

Building an Equitable School System for All Students and Educators

The dual crises of racial disparity and educator attrition expose a soft underbelly of public education in Minnesota—chronic underfunding of our schools has created a racialized system of haves and have-nots.

Minnesota students—all of them, no matter where they live or what race they are—deserve a 21st century education delivered by highly-skilled professionals.

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Topics for Conversation

- EPIC paper, advocacy, programming
 - Trauma-informed, restorative schools
 - Full-Service Community Schools
- ESSA, comprehensive needs assessments
 - Trauma-informed, restorative schools bill
- Questions



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Educator Policy Innovation Center



www.educationminnesota.org/advocacy/EPIC



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Building an Equitable School System for All Students and Educators

(May 2019)

- Educator Compensation and Work Environments
- Teacher Induction and Mentoring
- Infrastructure: The Physical State of Minnesota's Schools
- The Need for Universal Preschool*
- **Trauma-Informed, Restorative Schools in Minnesota***
- Teacher Preparation*
- Minnesota's Critical Need for Related Service Providers and Specialized Instructional Support Personnel
- **Full-Service Community Schools***
- Public Higher Education in Minnesota
- Improving Special Education Services in Minnesota Schools

* Indicates this section is an update of a previous paper



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General Argument :

The funding issues that plague Minnesota schools perpetuate the racial achievement gaps and cause teacher attrition. The state can start to correct these problems by addressing the 10 areas identified.



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Funding Matters

“When states make a greater fiscal effort to fund their schools, school spending goes up, and that translates into higher staffing levels, smaller class sizes and more competitive wages for teachers” (p. 1).

“A study of school finance reforms of the 1970s and 80s finds that increased spending led to higher high school graduation rates, greater educational attainment, higher earnings, and lower rates of poverty in adulthood” (p. 1).

“Fair and equitable state finance systems must be at the center of efforts to improve educational outcomes and reduce stubborn achievement gaps among students” (p. 1).

Baker, B. D., Farrie, D., & Sciarra, D. (2018, February). *Is school funding fair? A national report card*. Newark: Education Law Center at the Rutgers Graduate School of Education.
Retrieved from www.schoolfundingfairness.org.



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Equity

White students are the only demographic that surpass state averages for reading achievement, math achievement, and the four-year graduation rate.



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Equity

1. The graduation rate gap between White students and Black students in Minnesota is higher than 20 points.
2. The graduation rate gap between White students and Hispanic students in Minnesota is higher than 20 points.
3. Minnesota has the third highest graduation gap in the nation between low-income and non-low-income students.
4. Minnesota has the second highest postsecondary attainment gap between White and Black residents, ages 25 to 64.
5. Minnesota has the eighth highest postsecondary attainment gap between White and Hispanic residents, ages 25 to 64.



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Teacher Attrition

- One out of every three teachers leaves the profession in the first five years of employment.
- Teachers of color leave at a rate 24% higher than their White counterparts.
- “Slightly more than half (52.5%) of teachers holding an active teaching license are not currently working as a teacher in Minnesota public schools.” (PELSB, 2019)



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Topic #1

Trauma-informed, Restorative Schools

- Preliminary facts
- Discipline gap
- How did we get here?
- Terminology
- What do educators and students need?
- Programs through EDMN



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Reflection #1

“If a student does not know how to read, we teach the student to read. If a student does not know how to behave, we punish the child. This is the root of the problem. Educators need the agency to tackle the behavioral limitations of students in the same way they confront the academic limitations of students. Allow educators to teach students life skills, both academic and behavioral.”



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Reflection #2

“Educators must adopt an anti-racist mindset when thinking about school climate. Being non-racists is not enough. Educators should confront systemic and overt racism at every level.”



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Trauma-informed, Restorative Schools

Preliminary Facts

1. Exclusionary disciplinary interventions have (1) made schools less safe and (2) diminished student academic achievement.
2. Exclusionary disciplinary interventions have helped create and sustain the school-to-prison pipeline.
3. Exclusionary disciplinary interventions have created a discipline gap in public schools because students of color, students with disabilities, and LGBTQ+ students are far more likely to face suspension and expulsion for behaviors that, when demonstrated by White students, are met with less severe responses.



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Discipline Gap

In a single academic year, Minnesota's students cumulatively lost 106,913 instructional days due to exclusionary interventions.

