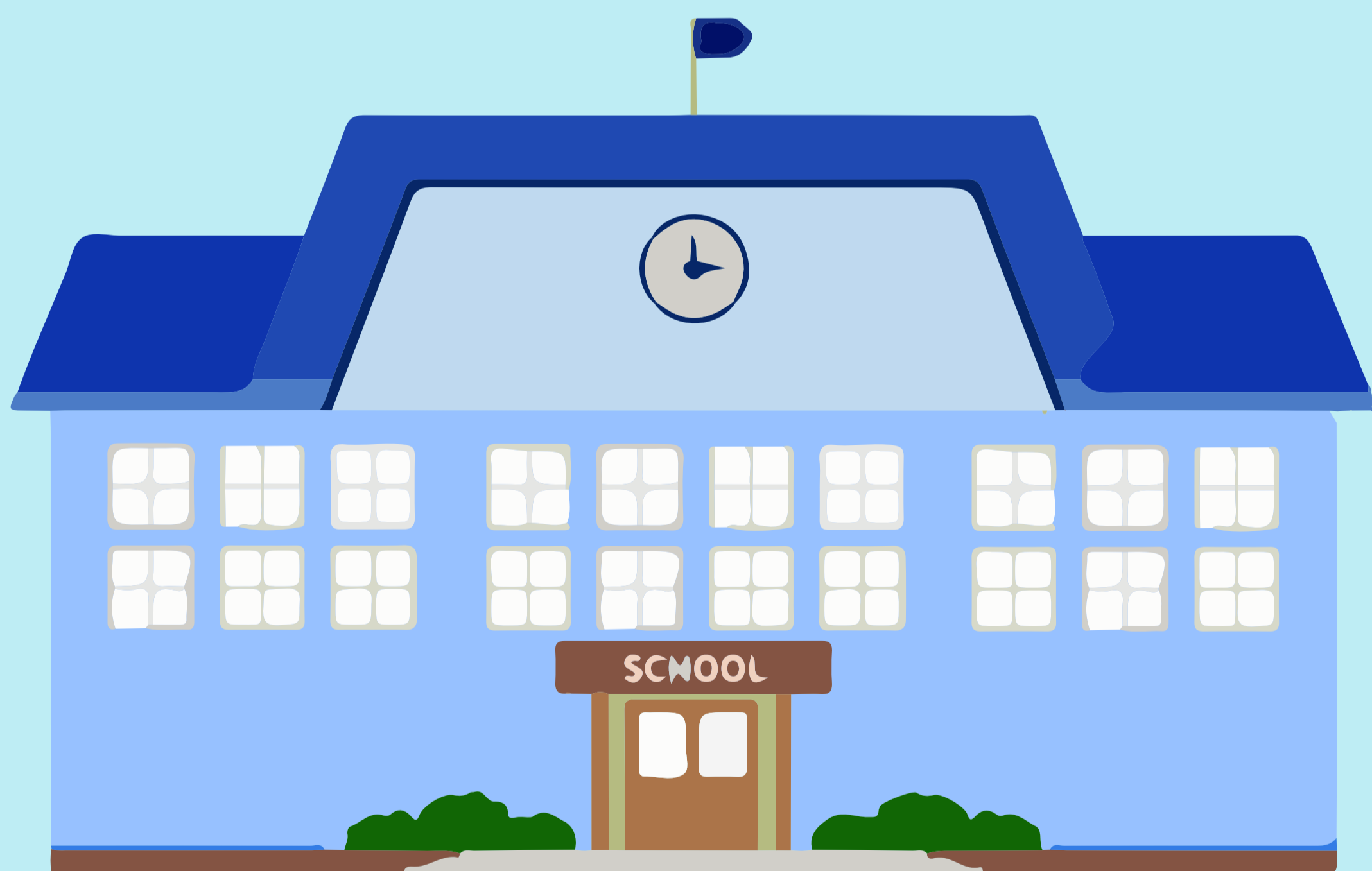


STILL

SEPARATE AND UNEQUAL

**THE STATE OF SCHOOL SEGREGATION IN
AMERICA TODAY, ITS IMPACT, AND
THE SOLUTIONS**

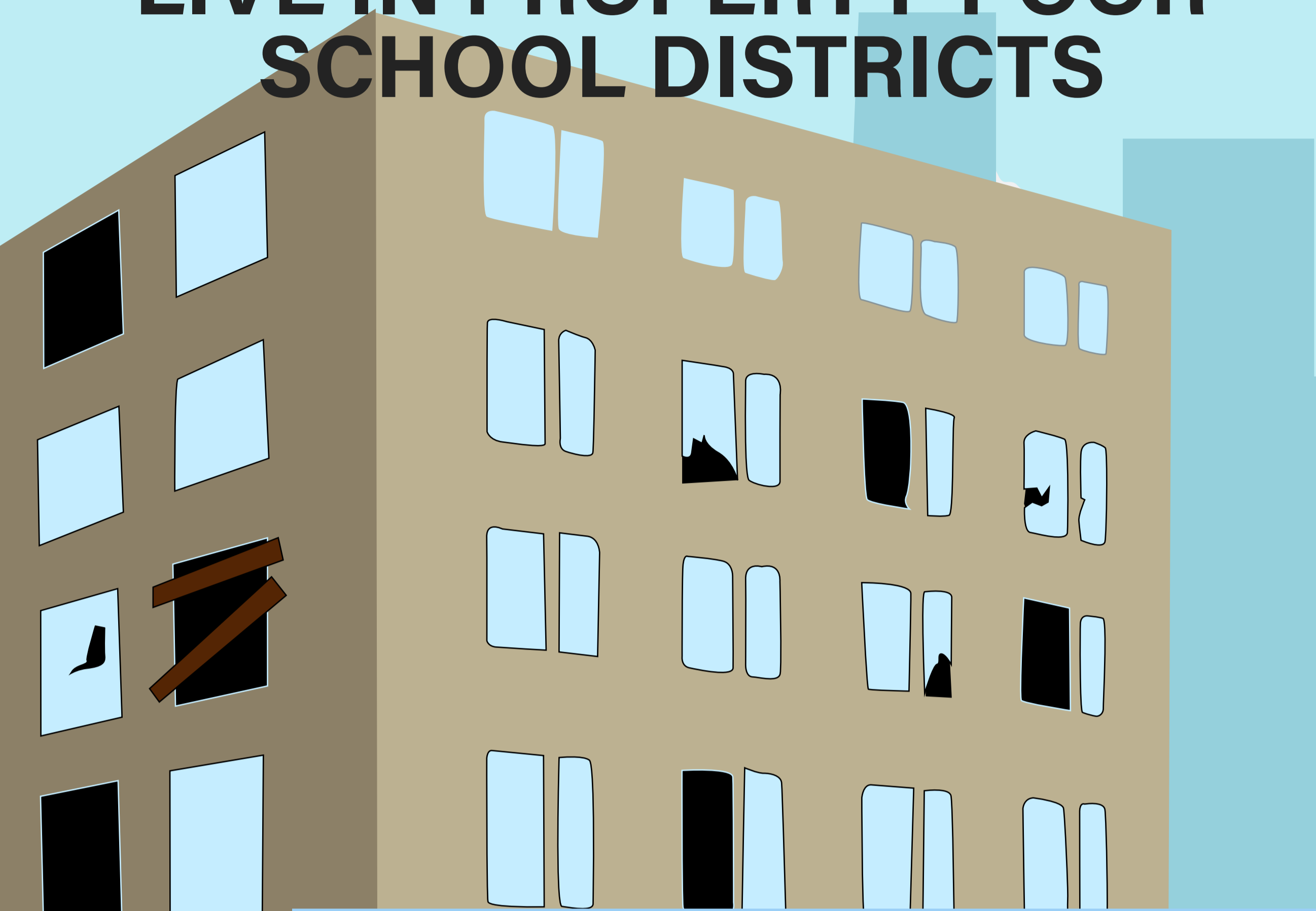


**THE WEALTHIEST SCHOOL DISTRICTS IN THE
UNITED STATES SPEND NEARLY 10X MORE THAN
