



# APS School Transformational Framework

APS Presentation to New Mexico LESC  
December 16, 2020

# Presenters:

- ❖ Dr. Gabriella Blakey, Chief Operations Officer
- ❖ Dr. Antonio Gonzales, Associate Superintendent for Learning Zone 2
- ❖ Gene Saavedra, Associate Superintendent for Learning Zone 1

## Available for questions

- ❖ Cesar Hernandez, Principal of Los Padillas Elementary School
- ❖ Kim Finke, Principal of Whittier Elementary School
- ❖ Judy Martin-Tafoya, Principal of Hawthorne Elementary



# Objectives:

- ❖ Evidence model
- ❖ Alignment with LPI recommendations for community school framework with extended time and integrated supports
- ❖ COVID learning loss addressed through acceleration and enrichment; not remediation
- ❖ Flexibility needed for “equivalent hours” to extend the day, not just add more days



## Student and teacher stability

### Teacher change

	2018-2019	2019-2020	2020-2021
Los Padillas	-2	-3	-1
Hawthorne	-4	-3	-2
Whittier	No change	-1	-2

### Enrollment 40<sup>th</sup> day 2016-2020

40 <sup>th</sup> day	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Los Padillas	217	199	208	209	207
Hawthorne	528	501	364	358	342
Whittier	368	330	285	291	252

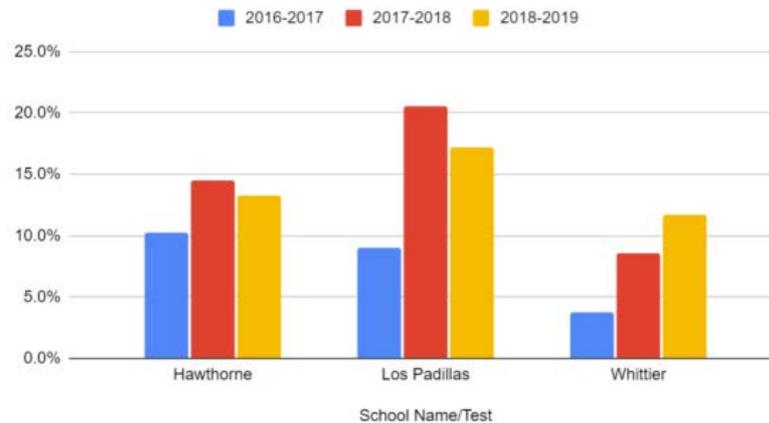
### iReady Math 2016-2020

EOY – Proficient	2016-2017	2017-2018	2018-2019	2019-2020
Los Padillas	NA	49.2	40.2	NA
Hawthorne	22.3	35.5	31.7	NA
Whittier	14.8	19.2	36.2	NA

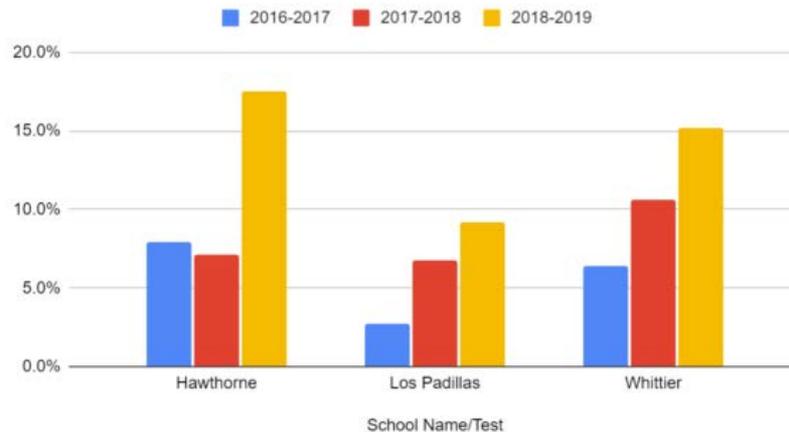
### iReady LA 2016-2020

EOY – Proficient	2016-2017	2017-2018	2018-2019	2019-2020
Los Padillas	NA	40.3	37.1	NA
Hawthorne	23.6	32.3	30.3	NA
Whittier	9.0	11.8	31.3	NA

