

Research Workgroup

June 3, 2019

Overview: Integration Challenges

- For most of our nation's history, earnest and knowledgeable Americans have debated how to approach our education system.
- We have called for reforms of every description. We've debated how to teach, what to teach, what standards will set, the effects of tracking, providing adequate and equitable funding.
- The agenda is urgent. There is work to be done.

Christopher Edley, Jr. And Mariano-Florentino Cuellar, Co-Chairs of the Equity and Excellence Commission

- If our approach is to wait until it is popular and easy; we will never do what is right. Generations of students and communities of color will be robbed of the opportunity to reach their potential.
- Public education is not a private commodity, it is a public good. The federal government is obligated to ensure – just as justice Warren wrote – that it is made to all on equal terms.

Congressman Bobby Scott, Chairman of the Committee on Education and Labor House Committee

Brief History Highlights

- Integration in our schools Policy Papers – 1960, 1964, 1968, 1973, 1982
- Urban Education
- The New York State Special Task Force equity and Excellence in Education February 1982
- A report to the Commissioner of Education by the Task Force of Minorities, Equity and Excellence: The Curriculum of Inclusion - undated – 1980s
- New York State Integration project (2018)

Purpose: Shared Reality Based on A Common Set of Facts

- Student Achievement: We need to create sense of urgency in our efforts to close and then eliminate the achievement gaps that are defined by racial, ethnic and poverty indicators, so that our students will have the employability and college readiness skills required to compete globally.
- McKinsey & Co. has estimated that if the US had closed the education achievement gap with better-performing nations, the GDP in 2010 could have been 8% - 14%, or \$1 Trillion to \$2 Trillion higher. The report's authors called this gap "the economic equivalent of a permanent national recession."

We cannot eliminate this conversation from the equity agenda.

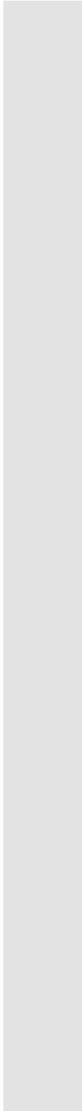
Defining Equity

- The New York State Board of Regents unequivocally believes that **every child** deserves and must have access to high quality learning opportunities. There can be no educational excellence without educational equity.
- Equity means that every student will experience academic success without regard to differences in age, citizenship status, disability, ethnicity, gender, national origin, race, native language, religion, sexual orientation, or socio-economic status. The varied learning needs of students are met in an environment where all students are valued, respected and see themselves in culturally-responsive, sustaining curriculum and instructional materials.