THE POOREST 10%**

**(WHERE MOST STUDENTS
OF COLOR ARE CONCENTRATED)**



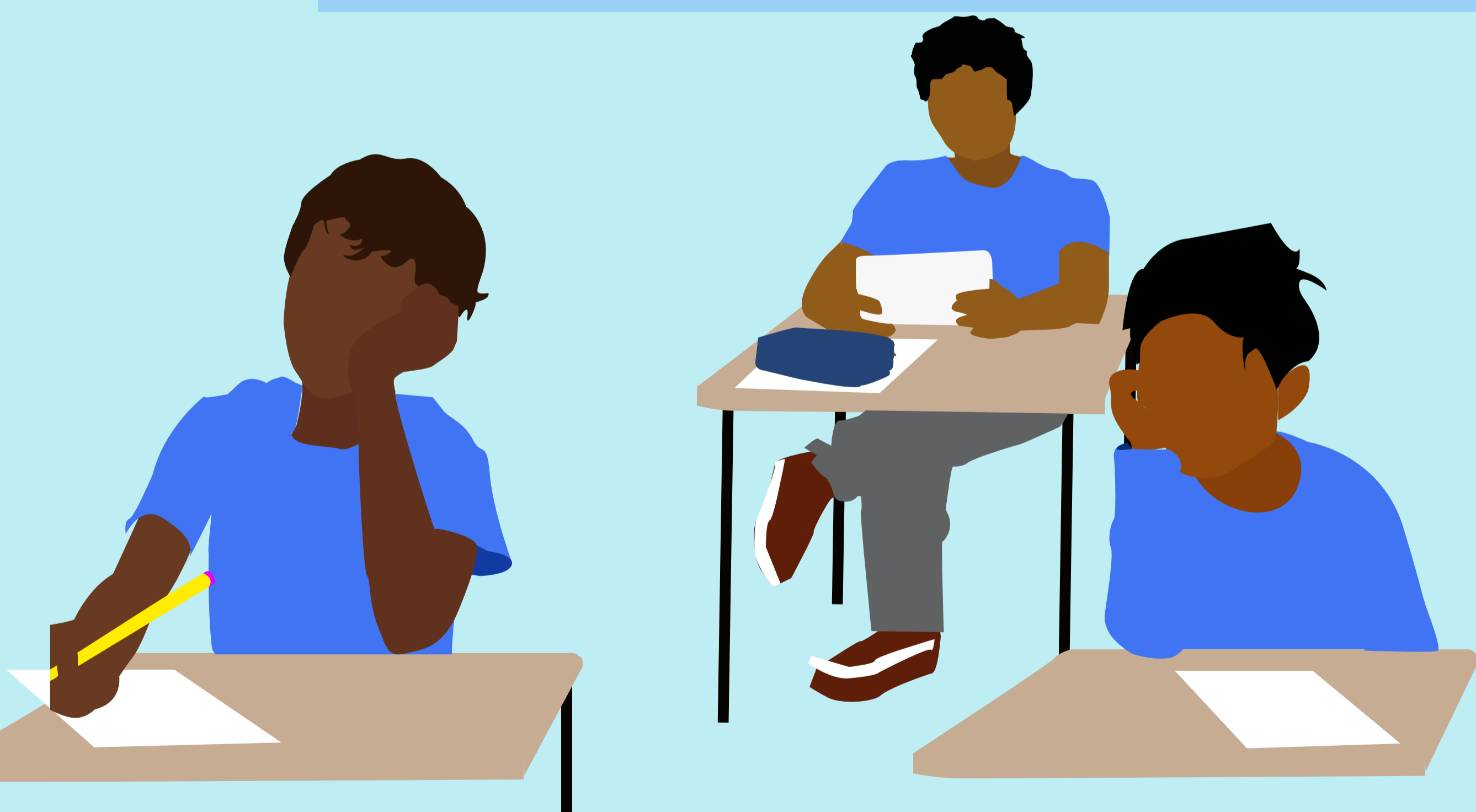
**DUE TO A LONG HISTORY OF GENTRIFICATION & REDLINING:
MOST STUDENTS OF COLOR LIVE IN PROPERTY-POOR SCHOOL DISTRICTS**



