

A couple of disclaimers

- Dilettante alert!
- A personal attempt to respond to 2016*
- A word about graphics

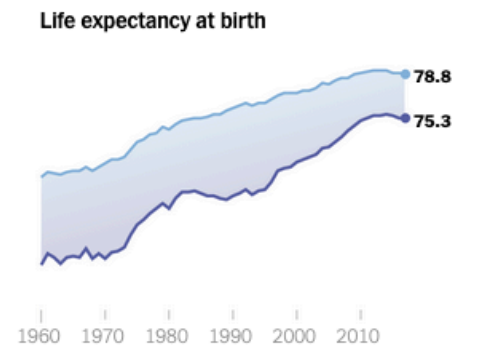
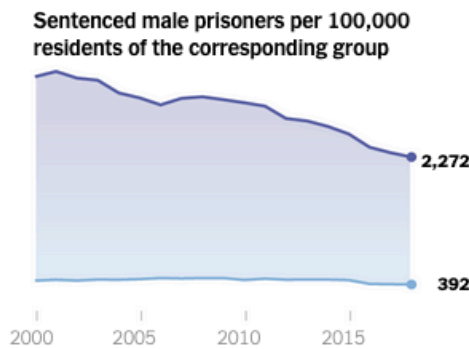
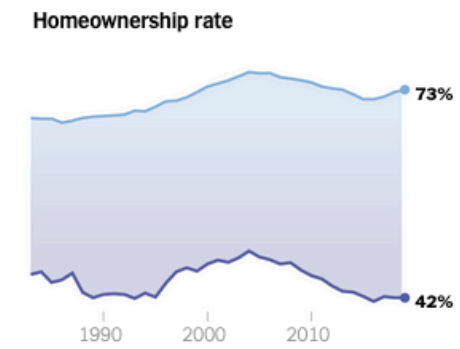
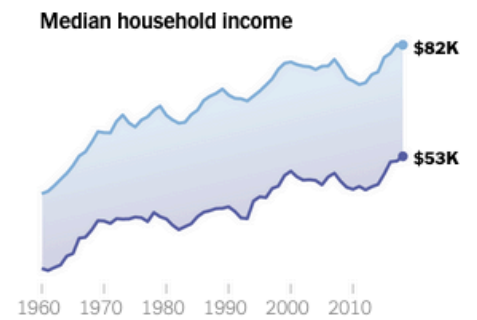
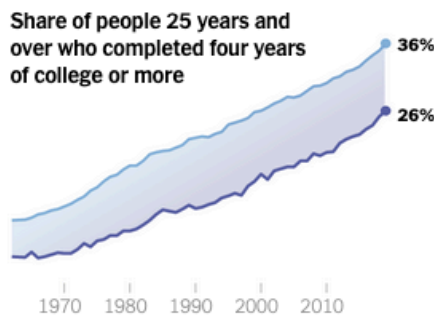
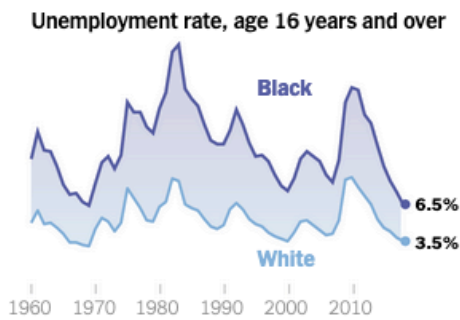


*with thanks to Duney Roberts

Opinion

The Gaps Between White and Black America, in Charts

By Patrick Sharkey, Keeanga-Yamahtta Taylor and Yaryna Serkez June 19, 2020



Two Approaches to the Problem of Segregated Public Schools

- Distribute \$\$ more fairly
- Integrate them

1954: *Brown vs. Board of Education*
of Topeka, Kansas



history.com

Before 1954: ~1/3 of states had legalized segregation, per 1896's
Plessy vs. Ferguson (AKA separate but equal)

