, Madden 23, and NBA 2K. The three day event had bigger crowds and more viewers (live and on Twitch) than prior events, and on Saturday night of the finals, the Smash Bros event was the scond most watched Smash event in the world for a period of time.

Esports continues to engage students at all levels in APS and has grown to include about 1,200 students in elementary, middle, K-8, and high schools. These are students who may not have had a chance to compete in traditional sports but now were given the opportunity to connect with other students in esports activities.

The Future of Esports at APS

We continue our commitment to the sustainable growth of esports in Albuquerque Public Schools and will set goals and plan for continuous improvement. Equity will always remain our focus and scholastic esports our beacon. As students learn, play, grow, and lead through esports we will advocate for college and career pathways, and follow our commitment to helping our students find their passion and pursue their dreams through the curriculum implementation in place at APS. Our affiliation with the NASEF platform has evolved as a continuum with our students beginning their exposure in elementary school, moving to further growth in middle and K-8 schools, with the final pipeline in high school, where students are able to transition to New Mexico colleges and universities through our affiliation and collaboration with these higher ed institutions.

We believe that welcoming all students in our esports program will positively impact their lives, provide social emotional benefits, and foster STEM/Tech skills while providing opportunities for digital learning. The APS Esports program remains dedicated to sustainable growth as we engage, educate, and inform students, parents, teachers, administrators, and the community about the many positive benefits of esports.

APS Esports Administration

(From left) Dr. Richard Bowman, Chief Information & Strategy Officer; Laurie Lehman, Esports District Manager; Aaron Jaramillo, Curriculum Specialist; Tremayne Webb, Esports Coordinator

Project Management

Abstraction, Marsden Hartley 1912

Mission

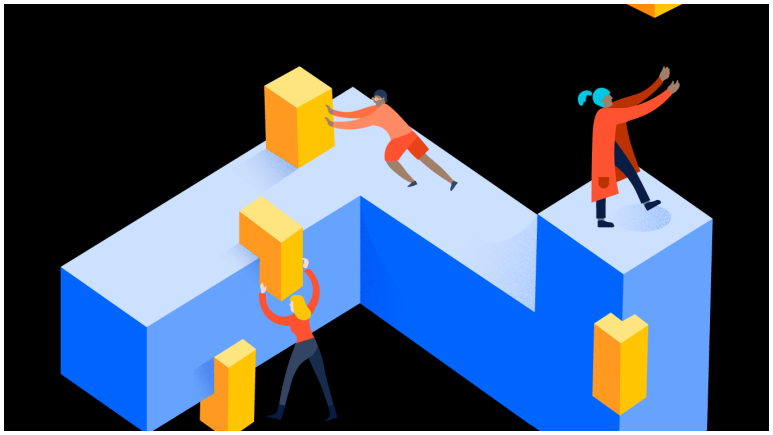
The mission of IT Project Management is to lead, engage, and empower teams toward outcomes that deliver value to APS by implementing sound project management practices.

Vision

The vision of IT Project Management is to provide excellence in the management of IT projects by collaborating and communicating with project stakeholders and project teams to deliver consistent, effective, and quality project results.

Information Technology Project Management

IT Project Management is the process of managing, planning, and developing information technology projects. IT projects exist here at APS in Information Technology (which includes Network Infrastructure, Information Security, Server Operations, Wireless Operations, Technology Applications), using established principles, procedures and policies to guide a project from Initiation Phase through Closing Phase. Successful projects are defined as On Task, On Time, On Budget.



Major Accomplishments

Change Management Project

- Implemented Change Management for all Change Requests utilizing Cherwell Service Management - Change Request Dashboard to ensure changes are tracked, documented and communicated to all stakeholders throughout the district.
    - Restructured and implemented Change Management processes
        - To prioritize changes in a way that fairly reflects change, impact, and urgency
        - To schedule deployments in a way that minimizes conflict and disruption in order to minimize critical system downtime throughout the district.
        - Coordinated in person training for staff using PowerSchool for attendance. Training materials were provided on how to create and submit Request for Change (RFC) and Emergency Request for Change (ERFC) tickets.

- Created a Change Advisory Board (CAB) to provide process governance. CAB members represent Stakeholders and Subject Matter Experts (SMEs) from the Information Technology Department
  - To protect the live environment from poorly assessed, tested, and implemented changes
    - CAB approval is required for all normal and emergency changes
    - If a change results in an incident or outage, the CAB is effectively responsible; it is the responsibility of the CAB to assess and accept the potential impact of every change.
  - Prioritize changes in a way that fairly reflects change impact and urgency
    - Change requests originate from multiple stakeholders, some of whom have competing interests
    - It is up to the CAB to prioritize these requests effectively so that the business need is balanced with any potential risk to the infrastructure and seeks to reduce the number of emergency/expedited requests
  - Schedule deployments in a way that minimizes conflict and disruption
    - The CAB utilizes a change calendar populated with project work, upcoming organizational initiatives, and change freeze periods. They will schedule changes around these blocks to avoid disrupting user productivity
    - The CAB works closely with the release and deployment management teams to coordinate change/release scheduling
  - As Change Manager/Owner, scheduled and facilitated CAB in-person meetings. Meetings are held weekly to review, discuss and approve RFC's and or ERFC's tickets

Other Technology Projects Assigned

- Monthly Project Status Report to CISO
- Avaya Phone S/W & H/W Upgrade and 911 Inform
- ERate 10 & 11

Change Advisory Board (CAB) Members (left to right)
Yvonne Alcon, Yolanda Delgado, Eduardo Saenz Cano, Andy Gutierrez, David Vetter, Erika Trujillo, Brian Thompson, Monica Restrepo Jurado, Brian Stewart, Erdem Gundogdu, Shellmarie Harris, Ralph Wallace, Ian Cook
(Not Shown: Julie Maestas, Dr. Richard Bowman, Thomas C. West)

Project Management

Yolanda Delgado
Project Manager

Technology

Untitled Lands, Abraham Walkowitz 1910

Mission

The mission of the Technology Department is to provide and maintain a robust, reliable, and secure infrastructure; maintain existing equipment and software with sustainable lifecycles; assist administration, staff and students with training and trusted customer support; facilitate a communication bridge between school and community via our district and IT tools; and support and encourage 21st century learning within our district.

Vision

The Technology Department vision is that students and educators in the 21st century live in a technology-rich environment marked by diverse aspects, including access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, students must be able to exhibit a range of functional and critical-thinking skills related to information, media, and technology.

Technology

Much of the 2022/2023 school year focused on finding great team members to fill numerous vacancies. We were able to fill four of the five open directorships which vastly improved our ability to act strategically and support our district with great customer service. Once our leadership positions were filled, we shifted focus to fill vacancies within those teams and have made some great additions. While we still have some critical positions to fill in this next year, we have made great strides to becoming a robust Technology Infrastructure and Operations team.

Working with CNM and the APS CTE team we implemented a Technology Internship pilot program. Two APS high school students and one CNM student joined the team and have so far had an enlightening experience. The vision for this program will take some time to come to fruition but the seeds have been planted and we hope to grow this program and build on the positivity year over year.

Another of our major focuses this year was to prioritize the need for modernization within our Infrastructure, then plan and execute. Network and Internet resources are critical parts of the day to day operations in schools and admin sites districtwide. The importance of a secure and reliable network is ever growing and so our team put a great deal of effort into how to prioritize these needed changes. Many of those changes are bullet-pointed within each of the teams directly reporting to the Executive Director of Technology: Infrastructure and Operations.

Technology Applications

Led by Alice Fritz, this team is our newest addition to the Technology Department and is filling a much needed responsibility at APS. Having a place to centrally manage and support the district's large number of applications will give us the much needed visibility into how we can leverage modern technology to integrate and improve our systems.

Highlights

- Built a team of developers in support of enterprise solutions and systems integration
- Accomplished an emergency migration of 143 school websites' infrastructure and mission critical content in response to our vendor going out of business
- Increased our Disaster Recovery options by creating a custom automated program to scrape APS digital properties which are maintained by outside vendors. This tool allows us to create usable backups of web properties for which we must otherwise rely on vendor's compliance, capacity, and/or goodwill
- Managed the transition from Trident/AppGuard Malwarebytes to Sophos MDR on our fleet of servers and workstations
- Created strategy and reference documents to eliminate complexity and accumulated technical debt in the area of Identity, Credential, and Access Management
- Created new workflows in our ITSM tool in support of the re-implementation of Change Management within APS. Implemented necessary dashboard, forms, and automations for all pieces of the change management process
- Created a new policy for tracking school emergency safety drills, so the Emergency Safety Drill tracking database was refactored in support of those changes
- Refactored the Behavior Redirect application resulting in cleaner data, fewer error commission vectors, and a 10% increase in capacity for metadata regarding student monitoring
- The School Site Safety Plan database administration module was refactored and redesigned for usability and performance

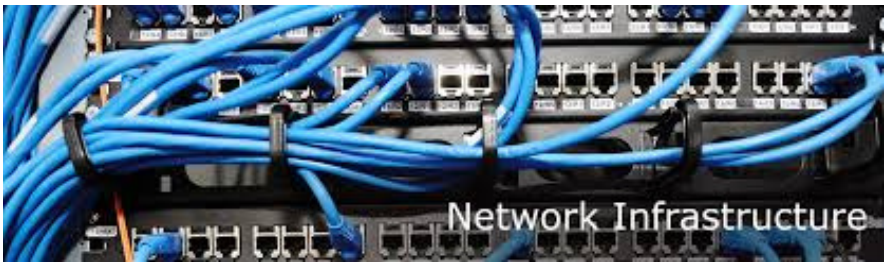
Server Operations

Led by Erdem Gundogdu the team handles a large breadth of support as they oversee the virtual and physical infrastructure that runs the majority of our critical systems districtwide. They are responsible for staying up to date on the latest technologies to support these systems and reduce the risk of legacy hardware and software.

Highlights

- Planned and designed the purchase of new data-center server and storage infrastructure which could serve APS for many years to come
- Moved Edupoint Synergy to the cloud with the SIS team and improved end user experience for students, parents and APS staff
- Deployed Sophos MDR in collaboration with other teams to have a single endpoint security solution
- Standardized Windows Update deployment and installation so that all Windows devices are up to date
- Upgraded the majority of our out of support Windows end user and server devices to the latest version
- Updated and/or consolidated our out of support SQL database servers
- Removed unused servers from our server environment freeing up needed resources

- Audited Active Directory and worked on eliminating vulnerabilities to provide a more secure environment
- Implemented a periodic backup and recovery testing procedure



Network Infrastructure
Led by Brian Thompson, this team is constantly interfacing with staff at our 160+ sites. Customer service is a critically important team focus for our back-end support.

Highlights
Telecom - closed 1,941 tickets

- The Telecom department continues to work to lower carrier cost by moving services to SIP Trunking.
- APS Telecom has deployed over 250 SIP door phone cameras for school access at most of our schools with completion of all planned for mid 2024.

Cabling Department

The Cabling Department covers 226 Scopes of work - 50 in progress - 86 completed - 90 waiting on approval or canceled.

- The cabling department successfully deals with millions of dollars of projects for FD&C, Capital Master Plan and all needed moves, adds or changes around the district. They ensure a state of the art cabling infrastructure for the district in meeting construction and project deadlines.

Network Operations

- Closed 1,133 tickets.
- Network department welcomed two new network techs to the team and the promotion of an internal candidate to the Network Engineer position.
- The network team has successfully supported the district in keeping our network up at all sites over 99% of the time.
- We have focused on professional development and training to keep up with current network equipment and software being deployed.

Wireless Operations

Led by John Kingsolver, this team provides the largest wireless network in the state of New Mexico. This is no easy task as we have moved culturally to expect a reliable wireless connection in all aspects of our day to day.

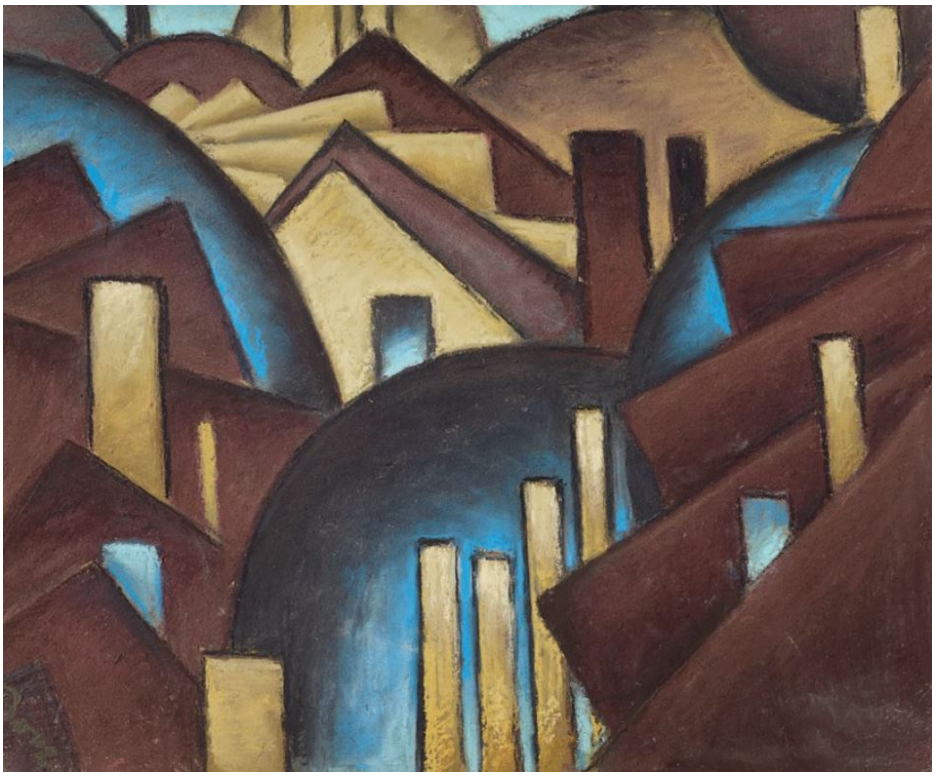
Highlights Implemented

- Implemented outdoor classrooms at 14 school sites
- Two brand new bus depots (Osuna and Westside) wireless support for both the internal offices and in the parking lots to allow for access to bus camera downloads for storage in case of needed review
- Districtwide completion of a wireless access point transition from legacy HP to modern Aruba
- Stood up Phase I of a modernized authentication approach to remove the risk and problematic functions of the legacy authentication server

Technology

Ian T. Cook
Executive Director

EdTech



Nature Symbolized No. 1, Arthur G. Dove 1911

Mission

APS Educational Technology teams, PLUS (Professional Learning User Support), CASA (Classroom Application and System Administration), and ETCS (Educational Technology Client Services) will equip educators with the knowledge, technology hardware and support, and skills that will enable them to transform the teaching and learning experience to prepare our students to be successful in our continuously changing world as productive digital citizens.

Vision

APS Educational Technology Department strengthens student learning and fosters creativity, collaboration, and communication beyond the classrooms, empowering students of Albuquerque to become globally competent citizens.

Safety & Security
EdTech safeguards online learning, collaborates with teachers to provide streamlined tools and resources, promotes digital citizenship, offers a curated list of approved applications, and supports educators in designing authentic, standards-aligned learning activities.

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

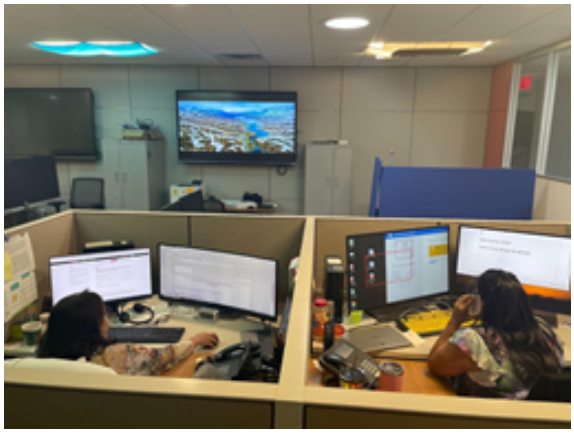
EdTech CS (Client Services)

APS Educational Technology End-User Support
The Educational Technology Client Service Team (ETCS) supports all staff and students throughout the district to ensure that each and every staff member and student has a functional device in hand to support learning in the classroom.
ETCS Support staff works year round to support the following end-users/devices:

- Approximately 90,000 end-users
- 136,761 Chromebooks
- 44,089 iPads
- 31,400 Windows Devices
- 36,910 Mac Devices
- 9,016 Interactive Smart Panels

APS Educational Technology Service Desk
The APS Service Desk agents take phone calls to provide tier-one support to all employees and students over the phone or via remote support. This team also manages our self-service virtual help desk portal to ensure that all service requests are routed to the appropriate team/department.

- Approximately 750 technology knowledge base articles are reviewed, retired, or updated on a yearly basis.
- ETCS recently upgraded our service desk to the latest Avaya software platform. We are currently building out the new dashboard to work in conjunction with our chat feature so that end users have the ability to chat with support agents in real time, or for quick access to helpful knowledge base articles during the school day.

