Building on Progress and Pursuing Equity in New York City’s Schools

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Goal For Today’s Presentation

Illustrate two overarching themes that have characterized NYC public education over more than 15 years:

- Steady improvement
  accompanied by
- Persistent inequality
Steady Progress Over 15 Years
Indicators of Change

Focus here on:

- High school graduation
- College enrollment and persistence
- Grade 3-8 test scores
- Attendance

Also substantial changes in:

- Full-day Pre-K
- Inclusive settings for students with disabilities
- School choice, including charters
- School size
- Per-pupil expenditures
- Emphasis on school climate and social and emotional learning
More Students Are Graduating and Going to College.

![Graph showing increase in high school graduation, college enrollment, and college persistence from 2004 to 2018.]

- High School Graduation: 54.1% in 2004, 57.8% in 2006, 55.4% in 2015, 75.2% in 2018
- College Enrollment: 42.1% in 2004, 39.0% in 2015
- College Persistence (2+ Years): 31.3% in 2004, 58.3% in 2018
Achievement in Elementary and Middle School Has Improved.
Absenteism Has Declined.

The graph shows the trend in annual attendance and chronic absentee rate over the years. The attendance rate has increased from 87.6 in 2000 to 90.9 in 2018, while the chronic absentee rate has decreased from 30.9 to 22.8 over the same period. This indicates an improvement in school attendance.
Persistent Inequalities
Dimensions of Disparity

- Focus here on:
  - Race/Ethnicity

- Similar patterns for other groups, defined by:
  - Gender
  - English learner status
  - Disability status
  - Economic status
  - Housing status
  - Residential community characteristics
Disparities in High School Graduation Rates Have Narrowed Slightly, But Persist.
There Has Been Less Growth in College Enrollment, and Disparities Are Larger.
Disparities in ELA Test Scores Have Increased as Standards Have Risen.
Disparities in Math Test Scores Have Increased as Standards Have Risen.
Chronic Absenteeism for Black and Latino Students Is Double that of White and Asian Students.
Concentrations of Poverty and Inequality
High-Poverty Census Tracts
2010 Census

- Medium – Low Poverty
- High Poverty
High School Graduation Rates, 2007 and 2018, By Residential Census Tract

High school graduation rate
- 0 – 50
- 51 – 66
- 67 – 100

2007

2018
Important Questions

- How valid and complete are these indicators of progress and inequality? What else should we be measuring?
- What accounts for the steady progress and persisting inequities documented here?
- What forward-looking policies and practices can best sustain progress and address inequality?
- How can rigorous nonpartisan research best inform these policy and practice options?