

# Continuous Learning During Spring 2020

Legislative Education Study Committee

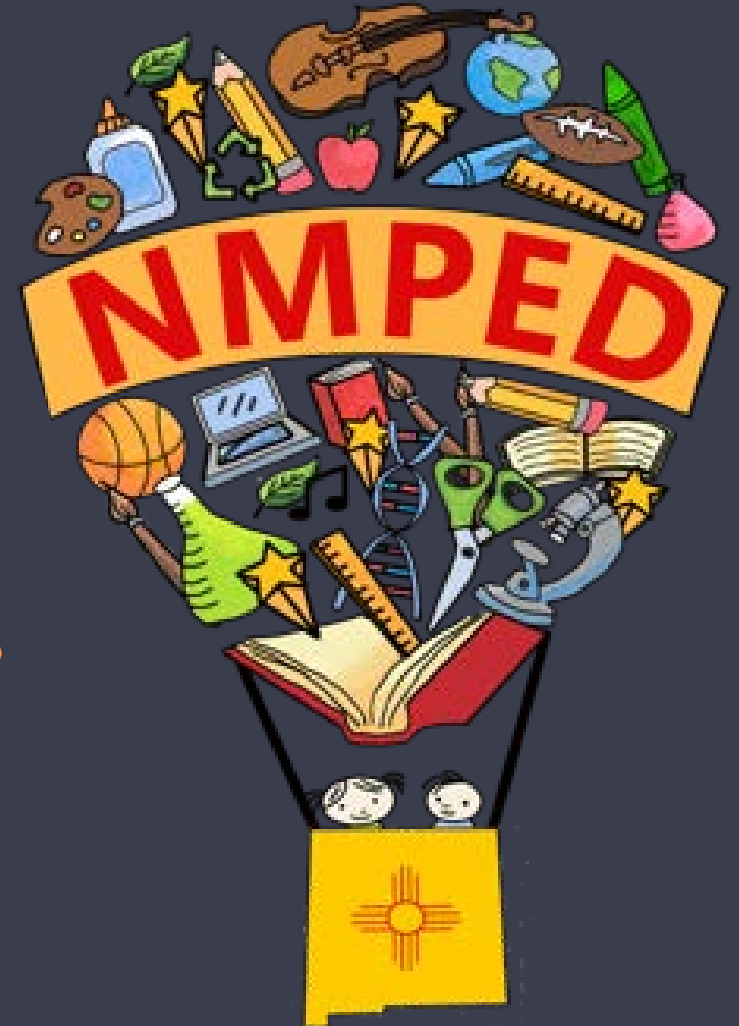
Gwen Perea Warniment, Ph.D.,  
Deputy Secretary

