



Albuquerque Public Schools

Organization Diagnostic

January 2023

FOR DISCUSSION PURPOSES ONLY

We examined several sources of data to produce this report, including outcomes data, instructional quality reviews, and constituent perspectives



Performance data analysis

Review of key organizational data to identify areas of strength, weakness and opportunity

Attuned reviewed publicly available performance data from the Albuquerque Public Schools (APS).



Instructional quality review

Quality and equity assessment of specific instructional practices and structures

Attuned reviewed instructional artifacts as well as conducted in-person visits to observe lessons at 189 classrooms across grade spans and content areas at 24 schools across all 4 learning zones.



Constituent perspectives

Surveys and interviews with community, staff and others to collect perspectives on the system's strengths and challenges

Attuned interviewed 14 district leaders and 12 principals and held 29 unique focus groups with high school and middle school students, family members, teachers, principals, union leaders, Central Office, and the Martinez-Yazzie Council.



Org Diagnostic Report

Key findings were synthesized following areas:

- ▶ Student outcomes
- ▶ Equity-centered vision, plan, and monitoring
- ▶ Student culture and well-being
- ▶ Curriculum, instruction, and assessment
- ▶ Talent management, development, and well-being
- ▶ Family and community engagement
- ▶ Operations, finance, and facilities

Executive Summary

Context

- Albuquerque Public Schools is a school district headquartered in Albuquerque Public Schools, NM. There are 143 schools that serve ~71,100 students and over 65% are Hispanic.
- This report was created in fall 2022, so constituent perspectives and recent performance were impacted by the disruptions caused by COVID-19. National studies and reporting have found significant declines in student achievement, student wellbeing, and staff wellbeing across the country since the onset of the pandemic.
- Albuquerque Public Schools is the largest of New Mexico's 89 school districts.

Key strengths

- **Commitment to celebrating the unique cultural diversity of the district**
 - Many stakeholders embrace the district's diversity and appreciate the district's commitment to supporting the unique cultures of its community.
- **Availability of district offerings and resources provided to students and families**
 - Many students and families appreciate the variety of extracurriculars available and academic offerings available, particularly bilingual and dual language programs.
 - Stakeholders appreciate the amount and variety of resources that the district provides, especially to families in need.

Key gaps

- **Inequities in student outcomes vary within and across zones and by student demographics**
 - One out of four APS students achieved mastery on MSSA Math and one out of three achieved mastery on MSSA ELA.
 - White students outperformed students of color by ~3x on MSSA Math and ~2x on MSSA ELA.
 - There is considerable variation on MSSA Math and ELA across and within Zones.
- **Lack of coherent vision and follow through to support district expectations**
 - Many stakeholders expressed frustration over the lack of vision from the district leadership on where it is headed.
 - School and district-based staff reporting a sense of limited accountability, from the top down, extending to students.
- **Lack of instructional rigor and inconsistent academic expectations across schools and classrooms**
 - Students were provided with opportunities to respond authentically to grade-level tasks in only 38% of observations, and many students reinforce the need to increase rigor.
 - Stakeholders note significant inequities in students' experience of curriculum/instruction, and a need for more consistency and alignment.
- **Challenges with coordination and communication**
 - Teachers, principals, and families report issues with the lack of coordinated, accessible, and aligned communications between Central Office and schools.

Summary: Student population and student outcomes (1/2)

Student population		APS serves ~71,000 students across 143 schools and 4 Zones, over 65% are Hispanic and on free and reduced priced lunch.
		Demographics vary across Zones; Zone 2 has highest percentage of Hispanic students and students on free and reduced priced lunch.
		Enrollment declined by 13% from 2018 to 2022; all Zones experienced decreases in enrollment by over 10% during same time period.

Student outcomes	Academic readiness for college and career	
		APS's high school graduation rate surpassed the state in 2021; historically marginalized APS students have lower rates compared to state.
		In 2021, less than half of APS students enrolled in college; students in Zone 4 attend college at higher rates compared to others Zones.
		White students in APS outperform students of color on the SAT by more than 2x; the difference between racial groups is greatest in Zone 4.
		While AP participation rates increased by more than 10 percentage points from 20-21 to 21-22, only half students scored passing grades.
	MSSA performance	
		One out of four APS students in grade 3-8 were proficient in math in 2022; White students outperformed students of color by ~3x.
	One out of three APS students in grade 3-8 were proficient in ELA in 2022; White students outperformed students of color by ~2x.	
	In 2022, fewer than 10% of students with disabilities met MSSA standards on Math or ELA; rate is nearly 6x lower than gen ed students.	

See appendix for details on performance data.

Summary: Student population and student outcomes (2/2)

Student outcomes	MSSA performance	
		While exited English Learners outperform never English Learners, Never English Learners outperformed English Learners by over 3x.
		There is considerable variation on MSSA Math and ELA across Zones; difference is greatest between Zone 2 and 4 (16 to 27 ppts).
		Within schools in each Zone, there is significant variation on MSSA Math and ELA proficiency scores as well.
	Student dropouts	
		While student dropouts have remained consistent from 19-20 to 21-22, students of color drop out at higher rates than their White peers.

See appendix for details on performance data.

Summary: Essential practices (1/5)

Equity-centered vision, plan and monitoring	
	Stakeholders appreciate the district's commitment to support the unique cultures of its community.
	While stakeholders see some benefits to the Zone structure, they believe more could be done within and across zones to better support staff.
	Many stakeholders express frustration over the lack of a clear and consistent vision from the district leadership.
	School and district-based staff report a sense of limited accountability and follow through, from the top down, extending to students.
	Teachers and principals report issues with the lack of coordination of communications among Central Office, leading to confusion for schools.

Summary: Essential practices (2/5)

Curriculum & instruction	
	There is some evidence of adoption of high-quality instructional materials (HQIM) at the district level in most contents/grade bands.
	However, the district-adopted HQIM were not being used in over 70% of observed classrooms.
	We observed instances of students being provided with grade level work in all grade bands, concentrated in the subset of classrooms using HQIM. Yet, overall, students were provided with opportunities to respond authentically to grade-level tasks in only 38% of observations.
	Students recognize that many classrooms and assignments are not challenging them or their peers enough.
Instructional systems	
	Stakeholders note significant inequities in students' experience of curriculum/instruction, and a need for more consistency and alignment.
	Artifacts provide minimal evidence of consistent instructions systems at the district or school level.
	Artifacts and stakeholders suggest that the frequency and quality of professional development is not sufficient to drive student outcomes.
Academic program	
	Stakeholders appreciate the variety of academic offerings the district, yet, some families would like the district to offer more real-world skills and trade development opportunities.
Special populations	
	Stakeholders appreciate the bilingual and dual language programs in particular.
	Multiple stakeholder groups see opportunities to strengthen services and processes that support students with disabilities.

■ Finding is positive
 ■ Finding is more positive than negative
 ■ Finding is more negative than positive
 ■ Finding is negative
 ■ No perspective

Summary: Essential practices (3/5)

Student culture and well-being	
	Stakeholders report feeling a strong sense of pride in the district and their individual schools.
	The variety of extracurriculars and programs available to students across schools is seen as a strength by many stakeholders.
	Gaps in classroom culture and routines significantly hindered learning in 40% of observations.
	Students want classrooms to be more engaging and for there to be more opportunities to connect with the material, their peers, and teachers.
	While suspension rates are less than 5%, many stakeholders express desire for more consistent follow through and supports on discipline.
	And some students and school-based staff are also concerned in particular about school safety and the security around campuses.
	Over 40% students were chronically absent in 2022.
	Elementary schools had the highest absenteeism rates (49%); students of color more than 10 percentage points absent compared to White peers.

■ Finding is positive
 ■ Finding is more positive than negative
 ■ Finding is more negative than positive
 ■ Finding is negative
 ■ No perspective

Summary: Essential practices (4/5)

Talent management, development, and well-being

Principals recognize and appreciate the recent, increased investment in their development.

Principals report that development and pipeline practices for new leaders are robust.

Both teachers and principals want more robust and differentiated support systems, given limited opportunities to collaborate or gain feedback.

Many teachers and principals believe district staff must listen more to school-based staff when making decisions that directly impact classrooms.

Principals report feeling a lack of agency and empowerment as instructional leaders.

Teachers cite issues with the resources and conditions they need to support student learning effectively in their classrooms.

Majority of students identify as Hispanic, while less than 1/3 of teachers (28%) and half of principals (41%) identify as such.

Teacher retention has remained consistent from 18-19 to 21-22, yet HS retention rates are 10 percentage points lower than ES.

