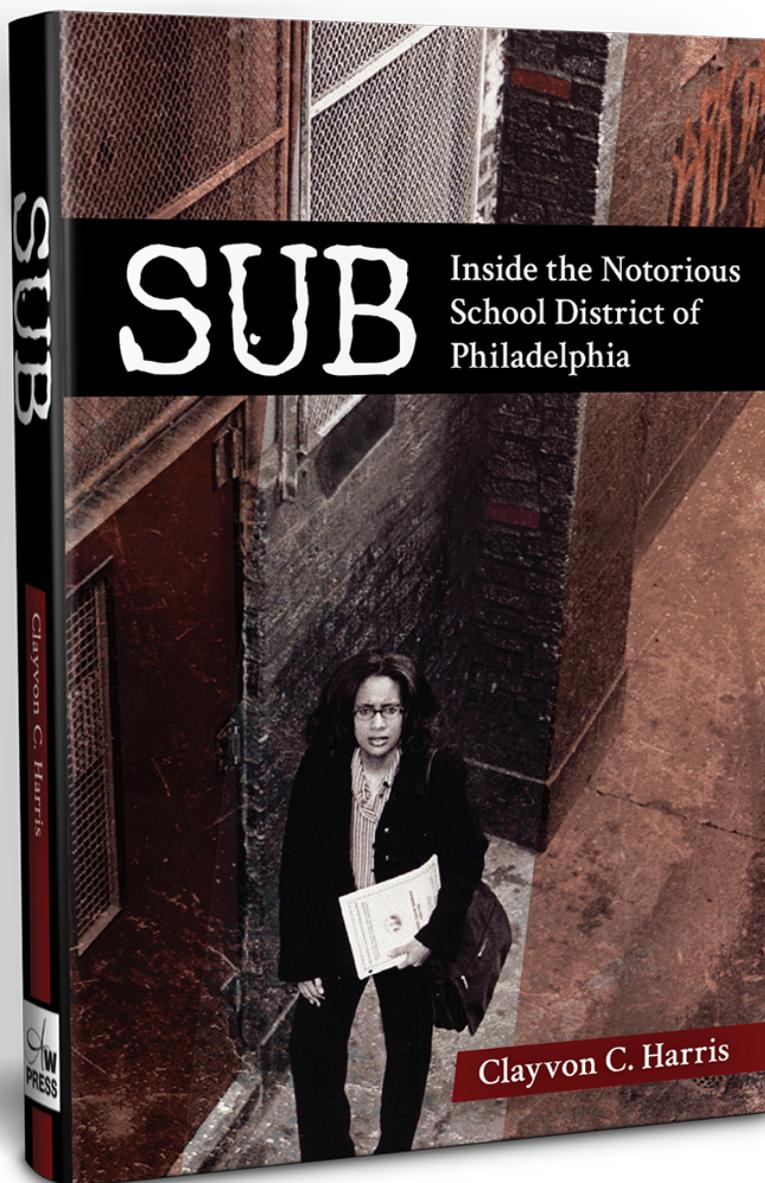


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The Workbook

What you can do to help ensure all American children
receive a first-rate education

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A call to action

“Why did you write *Sub – Inside the Notorious School District of Philadelphia*?”

I’ve been asked this question many times. Here’s the answer: I worked as a substitute teacher in Philadelphia from 2001 to 2002 and again from 2017 through 2019. All together, I completed about 90 assignments across 67 different schools, ranging from 1 day to 3 months plus to on again/off again over an entire school year. In nearly every classroom, I found the same thing: constant disruption of the education process by a few students with unmanaged emotional and/or behavioral disorders that slowly, but steadily chipped away at the learning process for all.

Every day, while I was forced to focus on behavioral issues, all of the kids lost out on valuable learning time. After talking with many, *many* teachers, administrators and counselors, and doing a lot of research, I realized that this problem was not unique to substitute teachers, or even just to Philadelphia. It exists across the US and it directly affects the level of achievement students are able to attain.

I wrote *Sub* to help shed light on why so many students aren’t getting the education they need and deserve, and why so many teachers are fed up and thinking about quitting.

Why the Workbook?

People have also asked “How can we help?”, as well as “Why should we care?” and “Why would we want our money going to students in the inner cities?” (which reflects a very limited understanding of education funding and the overall impact on the country.)

The education system is complex and there are lots of facts and statistics to understand. Hopefully, this workbook will 1) clarify some of the most urgent issues, 2) outline why it’s important to improve public education for all American students and 3) identify steps that we (parents, teachers, legislators and anyone interested in better and more equitable public education) can take to improve the situation for all involved.

Ready? Let’s get to work! —C. Harris

Please note: During the pandemic, student achievement results worsened. While some of the results reported here include 2020 and 2021 numbers, most numbers and scores are based on pre-pandemic results that indicate an ongoing crisis in American public education that predates Coronavirus.

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WHY SHOULD YOU CARE ABOUT IMPROVING AMERICA'S STRUGGLING SCHOOLS?



BECAUSE

"...failing schools do little more than set children up for disappointment and disillusionment."