Ryan Stewart, Ed.L.D., Secretary

Public Education Department

July 16, 2020

*Investing for tomorrow, delivering today.*



# Overview

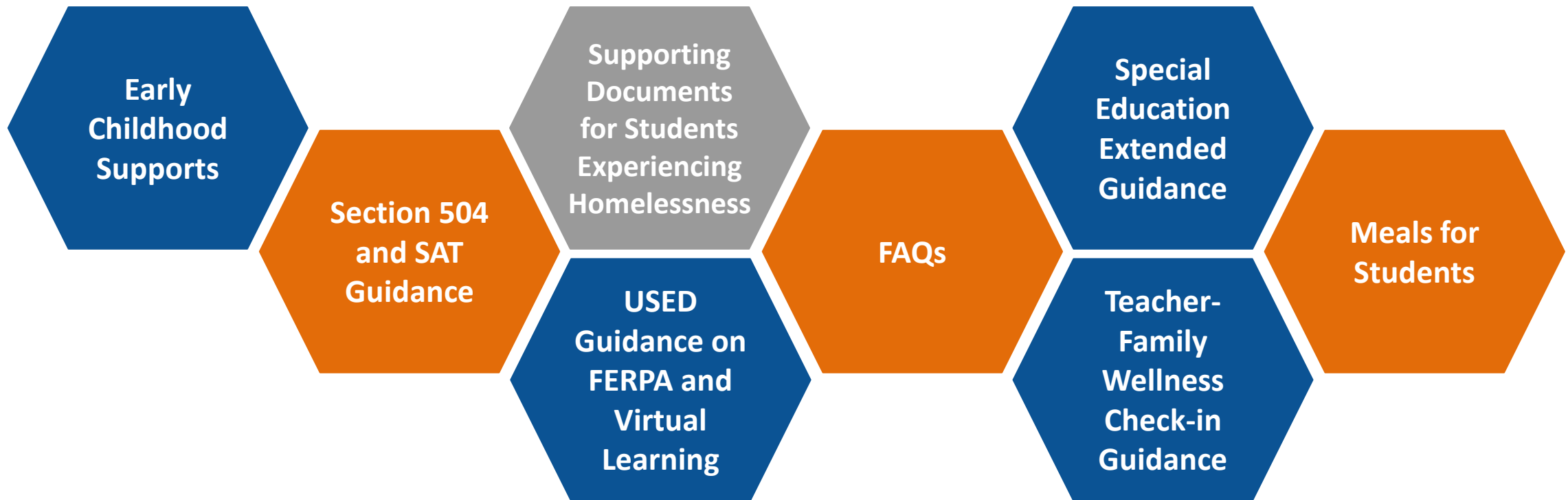
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- Continuous Learning Plan Guidance Document and Supports
- Assurances Document
- Review Process and Technical Assistance
- Partnership with Graduation Alliance - ENGAGE NM
- Analysis and Lessons Learned

# Continuous Learning Plan Guidance Document

- Framework:
  - Essential Questions for Consideration
  - Supports for Setting up the CLP for your District or Charter
  - Emphasis on Graduating Seniors
  - Guidelines Based on Grade Level Bands
  - SEL, EL, SPED Guidance
  - Technology Support
  - Tips for Educators and Students

