



Long and Short-Run Role of States in Educational Equity

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Talk Outline

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Student educational outcomes are very unequal

- Gaps in test scores between racial/ethnic minoritized students are large and rate of decline has stalled
- Gaps in test scores between income groups are large and have likely increased

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Inequality in K-12 inputs is more complicated

- Spending is modestly favorable to disadvantaged students in nearly all states
- Non-monetary resources tend to be unequally distributed:
 - Policing & Discipline
 - Support services and advanced classes
 - Teacher quality

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Obstacles to equity that remain:

- Spending differences across state borders
- Modest levels of spending progressivity unlikely to increase quality of educational inputs, i.e., teachers
- Consequences of Covid likely to be felt for a long time

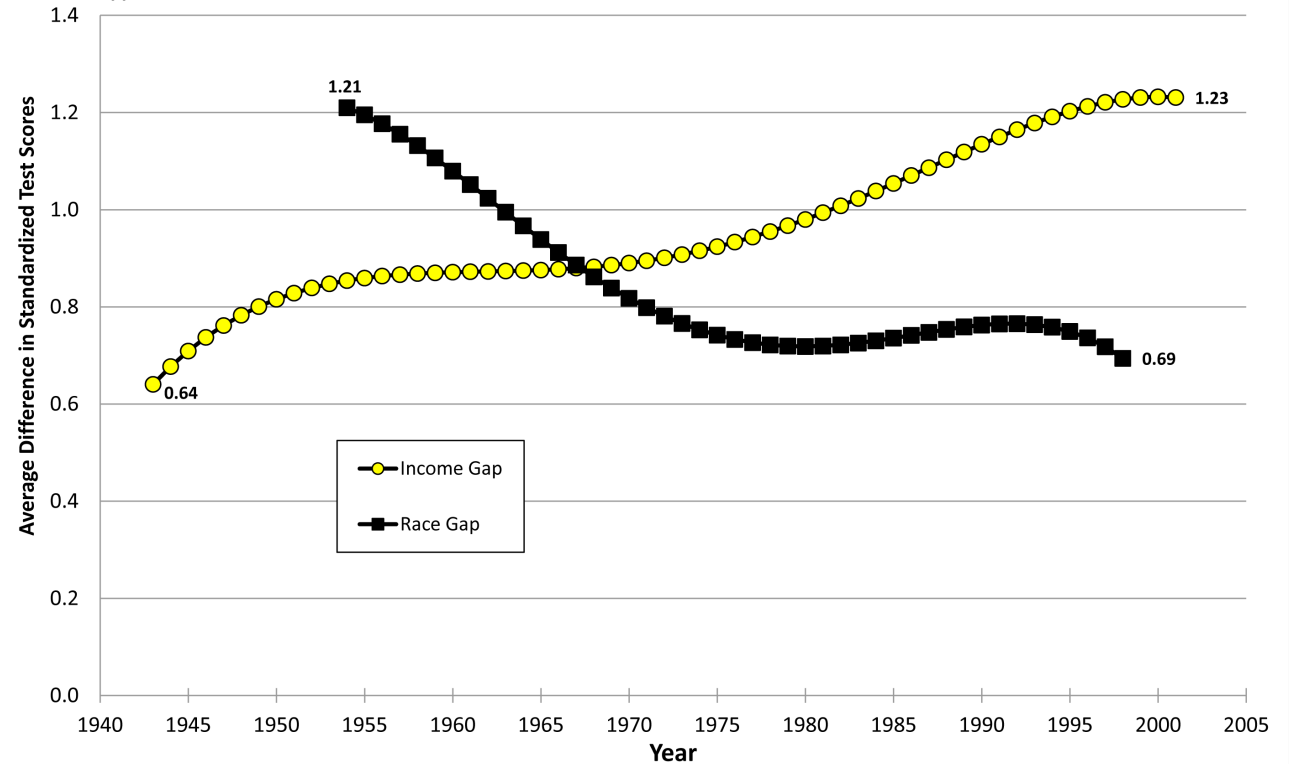


Income achievement gaps have increased

Black-White gaps declined and now steady

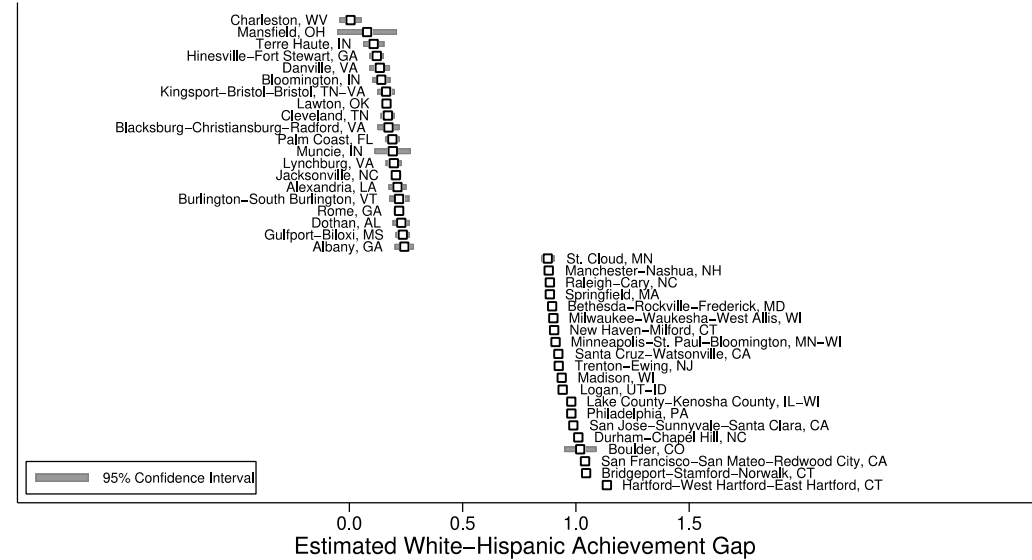
Estimated Gaps in Reading Achievement Between High-Low Income (90/10 Ratio) and Black-White Students, by Birth Year, 1940-Present.

[Scores are drawn from 23 Studies of children from ages 3 to 18 in grades pre-K to 12th; see Table 5.A1 of online appendix @