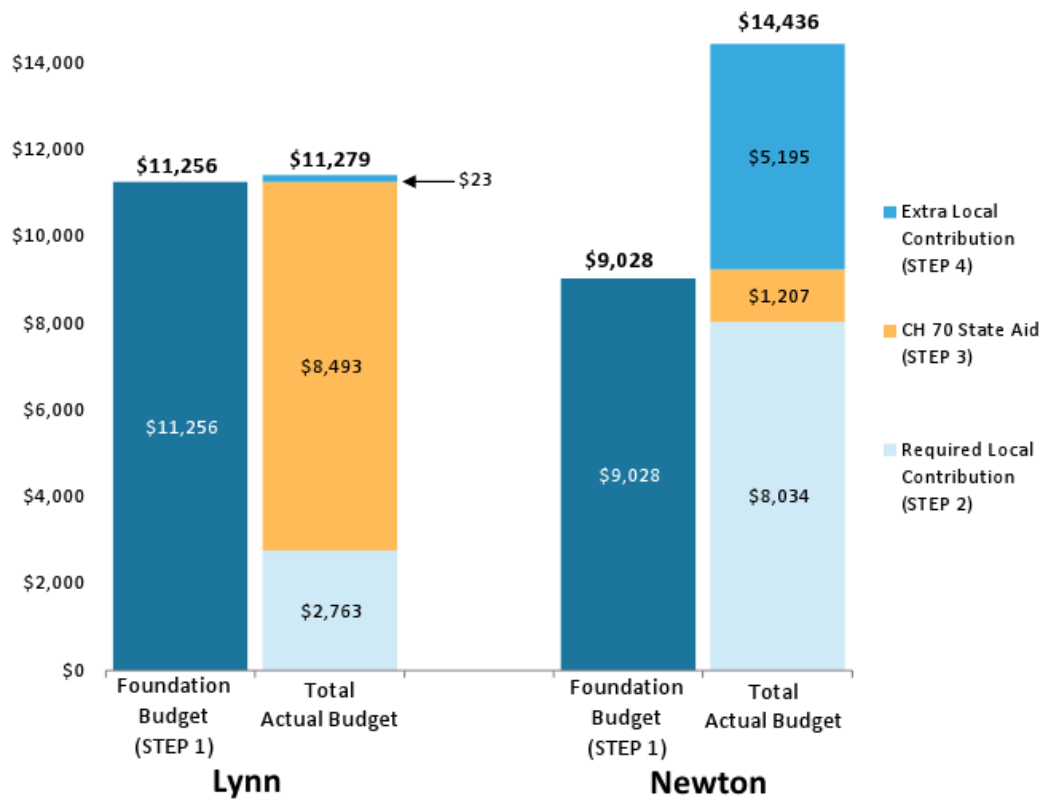
Brown vs Board of Education: US Supreme Court
unanimously ruled in favor of desegregation

But: in May 1955, there was *Brown II*:
“integrate with all deliberate speed”

Therefore: no US Supreme Court guidance on HOW

Chapter 70 Funding for Two Sample Districts

Per-pupil spending by revenue source, Fiscal Year 2010



Please note that in the examples above "CH 70 State Aid" and "Required Local Contribution" together do not equal precisely the foundation budget. This is due to technical details outside the scope of this Facts At A Glance.

This example is from ca. 2010. Source: *MassBudget*

How MA Calculates School Funding

STEP 1: CALCULATE FOUNDATION BUDGET —

estimated total cost to provide an adequate education to all students

STEP 2: CALCULATE REQUIRED LOCAL CONTRIBUTION —

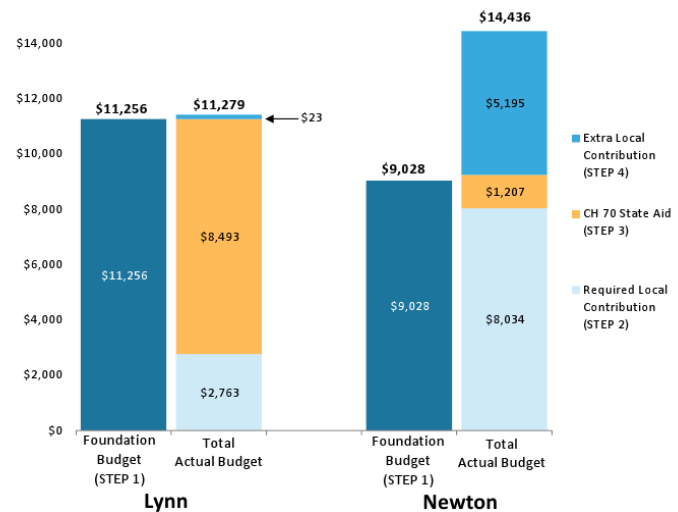
a measure of how much local tax revenue a city or town can reasonably raise and dedicate to the operation of its schools, based on property and sales taxes.

