



Improving Education the New Mexico Way



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October 1, 2020



LPI Research Questions

Current Priorities

- What do New Mexicans value?
- What reforms seem necessary?

Current Status & Challenges

- How do key features of the system now fall short?
- What “bright spots” help show the way?

Promising System Improvement Strategies

- What evidence-based strategies can improve key elements of the system?
- What is needed for high-quality implementation, accountability, sustainability?

LPI Research Methods

Document Analysis

- Reform Proposals from 15+ NM groups
- LESC, LFC, PED publications

Stakeholder Interviews

- State & local policymakers, educators, academics, nonprofit leaders, business partners, advocates

Analysis of New Data & Existing Research

- PED and public data sets
- Scientific studies
- Case examples

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Improving Education in the Context of COVID-19

Four Big Findings

- 1. New Mexico has unique characteristics that complicate improvement & require more resources & capacity**
- 2. Systems making significant improvement focus on 5 key elements—we need to do this in a New Mexico way**
- 3. Supportive accountability can foster capacity & high-quality implementation/improvement**
- 4. This is not easy work—needs long-term strategy and shared ownership**

What Complicates Education Improvement in New Mexico?

- Making the most of rich geographic, cultural, and linguistic diversity requires balancing state direction with local flexibility and strong local capacity
- NM's distressed economy brings high costs, but little state revenue—resulting fairly equitable funding that is inadequate
- Too little capacity + Too little funding = Disappointing educational outcomes

Improving Education the Complicated New Mexico Way

- **Diversity is an asset, not a liability**
- **Poverty creates barriers but does not prevent learning or school success**
- **Students affected by marginalization and poverty must be at the center of the system**
- **Districts/schools require support and capacity to make the most of diversity and reduce barriers**

What Can State Policymakers Do?

Focus on 5 Fundamental System Elements



**New Mexico
Needs**

- 1. Meaningful Learning Goals**
- 2. Knowledgeable and Skillful Educators**
- 3. Supports that Meet Students' Needs**
- 4. High-Quality Early Learning**
- 5. Adequate and Equitable Funding**

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Goals for New Mexico

Evidence Base

Current Status

Recent Progress

Short-term Steps

Longer term Steps

Supportive Accountability:

