

Educational Equity in North Carolina: Connecting the Dots

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WINSTON-SALEM STATE UNIVERSITY



WSSU

Intended Outcomes

1

**Discuss how
“power” contributes
to educational
inequities within US
and North Carolina
public schools**

2

**Explore how
systemic and
structural racism
influence inequities
in K-12 schools via
ethnocentric
monoculturalism,
White Privilege, and
“Whitestreaming”**

3

**Examine K-12 school
data resulting from
systemic and
structural racism
inherent within the
educational system**

Purpose-Driven Quote in the Fight for Educational Equity in North Carolina

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error or shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

~President Theodore Roosevelt

THE NATURE OF “POWER”

The dominant culture of power maintains its power by (1) remaining unexamined and (2) exploiting groups that lack power

Race

African American
Latino
Asian American

White

Sexual
Orientation

Lesbian
Gay
Bisexual
Queer
Transgender

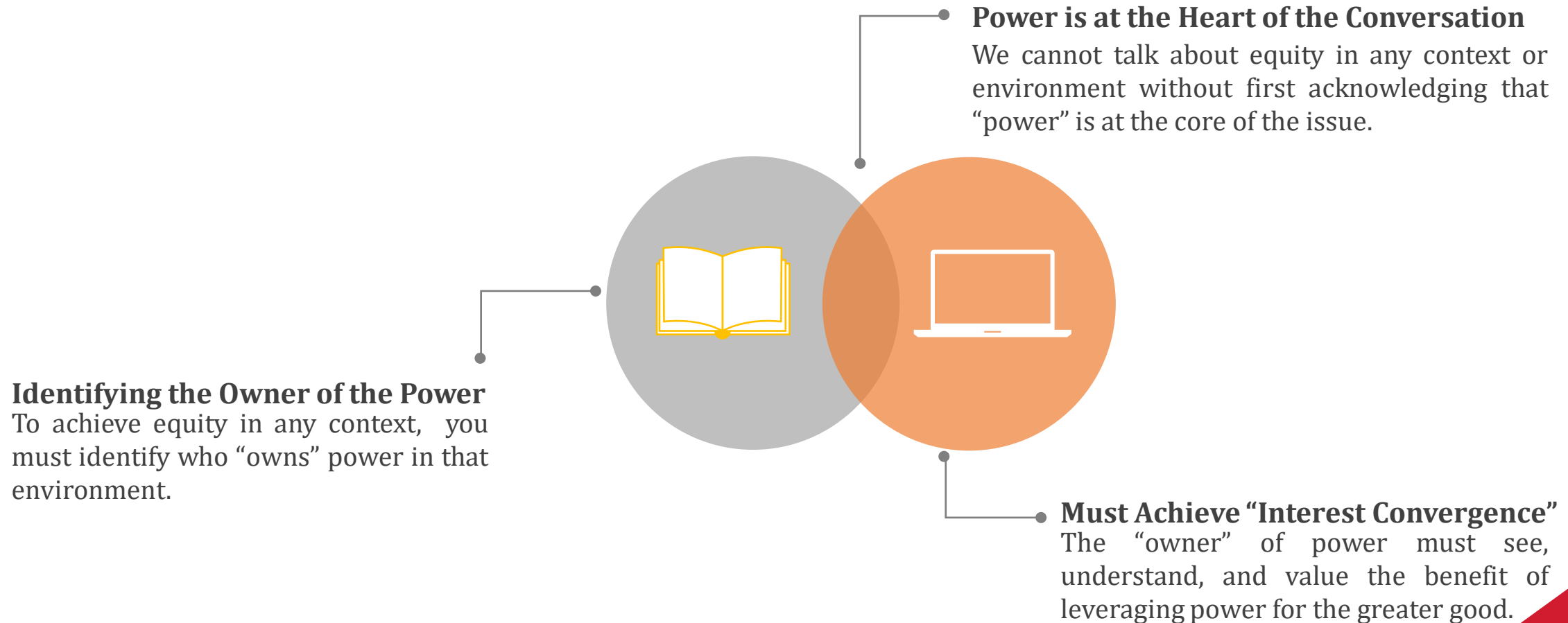
Heterosexual

Gender

Women

Men

The Truth about Equity in Education



A WORD OF CAUTION BEFORE I TRANSITION ... ALL IS NOT WELL WITH BLACK MALES

- **While these data suggest African American males are performing perhaps better than you concluded, African American men ...**
 - **Lead in number and percentage of racial and ethnic minority subgroups who are incarcerated**
 - **Lead in number and percentage of racial and ethnic groups who are suspended from school**
 - **Lead in number and percentage of racial and ethnic groups who are identified as “Exceptional Children” in K-12 public schools**
 - **Lead in number and percentage of racial and ethnic groups who underperform on standardized assessments particularly in the areas of reading and mathematics**
 - **Lead in number and percentage of racial and ethnic groups who are unemployed in the United States**

The Philosophical Root of Inequity in the US

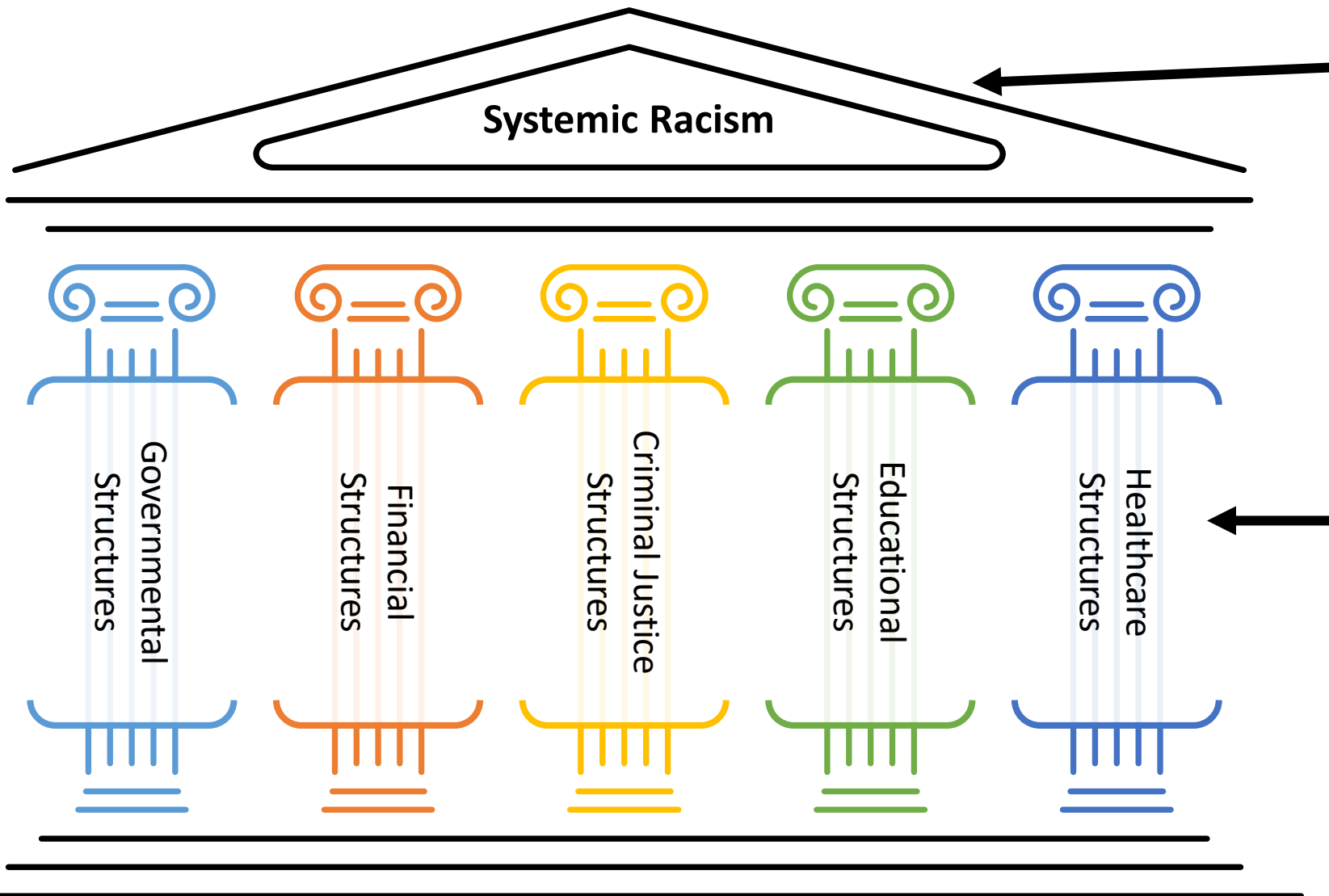
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The “Cornerstone Speech” Savannah, GA (1861)

“Our new government is founded upon exactly the opposite ideas [as those of slavery foes]; its foundations are laid, its cornerstone rests, upon the great truth that the negro is not equal to the white man; that slavery, subordination to the superior race, is his natural and normal condition. This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth.”