BECAUSE

"...underfunded and unsuccessful educational systems continue to graduate students with substandard skills that qualify them only to shore up America's permanent, self-replenishing underclass."



BECAUSE

"...raising the level of academic achievement for all US students [white, black, brown...] to at least the basic level of achievement (as defined by the National Assessment of Education Progress standardized test) would, over time, raise the Gross Domestic Product of the United States by \$30 trillion dollars. That's way more money than the amount needed to properly fund all public schools."

— The Condition of Education 2019 (National Center for Educational Statistics) & Economic Gains from Educational Reform by US States (E. Hanushek)

— Sub: Inside the Notorious School District of Philadelphia



WHAT WAS SCHOOL LIKE FOR YOU?

I went to Catholic and private schools that weren't perfect but I felt safe, learned a lot and I took for granted the calm, orderly environments. Once in elementary and once in high school, a fight broke out in the classroom. This was highly unusual. I still remember the names of those students.

Once in a blue moon, someone acted out in class. But when teachers spoke, everyone quieted and got to work. If not, they were invited to attend another school.



Take a minute.

Think back to elementary, middle and high school. Was it a great experience? Was it fun? Did you get new books every year? Did you have computers? Was your classroom environment safe? Was your teacher respected?

Or, were your books falling apart? Maybe missing altogether? Was there a lot of chaos in your classroom? Kids fighting, walking in and out, or arguing with the teacher? Were your lessons interrupted by one or two of your classmates many times every day? Did you often feel anxious or unsafe?

That's how it is for many students today. Don't they deserve better?

Jot down your thoughts. Discuss them with friends or family members.



HOW IS THE US EDUCATION SYSTEM DOING?



Marissa's Story

"... here I am looking like I come from privilege," she said, "but I didn't. I grew up in the foster system."

*Thanks to student loans, Marissa was able to get the funds she needed to pay college tuition, but **there wasn't enough to cover housing**, especially after she paid for "the never-ending cycle of remedial classes" she was forced to take. Though she never slept on the street, Marissa did a lot of "couch surfing," crashing with different friends or college staff members every night, never knowing where she'd be staying long term.*

*A product of the School District of Philadelphia, Marissa ties her desperate financial situation directly to being **academically unprepared** for college.*

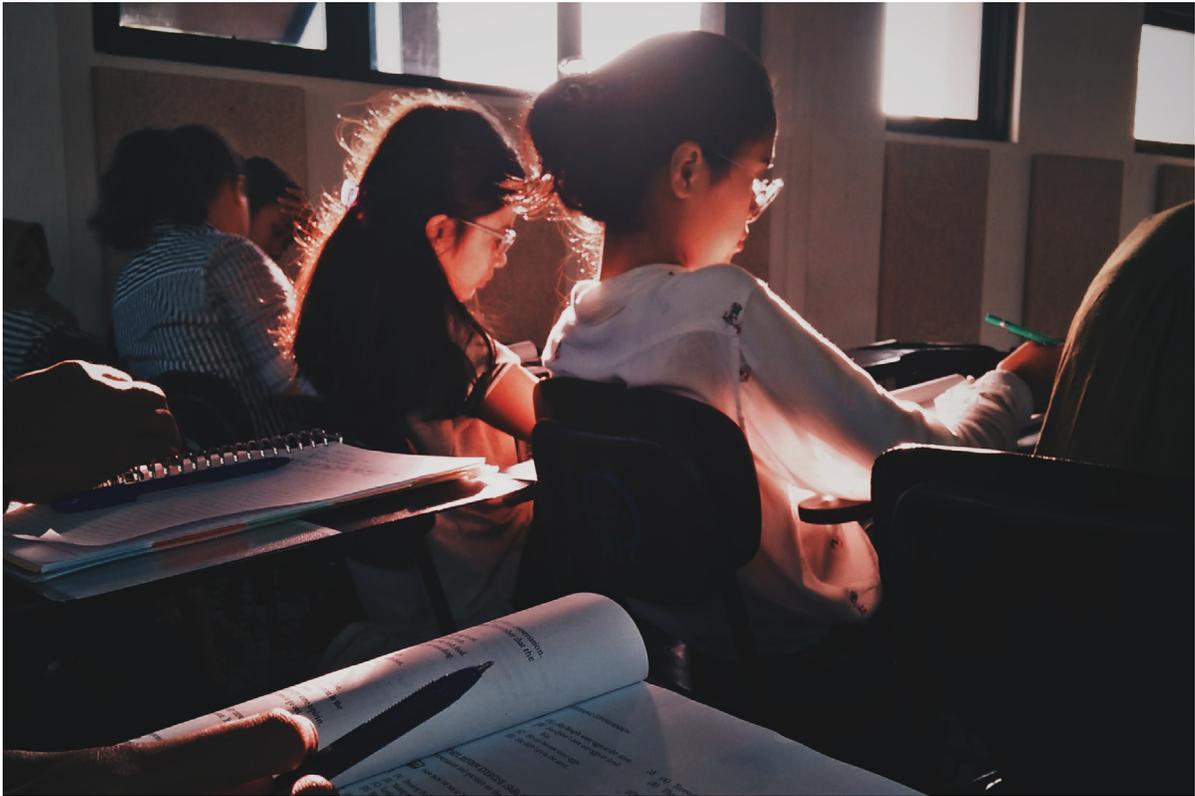
*"Remedial classes counted for absolutely nothing and they cost the same as regular college-level courses. **They say public school is free**. It's free until you get to college and have to pay a lot of money to learn what they didn't teach you for free in public school."*

— Sub: Inside the Notorious School District of Philadelphia





HOW IS THE US EDUCATION SYSTEM DOING? *(cont'd)*



In comparison to other countries:

Every 3 years, 15-16 year olds in public and private schools around the world take the Program for International Student Assessment (PISA). It measures student achievement in reading, math and science.