Policy Highlights

Reasons for Consideration

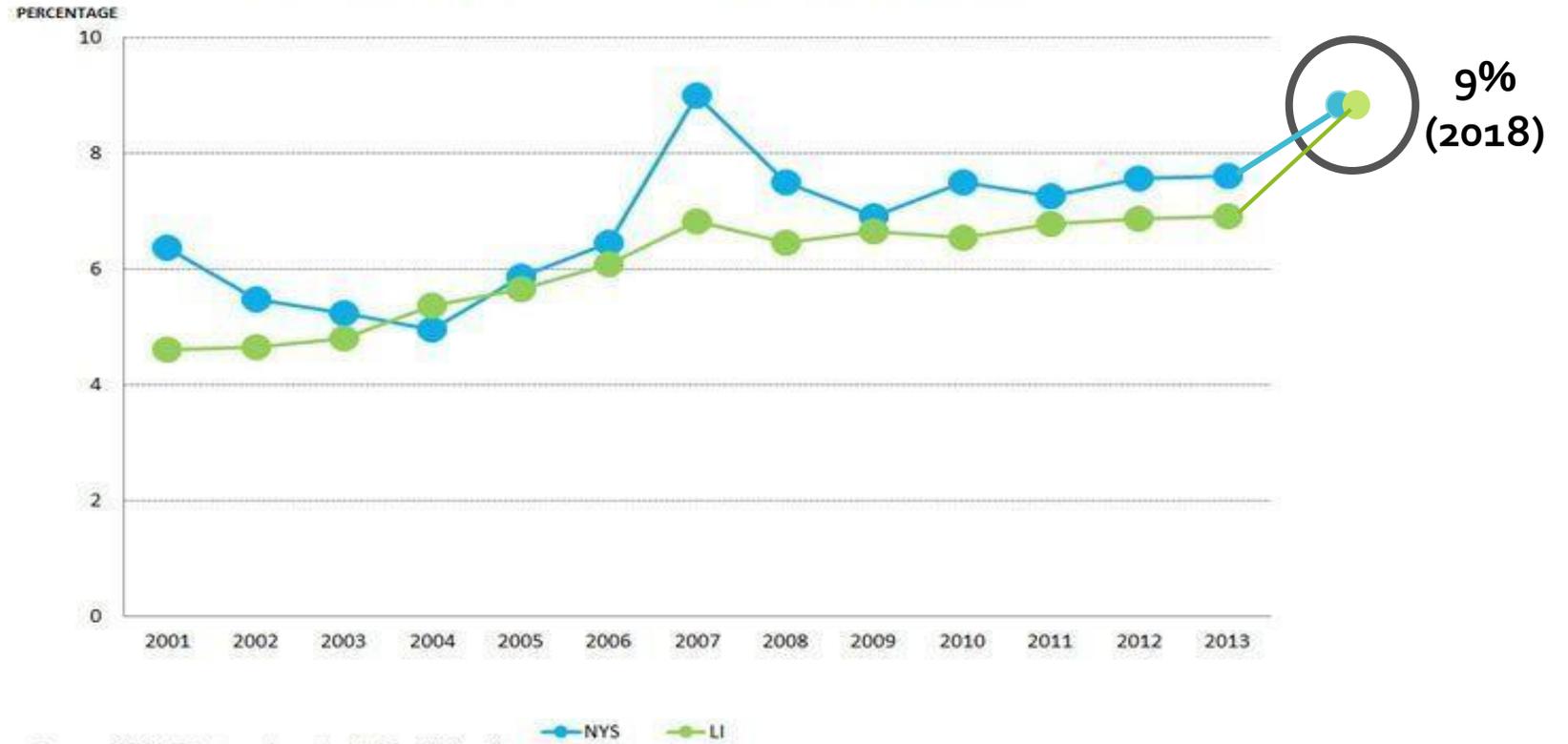


Lack of Equitable Access to opportunities

- In New York City and other large city districts, only about $\frac{1}{2}$ of schools offer Physics;
- Offerings of Algebra and Calculus are even more abysmal with only **47%** of New York City schools offering Algebra and **41%** offering Calculus;
- Within large city districts only $\frac{1}{3}$ of schools offer algebra and **37%** of schools offer calculus;
- About a $\frac{1}{5}$ of high needs rural school do not offer Calculus.
- About $\frac{1}{2}$ of New York City schools do not offer Advanced Foreign Language or Music.
- About $\frac{1}{3}$ of schools in high need rural districts do not offer International Baccalaureate or Advanced Placement courses.
- The same is true for about $\frac{1}{5}$ of New York City and other Large City District schools

