



National **School Boards** Association

The leading advocate for public education



The leading advocate for public education

NMSBA 2018 Annual Convention Advocacy & Equity in Education

What is Equity? Why Does it Matter?

Equality

Each person receives the SAME amount of resources, attention and supports.

Equity

Each person receives what they NEED in the way of resources, attention and supports.

Educational Equity

Each student has access to the resources, supports, and educational rigor they NEED, so outcomes are not predictive based on race, gender, ethnicity, ability, language, family background, or family income.

NSBA on Educational Equity

We affirm in our actions that each student can, will, and shall learn. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. This requires that discriminatory practices, prejudices, and beliefs be identified and eradicated

– NSBA Board of Directors 2017

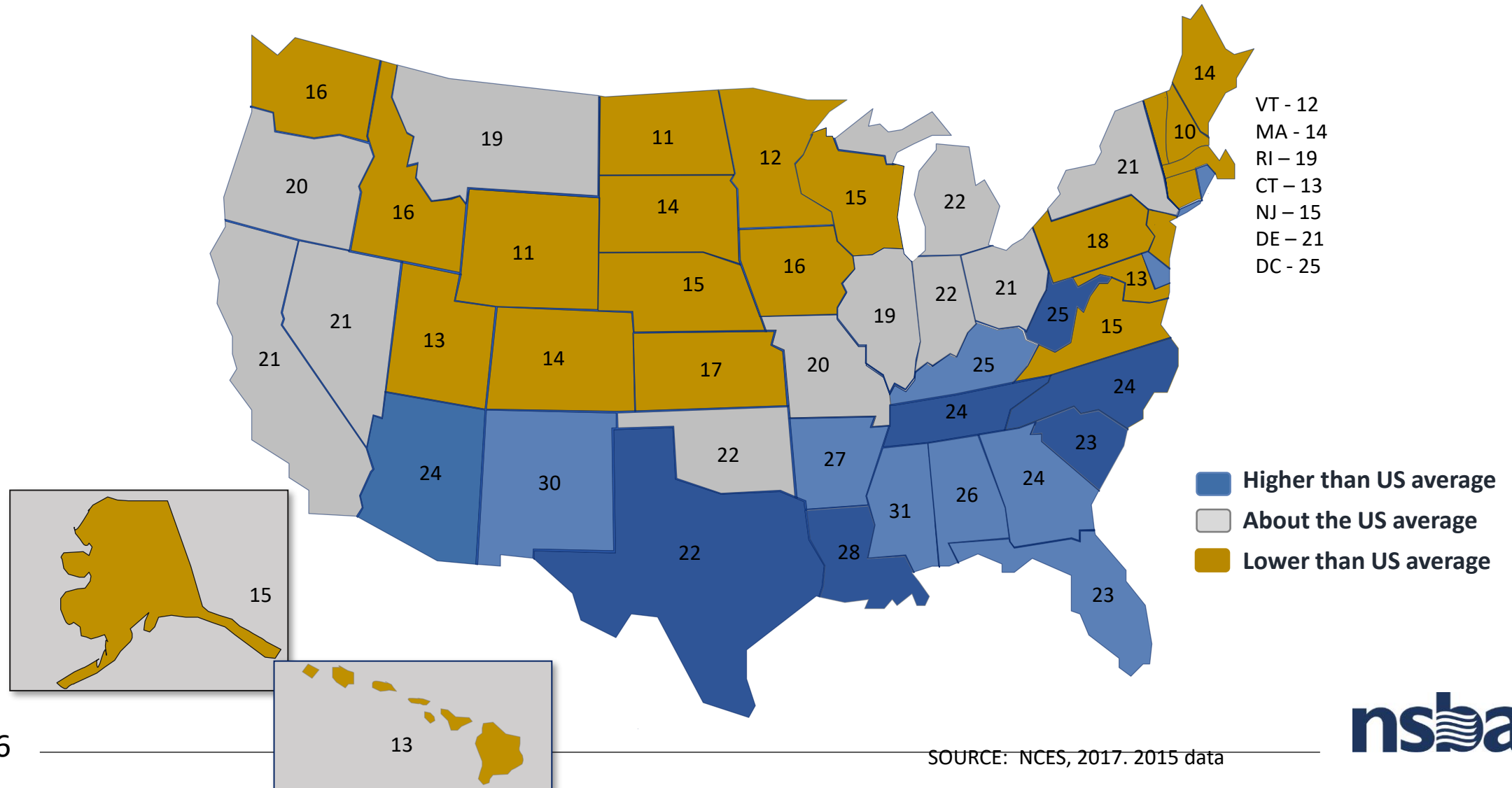
Hispanic/Latino and Native American Students.



These ethnic populations account for 48 percent and 10.5 percent respectively of the total New Mexico population (USCB, 2015 update) and

About 60 percent and 10 percent respectively of the state public education system (Ballotpedia, 2016).

