What is Equity?

**Equality**
Each person receives the **SAME** amount of resources, attention and supports.

**Equity**
Each person receives what they **NEED** in the way of resources, attention and supports.

**Educational Equity**
Each student has access to the resources, supports, and educational rigor they **NEED**, so outcomes are not predictive based on race, gender, ethnicity, ability, language, family background, or family income.
The “achievement gap” in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures.

It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off. In the past decade, though, scholars and policymakers have begun to focus increasing attention on other achievement gaps, such as those based on sex, English-language proficiency and learning disabilities.
Opportunity Gap

The Schott Foundation

The opportunity gap is the greatest crisis facing America's schools.

• The opportunity gap is the disparity in access to quality schools and the resources needed for all children to be academically successful.

• Students from historically disadvantaged families have just a 51 percent Opportunity to Learn when compared to White, non-Latino students, according to the Schott Foundation's Opportunity to Learn Index. schottfoundation.org

• If every child is to have an opportunity for success, every student must have a true Opportunity to Learn.
OPPORTUNITY GAPS...

THE FAMILY DYNAMIC

AND

THE SCHOOL DYNAMIC
1 in 5 children in the US lives in poverty

SOURCE: NCES, 2017. 2015 data
OPPORTUNITY GAPS

Family
Students raised in a non-English-speaking family or culture could experience limited educational opportunities if their acquisition of English proficiency, fluency, and literacy is delayed.

School
If courses are taught exclusively in English, if educational materials are printed in English, or enriching educational programs are conducted in English or require English fluency, students who are learning or struggling with English may be denied full participation in these opportunities.
OPPORTUNITY GAPS

FAMILY

• Poor nutrition, lack of healthcare, an inability to pay for preschool education, tutoring, test-preparation services, and/or college tuition may contribute to lower educational achievement and attainment.

• Students whose parents have not earned a college degree or other postsecondary opportunity, doesn’t have access to same information and support available to other students...may not be encouraged to take college-preparatory courses soon enough; or their parents may struggle with the complexities of navigating the college-admissions and financial-aid process.
OPPORTUNITY GAPS

School

• Small schools located in geographically isolated rural areas may not be able to offer the same diversity of educational opportunities—such as multiple world-language, science fairs, AP, debate competitions, robotics clubs, or theatrical performances, for example—that are available to students in larger schools.

• Rural students may also have less access to libraries, cultural institutions, museums, internships, and other learning opportunities because they do not exist, they are too far away, or there is no free or low-cost public transportation.
OPPORTUNITY GAPS

School/Family (Homework Gap)

A lack of access to internet connectivity, computers, and new learning technologies in rural schools, inner-city schools, and lower-income communities can place students at a disadvantage when it comes to acquiring technological skills, taking computer-based tests, or accessing knowledge and learning opportunities online.
OPPORTUNITY GAPS

School

• Students of color tend to be disproportionately represented in lower-level courses and special-education programs, and their academic achievement, graduation rates, and college-enrollment rates are typically lower than those of their white peers.

• Economically disadvantaged schools and communities may suffer from less-effective teaching, overcrowded schools, dilapidated facilities, and inadequate educational resources, programs, and opportunities—all of which can contribute to lower educational performance or attainment.
Where to begin...

Four Major Drivers of Equity According to the Research:

• **Funding**: Who is Receiving the Funding? Is it Equal Between Buildings or is it Equitable (Needs-Based)?

• **High-Level Curriculum**: Who has Access to Rigorous Coursework? How is that Determined?

• **Good Teachers**: Where are the Most Experienced Teachers Placed?

• **Safe and Supportive School Climate**
Funding
Funding

• Clearest indicator of educational equity between districts

• State & local dollars are the largest share of school revenue

• Combined – supports 90% of total budget

Allocation of Resources Must Be Intentional
Money Matters

A 10% annual increase in per pupil for all 12 years of public schools leads to ....

- An additional quarter of school completed
- 7.25% higher wages
- Lower adult poverty by 3.67% points
- Effects are much larger for low-income children

SOURCE: Jackson, Johnson, Persico, NBER, 2015
Black & Latinx Students More Likely to Attend High-Poverty Schools

Percentage of students by race/ethnicity attending low- and high-poverty schools (2014)

SOURCE: GAO, Student Diversity, 2016. Low-poverty is < 25% FRPL; High-poverty is > 75%
Curriculum
Equal Access to Rigorous, Relevant & Rich Curriculum

- All children have the right to an academically rigorous education that prepares them for college and career.

- Until every child has equal access to a rigorous, relevant, and rich curriculum, the quality of instruction in schools will remain one of the key issues in attaining education equity for all.
Even though access to rigorous courses is improving, many high schools still do not provide important math and science courses.

From Educational Equity, CPE, 2015 (based on OCR data)
Good Teachers

2+2=4 Teachers Plant Seeds Of Knowledge That Grow Forever!
About Teachers

• Teachers represent the single most significant school-based factor in student learning.

• There is no single way to define teacher quality. Experience, certification, academic preparation & others all make a difference especially in combination.
Majority Students of Color and High-Poverty Schools Have More Difficulty Hiring Staff

**SOURCE:** Malkus et al, NCES, 2015. 2011-12 national data.
Majority Students of Color and High-Poverty Schools are More Likely to Hire Un-Certified Teachers

The percentage of uncertified teachers in public schools has been steadily declining, but inequities still exist according to the student population served.

Why Look at Discipline?

• Students need to be in the classroom to learn

• Out of school suspensions can place students at risk

• Poorly designed policies can have a disproportionate effect on student groups and produce a harmful school climate
Inequity in Discipline - Suspensions

Proportion of students with 1 or more out-of-school suspensions by race

SOURCE: USDOEd Office of Civil Rights, 2011-12 national data
Inequity in Discipline - Arrests

Proportion of students referred to law enforcement by race

SOURCE: USDOEd Office of Civil Rights, 2011-12 national data
NSBA on Educational Equity

We affirm in our actions that each student can, will, and shall learn. Educational equity is the intentional allocation of resources, instruction, and opportunities according to need. We recognize that based on factors including but not limited to disability, race, ethnicity, and socio-economic status, students are deprived of equitable educational opportunities. This requires that discriminatory practices, prejudices, and beliefs be identified and eradicated.

-- NSBA Board of Directors 2017