ARC’S LEADERSHIP SUMMIT 2019

FULFILLING THE PROMISE OF HIGH-QUALITY CURRICULUM

#ARCLeads19
Education, Racial Inequality and the Future of American Democracy: Can the American Dream Belong to All of Us?

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Schools have integrated immigrants.
Schools have helped break racial barriers.
Current State of School Integration

• 42 percent of Latino students and 40 percent of Black students attended schools where less than 10% of peers were white in 2016.

• High-poverty, racially segregated schools have fewer experienced teachers, advanced courses, and extracurricular opportunities.

• A large body of research shows that nonwhite and low-income students who attend integrated schools perform better academically, and experience long-term benefits: higher incomes, lower rates of incarceration, etc.
More on Where We Are:

- The average white student in 2016 attended a school that was 69% white.
- The average Latino student attended a school that was 55% Latino.
- The average Black student attended a school that was 47% Black.
- The average Asian student attended a school that was 24% Asian.
- Between 2006 and 2016, the proportion of white public school enrollment in the suburbs fell by 10 percentage points to 47 percent.
Interesting…

- **New York** remains the most segregated state for African American students with **65% of African American** students in intensely segregated minority schools.

- **California** is the most segregated for Latinos, where **58%** attend intensely segregated schools.

- The typical Latino student is in a school with only **15% white** classmates.
Discussion

• Why does it matter?
• Should we be concerned about growing racial segregation in schools?
Many schools face double segregation by race and class: schools can’t address challenges related to poverty alone.
Disinvestment in Urban Schools
Poverty is increasing.

• 22% of all children in the U.S. live in households with incomes that fall below the poverty line (National Poverty Center, University of Michigan).

• 2nd highest child poverty rate among wealthy nations (UNICEF).

• 50 million people, 16% of population in poverty (U.S. Census 2012).
  • California, District of Columbia, Arizona, Florida, and Georgia have highest rates.
Child and Family Poverty in the U.S.

Figure 5.
Poverty Rates by Age: 1959 to 2009

Notes: The data points are placed at the midpoints of the respective years. For information on recessions, see Appendix A. Data for people aged 18 to 64 and 65 and older are not available from 1960 to 1965.

Inequality is growing.

“The United States has become the most unequal country among the advanced industrial countries...We have less opportunity than not only all of Europe, but any of the advanced industrial countries for which there’s data. And what that means is very simple: The life chances of an individual are more dependent on the income and education of his parent than in other countries. And an implication of that is people born in the bottom, who unfortunately chose the parents who were poor or not well-educated, will be more likely not to be able to live up to his potential.” – Joseph Stiglitz, June 6, 2012
Inequality is increasing racial gaps in academic achievement.

The rich-poor gap is 40% larger today than it was 30 years ago.

“…the rapid growth in the rich-poor educational gap provides a ray of hope: if the relationship between family income and educational success can change this rapidly, then it is not an immutable, inevitable pattern. What changed once can change again. Policy choices matter more than we have recently been taught to think.”
– Sean Reardon, Stanford University
Black-White Wealth Gap 2010

• Black household net worth: $6,314
• White household net worth: $110,500
• Whites in America own 18X as much as Blacks. During Apartheid in South Africa in 1970, the rate was 15X.
Trends in median wealth by race

Note: 2009 update based on asset prices between 2007 and 2009 using Federal Reserve Flow of Funds data.

Poverty is not the problem?

• In the debate over how to fix American public education, many believe that schools alone cannot overcome the impact that economic disadvantage has on a child, that life outcomes are fixed by poverty and family circumstances, and that education doesn’t work until other problems are solved. This theory is, in some ways, comforting for educators…

• Problem is, the theory is wrong. It’s hard to know how wrong—because we haven't yet tried to make the changes that would tell us—but plenty of evidence demonstrates that schools can make an enormous difference despite the challenges presented by poverty and family background.

– Joel Klein, Janet Murguia, Michael Lomax, Washington Post, April 9, 2010
OUR KIDS
The American Dream in Crisis
ROBERT D. PUTNAM
author of Bowling Alone

NEW YORK TIMES BESTSELLER
School Suspension Rates

*Frequency and Racial Disparity*

School suspensions have risen steadily since the early 1970s, and racial disparities have grown considerably as well.²⁸

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**Figure 1. Racial Impact of the Rising Use of Suspension²⁹**
Graduation Rates

On-time high school graduation rates, by subgroups

Source: OSPI
The achievement gap is an educational manifestation of social inequality:

- Preparation Gap
- Allocation Gap
- Gaps in Opportunities
The Advantage of Wealth in College

• A low-income college student with top math scores has the same chance of graduating with a bachelor’s degree (41 percent) as a rich student with mediocre scores.