1 in 5 children in the US lives in poverty

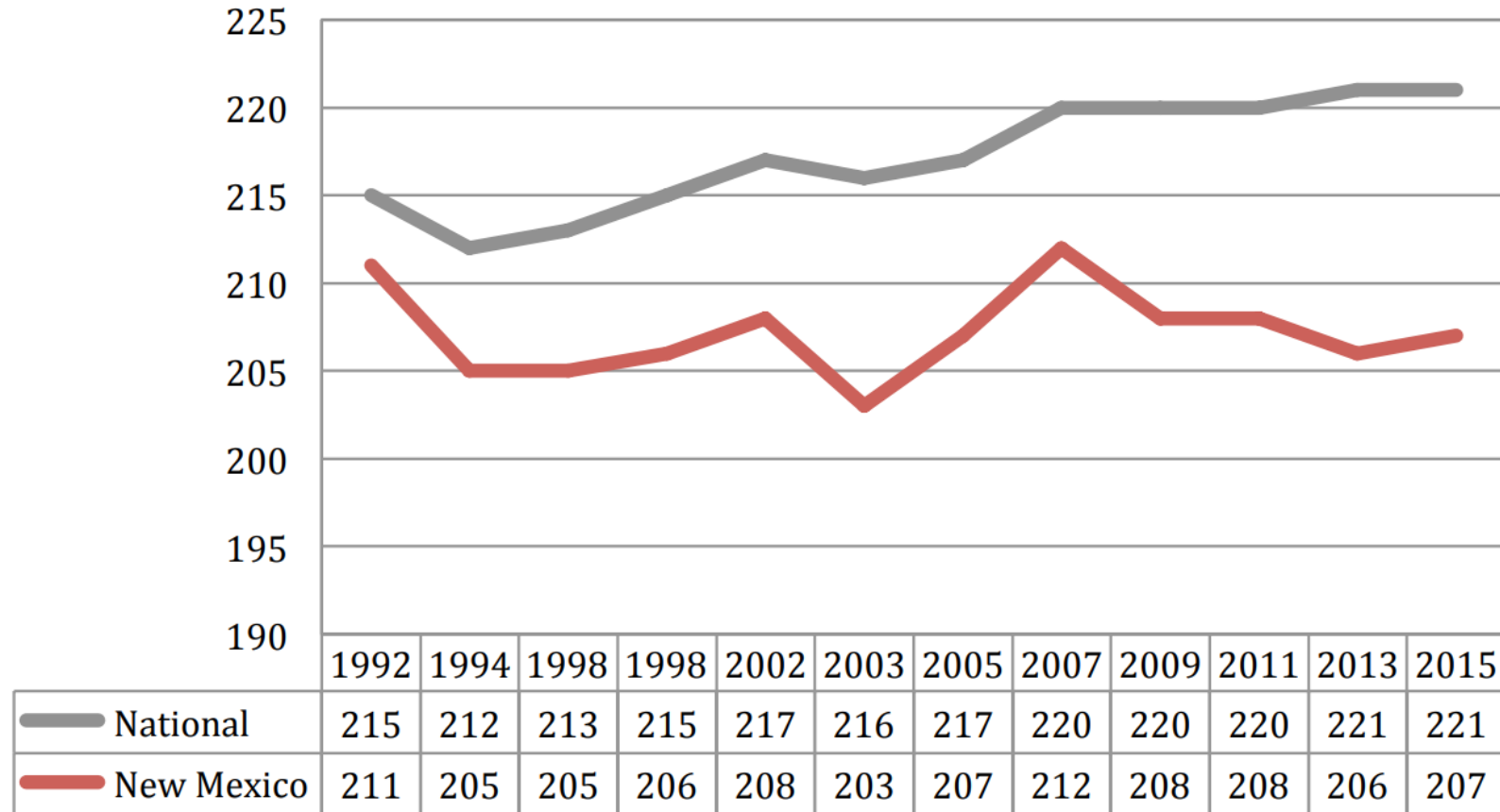


According to New Mexico Voices for Children...

- Child poverty affects New Mexico more than any other state. While the share of children living in poverty in the U.S. decreased one percent from 2015 to 2016, New Mexico experienced a one percent increase from 2016 to 2017, putting the state's child poverty at 30 percent — an increase of over 4,000 children.