Building Capacity
for Improvement
and Effective
Use of Funds





3. Supports that Meet Students' Needs

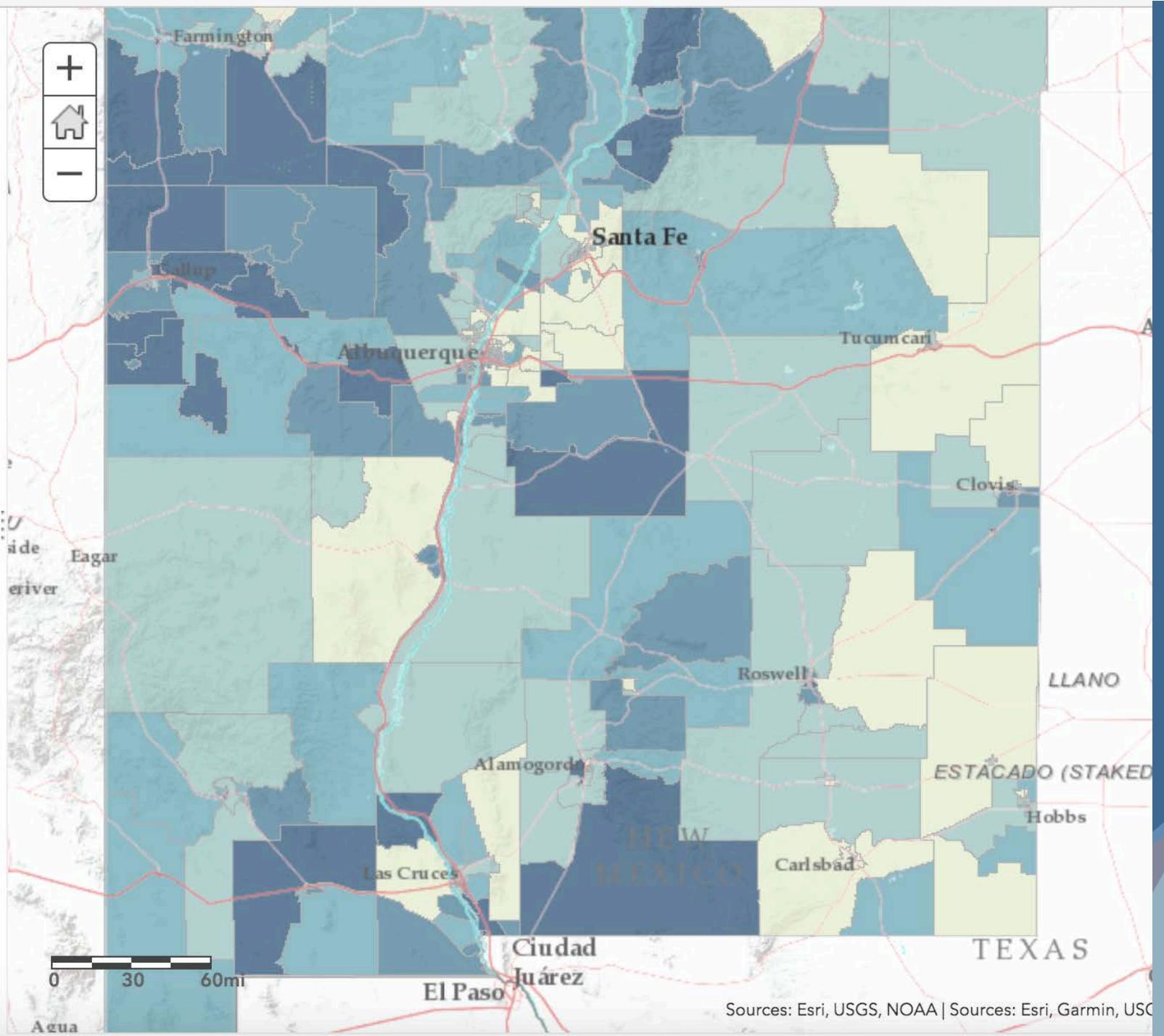


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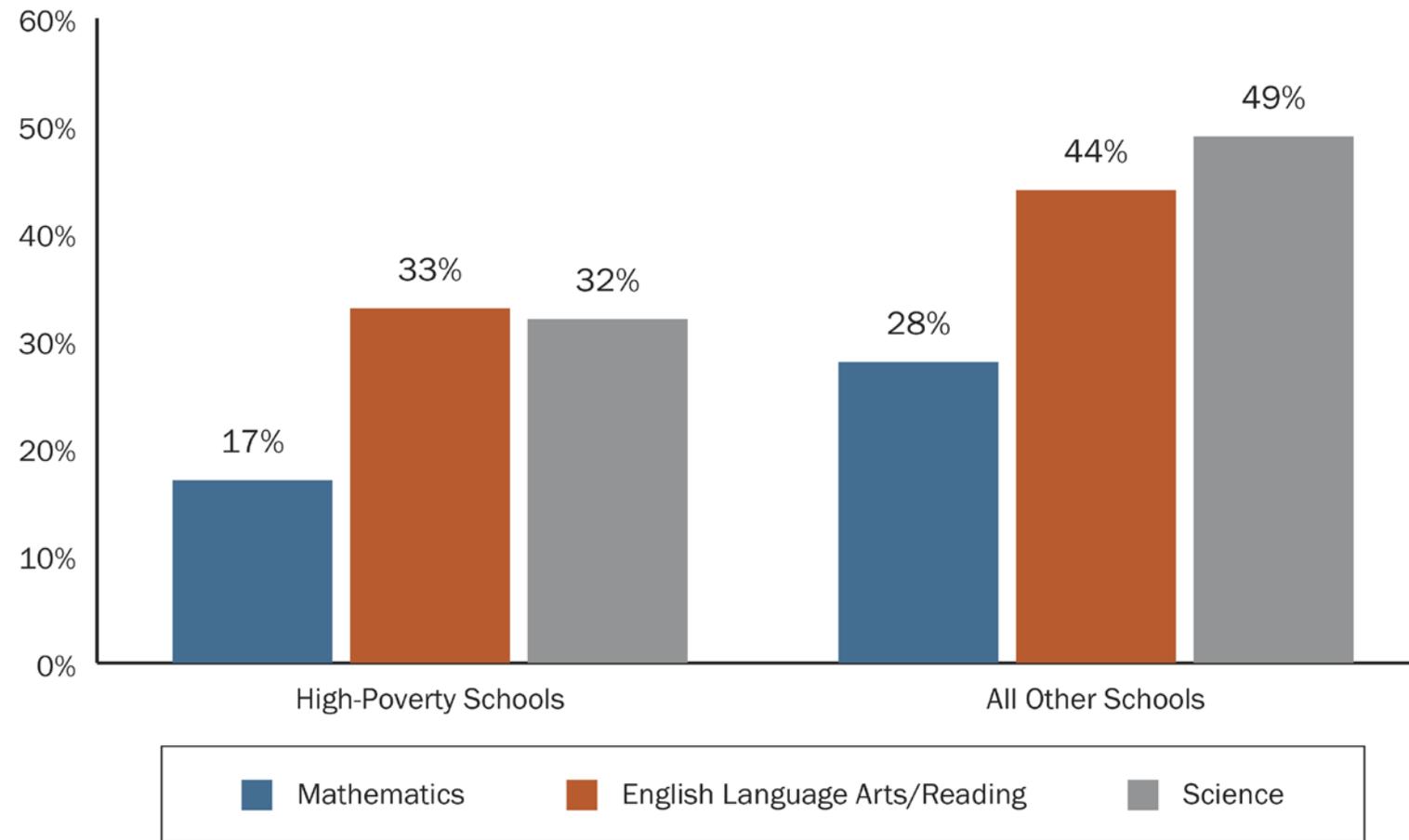
Selected Economic Characteristics, CENSUS TRACT, 2015 - DP03_2015_CT

Percent Children Under 18 in Poverty

-  > 50.6 to 82
-  > 36.8 to 50.6
-  > 23 to 36.8
-  > 10.4 to 23
-  0 to 10.4



High Concentrations of Poverty Impact Student Learning



Source: NMPED. District Report Card 2018: Proficiencies by school; NMPED. Student success and wellness data: FRL Eligibility report SY2017-18.

Enable all high-poverty schools to become Community Schools with Expanded Learning Time



Enrichment activities emphasize real-world learning and community problem solving.

After-school, weekend, and summer programs provide academic instruction and individualized support.

**Expanded and Enriched
Learning Time and Opportunities**

Community Schools & ELT Evidence

Well-implemented CS yield

- Improved peer/adult relationships and attitudes toward school
- Increased attendance
- Increased achievement & graduation rates
- Reduced gaps

