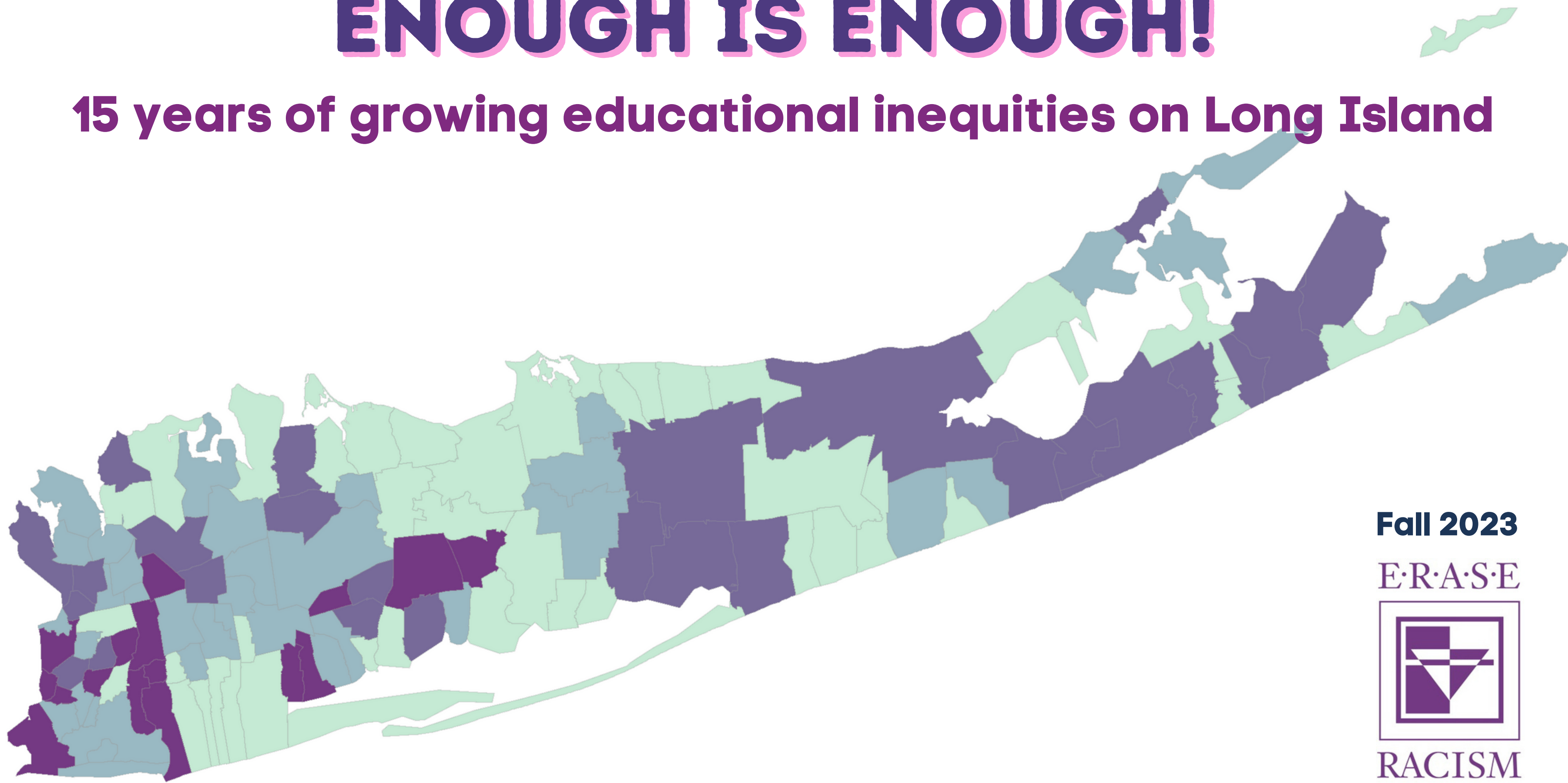


ENOUGH IS ENOUGH!