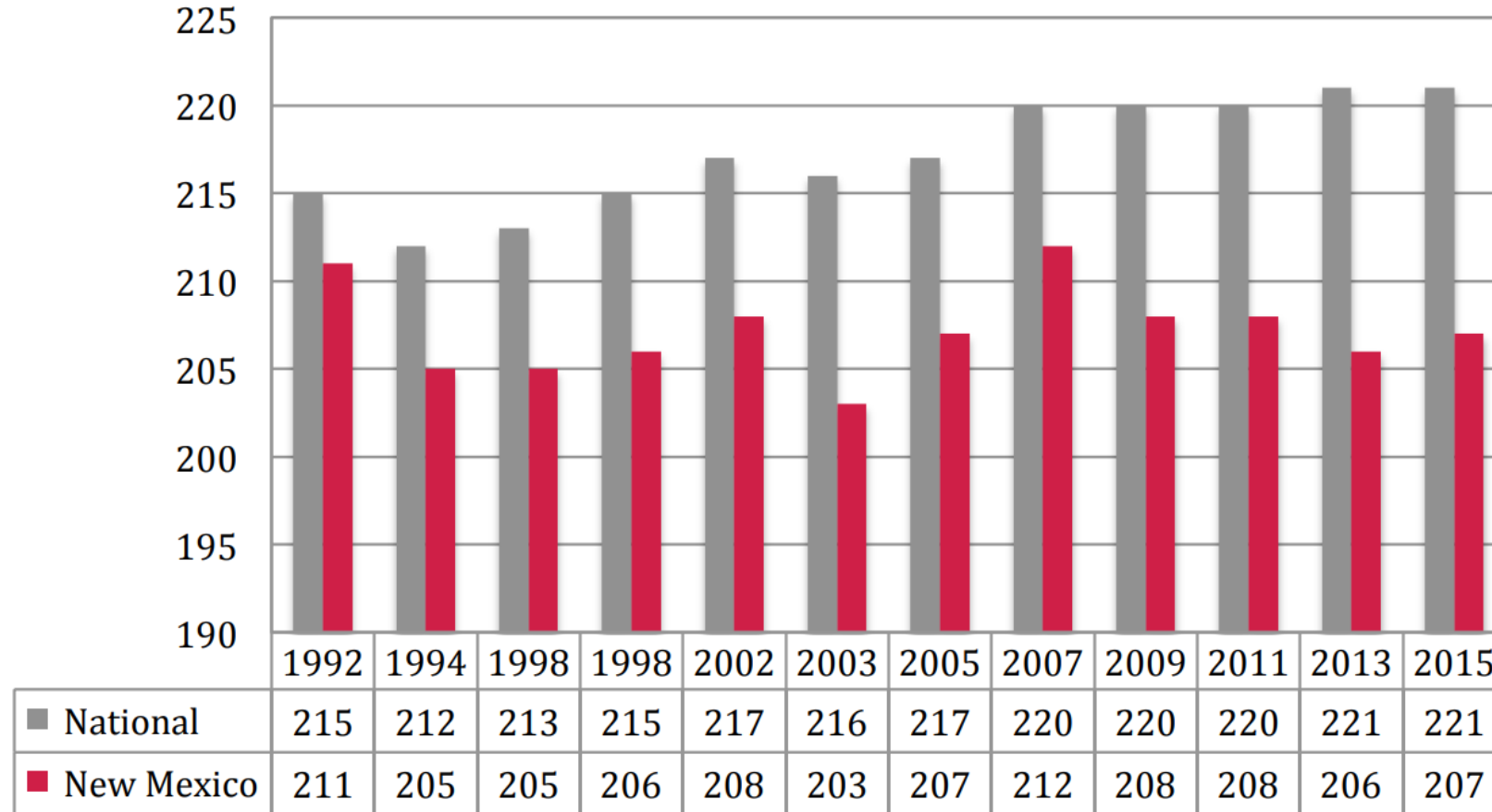


Figure 4. NAEP Grade 4 Reading, national and state, for selected years.



Note. Based on raw scores for selected years, New Mexico fourth graders students as a whole have never caught up to the national average in reading, but interestingly the state came close in 1992.

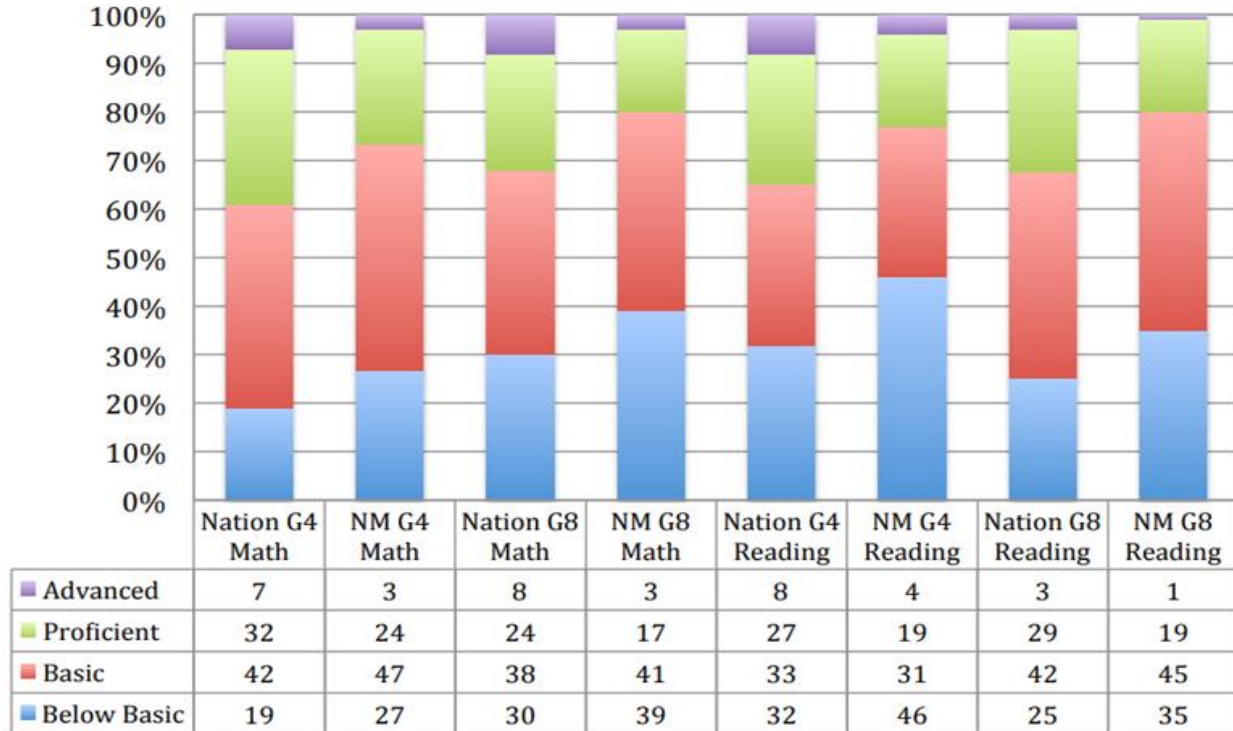
Figure 3. NAEP Grade 8 Math, national and state, for selected years.



Note. Based on raw scores for selected years, New Mexico eighth graders as a whole have never caught up to the national average in math.