Summary: Essential practices (5/5)

Family and community engagement

	While some families appreciate the information they receive, other see school and district communications as complex, conflicting or impersonal.
	Recent communications regarding student attendance have felt particularly uncoordinated, given the mixed messages they receive.
	While some families appreciate the engagement opportunities available, others cite barriers to accessing these opportunities.
	School-based staff and community members affirm inequities in family engagement, specifically calling out language access barriers.

Operations, finance, and facilities

	Stakeholders appreciate the amount and variety of resources that the district provides, especially to families in need.
	Students, families, and staff note differences in the quality of facilities.
	Many school-based staff report that the current budgeting process is opaque and not responsive enough to the needs of schools.
	In particular, stakeholders report that staffing allocations are too dependent upon student enrollment, causing critical gaps.

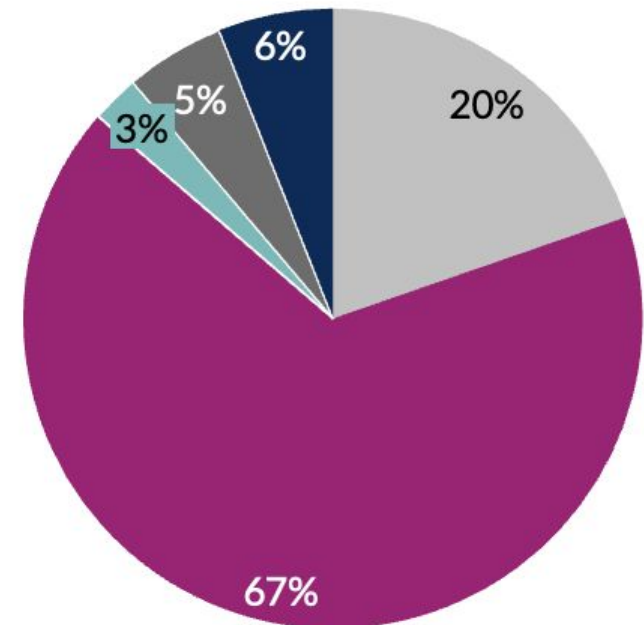


Thank you.

APS serves ~71,000 students across 143 schools and 4 Zones, over 65% are Hispanic and on free and reduced priced lunch

Enrollment (2022)	
Students enrolled	71,119
% Free and reduced priced lunch	69%
% Students with disabilities	22%
% English learners	19%
Number of schools*	143

Race/ethnicity breakdown (2022)



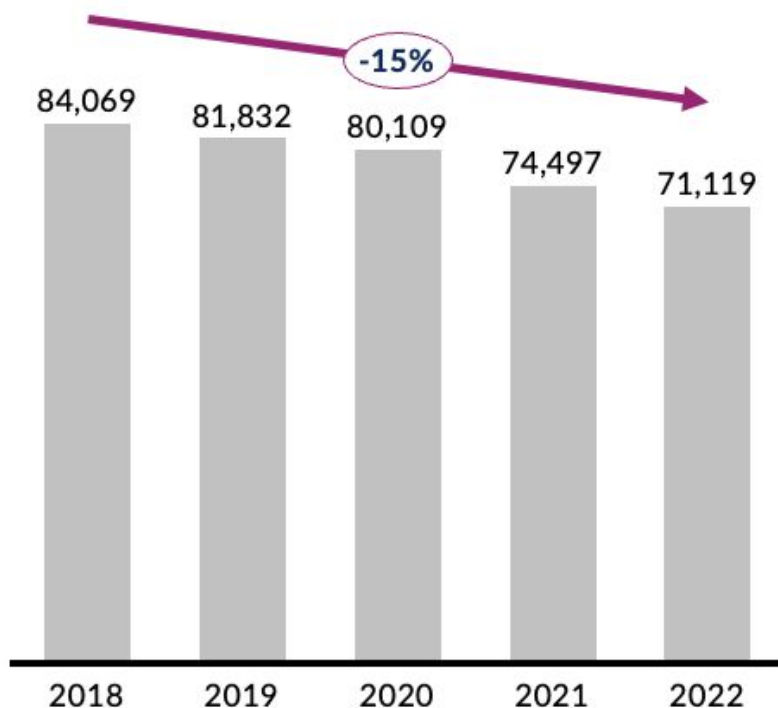
Other includes students who are Asian, Native Hawaiian or other Pacific Islander, or multiple races. Data provided interchangeable uses Native American and American Indian/Alaska Native, and therefore, the labels will appear differently across slides. The number of schools does not include charters but does include magnet schools.

Demographics vary across Zones; Zone 2 has highest percentage of Hispanic students and students on free and reduced priced lunch

Details	Zone 1	Zone 2	Zone 3	Zone 4
Students enrolled	15,715	18,292	14,633	18,408
% Free and reduced priced lunch	81%	97%	54%	50%
% Students with disabilities	24%	23%	21%	20%
% English learners	24%	33%	11%	11%
% Hispanic	64%	87%	67%	47%
% Black	4%	2%	2%	3%
% White	19%	6%	20%	32%
% American Indian/Alaska Nativ.	7%	4%	5%	7%
Number of schools*	38	32	29	33

Enrollment declined by 13% from 2018 to 2022; all Zones experienced decreases in enrollment by over 10% during same time period

Enrollment over time (2018 – 2022)

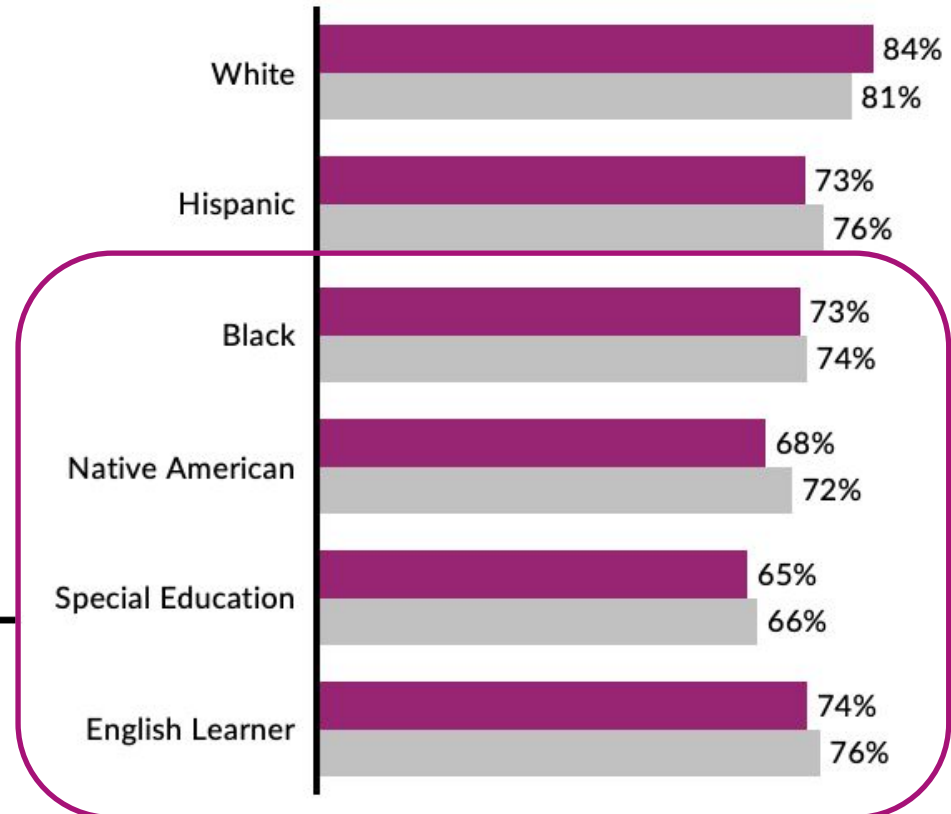
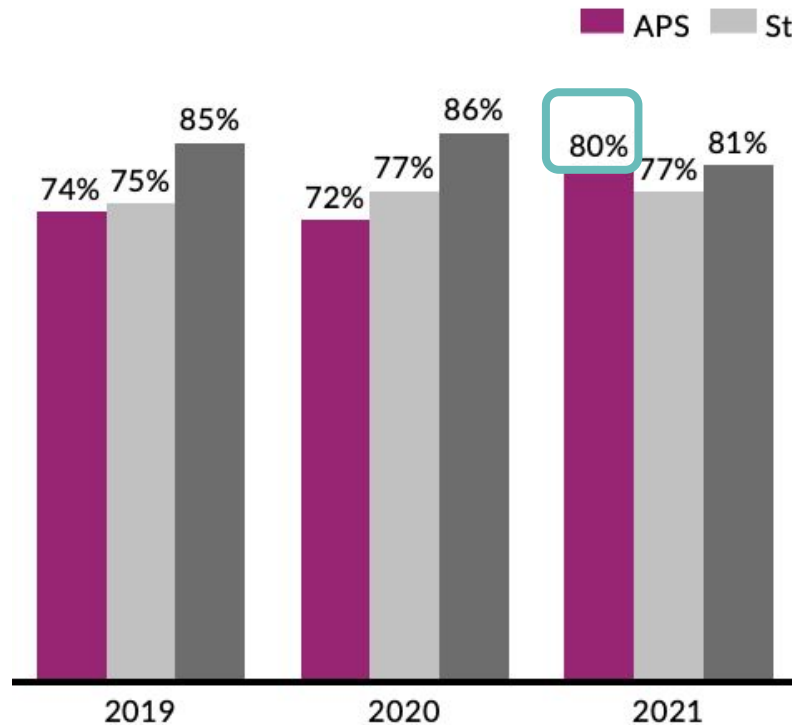