**DUE TO FUNDING SYSTEMS AND TAX POLICIES:
SCHOOLS IN THESE DISTRICTS ARE ALLOCATED MUCH LESS FUNDING THAN THOSE IN WEALTHIER AREAS**



STUDENTS OF COLOR ARE STILL SEGREGATED INTO UNDERFUNDED DISTRICTS
SEGREGATION TODAY IS THE WORST IT'S BEEN IN 50 YEARS



OVER 50% OF USA STUDENTS ARE IN DISTRICTS WHERE 75% OF STUDENTS ARE EITHER WHITE OR NON-WHITE



RESULT: STUDENTS OF COLOR RECEIVE FEWER RESOURCES, LARGER CLASS SIZES, AND UNQUALIFIED TEACHERS

RESOURCES ARE NORMALLY ALLOCATED TO STUDENTS WHOSE FAMILIES HAVE MOST "POLITICAL CLOUT" (USUALLY WHITE STUDENTS)



**EVEN WITHIN "RICH" DISTRICTS:
SCHOOLS WITH HIGHER
CONCENTRATIONS OF "MINORITY"
STUDENTS RECIEVE LESS FUNDING
THAN SCHOOLS IN THE SAME DISTRICT**



**DATA ANALYSIS IN ALABAMA, NEW JERSEY,
NEW YORK, LOUISIANA, AND TEXAS SHOWS:
SCHOOLS SERVING GREATER
NUMBERS OF STUDENTS OF
COLOR HAD SIGNIFICANTLY
FEWER RESOURCES THAN
THOSE SERVING MOSTLY
WHITE STUDENTS**

SINCE TEACHERS, LIKE OTHER RESOURCES, ARE ALLOCATED TO THOSE WITH POLITICAL CLOUT: UNTRAINED TEACHERS ARE ASSIGNED TO THE MOST DISADVANTAGED SCHOOLS