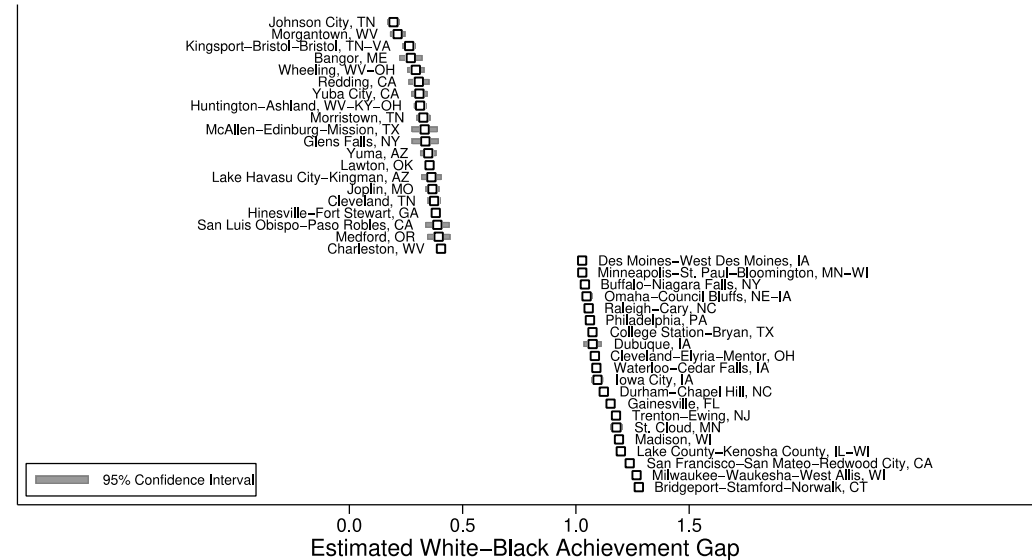


Black-White and Hispanic-White achievement gaps vary among cities

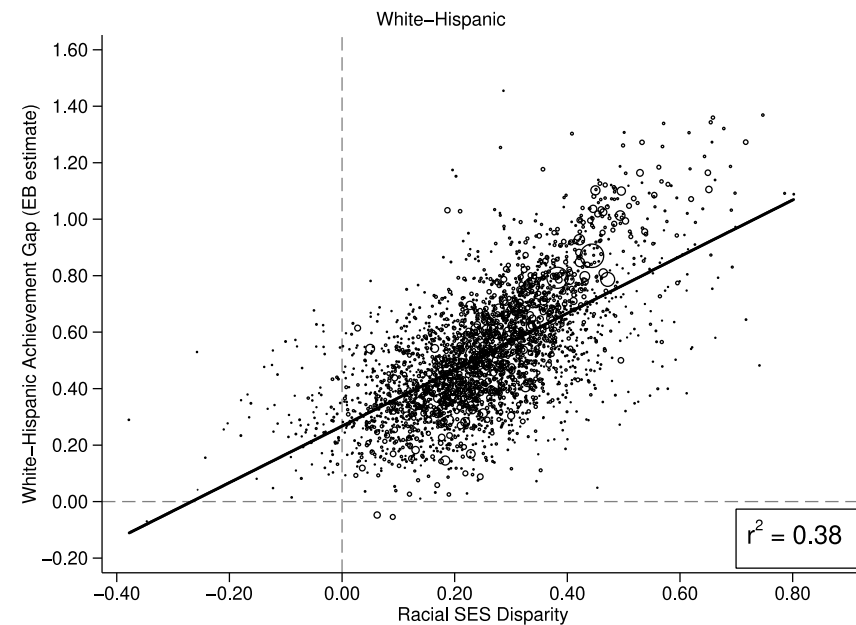
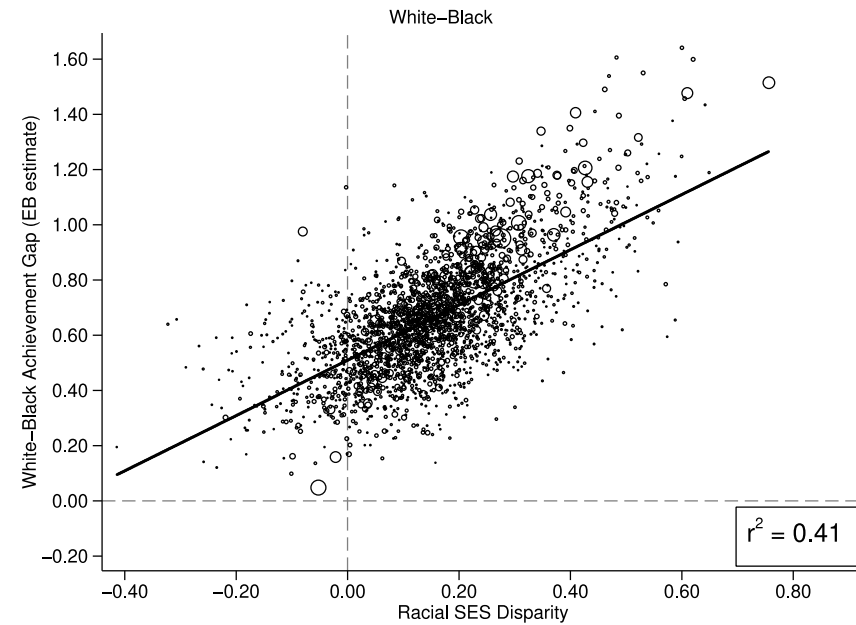
Metropolitan Area White-Hispanic Achievement Gaps, Ranked by Size
20 Metropolitan Areas with the Largest and Smallest Gaps, 2009-2013



Metropolitan Area White-Black Achievement Gaps, Ranked by Size
20 Metropolitan Areas with the Largest and Smallest Gaps, 2009-2013

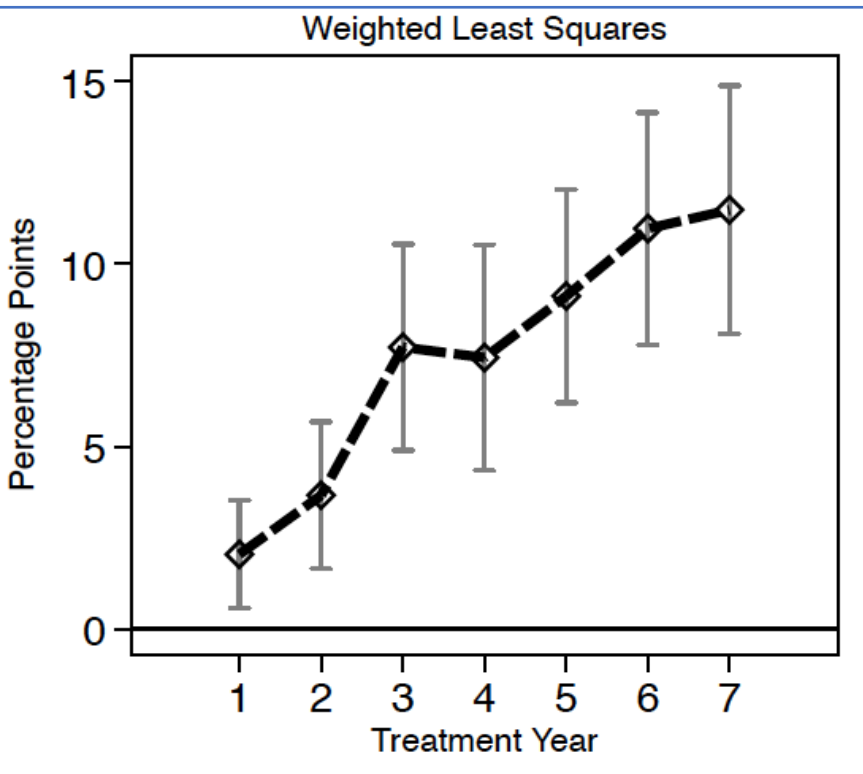


Racial/ethnic achievement gaps explained by racial/ethnic differences in economic advantage