### PARCC / NM-MSSA Performance - Mathematics



### PARCC NM-MSSA Performance - ELA



# THEORY OF ACTION

## THEORY OF ACTION

### COMMUNITY SCHOOL PILLARS

**Integrated  
Student  
Support**



**Expanded  
Learning Time  
& Opportunities**



**Family and  
Community  
Engagement**



**Collaborative  
Leadership &  
Practice**



**WE BELIEVE OUR  
SCHOOLS SHOULD  
BE DESIGNED  
AROUND:**

- Student-Centered Learning
- Social Emotional Learning
- Formative Assessment
- Backward Planning
- Standards-Based Cross-Curricular Planning & Teaching
- Distributive Leadership



# Learning Policy Institute Recommendations

“**Next steps for education funding in New Mexico.** Going forward, New Mexico needs to maintain its investments during the economic downturn and prepare to increase them when the economy recovers—particularly in schools serving students from low-income families and other vulnerable students. These new investments can be used to implement the evidence-based recommendations in this report—higher-quality curriculum and assessment; educator recruitment, preparation, compensation, and professional development for a skilled workforce; extended learning and community school supports and interventions in high-poverty schools; and targeted state, regional, and local capacity building.”

**Jeannie Oakes’ recommendations align with the APS school improvement model**  
*community school framework*  
*integrated supports*  
*student extended learning time*  
*embedded educator professional development*

**LFC- September 2020**  
**NMSBA- December 2020**

SEPTEMBER 2020

Improving Education the New Mexico Way

Summary Report<sup>1</sup>



Jeannie Oakes, Daniel Espinoza, Linda Darling-Hammond,  
Carmen Gonzales, Jennifer DePaoli, Tara Kini, Gary Hoachlander,  
Dion Burns, Michael Griffith, and Melanie Leung

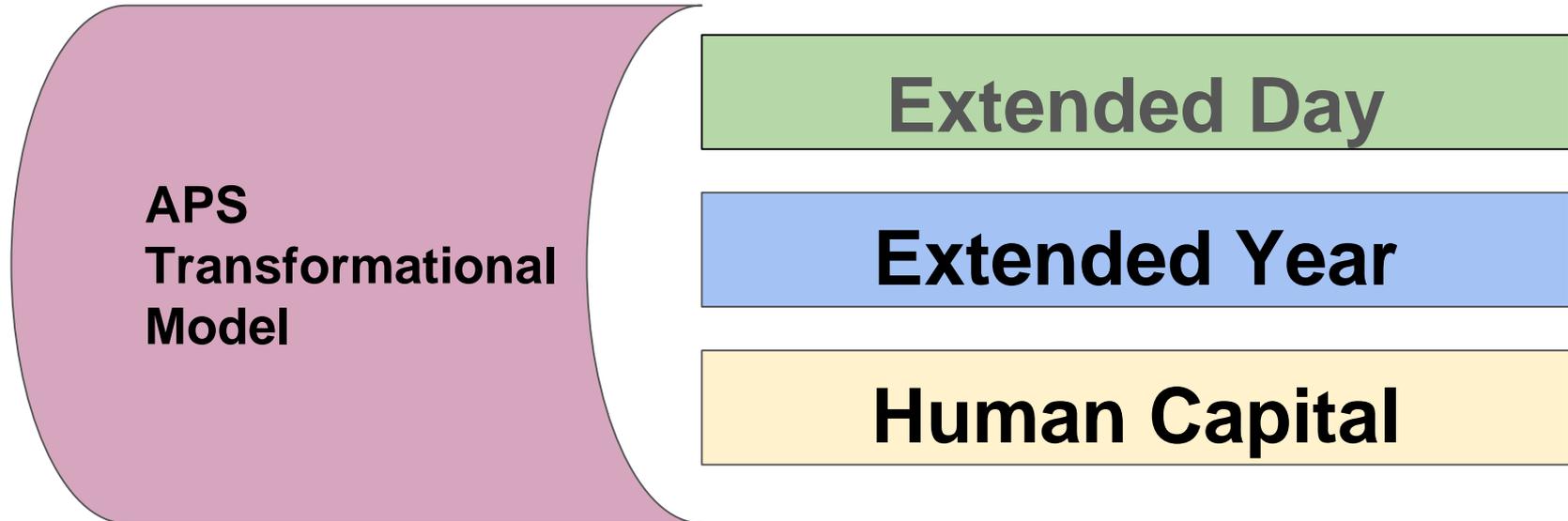
# APS School Transformational Framework

Three year model- 4 Focus Areas:

