

---

**Possible Interventions to  
Address Inequity in  
Education in Primary Schools**

Author: Evelyn Zhang



---



---



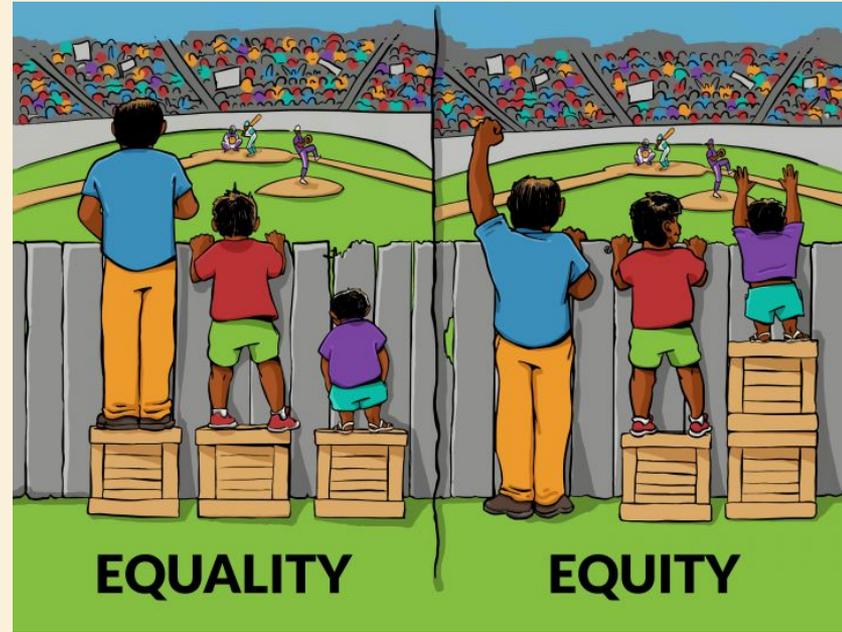
# Table of Contents

Today we will be summarizing parts of the paper I wrote.

1. **Definitions and concepts**
  2. **Problem**
    - a. **Level of intervention**
    - b. **Funding of a school's budget**
    - c. **Impact on students' futures**
  3. **Solution**
  4. **Equity funding**
    - a. **Counterargument**
    - b. **Conclusion**
    - c. **Purpose**
- 
- 
- 

# Definitions and concepts

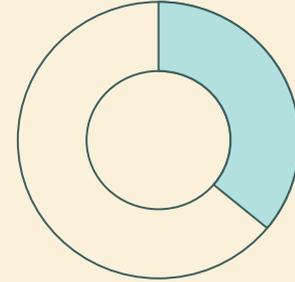
- Education equity: When schools and local and state governments provide **resources unique to each individual** to ensure **everyone receives what they need to thrive** in a learning environment.



## INTRO SLIDE

**Unproficient readers 4x more likely to leave high school without a diploma than proficient readers.**

**35%**



**United States**

4th grade students  
were proficient (2019)





**01**

# **Problem**

Property taxes & Impact on students' futures



# problem

## Level of intervention

**\$12,400**

---

How much more New York spends per student than Idaho

Shortages in resources and personnel

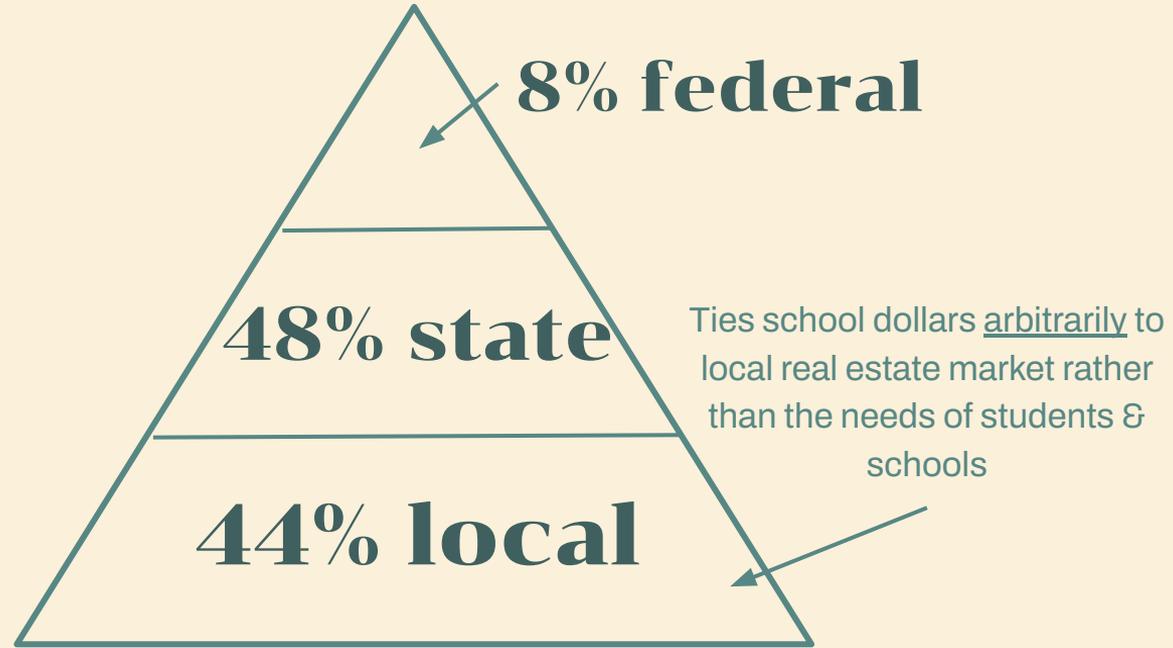
- Idaho's average teacher salary ranks 45th in the nation.
- ranks last in K-12 education support staff average earnings