15 years of growing educational inequities on Long Island



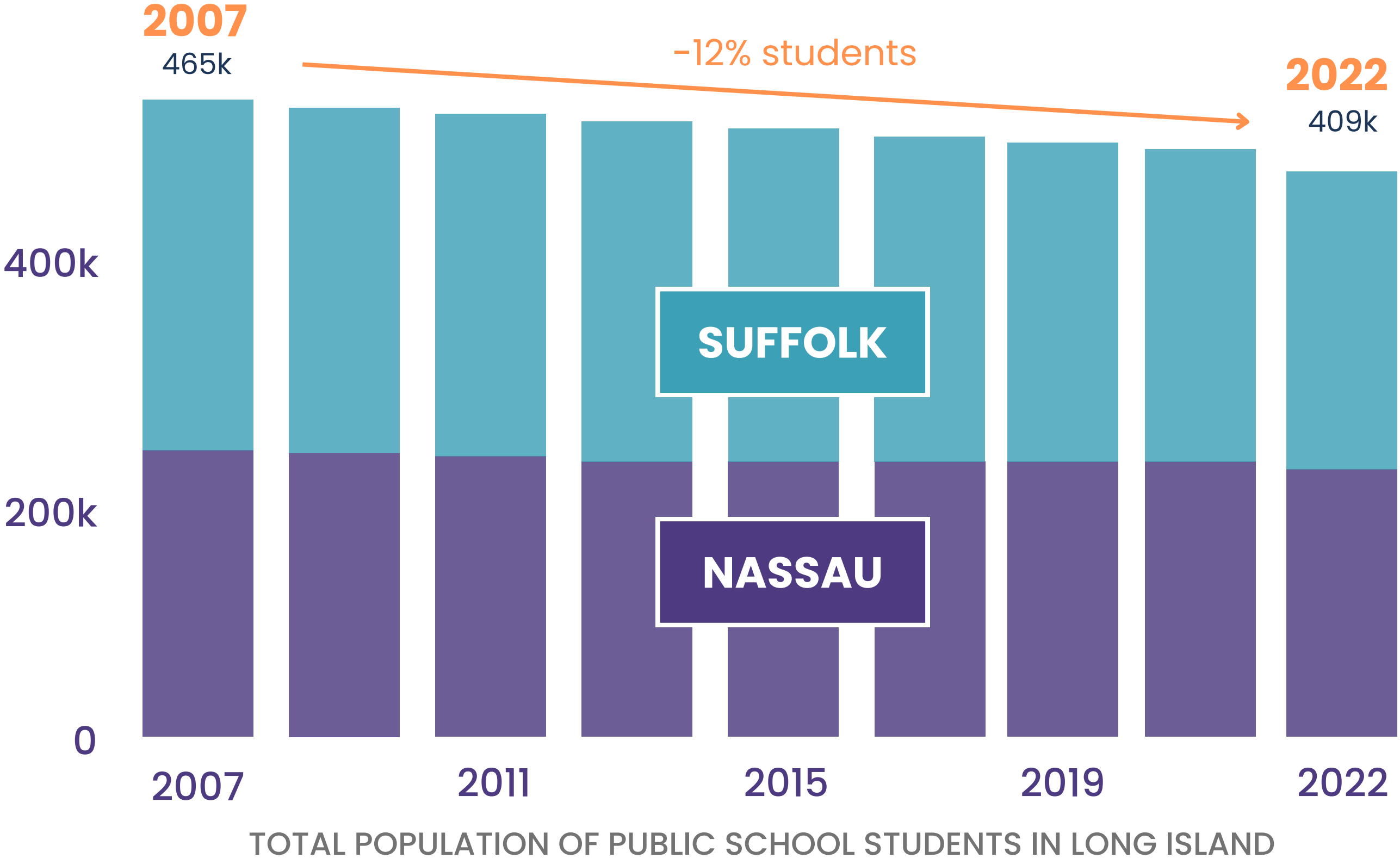
Fall 2023

E·R·A·S·E



RACISM

Long Island is Losing its Students



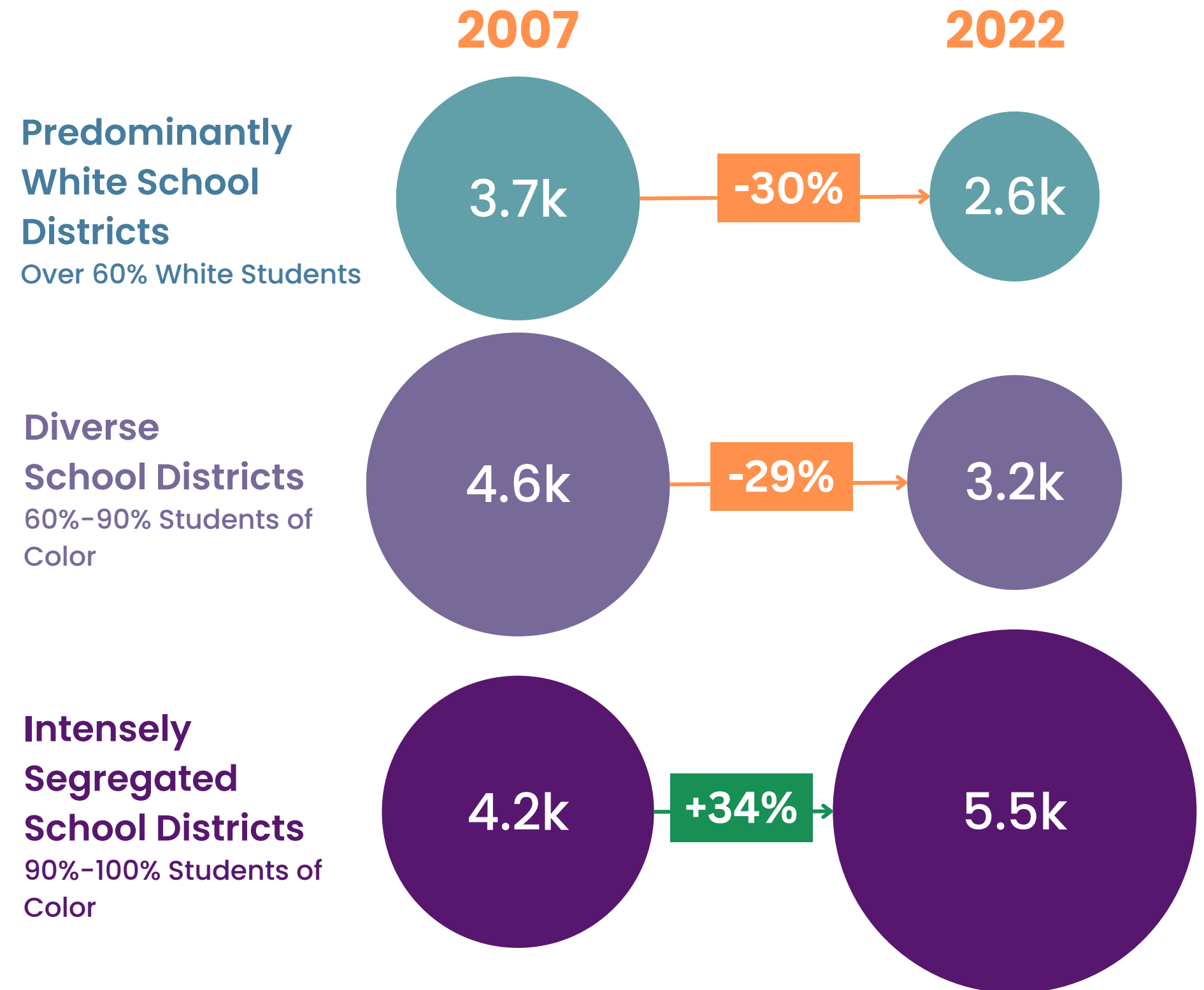
In the past 15 years, the number of students enrolled in Long Island's public schools has been on the **decline**.

The Size of Intensely Segregated Districts is Increasing

Not all school districts are experiencing a declining enrollment.

