

# **TRANSFORMATIONAL MODEL**

**Albuquerque Public Schools**

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Yazzie/Martinez, the case is about education in our state. APS represents 25% of the students in the state and serves many of the students disproportionately disadvantaged by an insufficiently funded education system.

*This model provides innovation, quality teacher professional development, personalized student instruction, strong site leadership, wraparound supports through a community school framework, empowered family and community engagement, and locally responsive curriculum. All these support efforts to address the problems with education in Yazzie/Martinez.*

**Genius Hour** embeds time for students to pursue their passions with certified teachers present to guide them.

**Embedded teacher professional development** is key to transforming education. Adding more days, without changing the day will not create a transformation.

## *Key observations of the model as an evidence-model to improve student outcomes*

- Second year of MRI model in three elementary schools
  - *Hawthorne Elementary School*
  - *Whittier Elementary School*
  - *Los Padillas Elementary School*
- **Model yielding improved outcomes**
  - *Double-digit increases in reading and math*
  - *Hawthorne had the highest growth in reading in the district*
  - *5% turnover of staff after one year, compared to as high as 20% in previous years*
  - *All three schools ended with higher enrollment compared to previous years of declining enrollment from beginning of year to end of year*
  - *All students experience after school activities with licensed teachers present for extended day*

# Key elements of structural changes learned from the MRI model

- *10 extra days for students and teachers*
- *Strengthening Quality Teaching (SQT) as an embedded teacher professional development model*
- *Extended instructional day*
- *Genius Hour (innovation in instruction and personalized student learning)*
- *Local, stakeholder discussions about programming and embedded, ongoing professional development*
- *Community schools framework*

## The VALUE of an EXTENDED DAY

- Provides a safe place for most vulnerable
- Consistent student-teacher relationships
- Time for “genius hour” which embeds creativity of after school programs into instructional day and engages community
- Embedded and increased teacher professional development time

Without changing the structure of the day to provide for teacher professional work and time for personalized student learning, **adding more days does not consistently improve student outcomes.**

Time	Third Grade
7:30-8:30am	TEACHER PROFESSIONAL DEVELOPMENT TIME (daily)
8:30AM-11:30AM	ELA
11:30AM-12:15PM	Related Arts
12:15PM-12:45PM	LUNCH/RECESS
12:45PM-3:15PM	MATHEMATICS
3:15PM-4:00PM	GENIUS HOUR
4:00PM	DISMISSAL

Coded/Allocated Time
Teacher Professional Time- 60 min (Professional development, Data Analysis, Collaboration, Lesson study, Student work analysis)
ELA 180 min/day PED requires 120 min/day
Related Arts- 45 min
LUNCH/Recess- 30 min
Math 150 min/day (PED requires 90 min/day)
GENIUS HOUR- 45 min- Student Personalized Time

School Day/Year Schedule: 8:30-4:00/188 days (Students) 3:00-4:00 (Genius Hour) 7:30-4:00/194 days (Staff) 7:30-8:30 (SQT)

Community Schools Framework					
Integrated Student Supports		Collaborative Leadership		Family Engagement	
Extended Learning					
Student Centered Learning	Social Emotional Learning	Distributive Leadership	Backward Planning	Standards Based Cross- Curricular	Formative Assessment
Blended Learning Dual Language Project based learning AVID <b>Genius Hour - inquiry based learning</b> 5 Core Propositions of Accomplished Teaching <b>Extended day/year</b>	Early Childhood Dual Language Community Coordinator AVID <b>Extended day/year</b>	National Board Certified Teachers Community Schools Coordinator Transformation Coach 5 Core Propositions of Accomplished Teaching	<b>Extended teacher day for collaboration, planning, lesson study</b> 5 Core Propositions of Accomplished Teaching	Blended Learning Dual Language <b>Extended teacher day for collaboration, planning, and lesson study</b> AVID <b>Genius Hour - Inquiry based learning</b> 5 Core Propositions of Accomplished Teaching	iReady iStation <b>Extended teacher day for data analysis and planning</b> 5 Core Propositions of Accomplished Teaching

## APS Instructional Schedules (Traditional and MRI/Transformational)

### Traditional- Current School Calendar Days

Teachers: 184 days

Students: 178 days

Teacher Contract Hours: 6.5 hours

Student Class Hours: 5.6 hours (5.5 req. min)

Total Instructional Hours: 996 hours (990 req. min.)