<p><b><u>School Models</u></b> AVID Schools Bilingual Schools Community Schools</p>	<p><b><u>Students</u></b> Enrollment/Demographics Genius Hour Extra Instructional Time</p>
<p><b><u>Teachers</u></b> Staffing Trainings/Professional Development Retention</p>	<p><b><u>Community</u></b> Parent Classes Parent/Guardian Engagement Community Partnerships</p>

# APS School Transformational Framework

Based on the MRI Journey, there are 3 Critical Transformational Framework Components...the “Shell”:



# Transformation Component 1



# GENERAL STRUCTURE

We want more than just more days. We want to TRANSFORM the days

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- Embedded time for school wide enrichment, personalization and acceleration critical to transformation.
- At end of every day (3:00 to 4:00 PM) with Community School Framework support
- Job embedded curriculum
- School personnel and community members teach the classes
- Classes or projects are short cycled to promote engagement (6 weeks)
- Mixes students from different classes and grades - improvements in student behavior

# GENIUS HOUR builds in TIME for ENRICHMENT

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- Genius Hour time is a natural component of schools to cope with instructional time lost during this pandemic.
- Having school wide enrichment activities for all our schools help us better address the findings of Yazzie-Martinez in support of more equity in education.
- **More time without changing the quality of the day will not be enough to address school closure**



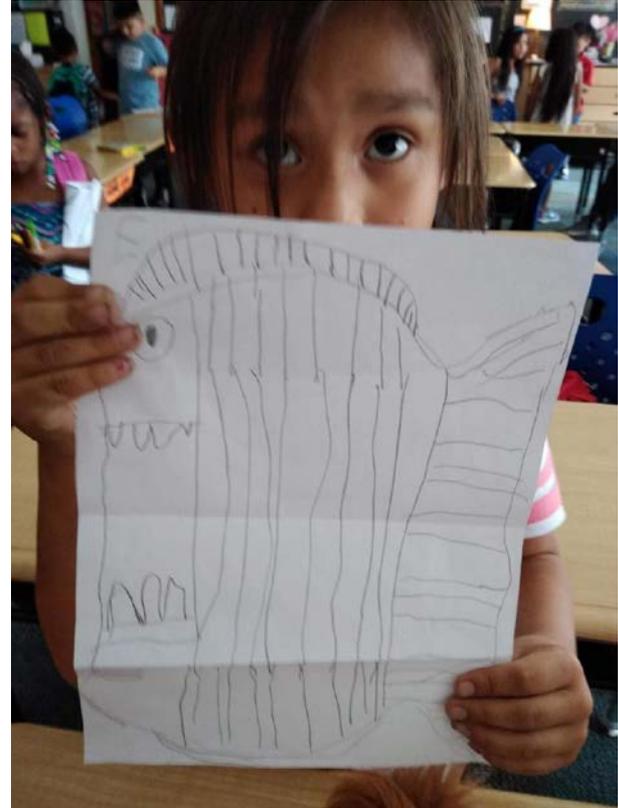
# Extended Day TRANSFORMS Professional Development

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- Distance Learning Overview and Guidelines
- Good Online Instruction
- Google Classroom
- Flipped Classroom
- Socio-emotional learning
- SeeSaw
- Google Meets
- ActivInspire on Google Meets
- Benchmark Advance
- ELA/ SLA Module overviews
- Small group ELA curriculum planning
- 90 Day Plan critical actions
- Jamboard
- Netiquette
- IEP Accommodations
- Health and Wellness
- Data analysis