The US ranked 25th on the 2018 test—a surprising result for what is supposed to be the #1 country in the world:

- China ranked highest on the 2018 test (in case you were wondering)
- The 2021 test was postponed due to the COVID-19 pandemic
- Check out the **2018 PISA results** for yourself.



HOW IS THE US EDUCATION SYSTEM DOING? *(cont'd)*

On a national level:

The following are scores for the 2019 National Assessment of Education Progress (NAEP). The NAEP—also known as the nation’s report card—is the only standardized test that allows comparison from state to state and nationwide.

- Reading:
 - 30% of 12th graders scored below basic and 33% scored at basic
 - 30% + 33% = **66% of American 12th graders scoring at or below basic** vs. proficient or advanced¹
- Math:
 - 40% of 12th graders scored below basic and 35% scored at basic²
 - 40% + 35% = **75% of American 12th graders scoring at or below basic** vs. proficient or advanced²

2019 College and Career Readiness scores for students who took the American College Testing (ACT) assessment:

- Only 26% of high school graduates were prepared for college-level work in English, reading, math and science³
- Only 41 percent of high school graduates would likely have the work-readiness skills needed for nine out of 10 jobs⁴

NAEP achievement levels:

Advanced = superior performance

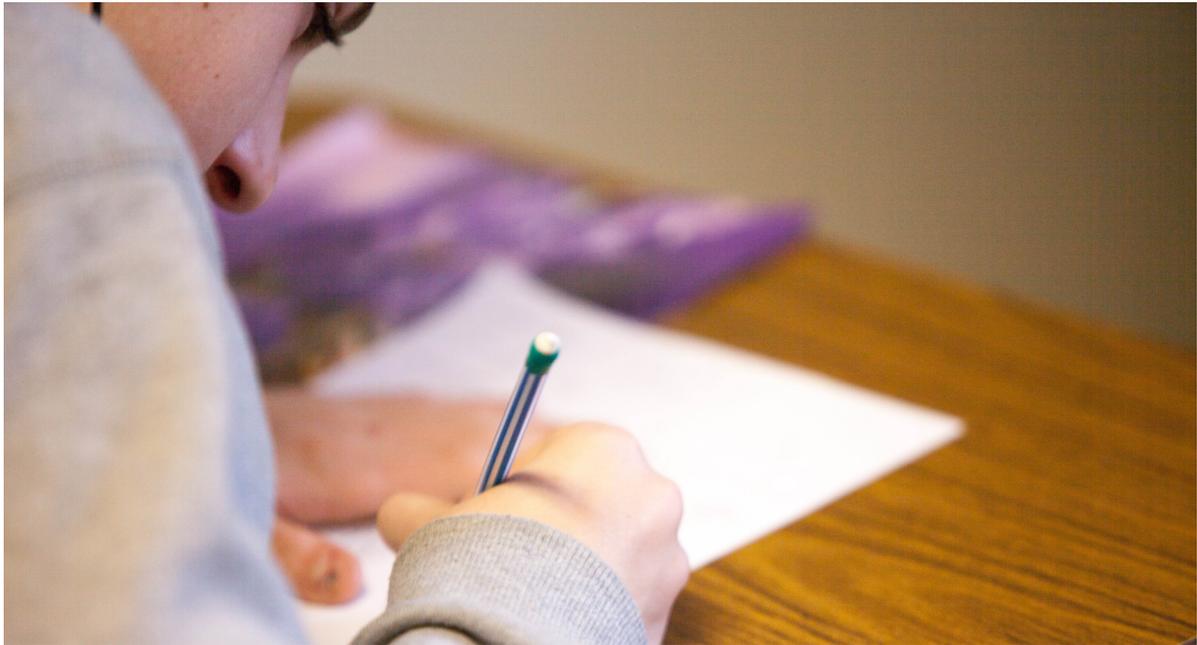
Proficient = solid academic performance

Basic = partial mastery of required knowledge and skills

Obviously, below Basic is pretty bad.



HOW IS THE US EDUCATION SYSTEM DOING? *(cont'd)*



Let's take a look at the impact of weak elementary and secondary school preparation.

