ANNUAL REPORT
OF THE
CHIEF INFORMATION
AND
STRATEGY OFFICER

"Flower Festival" Diego Rivera 1925

C I
S O

2023/2024

Art as Expression and Hope

If art is expression, and a way to convey ideas and emotions in our world, the greatest artists of all time offer a glimpse of unique perspectives throughout the centuries via their art. If you Google the art world's GOATs (greatest of all time) the list is extensive and impressive, with da Vinci, van Gogh, Picasso, Monet, and Vermeer topping the list. To include female artists, you must venture into the 1800s and 1900s to view O'Keeffe and Kahlo for their important contributions.

The theme of this annual report is "Art as Expression and Hope" and is meant to convey the expression and love of the medium, noting that only artists whose works lie in the public domain may be shown. Sadly, this neglects the excellence and brilliance of artists such as Andy Warhol and Jackson Pollock, known respectively for pop art and the spontaneity of abstract expressionism.

Where does hope lie in the discussion of art? Art allows expression and, in the words of Gerhard Richter, *"Art is the highest form of hope."*

Please enjoy the images chosen for their exceptional beauty, expression, and communicative essence, placed throughout the annual report.

Yes, art does convey hope, and love, and pain, and so much more. Art is necessary for growth, for understanding, and for the enjoyment of life. Art is an essential element of creativity, art offers self-awareness and art allows us to connect to history.

Laurie Lehman

"Arrangement in Grey and Black No. 1" James Abbott McNeill Whistler 1871

"Self-Portrait Dedicated to Dr Eloesser" Frido Kahlo 1940

Table of Contents

"The Scream" Edward Munch 1893

2
Art as Expression and Hope
3
Table of Contents
4
Departments
5
A Message from Dr. Bowman, Chief Information and Strategy Officer
6
Information Security
10
Esports
16
Project Management
20
Technology Infrastructure and Operations
27
Educational Technology (EdTech)
40
Office of Accountability and Reporting (OAR)
41
Assessment
51
School Accountability Support (SAS)
58
Strategic Analysis and Program Research (SAPR)
65
Student Information Systems (SIS) Technical Support
71
Student Information Systems (SIS) Functional Support
79
State and Federal Reporting
84
Superintendents Scott Elder and Dr. Gabriella Duran Blakey
85
APS Board of Education
86
Organizational Charts

"The Kiss" Gustav Klimt 1907

Departments

Information Security
Eric Ekblad, Chief Information Security Officer

Esports
Laurie Lehman, Esports District Manager

Project Management
Yolanda Delgado, Project Manager

Technology Infrastructure and Operations
Brian Thompson, Executive Director (interim)

Educational Technology (EdTech)
Shellmarie Harris, Executive Director

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

- Assessment, Frank Telge, Senior Director
- School Accountability Support (SAS), Brian Laurent, Director
- Strategic Analysis and Program Research (SAPR), Aja Kleinert, Senior Director
- Student Information Systems (SIS Technical Support, Andy Gutierrez, Senior Director
- Student Information Systems (SIS) Functional Support, Patti Salaz, Director
- State and Federal Reporting, Ashley Chancellor, Director

"Valley with Ploughman Seen from Above" Vincent van Gogh 1877

A Message from Dr. Richard Bowman

Growth and change were keywords in 2023/2024 as we worked with a new and vibrant Board of Education, began the transition to a new superintendent, and embarked on a journey and commitment to improving student outcomes. Within transitions the opportunity resides for exciting transformation and the air at City Center is infused with hope and dreams for our students, our community, and our district.

I, too, will transition in the new year, and am excited to work deeper with Technology as I improve and expand our dedication to bring our students more firmly into the digital age as they learn and grow with the skills critical to their success in today's world.

My family has followed this trend, with my wife, Claudia Diaz Fuentes, now Assistant Professor at the College of Population Health at the University of New Mexico; my son, Santiago, moving to middle school; and my daughter, Ariana, moving to 1st grade. Time and experience have taught me to be resilient and that change is a beautiful byproduct of personal growth.

To meet the needs of district security and safety, we now have an Information Security Department committed to this endeavor, and I begin the next year as Chief Technology Officer, with a strong desire to ensure our students, staff, and community remain our focus as everyone prioritizes our commitment to equity, engagement, and student success. Together, we will continue our promise of a better future for all.

My very best,

Richard

CISO
CHIEF INFORMATION & STRATEGY OFFICER

Information Security

"A Sunday Afternoon on the Island of La Grande Jatte" Georges Seurat 1884

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, recognized for effectively supporting student success and APS operations.

A Year of Information Security (IS) Foundations and Fortification

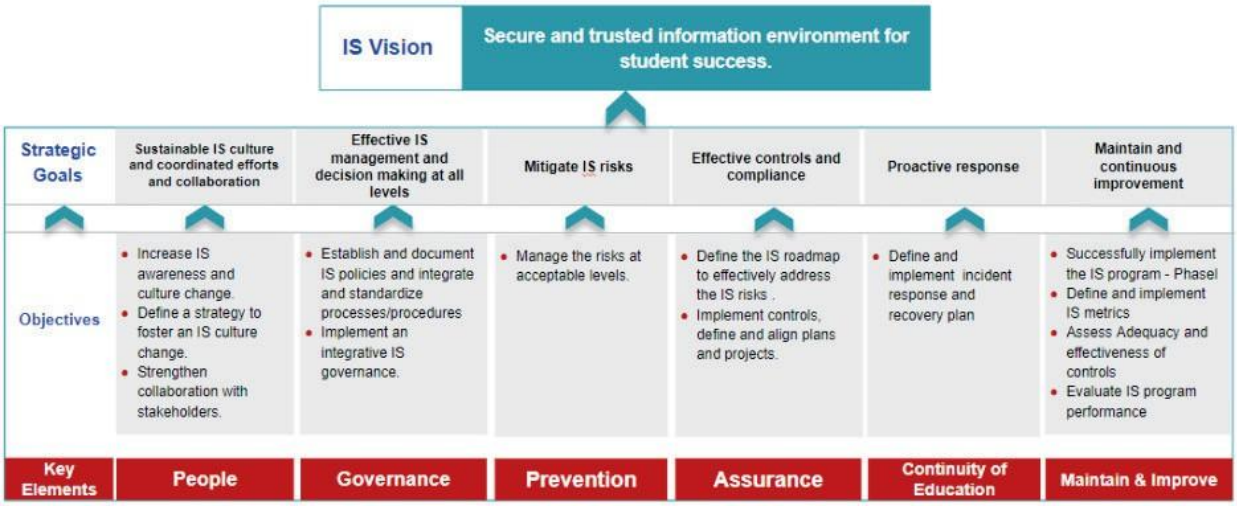
The 2023-2024 year was a year of new perspectives for Information Security at APS. The two technical administration positions have seen two new faces and we have a new CISO (Chief Information Security Officer).

The Information Security team continues its focus towards the following areas:

- Provide an environment where members of the team can grow their skills in different areas of IT Security.
- The enlightenment of cultural awareness towards Information Security (IS) to all personnel at APS.
- Construction of new campaigns with Knowbe4 (the user phishing email education software). With these campaigns the team has adjusted parameters to make the emails more in-line with real-life phishing scenarios.
- Constant monitoring of the district's Sophos endpoint protection software that is on all of our devices and servers.
- Daily pursuit of vulnerabilities on all devices from different vulnerability assessments.

Aligned with our comprehensive IS approach and the plan designed last year, in 23-24 we established the basis to build a new path in IS. With the knowledge that a successful path starts with a solid foundation and requires a team effort, we fostered a culture of responsibility and collaboration.

We defined our “North” in IS as: to provide common purpose, to define the APS IS shared vision, and to set objectives built upon our key elements.

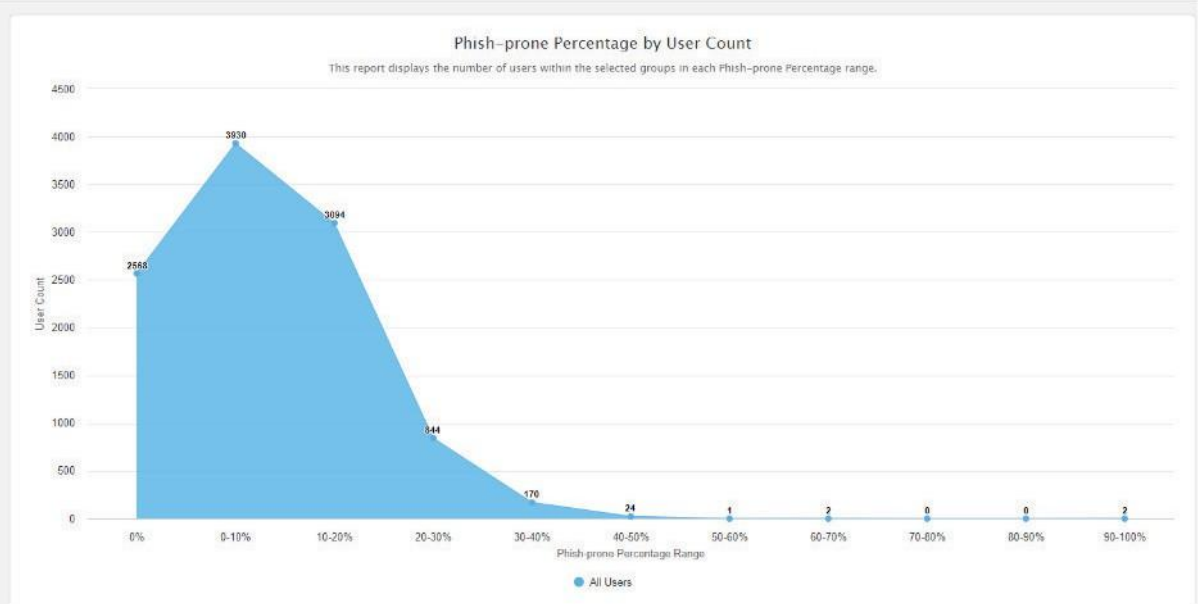


This big challenge needs a solid commitment at all levels of APS in order to succeed. As part of our APS IS governance framework we: establish clear roles and responsibilities across the organization, foster a culture of accountability and ensure adequate coordination. With all major departments, we initiated a comprehensive review of security policies and began to develop the IS assets inventory. This is to ensure our efforts are targeted with APS's most critical resources.

Accomplishments

Selections without relevant data will not appear on this report.

The results of the phish-failure show there was a drop in April 2024 and then there is a rise in June 2024.



Information Security

Information Security Team (left to right)
Carolina Hernandez, Analyst; Monica Restrepo Jurado, Compliance Administrator;
Eric Ekblad, Chief Information Security Officer; Thomas Maguire, Analyst

Esports

"The Starry Night" Vincent van Gogh 1889

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 2023/2024 school year - our 6th year for esports in APS, saw students thrive in elementary, middle, K-8, and high school. Milestones included an esports curriculum at the high school level with 7 schools offering classes; and the approval of an esports curriculum for middle school to begin in the 2024/2025 school year. Now students are able to follow their passion for esports and competitive gaming through scholastic esports. This beautiful integration of esports and education has electrified learning for high school students and teachers report increased interest in digital learning opportunities, improved social skills, all leading to college and career opportunities.

APS Esports works with schools around the state and the country who have a desire to start an esports program but lack the information and guidance on how to begin the process. We set up meetings with school administration, principals, and interested individuals on how to start a program, and have assisted schools and districts in Los Lunas, NM; Metro-Nashville, Tennessee; CNM, Albuquerque, NM; Pecos Cyber Academy, NM; Santa Fe Public Schools, NM; and other schools throughout the United States. It is our fervent commitment to help schools form esports programs that will benefit their students in positive ways.

2023/2024 Highlights

- August: Seven APS High Schools start esports classes
- September: Monthly meetings scheduled with elementary, middle/K-8 and high school esports coaches
- November 8 - 10: NM Tie Esports at Isleta Conference Center
- November 9: Esports at APS District Resource Transition Fair
- November 18: APS Annual Esports Expo Event at Berna Facio
- November 30: Las Cruces Public Schools all district Esports Event
- December 13 - 16: Skillshot Media, Esports Summit, Atlanta
- January 19-20: APS Esports Supports Comic Con
- February 27: Beyond the Game Live on LinkedIn with Laurie Lehman, APS Esports
- March: Esports Collaboration with City of Albuquerque
- March 6: Lunch and Learn with Esports at Del Norte High School
- March 22: John Adams MS Career Day with Esports
- April 5-7: NMSU Esports Invitational Event
- April 17 - 20: NMAA State Championship Esports Finals
- April 19: Gold Bar Gala with Esports at Sandia Resort
- April 27: EdTech Conference - Esports Table
- May 1: NMECS Rocket League Esports Tournament at Berna Facio; Scholarships awarded to 6 APS graduating seniors who will be attending New Mexico colleges

APS Esports Milestones and Events

The district implementation of an esports curriculum in high schools was a major accomplishment for APS Esports, with classes in seven high schools, and plans for more than double that amount in the 2024/2025 school year. And, the addition of esports classes and curriculum in middle schools was approved in April of 2024. Now students are able to follow their passion for esports and competitive gaming through scholastic esports and become engaged in fostering STEM and tech skills while becoming immersed in digital learning.

Esports continues to enrich students with social emotional learning opportunities in competitive gaming and during esports classes. Beside the soft skills notable in esports, such as learning to communicate effectively, broadening of interpersonal skills, creativity and adaptability, analytical thinking, self-control and negotiation skills, esports is known to build confidence, and provides a safe space where students can learn, thrive, and grow.

Our annual esports expo is a true community event, where students and families are able to meet in an inclusive environment and share their love of gaming with like-minded individuals. The NMAA annual Esports Championship Finals showcases esports teams from around the state competing for the top titles and bragging rights for students from all New Mexico high schools. APS Esports took two 1st place titles and one runner-up (second place) state award.

Esports engages students at all ages and levels. Our goals of sustainable growth, equity and inclusion continue to guide our program as we progress on our journey to engage, educate, and inform students, parents, teachers, administrators, and the community about the many positive benefits of esports.

APS Esports earns “Best in Class” Award in 2024

The impact and growth of student participation and engagement of esports in APS brought recognition and an award from the APS Education Foundation. During the annual Gold Bar Gala, APS Esports was the recipient of a $10,000 award that will be used to continue to grow our program.

Esports was also celebrated at Del Norte High School with the foundation’s “Lunch and Learn” program. Here, students were able to demonstrate their learned skills in planning and executing the event.

How has esports shaped who you are, inspired you to do your best in school?

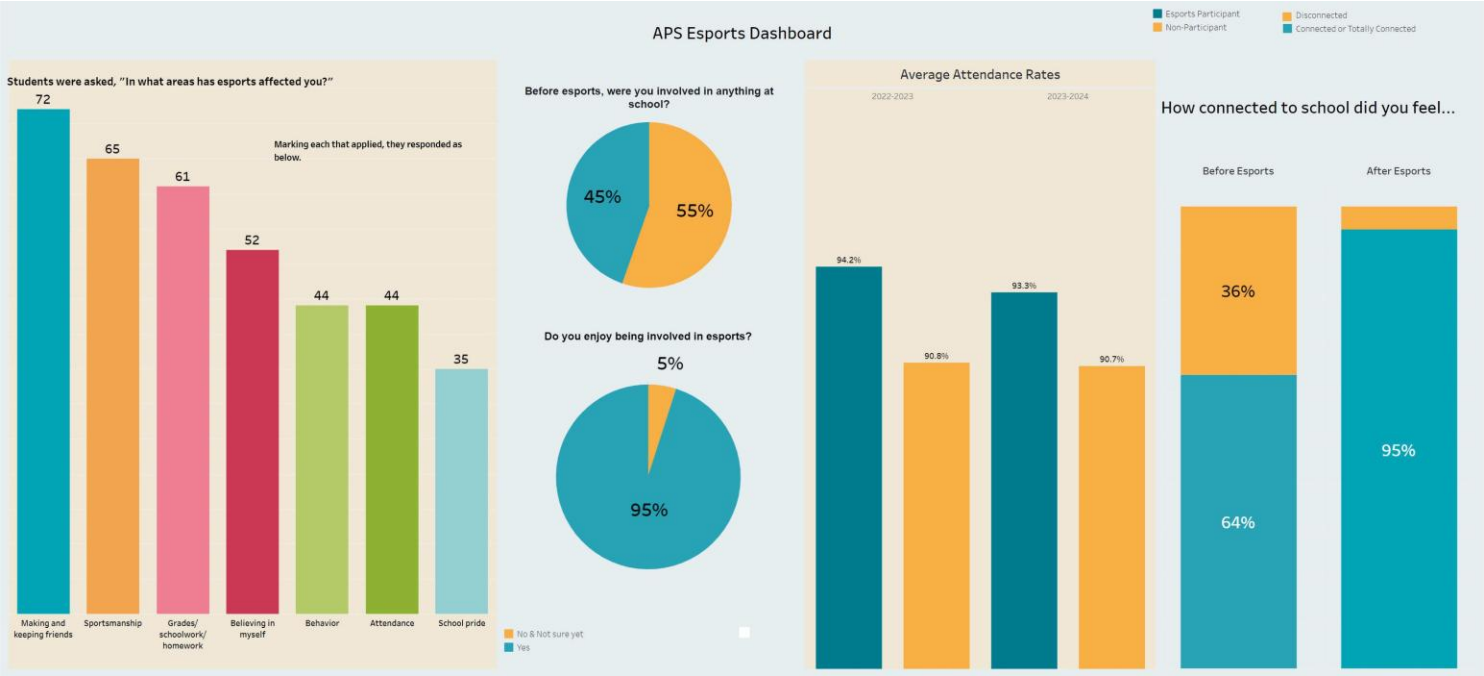
Esports has taught me good sportsmanship and has made me feel connected to the outside world. It showed me how to be a better person. *I made new friends and met people.* Inspired me to try harder in school so I can compete and have better grades. Video games helped me through tough times. Esports prepared me for not being gang affiliated and coach is the new Coach Carter. Esports has allowed me to make new, great friends and has made me a much more social person. *Pushed me to do better in school* I have been much happier since joining. I have gotten better in my school work and attendance. ***Esports brings me joy.*** I improved my communication skills with not only people in Esports and school staff, but also people outside of Esports. I was a kid who wasn’t really involved in school things but this is the first thing that welcomed me and holds a place with me that makes me feel that the work I am doing is for a good reason. *Keeping good grades. Shows me how to balance school and fun* Esports has given me a reason to keep my grades up. Helped me see the potential I have such as becoming a graphic designer. It’s so fun. Esports has helped me improve my grades and maintain excellent attendance in school. Me hace sentir parte de la escuela o rasones para ir bien en la escuela. *Get better grades.*

The Impact of Social Emotional Learning in Esports

Esports builds confidence, provides a space where students feel safe, where they can make friends in an inclusive environment. APS students report that before they joined esports, 64% felt disconnected. After joining esports, 95% reported feeling connected to their schools. Before joining esports, 45% of students reported they were not involved in any other activity in school. After joining esports, 95% of students reported that they enjoyed this involvement.