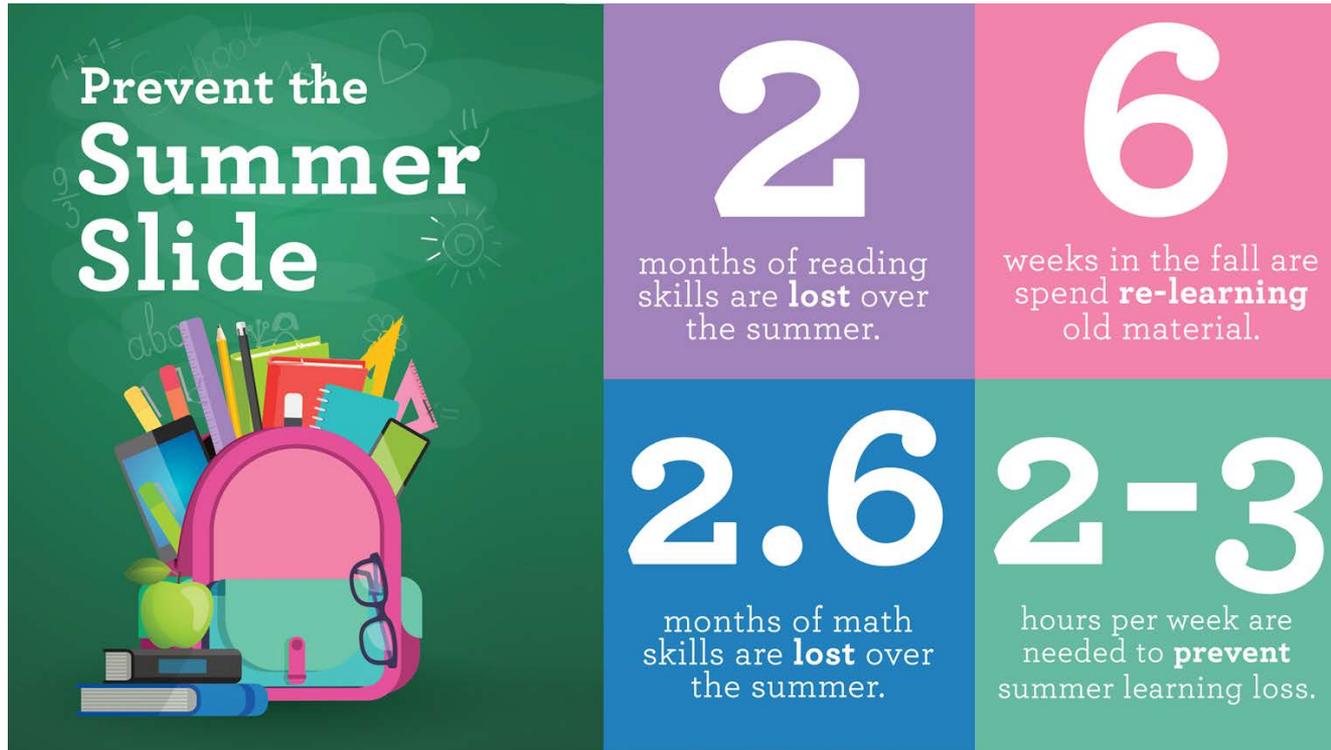


# Transformation Component 2



# APS School Transformation Framework

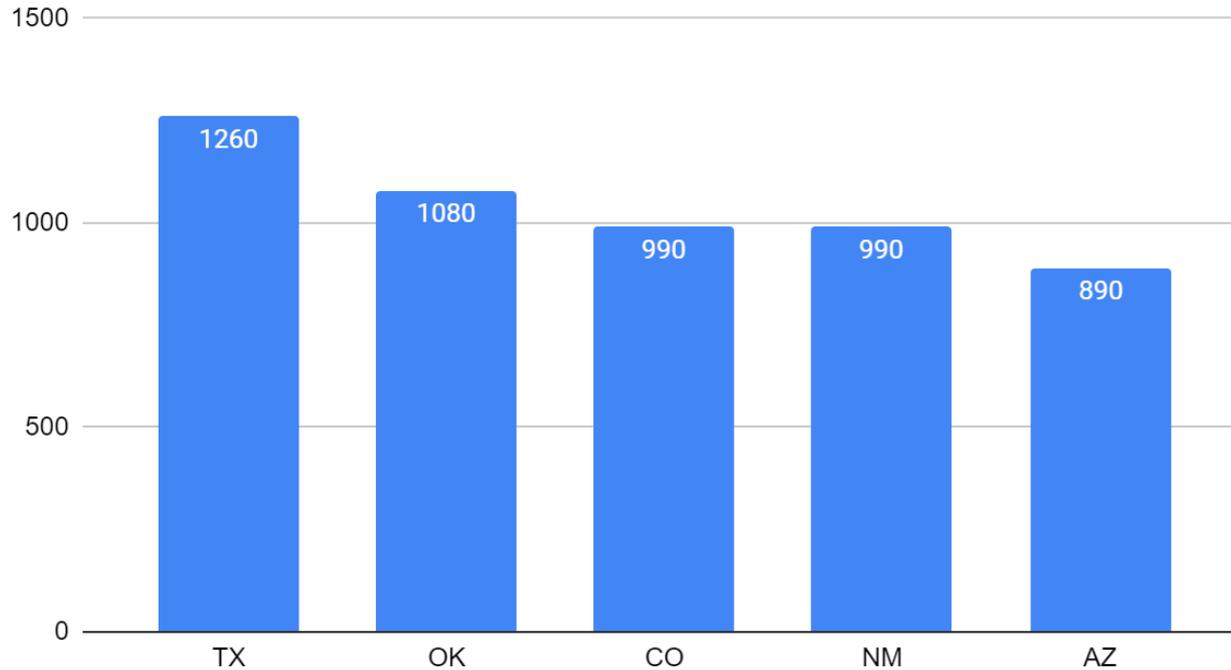
## Shell Component 2: Extended School Year