In addition, in Minnesota public schools:

- American-Indian students were 10 times more likely to be suspended or expelled than their White peers.
- African American students were eight times more likely to be suspended or expelled than their white peers.
- Students of color were twice more likely to be suspended or expelled than their White peers.
- Students with disabilities were twice more likely to be suspended or expelled than their peers without a disability.

figures from the 2015-2016 school year, Minnesota Department of Human Rights, 2019



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Trauma-informed, Restorative Schools

Minnesota lawmakers should be ashamed of the fact that “one out of every five or six Black students is suspended, but only about one out of every forty White students” is suspended and there is **NO PROOF** that Black children misbehave at higher rates than White students.



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Trauma-informed, Restorative Schools

How did we get here?

1. Mandatory policies
2. Funding cuts
3. Systemic racism



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Trauma-informed, Restorative Schools

Important terminology and distinctions-

1. Exclusionary practice(s)
2. School-to-prison pipeline/cradle-to-prison pipeline
3. Trauma-informed practices
4. Restorative Justice:
 - Restorative practice(s)
 - Restorative practitioner
 - Restorative school



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Trauma-informed, Restorative Schools

5. Implicit bias
6. Disproportionality



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Trauma-informed, Restorative Schools

Interrupting Racism, Strengthening Communities and Accelerating Student Learning: The Need for Restorative Practices and Trauma-Informed Schools in Minnesota



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Trauma-informed, Restorative Schools

IMAGE 5.1: BASIC ELEMENTS OF A RESTORATIVE SCHOOL



Reproduced from (Redmon & Riserberg, p. 11)

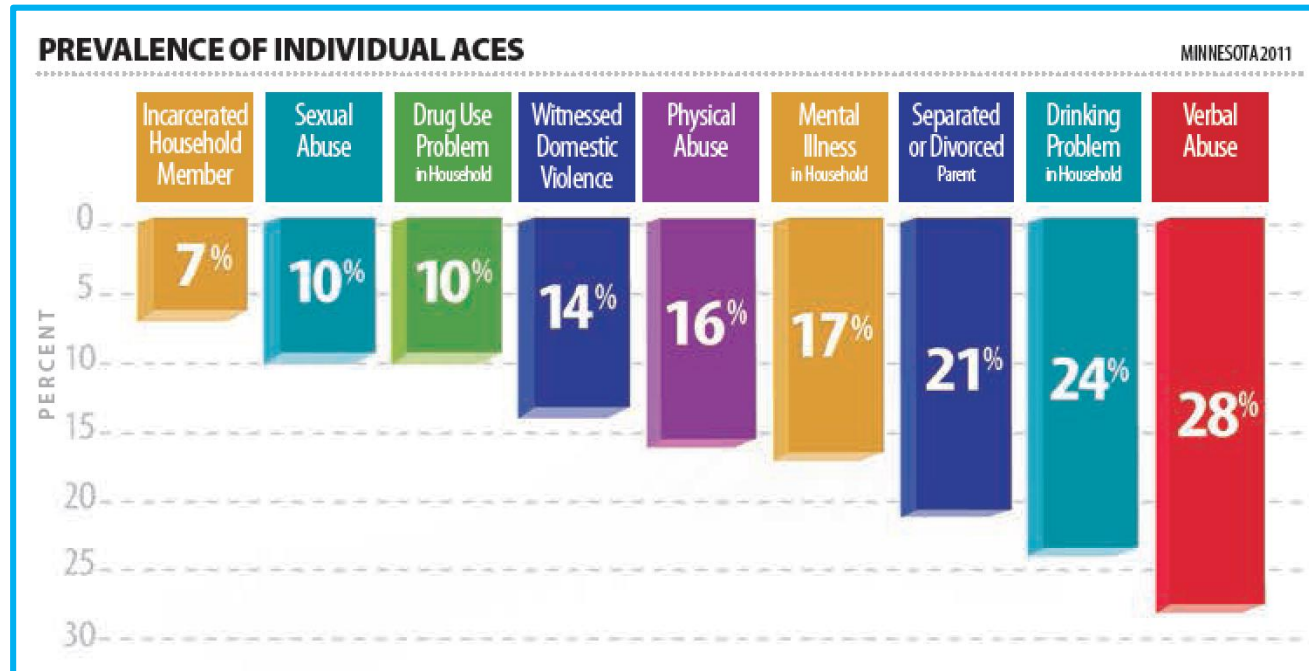
adverse
CHILDHOOD
EXPERIENCES
IN MINNESOTA



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Minnesota ACEs

55% of Minnesotans have an ACE score of 1 or higher. Of those who have one or more adverse childhood experiences, 60% have had two, and 15% have had five or more.



