

# Presentation to LESC on Campaign for High School Equity & NM Team

By New Mexico Team Members  
Representing LULAC, MALDEF and NIEA



## Mission

Ensure that high schools prepare every student for graduation, college, work, and life. CHSE represents Americans of all racial, ethnic, and socioeconomic backgrounds, united under the mission of raising every U.S. high school to the high level of excellence that all the country's youth deserve and upon which the nation's future depends.



# Goals

- Provide a unique and important perspective on federal and national education policy issues critical to high school reform.
- Educate diverse communities about the need and options for serious reforms in high school education, and
- Engage in strategic advocacy activities that mobilize constituencies to push for changes that produce positive outcomes for students of color and low-income students

# The High School Education Crisis

- 7000 high school students drop out every day
- Only 33% of high school graduate with the skills needed for college and work
- Only 55% of minority students graduate on time with a regular diploma
- Latino and Black 17-year-olds read at the same level as white 13-year-olds
- In NM only 50% of Latinos, 51% Native, and 53% Black graduate from H.S. while the figure is 63% for White students
- Nearly 6 in 10 Latino English Language Learner (ELL) students ages 16-19 are H.S. dropouts



# The Benefits of Education

- In 2006, Latinos with a college degree earned \$18,500 per year more than Latinos with a HS degree
- Nearly 13,400 students did not graduate from New Mexico's high schools in 2010; the lost lifetime earnings in New Mexico for that class of dropouts alone total nearly **\$3.5 billion**.
- New Mexico could save as much as **\$111 million** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.
- If New Mexico's high schools graduated all of their students ready for college, the state could save as much as **\$31.8 million** a year in community college remediation costs and lost earnings.

# NM Team and the Campaign for High School Equity

The CHSE organizations include:

- League of United Latin Americans
- National Association for the Advancement of Colored People
- National Urban League
- Mexican American Legal Defense and Educational Fund
- Leadership Conference on Civil and Human Rights
- National Council of La Raza
- Southeast Asia Resource Action Center
- National Indian Education Association
- Alliance for Excellent Education
- National Association of Latino Elected & Appointed Officials

# Campaign for High School Equity

- Expanded Learning Opportunities
- Effective Teachers & Leaders
- Community Investment &
- Resource Equity

# Community Forums

- Parents and Community Advocates as Agents of Change
- Collect local & community priorities to inform policy and legislation
- Engage with policymakers at all levels
- Educate the public on the importance of High School reform work

# How can you be involved?

- Contact Representatives of the New Mexico Team  
Kevin Shendo – shendo@jemezueblo.org  
Sandra Rodriguez – crodriguez122@q.com  
Anya Dozier Enos – anyaenos@yahoo.com
- Sign up to receive our email alerts for breaking news and events at:  
[www.campaignforhighschoolsuccess.org](http://www.campaignforhighschoolsuccess.org)

## Overview: Community Investment and Resource Equity

### Invest Communities in Student Success

The school environment is critical to student success, but it is not the only factor that impacts secondary school students' academic and social outcomes. To ensure high academic achievement, every high school needs a safe and supportive community, both inside and outside the classroom. At the same time, communities—including parents and families—play an important role in influencing student success and must be involved in the process of establishing and implementing high standards. Engaging tribes, Native communities, community-based organizations, and states on the topics of language, culture, and sovereignty will be critical to ensuring that the best interests of every student are served by schools as they strive to meet higher standards.

Students in low-performing schools often do not receive the same exposure to outside learning opportunities as their more affluent counterparts. As a result, they start the academic race steps behind other students, and many never catch up. Too often these students do not have access to community support services that can contribute to their overall health, well-being, and development. Measures should be taken to harmonize the incentive and disincentive structures of the external and internal environments to support each student's ability to stay in school, excel academically, and develop into a healthy and productive individual.

Recommendations to help coordinate these structures include the following:

- Create and support multilingual parent centers to train parents and other caregivers in interpreting school and student performance data, advocating on behalf of their children, working with their children and school personnel to develop personal graduation plans, and selecting courses their children need in order to graduate from high school prepared for college and overall success in life;
- Provide more support for community-based organizations running after-school and out-of-school programs, and coordinate these programs to ensure alignment with students' academic goals and needs;
- Improve access to community-based resources that support students' ability to learn by locating services, such as health clinics and child-care centers, within or near schools; and
- Create business and community partnerships that support student enrichment opportunities (such as internships) and facilitate community and college linkages.

