



The Education Trust

# A Snapshot of Educational Inequity in America

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The Education Trust promotes high academic achievement for all students at all levels — pre-kindergarten through college.

Our goal is to close the gaps in opportunity and achievement that consign far too many young people — especially those from low-income families or who are Black, Latino, or American Indian — to lives on the margins of the American mainstream.



Buddy Reading

Math & Science  
Activity Block

Go Home

eratura  
literacy

markers

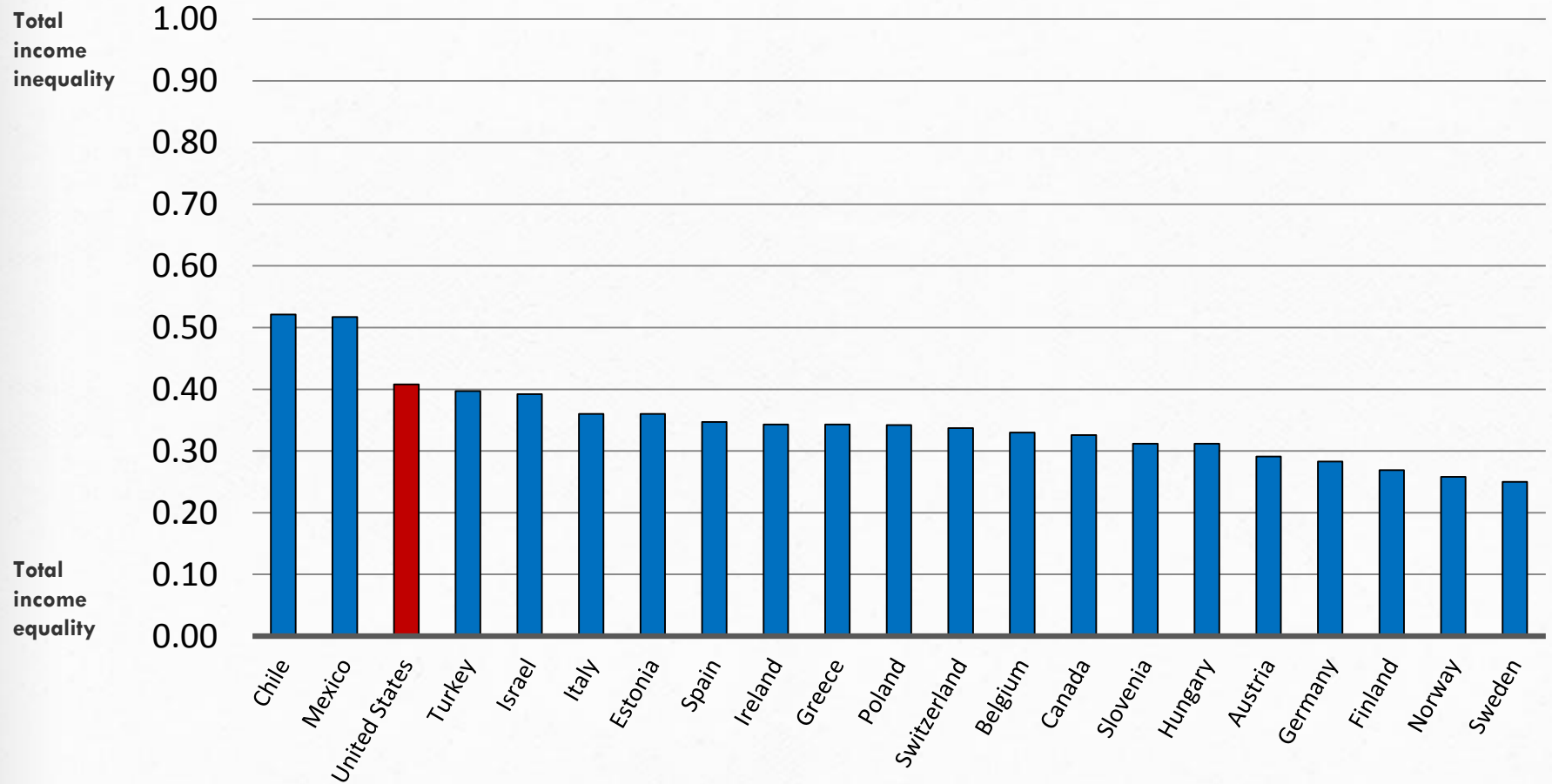
total  
4.99  
3.99  
1.5

COVER  
FINE  
BACK

**A SNAPSHOT OF  
AN UNEQUAL AMERICA**

# AN UNEQUAL AMERICA

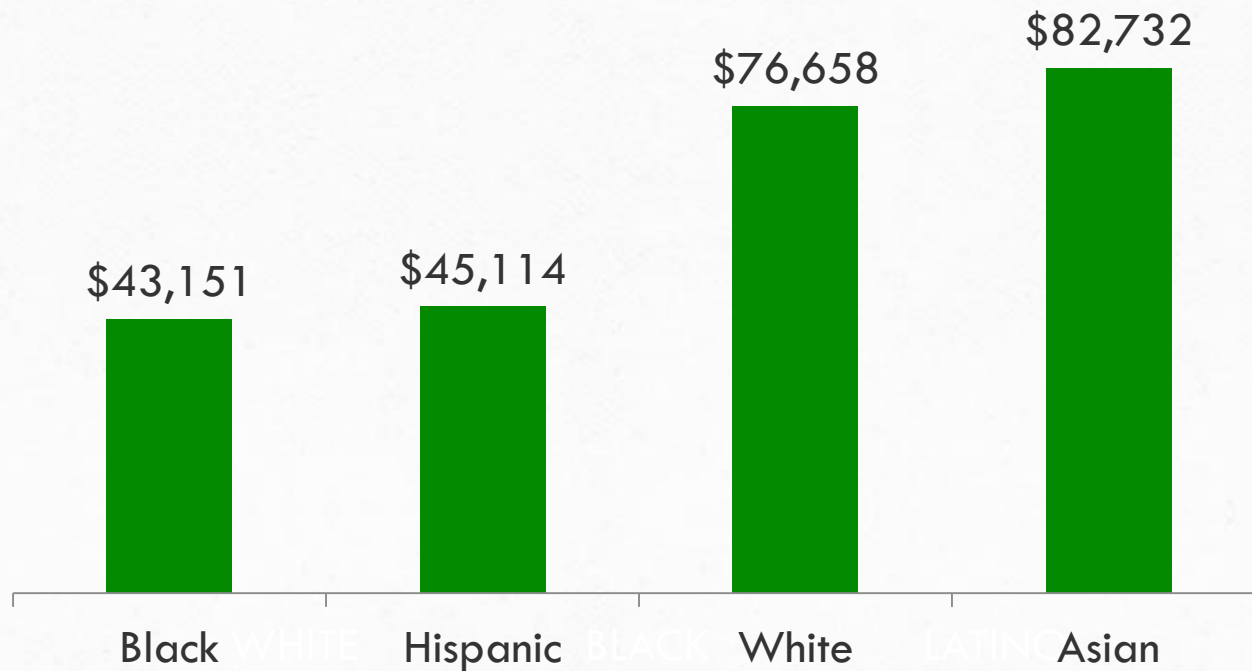
INSTEAD OF BEING AN EXEMPLAR OF EQUALITY, THE U.S. HAS THE THIRD HIGHEST INCOME INEQUALITY AMONG INDUSTRIALIZED NATIONS



# AN UNEQUAL AMERICA

BLACK & HISPANIC FAMILIES EXPERIENCE INEQUALITIES IN WAGES & WEALTH

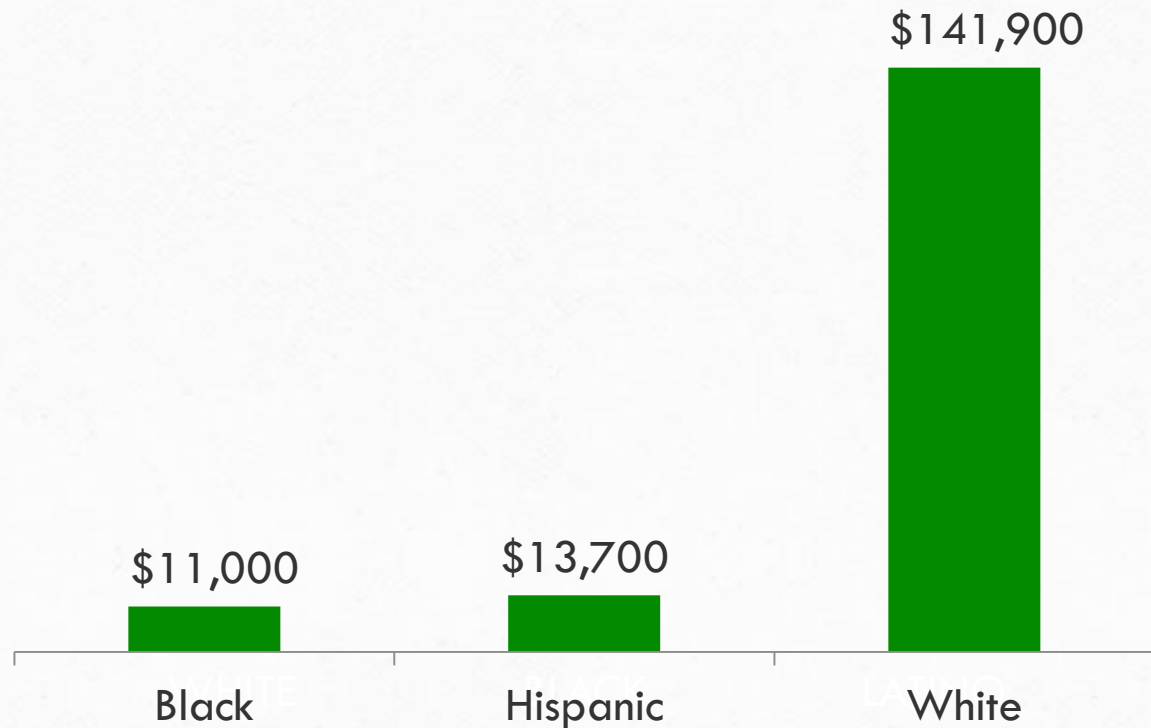
Median Family Income By Race (2014)



# AN UNEQUAL AMERICA

BLACK & HISPANIC FAMILIES EXPERIENCE INEQUALITIES IN WAGES & WEALTH

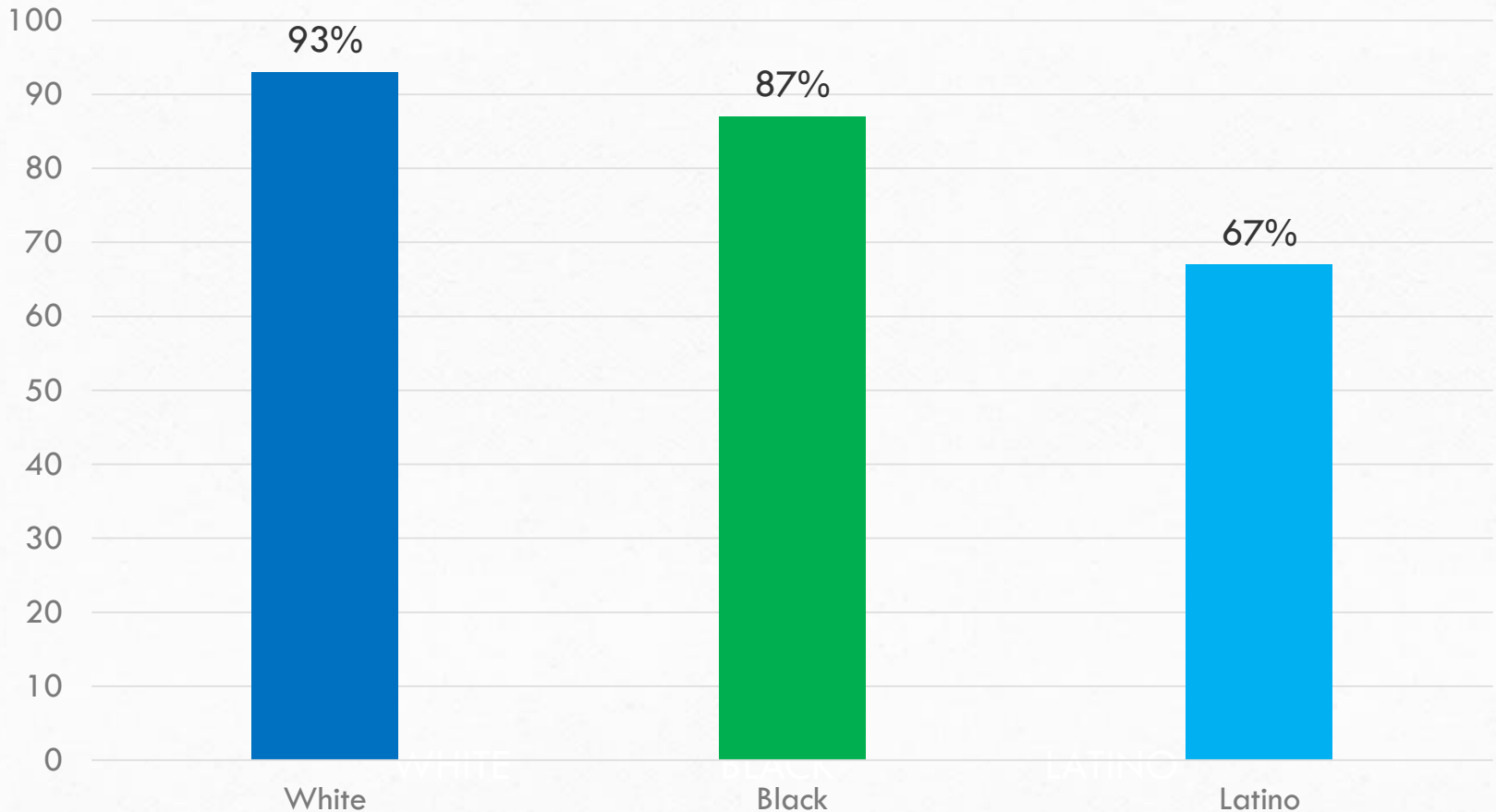
Median Net Worth of Households (in 2013 dollars)