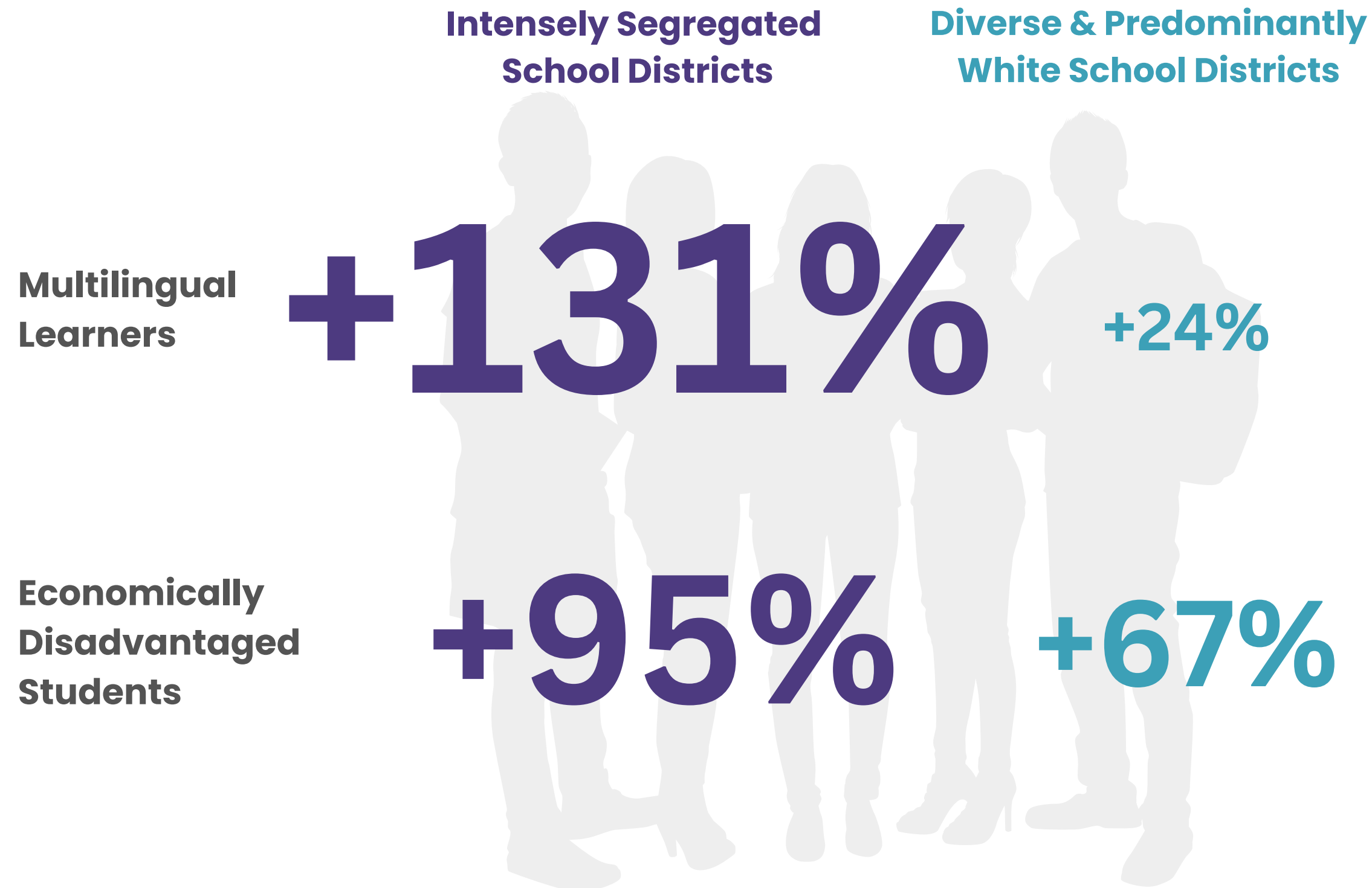
15 years ago, intensely segregated districts were 12% larger than all other districts; today they are 80% larger, on average.

While the average size of racially diverse and predominantly white school districts has **decreased**, the size of intensely segregated school districts – those that are 90%–100% students of color – **grew by 34%**.



AVERAGE SIZE OF SCHOOL DISTRICTS

Students With Greater Needs Are Being Concentrated in Intensely Segregated Districts



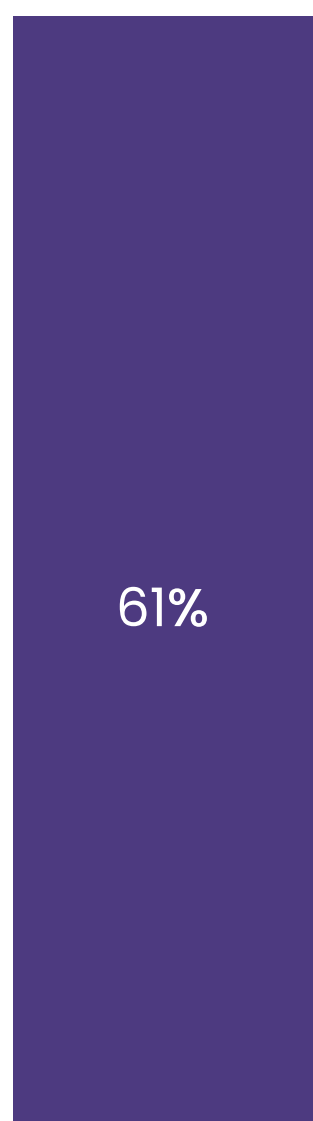
The number of students with greater needs is growing in nearly all school districts on Long Island; however, it is growing much faster in intensely segregated school districts.