### Provide Equitable Learning Conditions for All Students

Persistent disparities in the allocation of key education resources often bar low-income and minority students from receiving the high-quality education they deserve. Research demonstrates that, across states, school districts that enroll the highest percentage of students of color and low-income students receive fewer resources than school districts serving white and affluent students.<sup>1</sup> Resource inequity affects schools in areas such as staffing, facility quality, textbook and equipment availability and adequacy, and access to challenging academic coursework. It is critical that all students have equitable access to high-quality educational content, supports, and opportunities that research demonstrates are essential to post-secondary success.

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For secondary school students, these inequalities are exacerbated because the federal funding that should make up for the lack of resources in low-income communities, such as Title I, is disproportionately allocated to grades K–6. Resources must be distributed equitably and adequately; they should be directed to where they are most needed, and a significant portion should be invested in research-based practices that have been proven to help student learning.

**Policy recommendations that support these objectives include:**

- Create a new federal secondary school improvement fund that would be used to turn around low-performing middle and high schools;
- Provide sufficient additional resources to appropriately serve English language learners;
- Offer federal incentives to encourage states to develop alternative school-finance formulas that minimize heavy reliance on local property taxes and that increase resources for the students and schools that need it most; and
- Require states to compare and publicly report available resources to achieve a sound and basic education at every school; for states where inequities appear, develop five-year plans for equalizing resources and require a publicly reported biannual report that evaluates progress toward the five-year goal.

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<sup>1</sup> Carey, K. (2004a). "The Funding Gap 2004: Many States Still Shortchange Low-Income and Minority Students," Washington, DC: Education Trust.

## Effective Teaching: A Key to Success for All High School Students

High-quality teachers are the single most important factor influencing student academic outcomes, including graduation.<sup>1</sup> In fact, the presence of an effective teacher trumps almost every other intervention—including class size reduction—in improving student outcomes,<sup>2</sup> and a 2008 study that used student test scores and graduation outcomes to evaluate teachers found that the ability of schools to hire and keep high-quality teachers has the potential to significantly reduce student dropout rates.<sup>3</sup>

Given the demonstrated impact that effective teachers can have on student outcomes, the Campaign for High School Equity (CHSE) asserts that it is critical that all students—especially those most at risk of dropping out of high school, such as students of color and Native American students—have access to effective teachers.

### CHSE's Policy Vision

#### 1. Support teacher effectiveness policies based on growth in academic achievement for all students

Given that teachers are a critical determinant of how a student will perform academically, teachers should be evaluated on how well their students are learning.

#### 2. Improve classroom instruction and leadership decision making

Professional development should help teachers improve their instruction and be designed to ensure that teachers are provided constructive, routine, and job-embedded evaluations, as well as support, practice, feedback, and cultural awareness about how to teach students with unique needs and from different backgrounds.

#### 3. Support teacher effectiveness models with high school-specific solutions

In high school a student will likely have a different teacher for every subject, making tracking student gains to a specific teacher challenging and complex.<sup>4</sup> Therefore, teacher evaluation systems must be built with the distinct high school instruction model in mind. Additionally, it is important for high school teachers to have time to collaborate on lesson plans and examine student work together. It is also critical for them to have time and support to implement a research-based advisory system, which can ensure that students take challenging courses that lead to graduation and prepare them for post-secondary success.

#### 4. Ensure that teachers and school leaders are culturally competent

The presence of a few teachers of color is not nearly enough to remedy the lack of familiarity with issues specific to communities of color. All staff should be given access to ongoing training and professional development focused on addressing student needs.

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## 5. Ensure that teachers of diverse learners are prepared and well-resourced

Students who need particular supports, such as English language learners and Native students, should have teachers that are well-equipped and prepared to meet their needs.

## 6. Invest in research

In order to continuously improve our nation's schools, ongoing research needs to be done to adjust to the needs of communities of color and Native communities.