Well-implemented ELT yields

- Increased achievement



Progress in New Mexico

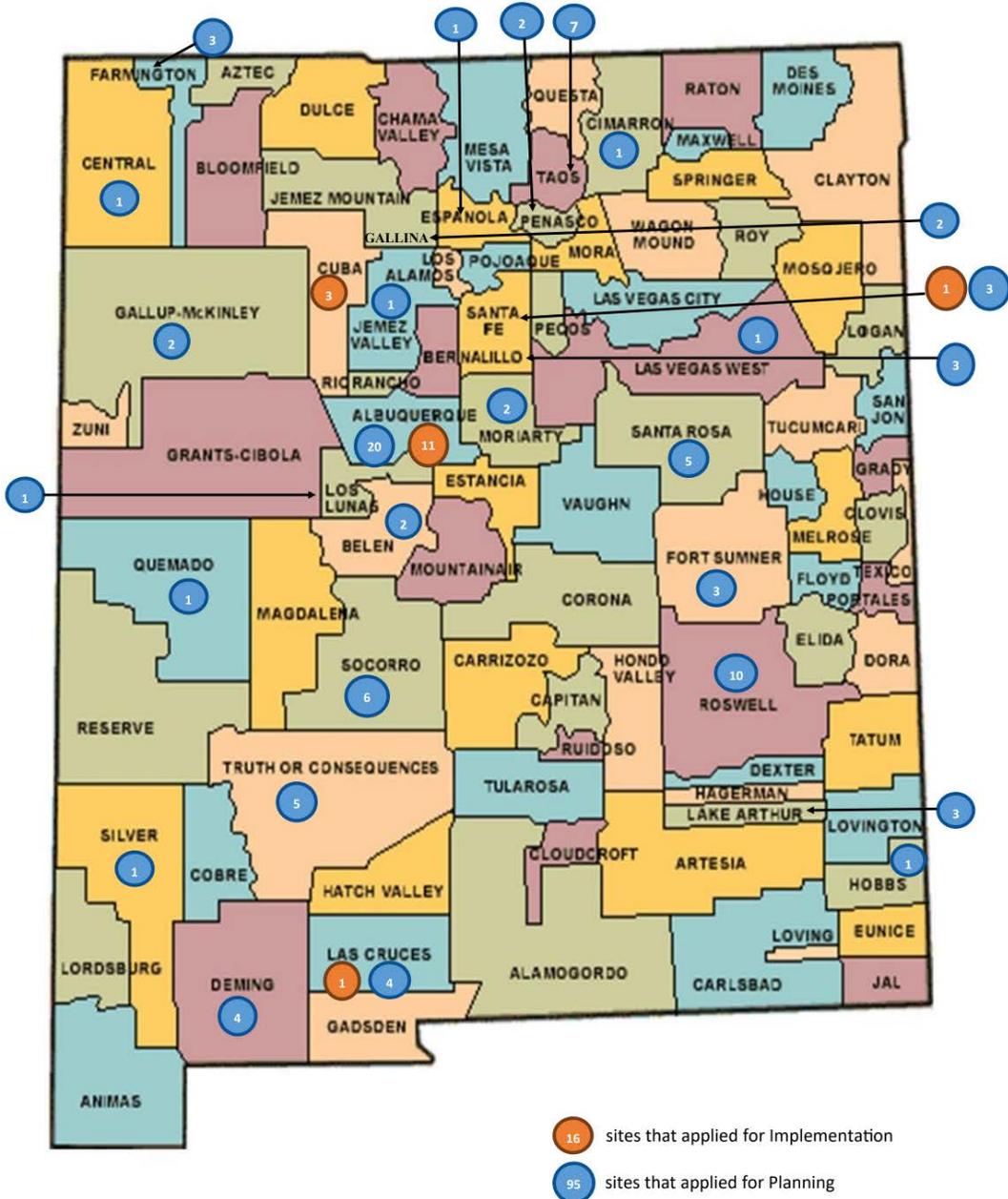
Community Schools Act

- Strong framework
- Needs and assets assessments
- \$5.3M in funding over 2 years

Expanded Learning Time

- Expanded K-3+ to K-5+
- Moved “above the line”
- Allocated \$ for every high-poverty elementary school





