



GROSS INEQUITIES

*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**

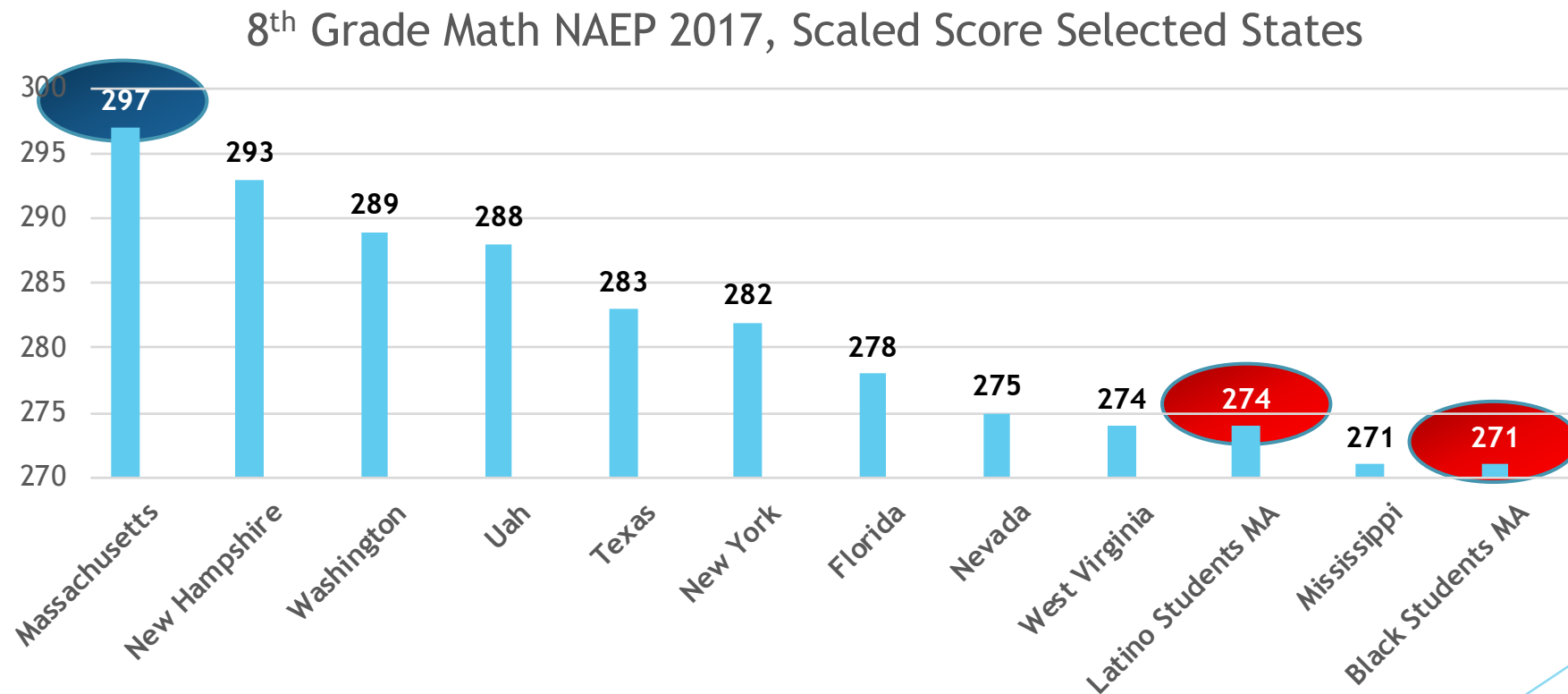
- ▶ “In the past, Americans perceived creativity and innovation as secondary in our national curriculum. Today, creativity and innovation are key drivers in the global economy.”

Source: NEA, Preparing 21st Century Students for a Global Society

Despite Our Success in Wealthier Communities, Massachusetts is Failing Many of Our Students

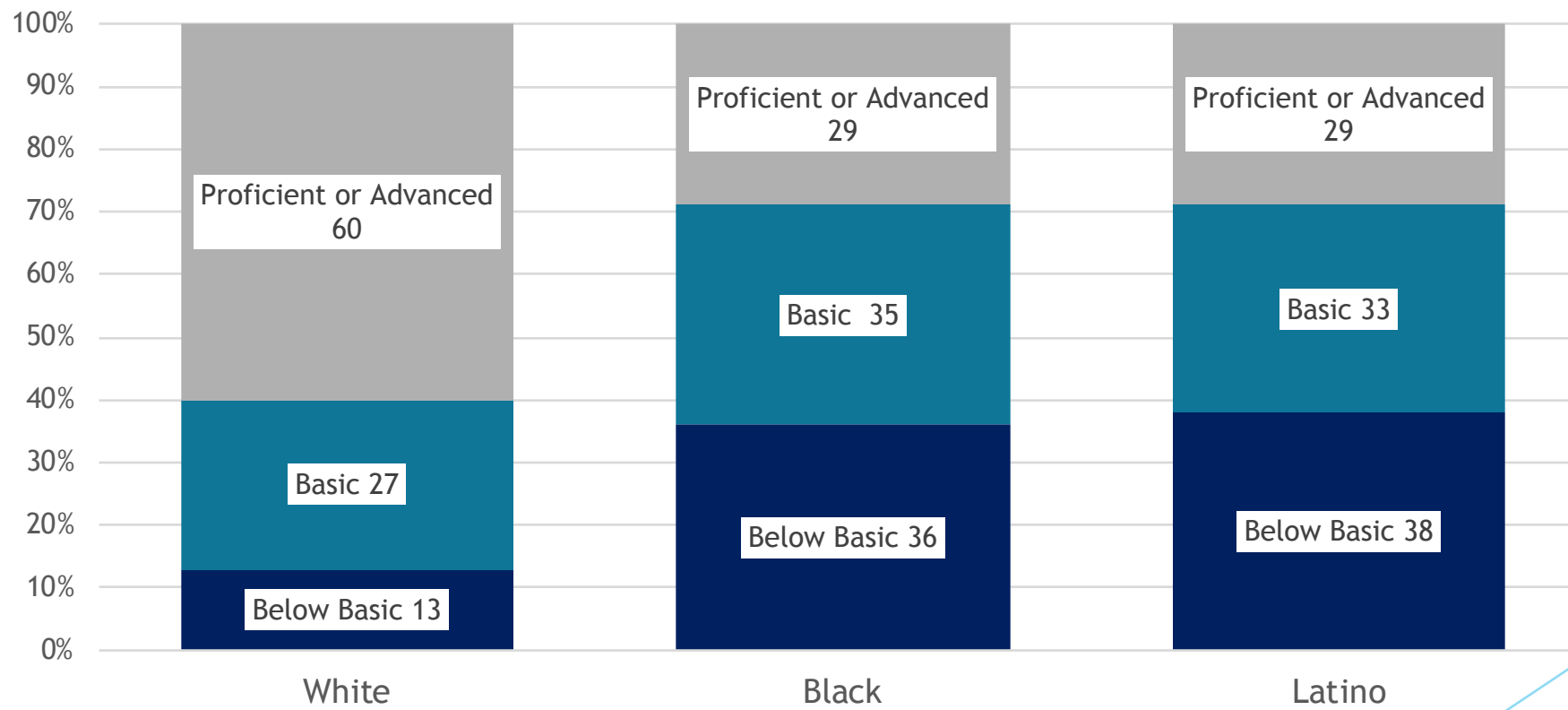
- ▶ Our ***LOW-INCOME*** children and those that come from ***HIGH-POVERTY COMMUNITIES***
- ▶ Our students for whom ***ENGLISH IS NOT A FIRST LANGUAGE***
- ▶ Our ***NEWCOMER*** students (to USA, Massachusetts, and individual schools)
- ▶ Our students from ***HISTORICALLY MARGINALIZED RACIAL AND ETHNIC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

National Comparisons Change Drastically Across Subgroups



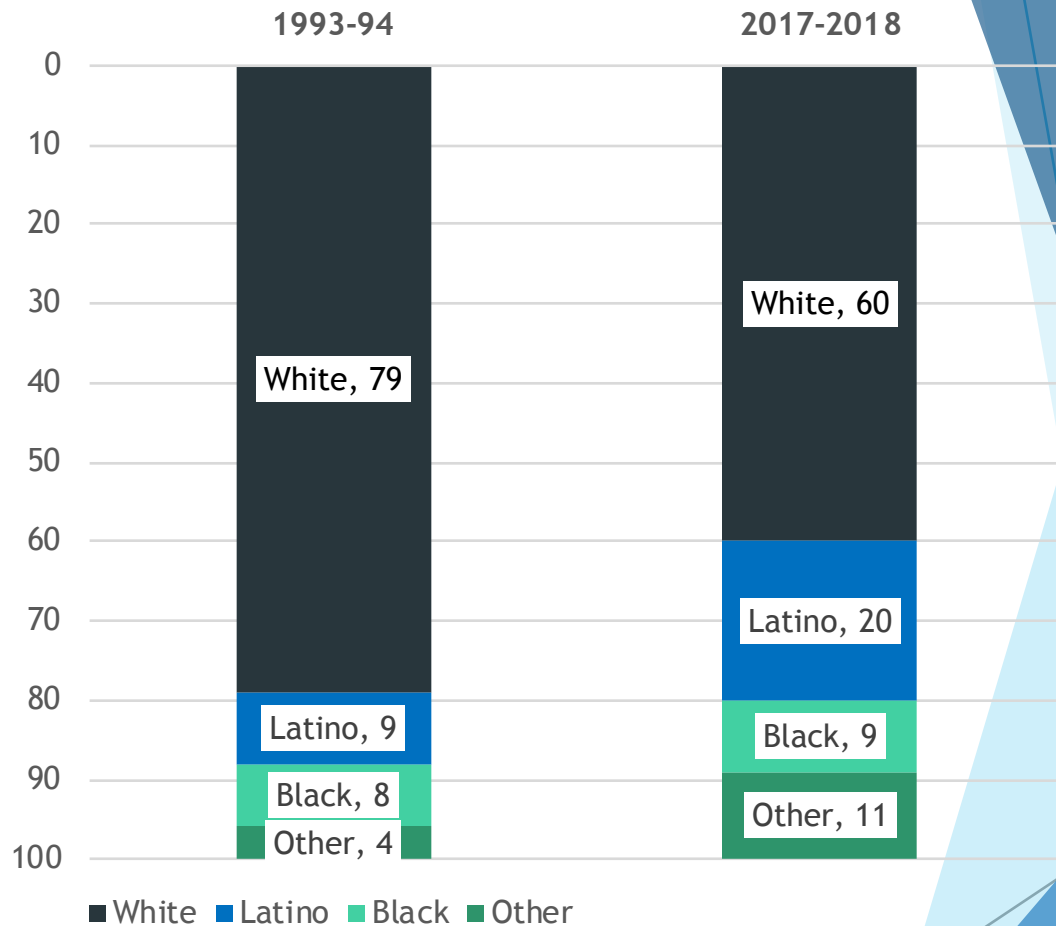
Source: Education Trust, Number One for Some, Opportunity and Achievement in Massachusetts, 2018