Confederate Vice President Alexander Stephens

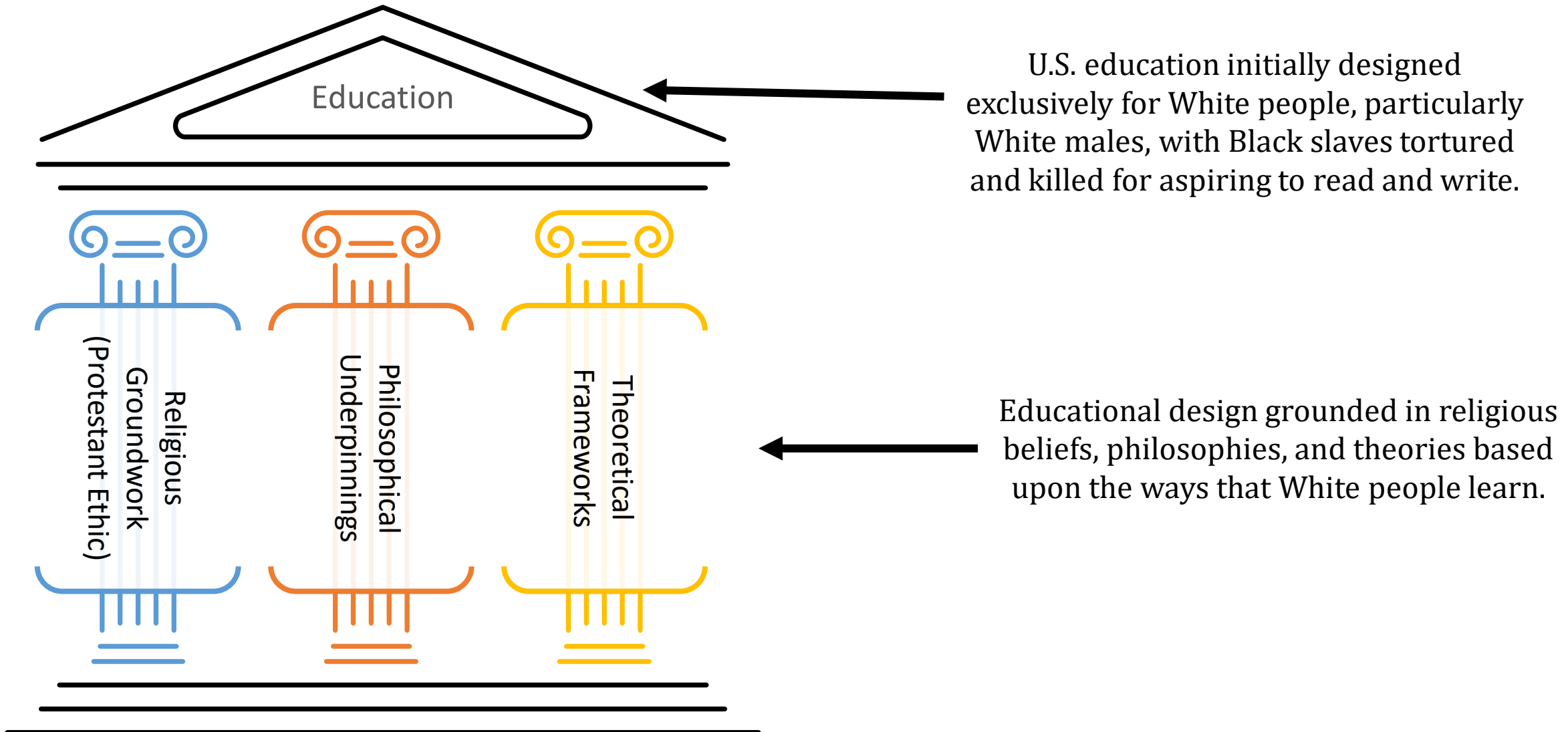
Systemic and Structural Racism



Global philosophical system with an intentional agenda to exclude specific people based on race.
("Cornerstone rests upon the great truth that the negro is not equal to the white man; that slavery ... subordination is his natural and normal condition")

Structures designed to "prop up" and actualize the exclusionary philosophical belief system

Education as an Exclusionary Structure: The Root of Educational Inequity



Executing Power in Education: Ethnocentric Monoculturalism and White Privilege

Ethnocentric Monoculturalism

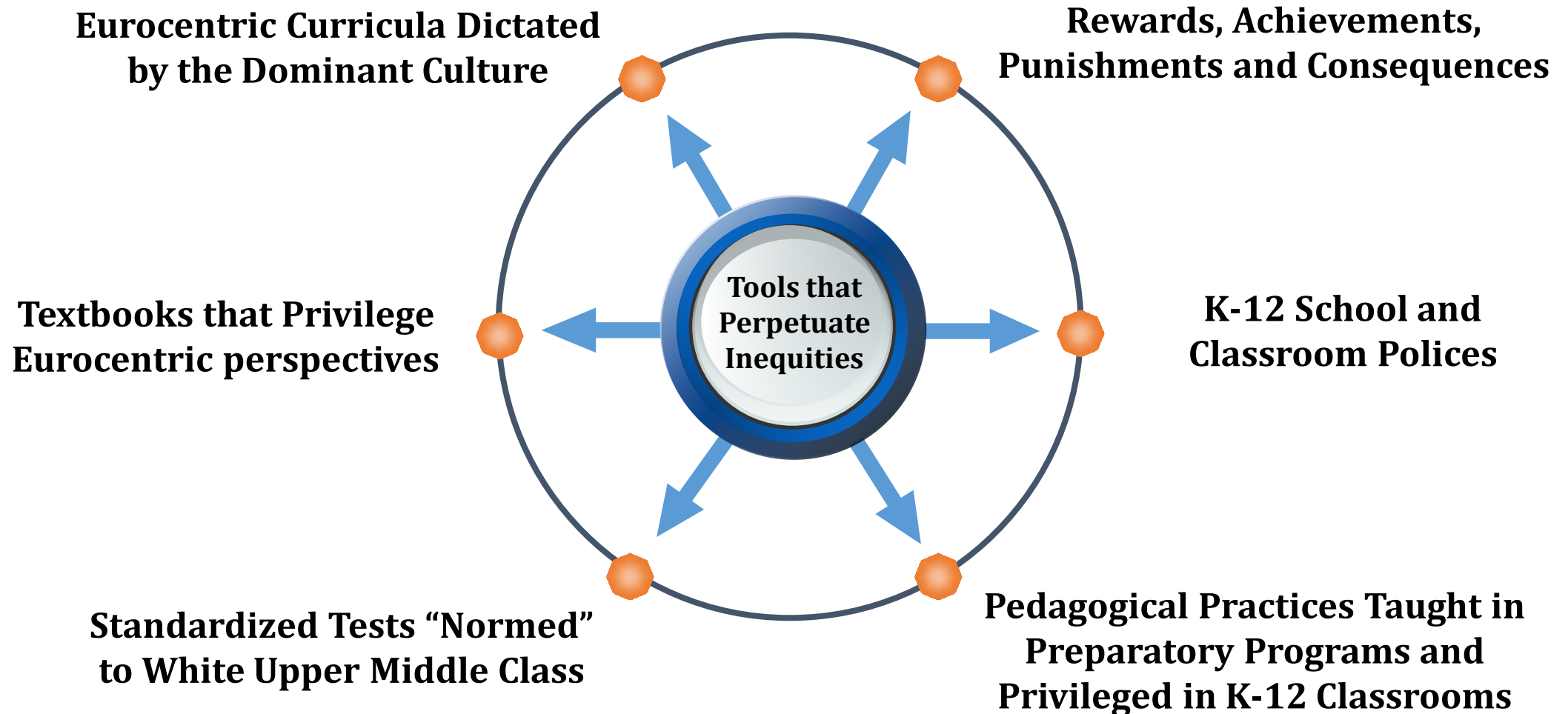
“The veil of a worldview that keeps White Euro Americans from recognizing the ethnocentric basis of their beliefs, values, and assumptions” (Sue, 2004, p. 764).

White Privilege

The accumulation of earned or unearned power built upon enduring bias and racism grounded in ethnocentric norms, values, and assumptions.

The Root of Educational Inequity

Ethnocentric Monoculturalism and White Privilege in K – 12 Classrooms and Schools



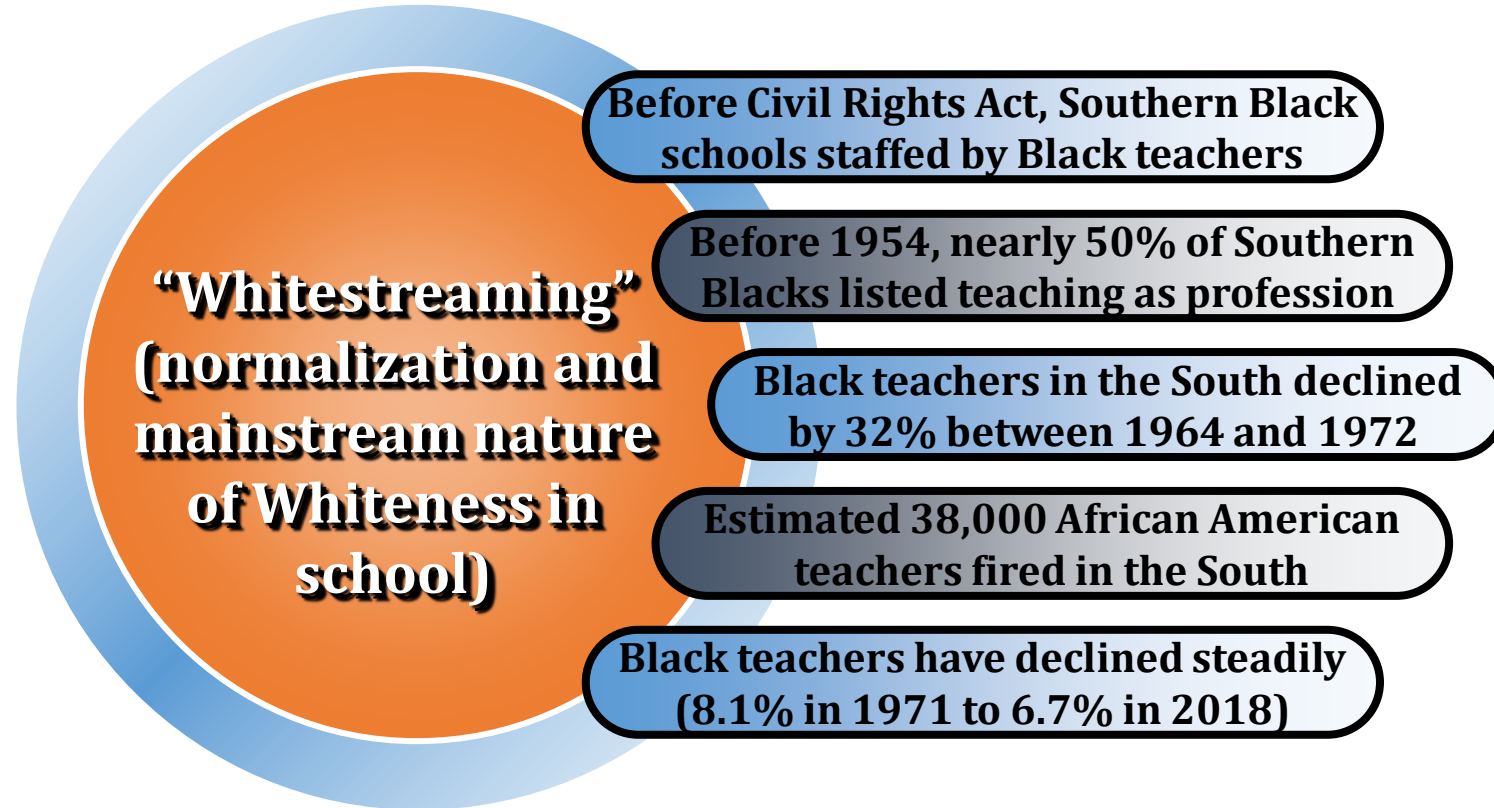
*The “Unsurprising” Results of an
Exclusionary Educational Structure*

Lack of Teacher Diversity in K-12 Schools

An Educational Equity Issue

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The “Force Out” of Teachers of Color after *Brown v. Board of Education* (1954)



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Burciaga, R., & Kohli, R. (2018). Disrupting Whitestream measures of quality teaching: The Community Cultural Wealth of Teachers of Color. *Multicultural Perspectives*, 20(1), 5-12.