# AN UNEQUAL AMERICA

DISPARITIES EXIST IN EDUCATIONAL ATTAINMENT BY RACE

**Percent of U.S. Adults (25+) with a High School Diploma or Higher by Race (2015)**

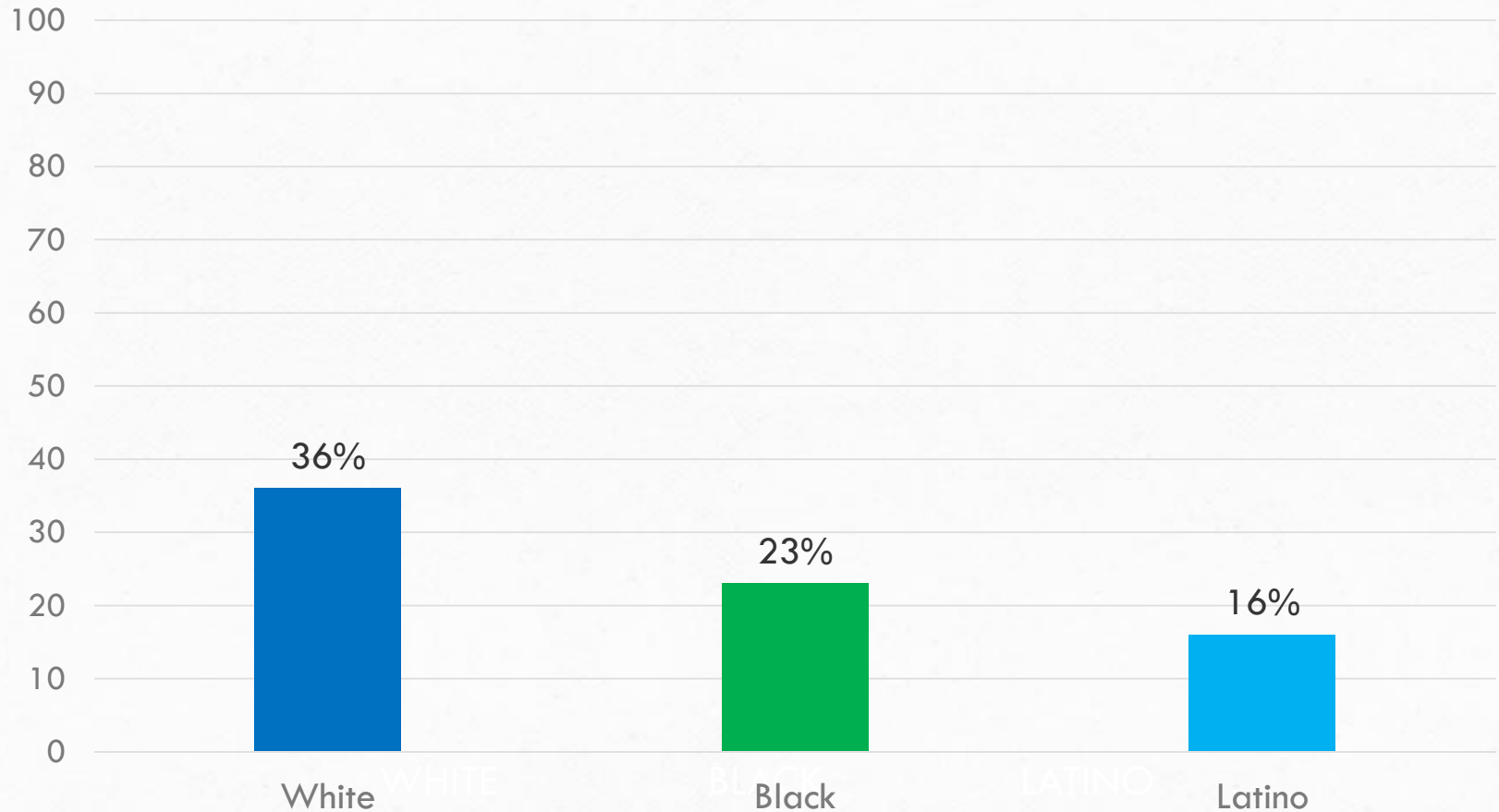




# AN UNEQUAL AMERICA

DISPARITIES EXIST IN EDUCATIONAL ATTAINMENT BY RACE

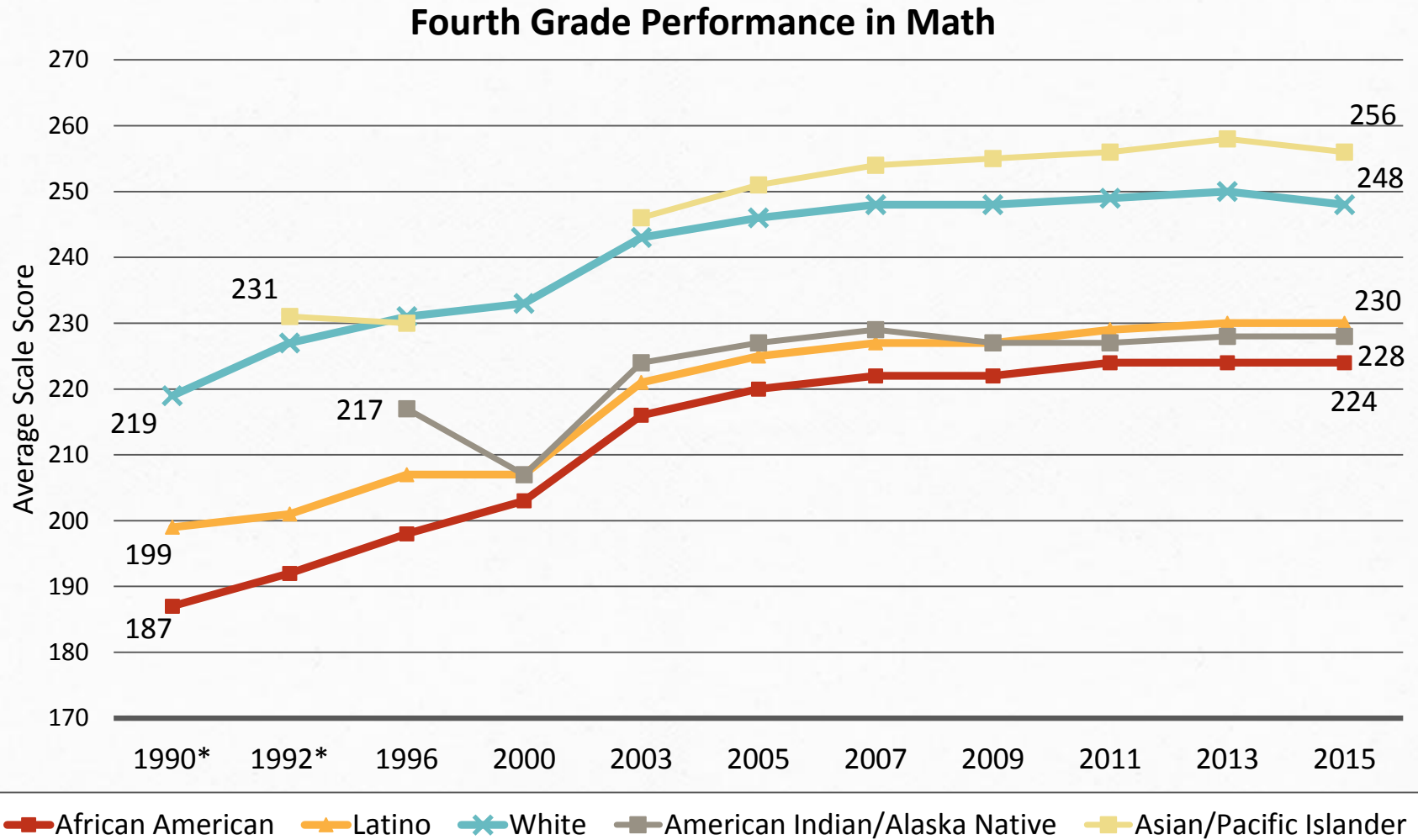
Percent of U.S. Adults (25+) with a Bachelor's Degree or Higher by Race (2015)