STEP 3: FILL THE GAP WITH CHAPTER 70 EDUCATION AID —

some kind of magic happens here

STEP 4: AFTER CHAPTER 70 AID IS DETERMINED, DISTRICTS MAY CONTRIBUTE MORE

Chapter 70 Funding for Two Sample Districts
Per-pupil spending by revenue source, Fiscal Year 2010



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A Bold Agenda for School Integration

APRIL 8, 2019 — THE CENTURY FOUNDATION



Richard D. Kahlenberg



Halley Potter



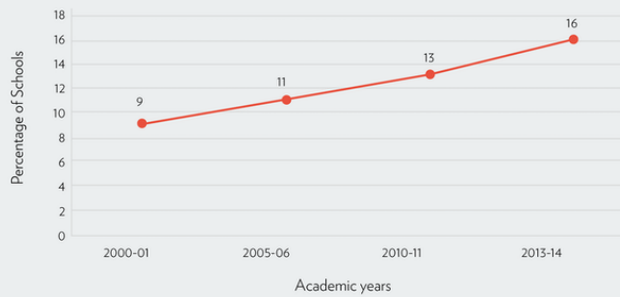
Kimberly Quick

About The Century Foundation

- Public-policy “think-tank” founded in 1919; formerly known as Twentieth Century Fund
- Based in NY City and Washington DC; ~\$6M budget
- Focused mostly on progressive issues (but not exclusively). Examples:
 - Stock Market Control (1934)
 - Social Security Reform: Beyond the Basics (1999)
 - Defeating the Jihadists: A Blueprint for Action (2005, Richard Clarke)

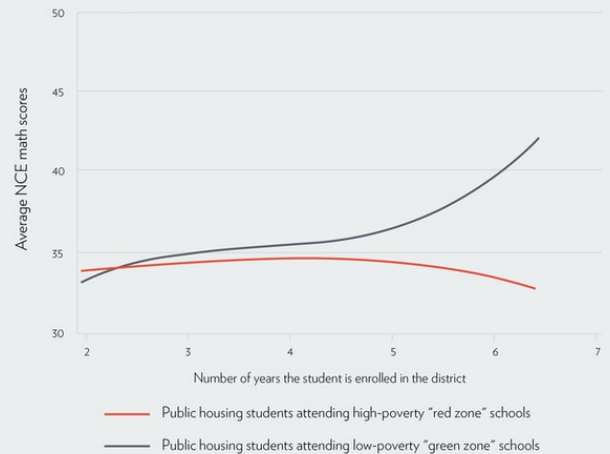
Segregation is worsening

CHANGES IN THE PERCENTAGE OF SCHOOLS THAT ARE HIGH POVERTY AND 75-100 PERCENT BLACK OR HISPANIC, 2000-01 TO 2013-14



Source: K-12 Education: Better Use of Information Could Help Agencies Identify Disparities and Address Racial Discrimination," U.S. Government Accountability Office, April 21, 2016, <https://www.gao.gov/products/GAO-16-345>.

MATH SCORES FOR PUBLIC HOUSING STUDENTS, BY TYPE OF SCHOOL



Source: Heather Schwartz, "Housing Policy Is School Policy," The Century Foundation, 2010, <https://production-tcfimgix.net/app/uploads/2010/10/16005437/tcf-Schwartz-2.pdf>.

Benefits of Integration.