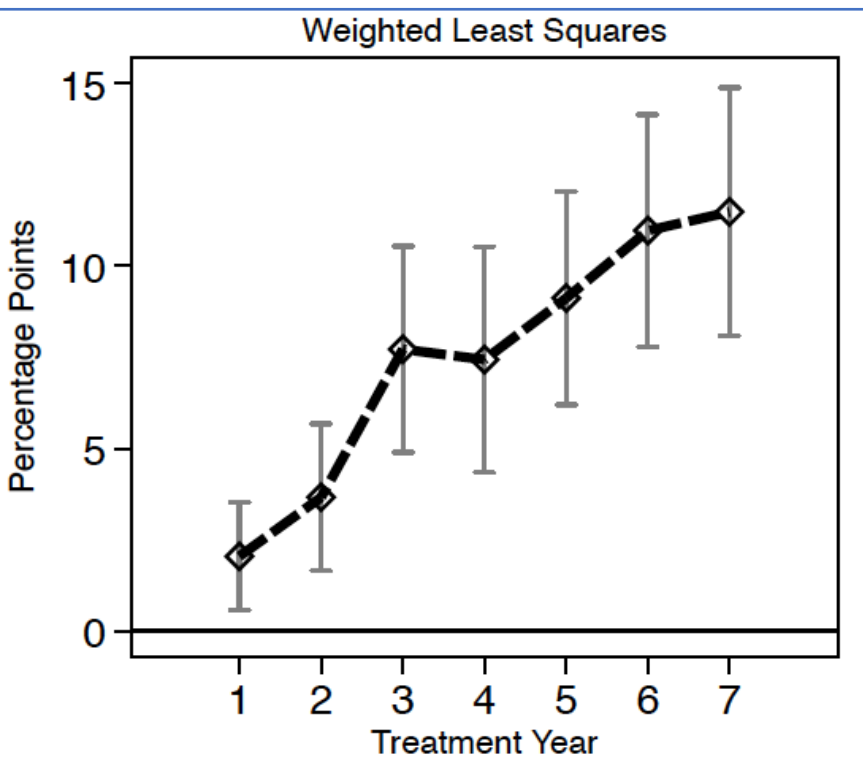
Public policies still matter

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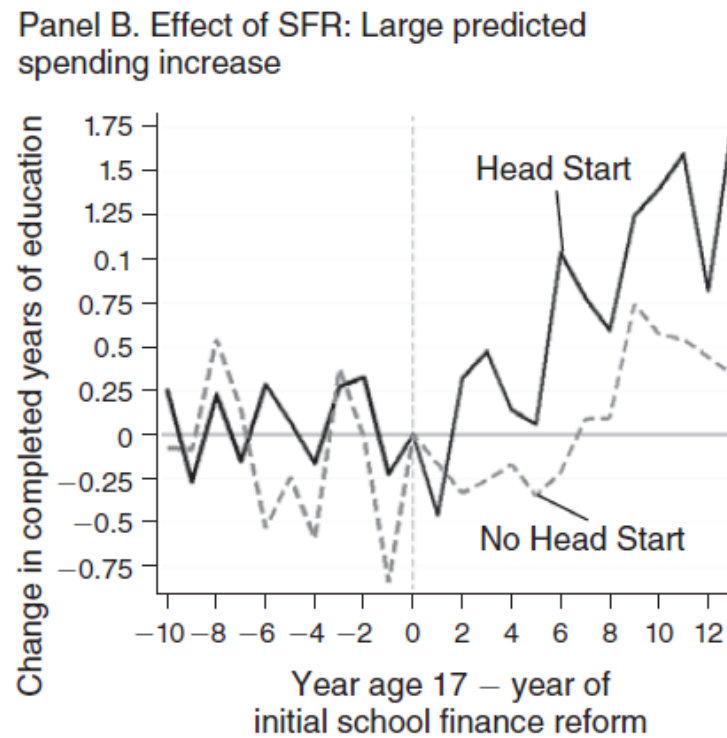


Increased K-12 spending increases graduation rates

Public policies still matter

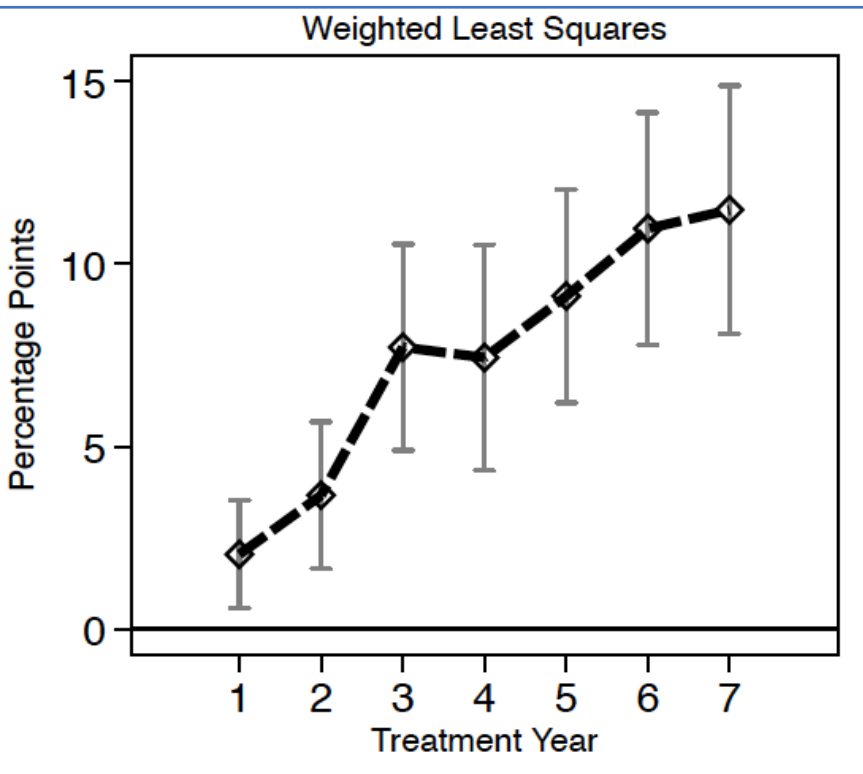


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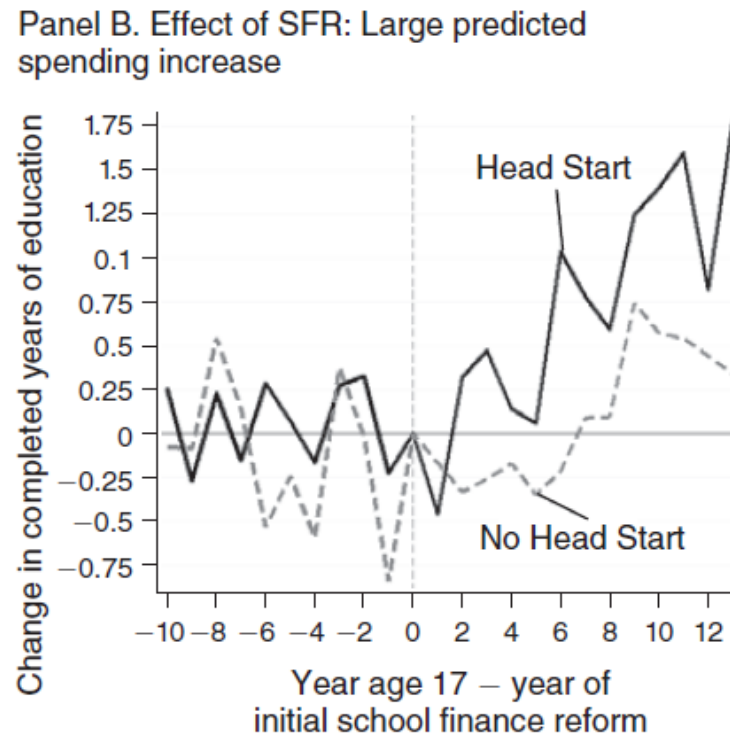


Increased K-12 spending + early childhood education increases educational attainment

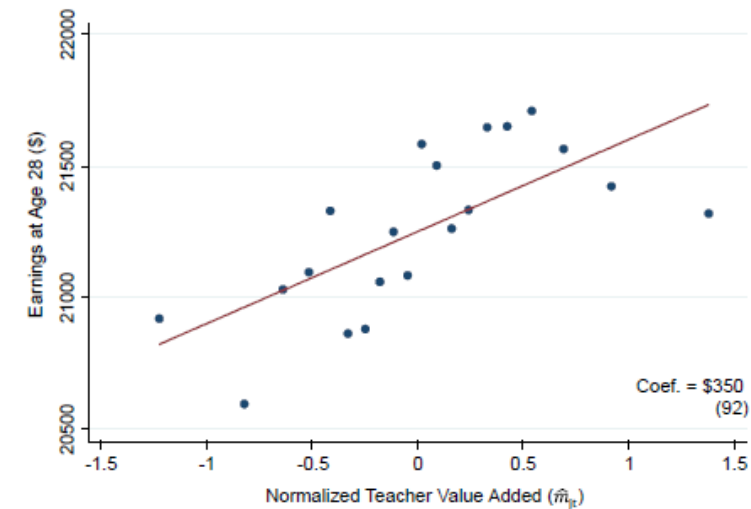
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Increased K-12 spending increases graduation rates