Zone	22-23 Enrollment	% change (18-19 - 22-23)
Zone 1	15,715	-16%
Zone 2	18,292	-17%
Zone 3	14,633	-17%
Zone 4	18,408	-11%

APS's high school graduation rate surpassed the state in 2021; historically marginalized APS students have lower rates compared to state

On-time graduation trend
% of students in cohort (18-19 – 20-21)

On-time graduation trend
% of students in cohort (20-21)

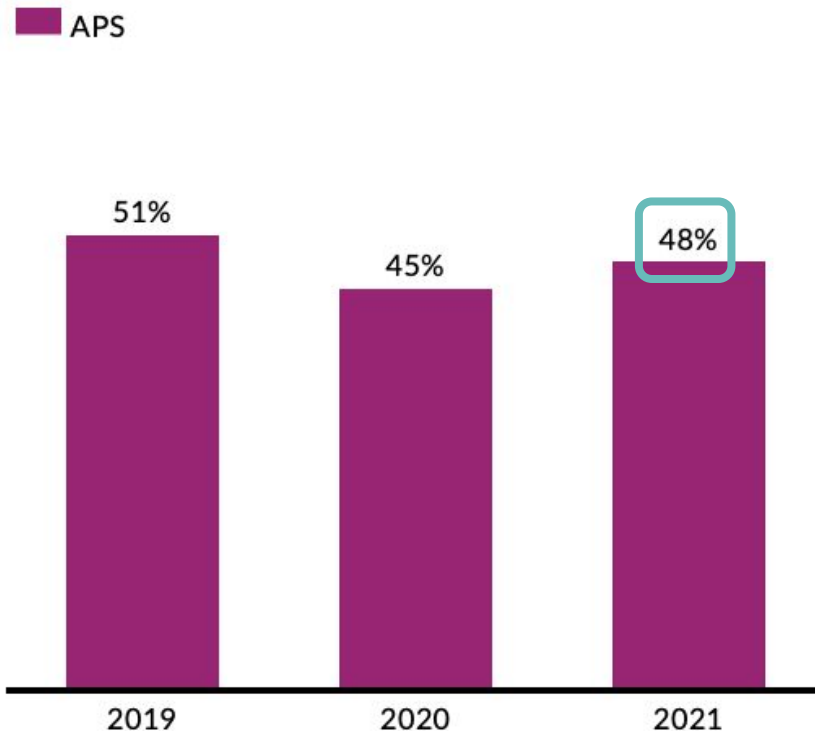


Data after 2021 not provided.
High school graduation rates do not include charters.
Las Cruces graduation data not available online.

In 2021, less than half of APS students enrolled in college; students in Zone 4 attend college at higher rates compared to others Zones

College enrollment

% of students enrolled 2 or 4 year institution in the fall after graduation (2019 to 2021)



College enrollment by Zone

% of students enrolled 2 or 4 year institution in the fall after graduation (20-21)

Zone	College enrollment (20-21)
Zone 1	56%
Zone 2	43%
Zone 3	58%
Zone 4	66%

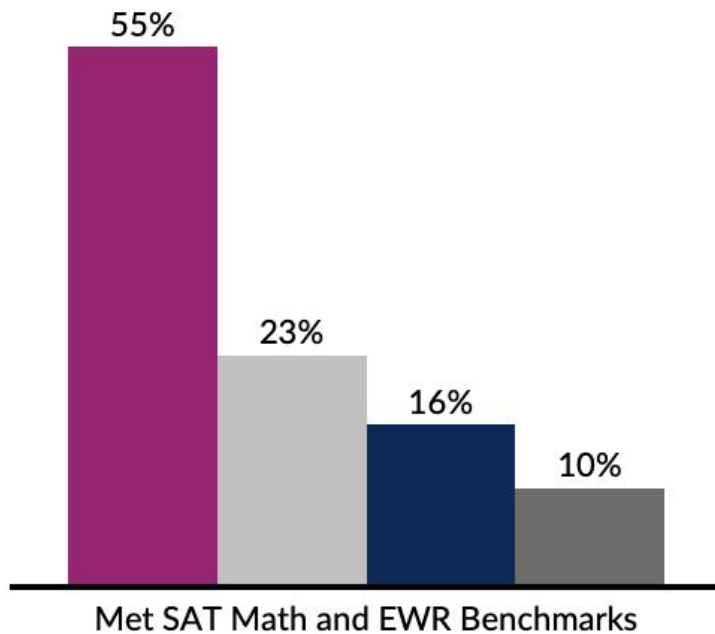
No state data or comparable data for Las Cruces available.
College enrollment rates do not include charters.

White students in APS outperform students of color on the SAT by more than 2x; the difference between racial groups is greatest in Zone 4

SAT scores by race

% of students who were proficient on exam (21-22)

■ White ■ Black
■ Hispanic ■ American Indian/Alaska Native



SAT scores by race

% of students who were proficient on exam (21-22)

Zone #	White	Hispanic	Black	Amer. Ind. /Alas. Nat.
Zone 1	28%	12%	6%	2%
Zone 2	30%	16%	8%	6%
Zone 3	33%	18%	21%	9%
Zone 4	53%	20%	18%	4%

Source: College Board

Starting in Spring 2020, all 11th graders were required to take the SAT in the spring of 2020.

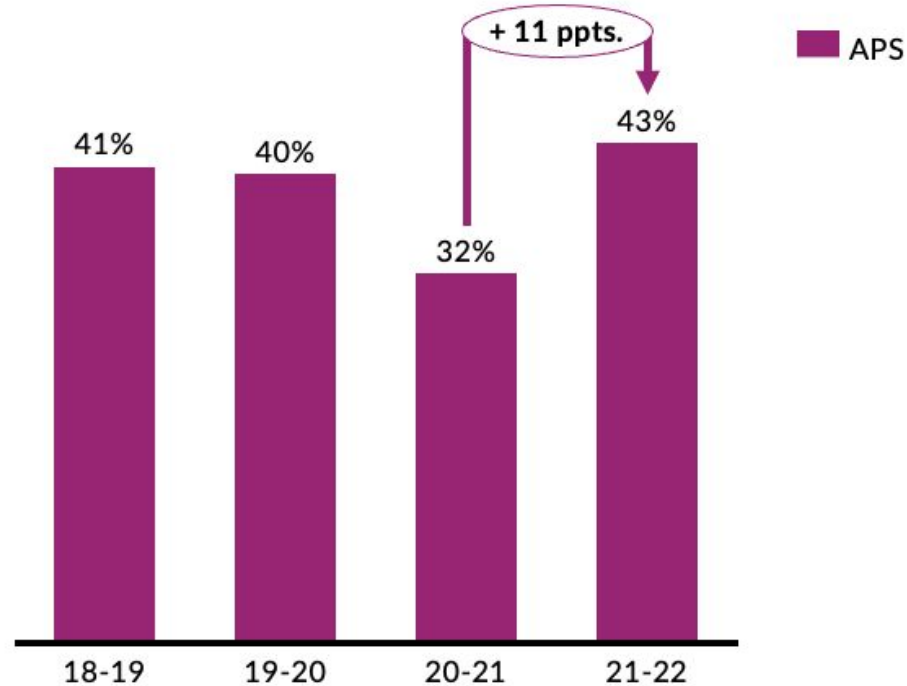
District-level data does include charters because of the way it was provided.