High Level of Interest in Community Schools

In 2019, 111 applications for PED Community Schools grants

- 95 planning grant applications
- 16 implementation grants

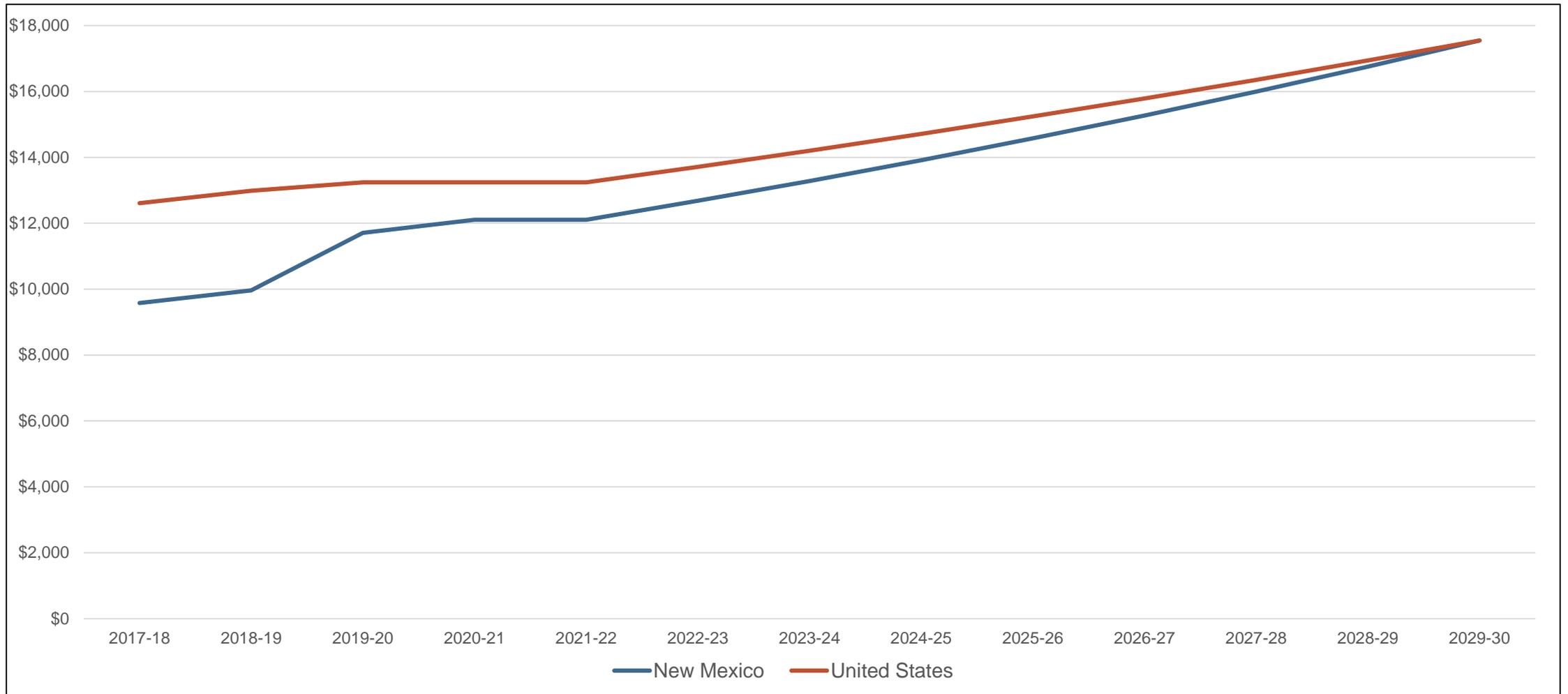
2019 funding (\$2M) sufficient to fund less than 1/3 of applicants

2020 funding (\$3.3) still insufficient

Recent Progress in Funding

- Increased education spending by \$672 million
- Tripled at-risk funding formula weight
- Current gap of \$1,100 per pupil v. 2018 gap of over \$3,000.

