Equity in US Education: Where Are We?
The Anatomy of Inequality

- Dysfunctional schools
- Unequal access to curriculum
- Inequitable distribution of well-qualified educators
- Unequal school funding
- Poverty and segregation
School Spending is Unequal Across States

Spending is Also Unequal Within States

Expenditures by NY district
- Minimum: $8,542
- 95th Percentile: $20,763
- NY adjusted expenditures: $10,416

Expenditures by CA district
- Minimum: $6,032
- 95th Percentile: $18,025
- CA adjusted expenditures: $6,183

Legend:
- Orange: Expenditures by NY district
- Blue: NY adjusted expenditures
- Yellow: Expenditures by CA district
- Green: CA adjusted expenditures
Teacher Salaries Vary Dramatically (CA)

- Minimum salaries
- Maximum salaries
- BA+60 step 10 salaries
- Minimum adjusted salaries
- BA+60 step 10 adjusted salaries
Low-Salary Districts Serve Higher Need Students (CA)

- Percentage of minority students:
  - Lowest-salary districts (bottom decile): 54%
  - Highest-salary districts (top decile): 32%

- Percentage of English language learners:
  - Lowest-salary districts (bottom decile): 22%
  - Highest-salary districts (top decile): 10%
... And Have Less Qualified Teachers (NY)

Characteristics of High- and Low-Salary Districts in New York (Average Adjusted Salary)

- **Lowest-Salary (Decile 1)**
  - Average percentage of low-income students: 15.8%
  - Percentage of teachers without a permanent credential: 13%
  - Percentage of teachers with a BA + 30 units or lower: 15.5%
  - Percentage of teacher with fewer than 3 years experience: 10.8%

- **Highest-Salary (Decile 10)**
  - Average percentage of low-income students: 39.2%
  - Percentage of teachers without a permanent credential: 23.8%
  - Percentage of teachers with a BA + 30 units or lower: 15.5%
  - Percentage of teacher with fewer than 3 years experience: 10.8%

**Percent**

0 5 10 15 20 25 30 35 40 45
Low-Salary Districts also have Larger Classes

<table>
<thead>
<tr>
<th>High Salary Districts</th>
<th>Low Salary Districts</th>
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<tbody>
<tr>
<td><img src="image" alt="Images of students in classes" /></td>
<td><img src="image" alt="Images of students in classes" /></td>
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The table shows that Low-Salary Districts have larger classes compared to High Salary Districts.
Internationally, High Performers Combine Quality with Equity
Resource Equity is Associated with Achievement

Note: Equity in resource allocation refers to the difference in the index of quality of schools' educational resources between socio-economically advantaged and disadvantaged schools.
Outcomes of Equity Investments in New Jersey

New Jersey Math Achievement Trends
4th Grade NAEP

Source: National Assessment of Educational Progress, NAEP Data Trends
Key Elements of a New Accountability System
Federal Strategies

Rationalize and equalize allocations of ESEA resources across states
- Allocate dollars based on indicators of student need, adjusting for cost-of-living differentials, rather than spending measures that disadvantage poor states.

Enforce existing ESEA comparability provisions
- Ensure equitable funding and equally qualified teachers to schools serving different populations of students

Require states to report on resource indicators as well as achievement
- Report funding; teacher qualifications; curriculum opportunities; books, materials, and equipment, and facilities quality.

Assess progress on resource measures as part of state plans
- Tie federal funding to progress on resource equity
- Require states to meet resource standards for underperforming schools