MA School Finance

- Education Reform Act of 1993-Grand Bargain
- Adequacy, Equity, Stability
- Foundation Budget
- Minimum Standard of Effort
- Financial Aid
- Categorical Grants
- Court Oversight
- Foundation Budget Review Commission
Poverty Matters: The case for a 21st century system of child development and education
The Myth

Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery.

~HORACE MANN
The Challenge

Our school systems and our education reform conversation generally ignore, avoid, minimize or deny the impact of poverty on student success.
Ed reform set out to tackle inequity, to achieve “all means all.” Yet after 20+ years of education reform, there is still a persistent, iron law correlation between socioeconomic status and educational achievement and attainment.
There continue to be disparate outcomes at all levels of the system.
Unequal Outcomes By Race/Ethnicity and Parents’ Education
12th-Grade NAEP Achievement Gaps
Unequal Outcomes by Disability & Language Status

Trends in National High School Graduation Rates, by Student Group

Relationship between Socioeconomic Status and Educational Achievement

Graphic from the *New York Times*, based on 2016 work done by Sean Reardon, Center for Education Policy Analysis, Stanford University.
4th-Grade NAEP Scaled Reading Scores By Economic Status

8th Grade NAEP Scaled Math Scores by Economic Status

Average SAT Score by Family Income Level (2013)
High School Dropout Rate (2012)

High School Graduation Rate (2013)

Percentage of Students Enrolled in a 4-Year College Requiring Remedial Coursework (2013)

Percentage of Students Entering and Completing College by Income Level (2012)

Adverse Experiences of U.S. Children Aged 0-17 by Parental Income (2012)

- Parent divorced/separated: 24
- Repeated any grades: 14
- Parent served time in jail: 11
- Witnessed neighborhood violence: 12
- Witnessed domestic violence: 11
- Has learning disability: 10
- Parent/guardian died: 4

199% FRPL or lower 400% FRPL or higher

Source: National Survey of Children’s Health (2011/2012), authors’ calculations.
Percentage of Children, Age 3-6 Years, in Center-Based Care (1995-2012)

Below FPL | 200% of FPL and above
1995 | 45.6 | 65.8
2001 | 46.6 | 64
2005 | 47.2 | 66.2
2007 | 40.6 | 65.3
2012 | 45.6 | 72.1

Why America Needs a New Engine for Education


IB Enrollment by Income (2014)

- Low Income: 26%
- High Income: 74%

AP Enrollment by Income (2014)

- Low Income: 28%
- High Income: 72%

Source: International Baccalaureate Organization (2014); http://blogs.ibo.org/blog/2016/03/21/access-to-ib-programmes-in-the-us-increases-for-low-income-students/
Figure: Family Enrichment Expenditures on Children, 1972-2006

- Top Income Quintile
- Bottom Income Quintile

**Source:** Duncan & Murnane (2011)
Summer Learning Loss Increases the Achievement Gap

Why does all this matter more than ever before?
Another New Majority: Low-Income Kids

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013
National Average: 51%

SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

Southern Education Foundation. (2015). A new majority: Low income students now a majority in the nation’s public schools. Atlanta, GA.
The Majority-“Minority” in U.S. Public Schools

As of 2014, for the first time, fewer than half of public school students are White.

Racial/Ethnic Makeup of Public School Students 2014

- White: 49.90%
- Black: 15.60%
- Hispanic: 25.40%
- Asian/Pacific Islander: 5.30%
- American Indian/Alaska Native: 1%
- 2 or More: 2.80%


< Data retrieved from the National Center for Education Statistics.
Conclusion: Education Reform Has Not Gotten Us to the Goal of “All Means All”

What do the data show?

Substantial gaps in achievement among different subgroups persist. The reforms of the past two decades - notably standards, accountability, and choice - were necessary but not sufficient.
Why?
Was It the Wrong Goal?

Did We Choose the Wrong Strategies?

http://stockfresh.com/files/d/donatas1205/m/70/1900645_stock-photo-carpentry-background.jpg
Was It the Wrong Delivery System?
Outmoded, Outdated Design
One Size Fits All
Insufficient Time
Doesn’t Address the Impact of Poverty
Defining Success

Students can get and hold a 21st century, high-skill, high-knowledge job that enables them to support a family.

Students become informed citizens and active leaders.

Students become heads of families and lifelong, fulfilled learners.
Primary Focus Areas

Personalize learning

Customize education to the needs of each and every child
Primary Focus Areas

Personalize learning

Customize education to the needs of each and every child

Integrate services

Integrate education with health and social services
There is a well-documented relationship between poverty and poor health outcomes.
Primary Focus Areas

- **Personalize learning**: Customize education to the needs of each and every child
- **Integrate services**: Integrate education with health and social services
- **Out-of-school learning**: Provide all kids with access to high-quality out-of-school learning opportunities
6,000 Hour Learning Gap
Virtually all of the advantage that wealthy students have over poor students is the result of differences in the way privileged students learn when they are not in school…. America doesn’t have a school problem. It has a Summer vacation problem.

-- Malcolm Gladwell, *Outliers*, 2011
Now is the Time
What do we need?

A new, enhanced system of child development and education: a new vision.
The aim of the Education Redesign Lab is to engage in a research-informed design process to create a “new engine” for education and child development. This engine will integrate an array of solutions that seek to mitigate the effects of poverty and level the playing field for all students. We have identified three initial design elements, but we intend for this list of components to grow as our process evolves:

- Personalized Systems of Education & Child/Youth Development
- Student-Centered, Customized Learning
- Integrated Health & Social Services
- Equal Access to Expanded Learning Opportunities