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In an **average** Minnesota classroom of 30 students:

16-17 have an ACE score of 1 or higher.

2-3 have an ACE score of 5 or higher.

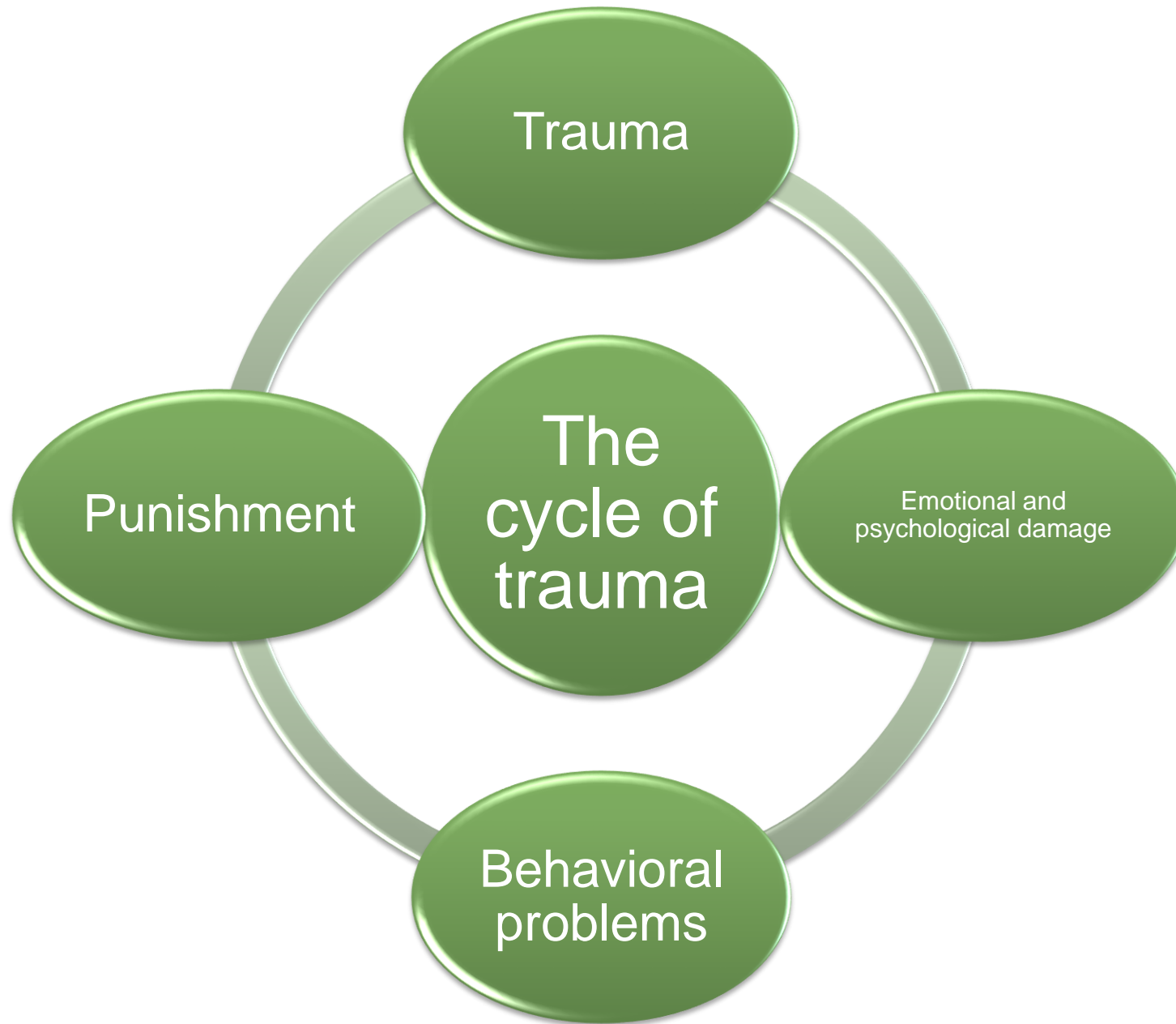


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So, what effect does trauma have?



