Overview

- Outline process to develop equity strategy
- Examine the role of data in this process
- Identify roles for key stakeholders
Background

- Equity work led by local civil rights org
- Leveraged existing partnerships with district and state
- Identified gaps in the dialogue on educational equity
- Introduced a new narrative on educational equity
  - Purpose: Refocus the work of the district/state

Defining Equity

“Education equity focuses on distributing resources, supports, opportunities and power to students based on students’ degree of need...”
Achievement Gap

- Common approach to examining inequities
- Focus on students and not systems
- Affluence and Whiteness as the standard of measurement
- What factors facilitate the achievement gap?

Opportunity Gap

THE OPPORTUNITY GAP

refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. Moreover, the opportunity gap refers not to outcomes but to access.
## Indicators of Opportunity Gap

- High Level Curriculum
- Teacher Quality
- Funding
- Discipline
- School Choice *
- Student Outcomes *
- AP, Physics, Calculus
- Inexperienced/Out-of-Field
- Funding Formula
- Suspensions, expulsions, alternative schools
- Enrollment demographics
- Test scores/Grad rates

### High Level Curriculum
High Quality Curriculum

Percent Open Enrollment High Schools Offering
- Physics
- Calculus
- AP

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>59%</td>
</tr>
<tr>
<td>Calculus</td>
<td>23%</td>
</tr>
<tr>
<td>AP</td>
<td>59%</td>
</tr>
</tbody>
</table>

Govan, 2017

High Level Curriculum (Gwinnet County, GA)

District Enrollment
- White: 25.5%
- Black: 31.4%
- Asian: 10.1%
- Hispanic: 28.8%
- Nat Hl/Pac Id: 0.2%
- Two or More: 3.7%

Calculus Enrollment
- White: 36.5%
- Black: 16.9%
- Asian: 28.6%
- Hispanic: 13.7%
- Nat Hl/Pac Id: 0.6%
- Two or More: 3.6%

Office of Civil Rights, 2015
High Level Curriculum (Mobile, AL)

Office of Civil Rights, 2015

High Level Curriculum (Greenville, SC)

Office of Civil Rights, 2015
Strategy Session

- Quickly, turn to your neighbor and discuss the potential causes of disparities
- Identify potential policies, practices or procedures that could potentially address this opportunity gap?

Teacher Quality
Teacher Quality (NOLA)

Teacher Characteristics by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>Inexperienced</th>
<th>Uncertified</th>
<th>Out-of-Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty/High Minority</td>
<td>22%</td>
<td>34%</td>
<td>14%</td>
</tr>
<tr>
<td>Low Poverty/Low Minority</td>
<td>15%</td>
<td>16%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Strategy Session

- What are some of the challenges facing schools and districts in eliminating these disparities?
- How is your community addressing these issues?
- What other education pipeline issues are impacting outcomes for students in your area?
- What strategies are being implemented to address these issues?
Finance

Funding for Equity

- Progressive distribution of funding
- Differentiated funding formula is a national best practice
- Need greater transparency around actual cost to educate students
Average Per Pupil Spending

- Nat’l Average- $12,526
- Alabama-$10,142
- Georgia- $9,742
- Mississippi- $9,885
- North Carolina- $9,217
- South Carolina-$11,178
- EdWeek Research Center, 2018
Progressive Distribution of Funding

State Funding

<table>
<thead>
<tr>
<th>State</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>$112</td>
</tr>
<tr>
<td>Georgia</td>
<td>$282</td>
</tr>
<tr>
<td>Mississippi</td>
<td>$16</td>
</tr>
<tr>
<td>North Carolina</td>
<td>$114</td>
</tr>
<tr>
<td>South Carolina</td>
<td>$26</td>
</tr>
</tbody>
</table>

Chingos, 2017 (The Brookings Institution)

Discipline
Suspension Rates (DeSoto County, MS)

District Enrollment
n=33,228

Out-of-School Suspensions
n=1,664

Office of Civil Rights, 2015

Expulsion Rates (Charlotte-Mecklenburg, NC)

District Enrollment
n=149,270

Expulsions
n=49

Office of Civil Rights, 2015
### Demographics at Alternative Education Settings in Louisiana (2016-2017)

#### Race/Ethnicity
- 85% African American Students
- 11% White Students
- 3% Hispanic/Latino Students
- 1% Other

#### Socioeconomic Status
- 85% Economically disadvantaged
- 15% Non-economically disadvantaged

#### Disability Status
- 74% Non-disabled
- 26% Students with Disabilities

#### Sex
- 66% Male
- 33% Female
- 1% Unreported

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### School Choice
### Percent of Students Enrolled in A-F Schools by Zip Code