In 2016, US tuition payers spent \$1.3 billion dollars a year on remedial college courses for high school graduates who were unprepared for college:⁵

- College takes longer and costs more for students who are academically unprepared for college
 - Remedial classes do not count toward a degree or graduation and must be completed before starting college-level coursework
- At least 25% of students who take standardized tests for college readiness end up being directed to remedial college courses⁶ (other studies report a much higher percentage⁵)
 - Fewer than 25% of these students go on to graduate⁶
- Overall, **56% of students in 4-year colleges drop out within 6 years**⁶
 - Financial cost is one of the most cited reasons



SO, WHAT'S THE PROBLEM?



The problems associated with the US public education system are complicated. People have been discussing education funding, standardized testing, low student achievement, low pay for teachers, unfair policies, vouchers and the value of charter schools *for decades*.

Over the next few pages, we'll take a look at three of the most pressing challenges facing the public education system:

- **Problem #1:** Unfair funding
- **Problem #2:** Disruption in the classroom
- **Problem #3:** The national teacher shortage



PROBLEM #1: Unfair funding

Education funding is a problem throughout the US. In some states, *richer* schools districts receive more combined funding than poorer school districts. In other states, *whiter* school districts receive more money.

— Education Trust, 2015 and 2018 Funding Gaps Report

In Pennsylvania, school districts with high percentages of students of color receive over \$2000 less per student per year in combined state and local money.

— David Mosenkis, Data Scientist and Fair Funding Advocate

For a school district like Philadelphia's, with over 198,000 students, that equals a shortfall of over \$396 million, which affects everything from teachers, technology and textbooks to asbestos and lead paint remediation, rodent infestation, heat in the winter, air conditioning in the summer, as well as emotional and behavioral support services.

— *Sub: Inside the Notorious School District of Philadelphia*



PROBLEM #1: Unfair funding *(cont'd)*

Why does fair funding matter?

“When it comes to how well students do in school and later in life, the amount of money their schools spend matters...”

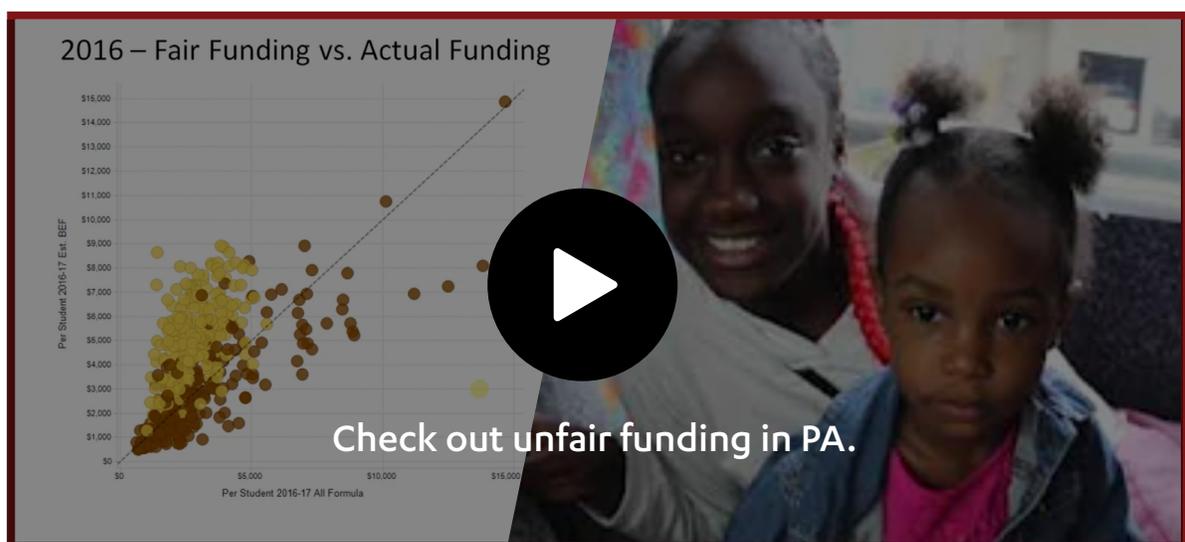
—Rucker Johnson, Public Policy Professor & Labor Economist University of California-Berkeley⁷

So why not just make it fair?

Historically, fair and equitable funding has been a huge problem in the US. In fact, over **half of our 50 states** have been court ordered to make education financing equitable for school districts under their control.⁷

Pennsylvania (PA) is in the process of been sued by fair funding advocates, parents, civil rights organizations and different school districts within the state. A decision is expected in the second half of 2022.

Using PA as a case study, let's take a look at how we got here.





PROBLEM #1: Unfair funding *(cont'd)*



In 2015, respected data scientist David Mosenkis testified before the Basic Education Funding Commission (Democrats and Republicans) of PA's House of Representatives.

Using charts, graphs and data, Mosenkis proved that PA gave more money to school districts with high percentages of white students.

- There were no rules or rationales for how they distributed the funds
- They just gave whatever money they decided to whichever school districts they wanted to

In response, the Commission developed a **Fair Funding Formula**,⁸ which takes into consideration:

- Number of students in the district
- Amount the school district contributes in taxes
- The local poverty rate
- The number of non-English speakers
- Groups that may need additional support



PROBLEM #1: Unfair funding *(cont'd)*



“The way the law is written, no district can ever get less than they got [in 2015] even though that means a lot of districts are getting more than twice their fair share according to the formula.”