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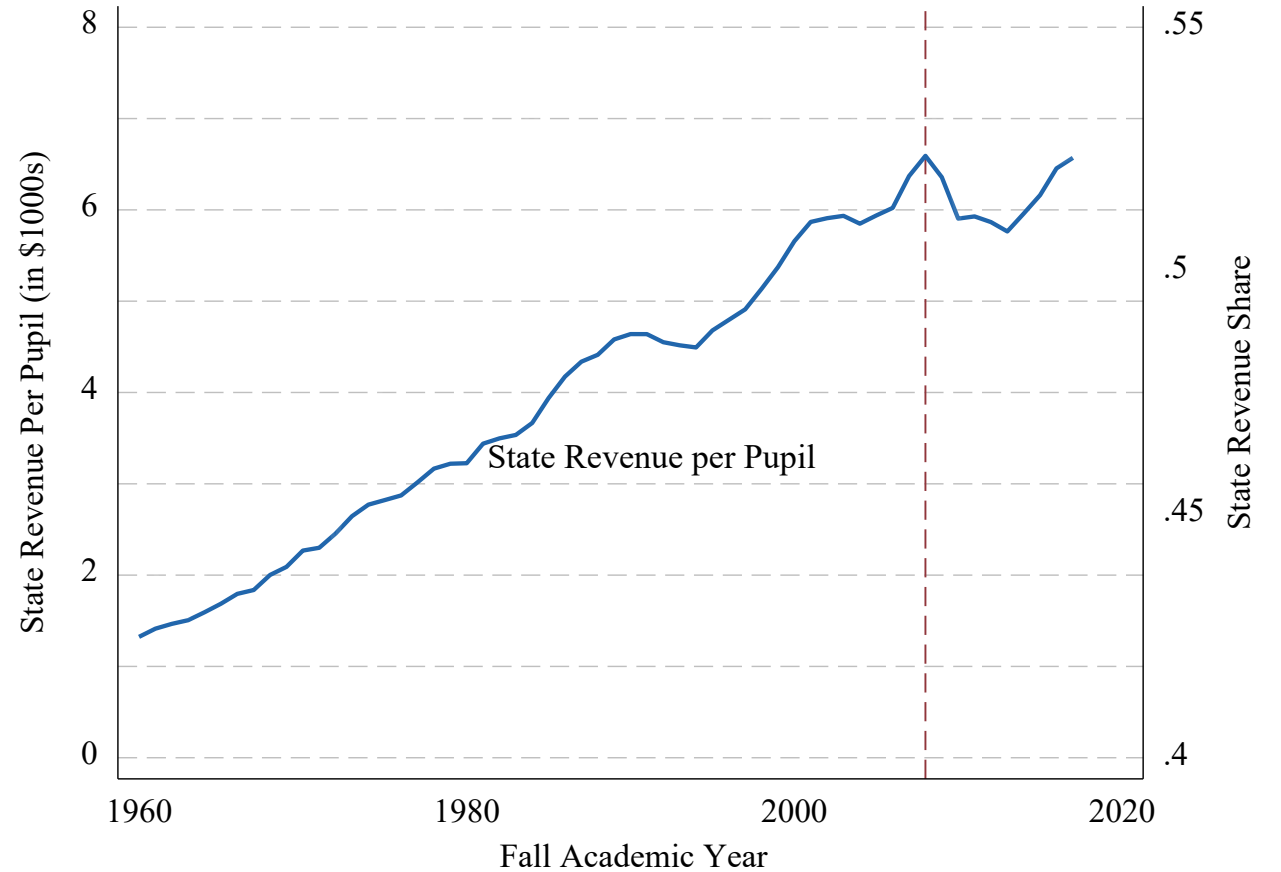
Increased teacher quality increases wages



