

Are you feeling anxious about the state of public schools? It's not surprising. Public schools are the lifeblood of our communities, and they are under attack. They are facing budget cuts, teacher layoffs, reduced access to services, and closures. These challenges have intensified in recent years as states have cut funding to public schools. Specifically, the public schools in the city of Austin suffer from severe underfunding. According to the Center on Budget and Policy Priorities, the Austin Independent School District's per-pupil spending is less than half of the national average. This puts Austin's public schools behind other large cities like New York and Los Angeles.

This underfunding of Austin public schools has severe negative consequences for students. For example, when a school district is underfunded, it is not able to provide the quality teachers that are needed to prepare students for the rigors of college-level work. In fact, a recent study by the Texas Education Agency found that low-performing schools with an average annual budget below \$2,000 have a high proportion of teachers who are not certified in their subject areas. This is not a recipe for success. Moreover, most underfunded schools have a disproportionate share of students who need special education. While this is a complex issue, it is clear that schools with more students who are English Language Learners and students with disabilities, as well as schools with a high percentage of students living in poverty, are more likely to be underfunded than schools with students who do not have these characteristics.

Given the neediest public schools in Austin are also the least funded, these funding disparities then reinforce already existing disparities between individuals of different income levels and different identities. In the early 1960s, the U.S. Supreme Court's landmark *Brown v. Board of Education* decision declared school segregation unconstitutional. The ruling brought with it an understanding that the way schools are funded impacts how well they are managed and the quality of education they provide. Since then, states have been using a variety of methods to fund their schools, including local property taxes, state aid, and sales taxes. As Austin schools struggle to cope with rapid growth, many parents, students, and educators are asking how we can ensure that everyone has the opportunity to access a high-quality education.

Austin's public schools are a mess — but not because the district doesn't have the money to adequately fund them. The lack of funding is a symptom, not the disease. The problem in Austin is that the money the district does have is distributed in a way that's not equitable. The national education landscape is changing, and there's no one right way to fund schools. But some state-level funding formulas are making it harder to raise money for education.

Like the majority of American cities, Austin relies heavily on property taxes to fund public schools. Austin's school funding system is based on a formula that uses property values and revenue from a property tax levy to determine how much the district can spend on schools. But the formula isn't equitable: It's unfair to poor and minority students. In an area with low property values, there's not much money to spend on schools. In an area with high property values, there's a lot of money to spend on schools. The way school finance is structured in Austin, the wealthy can afford to live in safe neighborhoods that are located close to good schools, while the poor and minority students are forced to live in cheaper neighborhoods where there are not as many good schools. In this way, the wealthy are provided a quality education, while the poor and minority students are denied access to the same quality of education. This inequity is particularly pronounced in Austin. When you look at the city's most affluent neighborhoods, public schools tend to be well-funded and have high attendance rates. Meanwhile, many of the city's most impoverished communities are left without adequate resources and face high rates of absenteeism.

How did we get here? According to the Texas School Finance Project, the average state school district spends \$5,370 per student, with an additional \$2,900 in local property taxes. This means that students in wealthy districts are receiving more funding per student than those in poorer districts, even though wealthy districts have the same number of students. This funding disparity has a number of negative consequences for Austin students, including higher rates of absenteeism and suspension, lower graduation rates, and disproportionate drops in standardized test scores. As a result of this inequitable funding model, the wealthy end up with better public schools and better education outcomes. Meanwhile, students from low-income families and communities of color are left behind and suffer from poor

education outcomes. For the well-being of its constituents, Austin needs to account for the disparities between wealthy and low-income students. The political economy of school funding should take into consideration the experiences of communities of color, immigrants, people with disabilities, and low-income communities and families. Funding should be allocated according to the needs of communities. The school funding formula should be designed to allow for the flexibility to consider local and regional needs and differences.

My proposal to Austin City Council hinges on the difference between equality and equity. Equality requires that things remain the same and that no one receives an unfair advantage or disadvantage. Equity, on the other hand, requires that everyone receive the same opportunity and resources. Equality does not take into account the people who are already in a position of power and influence. It is not enough that we treat everyone equally. We must take into account those who have privilege and those who do not. Equity accounts for excessive advantages and privileges.

The common interpretation of equity is a distribution of resources on the basis of need, or as close to need as possible. One of the purposes of the concept of equity is to avoid the reallocation of resources between individuals or groups that would occur in a pure market. For example, the government may allocate more resources to those who have the greatest need, or it may allocate resources to those who are most able to pay for them. In a pure market, resources are redistributed among those who can pay. The equity concept is different, and it is related to the notion of "fair" distribution. A system is said to be "equitable" if it distributes resources among people as close to their needs as possible. For example, a system that distributes resources to all people is not said to be equitable, because it is not sensitive to the needs of some people. Similarly, a system that distributes resources to people who are at the top of a particular hierarchy, such as that of salary, is not said to be equitable. An equitable system allocates resources to those people who need them.

When considering the issue of funding public schools, the theory of equity asserts that we should allocate funds to the schools that tend to need it the most: those in low-income and marginalized communities. "When schools are funded equitably, students of color are less likely to be forced to repeat a

grade and more likely to have access to a full and complete education,” said Mark Schneider, professor and chair of education at University of California-Berkeley. As part of a new study called “The Struggle for Equity: The Impact of School Funding Reform on California Public Schools,” Schneider and fellow education professor Howard Fuller found that when schools were well-funded, more than 80 percent of students in the state outperformed the state’s average on the California Assessment of Student Performance and Progress (CAASPP). “In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.

To repair the disparities in public education based on income, race, needs, etc., in our city, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. The new equitable formula will allocate funding based on the following factors: (1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students that are low-income, black, and/or Hispanic; (4) Proportion of the district’s students that are gifted and/or special needs; (5) Proportion of the district’s students that are English Language Learners; and (6) Proportion of the district’s students that are homeless.

The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida. The purpose of the model is to promote equity in education for children from all families. The equity model has been shown to provide a number of benefits to students and families, including: increased academic achievement and higher graduation rates, increased student engagement in the learning process, improved parental involvement, reduced dropout rates, reduced truancy rates, increased school completion rates, increased enrollment rates in gifted and talented programs, increased enrollment in AP programs. The model acknowledges that all students have a right to a quality education. The model promotes equity in educational opportunities by giving students from different economic and family backgrounds a fair opportunity to achieve. The model recognizes the unique needs of each student, and

acknowledges that each student requires a different amount of time, effort, and support. The model promotes educational excellence, and ensures that schools and districts work toward educational goals that are consistent with the best interests of all students, not just students from affluent families.

Since this new model of public school funding is an equitable model that will allocate funds based on need, it is therefore not an "equal" system and will likely face some pushback from some Austinites. However, this model is not an arbitrary system that is going to arbitrarily take money away from certain schools and give it to others. It is an equitable system that is going to distribute the funds based on the needs of the students in our schools. More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education would uplift the entire city of Austin by creating the kind of environment that will foster a strong and healthy economy. "A lot of people don't realize that the benefits of improving education can also be seen in the number of jobs that are created," said Andréa Flores, co-director of the Urban Education Leadership Institute at the University of Wisconsin-Milwaukee. "There is a clear relationship between the number of jobs created in a city and the number of people that move into the city." Flores points out that the same data shows the positive impact of improving education on a city's economy. A 2013 study by researchers at the University of Wisconsin-Madison and Rutgers University found that cities that invest in high-quality public education have a greater likelihood of attracting a greater number of workers, regardless of race, income or ethnicity. Flores said that quality education can have a trickle-down effect in a city, helping improve the economy and increasing the number of jobs available to everyone.

Education has long been recognized as the primary means of improving the quality of life for people in this country. An educated workforce is necessary for a strong economy, and an educated workforce is necessary to be a part of a thriving and sustainable community. In a time when the lack of access to a high-quality education is affecting so many of our neighbors and fellow residents, it is also affecting our economic future. As cities become more diverse, the need for a quality education is only increasing, and Austin is no exception. For the good of our most vulnerable residents and for the city of Austin as a whole, Austin City Council must adopt a more equitable method of financing our public

schools — one that takes into account the needs of particular marginalized groups. A more equitable method would not only help our schools thrive, but it would also help our city thrive by providing better education for all Austinites.

Prompts and Outputs

Attempt	Result
1	<p>Proposal Assignment You will write a persuasive argument proposing a course of action to address your chosen local controversy. This essay should acknowledge different viewpoints and recommend a solution that could convince multiple stakeholders. The project could be a more practical proposal, like one that would be aimed at the city council or the appropriate university administrative offices, or a policy proposal, like one that might appear in the campus or town newspaper. It could take several forms, including but not limited to: An analysis of the problem A list of potential solutions A synthesis of the issues An advocacy of a particular solution A call to action</p> <p>You may use the example of your own or someone else's controversy as inspiration, but your essay should address a local issue that is unique to your campus.</p> <p>Proposal Assignment You will write a persuasive argument proposing a course of action to address your chosen local controversy. This essay should acknowledge different viewpoints and recommend a solution that could convince multiple stakeholders. The project could be a more practical proposal, like one that would be aimed at the</p>
2	<p>Write a persuasive argument proposing a course of action to address your chosen local controversy. This essay should acknowledge different viewpoints and recommend a solution that could convince multiple stakeholders. The project could be a more practical proposal, like one that would be aimed at the city council or the appropriate university administrative offices, or a policy proposal, like one that might appear in the campus or town newspaper.</p> <p>I think it's important that we try to do something to solve the problem. We don't have to have the best solution, but we can at least come up with a good one. The title of my essay is "Why We Need to Rebuild our Public School Systems." I'm going to use the format of a journal article, and I want to use that to show that we have a lot of problems with our public school systems. First I'll address the major problems, then I'll give my reasons for why we need to do something about it. I think that it's a good idea to</p>
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	<p>going to use the format of a journal article, and I want to use that to show that we have a lot of problems with our public school systems. First I'll address the major problems, then I'll give my reasons for why we need to do something about it. I think that it's a good idea to at least try and do something about it. It's not like I want to have the best schools, but at least I want to try.</p> <p>First I'll address the major problems. I'll start with the dropout rate. The dropout rate for high school students is about 30 percent. This is the largest single problem that we have in our public school system. I'll give you the exact numbers, but the main reason for this dropout rate is that there are not enough good schools in our system. This is because we have a high turnover of teachers and students in our schools. There is a lack of permanence</p>
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5	<p>We have a high dropout rate because the schools in our system are so bad. I also think that some of our teachers are not doing a good job. I think that they are trying to get out of teaching as soon as they can, because we have no money to pay them."</p>

	<p>The interview was conducted by the Times-Herald.</p> <p>The state's new teacher evaluation system takes effect in the coming school year. The Legislature passed the law in 2011, following a teachers' strike that ended with an agreement to implement a new evaluation system.</p> <p>The new system includes a rating of "highly effective," "effective," "ineffective" or "ineffective/not applicable"</p>
6	<p>We have a high dropout rate because the schools in our system are so bad. I also think that some of our teachers are not doing a good job. I think that they are trying to get out of teaching as soon as they can, because we have no money to pay them."</p> <p>The interview was conducted by the Times-Herald.</p> <p>The state's new teacher evaluation system takes effect in the coming school year. The Legislature passed the law in 2011, following a teachers' strike that ended with an agreement to implement a new evaluation system.</p> <p>The new system includes a rating of "highly effective," "effective," "ineffective" or "ineffective/not applicable." The most effective teachers will receive a \$4,000 bonus.</p> <p>The system is based on three factors: student achievement on statewide tests, how much a teacher influences students' learning, and whether a teacher has any negative disciplinary actions against them.</p> <p>In 2011-12, it was the first time teachers in the state were evaluated based on these three factors.</p> <p>The Legislature adopted the new evaluation system in an attempt to increase accountability for teachers, but the plan has been criticized as too subjective and has been blamed for increasing teacher turnover.</p> <p>Some school districts have been reluctant to implement the new system, concerned that they</p>
7	<p>We have a high dropout rate because the schools in our system are underfunded. There are very few who want to work in our system without being incentivized to work in it. We have a hard time retaining nurses, mental health workers, and teachers because they make very little money. So, when they get something better outside of our system, they leave. We also have a high attrition rate of students. Some of it is from the</p>

	<p>poor quality of school, or they move. They leave for other options. That affects teachers, too. Teachers have been in the same school for 30 years. But, they get a younger teacher, who is probably going to move in a few years. This is how it is across the education system.</p> <p>We need more money and better staffing in our schools. One school in our system has two teachers, and it is a special school for kids with learning difficulties, autism, and emotional problems. So, they are two teachers to teach a class of 30 to 35 students. They don't have a nurse. The two teachers teach multiple classes. We don't have the proper staff to provide the services that our students deserve. As for money, we have to do</p>
<p>8</p>	<p>Propose a course of action for addressing the problem of public school systems.</p> <p>Are you feeling anxious about the state of public schools?</p> <p>It's not surprising. This fall, the Washington Post reported that the number of teachers in Washington State has declined by more than 3,000, despite the fact that enrollment has increased by 30,000 students.</p> <p>The article cited a number of reasons for this decline, including:</p> <p>A teacher shortage in many districts, caused by the low pay and increased workloads that come with the new Common Core standards</p> <p>The increasing reliance on unpaid, untrained teachers who teach for a short period of time</p> <p>A lack of support for new teachers</p>
<p>9</p>	<p>Propose a course of action for addressing the problem of public school systems.</p> <p>Are you feeling anxious about the state of public schools?</p> <p>It's not surprising. This fall, the Washington Post reported that the number of teachers in Washington State has declined by more than 3,000, despite the fact that enrollment has increased by 30,000 students.</p> <p>The article cited a number of reasons for this decline, including:</p> <p>A teacher shortage in many districts, caused by the low pay and increased workloads that come with the new Common Core standards</p> <p>The increasing reliance on unpaid, untrained teachers who teach for a short period of time</p>