Fewer Than 1 in 3 Black or Latino Students in Massachusetts Reached Proficiency in 4th Grade Reading in 2017 (NAEP)



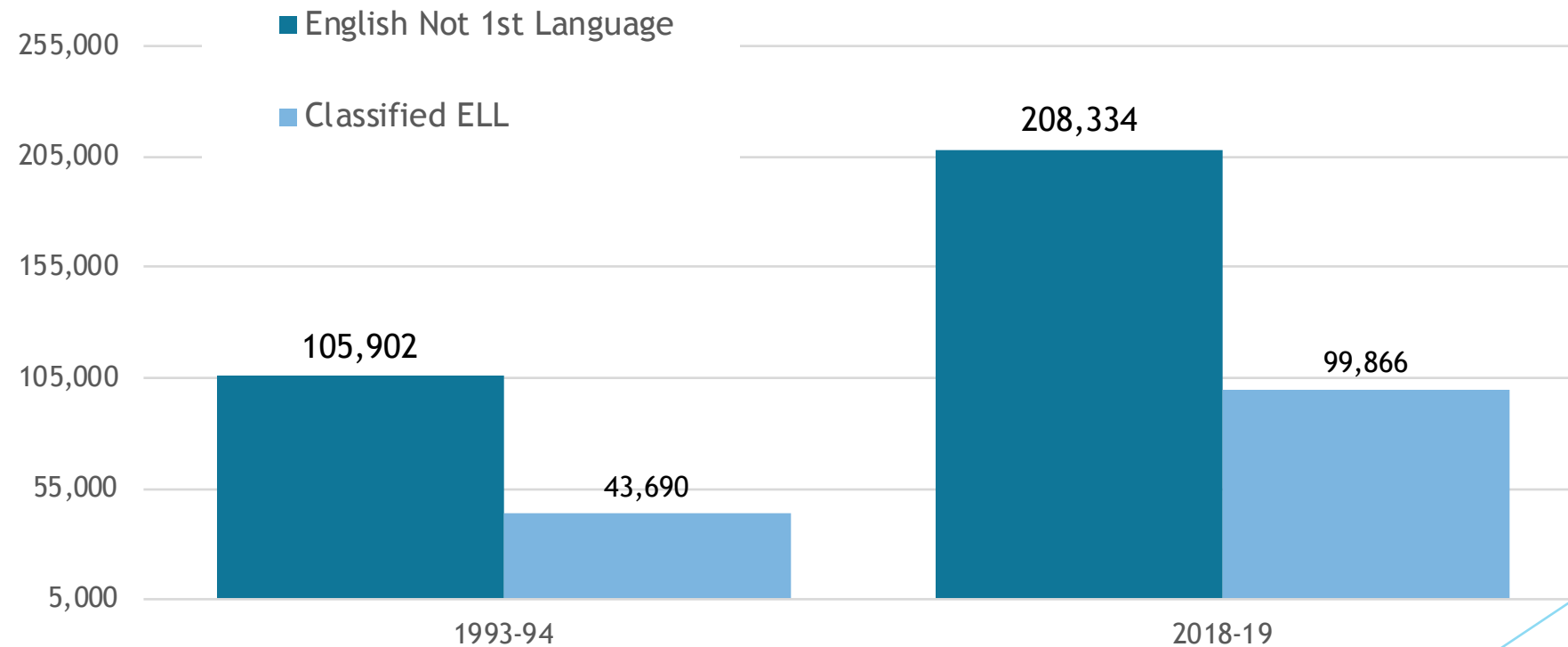
Source: Source: National Center for Education Statistics, NAEP Data Explorer

Student Population Is Drastically Different Than It Was In 1993



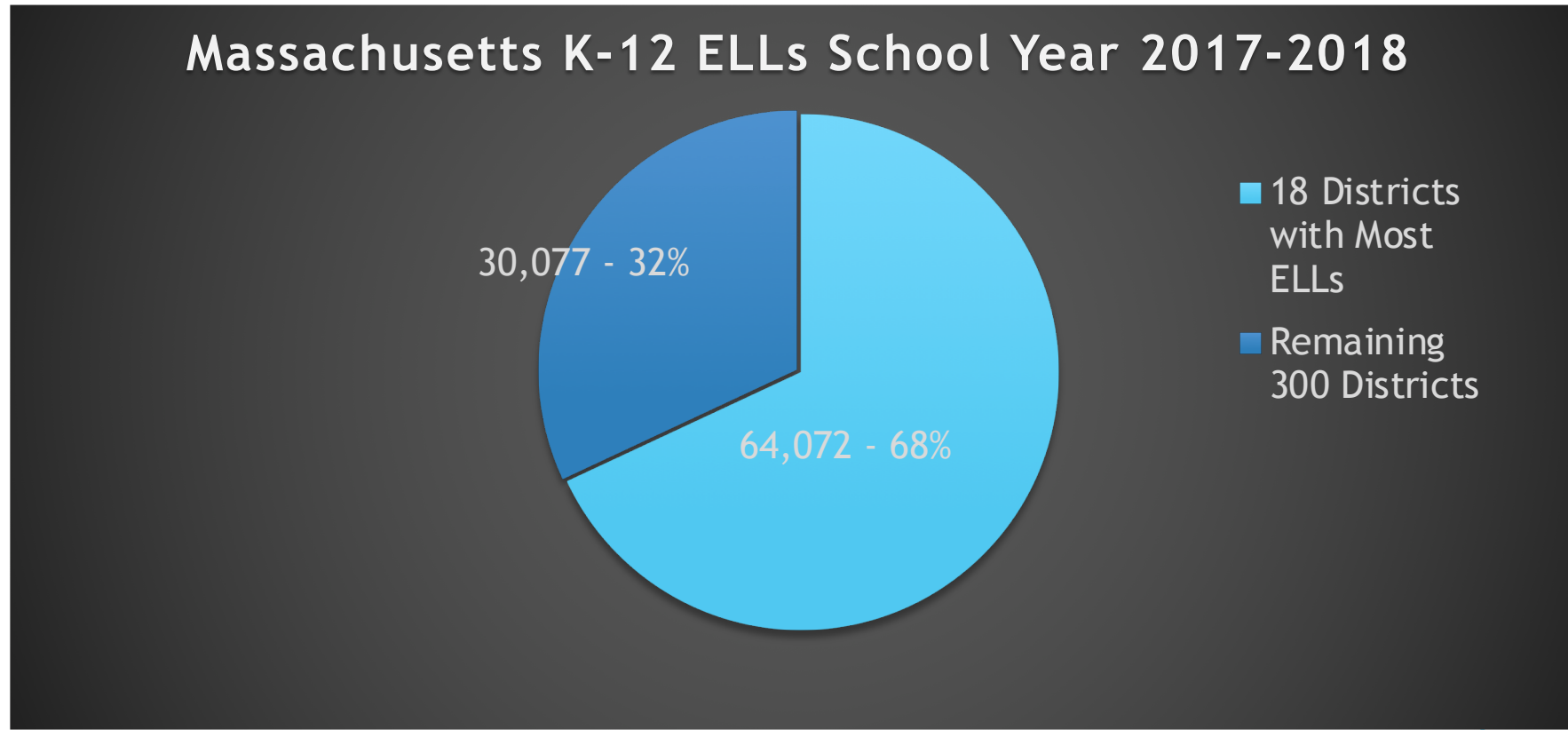
Source: Education Trust, Number One for Some, Opportunity and Achievement in Massachusetts, 2018

State-Wide Enrollment of Students Whose First Language is Not English and Those Classified as ELL Has Doubled Since 1993



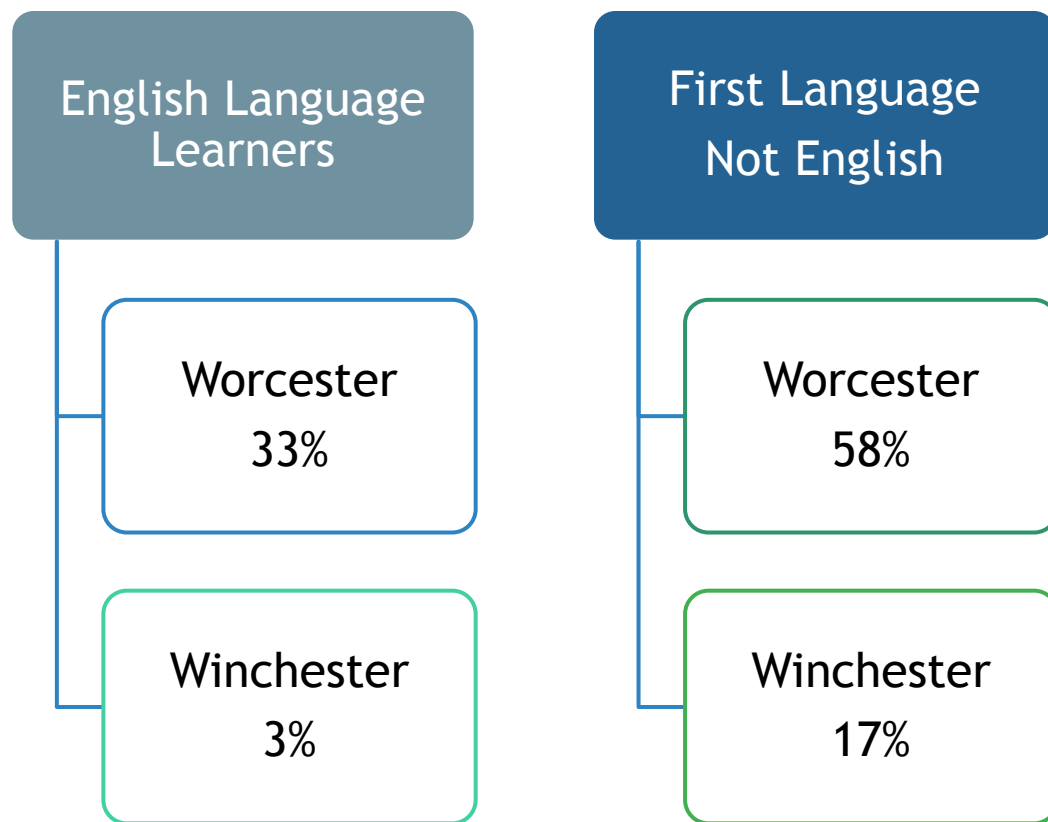
Source: Massachusetts Dept. of Elementary and Secondary Education

Approximately 70% of our ELL Students Are Educated in 18 Districts (of 318 total)