States are an increasingly important component of K-12 education

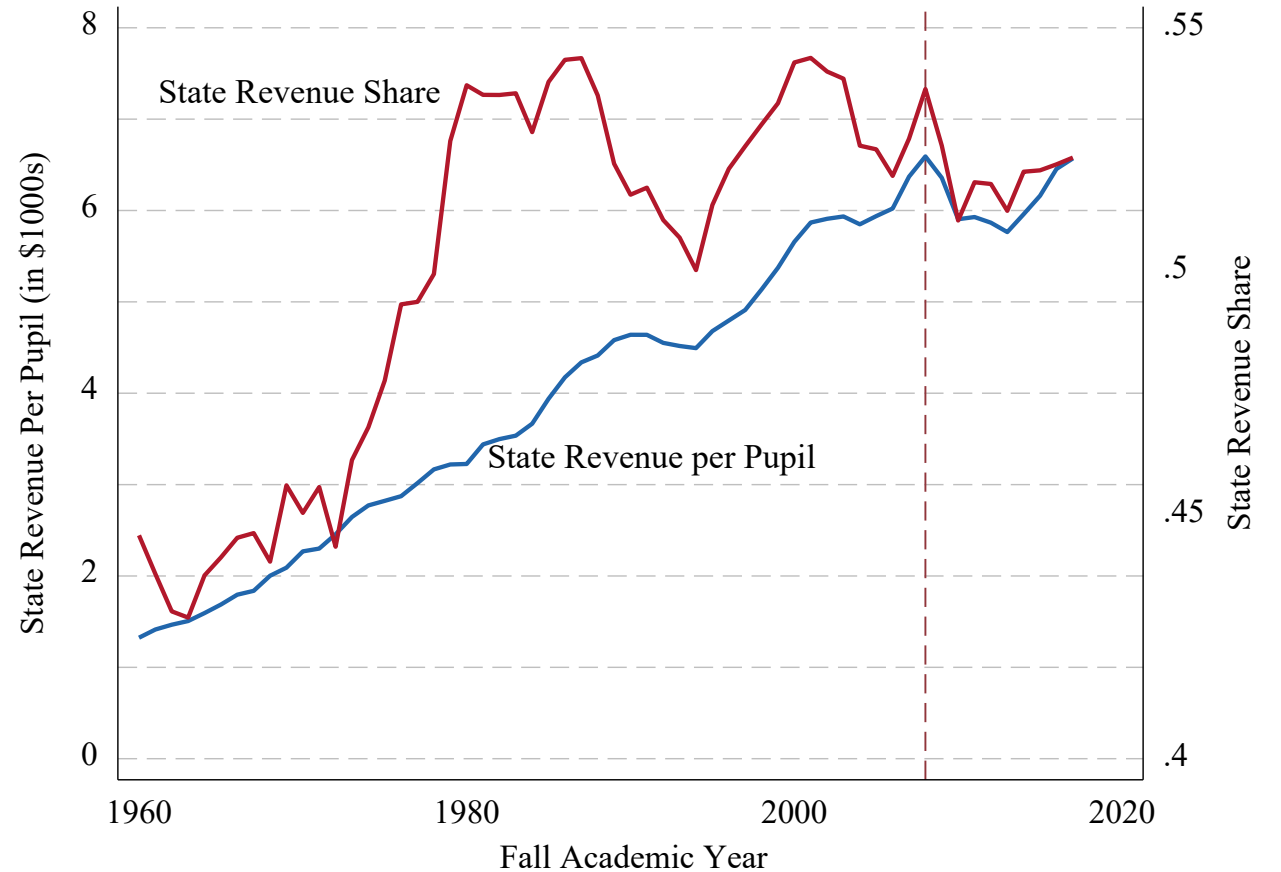


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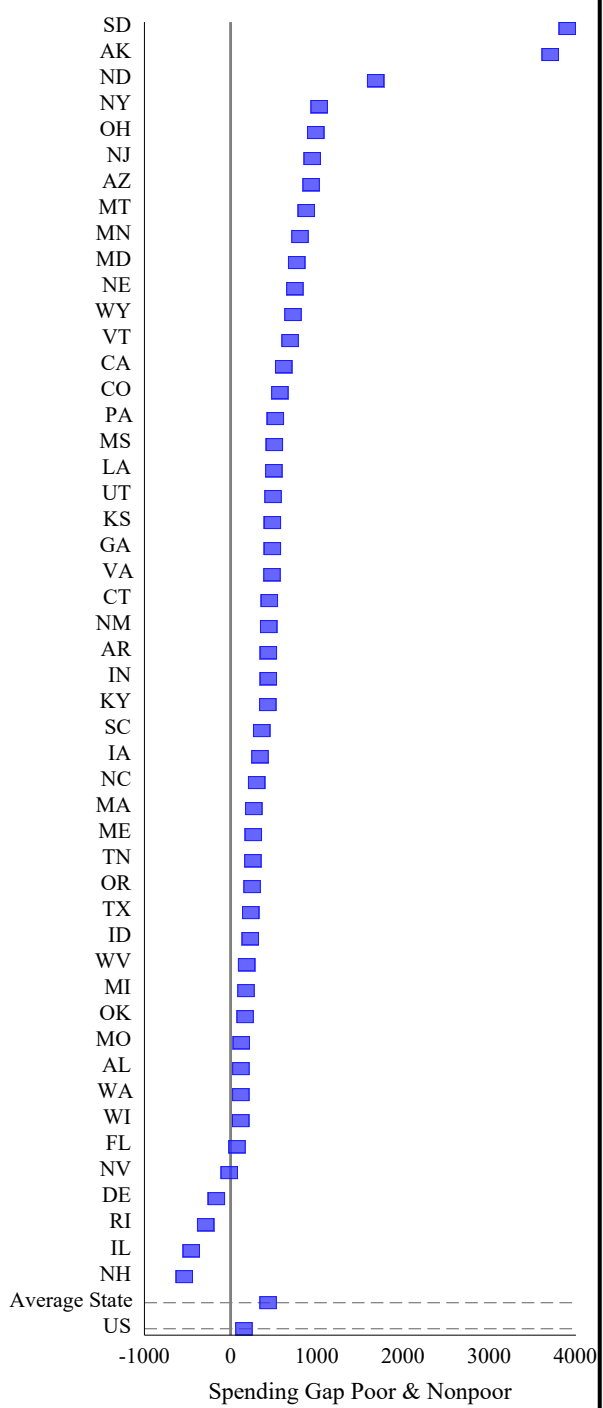




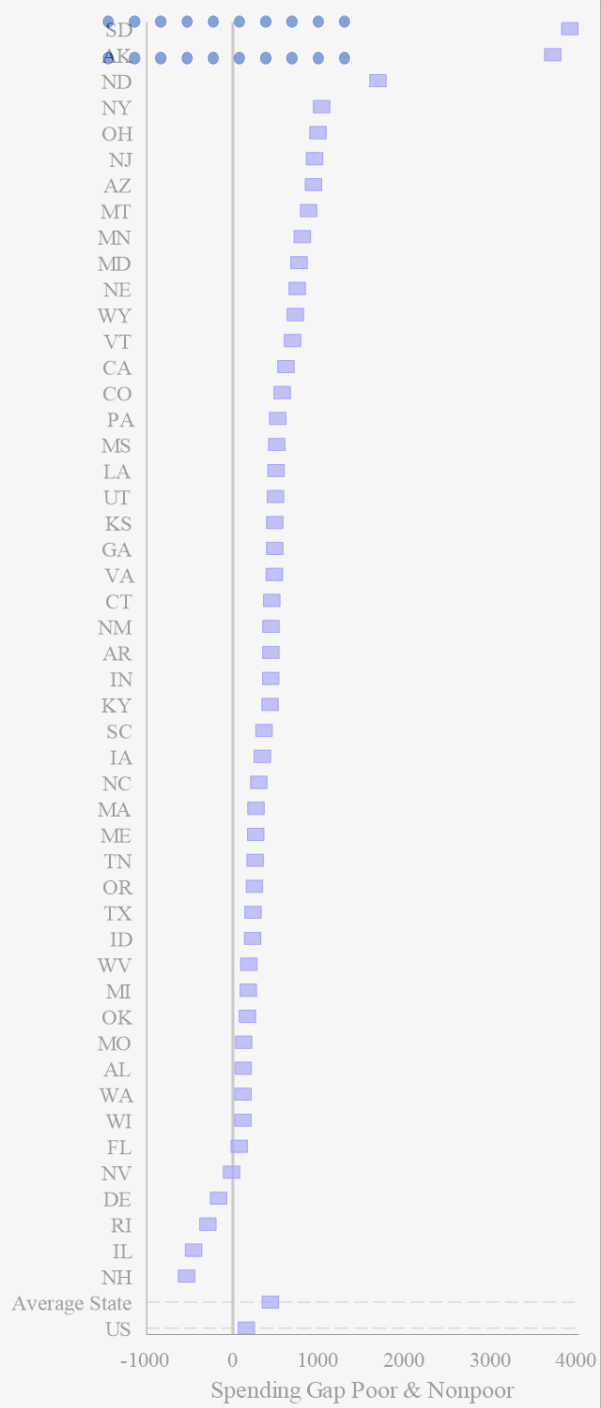
States are the primary
mechanism to equalize
funding