BECAUSE THESE SCHOOLS LACK THE PROPER SUPPORTS ATTRITION RATES AT THESE SCHOOLS AVERAGE 30% IN THE 1ST 5 YEARS



RESULT #1:
STUDENTS OF COLOR ARE ALLOCATED LESS QUALIFIED TEACHERS



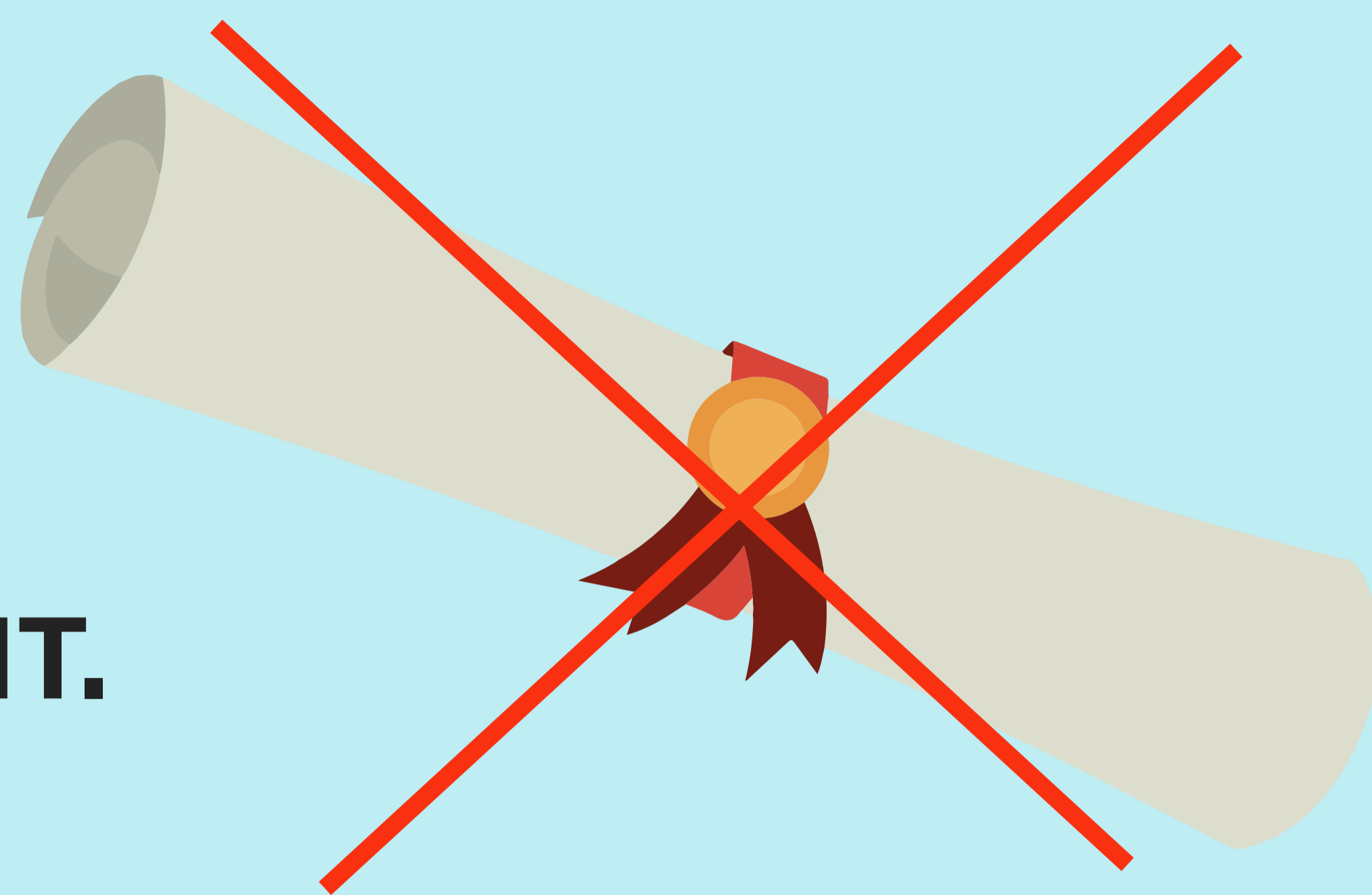
STUDENTS IN "HIGH-MINORITY" SCHOOLS HAVE A 50% CHANCE OF BEING TAUGHT BY A MATH OR SCIENCE TEACHER WHO ISN'T CERTIFIED AT ALL



AND AN EVEN LOWER CHANCE OF BEING TAUGHT BY A TEACHER FULLY QUALIFIED IN THEIR SUBJECT AREA

RESULT #1 CONTINUED:

IN 1994, OVER 20% OF PUBLIC SCHOOL TEACHERS WERE HIRED WITHOUT MEETING CERTIFICATION REQUIREMENTS. AND WHILE CERTIFICATION ISN'T THE ONLY FACTOR OF TEACHER EFFECTIVENESS, TEACHER TRAINING AND DEVELOPMENT IS - AND WE NEED MORE PROGRAMS TO SUPPORT TEACHER DEVELOPMENT.