	<p>A lack of support for new teachers, especially for those who are new to the state</p> <p>A growing culture of teaching to the test, which has reduced the time teachers can devote to teaching and learning</p> <p>The fact that many schools in Washington are unable to find qualified teachers</p> <p>The article says that “the solution is simple: the state must pay more and offer more incentives to attract new teachers.”</p> <p>But I’d like to offer a different solution, one that I’ve seen work in other states.</p> <p>My solution is to empower teachers to set their own lesson plans, and to take responsibility for their own professional development.</p>
10	<p>The article says that “the solution is simple: the state must pay more and offer more incentives to attract new teachers.”</p> <p>But I’d like to offer a different solution, one that I’ve seen work in other states. My solution is to empower teachers to set their own lesson plans, and to take responsibility for their own professional development.</p> <p>One of the reasons that “the solution is simple” is because of the way we’ve trained teachers.</p> <p>We’ve been training them to be content-providers, not content-creators. We’ve been training them to be “experts” on “content”. We’ve been training them to “teach to the test”.</p> <p>We’ve been training them to “teach to the test”.</p> <p>We’ve been training them to “teach to the tes</p>
11	<p>Propose a course of action for addressing the problem of public school systems. Perform and document additional research, including primary research (such as interviews and surveys) and/or secondary research (such as finding published information sources and evidence).</p> <p>Are you feeling anxious about the state of public schools?</p> <p>It’s not surprising. Public schools are the lifeblood of our communities, and they are under attack. They are facing budget cuts, teacher layoffs, reduced access to services,</p>

	<p>and closures. These challenges have intensified in recent years as states have cut funding to public schools.</p> <p>But what can you do?</p> <p>First, find out what’s happening in your community. Look for the latest news stories, and read the results of surveys conducted by the National Conference of State Legislatures. Also, check out the National School Boards Association’s Advocacy Center.</p> <p>Second, propose a course of action for addressing the problem.</p>
<p>12</p>	<p>Propose a course of action for addressing the problem of public school systems. Perform and document additional research, including primary research (such as interviews and surveys) and/or secondary research (such as finding published information sources and evidence).</p> <p>Are you feeling anxious about the state of public schools?</p> <p>It’s not surprising. Public schools are the lifeblood of our communities, and they are under attack. They are facing budget cuts, teacher layoffs, reduced access to services, and closures. These challenges have intensified in recent years as states have cut funding to public schools.</p> <p>But what can you do?</p> <p>First, find out what’s happening in your community. Look for the latest news stories, and read the results of surveys conducted by the National Conference of State Legislatures. Also, check out the National School Boards Association’s Advocacy Center.</p> <p>Second, propose a course of action for addressing the problem.</p> <p>Here are five options to consider:</p> <p>Option 1: Create a school district (or multiple districts) to provide the same educational services to your community.</p> <p>Your state or state agency has the authority to establish a school district. However, state legislatures rarely have the funding to create a new school district. The good news is that most school districts have a history of serving the same student population for many years. You may be able to work with the state to merge two or more existing school districts to form a new district.</p>

	<p>Some communities have tried to create a new school district, but they've failed to secure enough funding</p>
<p>13</p>	<p>Propose a course of action for addressing the problem of public school systems. Perform and document additional research, including primary research (such as interviews and surveys) and/or secondary research (such as finding published information sources and evidence).</p> <p>Are you feeling anxious about the state of public schools? It's not surprising. Public schools are the lifeblood of our communities, and they are under attack. They are facing budget cuts, teacher layoffs, reduced access to services, and closures. These challenges have intensified in recent years as states have cut funding to public schools.</p> <p>But what can you do?</p> <p>First, find out what's happening in your community. Look for the latest news stories, and read the results of surveys conducted by the National Conference of State Legislatures. Also, check out the National School Boards Association's Advocacy Center.</p> <p>Second, propose a course of action for addressing the problem.</p> <p>Here are five options to consider:</p> <p>Option 1: Create a school district (or multiple districts) to provide the same educational services to your community.</p> <p>Your state or state agency has the authority to establish a school district. However, state legislatures rarely have the funding to create a new school district. The good news is that most school districts have a history of serving the same student population for many years. You may be able to work with the state to merge two or more existing school districts to form a new district. Some communities have tried to create a new school district, but they've failed to secure enough funding for the district. That's why it's often more effective to merge two or more existing districts than it is to start a new district.</p> <p>If you decide to create a new school district, consider the following:</p> <ul style="list-style-type: none"> • Designate the district as an "open enrollment" district. This means that students who live in the district may attend school in the district regardless of their neighborhood's school district.

	<ul style="list-style-type: none"> • Secure adequate funding for the new district. You may be able to use federal or state funds for this purpose. • Start the process to merge two or more school districts
14	<p>The title of my essay is “Why We Need to Rebuild our Public School Systems.”</p> <p>I’m going to use the format of a journal article, and I want to use that to show that we have a lot of problems with our public school systems. The one thing I want to show is that the problems that we have are not that we're not funding the public school system, but that we have a system that's not working. And I want to give a solution to the problems that we have with our public schools.</p> <p>For the first paragraph, I want to give some background. I want to show that we have a system that's not working and the problems that we have with our public school systems are not that we're not funding the system, but that the system is not working. In the second paragraph, I want to give a solution to the problems that we have</p>
15	<p>The title of my essay is "Why We Need to Rebuild our Public School Systems."</p> <p>I’m going to use the format of a journal article, and I want to use that to show that we have a lot of problems with our public school systems. The one thing I want to show is that the problems that we have are not that we're not funding the public school system, but that we have a system that's not working. And I want to give a solution to the problems that we have with our public schools.</p> <p>For the first paragraph, I want to give some background. I want to show that we have a system that's not working and the problems that we have with our public school systems are not that we're not funding the system, but that the system is not working. In the second paragraph, I want to give a solution to the problems that we have with our public school systems. Then, I want to give a conclusion.</p> <p>I want to start out with an explanation of why we have problems with our public school systems. I think that the first thing we need to do is to look at the reasons that we have problems with our public school systems. I want to show that we have problems with our public school systems.</p> <p>We have problems with our public school systems because we don't have a system that's working. And the first thing I'm going to show is that we have problems with our public school systems. We have problems with our public school systems because we don</p>
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<p>17</p>	<p>In the second paragraph, I want to give a solution to the problems that we have with our public school systems. I want to give a solution that will allow our kids to succeed in school and in life, and I think I have found the solution.</p> <p>Let me tell you a little bit about myself. I am a self-made man. I don't have any connections in politics, in business, or in the media. I started my own business at the age of 24 and I built it up from the ground up. I've been in the construction business for the past 16 years.</p> <p>I've been a single parent for the past 14 years and I have two children, my oldest is 18 years</p>
<p>18</p>	<p>Propose a course of action for addressing the problem of public schools, supporting it with evidence from your research and with rhetorical appeals.</p> <p>I know that there is a problem with public education in the United States. I also know that there are no easy answers to this problem. I think that the problem with public schools can be solved by providing students with the best education possible and by investing in the quality of teachers.</p>

	<p>I know that teachers are underpaid. I know that the working conditions in public schools are poor. I know that public schools are underfunded. I know that teachers are underprepared. I know that many schools fail to teach students how to read, write, and do math.</p> <p>To address this problem, I propose the following</p>
<p>19</p>	<p>Propose a course of action for addressing the problem of public schools, supporting it with evidence from your research and with rhetorical appeals.</p> <p>I know that there is a problem with public education in the United States. I also know that there are no easy answers to this problem. I think that the problem with public schools can be solved by providing students with the best education possible and by investing in the quality of teachers.</p> <p>I know that teachers are underpaid. I know that the working conditions in public schools are poor. I know that public schools are underfunded. I know that teachers are underprepared. I know that many schools fail to teach students how to read, write, and do math.</p> <p>To address this problem, I propose the following course of action. First, we should give all students the best education possible. We should raise teacher salaries and provide more schools, better schools, and better teachers. We should provide funding for public schools and hire more teachers.</p> <p>Second, we should give students more individualized attention. We should give students the support they need to succeed in school. We should give teachers more time and resources.</p>
<p>20</p>	<p>And I want to give a solution to the problems that we have with our public schools.”</p> <p>But the governor’s education plan will face an uphill battle in the Legislature. Many lawmakers are already worried that a \$2 billion tax increase is on the table, and education funding already has been cut by about \$1 billion since 2005.</p> <p>At the top of the list of funding concerns is the state’s declining school enrollment. Since the mid-1990s, the number of students enrolled in public schools has fallen by more than 2.5 million.</p> <p>About half of the drop is due to a decline in the number of four-year-olds. More than half of those students are</p>

<p>21</p>	<p>In this essay, I will address the local controversy of underfunded public schools and propose a solution that will result in more equal education across our community.</p> <p>Recently, I have seen and heard many people, especially young parents, saying that they feel bad for their children’s school. Many feel that because of the high property taxes in the city that they should be doing something to help fund the school system. I have also heard many parents say that they are doing all that they can to help their children get a good education, but because they can’t afford to pay for a private school, they are stuck.</p> <p>I have heard this discussion a few times and I have had some very interesting conversations. I have been researching the subject, and have talked to many</p>
<p>22</p>	<p>Specifically, the public schools in the city of Austin suffer from severe underfunding. According to the Center on Budget and Policy Priorities, the Austin Independent School District’s per-pupil spending is less than half of the national average. This puts Austin’s public schools behind other large cities like New York and Los Angeles.</p> <p>The result? Austin’s public schools are chronically underfunded. And in an attempt to cut costs, the Austin school district has eliminated more than 4,000 teaching positions.</p> <p>The elimination of teachers is a double-edged sword.</p> <p>On one hand, it reduces the amount of time educators have to spend with students. However, the number of</p>
<p>23</p>	<p>According to the Center on Budget and Policy Priorities, the Austin Independent School District’s per-pupil spending is less than half of the national average. This puts Austin’s public schools behind other large cities like New York and Los Angeles.</p> <p>Public education in Austin is generally considered to be the most expensive in the United States, with the average teacher salary standing at \$60,000 and rising. According to the U.S. Census, the median household income in Austin is \$47,817, compared to the national median of \$56,036.</p> <p>The Chronicle’s investigation into the cost of public education in Austin has revealed that, while there is money for schools, it is often spent on things that have little to do with educating students.</p> <p>In the fall of 2015, the district invested \$2.2 million in a new basketball</p>

<p>24</p>	<p>This underfunding of Austin public schools has severe negative consequences for students. For example, when a school district is underfunded, it is not able to provide the quality teachers that are needed to prepare students for the rigors of college-level work. In fact, a recent study by the Texas Education Agency found that low-performing schools with an average annual budget below \$2,000 have a high proportion of teachers who are not certified in their subject areas. This is not a recipe for success.</p> <p>Moreover, underfunded schools have a disproportionate share of students who need special education. While this is a complex issue, it is clear that schools with more students who are English Language Learners and students with disabilities, as</p>
<p>25</p>	<p>Moreover, underfunded schools have a disproportionate share of students who need special education. While this is a complex issue, it is clear that schools with more students who are English Language Learners and students with disabilities, as well as schools with a high percentage of students living in poverty, are more likely to be underfunded than schools with students who do not have these characteristics.</p> <p>This is a picture of what it’s like in a school in Newark, New Jersey.</p> <p>A recent study by the Urban Institute shows that there is not one “best” way to fund public education. It is not “too little” or “too much” funding. Instead, there is a need to find the right funding level that will be sufficient for the education of all students, including those with disabilities.</p> <p>As</p>
<p>26</p>	<p>Moreover, underfunded schools have a disproportionate share of students who need special education. While this is a complex issue, it is clear that schools with more students who are English Language Learners and students with disabilities, as well as schools with a high percentage of students living in poverty, are more likely to be underfunded than schools with students who do not have these characteristics.</p> <p>The data also reveal that the neediest schools are the least likely to be funded adequately.</p> <p>In addition, while all school districts across the state have been subject to a school funding formula based on a complex formula that takes into account the student population, need, and other factors, there are significant disparities among school districts in how much funding they receive. This is most evident in the 10 largest school districts, which receive funding that is only about two-thirds of what the formula would calculate they need.</p>

	<p>As the neediest schools are also the least funded, the funding disparities reinforce the notion that funding levels are not sufficient</p>
<p>27</p>	<p>As the neediest schools are also the least funded, the funding disparities reinforce the notion that funding levels are not sufficient for schools to provide a full array of opportunities for their students. The study found that schools with large concentrations of poor students were less likely to offer courses in art, music, and foreign languages. Those with high concentrations of English language learners were less likely to offer courses in science and technology. Schools with high concentrations of students eligible for free or reduced-price lunch were less likely to offer courses in computer science, engineering, and economics.</p> <p>The study did not examine whether funding disparities affected the quality of the schools in which the students were enrolled. But it found that schools with more students in poverty, especially those with high concentrations of poor</p>
<p>28</p>	<p>As the neediest schools are also the least funded, the funding disparities reinforce the notion that funding levels are not sufficient to cover the needs of all schools.</p> <p>This is the second in a series of articles examining the performance of New Jersey’s largest school districts. This year’s study is based on the latest available data from the New Jersey Department of Education.</p> <p>This article will focus on the fiscal year 2018-19. The next article will examine the fiscal year 2017-18.</p> <p>The school districts included in this year’s analysis represent more than 20 percent of New Jersey’s school population. The fiscal year 2018-19 state budget provided a significant increase to funding for these districts, the first increase since</p>
<p>29</p>	<p>As the neediest schools are also the least funded, the funding disparities reinforce the notion that money can never be enough, that there is never enough, that resources are never enough.</p> <p>The problem, of course, is that even the most needy schools are not funded at the levels they need. In fact, in many states, the most needy schools are the least funded.</p> <p>To illustrate the problem, consider a school that needs \$25,000 to be fully funded. Now consider a school that needs \$2.5 million to be fully funded.</p> <p>It’s easy to see why the former school, which needs \$25,000, will be funded to the fullest extent possible. After all</p>