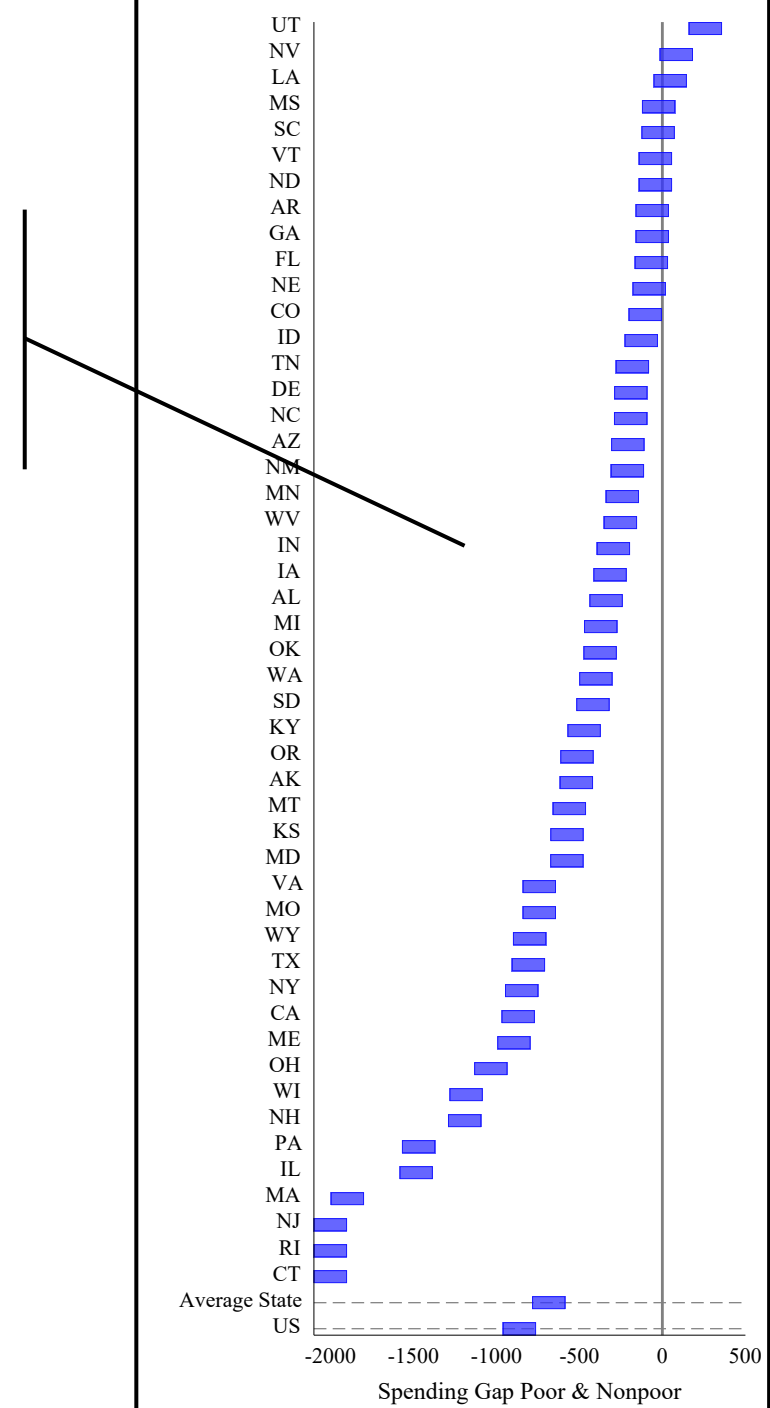
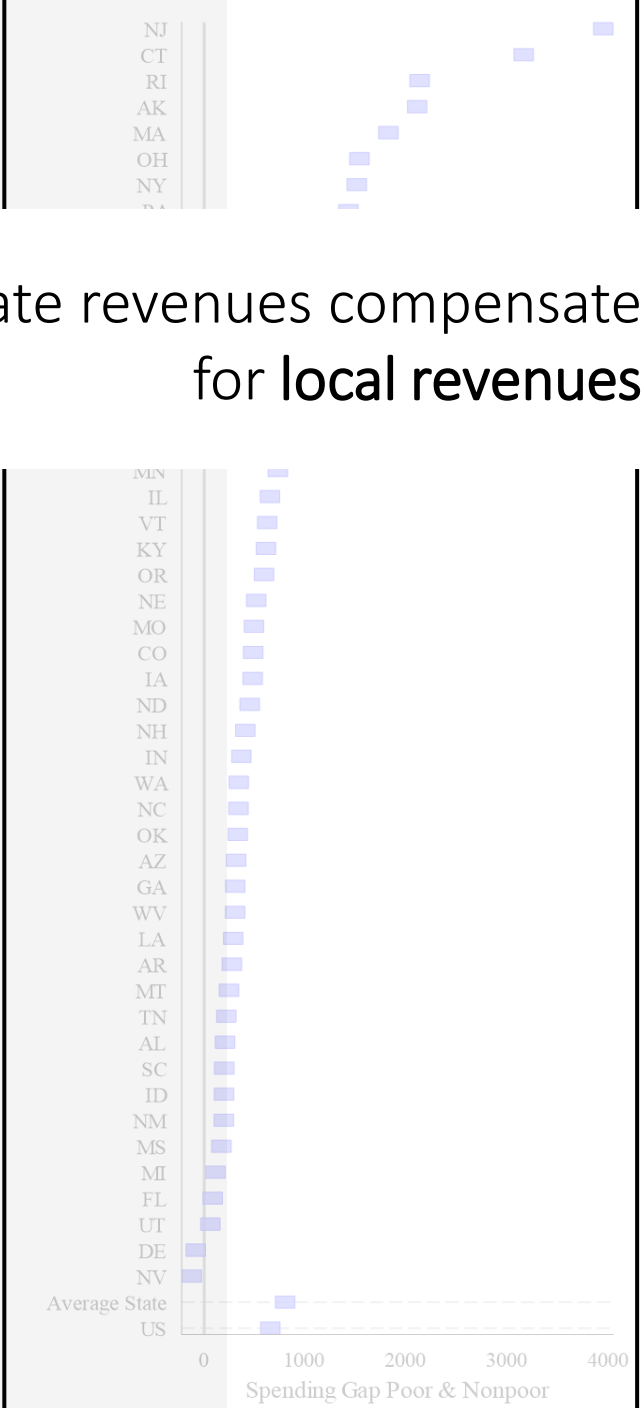
Total revenues per pupil are greater for students in poverty in nearly all states