# Continuous Learning Plan Key Supports



# Assurances Document for Continuous Learning

Due Date  
April 8, 2020

Ensure successful  
pathways to  
graduation

Ensure all  
employees continue  
to be paid

Document how  
remote instruction  
will take place

Document how  
at-risk students will  
continue to be  
served

Focus on SEL and  
family and  
community  
communication

# Review Process

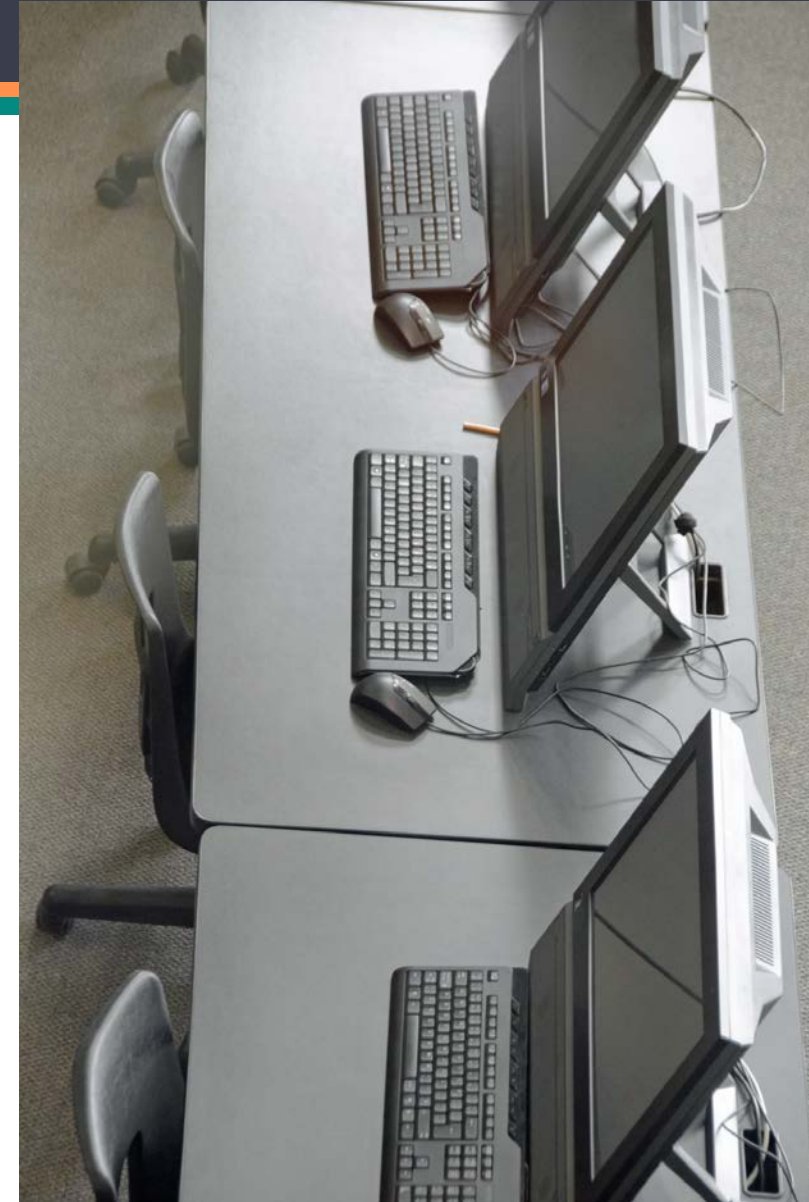
- Rubric
- Technical Assistance

Rubric for Continuous Learning Plan (CLP) Approval

	Question	Yes	No
1	Is the Assurances Document signed and dated?		
2	Is there a plan for high school seniors that includes both credit completion and demonstration of competency?		
3	Does the school/district provide for professional development for educators?		
4	Does the CLP provide a comprehensive scope for attending to the academic needs of students for the remainder of the school year?		
5	Does the CLP ensure access for all students if using technology?		
6	Does the CLP ensure additional measures and supports are provided to students with disabilities, students who are at-risk, and students who are served by Title programs?		
7	Does the school/district have a plan for attending to the socio-emotional wellness of students and families?		
8	Will the school/district have on-going communication that is accessible in more than one way?		
9	Is the CLP signed and dated?		

# ENGAGE New Mexico

- Remote learning + social and economic upheaval = new superclass of at-risk students
- Graduation Alliance has been supporting vulnerable learners in an online environment for 13 years
- Three key principles:
  - Systematic, persistent outreach to all students using differentiated treatment strategies
  - Triage support levels following a Response to Intervention (RTI) framework
  - On-going coaching and support to help students engage with the district's education offerings



