

SCHOOL DISTRICT AND EDUCATOR PROPOSALS TO COMPLY WITH *MARTINEZ-YAZZIE*

1. HEALTH AND SAFETY
2. HIGH QUALITY EDUCATION

THE WORK OF THE NM LEGISLATURE

\$500 million
influx to public
Education

Additional
Compensation
for teachers

Pre-K
Opportunities

K5+/ELTP

Professional
Development

COMMON PLANNING FOR COMMON INSTRUCTION

Sufficient and uniform system of education to ensure that ALL students are receiving the education they need to be college and career ready

How do we address potential inequities?

Systems

Curriculum Leadership Team - Consists of teachers from every grade, from every school

District pacing guides based on Common Core State Standards, common assessments aligned to grade-level rigor, and procedures for reviewing and revising curriculum maps and assessments

INSTRUCTIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Principals are Instructional Leaders, observing instruction, meeting with teachers to reflect, analyze assessment data, and provide feedback on lessons.

This model is research based.

This work is supported through professional development for both teachers and school leaders through the Priority Schools Bureau programs – Achieve Excellence, LAUNCH, and RISE.

State-wide there is a framework for planning rigorous instruction, analyzing student data, and using data to drive instruction.

K5 PLUS AND EXTENDED LEARNING TIME (ELT)

Preparing and Planning for K5 Plus and ELT Program Learning

- Common planning and purpose by school site leadership and district leaders
- Recruitment and building of relationships with staff, students, families, and community
- Instructional theme and focus – allowed for analyzation of student data, designing targeted interventions and established individual student goals

Impact of School Closure on K5 Plus and ELT Program

- Time was a factor to decide if K5 Plus program would be a viable option for our students, staff, families, and community
- Impact – Loss of additional instructional days, data collection and analysis, needed time to create meaningful and sustainable relationships, etc.