APS could not provide SAT data broken down by Math and Evidence-Based Writing scores, which would have allowed for comparisons across the nation.

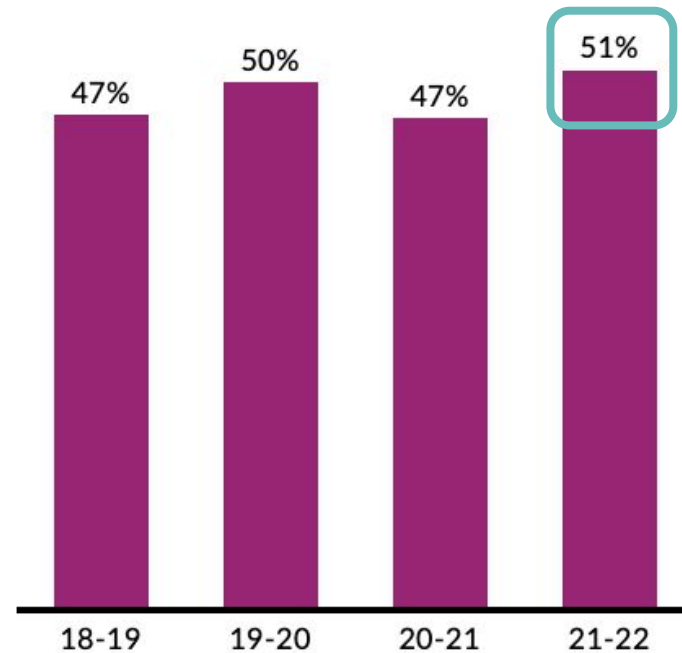
While AP participation rates increased by more than 10 percentage points from 20-21 to 21-22, only half of students received a passing score

AP Participation

% of AP enrollees who took AP exam (18-19 - 21-22)



AP Pass Rate (# of exams scoring 3+ / # exams taken) (18-19 - 21-22)



Zone	% AP participation rate
Zone 1	32%
Zone 2	54%
Zone 3	35%
Zone 4	49%

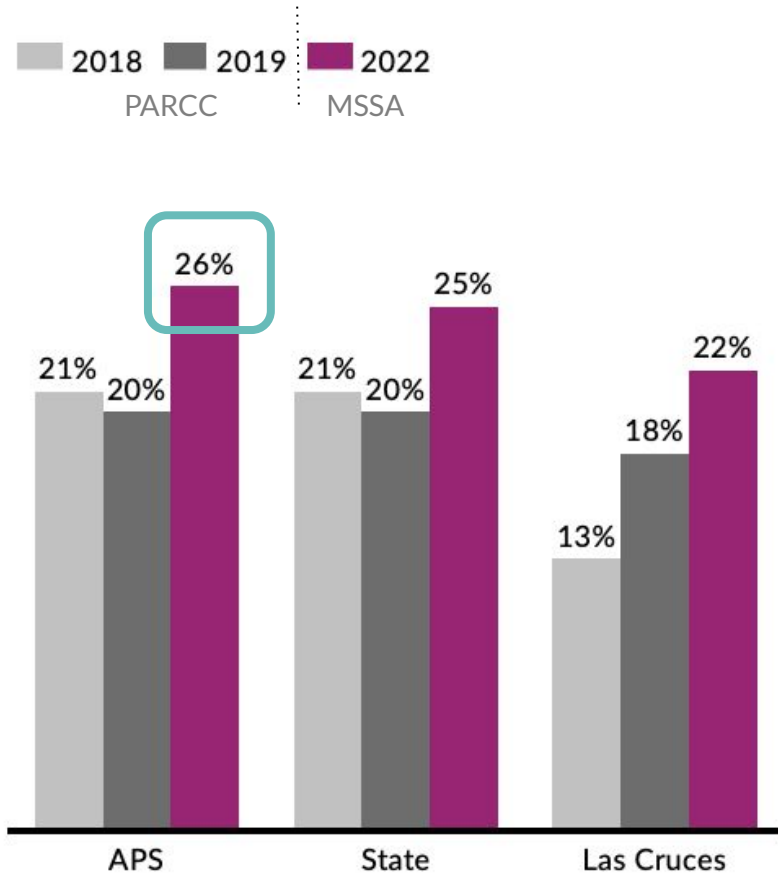
Zone	% AP pass rate
Zone 1	53%
Zone 2	33%
Zone 3	41%
Zone 4	53%

Data does not include charters.

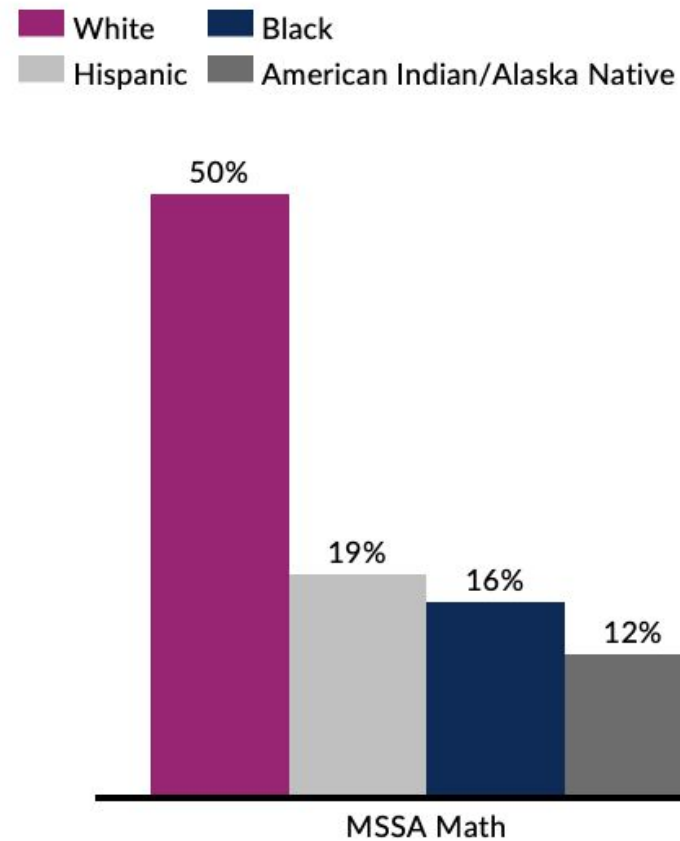
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One out of four APS students in grade 3-8 were proficient in math in 2022; White students outperformed students of color by ~3x

3-8 MSSA and PARCC Math Performance % of students who were proficient (2018 - 2022)



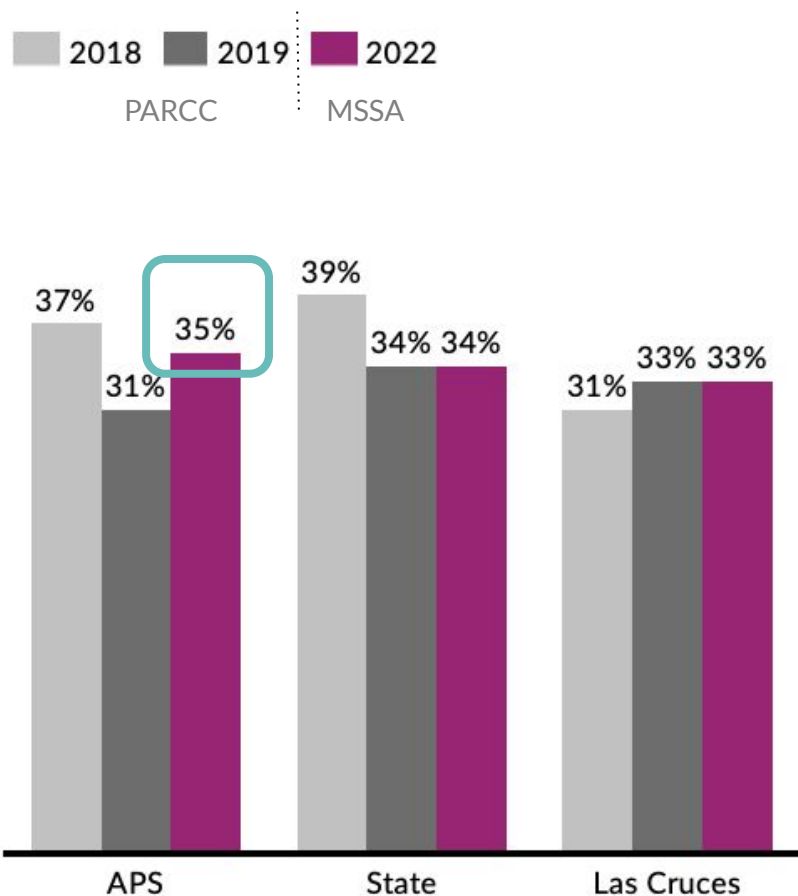
3-8 MSSA Math Performance by subgroup % of students who were proficient (2022)