— David Mosenkis , Data Scientist/Fair Funding Advocate (POWER)



Pennsylvania’s General Assembly:

- Instead of adopting the Fair Funding Formula for distribution of the entire education budget, the general assembly doubled down, voting to:
 - Implement a formal policy that no school district could ever get less than it had gotten the year before the Fair Funding Formula was created⁸
- Only new money added to the budget gets distributed through the Fair Funding Formula:
 - As of 2020, less than 12% of the education budget was distributed through the Fair Funding Formula⁸
- White school districts continue to get more than their fair share of the money
 - School districts with high numbers of children of color would never be able to catch up financially or academically, which blocks the ability to make meaningful change and reform



PROBLEM #1: Unfair funding *(cont'd)*

Question: How is your state doing?

- Take a quick peek at the [Funding Gap Tool from the Education Trust](#)
- Get more complete info - [Download the full 2018 report](#)

Tips for deciphering the data

- When you click the links above, look at fairness based on both:
 - **Level of poverty** (Are wealthier districts getting more money?)
 - **Enrollment by race** (Are districts with more kids of color getting less?)
- Remember, gray indicates that a state is giving close to the same amount to all districts. That means:
 - Wealthier school districts that already have more money to begin with are getting even more money
 - Poorer school districts that have students with greater needs that cost more to address are actually getting even less money because their budgets don't stretch as far and they don't have as much support in local taxes

States known to be doing well with fair funding⁹

- Ohio, NJ, Louisiana, Massachusetts, Minnesota, Arkansas, etc.

States known to be doing poorly with fair funding⁹

- Nebraska, Illinois, New York, Texas, Florida, Alabama, Pennsylvania, etc.



PROBLEM #2: Classroom disruption



STORIES FROM THE ROOM

“...luckily, a passing teacher offered some assistance. (Perhaps because I was hanging out of the classroom door, frantically looking up and down the hallway.) I asked if she’d mind taking a kid to the office. She was happy to oblige. Thank goodness because at this point, the other students were getting out of their seats, arguing with each other and passing hits back and forth. While I got the rest of the students under control, the other teacher went for Deja who hid in the coatroom. She took Deja’s hand and tried to lead her out. In response, Deja threw herself onto the classroom floor and grabbed a nearby desk to anchor herself. Not to be outdone, the teacher proceeded to drag Deja, the desk and the boy in it toward the door...”

— *Sub: Inside the Notorious School District of Philadelphia*



PROBLEM #2: Classroom disruption *(cont'd)*

STORIES
FROM THE
ROOM

“While the rest of us cleaned and said our good-byes, Marshall gave out goodies from the candy-filled bear he won for sharing the last of the popcorn. All was well...until ‘Student X’ jumped on Marshall, wrapped his hands around his throat and began choking him. As I pulled X off of Marshall, tears sprang to his eyes. “What is wrong with you?!” he yelled...”

— ***Sub: Inside the Notorious School District of Philadelphia***

This is what I experienced pretty much every day.

One or more “out-of-control” students would bring the learning process to a halt for themselves and their classmates.

This happened at any given time and often throughout the day. Incidents like these create an environment of stress and anxiety for students and teachers.



PROBLEM #2: Classroom disruption *(cont'd)*



**STORIES
FROM THE
ROOM**

“...I can’t tell you how many times I had to explain ‘what happened at school that day.’ Why there was a bruise or scratch on someone’s son or daughter.

At the start of the 2017-2018 school year, I encountered students at Public School #7 who were bright, thoughtful, helpful, enthusiastic about learning and who always had their homework done and their hands up.

Each time I returned to the school, that enthusiasm had dried up a little more. I saw noticeable differences in their behavior that ranged from distraction and lethargy to agitation, anger, fear and physical volatility.

In speaking with their parents, nothing seemed to have changed at home, but their school environment had continued to deteriorate with an in-and-out teacher, a classmate who bullied and harassed them and no consistent structure...”

— **Sub: Inside the Notorious School
District of Philadelphia**

“Children who are exposed to such troubled students in the classroom are at risk for a number of psychological challenges, including higher levels of anxiety (from the real or perceived threat of a bully), disrupted academic achievement and, in some instances, suicidal behavior...”

— Tonya D. Armstrong, Ph.D., M.T.S., Armstrong Center for Hope



PROBLEM #2: Classroom disruption *(cont'd)*



I spoke with many teachers, counselors and administrators, and did more research on my own. I wanted to know why some of the students seemed to be allowed to do whatever they wanted with no consequences whatsoever.