- 72% reported that it helped in making and keeping friends
- 65% reported that it helped with sportsmanship
- 61% reported that it helped with grades, schoolwork, and homework
- 52% reported that it helped in believing in myself
- Average attendance rates for esports partipants in 2022-2023 were 94.2% vs 90.8% for non-participants.
- Average attendance rates for esports participants in 2023-2024 were 93.3% vs 90.7% for non-participants.

Esports is a game-changer for students. APS Esports remains dedicated to the sustainable growth of our program as we engage, educate, and inform students, parents, and the community about its many positive benefits.



APS Esports

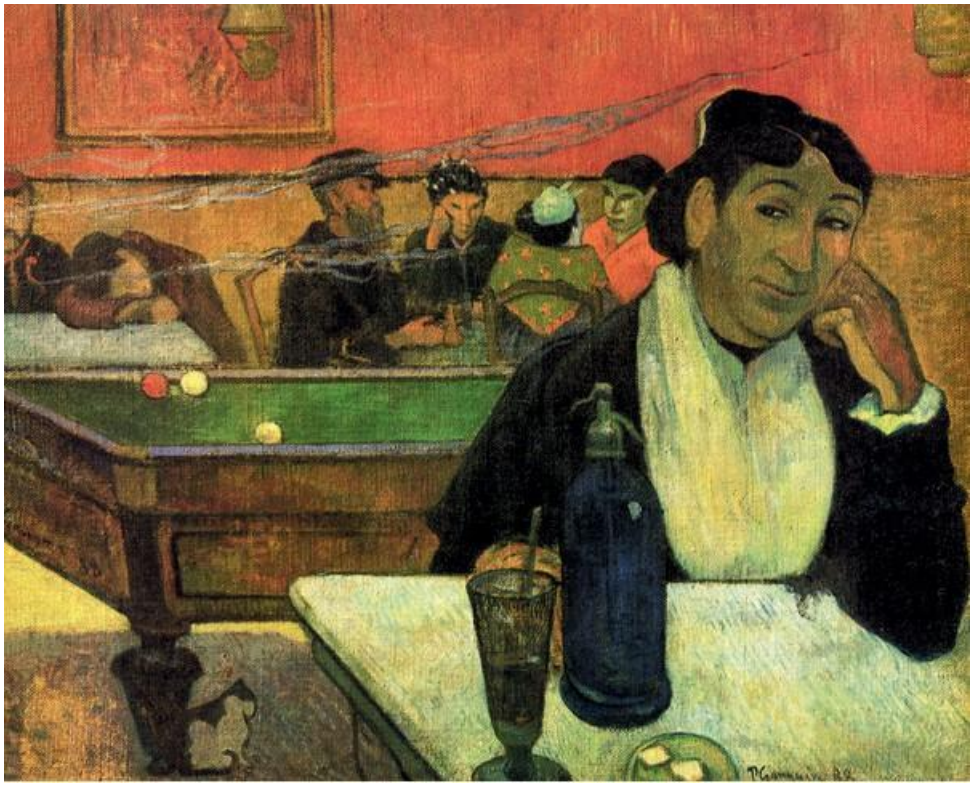
Richard Bowman, Ph.D.
Executive Sponsor

Laurie Lehman
District Manager

Tremayne Webb
Coordinator

Aaron Jaramillo
Curriculum Specialist

Project Management



"Night Cafe, Aries" Paul Gauguin 1888

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 collaboration and communicating with project stakeholders and project teams to deliver consistent, effective, and quality project results.

Information Technology (IT) Project Management

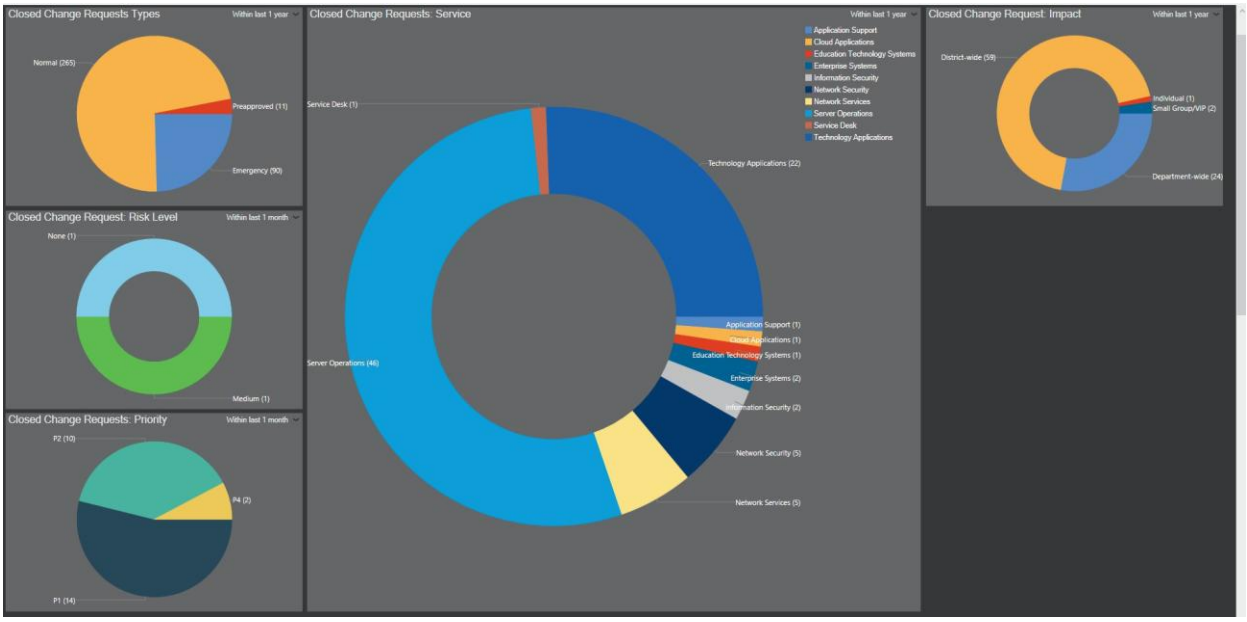
IT Project Management is the process of managing, planning, and developing information technology projects. IT projects exist here at APS in Information Technology (which includes Network Infrastructure, Information Security, Server Operations, Wireless Operations, Technology Applications), using established 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

- Owner/Facilitator 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.
  - 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.
- Change Advisory Board (CAB) meetings on a weekly basis to provide process governance. CAB members represent Stakeholders and Subject Matter Experts (SMEs) from the Data Center Information Technology Department, Ed Tech, OAR, Police Services, and Graphics.

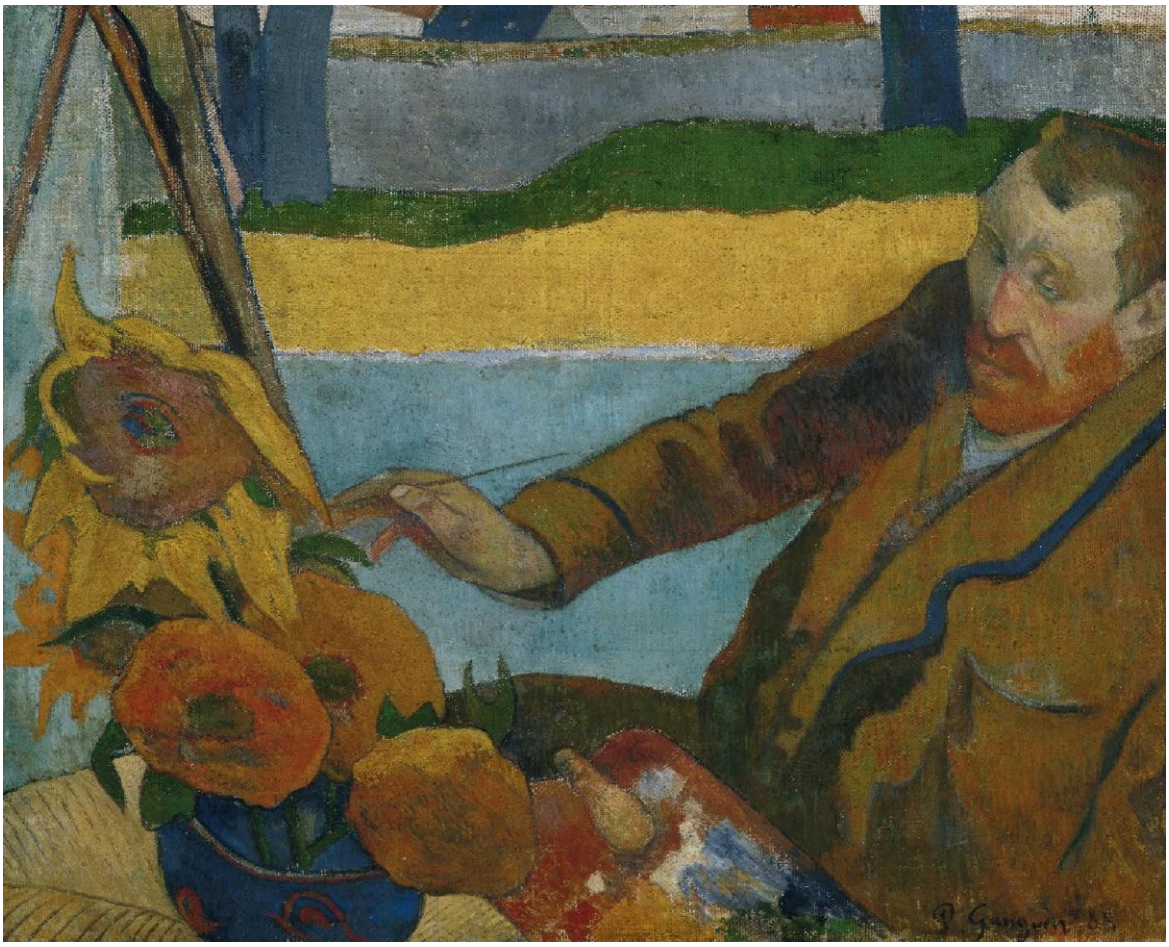
- As Change Manager/Owner, schedules and facilitates CAB in-person meetings. Meetings are held weekly to review, discuss and approve RFC's and/or ERFC's tickets.
  - To protect the live environment from poorly assessed, tested, and implemented changes
    - CAB approval is required for all normal and 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 seek 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



Project Management

Yolanda Delgado, Project Manager

Technology Infrastructure and Operations



"The Painter of Sunflowers" Paul Gauguin 1888

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.

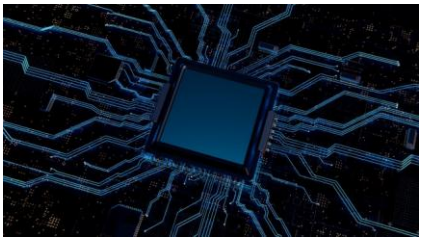
Vision

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

The Technology Infrastructure and Operations Department is led by Brian Thompson, who has been with APS Technology for 10 years. He has over 35 years of telecommunications and networking experience, and reports it has been a busy year for the teams.

There is always work in progress in Technology and Infrastructure. Continuous improvement programs support upgrading our infrastructure in several areas to bring systems up to date with software, firmware and hardware, including replacing outdated systems and adopting new applications for the district. Ongoing maintenance and operations supply the district with a robust network, telephone, Wi-Fi and Internet connections for student learning and administrative functions.



Infrastructure

The infrastructure department teams have had a busy year with system upgrades and new systems onboarding, along with the daily operations of keeping all district sites continuously available and performant.

Telecom

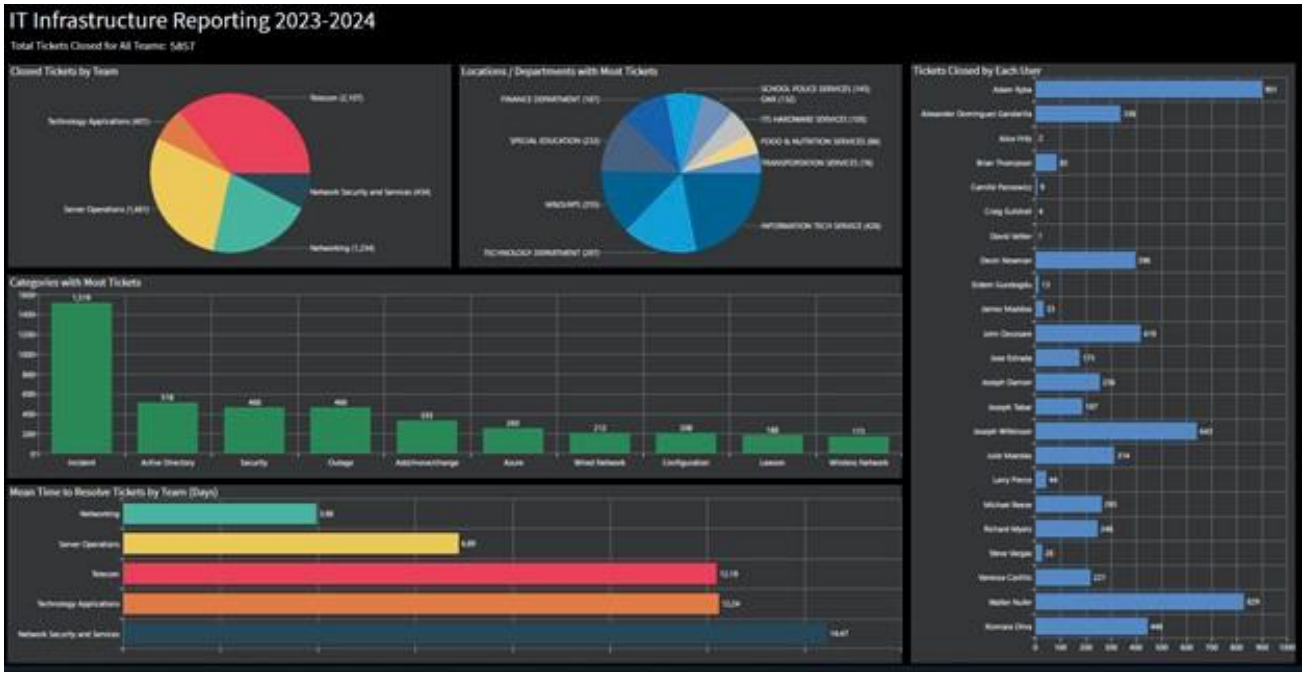
- Upgraded the Avaya VoIP telecom system and Voicemail system at its 3 core data center sites for the district and all its 165 sites and 11,400 VoIP phones.
- Installed 911Inform, a new system for detailed location of 911 calling for compliance with the Federal law the RAY Baum Act. This new system will provide detailed location of the caller – address, phone number, building, floor and room location, including detail-building maps when calling from any district telephone and or cell phones within all APS district sites providing this information to our APS police and the local 911 center. System will be completed by the end of summer 2024.
- Telecom continues to maintain and provide service to all district sites and users handling over 1,800 tickets per year.

Network Operations

- Working on e-Rate projects for the upgrade of school network switches to the newer Aruba CX platform at district sites. These are several projects incorporating approximately 45+ sites at a time, working over the course of a year in a continually ongoing process.
- Upgrade of the district wireless system is another big project to bring the district Wi-Fi for better performance, along with a high level of network security authentication and features - to be completed by the end of this summer 2024.
- The primary focus this summer is network layer 3 security with our network switches, routers and wireless controllers for the entire district.

Cabling Project Coordinators

- 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.
- This past year working with the M&O department in connecting the irrigation systems at multiple schools and installing network wireless bridges to tie in all the sports fields irrigation to the network with automation and centralized control.



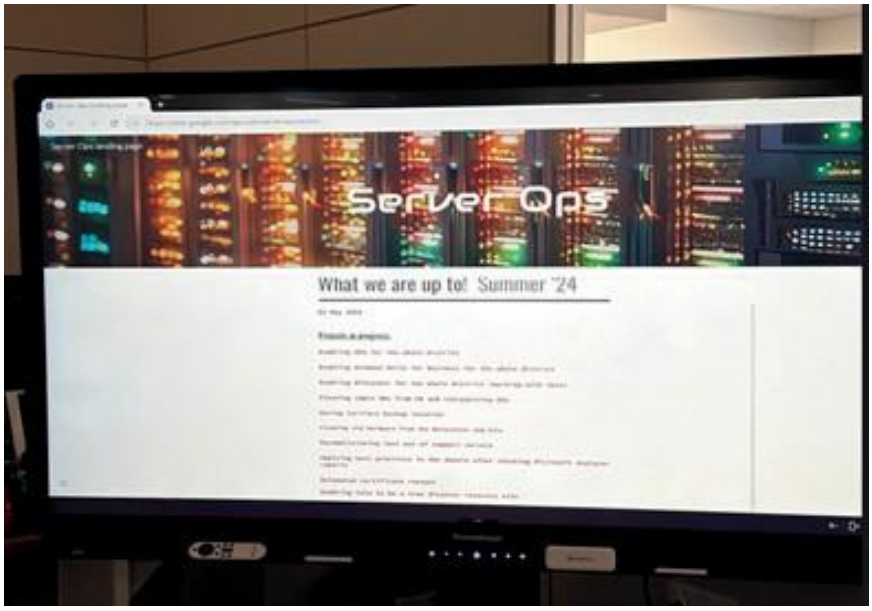
Technology Applications Team

The Technology Applications Team is led by Alice Fritz. The team's programmers, solutions architects, and engineers collaborate with other teams to create systems, integrations, strategic technical plans, models, and other technical solutions according to industry standard best practices. This enables APS to improve its technical responsiveness and agility, while maintaining information security and cost-effectiveness.