**THE GOOD NEWS:  
AMERICA'S PROGRESS  
IN IMPROVING EDUCATION**

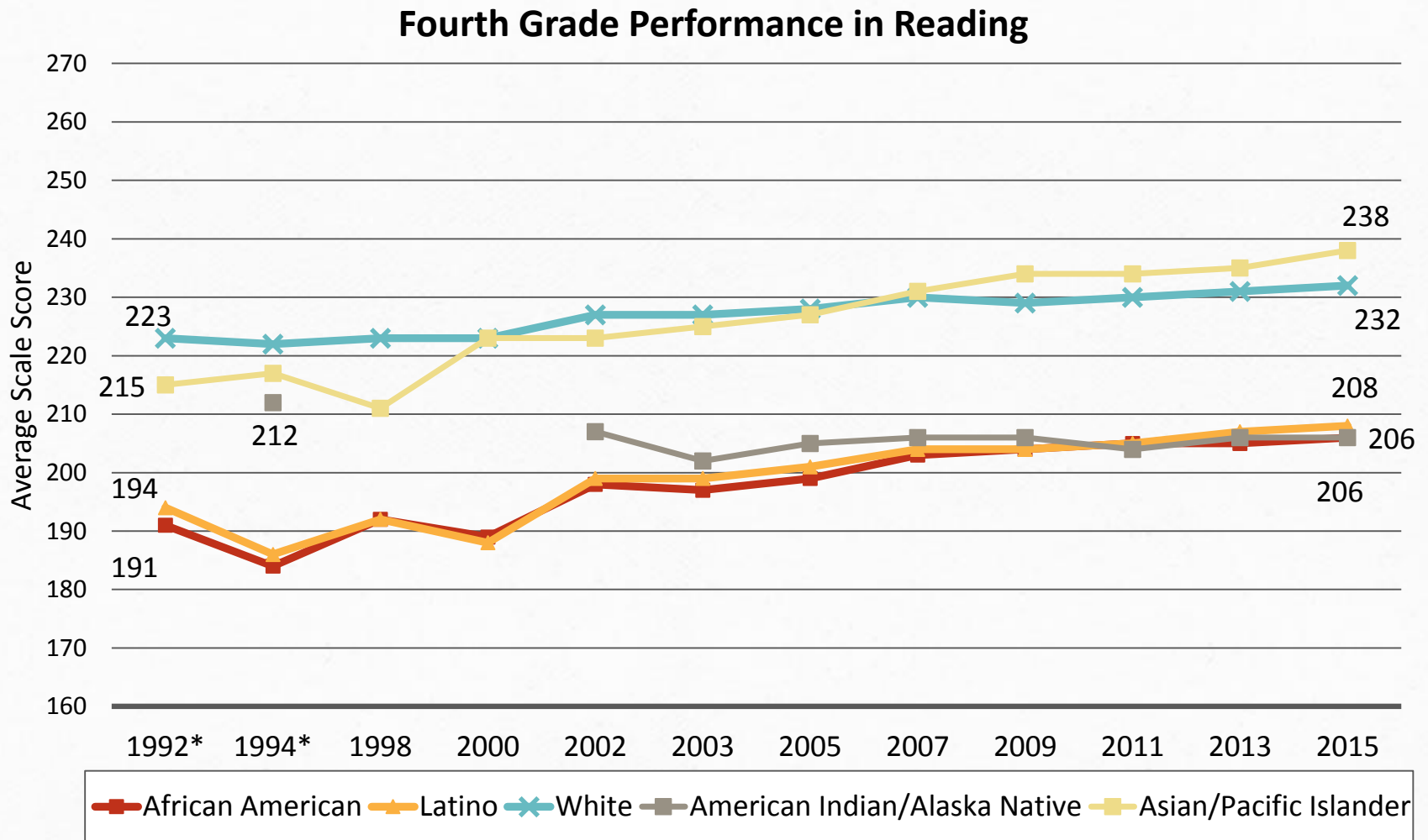
# GOOD NEWS: AMERICA'S PROGRESS

## STUDENT GROUPS IMPROVE IN FOURTH GRADE MATH



# GOOD NEWS: AMERICA'S PROGRESS

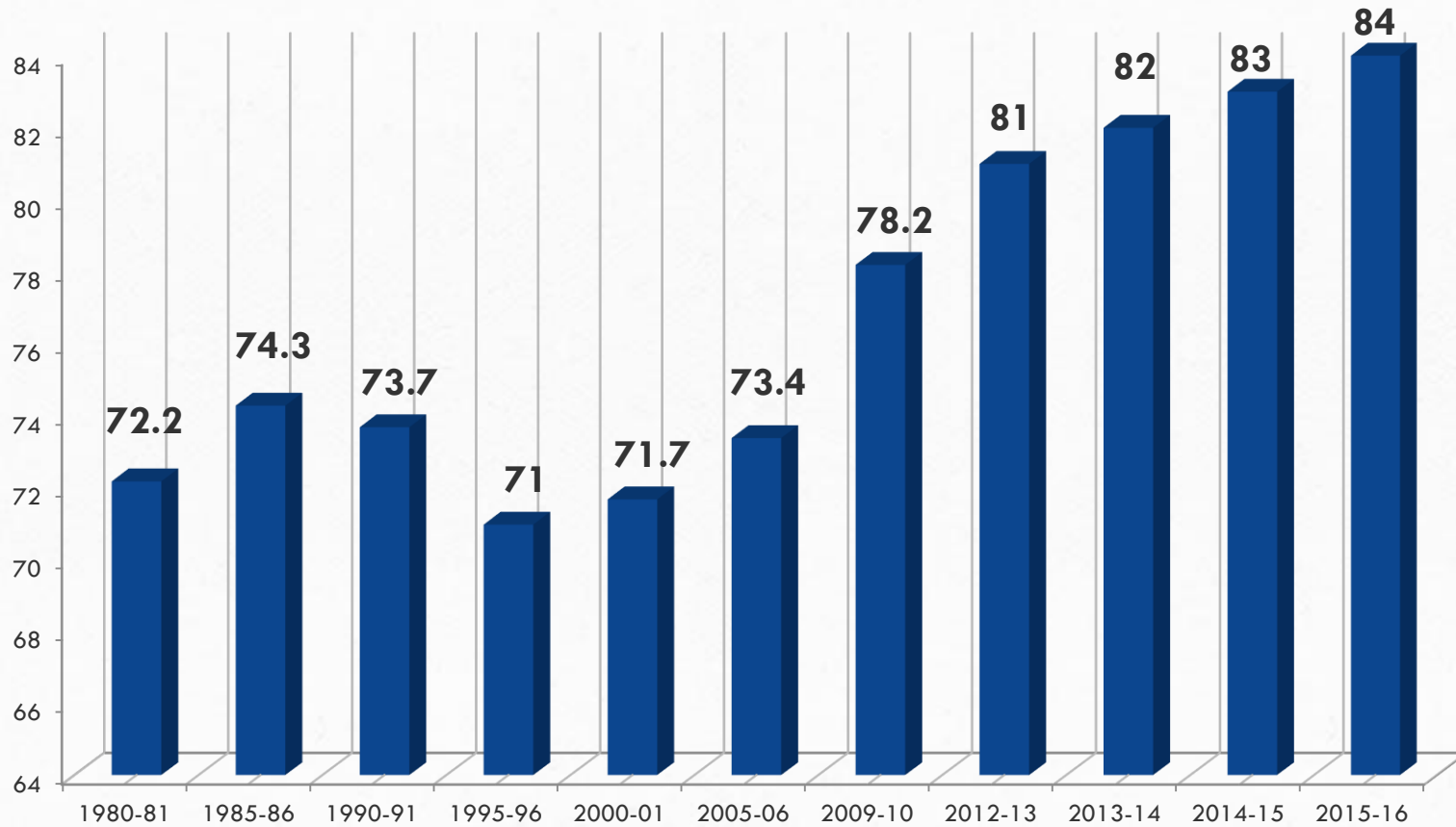
## STUDENT GROUPS IMPROVE IN FOURTH GRADE READING



# GOOD NEWS: AMERICA'S PROGRESS

THE HIGHEST HIGH SCHOOL GRADUATION RATE IN U.S. HISTORY

Graduation Rates for Selected Years



# GOOD NEWS: AMERICA'S PROGRESS

REDUCING THE SCOPE OF EXCLUSIONARY DISCIPLINE

~20 percent

The decrease in reported out-of-school suspensions  
from 2011-2012 to 2013-2014

Source: The White House, Executive Office of the President, Report: The Continuing Need to Rethink Discipline. Retrieved from:  
[https://www.aclupa.org/files/9514/8493/3029/WH\\_-\\_Continuing\\_Need\\_to\\_Rethink\\_Discipline.pdf](https://www.aclupa.org/files/9514/8493/3029/WH_-_Continuing_Need_to_Rethink_Discipline.pdf)

# GOOD NEWS: AMERICA'S PROGRESS

## REDUCING THE SCOPE OF EXCLUSIONARY DISCIPLINE

27 states

Have revised their laws to reduce the use of exclusionary discipline

Source: Manhattan Institute, School Discipline Reform and Disorder: Evidence from New York City Public Schools, 2012-16: <https://www.manhattan-institute.org/html/school-discipline-reform-and-disorder-evidence-nyc-schools-10103.html>

# GOOD NEWS: AMERICA'S PROGRESS

MORE AMERICANS ARE EARNING BACHELOR'S DEGREES THAN EVER

- More than one-third of U.S. adults hold a bachelor's degree or higher. That's more than **six times** the rate in 1940 when the U.S. Census began collecting this information.





# GOOD NEWS: AMERICA'S PROGRESS

## COLLEGE ENROLLMENT

**1 million+**

The number of additional  
Black and Hispanic  
students in college today,  
compared to 2008

**FURTHER TO GO:  
INEQUITIES IN AMERICAN PUBLIC  
EDUCATION**

## FURTHER TO GO

WE ARE INCREASING INVESTMENT IN OUR PRISONS FASTER THAN IN OUR PEOPLE

- Over the past three decades, between 1979–1980 and 2012–2013, state and local spending on P-12 education doubled, while state and local spending on corrections *quadrupled*.
- Seven states—Idaho, Michigan, Montana, North Dakota, South Carolina, South Dakota, and West Virginia—increased their corrections budgets *more than five times* as fast as they did their allocations for P-12 public education.

# FURTHER TO GO

## VAST DISPARITIES EXIST IN SCHOOL FUNDING

- Out of every state in the nation, New York spends the most on its public schools, but there are large disparities in funding between affluent schools and those that are disadvantaged.
- High-wealth school districts spend, on average, \$23,000 per pupil, while low-wealth school districts spend, on average, approximately \$17,200 per pupil.

# FURTHER TO GO

OUR PUBLIC SCHOOLS ARE HIGHLY SEGREGATED BY RACE AND CLASS

- In Washington, D.C., a public school with 11 percent low-income students and a public school with 99 percent low-income students are located just one mile apart.



# FURTHER TO GO

## OUR PUBLIC SCHOOLS ARE HIGHLY SEGREGATED BY RACE AND CLASS

- In New York City—home to more than 4 million White residents—a Latina high school student may not encounter a White classmate until she enrolls in college.
- In Pinellas County, Florida—one of the most affluent communities in the state—high-poverty, racially isolated, and under-resourced schools are known as “failure factories.”

# FURTHER TO GO

## THE COST OF SEGREGATION

- According to a new report, which compared data across the nation's 100 largest urban areas, Chicago could benefit from integration in the following ways:
  - \$8 billion in economic growth
  - 83,000 more residents would have bachelor's degrees
  - There would have been 229 fewer homicides in the city last year

# FURTHER TO GO

## EARLY CHILDHOOD EDUCATION

**6 in 10**

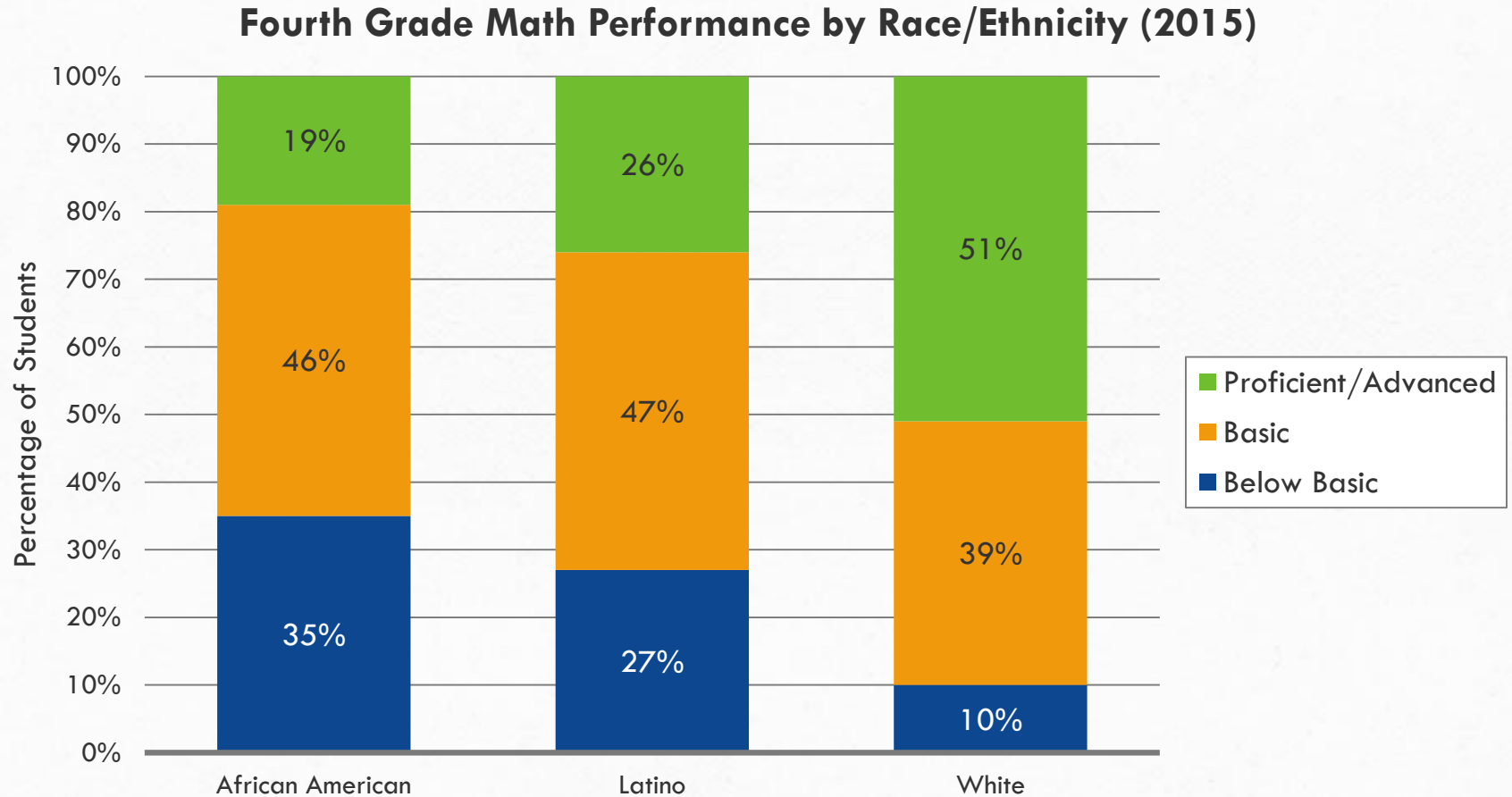
4-year-olds in America are  
not enrolled in publicly  
funded preschool  
programs