**Disproportionate gap** in funding between states → **level of intervention is important** to consider when looking at solutions



# problem

## Funding of a school's budget



# Real estate prices affects funding

- The higher the real estate value of a school district's surrounding neighborhoods = the more funding it receives
- Less funding in less funded schools → larger classroom sizes
- The lowest student to teacher ratios are found in districts with the highest income households
- In predominantly minority schools, schools are on average more than twice as large as predominantly white schools



# Impact on students' futures



---

**INCOME**

College graduates from families with an income below 185% of federal poverty level **earn 91% more in their lifetime** than high school graduates from the same income group.



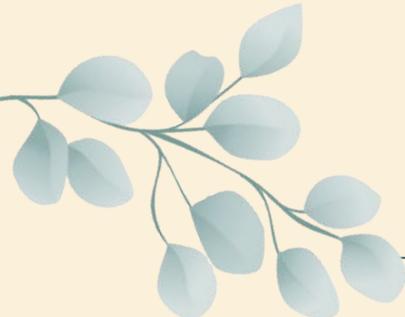
---



# solution

---

Equity funding



---



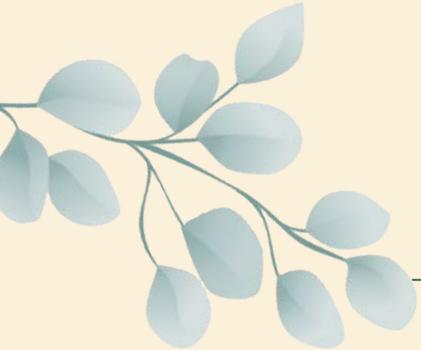
# Property tax funding

How does it work?

District's base funding → determined by state

Local government pays its share through property taxes.

- can use property tax revenue to increase funding if there are excess funds
- in wealthier neighborhoods, there usually is a large surplus.



# Solution - equity funding



## IDEAL APPROACH

predominantly state-funded public education system that is based on a formula that depends on students' educational needs, not the real estate prices of that neighborhood.

## LESS RADICAL APPROACH

Allow local property taxes to continue playing a role but use state revenue to make up for funding difference (many states already implement a variation of this)



## COUNTERARGUMENT

---

Opponents argue:

- Bad for housing market
- Unfair to affluent families



---

### HIGHER QUALITY OF LIFE

Families still live in a more affluent neighborhood—safer, more community facilities, etc.—still a higher quality of life



---

### ETHICAL STANDPOINT

Reliance on property taxes reinforces impact of decades of housing & zoning policies and reinforces the idea of “lottery birth”

# conclusion

## Where next? Future research & policies

### Paper discusses

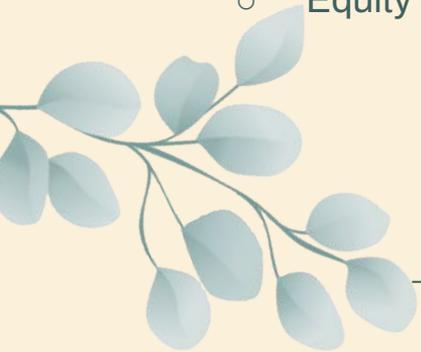
- Benefits & drawbacks of possible interventions to promote education equity, including,
  - Classroom size reduction
  - Equity funding

### Future research

- Ethics of equity funding
- Common Core curriculum and what changes they need would be helpful — policymakers would then know how to effectively centralize the education system but still stay within its scope of power.

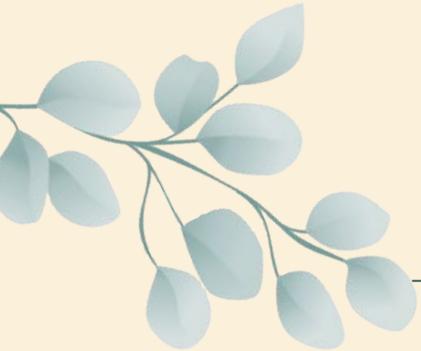
### Future policies/things

- policymakers should keep in mind
- Citing pre-existing research in bills
  - Pass legislation that protects education as a right (i.e. an amendment to the state Constitution).