Noteworthy Accomplishments for 2023-2024 include:

- Migrated and upgraded Airwatch on-premise infrastructure, replaced outdated Windows Servers, migrated SQL Server database to new database server, upgraded environment application version.
- Rolled out an Enterprise Password Manager to the following teams: TechApps, CASA, InfoSec, Server Ops, and APS PD.
- Established co-management between SCCM and Intune for Windows devices to unlock new features and improved management capabilities. Improved imaging task sequence to support co-management.
- Coordinated district technology efforts in the implementation and first phase of the Let's Talk communications platform.
- Increased reporting and monitoring capabilities regarding task management, incident management, and MDM compliance.
- Evaluated numerous cloud providers in the realm of low-code and no-code application development. Work continues on creating a matrix to inform platform selection based on project needs.
- Created multi-phase, multi-branch roadmaps for the evaluation of systemic technical challenges, namely: a) custom application modernization, b) Identity, Credential, and Access Management.
- Evaluated public website and intranet underlying technologies future support considerations.
- Created a plan to restore a functional Intranet capability with support for post-COVID staff experiences.
- Expanded district adoption of Project Management methodologies and tools.
- Work continues on identifying the most relevant characteristics of a vendor that indicate technical maturity, and sufficient experience to support government procurement channels.
- Procured an Enterprise SMTP relay to alleviate pain points in some Google-integrations, and to strengthen the district's business continuity and disaster recovery posture.

Alice Fritz, Applications Director
(not shown) Steve Vargas, Programmer/Analyst; Applications Developers:
Camille Pansewicz, Jose Estrada, Joseph Tabar (on assignment)



Technology Server Ops Team

Led by Erdem Gundogdu, the team is responsible for the whole virtual and physical infrastructure that runs the majority of our critical systems districtwide. They manage the user and the computer policies that help us work securely and efficiently on the computers. They are one of the most important teams in the district that keep the systems running 24/7 for everyone.

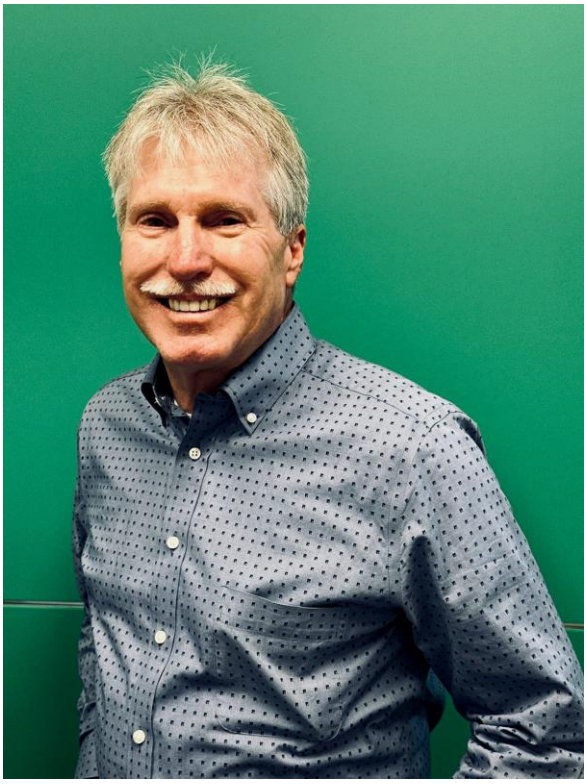
Highlights

- Completed the datacenter and the co-location physical server upgrade project and migrated old servers to the new server environment
- Upgraded the disk storage for the servers and the shared files to be all SSD and gained huge performance increase in all the systems
- Raised the Domain Functional Level from 2008R2 to 2016 which allowed us to implement more projects and increase the security
- Removed or consolidated more than 100 servers from the environment
- Upgraded more than 150 servers from Server 2008R2 or 2012R2 to Server 2019 or 2022
- Provided authentication and integration of the Centegix and Let's Talk projects to our Microsoft system and created responder groups for Centegix
- Upgraded end of life vCenter from v6.7 to v7
- Automated and standardized monthly Windows patch installation
- Created separate user accounts for servers and restricted users to log in to their own systems only

- Enabled auto disabling of inactive user and computer accounts
- Cleaned thousands of stale user and computer objects from the Active Directory and automated the cleaning process
- Enabled password change reminder for all user accounts and standardized password reset
- Cleaned more than 350 obsolete Group Policy Objects
- Fixed the long-lasting Minecraft licensing issue in the Azure Portal and eliminated tickets
- Removed DNS from the load balancer and switched to the quadrant system with 2 more DNS servers to have more robust DNS environment
- Upgraded DHCP Servers with creation of new topology of quadrants. All scopes altered to follow the new quadrant system to increase performance for the whole district

Technology Server Operations Team (left to right)
Julie Maestas, Engineer; Erdem Gundogdu, Director of Server Ops; Joseph Wilkinson, Systems Administrator (not shown: Michael Reese, System Administrator; Xiomara Oliva, System Administrator

Technology Infrastructure and Operations



Brian Thompson, Executive Director (Interim)

Network Infrastructure and Operations Team (left to right)
Allison Reeves, Infrastructure Project Coordinator; Yolanda Delgado, Project Manager; Devin Newman, Network Engineer; Brian Thompson, Executive Director (interim); James Maddox, Network Administrator; Vanessa Castillo, Network Technician

EdTech

"The Harvesters" Pieter Bruegel the Elder 1565

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.

Educational Technology
The Educational Technology Team offers comprehensive support for teaching and learning, including system management, instructional integration, program development, blended learning experiences, end-user support, and personalized professional development for educators and students.

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.

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)
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:

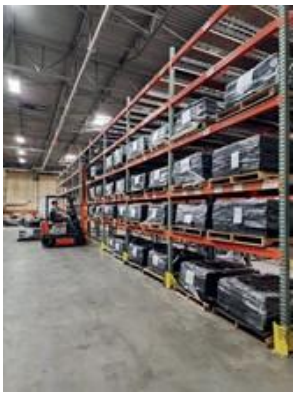
- Approximately 90,000 end-users
- 128,000 Chromebooks
- 44,000 iPads
- 31,400 Windows Devices
- 37,000 Mac Devices
- 9,000 Interactive Smart Panels

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 775 technology knowledge-based 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-based articles during the school day.

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.

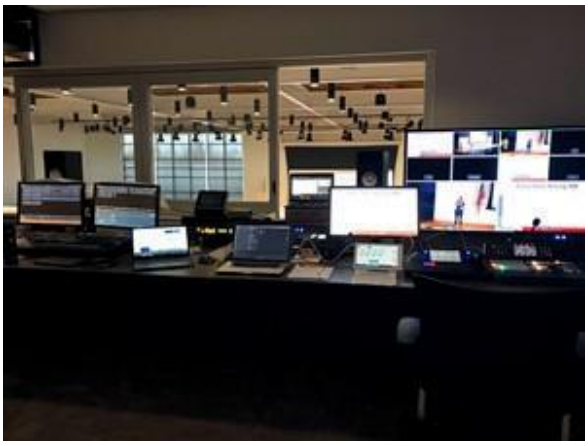


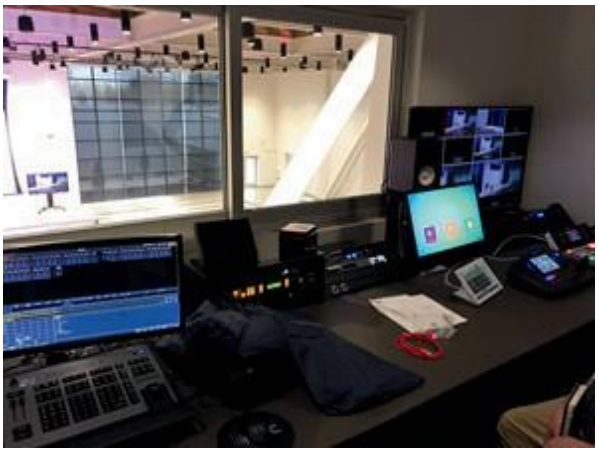
ETCS Audio/Visual

The Audio/Visual (AV) support group has successfully supported numerous hybrid meetings within Albuquerque Public Schools and the wider community over the past year. Our primary goal is to ensure easy and convenient access to Superintendent events, meetings, and Board of Education Meetings.

We have continued to adopt and implement new technologies, enabling staff to collaborate seamlessly across multiple locations. This approach has also facilitated collaboration with entities outside of APS and the City of Albuquerque, enhancing the district's reach and impact.

Throughout the year, we have focused on streamlining the procedures for using these technologies, mitigating security risks and potential disruptions. We remain committed to utilizing and improving upon these technologies, recognizing that a return to a purely in-person model is no longer feasible or desirable 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: 23,129

Staff Device Refresh

ETCS identifies and upgrades District Technology to ensure that end-user devices can be safely used by staff and students. ETCS has 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.

District Interactive White Board/Panel Deployments

During the 2023-2024 school year, Client Services completed a major technology initiative, successfully deploying 4,695 interactive whiteboards to 136 sites across the district, including all schools and administrative offices. This project significantly enhances the classroom experience, providing teachers and students with modern tools to promote engagement and interactivity.

District-Wide Specialty Lab Deployments

During the 23/24 school year, the Educational Technology Department worked with 147 sites to prepare and launch site-based specialty computer labs and spaces. 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 deployed Dell Precisions 3460 desktops for every school in the district. Devices were distributed to schools based on student enrollment numbers.

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.

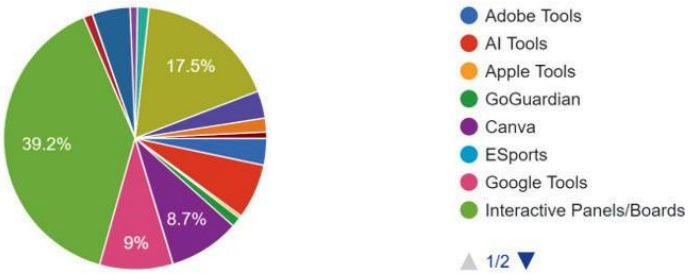
EdTech Training & Professional Development
Distict Training & Support
The EdTech team provides training, coaching, and support services for schools and districts throughout the year. They offer various learning options such as self-paced courses, office hours, and on-site training. In total, they provided 12,427 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.

Notable Support
- 12,427 Total Engagements
- 307 District Department Engagements
- 148 Schools Supported-100% of schools
- Engagements by grade level bands
  - Elementary School 4,028
  - Middle School 1,759
  - High School 2,093
  - Pre-K-8 353
  - Pre-K-12 170
- Family and Event Support
  - Students 2,660
  - Parents 8
  - Conference Attendees 1,425

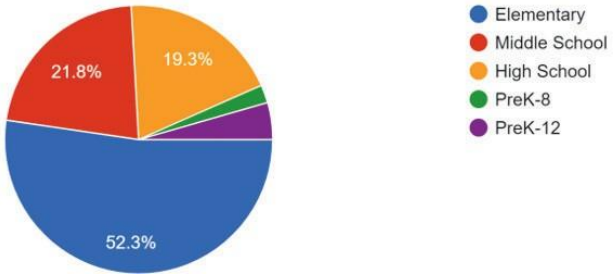
Educator Support
Total Training sign-ins: 12,427
Top 5 Training sign-in categories:
- Interactive Panels/Boards: 1,782
- Other Tools: 1,641
- Google Tools: 1,494
- AI Tools: 945
- Canva: 687

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

What is the primary tool you are getting trained on?
(3,114 responses)



Grades Served (3,114 responses)



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 grade has 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 Trainings
EdTech delivered a variety of presentations delivered at national conferences and events.

- TCEA
- Harnessing AI for Admin Success: Ethics, Efficiency and Empowerment
- Maximizing Lesson Retention: Uncover Student-Inspired Strategies for your Digital Classroom
- “Teacher, What Do I Do Now?” Digital Sponge Activities
- Designing Your SpecialtySpace: It’s Easier Than You Think!
- Feedback: The Fuel of Authentic Learning
- Harnessing Educational Technology for Positive Student Behavior and Classroom Management
- Building Word Warriors: Elevating Vocabulary with Pear Deck’s Flashcard Factory
- Know Thyself: Leveraging Personality Types in the Classroom
- Jazz Up Your Google Classroom with Engagement and Organization
- No Flat Lessons Here: Blended Learning in Google Sites
- Google Forms for Administrators
- Hue Can Boost Productivity: Mastering Google Color-Coding
- Spring CUE
- Comprehension Unleashed

APS Department Collaborations

New Teacher Training and Support

In our ongoing commitment to fostering excellence in education, the EdTech team strategically partnered with key stakeholders to deliver a comprehensive suite of professional development programs. These initiatives focused on equipping early career teachers and new hires with the skills and knowledge necessary to thrive in today's digitally-driven classrooms.

Our summer programming, held in July, provided a deep dive into innovative instructional strategies that leverage the power of digital tools. Recognizing the unique challenges faced by new educators, the New Teacher Academy served as a cornerstone for professional growth, offering personalized support and resources. In tandem, the New Teacher Orientation with ATF Support ensured a smooth transition into the school environment, building confidence and fostering a sense of belonging.

Throughout the year, the Mentor Teacher Program provided ongoing professional learning opportunities with a strong emphasis on cultivating creativity, fostering social-emotional learning, and empowering teachers to become creators of engaging educational experiences. In total, these conferences and programs engaged 1,327 participants, underscoring our dedication to continuous improvement and the development of a highly skilled and passionate educator workforce.

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.

- Curriculum Board Meeting Support
- Facilitate Hybrid Curriculum Board Meetings
- Fine Arts Department
- Grant Management Department
- Information Security
- KANW
- Mentor Program
- MLSS Team
- Nursing Department
- Office of Innovation
- Special Education Department
- Student, Family, Communication, Support
- Student Information Systems
- Curriculum and Instruction
    - Curriculum and Instruction Support for new teachers
    - Curriculum and Instruction Conference Support with Teacher Lead 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 hundreds of APS leaders and administrators through our many sessions and events throughout the year. The sessions aimed to offer digital support and training on various tools, including Google Slides and Pear Deck, Flashcard Factory, Google Calendar, Canva, Google Forms, Google Organizations, and UDL tools.

Specialty Spaces

The Educational Technology team has spearheaded hundreds of district-wide projects, establishing a variety of dynamic learning spaces including Makerspaces, Digital Learning Spaces, and STEM/STEAM Spaces. These innovative hubs foster collaboration and creativity, allowing students to transform ideas into tangible projects using shared resources and tools. Digital Learning Spaces provide access to cutting-edge technology and resources, while STEM/STEAM Spaces are dedicated to scientific exploration and experimentation. The EdTech team has been instrumental in supporting schools throughout the entire process, providing comprehensive training and ongoing support to ensure these spaces are effectively utilized to enhance student learning.

2023 -2024 Digital Innovator Program - Title IV Initiative

The APS Digital Innovator Program was a year-long professional development opportunity designed to empower educators in educational technology. Participants benefited from learning from EdTech experts, connecting with like-minded peers, receiving personalized coaching from EdTech facilitators, and gaining access to the latest tools and resources. Throughout the program, educators set and worked towards a personal technology-related goal, such as solving a problem for themselves or their students, mastering a new tech tool, developing a professional network, or using technology to enhance student learning or streamline processes. By focusing on these individualized goals, participants gained the skills and knowledge necessary to become leaders in integrating innovative technology into their classrooms and work environments.

Teacher Resources

Monthly Themes - Techtivities

The Educational Technology department's "Techtivities" program sparks innovation and creativity in the classroom through engaging technology-based lessons and activities. Students delve into hands-on projects such as crafting circuit greeting cards, designing digital artwork, and exploring STEM-related challenges. These "Techtivities" not only enhance technological skills but also foster critical thinking, problem-solving, and a passion for learning in the digital age.

2023-2024 EdTech Activities

Welcome Back to School (Sept-Oct)	
Constitution Day (Goal 1)	Student Data & Portfolios (Goal 3)
Digital Citizenship (Goal 4)	*Reuse" funtivities" from previous (Goal 4)
Parent Teacher Conferences (FE)	
Attitude of Gratitude (Nov-Dec)	
Thankful/Gratitude activities	Letter writing digitally (Goal 3)
Best Part of Me (or similar) activities (Goal 4)	Card making & sharing
Gratitude Scavenger-Graphic	Creating a graphic organizer
Did You Know? (Jan-Feb)	
Activities that use little known features of tools	Websites that are unknown or under utilized
Podcasting tools	
Let's Make an Impact (April-May)	
Different types of research topics/projects	Presentation templates
Student websites/blogs	Earth Day activities
Pi Day Activities (Goal 2)	

Digital One-Pagers
The EdTech team developed 402 practical resources for teachers, focusing on key areas of classroom technology integration. These guides and tools empowered educators to efficiently manage devices, organize their classrooms, and leverage interactive teaching tools. The high engagement with these resources, boasting thousands of views this school year, demonstrates their effectiveness in supporting teacher professional development and enhancing instructional practices.

Website & Online Resources
Unique website pageviews: 6,313,615
(8 min. 21 sec. average time on page)
- 5,343,352 for EdTech for Students page views

YouTube views: 47,426 (480 total videos, 63 Playlists)
- 2,181 Subscribers
- 625 total videos posted with 319,286 impressions
- 26,379 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 - 345 total videos published with a total of 63,652 total views
- Watch time (hours): 2,478.9
- Top video: Google Docs - Collapsible Headers - Quick TIp #86 with 11,723 views

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 the development and marketing of APS Esports. Through support contracts and regular EdTech participation, Esports was able to support the expansion and success of high school teams and middle and elementary school clubs.

- EdTech facilitated the presentation and approval of an Esports middle school elective class (2 sections, full year and one semester) for the upcoming 2024-25 school year.

EdTech is supporting enrichment opportunities with elementary schools through their Genius Hour activities, school clubs, and enrichment spaces (e.g. digital learning space).

Professional Learning Networks
NMDLC

The New Mexico Digital Learning Conference (NMDLC), hosted by the APS Educational Technology team, is an annual gathering of educators and technology innovators. This vibrant yearly conference conference fosters a collaborative environment where participants can engage in dynamic online sessions, exchange ideas, and discover successful strategies for integrating technology into their classrooms. By focusing on real-world problem-solving and promoting effective teaching practices, the conference empowers educators to create meaningful learning experiences for all students, regardless of whether their classrooms are online, hybrid, or face-to-face. This partnership between APS and NMSTE provides a unique opportunity for professional development and growth, ultimately enhancing the educational landscape across New Mexico.