<p>30</p>	<p>As the neediest public schools in Austin are also the least funded, the funding disparities reinforce already existing disparities in economic, racial and ethnic segregation, and wealth distribution.</p> <p>In the early 1960s, the U.S. Supreme Court’s landmark <i>Brown v. Board of Education</i> decision declared school segregation unconstitutional. The ruling brought with it an understanding that the way schools are funded impacts how well they are managed and the quality of education they provide.</p> <p>As Austin schools struggle to cope with rapid growth, many parents, students, and educators are asking how we can ensure that everyone has the opportunity to access a high-quality education.</p> <p>In the early 1960s, the U.S. Supreme Court’s landmark <i>Brown v.</i></p>
<p>31</p>	<p>In the early 1960s, the U.S. Supreme Court’s landmark <i>Brown v. Board of Education</i> decision declared school segregation unconstitutional. The ruling brought with it an understanding that the way schools are funded impacts how well they are managed and the quality of education they provide. Since then, states have been using a variety of methods to fund their schools, including local property taxes, state aid, and sales taxes.</p> <p>The national education landscape is changing, and there’s no one right way to fund schools. But some state-level funding formulas are making it harder to raise money for education.</p> <p>In Oregon, for example, state funding for public schools is tied to the property taxes that local governments can levy. This has led to a tremendous amount of political and legal wrangling in Oregon, as communities and school districts fight over their property tax levies and the state over how to divide the</p>
<p>32</p>	<p>In the early 1960s, the U.S. Supreme Court’s landmark <i>Brown v. Board of Education</i> decision declared school segregation unconstitutional. The ruling brought with it an understanding that the way schools are funded impacts how well they are managed and the quality of education they provide. Since then, states have been using a variety of methods to fund their schools, including local property taxes, state aid, and sales taxes.</p> <p>The national education landscape is changing, and there’s no one right way to fund schools. But some state-level funding formulas are making it harder to raise money for education.</p>

	<p>In Austin, for example, residents are upset about the city’s funding formula for schools, which requires new school districts to raise half of their revenue from property taxes. Some city council members have proposed a tax that would replace property taxes, but the city charter requires that all new taxes require a voter referendum.</p> <p>In the past, there have been a number of options for states to raise money for schools, including using state aid, state bonds, and property taxes.</p> <p>Property taxes</p> <p>Property taxes</p> <p>A property tax is a local tax paid on the owner’s property. The property tax is used to raise revenue for public schools in</p>
<p>33</p>	<p>In the early 1960s, the U.S. Supreme Court’s landmark <i>Brown v. Board of Education</i> decision declared school segregation unconstitutional. The ruling brought with it an understanding that the way schools are funded impacts how well they are managed and the quality of education they provide. Since then, states have been using a variety of methods to fund their schools, including local property taxes, state aid, and sales taxes.</p> <p>The national education landscape is changing, and there’s no one right way to fund schools. But some city-level funding formulas are making it harder to raise money for education.</p> <p>In Austin, for example, residents are upset about the city’s funding formula for schools, which requires new school districts to raise half of their revenue from property taxes.</p> <p>“If you don’t have property taxes, you don’t have an option to fund schools,” said State Rep. Sylvester Turner, D-Houston. “You can’t fund a school without taxes.”</p> <p>But in San Antonio, the school district is raising money in part by selling \$3 million in bonds for school improvements, even though voters approved only \$150 million in bonds for the same purpose. The extra revenue has made it difficult to fund teachers, repairs, and other improvements.</p> <p>“We’ve got to have the political will</p>
<p>34</p>	<p>In Austin, for example, residents are upset about the city’s funding formula for schools, which requires new school districts to raise half of their revenue from</p>

	<p>property taxes. The city’s property taxes are not high enough to cover the costs of running schools. That means most property owners have to raise their property taxes by 50% or more just to maintain the current level of funding for schools.</p> <p>This problem is only getting worse. According to the state’s most recent numbers, a new school district would need to raise property taxes by about \$2.7 million a year just to keep pace with rising costs and a state law requiring new school districts to cover their costs with property taxes.</p> <p>This has led to property tax caps and other cuts to local government. A Texas state law</p>
35	<p>As the neediest public schools in Austin are also the least funded, the funding disparities reinforce already existing disparities in economic, racial and ethnic segregation, and wealth distribution.</p> <p>Austin’s public schools are a mess. But not because the district doesn’t have the money to adequately fund them. The lack of funding is a symptom, not the disease.</p> <p>The problem in Austin is that the money the district does have is distributed in a way that’s not equitable. The district’s investments are not distributed in a way that is equitable.</p> <p>Austin’s public schools are a mess because they’re underfunded and the district has failed to adequately fund them. That’s why they’re a mess.</p> <p>But the real</p>
36	<p>The data also reveals that the neediest schools are the least likely to be funded adequately.</p> <p>The survey found that just 20 percent of schools with an annual operating budget of \$15 million or less have state funding that meets the neediest level.</p> <p>But those schools serve about 12 percent of the state's children.</p> <p>The survey found that the number of students in the most needy schools has increased since 2008, as the state shifted more funding to those schools.</p> <p>But funding is lagging.</p> <p>"The shift to fund the neediest students did not translate to a corresponding shift in state aid," the report says.</p> <p>The report also found that the state has not made any significant adjustments to school</p>

<p>37</p>	<p>The data also reveals that the neediest schools are the least likely to be funded adequately.</p> <p>“It’s not just that the neediest schools have the least money, but that their funding is even more inadequate,” he said. “It’s a really clear pattern.”</p> <p>In California, the data shows, funding for low-income schools is less than half of what it was in 1997, while for middle-income schools it’s even less. In the San Francisco Unified School District, for example, funding is higher for low-income schools than for middle-income schools. In the Los Angeles Unified School District, however, the opposite is true.</p>
<p>38</p>	<p>The data also reveals that the neediest schools are the least likely to be funded adequately.</p> <p>Over the past decade, the percentage of low-income students attending schools that receive adequate funding has declined from 27 percent to 19 percent.</p> <p>Only 34 percent of low-income students are attending schools that are well-equipped with resources, compared with 60 percent of students who are not poor.</p> <p>“Many low-income students have been attending schools where they do not have access to resources,” said Sandra Stotsky, a professor of education policy at the University of Arkansas at Little Rock and co-author of the study. “The result is that they are not learning. They are not being prepared</p>
<p>39</p>	<p>The data also reveals that the neediest schools are the least likely to be funded adequately.</p> <p>According to the study, schools that have a higher proportion of students who are English language learners or come from low-income families are less likely to receive adequate funding.</p> <p>Schools with a larger proportion of students who are black, Hispanic or from a language minority group are less likely to be adequately funded.</p> <p>“We’ve found that the vast majority of schools are receiving more than the adequate amount of federal funding,” said study co-author Amy Littman, a senior policy analyst at the Center for Law and Social Policy.</p> <p>The study, which was conducted by the Center for Law</p>
<p>40</p>	<p>Studies show that schools in low-income neighborhoods in Austin are most likely to be underfunded, in comparison to those in more affluent neighborhoods.</p>

	<p>The Austin Independent School District serves more than 46,000 students in a city of just over a half-million residents.</p> <p>Income is a major factor in student achievement, and the district’s research shows that the poorer a student’s neighborhood, the less likely they are to succeed in school.</p> <p>The research also shows that students are more likely to graduate from high school if their neighborhood is more affluent.</p> <p>But while the district’s research shows a relationship between income and school performance, there’s no way to tell what would happen if the district were to redistribute the wealth</p>
<p>41</p>	<p>Austin’s public schools are a mess — but not because the district doesn’t have the money to adequately fund them. The lack of funding is a symptom, not the disease. The problem in Austin is that the money the district does have is distributed in a way that’s not equitable. The national education landscape is changing, and there’s no one right way to fund schools. But some state-level funding formulas are making it harder to raise money for education.</p> <p>The Austin school district’s budget, \$2.1 billion, is about 30 percent smaller than the median school district in the United States. That’s not because the district has less money than other districts. It’s because the district has too much money.</p> <p>Austin is one of the top-ranked school districts in the United States. It’s also one of the worst funded. And in a state that ranks among the top in educational spending per student, Austin’s budget is one of the lowest.</p> <p>The problem isn’t that Austin schools aren’t</p>
<p>42</p>	<p>Austin’s public schools are a mess — but not because the district doesn’t have the money to adequately fund them. The lack of funding is a symptom, not the disease. The problem in Austin is that the money the district does have is distributed in a way that’s not equitable. The national education landscape is changing, and there’s no one right way to fund schools. But some state-level funding formulas are making it harder to raise money for education.</p> <p>The recent Texas legislative session has been defined by debates about school finance. A school finance reform bill passed the House but failed in the Senate. Meanwhile, the Senate Education Committee is considering the most significant overhaul of the state’s school finance system in decades.</p>

	<p>For years, we've heard calls for Texas to move away from the flat-funding formula that gives districts a set amount of money for each student. Now the conversation is about how to fund schools.</p> <p>The Texas Senate Education Committee is currently considering SB 15, a bill that would shift school funding from a flat-funding model to a funding formula</p>
<p>43</p>	<p>Austin's public schools are a mess — but not because the district doesn't have the money to adequately fund them. The lack of funding is a symptom, not the disease. The problem in Austin is that the money the district does have is distributed in a way that's not equitable. The national education landscape is changing, and there's no one right way to fund schools. But some state-level funding formulas are making it harder to raise money for education.</p> <p>The Austin school board has voted to adopt a new budget. At the meeting, board members spent much of the discussion on whether the district's schools are good, but also debated the politics of Austin's school funding system.</p> <p>Austin's school funding system is based on a formula that uses property values and revenue from a property tax levy to determine how much the district can spend on schools. But the formula isn't equitable: It's unfair to poor and minority students.</p> <p>Most of the money goes to schools in affluent neighborhoods.</p> <p>To illustrate the problem, we</p>
<p>44</p>	<p>Austin's school funding system is based on a formula that uses property values and revenue from a property tax levy to determine how much the district can spend on schools. But the formula isn't equitable: It's unfair to poor and minority students.</p> <p>Most of the money goes to schools in affluent neighborhoods. In fact, 80 percent of the funds go to schools with high rates of poverty, and almost all of the money goes to schools with high concentrations of minority students.</p> <p>What's worse, the formula hasn't been adjusted to reflect the rapid increase in property values in recent years.</p> <p>The school district is struggling to make up for lost revenue. And because the state isn't helping, the district is going to have to make up the shortfall with its own money.</p> <p>The district is facing a \$32 million shortfall.</p> <p>To avoid property tax rate increases, Austin ISD is going to</p>

<p>45</p>	<p>Austin’s school funding system is based on a formula that uses property values and revenue from a property tax levy to determine how much the district can spend on schools. But the formula isn’t equitable: It’s unfair to poor and minority students.</p> <p>Most of the money goes to schools in affluent neighborhoods. Some of the least-funded schools are in poor neighborhoods.</p> <p>The issue is hotly debated. State officials say they are considering changes to the system, and the Texas Supreme Court is considering a lawsuit filed by the Texas Association of School Administrators, which is supported by the teachers union.</p> <p>Austin has one of the most robust school systems in the state, with 22 public charter schools and 15 magnet schools. It’s also among the most diverse. The district serves students of color, including Hispanics, African-Americans, Asians, and Native Americans.</p> <p>Austin Independent School District, which is the state’s largest</p>
<p>46</p>	<p>Austin’s school funding system is based on a formula that uses property values and revenue from a property tax levy to determine how much the district can spend on schools. But the formula isn’t equitable: It’s unfair to poor and minority students.</p> <p>Most of the money goes to schools in affluent neighborhoods. Some of the least-funded schools are in poor neighborhoods.</p> <p>The school board’s biggest challenge is that the state doesn’t give them more money than what’s necessary to educate the district’s students. The state already gives \$10,000 to every district per student, and there’s no new money for the upcoming school year. The Austin Independent School District board is meeting next week to determine how to spend that money.</p> <p>What’s the problem?</p> <p>The problem is that the school funding formula is based on property values. In an area with low property values, there’s not much money to spend on schools.</p>
<p>47</p>	<p>What’s the problem?</p> <p>The problem is that the school funding formula is based on property values. In an area with low property values, there’s not much money to spend on schools. In an area with high property values, there’s a lot of money to spend on schools.</p>