In order to meet President Obama's goal of having the highest proportion of college graduates in the world by 2020, systemic change needs to occur in the way teachers are identified, prepared, and evaluated. Teacher effectiveness is the single most important determinant of student achievement; without it, the President's goal cannot be met. Assigning the most effective teachers to the schools and classrooms with the highest-need students should be the highest priority in rescuing the nation's low-performing schools.

As long as students of color, Native American students, and those who are most likely to benefit from effective teachers are not being taught by effective teachers, we will not be successful at closing the achievement gap. To meet this challenge, we must make effective teaching the norm in every classroom in America.

For more information about CHSE's teacher effectiveness policy priorities, visit [www.highschoolequity.org/teacher-effectiveness-issue-brief.html](http://www.highschoolequity.org/teacher-effectiveness-issue-brief.html).

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<sup>1</sup> Carey, K. (2004). The real value of teachers: If good teachers matter, why don't we act like it? *Thinking K-16*, (8)1. Retrieved March 30, 2010, from [www.calread.net/documents/summit3/articles/real\\_value\\_teachers.pdf](http://www.calread.net/documents/summit3/articles/real_value_teachers.pdf)

<sup>2</sup> Jerald, C., Haycock, K. and A. Wilkins (2009). *Fighting for Quality and Equality, Too: How State Policymakers Can Ensure the Drive to Improve Teacher Quality Doesn't Just Trickle Down to Poor and Minority Children*. Washington, DC: The Education Trust. Retrieved March 30, 2010, from [www.edtrust.org/dc/publication/fighting-for-quality-and-equality-too](http://www.edtrust.org/dc/publication/fighting-for-quality-and-equality-too)

<sup>3</sup> Koedel, C. (2008). Teacher quality and dropout outcomes in a large urban school district. *Journal of Urban Economics*, (64) 3:560-572.

<sup>4</sup> Alliance for Excellent Education (2008). "Measuring and Improving the Effectiveness of High School Teachers." Washington, DC: Author. Retrieved March 30, 2010, from [www.all4ed.org/files/TeacherEffectiveness.pdf](http://www.all4ed.org/files/TeacherEffectiveness.pdf).

## Expanded Learning: Making It Work for High School Students

Now more than ever, American students need a well-rounded high school education that effectively prepares them for college and work. The implementation of basic reforms to enhance the traditional school day must be augmented with expanded learning opportunities that can strengthen and enrich the high school curriculum, help close the academic achievement gap for students of color, and keep students engaged in school.

In light of the current state of neighborhood schools and the achievement and graduation gaps that leave many students of color at a disadvantage throughout their lives, the Campaign for High School Equity (CHSE) believes that educators and policymakers should substantively reframe and expand teaching and learning to include additional supports and opportunities for students that go beyond the traditional school day. This would allow schools to bring an array of public and private agencies together with school-based educators to provide integrated services that offer a full range of learning and developmental assets for students and their families.

Ultimately, an expanded learning approach creates a foundation for a positive shared culture that values learning, skill-development, and the making of important contributions to society.

### CHSE's Policy Vision

#### 1. Make expanded learning available to more high school students and students of color

Expanded learning opportunities must be equitably distributed among elementary, middle, and high schools, with services for older students designed to meet their specific needs and interests. To be most effective, these opportunities should be aligned with core school curricula and designed to prepare students for college, career, and life while exposing young people to the world beyond their immediate experience.

#### 2. Address the needs of communities of color in the development, implementation, and evaluation of expanded learning opportunity programs

Expanded learning programs must be culturally relevant and appropriate in addressing the unique assets and challenges of specific communities, such as those of Native American youth. They should target under-resourced and at-risk high school students, including students with special needs and those involved in the juvenile justice or foster care systems, and provide strategic supports for English language learner students and other students with unique needs.

#### 3. Build in assessments and evaluations to ensure high-quality services and accountability

Goals and outcomes of expanded learning initiatives must be identified and included from the outset in comprehensive state- and city-wide data systems, and funds should be dedicated for program evaluation. These measures must assess student achievement and progress as a result of participation, engagement, and completion (beyond the social and developmental outcomes usually targeted in expanded learning programs).

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And, importantly, data collected for evaluations should allow for disaggregation by race, ethnicity, socioeconomic status, gender, and by status as a pregnant or parenting student to ensure that schools, districts, and states focus their efforts on improving the academic achievement and developmental outcomes of all student groups.