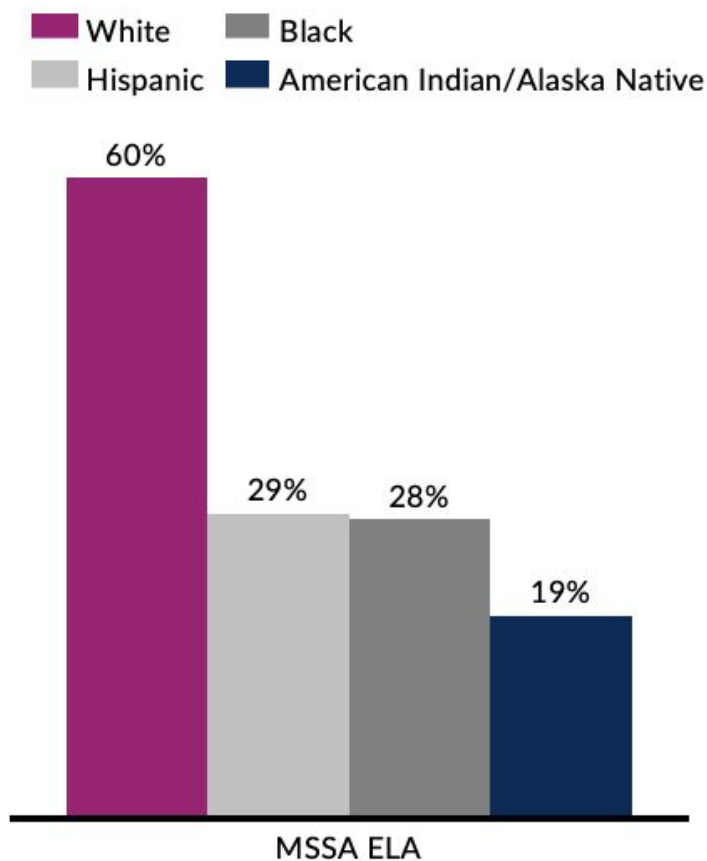
Students were not tested in 2020 or 2021. The first year of NM-MSSA was 2021-2022.
Data does not include charters.

One out of three APS students in grade 3-8 were proficient in ELA in 2022; White students outperformed students of color by ~2x

3-8 MSSA and PARCC ELA Performance
% of students who were proficient (2018 - 2022)



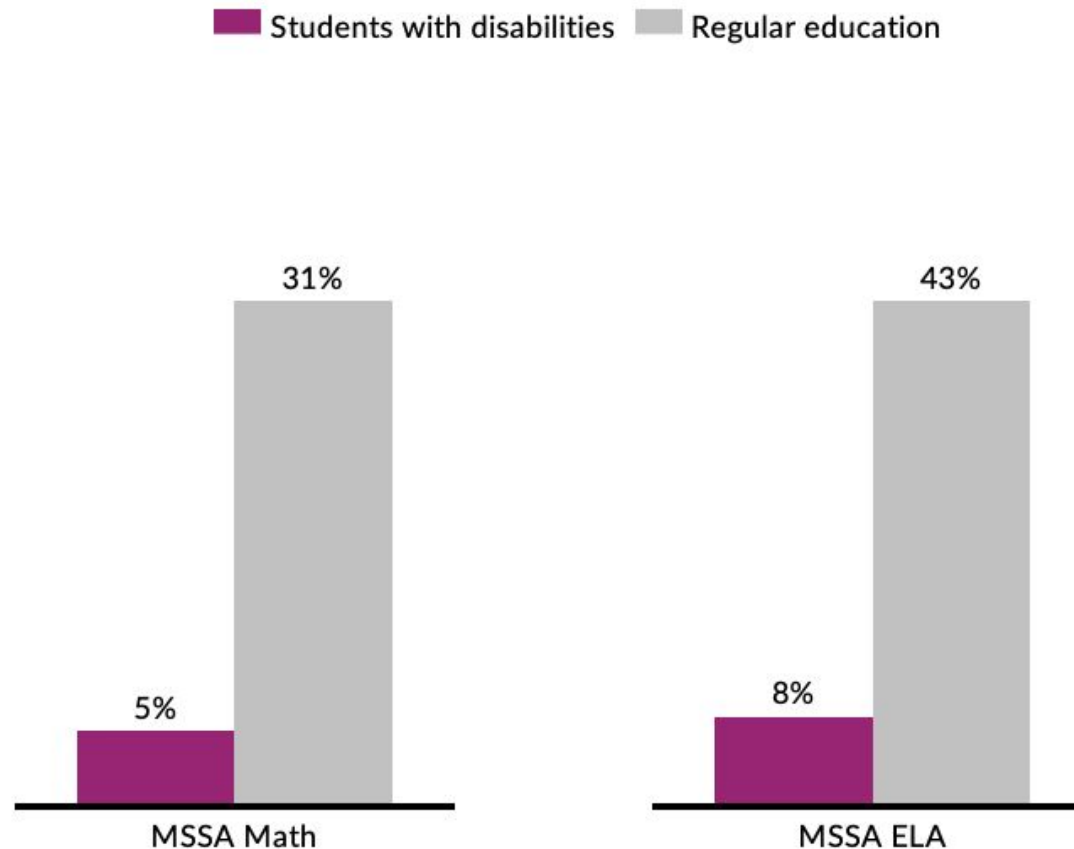
3-8 MSSA ELA Performance by subgroup
% of students who were proficient (2022)



Students were not tested in 2020 or 2021. The first year of NM-MSSA was 2021-2022. Data does not include charters.

In 2022, fewer than 10% of students with disabilities met MSSA standards on Math or ELA; rate is nearly 6x lower than gen ed students

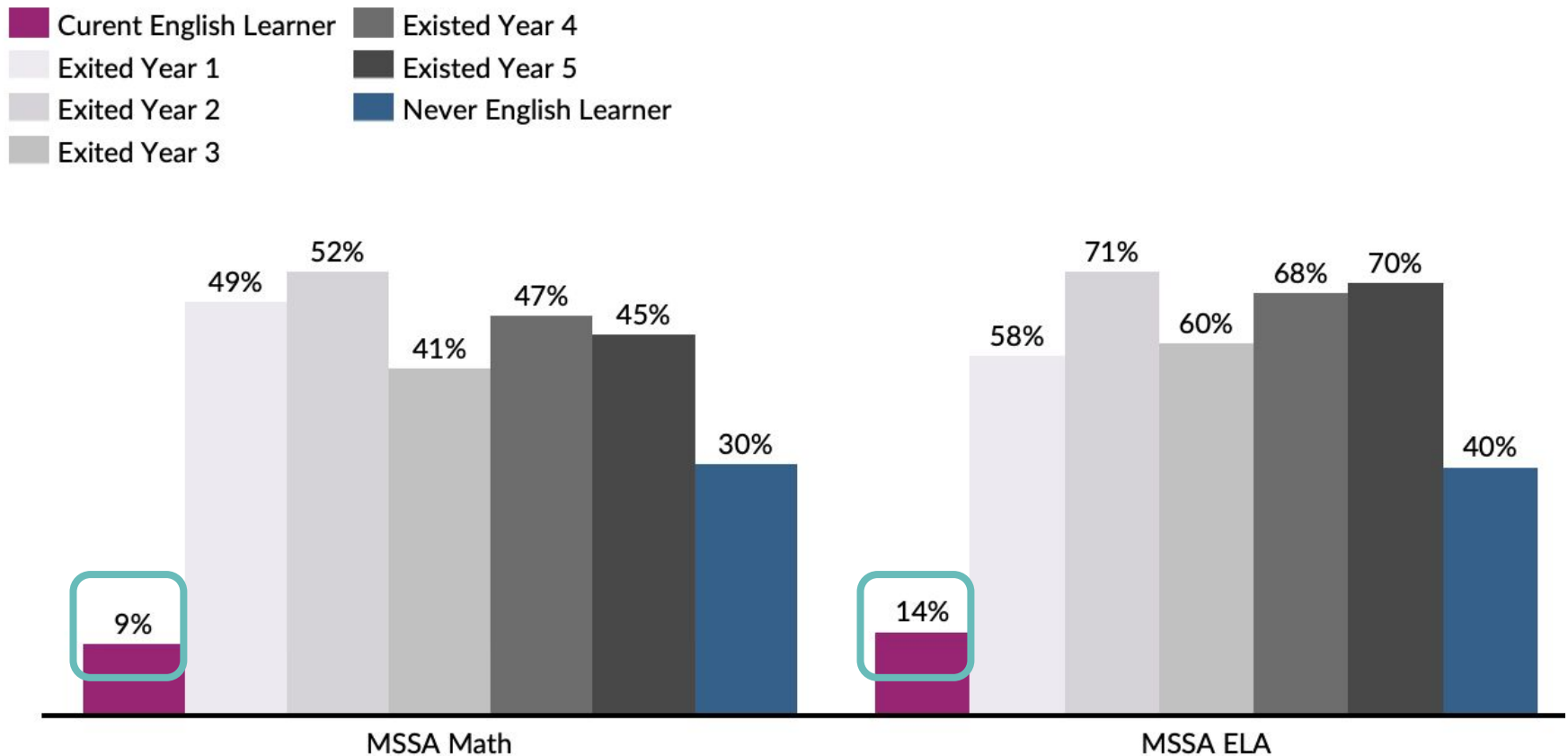
3-8 MSSA Math and ELA Performance by SpED status *% of students who were proficient (2022)*