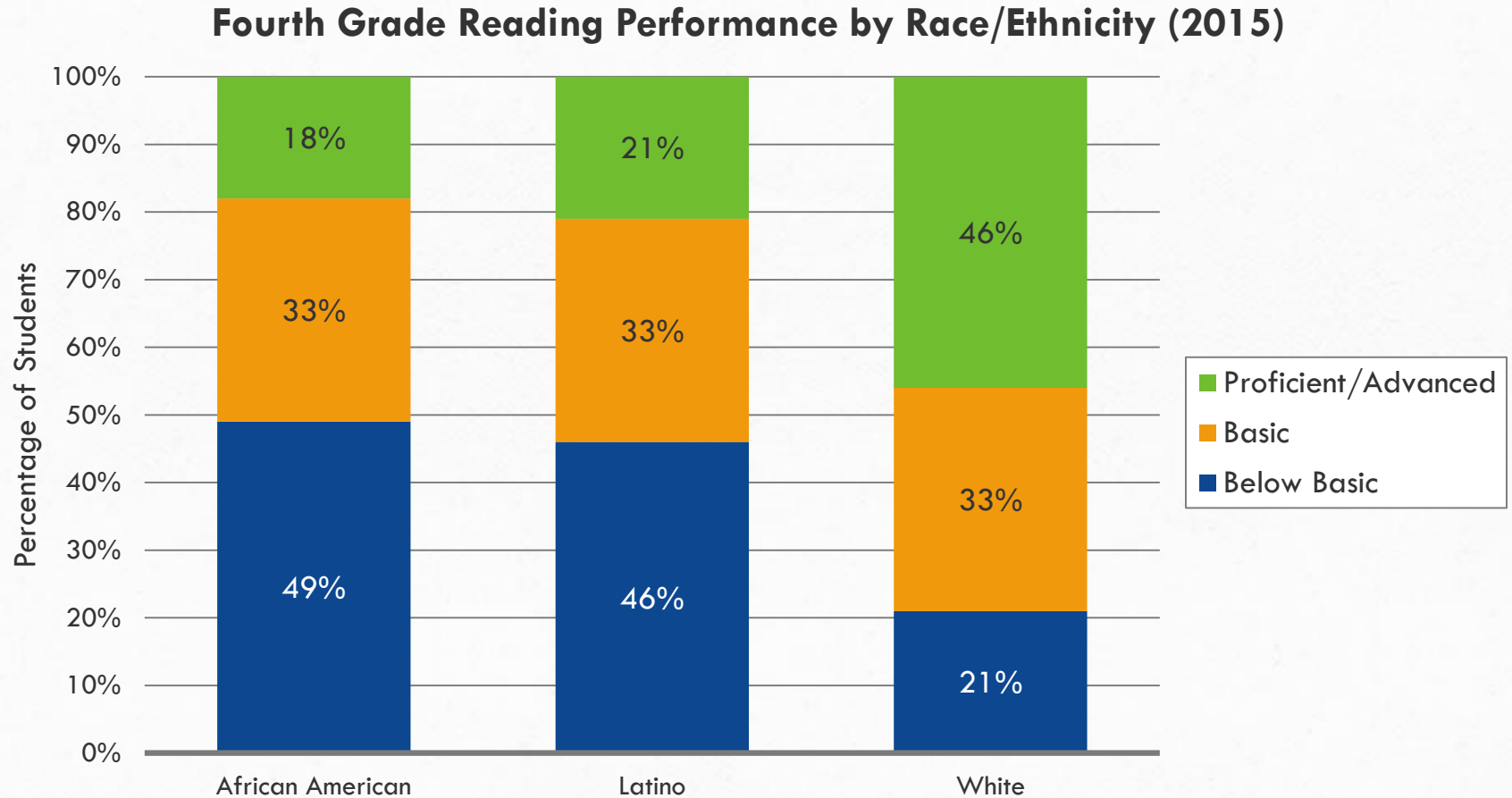
# FURTHER TO GO

GREATER SHARES OF BLACK & HISPANIC STUDENTS PERFORM BELOW THE PROFICIENT LEVEL



# FURTHER TO GO

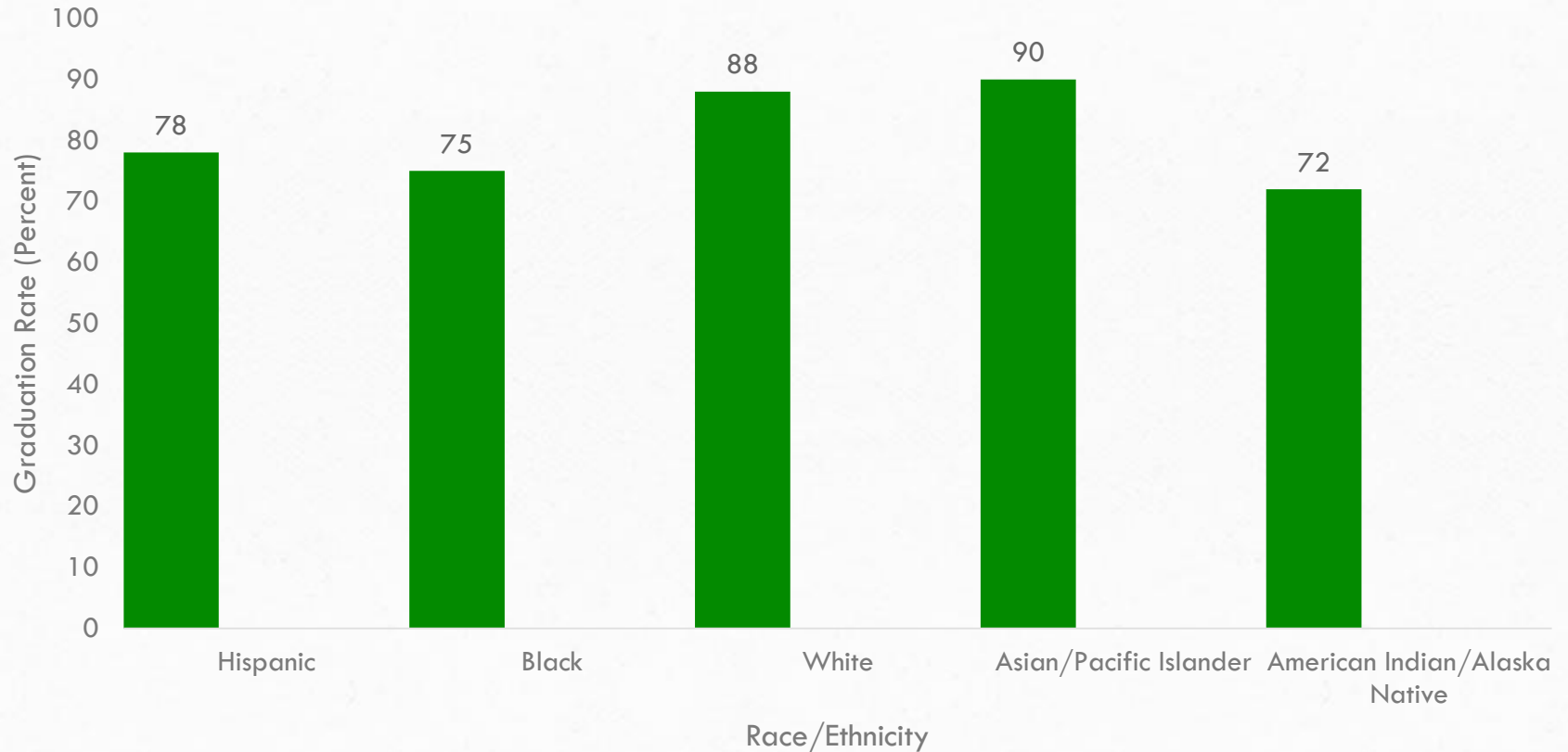
GREATER SHARES OF BLACK & HISPANIC STUDENTS PERFORM BELOW THE PROFICIENT LEVEL



# FURTHER TO GO

## DISPARITIES IN HIGH SCHOOL GRADUATION RATES BY RACE

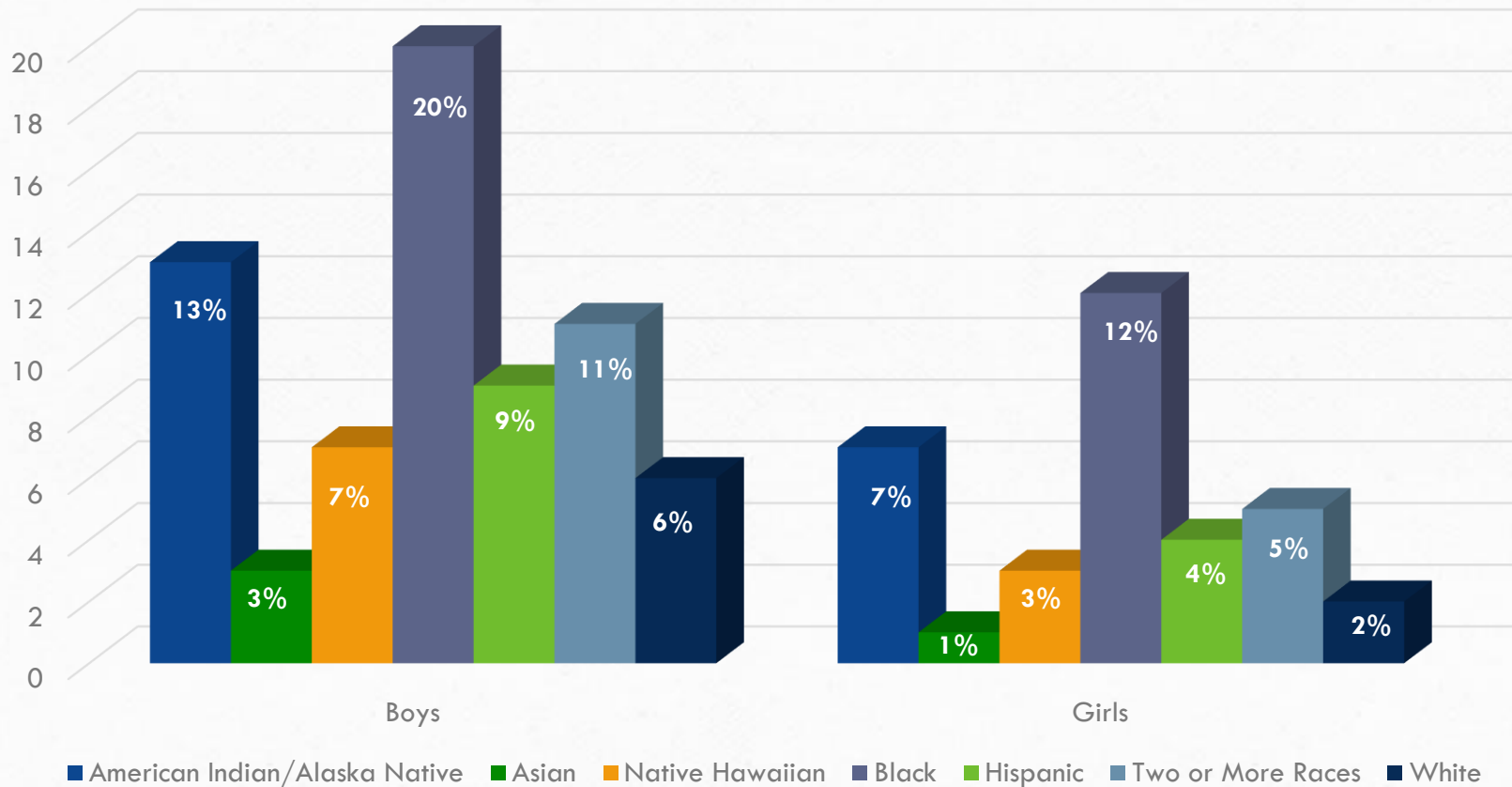
High School Graduation Rates by Race/Ethnicity (2014-2015)



# FURTHER TO GO

## INEQUITIES IN SCHOOL DISCIPLINE

### Students Receiving Out-of-School Suspensions by Race/Ethnicity & Gender (2011-2012)



# FURTHER TO GO

## THE IMPACTS OF EXCLUSIONARY DISCIPLINE ARE WIDE RANGING

- Suspension and expulsion can influence a number of outcomes across the health, education, and social-emotional and character development of young people.
- Youth who are expelled or suspended are as much as 10 times more likely to:
  - Drop out of high school,
  - Experience academic failure and grade retention,
  - Hold negative school attitudes, and
  - Face incarceration than those who are not.

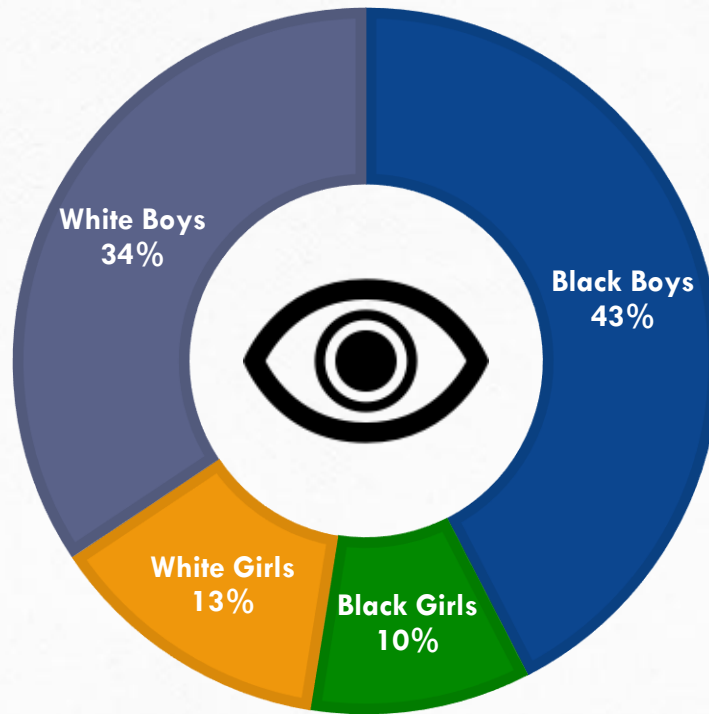
Source: U.S. Departments of Education and Health and Human Services, Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings: <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

# FURTHER TO GO

## INEQUITIES IN SCHOOL DISCIPLINE BEGIN EARLY

### TRACK THE EYES: WHICH STUDENTS ARE TEACHERS WATCHING?

■ Black Boys ■ Black Girls ■ White Girls ■ White Boys

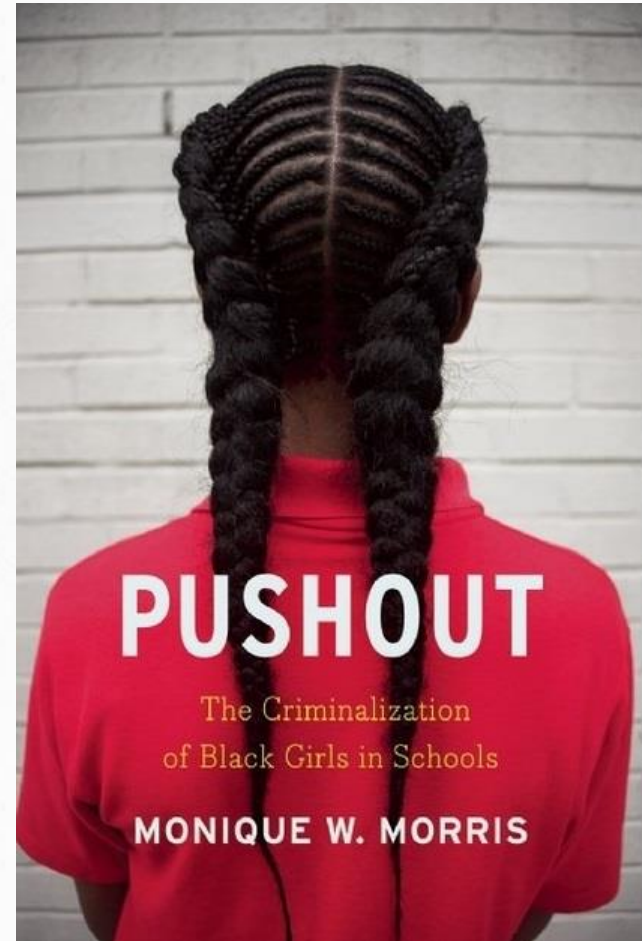


Source: Yale News, Implicit Bias May Help Explain High Preschool Expulsion Rates for Black Children, <http://news.yale.edu/2016/09/27/implicit-bias-may-help-explain-high-preschool-expulsion-rates-black-children>

# FURTHER TO GO

## INEQUITIES IN SCHOOL DISCIPLINE FOR BLACK GIRLS

- In 2009, Black girls without a disability were 52 percent of all girls with multiple out-of-school suspensions.
- In the 2011-2012 school year, Black girls without a disability were 31 percent of girls referred to law enforcement and were 34 percent of girls with school-based arrests.

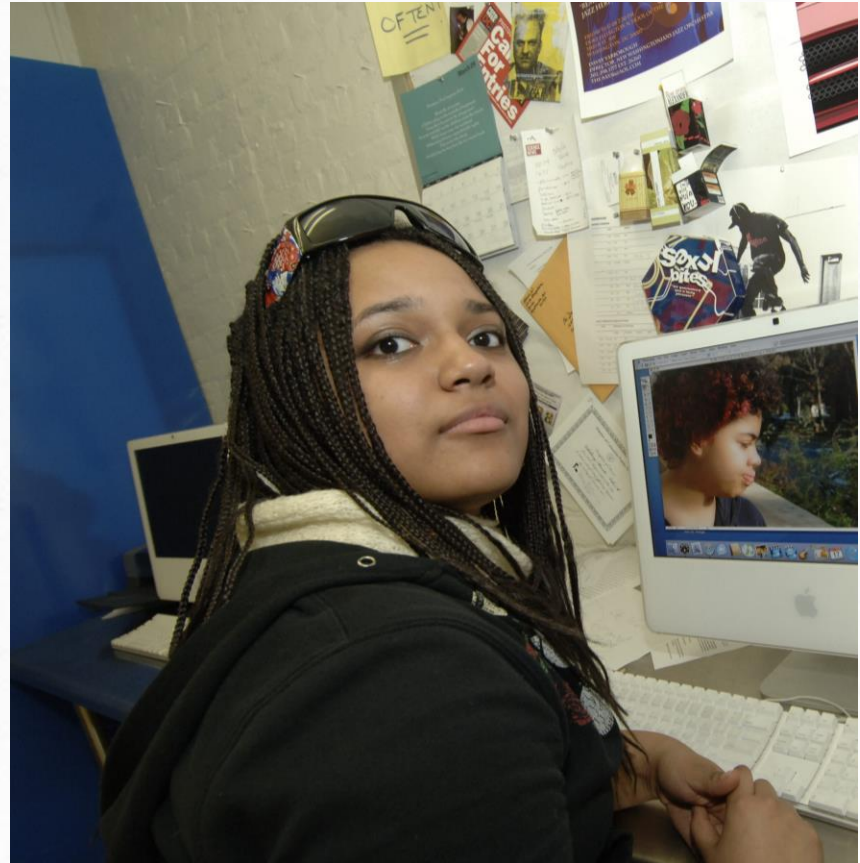




# FURTHER TO GO

## PERCEPTIONS AND BIASES IMPACT BLACK GIRLS

- “Adultification”: A new Georgetown University study finds Black girls are more likely to be viewed as behaving and seeming older than their stated age and to know more about adult topics than their White peers.



