Identifying and Dismantling Drivers of Gaps and Segregation

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Segregation Is Happening Now


Race- or Income-Based Gaps Are Not Normal
“Every System Is Perfectly Designed to Get the Results it Gets”
(Edwards Deming)

The Segregation and Gaps Wall

- Every brick supports another
- Together, the small bricks explain modern day school segregation policy
Do wealthy, White, and educated parents have systematic advantage in enrolling their children to the best schools?

- Better access to information
- Unfair lottery design
- Midyear enrollment

What can be done?

- Invest in consulting to low-income families
- Prioritize choice by neighborhood school ratings/existing choices
- Monitor school waitlists
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- How are expulsions used for different groups of students?
- Is there significant midyear mobility?
- Do different public schools demonstrate the same commitment to educate all students?

What can be done?

- Establish a superintendent committee to all expulsions
- Ban academic performance as reason for expulsions
- Establish a service for parents who feel they were mistreated
- Monitor midyear mobility
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- Do different schools demonstrate the same commitment to serve students below grade level, English learners?
- What is the purpose and use of “alternative” schools?

Is growth emphasized in every single measure?
- Are proficiency rates used?
- Are schools rewarded or punished for enrolling students below proficiency?
What can be done?

- Measure what happens in the school (growth)
- Link graduation rate to the original school

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- Which are the “bad schools”? Which are the “good schools”?
- What goals were communicated to the public?
- Is there a “Pygmalion” effect in the accountability system?

What can be done?

- Communicate high expectations for all students.
- Celebrate growth

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What is the real per-pupil investment?

- PTO money
- Teachers’ pay
- Competitive grants
What can be done?

- Identify the “real” per-pupil funding
- Make investments equitable
- Regulate PTO

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- Are support systems aimed at the schools who need them the most?
- Do low-performing charter schools have a pathway for improvement?
What can be done?

- Offer (or require) state intervention where autonomy fails
- Support district-level functions
- Tie support to accountability and prioritize support over accountability

Inequitable access to teachers is the last and most important brick, the main driver of inequities and a result of all the rest.
What can be done?

- Develop aggressive state policy to close gaps in the access to effective teachers
- Diversify the educator workforce

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References