Students in Integrated Schools:

- Have higher standardized test scores
 - Up to two years' advantage compared to under-resourced schools
 - Faster *growth* in scores over time
- Are more likely to enroll in college
- Are more likely to live in racially diverse settings later in life
- Are less likely to drop out of school

Benefits of Integration.

African-American students in integrated schools:

- Had improved “life outcomes” in many spheres of life (*Long-run Impacts of School Desegregation & School Quality on Adult Attainments*, Johnson 2011, rev. 2015):
- Johnson (2015) used the timing of court-ordered segregation as independent variable for individuals in school districts desegregated in 1960s, 70s, 80s.

FIGURE 3

Effect of Court-Ordered School Desegregation on Avg School-Age Per-Pupil Spending

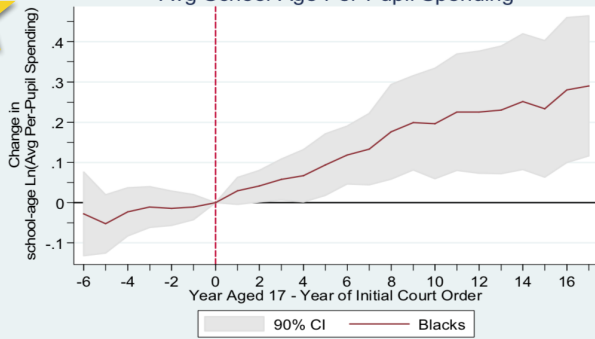


FIGURE 5

Effect of Court-Ordered School Desegregation on Educational Attainment, By Race

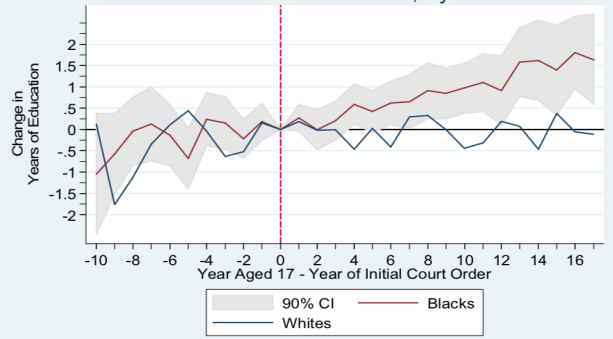


FIGURE 4

Effect of Court-Ordered School Desegregation on Avg School-age Student-to-Teacher Ratio

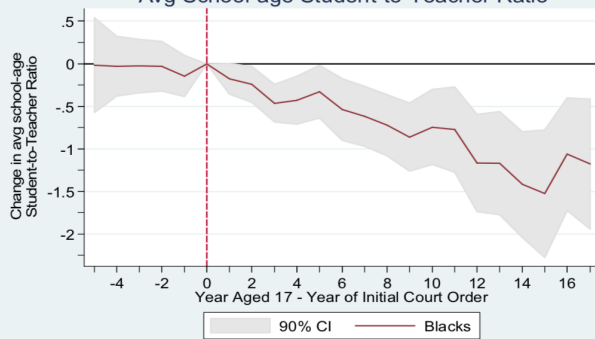
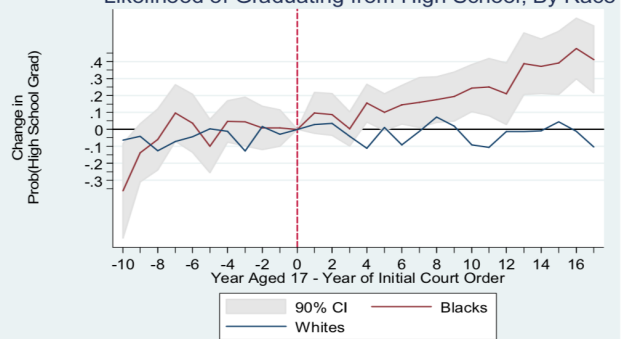


FIGURE 6

Effect of Court-Ordered School Desegregation on Likelihood of Graduating from High School, By Race



Data: PSID geocode Data (1968-2013), matched with childhood school characteristics; court-order

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★ = most important

FIGURE 7.

