



Cultivating Equity-Oriented Educators: What SEAs Can Do to Promote Culturally Responsive & Sustaining Practices at the LEA Level

Midwest & Plains Equity Assistance Center
December 5, 2017



Systemic Inequities in Education National Research Findings

1. Schools serving more students of color are less likely to offer advanced courses and GATE programs than schools serving mostly white populations, and students of color are less likely than their white peers to be enrolled in those courses and programs within schools that have those offerings.
2. African-American students with high math performance in fifth grade are unlikely to be placed in algebra in eighth grade (OCR 2013-14 Data Collection)
3. Students of color in schools located in dis-invested communities are less likely to receive course work targeted at grade appropriate standards, reflect higher-level cognitive demand and are meaningfully engaging and relevant (OCR 2013-14 Data Collection; The Education Trust 2016)
4. Black and Latino students are provided less rigorous feedback about their work from classroom teachers than white students (Rutgers University, 2012)
5. Schools serving mostly students of color are more likely to be taught by out-of-field and novice teachers (OCR 2013-14 Data Collection; The Education Trust 2016)
6. The provision of stable teacher workforces is less likely to occur in schools with the highest enrollments of students of color (OCR 2013-14 Data Collection)
7. Schools serving mostly students of color having lower quality or fewer resources than schools serving largely white populations, even within the same district (OCR 2013-14 Data Collection).
8. Students of color are more likely to attend school where more than 50% of teachers were absent for more than 10 days (OCR 2013-14 Data Collection).
9. Students of color are more likely to attend a school with an SRO but not a school counselor than white students (OCR 2013-14 Data Collection)
10. Most U. S. history textbooks offer a romanticized view of the Europeans' experience in the United States whereas most of the experiences of Native Americans and/or Africans are either misrepresented or underrepresented (Loewen, 2007).
11. Students enrolled in private and suburban public high schools are being awarded higher grades, who are predominantly white and middle class — critical in the competition for college admission — than their urban public school counterparts with no less talent or potential, new research shows (Marcus, 2017)



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