Educational Equity: The Fight for Our Children and Our Future

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EDUCATIONAL EQUITY: 
THE FIGHT FOR OUR CHILDREN 
AND OUR FUTURE 

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Center for Law & Social Policy
SESSION PURPOSE

1. Identify the key factors in preparing students for postsecondary education and careers, as defined by research.
2. Quantify the disparities in these factors for high-minority and high-poverty schools.
3. Identify examples of how local education agencies can close the disparities.
4. Identify opportunities for legal action to support the closing of these disparities.
DEFINING READINESS FOR POSTSECONDARY EDUCATION AND CAREERS
4 ELEMENTS OF READINESS

Source: David T. Conley, Redefining College Readiness, Educational Policy Improvement Center, 2007.
Element 1: Cognitive Strategies

Students need to cultivate the ways of thinking and processing information that are necessary for college-level work.

- Intellectual openness
- Inquisitiveness
- Analytic skills
- Construction of well-reasoned arguments
- Evaluation of varied or conflicting perspectives
- Precision and accuracy
- Formulating hypotheses
- Developing problem-solving strategies
Element 2: Content Knowledge

Students need core knowledge in all subject areas that will serve as the foundation for future learning and provide students with the context and basis for processing more rigorous material.

• Mastery of basic concepts in:
  • English
  • Mathematics
  • Science
  • Social studies
  • World languages
  • Arts
  • Research methodologies
  • Writing skills (expository, descriptive, and persuasive)
Element 3: Academic Behaviors

Students need to learn behaviors that reflect student self-awareness, self-monitoring, and self-control. Students should be able to demonstrate ownership of the learning process.

- Setting goals
- Seeking help
- Persisting in courses
- Appropriately communicating with teachers
- Time management
- Prioritizing coursework
- Good note-taking
- Organization
- Successful participation in study groups
Element 4: Contextual Skills & Awareness

Students need a specific understanding of how college operates as a system, as well as college culture.

- Understanding expectations
- Interacting with professors
- Interacting with peers
- Selecting an appropriate college
- Navigating the application and admissions process
- Obtaining financial aid
- Registering for classes
- Getting academic support
- Getting support for physical and mental health
WHAT IS THE DISPARITY?
Reframe The Conversation
From student deficits
To system deficits
FACT #1:
Higher level courses are less likely to be offered in minority schools.
Students with Access to Full Range of Math & Science Courses, by race and ethnicity

- White: 71%
- Two of more races: 70%
- Asian: 68%
- Native Hawaiian/Other Pacific Islander: 67%
- Hispanic/Latino of any race: 57%
- Black/African American: 47%
- American Indian/Alaska Native: 0%

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12
High Schools Course Offerings, by Black/Latino Student Enrollment

- Algebra II
  - High Schools with Highest Black/Latino Enrollment: 74%
  - High Schools with Lowest Black/Latino Enrollment: 83%
- Chemistry
  - High Schools with Highest Black/Latino Enrollment: 66%
  - High Schools with Lowest Black/Latino Enrollment: 78%

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12
FACT #2:
Students of color are not encouraged and supported to enroll in higher level classes.
Enrollment in Algebra II & Calculus, by race and ethnicity

- **Enrollment in High School**
  - American Indian/Alaska Native: 5%
  - Asian: 16%
  - Native Hawaiian/Other Pacific Islander: 21%
  - Black/African American: 54%
  - Hispanic/Latino of any race: 64%
  - Two or more races: 0%
  - White: 0%

- **Algebra II enrollment**
  - American Indian/Alaska Native: 6%
  - Asian: 16%
  - Native Hawaiian/Other Pacific Islander: 21%
  - Black/African American: 54%
  - Hispanic/Latino of any race: 64%
  - Two or more races: 0.5%
  - White: 0.5%

- **Calculus enrollment**
  - American Indian/Alaska Native: 1%
  - Asian: 16%
  - Native Hawaiian/Other Pacific Islander: 21%
  - Black/African American: 54%
  - Hispanic/Latino of any race: 64%
  - Two or more races: 2%
  - White: 0.4%

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12
AP Enrollment, Exam Taking, and Passing, by race and ethnicity

- Enrollment in High School
- Enrolled in at least one AP course
- Taking at least one AP exam
- Qualifying Score on at least one AP exam

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12
FACT #3: Students color are less likely to be taught by experienced teachers, particularly those in low-income families.
This represents over 720,000 students of color being taught by first-year teachers.
# Likelihood of Having Novice Teacher

High Schools in Nation’s 100 Largest Districts (2011-12)

<table>
<thead>
<tr>
<th></th>
<th>Total Percent Novice Teachers (1st and 2nd year)</th>
<th>Percent of Certified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Poverty High Schools with Largest Black and Hispanic Student Enrollment</td>
<td>15%</td>
<td>90%</td>
</tr>
<tr>
<td>All High Schools with Largest Black and Hispanic Student Enrollment</td>
<td>13.5%</td>
<td>91%</td>
</tr>
<tr>
<td>All High Schools with Largest White Student Enrollment</td>
<td>9%</td>
<td>95%</td>
</tr>
</tbody>
</table>
FACT #4: Students of color have insufficient access to high school counselors, particularly those in low-income families.
Percent of High Schools With Access to Guidance Counselors

- 80% High schools with guidance counselors
- 20% High schools without guidance counselors

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12
# Student:Counselor Ratios
## High Schools in Nation’s 100 Largest Districts (2011-12)

<table>
<thead>
<tr>
<th></th>
<th>Student : Counselor Ratio</th>
<th>Percent of Schools with No Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Poverty High Schools with Largest Black and Hispanic Student Enrollment</td>
<td>290 : 1</td>
<td>10.7%</td>
</tr>
<tr>
<td>All High Schools with Largest Black and Hispanic Student Enrollment</td>
<td>332 : 1</td>
<td>9.4%</td>
</tr>
<tr>
<td>All High Schools with Largest White Student Enrollment</td>
<td>368 : 1</td>
<td>6.5%</td>
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ADDRESSING THE BARRIERS
Policy Solutions to Address System Deficits

- Use data to build a solid case for system reform
- School finance reform
- School, district and teacher accountability policies and incentives
- Accreditation requirements for teacher and counselor pre-service training programs
- Advocacy for mandated student-to-counselor ratios
- Equal access to rigorous, college-preparatory coursework
- Parental engagement policies and practices
- Higher education policies for supportive services for low-income and first-generation students
- Higher education financial aid policies
- Career counseling as a component of school advisement/counseling
- Partnerships with employers and workforce system
Civil Rights Data Collection
US Department of Education, Office of Civil Rights

http://ocrdata.ed.gov/

- District or school level searches – summaries & detailed tables
- National summary sheets
- State estimations
Contact Information

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