WHY DOES IT MATTER?
THE SINGLE MOST IMPORTANT CAUSE OF INCREASED LEARNING IS TEACHER EXPERTISE

F-



EQUAL
ABILITY



A+

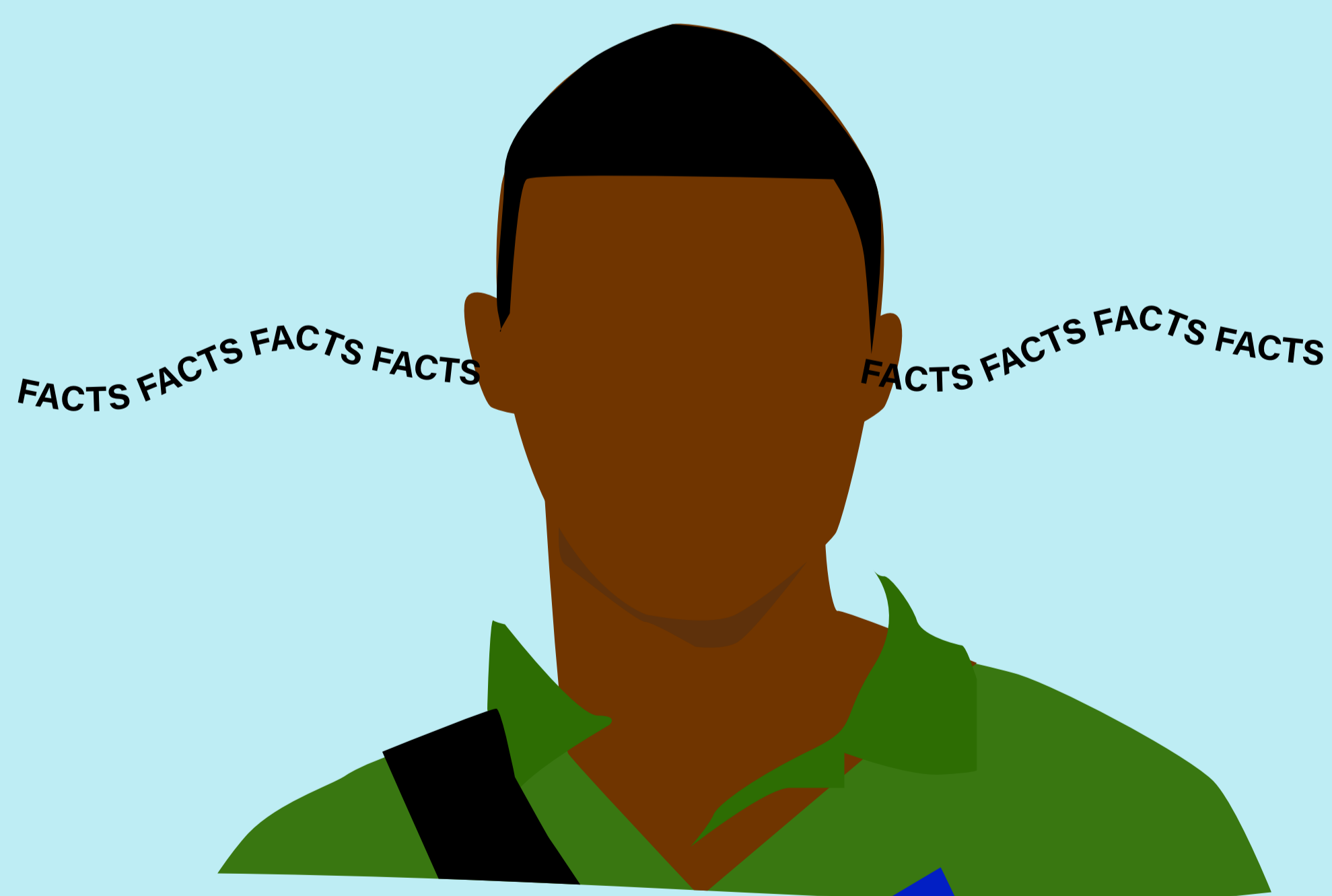
TEACHER EXPERTISE ACCOUNTS FOR 40% OF MEASURED VARIANCE IN STUDENTS' SCORES. THESE EXPERIENCE DISPARITIES HAVE **CREATED A RACIAL ACHIEVEMENT GAP**