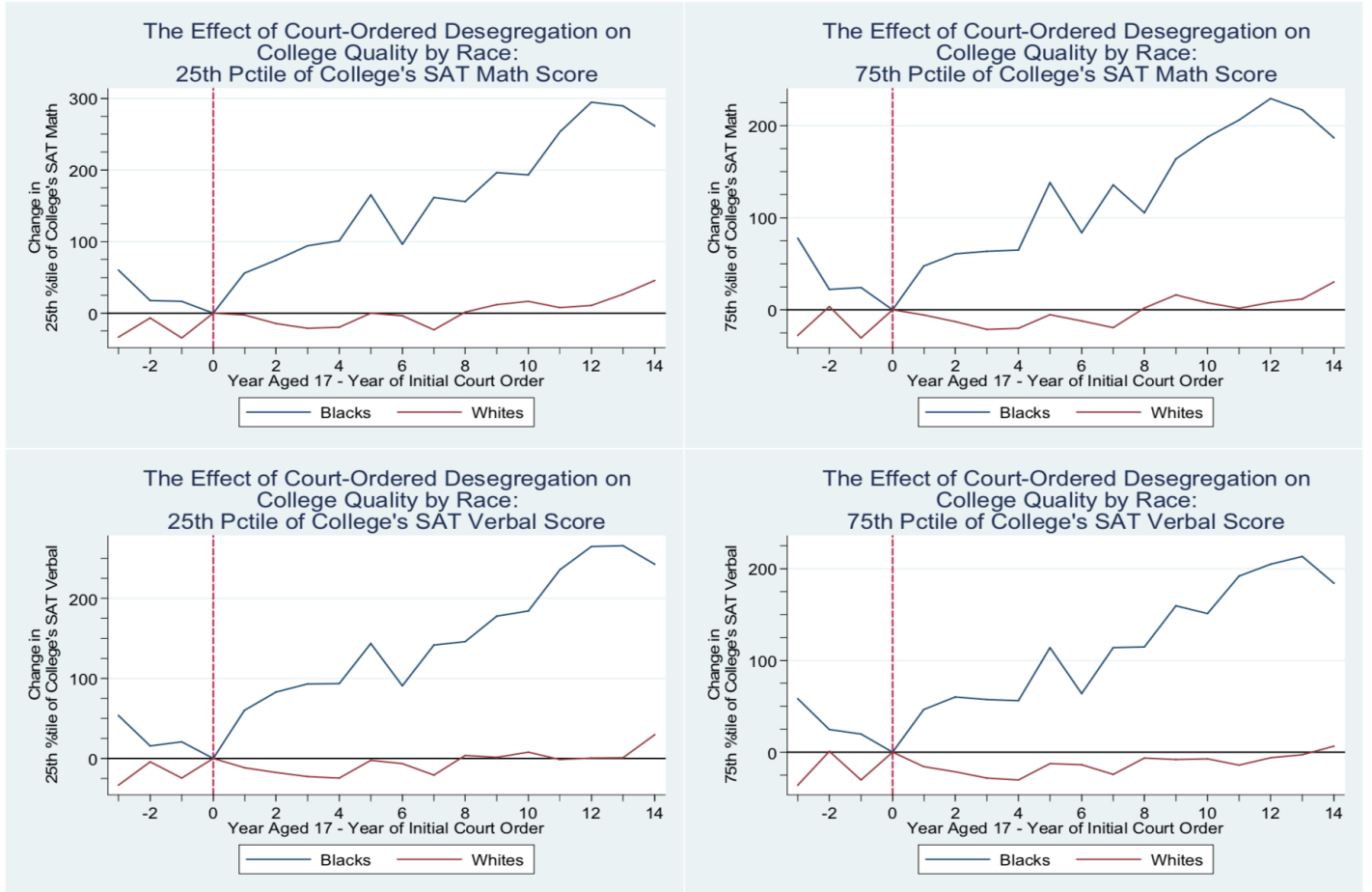


FIGURE 10

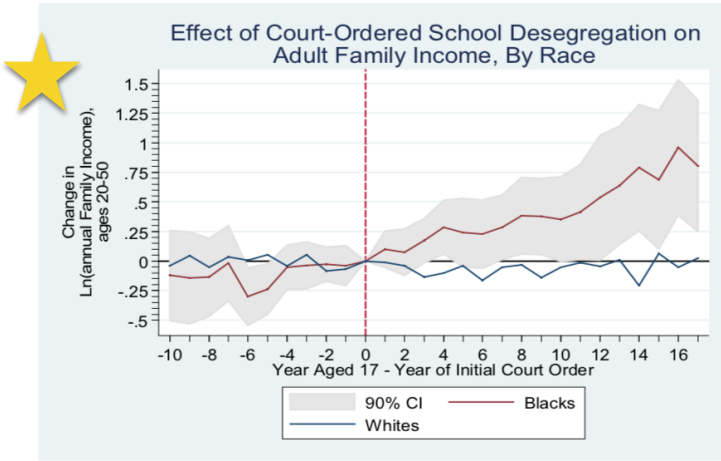


FIGURE 11

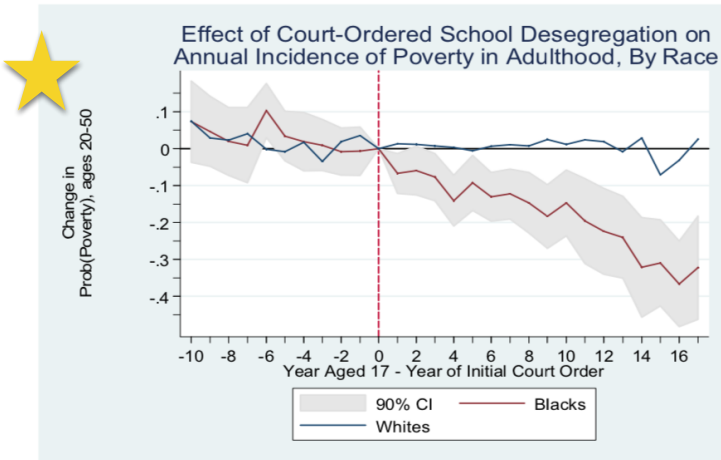