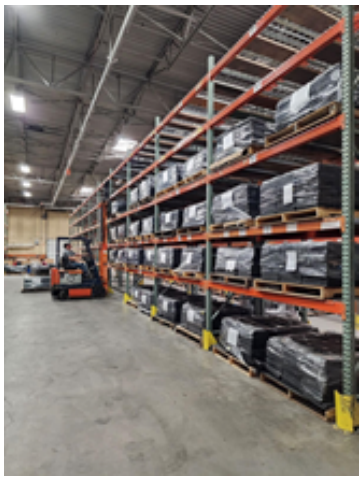


Service Desk Incident and Service Request KPI

Number of tickets/incidents received via email (servicedesk@aps.edu)	10,732
Number of tickets received via web portal (aps.edu/technology)	14,271
Number of tickets received via Cherwell portal	3,946
Number of tickets/incidents received by the Service Desk agents	28,811
Total number of requests handled by Service Desk agents	54,760
Number of tickets/incidents resolved on initial contact	14,091

Student 1:1 Device Management

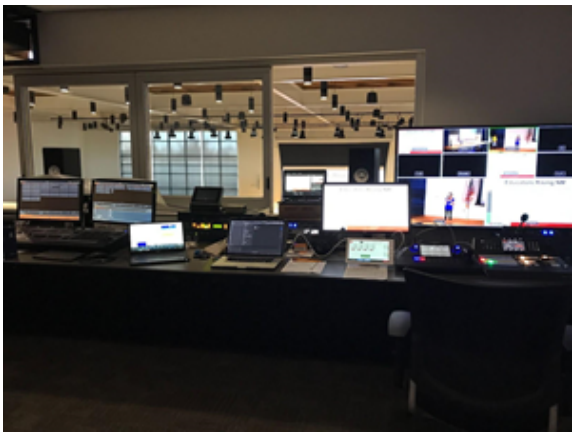
ETCS is responsible for the lifecycle of all 1:1 devices. We work to ensure that all end-user devices needed for the next school year are purchased, all broken devices are picked up and repaired, and we oversee the end-of-life support/salvage process when retiring district devices. In the last year, ETCS maintained the 1:1 environment ensuring that every teacher and student had a functional device in hand for instruction and learning. This involved moving thousands of devices around the city while implementing mass deployments to replace older devices in the fleet.



Backfill delivery requests	629
Service pick-up requests	118
Number of district devices moved to salvage area in 22/23 school year	38,859
Hotspot service/requests	88
District phones issued/upgraded	163
APS Cell Phone service requests	50
Total tickets resolved	2,347

ETCS Audio/Visual

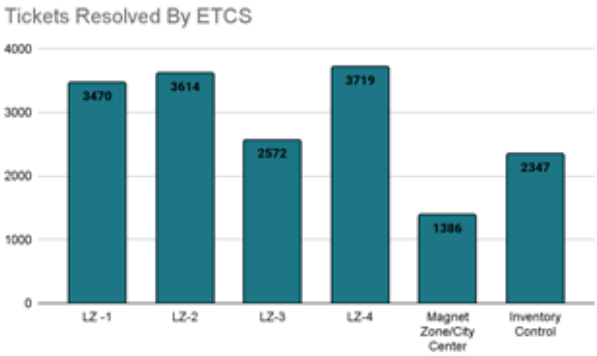
The Audio/Visual support group is dedicated to the continued support of hybrid meetings within Albuquerque Public Schools as well as the Albuquerque Community. Our goal is to make attending Superintendent events, meetings and Board of Education Meetings as comfortable and convenient as possible. We have continued to implement new technology to assist with the process and have expanded to help staff collaborate from multiple locations without having to attend meetings in person. This type of system helps the district collaborate with entities outside of APS and the City of Albuquerque. We also continued streamlining the process and procedures for this technology, so as to avoid obvious security risks and interruptions. We will continue to use these technologies since the idea of going back to a previous in-person model is no longer an option for our community.

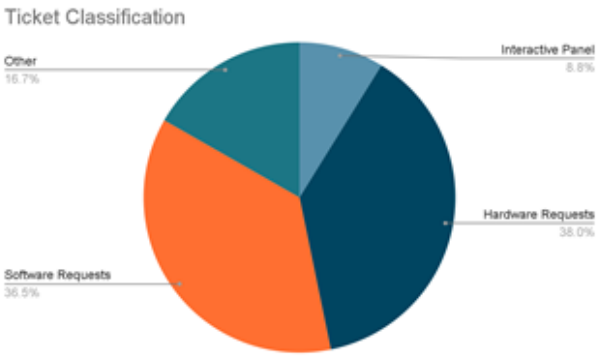


Field Technician Support

The ETCS Field Technicians provide tier-two support for all device hardware/software throughout the district. The field technicians work directly with students and teachers in the classroom setting along with district employees and administrators to ensure that every end-user has a functional device in hand. The Field technicians are also responsible for upgrading device operating systems, refreshing staff devices that are nearing end-of-life, and upgrading computer lab equipment to promote a secure and safe digital learning environment for our students.

Total number of tickets resolved by field technicians: 14,761





ETCS identifies and upgrades District Technology to ensure that end-user devices can be safely used by staff and students. During the 22/23 school year 1,196 Devices were located and upgraded to the current Operating System reducing network security threats from exploits. ETCS has also continued to identify staff devices that are older than five years and has sourced Dell Latitudes to refresh staff devices. Ensuring that every staff member has a functioning device is a very high priority for the department. This year the Technology Client Service Team refreshed 2,896 staff devices, 2,000+ Docking stations, and 2,500+ Monitors.

District wide Specialty Lab Deployments

During the 22/23 school year, the Educational Technology Department worked with 147 sites to collect data in preparation for site-based specialty computer lab upgrades. Our efforts are to align Department goals with the District's mission and to provide equitable access to technology for our students. This year ETCS purchased Dell Precision 3460 desktops for every school in the district. Devices were distributed to schools based on student enrollment numbers.

Specialty Lab Deployment Status: 1,332 Dell Precision Desktops have been tagged, imaged, and deployed to the high schools listed. ETCS is currently in the process of deploying devices to all district middle schools.

School	Number of Devices Received
Albuquerque High School	90
Atrisco Heritage Academy High School	120
Career Enrichment Center	60
Cibola High School	90
Del Norte High School	60
eCademy High School	30
Eldorado High School	90
Freedom High School	30
Highland High School	60
JDC	30
La Cueva High School	90
Manzano High School	60
Rio Grande High School	90
Sandia High School	90
School on Wheels High School	30
Valley High School	72
Volcano Vista High School	120
West Mesa High School	120

EdTech PLUS

Professional Learning User Support

EdTech empowers students, teachers, staff, and leaders with training and resources for leveraging digital technology tools, promoting organizational efficiency, and driving transformative teaching and learning experiences across districts, schools, and classrooms.

EdTech Training & Professional Development

District Training, coaching and support services are provided by the EdTech team for schools throughout the year. They offer various learning options such as self-paced courses, office hours, and on-site training. In total, they provided 4,742 professional learning experiences, including large group sessions, individual and small group sessions, coaching, and technology integration in classrooms. They also have an EdTech Ambassador cohort for additional professional learning opportunities.

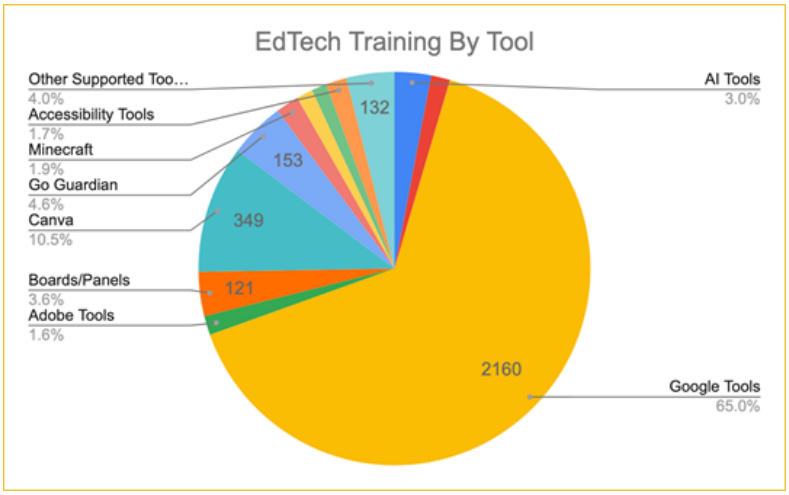
All Support

- 4,742 total engagements
- 317 District department engagements
- 143 Schools Supported - 100% of schools
- Engagements by grade level hands
  - Elementary School 1,785
  - Middle School 713
  - High School 603
  - Pre-K - 8 91
  - Pre-K - 12 112
- Communication support
  - Google chats 4,491
  - Emails 8,046
  - Phone Calls 120
- Family and event support
  - Students 2,660
  - Parents 8
  - Conference Attendees 1,425

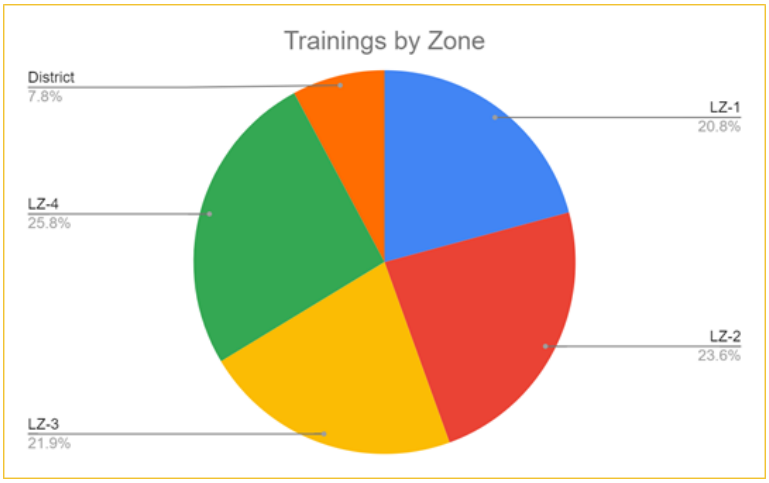
Educator Support

- Top 5 Training sign-ins
  - Google Classroom 461
  - Canva 349
  - Pear Deck 333
  - Google Sites 194
  - Google Drive 178

EdTech supported all schools throughout the district including specialized support and services for district departments.



We offer two types of courses for educators: Explorer and PLUS. Explorer Courses provide a general overview of digital tools, including Google and Apple, teaching educators how to use them effectively. These courses are available in various formats, including Face-to-Face, Webinar, and Self-Paced Online. Our PLUS Courses take digital integration to the next level, teaching advanced functions and integration techniques. They provide practical examples or templates and empower teachers to create their own digital assets. Both course types offer badges for demonstrating new knowledge and showcasing tool integration.



Self-paced Student Courses
EdTech created self-paced courses for students that can be completed independently or assigned and proctored by a teacher. K-2 grades have a Chromebook course created with Canva and run through Canva or Seesaw. 3-12 grades have Digital Citizenship courses created with resources from Common Sense Media and run through Pear Deck and Canvas.

Monthly District Trainings
EdTech offers standardized training on educational technology basics, terminology, system and tool mastery, accessibility, cloud platform applications, devices, digital citizenship, and leadership skills.

National Conferences & Events
EdTech delivered a variety of presentations at national conferences and events.
FETC 2023 - Future of Educational Technology Conference January 23-26, 2023

- Google for Administrators,immersive digital escape rooms and a collection of 50 tips and tricks to optimize Google.

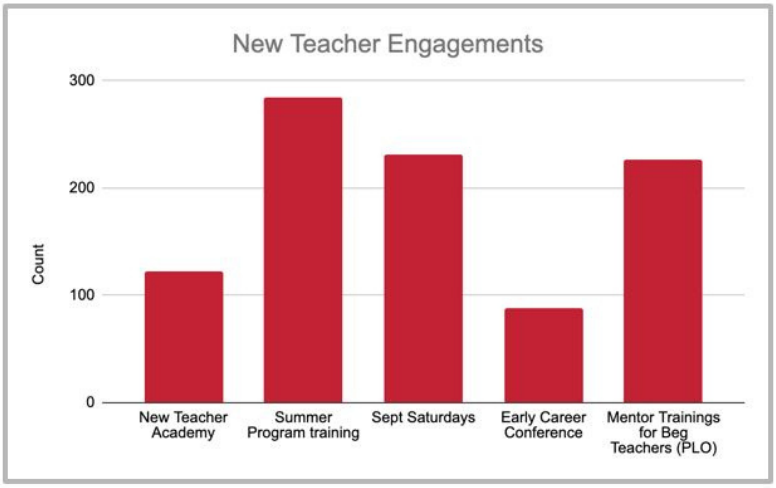
TCEA 2023 - Texas Computer Education Association January 30 - February 2, 2023

- Discover a variety of workshops and sessions focused on educational technology, including topics like Google tips and tricks, integrating multimedia tools like Adobe Premiere Rush and Canva into the classroom, leveraging digital tools for classroom management and behavior, promoting digital citizenship with Pear Deck and Common Sense Media, and exploring innovative resources such as digital escape rooms.

APS Department Collaborations

New Teacher Training & Support

This year, the EdTech Team collaborated with Curriculum and Instruction to provide various training programs for early career teachers and new hires. The Summer Program training took place from July 18-22, and focused on enhancing instructional skills. Another event called the New Teacher Academy occurred on June 20, aiming to support new teachers in their professional development. The New Teacher Orientation with ATF Support was held on Saturday, July 30, offering guidance and resources. The Mentor Teacher Program provided ongoing support and professional learning opportunities on various dates throughout the year, emphasizing the importance of creation, creativity, and social-emotional learning. In total, there were 951 engagements across these conferences and programs.



APS Cross Departmental Collaboration

EdTech provided vital support to various departments, including Curriculum and Instruction (C&I), Fine Arts, Grant Management, KANW, Mentor Program, Nursing, Office of Innovation, Special Education, and the Student, Family, and Community Support Division. Their collaboration enhanced initiatives, offering expertise and resources to ensure success across these departments.

- Board Meeting Support (Facilitate Hybrid Curriculum Meetings)
- Fine Arts Department
- Grant Management Department
- KANW
- Mentor Program
- MLSS Team
- Nursing Department
- Office of Innovation
- Special Education Department
- Student, Family, Communication, Support
- Curriculum & Instruction
    - Curriculum & Instruction support for new teachers
    - Curriculum & Instruction conference support with teacher led facilitators including topics like Google Forms, Google Classroom, and sync fixes, Google Sheets, Pear Deck, Canva, Google Calendar and digital behavior tools

Leadership Support

EdTech provided professional learning experiences to 25 APS leaders and administrators through a lunch and learn session. The session aimed to offer digital support and training on various tools, including Google Slides and Pear Deck, Flashcard Factory, Google Calendar, Canva, Google Forms, Google Organization, and UDL tools.

Specialty Spaces

The Educational Technology team has undertaken 240 projects districtwide to support various Specialty Spaces. These spaces consist of Makerspaces, Digital Learning Spaces, and STEM/STEAM Spaces. Makerspaces serve as physical hubs where students collaborate, utilizing shared resources and tools, to bring their creative ideas to life in alignment with school and community objectives.

- Digital learning spaces are specifically designed to provide students with opportunities to share their work in a highly engaging digital learning environment.
- STEM/STEAM spaces are dedicated to providing students a space to explore careers in science, technology, engineering, art, and mathematics through experiential learning.

Throughout the entire journey of designing and establishing these spaces, the EdTech team actively aids schools by providing comprehensive training and ongoing support to ensure their successful implementation.

21 schools have Makerspaces

- Alamosa, Apache, Dolores Gonzales, Double Eagle, EG Ross, Edward Gonzales, Hawthorne, Hubert Humphrey, Inez, Los Padillas, Los Ranchos, Mission Ave, Mitchell, Mountain View, Navajo, North Star, Osuna, San Antonito, Sierra Vista, SY Jackson, Zuni

11 schools have Digital Learning Spaces

- Dennis Chavez, Dolores Gonzales, EG Ross, Edward Gonzales, Hawthorne, Hubert Humphrey, LBJ, Monte Vista (Mobile), Mountain View, Navajo, Sombra Del Monte

8 schools have STEAM/STEM Spaces

- Bel-Air, Bellehaven, Chaparral, Cochiti, Dennis Chavez, Mission Ave, Petroglyph, Zuni

Ambassadors Program - Title IV Initiative

EdTech Ambassadors acted as an extension of the EdTech team at their respective schools. They received guidance and coaching from EdTech facilitators, focusing on training, preparation, and personalized coaching sessions. Ambassadors addressed school challenges such as data collection, digitizing lessons, student engagement, and targeted instruction. They also shared EdTech communication with fellow Ambassadors, supporting teachers and promoting student success through technology integration. The program aimed to improve student learning, enhance digital literacy, and foster a professional learning network.

To earn the 2022/23 APS EdTech Ambassador Badge, participants attended a kick-off meeting, training sessions, coaching sessions, achieved EdTech badges, provided PD opportunities, collaborated through Google Chat, stayed updated through monthly communications, shared EdTech communications, and completed a final reflection form.