Students were not tested in 2020 or 2021. The first year of NM-MSSA was 2021-2022.
Data does not include charters.

While exited English Learners outperform never English Learners, Never English Learners outperformed English Learners by over 3x

3-8 MSSA Math and ELA Performance by English Learner status % of students who were proficient (2022)



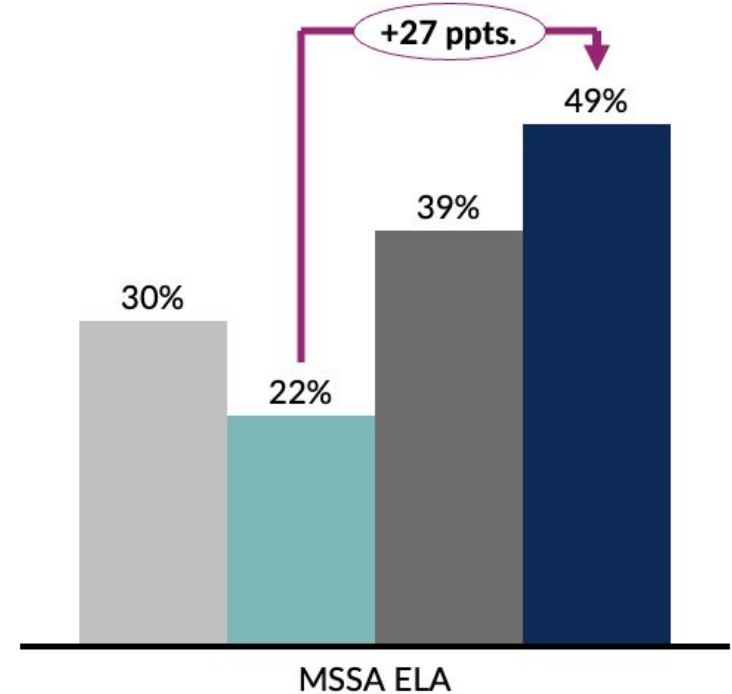
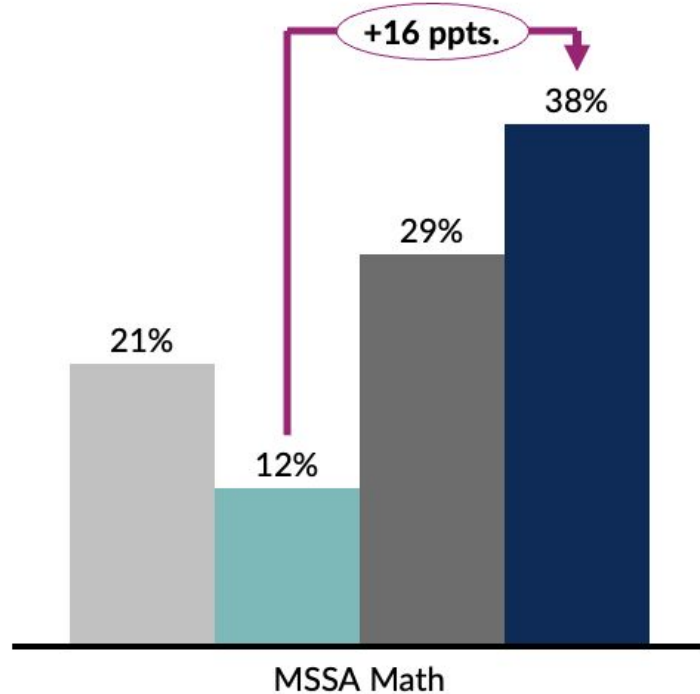
Students were not tested in 2020 or 2021. The first year of NM-MSSA was 2021-2022.
We checked to see whether ELA scores include SLA, and have not heard back from the APS team.
Data does not include charters.

There is considerable variation on MSSA Math and ELA across Zones; difference is greatest between Zone 2 and 4 (16 to 27 ppts)

3-8 MSSA ELA Performance by Zone
% of students who were proficient (2022)

3-8 MSSA Math Performance by Zone
% of students who were proficient (2022)

Zone 1 Zone 2 Zone 3 Zone 4



Students were not tested in 2021. The first year of NM-MSSA was 2021-2022.

Within schools in each Zone, there is significant variation on MSSA Math and ELA proficiency scores as well

3-8 MSSA Math and ELA Performance by school (highest and lowest performer within Zone) % of students who were proficient (2022)

Zone	Category	School Name / % Proficient in MSSA Math	School Name / % Proficient in MSSA ELA
Zone 1	Highest performing score	San Antonito ES - 48%	San Antonito ES - 66%
	Lowest performing score	Lowell ES and Reginald Chavez ES ¹ - 5%	La Mesa ES - 9%
	Percentage point difference	43 ppts.	57 ppts.
Zone 2	Highest performing score	Tres Volcanes Comm. Collab. - 39%	Tres Volcanes Comm. Collab. - 24%
	Lowest performing score	Atrisco ES - 4%	Armijo ES - 9%
	Percentage point difference	35 ppts.	15 ppts.
Zone 3	Highest performing score	Corrales ES - 52%	Corrales ES - 51%
	Lowest performing score	Los Ranchos ES - 7%	Garfield MS - 14%
	Percentage point difference	48 ppts.	37 ppts.
Zone 4	Highest performing score	North Star ES - 75%	Georgia Okeefe ES - 70%
	Lowest performing score	Janet Kahn School of Int. Arts - 8%	Bel-Air ES - 12%
	Percentage point difference	67 ppts.	58 ppts.

Among the Zones, Zone 2 has the greatest difference in scores between its highest and lowest performing schools.

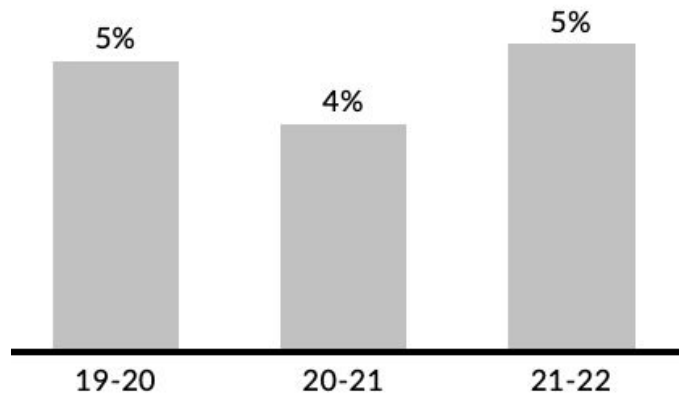
Schools that had N < 100 students who tested were excluded from the data set.

¹ Both these schools were tied for the lowest performing school (4.7% proficiency).