“Whitestreaming” Outside the Classroom Impacts Inclusion and Representation

White men comprise 60% of Congress and 71% of the US Senate

Nearly 90% of K-12 public school superintendents are White (3.3% Black, 2.7% Hispanic)

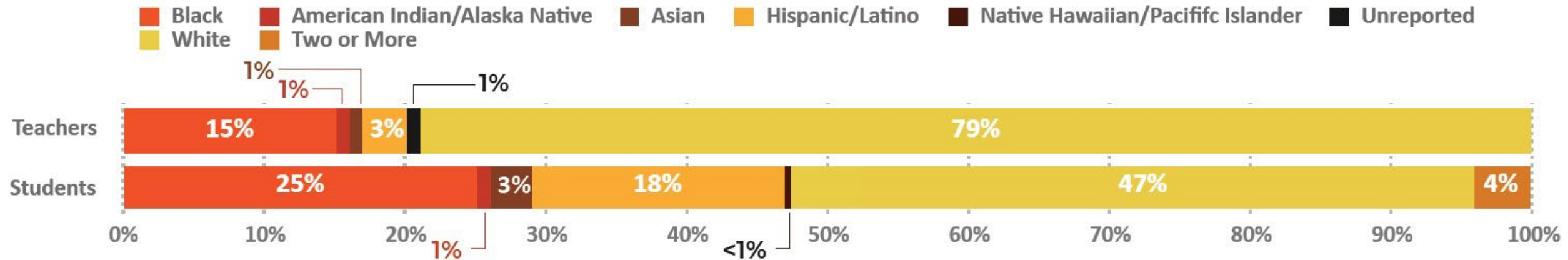
In 2011-12, 80% of public school principals were White, 10% were Black, and 7% were Hispanic

Lack of Ethnic and Racial Representation in “Decision Making” Spaces Contributes to the “Keep Out” of Teachers of Color via Oppressive Policies and Practices

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United States Department of Education (2016). Institute of Education Sciences. National Center for Education Statistics. Schools and Staffing Survey. Ann Arbor, MI: Inter-university Consortium for Political and Social Research.

Student and Educator Diversity in North Carolina Public Schools 2018 – 19



Source: The Hunt Institute based on data from the Department of Public Instruction.

Demographic Characteristics of Educator Preparation Pathway in North Carolina 2018

Race	4-Year IHE Preparation	Alternative Preparation
<i>White</i>	81%	55%
<i>Black</i>	12%	36%
<i>Hispanic</i>	3%	3%
<i>Asian/ Pacific Islander</i>	1%	1%
<i>American Indian</i>	>1%	2%
<i>Two or more Races</i>	2%	2%

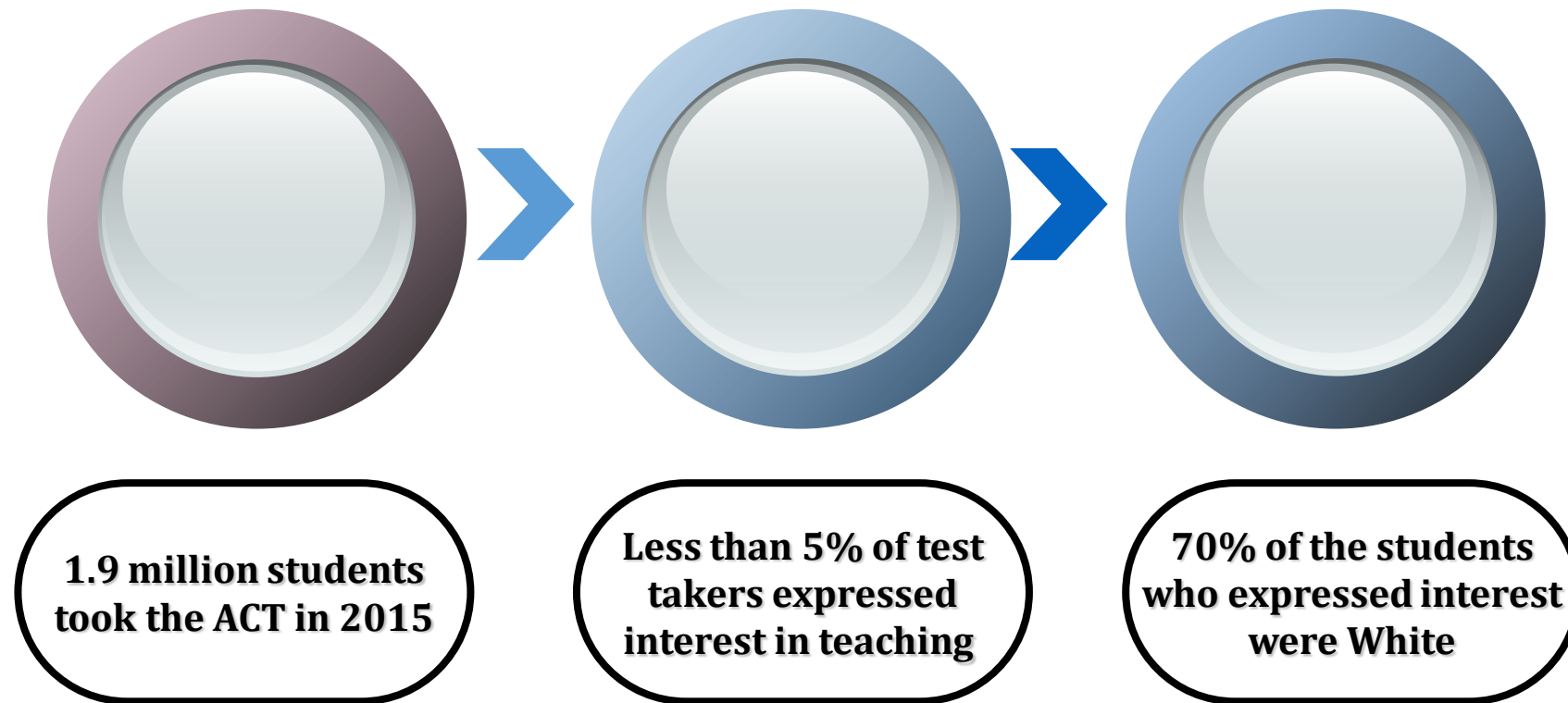
Data Source: Higher Education Act 2019 Title II Reports National Teacher Preparation Data. Accessed by <https://title2.ed.gov/Public/Home.aspx>.

Demographic Characteristics of North Carolina Teaching Fellows 2018-19

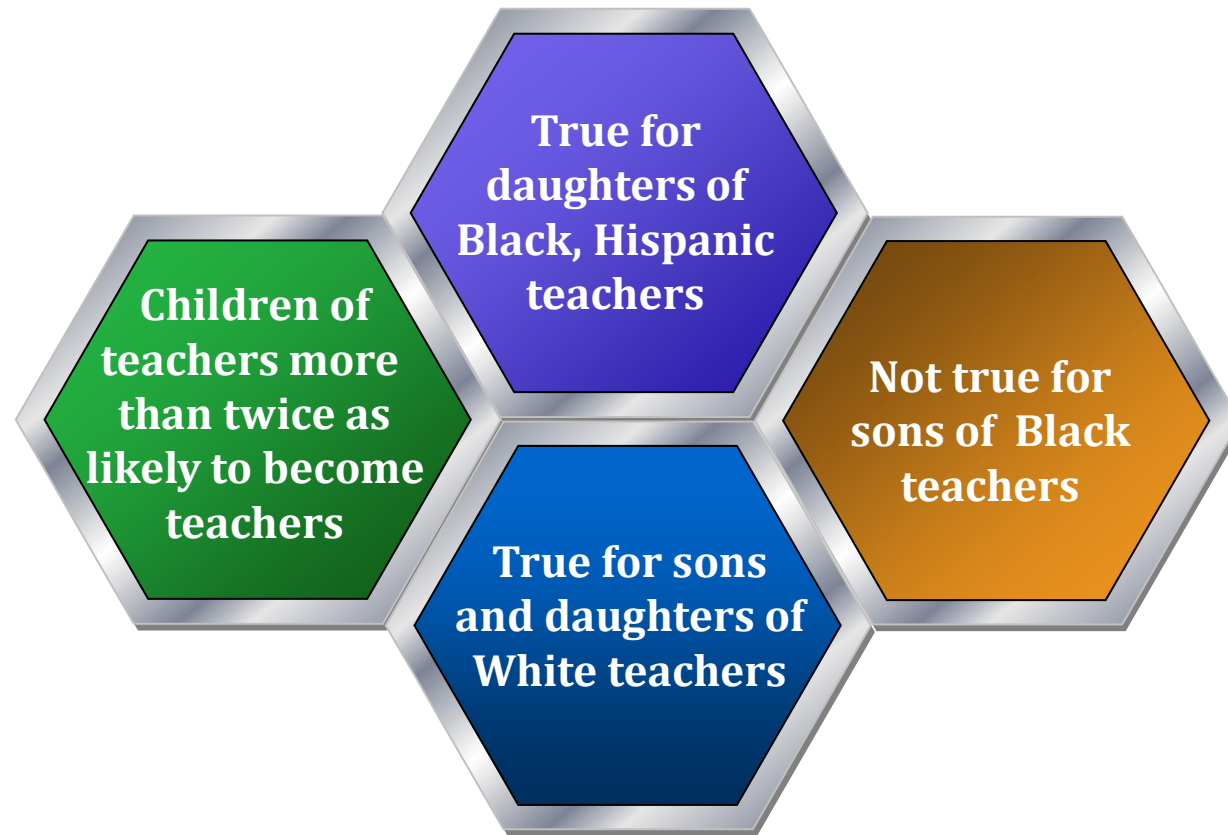
	Applicants	Awardees
<i>Black</i>	21	8
<i>Hispanic</i>	14	8
<i>Asian/Pacific Islander</i>	9	5
<i>Other</i>	8	4
<i>White</i>	167	108