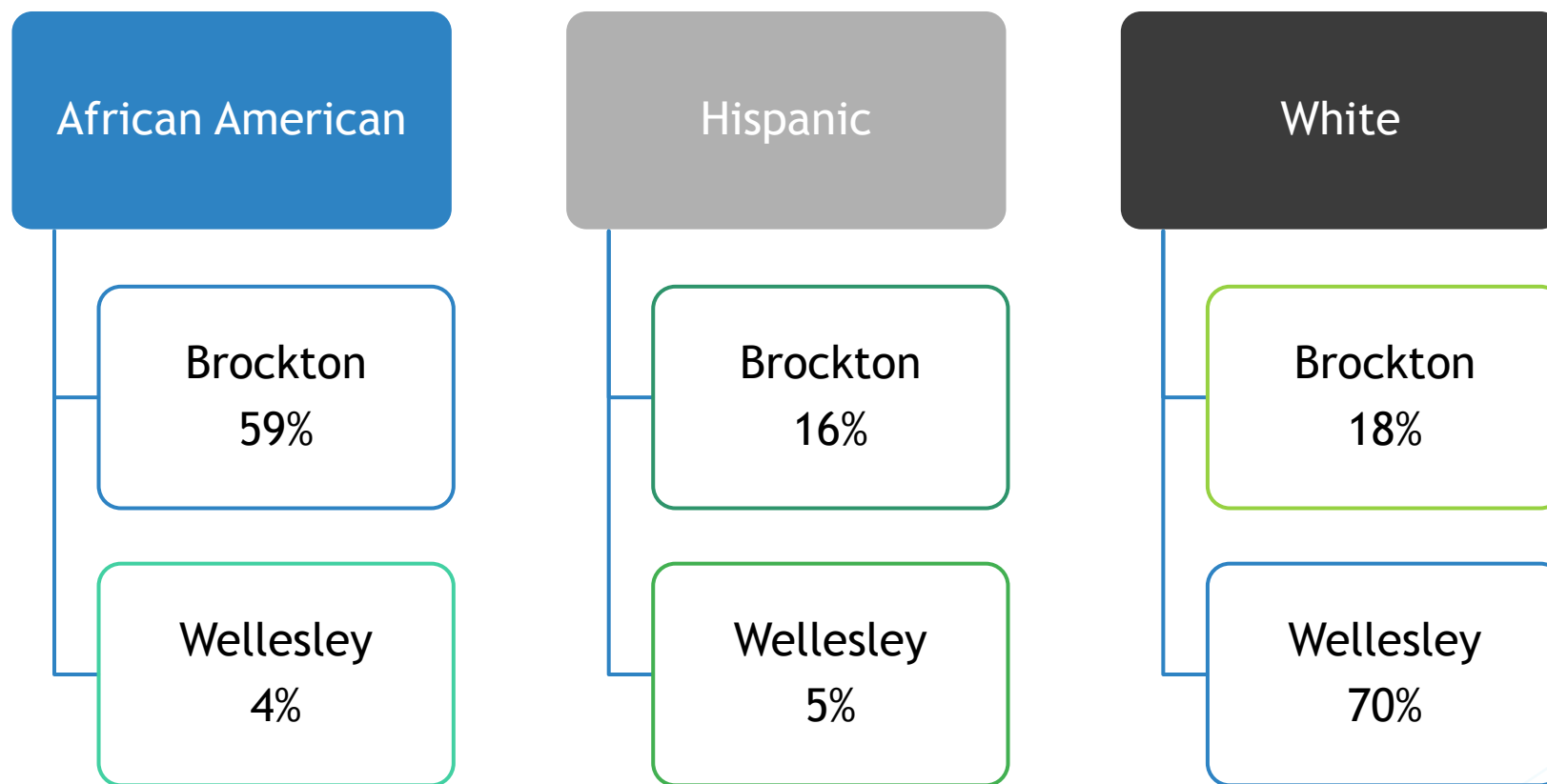
Source: Massachusetts Dept. of Elementary and Secondary Education

Percent of Students Who Are English Language Learners Are Very Dissimilar Across Schools and Districts



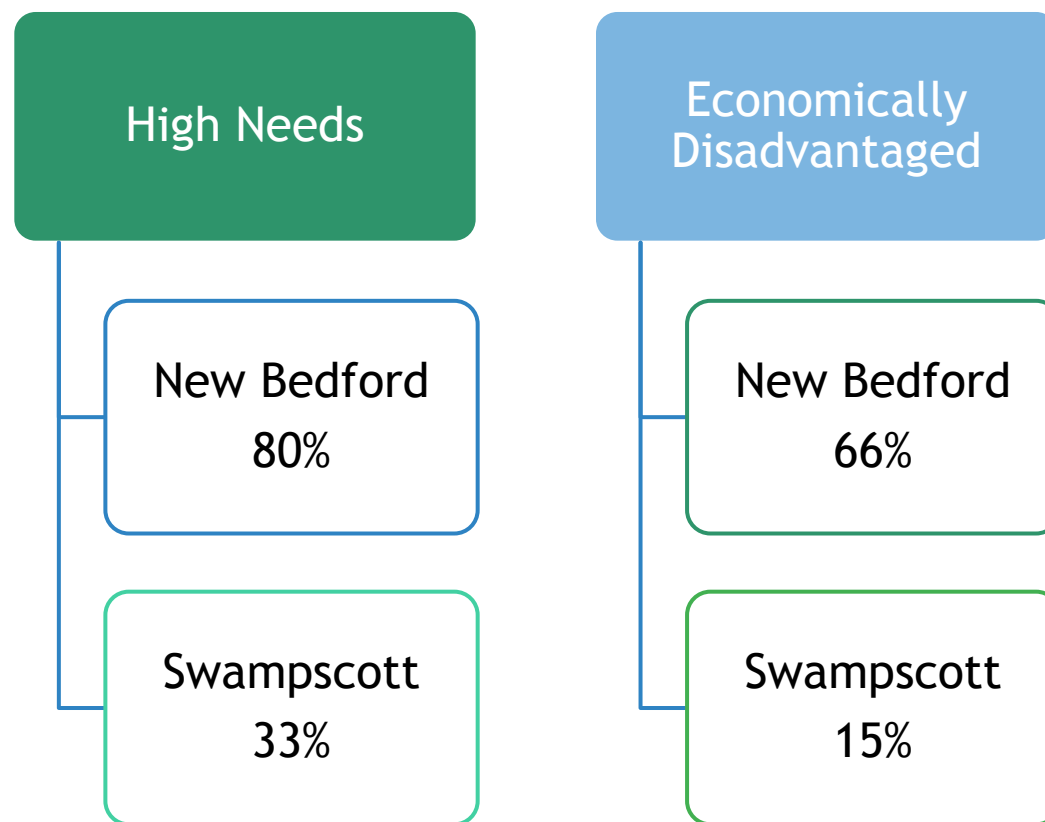
Source: Massachusetts Dept. of Elementary and Secondary Education

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



Source: Massachusetts Dept. of Elementary and Secondary Education



MIDSIZE URBAN
CENTERS



PREVIOUSLY HOME TO
INDUSTRY AND A
“GATEWAY” TO THE
AMERICAN DREAM



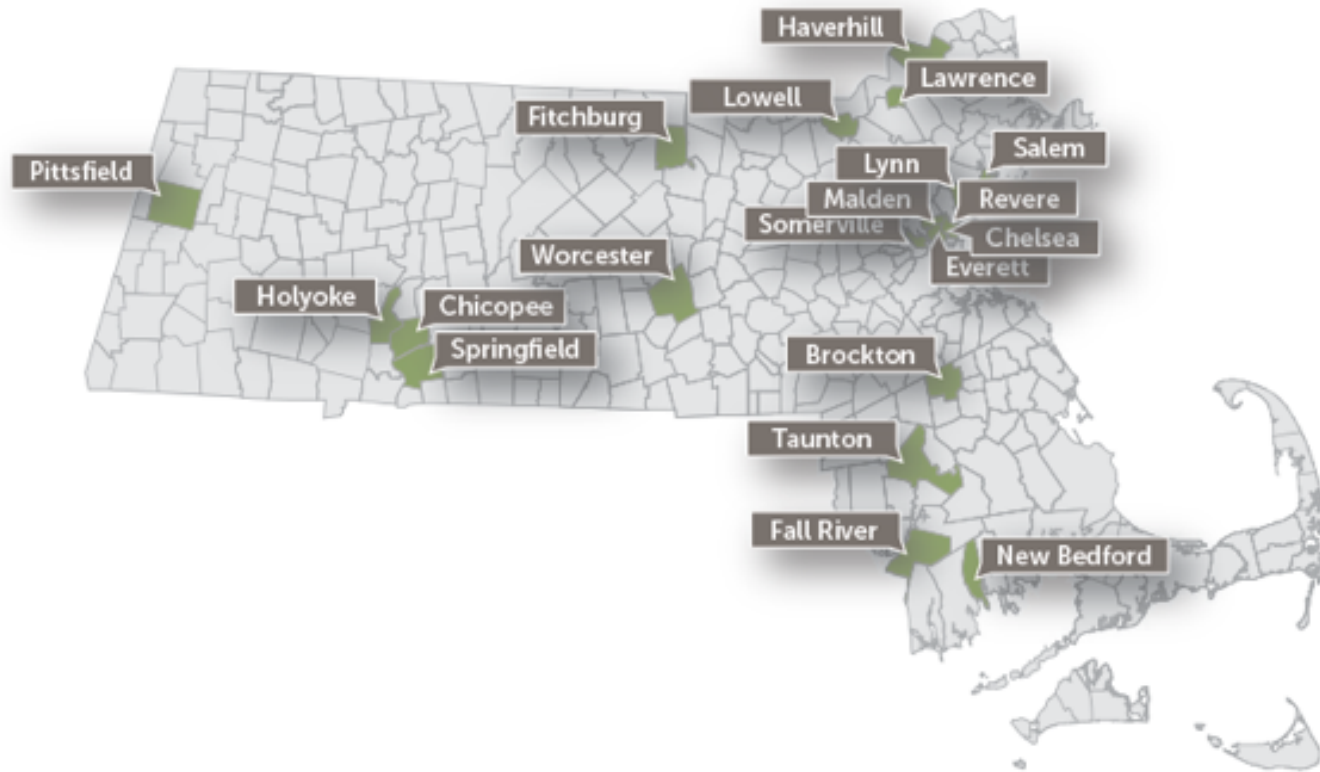
FORMER
MANUFACTURING AND
INDUSTRIAL HUBS



LACKING RESOURCES
AND CAPACITY TO
REBUILD, SLOW TO
DRAW NEW ECONOMY
INVESTMENT

Gateway City Characteristics

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 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