RATE OF GROWTH OF SELECT HIGH-NEED STUDENT POPULATIONS
FROM 2007 TO 2022

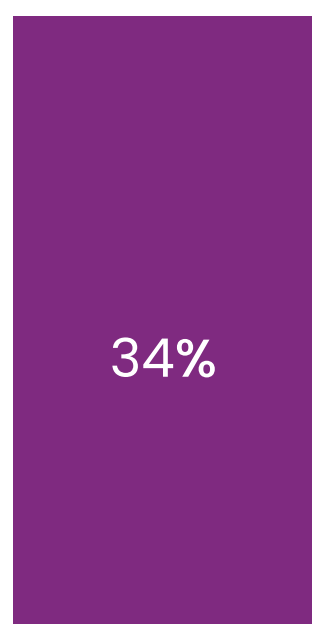
Students With Greater Needs Perform Better When They Are Not Concentrated in the Same Districts

Performance of Students in Districts With the **LOWEST** Concentration of Students With Greater Needs

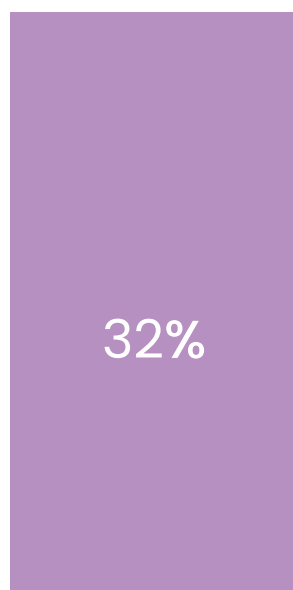
Economically disadvantaged



Multilingual learners

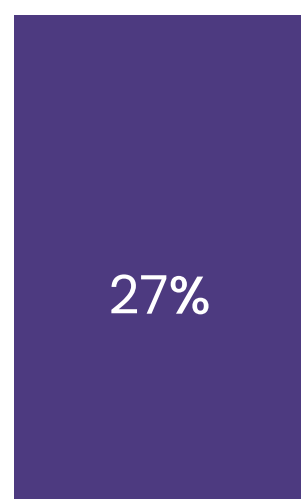


Special learning needs

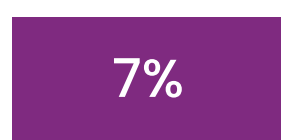


Performance of Students in Districts With the **HIGHEST** Concentration of Students With Greater Needs

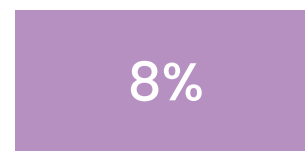
Economically disadvantaged



Multilingual learners



Special learning needs



% PROFICIENT IN 3RD GRADE READING (2022)

Economically disadvantaged students, multilingual learners, and students with special learning needs* **all performed substantially better** in districts with lower concentrations of students who require extra support.

These “high-need” students thrive when districts have the capacity and resources to give them targeted services.

*NYSED refers to multilingual learners as “English language learners” and to students with special learning needs as “students with disabilities.”