This is accomplished via the distribution of **state revenues**

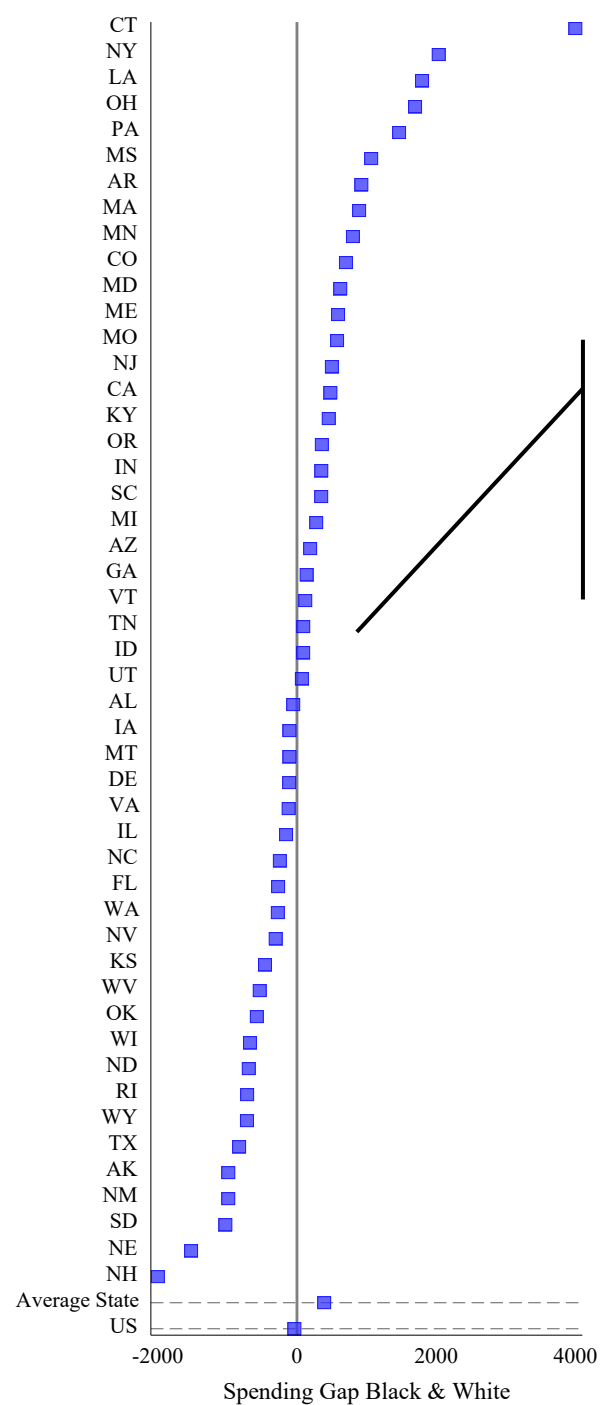


State revenues compensate
for local revenues



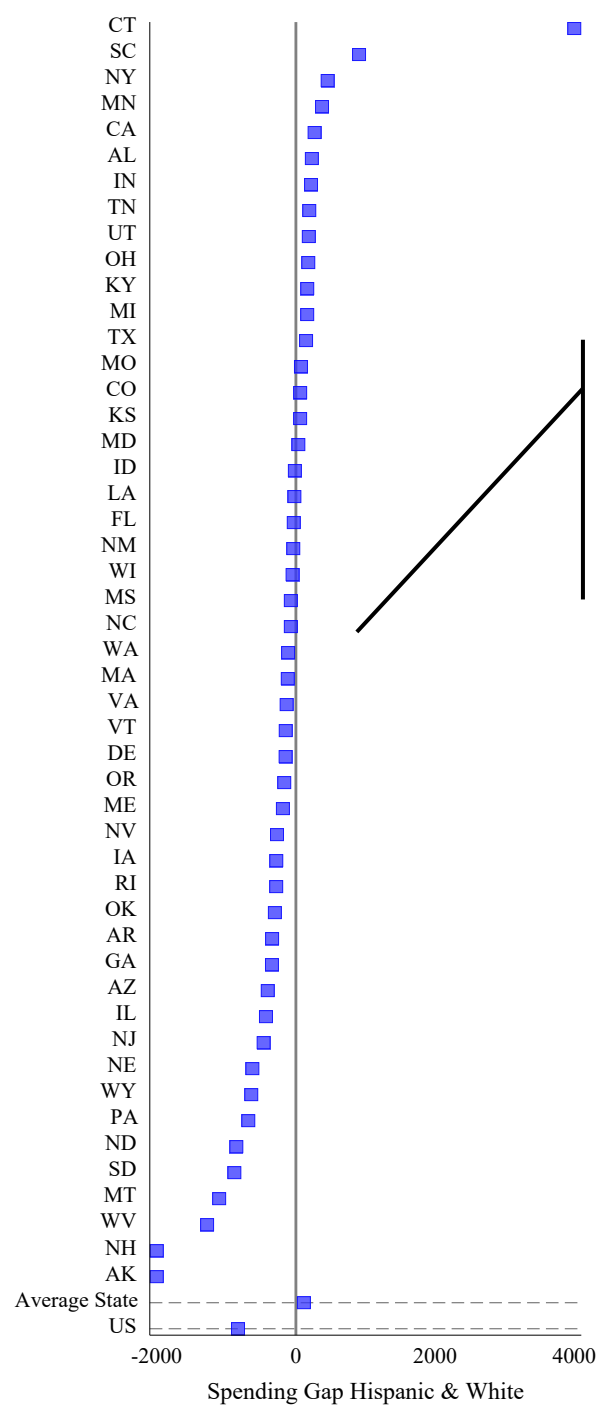


Black students do not benefit equally from state funding formulae



Many more states spend less on Black students than White students

Hispanic students do not benefit equally from state funding formulae



Even more states spend less on Hispanic students than White students



Important to distinguish *within* and *between* state spending

Nation \$8,750			
State A \$10,000		State B \$7,500	
District 1 \$12,000	District 2 \$8,000	District 1 \$8,500	District 2 \$6,500
13,000	11,000		
13,000	11,000		
13,000	11,000		
13,000	11,000		
District 3 \$12,000	District 4 \$8,000	District 3 \$8,500	District 4 \$6,500



State A spends more than State B



Nation
\$8,750

State A
\$10,000

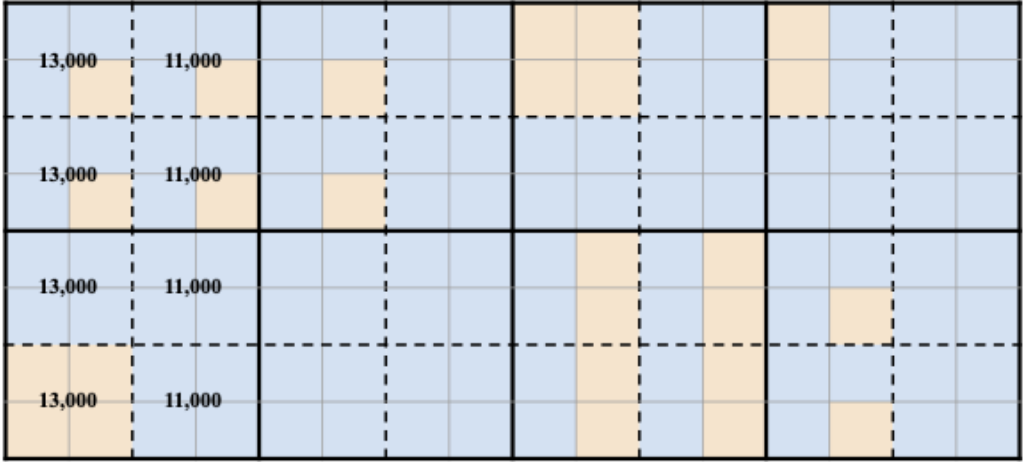
State B
\$7,500

District 1
\$12,000

District 2
\$8,000

District 1
\$8,500

District 2
\$6,500



District 3
\$12,000

District 4
\$8,000

District 3
\$8,500

District 4
\$6,500

State A spends more than State B



More orange students in State B



Nation
\$8,750

State A
\$10,000

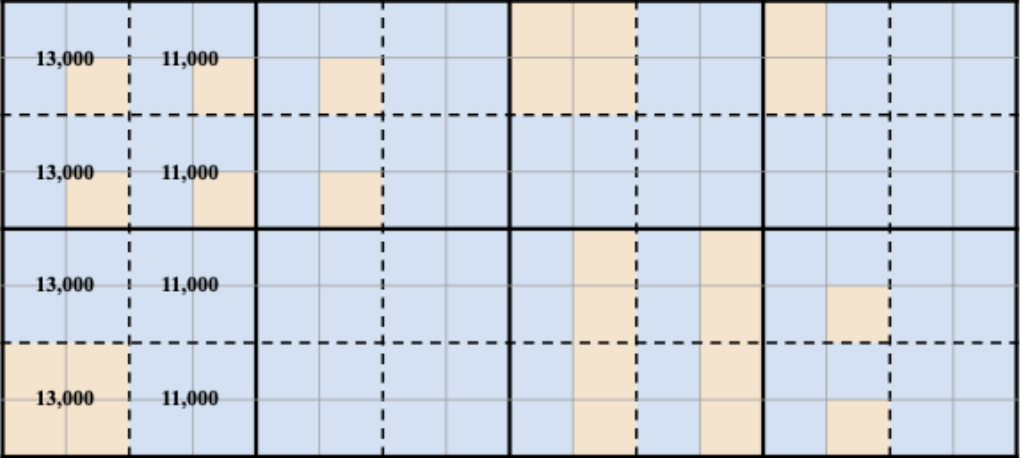
State B
\$7,500

District 1
\$12,000

District 2
\$8,000

District 1
\$8,500

District 2
\$6,500



District 3
\$12,000

District 4
\$8,000

District 3
\$8,500

District 4
\$6,500

There are more Orange students in State B than in State A



Orange students have less revs than Blue



Nation
\$8,750

State A
\$10,000

State B
\$7,500

District 1
\$12,000

District 2
\$8,000

District 1
\$8,500

District 2
\$6,500

13,000	11,000								
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District 4
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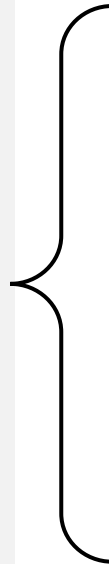
District 3
\$8,500

District 4
\$6,500

Across the country,
Orange receives less
than Blue



In State A, more Orange attend school in high spending districts



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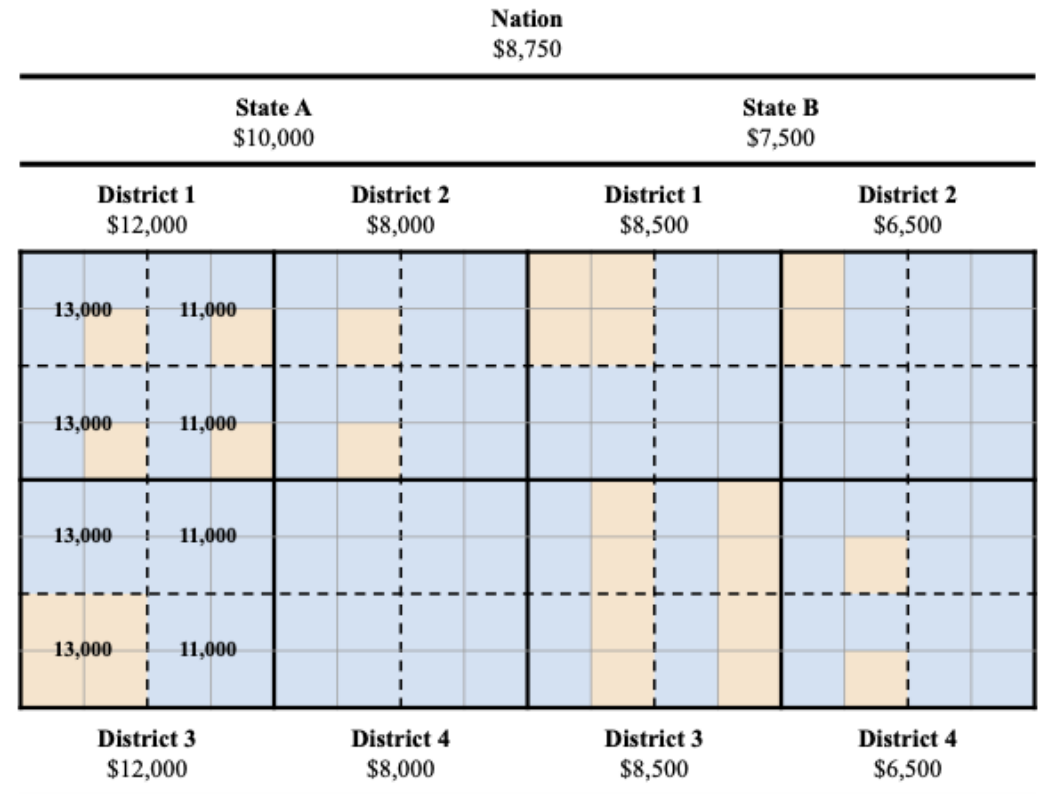