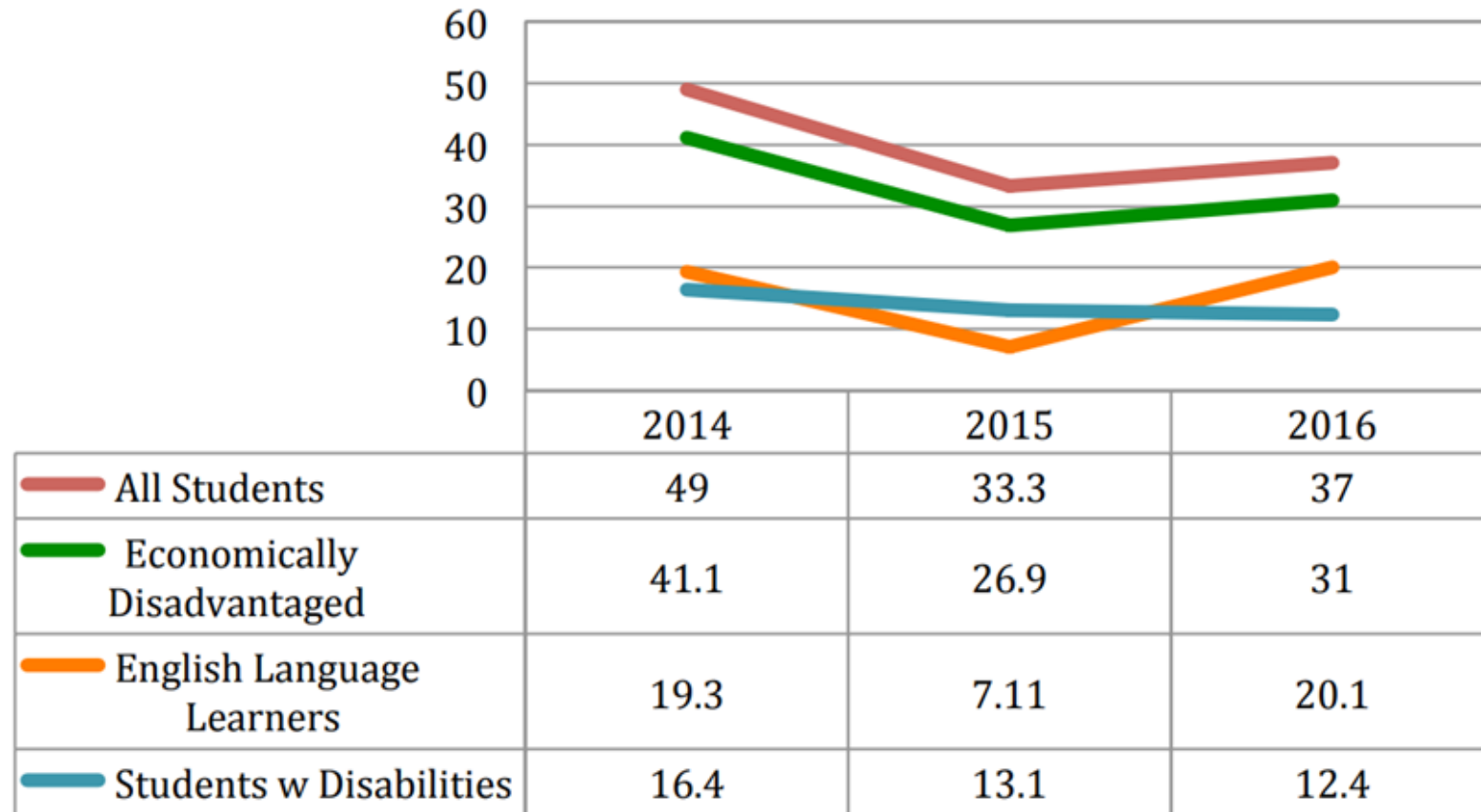
Student Achievement Data

Figure 1. 2013-2015 National and State (NM) Math and Reading Assessments Snapshot.



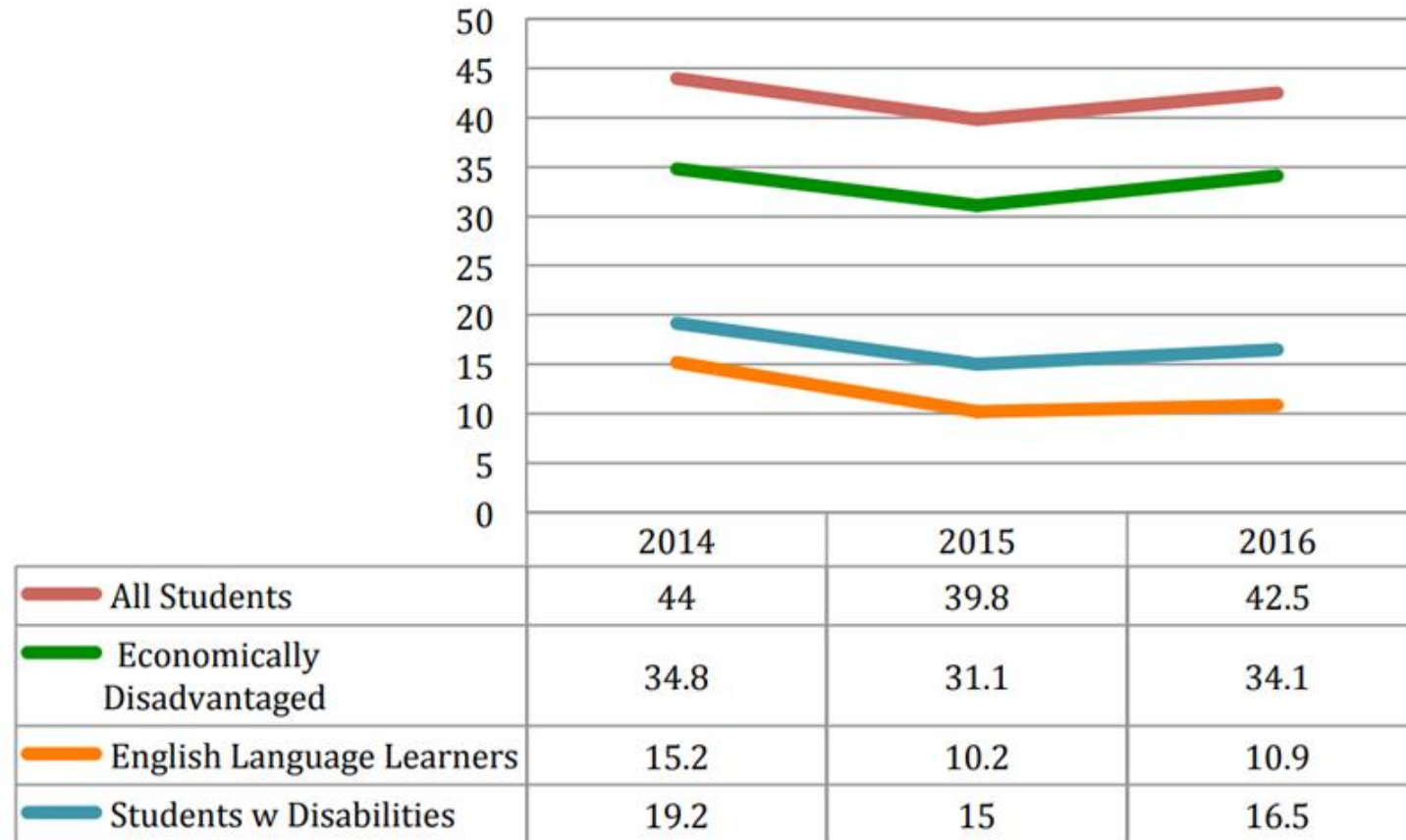
Note. The Chart above shows combined national and state results for grades 4 and 8 between 2013 and 2015. This chart shows *discreet* (the percentage of students that fall into each category) as opposed to *cumulative* (the percentage of students scoring at or above each category) achievement levels. (Details for given breakouts may not sum to 100% because of rounding.)