SUPPORT NEEDED TO CONTINUE IMPLEMENTATION OF K5 PLUS AND ELT PROGRAMS

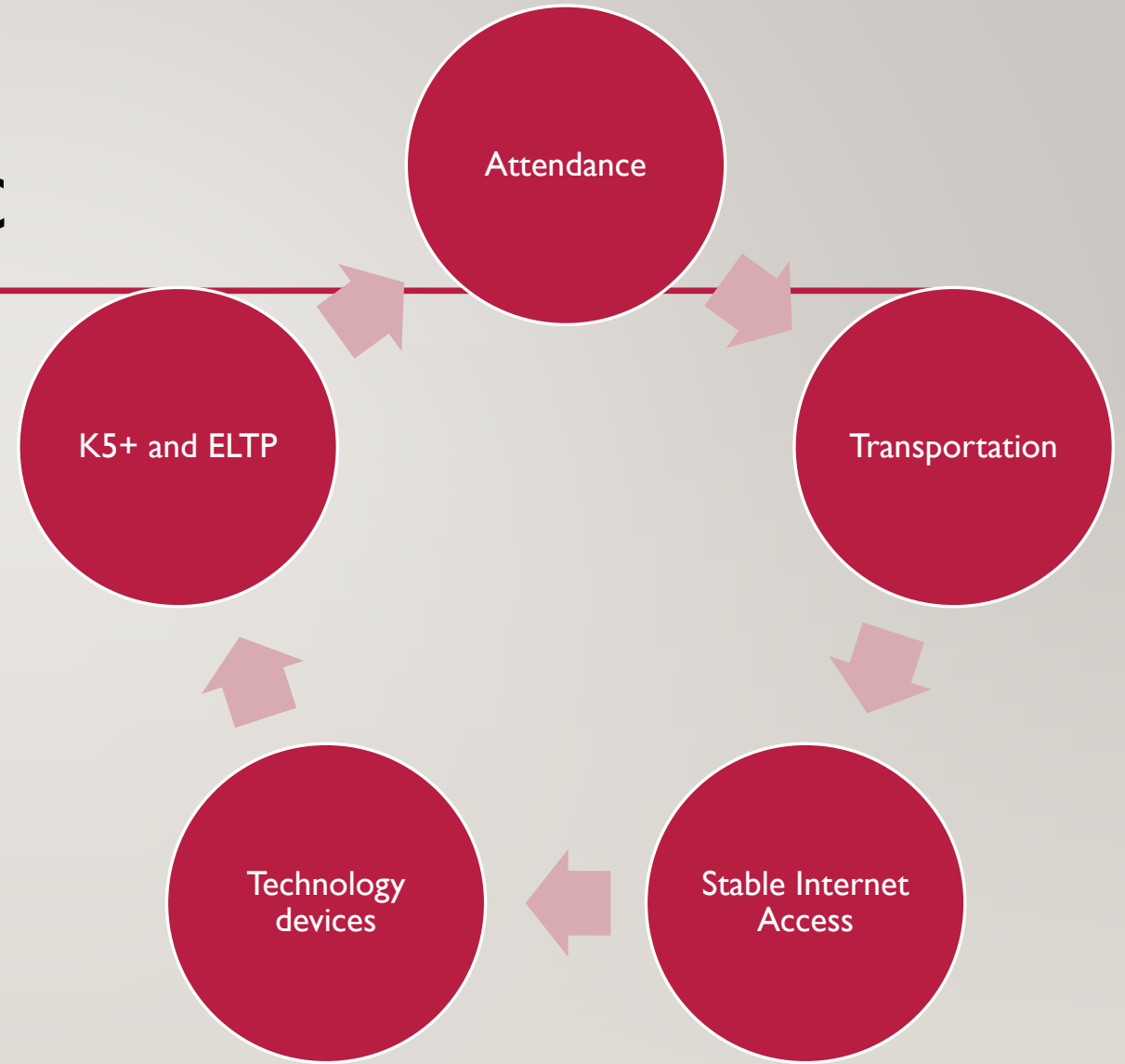
Flexibility to create a system that will be supportive for each district – includes non-punitive measures of accountability and evidence of an effective program

Student First Mindset – Focus on individual and intentional supports to address student needs in learning/growth

Communication – Ensure that communication is timely and focused on building relationships with all stakeholders