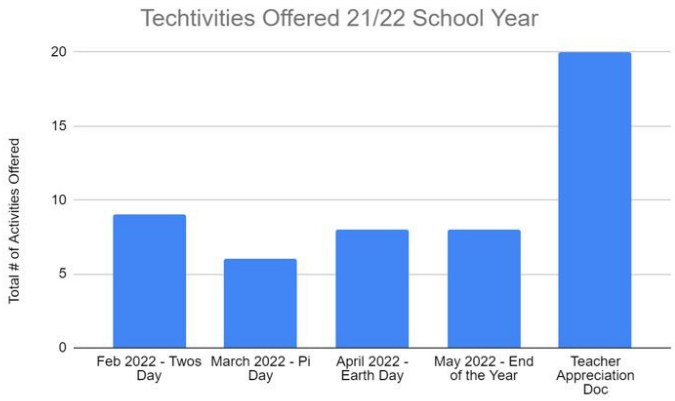
During the 2022-2023 school year, the APS EdTech team provided extensive support to 117 EdTech Ambassadors. This included a virtual webinar, 88 hours of personalized coaching, and staff training for 77 PD topics. 64 Ambassadors attended the New Mexico Digital Learning Conference, participating in 320 session engagements. The team also organized an Ambassador Day, delivering 34 training opportunities for 78 total hours of PD. A communications Chat room with 140 members provided valuable resources and information, resulting in 184 points of contact. Additionally, 39 Ambassadors received an Ambassador badge for program completion.

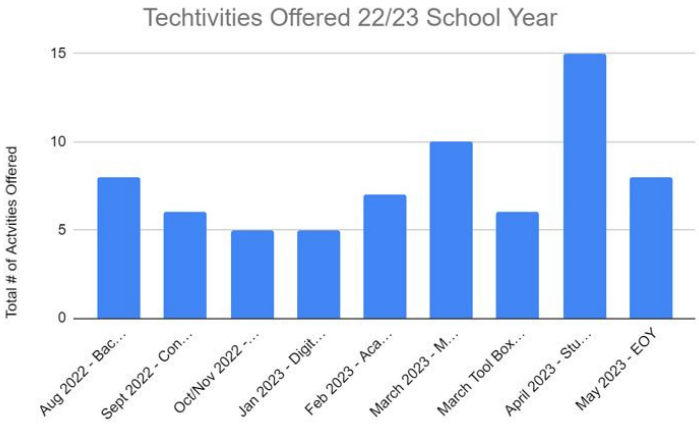
Teacher Resources

Our engaging "Techtivities" and other videos have garnered significant attention on our channel, attracting hundreds of views. From August 2022 to May 2023, our top three performing videos, which featured Constitution Day activities, Back to School Activities, and Student Portfolios, offered valuable resources for teachers and their students. These videos collectively accumulated a total of 1,019 views as of May 5th, 2023.

Additionally, our 12 Days of EdTech hyperdoc video received 178 views. As part of our 12 Days initiative, we provided support for Makerspace activities, including a digital circuit card. EdTech actively assisted 22 classrooms during the 12-day period. Moreover, we hosted an animal art competition, inviting students to showcase their digital art projects. Hundreds of students enthusiastically participated, and the employees at the city center cast their votes to select the winners. We celebrated the creativity of our students with 30 student winners.

EdTech PLUS were able to offer more techtivities to teachers with an increase of team members for the 2022-2023 school year. We provided training, modeling, and coaching to support classrooms who participated in these activities.





Digital One-Pagers

The EdTech team created a total of 147 document resources for teachers this year. Among the most viewed resources were "Password Reset" with 406 views, "Directory Password Reset" with 514 views, and "Go Guardian Teacher Quick Guide" with 491 views. These resources focused on essential tasks of classroom technology integration. Additionally, "Calendar Appointment Schedules" was accessed 352 times, providing teachers with efficient scheduling tools. Other popular resources included "Synergy Gradebook/Google Classroom Sync" with 273 views, "Chromebook Clean Up" with 597 views, and "Pear Deck" with 505 views. These resources aided teachers in device management, classroom organization, and interactive teaching tools. The high usage of these resources demonstrates their value in supporting teachers' professional development and enhancing their instructional practices.

Website & Online Resources

- Unique website page views: 4,499,573
- (8 min. 21 sec. average time on page)
- 3,726,093 for EdTech for Students page views

YouTube views: 47,426 (480 total videos, 63 Playlists)

- 1,776 Subscribers
- 364 total videos posted with 273,875 impressions
- 6,914 total views for YouTube Shorts

Video Resources

EdTech Video Resources Quick Tips, Techtivities, and EdTech videos shared with APS users for activities and events:

- Quick Tip Playlist - 102 total videos published during 22-23 school year with a total of 528 playlist starts
- Techtivities Playlist - 12 total videos published during 22-23 school year, January 3rd Playlist - 8 videos added during the 21-22 school year
- 12 Days of EdTech Playlist - 12 total videos published during 22-23 school year

Other 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:

- EdTech Support website (Google Site): The website includes many tool specific, application, device and program resources.
- 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, one-pagers, and collaborative Team Drives.

Esports

EdTech supported APS Esports with support contracts and participation, facilitated the presentation and approval of an Esports high school elective class (3 sections) for the first time in APS history for the 2023-24 school year, and supported the addition of digital learning spaces.

Professional Learning Networks

NMDLC

The New Mexico Digital Learning Conference (NMDLC) is an annual event that brings together educators, administrators, and technology professionals from across the state. The conference serves as a platform for sharing innovative ideas, best practices, and resources related to digital learning in education. The NMDLC is a partnership between NMSTE (New Mexico ISTE chapter) and APS EdTech.

- General & Leadership Sessions - We hosted 334 educators and 53 APS administrators for our annual Digital Learning Conference in the Fall of 2022. Sessions focused on the following categories: Adobe Tools, Blended Learning, Canva, Digital Citizenship, Engagement Tools, Google Tools, SEL and Cultural Competence, STEAM/Robotics, Student Voice & Choice, and Technology for Professionals.
- 64 Sessions
- 54 Presenters
- 334 Attendees
- Average rating of 9.7 out of 10 (10 being the best on our feedback form)

Chat Groups

EdTech created, managed and contributed to many Google Chat rooms for thousands of educators to connect, ask questions, and share ideas and solutions. These rooms included:

- Tech Teacher/Liaison (165 Google Drive resources shared from July 1, 2022 to present)
- Provided real time support for 922 users
- EdTech Ambassadors
- Elementary TLFs
- Secondary TLFs

Social Media

EdTech engaged users on their Twitter account (1,139 followers), Instagram account, and Tech Tuesdays. EdTech published a biweekly newsletter for educators and support staff about the latest technology changes, platform updates, license information, Edtech news, training information, resources, and other important information

@EdTechAPS Twitter Channel Instagram

Empowering students and educators in the use of digital tools!

HOW CAN THE **EDTECH TRAINING TEAM** SUPPORT YOU?

BACK TO SCHOOL RESOURCES

Getting Started Videos

EdTech Support & Resources

Visit the Educational Technology website for training resources and support. Explore our self-paced courses and earn a badge! You can also sign up for a district training or request a training

Subscribe to our email list

EdTech CASA

Classroom Application Support & Administration

While maintaining and supporting 1:1, Technology Client Services also supports over 100,000 end-users along with the devices that are issued to APS personnel. Throughout the year TCS' Service Desk closed 51,376 service request tickets and the field team closed another 36,123 tickets

SUPPORT

EdTech CASA closed 6,595 support ticket requests from users across APS this school year.

ARC (Application Review Committee)

EdTech reviews and approves requested applications for privacy, security and interoperability.

- Application Review of 120 approved application requests and 57 denied requests, 3-5 new applications reviewed each week.
- EdTech CASA is partnering with 1EdTech, a national organization that collaborates with school districts and higher education institutions to protect student information and contribute to an international curated list of educational applications and interoperability standards.

Managed Applications

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

- Classlink: Single Sign-On system. 8.1M app launches this year (increase of 43%)
- Powerschool Professional Learning: Manage and track Professional Development opportunities
- Canva: Creative tool
- Canvas: Open source learning management system
- School Messenger: Employee, parent, and community communications
- Adobe Creative Cloud: Creative design and PDF Utility applications
- GoGuardian: Chromebook monitoring, classroom management, content filtering
- SeeSaw: Digital student/teacher interactions
- Peardeck: Interactive presentations using Google Slides
- E-Hallpass: Digital Hall Pass system to keep students accountable
- Powerschool Professional Learning: Professional Development management platform, registration and recordkeeping
- Principal Reports for Test Security training, ALICE training, NVCI training
- Cherwell: Technology support ticketing system
- PrometheanWord: Mobile Device Management for Promethean devices

Google Administration

EdTech CASA has taken over management of the Google Admin Console for APS, with 7 members completing training and Admin Certification from Amplified IT.

- Automated the Phish Alert response workflow
- Email investigations as requested by the Custodian of Records office and OCR.
- Security and Management of Google Accounts and Email systems
- Management of G-Suite tools

Change Management

EdTech CASA is a key member of the Change Advisory Board which helps manage systemic changes that affect the district.

EdTech provides resources, professional development, and training:

- Classlink (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

Interoperability & SSO

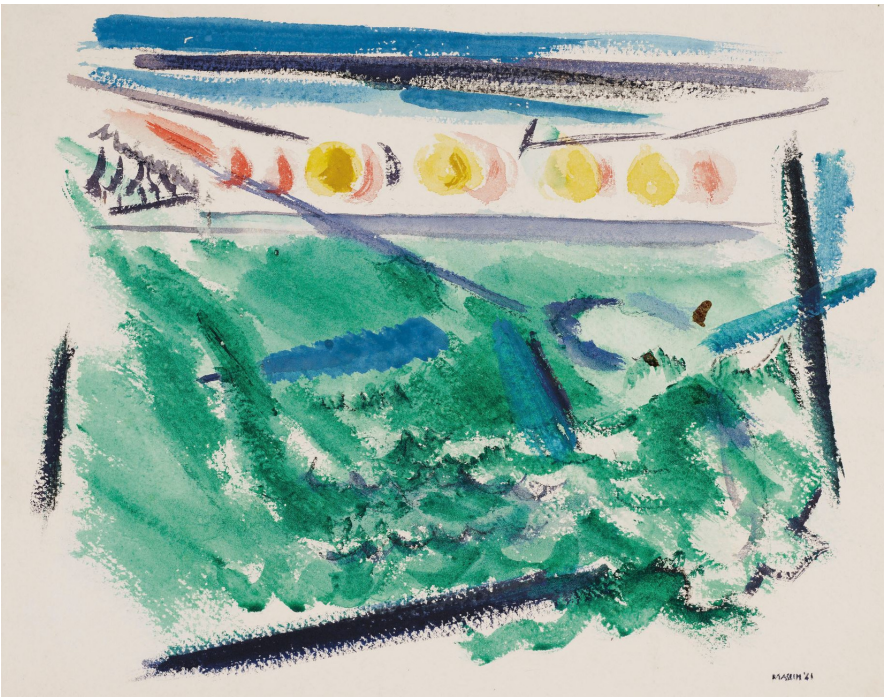
Educational Technology
EdTech

Shellmarie Harris
Executive Director

Office of Accountability & Reporting (OAR)

Thomas C. West
Executive Director

Assessment



Movement, Sea and Sun, John Marin 1921

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 assessment experts.

Vision

The goal of the Assessment Department 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.

ASSESSMENT
Albuquerque Public Schools

Assessment

Assessment oversees the secure and proper administration of all Pre-K to 12 state assessments as well as district supported interim assessments. Proper administration of assessments produces quality data, which informs instruction with the goal of improving student learning, complies with district graduation requirements, and directly supports district goals 1 and 2.

The APS assessments articulate a balanced system of assessments that align with Common Core State Standards. Assessments support the district's mission, values, and philosophy of learning; provide students, parents, teachers, and administrators with information about student achievement, and data for instructional and programmatic improvements; and utilize an array of assessment methods to determine the understanding, knowledge and skills that students have acquired.

Annually, Assessment orders and oversees the secure administration of tests, inventories, and returns all state-mandated assessments, and submits data files to SAPR for APS schools' 72,000 students.

Mario Barriga
Testing Technician

Cognia Assessments

School Test Coordinators

Our School Test Coordinators (STCs) are responsible for the correct administration of all assessments at their individual school sites. STCs work closely with school leaders and head special education teachers. The STCs appreciate our support and accessibility.

2022-2023 School Test Coordinator Testimonials

"Your office is amazingly quick at returning emails and responding to messages in the chat! Looking forward to next year now that I am more familiar with everything - thank you!" ***Patricia***

"I really liked that the trainings were both in person and online so people could choose what worked best for them." ***Tanya***

"I consistently use the Assessment group chat, email, and I liked having Claudine's phone number." ***Gabriella***

"I think that assessment did a great job of communicating and supporting STCs. I appreciate them very much!" ***Nicole***

"I thought it went well this year. All the prep work and organizing the assessment team did for us was helpful." ***Jessica***

"I think Claudine and the rest of the team do an outstanding job at organizing the materials and resources needed. I do not get all the information communicated to me at the school end, which is the only reason we had some difficulty, but I am so grateful Claudine was available any time we had a question. I appreciate her availability and support. She is awesome!" ***Judy***

"Chris and Claudine were awesome supports." ***Ellen***

"The assessment team is top notch. Your help and availability throughout testing does not go unnoticed and it is highly appreciated." ***Jessica***

"Thank you for all of your help and support. The chat was a useful tool and we were able to find many answers there before having to reach out. We also appreciate the speedy response time for emailed questions or concerns." ***Annette***

"Thanks for all of your support and the trainings. You all go beyond to support us and answer our millions of questions! Thank you!" ***Tara***

"Thank you to Claudine for all the help & expertise during NM-MSSA and Christoph for help during ACCESS testing." ***Anna***

State Testing

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

PSAT – 10th Grade

- Ensured that all APS high schools ordered 10th grade tests by the due date
- Ensured STCs knew PSAT test administration date and ordering increase/decrease deadlines
- PSAT data to inform instruction (teachers) and customize a learning path for students using Khan Academy. 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

- ~15,000 students tested ACCESS 2.0 this year.
- About 1,000 Kindergarten students took the one-on-one assessment. We hired and trained substitute teachers to assess students at about 20 schools that had more than 20 Kindergarten students to alleviate pressure on schools
- Rostering - requires constant readjustments due to daily changing enrollments, over 175 hours spent prior to and during administration
- Providing tech support during the assessment window

Using a language assessment, we aim to meet the needs of the students by accurately providing services in language acquisition skills for our EL students.

NM-ASR (New Mexico Assessment of Science Readiness) for Grades 5, 8, 11

- March 27- May 12, 2023
- Total tests administered spring 2023 ~ 16,000
- Provided tech support during the 6 week assessment window

The NM-ASR is designed to measure a student's progress towards college and career readiness, as demonstrated by making sense of phenomena and solving real-world problems when applying and connecting scientific knowledge and skills. The items on the NM-ASR align to the standards for each grade band (grades 3-5, middle and high school).

- N-MSSA (New Mexico Measures of Student Success & Achievement (Math and ELA for Grades 3-8)
- March 27- May 12, 2023
- Total tests administered Spring 2023~ 65,550
- Provided a successful NM-MSSA Help Desk

Results of the NM-MSSA provides evidence to determine a student's grade level proficiency and progress toward college and/or career readiness. NM-MSSA items align to the Common Core State Standards (CCSS). For math, items are either machine-scored or constructed responses, while ELA items centered on passages composed of literary and informational texts. Schools will utilize NM-MSSA scores in constructing their 90-Day Plans.

Dynamic Learning Maps (DLM) - for Grades 3 - 8, 11

- ~ 470 one-on-one DLM tests administered to ensure that all students with disabilities are included in the state's assessment and accountability programs
- Approximately 70 APS schools have a student population who take this assessment
- Ensured that all Test Administrators were trained appropriately in test administration, separate from traditional test security training

The DLM provides access to the general education curriculum for students with significant cognitive disabilities, therefore meeting the needs of the child. DLM measures proficiency on the Essential Elements (EEs) for English Language Arts, math, and science. EEs are alternate standards linked with the Common Core State Standards and Next Generation Science Standards, although at less-complex skill levels.

SAT School Day – for Grade 11

- Total tests administered Spring 2023 ~ 5,000
- The spring 2023 SAT School Day (Digital) administered during the school day in three sections: reading, writing and language, and mathematics.

The SAT is a national assessment developed by The College Board to measure knowledge and skills that can consistently predict a student's success in college and workforce training programs.

Spanish Reading – for Grade 11

- Total tests administered Spring 2023 - 7

The Spanish Reading Assessment is for high school students. The test is an alternative to the SAT Reading Assessment. It is available to any students in their first three years in a U.S. school or in their 4th or 5th years with an approved EL Waiver. This alternative assessment ensures that students who meet the qualifications can take an accurate assessment.

ECOT – Early Childhood Observational Tool - Grades 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
- Kindergarten observation window either during K3+ (25 days) or first 30 days of school year in 22-23
- Kindergarten students are 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 Department to publish data in Versifit and SAPR/APS Visualizations
- 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.