Figure 16. New Mexico Reading Proficiency by Year and Special Services.



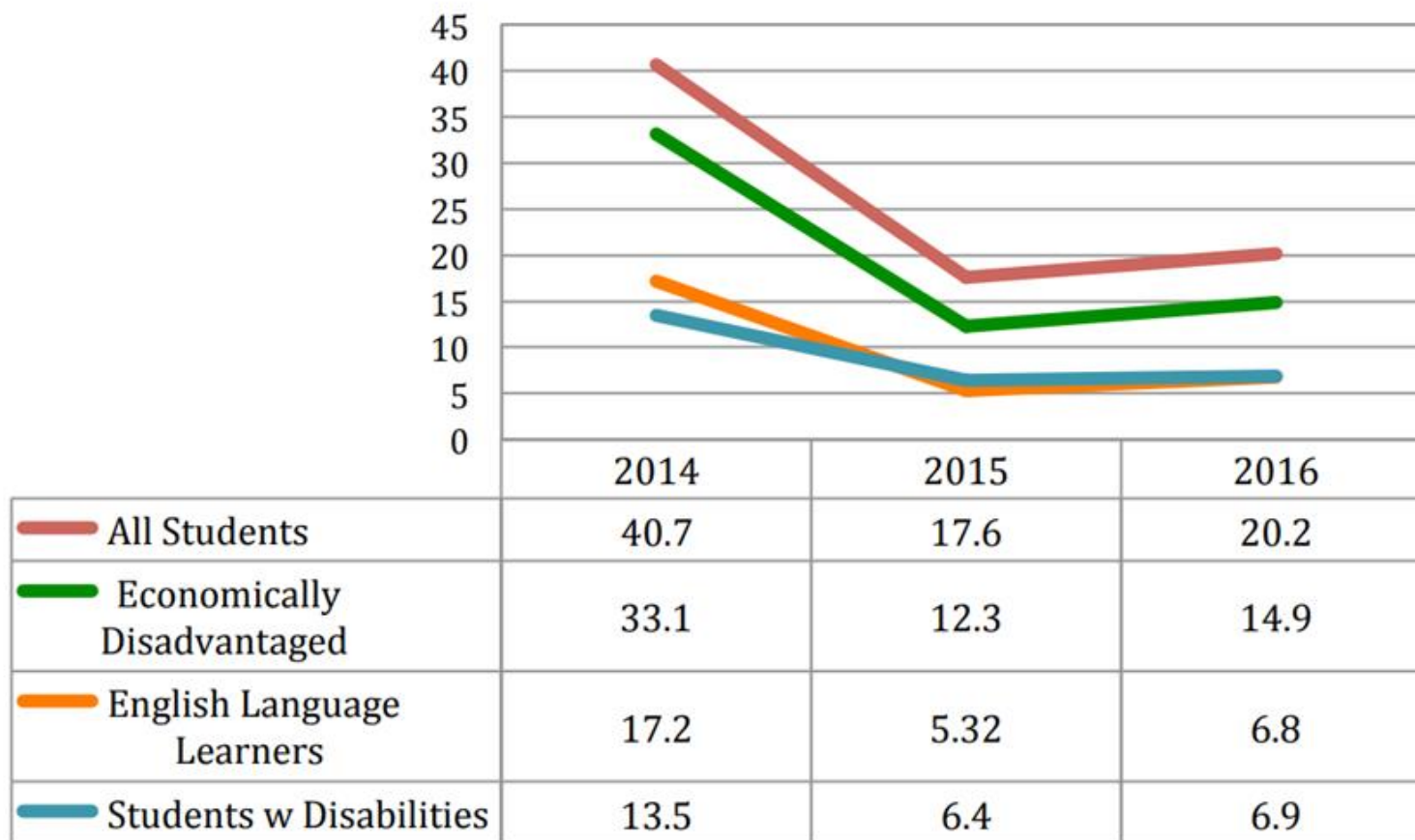
Note. When disaggregated by *special services*, English Learners and Students With Disabilities perform in all grades combined the lowest in reading proficiency. Source: NMPED.

Figure 18. New Mexico Science Proficiency by Year and Special Services.