# ENGAGE New Mexico: How it Works





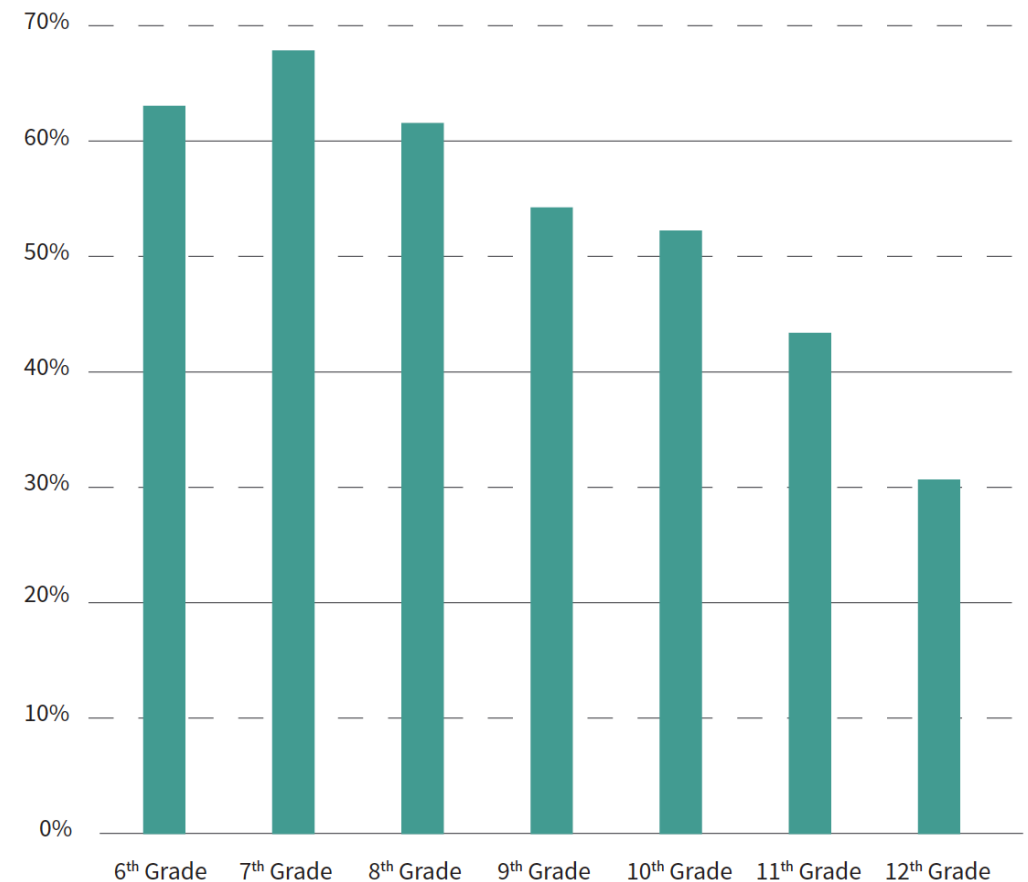
# Participation Rates

- 75 school systems participated
- ~7,500 students referred
  - Completely disengaged
  - Irregularly participating
  - In danger of failing 1 or more class

## STUDENT OUTREACH

More Than **40,000**  
Attempts to Contact Students

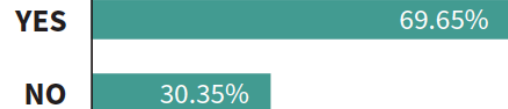
Opt-In Rates - Percentage of Contacted Students by Grade Level



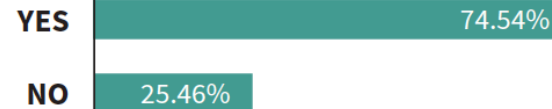
# Self-Identified Barriers to Engagement

## Self-Identified Barriers to Engagement Across All Grades

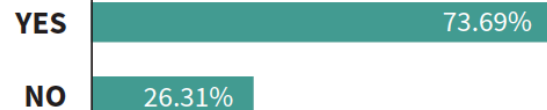
Do you have any classes where your grade is below a C?



Do you find your current courses difficult?



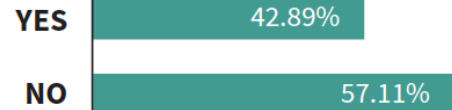
Do you know how to contact your teacher & access assignments?



Do you have access to a computer and the internet?



Do you have a career or education plan after graduation?



Are you in foster care or homeless?



Do you currently have an adult checking on your progress?



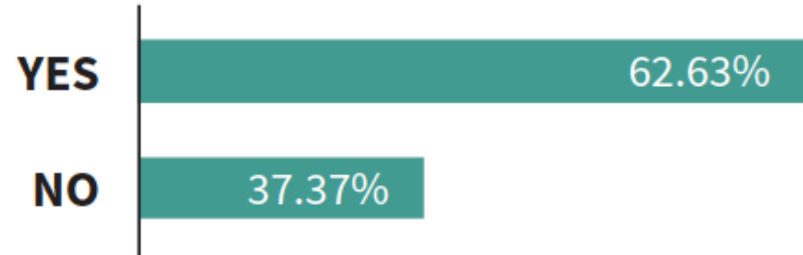
Are there other commitments that you have outside of school?