<table>
<thead>
<tr>
<th>Schools-Letter Grade</th>
<th>Poorest Zip Codes Combined</th>
<th>All New Orleans Zip Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>B</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>C</td>
<td>41%</td>
<td>38%</td>
</tr>
<tr>
<td>D</td>
<td>23%</td>
<td>21%</td>
</tr>
<tr>
<td>F</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>N/A</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Govan, 2017

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### Percent of Minority/Economically Disadvantaged Students in “A” Schools (2016-2017)

<table>
<thead>
<tr>
<th>School/District</th>
<th>% Minority</th>
<th>% Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOPS</td>
<td>93%</td>
<td>84%</td>
</tr>
<tr>
<td>Audubon Charter School</td>
<td>60%</td>
<td>43%</td>
</tr>
<tr>
<td>Benjamin Franklin H.S.</td>
<td>60%</td>
<td>32%</td>
</tr>
<tr>
<td>Edward Hynes Charter School</td>
<td>48%</td>
<td>38%</td>
</tr>
<tr>
<td>Lusher Charter School</td>
<td>44%</td>
<td>20%</td>
</tr>
<tr>
<td>Lake Forest Elementary C.S.</td>
<td>99%</td>
<td>65%</td>
</tr>
<tr>
<td>Alice Harte Elementary C.S.</td>
<td>98%</td>
<td>80%</td>
</tr>
<tr>
<td>Warren Easton Senior H.S.</td>
<td>99%</td>
<td>82%</td>
</tr>
<tr>
<td>Edna Karr High School</td>
<td>99%</td>
<td>80%</td>
</tr>
<tr>
<td>Livingston Collegiate Academy</td>
<td>95%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Govan, 2017
Percent of Minority/Economically Disadvantaged Students in “D” and “F” Schools (2016-2017)

<table>
<thead>
<tr>
<th>School District</th>
<th>Minority</th>
<th>Economically Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Asia Academy</td>
<td>95.9%</td>
<td>96%</td>
</tr>
<tr>
<td>Parkway HS Collaboration Academy</td>
<td>97.6%</td>
<td>95%</td>
</tr>
<tr>
<td>Millington HS</td>
<td>96.5%</td>
<td>97%</td>
</tr>
<tr>
<td>George MS Career College Academy</td>
<td>96.5%</td>
<td>96%</td>
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<tr>
<td>Gentle Tempest Charter School</td>
<td>96.5%</td>
<td>96%</td>
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<tr>
<td>Nation A Prep Academy</td>
<td>96.5%</td>
<td>96%</td>
</tr>
<tr>
<td>Joseph A. Craig Charter School</td>
<td>100%</td>
<td>97%</td>
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<tr>
<td>Joseph E. Clark Preparatory High School</td>
<td>94%</td>
<td>96%</td>
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<tr>
<td>Lawrence St. Coole Preparatory High School</td>
<td>95%</td>
<td>95%</td>
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<tr>
<td>Lake Norman West Preparatory High School</td>
<td>95%</td>
<td>95%</td>
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<tr>
<td>I.B. Lewis I.B. High Preparatory High School</td>
<td>95%</td>
<td>95%</td>
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<tr>
<td>Makalai John Junior High School</td>
<td>96.5%</td>
<td>96%</td>
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<tr>
<td>Mary E. Collins Preparatory High School</td>
<td>95%</td>
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<tr>
<td>McSherry HS Preparatory School</td>
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Govan, 2017

Student Outcomes
LEAP Performance - All Grades, All Subjects

End of Course Exams - All Subjects
Graduation Rates

**Data to Action**

Govan, 2017
Advocacy

- Development of Recommendations
- Presentations to Key Stakeholders
- Policy Recommendations
- Community Engagement (Family Engagement & Trainings)

Action

- State Action
  - Make data available on opportunity gaps
  - Create accountability measure to close opportunity gaps
  - Enact statewide strategy to address opportunity gaps
  - Examine existing policies that perpetuate/exacerbate disparities (e.g., funding policies)
- District Action
  - Adopt equity statement
  - Allocate funding to address opportunity gaps
  - Publish Equity Report Card
- School Action
  - Adopt equity statement
  - Focus on policies re: discipline
  - Family engagement to examine impact of policies
  - Alternatives to train out-of-field teachers
- Community Action
  - Facilitate a narrative shift
  - Inform community stakeholders about inequities
  - Develop partnerships with schools/district
  - Advocate for policy change at the school, local and state level
  - Organize community stakeholders
Discussion

- Any Questions?

Thank You!

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