

Family Income Index \$80 MILLION



Key Points

The purpose of the legislation is to ensure that schools, as well as the families, in economically disadvantaged communities receive support to implement evidence-based strategies to improve outcomes. While current at-risk factors provide additional funding based on district-wide percentages of economically disadvantaged students, the Family Income Index would use individual student and family data to ensure money reaches the school level as well. The proposal recognizes that schools serving large populations of economically disadvantaged students face not only the challenges of serving individual students but also the compounded and whole-school effects of community poverty.

The NMPED strongly supports past investments in the at-risk index and statutory guidance about how to best spend those funds. This proposal limits the use of funds distributed through the Family Income Index to those evidence-based strategies already approved by the legislature for implementation with at-risk funding. Some strategies include tutoring, reading intervention, culturally relevant professional development and curriculum, school-based health centers, community schools, and family engagement—all of which have been found to have meaningful effects in schools serving large populations of economically disadvantaged students.

Evidence

Research has found that,

“Concentrated poverty in schools creates and sustains disparities in academic outcomes.

High concentrations of students living in poverty complicate learning and teaching in schools, and reduce the effectiveness of other educational interventions designed to address gaps in academic outcomes.”¹

Furthermore, studies “demonstrate that

students who attend schools that have high concentrations of disadvantaged students are less likely to score well on tests, earn high grades, graduate from high school, and succeed in college

than their otherwise comparable peers who attend socioeconomically diverse schools.”¹

Additional financial support has been found to lead to improvement in performance and analyses have determined, “the robustness of the patterns across a variety of settings is compelling evidence of

a real positive causal relationship between increased school spending and student outcomes on average.”²

Student Support

- » School counselors & social workers
- » Family information & resource centers
- » Culturally and linguistically diverse classroom texts
- » Innovative professional learning opportunities
- » After-school enrichment programs
- » Robust community needs assessments
- » Academic interventions & mentoring supports

Increase School Spending

Accountability Metrics

- » Improved academic performance
- » Improved graduation rates²
- » Increased access to social emotional supports
- » Improved attendance rates
- » Decreased discipline referrals
- » Fewer suspensions and expulsions



Increase Student Outcomes

¹ Mickelson, R. A. (2018). *Is There Systematic Meaningful Evidence of School Poverty Thresholds?* Washington, DC: National Coalition on School Diversity

² Jackson, C. K. (2018). *Does School Spending Matter? The New Literature on an Old Question* (No. w25368). National Bureau of Economic Research