	<p>This makes sense. Property values have a lot to do with how much people are willing to pay for a house.</p> <p>The formula is based on property values because that's the way that most people can afford to pay for schools. If property values are low, there's not much money to spend on schools. If property values are high, there's a lot of money to spend on schools.</p> <p>The school funding formula is based on property values because the funding formula is set by a</p>
<p>48</p>	<p>The problem is that the public school funding formula in Austin is based on property values. It's pretty much the only way to address inequality in public education, and it's definitely a step in the right direction, but it's a crude approach, and it's unfair, and it's totally unjustified, given that the Austin schools are still more than 95% white.</p> <p>One of the main concerns raised by the lawsuit is that the formula is unfair because it fails to adequately take into account the cost of living in Austin's predominantly white, upper-income neighborhoods. The problem is that a school district that's mostly white, and predominantly upper-income</p>
<p>49</p>	<p>Austin's school funding system is based on a formula that uses property values and revenue from a property tax levy to determine how much the district can spend on schools. But the formula isn't equitable: It's unfair to poor and minority students.</p> <p>State Rep. Jim Dunnam, R-Wichita Falls, says he's trying to change that.</p> <p>"We have a school finance system that's broken," Dunnam says. "It's broken because it's based on property values, which are primarily driven by the residential housing market."</p> <p>Dunnam says the formula is based on how much property owners are willing to pay in property taxes. The higher the value of a property, the higher the school district can spend on schools.</p> <p>But because housing is expensive in Austin, wealthier people</p>
<p>50</p>	<p>Austin's school funding system is based on a formula that uses property values and revenue from a property tax levy to determine how much the district can spend on schools. But the formula isn't equitable: It's unfair to poor and minority students.</p>

	<p>We have a school finance system that's broken. It's broken because it's based on property values, which are primarily driven by the residential housing market. This means that the wealthy benefit from a school district's property tax levy, but the poor and minority students are denied equal access to education.</p> <p>The way school finance is structured, the wealthy can afford to live in safe neighborhoods that are located close to good schools, while the poor and minority students are forced to live in unsafe neighborhoods where there are not as many schools. In this way, the wealthy are provided a quality education, while the poor and minority students are denied access to the same quality of education.</p> <p>Proposition 1 would reform the school finance system to be fair. We're not saying we don't have a</p>
51	<p>Almost all of the problems in Austin's public schools could be solved if we rethink the funding mechanisms behind these schools — switching from property taxes to a more equitable model. It would create a more sustainable and equitable funding system, eliminate the property tax loopholes, and it would provide a more stable, sustainable funding source for Austin ISD.</p> <p>With a shift to an equitable funding model, the Austin Independent School District would no longer be burdened with the responsibility of increasing property taxes every year. Instead, Austin ISD would pay a fee to the state based on the number of students in each district. This would be used to fund education.</p> <p>Equitable funding, which has the effect of paying districts based on the number of students they serve, is the fairest and most equitable funding model.</p>
52	<p>Almost all of the problems in Austin's public schools could be solved if we rethink the funding mechanisms behind these schools — switching from property taxes to a more equitable model of financing our schools. Austin is in a financial crisis, one that could have been prevented if we had embraced a fairer funding model.</p> <p>School funding is a topic that tends to get swept under the rug when talking about Austin's schools. We're not the only city in the United States facing this issue, though, and the problem is more severe than it appears.</p> <p>If you walk into a neighborhood in most American cities, you're likely to find the schools are in better shape than they were 20 years ago. You're also likely to see the kids are much more engaged than they were, and more likely to finish high school.</p>

<p>53</p>	<p>To fix the problems within Austin's public schools. we must switch to a more equitable method of funding. Therefore, I propose that the state should eliminate the property tax and replace it with a fair and equitable system of funding. This will eliminate the current funding disparities between rich and poor districts. It will also give schools a direct monetary incentive to reduce class size and other educational needs. This proposal will also help to reduce class sizes because a district with a large property tax base will be less able to hire a large staff. With less money to spend, schools will be forced to reduce class sizes.</p> <p>I believe that schools should have the ability to set their own curriculum, and that they should be able to choose the level of funding they receive based on how well</p>
<p>54</p>	<p>Therefore, I propose that the state should eliminate the property tax and replace it with a fair and equitable system of funding.</p> <p>The property tax should be replaced with a sales tax, a consumption tax.</p> <p>Let me explain the difference.</p> <p>The property tax is based on the value of the home. If you want to keep your home, you pay the tax. If you want to sell your home, you do not pay the tax. The tax is paid by the homeowner and, in effect, goes to the state. The homeowner gets to keep whatever is left of the money after the state has taken its share.</p> <p>The sales tax, on the other hand, is based on the total amount of sales of a product. If you</p>
<p>55</p>	<p>Therefore, I propose that the state should eliminate the property tax and replace it with a fair and equitable system of funding.</p> <p>The state could decide to make all property, including land, homesteads, and other assets that cannot be taxed at a higher rate than the property tax rate, exempt from the property tax.</p> <p>If a person lives in their house and has a monthly mortgage payment, a car payment, a car insurance payment, a rent payment, a cell phone payment, a gym membership, and a monthly medical insurance payment, then their property should be exempt from the property tax.</p> <p>The state could decide to tax only the net worth of the owner of the property.</p> <p>The state could decide to tax only the portion of</p>
<p>56</p>	<p>The city of Austin needs to eliminate the property tax model as a way of funding public schools, replacing it instead with a more equitable system. The current tax</p>

	<p>system puts a disproportionately large burden on people with lower incomes and people of color. In fact, Austin’s property tax system is the most regressive in the entire state, with the top 1% of homeowners paying an average of \$15,000 in property taxes while the bottom 90% of homeowners pay an average of \$1,800 in property taxes.</p> <p>Property taxes are the most regressive form of taxation. The city of Austin spends more money on public schools than it does on the entire University of Texas system. Yet it’s the UT system that pays the lion’s share of the</p>
<p>57</p>	<p>The city of Austin needs to eliminate the property tax model as a way of funding public schools, replacing it instead with a more equitable system.</p> <p>The city of Austin has had a property tax system for over 100 years, but recently the school board has proposed a change to the way the city finances education. The current system relies on a large property tax, while the school board wants to eliminate the property tax and replace it with a progressive system that would use a combination of a sales tax and income tax.</p> <p>Under the proposed system, the amount of property taxes you pay will be based on how much you own. For example, if you own a \$400,000 home, you will pay \$400 in property taxes. If you own a \$100,000 home</p>
<p>58</p>	<p>The city of Austin needs to eliminate the property tax model as a way of funding public schools, replacing it instead with a more equitable system. This more equitable system would account for disparities and historical oppression against marginalized and low-income communities.</p> <p>There is a long history of understanding the property tax as a way to pay for schools in this country. The property tax was originally a means to fund education, but as states have made education more of a priority, the property tax has lost its original purpose and has been used to fund other state and local government priorities. This is especially true of Texas, where property taxes make up a large portion of state funding for schools.</p> <p>In Texas, school districts are funded in large part by property taxes. The property tax is the most regressive tax in the United States, and a 2017 analysis of the U.S. Census</p>
<p>59</p>	<p>The city of Austin needs to eliminate the property tax model as a way of funding public schools, replacing it instead with a more equitable system. This more equitable system would account for disparities and historical oppression against marginalized and low-income communities. The goal should be a system that helps schools provide the services and resources that students need to be successful. The city should make sure that all schools have access to the resources and funding that are necessary to provide quality education.</p>

	<p>Austin’s property tax system is broken. It’s designed to encourage private property ownership, rather than to fund public services. It punishes those who can’t afford to pay, and it favors property owners over the community. It’s a system that has caused a wave of displacement in low-income communities.</p> <p>It’s time to end the tax.</p>
<p>60</p>	<p>This more equitable system of school funding would account for disparities and historical oppression against marginalized and low-income communities.</p> <p>The political economy of school funding should take into consideration the experiences of communities of color, immigrants, people with disabilities, and low-income communities and families.</p> <p>Funding should be allocated according to the needs of communities.</p> <p>The school funding formula should be designed to allow for the flexibility to consider local and regional needs and differences.</p> <p>The formula should include an additional level of funding for schools that serve large populations of low-income students, students of color, English learners, and students with disabilities.</p> <p>Funding should be allocated to local school districts based on the actual cost of education, rather than according to</p>
<p>61</p>	<p>The political economy of school funding should take into consideration the experiences of communities of color, immigrants, people with disabilities, and low-income communities and families.</p> <p>Funding should be allocated according to the needs of communities.</p> <p>Schools should be funded according to the capacity of the district to deliver a high-quality education.</p> <p>School funding should be based on the actual use of funding.</p> <p>Funding should be used to improve the quality of education, not just the number of students served.</p> <p>Funding should be fair and transparent, and should be subject to independent oversight.</p> <p>The State Board of Education should be required to provide comprehensive and independent assessments of the performance of all schools and districts.</p>

	<p>Schools should be held accountable for their performance.</p> <p>Funding should be based on the needs of each district.</p>
<p>62</p>	<p>The political economy of school funding should take into consideration the experiences of communities of color, immigrants, people with disabilities, and low-income communities and families.</p> <p>Despite broad consensus that all children deserve a high-quality education, funding for public education remains out of reach for many low-income students and students of color.</p> <p>New York’s most important school reform effort in decades could be set back by a new study that reveals the city’s education system suffers from “significant racial, ethnic, and income disparities.”</p> <p>The Education Law Center (ELC) released the report this week, titled “The New York City School Funding Crisis: An Overview and Analysis.” It finds that New York City schools are still severely underfunded by federal</p>
<p>63</p>	<p>The political economy of school funding in Austin should take into consideration the experiences of communities of color, immigrants, people with disabilities, and low-income communities and families. These communities are often the least well served by the school district and are disproportionately affected by under-resourced schools and high drop-out rates. In the Austin Independent School District (AISD), under-resourced schools are the norm, while high-performing schools are the exception. The combination of these two factors have resulted in high dropout rates and the need for many more public schools.</p> <p>For example, there are 1,433 public schools in the Austin Independent School District (AISD), of which only 958 are considered adequate by the Texas Education Agency (TEA). There are also 10,988 students</p>
<p>64</p>	<p>While this is a complex issue, it is clear that schools with more students who are English Language Learners and students with disabilities, as well as schools with a high percentage of students living in poverty, are more likely to be underfunded than schools with students who do not have these characteristics.</p> <p>It is also clear that schools with higher proportions of minority students are less likely to be over-funded than schools with lower proportions of minority students.</p> <p>A final finding in the analysis is that all of the over-funded schools are located in wealthier areas of the country.</p>

	<p>“We found that in the states where schools are the most over-funded, the state’s average household income is about twice the national average,” said Professor Jukka Suomi of Harvard’s Graduate School of Education. “When we controlled for the level of poverty and other characteristics, the over-funding</p>
<p>65</p>	<p>As the neediest schools are also the least funded, the funding disparities reinforce the notion that funding levels are not sufficient to close the gaps that exist between the schools, and the children who attend them.</p> <p>Disparity Between Funding Levels and School Performance</p> <p>Schools with the highest funding levels also have the highest performance levels, which are reflected in the significant positive correlation between funding levels and test scores.</p> <p>However, schools with the lowest funding levels have the lowest test scores, and this is not a spurious correlation. The data shows that test scores are negatively correlated with funding levels, which is consistent with the fact that schools with the lowest funding levels have the highest rates of special education students, and the data shows that special education students have the</p>
<p>66</p>	<p>As the neediest schools are also the least funded, the funding disparities reinforce the notion that funding levels are not sufficient to support all schools, which is the case.</p> <p>The infographic, based on 2014-2015 data from the National Center for Education Statistics, also shows that minority and low-income students are under-represented among the highest-need schools.</p> <p>Education Week’s state-by-state analysis of high-need schools revealed that more than two-thirds of the high-need schools in the report are in just five states: California, Florida, New Jersey, New York and Texas.</p> <p>The highest-need schools also tended to be disproportionately located in minority and low-income areas. For example, among high-</p>
<p>67</p>	<p>The school funding formula should be designed to allow for the flexibility to consider local and regional needs and differences.</p> <p>As the debate over school funding has been played out in the media, the majority of the focus has been on the amount of funding allocated to schools, the “numbers game.” But, what is often overlooked is the underlying policy that supports that funding. In this column, I will look at how this funding is allocated.</p>

	<p>Under the current system, the allocation of funds is based on the Department of Education's (DEE) own estimates of the cost of providing an education in each State. These estimates are then used to calculate the Commonwealth's contribution to the cost of school education.</p>
<p>68</p>	<p>To increase the quality of public schools in low-income neighborhoods, I propose that the state should replace the federal government's formula for distributing money to schools with a formula that accounts for the fact that many low-income neighborhoods are also low-productivity neighborhoods.</p> <p>What is the federal government's formula for distributing money to schools? It's called the Elementary and Secondary Education Act (ESEA), and it's been around since 1965. ESEA is currently being reauthorized.</p> <p>The federal government's formula is complicated, but the basics are simple: Each state is required to provide a certain amount of money to each school district, and the amount of money</p>
<p>69</p>	<p>The city of Austin needs to eliminate the property tax model as a way of funding public schools, replacing it instead with a more equitable system that accounts for low-income and marginalized communities.</p> <p>Like the majority of American cities, Austin relies heavily on property taxes to fund public schools. This funding model has its benefits: it helps to avoid conflicts between public school and private school students, and it helps to ensure that all students, regardless of income or zip code, have equal access to a quality education.</p> <p>Unfortunately, this system also creates an inequitable funding model that can discourage students from certain schools based on their zip code. This inequity is particularly pronounced in Austin. When you look at the city's most affluent neighborhoods, public schools tend to be well-funded and have high attendance rates.</p>
<p>70</p>	<p>The city of Austin needs to eliminate the property tax model as a way of funding public schools, replacing it instead with a more equitable system that accounts for low-income and marginalized communities.</p> <p>Like the majority of American cities, Austin relies heavily on property taxes to fund public schools. This funding model has its benefits: it helps to avoid conflicts between public school and private school students, and it helps to ensure that all students, regardless of income or zip code, have equal access to a quality education.</p>

