Annual Conference
New Mexico School Boards Association
Jeannie Oakes, Ph.D.
Legislators and legislative staff studied the 10 top performing countries/provinces: Alberta, Ontario, Estonia, Finland, Hong Kong, Japan, Poland, Shanghai, Singapore, Taiwan

Studied with 25 international/state education experts
No Time to Lose
How to Build a World-Class Education System State by State
AUGUST 2016
Findings: Bad & Good News

- **Bad news:** Most state education systems are falling dangerously behind in a number of international comparisons and on our own National Assessment of Educational Progress, leaving the United States overwhelmingly underprepared to succeed in the 21st century economy.

- **Good news:** By studying these high-performing systems, we are discovering what seems to work. If we get to work right away, we can quickly turn this around as high-performing countries have.
International Surveys Sound Alarms

U.S. RANKING ON PISA

The Programme for International Student Assessment (PISA) is a comparative study of 15-year-old students’ knowledge in key areas including math, reading and science.

<table>
<thead>
<tr>
<th>YEAR (COUNTRIES TESTED)</th>
<th>U.S. RANKING</th>
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<tbody>
<tr>
<td></td>
<td>READING</td>
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<tr>
<td>2000 (32)</td>
<td>15th</td>
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<td>2003 (41)</td>
<td>18th</td>
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<td>2006 (57)</td>
<td>NR</td>
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<td>2009 (65)</td>
<td>17th</td>
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<td>2012 (65)</td>
<td>24th</td>
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<td>2015 (72)</td>
<td>23rd</td>
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PISA 2015:
- US improved 1 spot in reading, 3 spots in science, and math dropped by 3, but the raw scores held steady.

OECD PIAAC 2013:
- US Millennial generation workers ranked last in survey of worker numeracy, literacy and problem solving in 33 countries

SOURCE: NATIONAL CENTER ON EDUCATION AND THE ECONOMY, CENTER ON INTERNATIONAL EDUCATION BENCHMARKING, 2017
Our Own NAEP Sounds Alarms: Little to No Progress
“Common elements are present in nearly every world-class education system, including
• a strong early education system,
• a reimagined and professionalized teacher workforce,
• Robust career and technical education programs, and
• a comprehensive, aligned system of education.”
Common Element #1:

Children come to school ready to learn, and extra support is given to struggling students so that all have the opportunity to achieve high standards.
Make ECE Part of the Education System

- Making education for 3-6 year olds universal and free or highly subsidized for all families
- Aligning early learning standards, preschool curriculum to primary school curriculum
- Sharing data about children across systems
Learning Readiness in NM

- 60% of children experience at least one Adverse Childhood Event
- 31% low-income families who receive Child Care Assistance have high quality (4 or 5*) child care settings.
- 29% age 3-4 in any pre-K
- 8% age 3-4 in full-day Pre K
Few Community Schools that Provide Additional Supports

- Integrated student supports
- Expanded learning time & opportunities
- Family & community engagement
- Collaborative leadership & practices
Common Element #2:

A world-class teaching profession supports a world-class instructional system, where every student has access to highly-effective teachers and is expected to succeed.
Teaching as a Career in NM

In addition to the turnover concerns, a survey that was administered to educators in New Mexico in the spring of 2017 as part of the NMSU College of Education Reorganization effort found that 50% of the 1900 respondents answered “No” when asked if they would encourage a career in education, and only 19% answered “Yes.”
2017 Vacancies by Subgroup (673)
Classrooms staffed by Alternative or LTS Teachers
1355.5 Total
80 of 89 districts reporting

- Sped: 394
- Elementary: 411.5
- Secondary: 514
Lessons from well-developed systems

**Standards** provide a vision of what constitutes high-quality teaching and guide selection, preparation, induction, professional learning, and career development.

**Preparation** is universal, research-oriented, and clinically-based.

**Professional learning** is collegial, job-embedded, often led by senior teachers, connected to school reform efforts and coaching, and is ongoing.

**Time** is available for teachers to work with and learn from colleagues, to conduct their own research, and to share practices.

**Feedback** is available from teachers and leaders to help improve practice.

**Teacher leadership** is cultivated and developed for school leadership.

**Networks** and professional learning communities are developed for sharing practices across schools.
Common Element #3:

A highly-effective, intellectually rigorous system of career and technical education is available to those preferring an applied education.
CHARACTERISTICS OF STRONG SYSTEMS

> Have permeable pathways through postsecondary

> Include modern occupations with application to real-world problems

> Require STEM competencies, and social skills (e.g., complex problem-solving, teamwork, communication, presentation skills)

> Respond to needs of adolescent development
Common Element #4:

Individual reforms are connected and aligned as parts of a clearly planned and carefully designed comprehensive system.
Action Steps for States

✓ Build an Inclusive Team and Set Priorities.
✓ Study and Learn from Top Performers.
✓ Create a Shared Statewide Vision.
✓ Benchmark Policies.
✓ Get Started on One Piece.
✓ Work Through “Messiness.”
✓ Invest the Time.
“As state policymakers, it is our responsibility to provide our citizens with a world-class education. We cannot let another generation settle for anything less. Our future workforce, national defense, economic vitality and democratic foundation depend on our ability and willingness to get this done.

If we assemble the best minds in policy and practice, implement what we know works, and commit ourselves to the time, effort and resources needed to make monumental changes, we can once again be among the best education systems in the world. If they can do it, so can we. But there’s no time to lose.”
The Work Continues
The Time is Right

- The Every Student Succeeds Act (ESSA)

- New Mexico’s 2018 Election