Per-Pupil Expenditures: Closing the Gap by 2029-30



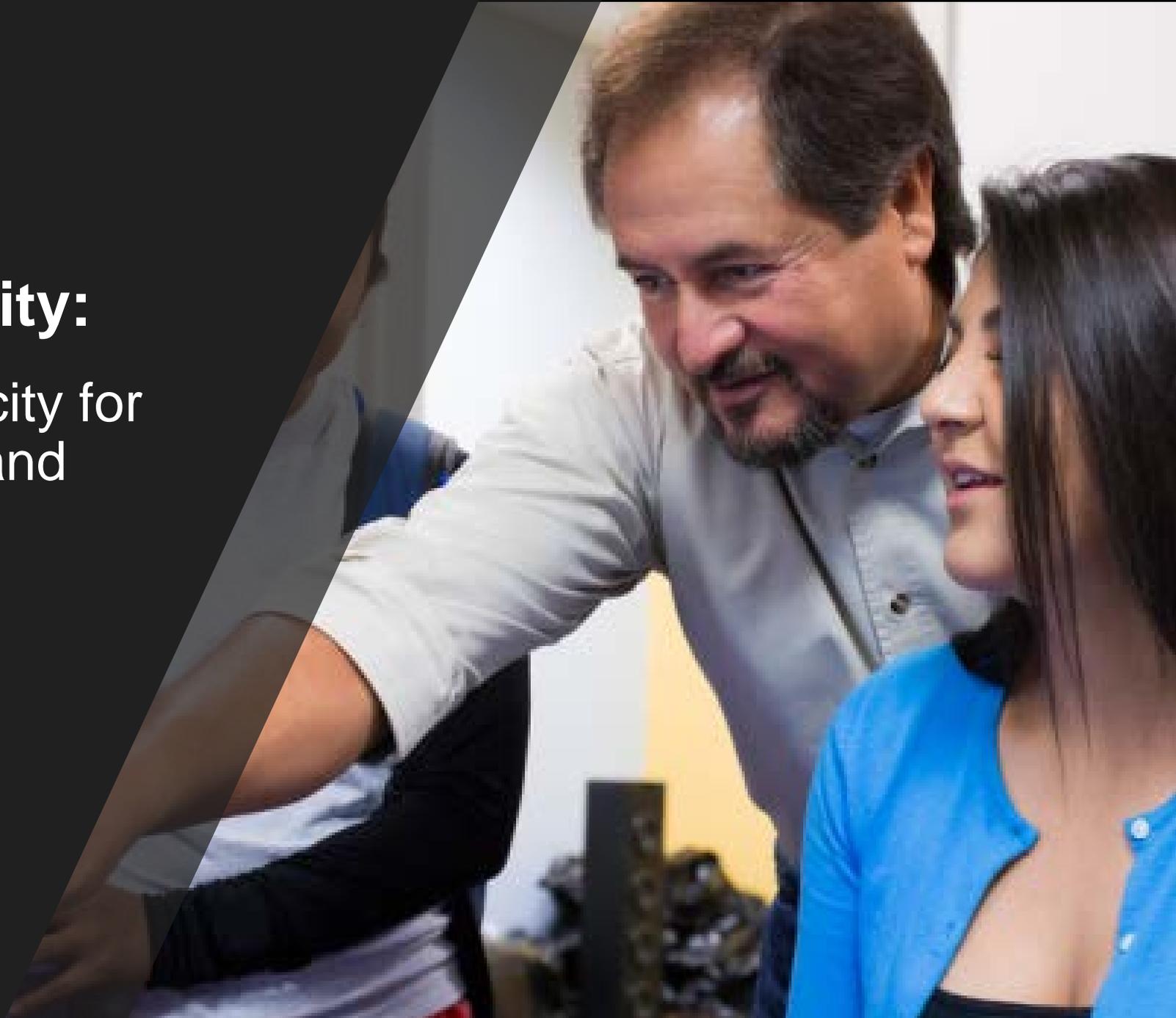
Implementing Expanded Learning Time

- Time challenges
- Local constraints
- Considered a voluntary “summer program”
- COVID-19



Supportive Accountability:

Building Capacity for
Improvement and
Effective
Use of Funds



Short-Term Steps^a

Blend and braid state and federal education funds to support community schools with expanded learning

Engage the Governor's Children's Cabinet in using community schools as hubs for aligned and coordinated programs

Require sufficient data to enable oversight of Community Schools and to inform improvement, including data about as well as students

Long-Term Steps

Invest in making community schools with expanded learning time the norm at all high-poverty schools

Invest in regional technical assistance centers to help schools implement community schools and expanded learning & provide supportive accountability

Create incentives for local nonprofits and businesses to partner and boost community-wide ownership of high-poverty schools