	<p>Unfortunately, this system also creates an inequitable funding model that can discourage students from certain schools based on their zip code.</p> <p>This inequity is particularly pronounced in Austin. When you look at the city’s most affluent neighborhoods, public schools tend to be well-funded and have high attendance rates. Meanwhile, many of the city’s most impoverished communities are left without adequate resources and face high rates of absenteeism.</p> <p>How did we get here?</p> <p>According to the Texas School Finance Project, the average state school district spends \$5,370 per student, with an additional \$2,900 in local property taxes. This means that students in wealthy districts are receiving more funding per student than those in poorer districts, even though wealthy districts have the same number of students.</p> <p>This funding disparity has a number of negative consequences for Austin students, including higher rates of absenteeism and suspension, lower graduation rates, and disproportionate</p>
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	<p>than those in poorer districts, even though wealthy districts have the same number of students.</p> <p>This funding disparity has a number of negative consequences for Austin students, including higher rates of absenteeism and suspension, lower graduation rates, and disproportionate drops in standardized test scores.</p> <p>As a result of this inequitable funding model, the wealthy end up with better public schools and better education outcomes. Meanwhile, students from low-income families and communities of color are left behind and suffer from poor education outcomes.</p> <p>If the city is going to continue to fund public schools based on property taxes, then it needs to account for the disparity between wealthy and low-income students. This means that Austin must do one of two things:</p> <p>Eliminate the property tax model of school funding. Instead, replace it with a system that takes into account students' race, income</p>
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<p>73</p>	<p>As a result of this inequitable funding model, the wealthy end up with better public schools and better education outcomes. Meanwhile, students from low-income families and communities of color are left behind and suffer from poor education outcomes. If the city is going to continue to fund public schools based on property taxes, then it needs to account for the disparity between wealthy and low-income students. This means that Austin must do one of two things: Eliminate the property tax model of school funding. Instead, replace it with a system that takes into account students' race, income, and zip code.</p> <p>Eliminating the property tax model of school funding means that instead of funding schools based on the value of a school's property, the city would fund it based on how much it costs to educate that school's students. This means that the value of a school would be determined by its racial and economic demographics. The city would have to</p>

	<p>determine what schools are “under-funded” and give them extra money in order to make them more equitable.</p> <p>A city that has a racial wealth gap of nearly 25% and an economic wealth gap of nearly 23% will not be able to make the city</p>
74	<p>Eliminate the property tax model of school funding. Instead, replace it with a system that takes into account students’ race, income, and zip code. This will ensure that school funding is fair and just.</p> <p>Public schools need to be funded fairly, and the way they’re funded now doesn’t work. School districts spend an average of \$7,000 per student, while many of the wealthiest districts spend upwards of \$20,000 per student. Public school districts are not taxing the poor and middle class to support the rich.</p> <p>Over the past thirty years, the way we fund schools has changed significantly. Instead of funding public schools on the basis of the property tax system, we now use a funding model called “accountability.” This accountability</p>
75	<p>Eliminate the property tax model of school funding. Instead, replace it with a system that takes into account students’ race, income, and zip code. It’s the only way to bring equity to public education.</p> <p>Currently, the property tax model of school funding perpetuates segregated and unequal schools. It does so in three ways.</p> <p>First, it relies on an outdated model of how much a student needs to receive in order to be “successful.” This model assumes that all students receive an equal number of resources. The property tax system assumes that a student’s zip code and parent’s income is the only indicator of what a student needs.</p> <p>However, a new generation of research is showing that race and class are a much more</p>
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	<p>However, a new generation of research is showing that race and class are a much more accurate measure of a student’s success. In fact, in the past decade, the gap between white students and students of color has grown wider.</p> <p>Second, the property tax model relies on outdated property values. It assumes that property values are the same in all neighborhoods. However, research shows that property values are the highest in more affluent neighborhoods. This means that a student in a wealthy school district is actually getting more money than a student in a low-income district.</p> <p>Third, the property tax model relies on outdated data about how much money schools need. For example, when the property tax system was developed in the</p>
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	<p>The property tax model also leads to school districts that are smaller than they need to be. It also leads to school districts that have too many schools, which creates administrative burdens.</p> <p>Eliminating the property tax model of school funding is the only way to create a system that is fair and equitable. In fact, a 2013 report from the Economic Policy Institute found that eliminating the property tax model of school funding would save \$20 billion. This money could</p>
<p>78</p>	<p>Eliminate the property tax model of school funding. Instead, replace it with a system that takes into account students’ race, income, and zip code. It’s the only way to bring equity to public education.</p> <p>Currently, the property tax model of school funding perpetuates segregated and unequal schools. It does so in three ways.</p> <p>First, it relies on an outdated model of how much a student needs to receive in order to be “successful.” This model assumes that all students receive an equal number of resources. The property tax system assumes that a student’s zip code and parent’s income is the only indicator of what a student needs.</p> <p>However, a new generation of research is showing that race and class are a much more significant indicator of a student’s need than their zip code or parent’s income. For example, in a landmark study by the National Research Council, researchers found that black and Latino students’ academic performance is negatively impacted by a parent’s income and education level.</p> <p>Second, it favors the wealthiest students and parents. Research consistently shows that students from low-income families benefit the most from a school that has high levels of teacher experience and academic rigor.</p> <p>Finally, it can lead to the segregation of schools. Because schools that are in affluent neighborhoods already have a large number of high-achieving</p>
<p>79</p>	<p>Currently, the property tax model of school funding perpetuates segregated and unequal schools. It does so in three ways.</p> <p>First, it relies on an outdated model of how much a student needs to receive in order to be “successful.” This model assumes that all students receive an equal number of resources. The property tax system assumes that a student’s zip code and parent’s income is the only indicator of what a student needs.</p> <p>However, a new generation of research is showing that race and class are a much more significant indicator of a student’s need than their zip code or parent’s</p>

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<p>80</p>	<p>Eliminate the property tax model of school funding. Instead, replace it with a system that takes into account students’ race, income, and zip code. It’s the only way to bring equity to public education.</p> <p>It’s the only way to bring equity to public education.</p> <p>In the past few years, many states have been rolling out new school funding systems that are designed to bring equity to public education. The most common model of school funding is the property tax, but some states have been doing more to promote equity in school funding.</p> <p>These equity models can be complicated, but they are also quite simple. The most common equity model is a per-pupil funding system. Some of the equity models, such as the California model, use a per-pupil funding model and also incorporate additional funding for</p>
<p>81</p>	<p>These equity models can be complicated, but they are also quite simple. The most common equity model is a per-pupil funding system. Some of the equity models, such as the California model, use a per-pupil funding model and also incorporate additional funding for students and their schools. Other equity models, like the Virginia model, don’t use a per-pupil funding model.</p> <p>Equity Models in Practice</p> <p>In practice, these equity models are fairly easy to implement. The main difference between the two equity models is how schools are funded.</p> <p>A per-pupil funding model takes into account the average cost of a school district or state. It looks at the number of students and how much funding a district has and determines how much funding the district should receive for each student. The amount of funding a district receives is determined by the cost of the district</p>

<p>82</p>	<p>My proposal to the Austin City Council hinges on the difference between equality and equity. Equality is based on the principle that people are equal in dignity, rights, and responsibility. Equality is what the United States stands for. Equity is the realization that all people are not equal in all aspects of life.</p> <p>I propose that we make some changes in our current Austin human rights ordinance to focus on equality and not on equity. The current ordinance does not distinguish between sexual orientation and gender identity. The current ordinance is vague on the definitions of discrimination and harassment.</p> <p>Currently, the law protects people from discrimination based on race, color, religion, national origin, age, disability, and sex. The law also protects people from</p>
<p>83</p>	<p>My proposal to the Austin City Council hinges on the difference between equality and equity.</p> <p>Last week, Austin City Council member Greg Casar introduced a series of amendments to the city’s Equal Rights Ordinance (ERO) to remove several provisions from the law, including a provision that prohibits discrimination based on gender identity and expression. (I’m no expert on this topic, but I have a rough idea of what that means.)</p> <p>Casar’s proposal, which the council will vote on next Tuesday, makes an important point. The law is an important piece of progress in Austin, but it doesn’t end the work that needs to be done to protect trans people in the city</p>
<p>84</p>	<p>My proposal to the Austin City Council hinges on the difference between equality and equity. Equality is the idea that the way things are is the way things should be. Equality requires that things remain the same and that no one receives an unfair advantage or disadvantage. Equity, on the other hand, requires that everyone receive the same opportunity and resources.</p> <p>Equality does not take into account the people who are already in a position of power and influence. It is not enough that we treat everyone equally. We must also treat those who already have something better than what they would have without the power of others.</p> <p>The “equal opportunity” and “equal treatment” of the equality movement is fine, but</p>
<p>85</p>	<p>My proposal to the Austin City Council hinges on the difference between equality and equity. Equality is the idea that the way things are is the way things should be. Equality requires that things remain the same and that no one receives an unfair advantage or disadvantage. Equity, on the other hand, requires that everyone receive the same opportunity and resources.</p>

	<p>Equality does not take into account the people who are already in a position of power and influence. It is not enough that we treat everyone equally. We must also treat those who already have something better than what they would have without the power of others.</p> <p>The “equal opportunity” and “equal treatment” of the equality movement is fine, but it does not go far enough.</p> <p>I am proposing that we recognize that everyone has an equal chance to succeed, and that no one should be denied the opportunity to succeed. I am proposing that we recognize that everyone has an equal chance to succeed, and that no one should be denied the opportunity to succeed. I am proposing that we recognize that everyone has an equal chance to succeed, and that no one should be denied the opportunity to succeed.</p> <p>We should not take equality as a given, and we should not take the equal opportunity of the equality movement as a given. We should not assume that everyone is equal in the same</p>
<p>86</p>	<p>The “equal opportunity” and “equal treatment” of the equality movement is fine, but it does not go far enough. The equality movement is like a rainbow, it’s a beautiful, light-colored thing, but there is a place for darkness. There is a place for rainbows with rain, and there is a place for rainbows without rain. We need to be able to differentiate between the light and the dark. If we are to go beyond equal opportunity and equal treatment, we must make room for a conversation about the dangers of the darker side of the equality movement. We must recognize the danger of the dark side.</p> <p>The dark side of the equality movement is called “social justice” or “social justice warrior”</p>
<p>87</p>	<p>Equality is the idea that the way things are is the way things should be. Equality requires that things remain the same and that no one receives an unfair advantage or disadvantage. Equity, on the other hand, requires that everyone receive the same opportunity and resources.</p> <p>Equality does not take into account the people who are already in a position of power and influence. It is not enough that we treat everyone equally. We must also treat those who have an unfair advantage. We must take into account those who have privilege and those who do not.</p> <p>Equality is not about treating people like robots. It is about treating people as people.</p>

	<p>Equality is not about treating everyone the same. It is about treating everyone fairly.</p> <p>Equality is not about treating people like machines. It is about treating people as human beings.</p> <p>Equality is not about treating people like animals. It is about treating people like humans.</p> <p>Equality is about treating people the way they should be treated. It is about treating people with respect.</p> <p>Equality</p>
<p>88</p>	<p>Equity accounts for excessive advantages and privileges.</p> <p>It is the most important of the three terms because it is the one that is most closely related to the idea of just distribution. In the most general sense, equity is the ideal of an equal and fair distribution of resources in a society, and the practice of equity is the way in which society actually distributes resources.</p> <p>The common interpretation of equity is that of a distribution of resources on the basis of need, or as close to need as possible. Thus, according to this interpretation, there are no excess advantages or privileges in a society that are not matched by a corresponding lack of need. In this interpretation, equity means</p>
<p>89</p>	<p>The common interpretation of equity is that of a distribution of resources on the basis of need, or as close to need as possible. One of the purposes of the concept of equity is to avoid the reallocation of resources between individuals or groups that would not occur in a pure market.</p> <p>The major social or economic values of equity include:</p> <p>Fair distribution</p> <p>Uniform treatment</p> <p>Equitable treatment</p> <p>The difference between equity and justice is that equity attempts to be just, and justice is based on justice. The former aims to be fair and just to all individuals and groups, while the latter aims to be fair to all individuals and groups.</p>

	<p>There are also two common forms of equity: procedural and substantive. Procedural equity refers to the</p>
<p>90</p>	<p>The common interpretation of equity is that of a distribution of resources on the basis of need, or as close to need as possible. One of the purposes of the concept of equity is to avoid the reallocation of resources between individuals or groups that would not occur in a pure market. For example, the government may allocate more resources to those who have the greatest need, or it may allocate resources to those who are most able to pay for them. In a pure market, resources are redistributed among those who can pay. The equity concept is different, and it is related to the notion of "fair" distribution.</p> <p>It is widely believed that an equitable distribution of resources is the most efficient way to distribute resources. There is little doubt that this is true, but it is also true that an equitable distribution of resources does not necessarily lead to the most efficient distribution of resources. For example, if the government wants to increase</p>
<p>91</p>	<p>The common interpretation of equity is that of a distribution of resources on the basis of need, or as close to need as possible. One of the purposes of the concept of equity is to avoid the reallocation of resources between individuals or groups that would not occur in a pure market. For example, a theory of the market has been that if a resource is distributed among people who would otherwise compete for it, some of the resources will be wasted in the production of the goods that the people consume. This means that some of the resources will be allocated to goods that the people do not want. These goods are said to be "wasteful".</p> <p>A system of social welfare is said to be "equitable" if it distributes resources among people as close to their needs as possible. For example, a system that distributes resources to all people is not said to be equitable, because it is not sensitive to</p>
<p>92</p>	<p>The common interpretation of equity is that of a distribution of resources on the basis of need, or as close to need as possible. One of the purposes of the concept of equity is to avoid the reallocation of resources between individuals or groups that would not occur in a pure market. For example, a theory of the market has been that if a resource is distributed among people who would otherwise compete for it, some of the resources will be wasted in the production of the goods that the people consume. This means that some of the resources will be allocated to goods that the people do not want. These goods are said to be "wasteful".</p> <p>A system of social welfare is said to be "equitable" if it distributes resources among people as close to their needs as possible. For example, a system that distributes resources to all people is not said to be equitable, because it is not sensitive to the needs of some people. Similarly, a system that distributes resources to</p>