BECAUSE THEY LACK THE NECESSARY TRAINING & SUPPORT, TEACHERS HAVE TO "DUMB DOWN" CURRICULUM

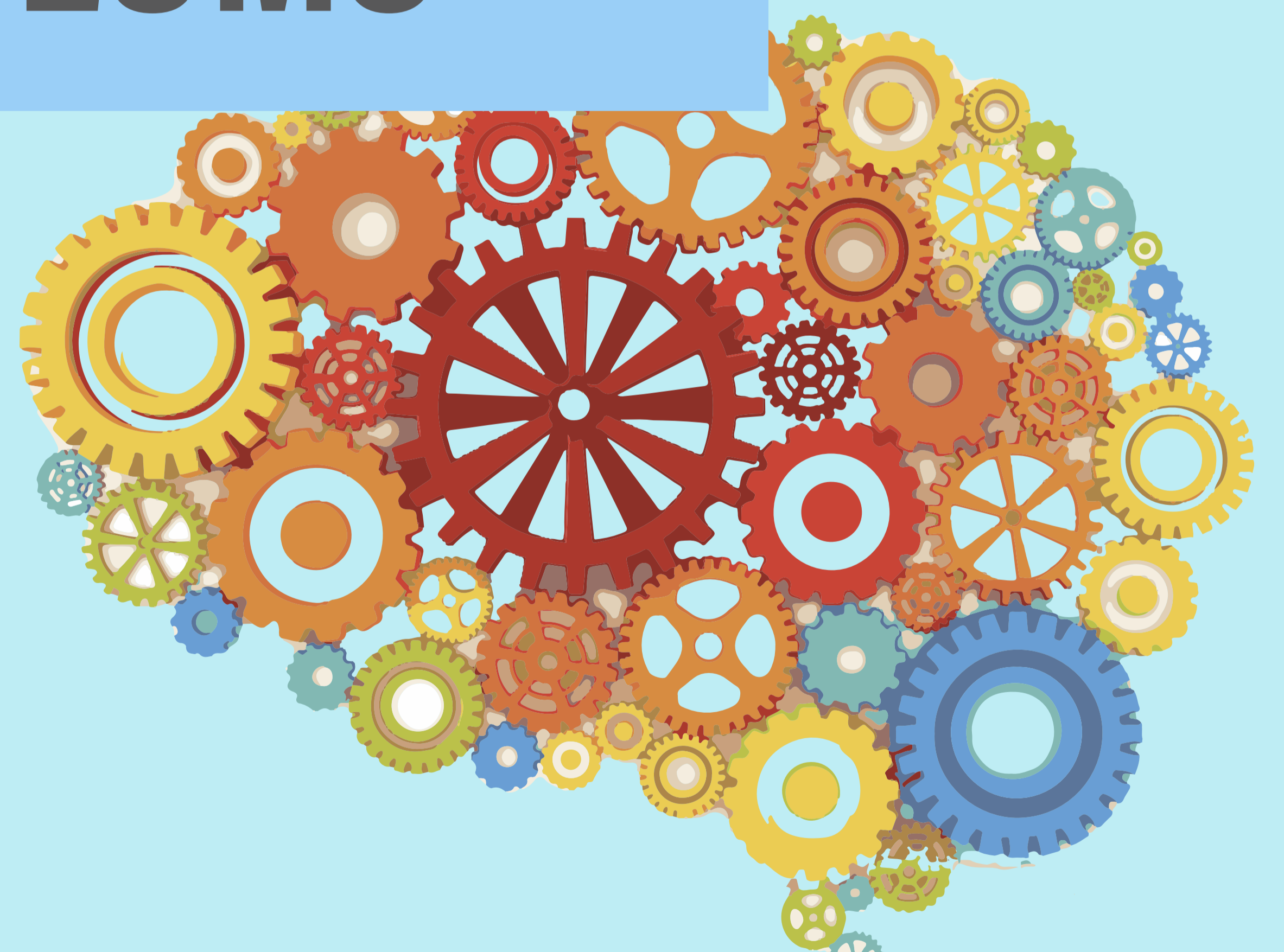
NOT TO MENTION, UNDERFUNDED SCHOOLS LACK THE RESOURCES FOR ADVANCED CURRICULUMS



**RESULT #2:
STUDENTS OF COLOR
ARE GIVEN POORER
CURRICULUMS**



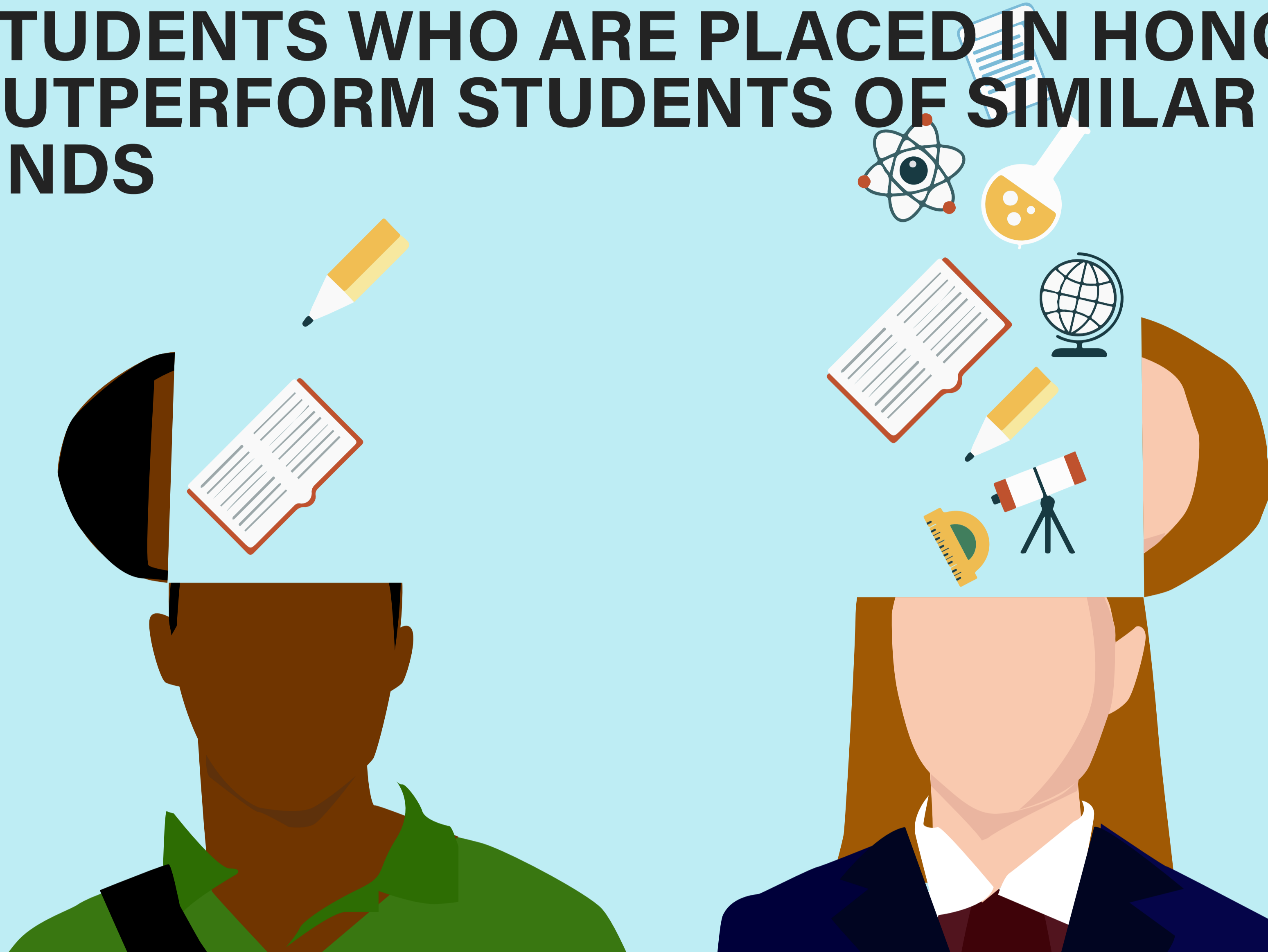
FORCING EDUCATORS TO RELY ON METHODS OF ROTE MEMORIZATION



