

SUMMARY OF FINDINGS - MOY

School Improvement and Transformation Monitoring Visit Summary Report

School: Emerson Elementary School	LEA: Albuquerque Public Schools			
School Leader: Angel Roman	Supt/PEC Director: Gabriella Blakey			
SIT-M Leader: Eileen Reed	Date: January 29, 2025			
School NM Vistas Designation: CSI - Low Performance				
School Successes and Celebrations				
<p>Emerson Elementary is a Transformational Opportunity Pilot School (TOPS) and a Structured Literacy School. Consequently, a Transformation Coach and a Literacy Coach collaborate with the principal to enhance academic performance. The school leader mentioned that adding these two coaching positions, one in September and the other in November, has given him more time to establish systems crucial for the school's academic success. This includes spending more time in teachers' classrooms to observe, offer feedback, and provide coaching. The coaches have worked together to plan and deliver professional development and observe the implementation of new practices.</p> <p>The Assistant Superintendent, who supports Emerson, stated that a district representative will collaborate with the campus leadership team and teachers in mid-February to review assessment data.</p>				
School Progress				
<u>Three-year Trend Data</u>				
ELA/READING				
NM-MSSA - Proficient				
Year	All	3rd	4th	5th
2021-22	9.1%	9.6%	5.8%	11.5%
2022-23	11.0%	16.7%	8.9%	6.8%
2024-24	19.3%	20.0%	10.9%	26.5%
MATH				
NM-MSSA - Proficient				
Year	All	3rd	4th	5th
2021-22	5.6%	5.8%	4.0%	6.8%
2022-23	5.2%	11.1%	1.8%	2.3%
2023-24	5.9%	14.6%	2.2%	2.1%

SCIENCE

NM-ASR Proficient (Grade 5)

Year	All
2021-22	8.5%
2022-23	2.3%
2023-24	12.3%
2024-25 Goal	

Specific actions completed and data demonstrating progress since SIT-M BOY

English Language Arts

- **By MOY, 100% of teachers will provide explicit instruction of opinion and narrative writing using the district curriculum Savvas at least once weekly, as measured by non-evaluative walkthroughs, collaboration notes, or student work samples.**

During the SIT-M MOY visit, the school did not have a system or process for monitoring this action step. They noted that they have recently made this a focus with professional development and the creation of rubrics and plan to monitor implementation through classroom walkthroughs. This performance objective has been carried forward into the spring 90-day plan. The two coaches have been meeting with teachers by grade band and collaboratively building the "look for" rubrics. There is a plan to showcase the progress of student writing in May.

- **By MOY, the percentage of students enrolled in grade 3 at Emerson ES earning a Level 4 or Level 5 on the iStation Reading* assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.**

*Emerson ES transitioned from iReady to iStation Reading in 2023-24 because of its designation as a Structured Literacy School

iStation Reading/ELA Scoring Proficient (Grade 3)

Year	BOY	MOY	EOY
2023-2024	10.9%	16.7%	22.2%
2024-2025	17.2%	19.7%	

The school did not reach its (+10%) MOY 2023-24 to 2024-25 Goal for grade three. The MOY score increased by (+3.0%), 7% less than anticipated. The school did show growth (+2.5%) from BOY to MOY 2024-25.

The structured Literacy Coach's data analysis noted that in grades K-1, phonemic awareness and vocabulary are the greatest deficits. For grades 2-5, it is spelling and vocabulary. The current 90-day plan does not reflect these focus areas; however, the

coaches plan to address them in their weekly professional learning sessions.

- **Benchmark: The percentage of students enrolled in grades 4 and 5 scoring at or above grade level on the iStation Reading assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.**

iStation Grade 4 Reading/ELA Proficient

Year	BOY	MOY	EOY
2023-2024	33.3%	20.0%	28.6%
2024-2025	27.6%	28.6%	

iStation Grade 5 Reading/ELA Proficient

Year	BOY	MOY	EOY
2023-2024	9.7%	38.5%	38.5%
2024-2025	6.8%	11.5%	

The school did not reach its benchmark goal of a (+10%) increase from 2023-24 to 2024-25 MOY for grades four and five. Fourth grade increased (+8.6%), and fifth grade decreased by (-27%). Based on 2024-25 data alone, fourth-grade students grew by (+1.0%) BOY to MOY, and fifth-grade grew by (+4.7%) BOY to MOY.

Mathematics

- **Benchmark: The percentage of students at Emerson ES scoring at or above grade level on the iReady Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.**

iReady Mathematics Proficient (Grades 3-5)

Year	BOY	MOY	EOY
2021-2022	2.5%	5.9%	9.8%
2022-2023	1.3%	3.5%	15.0%
2023-2024	2.9%	3.9%	15.9%
2024-2025	1.6%	9.2%	

The school increased (+5.3%) from (3.9%) in 2023-24 to (9.2%) in 2024-25. (+7.6%) growth was made from BOY to MOY 2024-25.