Data Source: "Nothing's really changed:": NC Teaching Fellows still enrolls mostly white female students. (May 15, 2019). WRAL-TV. Accessed <https://www.wral.com/nothing-s-really-changed-nc-teaching-fellows-still-enrolling-mostly-white-female-students/18386286/#:~:text=Of%20the%20students%20selected%20for,and%2082%20percent%20were%20women.>

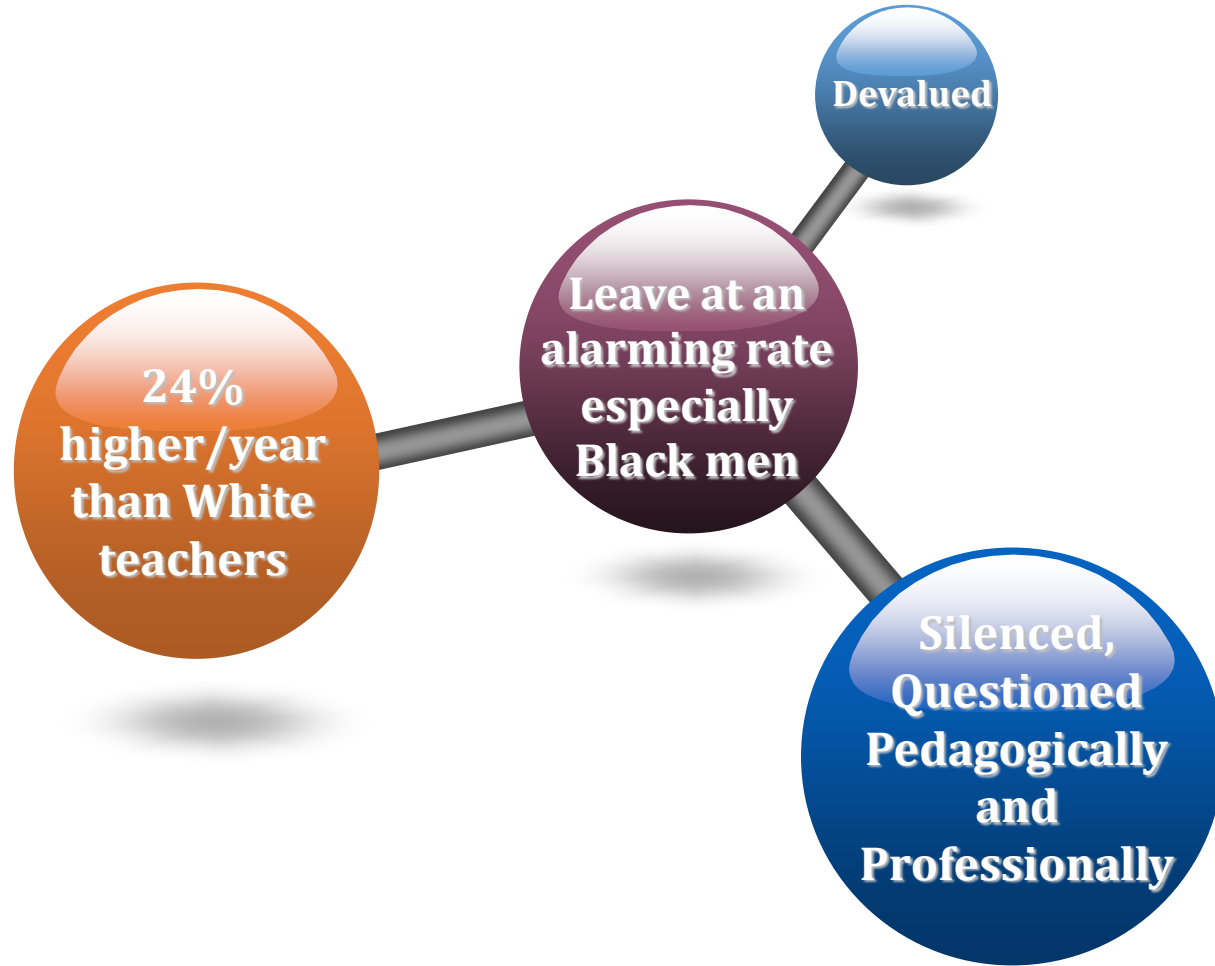
Perceptions of Teaching as a Career by High School Students: Insight into the Future (ACT Survey)



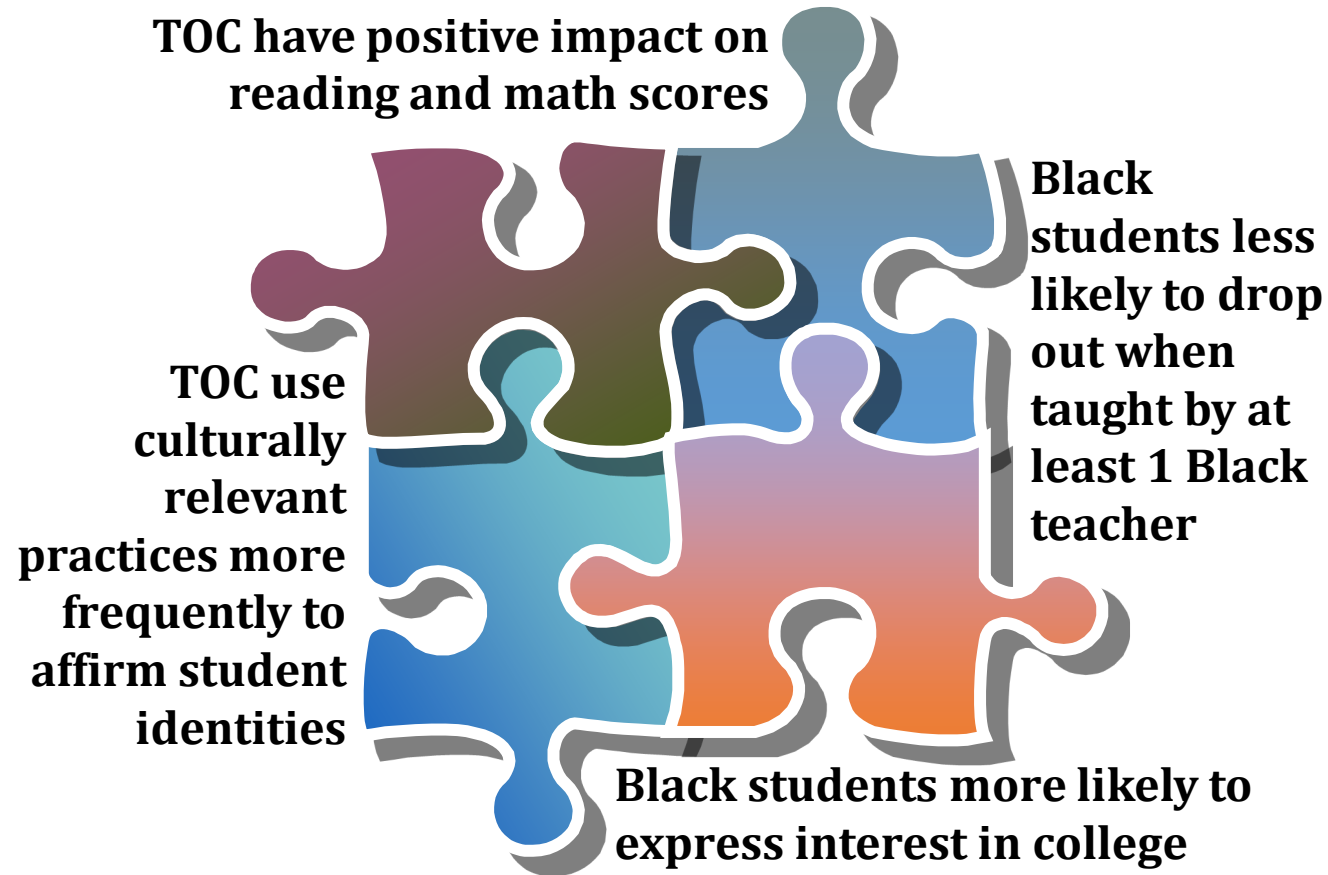
The K-12 Teacher Workforce is Literally Inherited