# APS School Transformation Framework

## Shell Component 2: Extended School Year

### Comparison of Required Elementary Instructional Hours

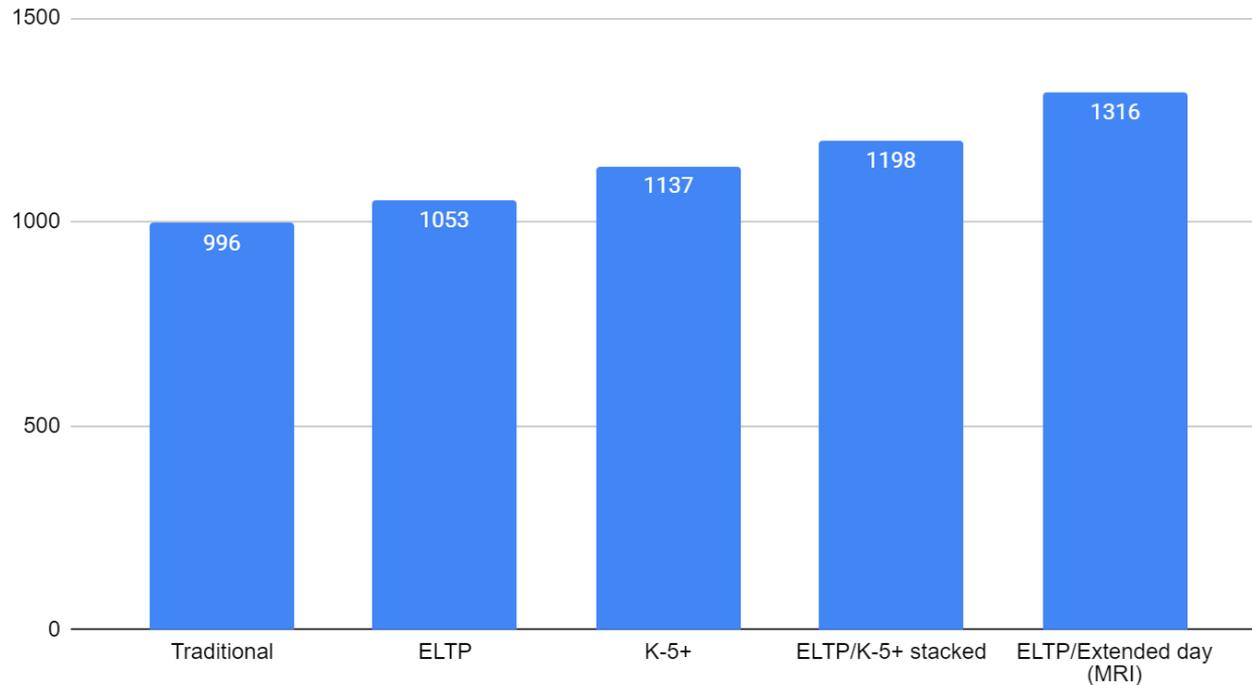


Source: Education Commission of the States, 50-State Comparison, 2018

# APS School Transformation Framework

## Shell Component 2: Extended School Year

Comparison of Models by Hours of Instruction



# Extended School Year- Where are we now?

- ELTP was signed into law by Governor Lujan Grisham in May 2019
- This change pushed \$1.4 million of funding for the three formerly-MRI schools onto the state's books, from APS.
- Extension of the school year is currently being proposed as a solution to the COVID slide: <https://www.krqe.com/news/education/remote-learning-fails-many-new-mexico-students-report-says/>
- For students who are two years behind, and accounting for the summer slide, it takes 6 years of a teacher making 1.5-years of academic gain to catch the student up to grade level.
- Learning Policy Institute recommends NM embrace community schools with extended learning time opportunities