**MRI Model- Current School Calendar Days**  
**Currently only able to receive extended learning funding, not K5 or stacking**

Teachers: 194 days

Students: 188 days

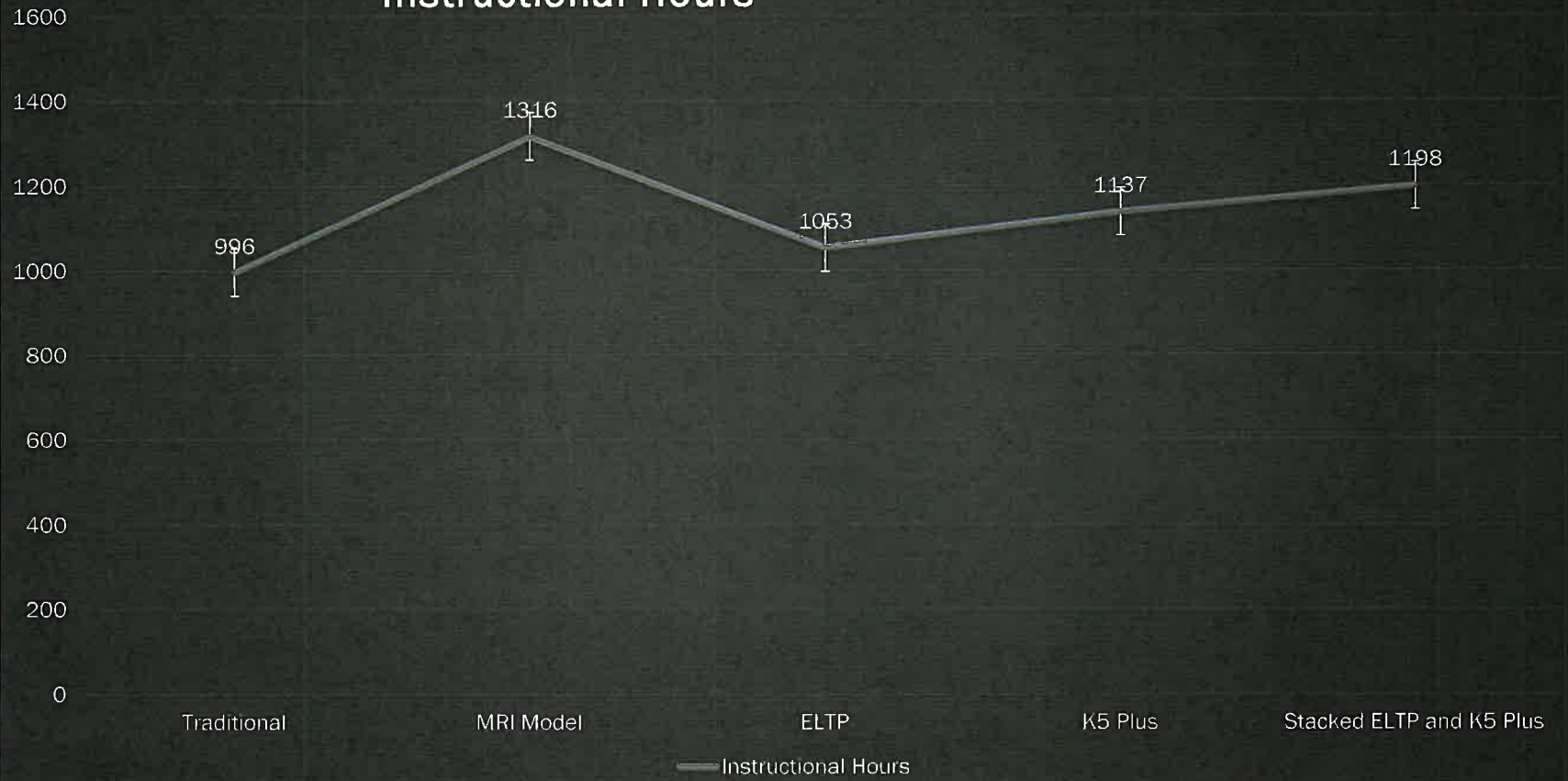
Teacher Contract Hours: 8 hours

Student Class Hours: 7 hours

Total Instructional Hours: 1316 hours

Currently only able to receive extended learning funding, not K5 or stacking

# Instructional Hours





# HB5/SB1 Extended Learning and K5 Plus program instructional time models

APS ELTP requirements	APS K5 Plus requirements	"Stacking" ELTP and K5 Plus
<b>Instructional Days</b> <b>Teachers: 194 days</b> <b>Students: 188 days</b>	<b>Instructional Days</b> <b>Teachers: 210 (1 additional PD)</b> <b>Students: 203</b>	<b>Instructional Days</b> <b>Teachers: 210</b> <b>Students: 203</b>
<b>Teacher Contract Hours: 6.5</b> <b>Student Class Hours: 5.6</b> <b>hours</b> <b>Total Instructional Hours: 1053</b>	<b>Teacher Contract Hours: 6.5</b> <b>Student Class Hours: 5.6</b> <b>hours</b> <b>Total Instructional Hours: 1137</b>	<b>Teacher Contract Hours: 6.8</b> <b>Student Class Hours: 5.9</b> <b>Total Instructional Hours: 1198</b> <b>hours</b>
<b>Funding .1 MEM</b>	<b>Funding .31 MEM</b>	<b>Funding .41 MEM</b>

## APS Supplements site operational budgets for this model

<b>Fiscal Year 2019-2020 Budget</b>	<b>Los Padillas</b>	<b>Whittier</b>	<b>Hawthorne</b>
<b>Normal Operating Funds</b>	<b>\$ 1,597,641</b>	<b>\$ 1,875,192</b>	<b>\$ 2,101,130</b>
Additional Operational for Schools from District Operational Funds	\$ 541,250	\$ 225,183	\$ 472,559
MRI Grant	\$ -	\$ -	\$ -
CSI Grant	\$ 58,822	\$ 105,199	\$ 148,267
