

Building a High-Quality, Equitable, Culturally and Linguistically Responsive Education System



Linda Darling-Hammond, Joannie Oakes, Carmen Gonzales, Danny Espinoza, Tara Kini, Jennifer DePaoli
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Presentation Overview

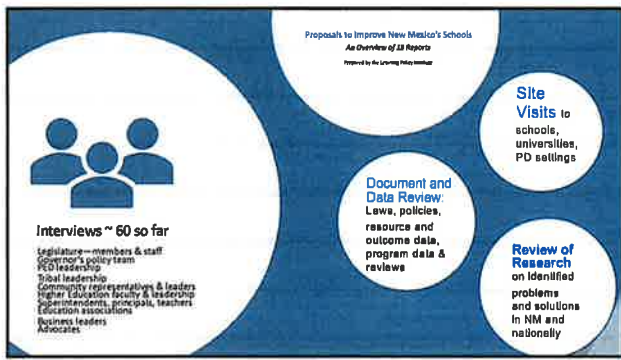
- New Mexico education context
- Evidence from NM and national research
- Strategies to develop a high-quality education system

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What have we done and learned so far?

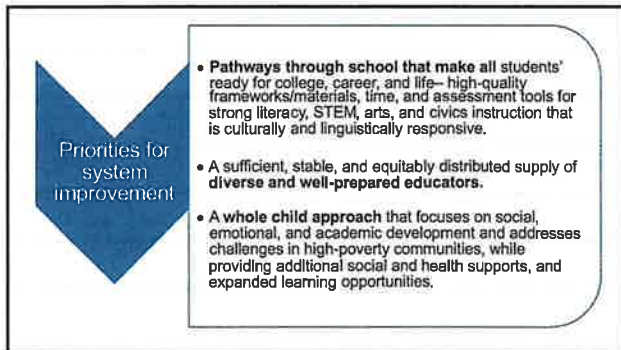
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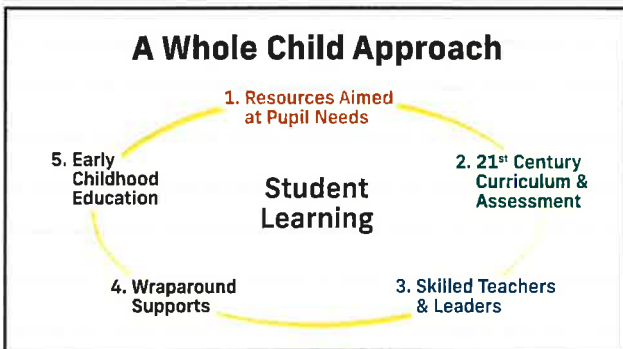


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Systems to support these Improvements

- Funding mechanisms that provide sufficient and equitable resources and allocate additional resources for students most at-risk (including economically disadvantaged, English learners, those in Tribal communities, and those with disabilities).
- Accountability and improvement systems that provide data to inform local improvement and trigger support, as well to monitor quality.
- Coordinated and effective state and local governance to ensure high-quality implementation, continuous improvement, and the use of funds.

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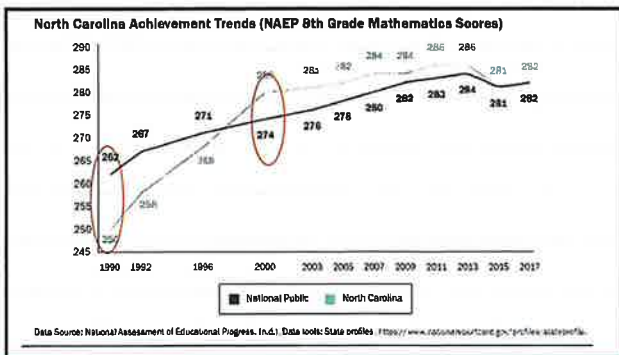


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Diverse states that have climbed in achievement have used common strategies

	MA	NJ	CT	NC
Ranking	#1	#2	#5	#25
% Students of Color	38%	55%	45%	51%
% Low-Income	25%	37%	51%	58%

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Common Elements of Reforms

- Equalized funding
- Raised educator salaries and standards
- Focused learning on 21st century skills
- Eliminated emergency hiring w/ service scholarships
- Invested in high-quality mentoring & PD for principals and teachers
- Established high-quality preschool with well-trained staff
- Provided health care and wraparound supports for children