IT INCLUDES A LOW-INCOME
FACTOR



IT INCLUDES AN ENGLISH
LANGUAGE LEARNER FACTOR



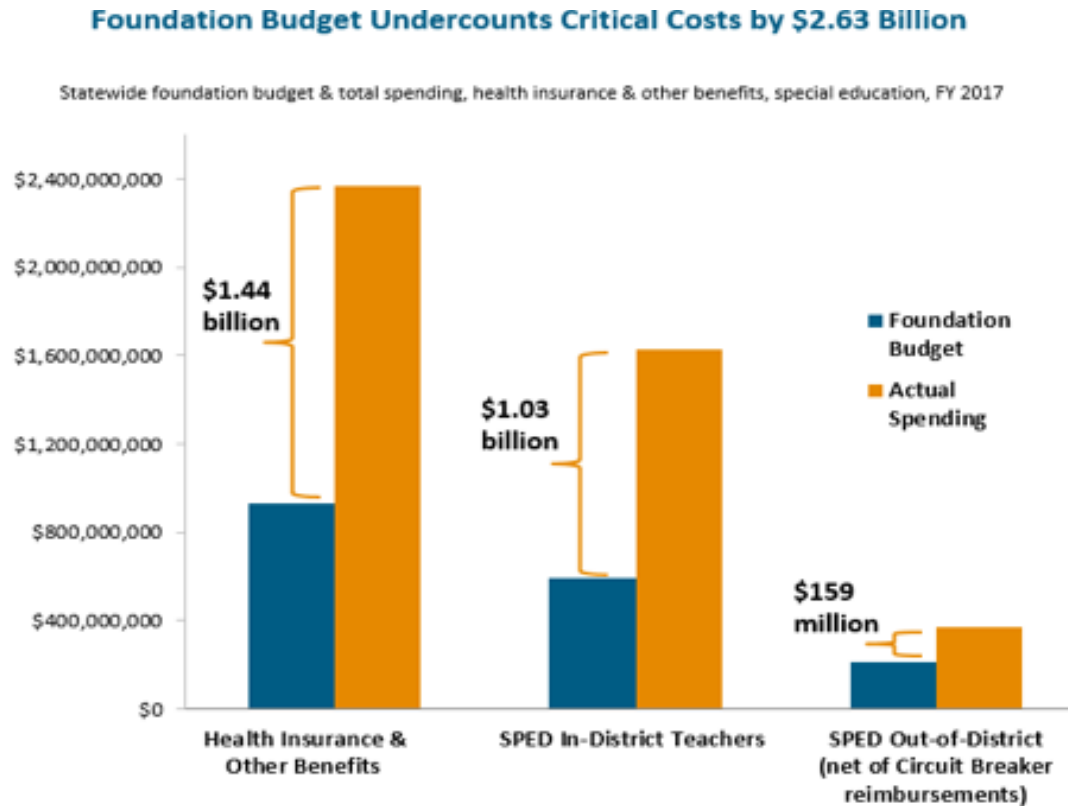
IT CALCULATES WHAT
COMMUNITIES NEED TO
PROVIDE ALL STUDENTS AN
ADEQUATE EDUCATION
REGARDLESS OF
COMMUNITIES' ABILITY TO
RAISE AND APPROPRIATE
THOSE FUNDS LOCALLY



IT CALLS ON THE STATE TO
FUND THE DIFFERENCE
BETWEEN COMMUNITY NEEDS
AND THE FUNDS IT CAN RAISE

The Foundation Formula Was Designed Explicitly
Around the Premise That It Was More Expensive to
Educate Students in Certain Communities Than
Others

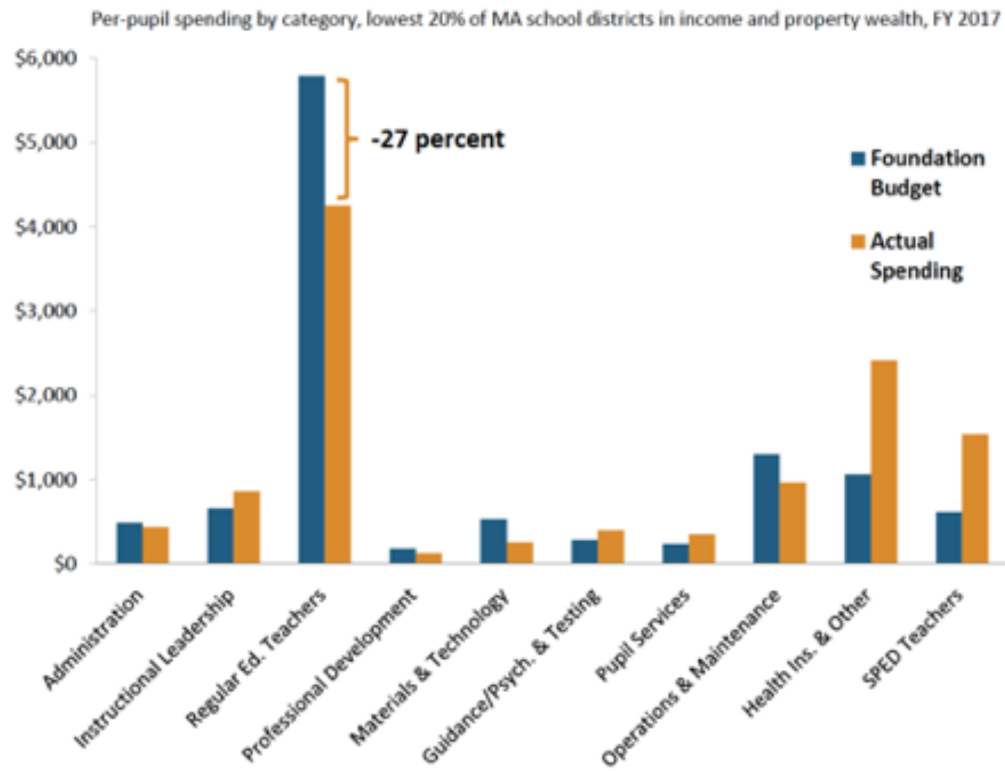
However, Over Time The Foundation Formula Has Become Broken and No Longer Covers Actual Costs as Intended in 1993



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)

With Underfunding of SPED and Health Insurance Costs, Lowest-Wealth Districts Unable to Spend at Foundation on Regular Education Teachers



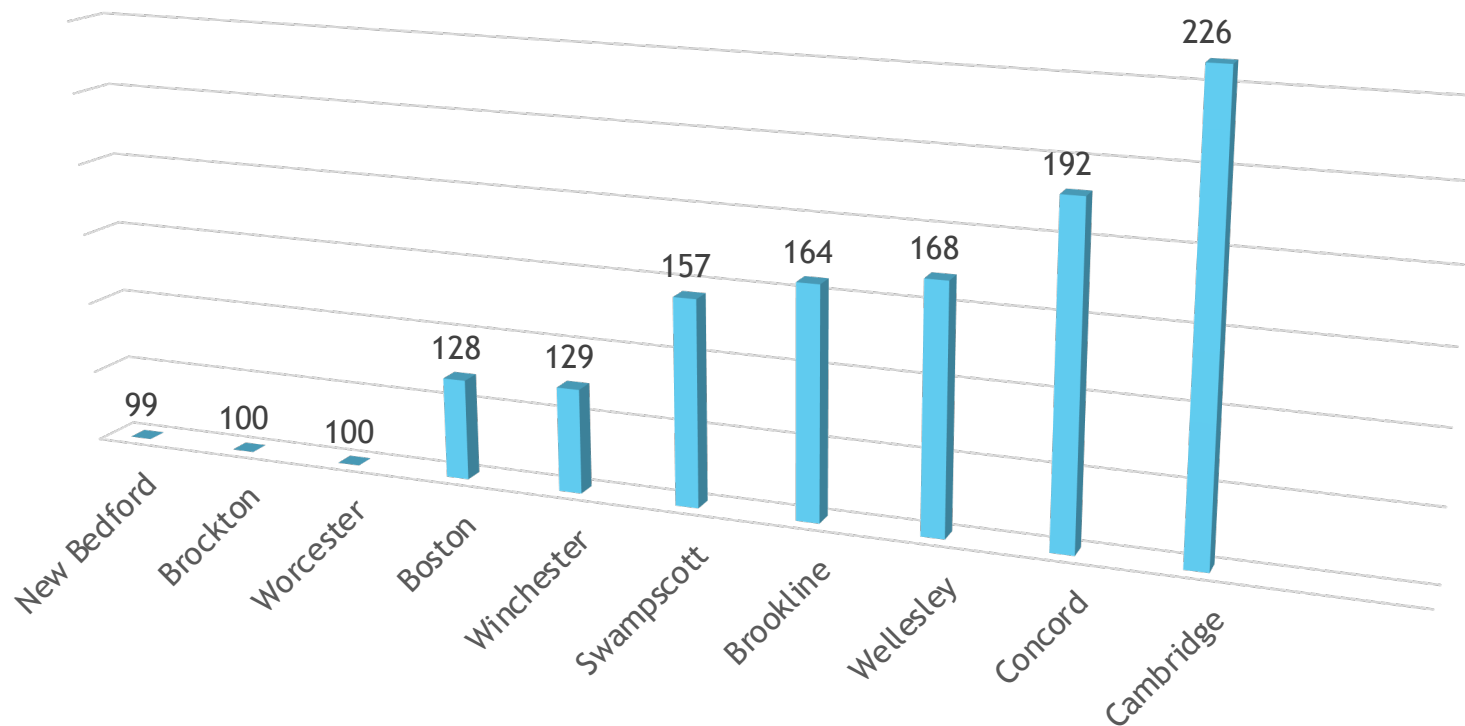
Source: MassBudget, *Building and Education System That Works for Everyone*, July 2018

DOR Code	Municipality	County	2015 Population	FY 2019 Single Family Tax Bill	2015 DOR Income Per Capita▲
095	Fall River	BRISTOL	88,777	3,285	16,650
044	Brockton	PLYMOUTH	95,314	4,204	20,094
348	Worcester	WORCESTER	184,815	4,074	20,978
291	Swampscott	ESSEX	14,477	9,022	67,570
046	Brookline	NORFOLK	59,195		76,726
344	Winchester	MIDDLESEX	22,417	13,083	103,807
067	Concord	MIDDLESEX	19,830		119,088
317	Wellesley	NORFOLK	29,000	15,406	183,887