Dyslexia Screener - First Grade

- The NMPED has indicated that all first-grade students, regardless of special education eligibility or English learner status are required to be screened for displaying characteristics of dyslexia (NM SB 398). For the 2022-2023 academic year, Albuquerque Public Schools has continued to use the English "Teach Me to Read" dyslexia screener. For students enrolled in Bilingual Multicultural Education Programs (BMEP), the Spanish Istation, ISIP Español, BOY data point meets the New Mexico Public Education Department (NMPED) requirement for a Spanish dyslexia screener.
- Total screeners administered 2022-2023 ~ 5,115

District Assessments

There are four district interim assessments:

- Istation K-5 (reading, Spanish reading & math)
- i-Ready K-12 (reading & math)
- College Board (CB) Suite Interim Assessments
- NWEA 9-12 (reading & math)

Istation – K-2 Reading, G4/5 Reading, Spanish Reading K-5 and K-5 Math

- K-2 reading assessment (English or Spanish) is required by PED 3x per year (BOY, MOY, EOY)
- OAR Assessment purchased 4-5 reading Assessments (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
- 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. The reading assessments also provide subtest data.
- Istation math assesses K-5 students grade level math standards. There are three assessment windows for K-2.
- Istation provides a variety of pre-built reports that allow for deeper analysis of student performance, identifying areas where students need additional support. Varieties of resources are available through the platform.
- Completion during the 2022-2023 school year:
- BOY 13,726
- MOY 14,715
- EOY 14,962 for grades K-2.

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.

i-Ready - Grades K-8

- i-Ready Diagnostic Assessments are available for math and reading and measure skills for students in Grades K-8
- 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.

Test completion during the 2022-2023 school year:

Reading	**Math**
• BOY 29,859	BOY 29,875
• MOY 30,015	MOY 29,984
• EOY 29,347 for grades 3-8	EOY 29,486 for grades 3-8

iMSSA (Interim New Mexico Measures of Student Success & Achievement) - Grades 3-5

- 1 K-5+ pilot schools participating
- Available for administration three times a year (BOY, MOY, and EOY) in reading, language usage, and mathematics.

The iMSSA assessments target college and career readiness content standards in reading, writing & language, and mathematics. The i-MSSA evaluates students' knowledge and skills relative to a specific set of academic goals. Results help to inform decisions at the classroom, school, and district levels. Assessments measure progress towards on-grade level proficiency.

CB Suite Interim Assessments - Grades 9-11

The district has created a suite of assessments for high schools to use as an interim assessment 2-3 times during the year. The assessments use released items from previous SAT & PSAT tests, which align to Common Core State Standards.

- The Assessment team created 30 tests within the Synergy Assessment system to offer PSAT 8/9 and PSAT 10 tests 3 times a year, and SAT tests twice a year.
- Each level includes 3 tests - math, reading, and writing & language
- Each test has between 38 - 58 items
- The team collaborated with the Curriculum and Instruction department to assign Common Core State Standards to each item on the tests to better support teacher's understanding of what their students know
- Each item had the CCSS as well as College Board Domains and Cross Test Domains attached to it in the assessment system
- Each answer includes a rationale to help students and teachers understand why they choose the right or wrong answer

- The team worked with SAPR to provide detailed reports that tie the results of the interim assessments to the SAT School Day summative assessment and give teachers a deeper understanding of the data
- Test completion during the 2022-2023 school year:
- BOY 29,191
- MOY 25,974
- EOY 18,078

NWEA - Grades 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

NWEA supports college & career readiness by providing feedback on progress towards grade-level standards to support instruction.

Troubled Child Alerts

- A written portion of an assessment is flagged by a human reader as concerning in regards to the child's safety or well-being
- For 2022-2023 10 Troubled Child Alerts were received

Identifying students who have expressed emotional or physical concerns within a written portion of the test aids us 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 a year (fall & spring)
- Worked with APS technology to get all school staff loaded to Canvas for fall 2022 and spring 2023
- Checked completion status on a regular basis and followed up with reminder emails as well as phone calls
- Oversaw the secure administration of all state tests
- 7,343 and 7,204 APS employees took the Test Security quiz in the fall and spring respectively

Testing Irregularities

- Managed and submitted irregularity reports for SY 2022-2023 to NMPED.
- Conducted testing irregularity investigations for NM-MSSA
- Provided NMPED licensure bureau with documentation on severe testing irregularities
- Total irregularities for all required assessments during the 2022-2023 SY: 286

Graduation

- Provided district support to principals, counselors and STC related to graduation and LDC guidelines based on the NMPED Cohort Graduation Requirements
- Set a deadline for counselors to enter all LDCs in Synergy
- Sent out approximately 5,200 graduation letters on status of assessment graduation requirements in October 2022

Charter Schools

- APS Assessment oversees 31 district charter schools. In the past NMPED allowed all charter schools (state and district) to function as a district
- Provided training to the district charter school DTC
- DTC provided Fall Test Security and STC training to all charter schools
- Provided support for test ordering and using assessment portals (rostering, administering online, etc.)
- Ensured all charter schools had ordered tests
- Oversaw Testing Irregularities
- Collected all EL waiver forms to submit to NMPED
- Ensured all NMPED graduation waivers and ADC implementation were filled out properly
- Delivered test materials to charter schools

ACCESS Testing Materials

Assessment Team

Team Members (left to right)
Xavier Endlich Herrera – Applications Specialist
Ashley McKinstry – Assessment Coordinator
Samantha Auddino – Assessment Manager
Claudine Sanchez – Assessment Coordinator
Christoph Brunder – Assessment Manager
Frank Telge – Senior Director of Assessments
Mario Barriga – Testing Technician - Shown on page 57

ASSESSMENT
Albuquerque Public Schools

Assessment Team Achievements

- Provided outstanding customer service to traditional and charter school sites in-person and virtually
- Ensured correct administration of assessments in a timely manner through multiple support structures
- Maintained Google Chat Rooms for elementary, middle, and high school School Test Coordinators
- Provided in-person and virtual training sessions for STC fall and spring trainings, Cognia drop-in training sessions, Test Security training sessions, ACCESS, Istation, and i-Ready professional development
- Through CB Suite administered a beginning-of-year and middle-of-year series of practice PSAT and SATs to provide teachers with item and standards-level information for students in grades 9-11
- Provided up-to-date tracker information to school sites and APS Leadership through SAPR Internal Visualizations on test security completion, interim assessment completion and participation rates
- Presented on APS assessments (and interim assessments) at the Summer Program Training to early career teachers and new hires while emphasizing the importance of assessments in teaching through useful and actionable data

Assessment Team Goals

For the 2023-2024 school year, we want to continue working closely and effectively with our school sites to provide the best support possible. We will continue collaborating with departments and teams within the Office of Accountability (OAR) and other departments in APS.

We will achieve this by being accessible, flexible, and by embracing ongoing changes for the benefit of all students and families in Albuquerque Public Schools.

Assessment

Frank Telge
Senior Director

School Accountability Support (SAS)

Cow's Skull Red White and Blue, Georgia O'Keeffe 1931

Mission

The School Accountability Support Team works to build positive relationships with school personnel by providing support in a variety of ways. School Accountability Support Coordinators facilitate school leadership team meetings and help develop continuous improvement plans for schools throughout the district. This process encourages data-driven decisions by guiding schools to examine data, trends, patterns, and relationships in student academic achievement.

Vision

Our goal is to provide schools, principals, teachers, and core teams with support that is customized to meet the specific needs of individual schools, always focusing on utilizing data to make informed decisions for continuous improvement and accountability.

SCHOOL ACCOUNTABILITY SUPPORT

School Accountability Support

The School Accountability Support team provides support to schools throughout the district in all learning zones. We provide ongoing support for 140 schools, but based on specific accountability work, at times we support additional schools within the District.

Support offered to schools includes coaching and training school teams to access data using SAPR Visualizations and Versifit, and to meaningfully examine data. The School Accountability Support Team serves as a vital resource for schools as they develop, implement, monitor, and reflect on their continuous improvement plans. Our support encourages data-driven decisions by guiding schools to examine trends, patterns, and relationships in data with the ultimate goal of improving instructional practices and academic achievement for students.

Each year, schools develop a continuous improvement plan to overcome performance challenges, improve instructional practices, and support improved outcomes for students. These plans are required by statute and are known as 90-Day Plans. They are housed in the NM DASH system. Again, due to the extensive changes made in NM DASH over the summer and the additional workloads schools were experiencing due to the pandemic, the School Accountability Team provided extensive clerical support for schools by entering their plans into NM DASH, rather than requiring schools to attend training sessions to learn how to navigate the system. Schools were very appreciative of this additional support as they were able to focus on other beginning of the school year responsibilities.

The School Accountability Support Team is responsible for reviewing all schools' 90-Day Plans by aligning what is written in each plan with the requirements on the Quality Indicator Feedback Tool, which is developed by the NMPED. Plans receive an initial review that includes ratings for each Quality Indicator and written feedback for the school. If changes are needed, a second review is conducted. All School Accountability Support Coordinators are certified reviewers.

The School Accountability Support Team participates in monthly OAR Ops Team and School STAT collaboration meetings with members of other OAR teams, SAPR, Assessment, and SIS. These meetings support increased communication within the OAR department as we share information on the work each team is doing and identify how the work is connected and focused on supporting schools. We follow the continuous improvement process schools use to make changes in our communication with these schools. We personalize our outreach to them and made sure to communicate across OAR teams whenever we learned of a school needing additional support from one of our teams. Our School STAT team meetings provide a venue to share data across teams and is used to develop dashboards and other tools for schools to support their access and use of data.

In addition to supporting schools, the School Accountability Support Team serves as the liaison between SAPR and School Principals and Zone Associates. The Data Reflection Tools are used during principals' PDP discussions. In addition, our team provides schools with the necessary information and materials to conduct their Quality of Education and Family Engagement Surveys.

The School Accountability Support Team serves as the point of contact and assists with the process for the District's Ed Plan and Budget submission to the NMPED. This work includes identifying requirements and ensuring due dates are met, creating instructions for completion, communication with a variety of departments, gathering reports and other required information, and uploading all requirements into the NM District DASH system for the PED's review of the Ed Plan. The School Accountability Support Team succeeds through teamwork that is focused on supporting schools, helping students, and working with our APS community.

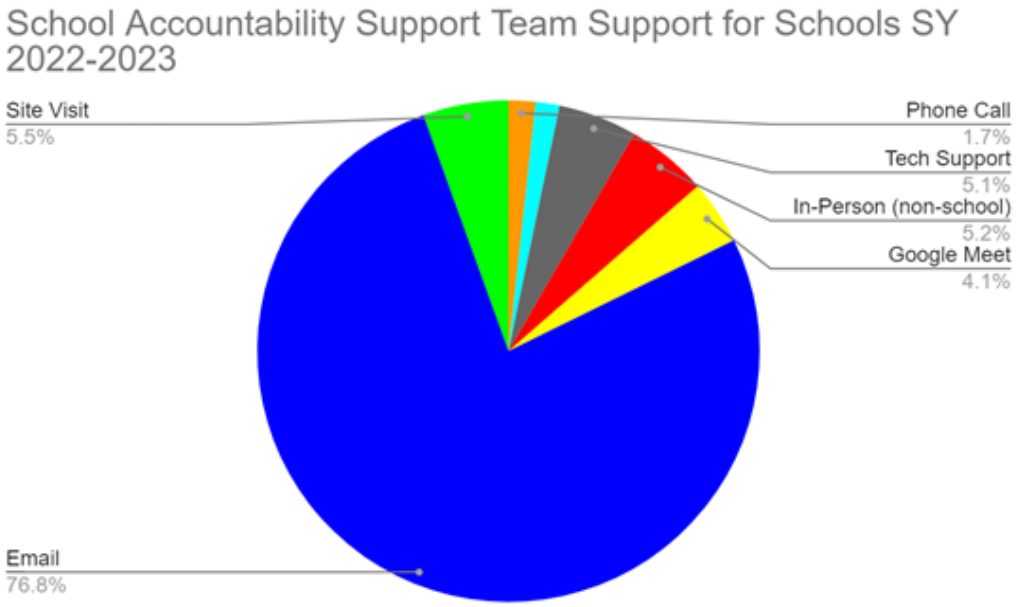
Accomplishments

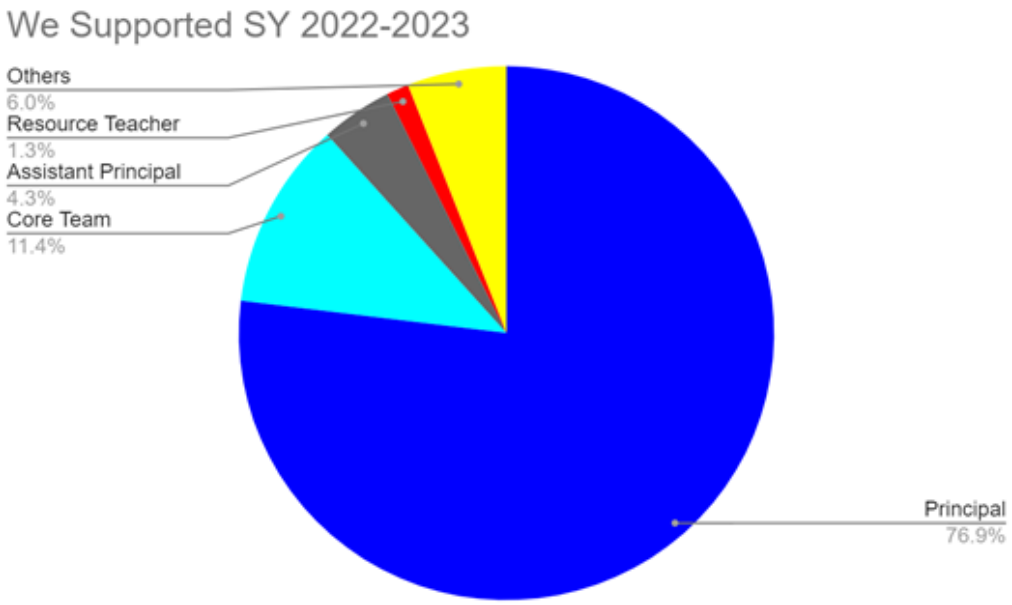
The School Accountability Support Team provides in-person and email support to schools. We provided 4,061 supports to schools through digital communications, tech support for the NM DASH platform and running data reports, 90-Day Plan reviews, in person meetings, virtual meetings, phone calls, and emails.

- Creation of a timeline and Gantt chart to visualize planning for the upcoming year and future years
- Expanded our data knowledge and usage in schools by collaborating with SAPR and the Assessment Department
- Supported APS Aspiring Principal Cohort In collaboration with UNM
- Participated in the Principal and Media Expo to deliver our message and purpose to principals and other stakeholders
- Presented to the APS Board of Education on continuous improvement in order to help them understand what is expected of schools
- Collaborated with Baiza to help improve principal leadership
- Engaged in the SREB Curriculum and Instruction Review process for Middle Schools
- Submitted updates to The Tuesday Times to keep principals and directors informed
- Bi-weekly updates to inform leadership of department progress

Expressions of Appreciation for SAS Support

"Your department is the hidden gem of APS." Barbara Peterson, APS School Board
"We appreciate your willingness to collaborate." District Attendance Team
"Great work, team!" Dr. Channel Segura, Chief of Schools
"Thanks for your willingness to connect the dots for improved impact!" Bryan Garcia, Community Schools
"Thank you for giving us insight into the lives of your principals and schools." Baiza and Associates


School Accountability Support Team Support for Schools SY 2022-2023
Site Visit
5.5%
Phone Call
1.7%
Tech Support
5.1%
In-Person (non-school)
5.2%
Google Meet
4.1%
Email
76.8%


We Supported SY 2022-2023
Others
6.0%
Resource Teacher
1.3%
Assistant Principal
4.3%
Core Team
11.4%
Principal
76.9%

School Accountability Support (SAS)

School Accountability Support Team (left to right)
Crista Fortier, Coordinator Zone 1
Logan Whitney, Coordinator Zone 2
Dana Ball, Coordinator Zone 3
Bryan Price, Coordinator Zone 4

SCHOOL ACCOUNTABILITY SUPPORT

Strategic Analysis and Program Research (SAPR)

Beach Scene, Abraham Walkowitz 1947

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

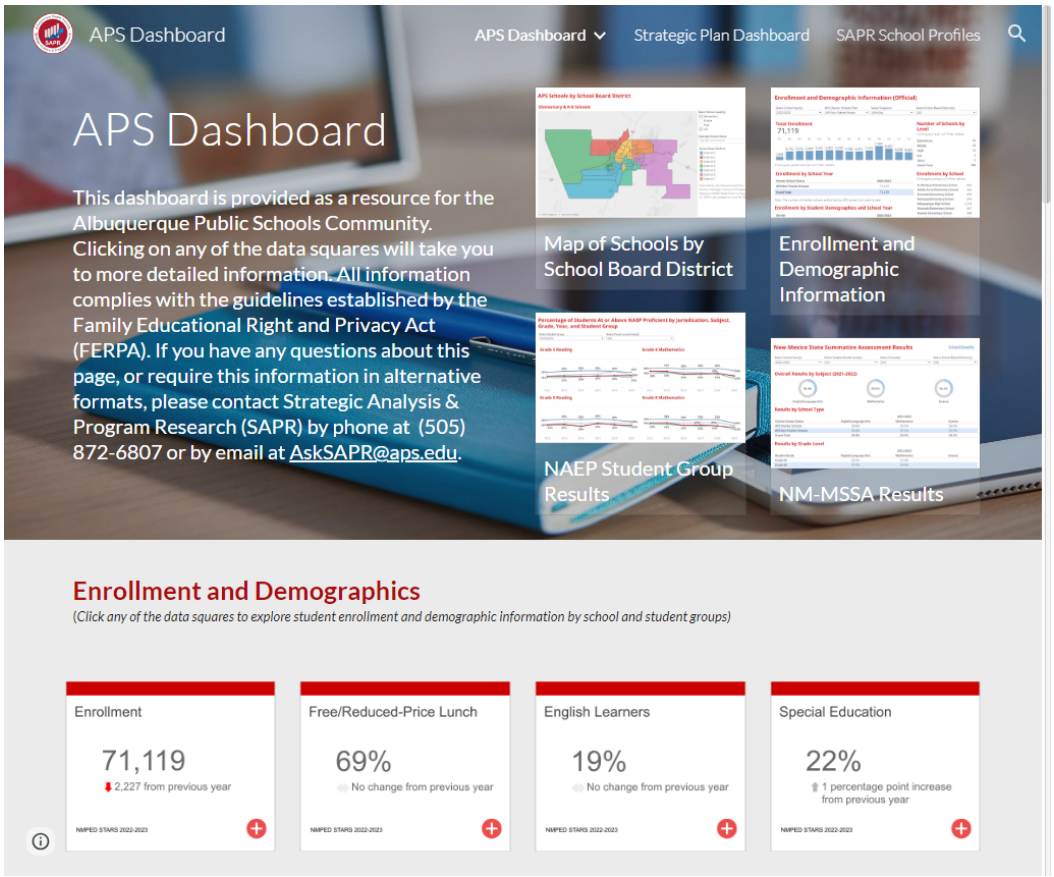
SAPR provides all district stakeholders with access to actionable information about their schools. Using the latest analytic techniques and visualization technologies, SAPR embraces a culture of transparency and strategic decision making in its support of students, parents, teachers, school administrators, district staff, district leadership, and community members.