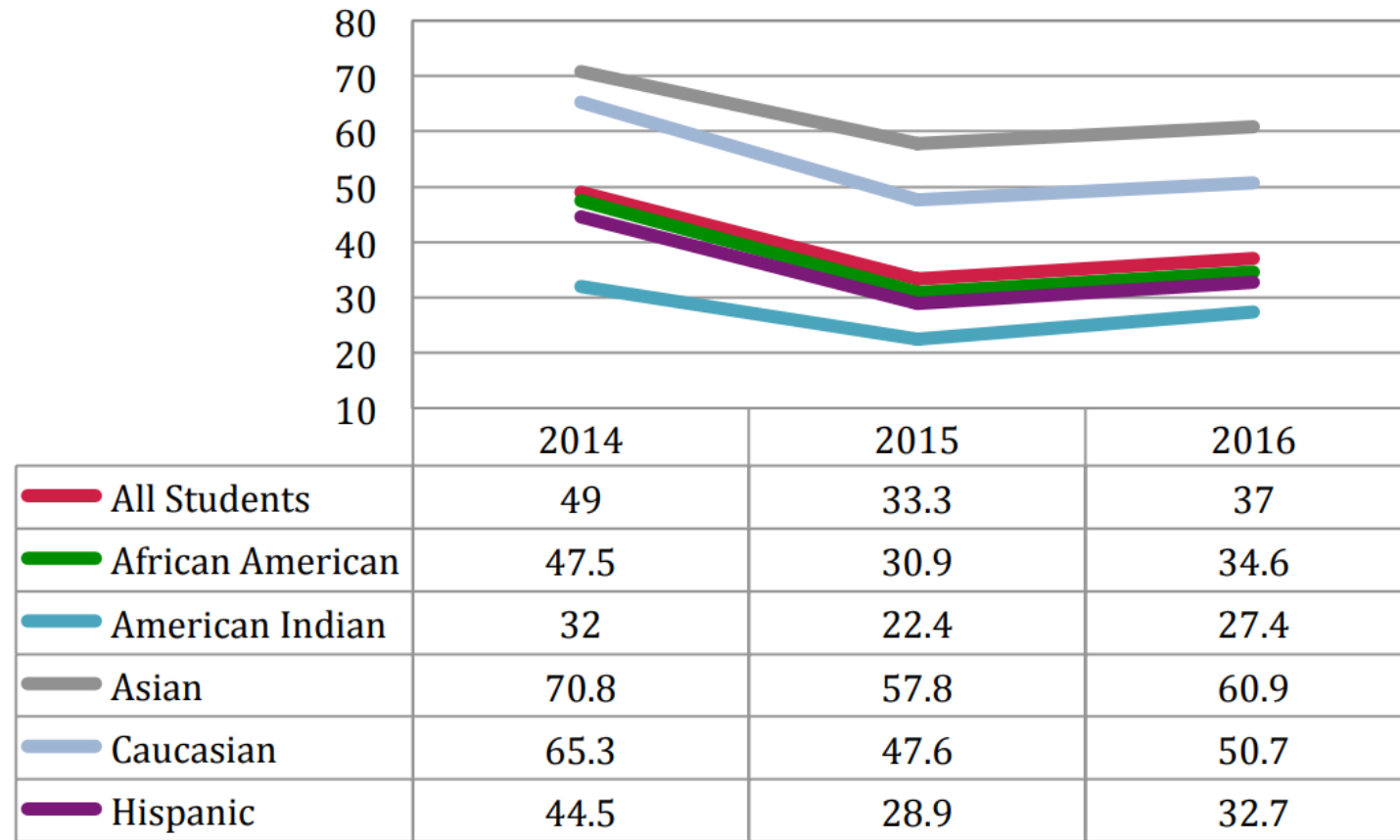
Note. When disaggregated by *special services*, English Learners and Students With Disabilities perform in all grades combined the lowest in science proficiency. Source: NMPED.

Figure 17. New Mexico Mathematics Proficiency by Year and Special Services.



Note. When disaggregated by *special services*, English Learners and Students With Disabilities perform in all grades combined the lowest in mathematics proficiency. Source: NMPED.

Figure 13. New Mexico Reading Proficiency by Year and Ethnicity.



Note. When disaggregated by ethnicity, American Indians and Hispanics perform in all grades combined the lowest in reading proficiency. Source: NMPED.

Academic Achievement

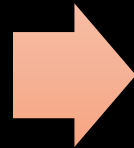
- Based on NAEP results, New Mexico school children have for more than 20 years performed lower than the national average in what are often considered the fundamental subjects of mathematics, reading, writing, and science.
- Two academically lower-achieving ethnic sub-groups: Hispanic/Latino and Native American students.
- New Mexico also consistently had a greater number of students not reaching proficiency levels than the national average

Of No Fault of Their Own

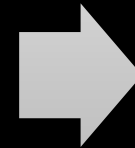


EDUCATION WEEK

The Achievement GAP



The “achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures.



It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off.

The Schott Foundation

OPPORTUNITY GAP

The opportunity gap is the greatest crisis facing America's schools.

The opportunity gap is the disparity in access to quality schools and the resources needed for all children to be academically successful.

Students from historically disadvantaged families have just a 51 percent Opportunity to Learn when compared to White, non-Latino students, according to the Schott Foundation's Opportunity to Learn Index.

schottfoundation.org

If every child is to have an opportunity for success, every student must have a true Opportunity to Learn.

Opportunity gap +

Access gap +

Value gap =

The Achievement GAP

OPPORTUNITY GAPS

Students raised in a non-English-speaking family or culture could experience limited educational opportunities if their acquisition of English proficiency, fluency, and literacy is delayed.

Therefore

If courses are taught exclusively in English, if educational materials are printed in English, or enriching educational programs are conducted in English or require English fluency, students who are learning or struggling with English may be denied full participation in these opportunities.

OPPORTUNITY GAPS

- Poor nutrition, lack of healthcare, an inability to pay for preschool education, tutoring, test-preparation services, and/or college tuition may contribute to lower educational achievement and attainment.
- Students whose parents have not earned a college degree or other postsecondary opportunity, doesn't have access to same information and support available to other students...their parents may struggle with the complexities of navigating the college-admissions and financial-aid process.
- Homework Gaps – lack of connectivity; lack of access to electronic means to meet demands of homework assignments.

OPPORTUNITY GAPS

- Students of color tend to be disproportionately represented in lower-level courses and special-education programs, and their academic achievement, graduation rates, and college-enrollment rates are typically lower than those of their white peers.
- Economically disadvantaged schools and communities may suffer from less-effective teaching, overcrowded schools, dilapidated facilities, and inadequate educational resources, programs, and opportunities—all of which can contribute to lower educational performance or attainment.

Where to begin...

Four Major Drivers of Equity According to the Research:

- Funding: Who is Receiving the Funding? Is it Equal Between Buildings or is it Equitable (Needs-Based)?
- High-Level Curriculum: Who has Access to Rigorous Coursework? How is that Determined?
- Experienced/Effective Teachers: Where are the Most Experienced Teachers Placed?
- Safe and Supportive School Climate: School discipline policies must reflect practices designed to keep students IN school.



