GROSS INEQUITITIES

Massachusetts’ Failure to Meet the Needs of All Students
In Its 1993 McDuffy Decision, the SJC Determined That an Adequate Education Entitles All Students to the Following:

- Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;
- Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices;
- Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state, and nation;
- Sufficient self-knowledge and knowledge of his or her mental and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and
- Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.
The Court went on to state:

“The minimum of this education can never be less than such as is sufficient to qualify each citizen for the civil and social duties he will be called to discharge.”
Today’s 21st Century Workplace Requires Skills Far Beyond 1993 Standards, Which Include But Are Not Limited to:

- **Critical Thinking and Problem Solving**
  - “Today, every student—not just the academically advanced—needs it. While critical thinking and problem solving used to be the domain of gifted students, now it’s a critical domain for every student.”

- **Communication**
  - “Expressing thoughts clearly, crisply articulating opinions, communicating coherent instructions, motivating others through powerful speech—these skills have always been valued in the workplace and in public life. But in the 21st century, these skills have been transformed and are even more important today.”

- **Collaboration**
  - “Collaboration is essential in our classrooms because it is inherent in the nature of how work is accomplished in our civic and workforce lives. Fifty years ago, much work was accomplished by individuals working alone, but not today. Much of all significant work is accomplished in teams, and in many cases, global teams.”

- **Creativity and Innovation**
  - “In the past, Americans perceived creativity and innovation as secondary in our national curriculum. Today, creativity and innovation are key drivers in the global economy.”

*Source: NEA, Preparing 21st Century Students for a Global Society*
Despite Our Success in Wealthier Communities, Massachusetts is Failing Many of Our Students

- Our *LOW-INCOME* children and those that come from *HIGH-POVERTY COMMUNITIES*
- Our students for whom *ENGLISH IS NOT A FIRST LANGUAGE*
- Our *NEWCOMER* students (to USA, Massachusetts, and individual schools)
- Our students from *HISTORICALLY MARGINALIZED RACIAL AND ETHNIC GROUPS*
National Comparisons Change Drastically Across Subgroups

8th Grade Math NAEP 2017, Scaled Score Selected States

Source: Education Trust, Number One for Some, Opportunity and Achievement in Massachusetts, 2018
Fewer Than 1 in 3 Black or Latino Students in Massachusetts Reached Proficiency in 4th Grade Reading in 2017 (NAEP)

Source: National Center for Education Statistics, NAEP Data Explorer
Student Population Is Drastically Different Than It Was In 1993

Source: Education Trust, Number One for Some, Opportunity and Achievement in Massachusetts, 2018
State-Wide Enrollment of Students Whose First Language is Not English and Those Classified as ELL Has Doubled Since 1993

Source: Massachusetts Dept. of Elementary and Secondary Education
Approximately 70% of our ELL Students Are Educated in 18 Districts (of 318 total)

Massachusetts K-12 ELLs School Year 2017-2018

- 18 Districts with Most ELLs
- Remaining 300 Districts

Source: Massachusetts Dept. of Elementary and Secondary Education
Percent of Students Who Are English Language Learners Are Very Dissimilar Across Schools and Districts

Source: Massachusetts Dept. of Elementary and Secondary Education
Students From Marginalized Racial Groups Are Not Equally Represented Across Schools and Districts

Source: Massachusetts Dept. of Elementary and Secondary Education (including population labels)
Economically Disadvantaged Students Are Not Equally Represented Across Schools and Districts Either

New Bedford: 80% High Needs, 66% Economically Disadvantaged
Swampscott: 33% High Needs, 15% Economically Disadvantaged

Source: Massachusetts Dept. of Elementary and Secondary Education
Gateway City Characteristics

**MIDSIZE URBAN CENTERS**

Previously home to industry and a “gateway” to the American Dream

**FORMER MANUFACTURING AND INDUSTRIAL HUBS**

Lacking resources and capacity to rebuild, slow to draw new economy investment
Many of Our Marginalized Students Live In and Attend School in Gateway Cities
Gateway Cities
By the Numbers