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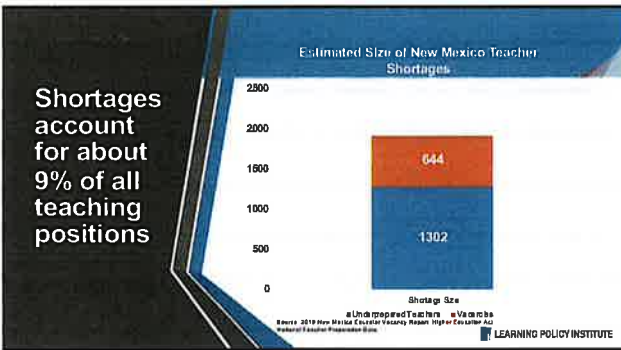
Strategic Next Steps in New Mexico

1. A sufficient, stable, and equitably distributed supply of diverse and well-prepared educators.
2. Whole Child approach to educator training for culturally and linguistically supportive social, emotional, and academic development; school climate and discipline; and school improvement and accountability systems.
3. Community Schools in high-poverty communities—additional social and health supports, and expanded learning opportunities.
4. Equitable pathways to college AND career embedded in the New Mexico context.

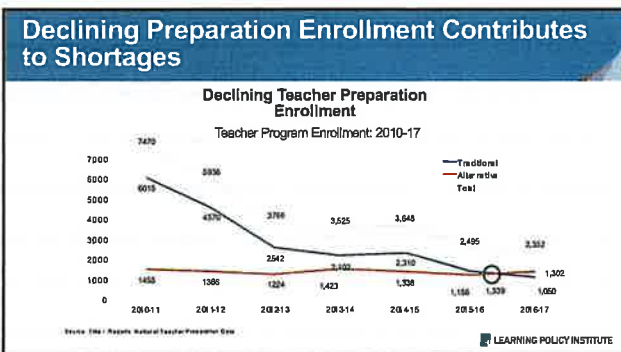
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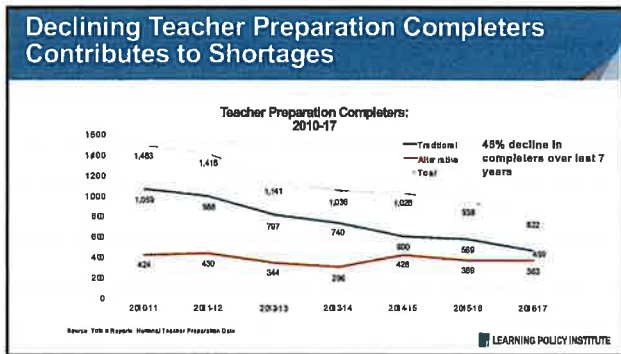
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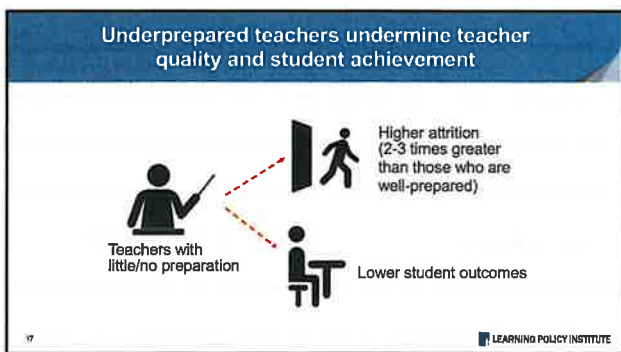
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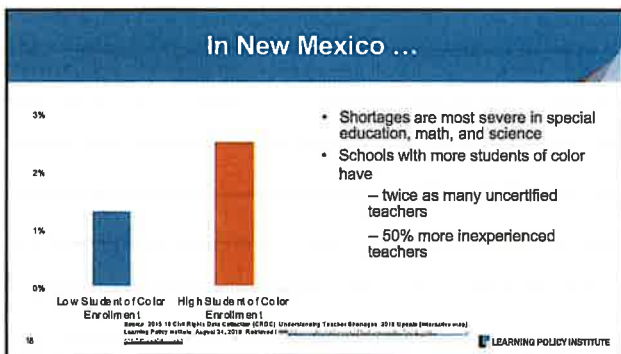
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To ensure a diverse, high-quality educator workforce ...

<p>1. Create a task force to study and recommend improvements to educator preparation and licensing that will strengthen capacity to teach content, including reading / literacy across the curriculum, and social-emotional learning in culturally and linguistically supportive ways.</p>	<p>3. Create and expand high-attention pathways into the profession, including teacher and leader residencies and grow-your-own programs</p> <p>Redesign service as both a job and teacher loan repayment program to support entry & retention</p>
<p>2. Develop high-quality, state-fundable novice teacher induction with:</p> <ul style="list-style-type: none"> - trained mentors in all districts who have a focus on classroom coaching - collaboration time for planning 	<p>4. Expand high-quality professional learning opportunities for teachers in content teaching, SE & language support, and cultural competence</p> <p>Expand Principals Pursuing Excellence and/or invest in New Mexico School Leadership Institute</p> <p>Expand the number of National Board Certified teachers serving in high-poverty schools</p>

