STATE APPROACHES TO ELIMINATING RACIAL DISPARITIES IN EDUCATION

MARCH 6, 2020

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ABOUT NCSL

- Instrumentality of all 50 state and territorial legislatures
- Bipartisan
- Provides research, technical assistance and opportunities to exchange ideas
- Advocates on behalf of legislatures before the federal government

NCSL is committed to the success of state legislators and staff. Founded in 1975, we are a respected bipartisan organization providing states support, ideas, connections and a strong voice on Capitol Hill.
OVERVIEW

- Targeting Resources Where Most Needed
  - Equitable Distribution of Great Teachers
  - Quality School Leadership
- Decreasing Racial and Socioeconomic Isolation
- Sustaining Gains Made in Pre-K Through Elementary
- Empowering Schools to Support Students’ Socio-emotional Development
- Employing Lessons from Abroad

FIRST AND FOREMOST

- Listen to the voices in your communities.
- Partner with your communities.
- Empower your communities.
- Let your communities put the **REPRESENT** into representative democracy.

TARGETING POLICIES/RESOURCES BASED ON DATA

Variance in Achievement (10th grade Mathematics)

- Model Controls for Prior Achievement
- 95% of school, classroom, and teacher effects were unobservable (i.e. could not be controlled with specific variables)


TARGETING RESOURCES WHERE MOST NEEDED

Equitable Distribution of Great Teachers

- Define “effective teaching” broadly
- Enable great teachers to reach more students
- Strengthening educator pipelines
- Provide novice teachers with mentoring, support, and other professional learning opportunities.
- Induce great teachers to stay in teaching and seek out higher-need schools

TARGETING RESOURCES WHERE MOST NEEDED

**Quality School Leadership**

- Setting principal leadership standards
- Recruiting aspiring principals into the profession
- Supporting principal pipelines
- Approving and overseeing principal preparation programs
- Licensing new and veteran principals
- Supporting principals’ growth with professional development

**Equitable Distribution of Resources**

Most states target additional dollars to school districts with high concentrations of students living in poverty. One study found that 10% greater funding over all 12 grades can lead to:

- half a year of additional educational attainment
- 20% increased odds of graduating high school
- 17% increase in family income
- 6% reduction in incidences of poverty
- 10% internal rate of return based on these investments targeting low-income students

Sources:
DECREASING RACIAL AND SOCIOECONOMIC ISOLATION

- Utilize Regional Cost-Sharing
- Reconsider District and School Boundaries
- Consider Magnet Schools, Where Appropriate
- Housing Assistance
- Targeting Resources
  - Great Teachers
  - School Leadership
  - Finance Resources
- Racial/SES Isolation
- Sustaining Early Ed Gains
- Socio-emotional Development
- Lessons from Abroad

Source(s): EdBuild, “Fractured: The Accelerating Breakdown of America’s School Districts”; Saporito and Deenesh Sohoni, “Mapping Educational Inequality: Concentrations of Poverty among Poor and Minority Students in Public Schools”; “The Problem We All Live With – Part 1”; Brittain, Willis, and Cookson, Jr., “Sharing the Wealth”; Holme and Finnigan, Driving in Common; Chang, “We Can Draw School Zones to Make Classrooms Less Segregated. This Is How Well Your District Does”; Aycuce and Siegel-Hawley, “Magnets and School Turnarounds”; “The Problem We All Live With – Part 2”; Carlson et al., “The Effect of Housing Assistance on Student Achievement.”

SUSTAINING GAINS MADE IN PRE-K THROUGH ELEMENTARY

- Targeting Resources
  - Great Teachers
  - School Leadership
  - Finance Resources
- Racial/SES Isolation
- Sustaining Early Ed Gains
- Socio-emotional Development
- Lessons from Abroad

Reducing the Fade-Out Effect

- Align the assessments given in preschool and the early elementary grades
- Give teachers time and opportunities to become familiar with expectations and content in the preceding and subsequent grades
- Offer other supports that children and families need for children to perform well in school
- Maintain investments made in pre-K through to K-3 grades

SUPPORTING STUDENTS’ SOCIO-EMOTIONAL DEVELOPMENT

From a Nation at Risk to a Nation at Hope

- Set a Clear Vision
- Foster and Support Continuous Improvement of Learning Environments
- Promote the Development of Adult Capacity
- Align Resources Efficiently and Equitably


7. EMPLOYING LESSONS FROM ABROAD

- Don’t look at the governance structures in other countries—for now. Red herrings abound.
- Rather, focus on the practices of high performing countries. Common elements are present in nearly every world-class education system:
  - Strong early education system,
  - Reimagined and professionalized teacher workforce
  - Robust career and technical education programs
  - Comprehensive, aligned system of education

Source(s): Study Group on International Comparisons in Education, “No Time to Lose: How to Build a World-Class Education System State by State.”


SOURCES

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- Saporito, Salvatore, and Deenesh Sohoni. “Mapping Educational Inequality: Concentrations of Poverty among Poor and Minority Students in Public Schools.” *Social Forces* 85, no. 3 (2007): 1227–53.


