Fall: Washington Middle Detail Report

Albuquerque Public Schools – Washington Middle

Core Team

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Goals

English Language Arts (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
6th grade	All 31.5% NA 50.0% AA 0.0% ELL 11.1% ED 27.6% SwD 0.0%	All 41.5% NA 60.0% AA 10.0% ELL 21.1% ED 37.6% SwD 10.0%	Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.
7th grade	All 20.7% NA 0.0% AA 50.0% ELL 8.1% ED 24.0% SwD 0.0%	All 30.7% NA 10.0% AA 60.0% ELL 7.1% ED 34.0% SwD 10.0%	Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.
8th grade	All 30.8% NA 50.0% AA 0.0% ELL 25.9% ED 25.0% SwD 13.0%	All 40.8% NA 60.0% AA 10.0% ELL 35.9% ED 35.0% SwD 23.0%	Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

Washington MS will see a 10 percentage point increase in NM-MSSA scores when comparing the 25-26 summative assessment results to the 26-27 summative assessment results.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.

Mathematics (3-8)

STUDENT ACHIEVEMENT GOALS AND BENCHMARKS

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
6th grade	All 7.6% NA 0.0% AA 0.0% ELL 0.0% ED 1.7% SwD 0.0%	All 17.6% NA 10.0% AA 10.0% ELL 10.0% ED 2.7% SwD 10.0%	Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.
7th grade	All 9.9% NA 0.0% AA 0.0% ELL 8.1% ED 10.0% SwD 13.3%	All 19.9% NA 10.0% AA 10.0% ELL 18.1% ED 20.0% SwD 23.3%	Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.

	STUDENT SUMMATIVE ASSESSMENTS RESULTS	SUMMATIVE GOALS	BENCHMARKS
8th grade	All 2.5% NA 0.0% AA 0.0% ELL 0.0% ED 2.4% SwD 0.0%	All 12.5% NA 10.0% AA 10.0% ELL 10.0% ED 12.4% SwD 10.0%	Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.

GRADE LEVEL/COHORT PROFICIENCY SUMMATIVE GOAL STATEMENT

Washington MS will see a 10 percentage point increase in NM-MSSA scores when comparing the 25-26 summative assessment results to the 26-27 summative assessment results.

GRADE LEVEL/COHORT PROFICIENCY BENCHMARK GOAL STATEMENT

Washington MS will see a 10 percentage point increase across all student groups when comparing the 25-26 iReady Interim Assessment to the 26-27 Interim Assessment Resutls.

Performance Challenges

3 out of 4 sudents are not proficient in ELA standards.

GOAL

English Language Arts (3-8)

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

NM-MSSA data:

In English/Language Arts (ELA), overall student proficiency demonstrated steady growth over three consecutive years, rising from 23.6% in 2022-2023 to 24.9% in 2023-2024 and peaking at 27.5% in 2024-2025, before experiencing a minor drop to 25.8% in 2025-2026. Across grade levels, Grade 7 and Grade 8 showed strong upward momentum by 2025-2026 (reaching 31.4% and 30.2% respectively), whereas Grade 6 performance experienced a severe decline from 31.5% in 2024-2025 down to 14.5% in 2025-2026. Demographically, several student groups achieved consistent improvement: Current English Learners steadily increased proficiency every year from 11.7% to 15.2%, Economically Disadvantaged students expanded proficiency from 18.9% to 25.1%, and Students with Disabilities showed a notable surge from 4.4% up to 8.1% in the final year. Significant achievement gaps persist, however, as Non-Economically Disadvantaged students (29.4% in 2025-2026) and General Education/Gifted students (32.5% in 2025-2026) regularly outpaced their peers, and the disparity between "Yazzie-Martinez and African American" students (23.5%) and "All Other Students" (66.7%) broadened considerably by 2025-2026. 3 out of 4 sudents are not proficient in ELA standards.

MLSS Self-assessment data (required):

Overall, MLSS plans do not show the growth intended.

We need to use more specific data from test.

How many people were doing MLSS plans for layer3 (attendance, ELA , MATH)?

We see that students score better on IMMSA than Iready.

Teachers wrote and followed through with interventions but documentation was not always obtained. Plans may have been too long (9 weeks).

Classroom walk through data (non-evaluative) data:

100 % of lessons observed were either HQIM or aligned with grade level standards.
We see that more students are getting a/b than demonstrating proficiency in testing.

Grade inflation is suspected and will be tracked closely this school year

Many teachers have assignments graded on completion vs complexity of thought.