- Total Registered: 471
- Vendors: 27
- Speakers: 74
- Total Attendees: 253

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 (Thousands of Google Drive resources)
  - Moderated and provided real time support for 335 users
- EdTech Innovators
- Elementary TLFs
- Secondary TLFs
- Computer Science Teachers

Social Media
EdTech engaged users on their X (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

EdTech CASA
(Classroom Application Support & Administration)
While maintaining and supporting 1:1, Technology Client Services also supports over 90,000 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 service request tickets.

Support
EdTech CASA has closed tickets on 3,349 support 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 118 approved application requests and 82 denied requests. 3-5 new applications reviewed each week.
- EdTech CASA is collaborating with 1EdTech, learning about protecting student information and contributing to development of a standard SDPA template.

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
- Savvas Realize:

- Securely Pass: Digital Hall Pass system to keep students accountable for their whereabouts
- Powerschool Professional Learning: Professional Development management platform, registration and recordkeeping
- Principal Reports for NVCI training
- Cherwell: Technology support ticketing system
- Promethean Word: Mobile Device Management for Promethean devices across APS

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

EdTech supports the following device use:

- Chromebooks (various models)
- iPads (various models)
- Windows 10 Computers
- Mac Computers
- Interoperability & SSO

Ed Tech

Shellmarie Harris, Executive Director

Aaron Jaramillo, Senior Director

Office of Accountability and Reporting

Thomas C. West, Executive Director

Assessment

"Flowers in a Blue Vase" Vincent van Gogh 1887

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.

About US

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 provide data for instructional and programmatic improvements. This is accomplished utilizing an array of assessment methods to determine the understanding, knowledge, and skills that students have acquired.

Assessment oversees the secure and proper administration of all Pre-K-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.

Annually, Assessment orders and oversees secure administration of tests, inventories and returns all state mandated assessments, and submits data files to SAPR for APS schools' 70,000+ students. All stakeholders in APS through various visualizations and reports have access to student academic achievement data. Student academic achievement data supports the district in the decision-making process that benefits all students.

Major Accomplishments

- Creation of a High School Interim Assessment Task Force
- Rollout of the Early Development Instrument (EDI)
- Utilizing Participation Rate Trackers for Interim Assessments
- Utilizing and maintaining the State Data Management System for SAT and PSAT
- Successfully participated in NMPED Onsite School Monitoring visits
- Provided outstanding customer service to traditional and charter schools

Continuing Goals for 2024-2025

For the 2024-2025 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 the Albuquerque Public Schools.

The State of Testing in 2023/2024

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.
- Made sure STCs knew PSAT test administration dates and ordering increase/decrease deadlines, and monitored accordingly.
- By providing our students with additional resources for prepping and improving college entrance scores, we ensure that students are ready for post-secondary education and/or future careers.

ACCESS

- January 16 - March 8, 2024.
- ACCESS for ELs is a large-scale English Language Proficiency assessment for K-12 students who have been identified as ELs.
- ~14,600 students tested ACCESS 2.0 this year. The number of ELs has slightly decreased from last year.
- The assessment consists of 4 domains: listening, reading, speaking and writing.
- About 900 Kindergarten students took the one-on-one assessment. We hired and trained a substitute teacher and worked with LCE staff to assess students at about 25 schools that had more than10 Kindergarten students in an effort 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 - 8 weeks
- The exit rate in APS dropped from roughly 5% to just around 4%.

Through the use of a language assessment, we aim to meet the needs of the student 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 11 - May 10, 2024.
- Total tests administered Spring 2024 ~ 16,000.
- A new platform was used for the NM-ASR called the KITE Student Portal.
- Provided tech support during the 6-week assessment window.

The NM-ASR is designed to measure whether students are on track to be ready for college or career, as defined by the state, by showing they have mastered the New Mexico STEM Ready! Science Standards. The standards require integration of science and engineering practices, disciplinary core ideas, and crosscutting concepts to explain phenomena and solve problems.

NM-MSSA (New Mexico Measures of Student Success & Achievement) Math and ELA for Grades 3-8

- March 25 - May 10, 2024.
- Total tests administered Spring 2024 ~ 63,550.
- Provided a successful NM-MSSA help desk.

The NM-MSSA is intended to provide evidence to determine a student's grade level proficiency and progress toward college and/or career readiness. NM-MSSA items are aligned to the Common Core State Standards (CCSS). For math, either items will be machine-scored or constructed responses, while ELA items are based 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

- March 11 - May 10, 2024.
- ~ 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.

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 2024~ 5,817.
- The spring 2024 SAT School Day was administered digitally 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 2024 - 18

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

National Assessment of Educational Progress (NAEP)

- Is the largest continuing and nationally representative assessment of what our nation's students know and can do in subjects such as mathematics, reading, science, and writing. Progress is monitored over time in selected subject areas in grades 4, 8 and 12.
- In 2024, a total of 76 APS traditional schools as well as charter schools participated.
- The NAEP Trial Urban District Assessment (TUDA) was first funded by Congress in 2002. TUDA results show how large urban districts perform over time and how they compare with other participating districts. APS joined TUDA in 2011.
- APS also had two high schools selected for the High School Transcript Study (HSTS). The study provides information on a national level about the types of courses that graduates take, how many credits they earn, their grade point averages, and the relationship between course taking patterns and graduates' achievement based on their performance on the NAEP in 12th grade.

ECOT – Early Childhood Observational Tool and KOT - Kindergarten Observation 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.
- Supported teachers in completing online training.
- Kindergarten observation window during either K3+ (25 days) or first 30 days in the school year in 23-24.
- Kindergarten students are observed on 26 indicators.
- Pre-K submits observation ratings three times per year (BOY, MOY, and EOY).
- Pre-K students are observed on 29 indicators.
- Collaborated with SAPR and Early Childhood Dept. 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 requires that all first-grade students, regardless of special education eligibility or English learner status, are screened for displaying characteristics of dyslexia. (NM SB 398). For the 2023-2024 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 2023-2024 ~ 4,419

Early Development Instrument (EDI) - Kindergarten

The Early Development Instrument (EDI) is a community measure that provides information about children's health, development and school readiness to help principals, school administrators and community partners improve services and community conditions that prepare children for success in school and in life.

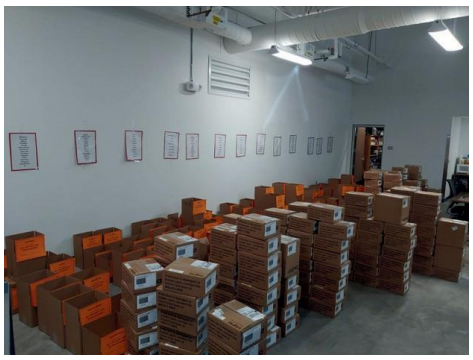
- Total EDIs administered in 2024 ~ 4,500

District Assessments

Supported four district interim assessment options:

- Istation K-5 (Reading, Spanish Reading & Math)
- i-Ready K-12 (Reading & Math)
- College Board (CB) Suites Interim Assessments
- NWEA 9-12 (Reading & Math)

The Assessment team collaborated with the SAPR team to load all Interim Assessment data to Edvantage and the Internal Visualizations so that schools have access to the data they need to support their 90-day plans.



Mario Barriga
Testing Technician

Istation – K-3 Reading (K-5 Reading for Structured Literacy Schools) and K-2 Math

- K-2 Reading Assessment (English or Spanish) is required by PED 3x per year- BOY, MOY, EOY—3rd grade requirement added for Goal 1 (Literacy).
- There is also an Istation online instruction piece schools may purchase (the district provides online Istation Reading Intervention for grades K-3).
- Istation Early Reading assesses students in grades K-3 in Listening Comprehension, Phonemic Awareness, Letter Knowledge, Alphabetic Decoding, Vocabulary, Reading Comprehension, Spelling, and Text Fluency.
- Istation Lectura Temprana assesses students in grades K-3 in Phonological Awareness and Phonics, Listening Comprehension, Vocabulary, Reading Comprehension, Text Fluency, and Written Communication.
- Istation Advanced Reading assesses students in grades 4-5 in Word Analysis, Text Fluency, Vocabulary, and Reading Comprehension.
- Istation Lectura Avanzada assesses students in grades 4-5 in Vocabulary, Spelling, Reading Comprehension, and Text Fluency.
- 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 students in grades K-2 in Computations & Algebraic Thinking, Number Sense, Measurement & Data Analysis, and Geometry. Supported Istation PD and test administration (3 state windows) for grades 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. Aligned resources are provided.
- During the 2023-2024 school year
    - 19,648 Reading tests and 13,077 Math tests were completed during BOY
    - 20,068 Reading tests and 13,406 Math tests were completed during MOY
    - 20,261 Reading tests and 13,816 Math tests were completed during EOY

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 4-8 Reading and Grades 3-8 Math

- 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 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.
- During the 2023-2024 school year:
    - 21,142 Reading tests and 27,792 Math tests were completed during BOY
    - 21,249 Reading tests and 28,009 Math tests were completed during MOY
    - 21,289 Reading tests and 28,297 Math tests were completed during EOY

CB Suite Interim Assessments - Grades 9-11

The district had 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 (prior to digital College Board adaptive releases) which have been aligned to Common Core State Standards. This was an optional assessment for SY 2023-2024.

- The Assessment team created 30 tests within the Synergy Assessment system to offer PSAT 8/9 and PSAT10 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 Instructions 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 chose 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.
- During the 2022-2023 school year, 29,191 tests were completed during the BOY, 25,974 tests were completed during the MOY, and 18,078 tests were completed during the EOY.
- CB Suites was still used in the 2023-2024 school year as an interim option by six of our high schools to help with instruction and planning.
- Due to the PSAT and SAT now being adaptive, CB Suites was not used in the same way as previously.

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 through Cognia is flagged by a human reader as concerning in regards to the child's safety or well-being.
- For 2023-2024 1 Troubled Child Alert was 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 2023 and spring 2024.
- 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.
- 6,895 and 6,801 APS employees took the Test Security quiz in the fall and spring, respectively.

Testing Irregularities

- Managed and submitted irregularity reports for 2023-2024 to NMPED.
- Conducted testing irregularity investigations for NM-MSSA.
- Provided NMPED Assessment Department with documentation about testing irregularities.
- Total irregularities for all required assessments during the 2023-2024 SY: 331

Collaborated on District Reports on Assessments

- Math Placement Report - implemented 2018-19 and made available to all schools.
- Collaborated with SAPR to get ECOT, Istation, i-Ready and state summative evidence statement reports and participation rates available within APS Visualizations.

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

Graduation

- Provided district support to principals, counselors and STCs 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 December 2023.

Charter Schools

- APS Assessment oversees 30 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.

Cross-Department Collaboration to Support School Sites during State Summative Assessments

- NM-MSSA, NM-ASR, ACCESS, SAT, DLM Assessment Help Desk (3-week collaboration with Technology and APS Service Desk).
- Ensured all NMPED graduation waivers and ADC implementation.

Developing Educational Leaders - Sample Professional Development Number of PD Sessions Offered and Number of People Trained:

Assessment Theme	PD Sessions	People Trained
NM-ASR/NM-MSSA (Trainings and Drop-ins)	8	200
i-Ready	7	78
Istation	25 (30 campus site half days)	544
Test Security	6 online courses	15,469
PSAT	8	72
Math Placement Report	5	51
NWEA	2 (in ERO)	19 (for the 2 in ERO)
Access	6	214
STC Fall/Winter	10	400

Assessment

Frank Telge, Senior Director

Assessment Team (left to right)
Xavier Endlich Herrera, Applications Specialist; Ashley McKinstry, Assessment Coordinator; Samantha Auddino, Assessment Manager; Claudine Sanchez, Assessment Coordinator; Christoph Brunder, Assessment Manager

ASSESSMENT
Albuquerque Public Schools

School Accountability Support (SAS)

"Liberty Leading the People" Eugene Delacroix 1830

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.

The team's primary responsibility – Academic Improvement Plans
As of June 2024, the School Accountability Support (SAS) team has 38 years of teaching experience among its six members. This experience covers general and special education, core content areas, and electives, as well as all education levels from Kindergarten to community college. This wide range of experience informs the team's work each day.

Throughout each school year, the primary work of the SAS team is to serve as a resource to school-based Core Teams during the development, implementation, and monitoring of Annual and 90-Day Plans, which serve as the district's academic improvement plans. The focus is on continuous improvement and the changes in adult behavior necessary to improve academic outcomes for all students.

Throughout the school year, each School Accountability Support Coordinator typically supports an average of 35 schools with 10 deliverables, which include the Annual Plan; the Fall and Spring 90-Day Plans; 30-, 60-, and 90-Day progress monitoring for the Fall and Spring 90-Day Plans; and the semester reflection at the conclusion of the Fall 90-Day Plan. Each deliverable must be aligned to the Quality Indicators, which are the expectations of what rigor and quality look like in each of the six plan components. Each veteran School Accountability Support Coordinator and the Director of School Accountability Support are certified plan reviewers.

The SAS team is shifting toward a model of capacity building so Core Teams are able to take ownership of data retrieval and the analysis process to best determine the root cause of the challenges facing the school. Once the root cause is determined, the SAS team promotes the development of Critical Actions that match local needs by asking questions to guide conversation within the Core Team, honoring the fact that each of the district's schools serves a unique group of students and a distinct school community.

Strong plans in the 2023-2024 school year
During the 2023-2024 school year, the School Accountability Support team supported all 139 non-charter schools. The support provided takes many forms, and it is tailored to meet the needs of each school community. Through June 10, 2024, the SAS team had 3,322 separate school contacts during the 2023-2024 school year. Over two-thirds (68.6%) of those contacts were with school principals, and 106 on-site school visits were made.

In the fall, the New Mexico Public Education Department (NMPED) contracted with certified district reviewers statewide to determine the strength of Annual and Fall 90-Day Plan alignment to the Quality Indicators. They examined 50 different elements within the Quality Indicators across all components. In January 2024, NMPED publicly released a dashboard with data summarizing district- and school-level alignment to the Quality Indicators. NMPED also released detailed monitoring reports with plan-specific feedback in the online NMDASH platform.

Each Quality Indicator was rated on a three-point scale:

- 3 = Fully Evident
- 2 = Partially Evident
- 1 = Not Evident

The average overall score for Albuquerque Public Schools (APS) was 2.7, which was one of the highest scores in the state and higher than the statewide average of 2.53. This is a noteworthy achievement given the size of the district (about one-fifth of all schools statewide). The district's average score was also higher than the statewide average across all six individual components (See Exhibit 1).

Exhibit 1: NMPED Annual and Fall 2023 90-Day Plan Review Dashboard

DISTRICT DETAIL

District Name	District Average	Component 1: Core Team	Component 2: Goals	Component 3: Performance Cha..	Component 4: Root Causes	Component 5: 90-day Plan	Component 6: Implementation
STATE AUTHORIZED CHARTER SCHOOLS (PEC)	3.0						3.0
CESAR CHAVEZ COMMUNITY SCHOOL	3.0	3.0	3.0	3.0	3.0	3.0	
MAXWELL	3.0	3.0	3.0	2.9	3.0	3.0	
RUIDOSO	3.0	3.0	3.0	3.0	3.0	3.0	
SOUTHWEST SECONDARY LEARNING CENTER	2.9	3.0	3.0	3.0	3.0	2.7	
DEMING	2.9	2.8	2.9	2.9	2.9	2.9	2.8
PORTALES	2.9	2.8	3.0	2.9	2.9	2.8	2.5
HOBBS	2.9	2.9	2.8	2.9	2.9	2.8	2.9
BLOOMFIELD	2.8	2.8	2.8	2.8	2.8	2.9	2.8
CLOUDCROFT	2.8	2.8	2.8	2.7	2.7	3.0	
LOVINGTON	2.8	2.9	2.9	2.6	2.8	2.8	2.8
CLOVIS	2.8	2.9	2.9	2.6	2.8	2.7	2.5
CARLSBAD	2.8	2.8	2.9	2.6	2.8	2.7	2.9
SCHOOL OF DREAMS ACADEMY	2.8	2.1	3.0	2.4	3.0	3.0	
ALBUQUERQUE	2.7	2.8	2.8	2.8	2.8	2.7	2.3

Rating
0.000 3.000

Note: Component and overall plan scores are calculated by assigning values to plan ratings across components and required prompts. Three values are possible: 1 - Not Evident, 2 - Partially Evident, and 3 - Fully Evident. Rollups reflect the averages of these values across schools, districts, or components.

As the development of Spring 90-Day Plans approached, NMPED and APS leadership increased expectations above the Quality Indicators. NMPED asked for alignment to the school designations generated through the state's accountability system, and APS requested alignment to Board Goals 1, 2, and 3 (More details provided below). Those new expectations were in addition to existing alignment requirements related to AVID (Advancement Via Individual Determination), Title I, and magnet school status.

Here is a small sample of praise for the SAS team during the 2023-2024 school year:

"You are such a joy to work with – you make everything easier. And of course I must especially say your feedback has been invaluable in the crafting of next year's plan."

"I always learn so much from you and appreciate your support!"

"Thank you all for starting this work. I'm thrilled we are able to collaborate."

"Thanks for your flexibility with the unexpected change in location and also for all of your support and hard work with our 90-Day Plan. You are awesome! I look forward to collaborating with you more on our future plans."

"Your strategy to copy/paste was useful, and your previous support with adding the reading interventionist was very helpful. I really appreciate your support. You have gone above and beyond by meeting with me one to one."

Preparing for the 2024-2025 school year

The School Accountability Support team started planning for the 2024-2025 school year even before the close of the 2023-2024 school year. NMPED has again expanded the scope of the Annual and 90-Day Plans by developing Quality Indicators differentiated by school designation. A major shift is the incorporation of science and English Learner progress (ELP) as goals in Annual Plans for schools that earned designations of support[1] from NMPED. The SAS team has been collaborating with colleagues in Curriculum & Instruction and Language & Cultural Equity to provide guidance to Core Teams on the development of benchmark goals in science and ELP, respectively. Additionally, thanks to the leadership of Associate Superintendent Mark Garcia, the SAS team had three opportunities in the spring to present to high school principals on changes to Annual and 90-Day Plans.

