



HATCH VALLEY PUBLIC SCHOOLS

All Students and Staff Empowered to Succeed

LFC Presentation 2021

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Superintendent of Schools



OUR JOURNEY IS AN
infinite game

**Where We Were
Where We Are
Where We Are Going**

A Just Cause Bigger Than Ourselves

Vision: All students and staff empowered to succeed.

Purpose: To improve our students' quality of life through the development of life skills and career readiness.

Mission Statement: Our mission is to move beyond test scores and focus on **personal development** that leads to **successful lives** through communication and interpersonal skills; decision-making and problem solving; creative thinking and critical thinking; self-awareness and empathy; assertiveness and self-control; resilience and the ability to cope with problems.

District Core Values

1. Understand and practice worthwhile work.
2. Be in control of achieving personal goals.
3. Be encouraging and supportive to others.
4. Stay positive and lead by example.
5. Be graceful under pressure.



○ 5 Schools

- 1211 students
- 94% average daily attendance
- 44% EL rate
- 85% Poverty rate
- 97% Hispanic

Who WE



- This year has been a year of challenges, twists, turns and also celebrations
- In-Person to Virtual to Hybrid to In-Person
- Navigating academic and socio-emotional needs of students, families and staff
- Supporting families to stay connected to schoolwork despite tech challenges

Where

we

were

- Back to in-person learning -
 - 74% of elementary students and
 - 61 % of secondary students
- Planning for ELTP - extension of the 20-21 school year until June 11 and starting August 2 for 2021-22
 - Time of re-engagement
 - Time of relationship building
 - Time of assessing learning loss/gains
 - Time to jump start for next year

Where

we

are

MEASURING AND MONITORING PROGRESS

Measuring and monitoring progress

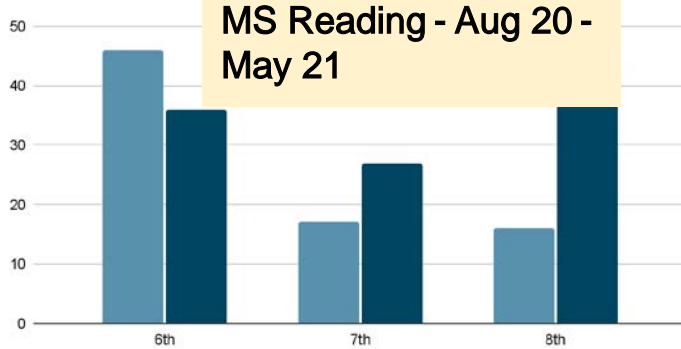
- **Monitoring progress** through benchmark assessments in supplemental programs such as Achieve 3000, Reading Plus, Imagine Math and Language/Literacy
- Use of NMPED iMSSA **assessments and interims**
- Use of **Schoolzilla** data software by teachers and principals to monitor progress of all students and to look at subgroup progress
- PLCs will utilize the **data reports to inform** interventions

HS EOC- SP '19 to SP '21

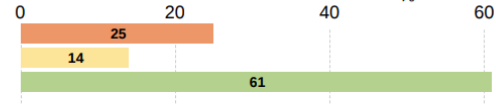
science	58%	12/20 (60%)
writing	86%	32/64 (50%)
reading	77%	40/66 (60%)
math	27%	28/41 (68%)

Looking at the Data

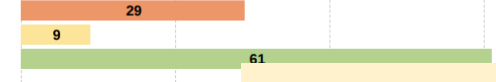
iMSSA ELA - Students needing support in Reading



Hatch Valley Public Schools-018
2020-2021, Grade 03, Beginning
Number Tested: 79

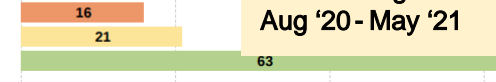


Hatch Valley Public Schools-018
2020-2021, Grade 03, Middle
Number Tested: 75

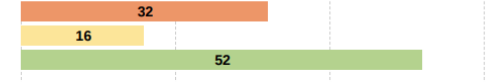


3-5 Reading - Aug '20 - May '21

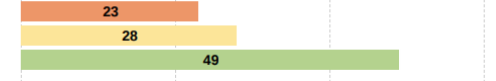
Hatch Valley Public Schools-018
2020-2021, Grade 04, Beginning
Number Tested: 80



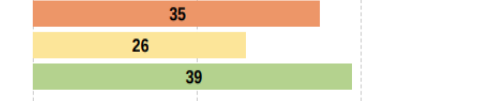
Hatch Valley Public Schools-018
2020-2021, Grade 04, Middle
Number Tested: 75



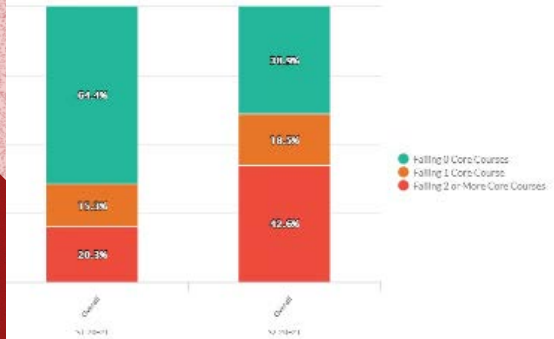
Hatch Valley Public Schools-018
2020-2021, Grade 05, Beginning
Number Tested: 74



Hatch Valley Public Schools-018
2020-2021, Grade 05, Middle
Number Tested: 66



HS Course Failures - Aug '20 - May '21



K-2 Lang & Lit. - Aug '20 - May '21

District Performance Levels By Test



Average Daily Attendance

Year to date: 2020-2021

[No district goal set](#)

93.7%

WHAT THE DATA TELL US

What the data tell us

- Reading and Math scores show a dip in progress K-12
- Math scores show an increase in number of students needing more support
- 6th-8th graders show gains in Language usage and 6th graders show gains in Reading
- 4th-6th graders showed some gains in math
- Consistent engagement (average daily attendance over 93% this year)
- Increased number of course failures pre to post pandemic

- **Building Trusting Teams**
 - Structured, consistent analysis of data by teachers and principals in PLCs
- **Addressing Learning Loss Through Existential Flexibility**
 - WIN time to address learning loss and acceleration for all students
- **Demonstrating the Courage to Lead**
 - Blended learning focus that is rigorous, relevant and cultivates student agency

Where

we

are

Going

Addressing learning loss with flexibility

- Purchased Intervention software K-12 to help remediate as well as accelerate students
- Added a WIN (What I Need) time daily into instructional schedule Pre K-12
- Adding positions with CARES funds
 - 2 Interventionists
 - 2 Instructional coaches
 - 1 SPED teacher, 1 Social Studies teacher and 1 Science teacher to lower class sizes
- Purchase of blended learning software Pre K-12
- Planning literacy day at start of school year to get books to students

Note: Over 36% of our CARES funds budgeted for instruction and to address learning loss

Demonstrating the courage to lead

- Increased connections with parents, families and community
- Forced change in practices to help us evolve with the needs of our students
- Achieved one to one devices for all students
- Increased focus on engagement of all students and their diverse learning styles
- Created virtual classrooms for all courses for greater accessibility
- Moved to a more balanced, equitable grading system
- Move to more equitable lesson planning through the 5E model and Universal Design for Learning



“ It is important to celebrate our victories , but we cannot linger on them . For the **Infinite Game** is still going and there is **still much work to be done** .”

— Simon Sinek,