The Exodus of Teachers of Color



Teachers of Color Have Positive Impacts on All K-12 Students



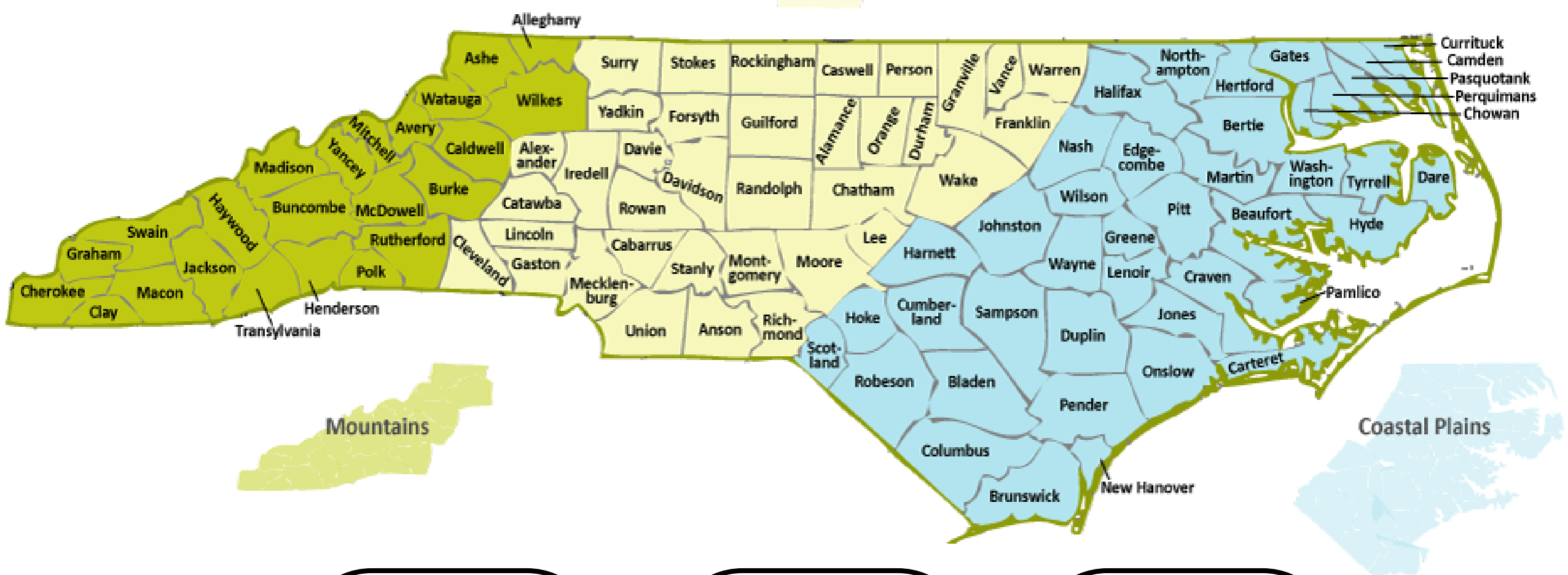
Carver-Thomas, D. (2018). *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*. Palo Alto, CA: Learning Policy Institute.

Gershenson, S., Hart, C.M., Lindsay, C.A., & Papageorge, N.W. (2017). The Long-Run Impacts of Same-Race Teachers. IZA Discussion Papers 10630, Institute of Labor Economics (IZA).

Impact of “Whitestreaming” on Educator Preparation Programs

An Educational Equity Issue

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**S.B. 599 required
edTPA alongside
Praxis II & Pearson**

**“Teaching Fellows”
Defunded
(Appropriation
of \$26K/Recipient)**

**Eliminated
Master’s Pay
(10% Increase)**

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ENROLLMENT DECLINE IN EPPs AT THE 16 UNC INSTITUTIONS

ADDITIONAL CONTEXTUAL DETAILS:

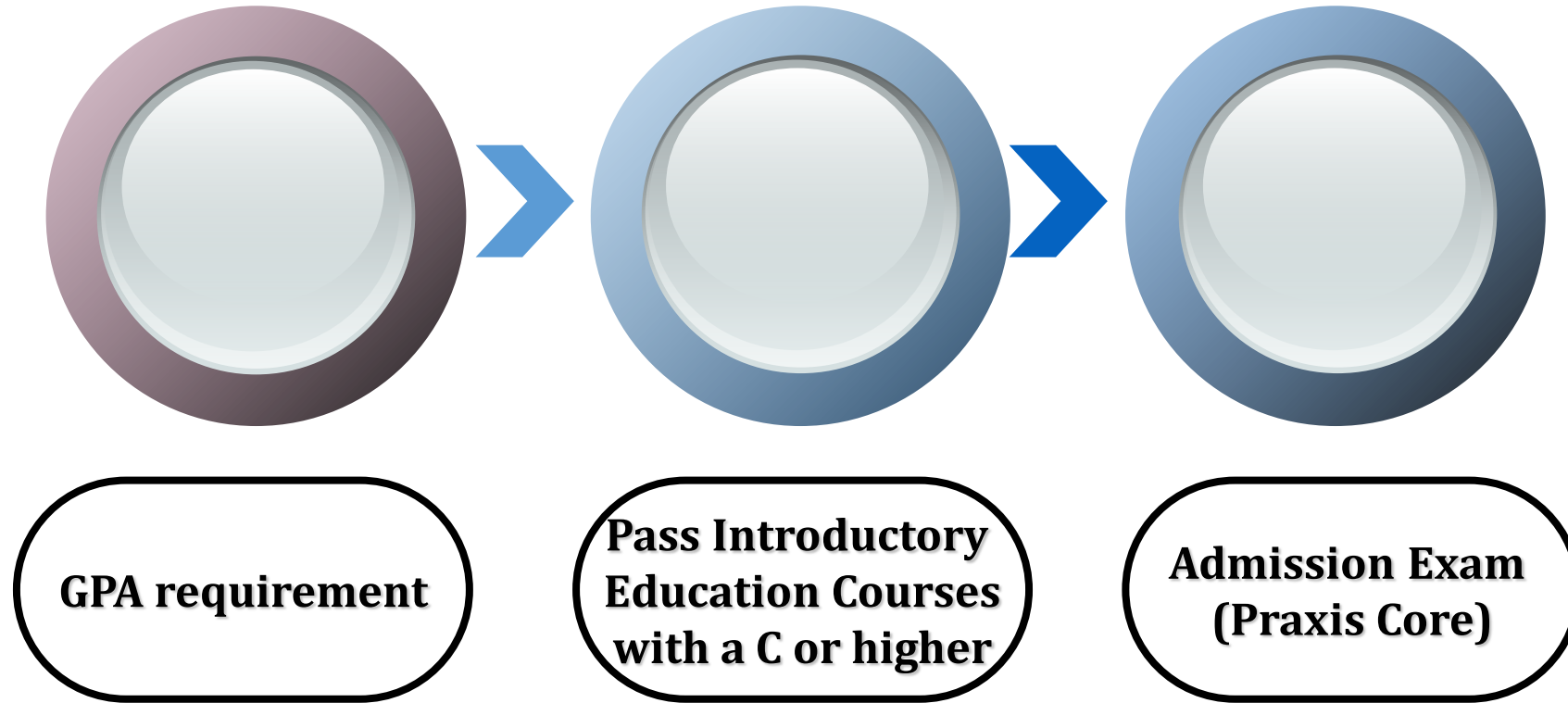
- Data include the combined Bachelor's and Master's degree programs that lead to initial teaching licensure
- Covers the academic years of 2010 to 2015
- North Carolina K-12 public school teacher salary ranked 41st in nation (\$35,000/year beginning teacher salary)



TEACHER EDUCATION CANDIDATE ENROLLMENT DECLINE AT THE 6 UNC MSIs

Name of the State-Supported Minority-Serving Institution	Combined Bachelor's and Master's Overall Change from 2010 to 2015
Elizabeth City State University	-57.3%
Fayetteville State University	-49.7%
North Carolina A&T State University	-37.2%
North Carolina Central University	-34.8%
Univ of North Carolina at Pembroke	-36.7%
Winston-Salem State University	-66.9%
Average Decline at MSIs	-47.1%

The “Screen Out” of Students of Color in Educator Preparation Programs



ETS Praxis I Test Score Gap (2005 – 2009)

Praxis I Mean Scale Scores by Race/Ethnicity

Testing Area	North Carolina “Cut” Score	White Test Takers Average Score	Black Test Takers Average Score
Reading	176	178.03	171.61
Writing	173	175.96	171.97
Mathematics	173	178.59	170.56

Percentage of FTTT Who Passed by Race/Ethnicity

First-Time Test Takers (FTTT)	Reading Praxis I Pass Rate	Writing Praxis I Pass Rate	Math Praxis I Pass Rate
Black FTTT	40.7%	44.2%	36.8%
White FTTT	81.5%	79.5%	78.2%