- 15% of all Massachusetts residents with college degrees
- 26% of all residents in Massachusetts
- 27% of all public school students in Massachusetts
- 36% of all foreign-born residents in Massachusetts
- 45% of all Massachusetts residents who are living in poverty
- 66% of residents living in high-poverty neighborhoods
- 75% of all Massachusetts students in underperforming schools

Source: MassInc
Gateway City School
Demographics

- High percentage of English Language Learners
- High percentage of low income students
- High percentage of homeless students
- High percentage of transient students
- High percentage of students who have experienced trauma
- High percentage of newcomer students, students with interrupted education
Gateway City School
Demographics
Zoom In: Brockton

- Well over half of Brockton students are classified as low income.
- Neighborhood characteristics suggest more than double the state average of students who have experienced trauma.
- Over 1,800 immigrant students per year.
Gateway City School
Demographics
Zoom In: New Bedford

- Over 1,200 students classified as homeless for all or part of a year
- At least 240 students in foster care placements over course of a year
- Students with at least 36 unique home languages
Gateway City School
Demographics
Zoom In: Worcester

OVER 100 UNIQUE HOME LANGUAGES

OVER 2,300 HOMELESS STUDENTS, NEARLY 9%

NEARLY 1/5 OF STUDENTS MOVE IN OR OUT DURING SCHOOL YEAR
The Foundation Formula Was Designed Explicitly Around the Premise That It Was More Expensive to Educate Students in Certain Communities Than Others

- IT INCLUDES A LOW-INCOME FACTOR
- IT INCLUDES AN ENGLISH LANGUAGE LEARNER FACTOR
- IT CALCULATES WHAT COMMUNITIES NEED TO PROVIDE ALL STUDENTS AN ADEQUATE EDUCATION REGARDLESS OF COMMUNITIES' ABILITY TO RAISE AND APPROPRIATE THOSE FUNDS LOCALLY
- IT CALLS ON THE STATE TO FUND THE DIFFERENCE BETWEEN COMMUNITY NEEDS AND THE FUNDS IT CAN RAISE
However, Over Time The Foundation Formula Has Become Broken and No Longer Covers Actual Costs as Intended in 1993

Source: MassBudget, Building an Education System That Works for Everyone, July 2018
This Leads to Real Cuts of Services BELOW 25 Year-Old Foundation Recommendations for Low-Income Districts (while higher income districts simply “make up the difference” from local revenues)

Source: MassBudget, Building and Education System That Works for Everyone, July 2018
Gateway Cities Have Some of the Lowest Local Wealth Levels to Support Education

*Source: MA DOR Division of Local Services*
As a Result, Gateway Cities Can Only Fund at Foundation Levels While Many of Their Neighbors Have the Means to Fund Well Above

Source: MA DESE
School/District Profiles

Net School Spending as % Required by Foundation
This Reality, Coupled with the Flaws of the Formula, Leads to Real and Substantial Underfunding of Needed Services in Gateway Community Schools
Foundation Budget Gaps:
FY17 Brockton Analysis

- **Non-Special Education Teachers**: 1,023
- **Non-Special Education Aides**: 140
- **Special Education Teachers**: 235
- **Special Education Aides**: 80

414 Teacher Gap

**Actual Staffing** vs. **Staffing Stipulated by Formula**
Foundation Budget Gaps:
FY17 Brockton Analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual Spending</th>
<th>Spending Stipulated by Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration*</td>
<td>$4,604,169</td>
<td>$8,181,769</td>
</tr>
<tr>
<td>Operations &amp; Maintenance</td>
<td>$720,217</td>
<td>$3,159,747</td>
</tr>
<tr>
<td>Teacher PD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Materials</td>
<td>$4,009,256</td>
<td>$8,765,077</td>
</tr>
</tbody>
</table>

Total:
- Actual Spending: $22,218,018
- Spending Stipulated by Formula: $25,000,000
Foundation Budget Gaps: FY17 New Bedford Analysis

- Non-Special Education Teachers:
  - Actual Staffing: 851.7
  - Staffing Stipulated by Formula: 1,034.8
  - Gap: 183

- Non-Special Education Aides:
  - Actual Staffing: 34.9
  - Staffing Stipulated by Formula: 102.7