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



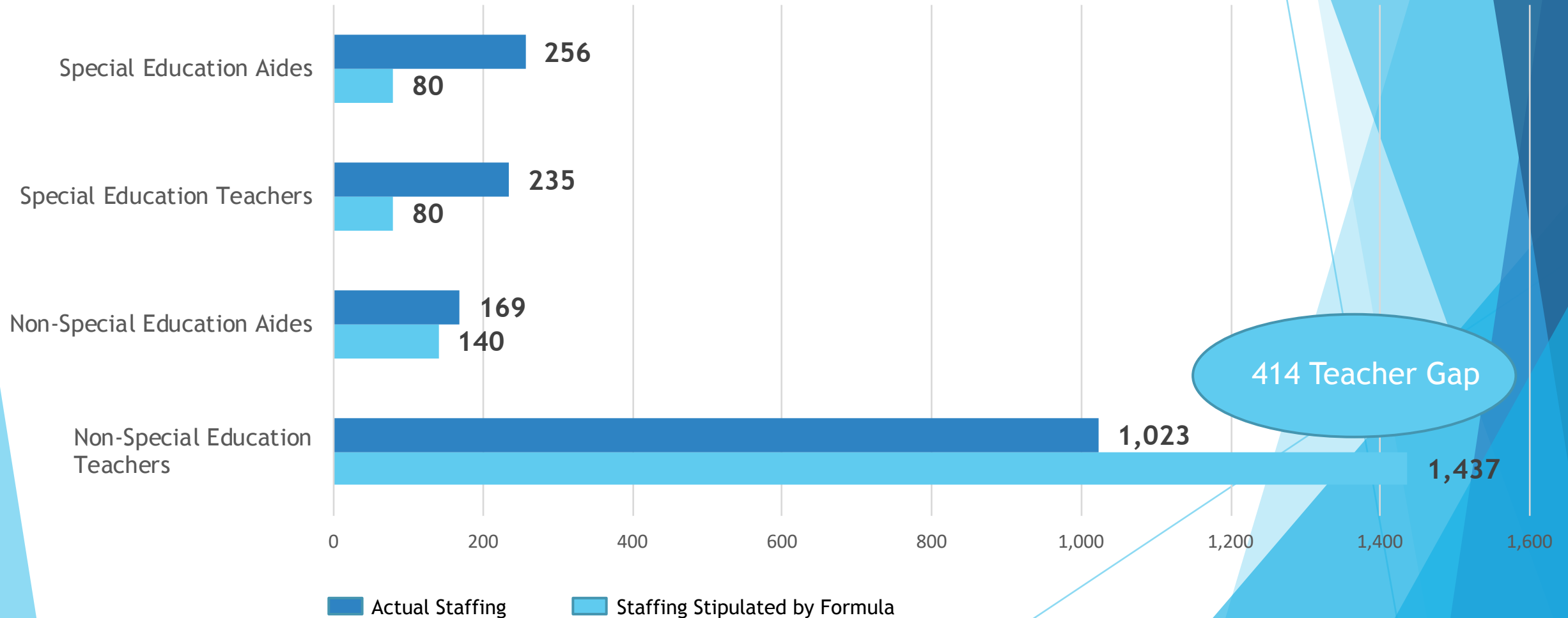
Source: MA DESE
School/District Profiles