Strategic Analysis & Program Research (SAPR)

Since its formation in 2016, the Strategic Analysis & Program Research (SAPR) Department has been a critical part of how Albuquerque Public Schools (APS) operates. As the district's data analysis, data visualization, program evaluation, and survey research department, SAPR maintains current and historical data on students, teachers, and schools. This includes, but is not limited to:

- Student enrollments, student demographic information (i.e., gender, self-reported race/ethnicity, tribal affiliation, and economic disadvantage), and student program participation (i.e., English Learner, special education status, and gifted status),
- Teacher demographics and experience by school,
- National, state, and local standardized assessment results (i.e., National Assessment of Educational Progress (NAEP), New Mexico Measures of Student Success and Achievement (NM-MSSA), New Mexico Assessment of Science Readiness (NM-ASR), and the district's interim assessments,
- ACCESS (English Learner program exit assessments) results for students in the English Learner program,
- Kindergarten Readiness as measured by literacy, mathematics, scientific conceptual understandings, approaches to learning, physical development, health, and well being, and self, family and community indicators,
- On-time graduation rates (4-year cohort) by student group,
- Annual attendance and chronic absenteeism rates,
- AP course enrollment and exam performance,
- PSAT and SAT exam performance,
- Quality of Education and Family Engagement Survey results,
- Staff and student stability rates, and
- Two- and four-year college enrollment rates.

All of this data is available and publicly accessible through the APS Dashboard and internally through the APS Internal Visualizations Site. AskSAPR@aps.edu is always available for assistance.



In addition to the APS Dashboard and APS Internal Visualizations Page, the department is responsible for following:

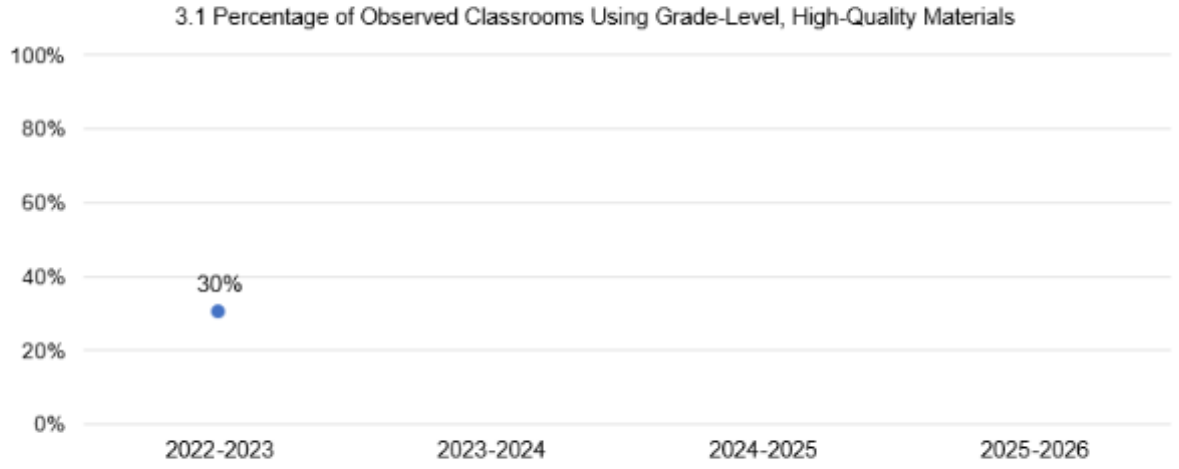
- Maintaining the district's teacher and principal evaluation platforms and processes,
- Supporting scheduling with the Feeds To/Placement Reports,
- Sustaining the district's Early Warning System (EWS) platform,
- Administering the annual Quality of Education and Family Engagement Survey,
- Collecting data to support the annual Senior Exit Survey,
- Producing the annual Tribal Education Status Report,
- Submitting mandated state and federal data required for Title I,
- Conducting program evaluations for Title I, and
- Reviewing all applications to conduct research through the Research Review Board (RRB).

Goals and Guardrails, a Strategic Plan, and the 700th Data Request

In 2022-2023, SAPR added two highly visible projects to its workload (progress monitoring of the district's Goal and Guardrails and tracking of the district's brand-new Strategic Plan), and reached a new milestone (the 700th data request completed). This upcoming school year, 2023-2024, SAPR's work will be on display monthly as the Superintendent, Board of Education, and district leadership update the public on what is going well, what is not going well, and what the next steps will be for each of the district's interim goals and interim guardrails.

Guardrail 3: The superintendent will not allow curriculum and instruction that is not district and standards-aligned, challenging, culturally and linguistically responsive, and differentiated to meet the academic needs of all students.

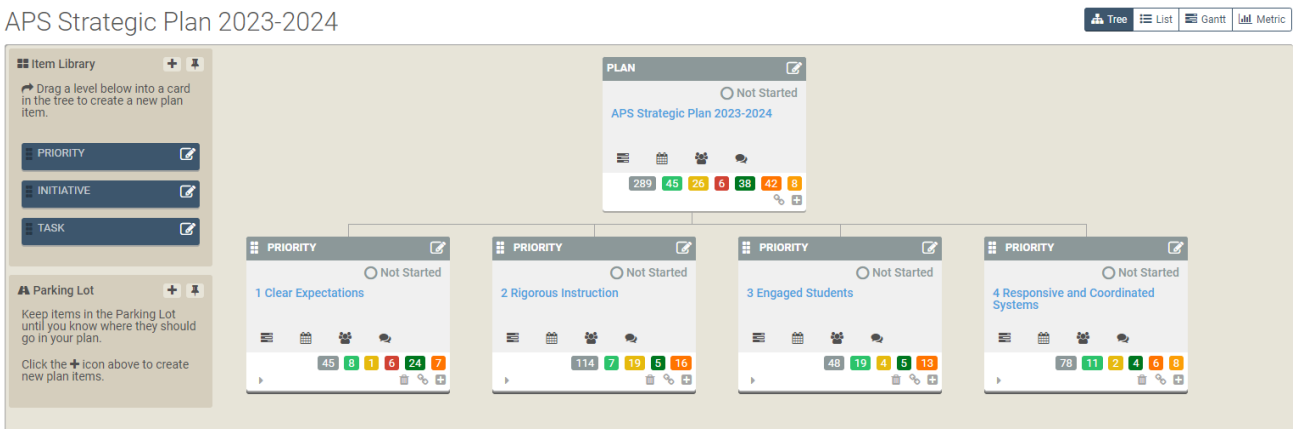
Interim Goal/Guardrail	Evaluation
Interim Guardrail 3.1: The percentage of classrooms using grade-level, high-quality instructional materials will increase from 30 percent in May 2023 to 70 percent in May 2026.	On-Track



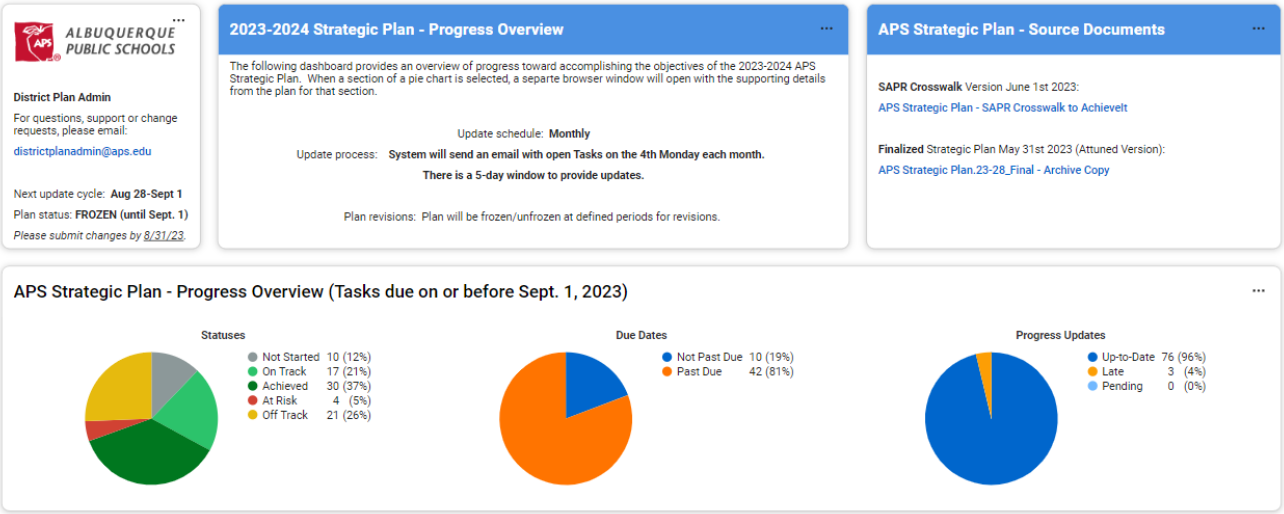
Interim Guardrail 3.1: The percentage of observed classrooms using grade-level, high-quality materials will increase from 30 percent in May 2023 to 70 percent in May 2026.

	2022-2023	2023-2024	2024-2025	2025-2026
Percentage of Classrooms	30%			

Note: These data do not include APS Charter Schools.
Source: Attunded Education Partners, Organizational Diagnostic 2023.
Produced by Albuquerque Public Schools, Strategic Analysis & Program Research (SAPR) Department on July 30, 2023.

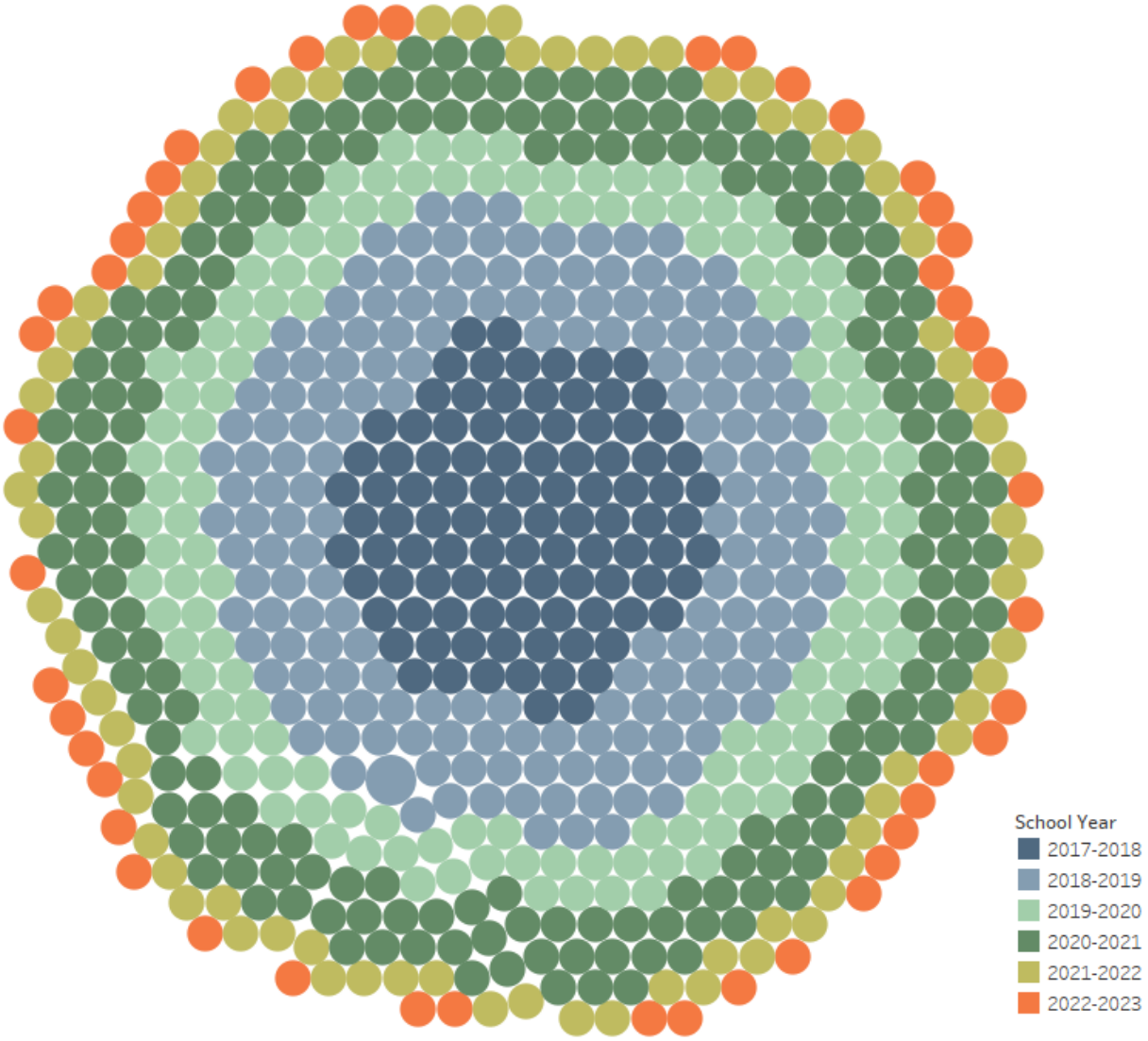


For the Strategic Plan, SAPR has acquired an integrated plan management solution which features a real-time public dashboard showing the status of the plans' various components as well as achievements and internal dashboards that help staff keep track and report out on their progress. At any time, the Superintendent can check on the status of the plan's 25 initiatives and over 370 corresponding initiatives by district goal or strategic plan priority.



Each day, SAPR answers requests for current and historical data points, strategic data analyses to support instruction, and evaluations of initiatives and programs. Since its inception, SAPR has answered hundreds of such requests, many of which come to the team through the AskSAPR@aps.edu email address. During the 2022-2023 school year, the team surpassed a new milestone, its 700th data request.

Number of Data Requests by School Year (1 circle = data request)



Data requests come from both internal sources, such as district departments, district leadership, school administrators, and teachers, and external sources, such as local non-profit agencies, researchers, interested citizens, and parents. A sample of the data requests completed by the team during the 2022-2023 school year include:

- New Mexico Measure of Student Success and Achievement (NM-MSSA) Spring 2022 proficiency rates by subject, school, and grade level
- New Mexico Assessment of Science Readiness (NM-ASR) Spring 2022 proficiency rates by school and grade
- Number of students by middle and high school feeder patterns
- Number of students chronically absent by state reporting snapshot
- Detailed ACCESS results of currently enrolled students
- Percentage and number of students who speak a particular home language by school
- Percentage of students with one or more in- or out-of-school suspensions
- Student demographic data by school to support the districts' new Fair Student Funding Model
- A historical list of students who have dropped out of school from the Schools on Wheels program
- Enrollment of students living within the Albuquerque city limits
- A historical examination of Grade 5 enrollment patterns as students transition to Grade 6 for the district's Right-Sizing Committee
- AP course enrollment data by school year, school, and student group
- An analysis of the areas where students struggle and do well on the National Assessment of Educational Progress (NAEP)
- Demographics of students enrolled in accelerated and gifted courses
- Demographics of students enrolled in Career Technology Education (CTE) courses
- Number of Physical Education teachers and teachers with a Physical Education Certification

SAPR Team

SAPR Team (Top row from left)

Xuegin Shelly Wang, Psychometrician; Autumn Ortiz, Administrative Support, Title I, Research & Analysis; Bryan Cockrell, Manager, Reporting Systems
(Bottom row from left)
Karen Baehr, Manager, Performance Management; Erin Ray, Senior Data Analyst; John Clack, Senior Data Analyst
(Not shown)
Michelle Drummond, Title 1, Research & Analysis; Brenda Martinez-Papponi, Research & Analysis Manager; Sonya Montoya, Administrative Support

Student Information Systems (SIS) Technical Support

Landscape No. 21, Marsden Hartley 1908

Mission

The mission of Student Information Systems Technical Support is to provide technical and programming support for the Office of Accountability and Reporting (OAR) student, instructional, assessment and intervention applications, and support student data needs of district departments and schools.