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Potential Federal Funding Sources

ESSA: residencies, mentoring, innovative programs, school leadership Title II 3% set aside

Individuals with Disabilities Education Act, Part B: special education personnel shortages, preparation, professional learning

Workforce Innovation and Opportunity Act: \$ can be used to address workforce shortages (65% local, 15% state)

Higher Education Act: Teacher Quality Partnership Grants for residencies

Perkins Career Technical Education Act: high school teacher pathway programs, CTE teacher shortages

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Whole Child Supports

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Addressing Challenges and Barriers to Meeting Students Whole Child Needs

- New Mexico's children have among the highest rates in the nation of **adverse childhood experiences (ACEs)**
 - Nearly double the national average
 - Even higher on tribal lands.
- New Mexico's **high school graduation rate** is among the lowest in the nation.
- New Mexico schools report significant rates of **chronic absenteeism**, from 9% of Native American students to 13% of Black students.
- High proportions of New Mexico students, particularly ELs and students with disabilities, are **suspended and/or expelled**, contributing to the school-to-prison pipeline.

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Research on the Science of Learning and Development Shows the Importance Of:

- **Positive school climate**, promoting culturally supportive relationships, safety, & belonging
- **Social and emotional development**, promoting self-regulation, interpersonal skills, perseverance, and resilience
- **Productive instructional strategies**, promoting conceptual understanding and metacognition
- **Systems of support**, promoting healthy development and addressing barriers to learning



A Framework for Whole Child Education

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Research Findings

Social and emotional learning and support linked to:

- Increased ability to manage stress and to problem solve
- Improved behavior; reduced bullying & stereotype threat; increased safety
- Significantly improved academic achievement
- Increased graduation rates and postsecondary participation

A positive school climate is linked to:

- Improved academic achievement
- Reduced effects from poverty on achievement
- Higher grades, test scores, and motivation to learn
- Stronger interpersonal relationships and communication between students and teachers and greater feelings of belongingness in school

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Build on What's Been Done in New Mexico

- **Culturally and Linguistically Responsive Framework**
 - PED providing training for 5 early adopter districts in developing individual CLR plans and strategizing how to scale up Equity Councils and NIMDash incorporation of subgroup data
- **New Mexico Early Learning Guidelines: Birth through Kindergarten**
 - Provides an evidence-based framework for children's growth, development, and learning to support educators support children
- **Stakeholder Demand**
 - Over 4,000 stakeholders, engaged by the Learning Alliance of New Mexico and others, reported a perceived gap between what schools provide and what students need in terms of college, career, and life skills; social/emotional awareness; and a system of supports.
- **Early Warning System**
 - PED has instituted an Early Dropout Warning System to identify students at risk of dropping out.
 - State now measures chronic absenteeism to reflect students missing significant learning time.
- **Climate Survey (in development by PED)**

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To Improve Social-Emotional Supports

1. Develop PK-12 standards and guidance around the development of students' social and emotional competencies.	2. Use standards to guide preparation and professional development that enables educators to develop students' social, emotional, and cognitive competencies in ways that are culturally and linguistically responsive.
3. Increase the use of educative and restorative disciplinary practices through guidance, professional development, and attention to data on school exclusions.	4. Fund creation of a high-quality data system and analytic capacity to use school climate surveys, data on chronic absenteeism and school exclusions to inform and improve school policies and practices.

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Community Schools

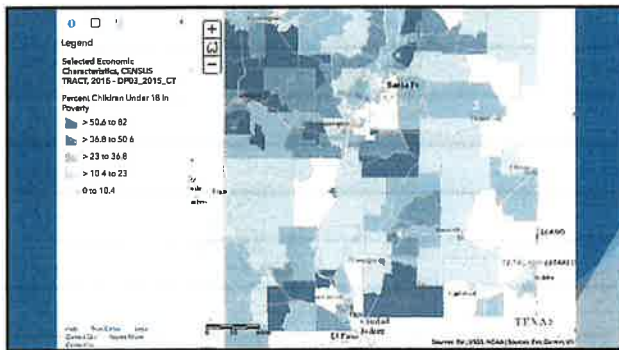
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Attending to Barriers Associated with Poverty