# FURTHER TO GO

## PERCEPTIONS AND BIASES IMPACT BLACK BOYS

- A 2014 study shows that Black boys often are wrongly perceived to be older than their actual age and are more likely to be viewed as guilty when they are suspected of a crime.



# FURTHER TO GO

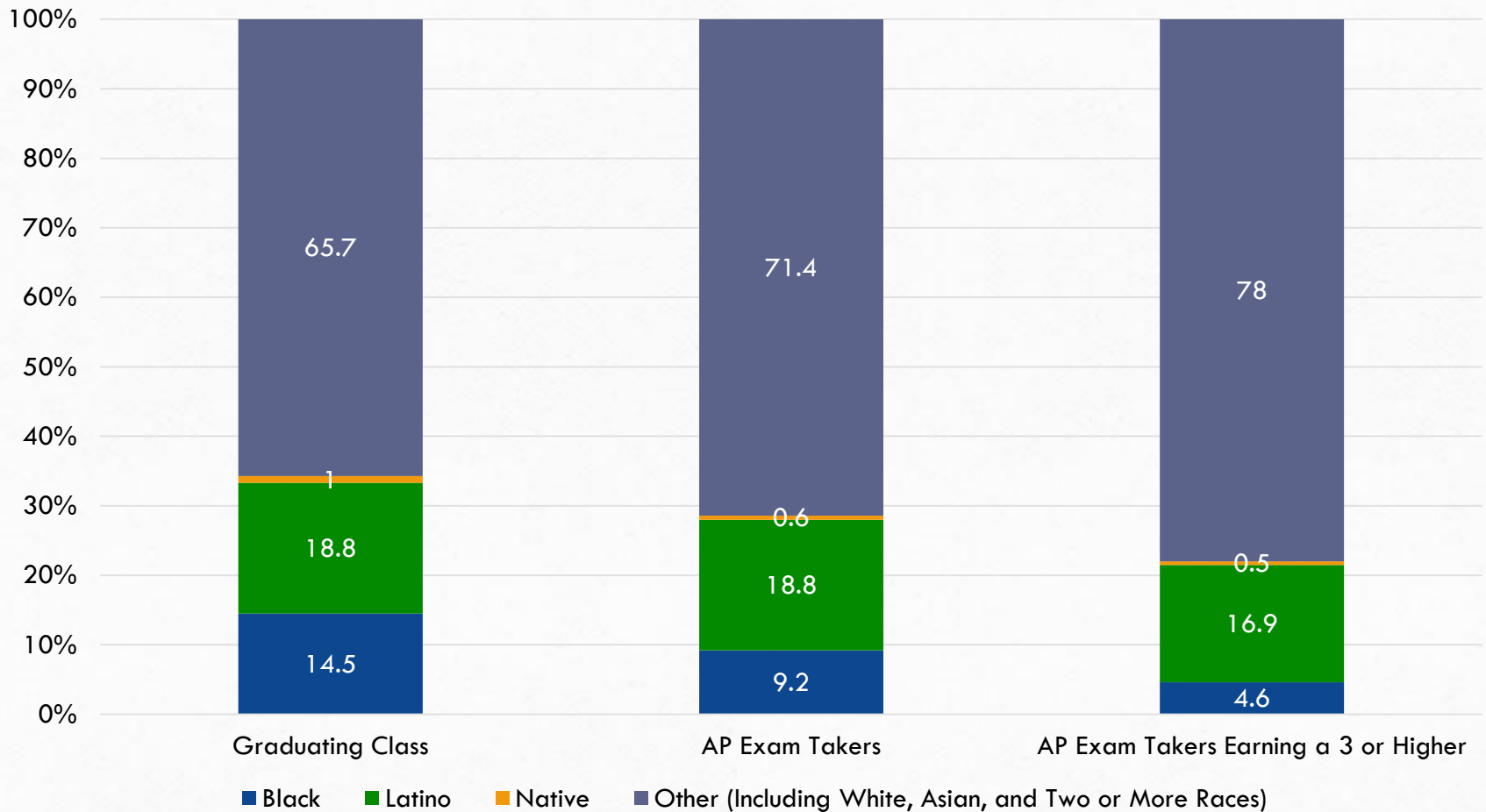
## JUSTICE-INVOLVED YOUTH NEED BETTER SUPPORTS

- Every day across the country, over 50,000 young people under the age of 21 are confined in juvenile justice facilities.
- After being released from those facilities:
  - More than a quarter of youth reentering public schools drop out of school within six months;
  - Only 15 percent of released ninth-graders graduate from high school in four years; and
  - Almost half of those released return to confinement within three years.

# FURTHER TO GO

## ACCESS TO ADVANCED COURSEWORK

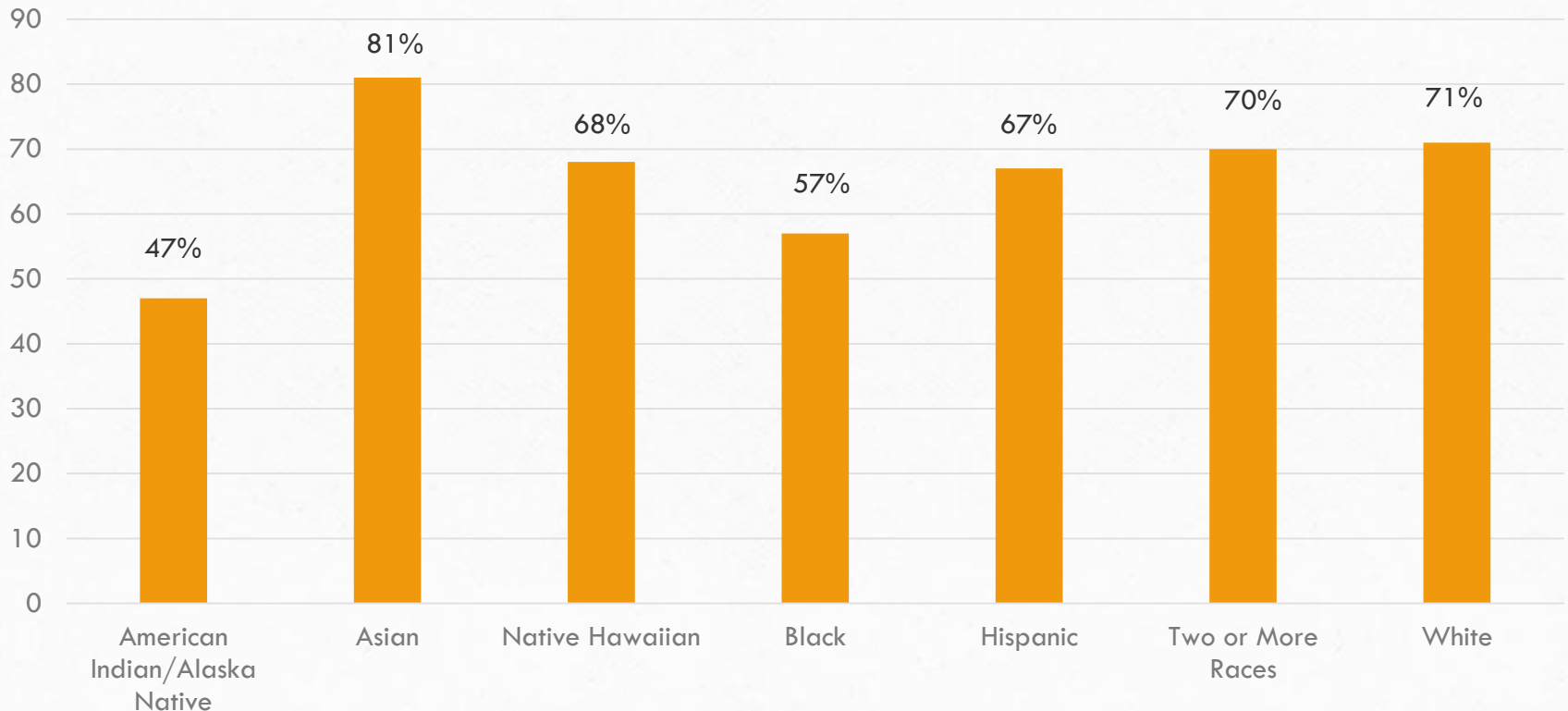
### Who Takes Advanced Placement (AP) Classes in America?



