Socioeconomic Integration & Student Achievement

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Webinar Facilitators

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Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
CEE’s goals are to:

• Improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.

• Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners).

Whom we serve:

• CEE provides technical assistance and training to states, districts, schools, and community-based organizations within Region I at the request of school boards and other responsible governmental agencies.
Webinar Etiquette

- Use the **Q&A box** if you have any questions.
- Use the **comment box** to share your comments or to engage other participants during the webinar.
- Complete a **brief survey** after the webinar.
Presenters

Maria del Rosario (Charo) Basterra
Center for Education Equity (CEE) at MAEC

Peter Cookson
American Institutes for Research (AIR)

Richard Kahlenberg
The Century Foundation
Webinar Objectives

In this webinar participants will learn:

• why socioeconomic integration has worked in specific districts and how you can apply those principles to your school or district, and

• how to build learning communities where culture, language, and economic diversity is celebrated and expands learning.
Creating Socioeconomically Integrated Schools

Richard Kahlenberg
Senior Fellow, The Century Foundation
Key Topics

• What is socioeconomic school integration?
• What school districts are using it?
• Why do they believe it is good for students?
• What sort of results are they getting?
• How do districts handle the politics of school integration?
Districts and Charters with Socioeconomic Integration Plans

Number of Identified Districts and Charters with Socioeconomic Integration Plans, 1996 - Present


Districts and Charters with Socioeconomic Integration Plans


Examples of Socioeconomic Integration Strategies

**Cambridge, MA.** All schools should fall within + or − 10 percentage points of district average for free and reduced price lunch (40%).

**Chicago, IL.** 85% low-income; so begin by integrating a subset of magnet and selective schools, using four socioeconomic tiers.

**Charlotte, NC.** Phase I: magnet schools; Phase II: boundaries. Equal proportion high, medium, and low socioeconomic status.

**Montgomery County, MD.** “inclusionary zoning” housing policies.
Why are districts breaking up concentrations of poverty? 50 years of research

- 1966 Coleman Report: SES of family the biggest predictor of achievement; SES of school the second biggest predictor.

- 2006 Programme for International Student Assessment (PISA) for 15 year olds in science showed a “clear advantage in attending a school whose students are, on average, from more advantaged socioeconomic backgrounds.” Finland least economically segregated


Performance by Socioeconomic Status

Note: High-poverty is defined as at least 50 percent of students eligible for free or reduced-price lunch; low-poverty is defined as fewer than 50 percent eligible. High-performing is defined as being in the top third in the state in two subjects, in two grades, and over a two-year period.

Performance by Socioeconomic Status

National Assessment of Educational Progress 2015, Fourth Grade Math Results

Source: U.S Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 2015 Math Assessment, Grade 4
Montgomery County, MD: Inclusionary Housing

- RAND researcher Heather Schwartz tests the effectiveness to two strategies: extra resources (class size reduction, professional development, extended learning time) in high poverty “red zone” schools ($2,000 more/pupil) vs. “inclusionary housing” policy that allows low-income students to attend low poverty “green zone” schools with fewer resources.

- Examined 858 children randomly assigned to public housing units scattered throughout Montgomery County and enrolled in Montgomery County public elementary schools 2001-2007.
Montgomery County, MD: Inclusionary Housing

Montgomery County, MD: Inclusionary Housing

• Low-income public housing students in low poverty schools performed at 0.4 of a standard deviation better in math than low-income public housing students in higher poverty schools with more resources.

• Low-income students in green zone schools cut their large initial math gap with middle-class students in half. The reading gap was cut by one-third.

• Most of the effect (2/3) was due to attending low-poverty schools, and some (1/3) due to living in low-poverty neighborhoods.
Massachusetts: Public School Choice

**CAMBRIDGE, MA**
Universal choice among public schools, all of which have particular magnet themes or pedagogical approaches. Choices are honored with an eye to equity so that all schools should fall within + or − 10 percentage points of district average for free and reduced price lunch (40%).

**BOSTON, MA**
Some public school choice but no equity guidelines in place to ensure socioeconomic diversity in schools.
Massachusetts: Public School Choice

Cambridge, Massachusetts, and Boston -- Four-Year Cohort Graduation Rates, 2016

Socioeconomic Integration Effect on Middle-Class Students

- Numbers Matter. Having a strong core of middle class students can set the tone.
- Research that “diversity makes us smarter.”
- Richer discussions lead to enhanced learning, something recognized by elite colleges.
- Job skills to navigate diversity in the workforce. Bridge-building skills are valued.
- Employers fire more often for inability to get along with others as compared to incompetence.

Cost Benefit Analysis

• **Costs**: Creation of magnet schools and transportation (10% more).

• **Benefits**: 10% increase in high school graduation rates by cutting economic segregation in half.

• Public benefits exceed costs by factor of 3.3 and public and private benefits by a factor of 5.5.

Politics of Integration
Stephen Colbert on Wake County School Integration

http://www.huffingtonpost.com/2011/01/19/stephen-colbert-wake-county-schools_n_811048.html
Best Practices

• Poll parents now using private school and living in suburbs, as well as parents of city students.

• Build partnerships between particular magnet schools and well-regarded institutions (universities, museums, military facilities, sports teams, private sector institutions).

• Draw in parents who would like their children to attend school nearby where they work.

• Franchise popular and over-chosen schools.

• Worked to increase middle class share in Raleigh and Cambridge.
Best Practices

- Teachers Unions (La Crosse, Louisville)
- Civil Rights Groups
- Faith Groups
- Business Groups (St. Louis, Wake County)
Concluding Thoughts

• Poor kids can excel, if given the right environment.