Other Grant Funds	\$ 510,418	\$ 482,946	\$ 293,004
<b>ELTP</b>	<b>\$ 86,828</b>	<b>\$ 101,913</b>	<b>\$ 114,192</b>
<b>K5+</b>	\$ -	\$ -	
<b>Total</b>	<b>\$ 2,794,959</b>	<b>\$ 2,790,433</b>	<b>\$ 3,129,152</b>

<b>ALIGNMENT TO K5 PLUS</b>	<b>K5</b>	<b>TRANSFORMATIONAL</b>
Instructional Days	203	188
Instructional Hours per Day	5.6	7
Total Instructional Hours	1137	1316
Teacher Hours Available for PD	19.5	274
Same Teacher Rule	YES	YES
Additional Opportunity for Math and ELA Instruction	YES	YES
All Grade Levels	YES	YES
Collection of iStation Data	YES	YES

# Summary of Request

- **Fund model of increased instructional hours and days** using the **.41 MEM**
- Model adds 10 days plus more than the equivalent 25 days in additional hours for each school day which allows for:
  - increased instructional time for students through a structure that encourages innovation, improved student outcomes, and improved academic achievement
  - extended time as part of a continuous school year so students keep the same teacher
  - increased quality and quantity of teacher professional development through a structure that sustains, invigorates and retains teachers and staff
- Legislative Flexibility in language for “days” and “hours” needed; this model adds the equivalent of almost 55 more, instructional days through adding 10 days and extended hours for all days. Funding needs exceed that for adding 10 days

**APS believes legislative flexibility could provide sustainable funding to this model and allow it to evolve and grow in other school sites that serve students who deserve more enrichment, supports and wraparound community engagement.**