Although NMPED has already rated APS Annual and 90-Day Plans highly, the SAS team aims to strengthen plans to a level that far exceeds the requirements stipulated in the Quality Indicators. During the Principal Meeting in May (see Exhibit 2), the Director of School Accountability Support, on behalf of the entire team, shared "six SAS asks" with all principals. The "asks" were:

1. This is teamwork: Core Team members should have expertise relevant to the needs and diversity of students and the community. Core Team work is not individual work.
2. Involve your SAS Coordinator: The school's assigned School Accountability Support Coordinator is a resource who helps navigate alignment to NMPED and APS expectations and connects Core Teams to departmental supports at City Center.
3. Involve your Community School Coordinator: Academics are part of the Community Schools Theory of Action. The Community School Coordinator must be on the Core Team, and the principal must help amplify their voice and unique perspective on academic improvement.
4. Pull your data before the meeting: With support from their School Accountability Support Coordinator, the Core Team must save valuable meeting time by pulling all relevant data before the team meets.
5. Draft succinct Desired Outcomes: The change in adult behavior most likely to lead to improved student outcomes must be succinct and measurable.
6. Plan in advance for evidence of progress: A strong Impact on Student Outcomes statement is based on quantitative or qualitative data, avoids feelings or hunches, and is based on activity during the previous 30 days instead of forward-looking.

[1] The designations of support are Targeted Support & Improvement (TSI), Additional Targeted Support & Improvement (ATSI), Comprehensive Support & Improvement (CSI), and More Rigorous Interventions (MRI).

Exhibit 2: Director of School Accountability Support Brian Laurent presents to elementary school principals at the May 2024 Principal Meeting

Alignment of plans to the APS Board Goals
In early 2023, the Board of Education adopted the Albuquerque Public Schools Goals and Guardrails. The goals help staff members throughout the district prioritize their work by focusing on student outcomes, specifically in four areas:

➢ Goal 1: Increase the percentage of third-grade students identified in the Yazzie-Martinez decision plus African-American students who demonstrate grade level proficiency in language arts
➢ Goal 2: Increase the percentage of eighth-grade students identified in the Yazzie-Martinez decision plus African-American students who demonstrate grade level proficiency in mathematics
➢ Goal 3: Increase the percentage of high school graduates who demonstrate post-secondary readiness
➢ Goal 4: Increase the percentage of students who demonstrate the skills, habits, and mindsets most aligned to life success

Beginning with Spring 2024 90-Day Plans, the School Accountability Support team worked with Core Teams to align plans to Board Goals 1, 2, and 3. Associate superintendents were able to report to the Board that all elementary and middle schools had at least one Critical Action aligned to Goals 1 and 2, respectively, and all high schools had at least one Critical Action aligned to Interim Goals 3.1, 3.2, and 3.3.

In addition to Goals 1, 2, and 3, all schools will align Annual and 90-Day Plans to Goal 4 starting in the 2024-2025 school year. In order for alignment to happen organically, the SAS team is requiring Core Teams to include the Skills, Habits, and Mindsets Student Survey as a required data point in the Annual Plan, which means the survey and, therefore, Goal 4 will be addressed in the Data Analysis.

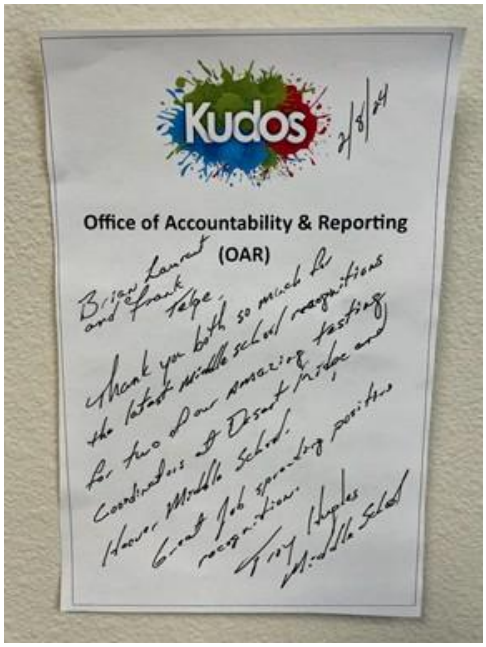
Supporting and recognizing schools through the OAR Ops Team

School Accountability Support is one of six teams that make up the APS Office of Accountability and Reporting (OAR). The Director of School Accountability Support facilitates monthly OAR Ops Team meetings. The purpose of this cross-functional team is to share information among OAR teams in order to provide support for schools in need and recognize schools performing at an exemplary level.

At monthly meetings, members provide a summary of their team's activities over the past month and update a tracker that identifies the extent to which each school met on-time deliverables supported by the department's six teams. Traditionally, the work of the OAR Ops Team has centered on identifying schools in need of support. During the 2023-2024 school year, though, the team's work expanded to include a wider conversation that included the identification and recognition of schools that either consistently meet deadlines or have made significant improvement in meeting OAR timelines.

Since the November 2023 meeting, the OAR Ops Team has recognized 10 elementary schools, seven middle schools, three comprehensive high schools, and three magnet schools. Nominations for recognition have originated from throughout the OAR. Various members of the OAR Ops Team have drafted narratives praising the selected schools. The Director of School Accountability then shared the narratives with the applicable Associate Superintendent, all of whom have shown appreciation for this work (See Exhibit 3). As is the case with students in the classroom, it is vital to recognize employees for a job well done. This work will, therefore, continue next school year.

Exhibit 3: Appreciation of OAR Ops Team recognition from Associate Superintendent Troy Hughes (on right):



Coordinating the Education Plan - a districtwide initiative

Each spring, the School Accountability Support team is responsible for submitting the Education Plan ("Ed. Plan") on behalf of APS to NMPED. The Education Plan is an opportunity to share how the district intends to improve outcomes for students during the coming school year. There are a total of 23 prompts within four broad areas:

- At-risk student success and support
- Special education programs and services
- Professional educator growth and support
- Supplemental revenue sources

Completing this task requires input and feedback from numerous departments throughout the district, including Budget & Strategic Planning, Special Education, Human Resources, Grants Management, Title I, and Library Services & Instructional Materials. Additionally, the Director of School Accountability Support had an opportunity to present a draft Education Plan to the Acting Superintendent and the Cabinet for feedback prior to submission. NMPED approved the 2024-2025 APS Education Plan in May as submitted.

School Accountability Support

Brian Laurent, Director

SAS 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)

"Juchitan River (Rio Juchitan) Panel 4" Diego Rivera 1953

Mission

The mission of the Strategic Analysis and 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 students, parents, teachers, school administrators, district staff, district leadership, and community members.

About SAPR

Data

As the district's data analysis, data visualization, program evaluation, and survey research department, SAPR maintains current and historical data on students, staff, and schools. Some examples include:

- Students
  - Course enrollments
  - Demographic information (i.e., gender, self-reported race/ethnicity, tribal affiliation, and economic disadvantage)
  - Program participation (i.e., English Learner, special education status, and gifted status)
  - On-time graduation rates (4-year cohort) by student group
  - Annual attendance and chronic absenteeism rates
  - Stability and mobility rates
  - Two- and four-year college enrollment rates
- Assessment results
  - National Assessment of Educational Progress (NAEP)
  - New Mexico Measures of Student Success and Achievement (NM-MSSA) and New Mexico Assessment of Science Readiness (NM-ASR)
  - District 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 family and community indicators
  - AP exam
  - PSAT and SAT exams
- Teachers
  - Demographics
  - Experience/license level by school
  - Mobility and stability rates
- Surveys
  - Quality of Education and Family Engagement Survey
  - Skills, Habits, & Mindsets Survey
  - Senior Exit Survey

Visualizations

Additionally, many of these data are made available publicly through visualization on the APS Dashboard, internally through the APS Internal Visualizations Site, and supported via the AskSAPR@aps.edu email account. Existing visualizations are updated regularly as more current data become available and modifications are often made based on user feedback.

Additional Work

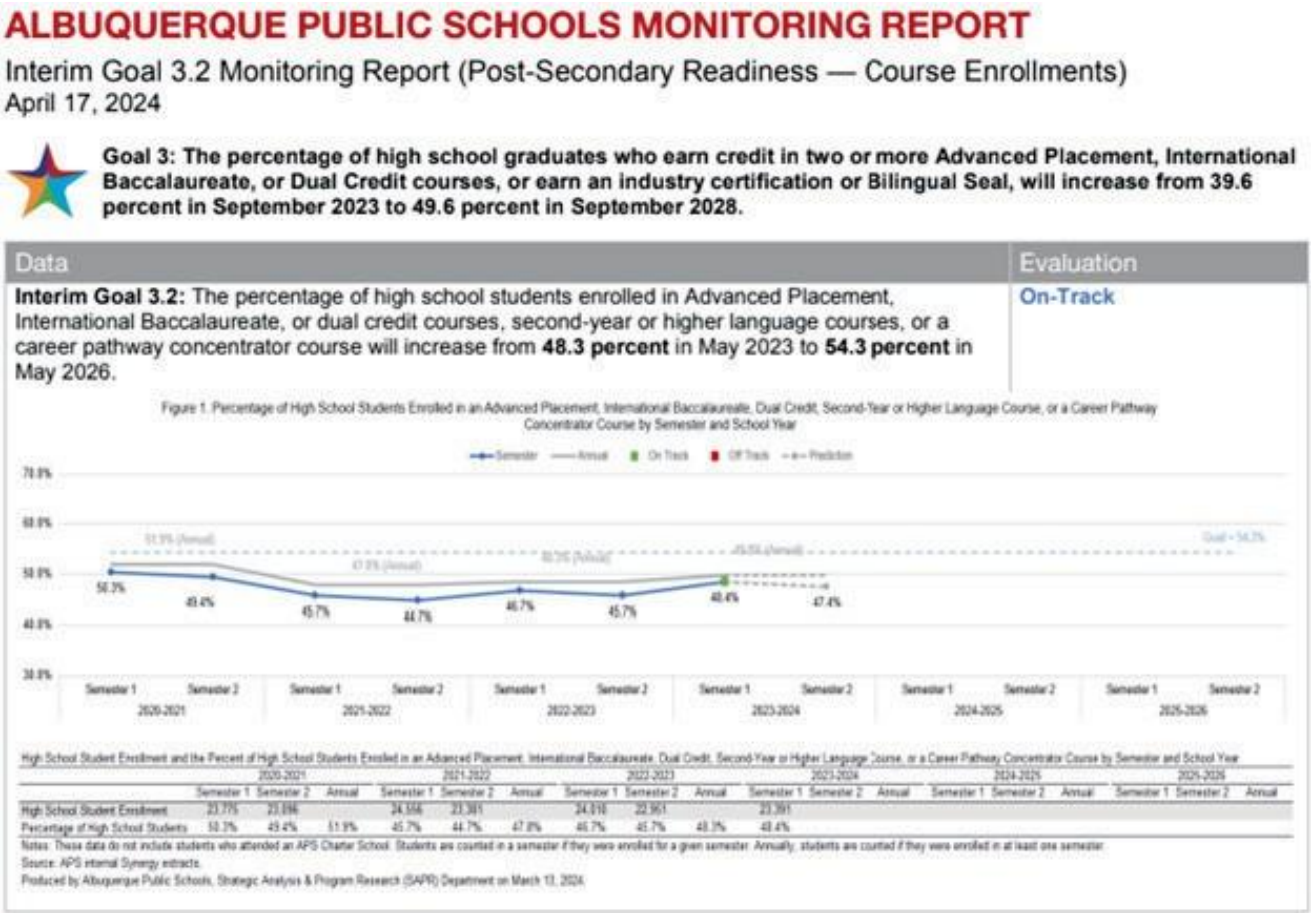
In addition to the APS Dashboard and APS Internal Visualizations, the department is responsible for the following:

- Maintaining the district's teacher and principal evaluation platforms and processes,
- Supporting school scheduling with the Feeds To/Placement Reports,
- Sustaining the district's Student Success System (SSS) platforms,
- Administering recurring surveys and leading one-time surveys on specific district initiatives,
- 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).

Major Accomplishments

Goals and Guardrails

In 2022-2023, SAPR began progress monitoring of the district's Goal and Guardrails. As the Goal and Guardrails initiative has matured in its second year, SAPR's progress monitoring products and support have evolved. SAPR maintains several Goal and Guardrail products including monitoring tables (Figure 1) and visualizations that are shared with the Superintendent, Board of Education, and district leadership and are used to better understand growth/decline and guide next steps. SAPR has provided additional assistance for the Goals and Guardrails by fulfilling related data and analysis requests such as breaking down Interim Goals 3.1, 3.2, and 3.3 by school to identify more individualized supports that are needed for each school .



ALBUQUERQUE PUBLIC SCHOOLS MONITORING REPORT

Interim Goal 3.2 Monitoring Report (Post-Secondary Readiness — Course Enrollments)
April 17, 2024

Goal 3: The percentage of high school graduates who earn credit in two or more Advanced Placement, International Baccalaureate, or Dual Credit courses, or earn an industry certification or Bilingual Seal, will increase from 39.6 percent in September 2023 to 49.6 percent in September 2028.

Data	Evaluation
Interim Goal 3.2: The percentage of high school students enrolled in Advanced Placement, International Baccalaureate, or dual credit courses, second-year or higher language courses, or a career pathway concentrator course will increase from **48.3 percent** in May 2023 to **54.3 percent** in May 2026.	On-Track

Figure 1. Percentage of High School Students Enrolled in an Advanced Placement, International Baccalaureate, Dual Credit, Second-Year or Higher Language Course, or a Career Pathway Concentrator Course by Semester and School Year

High School Student Enrollment and the Percent of High School Students Enrolled in an Advanced Placement, International Baccalaureate, Dual Credit, Second-Year or Higher Language Course, or a Career Pathway Concentrator Course by Semester and School Year

	2020-2021			2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
	Semester 1	Semester 2	Annual	Semester 1	Semester 2	Annual	Semester 1	Semester 2	Annual	Semester 1	Semester 2	Annual	Semester 1	Semester 2	Annual	Semester 1	Semester 2	Annual
High School Student Enrollment	23,775	23,896		24,556	23,381		24,918	22,951		23,391								
Percentage of High School Students	50.3%	49.4%	51.9%	45.7%	44.7%	47.8%	46.7%	45.7%	48.3%	48.4%								

Notes: These data do not include students who attended an APS Charter School. Students are counted in a semester if they were enrolled for a given semester. Annually, students are counted if they were enrolled in at least one semester.
Source: APS internal Synergy extracts.
Produced by Albuquerque Public Schools, Strategic Analysis & Program Research (SAPR) Department on March 13, 2024.

Figure 1. Example of a Monitoring Report for Interim Goal 3.2

Strategic Plan

SAPR continues to manage the Strategic Plan monitoring platform that helps staff keep track and report out on their progress. At any time, the Superintendent can check on the status of the plan's initiatives (Figure 2). In addition, SAPR has helped align the Strategic Priorities to the Goals and Guardrails, a critical next step for the success of the plan.

Figure 2. Strategic Plan strategy execution platform

School Accountability Model

In May, the New Mexico Public Education Department (NMPED) released a revised school accountability model for 2022-2023 school designations shared on the NM Vistas website. After a lengthy and detailed review of the revisions, SAPR identified several data inconsistencies that were shared with NMPED. SAPR's feedback subsequently resulted in a correction to the accountability model that corrected school designation calculations for the entire state.

Skills, Habits, and Mindsets Survey

In Fall 2023, SAPR supported the first administration of the Skills, Habits, and Mindsets survey in Panorama, a student success systems (SSS) platform with a focus on social and emotional learning. The Panorama platform combines the Skills, Habits, and Mindsets survey responses with the three traditional SSS measures - attendance (chronic absenteeism), behavior (suspensions), and course grades. The survey was administered to students in grades 3-12 in both Fall 2023 and Spring 2024. SAPR supported the survey and Panorama platform in multiple ways including providing technical assistance to staff and students, driving an increase in response rates from 67% in the Fall to 72% in the Spring, and creating and maintaining a results dashboard (Figure 3) of survey responses.

Graduation Requirements

In response to graduation requirement adjustments outlined in HB171, SAPR distributed two Graduation Requirements surveys. One survey was sent to parents, guardians, and APS staff; and, a modified version was administered to students. The survey solicited feedback on which courses should be required for graduation, student Next Step Plans, Career-Connected Learning courses, and the APS Credit Recovery Program. The results of the survey are being used by APS leadership, in conjunction with other considerations, to make decisions on future course requirements and course offerings.

AVID Program Evaluation

Advancement Via Individual Determination, better known as AVID, is an instructional system designed to increase the number of students who succeed in post-secondary educational settings and their lives beyond formal education (Figure 4). SAPR conducted an evaluation of the effects of the AVID program on high school students.The evaluation indicated that taking AVID courses in high school, or in both middle and high school may lead to improved outcomes including improved attendance rates, an increased likelihood that a student will take AP courses, higher graduation rates within the expected four years, and higher enrollment in college after graduation.