Attendance rate (ADA):

Across all four school years, student attendance consistently follows an intra-year declining trajectory, starting at its peak during the 40-day snapshot and dropping to its lowest point by the end of the year (EOY). Systemwide, overall EOY attendance fell from a high of 91.9% in 2022-2023 to a low of 89.0% in 2023-2024 before stabilizing slightly at 90.3% in 2025-2026. By grade level, 6th grade historically began with the highest attendance rates (peaking at 96.7% at 40D in 2022-2023) but experienced steep mid-year drop-offs, whereas 7th grade attendance eroded significantly in 2025-2026 to finish at a low of 89.0%. Demographically, Asian students consistently maintained the highest attendance across all periodsreaching 99.5% EOY in 2025-2026while White/Caucasian students saw the sharpest multi-year declines, dropping to 84.8% by 2025-2026 EOY. Additionally, persistent disparities exist across student subgroups: students who are Directly Certified (economically disadvantaged) consistently track 2% to 5.6% below their non-certified peers, Current English Learners generally maintain slightly higher attendance than non-EL students, and Students with Disabilities historically trailed General Education students until 2024-2025, when both groups converged near 89.6%-89.9% EOY.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

3 out of 4 sudents are not proficient in ELA standards.

Student groups are significantly lower than peers.

Broadening gap between Yazzie-Martinez+African American studnets.

9 out of 10 students are not proficient in Math Standards.

GOAL

Mathematics (3-8)

STUDENT ACHIEVEMENT AND STUDENT/ADULT BEHAVIORS, AND/OR INSTRUCTIONAL PRACTICES (DATA OPTIONS)

NM-MSSA data:

In Mathematics, overall proficiency struggled with a downward trajectory over the first three yearsdropping from 12.4% in 2022-2023 to 8.5% in 2023-2024 and reaching a low of 6.8% in 2024-2025before making a modest recovery to 8.8% in 2025-2026. Grade-level trends highlight a sharp drop in Grade 6 proficiency over time, plunging from a high of 23.0% in 2022-2023 to just 7.1% in 2025-2026, while Grade 8 saw a bounce-back in 2025-2026 (9.2%) after falling to 2.5% the previous year. Subgroup analysis reveals persistent performance gaps and minimal overall gains: Current English Learners hovered between 0.9% and 3.9% proficiency throughout all four years, and Students with Disabilities remained low, plateauing at 3.2% in 2025-2026. Although Economically Disadvantaged students and General Education students mirrored the system-wide uptick in 2025-2026 (rising to 8.3% and 10.9% respectively), "All Other Students" (25.0%) continued to significantly outperform "Yazzie-Martinez and African American" students (7.9%), underscoring a persistent equity gap across the district. 9 out of 10 students are not proficient in Math Standards.

MLSS Self-assessment data (required):

Overall, MLSS plans do not show the growth intended.

We need to use more specific data from test.

How many people were doing MLSS plans for layer3 (attendance, ELA , MATH)?

We see that students score better on IMMSA than Iready.

Teachers wrote and followed through with interventions but documentation was not always obtained. Plans may have been too long (9 weeks).

Classroom walk through data (non-evaluative) data:

100 % of lessons observed were either HQIM or aligned with grade level standards.
We see that more students are getting a/b than demonstrating proficiency in testing.

Grade inflation is suspected and will be tracked closely this school year

Many teachers have assignments graded on completion vs complexity of thought.

Attendance rate (ADA):

Across all four school years, student attendance consistently follows an intra-year declining trajectory, starting at its peak during the 40-day snapshot and dropping to its lowest point by the end of the year (EOY). Systemwide, overall EOY attendance fell from a high of 91.9% in 2022-2023 to a low of 89.0% in 2023-2024 before stabilizing slightly at 90.3% in 2025-2026. By grade level, 6th grade historically began with the highest attendance rates (peaking at 96.7% at 40D in 2022-2023) but experienced steep mid-year drop-offs, whereas 7th grade attendance eroded significantly in 2025-2026 to finish at a low of 89.0%. Demographically, Asian students consistently maintained the highest attendance across all periodsreaching 99.5% EOY in 2025-2026while White/Caucasian students saw the sharpest multi-year declines, dropping to 84.8% by 2025-2026 EOY. Additionally, persistent disparities exist across student subgroups: students who are Directly Certified (economically disadvantaged)

consistently track 2% to 5.6% below their non-certified peers, Current English Learners generally maintain slightly higher attendance than non-EL students, and Students with Disabilities historically trailed General Education students until 2024-2025, when both groups converged near 89.6%-89.9% EOY.

POTENTIAL PERFORMANCE CHALLENGES BASED ON DATA ANALYSIS

9 out of 10 students are not proficient in Math Standards.