Funding Inequities Are Growing

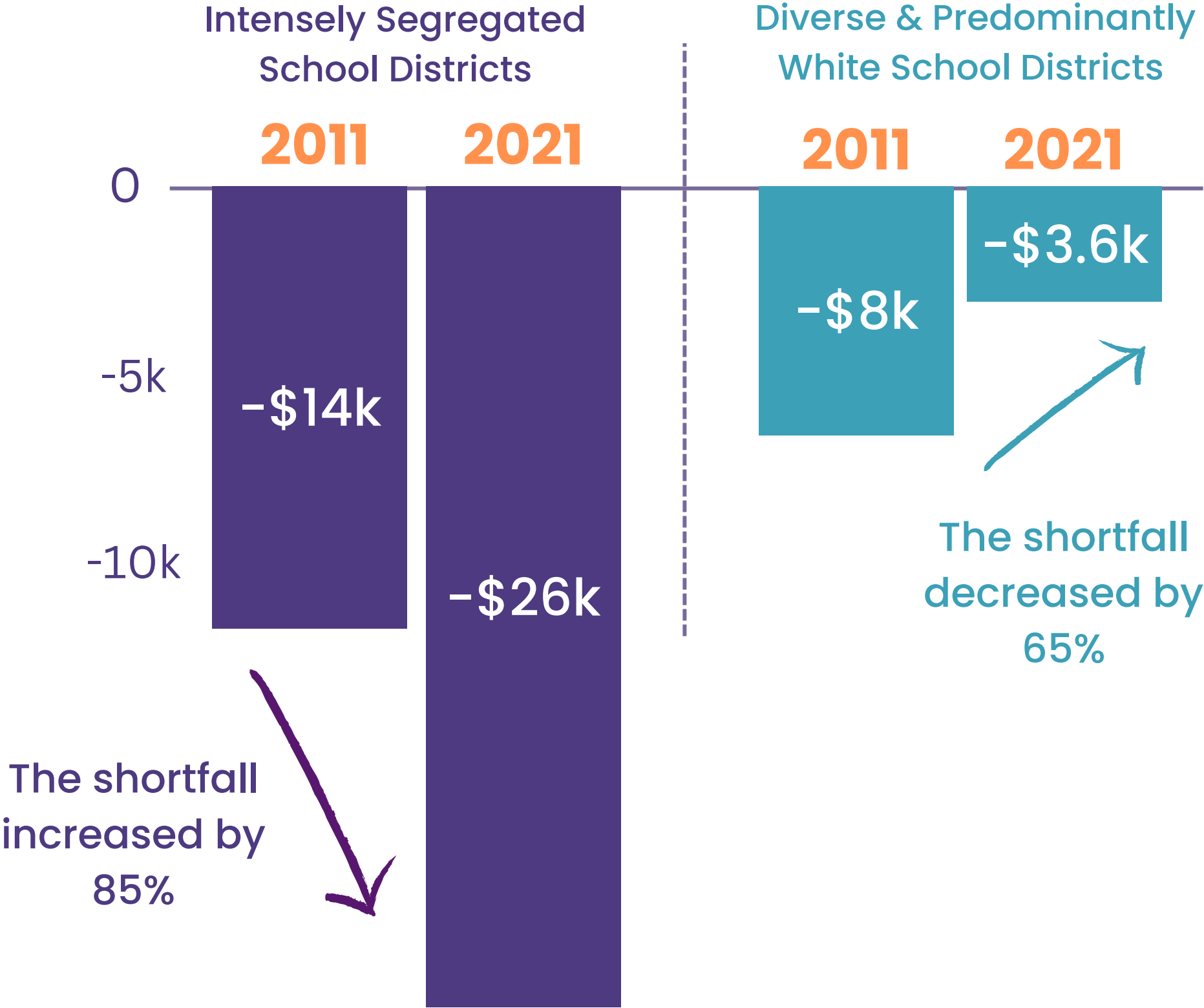
Over the course of a decade the funding gap for intensely segregated districts grew substantially, while it dramatically declined for diverse and predominantly white districts.

Intensely segregated districts, which have high concentrations of students with greater needs, are struggling to provide necessary support services due to this inequitable funding.

If schools were funded equitably,* intensely segregated districts would have received \$26K more per student in 2021.

Applying the same formula to **diverse and predominantly white** districts shows that their **shortfall was far less** (-\$3.6K per student).