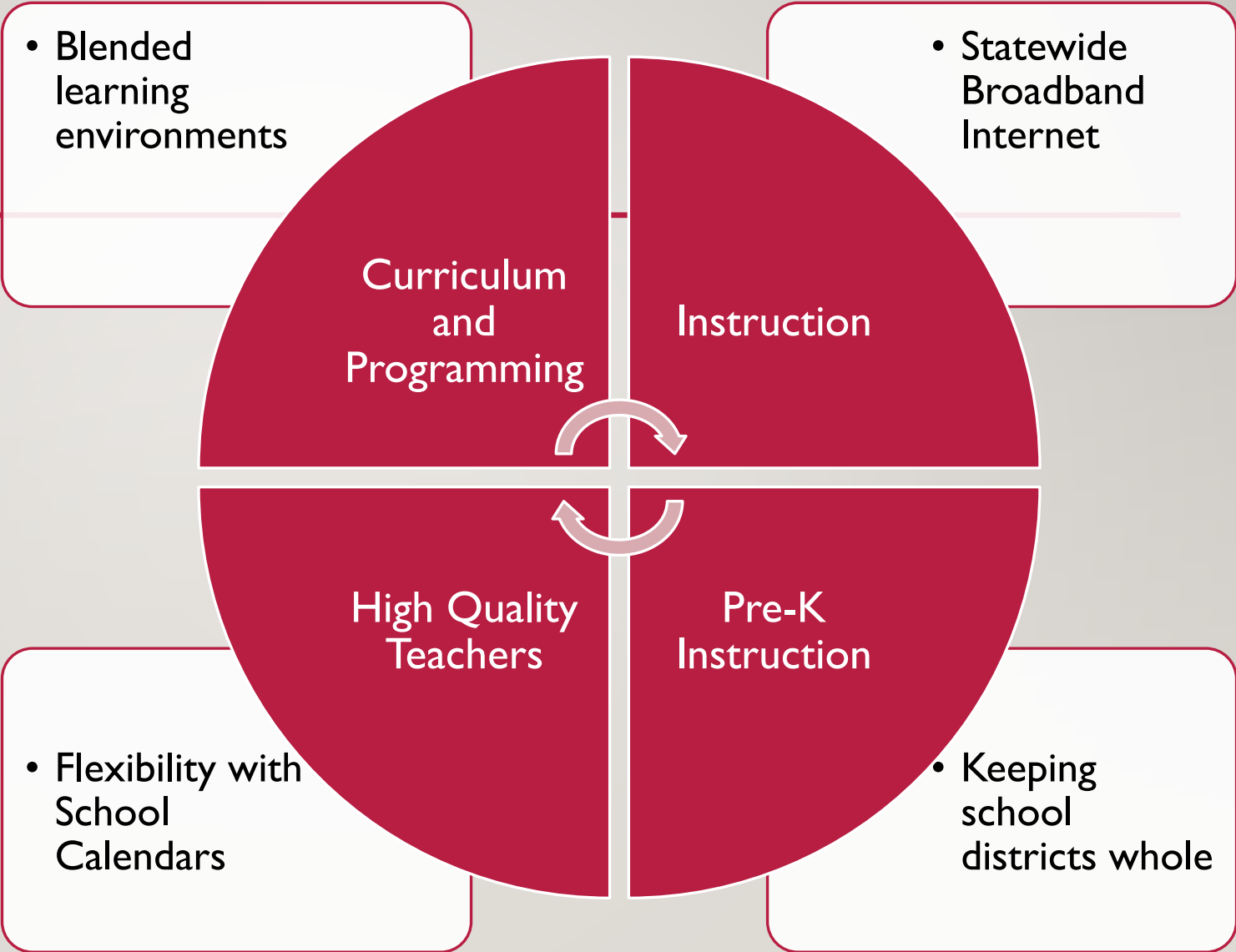
Intentionality – Create plans that integrates the diverse cultural strengths into an inclusive curriculum with high expectations for all students

IMPACT FROM PANDEMIC





- Reopening plans
- Inequity in education-broadband internet
- At-Risk expenditures

NEXT STEPS



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MARTINEZ/YAZZIE IN COVID TIMES – STATUS AND PROPOSALS FOR STUDENT OUTCOMES

Pertinent Recommendations for Pacing/Restructuring of K-
5+ and ELTP/Moving Forward



OVERVIEW OF COVID IMPACTS AND ON-THE-GROUND REALITIES

- Operational Impacts of COVID Health Order
- Funding Shrinkage
- Learning Loss (COVID Exacerbation)
- K-5+/ELTP Structure and Local Scaling Capabilities
- SEL Implications and the worsening of overall student stability
- Staffing - Local/Regional Challenges

OVERALL IMPACTS OF COVID HEALTH ORDER

18-24 MONTHS OF POTENTIAL INTRUSION ON “STANDARD PRACTICE”

IMPACTS ON PRACTICE

COVID HEALTH ORDER

- March '20 – September '20 Impact
 - District practice interrupted
 - District implementation of new programs impaired
 - Significant change in practice and order essentially ended business as usual
 - Students placed into unfamiliar and untested range of practice March '20 – August '20
 - Forced loss of student to student and student to teacher support
 - September '20 – June '21 districts scramble to implement new learning modalities with hybrid and remote learning

SEPTEMBER '20 – JUNE '21

- September '20 – June '21 districts scramble to implement new learning modalities with hybrid and remote learning
- Syncopation in return of students both regionally and by grade level
- Considerations of workforce practices and protections
- Hybrid to face-to-face practice – implementation variances likely
- Likely not to return to “established practice” until at least August '21