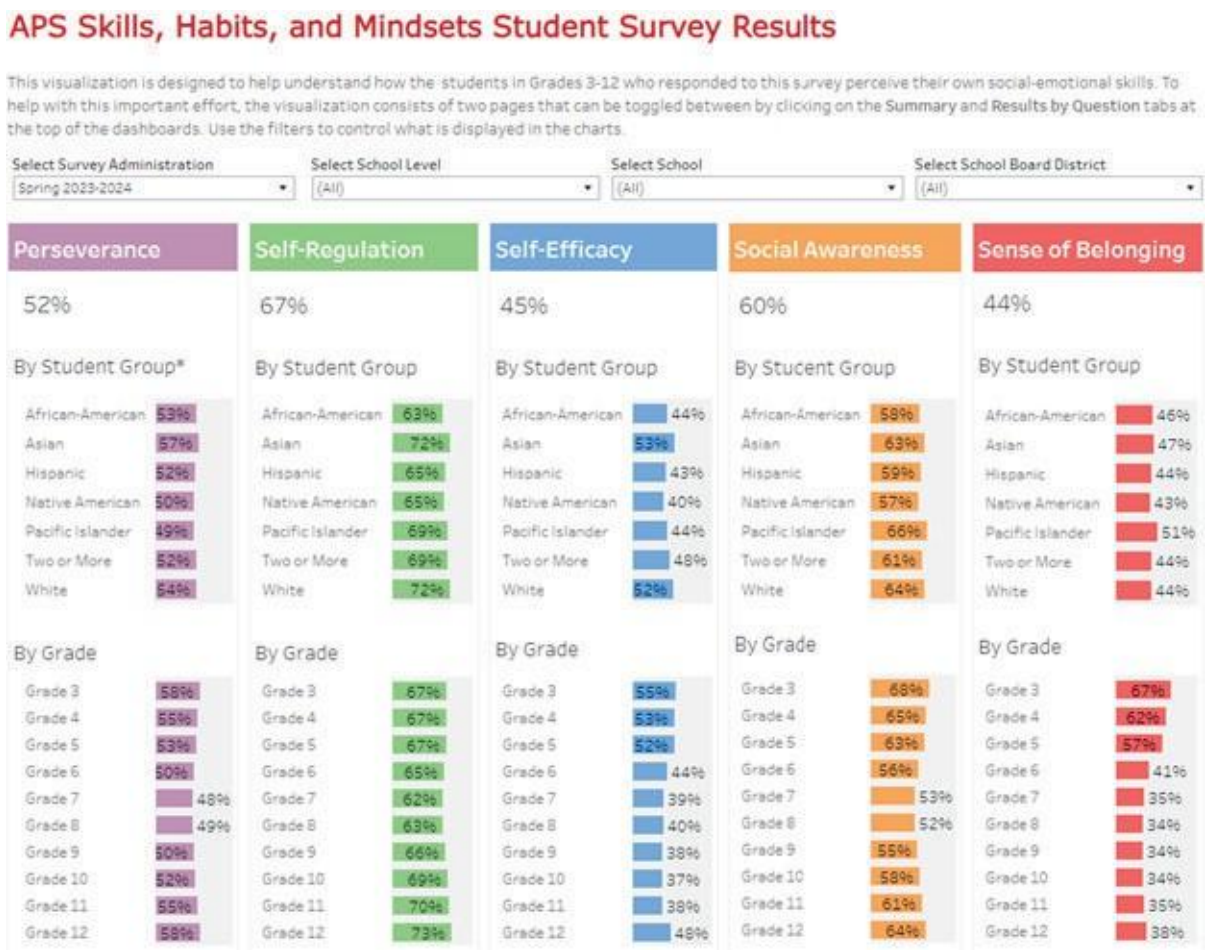


Figure 3. Spring 2024 APS Skills, Habits, and Mindsets survey results

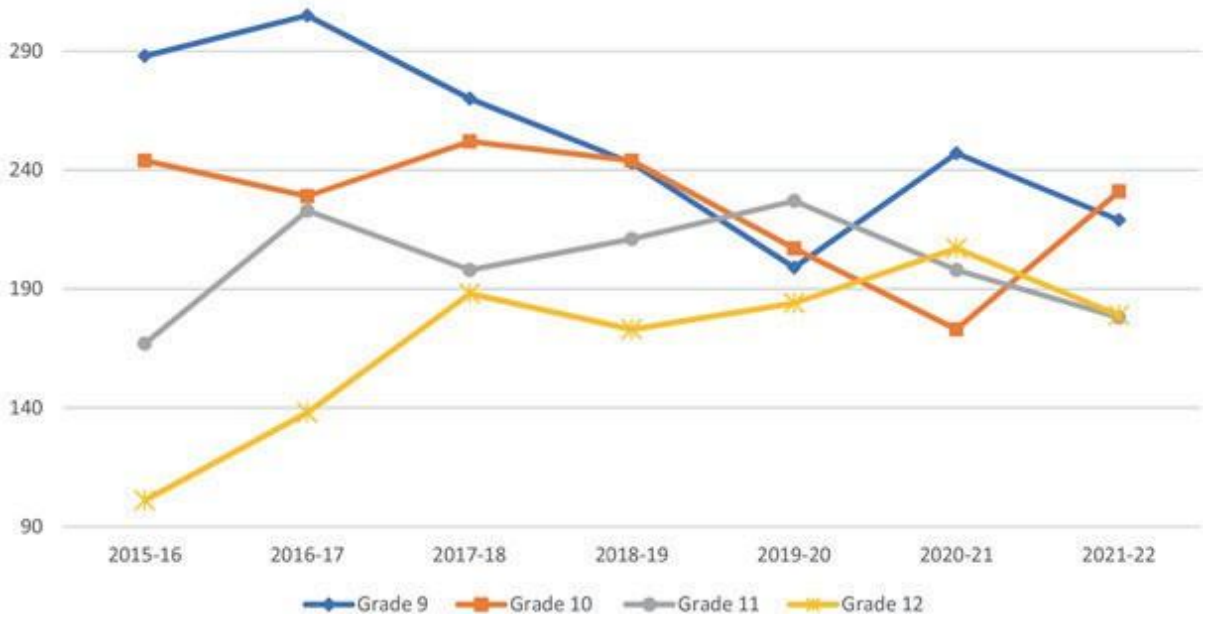


Figure 4. Number of AVID enrolled high school students by year and grade

Data and Analysis Requests

SAPR answers requests for current and historical data points, strategic data analysis, visualizations, and evaluations of initiatives and programs 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. Some requests require only a few hours of work from a single team member, while others require months of collaboration among the team. During the 2023-2024 school year, the team filled nearly 150 requests and surpassed a new milestone, its 800th data request since SAPR's inception.

A sample of the data and visualization requests completed by the team during the 2023-2024 school year include:

- A visualization of Tribal Affiliation by school for the Indian Education Department,
- The average number of years between a student entering the English Learners program to when they exit,
- Annual KPI data for the Council of Great City Schools,
- First semester pass rates for students enrolled in BlendED by transfer school,
- Creation of a period/classroom level absence dashboard for middle and high schools,
- Ninth grade course failure rates for American Indian/Alaska Native students compared to other racial and ethnic groups,
- Adding a new ABC Community Schools filter to multiple visualizations,
- Creation of an expenditures dashboard for the Budget and Strategic Planning Department,
- Grant application data supporting the McKinney-Vento program for children, youth, and their families who experience homelessness,
- Assessment data for students participating in the NMPED Summer Reading program,
- Social and emotional learning data for Middle School students enrolled in Fine Arts compared with students not enrolled in Fine Arts.

Strategic Analysis and Program Research

Aja Kleinert, Senior Director

SAPR Team (left to right)
Aja Kleinert, Senior Director; Xuegin Shelly Wang, Psychometrician; Michelle Drummond, Title I, Research & Analysis Manager; John Clack, Senior Data Analysist; Karen Baehr, Manager, Performance Management; Bryan Cockrell, Manager, Reporting Systems; Autumn Ortiz, Administrative Support - Title I, Research & Analysis

Student Information Systems (SIS) Technical Support

"Napolean Crossing the Alps on 20th May 1800" Jacques-Louis David 1803

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.

About Us

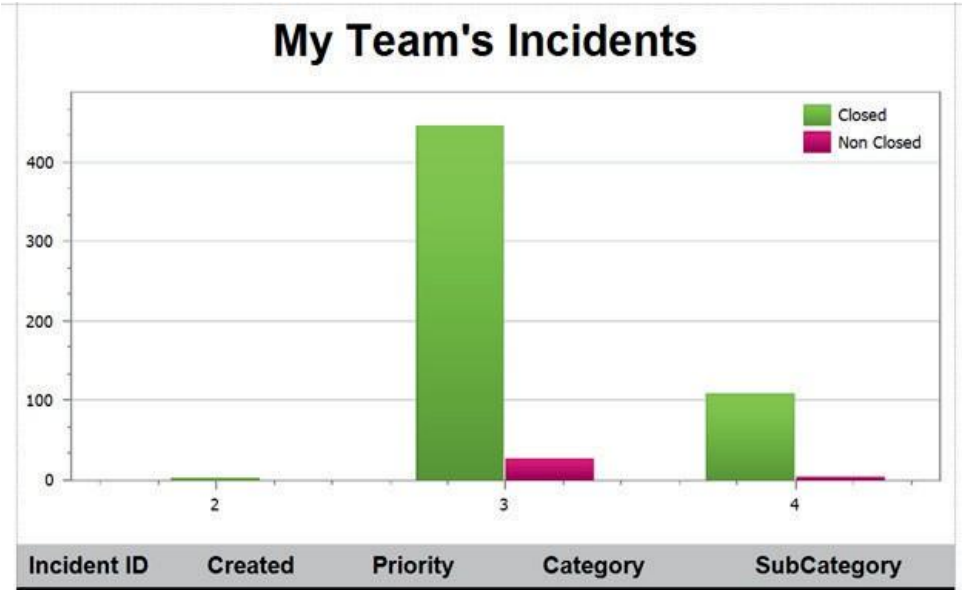
The Technical Team provides programming and technical support for the district's Student Information System, Synergy, and datawarehouse, Unified Insights (Versifit) by PowerSchool. We also provide support for the Certify data integrity reporting and Student Transfer Systems as well as several other mission critical third party integrations.

The team creates and maintains over 30 different data interfaces, extracts and integrations that support instructional, intervention, assessment and asset tracking with Synergy data. Key integrations include ClassLink, Panorama, Let's Talk, Lawson, Active Directory, Food Services, Transportation, Library Services, Tipweb and SchoolMessenger, as well as over 100 SSRS reports.

Major Accomplishments

- Panorama Implementation data support
- Let's Talk Implementation data support
- Support for Nova real-time state reporting data and processes needs ongoing and at each count date
    - Update Student Digital Resource
    - Update Dental Exam/Waiver
    - Update Staff and Sub data
    - Import Dyslexia screeners from MTSS
    - Turn off/pause EL updates
    - Turn off/pause FRM updates
    - Turn off/pause BEP updates
    - Turn off/pause homeless updates
    - Data support for Student graduation outcomes and Dropout review
    - Licensure and Food Services Free/Reduced Lunch regular updates
- Processed 4,177 student transfer requests resulting in 1,917 approved transfers for the 2024/2025 school year
- Provided updates to SchoolMessenger data syncs for attendance and other notifications to support traditional, summer, charter and other special programs
- Completed knowledge transfer and training on Unified Insights/Versifit to be able to provide technical support for this platform
- Upgraded SQL server, Windows and web server versions on OAR servers
- Worked on creating STARS History Data Templates to temporarily replace count date data until Nova data is available
- Asure ID implementation for student ID cards
- Centegix implementation support
- Ongoing uploading of Assessment data into Unified Insights and Synergy
- Developed sufficient SchoolMAX and Unisys legacy data reports to be able to sunset the legacy SchoolMAX servers
- Completed Certify Sped data views for Special Education scorecard
- Completed adding Special Education data to the Transportation data integration
- Completed technical training needed to support Unified Insights by PowerSchool (Versifit) UDL Designer tool and ETL Training.

Cherwell Ticket Incident Summary for 2024/2024 School Year



UDL Designer Install, Upgrade, and Setup Guide

The designer is a useful tool that aids in moving packages from one environment to another and making changes to the workflow

Table of Contents

- Table of Contents
  - Installation
  - Setup
  - Import/Export
  - Modify Package
    - Projects View
    - Hierarchy View
    - Visual Tree
    - IDE Tools
  - Debug

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	Certify	Custodian of Records (CO...	On-Premise Synergy Test ...	Scheduled SSIS Jobs/Proc...	SSRS Reports	State and Federal Reporting	Student Transfer System
Request new integrations, or updates to 3rd Party integrations like SchoolMessenger, Food...	Request updates to existing Certify data views, new data views, server and job processing support.	Requests from the Custodian of Records for student lists and screens from legacy SchoolMax...	Request deployment of Synergy releases and data retrieves. Report problems or issues with test...	Request changes to existing jobs or new jobs. Report problems with scheduled jobs.	Requests creation of new reports, change reports, report problems or errors with reports on...	Data requests and count date requests.	Request application, system and server support for the district's student transfer system.

Synergy	Test Imports	Unity Sync	Versifit
Request custom data requests, run Edupoint scripts, update Synergy data.	Request importing assessment test results into Synergy or Versifit.	Request assistance with the student, substitute or charter staff data sync to AD. For all Synergy...	Requests support for data extract transform and load (ETL) processes, reports and servers...

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Unified Insights ETL Training

1

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ETL Training Agenda

Day 1	Introductions & Agenda
Day 1	Unified Insights Data Warehouse Overview
Day 1	Unified Insights DB, Schemas, and Tables (***Demo***)
Day 1	Unified Insights uDL & uDL Designer Overview (***Demo***)
Day 1	Unified Insights Staging (***Demo & Workshops***)
Day 1	Unified Insights Keymaps (***Demo***)
Day 1	Unified Insights Dimensions & Facts Overview
Day 2	Unified Insights Dimensions & Facts (***Demo & Workshops***)
Day 2	Unified Insights Dependency & Execution (***Demo & Workshops***)
Day 2	Unified Insights Scheduling (***Demo***)
Day 2	Unified Insights uDL & uDL Designer Detail (***Demo***)
Day 2	Unified Insights Dimension & Fact Indexing
Day 2	Unified Insights Backup, Maintenance
Day 2	Follow-up Questions / Open Session

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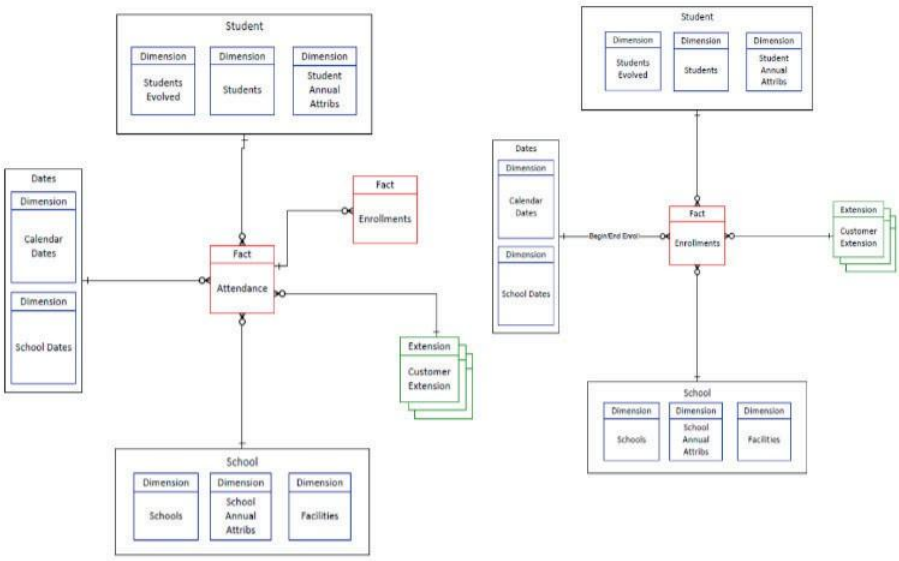

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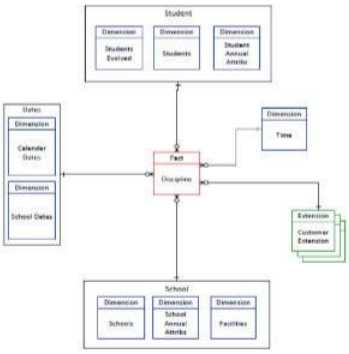

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8

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SIS Technical Team

Andy Gutierrez, Senior Director

SIS Technical Team (left to right)
Andy Gutierrez, Senior Director; Aaron Hermanson, Senior Data and Reporting Administrator; Frank Garcia, Senior Data and Reporting Administrator; Debbie Chavez, Senior Data and Reporting Administrator; Heidi Curry, Senior Data and Reporting Administrator
(not pictured: Bradley Pence, Applications Programmer)

SIS APS STUDENT INFORMATION SYSTEMS

Student Information Systems (SIS) Functional Support

"Girl with a Pearl Earring" Johannes Vermeer 1665

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 efficiencies, 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.

Student Information Systems School Support Teams

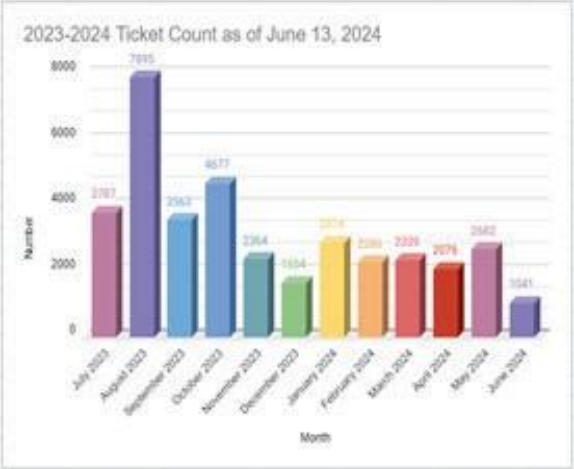
SIS School Support Team works to ensure the collection, management, storage, and accessibility of student information is efficient, effective, and provides accurate and timely data to key stakeholders for informed decision making while maintaining strict standards of confidentiality. To do so, we support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

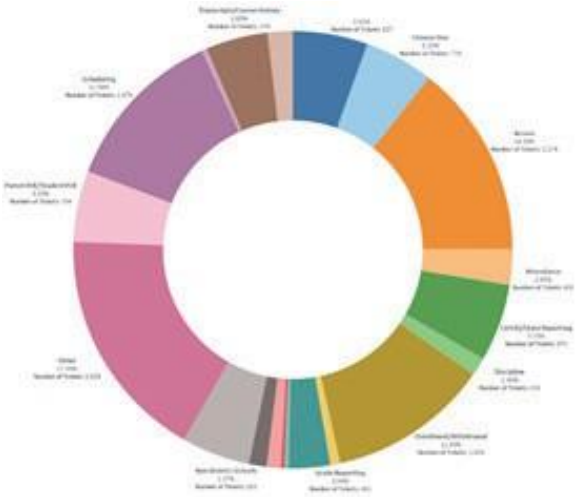
The School Support and Scheduling Team provides training to schools on Synergy, along with supporting Synergy's functionality and processes. They provide a customer service emphasis with a less than 24 hour typical response time.

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.