While student dropouts have remained consistent from 19-20 to 21-22, students of color drop out at higher rates than their White peers

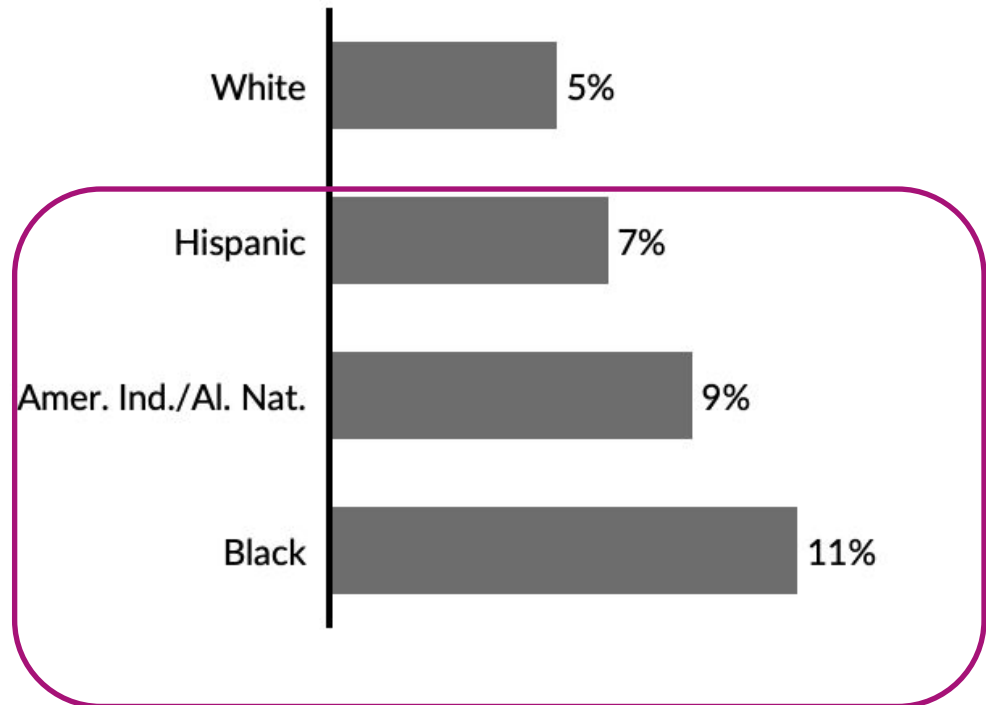
Student dropouts (Grades 7-12)

% of students who withdrew from the school
(19-20 – 21-22)



Student dropouts (Grades 7-12)

% of students who withdrew from the school
(21-22)



A drop out is defined as a student whose last enrollment transaction was either: withdrawal – dropout, withdrawal – absent 10 days, withdrawal – GED, withdrawal – delayed, withdrawal - pregnancy, withdrawal – immunization, withdrawal – suspension, or withdrawal – illness.

The percentage difference between English Learners and Non-English Learners and Special Education and General Education students is not significant (less than 1%).

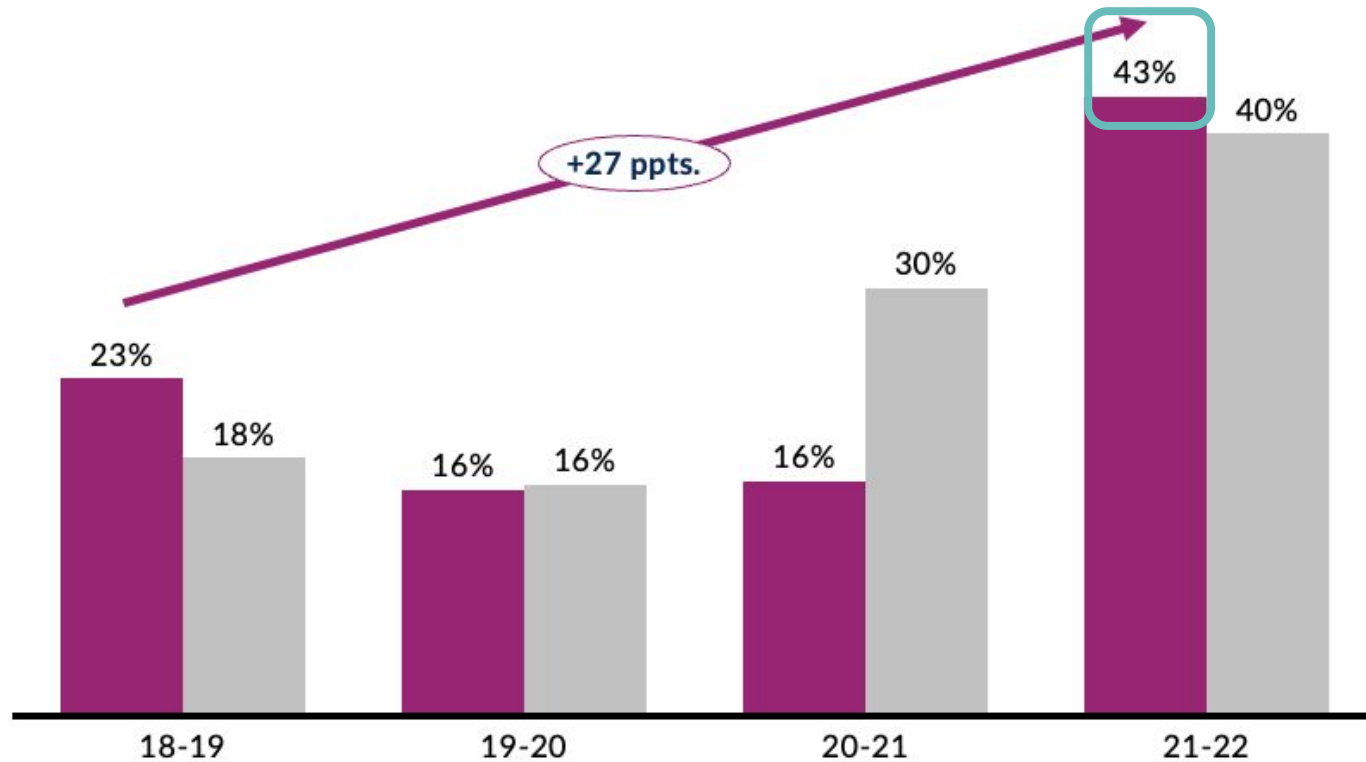
Data does not include charters.

Over 40% students were chronically absent in 2022

Chronic absenteeism

% of all students who miss 10% or more of the days enrolled (18-19 – 21-22)

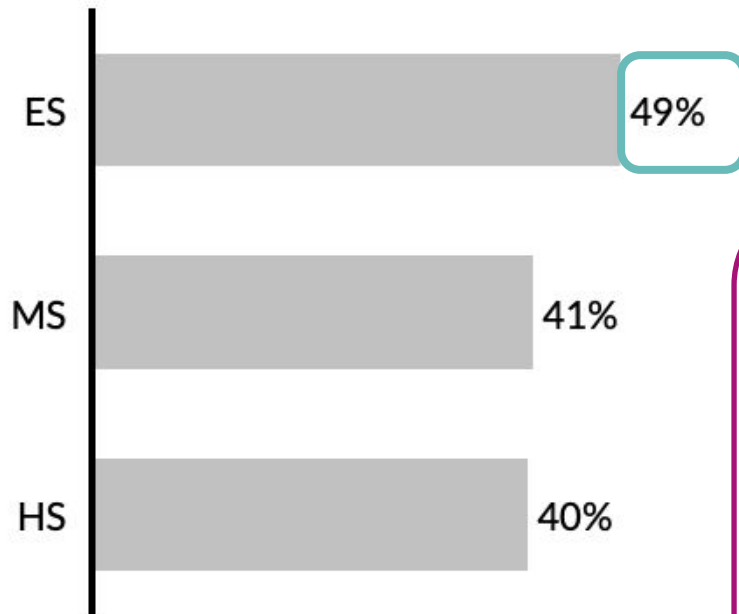
■ APS ■ State



Elementary schools had the highest absenteeism rates (49%); students of color more than 10 percentage points absent compared to White peers