Widening gap between all student groups and their peers.

Minimal overall gains across student groups.

Root Causes

Teachers inconsistently provide students with opportunities to engage with grade-level standards aligned academic texts.

PERFORMANCE CHALLENGE

3 out of 4 sudents are not proficient in ELA standards.

FOCUS AREA

Layer 1 Instruction/interventions

Teachers do not consistently engage students in explaining and justifying mathematical problem solving.

PERFORMANCE CHALLENGE

9 out of 10 students are not proficient in Math Standards.

FOCUS AREA

Layer 1 Instruction/interventions

90-Day Plan: August 01, 2026 - December 31, 2026

Focus Area: Layer 1 Instruction/interventions - ELA

EXPECTED ADULT BEHAVIORS

100% of ELA, Social Studies, and Science will implement at least 3 Constructed Responses using RACE Rubric in 90 days as evidenced by student work samples.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/10/2026 - 08/21/2026	All teachers will implementconstructed responses using RACE rubric in classroom instruction.	Title 1 funds, stipends for Collaborative Planning/Training, and Subs. At-Risk funds for Field Trips.	Modesta Hernandez	All teachers
08/24/2026 - 08/28/2026	Teachers will meet at least once monthly in Department Meetings to report and record formative student data to adjust future lessons/units based on student needs.	Title 1 funds, stipends for Collaborative Planning/Training, and Subs. At-Risk funds for Field Trips.	Modesta Hernandez	all teachers
08/31/2026 - 09/04/2026	Once a month, Admin will conduct non-evaluative Instructional Rounds during scheduled PLC time to observe and provide feedback on constructed response and RACE implementation.	Title 1 funds for AVID, stipends for Collaborative Planning/Training, and Subs. At-Risk funds for Field Trips	Modesta Hernandez	All teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of ELA, and Social Studies will implement 1 Constructed Response using RACE Rubric, for a total of 1, in 90 days as evidenced by student work samples.	30% of students will score 3 or above on RACE rubric.
10/30/2026	100% of ELA, and Social Studies will implement 1 additional Constructed Response using RACE Rubric, for a total of 2, in 90 days as evidenced by student work samples.	50% of students will score 3 or above on RACE rubric.
12/18/2026	100% of ELA and Social Studies will implement 1 additional Constructed Response using RACE Rubric, for a total of 3, in 90 days as evidenced by student work samples.	70% of students will score 3 or above on RACE rubric.

Focus Area: Layer 1 Instruction/interventions - Math

EXPECTED ADULT BEHAVIORS

100% of Math teachers will implement student Checks for Understanding aligned with Vertical Non-Permanent Surface work at least three times a week.

CRITICAL ACTIONS

TIMELINE (START/END DATES)	CRITICAL ACTION TO ADDRESS ROOT CAUSE & ACHIEVE DESIRED OUTCOME	RESOURCES NEEDED / SOURCE	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVED
08/10/2026 - 08/21/2026	All teachers will implement Checks for Understanding aligned with non-permanent vertical surfaces at least once a week.	Title 1 funds, stipends for Collaborative Planning/Training, and Subs. At-Risk funds for Field Trips.	Modesta Hernandez	Math Teachers
08/24/0202 - 08/28/2026	Teachers will meet at least once monthly in Department Meetings to report and record formative student data to adjust future lessons/units based on student needs.	Title 1 funds, stipends for Collaborative Planning/Training, and Subs. At-Risk funds for Field Trips.	Modesta Hernandez	Math Teachers
08/31/2026 - 09/04/2026	Once a month, Admin will conduct non-evaluative Instructional Rounds during scheduled PLC time to observe and provide feedback on Error Analysis implementation	Title 1 funds, stipends for Collaborative Planning/Training, and Subs. At-Risk funds for Field Trips.	Modesta Hernandez	Math Teachers

PROGRESS INDICATORS

INDICATOR DATE	EVIDENCE TO DETERMINE PROGRESS TOWARD ACHIEVING DESIRED OUTCOME	PROJECTED STUDENT OUTCOMES
09/18/2026	100% of Math teachers will implement student Checks for Understanding aligned with Vertical Non-Permanent Surface work at least once a week.	30% of students will be able to accurately justify their work on Checks for Understanding.
10/30/2026	100% of Math teachers will implement student Checks for Understanding aligned with Vertical Non-Permanent Surface work at least twice a week.	50% of students will be able to accurately justify their work on Checks for Understanding.
12/18/2026	100% of Math teachers will implement student Checks for Understanding aligned with Vertical Non-Permanent Surface work at least three times a week.	80% of students will be able to accurately justify their work on Checks for Understanding.