Total number of SIS Support Tickets completed as of June 13, 2024: 37,238



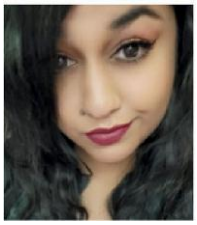


School Support and Scheduling Teams

Tier 1: Synergy Functional Support

Robert Ruiz

John Rodriguez



Valerie Turrietta

Tier 1: Synergy Scheduling Support

Paul Pick -r I

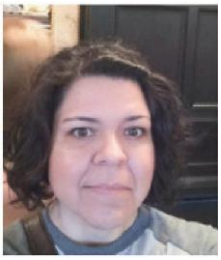
icolc Rael

/lfaka la Gonzalez

Tier 2: District Registrar and Synergy Support Coordinators

Connie !!wing

/l'lclissa l.laca



Rachael Wilson

Chri tine Mc a

Tier 3: System Administrators

Jude Garcia

Esperanza Ruiz-Sanchez

1 icolc Sulk>

Carla Greene

Major Accomplishments

Started monthly meetings with various departments within the district to improve collaboration and close any communication gaps

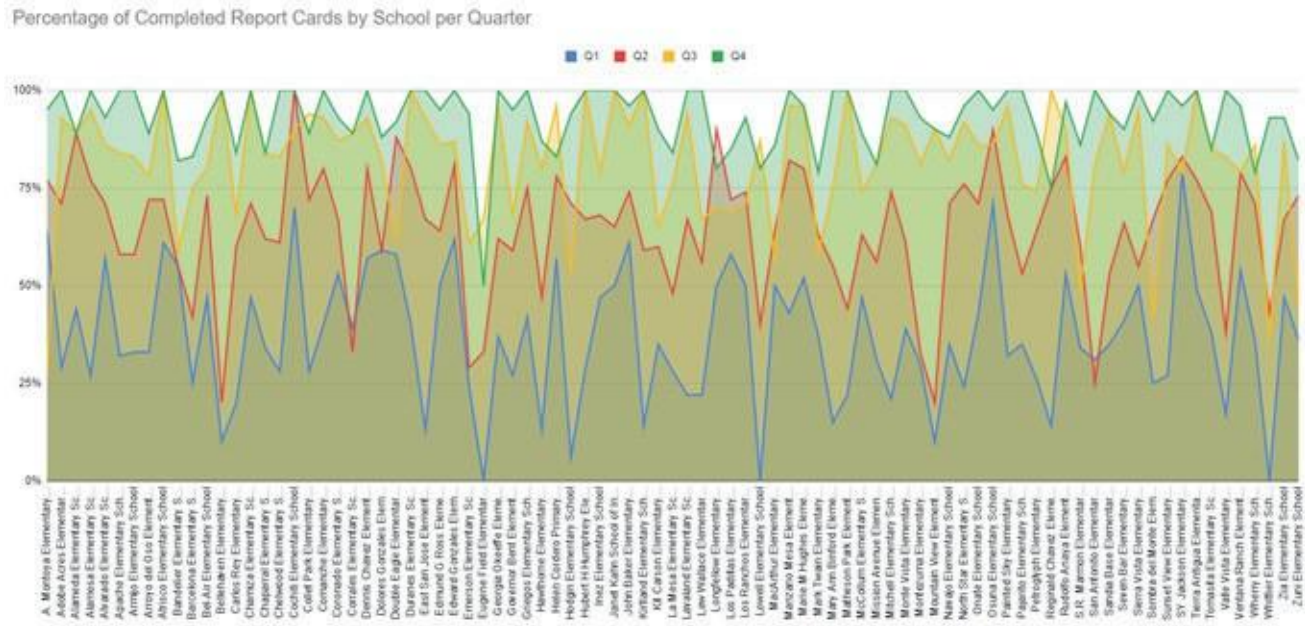
- Language and Cultural Equity Department
  - Ongoing review of SSRS reports and accuracy of reporting EL/BEP student data.
  - Imported all Bilingual Seal Certificates on Transcripts for the 23-24 SY
- Special Education Department
  - Worked to create District Uniform Special Ed Course numbers for Secondary Schools
  - Created a Level Code for Synergy to schedule inclusion students, reducing the administrative burden with the tedious steps previously required
  - Obtained a .25 to hire Carla Greene who has begun the work to bridge the training gap with the Special Ed Department, Head Teachers, Diags, etc.
    - Working with both Transportation and Special Ed on efficiency when requesting transportation during an IEP. Synergy already has the ability to capture this during the IEP and eliminates a separate webform process. This will eliminate the redundancy and ensure student transportation requests are documented in the system of record
- Early Childhood Department
  - Created enrollments with the New Year Rollover process in Synergy for P1, P2 and Pre-K students in an attempt to eliminate the creation of duplicate student records. Having the enrollment record already created for the future year assists parents with moving forward in their electronic enrollment paperwork
- Indian Education Department
  - Created new courses for SY 24-25
  - Tribal Community Grid Codes within Synergy for ease in enrolling students living on tribal lands within our boundaries
  - Started discussion on holding an Enrollment Fair in the Tribal Community to assist parents for upcoming school year enrollments in ParentVUE
- Communications Department
  - Campaign to review grading term changes and assist parents with ParentVue for ease in checking progress and report card grades for their students
- Capitol Master Plan
  - Review of Boundary Grid Code Changes
  - Preparation for using School Room Screen for Electronic Hall Pass Feature that will be up and coming in SY 24/25
- Attendance Team Unit
  - Working on enhancements that would improve the ability to pull data within Synergy for multiple years
- Counseling Department
  - Review of upcoming deadlines for HS students along with Dual Credit enrollment processes
- CTE Department
  - Created Programs of Study courses within Synergy for HS students. Synergy can determine the Program based on courses taken historically for reporting and aligning the student certifications for transcripts.
  - Next Step Plans within Synergy is next on our radar
- Nursing Services Department
  - Updating immunization requirements
  - Constant collaboration to determine documentation areas and types

- MLSS - Intervention Department
  - The Multi-Layer System of Support (MLSS) module in Synergy continued to grow during the 23-24 school year. We continued working with multiple departments, such as implementing additional data tracking and support for Title I, to improve student interventions and outcomes within MLSS plans. Over 20,000 plans were entered throughout the year, supporting student, teacher, and district academic and attendance goals.

- The 23-24 school year also saw changes to data collection for discipline incidents, giving school administration more autonomy in aligning student discipline referrals to the district code of conduct.

- More forms that were previously entered paper/pencil were added to Request for Support, providing additional electronic information to help ensure that student data better reflects the “whole child.” Q1

- ParentVUE Online Registration Packets were made available for parents to sign up for Summer Programs (Summer Learning Adventures, Middle School STEAM, and Extended School Year)
- Reunification Project - Work with District Departments; Graphics, School Police, Site Safety Director and Chief of Operations to create a set of best practices when emergencies arise. This plan utilizes systems for Emergency Response and Reunification steps for Parents/Students and Staff.
- The District created uniformity with consistent grading terms for all students K-12 to reflect Quarters instead of Trimesters, Quarters, Six Weeks and Semesters. This decision provided SIS an opportunity to expose elementary teachers to the TeacherVUE gradebook in Synergy due to the time savings of staying on top of the numerous grading term window openings and closings.
- SIS was able to begin auditing elementary schools on their standards based report card completion each quarter, due to uniform grading terms, K-12. With our continued support and communication to school principals and teachers we were able to drastically improve the number of report cards that were completed at the end of each quarter. The graph below shows the percentage of completed report cards each quarter, starting with Q1 (blue) to Q4 (green), which concluded with 35 elementary schools with 100% completed report cards.



All APS students were scheduled for the 24-25 SY before principals went off contract giving them time to use their discretionary days off and start summer break with peace.

Opening Schools Training Elementary Scheduling (left)

Elementary Teacher PD on TeacherVUE Gradebook (right)

Winners of the APS Proud - Best Video Award in October 2023

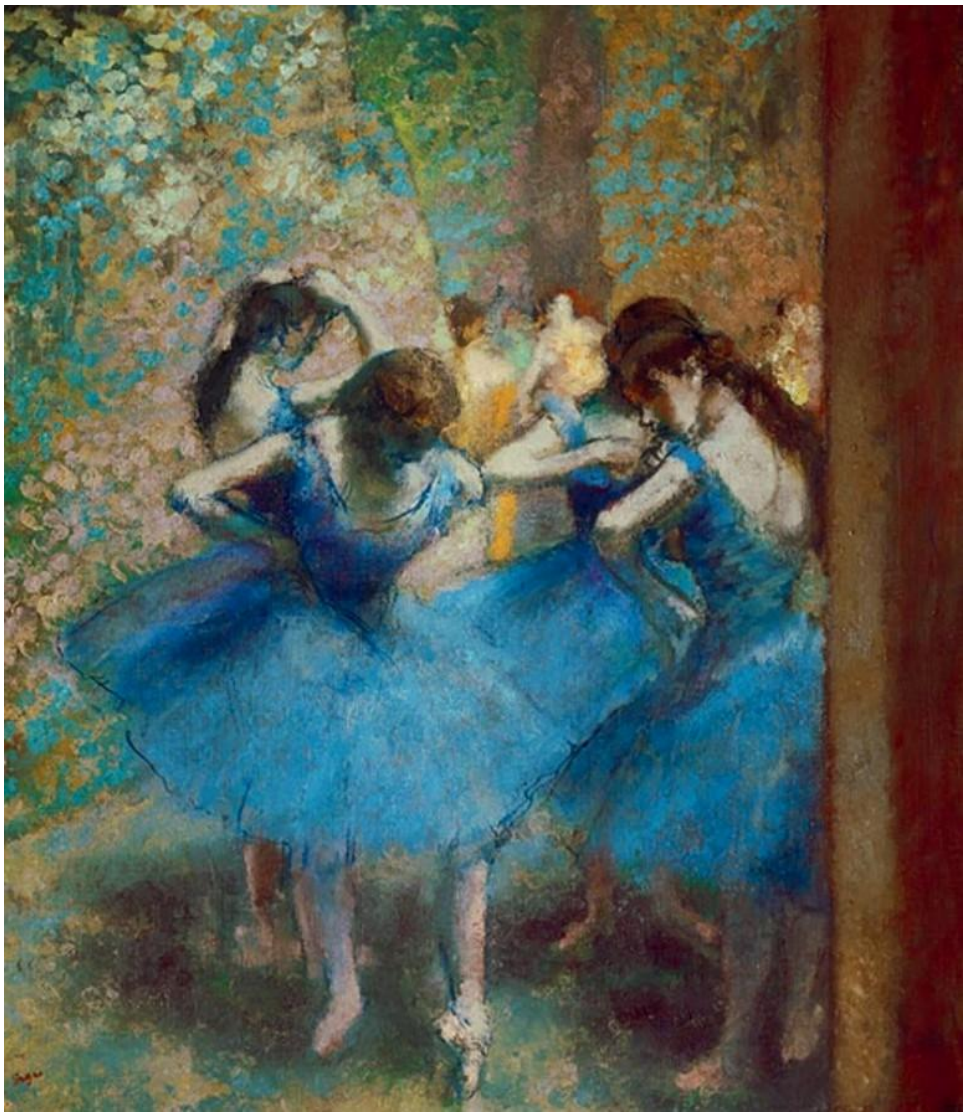
SIS Reunification Team - May 2024

SIS Functional Team

Patti Salaz, Director

Functional Team

State and Federal Reporting



"Dancers in Blue" Hillaire Germain Edgar Degas 1890

Mission

The mission of the State and 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 standardization across New Mexico.

Major Accomplishments

New State Reporting System: Nova

The NMPED launched a new state reporting system in school year 23-24. It is called Nova and utilizes the EdFi Data Standard and real-time data transmission. The original scope of the project included a parallel reporting year which did not occur. This caused NMPED and all the districts in the state to attempt to validate the flow of data, new Nova business rules, new Nova Reports, and establish new processes while using the system for funding as well.While the initial year was difficult, we did see improvements by the end of the school year and are hopeful that trend will continue into SY24-25.

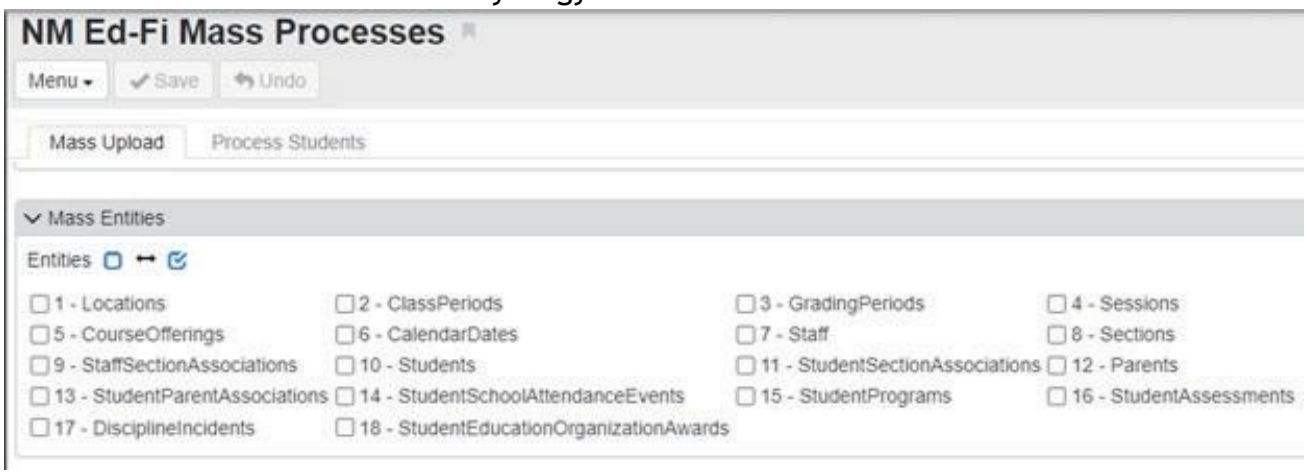
There are three methods to submit data to NMPED in Nova. They are mass processing entities, transaction collection/submission, and flat files. The EdFi Data Standard is based on different resources that house data points. An entity submits all of the data related to a given resource. There are currently 18 entities in which we can publish data to NMPED. It is required to mass process all of these entities at the beginning of the school year in order to establish a baseline in the database. We ended up mass processing data at each standardized count date in the initial year to ensure all required data was transmitted successfully. We also created new processes and reports to validate student membership counts and student program participation.

The second method is through transaction collection and submission. This process collects changes to data in Synergy that are required by NMPED in a queue and publishes the data automatically at a set interval we define. Due to the amount of data required and the size of our district, we set this to run every 30 minutes. We experienced difficulties with a backlog in our queue as NMPED is now requiring every daily and section absence to be reported. We are working with Synergy staff to establish a separate queue that will process only attendance data on a different schedule than all other required data. In the first year of Nova, we sent 7,454,697 records to NMPED via this method.

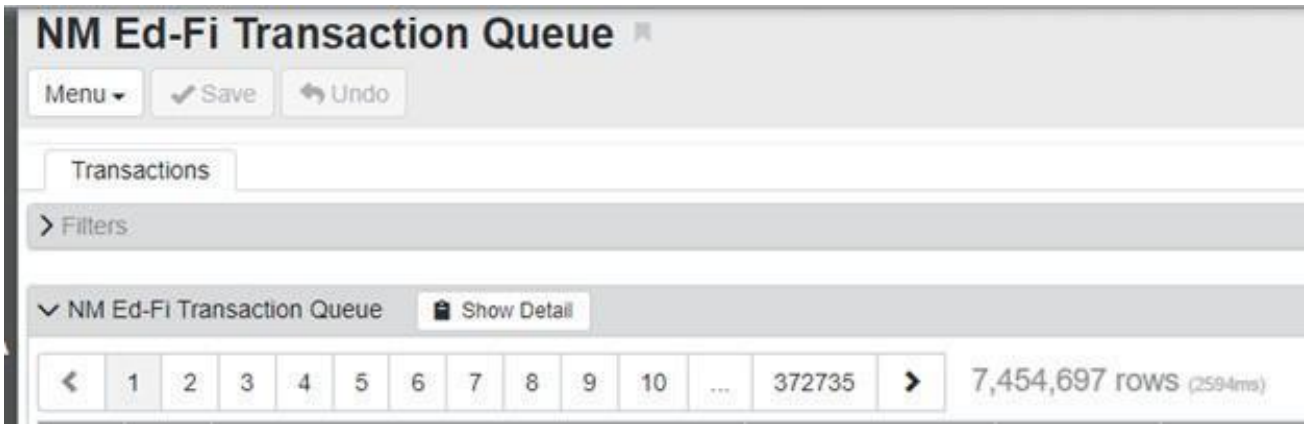
The third method is placing a flat file (.txt) on a NMPED hosted SFTP site. This is due in large part to the fact that not all state required data resides in the student information system (SIS). The current plan is to eventually retire all flat files and have all data transmitting directly from the SIS. In 23-24, we were able to submit almost all of the required data from Synergy. We did have to use flat files for transportation and assessment data.

NMPED recently announced the creation of a Nova Committee to increase NMPED and district collaboration in regards to Nova. We are all committed to making improvements within the Nova system and streamlining processes for everyone involved. District staff represent each SIS vendor that is used in the state and bring a wealth of knowledge and expertise to the committee. The first meeting is scheduled for June 17, 2024 and we look forward to what we can accomplish moving into next school year.