Here's what I came to understand:

- The 1990 federal law—the Individuals with Disabilities Education Act (IDEA)—includes a mandate:
 - “To the maximum extent appropriate” all students with disabilities—including **disruptive disorders**—are to be educated (included) and provided support in the general education classroom¹⁰
 - Whether or not this is the best thing for them
 - Whether or not it's the best thing for the rest of the students



PROBLEM #2: Classroom disruption *(cont'd)*

Everyone was not on board with this mandate:

- Many advocacy groups, including the Council for Children with Behavioral Disorders and the Learning Disabilities Association, opposed full inclusion.¹¹
 - Justine Maloney, former Legislative Chairman of the Learning Disabilities Association wrote: “For some students with learning disabilities, total inclusion is a disastrous reality.”¹²
- Teachers and administrators also warned that forced inclusion would have a catastrophic effect on the educational process:
 - Albert Shanker, former president of the American Federation of Teachers, stated that school administrators were “rushing to bring all students into the regular classrooms, regardless of their ability, in an effort to save money.”¹³
 - Robert Chase, former president of the National Education Association, commented, “There’s no question that the inclusion movement is being abused in some places.”¹³



PROBLEM #2: Classroom disruption *(cont'd)*



“Special [education] classes were found to be significantly inferior to regular class placement for students with below average IQs and significantly superior to regular classes for behaviorally disordered, emotionally disturbed and learning-disabled children.”

— C. Carlberg, Ph.D & K. Kavale, Ph.D
The Efficacy of Special vs. Regular Class Placement
For Exceptional Children: A Meta-Analysis¹⁴



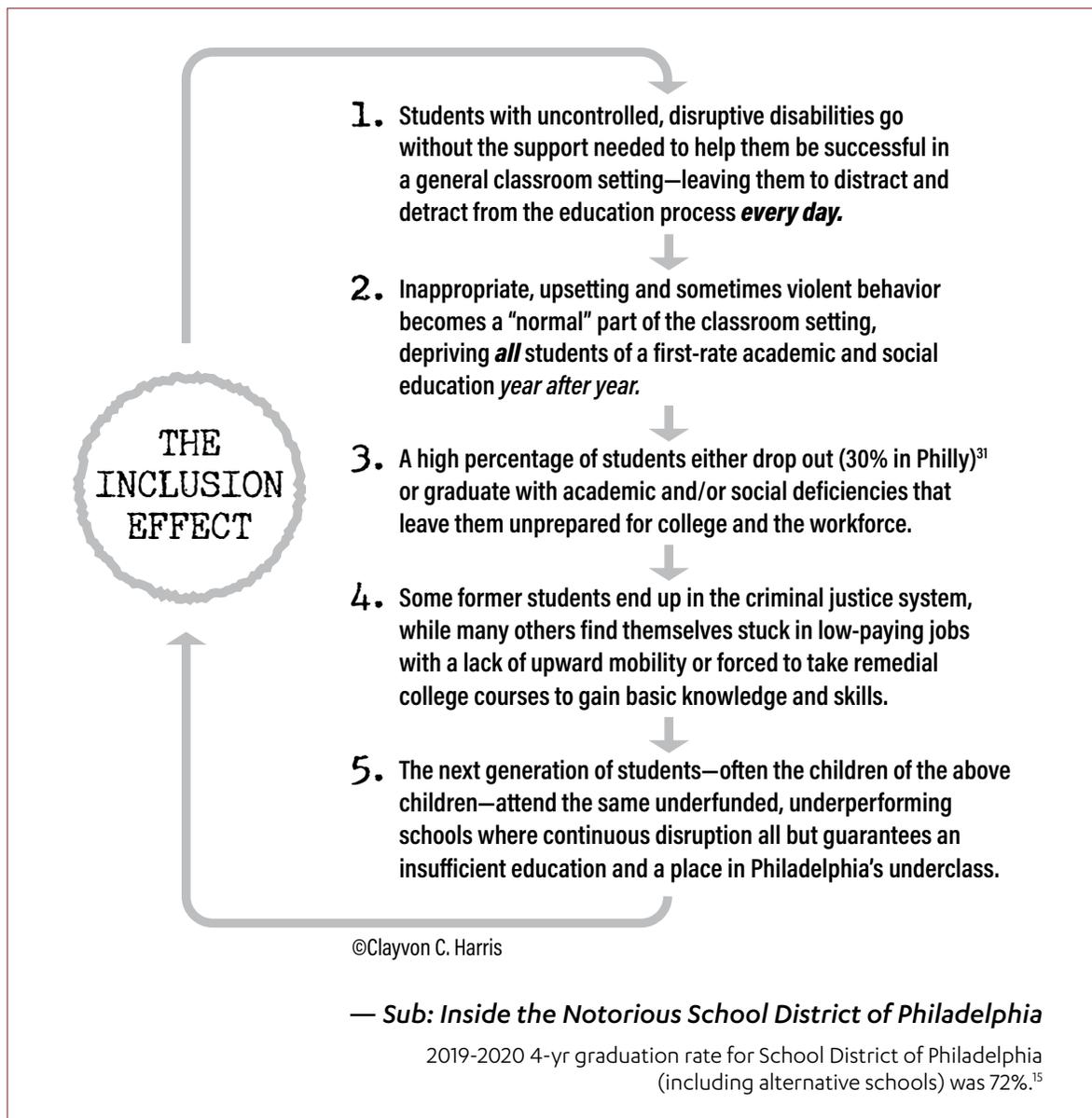
Though well intentioned, those in power did not take into consideration the impact that placing students with unmanaged disruptive disabilities in the general education classroom would have on:

- Other students
- Teachers
- The learning process in general
- The students struggling with disruptive disabilities in the first place

A 1980 analysis of 50 different studies determined that students with emotional and behavioral disorders and unmanaged learning disabilities do better (are more successful) in small classrooms with teachers and aides with specialized training and skills to support them.¹⁴



PROBLEM #2: Classroom disruption *(cont'd)*



Educating students with unmanaged disruptive disorders in the general classroom setting is a challenge for many school districts.