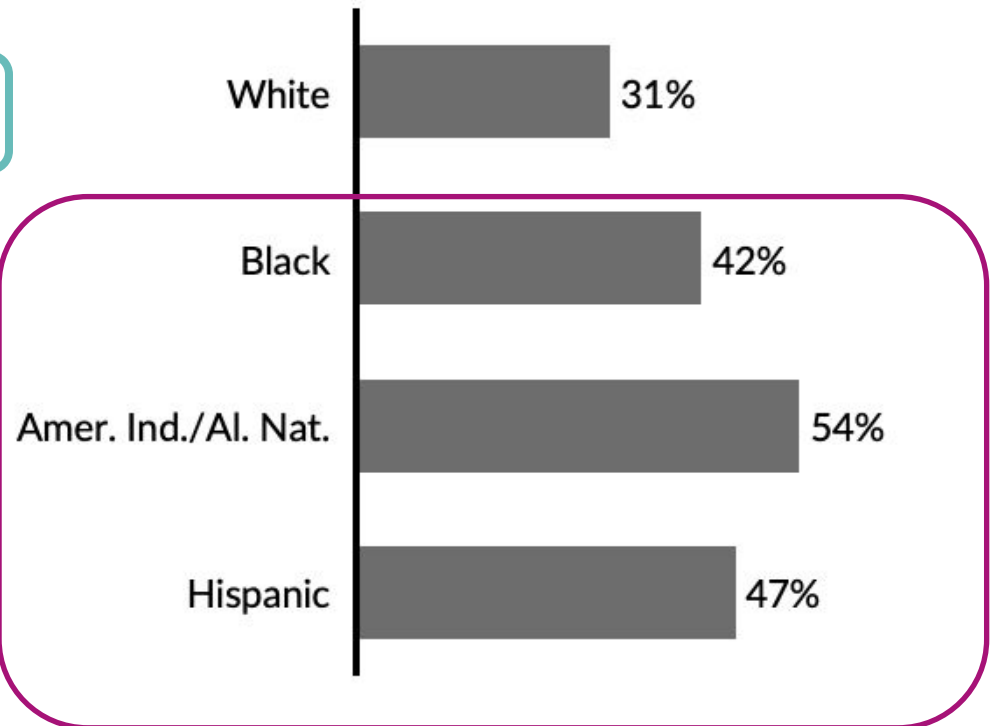
Chronic absenteeism by grade band

% of all students who miss 10% or more of the days enrolled (21-22)



Chronic absenteeism by race

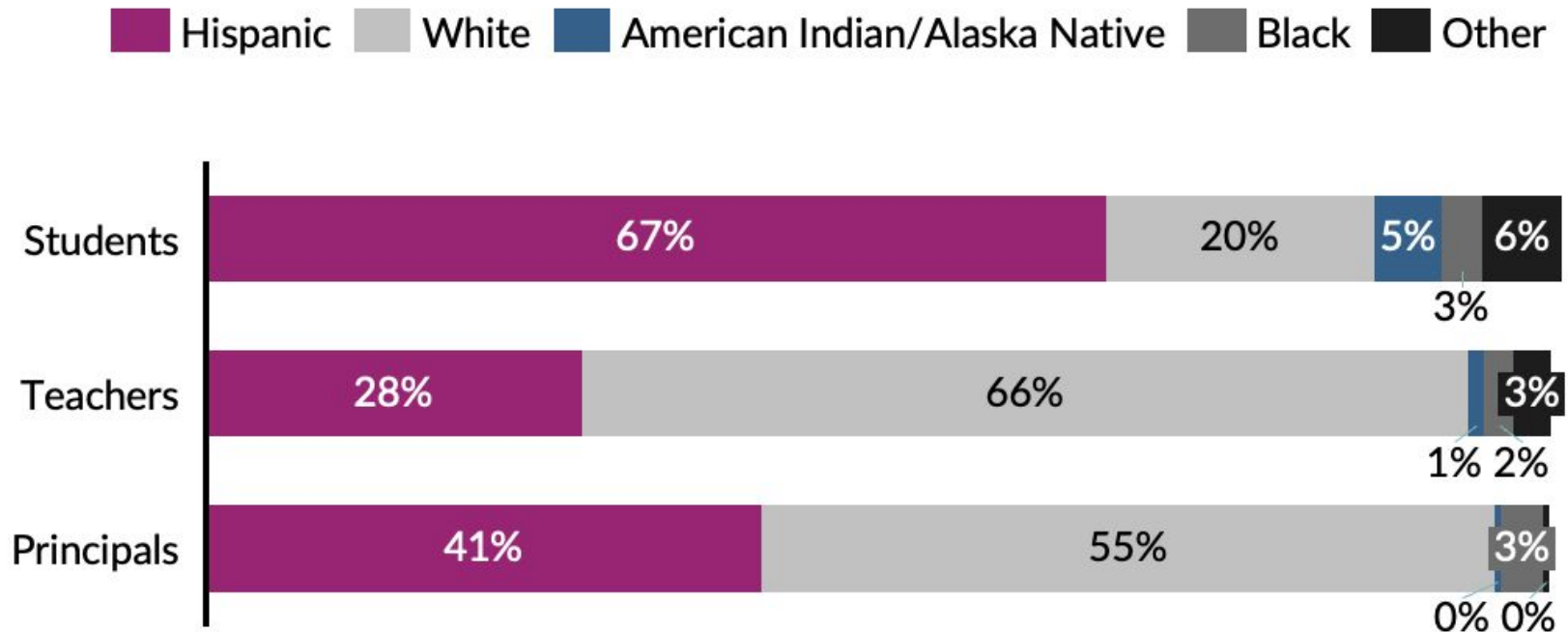
% of all students who miss 10% or more of the days enrolled (21-22)



Other includes students who are Asian, Native Hawaiian or other Pacific Islander, or multiple races.

Majority of students identify as Hispanic, while less than 1/3 of teachers (28%) and half of principals (41%) identify as such

Student, teacher, and principal demographics % of total by race/ethnicity (2023)

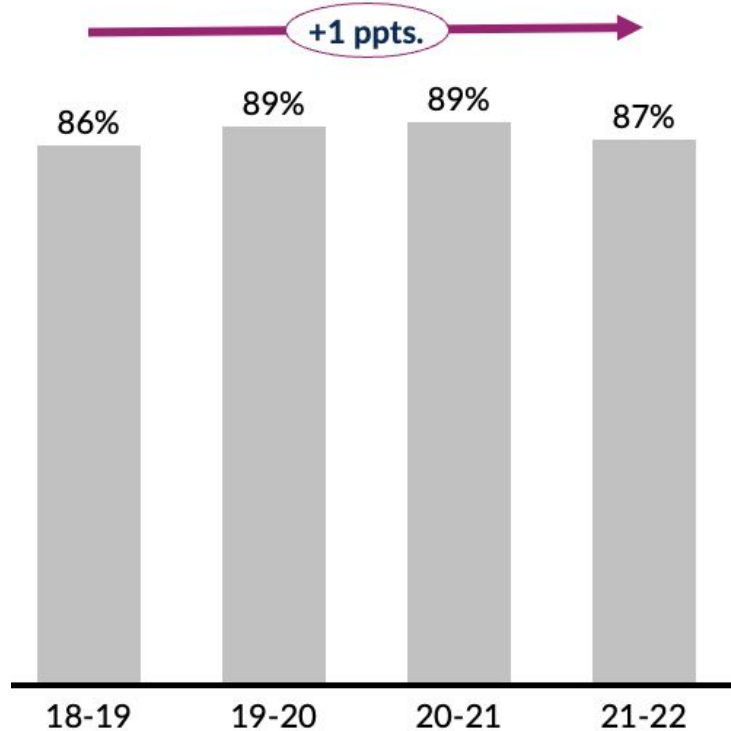


Other includes students who are Asian, Native Hawaiian or other Pacific Islander, or multiple races.

Teacher retention has remained consistent from 18-19 to 21-22, yet HS retention rates are 10 percentage points lower than ES

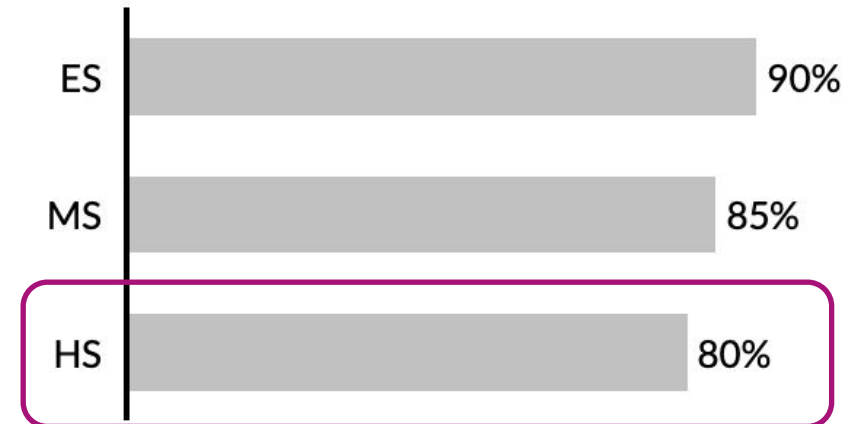
Teacher retention rate

% of teachers who are working in the same school at the beginning and end of a single school year* (18-19 – 21-22)



Teacher retention rate by school type

% of teachers who are working in the same school at the beginning and end of a single school year* (21-22)



Within year stability indicates the percent of staff working in the same school at the beginning (STARS-40 day) and end (STARS EOY) of a single school year.