

# STATE APPROACHES TO ELIMINATING RACIAL DISPARITIES IN EDUCATION

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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.*



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## OVERVIEW

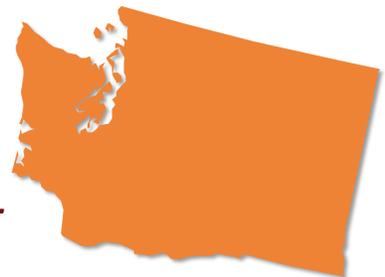
- Targeting Resources Where Most Needed
  - Equitable Distribution of Great Teachers
  - Quality School Leadership
- Decreasing Racial and Socioeconomic Isolation
- Sustaining Gains Made in Pre-K Through Elementary
- Empowering Schools to Support Students' Socio-emotional Development
- Employing Lessons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



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## 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.



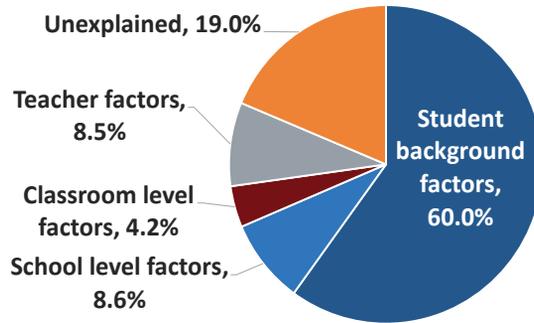
Source(s): Weyer, "Addressing Achievement Through Opportunity: Washington State's Approach to Closing the Gap."



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# 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)

Source(s): Darling-Hammond, "The Innovation Imperative: Creating Productive Accountability"; Goldhaber, Brewer, and Anderson, "A Three-Way Error Components Analysis of Educational Productivity."



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# TARGETING RESOURCES WHERE MOST NEEDED

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

## 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

Source(s): Gershenson, "Linking Teacher Quality, Student Attendance, and Student Achievement"; Smith and Hassel, "Retaining and Extending the Reach of Excellent Educators: Current Practices, Educator Perceptions, and Future Directions"; Cardichon et al., "Inequitable Opportunity to Learn."



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### 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

Source(s): Gates et al., "Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools"; Manna, "Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy."



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### 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

Source(s): EdBuild, "FundEd: National Policy Maps (A National Overview of State Education Funding Policies)"; Candelaria and Shores, "Court-Ordered Finance Reforms in the Adequacy Era"; Jackson, "Does School Spending Matter?"; Knoepfel and Sala, "Efficiency vs. Sufficiency"; Lafortune, Rothstein, and Schanzenbach, "School Finance Reform and the Distribution of Student Achievement"; Hyman, "Does Money Matter in the Long Run?"; Jackson, Johnson, and Persico, "The Effects of School Spending on Educational and Economic Outcomes."



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## DECREASING RACIAL AND SOCIOECONOMIC ISOLATION

- Targeting Resources
  - Great Teachers
  - School Leadership
  - Finance Resources
- Racial/SES Isolation
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- Utilize Regional Cost-Sharing
- Reconsider District and School Boundaries
- Consider Magnet Schools, Where Appropriate
- Housing Assistance



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**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, *Striving in Common*; Chang, "We Can Draw School Zones to Make Classrooms Less Segregated. This is How Well Your District Does"; Ayscue 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."

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## SUSTAINING GAINS MADE IN PRE-K THROUGH ELEMENTARY

- Targeting Resources
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  - School Leadership
  - Finance Resources
- Racial/SES Isolation
- Sustaining Early Ed Gains
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- 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



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**Source(s):** Stipek, "The Preschool Fade-Out Effect Is Not Inevitable"; Johnson and Jackson, "Reducing Inequality Through Dynamic Complementarity."

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## SUPPORTING STUDENTS' SOCIO-EMOTIONAL DEVELOPMENT

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

### 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**

**Source(s):** Bridgeland et al., "National Commission on Social, Emotional, and Academic Development: A Policy Agenda in Support of How Learning Happens"; Jackson, "School Effects on Socio-Emotional Development, School-Based Arrests, and Educational Attainment."



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## 7. EMPLOYING LESSONS FROM ABROAD

- Targeting Resources
  - Great Teachers
  - School Leadership
  - Finance Resources
- Racial/SES Isolation
- Sustaining Early Ed Gains
- Socio-emotional Development
- **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."



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# Questions?

## Contact

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