Large, urban school districts, in particular, often do not have the funds, resources or personnel to effectively support this model.

The inclusion mandate of the Individuals with Disabilities Education Act (IDEA) has had a devastating effect on the School District of Philadelphia and many other school districts across the US.



PROBLEM #3: The national teacher shortage

WHAT ABOUT THE TEACHERS?

“Though I was doing my best, I felt like a failure. Maybe I had been too stern or not stern enough or I don’t know. I shared my crazy day with the other two teachers, who nodded knowingly and claimed to have even more problem students in their class.

‘How can you take it?’ I asked.

‘I can’t,’ answered one of them with astonishing candor. ‘I think I’m going to have a nervous breakdown. I don’t know how I’m going to get through the rest of the year.’

‘My doctor says I’ve had a mild stroke,’ the other responded.

I looked at these two intelligent, capable women and asked the obvious question. ‘Why are you still here?’

‘I love working with kids,’ came the reply. The other nodded in agreement...”

*— Sub: Inside the Notorious School
District of Philadelphia*



PROBLEM #3: The national teacher shortage *(cont'd)*

I saw it every day when I was subbing. Experienced teachers were burned out, overworked and underpaid.

New teachers were very underpaid and in shock because teaching wasn't at all what they imagined. I was in shock for the entire first year that I subbed. I was stressed, upset and feeling powerless in the face of monumental challenges.

I made an appointment to see my doctor, hoping he could help with my racing heart and insomnia. After chatting with me for a while, he responded, "My guess is you hate your job. You need to find another one." Eventually, I did.

WHAT ABOUT THE TEACHERS?

"Some [teachers] have been injured by children on the job, others are frustrated by policies that don't allow them to give a child a hug to help them work through the issues they're having," said Ott [School Board Commissioner for a suburban school district]. "We're losing good teachers because they're retiring early or they're walking away for other careers. We're asking too much of them."

*— Sub: Inside the Notorious School
District of Philadelphia*



PROBLEM #3: The national teacher shortage *(cont'd)*



Here are a few very scary stats:

- 61% of 5000 teachers surveyed found work to be “often or always stressful.”
 - That’s twice the rate of other professions.¹⁶
- 4 in 10 teachers say they’re “very or fairly likely to leave the profession in the next two years.”¹⁷
- 3 of the top 4 issues teachers say should be getting more attention are all directly related to disruption in the room:
 - **Working conditions/school climate**
 - School funding
 - **Student mental health and trauma issues**
 - **The impact of disrupted learning on academic success**¹⁷

Teachers have begun to choose their own health and wellbeing over the profession. As more do the same, who will educate America’s children?



PROBLEM #3: The national teacher shortage *(cont'd)*

WHAT ABOUT THE TEACHERS?

“...I also told her that one of the last things I had done was write up [this student].

‘I covered everything he did over the last couple of weeks from stealing candy and a cell phone to choking, punching and berating other students, humping Janelle’s desk while she was in it, cursing and fighting. There’s a new part-time vice principal. He suspended [him]. That gives you a couple of days to ease back in.’

I thought she’d be happy, but she sighed and her eyes went blank.

‘He makes me not want to come to school,’ she said quietly...”

*— Sub: Inside the Notorious School
District of Philadelphia*

Let’s hear from you:

Are you a teacher? Do you know someone who is? Have you or they thought about quitting in the last six months? If so, why? What needs to change?



HOW YOU CAN HELP

To gain more insight into the current crisis in US public schools, check out some of the following ideas and steps you can take:

- **Understand the issues**

- Talk to teachers and students about their experiences
- Pay attention to what’s going on in your local school districts
 - Even if you don’t have kids in school
- Keep an eye on your local media outlets
- Check out:
 - [Chalkbeat.org](https://www.chalkbeat.org): a nonprofit news organization committed to covering America’s effort to improve schools
 - [Education Week](https://www.edweek.org): online news for educators.
- Read *Sub* and other books that address the current conditions in US public schools
- Let people know they can download the *Sub* Workbook for FREE at www.Angelwalk.biz

- **Start the conversation**

- Share your thoughts with friends and family members.
 - Discuss it with your sorority or fraternity members
 - Suggest *Sub* or another book about education for your book club
 - Bring it up when you’re playing pinochle, spades or at your knitting circle and church gatherings



HOW YOU CAN HELP *(cont'd)*



“We keep it a secret, but if parents knew their children were sitting next to kids who are emotionally disturbed, running around the classroom, calling people ‘p---y’, I think there would be an outcry.”