Funding – *Intentional Allocation of Resources*

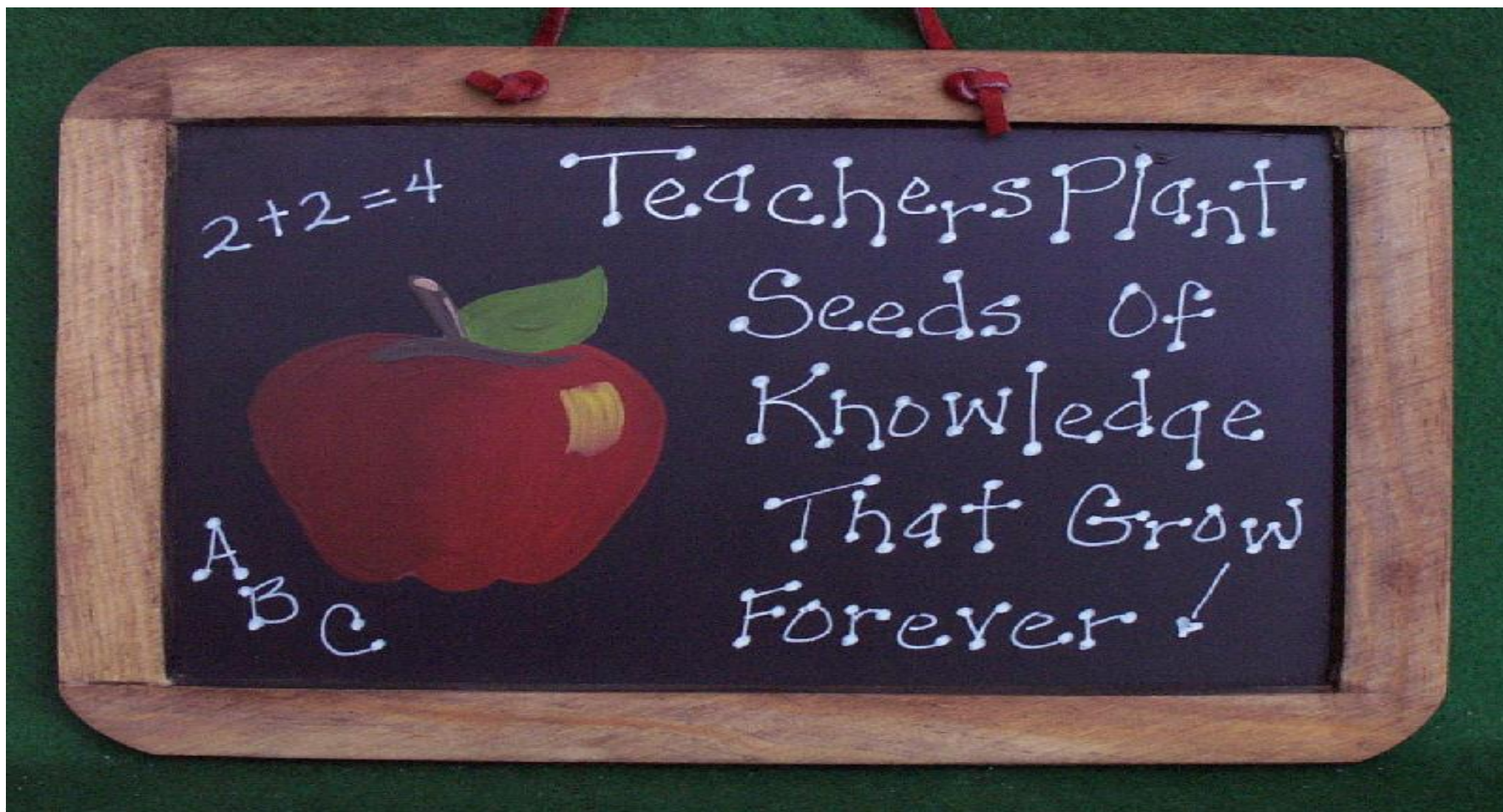


Money Matters

A 10% annual increase in per pupil for all 12 years of public schools leads to

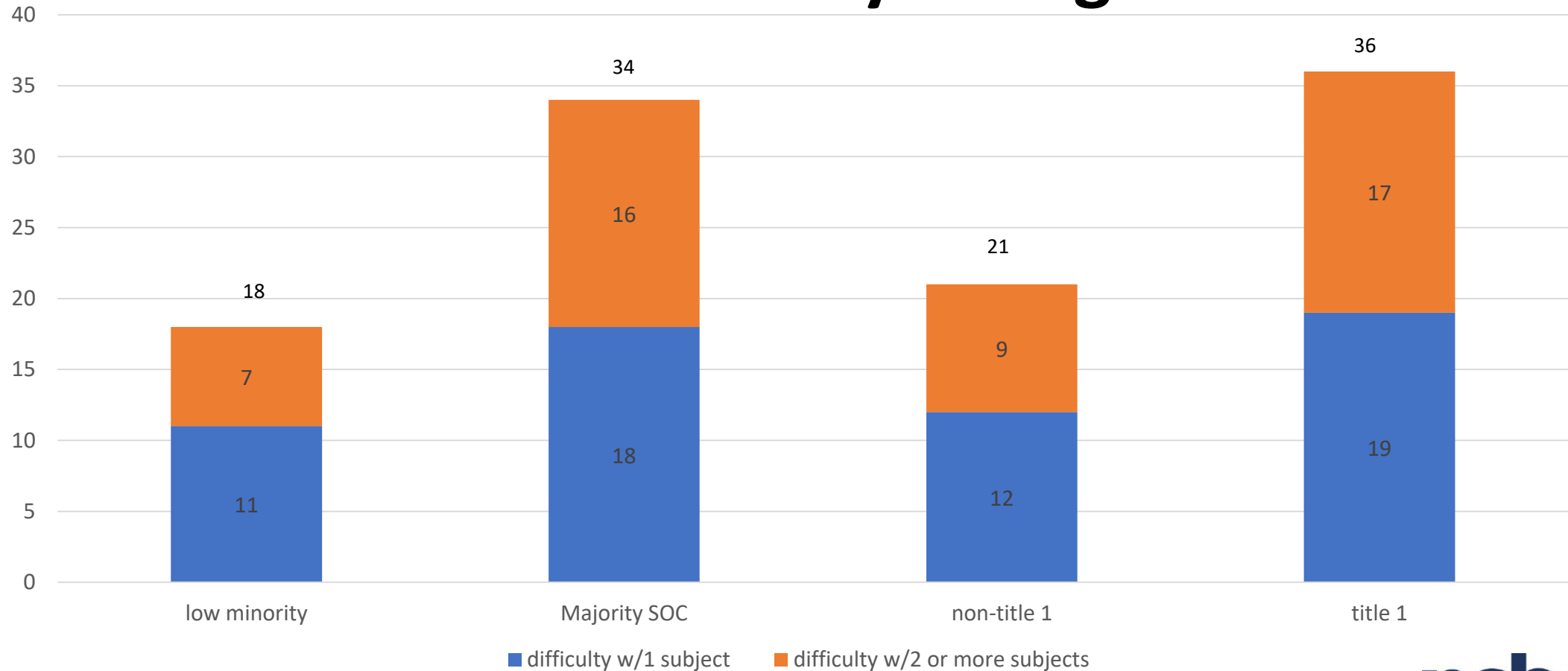
- **An additional quarter of school completed**
- **7.25% higher wages**
- **Lower adult poverty by 3.67% points**
- **Effects are much larger for low-income children**