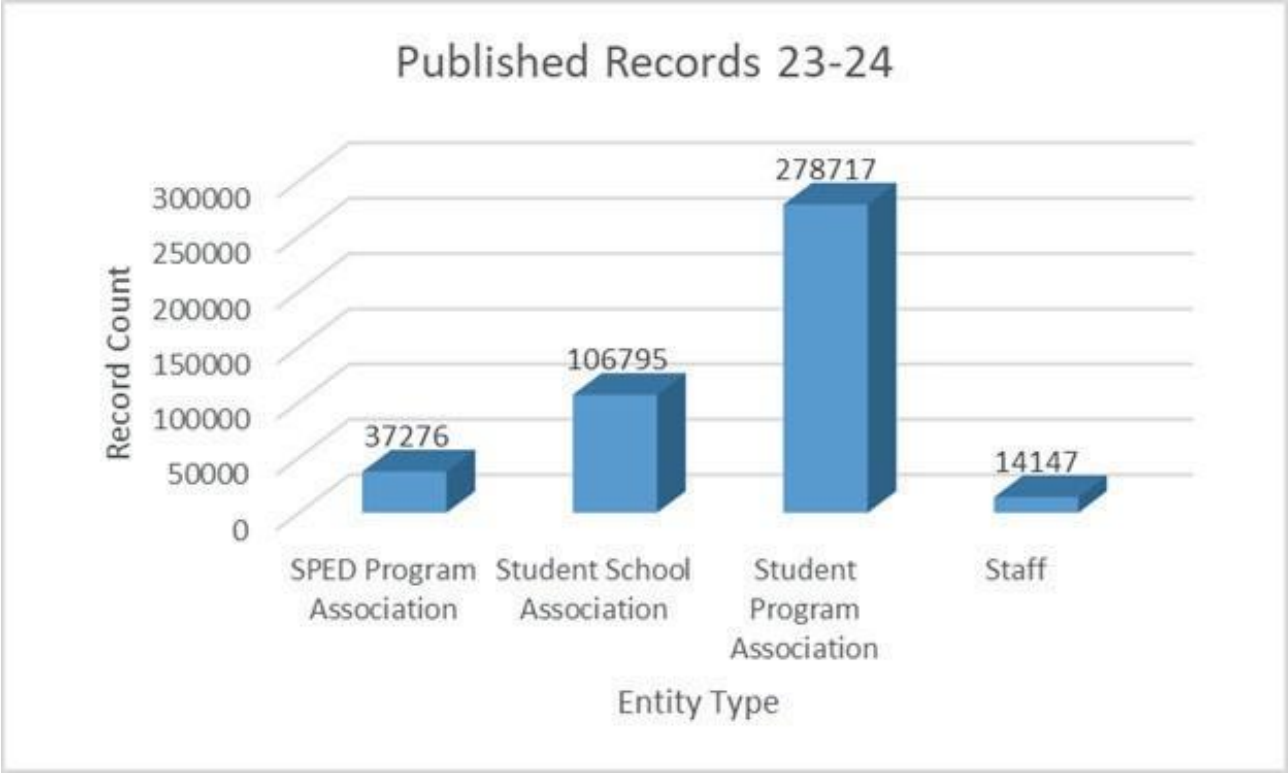
NM EdFi Mass Process screen in Synergy



NM EdFi Transaction Queue screen in Synergy



Total records submitted to NMPED for four entities in SY23-24



Budget Support

We were very proud to be able to confirm total student membership and program counts that directly impact our 24-25 budget. This was much more complicated than in prior years due to the nuances we experienced in the first year of the Nova system. We worked collaboratively with Strategic Analysis and Program Research (SAPR), the Special Education data team, and our Budget office to ensure all enrolled students were accounted for in membership, Special Education, Bilingual Programs, and Title III. This required all departments to create new processes, including reports, to match on Student State IDs to validate that all students were accurately represented in Nova.

Certify Scorecards - Data Integrity

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 will run business rules against data entered into Synergy. Any violations of these business rules will be sent to the staff at the site via email in a daily Scorecard. The Scorecard will provide 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 will 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 will update overnight when the business rules are evaluated again.

The Certify scorecard has been in use for over five years, but became even more critical with the shift to Nova this past school year. Now that data is automatically transmitted to NMPED every 30 minutes, we need to be confident that all data is accurate. We created new rules related to newly required data for state reporting based on the EdFi Data Standard. We also added more internal departments to receive the scorecard to assist the schools with support in their specific area. We have requests to create a new scorecard for the licensure department and the HR department completing data entry for staff data.

Goals and Daily Certify Process:

- 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 transmitted for state reporting
- Ensure compliance with local, state and federal policies

State and Federal Reporting

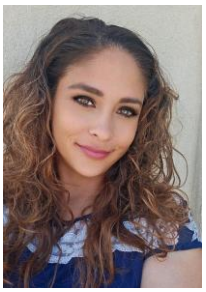
Tania Maldonado
Coordinator

Ashley Chancellor, Director

Tiffani Chavez
Coordinator

Steve Burford
Programmer/Analyst

Celina Maestas
Colordinator



Crystal Herrera
Data Integrity Analyst, II

Superintendent Scott Elder

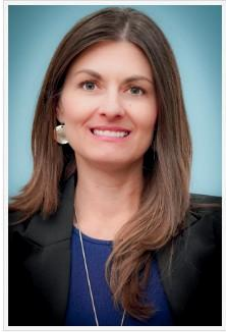
Superintendent
Dr. Gabriella Duran Blakey

APS Board of Education

District 1
Janelle Astorga

District 2
Ronalda Tome-Warito

District 3
Danielle Gonzales



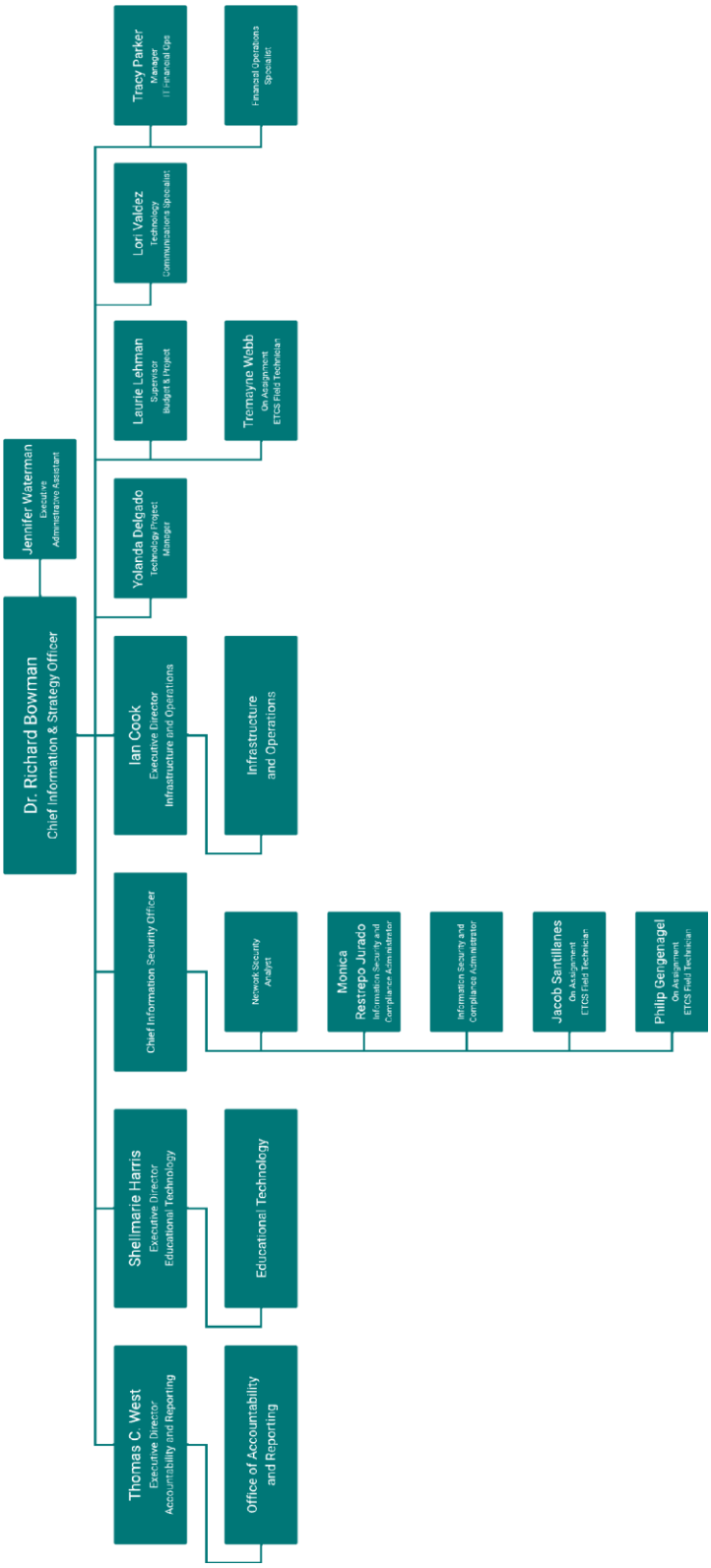
District 4
Heather Benavidez

District 5
Crystal
Tapia-Romero

District 6
Josefina E. Domínguez

District 7
Courtney I. Jackson

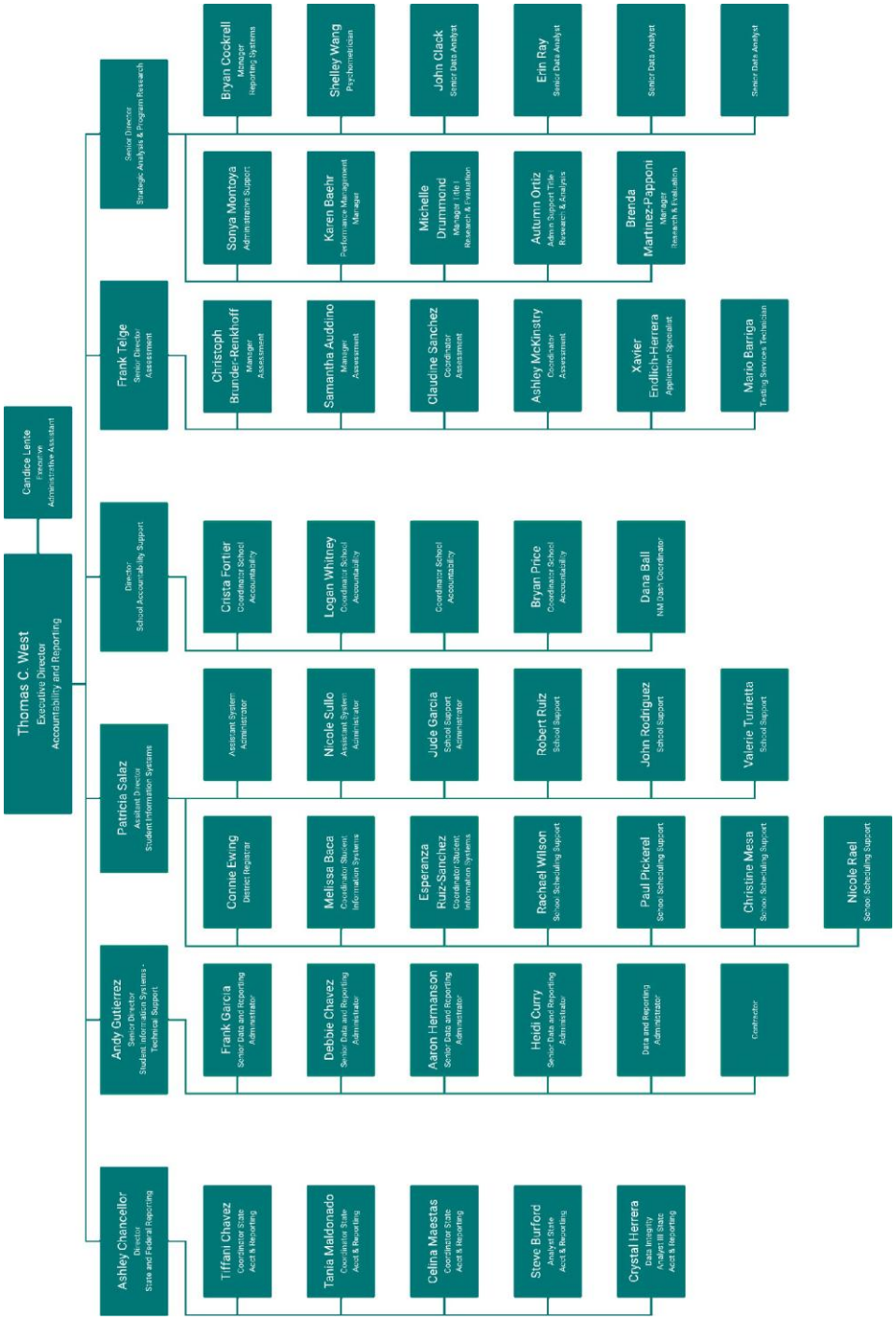
Chief Information & Strategy Officer

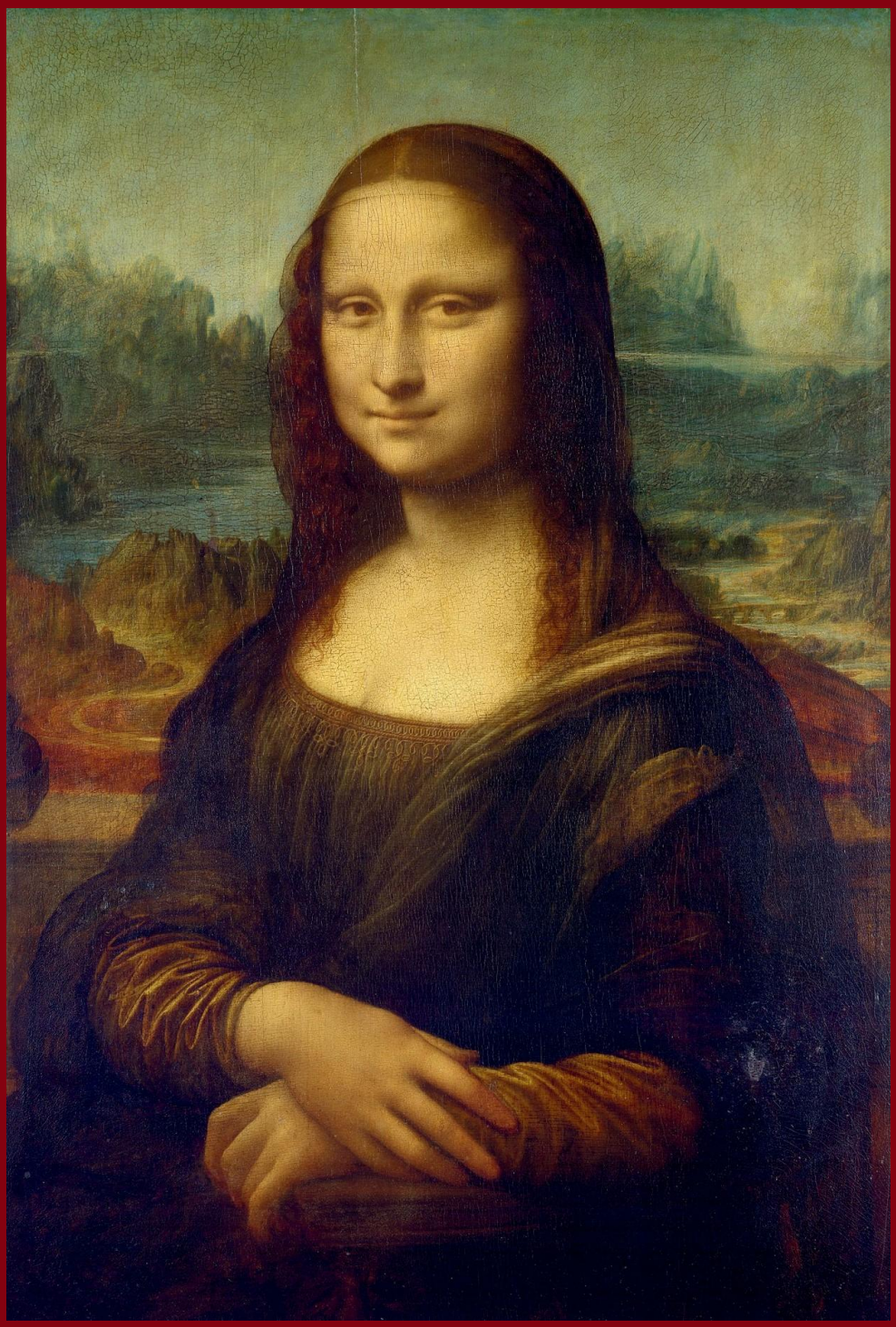


Educational Technology
Shellmarie Harris
Executive Director
Educational Technology
Michelle Atencio
Executive
Administrative Assistant
Joshua Meyer
Director
Educational Technology
Aaron Jaramillo
Senior Director
Educational Technology
Robert Allison
Manager
Inventory Control
Daniella Rangel
Inventory Control Specialist
Jennifer Jacobs
Inventory Control Technician
Richard Haynes
Inventory Control Technician
Beatrice Hernandez
Inventory Control Technician
Matthew Gallegos
Data Center Technician
Sean Livingston
Data Center Technician
Contractor
Contractor
Contractor
Erika Trujillo
Manager
ETCS
Kristen Kenneth
Supervisor
ETCS
Yvonne Alcon
Lead Service Desk Technician
Michelle Mora
Service Desk Technician
Ernest Carson
Service Desk Technician
Kay Schaffer
Service Desk Technician
Berta Garcia
Service Desk Technician
Contractor
Contractor
Bradley Cawthon
Supervisor
ETCS
Senior Field Technician
Phil Werner
Field Technician
Thomas Maguire
Field Technician
Jonathon Shultz
Field Technician
Field Technician
Field Technician
Field Technician
Kevin Otolo
Supervisor
ETCS
Senior Field Technician
Samuel Woo
Field Technician
Steven Gilligan
Field Technician
Frank Pevda
Field Technician
Field Technician
Field Technician
Field Technician
Sarah Donahue
Supervisor
ETCS
Senior Field Technician
Rafael Pevida
Field Technician
Tabetha Lucero
Field Technician
Melquisedec Varela Cano
Field Technician
Daniela Yokaichiya
Field Technician
Elexis Lopez
Field Technician
Field Technician
Mike Boyce
Supervisor
ETCS
Senior Field Technician
Brody Lister
Field Technician
James Gutierrez
Field Technician
Maxwell Barnhart
Field Technician
Samuel Anaya
Field Technician
Robin Cohee
Field Technician
Field Technician
Salvador Gonzales
Lead Admin Support
Russell Reid
Admin Support Technician
John Patrick Custodio
Admin Support Technician
Ruby Marquez
Admin Support Technician
Brian Stewart
Assistant Director,
CASA
Marco Perales
Assistant Cloud
Applications Developer
Eric Parker
Assistant Cloud
Applications Developer
Michael Saavedra
System Administrator
Eduardo Saenz Cano
System Administrator
System Administrator
Christina Nunez
Resource Teacher
Kristin Garletts
Resource Teacher
Kelly Mitchell
Resource Teacher
Resource Teacher
Christy Snell
ETCS
Field Technician
Jennifer Bossow
Resource Teacher
Seth Hoover
Resource Teacher
Allie Bailey
Resource Teacher
Elizabeth Rafi
Resource Teacher
Kristina Kennedy
Resource Teacher
Marissa Bannerman
Resource Teacher
Resource Teacher

Infrastructure and Operations

Office of Accountability and Reporting





“Mona Lisa” Leonardo da Vinci 1503

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