WHICH DOESN'T PREPARE STUDENTS FOR MODERN STATE EXAMS WHICH REQUIRE CRITICAL THINKING AND PROBLEM SOLVING SKILLS

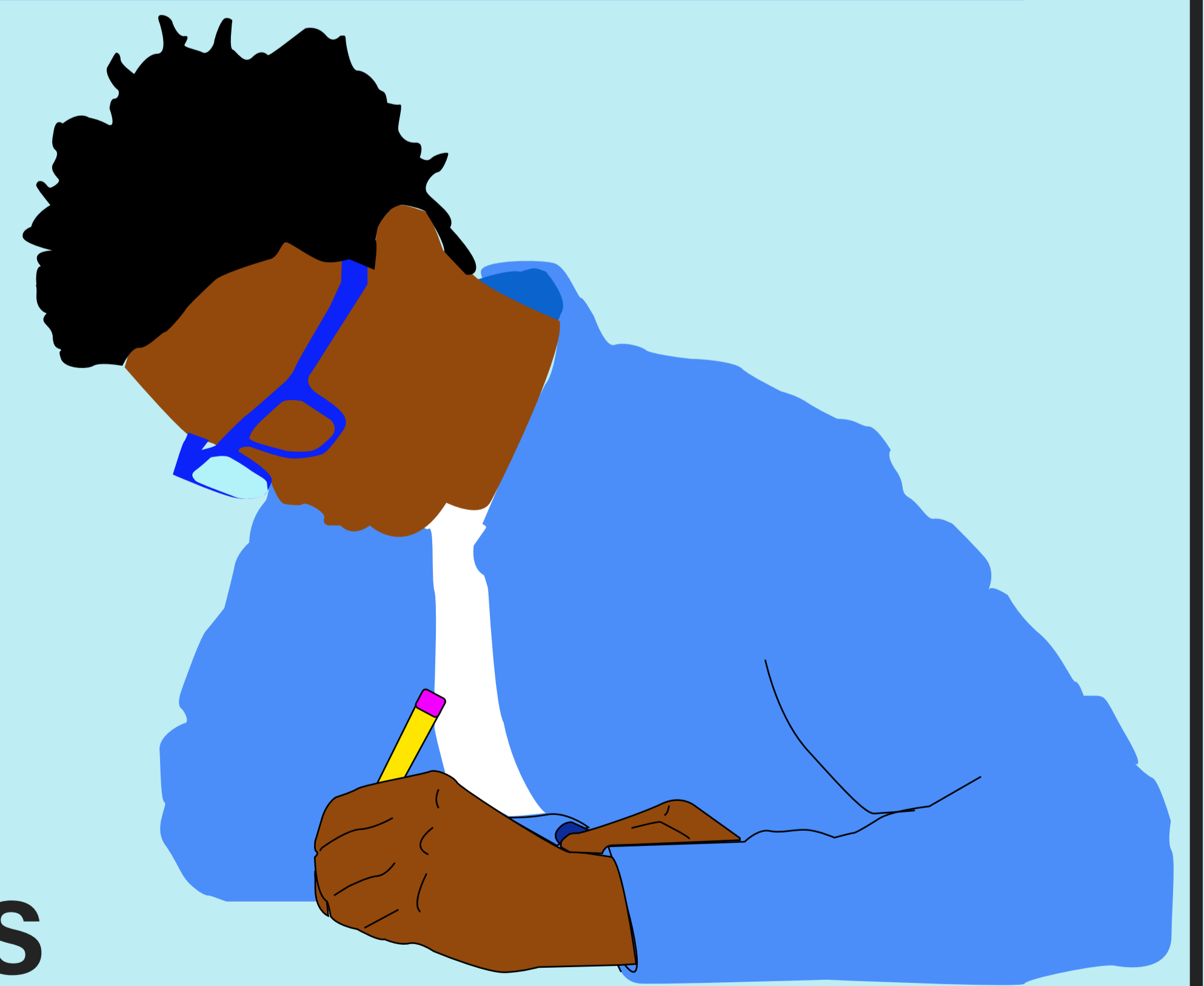
RESULT #2 CONTINUED:

STUDIES HAVE SHOWN THAT
"AT RISK" STUDENTS WHO ARE PLACED IN HONORS MATHS
CLASSES OUTPERFORM STUDENTS OF SIMILAR
BACKGROUNDS