— Anonymous Teacher,
Sub: Inside the Notorious School District of Philadelphia



A special call-to-action:

- **Parents and caretakers, listen and get involved:**
 - Talk with your kids about what’s happening at school every day
 - Don’t let them say it was “fine,” “okay” or “good.” Ask specific questions:
 - Do all the kids in your class behave nicely? Do they listen to your teacher?
 - Do you behave nicely and listen to your teacher?
 - Does anyone ever bother you or your friends in school?
 - Does your teacher have to stop the lesson sometimes or a lot because one or two kids won’t listen?
- **Teachers, speak up:**
 - Share your stories: the general public does not understand what some of you are going through
 - Don’t wait until you’re burned out and ready to quit
 - Demand change now!
 - What else can you do? What else should be done?



HOW YOU CAN HELP *(cont'd)*

- **Legislators, it's time to make some changes:**

- We need a national Fair Funding Formula for education financing
- The inclusion mandate in IDEA needs to be reviewed and revised:
 - Forcing students with unmanaged disruptive disabilities into the general education classroom is negatively impacting the learning process for all students and teachers
 - The 2004 re-authorization of IDEA added “doing serious bodily injury” to bringing in “guns, drugs and bombs” to the reasons why a child with special needs could be removed from a general classroom¹⁸ —that’s way too late to address the situation
 - Give more authority to local school districts to determine which of their students would benefit from smaller classrooms with more support

- **Small steps toward change**

- Brainstorm with friends and colleagues
 - The more ideas and strategies for bringing attention to the issue of quality education for all, the better
 - Vote for candidates who want to make education better and more fair for all students
- Start an email or letter writing campaign
 - Write or call the people in power (the President, Vice President, First Lady, elected representatives, the Secretary of Education, etc.)
 - Reach out to the President’s staff here:
 - <https://www.whitehouse.gov/contact>
 - 1600 Pennsylvania Avenue NW, Washington, DC 20500

Just tell him what you think or feel free to use part or all of the sample letter/email on the next page.



HOW YOU CAN HELP *(cont'd)*

SAMPLE TEXT:

Subject line: **Please fix the Inclusion Mandate in IDEA!**

Dear President Biden:

Please re-examine and revise the inclusion mandate in the Individuals with Disabilities Education Act (IDEA).

Forcing students with unmanaged disruptive disorders into the general classroom setting where they often bring the learning process to a halt for everyone involved is cruel and unfair.

It's unfair to the other students and teachers. It's unfair to the students who need extra support that will help them be successful in school and productive later in life.

Shouldn't we be doing our best to increase achievement for all students across the US?

Sincerely,

[your name]





WHAT PEOPLE ARE SAYING ABOUT...

SUB – INSIDE THE NOTORIOUS SCHOOL DISTRICT OF PHILADELPHIA

“It lays out the problems facing students, teachers, and administrators in both an entertaining and factual manner.”

—H. Strong, Philly area

“Thought provoking, as real issues are exposed, yet quite humorous... A fast, good read about matters of importance.”

—Can, Virginia

“...an honest and caring approach to the needs in the inner-city school districts. Loved it.”

—Ann, New Jersey

“A call to action to the officials in Philadelphia...DO SOMETHING!”

—D. Hamilton, CA

“A look at the Phila. school system that truly shocked me.”

—A. Bolden, Philly Native

“...compelling storytelling of life in the classrooms.”

—D.A.S., Los Angeles

“I was so fortunate to encounter and read the book: SUB. It was so very candid and real.”

—Liz Holifield Ph.D, Producer/Host 411 TEEN,
WFSU 88.9 FM/Tallahassee, FL



WHAT PEOPLE ARE SAYING ABOUT... *(cont'd)*

SUB – INSIDE THE NOTORIOUS SCHOOL DISTRICT OF PHILADELPHIA

“I spend a lot of time on numbers, policy, and organizing advocates around public school funding, but I never get to see what goes on in schools. Thanks for your illuminating sampling of daily life in classrooms, which helped give me a visceral sense of the impacts of inadequate funding on students and teachers.”

—David Mosenkis, Data Scientist,
Equity in Education Funding Advocate

“A persuasive case for education reform based on data and classroom experience.”

—Kirkus Reviews

“This book provides a brilliant answer...and it’s one that will make every conscientious citizen, policymaker, and educational stakeholder wince.”

—Readers’ Favorite

“Sub is an eye-opener for our city and our nation.”

—C. Lindsay, DMA, D.Min,
Former Phila. Teacher

“Sub is a great read. It chronicles an American problem. What’s happening in Philly is happening all around the country.”

—F. Molino, Teacher,
School District of Philadelphia (30-years)

“I wish I had read this book before I decided to major in education.”

—C. Bruce, Magna Cum Laude Graduate,
Drexel University School of Education



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About the author:



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Writer and advocate for fair and equitable education, Clayvon C. Harris completed over 90 substitute teaching assignments at 67 different Philadelphia public schools. She earned an MFA in Cinema-Television/Screenwriting from the University of Southern California's School of Cinematic Arts and holds a BA in English literature from Swarthmore College where students are taught they have the ability to change the world. Her book, *Sub — Inside the Notorious School District of Philadelphia*, is a powerful, first-hand account of the trials and challenges many students and teachers across the US face on a daily basis.



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