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

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Presentation Overview

- New Mexico education context
- Evidence from NM and national research
- Strategies to develop a high-quality education system
What have we done and learned so far?
Interviews ~ 60 so far
Legislature—members & staff
Governor’s policy team
PED leadership
Tribal leadership
Community representatives & leaders
Higher Education faculty & leadership
Superintendents, principals, teachers
Education associations
Business leaders
Advocates

Document and Data Review:
Laws, policies, resource and outcome data, program data & reviews

Review of Research
on identified problems and solutions in NM and nationally

Site Visits
to schools, universities, PD settings
Outcomes that New Mexicans value

- **Academic Readiness for Postsecondary Education**
  - Literacy in mathematics, ELA, science, and technology
  - Critical thinking

- **Cultural and Civic Competencies**
  - Cultural Awareness and Knowledge
  - Linguistic Preservation and Bi-literacy
  - Civic engagement and civic mindedness

- **Career Readiness**
  - Technical skills
  - Workforce literacy
  - “Soft skills”—communication, collaboration, critical thinking, etc.

- **Social and Emotional Development**
  - Empathy and meaningful relationships
  - Understand, experience, express, and manage emotions
  - Resilience, agency, and perseverance
Priorities for system improvement

- **Pathways through school that make all** students’ ready for college, career, and life—high-quality frameworks/materials, time, and assessment tools for strong literacy, STEM, arts, and civics instruction that is culturally and linguistically responsive.

- A sufficient, stable, and equitably distributed supply of **diverse and well-prepared educators**.

- A **whole child approach** that focuses on social, emotional, and academic development and addresses challenges in high-poverty communities, while providing additional social and health supports, and expanded learning opportunities.
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.
A Whole Child Approach

1. Resources Aimed at Pupil Needs

2. 21st Century Curriculum & Assessment

3. Skilled Teachers & Leaders

4. Wraparound Supports

5. Early Childhood Education

Student Learning
Diverse states that have climbed in achievement have used common strategies.

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<th>MA</th>
<th>NJ</th>
<th>CT</th>
<th>NC</th>
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<td><strong>Ranking</strong></td>
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<td><strong>% Students of Color</strong></td>
<td>38%</td>
<td>55%</td>
<td>45%</td>
<td>51%</td>
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<td><strong>% Low-Income</strong></td>
<td>25%</td>
<td>37%</td>
<td>51%</td>
<td>58%</td>
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North Carolina Achievement Trends (NAEP 8th Grade Mathematics Scores)

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
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.
Educator Workforce
Shortages account for about 9% of all teaching positions.
Declining Preparation Enrollment Contributes to Shortages

Declining Teacher Preparation Enrollment

Teacher Program Enrollment: 2010-17

Source: Title II Reports: National Teacher Preparation Data
Declining Teacher Preparation Completers Contributes to Shortages

Teacher Preparation Completers:
2010-17

- Traditional
- Alternative
- Total

45% decline in completers over last 7 years

Source: Title II Reports: National Teacher Preparation Data
Underprepared teachers undermine teacher quality and student achievement

Higher attrition
(2-3 times greater than those who are well-prepared)

Teachers with little/no preparation

Lower student outcomes
In New Mexico …

- Shortages are most severe in special education, math, and science
- Schools with more students of color have
  - twice as many uncertified teachers
  - 50% more inexperienced teachers

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<td><strong>To ensure a diverse, high-quality educator workforce ...</strong></td>
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<td>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.</td>
<td>3. Create and expand high-retention pathways into the profession, including teacher and leader residencies and grow-your-own programs</td>
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<td>2. Develop high-quality, state-funded novice teacher induction with --- trained mentors in all districts who have --- time for classroom coaching --- collaboration time for planning</td>
<td>4. Expand high-quality professional learning opportunities for teachers in content teaching, SEL, language support, and cultural competence</td>
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<td>Expand Principals Pursuing Excellence and/or reinvest in New Mexico School Leadership Institute</td>
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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 (85% 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
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.
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
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
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 NMDash 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)**
# To Improve Social-Emotional Supports

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<th>1. Develop PK-12 standards and guidance around the development of students’ social and emotional competencies.</th>
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<td>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.</td>
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<th>3. Increase the use of educative and restorative disciplinary practices through guidance, professional development, and attention to data on school exclusions.</th>
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<td>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.</td>
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Community Schools
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
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
Community Schools have been found to improve outcomes for students in high-poverty settings.
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
State Policy Examples

Maryland
• Grants to public schools with at least 80% of students eligible for free and reduced-price lunch
• $248,833 for each eligible school

New York
• Ongoing set-aside within funding formula for high-poverty schools (~ $150,000 per school)
• State-funded technical assistance centers ($1.2M in 2017)
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
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
# To Meet Student Needs in High-Poverty Schools

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<th>1. Allocate ongoing, targeted funding so all “high poverty” schools become comprehensive community schools. Prioritize funding to schools implementing K5+ and Expanded Learning Time programs and those eligible for school improvement support.</th>
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<td>2. Require schools receiving funding to submit plans for implementing Community Schools in culturally and linguistically responsive ways. Require accountability for how funds are spent and monitor progress toward improved student opportunities and outcomes.</td>
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<td>3. Target significant resources toward technical assistance and capacity building. Educator preparation should include curriculum and experiences to build knowledge of implementing high-quality Community Schools.</td>
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<td>4. The Governor’s Children’s Cabinet should align and coordinate all relevant resources and programs. Create incentives for local non-profit and business partnerships to ensure local participation and community-wide ownership.</td>
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College and Career Pathways
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.
2018 High School Graduation Rate = 73.9%
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
Recommendations for Cross-Cutting Infrastructure Building

- Improved 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