■ 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

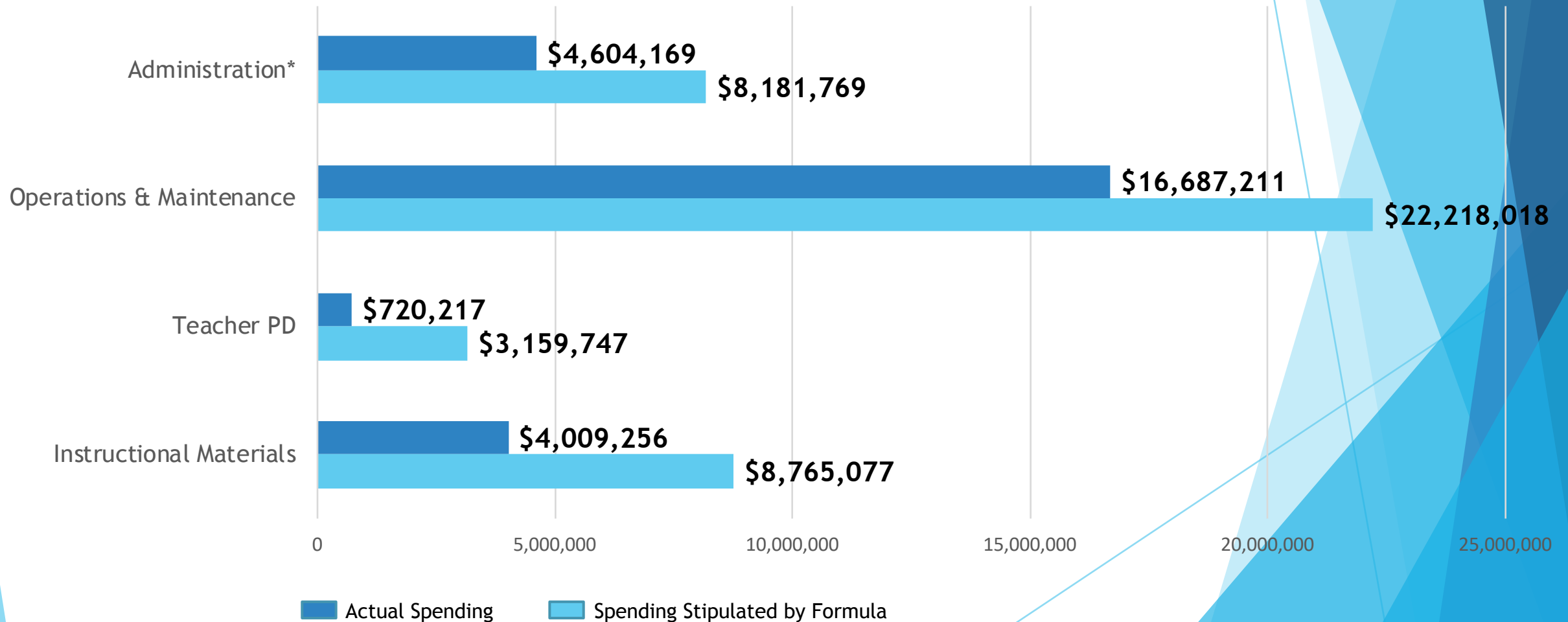


Foundation Budget Gaps: FY17 Brockton Analysis



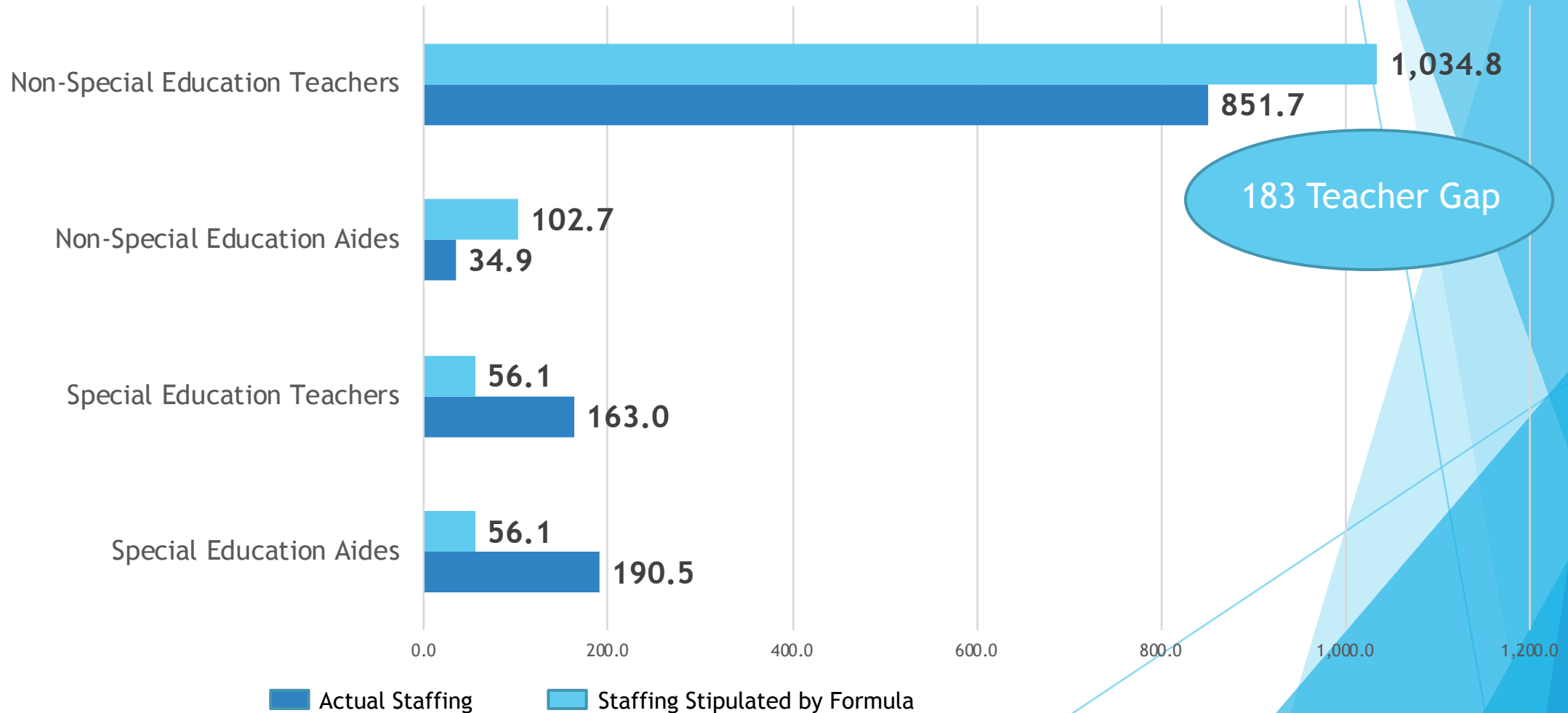


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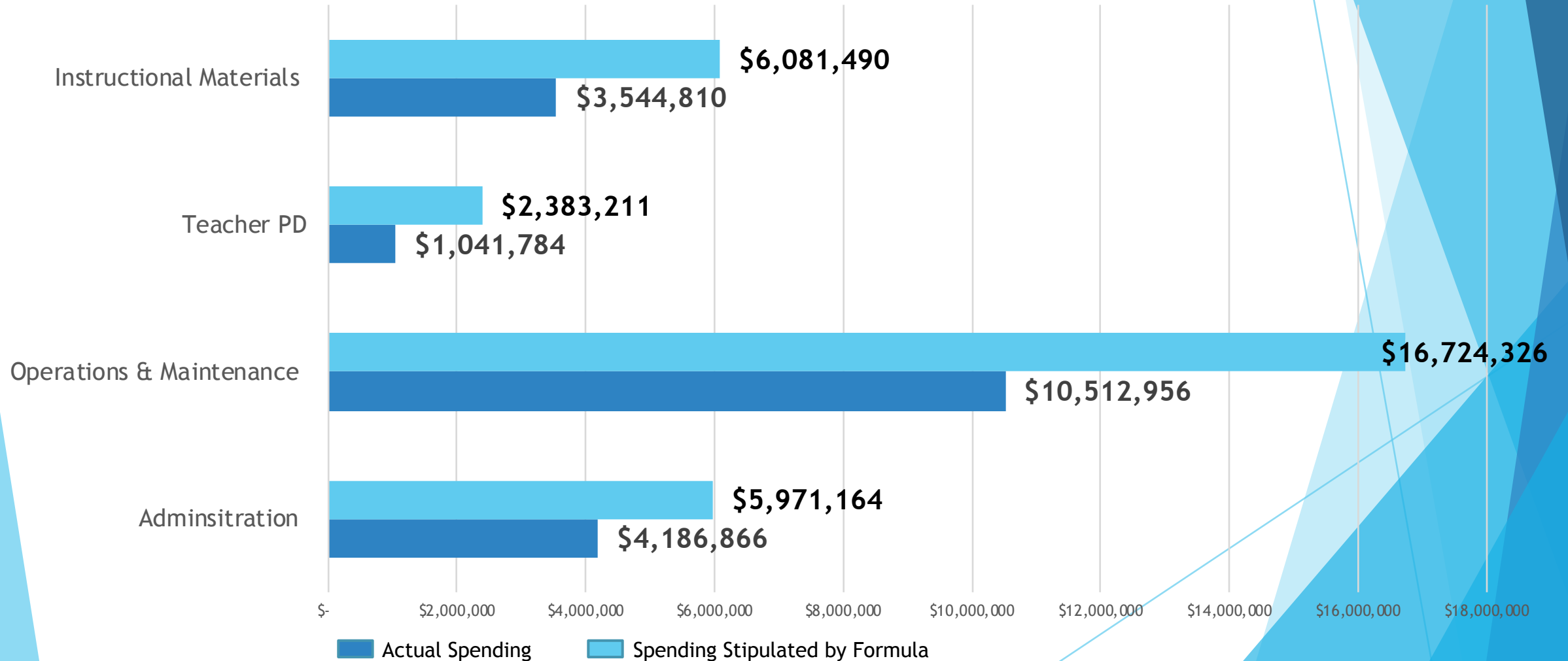


Foundation Budget Gaps: FY17 New Bedford Analysis



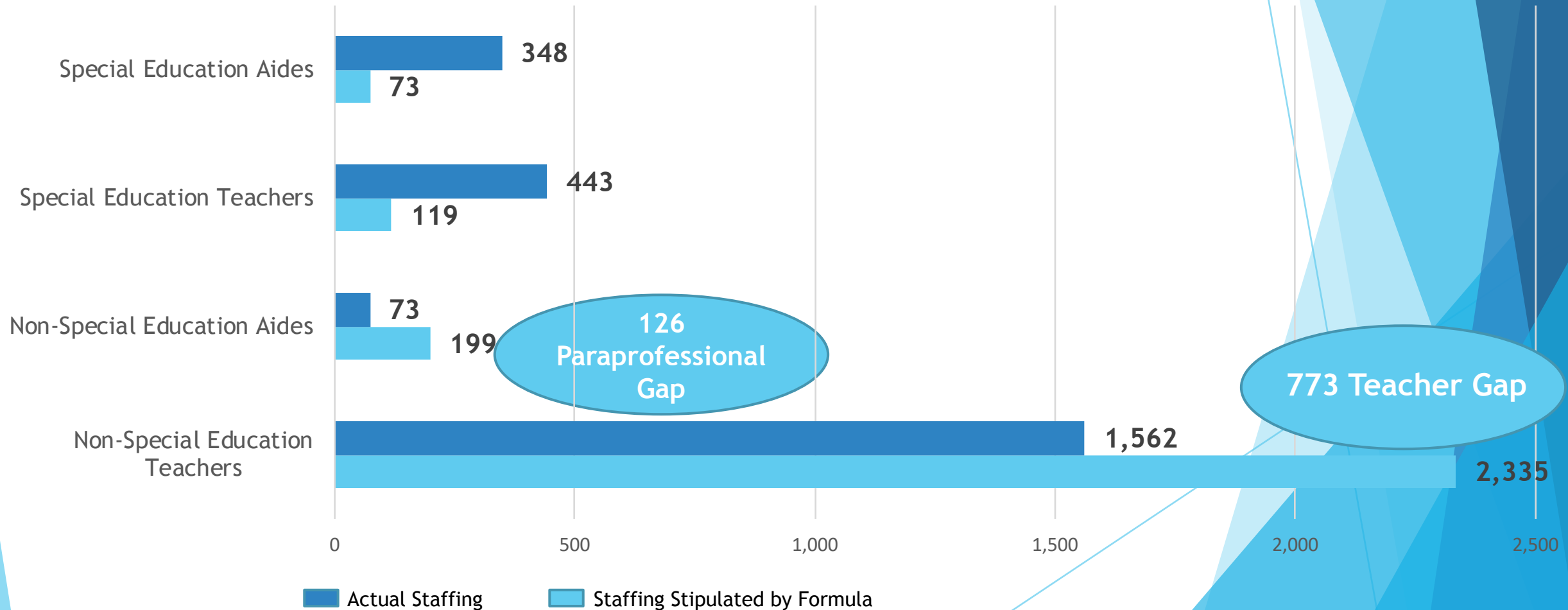


Foundation Budget Gaps: FY17 New Bedford Analysis



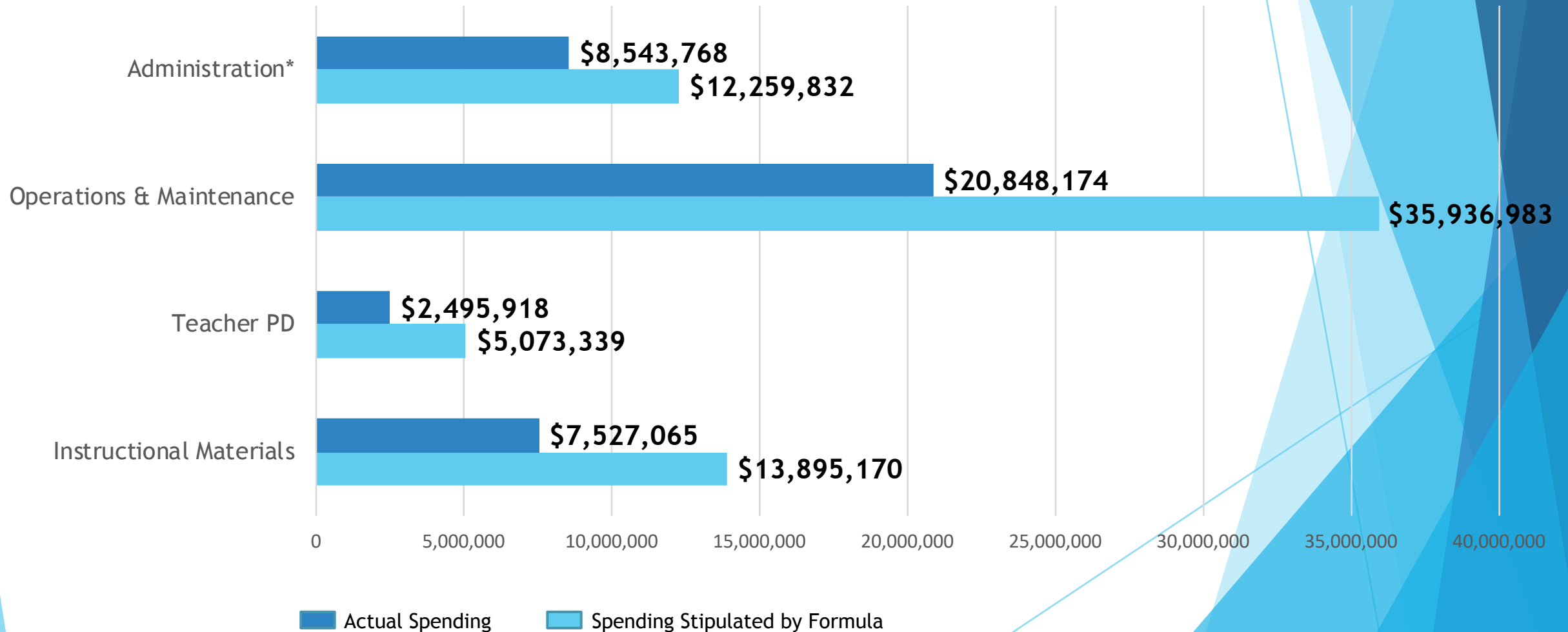


Foundation Budget Gaps: FY17 Worcester Analysis





Foundation Budget Gaps: FY17 Worcester Analysis

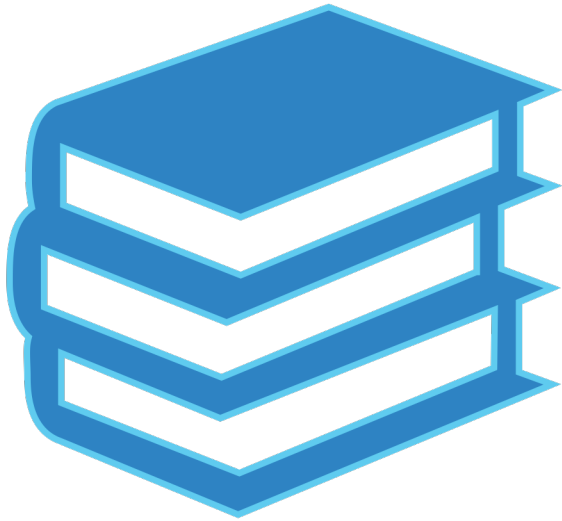


Additional Real Impacts of Budget Shortfalls on Services

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

Additional Real Impacts of Budget Shortfalls on Services

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:

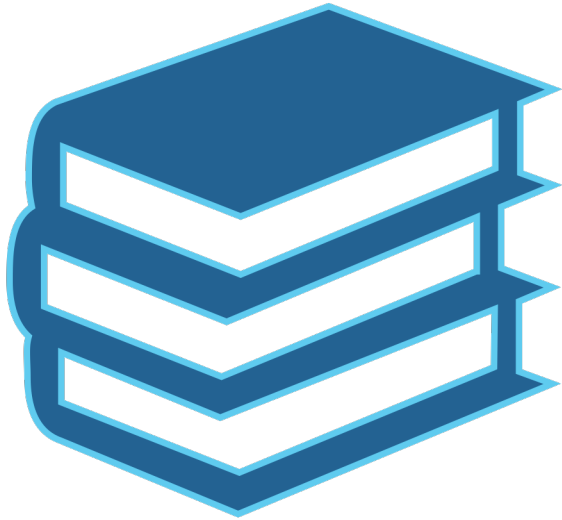
- ▶ Lack of World Language offerings in middle schools
- ▶ Lack of social emotional support in all schools
- ▶ Lack of paraprofessional support for dual language students
- ▶ Minimal targeted supports for struggling learners
- ▶ Lack of sufficient administrators in most elementary schools
- ▶ Lack of 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