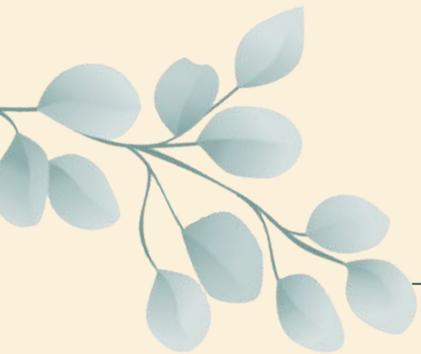


# **purpose**

Investing in children's education  
now means investing in the future of  
our world.



# THANK YOU



# References

“2022 Grade 3 FSA ELA Results Packet.” *Florida Department of Education*, fldoe.org. Accessed 15 Aug. 2022.

Alexander, Karl L., et al. “Lasting Consequences of the Summer Learning Gap.” *American Sociological Review*, 2007, <https://doi.org/10.1177/000312240707200202>.

Alliance for Excellent Education. “The Graduation Effect: Every Student’s Potential to Impact a Community.” *The Graduation Effect: Every Student’s Potential to Impact a Community*, Oct. 2012, [impact.all4ed.org/Infographics/State/AK-GradEffect-Infographic-FINAL.PDF](http://impact.all4ed.org/Infographics/State/AK-GradEffect-Infographic-FINAL.PDF).

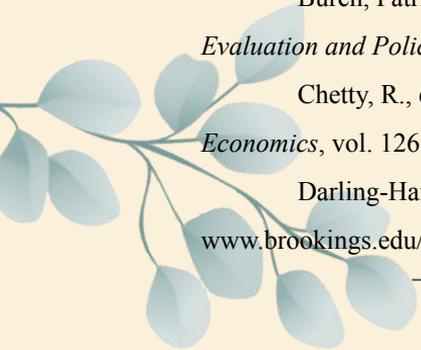
Barnum, Matt. “The Gates Foundation Bet Big on Teacher Evaluation. The Report It Commissioned Explains How Those Efforts Fell Short. - Chalkbeat: Essential Education Reporting Across America.” *Chalkbeat*, 27 Jan. 2020, [www.chalkbeat.org/2018/6/21/21105193/the-gates-foundation-bet-big-on-teacher-evaluation-the-report-it-commissioned-explains-how-those-eff](http://www.chalkbeat.org/2018/6/21/21105193/the-gates-foundation-bet-big-on-teacher-evaluation-the-report-it-commissioned-explains-how-those-eff).

Bowman-Perrott, Lisa, et al. “Academic Benefits of Peer Tutoring: A Meta-Analytic Review of Single-Case Research.” *School Psychology Review*, edited by Cynthia Anderson, vol. 42, no. 1, 2013, pp. 39–55. <https://doi.org/10.1080/02796015.2013.12087490>.

Burch, Patricia, et al. “Supplemental Educational Services and NCLB: Policy Assumptions, Market Practices, Emerging Issues.” *Educational Evaluation and Policy Analysis*, vol. 29, no. 2, 2007, pp. 115–33. <https://doi.org/10.3102/0162373707302035>.

Chetty, R., et al. “How Does Your Kindergarten Classroom Affect Your Earnings? Evidence From Project Star.” *The Quarterly Journal of Economics*, vol. 126, no. 4, 2011, pp. 1593–660. <https://doi.org/10.1093/qje/qjr041>.

Darling-Hammond, Linda. “Unequal Opportunity: Race and Education.” *Brookings*, 28 July 2016, [www.brookings.edu/articles/unequal-opportunity-race-and-education](http://www.brookings.edu/articles/unequal-opportunity-race-and-education).



# References

Enami, Ali, et al. "Labor Versus Capital in the Provision of Public Services: Estimating the Marginal Products of Inputs in the Production of Student Outcomes." *Economics of Education Review*, 2021, <https://doi.org/10.1016/j.econedurev.2021.102131>.

Feinstein, Leon, et al. "Social Class Differences in Early Education." *Longitudinal and Life Course Studies*, 2015, <https://doi.org/10.14301/llds.v6i3.361>.

Hershbein, Brad. "A College Degree Is Worth Less if You Are Raised Poor." *Brookings*, 29 July 2016, [www.brookings.edu/blog/social-mobility-memos/2016/02/19/a-college-degree-is-worth-less-if-you-are-raised-poor](http://www.brookings.edu/blog/social-mobility-memos/2016/02/19/a-college-degree-is-worth-less-if-you-are-raised-poor).