# FURTHER TO GO

## DISPARITIES IN ACCESS TO RIGOROUS COURSEWORK

**Students with Access to the Full Range of Math & Science Courses  
by Race/Ethnicity (2011-2012)**

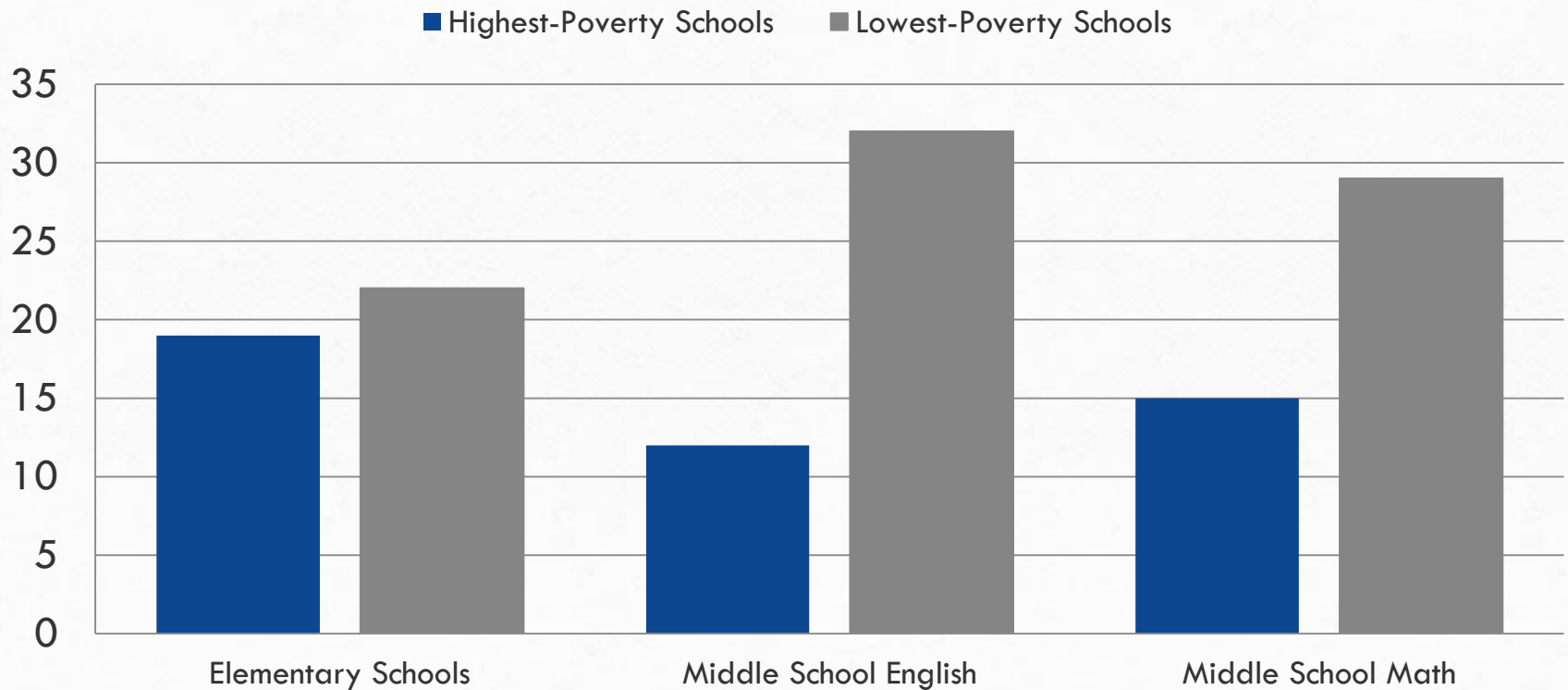




# FURTHER TO GO

## EQUITABLE ACCESS TO TEACHERS

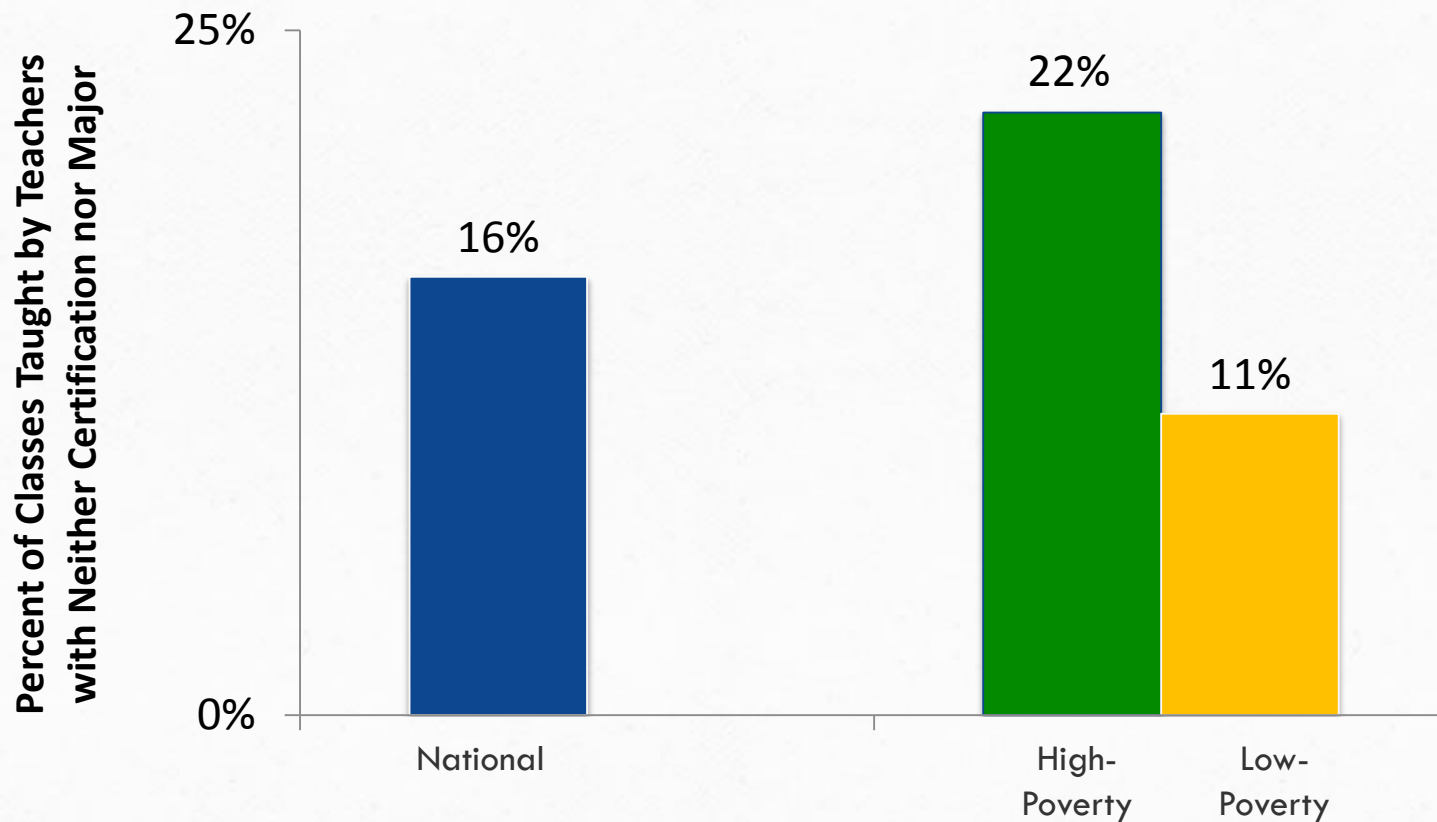
### Percentage of the Most Effective Teachers in High- and Low-Poverty Elementary and Middle Schools



# FURTHER TO GO

## EQUITABLE ACCESS TO TEACHERS

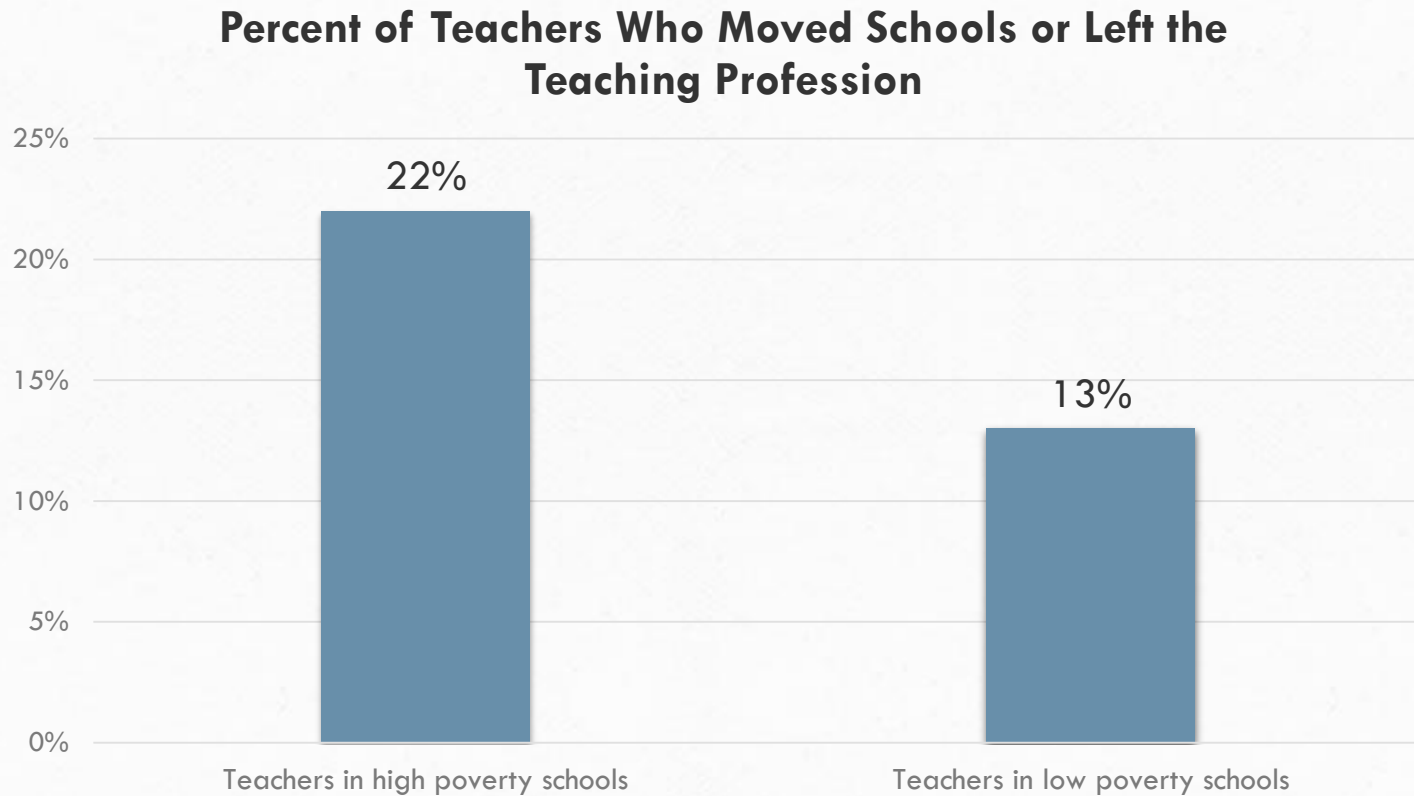
Nationally, more classes in high-poverty secondary schools are taught by out-of-field teachers.





# FURTHER TO GO

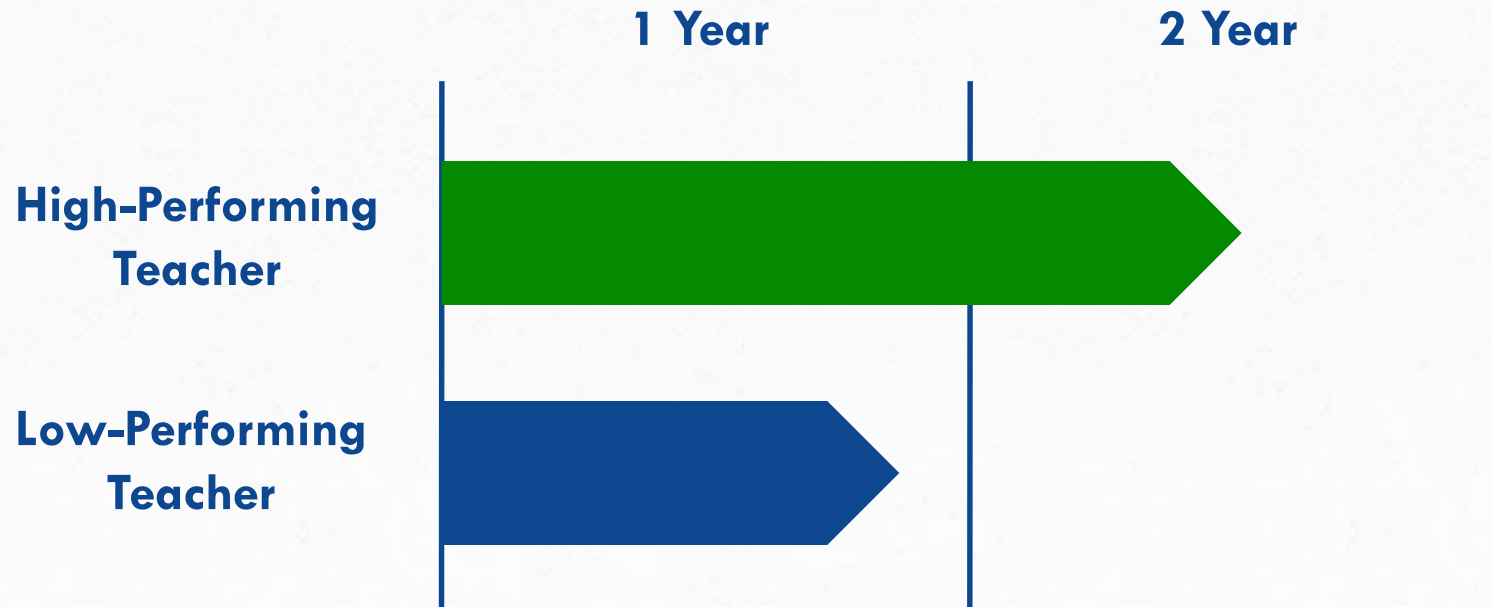
## TEACHER TURNOVER IMPACTS DISADVANTAGED STUDENTS MOST



# FURTHER TO GO

WE KNOW EXCELLENT TEACHERS MATTER

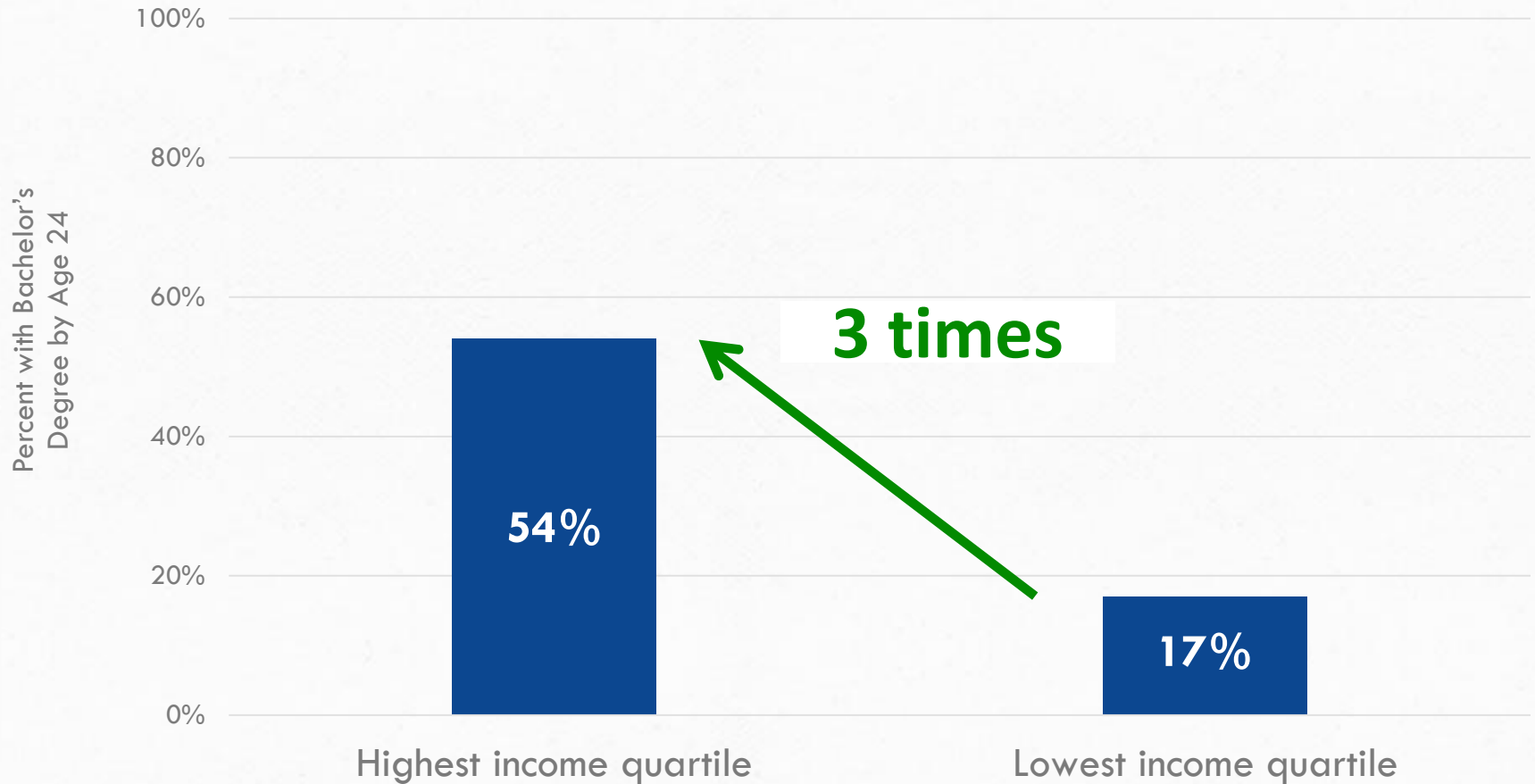
Teachers in the top 20 percent of performance generate five to six more months of student learning each year than do lower-performing teachers.