# Impact of Extended TIME

Turnaround Model Further Empowered and Transformed:

Professional Development (PD) by job embedding skills

1. Social Emotional Learning (SEL), Trauma Informed Practices (TIP)
2. Culturally Relevant Teaching and Learning (CRTL)
3. Grade level and cross-level collaboration
4. Data analysis to plan for class adjustments and individual interventions

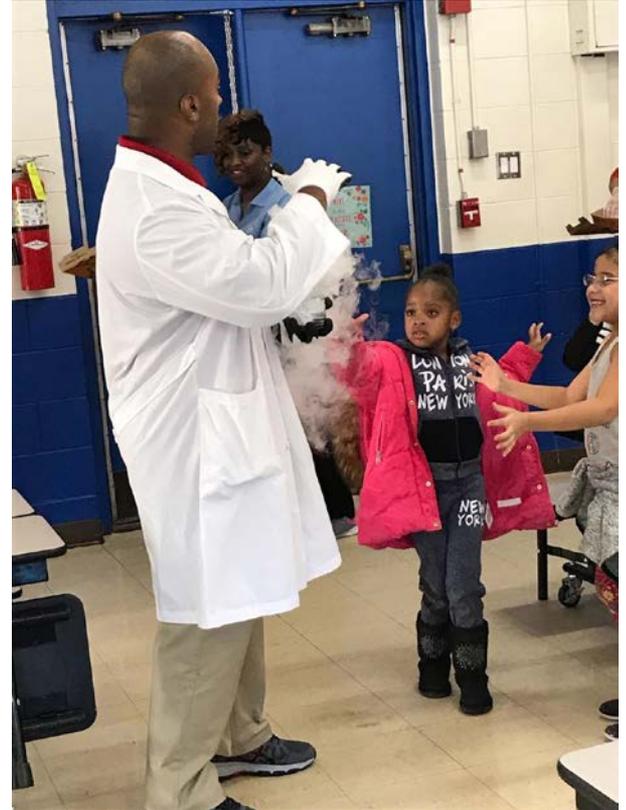
Critical staff support, teacher participant teams:

1. Student Assistance Team (SAT)
2. Family / Student Engagement
3. Attendance

# Structural and Systemic Considerations

## Community School Framework

1. Expanded and Enriched Learning Time and Opportunities
  - a. Genius Hour
  - b. Intervention
2. Collaborative Leadership and Practices
  - a. Admin Team / Instructional Council
  - b. School improvement teams
3. Active Family and Community Engagement
  - a. Family Liaison / Community School Coordinator
4. Integrated Student Supports
  - a. Interventionists, Social Services, Enrichment
5. Teacher Union Collaboration and Support



# Transformation Component 3



# Human Capital TRANSFORMS What is Possible

- ❖ Mission critical staffing is one part of the resource shifts needed to accelerate and sustain learning in a low performing school
- ❖ Shifting teachers to core subjects, grade levels and areas of their expertise
- ❖ Enlisting new staff such as interventionists, specialists, coaches, and mentors
- ❖ Leveraging technology and community partnerships to expand program offerings and after-school opportunities



# APS School Transformational Framework

## Human Capital- Examples

- ❖ Math and Reading Interventionists
- ❖ Community School Coordinator
- ❖ Transformational Coach & Resource Teacher
- ❖ Extra FTE to lower PTR
- ❖ Assistant Principal



# APS School Transformational Framework Costs

Total Funds Required to Sustain Transformation in 3 School

<b>Extended Day</b>	<b>Extended Year</b>	<b>Transformation Critical Staff</b>	<b>TOTAL for 3 Transformation Schools</b>
\$1,495,347	\$482,245	\$994,667	\$2,972,259



“Equivalent hours” flexibility could fund



State ELTP funds cover 10 extra days



District cost for additional staffing/program

# Legislative Request: “equivalent hours” for schools that need integrated supports with extended learning time

- Create funding for this equity based model to utilize funding through “equivalent hours”
- If legislature enacts additional mandatory days, create flexibility for “equivalent hours”
- Create sustainable funding for schools with integrated supports and extended learning opportunities, that exceed the need of adding ten more days

**Questions or  
comments?**

