24 Examples of Systemic Inequities Experienced by Students of Color and Students from Under-Resourced Communities in U.S. Schools.

1. Schools serving more students of Color are **less likely** to offer advanced courses and GATE programs than schools serving mostly White populations. Additonally, students of Color are **less likely** than their White peers to be enrolled in those courses and programs **within schools** that have those offerings.

2. Preschool teachers are **more likely** to look for signs of challenging behavior of young Black children — especially young Black boys than young White boys. (Gilliam, 2016).

3. Black children are disproportionately likely to be suspended from preschool than their White peers (U.S. Department of Education, 2014).

4. Black students with high math performance in fifth grade are **unlikely** to be placed in algebra in eighth grade ("U.S. Department of Education," 2016).

5. Students of Color in schools located in dis-invested communities are **less likely** to receive course work targeted at grade appropriate standards, reflect higher-level cognitive demand and are meaningfully engaging and relevant (Santos & Haycock, 2016; "U.S. Department of Education," 2016).

6. Black and Latinx students are provided **less rigorous** feedback about their work from classroom teachers than White students (Harber, Gorman, Gengaro, Butisingh, Tsang, & Ouellette, 2012).

7. Schools serving mostly students of Color are **more likely** to be taught by out-of-field and novice teachers (Bromberg, 2016; "U.S. Department of Education," 2016).

8. The provision of a stable teacher workforces is **less likely** to occur in schools with the highest enrollments of students of Color ("U.S. Department of Education," 2016).

9. Schools serving mostly students of Color have **lower quality** or **fewer resources** than schools serving largely White populations, even within the same district ("U.S. Department of Education," 2016).

10. Most U.S. history textbooks offer a romanticized view of the Europeans' experience in the United States, whereas most of the experiences of Native Americans and/or Africans are either **misrepresented or underrepresented** (Loewen, 2007).

11. Research has also shown that additional academic domains such as the natural sciences and English also **promote a [Eurocentric]** ideological focus (e.g., Solano-Flores & Nelson-Barber, 2001).

12. Students of Color are **more likely** to attend school where more than 50% of teachers were absent for more than 10 days ("U.S. Department of Education," 2016).

13. Students of Color are **more likely** to attend a school with an SRO, but not a school counselor, than White students (U.S. Department of Education, 2016).

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14. Students of Color who identify as LGBTQ+ **experienced higher frequencies** of victimization than White LGBTQ students based on race/ethnicity (Kosciw, Greytak, Giga, Villenas, & Danischewski, 2015).

15. Although Black students are **more likely** to be disciplined for harassment or bullying in schools than their White peers, Black students are **disproportionately likely to be victims** of harassment or bullying in school on the basis on their race, sex or disability than their White peers (U.S. Department of Education, 2018).

16. @_ai ` mʍq ɋ middle-school and high-school were more likely to be seen as troublemakers, and their misbehavior more severe, than White peers for exactly the same behavior (Jarvis & Okonofua, 2019).

17. Muslim high school students who experience **greater frequency and severity** of hassles at school report higher levels of psychological distress (Oberoi & Trickett, 2018).

18. Predominantly White and middle class students enrolled in private and suburban public high schools are being awarded higher grades— critical in the competition for college admission — more than their urban public school counterparts with no less talent or potential (The Hechinger Report).

19. College/university students of Color are **less likely** to have access to and participate in high impact activities such as research opportunities with faculty, study abroad, internships etc. than their White peers (Kuh, 2008).

20. College/university students of Color are **more likely** to endure stress and anxiety producing experiences, brought on by routine microaggressions and cultural appropriation under the guise of free speech or for the edification of other students, than their White peers (McGee & Stovall, 2015).

21. Students of Color on college campuses report being **profiled by police** officers off campus. Black college students are often stopped by officers for very minor issues, and there has been a record of safety officers unnecessarily criminalizing small infractions or stepping outside of their authority when they approach Black college students (Quinlan, 2016).

22. According to a 2013 Association for the Study of Higher Education paper, focus groups with graduate students of Color revealed that students of Color often **felt excluded** from the larger student population. They reported that their White peers often didn't agree to share information with them, assuming they were undeserving of their place at the university and that students of Color were trying to "piggyback" off of their work (Figueroa & Hurtado, 2013)

23. A 2014 study conducted by researchers at New York University, Columbia University, and the University of Pennsylvania found that when students contacted professors for mentorship, faculty were significantly **more responsive** to White men than women and people of Color — particularly in private universities and higher-paying disciplines (Milkman, Akinola, & Chugh, 2014)

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24. Due to the dearth of professors of Color at many universities, students of Color say their point of view **isn't represented** when, for example, Western culture is considered the default standard by which all literature, architecture, film, and art is judged (Quinlan, 2016)

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