Vision

Student Information Systems Technical Support strives to provide high quality student data, reporting, and data-sync services to a variety of district users and stakeholders in a timely, accurate and complete manner. We also strive to keep OAR servers available, updated, robust, and secure.

SIS Technical Support

The SIS Technical Support Team is responsible for technical and application support of the Synergy Student Information System, Certify data quality reporting system, Versifit data warehouse, Student Transfer System, and State Reporting history data (new for 23-24). We support all of the production applications and systems within the Office of Accountability and Reporting (OAR) department.

The team works closely with the APS Technology Department's Server Operations Team, Network Team and Educational Technology to keep on premises Synergy test servers and other supported servers updated and available.

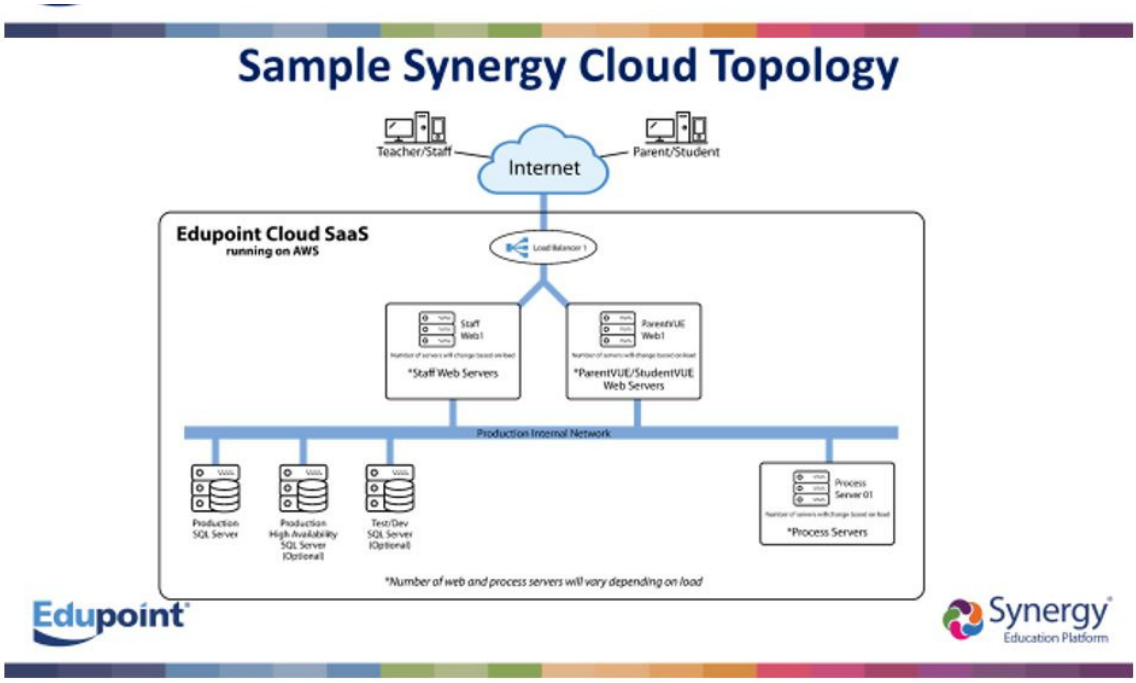
This team creates and maintains over 30 different data interfaces, extracts and integrations that support instructional, intervention and assessments with Synergy data. Integrations include ClassLink, Food Services, Transportation, Library Services, and SchoolMessenger, as well as over 100 SSRS reports and numerous data requests and software updates throughout the year.

This past year the biggest change the Technical Team helped facilitate was the transition from running Synergy using on premises servers (over 30 virtual servers) to using Edupoint's Cloud Hosting (in AWS) service. The transition was completed on an emergency basis and the transition was completed in a little over a week, a project which usually takes several months to complete. The district's Student Information System (SIS) Synergy went live on the cloud hosting environment on April 10, 2023. Synergy performance improved immediately as well as a reduction in errors reported according to reports from teachers, school users, OAR department staff and tickets opened.

The district subscribes to the Premium Plus level of cloud hosting for Synergy. The transition to cloud hosting also included the setup of a dedicated VPN tunnel so that a secure connection to the hosted database server could be established allowing real-time connections for the 3rd party integrations required. The Tech Team worked diligently to re-establish connections and schedule run times for all of the scheduled jobs and processes we support. The Tech Team also worked with Edupoint to setup creation of a local Synergy backup using the hosted backup plans so a local copy of the Synergy database would be available and used for those jobs and integrations not requiring real-time connectivity.

Hosting Platform - Amazon Web Services

- Industry leading cloud provider, Gartner "Magic Quadrant" leader
- Supports hundreds of thousands of businesses in 190 countries
- State-of-the-art facilities with redundant power, extensive fire safety, and seismically retrofitted buildings
- Extensive security: operations monitoring from network traffic and performance; power, temperature, and security systems; vulnerabilities scanning
- Operations center staffed 24/7/365 with certified systems administrators and network engineers
- Full HIPPA, FERPA certifications, ISO standards, privacy and manyother regulations supported



Optional Work Server

EDUPOINT WORK SERVER (Premium Plus and Premium Hosting Required)

Districts may incorporate a server that will provide additional resources allowing either the District or Edupoint to perform back-end system tasks and/or services in a cloud deployment. Examples of these tasks and services include:

- SSRS Server
- SSRS report server instances
- SSIS Server
- Temporary File storage and transfer
- PowerShell Scripts
- Scheduled Tasks
- Hosted SIF Agent

Edupoint will work with the District to determine the size and number of Work Servers or additional services needed to meet the objectives and workload demand. Edupoint Work Servers are available in the following sizes:

- Small Work Server: 2 Core 8 GB RAM 300 GB Work Drive
- Medium Work Server: 4 Core 16 GB RAM 400 GB Work Drive
- Large Work Server: 8 Core 32 GB RAM 600 GB Work Drive
- Extra Large Work Server: 16 Core 64 GB RAM 600 GB Work Drive

Edupoint® Synergy® Education Platform

Cherwell Service Desk

Another big change for the Technical Team this past year was the use of the Cherwell Service Desk ticketing system to manage and track requests for services starting in the spring/second semester. It is the same request and problem reporting ticket system APS Technology uses.

OAR Technical Team

This service provides technical and programming support for the Synergy Student Information System, student 3rd Party Integrations, reporting, scheduled jobs and processes and other student centric technical…

3rd Party Integrations
Request new integrations, or updates to 3rd Party Integrations like SchoolMessenger, Food...

Certify
Request updates to existing Certify data views, new data views, server and job processing support.

On-Premise Synergy Test ...
Request deployment of Synergy releases and data refreshes. Report problems or issues with test...

Scheduled SSIS Jobs/Proc...
Request changes to existing jobs or new jobs. Report problems with scheduled jobs.

SSRS Reports
Request creation of new reports, change reports, report problems or errors with reports on...

State and Federal Reporting
Data requests and count date requests.

Student Transfer System
Request application, system and server support for the district's student transfer system.

Synergy
Request custom data requests, run Edupoint scripts, update Synergy data.

Test Imports
Request importing assessment test results into Synergy or Versifit.

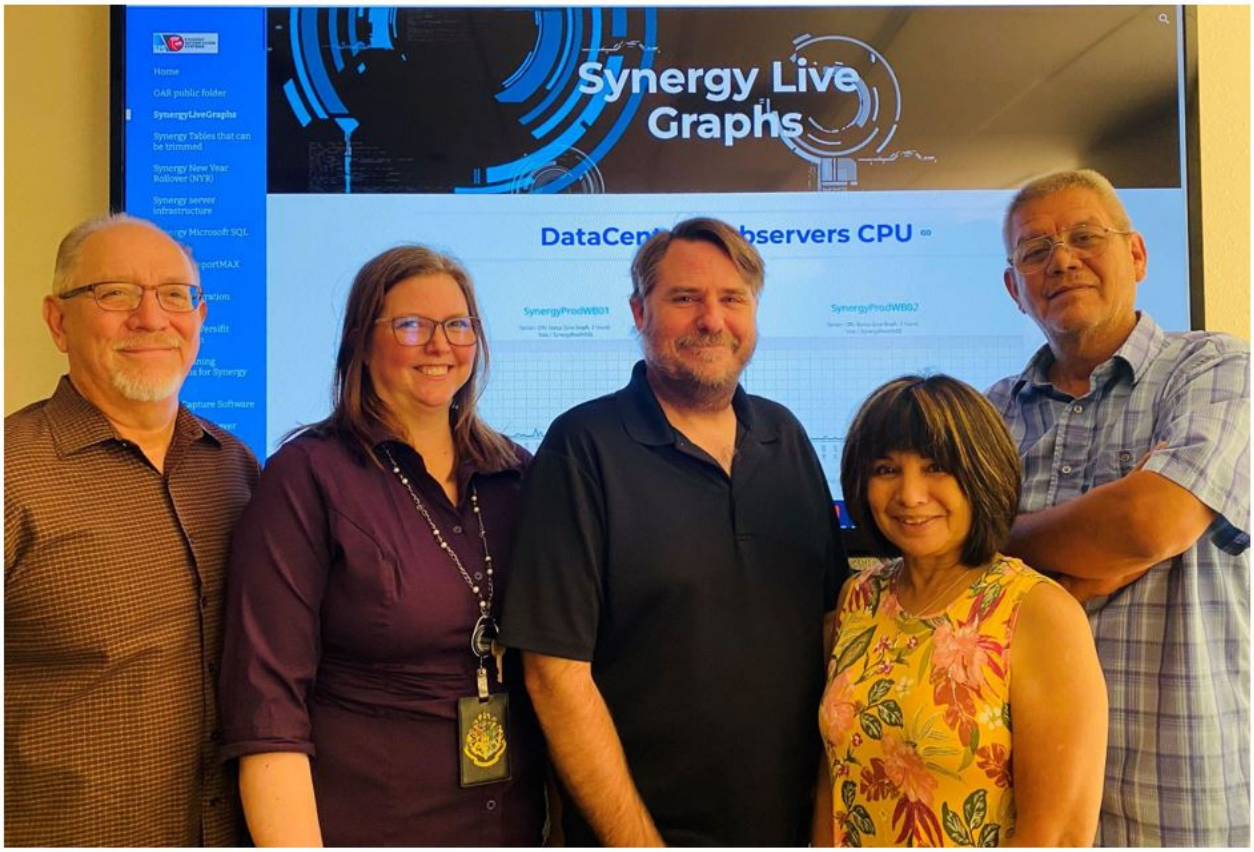
Unity Sync
Request assistance with the student, substitute or charter staff data sync to AD. For all Synergy...

Versifit
Request support for data extract transform and load (ETL) processes, reports and server...

Projects and Accomplishments

- Support for District ID project working with Graphics Enterprise Services
- Updated Windows and SQL Server to version 2019 on two production servers: the SISDB work server that links directly to the Synergy cloud database server and Versifit database server.
- Assisted Technology with selection of new Identity Management system.
- Processed thousands of student transfer requests for the 23-24 School Year. Development of a Special Ed Transfer web page similar to the Schools of Choice page.
- Redevelopment of two major data synchronization integrations for the new Food Services Atlas Titan system and School Police Cyrun CAD system last summer in preparation for use at the beginning of the 22-23 school year.
- Provided supplemental data extracted from Synergy to support each STARS reporting period.
- Deployed several Synergy software release updates throughout the year on Live until the transition to cloud hosting in April. The team continues to deploy new Synergy releases on local test servers and refresh test data from the local DB copy.
- Supported the Synergy MLSS project with new report development and running scripts needed to move, add, identify and correct data.
- Monitoring, until transition to the cloud, of the Synergy production server environment to identify any processes that may have caused blocking in Synergy and impact ability to update data or prevent processes from completing.
- Completed a number of changes to the Tipweb data sync supporting student device management.
- Synergy data support during each State Reporting count date, data support for PED Graduation outcomes data review and Drop Out review.
- Completed populating US Entry Date for all active students in Synergy.

SIS Technical Support Team



From left: Andy Gutierrez, Senior Director; Heidi Curry, Senior Data and Reporting Administrator; Aaron Hermanson, Senior Data and Reporting Administrator; Joann Smith, Senior Data and Reporting Administrator; Frank Garcia, Senior Data and Reporting Administrator
Not shown: Debbie Chavez, Senior Data and Reporting Administrator

SIS Technical Support

Andy Gutierrez
Senior Director

SIS Functional Support

Stonington, John Marin 1923

Mission

The mission of the SIS Functional Team is to provide friendly, professional high quality system support for our users in alignment with reporting requirements to ensure high level data integrity and customer satisfaction.

Vision

The SIS Functional Team takes pride in discovering new ways to assist the district and users with time-saving efficiences, in creating user friendly training documentation and videos that allow users to learn in different formats, and by continuously providing excellent customer service to all of our users and stakeholders.

SIS Functional

Student Information Systems School Support Teams

SIS works to ensure the collection, management, storage and accessibility of student information is efficient, effective and provides accurate and timely data to key stakeholders for informed decision-making while maintaining strict standards of confidentiality. We support schools and district departments with Synergy processes.

The School Support and Scheduling Team provides training to schools on Synergy along with supporting Synergy's functionality and processes. They provide a customer service emphasis with less than a 24 hour typical response time.

The Scheduling Team works together with all APS schools and the 14 charter schools using Synergy to ensure their master schedules are completed timely in support of school openings each year. Support is also provided to school curriculum assistants and registrars to help ensure students are meeting overall course credit needs toward graduation.

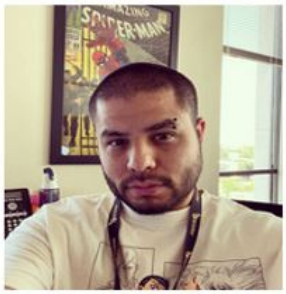
The System Administration Team is responsible for all setup, access provisioning and security in Synergy. They work closely with the Synergy vendor and district departments to identify, evaluate, test, and deploy new or improved Synergy functionality and new Synergy software releases. This team provides tier 3 support to the school support and scheduling teams.