# FURTHER TO GO

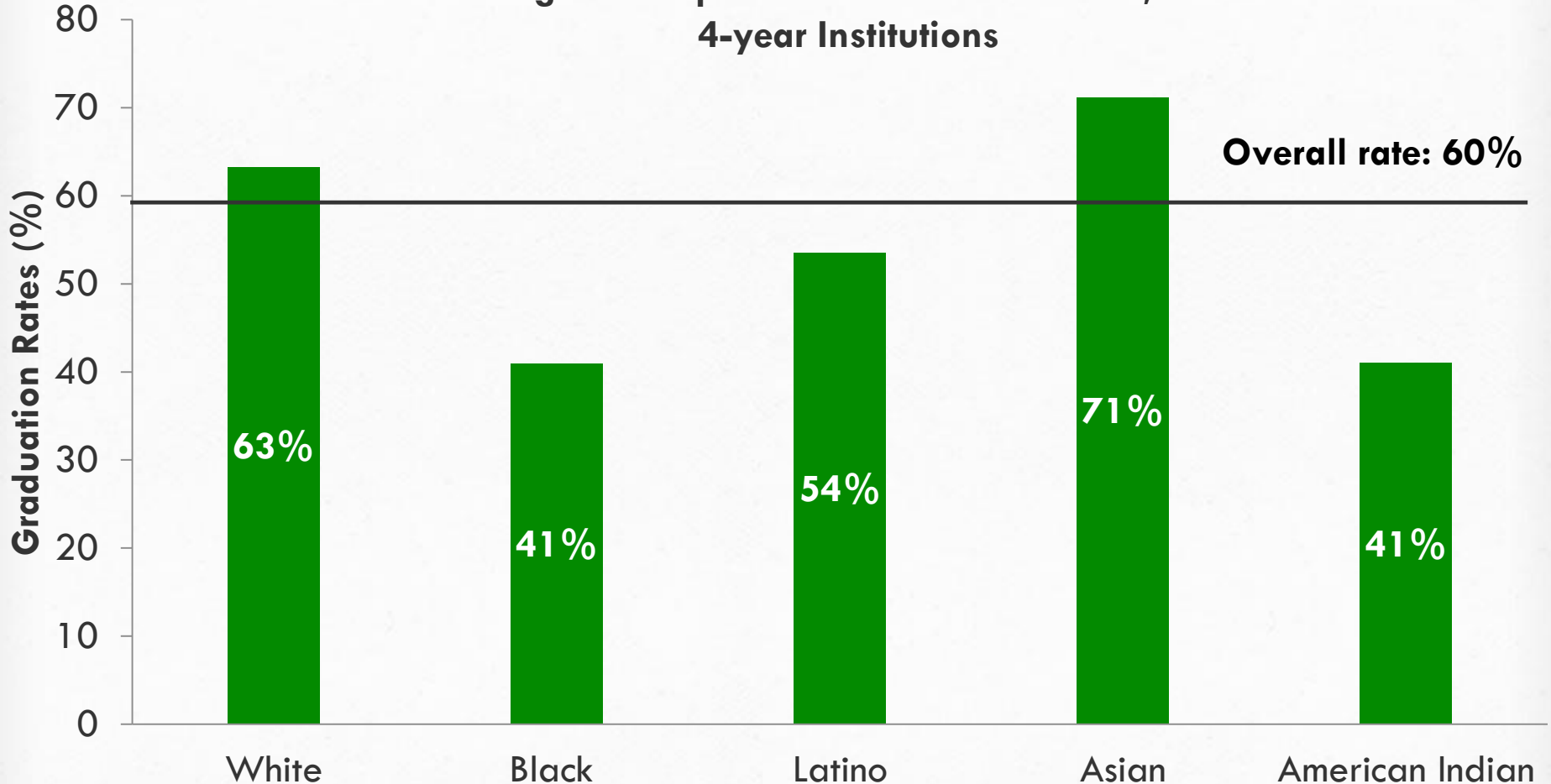
## UNEQUAL DEGREE ATTAINMENT BY INCOME LEVEL



# FURTHER TO GO

## UNEQUAL DEGREE ATTAINMENT BY RACE/ETHNICITY

**Six-Year Bachelor's Degree Completion Rates for First-Time, Full-Time Freshmen at 4-year Institutions**



# **THE SCIENCE OF ADVERSITY**

# THE SCIENCE OF ADVERSITY

## WHAT CHILDREN EXPERIENCE OUTSIDE OF SCHOOL MATTERS

- Science has shown that Adverse Childhood Experiences, or ACEs, can impact how children learn and their chances of success in school and in life.
- ACEs can include things such as experiencing deep poverty, being the victim of abuse or neglect, and living with a drug-addicted or alcoholic family member.

# THE SCIENCE OF ADVERSITY

THE RESOURCES WE GIVE TO OUR CHILDREN MATTER

**1.6 million students**

attend a school that has a sworn law enforcement officer but no  
school counselor

Source: The White House, Executive Office of the President, Report: The Continuing Need to Rethink Discipline. Retrieved from:  
[https://www.aclupa.org/files/9514/8493/3029/WH\\_-\\_Continuing\\_Need\\_to\\_Rethink\\_Discipline.pdf](https://www.aclupa.org/files/9514/8493/3029/WH_-_Continuing_Need_to_Rethink_Discipline.pdf)



# THE SCIENCE OF ADVERSITY

## POSITIVE SCHOOL ENVIRONMENTS MATTER

- Relationships and school environments characterized by trust and safety can be the most powerful antidotes to the negative affects of childhood stress.



Source: American Institutes for Research, Science of Learning and Development: A Synthesis, January 2017

# THE SCIENCE OF ADVERSITY

## CULTURALLY RESPONSIVE PEDAGOGY AS A PROMISING PRACTICE

- A report from The Education Trust shows that teachers of color can act as “warm demanders,” in that they more frequently hold high expectations for all students—and particularly for students of color—and use connections with students to establish positive classroom cultures.

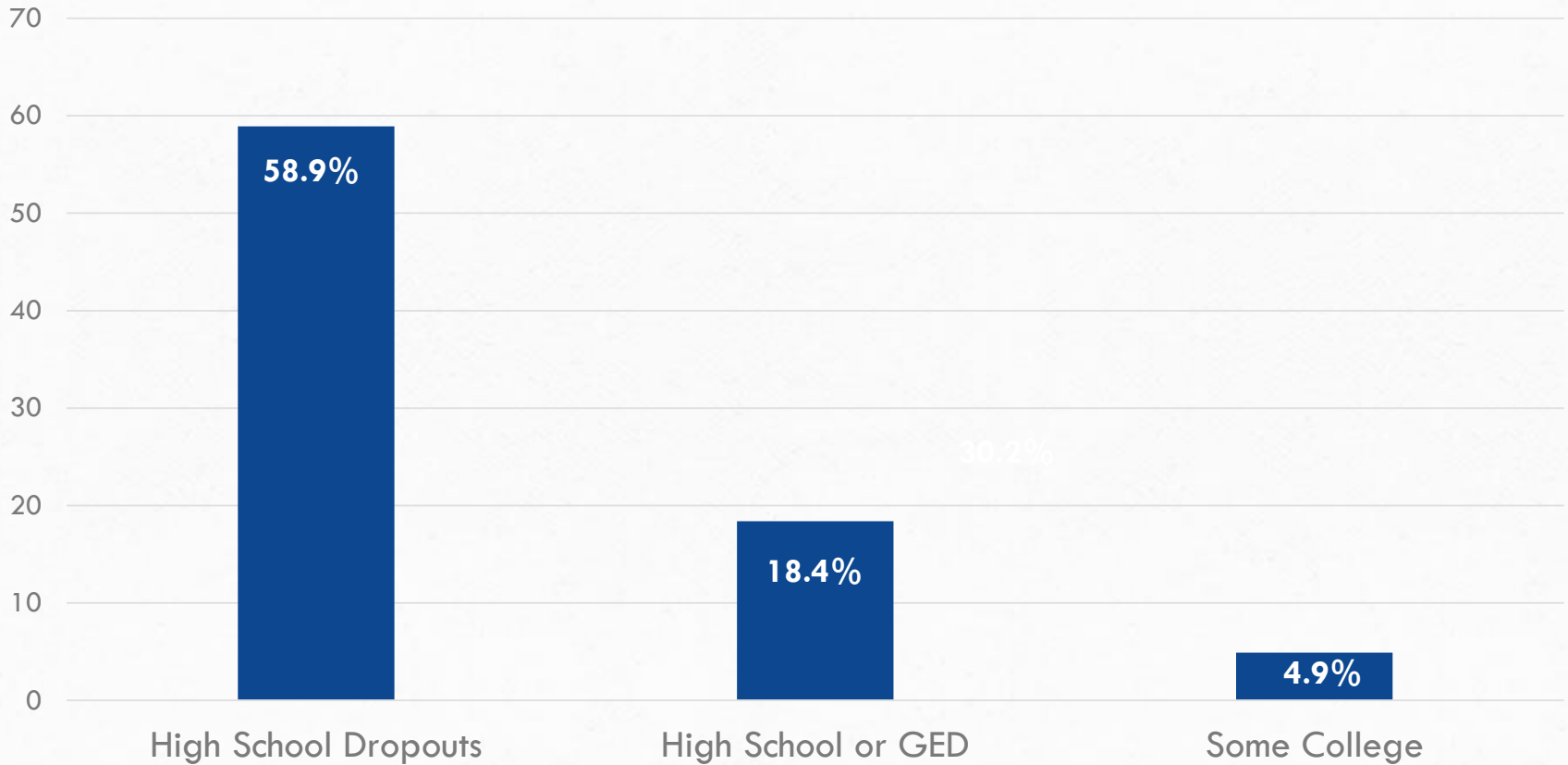


# **EDUCATION MATTERS**

# EDUCATION MATTERS

## THE LINK BETWEEN EDUCATION AND INCARCERATION

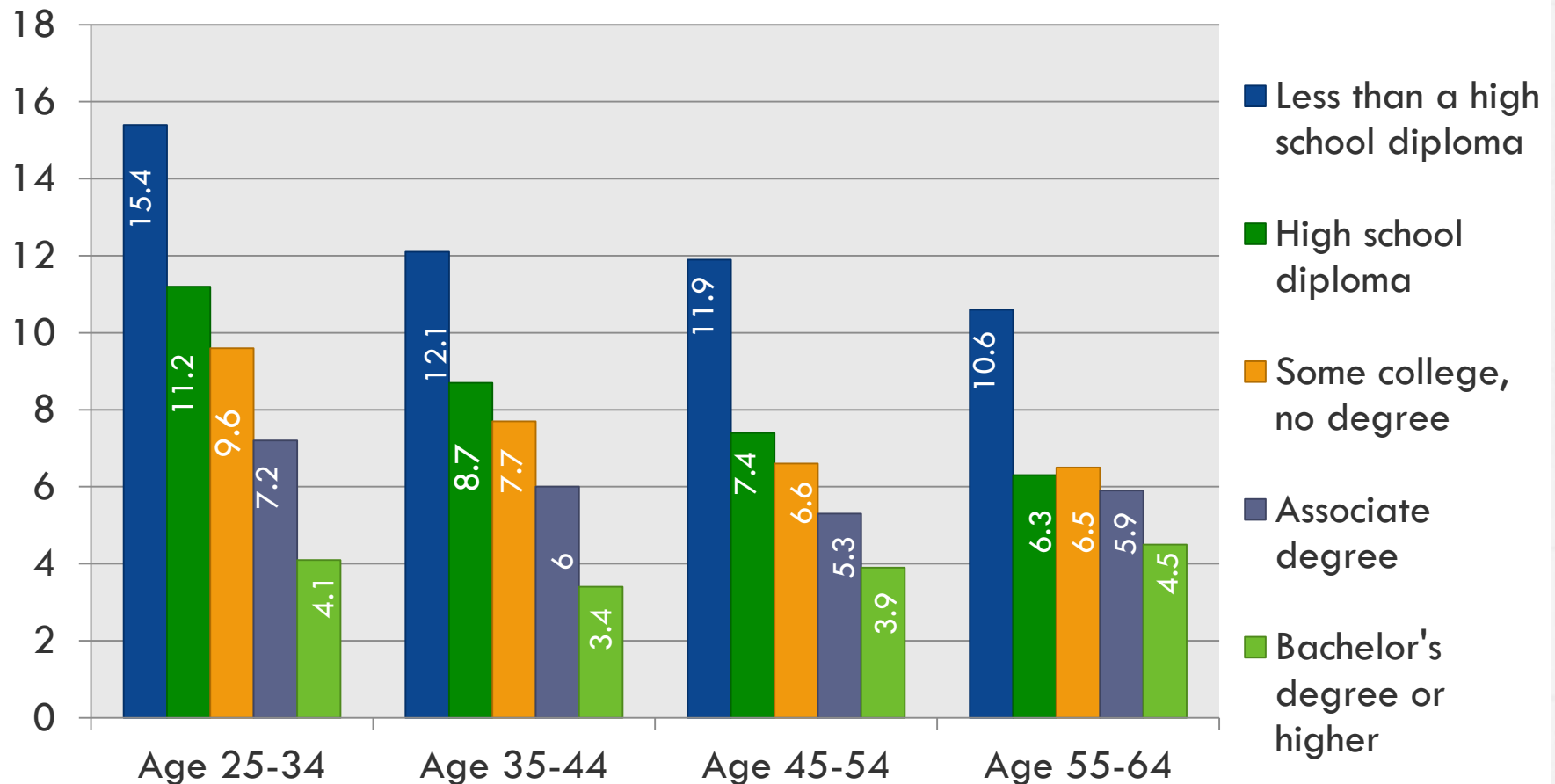
**Risk of Imprisonment by Age 34, Black Men**