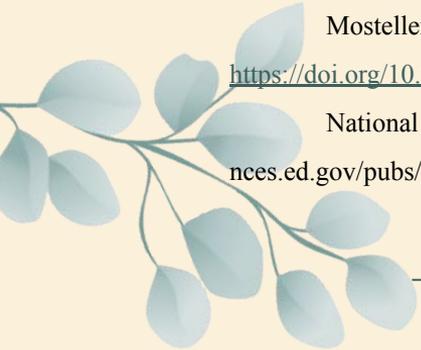
Loveless, Diane Ravitch And Tom. "Broken Promises: What the Federal Government Can Do to Improve American Education." *Brookings*, 28 July 2016, [www.brookings.edu/articles/broken-promises-what-the-federal-government-can-do-to-improve-american-education](http://www.brookings.edu/articles/broken-promises-what-the-federal-government-can-do-to-improve-american-education).

Marco Learning. "The Impact of Teacher Turnover on Student Learning." *Marco Learning*, 20 July 2022, [marcolearning.com/impact-of-teacher-turnover-on-student-learning](http://marcolearning.com/impact-of-teacher-turnover-on-student-learning).

Morgan, Ivy. "Funding Gaps 2018." *The Education Trust*, 27 Feb. 2018, [edtrust.org/resource/funding-gaps-2018](http://edtrust.org/resource/funding-gaps-2018).

Mosteller, Frederick. "The Tennessee Study of Class Size in the Early School Grades." *The Future of Children*, vol. 5, no. 2, 1995, p. 113. <https://doi.org/10.2307/1602360>.

National Center for Education Statistics. "Do Rich and Poor Districts Spend Alike?" *National Center for Education Statistics*, Dec. 1996, [nces.ed.gov/pubs/web/97916.asp](http://nces.ed.gov/pubs/web/97916.asp).



# References

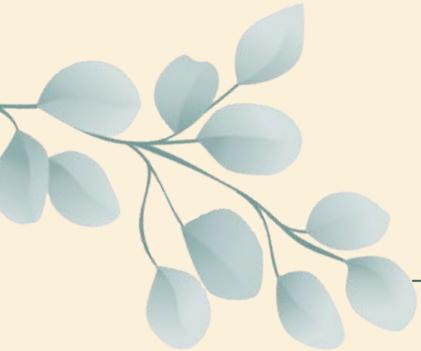
“No Child Left Behind Act: Education Actions Needed to Improve Local Implementation and State Evaluation of Supplemental Educational Services.” *U.S. GAO*, [www.gao.gov/products/gao-06-758](http://www.gao.gov/products/gao-06-758). Accessed 20 Aug. 2022.

“Oregon Department of Education : Assessment Group Reports : Student Assessment : State of Oregon.” *Assessment Group Reports : Oregon Department of Education*, [www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx](http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx). Accessed 15 Aug. 2022.

*Research and Publications* | *NEA*. [www.nea.org/research-publications](http://www.nea.org/research-publications). Accessed 24 Sept. 2022.

Ronfeldt, Matthew, et al. “How Teacher Turnover Harms Student Achievement.” *American Educational Research Journal*, 2013, <https://doi.org/10.3102/0002831212463813>.

Whitehurst, Matthew Chingos And Grover. “Class Size: What Research Says and What It Means for State Policy.” *Brookings*, 10 May 2017, [www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy](http://www.brookings.edu/research/class-size-what-research-says-and-what-it-means-for-state-policy).





**02**

# **LECCIÓN 2**

Describe en qué consiste esta sección si lo necesitas



# LECTURAS RECOMENDADAS

## MARTE

A pesar de ser rojo,  
Marte es un  
planeta frío



## JUPITER

Júpiter es el  
planeta más  
grande de todos



## PLUTÓN

Plutón ahora se  
considera un  
planeta enano



## VENUS

Venus es el  
segundo planeta  
más cercano al Sol



## SATURNO

Saturno está  
compuesto por  
hidrógeno y helio



# RECURSOS

¿Te gustaron los recursos de esta plantilla?  
Consíguelos gratis en nuestras otras webs:

## VECTORES:

- Elegant wedding stationery collection
- World book day illustration with book
- Spain country map infographic

## FOTOS:

- Senior person gesturing isolated
- Young student working on assignment
- Medium shot smiley woman at library
- Close up hands holding open book
- Medium shot student holding books
- Young student working on assignment
- Medium shot woman holding book
- Medium shot man holding notebook
- Medium shot woman at library



# ...and our sets of editable icons

You can resize these icons without losing quality.

You can change the stroke and fill color; just select the icon and click on the paint bucket/pen.

In Google Slides, you can also use Flaticon's extension, allowing you to customize and add even more icons.



## Educational Icons



## Medical Icons



## Business Icons



## Teamwork Icons