# Barriers – 6<sup>th</sup> Grade vs. 12<sup>th</sup> Grade

## 6<sup>th</sup> Grade

Do you know how to contact your teacher & access assignments?



Do you have access to a computer and the internet?



## 12<sup>th</sup> Grade

Do you know how to contact your teacher & access assignments?

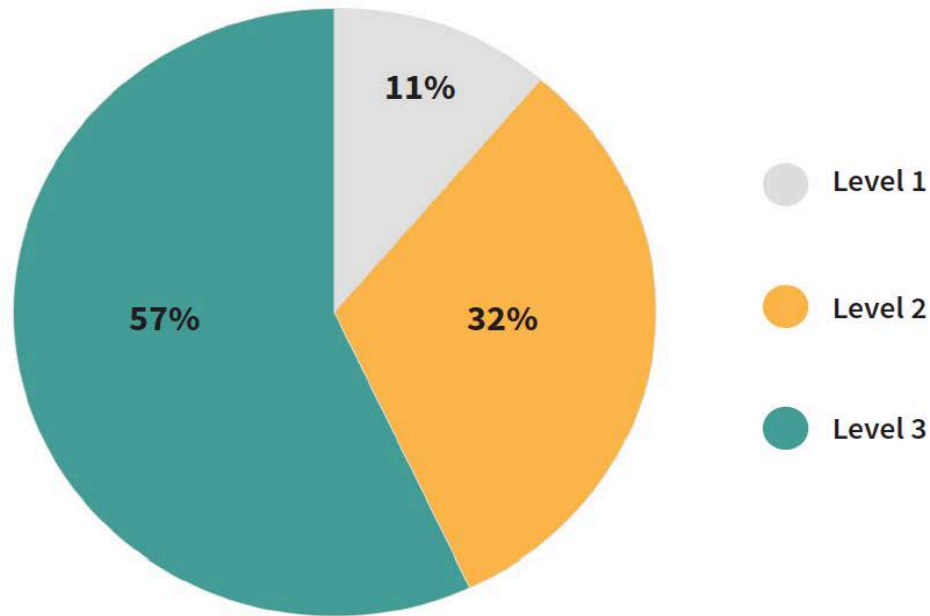


Do you have access to a computer and the internet?



# On-Going Support – Triage Support Levels of Intervention

Percentage of Students by Support Level Across All Grades



## STUDENT SUPPORT

More Than **11,000**  
Interventions Conducted

**Level 1:** Initial communication engagement with student regarding if the student would re-engage with the district's CLP and provide the social emotional and academic support necessary

**Level 2:** Interventions were aimed at solving specific issues such as getting additional help, connecting with teachers, accessing courses, or resolving technical issues, including getting students access to devices or internet connectivity

**Level 3:** Interventions required to re-engage students and keep them engaged were focused on the details of how to learn remotely and providing accountability for daily engagement and consistent progress