FUNDING SHRINKAGE

FY 21 and FY 22

FUNDING SHRINKAGE

FY 21

Downturn of State General Fund in FY 21

Special Session Adjustment Resizes District Finances and Puts Additional Stress on COVID impacts

CARES Act Funds adjustment likely overshoot school district financial potential to move with agility through COVID environment

District Unplanned Costs Create an Environment of depletion and long term tenability

Student enrollment destabilizes

• FY 22

- **Destabilized student enrollment likely to continue with return to predictability unlikely until FY 23**
- **Districts continue to realize unpredicted costs and operational dysfunction leading to financial uncertainty**
- **Workforce instability is likely for all of FY 22 as health crisis and staff uncertainties predominate in most of the fiscal year**
- **Crisis in learning materials and technology scaling and sustainability will cause financial pressure on districts large and small**
- **Teacher shortage is less likely to be pay related than personal health/support related**

LEARNING LOSS

FY 20 and FY 21

LEARNING LOSS

- Spring '20 realized substantial learning loss
 - Interruption to learning was pronounced as districts were restrained in delivery of education due to “no warning” COVID response
 - No preparation/design/PD time afforded to successfully retool instruction
 - Health order and PED directives substantially reduced lucrative engagement time for instruction and prevented “direct instructional practices”
 - Students were differentially ready depending on family practice/support/capability/technology availability
 - Districts worked diligently and constructively but struggled in redefining and placing new requirements into cogent practice
- Fall '21 recalibrated practice but is still endangered for learning loss due to health order restrictions on students and staff
 - Differential treatment of districts and restrictive access to hybrid and direct instruction creates difficulty for districts to plan/respond
 - Differential treatment of age ranges hampers “family practice” and overall educational access and delivery likely creating continued learning loss.

K-5/ELTP STRUCTURE AND LOCAL SCALING CAPABILITIES

FY 20 and FY 21

K-5 AN ELTP FY 20 - FY 22

- FY 20 was an untenable situation and created an unplanned interruption of plans
 - Limited district engagement in K-5+ due to length of planning time and decision to restructure
 - Districts planned for increased expansion and implementation of K-5+ and ELTP and even submitted proposals
 - Then COVID/Special Session
- FY 21
 - Impact of COVID on calendar made K-5+ untenable
 - Impact of Health Order made staffing/design/viability of K-5+ and ELTP Questionable
- FY 22
 - Softening of K-5+ and ELTP design is likely to provide opportunity to extending learning for children most in need
 - Likelihood that Health Order will be removed will provide significantly more design options that will lead to higher viability for both programs

SEL IMPLICATIONS AND THE WORSENING OF OVERALL STUDENT STABILITY



SEL AND STUDENT STABILITY

- Student Suicide (attempted and actual) is on a significant uptick
- Ability to link Mental Health Services and Students/Families is problematic under Health Order
- Many students are simply disengaged or “missing”
- “Homeschooling” or other options have depleted enrollment
- Student “return” to schools is likely to occur at a greater rate once COVID Health Order is removed

STAFFING – LOCAL AND REGIONAL CHALLENGES

FY 20 and FY 21

STAFFING – LOCAL AND REGIONAL

- Staffing is unsteady and departures of staff is increasing
- No/few substitutes
- “Bench” is virtually non-existent in many communities
- Health Order has created a “worried” workforce at “career end” employees
- Significant instability is beginning to emerge

RECOMMENDATIONS

2021 Legislature

2021 LEGISLATIVE RECOMMENDATION

- Provide flexibility to districts to manage through COVID
- Support District Cash Balances
- Develop a prior year averaging methodology for student membership through FY 23
- Future CARES Act type funding should be allowed without consideration for base adjustment
- Develop deeper instructional materials funding
- Remove retirement “penalties” for substitutes and retirees
- Understand the wide range of variance in practice in districts for instructional planning and delivery
- Retention of teaches is less likely to be salary related as it will be other supportive practices