

MAJORITY MEMBERS:

VIRGINIA FOXX, NORTH CAROLINA,  
*Chairwoman*

JOE WILSON, SOUTH CAROLINA  
GLENN THOMPSON, PENNSYLVANIA  
TIM WALBERG, MICHIGAN  
GLENN GROTHMAN, WISCONSIN  
ELISE M. STEFANIK, NEW YORK  
RICK W. ALLEN, GEORGIA  
JIM BANKS, INDIANA  
JAMES COMER, KENTUCKY  
LLOYD SMUCKER, PENNSYLVANIA  
BURGESS OWENS, UTAH  
BOB GOOD, VIRGINIA  
LISA C. MCCLAIN, MICHIGAN  
MARY E. MILLER, ILLINOIS  
MICHELLE STEEL, CALIFORNIA  
RON ESTES, KANSAS  
JULIA LETLOW, LOUISIANA  
KEVIN KILEY, CALIFORNIA  
AARON BEAN, FLORIDA  
ERIC BURLISON, MISSOURI  
NATHANIEL MORAN, TEXAS  
LORI CHAVEZ-DEREMER, OREGON  
BRANDON WILLIAMS, NEW YORK  
ERIN HOUGHIN, INDIANA  
VACANCY



COMMITTEE ON  
EDUCATION AND THE WORKFORCE  
U.S. HOUSE OF REPRESENTATIVES  
2176 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515-6100

MINORITY MEMBERS:

ROBERT C. "BOBBY" SCOTT, VIRGINIA,  
*Ranking Member*

RAÚL M. GRIJALVA, ARIZONA  
JOE COURTNEY, CONNECTICUT  
GREGORIO KILILI CAMACHO SABLÁN,  
NORTHERN MARIANA ISLANDS  
FREDERICA S. WILSON, FLORIDA  
SUZANNE BONAMICI, OREGON  
MARK TAKANO, CALIFORNIA  
ALMA S. ADAMS, NORTH CAROLINA  
MARK DESAULNIER, CALIFORNIA  
DONALD NORCROSS, NEW JERSEY  
PRAMILA JAYAPAL, WASHINGTON  
SUSAN WILD, PENNSYLVANIA  
LUCY MCBATH, GEORGIA  
JAHANA HAYES, CONNECTICUT  
ILHAN OMAR, MINNESOTA  
HALEY M. STEVENS, MICHIGAN  
TERESA LEGER FERNÁNDEZ,  
NEW MEXICO  
KATHY E. MANNING, NORTH CAROLINA  
FRANK J. MRVAN, INDIANA  
JAMAAL BOWMAN, NEW YORK

April 17, 2024

The Honorable Virginia Foxx  
Chairwoman  
Committee on Education and the Workforce  
2176 Rayburn House Office Building  
Washington, D.C. 20515

Dear Chairwoman Foxx:

I write to request that the Committee on Education and the Workforce hold a hearing to examine the state of school integration to commemorate the 70<sup>th</sup> anniversary of the Supreme Court's decision on *Brown v. Board of Education* on May 17, 1954<sup>1</sup>. In the landmark *Brown* decision, the Supreme Court decision found that racially segregated schools are inherently unequal and declared the "separate but equal" doctrine unconstitutional. While the decision was lauded as a victory to right constitutional wrongs, the fact is that the massive resistance movement that followed and other factors slowed the efforts to eradicate decades of legal segregation. As such, we have yet to achieve equity in education that was promised in 1954.

In a 2016 report, the Government Accountability Office (GAO) found high-poverty schools where 75–100 percent of the students were low-income and Black or Latino increased from 9 percent in 2000–2001 to 16 percent in 2013–2014.<sup>2</sup> The report also found that these schools had fewer resources and disproportionately high rates of exclusionary school discipline.<sup>3</sup> And more recently, in 2022 the GAO found that, in the 2020–2021 school year, more than one in three public school students attended a school where 75 percent or more of the student population were of a single race or ethnicity.<sup>4</sup> Even more concerning, the report found that district

<sup>1</sup> *Brown v. Bd. of Educ.*, 347 U.S. 483 (1954).

<sup>2</sup> U.S. Gov't Accountability Off., GAO-16-45, K-12 Education: Better Use of Information Could Help Agencies Identify Disparities and Address Racial Discrimination, 10 (2016).

<sup>3</sup> *Id.* at 16.

<sup>4</sup> U.S. Gov't Accountability Off., GAO-22-104737, K-12 Education: Student Population Has Significantly Diversified, but Many Schools Remain Divided Along Racial, Ethnic, and Economic Lines, Highlights (2022).

secession—a process by which school districts break up into separate, smaller districts—has generally resulted in new schools with higher concentrations of white students and students from wealthier families.<sup>5</sup>

The benefits of diverse schools have been proven. Research from UC Berkeley shows that Black students who attend diverse schools have higher levels of academic achievement, college attainment, and increased wages because they gain access to the same resources as white students.<sup>6</sup> The benefits of attending diverse schools extend to all students beyond school-age, continuing into adulthood, resulting in societal benefits such as more integrated communities, higher levels of social cohesion, and reduced racial prejudice.<sup>7</sup>

The House Committee on Education and the Workforce is charged with drafting laws that govern public education on the federal level and conducting oversight over federal funds that are spent on public education. In *Brown*, the Court concluded that the right to an education, “where the state has undertaken to provide it, is a right which must be made available to all on equal terms”.<sup>8</sup> It is imperative that this Committee examine whether our nation’s schools are meeting the charge given by the Supreme Court and evidence-based policies to eradicate the vestiges of school segregation. Thank you for your attention to this critical issue and I look forward to your response.

Sincerely,



---

**ROBERT C. “BOBBY” SCOTT**  
Ranking Member

---

<sup>5</sup> Id.

<sup>6</sup> Johnson, R. C. (2011). Long-run impacts of school desegregation and school quality on adult attainments. (NBER working paper #16664). Cambridge, MA: National Bureau of Economic Research.

<sup>7</sup> Johnson, R. C. (2011). Long-run impacts of school desegregation and school quality on adult attainments. (NBER working paper #16664). Cambridge, MA: National Bureau of Economic Research

<sup>8</sup> *Brown v. Bd. of Educ.*, 347 U.S. 483, 493 (1954).