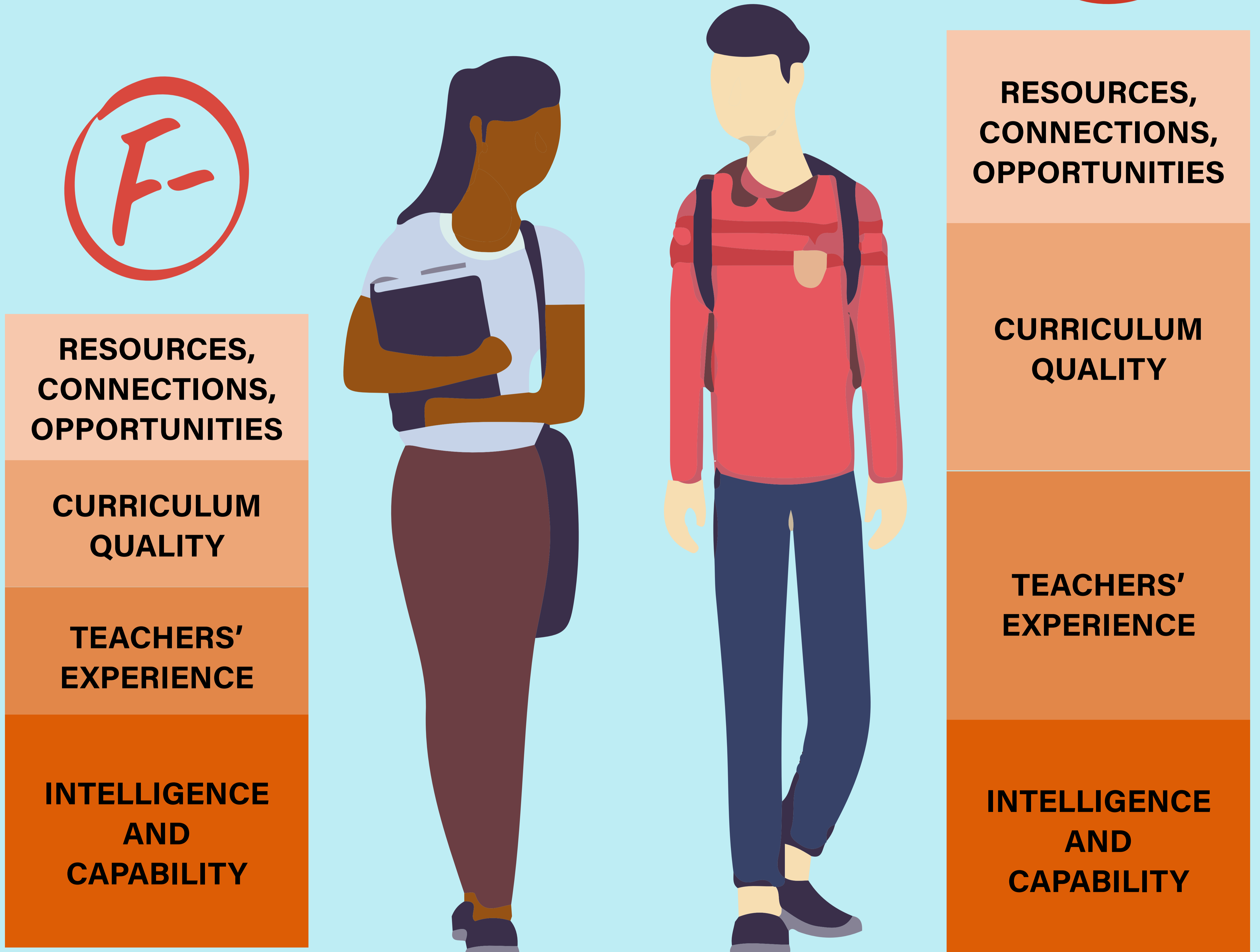


WHY DOES IT MATTER?
**STUDENTS NEED CHALLENGING
CURRICULUM TO DO WELL**

AS NATIONAL TESTING MOVES AWAY FROM
"BASIC" SKILLS OFTEN TAUGHT AT
UNDERFUNDED SCHOOLS AND TOWARDS
MORE ADVANCED THINKING,
**THE ACHIEVEMENT GAP BETWEEN
WHITE AND NON-WHITE STUDENTS
HAS BEEN GROWING SINCE THE 1990S**



IN SUMMARY: WHAT'S BEHIND THE "RACIAL ACHIEVEMENT GAP"?



AND HOW CAN WE HELP SOLVE IT?



**TRAIN NEW EDUCATORS
AND PLACE THEM IN
"HIGH MINORITY" SCHOOLS**



**PROVIDE SUPPORT TO
EDUCATORS IN "HARD-TO-
STAFF" SCHOOLS TO
ENSURE RETENTION**



**THE SOLUTIONS
(FLI DOES ALL OF THEM!)**



**IMPROVE CURRICULUM AT
"HIGH MINORITY" SCHOOLS**

**DONATE TO FLI'S
EDUCATOR PROJECT TO
KEEP OUR EDUCATOR
TRAINING AND
SUPPORT PROGRAMS
GOING**

[TINYURL.COM/FLIDONATIONS](https://tinyurl.com/flidonations)

TAKE ACTION NOW

EDUCATORS AND LEADERS:

FLI NOT ONLY HELPS FIND QUALIFIED, CAPABLE TEACHERS OF COLOR, BUT WORKS WITH SCHOOLS TO DEVELOP RIGOROUS, CULTURALLY RESPONSIVE CURRICULUM. IF YOU'D LIKE TO FIND OUT MORE ABOUT PARTNERING WITH US, CONTACT INFO@FUTURELEADERSINCUBATOR.ORG

STUDENTS:

ADVOCATE FOR CHANGE, IMPROVEMENT, AND BETTER RESOURCE ALLOCATION IN YOUR SCHOOL COMMUNITIES BY JOINING THE FUTURE LEADERS COALITION, A NEW STUDENT-LED PROGRAM AIMING TO TRAIN AN INTER-SCHOOL NETWORK OF STUDENT ACTIVISTS. CONTACT FLC@FUTURELEADERSINCUBATOR.ORG FOR MORE!