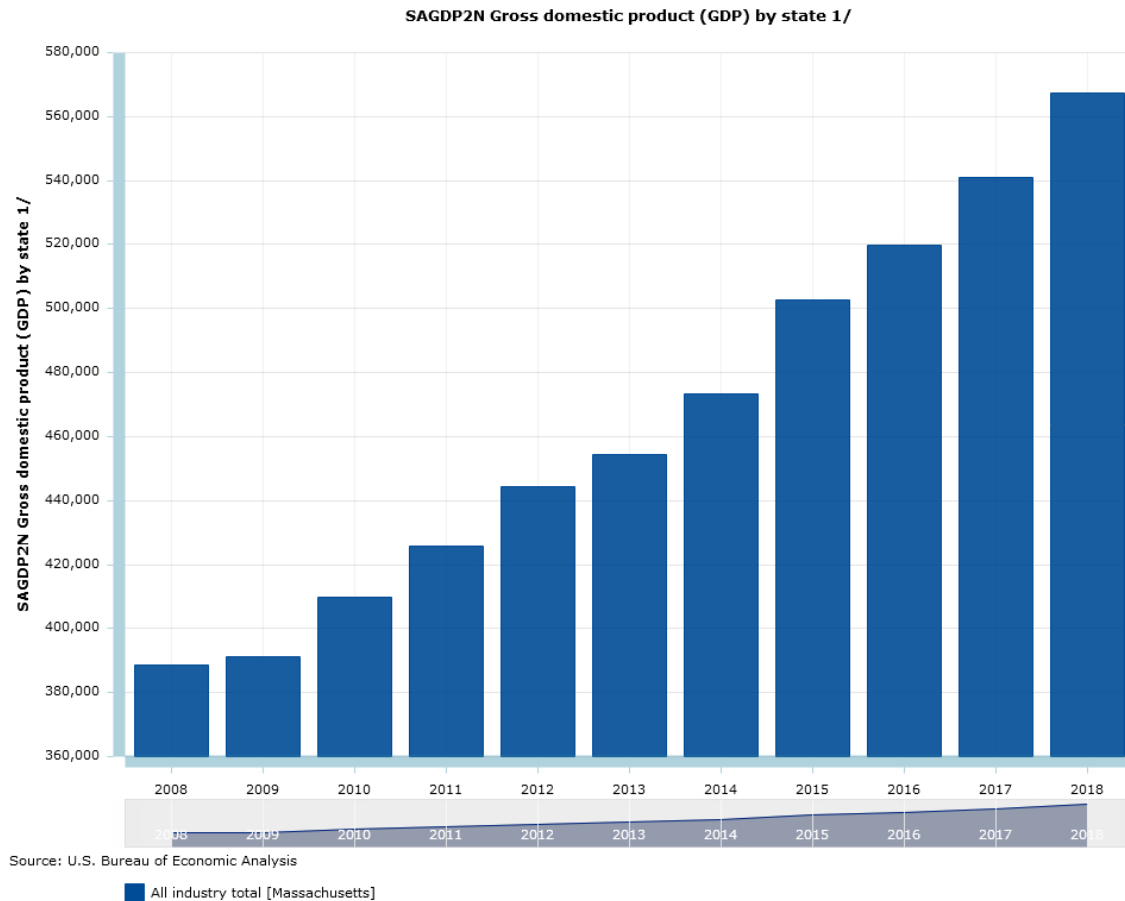
Real Impacts of Budget Shortfalls on Programs/Opportunities For Students



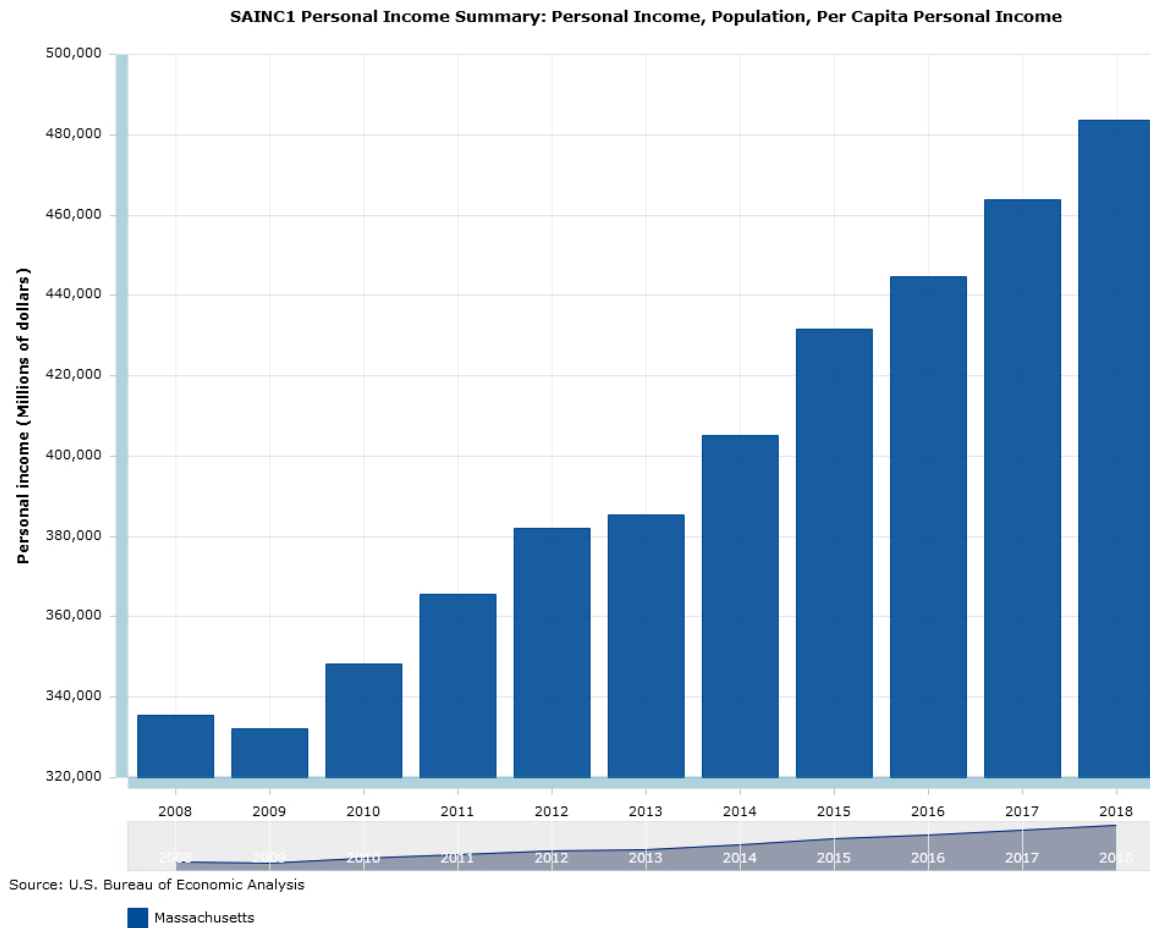
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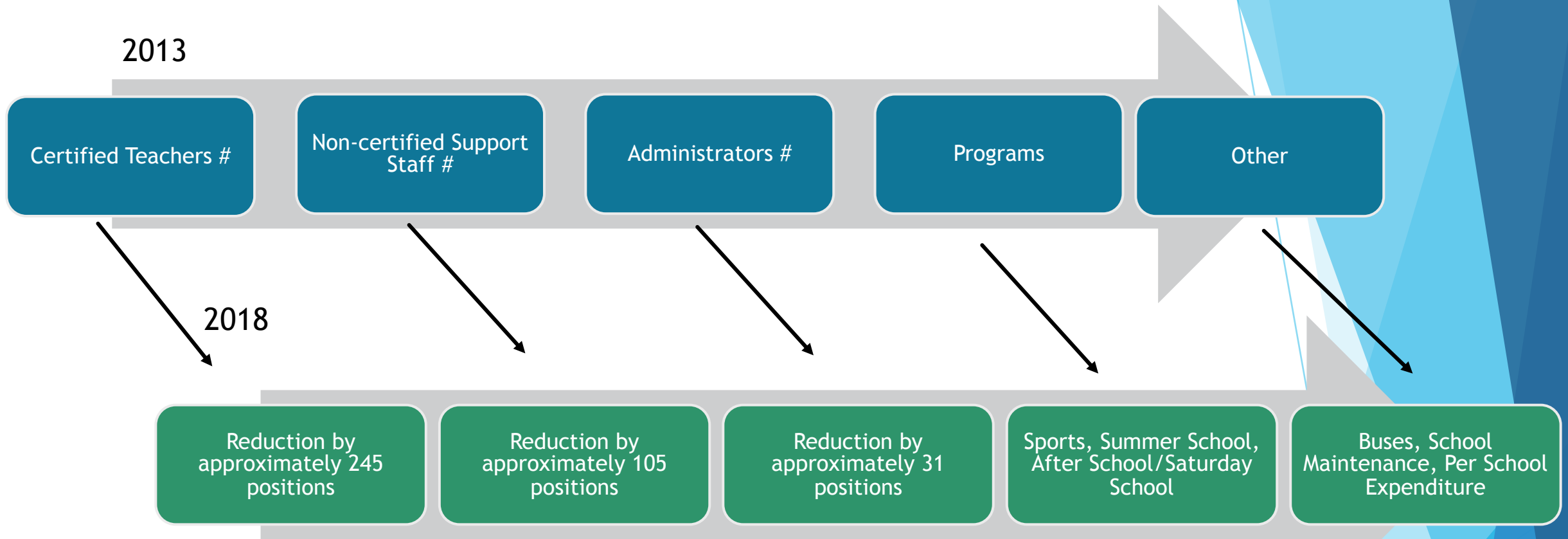
- ▶ Lack of World Language Offerings
- ▶ Lack of Accelerated Classes in Middle Schools
- ▶ Lack of Intervention/Support Classes in Middle and High Schools
- ▶ Lack of Sufficient Electives in High Schools (leading to Study Halls)
- ▶ Lack of Response to Intervention/Tiered Supports for Struggling Learners
- ▶ 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)

2002

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

2018

State & Federal grants
total \$16,733,000

Career Technical Ed
Teachers= 0

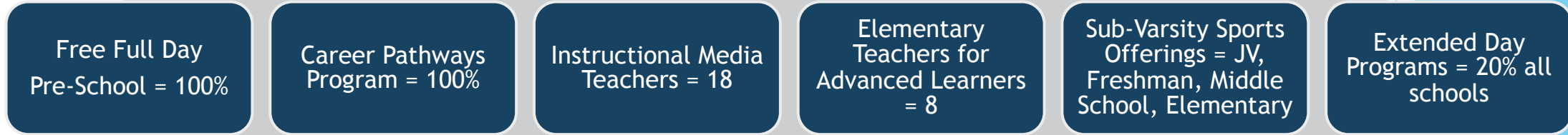
Librarian/Instructional
Media Teachers = 3

Custodial &
Maintenance &
Technology support
staff =112

Extended Day Programs
limited to grant funded
schools

Cuts to Services Over Time: New Bedford (2002 - 2018)