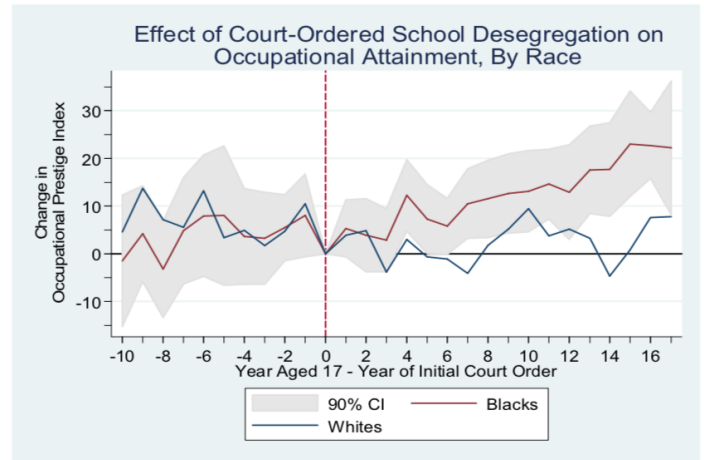


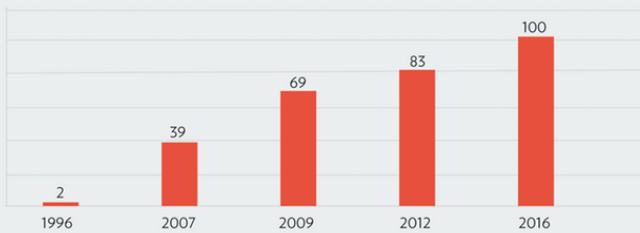
FIGURE 12



Part II. What to do about it?