- Special Education Teachers:
  - Actual Staffing: 56.1
  - Staffing Stipulated by Formula: 163.0

- Special Education Aides:
  - Actual Staffing: 56.1
  - Staffing Stipulated by Formula: 190.5
Foundation Budget Gaps:
FY17 New Bedford Analysis

- **Instructional Materials**
  - Actual Spending: $3,544,810
  - Spending Stipulated by Formula: $6,081,490

- **Teacher PD**
  - Actual Spending: $1,041,784
  - Spending Stipulated by Formula: $2,383,211

- **Operations & Maintenance**
  - Actual Spending: $4,186,866
  - Spending Stipulated by Formula: $10,512,956

- **Administration**
  - Actual Spending: $5,971,164
  - Spending Stipulated by Formula: $16,724,326
Foundation Budget Gaps: FY17 Worcester Analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>Actual Staffing</th>
<th>Staffing Stipulated by Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Aides</td>
<td>73</td>
<td>348</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>119</td>
<td>443</td>
</tr>
<tr>
<td>Non-Special Education Aides</td>
<td>73</td>
<td>199</td>
</tr>
<tr>
<td>Non-Special Education Teachers</td>
<td>773</td>
<td>1,562</td>
</tr>
</tbody>
</table>

- 126 Paraprofessional Gap
- 773 Teacher Gap
- 2,335 Total Gap
Foundation Budget Gaps: FY17 Worcester Analysis

- **Instructional Materials**
  - Actual Spending: $7,527,065
  - Spending Stipulated by Formula: $13,895,170

- **Teacher PD**
  - Actual Spending: $2,495,918
  - Spending Stipulated by Formula: $5,073,339

- **Operations & Maintenance**
  - Actual Spending: $20,848,174
  - Spending Stipulated by Formula: $35,936,983

- **Administration**
  - Actual Spending: $8,543,768
  - Spending Stipulated by Formula: $12,259,832
Additional Real Impacts of Budget Shortfalls on Services

Brockton:
- Loss of certified classroom teachers K-12 resulting in larger class sizes
- Loss of School-based and District Administrators
- Loss of Bilingual Department Head
- Significant Reduction of intervention teachers to provide tiered support
- Loss of Support Staff - Monitor Teacher Assistants, paraprofessionals, parent liaisons
- Increased walking distance for children to schools with bus cuts
- Loss of opportunities for enrichment or intervention programs afterschool, weekends or in the summer
- Lack of updated curriculum materials Grades PK-12
- Lack of Kindergarten Paraprofessionals
- Loss of funding for Professional Development
- Loss of Librarians District-wide
- Loss of Instructional Technology Staff District-Wide
Real Impacts of Budget Shortfalls on Programs/Opportunities For Students

Brockton:
- Lack of World Language Offerings
- Lack of Intervention/Support Classes at all levels
- Lack of Sufficient Electives in High Schools (leading to students being Warehoused in Study Halls)
- Lack of Response to Intervention/Tiered Supports for Struggling Learners
- Lack of Up-to-Date Software/Hardware for Vocational Ed Programs
New Bedford:

- Inadequate support for renovation or construction of new school buildings *(some are more than 100 years old dating back to 1908)*
- School social workers/adjustment counselors must cover multiple schools
- Lack of kindergarten & early grade paraprofessionals
- Inconsistent purchases of levelled libraries, math and literacy materials
- Lack of current instructional technology tools and support staff district-wide
- Underfunded safe/supportive schools efforts formerly fully funded by state & federal grants
Real Impacts of Budget Shortfalls on Programs/Opportunities For Students

**New Bedford:**
- Lack of World Language offerings in middle schools
- Lack of social emotional support in all schools
- Lack of paraprofessional support for dual language students
- Minimal targeted supports for struggling learners
- Lack of sufficient administrators in most elementary schools
- Lack of resources to build new Career & Technical Education Programs
Additional Real Impacts of Budget Shortfalls on Services

Worcester:

- ZERO Literacy/Reading Specialists (since 2004)
- Only 60% of Nationally Recommended Levels of School Social Workers/Adjustment Counselors
- Lack of Kindergarten Paraprofessionals
- Lack of Appropriate Math and Literacy Materials/PD
- Lack of Technology Support Staff District-Wide
Real Impacts of Budget Shortfalls on Programs/Opportunities For Students