**4. Provide additional funding to allow school districts, public schools, minority-serving community-based organizations (CBOs), and Native American tribes to engage in meaningful and innovative practices**

Schools and CBOs should have equal and direct access in applying for federal, state, or local funds so they can create equitable partnerships between expanded learning programs.

We cannot continue to define our students' learning time by the constraints of an outdated and irrelevant agrarian school calendar. Expanded learning programs are a medium for delivering the educational services that are necessary to ensure that all students have the skills they need to be ready for college, career, and life. Although expanded learning programs play an important role in increasing student engagement in learning and improving student academic performance, they should not be viewed as the sole solution to the academic disparities in our country.

**For more information about CHSE's expanded learning policy priorities, visit [www.highschoolequity.org/expanded-learning](http://www.highschoolequity.org/expanded-learning).**

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<sup>1</sup> American Youth Policy Forum (2006). "Helping Youth Succeed Through Out-of-School Time Programs." Washington, DC: Author.

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# New Mexico High Schools

## DROPOUTS AND POORLY PREPARED STUDENTS NEGATIVELY AFFECT THE ECONOMY

- Nearly 13,400 students did not graduate from New Mexico's high schools in 2010; the lost lifetime earnings in New Mexico for that class of dropouts alone total nearly **\$3.5 billion**.<sup>1</sup>
- New Mexico could save as much as **\$111 million** in health care costs over the lifetimes of each class of dropouts had they earned their diplomas.<sup>2</sup>
- If New Mexico's high schools graduated all of their students ready for college, the state could save as much as **\$31.8 million** a year in community college remediation costs and lost earnings.<sup>3</sup>
- New Mexico's economy could see a combination of crime-related savings and additional revenue of about **\$57.7 million** each year if the male high school graduation rate increased by just 5 percent.<sup>4</sup>

## HIGH SCHOOL AND COLLEGE COMPLETION RATES NEED IMPROVEMENT

### New Mexico High School Graduation Rates (Class of 2007)

	State-Reported <sup>5</sup>	U.S. Department of Education-Reported <sup>6</sup>	Independently Reported <sup>7</sup>
	87%	59%	55%

### New Mexico High School Graduation Rates by Race (Class of 2007)<sup>7</sup>

	New Mexico	Nation
All Students	55%	69%
White	63%	76%
Black	53%	51%
Hispanic	50%	55%
Asian	74%	79%
American Indian	51%	50%

### Percentage of ACT-Tested Graduates Ready for College-Level Course Work in 2009<sup>8</sup>

	New Mexico	Nation
English	59%	66%
Math	32%	43%
Reading	47%	52%
Science	22%	29%
All Four Subjects	17%	24%

### New Mexico College Graduation Rates<sup>9</sup>

	Four-Year Institution*	National Average*	Two-Year Institution**	National Average**
All Students	40%	56%	18%	31%
White	44%	59%	17%	32%
Black	32%	39%	13%	26%
Hispanic	38%	46%	16%	29%
Asian	39%	66%	20%	33%
American Indian	24%	38%	27%	27%

\*Graduation within six years of entrance (Cohort from 2002–2008)

\*\*Graduation within three years of entrance (Cohort from 2005–2008)

## BUILDING AND USING COMPREHENSIVE STATE DATA SYSTEMS ARE CRITICAL TO DRIVING IMPROVEMENT

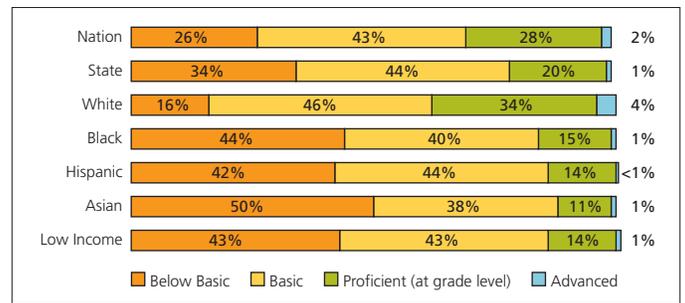
- New Mexico has in place **9 of the 10 elements** recommended by the Data Quality Campaign (DQC) as the start of a robust P–12 longitudinal data system. To date, only 12 states have all 10 elements in place.<sup>10</sup>
- New Mexico also has in place **2 of the 10 fundamental steps** recommended by the DQC in order to change the culture around how data is used to inform decisions on improving system and student performance. To date, no states have taken all of the fundamental steps.<sup>10</sup>

Visit <http://dataqualitycampaign.org/survey/states> for more information about which elements and actions New Mexico has in place.