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Trauma-informed, Restorative Schools

People with four or more ACEs are:

- 12 times more likely to attempt suicide.
- 5 times more likely to be beaten or raped.
- 10 times more likely to inject street drugs.
- 7 times more likely to be an alcoholic.
- 2 times more likely to have cancer.
- 2 times more likely to have heart disease.



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Trauma-informed, Restorative Schools

- Fight
- Flight
- Freeze



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Trauma-informed, Restorative Schools



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Does this model work?

Schools that implemented with fidelity have witnessed:

- A reduction in punitive disciplinary actions and problematic behavior over time.
- Greater respect for teachers and education support professionals across racial and ethnic groups.
- Fewer differences in the number of misconduct/defiance referrals issued to Asian/White and Latino/African-American student groups.
- Increased student connectedness.
- Improved student academic achievement (credit accrual and progression toward graduation).
- Improved school climate.



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Equity is at the Core of these Schools

Systemic racism produces trauma in many communities. We cannot fail to address racist structures and practices by hiding behind a veil of trauma.



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Trauma-informed, Restorative Schools

Education Minnesota Programs

- professional development
- collaboration with Minnesota DHR
- F.I.R.E.
- annual events
- caregiver stress



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How do we build these schools?

1. Funding for professional development for ALL educators.
2. Funding for schools to make this programmatic shift.



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Topic #2

Full-Service, Community Schools

- What is a full-service community school?
- How does a school switch to this model?
- Current Education Minnesota programs



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Full-Service, Community Schools

A full-service community school strategy is an equity-focused model that places the needs of students at the center of analysis and decision making.



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Full-Service, Community Schools

Criteria for Community Schools

1. Early childhood programs are available to nurture growth and development.
2. The school offers a core instructional program delivered by licensed teachers.
3. Students are motivated and engaged in learning—in both school and community settings—before, during, and after school and during the summer.
4. The basic physical, mental, and emotional health needs of young people and their families are recognized and addressed.
5. Parents, families, and school staff demonstrate mutual respect and engage in effective collaboration.
6. Community engagement, together with school efforts, promotes a school climate that is safe, supportive, and respectful and connects students to a broader learning community.

-The Coalition for Community Schools



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Full-Service, Community Schools

1. Early engagement and needs assessment
2. Identifying community partners
3. Site coordinators
4. Regular evaluation and adaptation



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Full-Service, Community Schools



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Full-Service, Community Schools

How much money does each school receive?

An eligible school site may receive up to \$150,000 annually. School sites receiving funding under this section shall hire or contract with a partner agency to hire a site coordinator to coordinate services at each covered school site.

Of the grants awarded, implementation funding of up to \$20,000 must be available for up to one year for planning for school sites. This funding allows stakeholders to take inventory of existing partners, programs and services within the school to see what is working and what's missing.



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Full-Service, Community Schools

Education Minnesota programs:

1. Brooklyn Center
2. Deer River
3. Fairbault
4. Duluth
5. St. Paul
6. Rochester
7. Minneapolis



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ESSA, comprehensive needs assessments

- Built off the full-service, community school model
- Internal polling of members



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ESSA, comprehensive needs assessments

Please indicate the level of impact the following issues have on student success in your school building.

Missing 10% of the school year	35.8%
Unmet mental health needs	73.7%
Unstable Home life	67%
Class size	43%
Behavioral Challenges	62%
Too many ACES	47%



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ESSA, comprehensive needs assessments

What is the level of need for the following programs and services?

More counselors and school social workers:	60.1%
Smaller class sizes:	51%
Counseling and mental health access	72.9%
More caring adults	47%
Reading improvement programs:	40.7%



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ESSA, comprehensive needs assessments

Please indicate your level of interest in the following professional development topic areas.

Trauma and Adverse Childhood Experiences	37%
Restorative Practices	32%
Effective Discipline	37%
Teaching and Instruction	28%



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ESSA, comprehensive needs assessments

Have you considered leaving your job?

Yes 68%

Why?

Burnout	45%
Too much on my plate	45%
Lack of respect	41%
Own mental health	25%
Administration	25%



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Questions?



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