# EDUCATION MATTERS

## THE RELATIONSHIP BETWEEN EDUCATION AND UNEMPLOYMENT

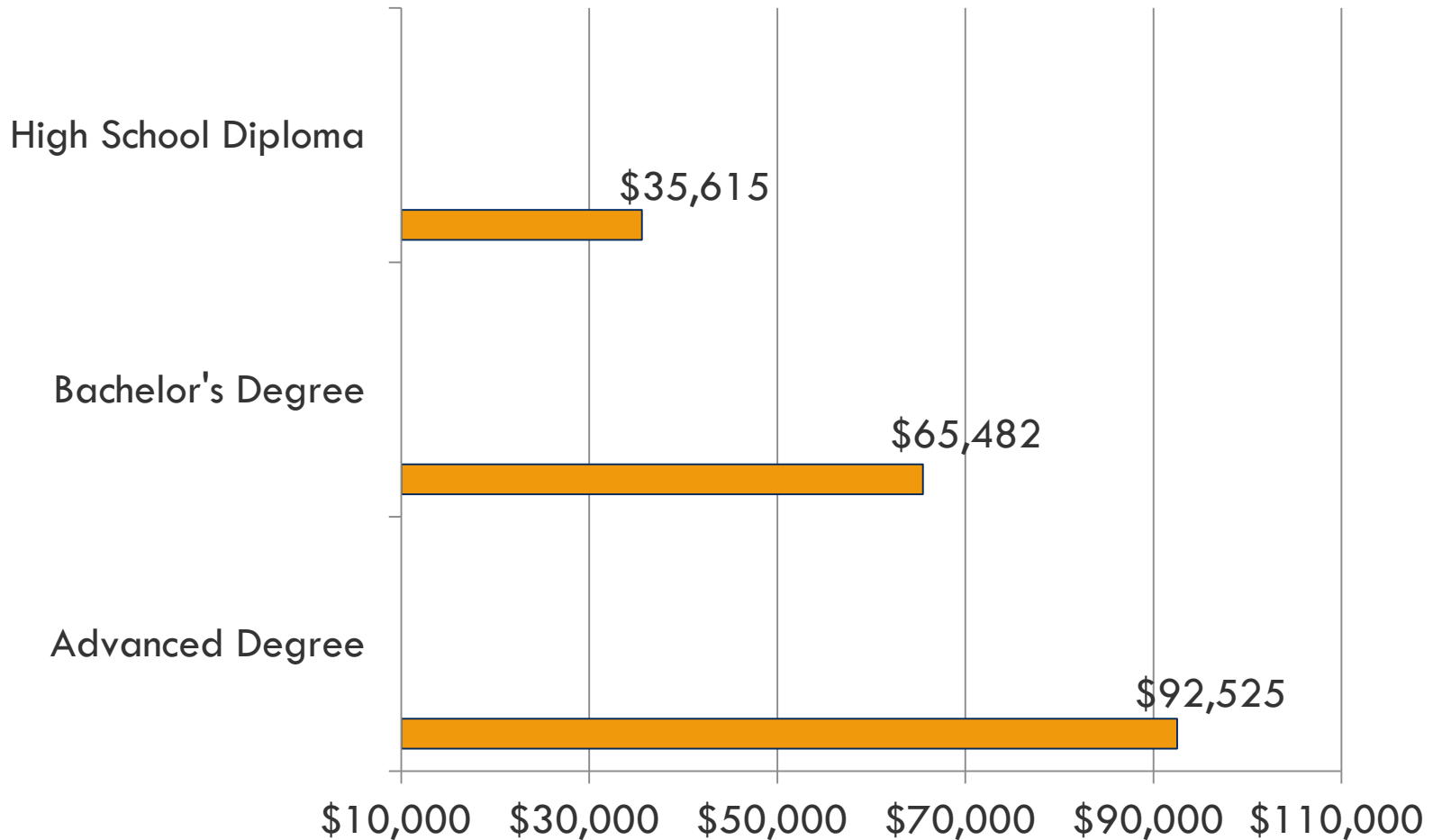
Unemployment Rates, by Age and Education Level, 2012



# EDUCATION MATTERS

## HIGHER EDUCATION PAYS

Median Earnings Full-Time Year-Round Workers Ages 25 & Older, by Education Level (2016)





# EXAMPLES OF THE P-12 POLICY LANDSCAPE

- College- and career-ready standards and implementation
- Preschool access and quality
- Accountability systems and interventions
- The elevation of the teaching profession and school leadership: preparation, support, career ladders
- School finance litigation/reform
- School diversity initiatives
- School discipline reform
- Every Student Succeeds Act (ESSA)...



**THE EVERY STUDENT  
SUCCEEDS ACT (ESSA)**

**“[ESSA] upholds the core value that animated the original Elementary and Secondary Education Act signed by President Lyndon Johnson—the value that says education, the key to economic opportunity, is a civil right. With this bill, we reaffirm that fundamental American ideal that every *child*—regardless of race, income, background, the zip code where they live—deserves the chance to make out of their lives what they will.”**

~ President Barack Obama,  
on the signing of the Every Student  
Succeeds Act, December 10, 2015

# HISTORICAL CONTEXT

## A CIVIL RIGHTS LAW

- Elementary and Secondary Education Act of 1965
  - Title I resources for highest-needs schools
- No Child Left Behind reauthorized the Elementary and Secondary Education Act in 2002
  - Set the important expectation that schools must be making progress with all groups of students, not just some
  - But over time, parts of the law became outdated and unworkable
- Obama Administration Waivers (2011)
  - Over 40 states received waivers
  - States committed to college- and career-ready standards, new systems of teacher evaluation and support, and interventions in struggling schools
- Every Student Succeeds Act (2015)

# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

- State-determined **college- and career-ready standards** must be aligned to:
  - Entrance requirements for credit-bearing courses in the state's system of public higher education; and
  - Relevant career and technical education standards
- Annual **statewide assessments** in reading and math in 3<sup>rd</sup> - 8<sup>th</sup> grade and once in high school; science assessments once each in elementary, middle, and high school
- ESSA requires **data transparency and public reporting** of that data, which is important for equity because:
  - Without transparency and public reporting, outcomes for groups of students can be hidden behind averages; and
  - Data equip parents and members of the public to be informed partners in children's education

# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

- Key questions for defining state standards:
  - How will states demonstrate that their standards are aligned to entry requirements for higher education?
  - Whose entry requirements for credit-bearing coursework will a state align standards to (Community colleges? Four-year institutions?)?
- Key questions for developing assessments:
  - Is your statewide assessment truly aligned with standards? How do you know?
  - Will you develop Native Language Assessments in addition to your state's English Language Proficiency (ELP) Assessment?
  - Will the state take advantage of ESSA grants to audit and clear out unnecessary, unaligned, low-quality tests?

# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

- Accountability, data transparency, and public reporting matter for equity.
- A well-designed **accountability system**:
  - Sets a **clear expectation** that schools must raise the achievement of all their students, not just some;
  - **Focuses attention and resources** on the full range of student groups, including those who are sometimes ignored; and
  - **Prompts action** when schools don't meet expectations for any group of students.

# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

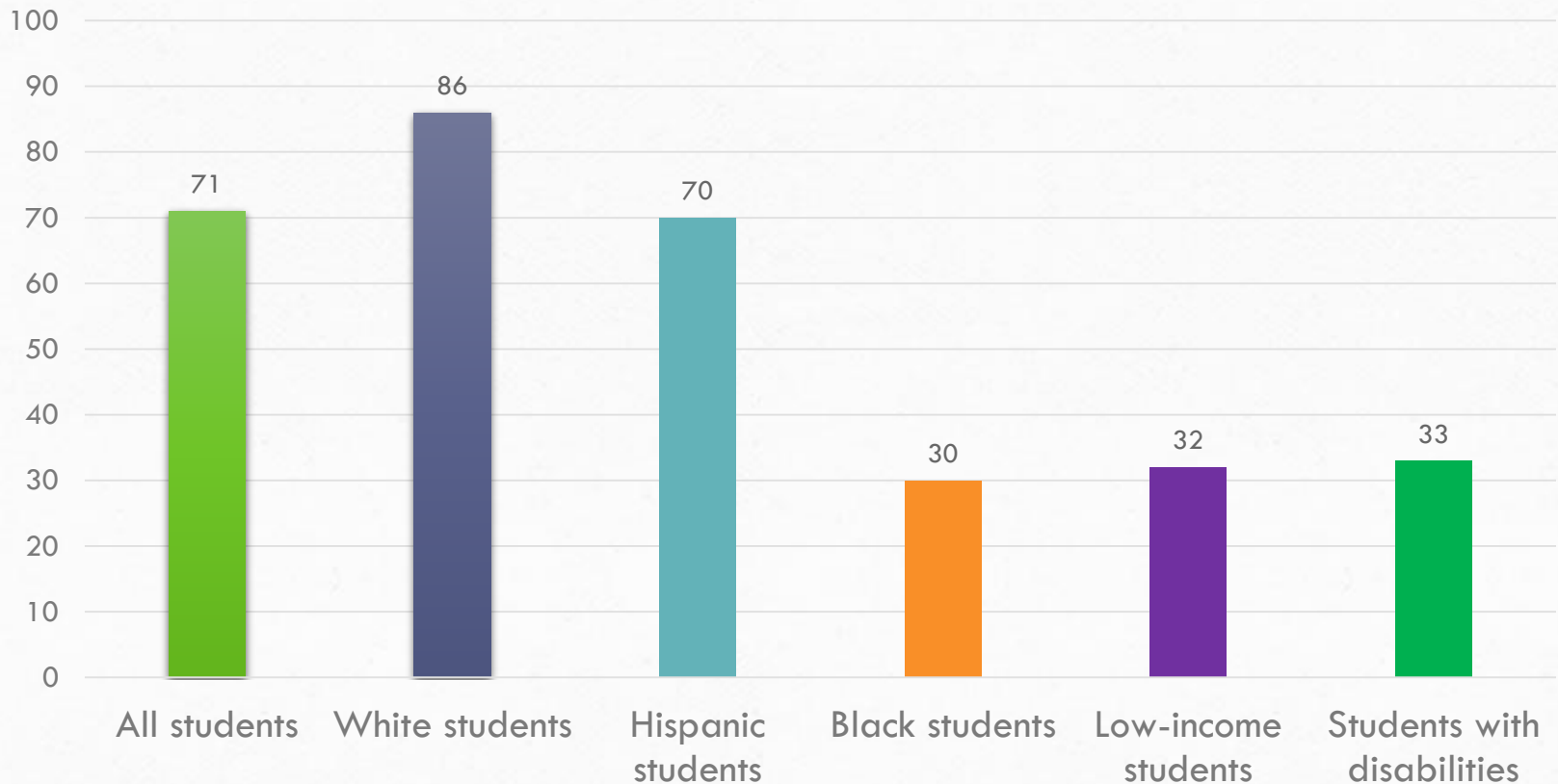
- Accountability is **not** about sorting and punishing. It's about making sure that schools and systems are responsible for the performance of all students, and taking action when any group falls behind.
- Key state plan accountability questions:
  - What is the role of growth vs. proficiency?
  - Beyond tests and graduation rates, what measures will add to the picture of school performance, as opposed to masking outcomes?
  - How does the state communicate how all groups of students are doing on the measures?
  - What is a rigorous definition of “consistently underperforming” for groups of students?
  - What are appropriate supports and interventions for the lowest performers or schools with underperforming groups?

# THE EVERY STUDENT SUCCEEDS ACT

ESSA IS A POTENTIAL TOOL FOR EQUITY

*And accountability is about making sure we don't say this school is doing just fine...*

**Math Proficiency Rates - Example Elementary School**





# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

- What does ESSA require regarding data transparency and public reporting?
  - State and local report cards that include the following:
    - Disaggregated results for all accountability measures
    - Disaggregated data on participation rates in assessments
    - Disaggregated data on rates of exclusionary discipline and access to advanced coursework
    - Professional qualifications of educators and “effectiveness,” comparing high-income to low-income schools
    - Actual per-pupil expenditures, disaggregated by funding source at the state, district, and school levels
    - If available, rate at which high school cohorts matriculate to higher education (disaggregated by subgroup)

# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

- Key questions for data transparency and public reporting:
  - Will states define these data indicators in a way that is meaningful and consistent across schools and districts?
  - How can states present all of these data in a way that is useful to parents and community leaders? (Should there be a summative rating – and if so, how many rating “levels” will the state include?)
  - What kinds of tools, training, or accompanying materials would help parents and advocates use this information to fight for stronger opportunities to learn for all children?

# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

### ■ **Educator Equity**

- States and districts must ensure that low-income students and students of color are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers
- For FY 17, there is \$2 billion for Title II, which supports teacher development and can be used to advance equitable access

### ■ **FY 17 Funding**

- For Title I: \$15.5 billion, targeted to the schools and districts serving the largest concentrations of low-income students
- 7 percent of each state's Title I allocation must be used for school improvement activities

# THE EVERY STUDENT SUCCEEDS ACT

## ESSA IS A POTENTIAL TOOL FOR EQUITY

- Key questions for addressing teacher equity:
  - What specific steps will states and districts take to ensure that low-income students and students of color have equitable access to strong, well-supported teachers?
  - Will the state's plan address:
    - Preparation & Certification?
    - Professional Development & Support?
    - Feedback & Evaluation Systems?
    - Incentives (e.g., compensation, loan forgiveness, career ladders)?
    - Educator diversity?
- Key questions for resource equity under ESSA:
  - How will states and districts ensure that federal funds truly provide extras for high-poverty schools—as opposed to making up for inequitable state and local funding?
  - How will states and districts ensure that school improvement funds are used on evidence-based strategies?

# A FEW KEY POLICY DILEMMAS

## FOR STATES AND THE NATION

1. Local vs. state vs. federal roles
2. Is the goal equality or equity?
3. What is the school improvement theory of change?
4. Is the critical lever equitable resources, or integration, or something else entirely?
5. To what extent does policy change drive changes in students' classroom experiences?
6. Identity and policy intersectionality

# WHAT CAN WE DO?

## KEY AREAS FOR ACTION

- 1. An expansion of high-quality early care and education to serve all children**
- 2. Equitable implementation of high standards for college and career readiness**
- 3. Opportunities for all students to learn and succeed**
- 4. A focus on college access, affordability, and completion... and workforce success**

**“Whatever affects one directly,  
affects all indirectly. I can never  
be what I ought to be until you  
are what you ought to be. This is  
the interrelated structure of  
reality.”**

~ Dr. Martin Luther King, Jr.