Good (Effective Teachers & Administrators)



Majority Students of Color and High-Poverty Schools

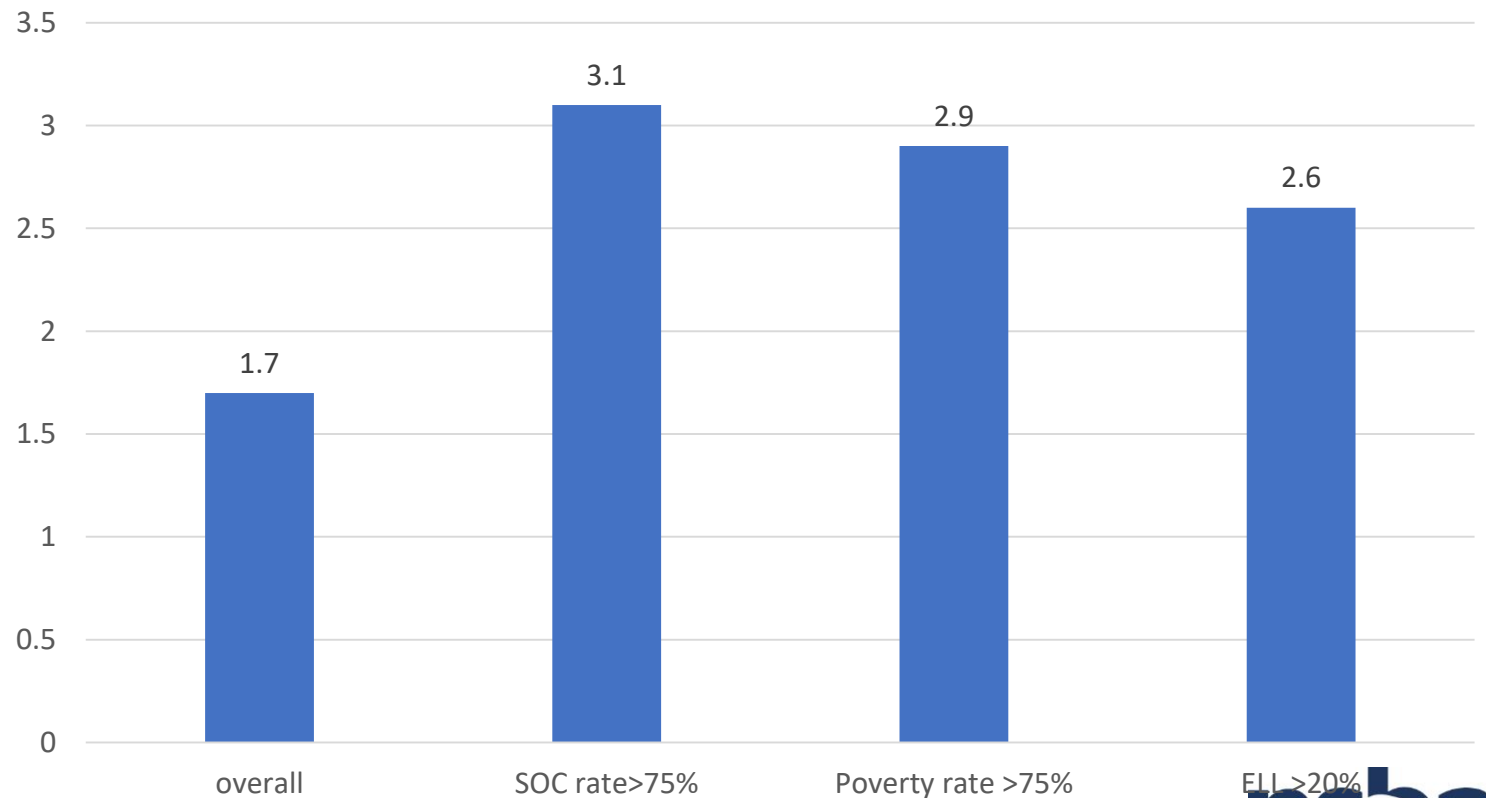
Have More Difficulty Hiring Staff



Majority Students of Color and High-Poverty Schools are More Likely to Hire Un-Certified Teachers

Percentage of uncertified teachers by school type, 2014

The percentage of uncertified teachers in public schools has been steadily declining, but inequities still exist according to the student population served.



About Teachers

- **Teachers represent the single most significant school-based factor in student learning.**
- **There is no single way to define teacher quality. Experience, certification, academic preparation & others all make a difference especially in combination.**
- **Culturally Responsive and Trauma-Informed.**

New Mexico Teachers

- 22,538 Teachers
- 60% - White
- 34% - Hispanic
- 3% - American Indian

• Source: NEA New Mexico

Curriculum



Equal Access to Rigorous, Relevant & Rich Curriculum

- **All children have the right to an academically rigorous education that prepares them for college and career.**
- **Until every child has equal access to a rigorous, relevant, and rich curriculum, the quality of instruction in schools will remain one of the key issues in attaining education equity for all.**

Safe & Supportive Schools

DISCIPLINE POLICIES THAT NEGATIVELY IMPACT STUDENTS

- Students need to be in the classroom to learn
- Out of school suspensions can place students at risk
- Poorly designed policies can have a disproportionate effect on student groups and produce a harmful school climate