• 95% of education reform about making separate but equal work rather than reducing the number of high poverty schools but diversity should be part of the equation.
Q and A

Please type your questions in the **Q&A box** on the right hand-side panel.
How Can Socioeconomic Integration Be Implemented Within Schools to Ensure Equity?

Five Practical Steps

Charo Basterra, Deputy Director, CEE at MAEC
Peter Cookson, Principal Researcher, AIR
Step One: Adhere to and Internalize Basic Principles

• A school’s overall framework should be based on a co-constructed approach between schools, diverse families, and communities where all cultures are elevated and respected.

• Policies and practices should be aligned with specific needs of students.

• School leaders must set the tone and demonstrate consistent commitment to equity and socioeconomic integration.

• Communication with families, community, and the public is essential from the very beginning of this transformation.
When a child comes to school for the first time he/she comes with a little suitcase full of experiences (language & culture) that he/she had before coming to school. The teacher can then say: Welcome, let’s open that little suitcase and see what you have so you can share and we can learn from you or say: This is your suitcase and it is your past. Now you can forget about it and learn new things. What you have is not useful now.”

Eugene Garcia, Professor Emeritus, Arizona State University
Questions to ponder

What is your reaction to this quote?

Do students of color and/or lower socioeconomic backgrounds need to close their suitcases in integrated schools to succeed academically?

Please submit your response to these questions in the chat box on the right-hand side panel.
Principle I: Elevating and Respecting All Cultures

- Address “poverty minded” assumptions.

- Promote integration vs. assimilation.

- Ensure that schools have policies and practices that foster respect, recognition, and inclusion of diverse cultures and language.
“...As a result, the benefits of integration do not result entirely from racial diversity in and of itself. Instead they arise from bringing students from historically oppressed communities to schools that have significantly more resources – assets ranging from more-qualified teachers and better developed curricula to educated and involved local parents.”

Fractured: The Breakdown of America’s School Districts, Edbuild, June 2017
Principle II: Aligning Policies and Practices to Specific Needs of Students

• Assess needs of all students.

• Design and implement plans that address the specific needs of target populations including Latino, African American, English Learners, and special education students among others.

• Use effective culturally responsive strategies to teach and assess students.
Principle III: Equity Minded Leadership

- Promote leaders that are critically conscious.
- Ensure that all teachers are trained in culturally responsive practices and specific strategies to teach target populations.
- Make sure that policies and practices don’t recreate segregation within schools.
"Widespread distrust, fear of violence, and isolating physical landscapes in severely disadvantaged communities may limit children’s exposure to positive social interactions, affecting their verbal ability."

Sampson, Sharkey, and Raudenbush (2008)
Questions to Ponder

What can be interpreted from this quote?

How can we value what families from diverse backgrounds bring to school regardless of their socioeconomic status and their living conditions?

Please submit your response to these questions in the chat box on the right-hand side panel.
Principle IV: Engaging Families of Diverse Backgrounds

• Validate the contribution of parents of diverse backgrounds.

• Welcome families and invite them to participate in decision making.

• Make sure voices of parents are heard and engaged.
Step Two: Implement a Suite of Socioeconomic Integration “Equity Tools”

• Implement policies and practices that open pathways to academic excellence for all students.
• Revise outdated curriculum.
• Redesign classrooms.
• End rigid tracking.
• Situate learning in the lives of students and their families.
• Invest in embedded professional learning opportunities.
• Engage families and community members as partners.
• Establish family information centers.
If you could design your classroom for socioeconomic integration, what would it look like?

Please submit your response to these questions in the chat box on the right-hand side panel.
Step Three: Understand Student Assets and Address Student Needs

- Begin with the developmental needs of the learner.
- What are the stressors that influence learning?
- What are the assets students bring to the classroom?
- Incorporate personalized and differentiating learning into the school and classroom experience.
- Establish short term and long term learning goals.
- Prepare students for college and career readiness.
Step Four: Build a Positive School Culture that Includes Family and Community

What is the most important thing you can do to build a positive school culture?

Please type your responses to the questions in the chat box found on the right-hand side of the panel.
Step Four: Build a Positive School Culture that Includes Family and Community

• A safe and supportive environment.
• Effective school leadership.
• Culturally responsive pedagogy and practice.
• High quality teachers.
• Rigorous instruction.
• Numerous extracurricular activities.
• Staff collaboration.
• Trust.
• College and career readiness.
Confronting the Truth and Finding Lasting Solutions

Obstacles to Equity

Systemic racism

poverty and inequality

Segregation
Building Community

Inclusion Means Everyone
Step Five: Promote Reflection and Self-Assessment

- Growth comes from trial and error.
- Purposeful organizational and cultural evolution.
- Change from the inside-out.
- The foundational purpose of public education.
Q & A for All Presenters

Please type your questions in the **Q&A box** on the right hand-side panel.
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Save the Dates!

How to Build Allies to Ensure Safe, Inclusive, and Positive School Environments for LGBTQ Students

Wednesday, September 20
2:00-3:30pm (EST)

Presenters:

Jabari Lyles, Executive Director, GLSEN Maryland
Alexandra Brodsky, Skadden Fellow, National Women’s Law Center
Deborah Bradley & Stephen Hamilton, PFLAG (Transgender Parent Group Facilitators), (MA)
Christian McCormick, Transgender Student, Lafayette High School (KY)