In State A, Orange receives more revenues than Blue

Nation \$8,750			
State A \$10,000		State B \$7,500	
District 1 \$12,000	District 2 \$8,000	District 1 \$8,500	District 2 \$6,500
13,000	11,000		
13,000	11,000		
13,000	11,000		
13,000	11,000		
District 3 \$12,000	District 4 \$8,000	District 3 \$8,500	District 4 \$6,500



In State B, more Orange also attend school in high spending districts, and Orange also receives more than Blue



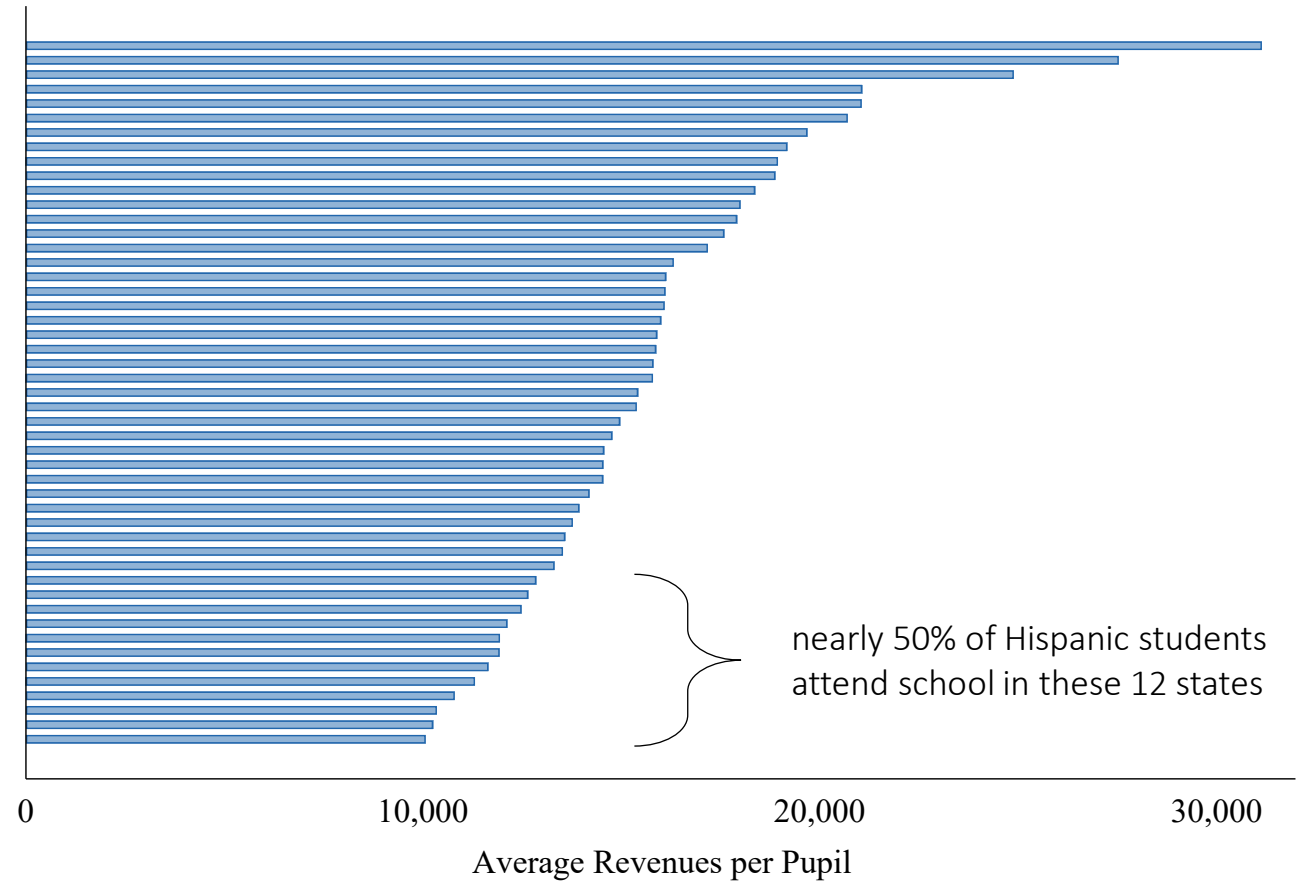


Individual states can be progressive but the totality is still regressive

Nation \$8,750			
State A \$10,000		State B \$7,500	
District 1 \$12,000	District 2 \$8,000	District 1 \$8,500	District 2 \$6,500
13,000	11,000		
13,000	11,000		
13,000	11,000		
13,000	11,000		
District 3 \$12,000	District 4 \$8,000	District 3 \$8,500	District 4 \$6,500



Important to distinguish *within* and *between* state spending





On average within states,
spending favors
disadvantaged groups

On average between
states, spending is much
less favorable or
disfavorable

	Average Gap in a State
Poor to Nonpoor	\$438
Black to White	\$391
Hispanic to White	\$205



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spending favors
disadvantaged groups

On average between
states, spending is much
less favorable or
disfavorable

	Average Gap in a State	Average Gap in the US
Poor to Nonpoor	\$438	\$155
Black to White	\$391	-\$36
Hispanic to White	\$205	-\$796

Unequal distribution of non-monetary inputs

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Policing & School Discipline

- Black and Hispanic students are 2 and 1.5 times more likely to have police officer in their school as White students
- School resource officers increase exclusionary discipline outcomes for everyone, but rates for Black students more than 2x White students

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Support Services & Specialized Courses

- School counselors have large positive effects on postsecondary outcomes
- Hispanic students have less access to counselors than White students; Black students have similar access as White students
- White students ~3x Black students to have Gifted classes; 2.2x to have AP

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Teacher Quality

- Black, Hispanic, and low-income students ~2-6x more likely than White or non-low-income students to have low quality teacher
- Financial incentives have been shown to only weakly incentivize high quality teachers to move
- Current levels of progressivity will not move teachers

Taking stock

- States more important than ever at equalizing resources
- State efforts have been, for the most part, successful at equalizing or providing additional spending to disadvantaged students
- Resource gaps persist:
 - Between states, Black, Hispanic, and low-income students reside in lower-spending states
 - Within states, unequal access to quality teachers persistent feature of K-12 schooling
 - School disciplinary policy continues to penalize Black and other minoritized students

Effects of Covid are astronomical

Covid and the year+ of remote instruction have devastated student learning

- Plausible estimates put learning loss at 0.25 to 0.48 SD for low-income students and 0.21 to 0.35 SD for non-low-income students
- Corresponds to about 40-80% of the Black-white achievement gap *in one year*
- School finance literature suggests \$1,000 per year = 0.012 SD of achievement, or about \$20K to \$40K per pupil
- Total spending needed to offset learning loss far exceeds ESSER

Looking forward to discussion and questions