2002



2018

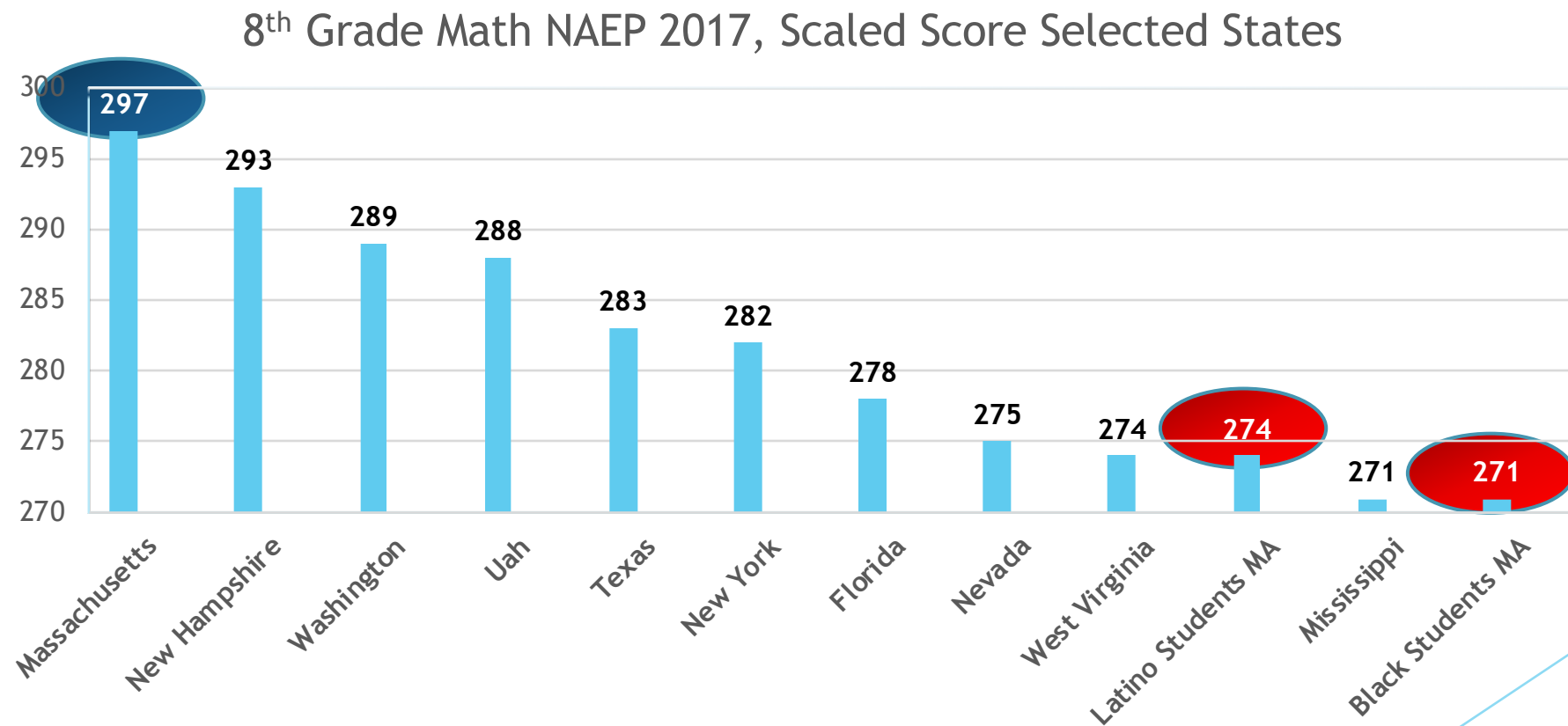


Cuts to Services Over Time: Worcester (2002 - 2018)

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
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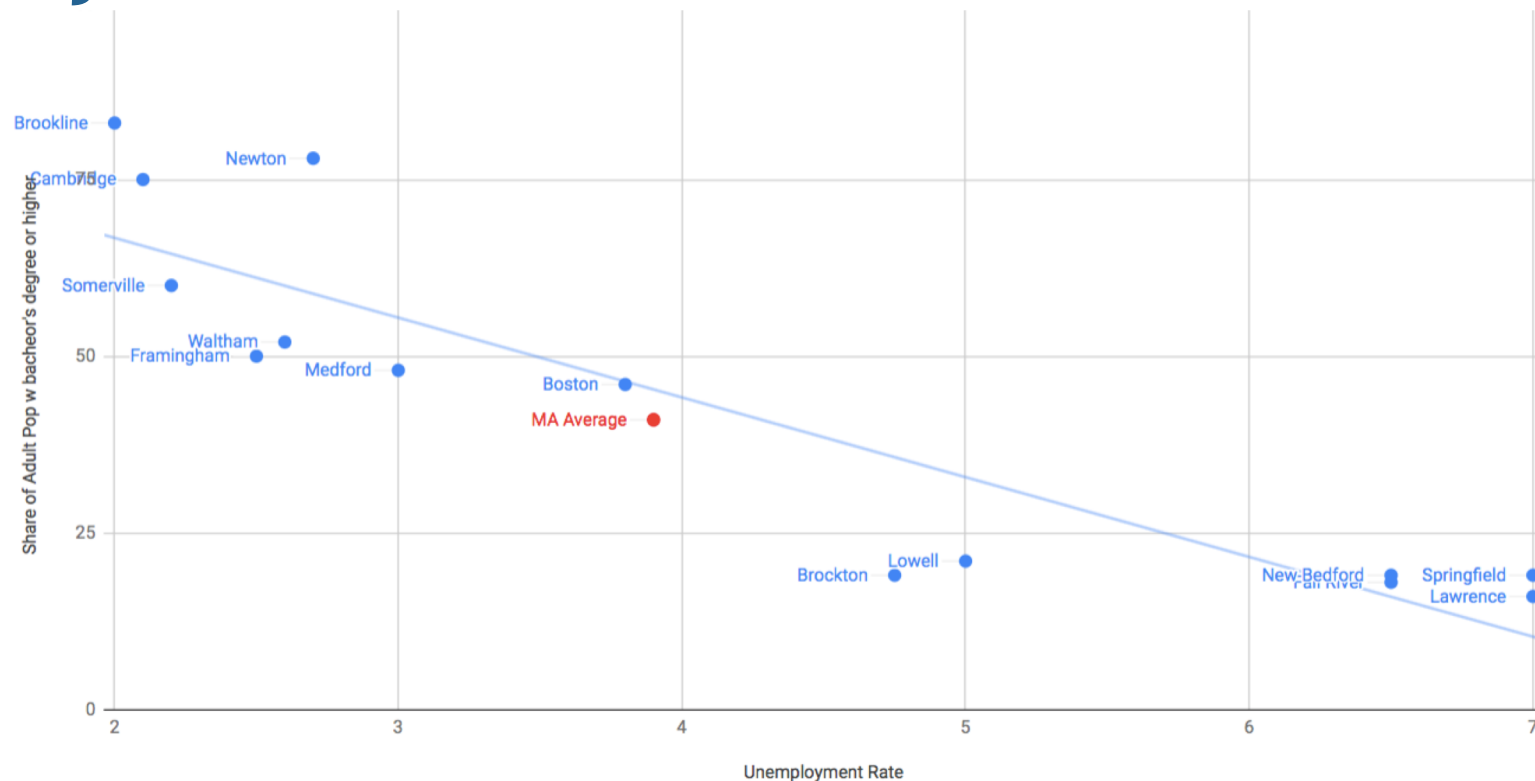


1 in 3 English Language
Learners Don't Graduate on
Time



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”?

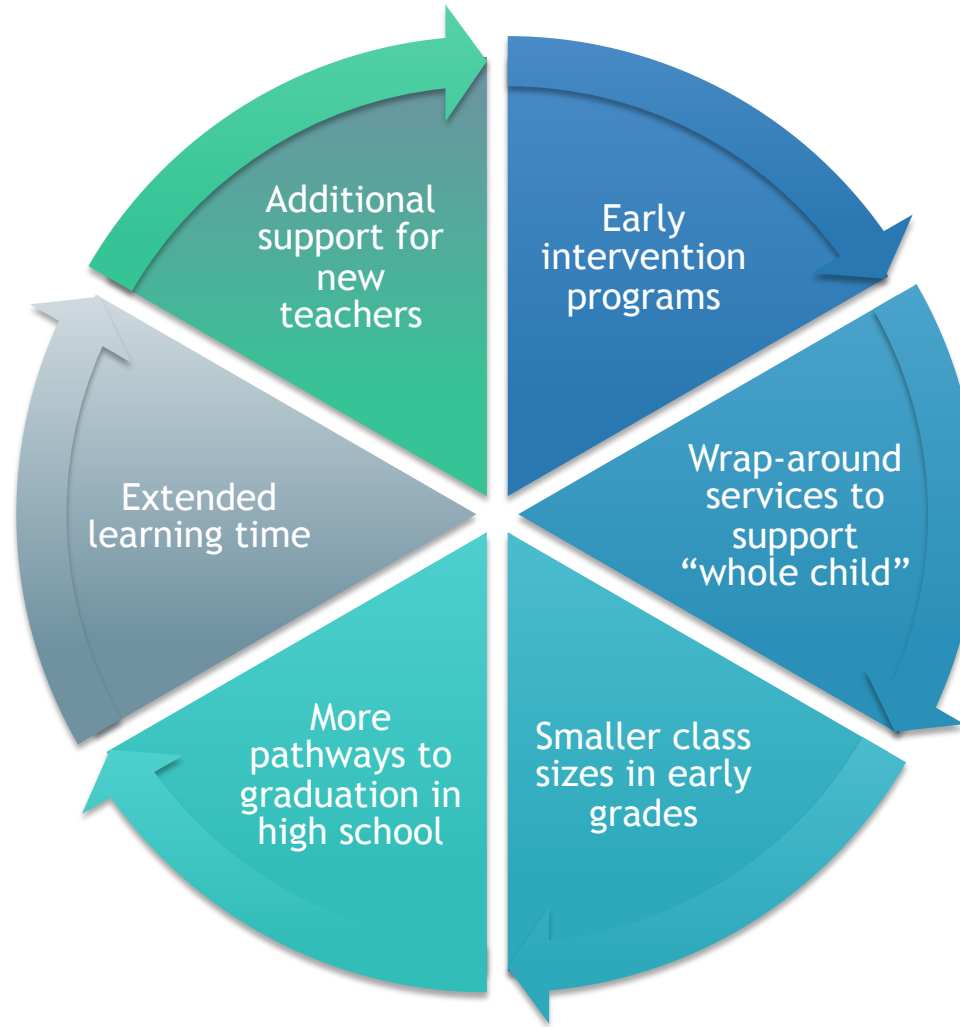


Source: Education Trust, *Number One for Some, Opportunity and Achievement in Massachusetts*, 2018

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?





Provide ALL students with the adequate
education to which they are
Constitutionally entitled



Make education in Massachusetts
truly #1 for ALL

In Summary