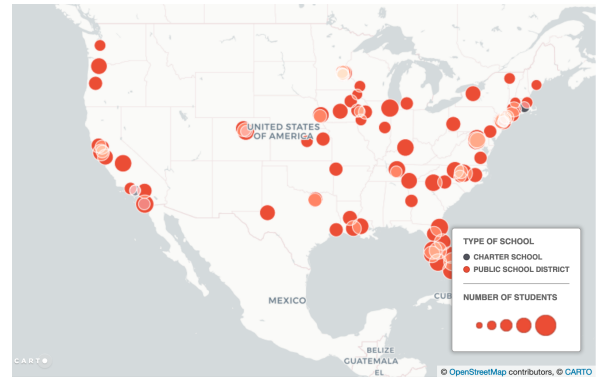
Part II. What to do about it?

NUMBER OF DISTRICTS AND CHARTERS IDENTIFIED AS HAVING SOCIOECONOMIC INTEGRATION PLANS, 1996-PRESENT



Source: Halley Potter, Kimberly Quick, and Elizabeth Davies, "A New Wave of School Integration Districts and Charters Pursuing Socioeconomic Diversity," The Century Foundation, February 9, 2016, <https://tcf.org/content/report/a-new-wave-of-school-integration/>; and Halley Potter, "Updated Inventory of Socioeconomic Integration Policies: Fall 2016," The Century Foundation, October 14, 2016, <https://tcf.org/content/commentary/updated-inventory-socioeconomic-integration-policies-fall-2016/>.

THE CENTURY FOUNDATION



Part II. What to do about it?

- Efforts at Federal level — long-term:
 - Increase funding of Title I of the 1965 Elementary and Secondary Education Act, to support local districts' efforts to integrate
 - “Economic Fair Housing Act” to curtail exclusionary residential zoning policies (allow multi-family units). Corollary: eliminate mortgage interest deduction in districts that don't comply
 - Require federal approval when affluent districts secede

The Elementary and Secondary Education Act (1965)

- **Title I:** Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families
- **Title II:** School Library Resources, Textbooks, other Instructional Materials
- **Title III:** Supplementary Educational Centers and Services
- **Title IV:** Educational Research and Training
- **Title V:** Grants to Strengthen State Departments of Education
- **Title VI:** General Provisions

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Ideas from other quarters

- **My School DC:** *lottery-based* public+charter school choice system. Students submit a ranked list of their 12 district-wide school preferences; schools assigned impartially by computer. That's it. Designed by former Harvard prof Alvin Roth.
 - No lines to wait in, no officials to lobby, no forms to fill out: levels the playing field for parents/families. Don't need internet access to participate
 - Schools can't game the system by excluding students perceived as difficult, **nor on any other basis**
 - Students attend schools outside neighborhood boundaries (downside: long daily commutes)
 - Too early to assess impact on student outcomes, but appears to have starkly revealed underperforming schools
 - Stay tuned

Source: Thomas Toch, Washington Post, March 20, 2019

Education Reform in MA

- S 2412 signed by Gov Baker, Nov 2019
- To address perceived \$1B/year gap in K-12 funding, S 2412 allocates **an additional \$1.5B/year starting in 2020**, continuing for 7 years. Resources to come from other budgeted items, not new taxes.
- Targeted toward: 1) Employee health care, 2) Special education, 3) English-language learners, 4) Low-income families
- School districts required to prepare reports describing plans for closing achievement gaps
- ***Is it enough?*** (Context: Total spending in recent years: ~\$16B; ~\$5B from MA DoE. The rest is federal and local \$)

Non-Scientific Anecdote: Robert Smith



Robert F. Smith surprised the graduating class and the administration of Morehouse College on Sunday when he said during his commencement address that his family would pay off the graduating class's student loans.

Steve Schaefer/Atlanta Journal-Constitution, via Associated Press

~\$10M grant to pay ~400 students' loans from Morehouse class of 2019 because they would "pay it forward"

...Smith described being bused to a high-performing, predominantly white school across town in Denver, where he grew up. He said he'll never forget climbing onto bus No. 13 to Carson Elementary.

"Those five years drastically changed the trajectory of my life," he said. "The teachers at Carson were extraordinary. They embraced me and challenged me to think critically and start to move toward my full potential. I, in turn, came to realize at a young age that the white kids and the black kids, the Jewish kids and the one Asian kid were all pretty much the same."

—Allison Klein, Washington Post, May 19 2019

New York Times, May 19 2019