## LITERACY IS AN UNDERLYING PROBLEM FOR MANY

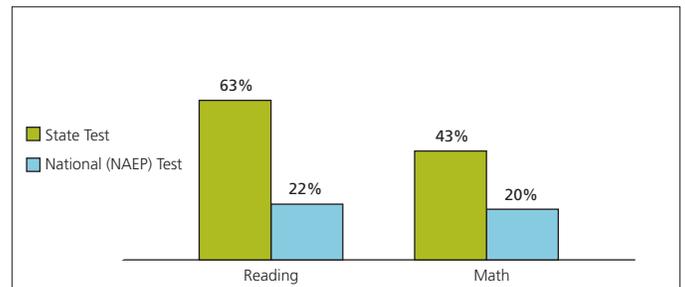
### National Assessment of Educational Progress (NAEP) Reading Scores for New Mexico Eighth Graders in School Year (SY) 2008–09<sup>11</sup>



Insufficient or no data was reported for other subgroups.

## MOST STATE TESTS OVERESTIMATE STUDENT PROFICIENCY

### New Mexico Eighth-Grade Proficiency as Measured by New Mexico State Tests and NAEP for SY 2008–09<sup>12</sup>



Nationwide, the average gaps between state- and NAEP-reported **reading** and **math** scores are **41 percentage points** and **32 percentage points**, respectively.

## OVER THREE QUARTERS OF STATES HAVE ADOPTED COMMON CORE STATE STANDARDS

New Mexico is one of 48 states that participated in the development of common core state standards in English language arts and math. **It adopted the standards in October 2010.**

## NEARLY HALF OF THE NATION'S DROPOUTS ARE CONCENTRATED IN LESS THAN 2,000 HIGH SCHOOLS

These high schools have an extremely low promoting power of 60 percent or less, meaning that only 60 percent or fewer of freshman progress to senior year on time. Promoting power is a good estimate of the school's graduation rate. Generally, these schools have high proportions of minority and/or low-income students.

	Number of Federally Reported High Schools <sup>13</sup> (SY 2007–08)	Number of High Schools with Low-Promoting-Power <sup>14</sup> (three-year average from 2006 to 2008)
New Mexico	148	41
Nation	15,675	1,883

An additional **29 high schools** in New Mexico have a promoting power between 60 and 70 percent.<sup>15</sup>

Over **one third** of the nation's low-promoting-power high schools were identified as making Adequate Yearly Progress during SY 2006–07.<sup>16</sup>

1. Previously unpublished update to Alliance for Excellent Education (Alliance), "The High Cost of High School Dropouts"; 2. Alliance, "Healthier and Wealthier," 2006; 3. Alliance, "Paying Double," 2006; 4. Alliance, "Saving Futures, Saving Dollars," 2006; 5. (For Federal Accountability Reporting) New Mexico Public Education Department, 2008; 6. National Center for Education Statistics (NCES), "Public School Graduates and Dropouts From the Common Core of Data: School Year 2006–07 First Look", 2009; 7. Editorial Projects in Education Research Center, *Diplomas Count: 2010*; 8. ACT, "College Readiness by State 2010"; 9. Analysis of data from NCES Integrated Postsecondary Education Data System, 2010; 10. Data Quality Campaign, 2009–10 Survey Results; 11. NCES, *Nation's Report Card: Reading 2009*, 2010; 12. NCES, *Nation's Report Card: Reading 2009*; NCES, *Nation's Report Card: Math 2009*, 2009; U.S. Department of Education, "EDFacts State Profiles," 2010; 13. NCES, "Numbers and Types of Public Elementary and Secondary Schools: School Year 2007–08," 2009; 14. Unpublished data from Everyone Graduates Center at Johns Hopkins University, 2010; 15. Analysis of data from Everyone Graduates Center and the NCES Common Core of Data; 16. Analysis of data from Everyone Graduates Center and the Council of Chief State School Officers' School Data Direct