# Learnings & Implications

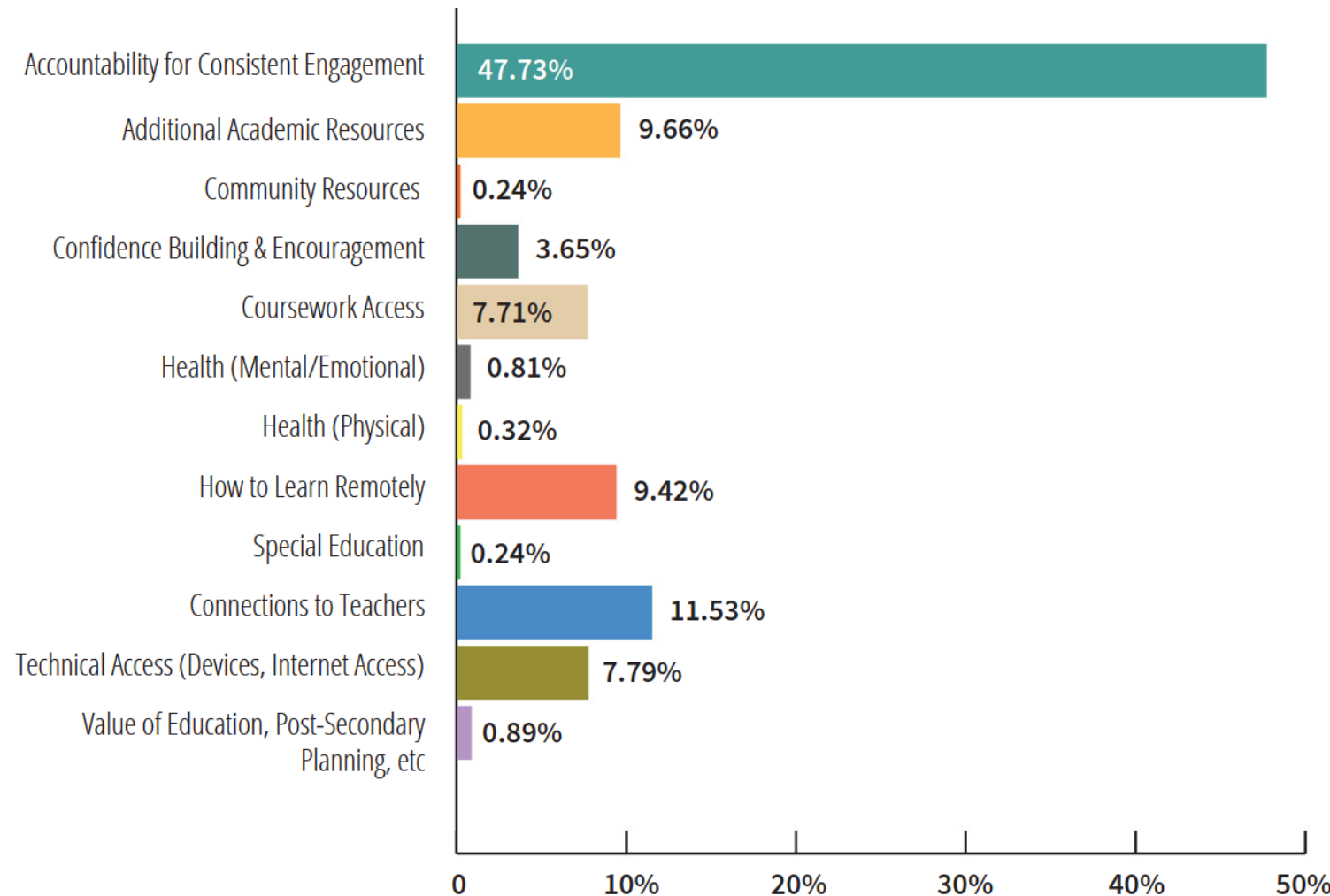
## Top barrier to engagement:

- Lack of structure and accountability

57%

*of interventions required to re-engage students and keep them engaged were focused on the details of how to learn remotely and providing accountability for daily engagement and consistent progress - problems normally solved through the observation of and access to teachers in a face-to-face environment.*