- **By MOY, 100% of classroom teachers will provide opportunities for students to solve word problems and explain their thinking using Ready Math at least three times per week, as measured by student work or non-evaluative walkthroughs, lesson plans, or graphic organizers.**

The school's primary focus has been on Reading/ELA. The coaches guided teachers through a data analysis process of the MOY data to reflect on student learning and set growth goals. Given the many students who are not proficient, there is a strong focus on growth. The leadership team noted that while some teachers set student growth goals, some did not. This is evidence of some teachers' ongoing resistance to change.

Science

- **MOY– In alignment with the Science and Engineering Practice of Using Math and Computational Thinking from the NM STEM Ready! Science Standards, the percentage of 5th-grade students at Emerson scoring at or above grade level on the iReady Math assessment will increase 10 percentage points from MOY during the 2023-2024 school year to MOY during the 2024-2025 school year.**

iReady Mathematics Proficient (Grade 5)

Year	BOY	MOY	EOY
2021-2022	3.6%	6.7%	7.5%
2022-2023	0.0%	0.0%	9.3%
2023-2024	4.3%	0.0%	8.7%
2024-2025	0.0%	11.3%	

The fifth grade exceeded its goal with (+11.3%) from MOY 2023-24 to MOY 2025-25 and (+11.3%) from MOY to BOY 2024-25.

- **By MOY, 100% of classroom teachers will provide explicit expository writing instruction using Saavas at least once weekly, as measured by non-evaluative walkthroughs, collaboration notes, or student work samples.**
As outlined in the ELA section of this summary, the school does not have a system or process for monitoring this action step.

Summary of Progress

Emerson Elementary is facing several challenges in improving academic performance. The leadership stated that at the start of the year, the school experienced multiple teacher vacancies, resulting in some classrooms being staffed by long-term substitutes. Additionally, some teachers resist change, contributing to a culture of low expectations. The leadership team is working on identifying priorities, clarifying expectations, and aligning roles with these priorities.

For ELA, a comparison of MOY iStation data from 2023-23 to 2024-25 indicates the school made a (+3.0%) increase in grade 3, (+8.6%) in grade 4, and (-27%) in grade 5. However, all grades made slight gains (+2.5%) in grade 3, (+1.0%) in grade 4, and (+4.7%) in grade 5 from BOY to MOY 2024-25.

For Mathematics, iReady data indicates the school made (+5.3%) growth schoolwide when comparing 2023-24 MOY to 2024-25 MOY and (+7.6%) growth from BOY to MOY 2024-25. The most significant gains were made in fifth grade (+11.3) and fourth grade (+12.1%)

when comparing MOY 2023-24 to 2024-25. The 2024-25 3rd grade cohort performed (-8.2%) lower when compared to the 2023-24 3rd grade cohort.

With the change in monitoring assessments, it would be difficult to make an accurate assessment of progress at this time. However, based on the data available, Emerson is on track to make minimal progress, possibly making gains of 3-5% in ELA and mathematics. Based on the iStation and iReady assessment data, 5th-grade reading and 3rd-grade math may be focus areas. However, the school would need to collect other data points to verify this assessment.

Next Steps

- The school leader is working with the Assistant Superintendent to develop a system to ensure that classroom walkthroughs occur, are focused, and include coaching and feedback meetings with teachers.
- Continue efforts to clarify and communicate schoolwide priorities. These priorities must be paired with expectations that balance support and accountability for implementation.
- Continue implementing the recommendations from the Stetson organization to improve the school's inclusion model. The school leader noted that the next steps include examining how the interventionist is deployed and supported and clarifying the role and work of the interventionist and the general education teacher.
- The Structured Literacy Coach and Transformation Coach will develop a schedule of topics for weekly morning professional development sessions based on the needs identified by data analysis. These sessions will be built into the school schedule with clearly communicated attendance expectations. The school is a TOPS School, which creates the time for weekly professional development.
- The campus leadership team looks forward to collaboratively developing the DASH 90-day plan for the 2025-26 school year with a better understanding of the challenges unique to Emerson Elementary and a deeper understanding of student learning data.
- The school leadership team is working to establish common expectations for using iStation to assess and create individual student pathways. Some teachers resist using iStation and continue to administer and rely on iReady. As a result, the school cannot accurately assess student progress against the MOY goals established in the DASH 90-Day Plan. Many students are taking both assessments, creating a culture of over-testing.
- The Transformation and Literacy Coaches have created a template for data analysis for Reading/ELA formative assessments. Teachers are asked to look at data, identify student performance learning gaps, set growth goals, and create action plans. While some teachers have resisted the process, others have welcomed the template as a tool to guide their analysis and reflection.