**Worcester:**

- Lack of World Language Offerings
- Lack of Accelerated Classes in Middle Schools
- Lack of Intervention/Support Classes in Middle and High Schools
- Lack of Sufficient Electives in High Schools (leading to Study Halls)
- Lack of Response to Intervention/Tiered Supports for Struggling Learners
- 4:1 Ratio of Students to Devices K-12, Well Below State Average and National Recs
- Lack of Up-to-Date Software/Hardware for Chapter 74 Programs
These Cuts to Services Are Occurring in a Time of Economic Boom in Massachusetts
Across Multiple Measures of Economic Prosperity
Cuts to Services Over Time: Brockton (2013 - 2018)
Cuts to Services Over Time: New Bedford (2002 - 2018)

State & Federal grants total $23,916,000
Career Technical Ed Teachers= 37
Instructional Media Teachers & Assistants = 14
Custodial & Maintenance & technology support staff =132
Extended Day Programs at all schools

State & Federal grants total $16,733,000
Career Technical Ed Teachers= 0
Librarian/Instructional Media Teachers = 3
Custodial & Maintenance & Technology support staff =112
Extended Day Programs limited to grant funded schools
### Cuts to Services Over Time: Worcester (2002 - 2018)

<table>
<thead>
<tr>
<th>Year</th>
<th>Free Full Day Pre-School</th>
<th>Career Pathways Program</th>
<th>Instructional Media Teachers</th>
<th>Elementary Teachers for Advanced Learners</th>
<th>Sub-Varsity Sports Offerings</th>
<th>Extended Day Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>100%</td>
<td>100%</td>
<td>18</td>
<td>8</td>
<td>JV, Freshman, Middle School, Elementary</td>
<td>20% all schools</td>
</tr>
<tr>
<td>2018</td>
<td>0%</td>
<td>Limited</td>
<td>3</td>
<td>0</td>
<td>Middle School Intramural</td>
<td>only as mandated (Level 4)</td>
</tr>
</tbody>
</table>

- **Free Full Day Pre-School**: Indicates the percentage of students eligible for free preschool services.
- **Career Pathways Program**: Reflects the availability of programs designed to enhance career pathways.
- **Instructional Media Teachers**: Numbers of teachers specializing in instructional media.
- **Elementary Teachers for Advanced Learners**: Count of teachers dedicated to advanced learners.
- **Sub-Varsity Sports Offerings**: Specific offerings for sub-varsity athletic programs.
- **Extended Day Programs**: Percentage of schools offering extended day programs.
Under the Massachusetts Constitution and the McDuffy Decision, the Commonwealth has an affirmative duty to establish “a plan to educate all public school children” — “rich and poor, in every city and town” — and “provide the resources necessary to establish and maintain that plan.”

The Commonwealth has not met that responsibility.
Are ALL Students Being Provided “Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently”

Source: Education Trust, Number One for Some, Opportunity and Achievement in Massachusetts, 2018
Are ALL Students Being Provided “Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices”?

1 in 3 English Language Learners Don’t Graduate on Time

1 in 7 English Language Learners Drop Out of School Entirely
Are ALL Students Being Provided “Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market”?

Source: Education Trust, Number One for Some, Opportunity and Achievement in Massachusetts, 2018
NECESSARY SOLUTIONS

- Fully Adopt All Four Recommendations of the Foundation Budget Review Commission:
  - Health Insurance
  - Special Education
  - Low Income
  - English Language Learners

- Make Significant Additional Investments to Support Communities Serving Large Numbers of Our Most Disadvantaged Students

- AND Ensure that Funding Directly Impacts Students
What Would Poorer Districts Do With Additional Funding?

- Early intervention programs
- Wrap-around services to support “whole child”
- Smaller class sizes in early grades
- More pathways to graduation in high school
- Extended learning time
- Additional support for new teachers
Provide ALL students with the adequate education to which they are Constitutionally entitled

Make education in Massachusetts truly #1 for ALL

In Summary