Demographic Shifts

PERCENT OF ENGLISH LANGUAGE LEARNERS IN NYS AND LI SCHOOLS

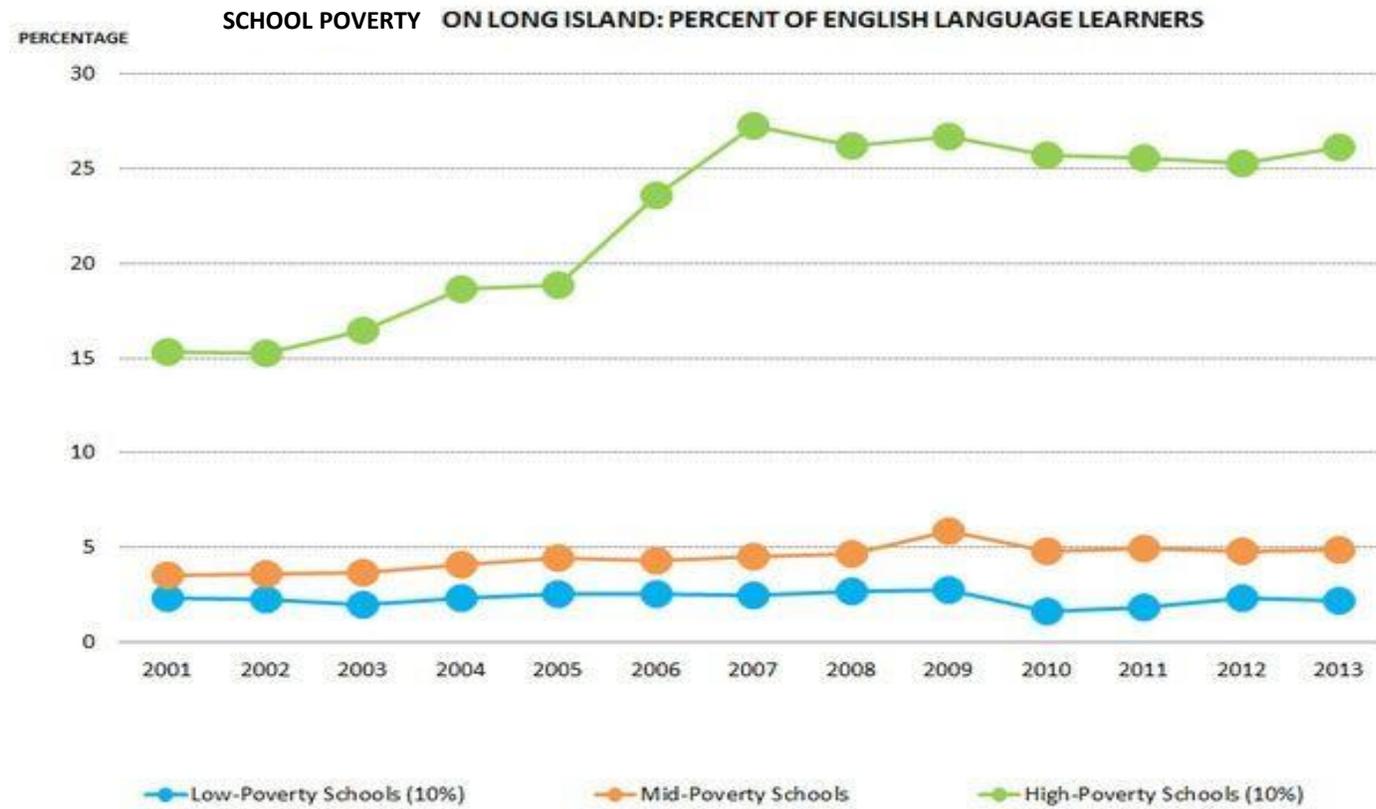


Source: NYSED. Data analysed by Hofstra University



- Over one million people have left rural areas since the Great Recession – decreasing tax levy and increasing fixed costs per pupil (*Rural Schools Association*)
- Big 5 have seen an increase in students, especially students requiring special services (e.g. ELLS, SWDs, FRPL) (*NYSED.gov*)
- % ELLs on Long Island has doubled since 2001 (*LongIslandIndex.org*)

Demographic Shifts (cont'd)



Source: NYSED. Data analysed by Hofstra University

LONG ISLAND INDEX

- Statewide, the number of homeless schoolchildren increased by 30% between the 2010-11 and 2014-15 academic years. (vocal-ny.org)
- Outside of New York City this number increased by 50% during that period to record levels
- Within New York City, the number of homeless students has ballooned to more than 114,000, or roughly one in 10 (NY Times, 2018.)
- Approximately 40% of homeless youth self-identify as LGBTQ (Williams Institute, UCLA Law School) and tend to be disproportionately of color (Northwestern Law School Scholarly Commons)

Previous Work of NYS BoR /Commissioner Allen (1960)

- On Equity: “The State of New York has long held the principle that equal educational opportunity for all children, without regard to differences in economic, national, religious, or racial background, is a manifestation of vitality of our American democratic society and is essential to its continuation.
- On Integration: “Modern psychological knowledge indicates that schools enrolling students largely of homogeneous, ethnic origin, may damage the personality of minority group children...Public education in such a setting is socially unrealistic, blocks the attainment of the goals of democratic education and is wasteful of manpower and talent, whether this situation occurs by law or by fact.

Previous Work of NYS BoR /Commissioner Allen (1968)

- **Commitment:**
 - The elimination of racial prejudice, discrimination and injustice is the great moral imperative of our time.
 - [Reaffirmed the 1960 statement which is outlined on the previous page]
- **The need for stronger action:**
 - Current conditions of unrest, frustration and violence show all too clearly that not only is the struggle against racial prejudice far from over, but that a perilous weakening has taken place in the foundation of understanding and mutual respect upon which true social justice and human progress can be built.

Intended Outcomes

- This is a starting point. Board input is invited and encouraged.
- Please be prepared to raise questions and offer guidance on these proposed outcomes.
 - Getting a healthy start and entering school ready to learn
 - Reading at grade level by 3rd grade
 - Completing postsecondary education or workforce preparation
 - Increasing diversity: decreasing racial, socioeconomic and/or linguistic isolation in schools
 - Increasing graduation rates by establishing multiple pathways to graduation
 - (Restorative principles TBD)
- Identify and incentivize voluntary efforts to create cross-systems collaboration that have the effect of reducing housing patterns that generate segregated housing patterns
- Establish multiple pathways to graduation that result in the complete elimination of high school completion drop out gaps currently distinguished by socioeconomic and racial characteristics,.

Proposed Next Steps

2019

- SIPP Grantee Forum
- Expert witnesses forum
- Commission on Equity and Excellence
- Commission on pathways to graduation
- Board meeting to authorize proposed policy for public comment

2020

- Implication for ESSA
- Commission's Recommendations
- Board Vote on Policy
- Draft Budget Proposals

2020-21 School Year

- Pilot Programs Launched

Proposed Commission Focus

- Study barriers to integration
- Study socio-economic impact of integration
- Opportunities for advancing concept of integration
- Fair Funding Formulas
- Equity indices – data evidence
- Teacher and Principal Pipeline and Leadership
- Others?