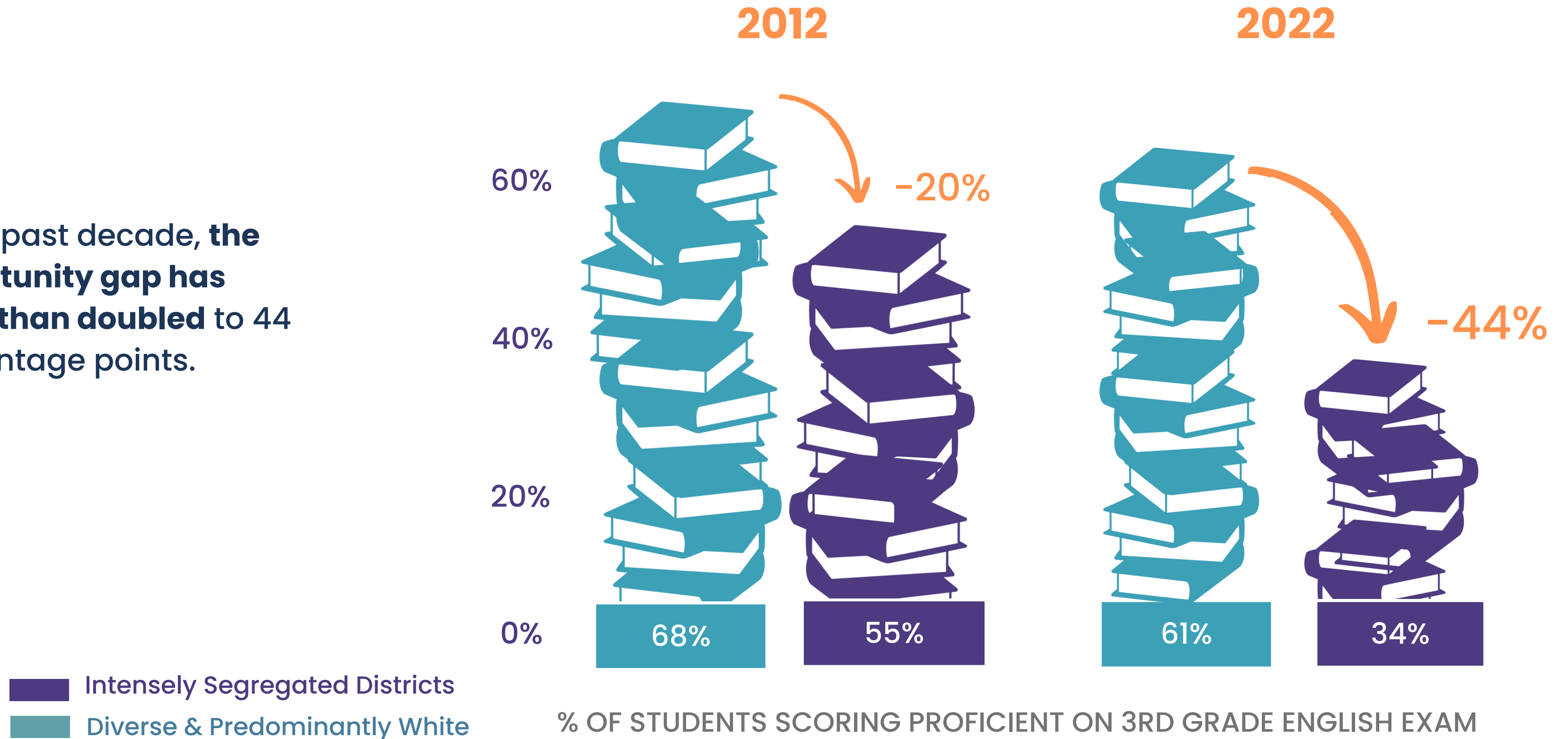
*Our equity formula allocates the average expenditure per pupil for the region in a given year and provides that amount for every student, with the exception of economically disadvantaged students and English language learners who are allocated double the regional average.



ESTIMATED SHORTFALLS IN PER PUPIL EXPENDITURES

Growing Funding Inequities Are Increasing the Opportunity Gap

In the past decade, the opportunity gap has more than doubled to 44 percentage points.



WE MUST PUT A STOP TO THE **GROWING** **OPPORTUNITY GAP!**

ERASE Racism has designed an action plan to reverse increasing inequities:

- 1** Give districts more funding to better support students with greater needs by **updating the NYSED's funding formula**
- 2** Include **“reparatory aid” in the school funding formula** to compensate communities that have been harmed by over a century of systemic racist housing policies
- 3** **Improve the state's school accountability evaluation system** to ensure funding is spent equitably to address systemic change and student needs
- 4** **Enact the NYS “Solutions Not Suspensions Act”** to reduce disproportionality in discipline
- 5** Address inequities caused by enrollment trends by: (1) increasing support for **regional entities** providing interdistrict programs (2) **consolidating districts** with declining enrollment (3) **increasing funding** for rapidly growing districts
- 6** **Increase teacher diversity**
- 7** **Implement culturally responsive curricula**
- 8** **Make DEI plans mandatory** for school districts

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