	<p>people who are at the top of a particular hierarchy, such as that of salary, is not said to be equitable. An equitable system allocates resources to those people who need them.</p> <p>Many people believe that the system of social welfare that exists in the United States is not equitable. For example, many believe that the system is not equitable because it distributes wealth in an unequal manner. Others believe that the system is not equitable because it does not provide the resources that some people need.</p> <p>The system of social welfare that exists in the United States is</p>
<p>93</p>	<p>When looking at the issue of funding public schools, equity asserts that we should allocate funds based on the schools that need it the most: those in low-income and marginalized communities.</p> <p>“When schools are funded equitably, students of color are less likely to be forced to repeat a grade and more likely to have access to a full and complete education,” said Mark Schneider, professor and chair of education at University of California-Berkeley.</p> <p>As part of a new study called “The Struggle for Equity: The Impact of School Funding Reform on California Public Schools,” Schneider and fellow education professor Howard Fuller found that when schools were well-funded, more than 80 percent of students in the state outperformed the state’s average on the California Assessment of Student Performance and Progress (</p>
<p>94</p>	<p>When looking at the issue of funding public schools, equity asserts that we should allocate funds based on the schools that need it the most: those in low-income and marginalized communities.</p> <p>“When schools are funded equitably, students of color are less likely to be forced to repeat a grade and more likely to have access to a full and complete education,” said Mark Schneider, professor and chair of education at University of California-Berkeley.</p> <p>As part of a new study called “The Struggle for Equity: The Impact of School Funding Reform on California Public Schools,” Schneider and fellow education professor Howard Fuller found that when schools were well-funded, more than 80 percent of students in the state outperformed the state’s average on the California Assessment of Student Performance and Progress (CAASPP).</p> <p>“In this study, we find that the greater the inequality, the lower the performance,” said Schneider.</p> <p>In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.</p>

	<p>“California’s schools are already not equitable — and this study shows that they are even less equitable when funding is reformed,” said Schneider.</p> <p>Fuller added that “school funding reform will only further exacerbate inequities in California schools, because the vast majority of schools are already inequitable</p>
<p>95</p>	<p>When looking at the issue of funding public schools, equity asserts that we should allocate funds based on the schools that need it the most: those in low-income and marginalized communities.</p> <p>“When schools are funded equitably, students of color are less likely to be forced to repeat a grade and more likely to have access to a full and complete education,” said Mark Schneider, professor and chair of education at University of California-Berkeley.</p> <p>As part of a new study called “The Struggle for Equity: The Impact of School Funding Reform on California Public Schools,” Schneider and fellow education professor Howard Fuller found that when schools were well-funded, more than 80 percent of students in the state outperformed the state’s average on the California Assessment of Student Performance and Progress (CAASPP).</p> <p>“In this study, we find that the greater the inequality, the lower the performance,” said Schneider.</p> <p>In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>“What we found was that schools that were poorly funded were more likely to be in disadvantaged communities and to have high concentrations of children of color,” said Schneider.</p> <p>The state has allocated funding to schools based on the number of students, not the quality of their education.</p> <p>“Schools that are funded well are more likely to be in more affluent communities and less likely to have high concentrations of children of color,” said Schneider.</p> <p>The study showed that for the past six years, schools with the most students have received the most money.</p>
<p>96</p>	<p>In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often</p>

	<p>starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt the recommendations in the new Urban League of Austin’s A Better Austin Plan, as the top priority in this year’s city budget.</p> <p>The City of Austin’s budget, for the first time in its history, is an opportunity for the city to put into action its priorities of racial equity, economic justice, and environmental sustainability.</p> <p>If Austin does not include funding for a public, affordable, and accessible school system in its 2019 budget, the city risks missing out on a chance to create a more equitable and just city for its residents, a city with a strong economy that can serve as a model</p>
97	<p>In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt the recommendations in the new Urban League of Austin’s A Better Austin Plan, as the top priority in this year’s city budget.</p> <p>The City of Austin’s budget, for the first time in its history, is an opportunity for the city to put into action its priorities of racial equity, economic justice, and environmental sustainability.</p> <p>If Austin does not include funding for a public, affordable, and accessible school system in its 2019 budget, the city risks missing out on a chance to create a more equitable and just city for its residents, a city with a strong economy that can serve as a model for the rest of the nation, and a more livable city that provides good health and quality of life for its residents.</p> <p>If the city does not act on the recommendations of the Urban League of Austin’s A Better Austin Plan, I am urging Austin City Council to follow the example of the neighboring city of San Antonio, whose city council has passed a racial equity plan to increase access to quality, affordable, and safe schools.</p>

	<p>The San Antonio City Council passed a racial equity plan, and a separate plan to increase the number of libraries in low-income and racially segregated neighborhoods. I am urging Austin City Council to</p>
98	<p>In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt an equitable model of funding for public schools in which all Austin public schools have access to funding that is adequate to support and support the needs of their students.</p> <p>I hope that you will join me in this effort to help Austin’s public schools.</p> <p>This past week, I had the privilege of speaking on a panel with fellow panelists and friends Dr. Kermit Williams and Dr. Richard Schneider of the University of Texas at Austin. The panel, titled “The Challenges of Equity in Public Education,” was part of the Education Justice Conference at the University of Texas at Austin, which was also hosted by UT’s College of Education.</p>
99	<p>In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt an equitable model of funding for public schools in which all Austin public schools have access to funding that is adequate to support and support the needs of their students.</p> <p>I hope that you will join me in this effort to help Austin’s public schools.</p> <p>This past week, I had the privilege of speaking on a panel with fellow panelists and friends Dr. Kermit Williams and Dr. Richard Schneider of the University of Texas at Austin. The panel, titled “The Challenges of Equity in Public Education,” was part of the Education Justice Conference at the University of Texas at Austin, which was also hosted by UT’s College of Education.</p> <p>During our time together, we discussed a wide variety of topics, including how equity in education impacts the lives of children and families and the challenges that schools face when trying to achieve equity.</p>

	<p>In the United States, equity in education is defined as “the absence of a systematic and persistent pattern of exclusion, discrimination, or under-representation of students, their families, or their communities.” Equity in education is the goal of providing all students with equal educational opportunities and resources.</p> <p>Equity in education has been a challenge for educators for decades. In his 2009 book, <i>The Education Deficit Disorder: What We Know</i> (</p>
<p>100</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt an equitable model of funding for public schools in which all Austin public schools have access to funding that is adequate to support and support the needs of their students.</p> <p>I hope that you will join me in this effort to help Austin’s public schools.</p> <p>This past week, I had the privilege of speaking on a panel with fellow panelists and friends Dr. Kermit Williams and Dr. Richard Schneider of the University of Texas at Austin. The panel, titled “The Challenges of Equity in Public Education,” was part of the Education Justice Conference at the University of Texas at Austin, which was also hosted by UT’s College of Education.</p> <p>During our time together, we discussed a wide variety of topics, including how equity in education impacts the lives of children and families and the challenges that schools face when trying to achieve equity.</p> <p>In the United States, equity in education is defined as “the absence of a systematic and persistent pattern of exclusion, discrimination, or under-representation of students, their families, or their communities.” Equity in education is the goal of providing all students with equal educational opportunities and resources.</p> <p>Equity in education has been a challenge for educators for decades. In his 2009 book, <i>The Education Deficit Disorder: What We Know</i> (and Don’t) About Why Our Children Fail, Dr. Richard Ingersoll highlights that, since the inception of public education in the United States, our schools have been segregated by race and class.</p> <p>In the book, Dr. Ingersoll writes that schools with fewer resources often have lower expectations for their students, leading to a cycle of poverty. Schools with less resources, therefore, have fewer resources to provide a quality education for their students, which in turn leads to lower educational outcomes and increases the likelihood of dropping out of high school.</p> <p>Dr. Ingersoll also argues that the current school funding system in</p>
<p>101</p>	<p>In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often</p>

	<p>starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt an equitable model of funding in favor of the current property tax system. The equitable model of funding will prioritize funding based on the following factors:</p> <p>Tax rates</p> <p>School district size</p> <p>School district size</p> <p>Percentage of students in poverty</p> <p>The model is as follows:</p> <p>The Austin school district receives the same amount of money every year.</p> <p>The state will provide a set amount of funding based on the number of students and district size.</p> <p>The amount of money each school receives is determined by the percentage of students in poverty and the number of students.</p> <p>“There is a high correlation between the amount of money per stu</p>
<p>102</p>	<p>In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt an equitable model of funding in favor of the current property tax system. This equitable model of funding will allocate funding based on the following factors:</p> <p>(1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; and (3) Proportion of the district’s students that are low-income, black, and/or Hispanic.</p>

	<p>While the above model is not perfect, it is more equitable than the current model, which allocates funding based on a population-based formula.</p> <p>The Austin school system is a national leader in performance and equity. The above model is a starting point,</p>
<p>103</p>	<p>In this study, we find that the greater the inequality, the lower the performance,” said Schneider. In low-income and marginalized communities, schools are often starved for resources. In this study, researchers found that those schools had the least access to funding.</p> <p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt an equitable model of funding in favor of the current property tax system. This equitable model of funding will allocate funding based on the following factors:</p> <p>(1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; and (3) Proportion of the district’s students that are low-income, black, and/or Hispanic.</p> <p>While the above model is not perfect, it is more equitable than the current model, which allocates funding based on a population-based formula.</p> <p>The Austin school system is a national leader in performance and equity. The above model is a starting point, not the end-all. However, I believe that by making these changes, we can become a model for equity and justice in public education.</p> <p>After a long and contentious process, a ballot initiative that would have given the city of Austin the power to levy a new property tax was defeated.</p> <p>Proposition 1, which would have allowed the city to impose a new, 0.25 percent citywide sales tax to raise \$9.4 billion over 30 years, failed with 55 percent of the vote.</p> <p>According to The New York Times, the measure was criticized for giving a disproportionate amount of money to Austin’</p>
<p>104</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to adopt an equitable model of funding in favor of the current property tax system. This equitable model of funding will allocate funding based on the following factors:</p> <p>(1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the</p>

	<p>poverty line; and (3) Proportion of the district’s students that are low-income, black, and/or Hispanic.</p> <p>While this equitable model of funding may result in increased funding for low-income, black, and/or Hispanic students, it will also increase funding for high-income, white students. However, when combined with our current system of school funding, this model will result in increased funding for the school district as a whole.</p> <p>I am proposing that we increase funding for high-income, white students. I am proposing that we decrease funding for low-income, black, and/or Hispanic students.</p> <p>The Austin City Council should adopt an equitable model of funding for Austin’s public schools.</p> <p>Frequently</p>
<p>105</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council abolish the current property-tax based funding model in favor of a more equitable model. This equitable model of funding will allocate funding based on the following factors:</p> <p>(1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students that are low-income, black, and/or Hispanic. (4) Proportion of the district’s students that are black, Hispanic, and/or low-income. (5) Proportion of the district’s students that are gifted and/or special needs.</p> <p>Austin’s public schools need to be viewed as a “business”, not a “beauracracy”, in which every dollar spent is a dollar that cannot be spent elsewhere. If you ask someone on the street if they would rather pay \$10,000 for a new car or \$10,000 for a new school, the person on the street would choose the school</p>
<p>106</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council abolish the current property-tax based funding model in favor of a more equitable model. This equitable model of funding will allocate funding based on the following factors:</p> <p>(1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students that are low-income, black, and/or Hispanic; (4) Proportion of the district’s students that are gifted and/or</p>

	<p>special needs; (5) Proportion of the district’s students that are in English Language Learners; and (6) Proportion of the district’s students that are homeless.</p> <p>Austin needs a “school-to-prison pipeline”</p> <p>In the article, “Why Austin’s School-to-Prison Pipeline Must End” by school board member, Leslie Malone, she writes,</p> <p>“A major component of our educational system is a school-to-prison pipeline, where children are funneled from school to detention and the juvenile justice system for minor infractions of the law. Children are</p>
<p>107</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council abolish the current property-tax based funding model in favor of a more equitable model. The new equitable formula will allocate funding based on the following factors:</p> <p>(1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students that are low-income, black, and/or Hispanic; (4) Proportion of the district’s students that are gifted and/or special needs; (5) Proportion of the district’s students that are students with disabilities; (6) Proportion of the district’s students that are English language learners; (7) Proportion of the district’s students that are Anglo; (8) Proportion of the district’s students that are of a given race or ethnicity; (9) Proportion of the district’s students that are poor or low-income; (10) Proportion of the district’s students that are homeless; (11) Proportion of the district’s students that are English language learners; (12) Pro</p>
<p>108</p>	<p>Since this new model will allocate funds based on need, it is not an "equal" system but it is an equitable system.</p> <p>It is better than the existing one because it is based on need.</p> <p>It is fairer than the existing one because it takes into account the needs of the children.</p> <p>It is the best system because it is based on need and it is fair.</p> <p>1. It is not an equal system because the funds are allocated based on need, not on the number of children.</p> <p>2. It is not a fairer system because the funds are allocated based on need, not on the number of children.</p>

