



# SECC EQUITY SUMMIT

Accountable Leadership:  
Opportunities for Equitable Systems

**SOUTHEAST**  
Comprehensive Center  
at American Institutes for Research



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# Identifying and Dismantling Drivers of Gaps and Segregation

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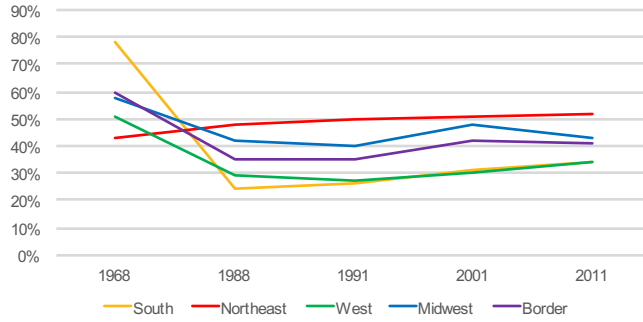


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# Segregation Is Happening Now

Percentage of Black Students in 90%-100% Minority Schools



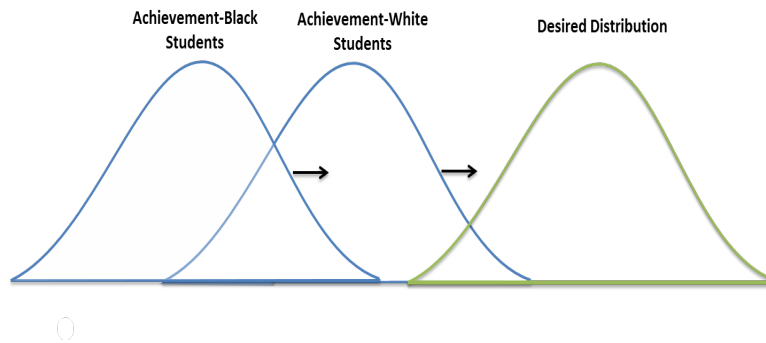
Data from: Orfield, G., Frankenberg, E., Ee, J., & Kuscera, J. (2014). *Brown at 60: Great progress, a long retreat and an uncertain future*. Civil rights project/Proyecto de derechos civiles.



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# Race- or Income-Based Gaps Are Not Normal



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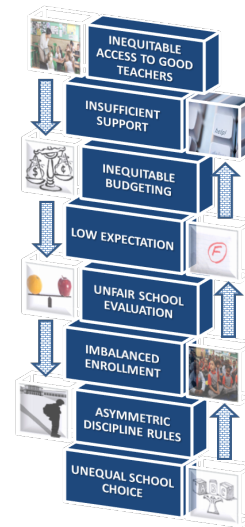
# “Every System Is Perfectly Designed to Get the Results it Gets”

(Edwards Deming)



## The Segregation and Gaps Wall

- Every brick supports another
- Together, the small bricks explain modern day school segregation policy



# The Segregation and Gaps Wall

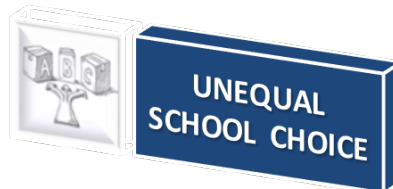
Do wealthy, White, and educated parents have systematic advantage in enrolling their children to the best schools?

- 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



## The Segregation and Gaps Wall

- 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?



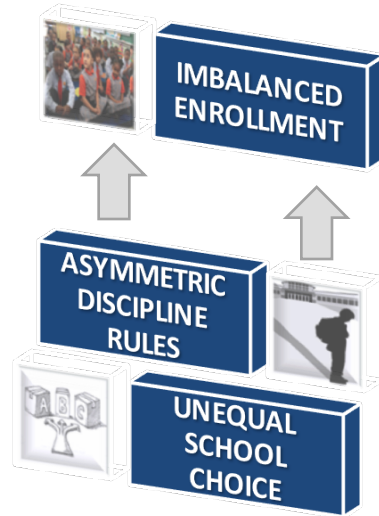
## What can be done?

- 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

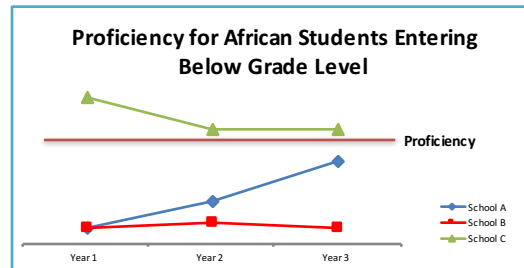


# The Segregation and Gaps Wall

- 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



## The Segregation and Gaps Wall

- 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?



• Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The urban review*, 3(1), 16-20.



## What can be done?

- Communicate high expectations for all students.
- Celebrate growth



## The Segregation and Gaps Wall

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



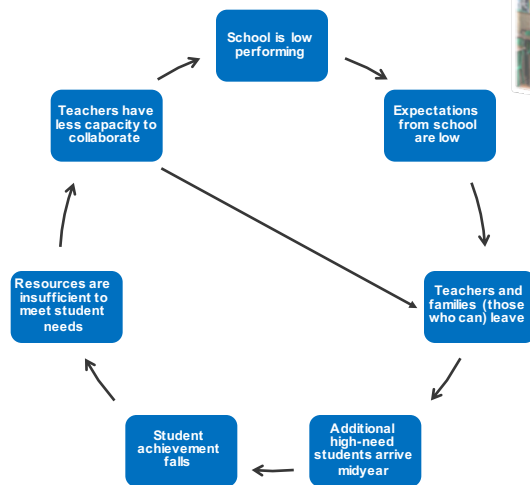
## The Segregation and Gaps Wall

- 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



# The Segregation and Gaps Wall



# References

- Orfield, G., Frankenberg, E., Ee, J., & Kuscera, J. (2014). *Brown at 60: Great progress, a long retreat and an uncertain future*. Civil rights project/Proyecto derechos civiles.
- Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review*, 3(1), 16–20.

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