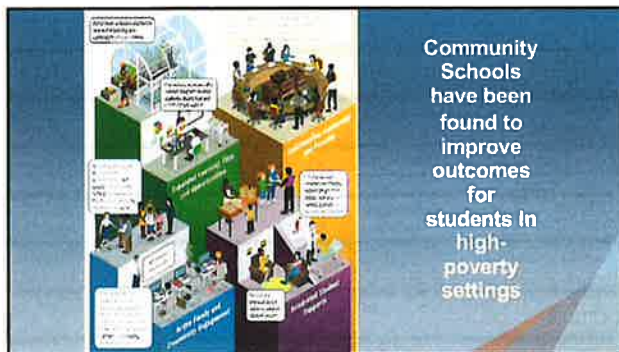
- 1/3 of New Mexicans under the age of 18 live below the poverty line
- Proportions are higher for children of color
- Students from low-income families are concentrated in communities of high poverty
- 408 New Mexico schools (47%) are identified as "high poverty," because 80% or more of their students live in low-income families

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Findings About Comprehensive Models

A wide range of well-implemented models yield benefits

- Increased attendance
- Improved peer/adult relationships and attitudes toward school
- Increased academic achievement
- Higher graduation rates
- Reduced racial and economic achievement gaps

Cost-Benefit savings of up to \$15 for every dollar invested



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State Policy Examples

<p>Maryland</p> <ul style="list-style-type: none"> • Grants to public schools with at least 80% of students eligible for free and reduced-price lunch • \$248,833 for each eligible school 	<p>New York</p> <ul style="list-style-type: none"> • Ongoing set-aside w/within funding formula for high-poverty schools (~ \$150,000 per school) • State-funded technical assistance centers (\$1.2M in 2017)
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Build on What's Been Done in New Mexico

- Over 3 dozen community schools
- Better achievement growth
- Other benefits to attendance, behavior, well-being, graduation rates

Community Schools Act (2019)

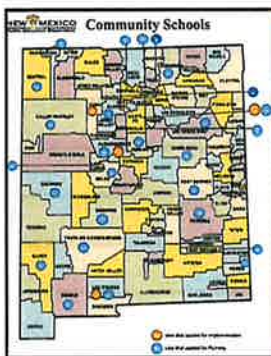
- Framework
- Needs and assets assessments

K-5+ and Expanded Learning Time



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Community Schools

**High level of interest
Community Schools**

111 applications for PED Community Schools grants

- 95 planning grant applications
- 16 implementation grants

Funding sufficient to fund less than 1/3 of applicants

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To Meet Student Needs in High-Poverty Schools

<p>1. Allocate funding, targeted funding to all "high poverty" schools, become comprehensive community schools.</p> <p>Prioritize funding to schools implementing K-5 and Expanded Learning Time programs and those eligible for school improvement support.</p>	<p>7. Require schools receiving funding to submit plans for implementing Community Schools in culturally and linguistically responsive ways.</p> <p>Require accountability for how funds are spent and monitor progress toward improved student opportunities and outcomes.</p>
<p>3. Target significant resources toward technical assistance and capacity building.</p> <p>Educator preparation should include certification and experiences to build knowledge of implementing high-quality Community Schools.</p>	<p>4. The Governor's Children's Cabinet should align and coordinate all relevant resources and programs.</p> <p>Create incentives for local nonprofit and business partnerships to ensure local participation and community-wide ownership.</p>

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College and Career Pathways

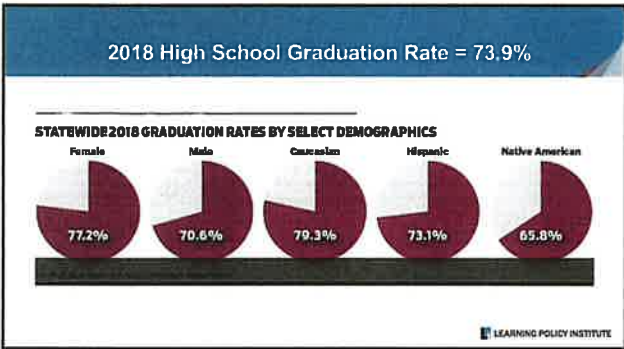
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Current Challenges

- New Mexico has ranked 50th in the country in 4-year graduation rates.
- In 2018, only 74% of New Mexico high school students were graduating on time.
- Of those graduating, many lack sufficient academic and technical proficiency to pursue some form of postsecondary education without remediation and advance beyond entry-level employment.
 - < 20% of high school students were proficient in mathematics,
 - < 30% proficient in science,
 - < 40% proficient in English Language Arts,

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Next Steps

- NM has adopted the *Common Career Technical Core (CCTE)* – an excellent foundation on which to build a broader “college and career readiness” profile for the state
- Develop a state framework, career pathways standards, and pilots
- Incentivize industry participation and credentialing
- Adopt metrics for college and career readiness

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Recommendations for Cross-Cutting Infrastructure Building

- Improve data systems and the capacity to use data for continuous improvement
- Regional technical assistance to strengthen the quality of implementation
- Updated preparation and professional learning programs to ground policy changes in strong educator capacity
- Cultural and linguistically responsive practice applied system-wide

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