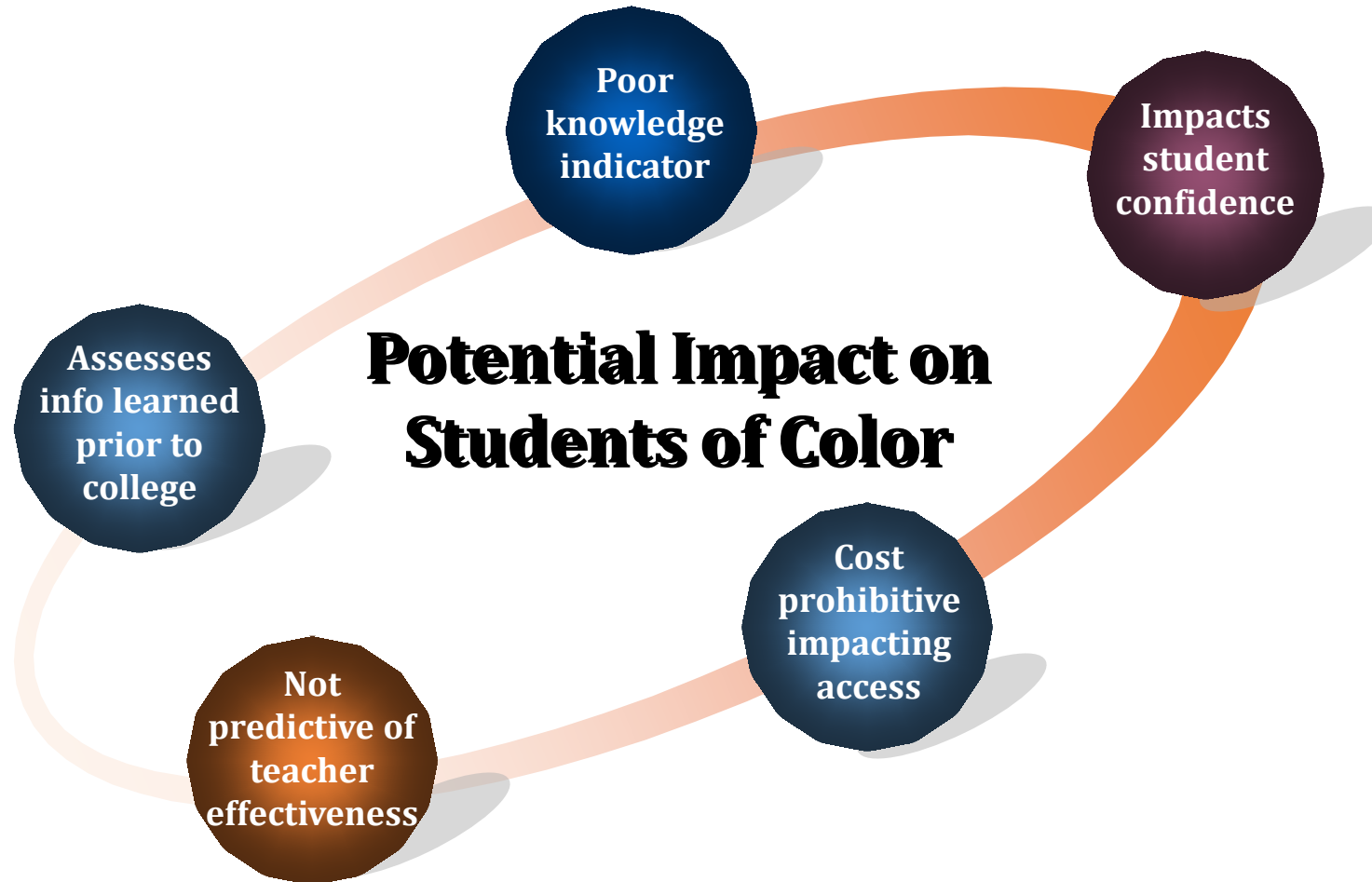
ETS Praxis Core Test Score Gap (2014 – 2016)

Praxis Core Passing Rates by Race/Ethnicity

Group	Race/ Ethnicity	Mathematics	Reading	Writing
Total Test Takers at all Institutions (~51,000)	White	55.0%	84.5%	63.1%
	African American	21.5%	60.5%	31.6%
	Hispanic	35.1%	71.4%	43.0%
Total Test Takers at Minority-Serving Institutions Only (~4,800)	White	51.2%	83.4%	58.5%
	African American	17.5%	53.8%	25.1%
	Hispanic	35.8%	73.3%	37.0%

The Problem: Historically Black Colleges and Universities are the largest supplier of African American public school teachers in the nation (i.e., ~30 - 40%)

Praxis Core Admission Exam as an Intentional “Screen Out” Tool

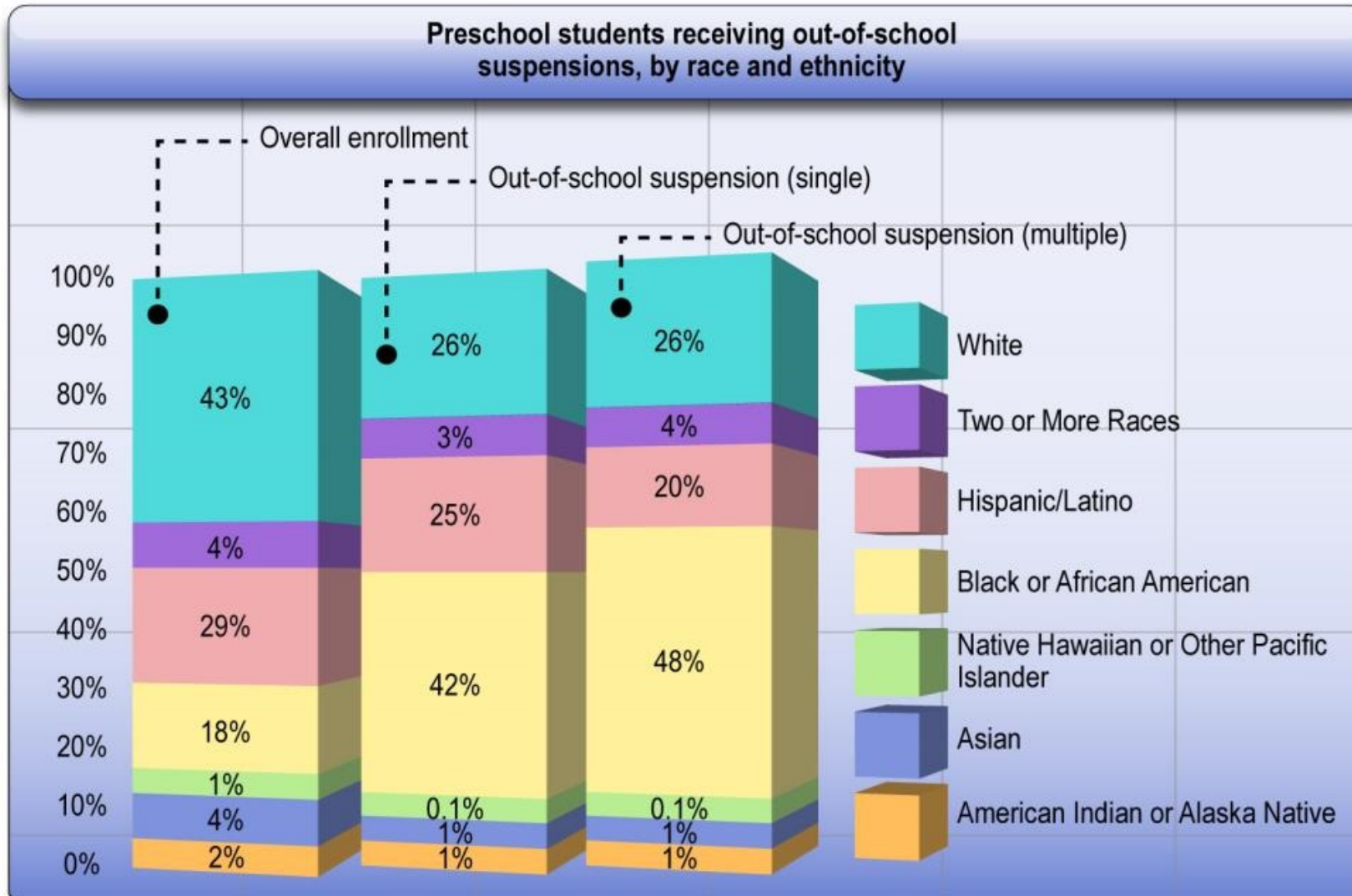


Impact of “Whitestreaming” in United States PreK to Grade 12 Schools

An Educational Equity Issue

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Inequitable Treatment of Students in US Schools Begins in Preschool

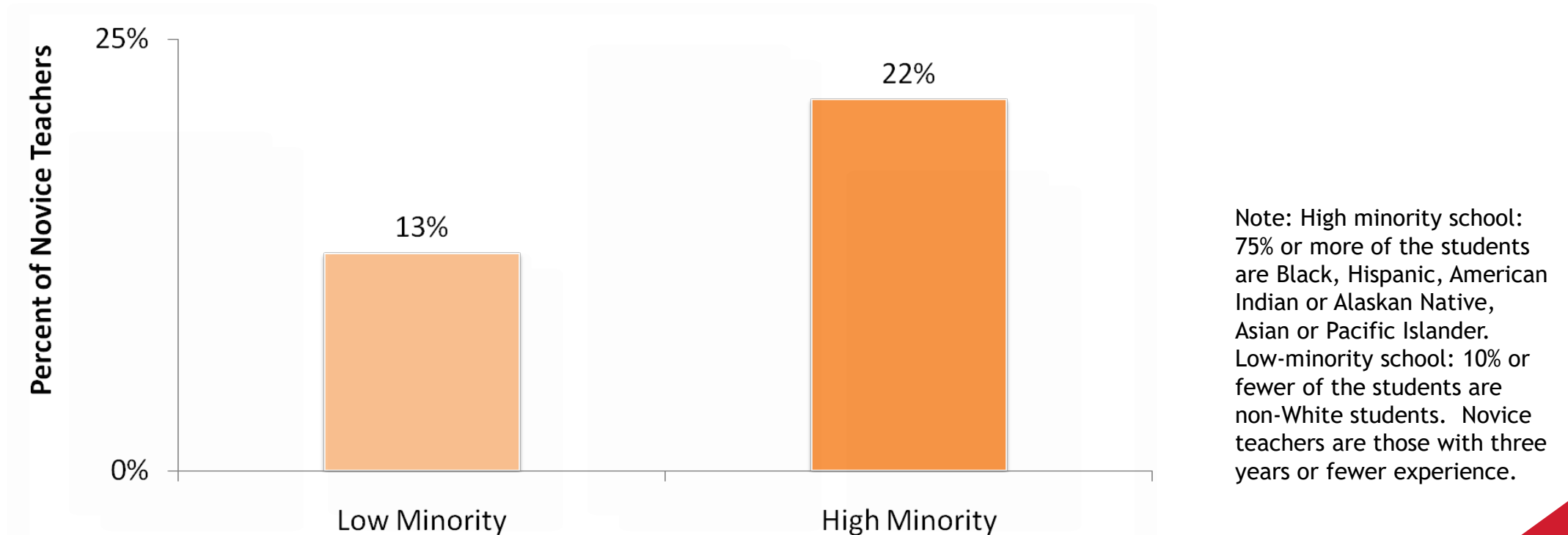


National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$1200 per student
High Minority vs. Low Minority Districts	-\$2,000 per student