School Support and Scheduling Teams

Tier 1: Synergy Functional Support

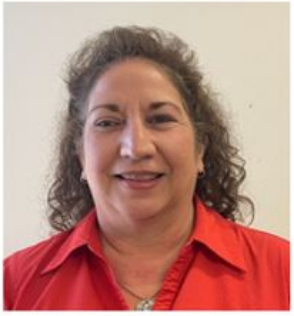
Nicole Rael

Robert Ruiz



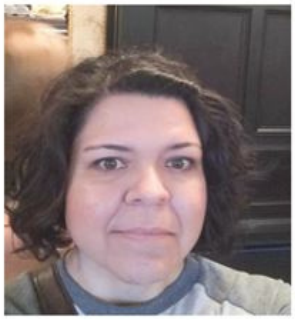
John Rodriguez

Tier 1: Synergy Scheduling Support



Christine Mesa

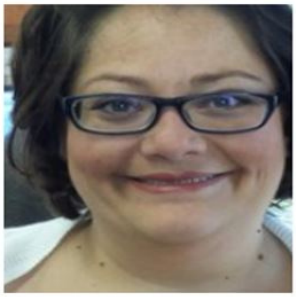
Paul Pickerel



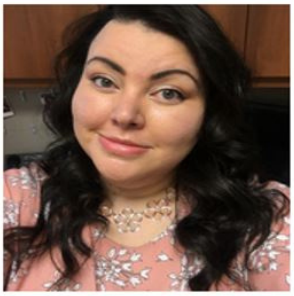
Rachael Wilson

Tier 2: District Registrar and Synergy Support Coordinators

Connie Ewing



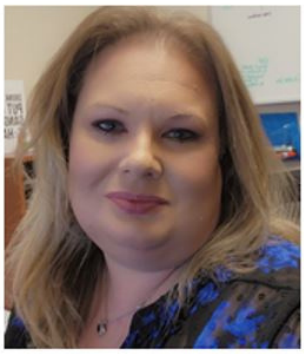
Esperanza Ruiz-Sanchez



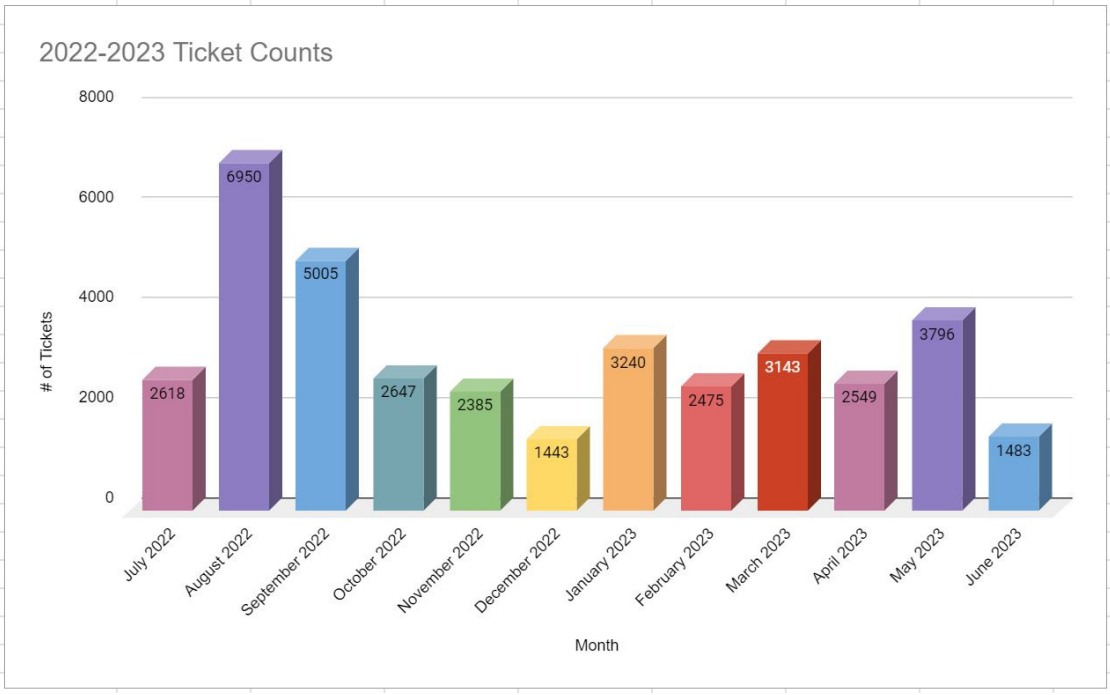
Melissa Baca

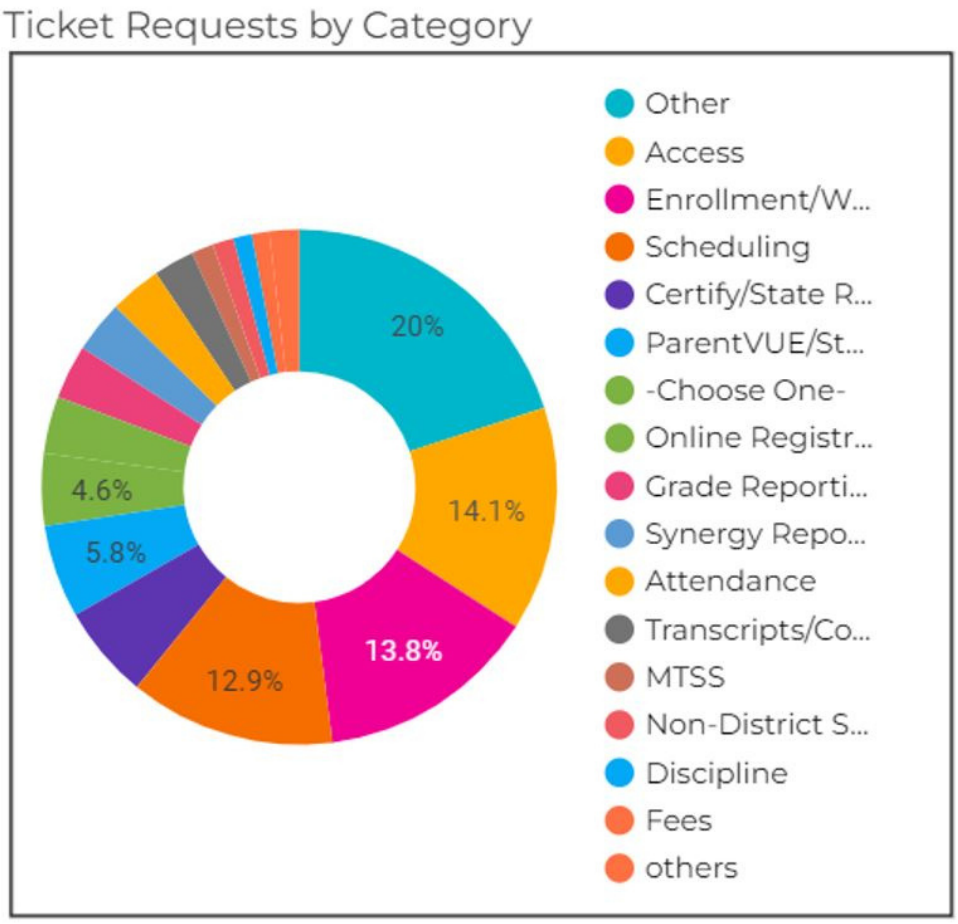
Tier 3: System Administrators

Jude Garcia



Nicole Sullo


2022-2023 Ticket Counts
8000
6000
4000
2000
0
# of Tickets
2618
6950
5005
2647
2385
1443
3240
2475
3143
2549
3796
1483
July 2022
August 2022
September 2022
October 2022
November 2022
December 2022
January 2023
February 2023
March 2023
April 2023
May 2023
June 2023
Month


Ticket Requests by Category
20%
14.1%
13.8%
12.9%
5.8%
4.6%
Other
Access
Enrollment/W...
Scheduling
Certify/State R...
ParentVUE/St...
-Choose One-
Online Registr...
Grade Reporti...
Synergy Repo...
Attendance
Transcripts/Co...
MTSS
Non-District S...
Discipline
Fees
others

Update on the Multi-Layer System of Support (MLSS) Module

The 2022-2023 school year was the second year utilizing the Multi-Layer System of Support (MLSS) Module in Synergy. We were able to add more individualized interventions for MLSS plans, giving teachers more options to provide the services for student success.

The Request for Support forms within the MLSS module were utilized by multiple departments and in the schools in order to ensure that student data is maintained in a single system. Nursing Services added Health Actions Plans, attendance intervention plans were implemented by the district attendance office to help identify students that may be struggling making it to school, Special Education, the district SAT team, Risk Management for 504 Plans, and the Early Childhood office.

Several schools implemented site based behavior points in order to track both positive and negative behavior points for their PBIS programs. Many of the same schools added a rewards store, allowing students to make purchases using their behavior points during specific times of the school year.The schools issued over 900,000 positive behavior points for the year district wide.

Instructional Calendar Committee

The Board of Education put the 2023-2024 Instructional Calendar on hold until the Legislative Session was over this year in mid/late March. Trying to make up for learning loss, several HBs were introduced. HB130 was passed that required a minimum of 1140+ Instructional Hours at all levels that include either 30 or 60 professional hours depending on the grade level. Several calendars were brought to the Board on April 6th. The option for early release Wednesdays for Teacher Professional Development for grades K-8 failed to pass. An alternative option to remove early release Wednesdays in exchange for 7 days of Teacher Professional Development throughout the school year did pass along with another option for 21 elementary schools to continue with the additional hours above and beyond the 1140+ requirement. Those 21 schools are known as TOPS Schools and include:

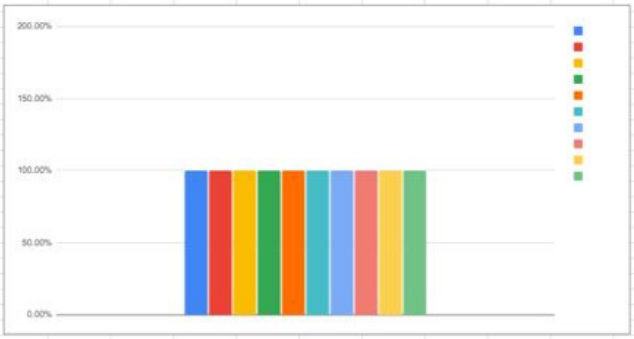
- **Alamosa**
- **Atrisco**
- **Bel-Air**
- **Bellhaven**
- **Carlos Rey**
- **East San Jose**
- **Emerson**
- **Hawthorne**
- **Inez**
- **Kirtland**
- **Lavaland**
- **Lew Wallace**
- **Longfellow**
- **Los Padillas**
- **Los Ranchos**
- **Lowell**
- **Mary Ann Binford**
- **Matheson Park**
- **Pajarito**
- **Reginald Chavez**
- **Whittier**

July 31, Aug 1, 2 Professional Development for Staff / Classroom Work Days (No School)
August 3 First Day of Classes/School for all students
September 1 Extended Labor Day Break (No School)
September 4 Labor Day Holiday (No School)
September 5 Elementary, K-8, Middle School PD Day (No School for Grades K-8)
October 6 End of the 1st Quarter Grading Term
October 9 Indigenous People Holiday (No School)
October 12 Elementary, K-8, Middle School PD Day (No School for Grades K-8)
October 13 Fall Break (No School)
October 19 Parent Teacher Conferences for Grades Kindergarten-8th
October 20 Parent Teacher Conferences for Grades Kindergarten-5th, and 9th-12th
November 6 Elementary, K-8, Middle School PD Day (No School for Grades K-8)
November 7 Professional Development for Staff (No School)
November 10 Veteran's Day Holiday (No School)
November 20-24 Thanksgiving Break (No School)
December 21 End of 2nd Quarter Grading Term
December 22-January 5 Winter Break (No School)
January 8 and 9 Professional Development for Staff (No School)
January 15 Martin Luther King Holiday (No School)
February 16 Elementary, K-8, Middle School PD Day (No School for Grades K-8)
February 19 President's Day Holiday (No School)
March 15 End of 3rd Quarter Grading Term
March 22 Elementary, K-8, Middle School PD Day (No School for Grades K-8)
March 25 Parent Teacher Conferences for Grades Kindergarten-8th
March 26 Parent Teacher Conferences for Grades Kindergarten-5th, and 9th-12th
March 27-April 5 Spring Break and Vernal Holiday (No School)
April 26 Elementary, K-8, Middle School PD Day (No School for Grades K-8)
May 24 Elementary, K-8, Middle School PD Day (No School for Grades K-8)
May 27 Memorial Day Holiday (No School)
May 31 Last Day of School and End of 4th Quarter Grading Term, except for TOPs Schools
June 3-7 and 10 TOPs Schools ELTP days to complete their 10 days.
June 10 TOPs Schools Last Day and End of 4th Quarter Grading Term

The delay in receiving an approved instructional calendar compressed the scheduling deadlines for schools to 10 weeks instead of 4½ months. In addition to adding more instructional minutes to all schools, the district is working to align and bring greater consistency to its systems and operations.One system being looked at is how we can minimize variation and confusion in our district and community when it comes to grade reporting periods so that families and students can monitor their academic progress throughout the school year, and regardless of which school or level, they can expect final grades in each cycle to be consistently posted and finalized.

Currently, we have schools that are on different grade reporting periods and we would like to have our district follow one. In researching what other districts do, the most common grade reporting cycle follows a four academic quarter model. As the calendar for the 2023-2024 school year was created, APS plans to shift to a quarterly grade reporting model. This shift also aligns with the New Mexico Athletics Association expectations, which requires students to have a 2.0 grade point average with no Fs, based on a 4.0 grading scale, or its equivalent, for the semester grading period immediately preceding participation. With the decision to switch to quarter grading terms, all K-5 Standards based Report Card Templates needed to be updated. Since we were updating the templates already, we decided to seek input on any other changes needed on the templates. An elementary task force was formed that included representatives from Curriculum & Instruction, Assessment, SIS, Teachers Union, Fine Arts department and a handful of elementary teachers. Melissa Baca and Heidi Curry worked exclusively on this project for the final months of this fiscal year.

	Edits Received	MB - Spanish sent for Translation	MB - Translations Received and Completed	MB - Edits Completed in Word	MB - R-Code/Line Mapping	MB - Mapping on Report Card Matrix	MB - Link Report Card Matrix to Standards	MB - Give to Heidi for RDLC File Editing	Heidi - Completed RDLC Edits	MB/HC - Upload RDLC to GB Admin	Report Card Title	RDLC File Name	Complete	Notes
K Regular English	☑	☑		☑	☑	☑	☑	☑	☑	☑	APS Kinder 2023-2024	Albuquerque_KG_05192023.rdlc	Complete	
K Bilingual English				☑	☑	☑	☑	☑	☑	☑	APS Kinder Bilingual 2023-2024	Albuquerque_KG_DUAL_2023.rdlc	Complete	
K Regular Spanish			☑						☑	☑	APS Kinder 2023-2024	Albuquerque_KG_SP_2023.rdlc	Complete	
K Bilingual Spanish			☑						☑	☑	APS Kinder Bilingual 2023-2024	Albuquerque_KG_DUAL_SP_2023.rdlc	Complete	
1 Regular English	☑	☑		☑	☑	☑	☑	☑	☑	☑	APS 1st Grade 2023-2024	Albuquerque_01_05192023.rdlc	Complete	
1 Bilingual English				☑	☑	☑	☑	☑	☑	☑	APS 1st Grade Bilingual 2023-2024	Albuquerque_01_DUAL_2023.rdlc	Complete	
1 Regular Spanish			☑						☑	☑	APS 1st Grade 2023-2024	Albuquerque_01_SP_2023.rdlc	Complete	
1 Bilingual Spanish			☑						☑	☑	APS 1st Grade Bilingual 2023-2024	Albuquerque_01_DUAL_SP_2023.rdlc	Complete	
2 Regular English	☑	☑		☑	☑	☑	☑	☑	☑	☑	APS 2nd Grade 2023-2024	Albuquerque_02_05242023.rdlc	Complete	
2 Bilingual English				☑	☑	☑	☑	☑	☑	☑	APS 2nd Grade Bilingual 2023-2024	Albuquerque_02_DUAL_2023.rdlc	Complete	
2 Regular Spanish			☑						☑	☑	APS 2nd Grade 2023-2024	Albuquerque_02_SP_2023.rdlc	Complete	
2 Bilingual Spanish			☑						☑	☑	APS 2nd Grade Bilingual 2023-2024	Albuquerque_02_DUAL_SP_2023.rdlc	Complete	
3 Regular English	☑	☑		☑	☑	☑	☑	☑	☑	☑	APS 3rd Grade 2023-2024	Albuquerque_03_05242023.rdlc	Complete	
3 Bilingual English				☑	☑	☑	☑	☑	☑	☑	APS 3rd Grade Bilingual 2023-2024	Albuquerque_03_DUAL_2023.rdlc	Complete	
3 Regular Spanish			☑						☑	☑	APS 3rd Grade 2023-2024	Albuquerque_03_SP_2023.rdlc	Complete	
3 Bilingual Spanish			☑						☑	☑	APS 3rd Grade Bilingual 2023-2024	Albuquerque_03_DUAL_SP_2023.rdlc	Complete	
4 Regular English	☑	☑		☑	☑	☑	☑	☑	☑	☑	APS 4th Grade 2023-2024	Albuquerque_04_05302023.rdlc	Complete	
4 Bilingual English				☑	☑	☑	☑	☑	☑	☑	APS 4th Grade Bilingual 2023-2024	Albuquerque_04_DUAL_2023.rdlc	Complete	
4 Regular Spanish			☑						☑	☑	APS 4th Grade 2023-2024	Albuquerque_04_SP_2023.rdlc	Complete	
4 Bilingual Spanish			☑						☑	☑	APS 4th Grade Bilingual 2023-2024	Albuquerque_04_DUAL_SP_2023.rdlc	Complete	
5 Regular English	☑	☑		☑	☑	☑	☑	☑	☑	☑	APS 5th Grade 2023-2024	Albuquerque_05_05302023.rdlc	Complete	
5 Bilingual English				☑	☑	☑	☑	☑	☑	☑	APS 5th Grade Bilingual 2023-2024	Albuquerque_05_DUAL_2023.rdlc	Complete	
5 Regular Spanish			☑						☑	☑	APS 5th Grade 2023-2024	Albuquerque_05_SP_2023.rdlc	Complete	
5 Bilingual Spanish			☑						☑	☑	APS 5th Grade Bilingual 2023-2024	Albuquerque_05_DUAL_SP_2023.rdlc	Complete	
6 Regular English	☑	☑		☑	☑	☑	☑	☑	☑	☑	APS 6th Grade 2023-2024	Albuquerque_06_2023 (1).rdlc	Complete	
6 Regular Spanish			☑						☑	☑	APS 6th Grade 2023-2024	Albuquerque_06_SP_2023.rdlc	Complete	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%				
			Received 5/24											



Cloud Migration

The SIS Support Team that includes all 4 teams (functional, scheduling, coordinators, and system admins) worked together to test throughout the entire process from being locally hosted to the AWS Cloud Migration.