• “…class trumps ability when it comes to college graduation.”

– NY Times, June 2, 2015
Race, Education and Income

$70,000
$60,000
$50,000
$40,000
$30,000
$20,000
$10,000
$0

Race
Education
Income

Total
High School
Some College
Bachelor
Advanced

White
Asian
Black
Latino
Opportunity Gaps

- 40% of public schools do not offer pre-school.
- 57% of Blacks, 67% of Latinos, and less than 50% of Native Americans have access to AP courses and full range of math and science classes.
- 81% of Asian Americans and 71% of Whites have access to AP courses and full range of math and science classes.
Essential Questions

• Under what conditions are schools able to mitigate the effects of poverty and exert a positive impact on the communities and children they serve?

• What can schools do to prepare children to participate in a diverse society even in non-diverse schools?

• What kind of education is needed for schools to play a role in expanding opportunity and breaking the cycle of poverty?
Community Schools

A community school is a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community engagement leads to improved student learning, stronger families and healthier communities.

– Coalition for Community Schools, Washington, D.C.

Types: Beacon schools, Comer Model, full service schools
Harlem Children’s Zone
Comprehensive Educational Strategies
Career and Technical Education to Promote Local Development

East Bay Biotech Academy

- Partnership between seven East Bay high schools, two community colleges, one university, and five Biotech firms
- 90% of students graduate college and career ready
- Website: http://www.biotechpartners.org
Promising Models

• Renewable energy project – Central HS, Newark, NJ

• Small business incubator – Big Picture School, Providence, RI

• Urban Health Medical Sciences Program – Bronx, NY

• Year Up – Internships in high tech and finance – 12 cities – 2,000 youth served
Performance-based Assessment
School of the Future, NY
Students in Control of Learning at Hollenbeck Middle School, L.A.
Popular Culture to Increase Engagement
Sacramento Area Youth Speaks
Parent Power in the Eastern Cape
Need for a Broader and Bolder Approach

• Need for a more holistic and integrated approach that links education to community development
• Expanded and enriched learning opportunities
• Early childhood education
• Coordinated access to health care and other social services to address social needs
• Shift policy focus on capacity building rather than accountability
Building School Capacity

- Teaching and Learning
- Extended Learning
- Safety, mentors
- Community partners - Universities
- Family engagement
- Health and Nutrition
Teaching and Learning

70%
Teaching and Learning

- OBSERVED 1,000 lessons
- REVIEWED 5,000 classroom assignments
- ANALYZED 20,000 student work samples
- COLLECTED 30,000 student surveys
- INTERVIEWED 50 students
- 88% of the time
- 71% met demands
- >50% had As and Bs
Teaching and Learning

- High expectations from teachers
- Consistent opportunities to complete grade-appropriate assignments
- Learning experiences that get students deeply engaged
- Instruction that gets students doing most of the thinking

16%
Teaching and Learning

- 53 hours per week
- 82% support the standards
- 79% want more training on the standards
- 30% of teachers say they welcome feedback from their school leaders
“The fact that daily instruction does not prepare students for their aspirations in sweeping numbers is happening alongside extraordinarily hard work and eager learning from the vast majority of educators. Both can be true.”

40%
The *Opportunity Myth* shows us the costs of our current paradigm and invites us to reconsider:

- Paradigms about what we are supposed to do.

- Our biases about who can do what work.
Change is Inevitable

• Census: Minority babies are now majority in United States

• Census: Whites no longer a majority in U.S. by 2043
## Highlights from the Report

**Gateway 1**  
Text Quality and Complexity, and Alignment to Standards with Tasks and Questions Grounded in Evidence  
- Text sets are rich in academic language and present universal and multiple multicultural themes that integrate other content areas.  
- Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.  
- Materials support students’ increasing literacy skills over the course of the school year.

**Gateway 2**  
Building Knowledge with Texts, Vocabulary, and Tasks  
- Students are supported through the writing process and various activities are placed throughout units to ensure students’ writing skills are increasing throughout the year.  
- Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.  
- ARC Core includes a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

**Gateway 3**  
Instructional Supports and Other Usability Indicators  
- Materials support teacher learning and understanding of the standards  
- ARC Core offers teacher resources and tools to collect data about student progress on the standards.  
- Materials provide strategies for meeting the needs of a range of learners so that content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

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Read the Full Review at [www.edreports.org](http://www.edreports.org)
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