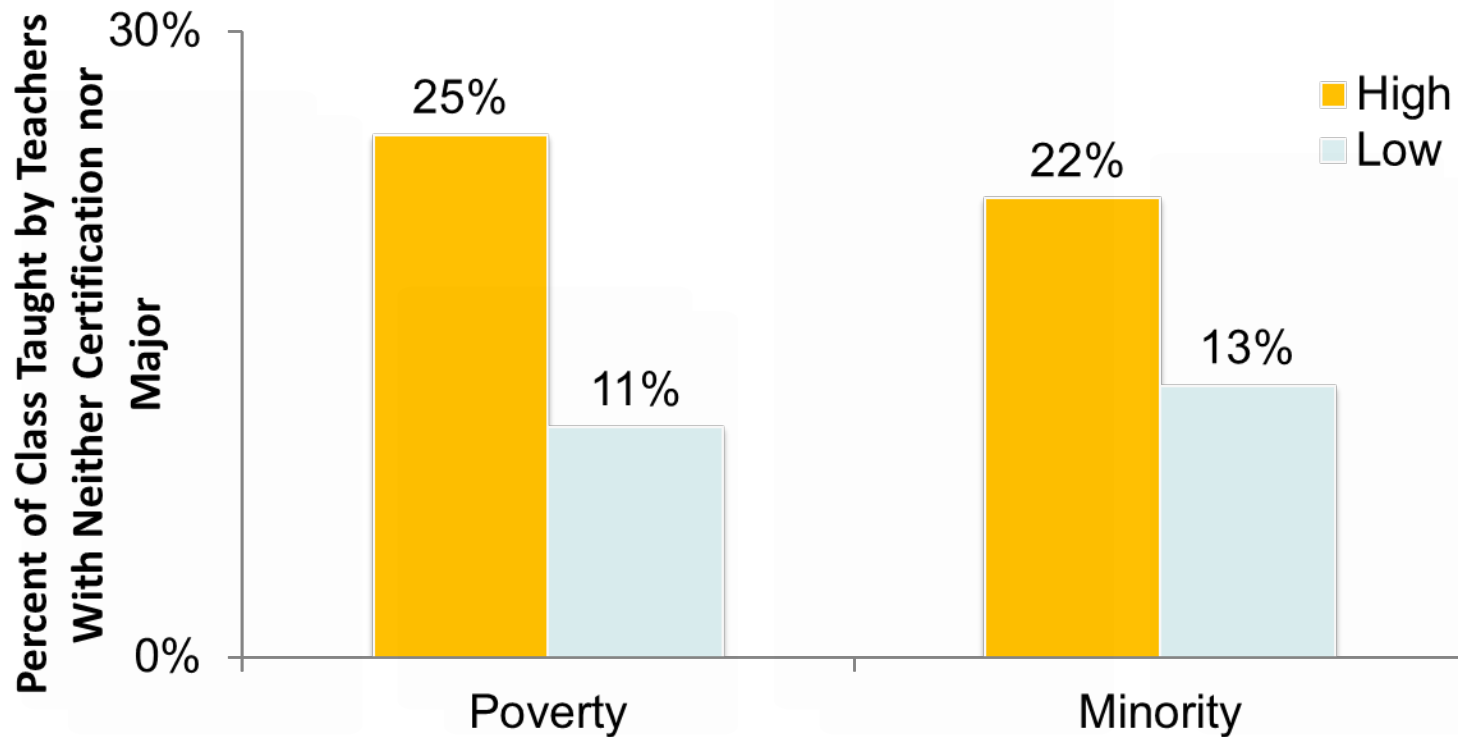
Source: Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2010-12

Novice Teachers More Likely to Teach Students at High-Minority Schools



Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007.

Out-of-Field Teachers More Likely to Teach Math Classes at High-Poverty, High-Minority Schools



Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school : 12 percent or fewer of the students are non-white students.

*Teachers with neither certification nor major. Data for secondary-level core academic classes (math, science, social studies, English) across the U.S.
Source: Education Trust Analysis of 2007-08 Schools and Staffing Survey data.

Inequities in Access to Opportunities in United States K-12 Schools

African American children comprise
16% of children in US Public schools

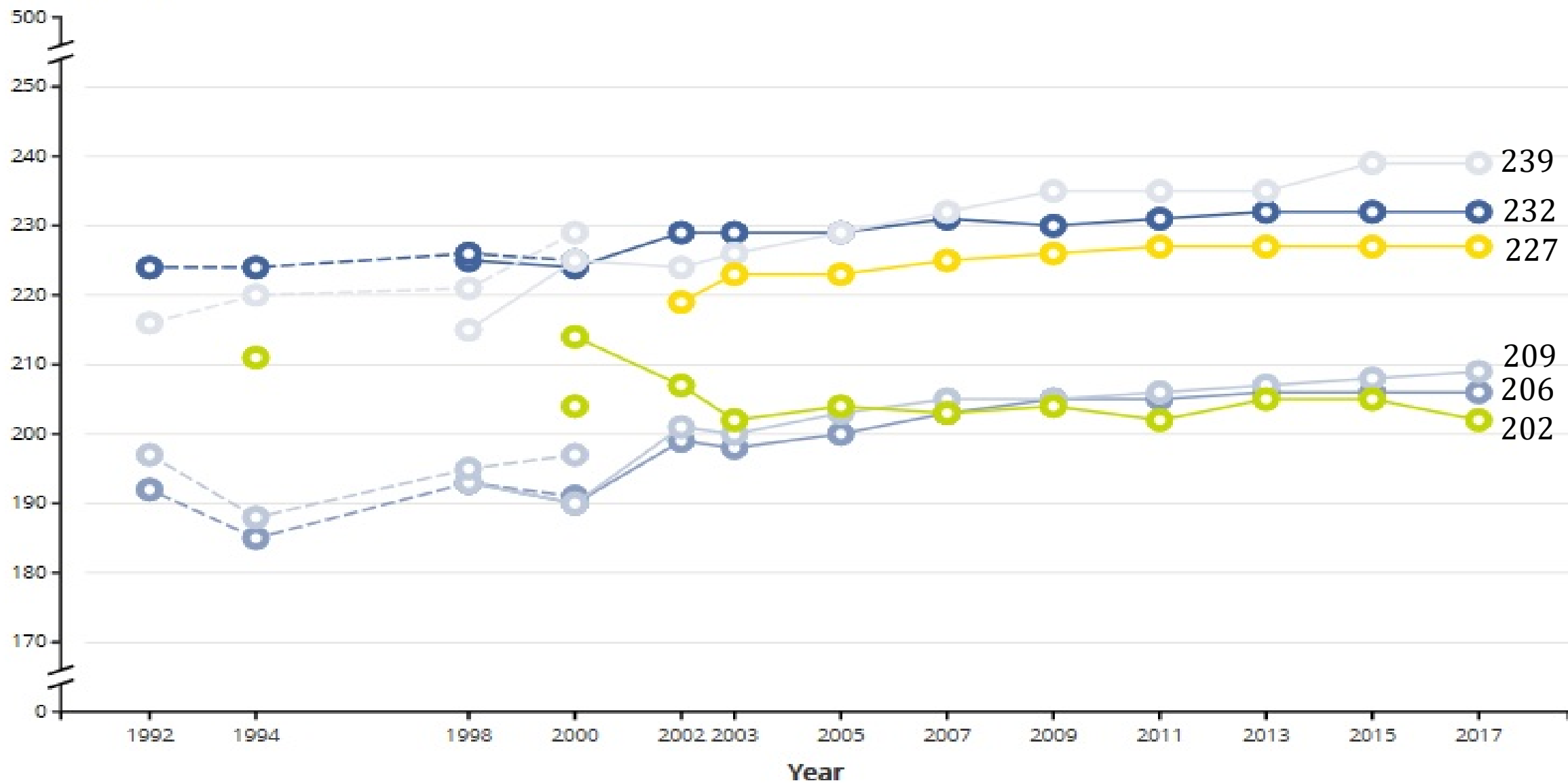
African American children comprise
Only 8.4% of children enrolled in
Academically Gifted Programs

In North Carolina, 93% of teachers
who possess National Board
Certification are White