Additional Accomplishments for SIS

- 175+ New Users that completed Synergy Basic Navigation training
- 520+ ESSA bids and DACA requests were fulfilled
- Approximately 425,000 student grades were posted to student transcripts
- Over 70,000 student report cards were digitally archived to the Student's Electronic Cumulative folder, and over 37,000 secondary report cards were mailed home in partnership with the Graphics Department
- SIS participated in many districtwide, and floorwide festivities and contests throughout the year, winning the Best Video Award for our Alice In Wonderland themed office decorations and costumes for Halloween

SIS Functional Support Teamt

SIS Functional Support

Patti Salaz
Director

State and Federal Reporting

View of Santa Fe Plaza in the 1850s, Gerald Cassidy, 1930

Mission

The mission of the State & Federal Reporting Team is to support the district, including authorized charters, to meet state and federal reporting requirements, ensure compliance with state and federal regulations, and maintain a high level of data integrity.

Vision

The State and Federal Reporting Team strives to strengthen the understanding of data and data integrity by increasing awareness of the impact of data, continuously improving processes, and easing the burden of identifying and correcting data issues. We encourage and support state stakeholders to pursue practices that support timeliness, accuracy, accountability, and standarization across New Mexico.

State and Federal Reporting

The State & Federal Reporting team is composed of six team members who support the the 145 APS locations and the 31 local authorized charters in data integrity, compliance, collection, and submission. The State & Federal Reporting team was able to promote their Data Analyst to the vacant Coordinator position and hire a new Analyst. The team has established a new task delegation which has increased equity among the team members.

During SY22-23, all New Mexico Public Education Department (PED) deadlines were met. In addition to meeting the reporting deadlines, the team assigns state IDs for all students, resolves duplicate students created by schools, processes charter staff data for Synergy access, coordinates with other APS stakeholders to ensure data quality and train staff on correct data entry, and collaborates with PED on all facets of reporting requirements.

The Civil Rights Data Collection (CRDC) for SY 21-22 was delayed and it was unclear until May 2023 if it would occur. The registration window was completed for all APS and Charter locations by the deadline.The collection window is anticipated to open in Winter 2023.

The PED state-wide implementation of real-time data submission via the EdFi Data Standard continued in SY22-23.Unfortunately, a parallel year was not conducted as planned and we are moving into a go-live in September 2023 with a system that is not fully vetted. The shift to this reporting methodology is a significant change for APS and PED; it is much like learning a new language. The team has and will continue to work closely with PED and Synergy staff on this transition.

During the 21-22 school year, we were able to successfully connect Synergy to the new sandbox PED Operational Data Store (ODS). Data has been transmitted via the Application Programming Interface (API) and we have worked through various errors preventing data from flowing. This is a continuous process of trial and error and we are hopeful that PED will release a full EdFi manual before the start of school. This will help ensure all mapping of data in the SIS is in line with how/where PED expects it to land in the ODS. PED is also building a new validation dashboard and data integrity reports based on the EdFi Data Standard.

The shift to real-time data submission will make the daily use of the Data Validation tool, Certify, even more critical for all school staff. This tool has been in use for about five years and has proven to be invaluable as a mechanism for data integrity, especially with the volume of student data at APS. Below are details on the EdFi Data Standard and Certify.

EdFi Data Standard

(*sourced from the Ed-Fi Alliance; https://www.edfi.org)*

The Ed-Fi Data Standard is the set of rules for the collection, management, and organization of educational data that allows multiple systems to share their information in a seamless, actionable way.

What is a Data Standard?

A data standard defines rules for how data should be formatted and exchanged between systems.

The Data Model

The Ed-Fi Unifying Data Model (UDM) is the widely adopted, CEDS-aligned, open-source data standard developed by the Ed-Fi community. The UDM captures the meaning and inherent structure of the most important information in the K–12 education enterprise.

The Ed-Fi UDM, along with the normative and non-normative guidance in the Ed-Fi Standards, serve as the foundation for enabling interoperability among secure data systems.

Example of Data Model for Calendar data

UML Type: Class
MetaEd: Metadata
MetaEd Entity Type: Domain Entity
MetaEd ID: 2600

Definition

A set of dates associated with an organization.

Certify Data Validation

Certify is a software solution that integrates with Synergy to evaluate and report data quality errors to end-users via email in a point-in-time fashion. Each night, Certify runs business rules against data entered into Synergy. Any violations of these business rules is sent to the staff at the site via email in a daily Scorecard. The Scorecard provides an overview of the types of errors identified, a count and percentage of each error type, a data certification score, and a severity level summary. All severity level errors need to be corrected. Users utilize a link within the Scorecard to login to Certify to view the data certification results for each error type. Corrections are made in Synergy and the Certify Scorecard updates overnight when the business rules are evaluated again.

Goals of Certify

- Ease the burden on school staff to identify data quality errors in Synergy
- Improve the quality of data within Synergy
- Continue to increase the accuracy of data extracted for state reporting
- Ensure compliance with local, state and federal policies
- Expand business rules to cover a variety of areas, such as:
    - Parent/Emergency Contact Information
    - Student Information (demographics, enrollment, etc.)
    - Scheduling
    - Staff Licensure
    - Attendance
    - Discipline
    - EL/BEP
    - Special Education
    - Graduation/Cohort review
    - Dropout review

Certify Daily Process

The State & Federal Reporting team continues to add validations to the Certify scorecard to increase data integrity in Synergy and other APS systems. As we gear up for real-time data submission, we are working on a new scorecard for SY23-24 that will include data validation on the staff data elements that are required for state and federal reporting. We anticipate that this will significantly assist with the data integrity of these data in the staff system of record.

State & Federal Reporting Team

Top Row: Left to Right
Tania Maldonado, Coordinator; Ashley Chancellor, Director, Tiffani Chavez, Coordinator
Bottom Row: Left to Right
Steve Burford, Programmer/Analyst; Celina Maestas, Coordinator; Crystal Herrera, Data Integrity Analyst, II

State & Federal Reporting

Ashley Chancellor
Director

Scott Elder
Superintendent

APS Board of Education

Yolanda Montoya-Cordova
President
District 1

Peggy Muller-Aragon
Vice President
District 2

Danielle Gonzales
Policy Committee Chair
District 3

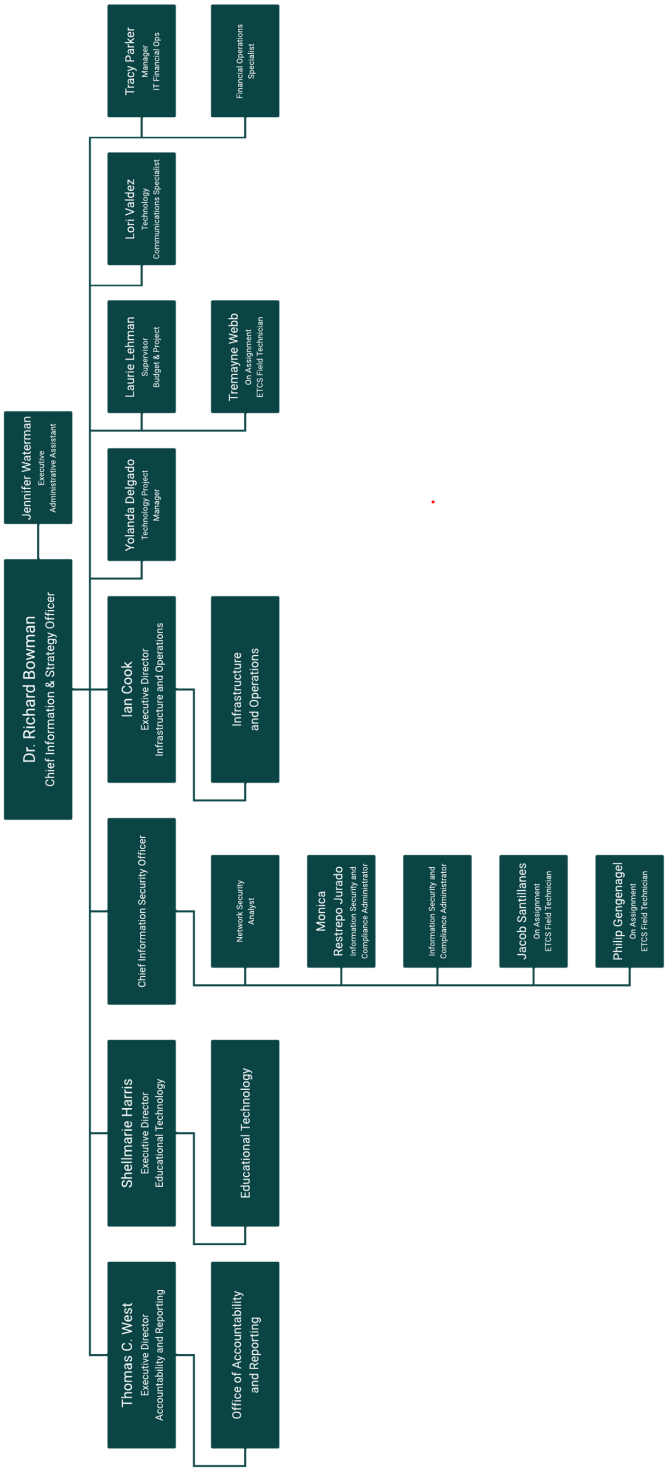
Barbara Petersen
Instruction and Accountability Chair
District 4

Crystal Tapia-Romero
Finance Committee Chair
District 5

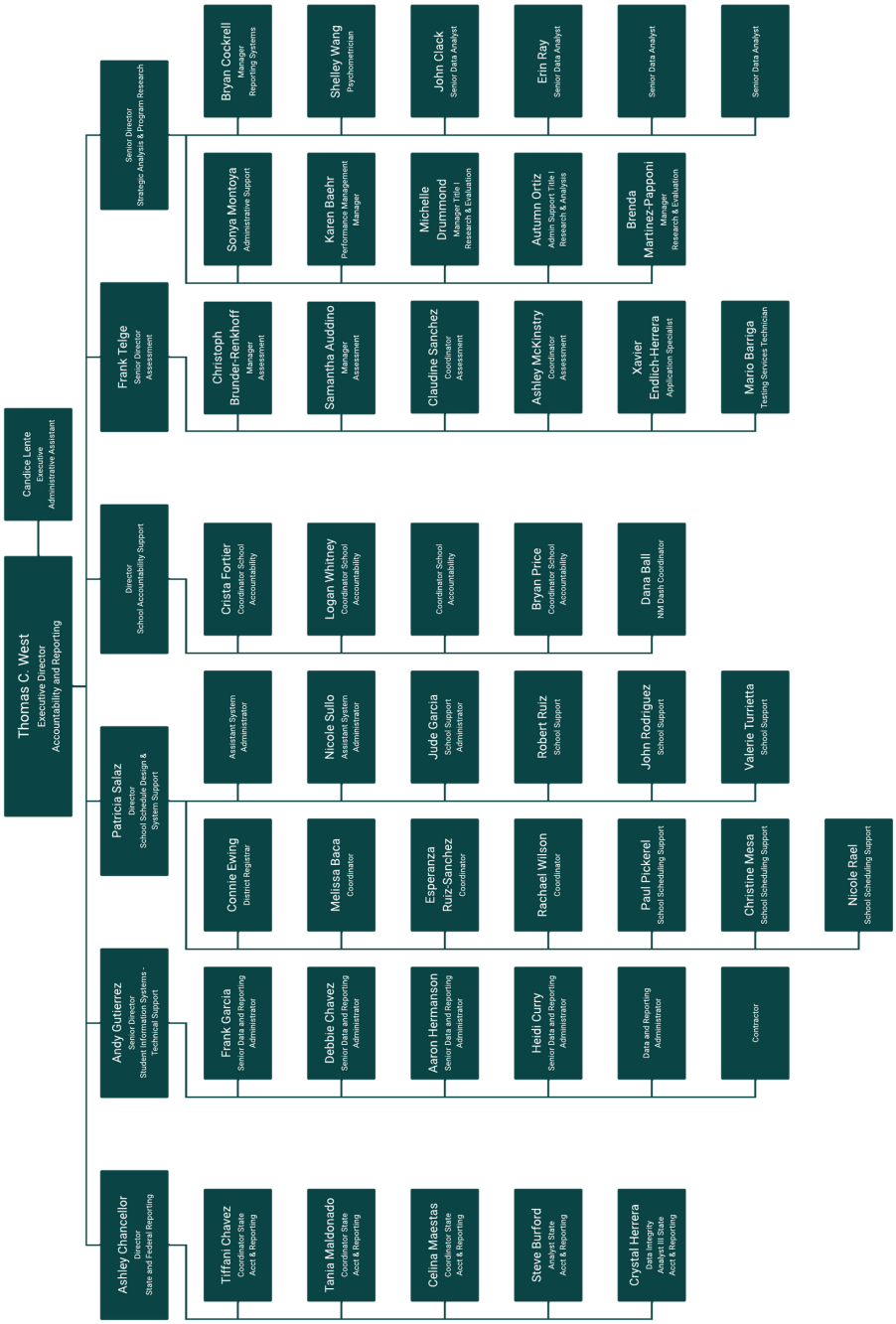
Josefina E. Dominguez
Capital Outlay, Property, and Technology Chair
District 6

Courtney I. Jackson
Secretary
District 7

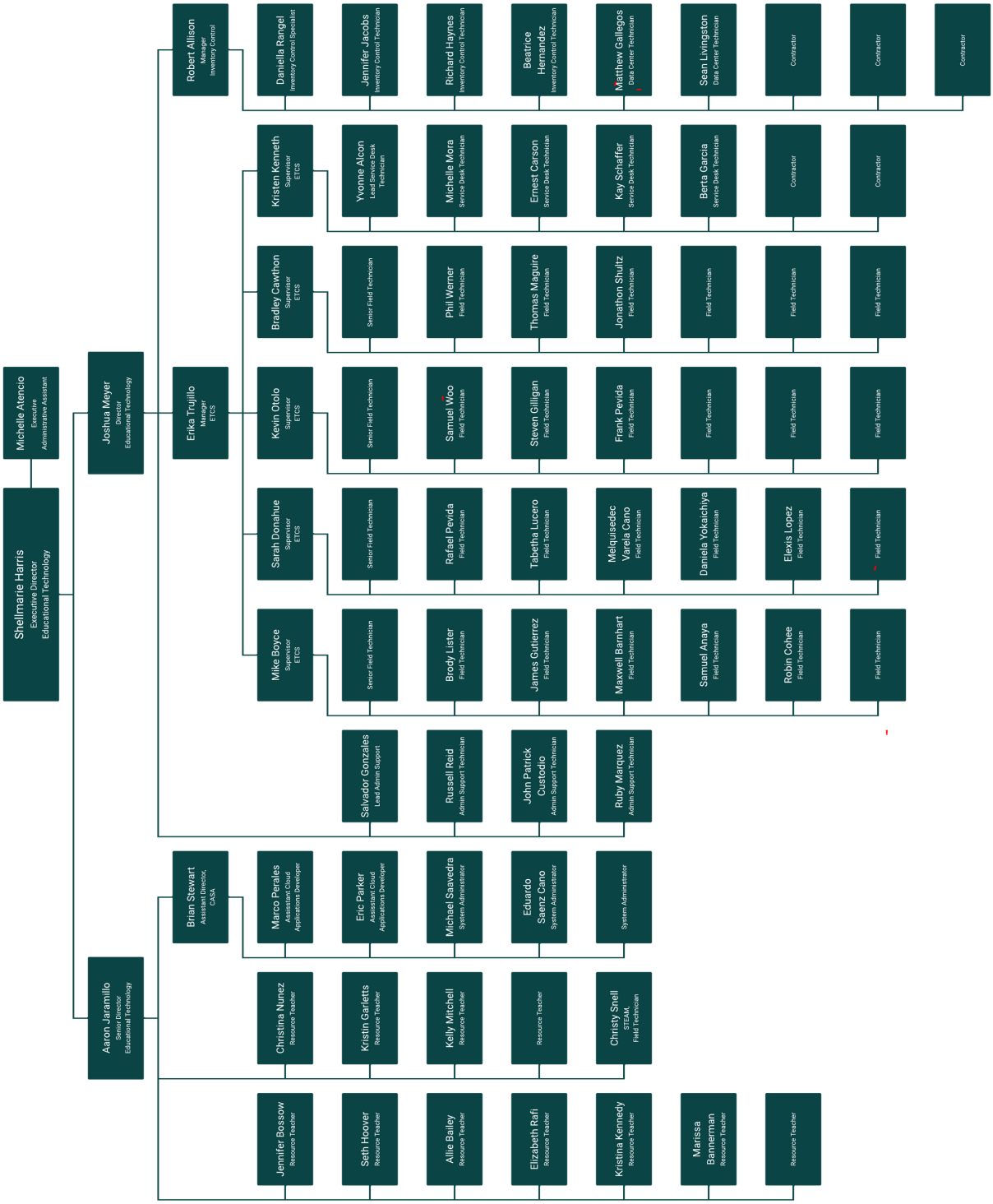
Chief Information & Strategy Officer



Office of Accountability and Reporting



Educational Technology



Infrastructure and Operations

Clouds and Water, Walter Dove 1930

CISO