Percentage of Intervention by Type Across All Grades



# Learnings & Implications

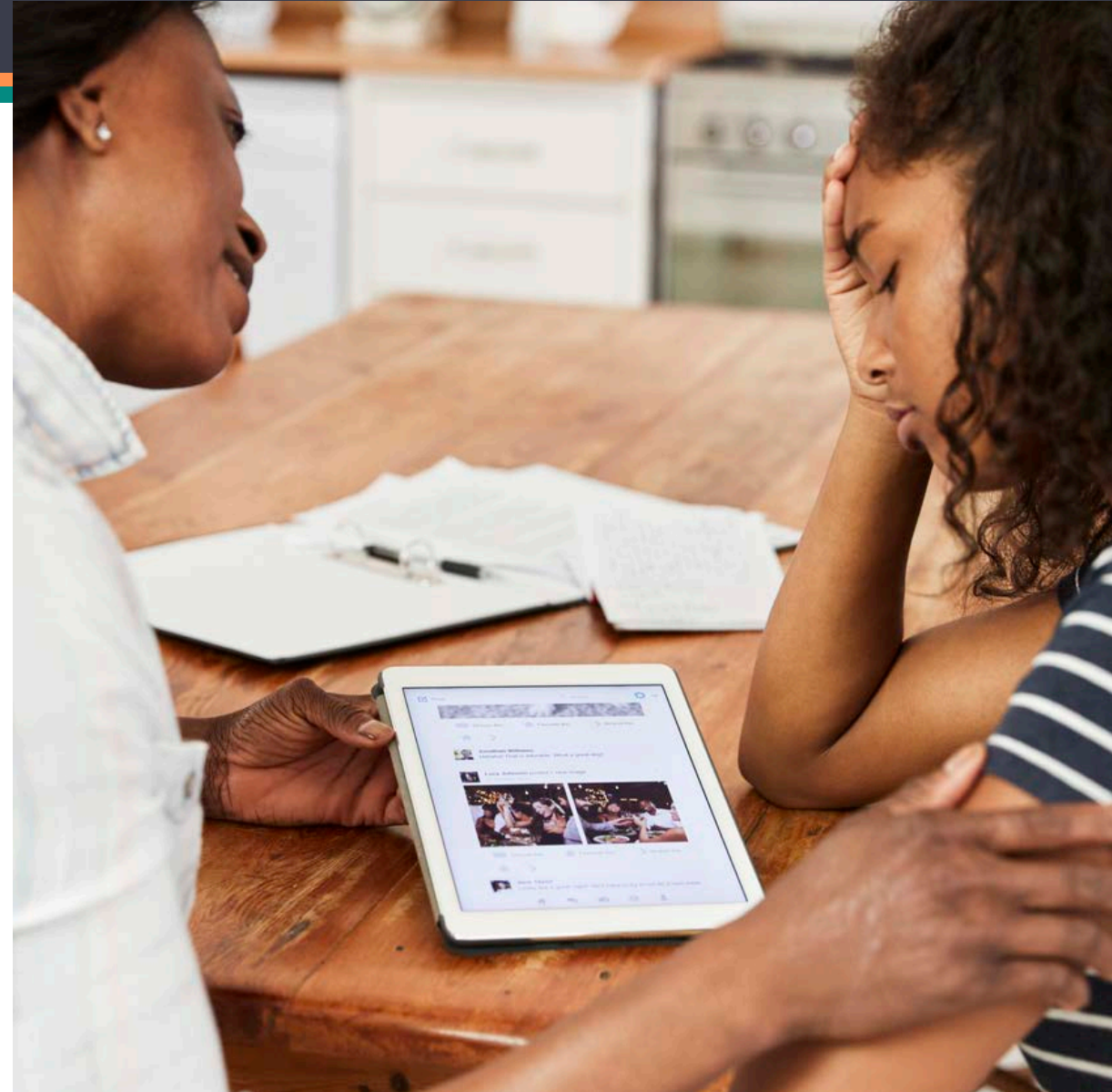
- **Problem-solving was required for students with specific needs**
  - Availability of adult supervision
  - Access to technology
    - ✓ *Students and families engaged with coaches at same rate regardless of whether they had a connected device*
  - Struggling academically
- **Implications:**
  - Understanding students self-identified barriers to engagement is key
  - Personalizing solutions based on understanding barriers