**The “Keep Out” of K-12 Students
of Color in Academically and
Intellectually Gifted Classrooms**

Grade 4 NAEP Reading Data by Race and Ethnicity

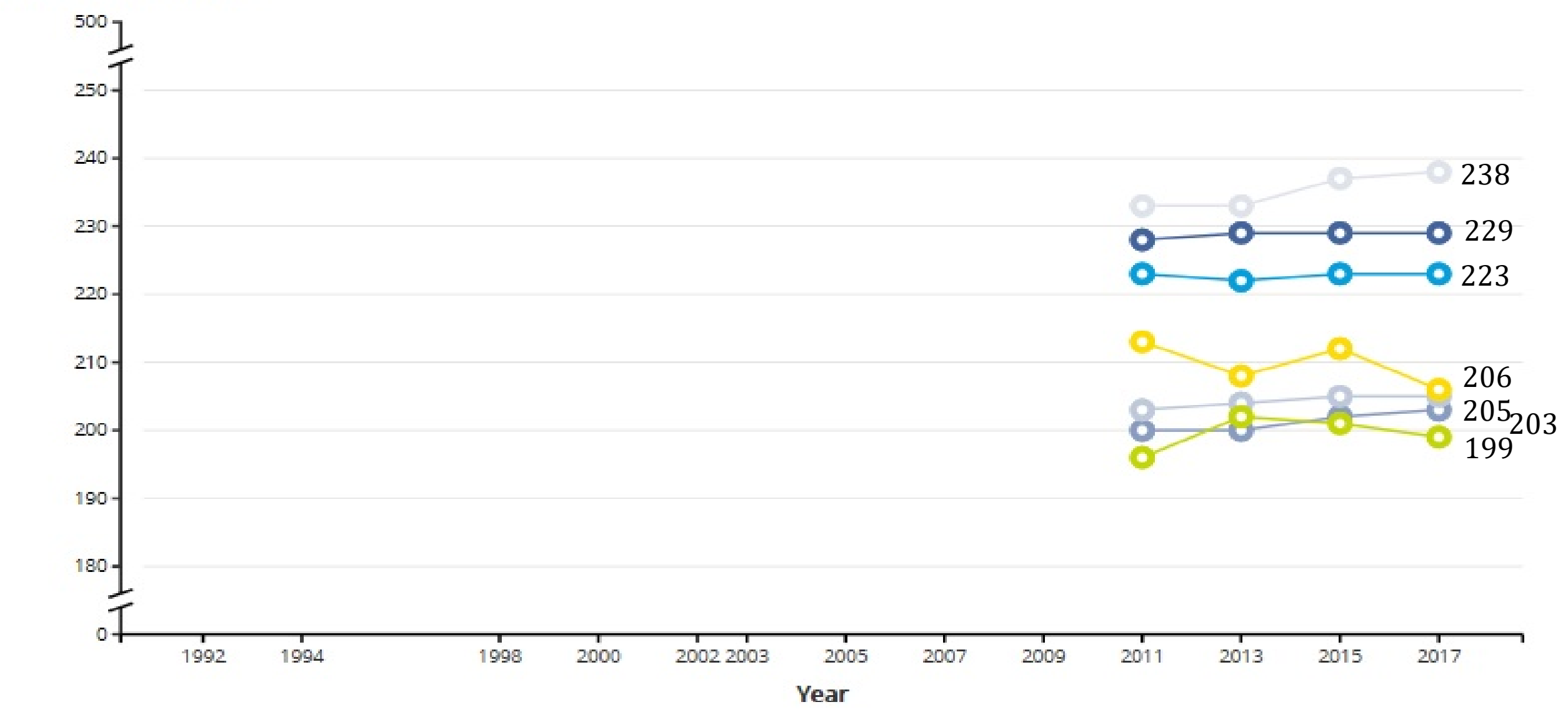
Average scale scores



National | White National | Black National | Hispanic National | Asian/Pacific Islander
 National | American Indian/Alaska Native ‡ National | Two or more races ‡

Grade 4 NAEP Reading Data by Race, Ethnicity and Gender – Male Students

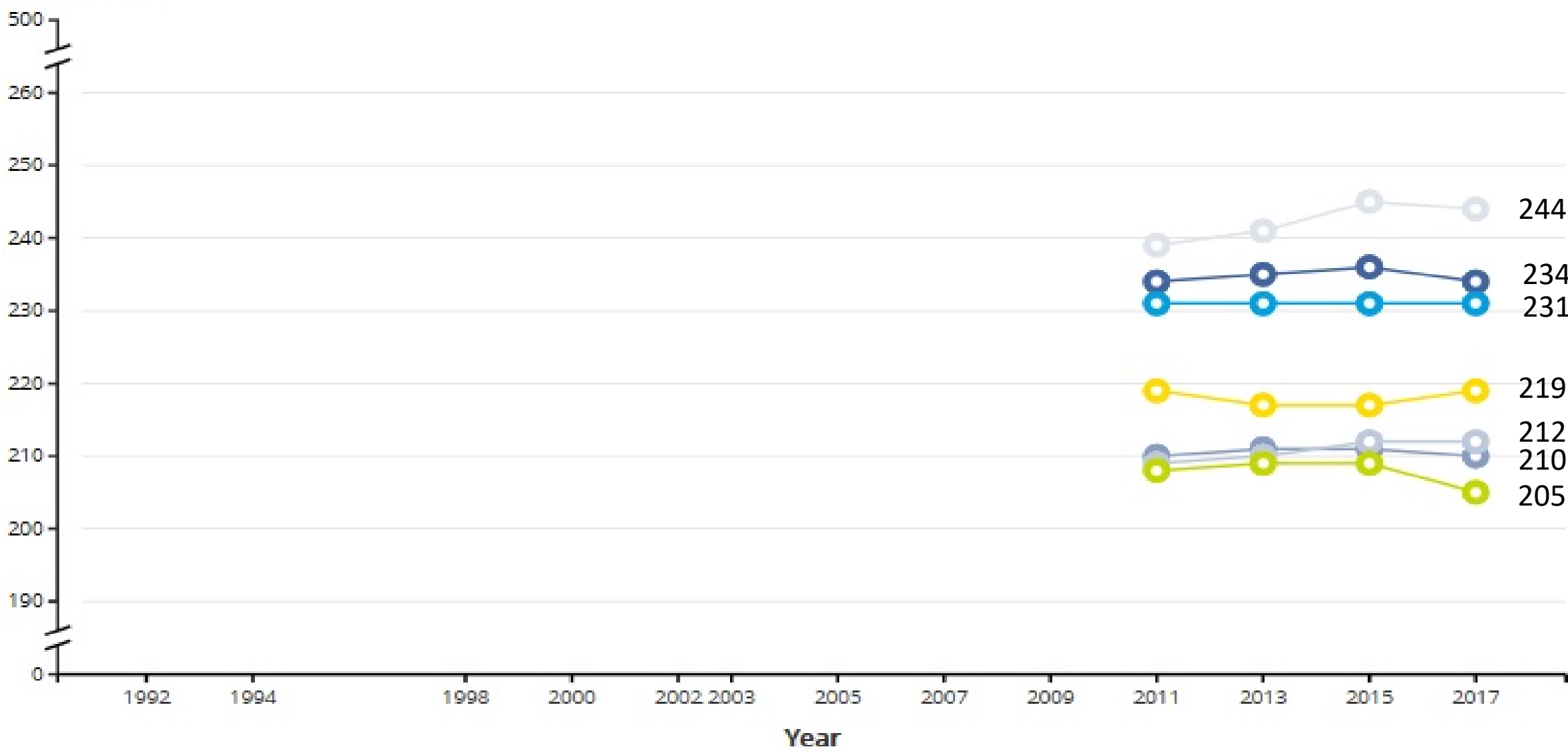
Average scale scores



- White —
- Black —
- Hispanic —
- Asian —
- American Indian/Alaska Native —
- Native Hawaiian/Other Pacific Islander —
- Two or more races —

Grade 4 NAEP Reading Data by Race, Ethnicity and Gender – Female Students

Average scale scores



- White —
- Black —
- Hispanic —
- Asian —
- American Indian/Alaska Native —
- Native Hawaiian/Other Pacific Islander —
- Two or more races —

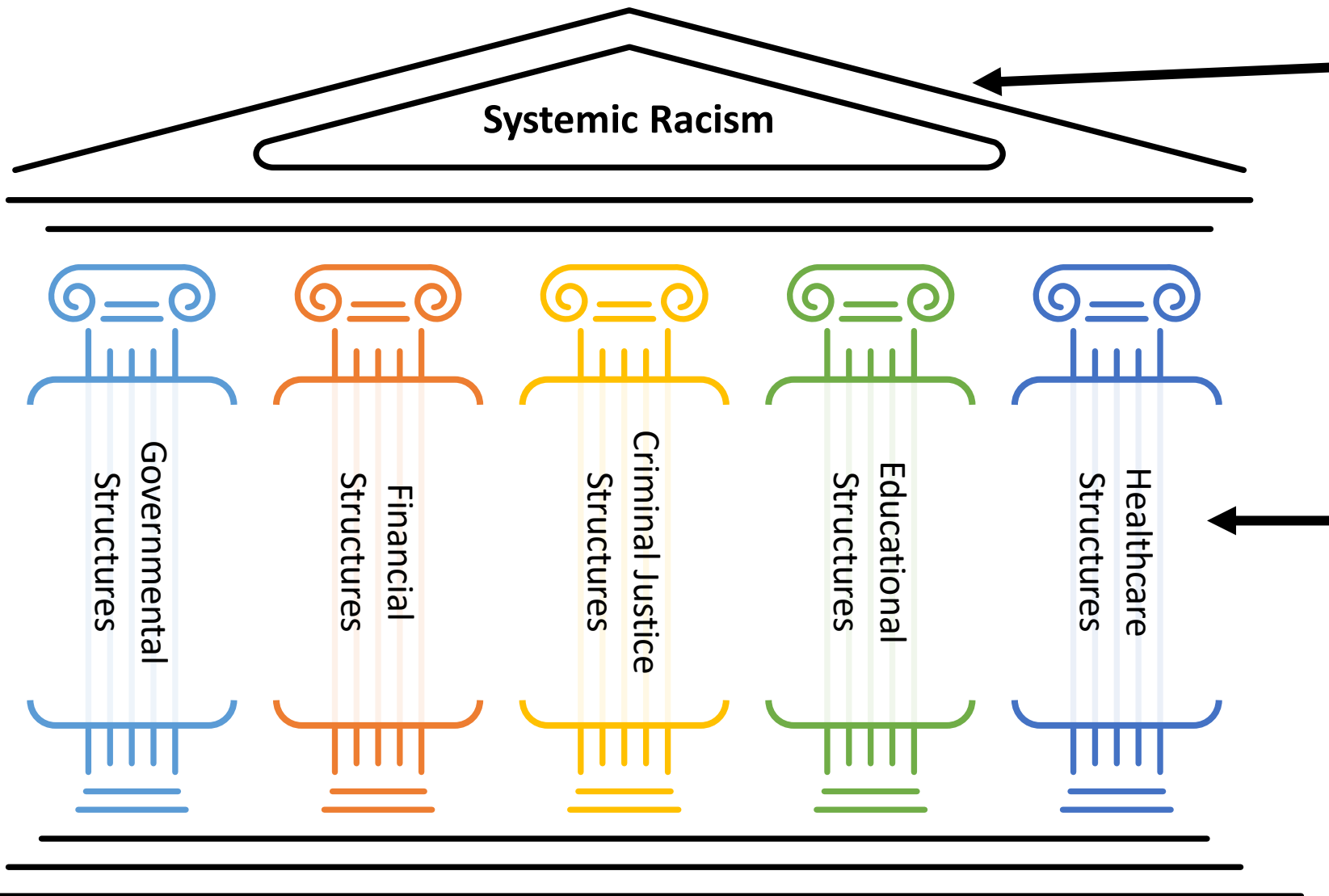
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