	<p>3. It is not the best system because the funds are allocated based on need, not</p>
<p>109</p>	<p>This past week, I had the privilege of speaking on a panel with fellow panelists and friends Dr. Kermit Williams and Dr. Richard Schneider of the University of Texas at Austin. The panel, titled “The Challenges of Equity in Public Education,” was part of the Education Justice Conference at the University of Texas at Austin, which was also hosted by UT’s College of Education.</p> <p>During our time together, we discussed a wide variety of topics, including how equity in education impacts the lives of children and families and the challenges that schools face when trying to achieve equity. I’m going to share a few of the topics that stood out to me, and I’m grateful to the panelists for opening my eyes to new issues and ideas.</p> <p>Dr. Williams, Dr. Schneider and I each presented a few examples of equity in education and then spent some time discussing the differences between equity and equality. The term “equity” is often used as a synonym for equality, but this is not accurate. Equality is when everyone receives the same treatment. Equity, on the other hand, means treating everyone fairly and equitably.</p> <p>As Dr. Williams pointed out,</p>
<p>110</p>	<p>This past week, I had the privilege of speaking on a panel with fellow panelists and friends Dr. Kermit Williams and Dr. Richard Schneider of the University of Texas at Austin. The panel, titled “The Challenges of Equity in Public Education,” was part of the Education Justice Conference at the University of Texas at Austin, which was also hosted by UT’s College of Education.</p> <p>The panel was moderated by UT English professor and author Dr. Lisa Guernsey. It was a pleasure to spend time with these gentlemen and to learn about their perspectives on equity and their thoughts on how we can address the myriad of challenges we face in the 21st Century.</p> <p>The panel began with a lively discussion about the issues that should be addressed in the quest to create an equitable school system. Dr. Williams noted that we must address the systemic inequities that we are currently experiencing as a nation, including the history of inequity in our education system, the disproportionate numbers of low-income students of color, the</p>
<p>111</p>	<p>Property taxes will still play a small role in the funding model, but more important factors that indicate need will be prioritized first when allocating funding.</p>

	<p>FACTS</p> <p>The new funding formula will allocate funding based on the following factors:</p> <p>The number of students in a school.</p> <p>The number of students in a school with special education needs.</p> <p>The number of students in a school with English Language Learners.</p> <p>The number of English Language Learners in a school.</p> <p>The number of students in a school who receive a free or reduced-price lunch.</p> <p>The number of students in a school who are homeless.</p> <p>The number of students in a school who are in foster care.</p> <p>The number of students in a school</p>
<p>112</p>	<p>Since this new model of public school funding is an equitable model that will allocate funds based on need, it is therefore not an "equal" system and will likely face some pushback from certain Austinites. But, it is important to remember that school funding was never about "fairness" anyway.</p> <p>The data is clear: While the wealthy in Texas have enjoyed a steady increase in education funding, the education funding for students in Austin, San Antonio, and the surrounding suburbs has steadily decreased.</p> <p>The only way to fix this inequity is to provide more funding to the schools that need it most.</p> <p>About The Author</p> <p>Elisabeth de la Fuente is the Education Editor of the Austin Monitor. Prior to joining the Monitor, she worked as a reporter and editor for the Dallas Independent School District, where she covered education, government, crime, juvenile</p>
<p>113</p>	<p>Since this new model of public school funding is an equitable model that will allocate funds based on need, it is therefore not an "equal" system and will likely face some pushback from certain Austinites. But, it is important to remember that this is a model that is working for the state of Texas.</p>

	<p>The ability to quickly assess a child's needs and provide the best resources is a positive for all families in Texas, regardless of the funding model used. I'd argue that this new model provides the best opportunity for a child to get the resources they need for the most efficient and effective outcomes.</p> <p>I've been studying education reform since 2008. In the beginning, I was working for the Alliance for School Choice, the organization founded by John P. White, former Texas governor and vice president of the United States. White was a staunch supporter of school choice and</p>
114	<p>Since this new model of public school funding is an equitable model that will allocate funds based on need, it is therefore not an "equal" system and will likely face some pushback from some Austinites.</p> <p>However, this model is not an arbitrary system that is going to arbitrarily take money away from certain schools and give it to others. It is an equitable system that is going to distribute the funds based on the needs of the students in our schools.</p> <p>This means that if the Austin Independent School District spends \$1.2 billion on its schools, it is going to allocate those funds based on the needs of its students. That means that schools that have a greater need for money will receive that money.</p> <p>Now, this does not mean that those schools will receive more money than they need.</p> <p>In fact, our</p>
115	<p>Since this new model of public school funding is an equitable model that will allocate funds based on need, it is therefore not an "equal" system and will likely face some pushback from some Austinites.</p> <p>However, this model is not an arbitrary system that is going to arbitrarily take money away from certain schools and give it to others. It is an equitable system that is going to distribute the funds based on the needs of the students in our schools.</p> <p>This means that if the Austin Independent School District spends \$1.2 billion on its schools, it is going to allocate those funds based on the needs of its students. That means that schools that have a greater need for money will receive that money.</p> <p>Now, this does not mean that those schools will receive more money than they need.</p>

	<p>In fact, our proposal is that a school would only receive money for the students in that school.</p> <p>So, if the AISD wants to spend \$1.2 billion on its schools, the AISD will allocate those funds based on the needs of the students in those schools.</p> <p>This model is one of equity because it is giving money to schools based on need.</p> <p>This model is not one of "equal" because it is not giving money to every school based on "equal" needs.</p> <p>This model is one of fairness because it is giving money to schools based on their needs.</p> <p>This model is not</p>
<p>116</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model.</p> <p>This has been the status quo in Austin since I began in 2006. It has been the same for the last 25 years and is no longer working for our city.</p> <p>The current funding model for public education in Austin is based on property-tax rates. This is how we fund our schools, not on state funding or school district budgets. The funding for public schools comes from property-tax rate districts. Property-tax rate districts have no say in the type of school their property taxes are used to fund.</p> <p>The current funding model is inequitable and the district that gets to spend the most money has the</p>
<p>117</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. Austin has an opportunity to implement a fairer funding model that does not rely on a property-tax-based system.</p> <p>One way to do this is to replace the property-tax-based system with a system that uses a combination of state revenue sources and a property-tax-based system. There is no other way to do this, however, without a tax increase.</p>

	<p>State revenue sources are unreliable and are likely to be cut when state funding becomes more uncertain. The state revenue sources in Austin are the property-tax-based system and the sales tax. The sales tax is unreliable because it is dependent on the whim</p>
118	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. Austin has an opportunity to implement a fairer funding model that does not rely on a property-tax-based system.</p> <p>One way to do this is to replace the property-tax-based system with a system that requires the city to pay its share of the school district’s revenue based on the number of students in each school. This would ensure that the city of Austin’s residents contribute the same amount of money to the district based on their share of the district’s population.</p> <p>To help the city achieve this goal, the Texas Legislature should repeal the requirement in Senate Bill 662 that cities must contribute to school districts based on the amount of property tax that the district collects.</p> <p>Austin City Council should act now to fix this disparity in public education based on income, race, needs, etc. in Austin,</p>
119	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. Austin has an opportunity to implement a fairer funding model that does not rely on a property-tax-based system.</p> <p>One way to do this is to replace the property-tax-based system with a system that requires the city to pay its share of the school district’s revenue based on the number of students in each school. This would ensure that the city of Austin’s residents contribute the same amount of money to the district based on their share of the district’s population.</p> <p>To help the city achieve this goal, the Texas Legislature should repeal the requirement in Senate Bill 662 that cities must contribute to school districts based on the amount of property tax that the district collects.</p> <p>Austin City Council should act now to fix this disparity in public education based on income, race, needs, etc. in Austin, Texas.</p>

	<p>Sincerely,</p> <p>[Your Name Here]</p> <p>Photo Credit: Mike Mozart</p> <p>Sign the Petition</p> <p>First Name*</p> <p>Last Name*</p> <p>Email*</p> <p>Address</p> <p>Street AddressCityState / Province / RegionZIP / Postal CodeCountry</p> <p>Only your name will be displayed. By signing, you accept our terms and may receive updates on this petition, or future petitions.</p> <p>I support a city-funded school district in Austin, Texas.</p> <p>This petition closed over 1 year ago</p> <p>How this will help</p> <p>Austin is a city with a rich history and culture</p>
<p>120</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. Austin has an opportunity to implement a fairer funding model that does not rely on a property-tax-based system.</p> <p>One way to do this is to replace the property-tax-based system with a system that requires a funding allocation from the city council to be based on an allocation of money, which would be allocated to the school district on a per-pupil basis, based on a combination of student needs and neighborhood income. In other words, each school district would be allocated the same amount of money, regardless of the needs of the school district or the income of the neighborhood.</p>

	<p>When a student is enrolled in a school district that has a high need for additional funding, the allocation of funding should be increased.</p> <p>For example, when a school district has a high level of poverty or needs in a particular area, the allocation of</p>
<p>121</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. The new equitable formula will allocate funding based on the following factors: (1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students that are low-income, black, and/or Hispanic; (4) Proportion of the district’s students that are gifted and/or special needs; (5) Proportion of the district’s students that are in English Language Learners; and (6) Proportion of the district’s students that are homeless.</p> <p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida. Texas has a number of inequities based on race and income that are very similar to the inequities in Austin. These inequities are directly related to funding for public schools. As a result, it is critical that we look at equity in the funding formula for Austin public schools.</p> <p>Austin has a very large amount of money that goes to its public schools. The district spends \$9,547 per student and yet</p>
<p>122</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. The new equitable formula will allocate funding based on the following factors: (1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students that are low-income, black, and/or Hispanic; (4) Proportion of the district’s students that are gifted and/or special needs; (5) Proportion of the district’s students that are in English Language Learners; and (6) Proportion of the district’s students that are homeless.</p> <p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A</p>

	<p>similar model is used in the state of Florida. It has been proposed for use in other states, including Texas.</p> <p>I am asking the Austin City Council to consider this recommendation, and I hope to hear from them soon.</p> <p>Best wishes,</p> <p>Dorothy Robinson</p> <p>Thank you, Dorothy, for your very thoughtful and well-researched letter. I hope the City Council will consider the best and most equitable formula, and the one you outline, and I will do my best to get the word out to the Council about your proposal. It's so important for all our children to have access to quality, equitable education.</p> <p>Thank you</p>
<p>123</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. The new equitable formula will allocate funding based on the following factors: (1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district's population (or income) that is below the poverty line; (3) Proportion of the district's students that are low-income, black, and/or Hispanic; (4) Proportion of the district's students that are gifted and/or special needs; (5) Proportion of the district's students that are in English Language Learners; and (6) Proportion of the district's students that are homeless.</p> <p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida.</p> <p>Furthermore, I ask that Council members not allocate any property-tax-based funding to the Austin ISD until the following year. During the year, I also ask that the council examine the current property-tax-based funding model and make recommendations for a more equitable model.</p> <p>The Austin ISD has one of the largest disparities in student achievement, graduation rates, and college enrollment rates in Texas. I believe that the current property-tax-based funding model is responsible for this disparity. The proposed funding model would result in more equitable funding, which will help reduce this disparity.</p>

	<p>To summarize, I believe that the</p>
<p>124</p>	<p>Therefore, to repair these disparities in public education based on income, race, needs, etc. in Austin, I urge Austin City Council to abolish the current property-tax-based funding model in favor of a more equitable model. The new equitable formula will allocate funding based on the following factors: (1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students that are low-income, black, and/or Hispanic; (4) Proportion of the district’s students that are gifted and/or special needs; (5) Proportion of the district’s students that are in English Language Learners; and (6) Proportion of the district’s students that are homeless.</p> <p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida.</p> <p>Furthermore, I ask that Council members not allocate any property-tax-based funding to the Austin ISD until the following year. During the year, I also ask that the council examine the current property-tax-based funding model and make recommendations for a more equitable model.</p> <p>The Austin ISD has one of the largest disparities in student achievement, graduation rates, and college enrollment rates in Texas. I believe that the current property-tax-based funding model is responsible for this disparity. The proposed funding model would result in more equitable funding, which will help reduce this disparity.</p> <p>To summarize, I believe that the property-tax-based funding model, which allocates funding based on the property tax base, is the root cause of this disparity. Therefore, to repair this disparity, I urge the Austin City Council to abolish the current property-tax-based funding model and adopt a new equitable formula. This new formula should allocate funding based on the following factors: (1) Proportion of the property tax base (schools, community colleges, etc.) in the district; (2) Proportion of the district’s population (or income) that is below the poverty line; (3) Proportion of the district’s students</p>
<p>125</p>	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida.</p>

	<p>The purpose of the model is to promote equity in education for children from all families. The model was developed to make sure that all students have access to a high-quality education. This is accomplished by increasing the income and assets of low-income families.</p> <p>In the formula, students who are eligible for free or reduced-price lunch are assigned a score of one. Students who are not eligible for free or reduced-price lunch are assigned a score of zero.</p> <p>The Texas model is different from the California model. The Texas model assigns a value to the family's assets, while the California model does not</p>
126	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida. The purpose of the model is to promote equity in education for children from all families.</p> <p>The equity model provides a number of benefits to students and families, including:</p> <p>Increased academic achievement and higher graduation rates</p> <p>Improved parental involvement in the education of their children</p> <p>A reduction in the amount of money spent on the education of students who are not of higher socioeconomic status</p> <p>In the equity model, children are placed into one of three groups based on the family's socioeconomic status. These groups are based on the family's income and the amount of free or reduced-price lunches that the child receives.</p> <p>A single group would be made up of all students whose families earn less than 50 percent</p>
127	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida. The purpose of the model is to promote equity in education for children from all families. The equity model provides a number of benefits to students and families, including:</p> <p>Increased academic achievement and higher graduation rates</p> <p>Increased student engagement in the learning process</p> <p>Improved parental involvement</p>