37%

*of interventions were aimed at solving specific issues such as getting additional help, connecting with teachers, accessing courses, or resolving technical issues; of those, only 8% were focused on getting students access to devices or internet connectivity.*

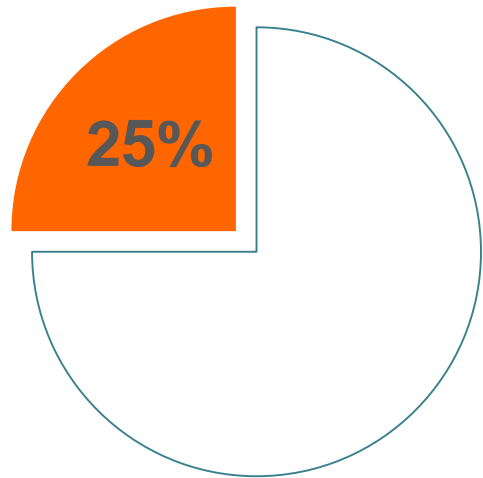
# Learnings & Implications

- **Parents proactively requested support**
- ***Implications:***
  - Families are struggling to make the new environment work
  - Thinking holistically around family supports is a key function of schools



# Learnings & Implications

- **New superclass of “at-risk students”**



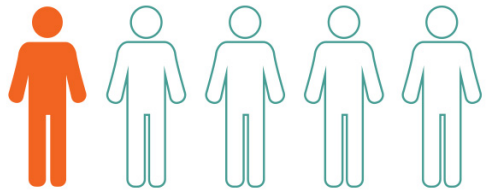
of students who participated in on-going coaching were succeeding academically prior to COVID-related school closures

- **Implications:**
  - Importance of coaching and support for all students
  - Rethink role of staff in a remote learning environment



# Learnings & Implications

- **Impending Second Wave of the Dropout Epidemic**



**1 in 5**

students did not engage in remote learning statewide

- ***Implications:***

- Systematic and persistent approach to outreach, including summer learning opportunities.
- Prepare dropout recovery programs and approach to meet the need of disengaged students.

# Analysis

## Bright Spots

- Partnerships with co-ops, cell service and internet providers
- Priority Standards~ Bloomfield, APS, and Ruidoso
- Using busses for distribution of meals, packets, and connectivity
- Educator creativity and leadership

## Lessons

- SAT, MLSS/RTI, and 504 Plans
- Provide clarity around instructional hours, rigor, and educational tasks
- Provide higher expectations around supports for at-risk students as they are embedded across the plan
- Create a more well-developed rubric for evaluation of plans and share with LEAs prior to submission

# Implications for Reentry

- Closing the digital divide includes a four pronged approach:
  - Devices, Connectivity, Technical Support, and a Statewide Platform
- A focus on professional development includes:
  - How to navigate the virtual environment
  - Understanding and developing high quality, culturally relevant curriculum modules
  - Co-planning to ensure vertical and horizontal acceleration and just-in-time remediation
  - Mid-term planning to focus on extended days away from face-to-face environments
- Prioritization for younger students and students with disabilities

# Renee Russ, Superintendent, Clovis Municipal Schools

- Senior class began in fall 2019 with approximately 430 students – Graduation rate expected to be between 80 and 88 percent
- This was accomplished through the grit, perseverance, and determination of the high school seniors and the high school staff
  - Home visits, school buses with Wifi/additional internet options, and directed communication from high school staff
- 5 seniors met the graduation requirements the week of graduation!
- Drive-In Graduation Ceremony was the result of extensive collaboration between Cannon Air Force Base, a local religious organization, a local business, and the high school's dedicated staff
- District's Main Takeaway: Future students in jeopardy of not graduating will be identified earlier in their high school careers and will receive support in new and more targeted ways

# Thank You!

Ryan Stewart, Ed.L.D.  
Secretary of Education

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