	<p>Reduced dropout rates</p> <p>Reduced truancy rates</p> <p>Increased school completion rates</p> <p>Increased enrollment rates in gifted and talented programs</p> <p>Increased enrollment in AP programs</p> <p>Increased parental involvement in academic learning</p> <p>Increased parental financial support of students</p> <p>Decreased the need for special education</p> <p>Decreased special education costs</p> <p>The Equity Model includes a number of components. The components are as follows:</p> <p>Financial Assistance – The model provides financial assistance to students and families to enable them to afford the cost of instruction. The assistance is in</p>
<p>128</p>	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida. The purpose of the model is to promote equity in education for children from all families. The equity model provides a number of benefits to students and families, including:</p> <p>increased parental involvement in education</p> <p>reduced poverty and minority isolation</p> <p>better student academic achievement</p> <p>greater student-parent communication</p> <p>flexibility in scheduling of school days</p> <p>less disruptive school activities</p> <p>reduced teacher burnout</p>

	<p>increased parent satisfaction</p> <p>reduced truancy</p> <p>increased parental motivation</p> <p>reduced public assistance costs</p> <p>Increased parental involvement in education increases the number of students who graduate from high school and attend college and decreases the number of students who drop out of school.</p> <p>In a study of the California model, researchers found that for each additional year of full</p>
<p>129</p>	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida. The purpose of the model is to promote equity in education for children from all families. The equity model provides a number of benefits to students and families, including:</p> <p>The model acknowledges that all students have a right to a quality education.</p> <p>The model promotes equity in educational opportunities by giving students from similar economic and family backgrounds a fair opportunity to achieve.</p> <p>The model recognizes the unique needs of each student, and acknowledges that each student requires a different amount of time, effort, and support.</p> <p>The model promotes educational excellence, and ensures that schools and districts work toward educational goals that are consistent with the best interests of all students, not just students from affluent families.</p> <p>The model provides a framework for school leaders and administrators to evaluate the effectiveness of their schools.</p>
<p>130</p>	<p>Some Austinites may have a problem with this equity model since it unequally allocates funds based on need. Upon further inspection, Austinites should be for this model, as research shows that when funding is used to remedy disparities, it improves the city as a whole.</p> <p>A study from the Brookings Institution found that when fund allocations are based on need, it leads to more efficient and equitable funding, as it prevents one segment of the</p>

	<p>community from receiving funding while others lack funding. This leads to a more efficient use of resources and funds, and it can improve the overall health of the community.</p> <p>Austinites should be for this model since it provides equal access to funding regardless of socioeconomic status, race or gender.</p> <p>Do you support Austin's equity model?</p> <p>The equity model provides funding to projects that are in line with the needs of the community. It ensures that the city is using</p>
<p>131</p>	<p>Some Austinites may have a problem with this equity model since it unequally allocates funds based on need. Upon further inspection, Austinites should be for this model, as research shows that improvements in education uplift the entire community. There is a strong correlation between the investment in our schools and the investment in the surrounding community. In other words, when our schools are doing well, the surrounding community is doing well.</p> <p>It should be noted that this new model has been tested in over fifty schools across the country and has shown success.</p> <p>I have been asked repeatedly to explain how the new model of education works. This is the simple way I explain it.</p> <p>The State of Texas invests \$5,000 in every classroom in the state, and the federal government provides \$5,000. The school district sets the amount of money that it can spend</p>
<p>132</p>	<p>Some Austinites may have a problem with this equity model since it unequally allocates funds based on need. Upon further inspection, Austinites should be for this model, as research shows that improvements in education uplift the entire community.</p> <p>When the Texas House of Representatives passed a bill that would have increased the state's school property-tax rate by nearly 6 percent, Rep. Stephanie Klick (D-Fort Worth) asked a question that caused her colleagues to pause and reflect.</p> <p>"Is it fair for everyone to have the same tax rate when some people can afford to live in some of the most expensive zip codes in the state and others cannot?" she asked.</p> <p>Klick's question, which was met with silence, highlighted the inequities in the school finance system in Texas.</p>

	State funding for
133	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida.</p> <p>"Our study indicates that we can achieve dramatic and substantial increases in graduation rates, and that those increases would be accompanied by a dramatic and substantial reduction in the achievement gap between students from high- and low-income families," said the study's lead author, Charles T. Clotfelter, the R.K. Mowry Professor of Economics at The Ohio State University.</p> <p>"In California, for example, we estimate that our model could raise the graduation rate for all students from the current rate of about 65 percent to a rate of about 77 percent," he said. "This would reduce the gap between the</p>
134	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida.</p> <p>"Our study indicates that we can achieve dramatic and substantial increases in graduation rates, and that those increases would be accompanied by a dramatic and substantial reduction in the achievement gap between students from high- and low-income families," said the study's lead author, Charles T. Clotfelter, the R.K. Mowry Professor of Economics at The Ohio State University.</p> <p>"In California, for example, we estimate that our model could raise the graduation rate for all students from the current rate of about 65 percent to a rate of about 77 percent," he said. "This would reduce the gap between the graduation rates for high- and low-income students from about 15 percentage points to a little more than 10."</p> <p>The study also estimates that for Texas, the graduation rate could be raised from the current rate of about 61 percent to a rate of about 71 percent, with the gap between graduation rates for high- and low-income students reduced from about 10 percentage points to about seven.</p> <p>"Our study suggests that the graduation rate can be raised substantially while the achievement gap can be reduced substantially without increasing the graduation rate for any students who fail to graduate," Clotfelter said. "That's a huge improvement over the</p>

<p>135</p>	<p>The formula is based on a current equity model that is in place in the state of California and was recently approved by the Texas State Board of Education. A similar model is used in the state of Florida.</p> <p>"Our study indicates that we can achieve dramatic and substantial increases in graduation rates, and that those increases would be accompanied by a dramatic and substantial reduction in the achievement gap between students from high- and low-income families," said David Berliner, the study's lead author and an associate professor of economics at the University of Texas-Austin.</p> <p>Berliner's study shows that if the state of Texas adopted the same high school graduation model, which is based on current equity principles, the state's rate would increase from 65 percent to 86 percent.</p> <p>"In Texas, we have a longstanding practice of educational segregation," said Michael McLanahan, president of the Center for Opportunity Urbanism and a co-author of the study. "When you look at Texas in context, it's not surprising that we're at the bottom of the pack in terms</p>
<p>136</p>	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education uplift cities by creating more high-quality jobs.</p> <p>"A lot of people don't realize that the benefits of improving education can also be seen in the number of jobs that are created," said Andréa Flores, co-director of the Urban Education Leadership Institute at the University of Wisconsin-Milwaukee. "There is a clear relationship between the number of jobs created in a city and the number of people that move into the city."</p> <p>Andréa Flores, co-director of the Urban Education Leadership Institute at the University of Wisconsin-Milwaukee, points out that the same data shows the positive</p>
<p>137</p>	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education uplift cities by creating more high-quality jobs.</p> <p>"A lot of people don't realize that the benefits of improving education can also be seen in the number of jobs that are created," said Andréa Flores, co-director of the Urban Education Leadership Institute at the University of Wisconsin-Milwaukee. "There is a clear relationship between the number of jobs created in a city and the number of people that move into the city."</p>

	<p>Andréa Flores, co-director of the Urban Education Leadership Institute at the University of Wisconsin-Milwaukee, points out that the same data shows the positive impact of improving education on a city’s economy.</p> <p>These are the best-paying jobs in the United States.</p> <p>A 2016 report by the National Association of Colleges and Employers (NACE) found that the average starting salary for a bachelor’s degree holder is \$56,000. For those with a master’s degree, the figure is \$63,000. The same report found that the average starting salary for a high school graduate is \$40,000.</p> <p>According to the Bureau of Labor Statistics, the top-paying job in America is that of registered nurse. The median annual</p>
<p>138</p>	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education uplift cities by creating more high-quality jobs.</p> <p>“A lot of people don’t realize that the benefits of improving education can also be seen in the number of jobs that are created,” said Andréa Flores, co-director of the Urban Education Leadership Institute at the University of Wisconsin-Milwaukee. “There is a clear relationship between the number of jobs created in a city and the number of people that move into the city.”</p> <p>Andréa Flores, co-director of the Urban Education Leadership Institute at the University of Wisconsin-Milwaukee, points out that the same data shows the positive impact of improving education on a city’s economy.</p> <p>A 2013 study by researchers at the University of Wisconsin-Madison and Rutgers University found that cities that invest in high-quality public education have a greater likelihood of attracting a greater number of workers, regardless of race, income or ethnicity.</p> <p>Flores said that quality education can have a trickle-down effect in a city, helping improve the economy and increase the number of jobs available to everyone.</p> <p>“Education is a big part of the solution,” she said. “It’s not just for the people that are receiving the education, but it’s for the people who are providing the</p>
<p>139</p>	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education would improve the entire city of Austin by helping to reduce crime, improve the health of its residents, and increase economic opportunities.</p> <p>What is it like to go to school in Austin, Texas?</p>

	<p>I think it's safe to say that the only thing worse than being in Austin, Texas, is being in a place where students don't get the same opportunities as students in other parts of the country.</p> <p>If you're from a low-income or marginalized community, chances are, you're going to have to fight to get the opportunities you deserve.</p> <p>But you're not alone.</p> <p>At the</p>
<p>140</p>	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education would uplift the entire city of Austin by creating the kind of environment that will foster a strong and healthy economy.</p> <p>Educating Austin's Youth</p> <p>Education has long been recognized as the primary means of improving the quality of life for people in this country. And while Austin is generally a very high-performing school district, it also has one of the highest rates of poverty in Texas. In fact, one in four students in the Austin Independent School District is eligible for free or reduced-price lunches, which means they receive free or reduced-cost meals at school. This means that over 50,000 students, or one-third of the school district's student body,</p>
<p>141</p>	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education would uplift the entire city of Austin by creating the kind of environment that will foster a strong and healthy economy.</p> <p>Education has long been recognized as the primary means of improving the quality of life for people in this country. An educated workforce is necessary for a strong economy, and an educated workforce is necessary to be a part of a thriving and sustainable community. In a time when the lack of access to a high-quality education is affecting so many of our neighbors and fellow residents, it is also affecting our economic future.</p> <p>Studies show that the nation's overall quality of life, including the availability of a high-quality education, is inversely proportional to the percentage of residents living in poverty.</p> <p>According to a report by the National Center for Children in Poverty, 42 percent of children in poverty live in a community that is in a state of persistent</p>

142	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education would uplift the entire city of Austin by creating the kind of environment that will foster a strong and healthy economy.</p> <p>Education has long been recognized as the primary means of improving the quality of life for people in this country. An educated workforce is necessary for a strong economy, and an educated workforce is necessary to be a part of a thriving and sustainable community. In a time when the lack of access to a high-quality education is affecting so many of our neighbors and fellow residents, it is also affecting our economic future. As cities become more diverse, the need for a quality education is only increasing, and Austin is no exception.</p> <p>The Austin City Council has recognized this need and is committed to making our community more equitable. In fact, we've made several important strides in the last two years to help ensure all Austinites can access a quality education. We've eliminated the private school tax exemption and we've invested in public schools. We've also made sure that public schools receive adequate funding to educate all of our children.</p> <p>But there is still more work to do. We need to ensure that every Austin</p>
143	<p>More than just creating equal opportunity for students from low-income and marginalized communities, studies show that improving education would uplift the entire city of Austin by creating the kind of environment that will foster a strong and healthy economy.</p> <p>Education has long been recognized as the primary means of improving the quality of life for people in this country. An educated workforce is necessary for a strong economy, and an educated workforce is necessary to be a part of a thriving and sustainable community. In a time when the lack of access to a high-quality education is affecting so many of our neighbors and fellow residents, it is also affecting our economic future. As cities become more diverse, the need for a quality education is only increasing, and Austin is no exception.</p> <p>The Austin City Council has recognized this need and is committed to making our community more equitable. In fact, we've made several important strides in the last two years to help ensure all Austinites can access a quality education. We've eliminated the private school tax exemption and we've invested in public schools. We've also made sure that public schools receive adequate funding to educate all of our children.</p>

	<p>But there is still more work to do. We need to ensure that every Austinite has access to a quality education, regardless of income, race, or ethnicity. We must also make sure our schools are safe and well-staffed, and our teachers are paid a living wage. To achieve this, the Austin City Council has approved three additional funding mechanisms, in addition to our recent investments, to help ensure that every child in Austin has access to a quality education.</p> <p>The Austin Public Education Fund</p> <p>The Austin Public Education Fund was created by the Austin City Council in 2015 and is administered by the Austin Community Foundation.</p> <p>The Fund was established to address the inequity of our school funding system. Our</p>
144	<p>For the good of our most vulnerable residents and for the city of Austin as a whole, Austin City Council must adopt a more equitable method of financing our public schools — one that takes into account the need of particular groups.</p> <p>As a former teacher, a parent, and a grandparent, I have seen first-hand the difference that an equitable school funding system can make in a child’s life. We cannot allow the current inequity of school funding to continue.</p> <p>In an effort to rectify this issue, the Austin City Council must begin a long overdue conversation about equitable school funding and the many benefits it can bring to our city and its residents.</p> <p>In 2006, the Texas legislature created the Texas Equal Opportunity Grant (TEOG) program to fund school districts that had been underfunded for years. The TEOG program, which</p>
145	<p>For the good of our most vulnerable residents and for the city of Austin as a whole, Austin City Council must adopt a more equitable method of financing our public schools — one that takes into account the need of particular groups. A more equitable method would not only help our schools thrive, but it would also help our city thrive by providing better education for all Austinites.</p> <p>I know that not all of you agree with this position. I know that many of you are tired of the discussion, and that you’re ready for the election to be over. But if we don’t keep talking about this issue, we’ll be talking about it in two years, and four years, and 10 years from now. This isn’t a decision that should be made in November. This is a decision that needs to be made by</p>