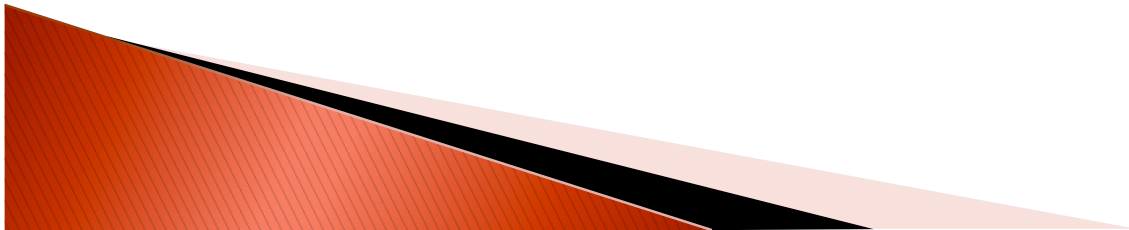




# Learning from Raleigh

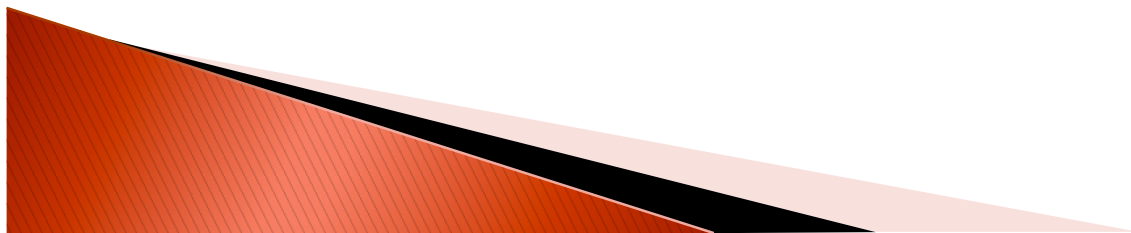
A Journey toward  
**Great Schools for All**

# Welcome



# Presbyterians & Public Education

- ▶ Theological grounding
  - God's sovereignty
  - Christ transforming culture



# Presbyterians & Public Education

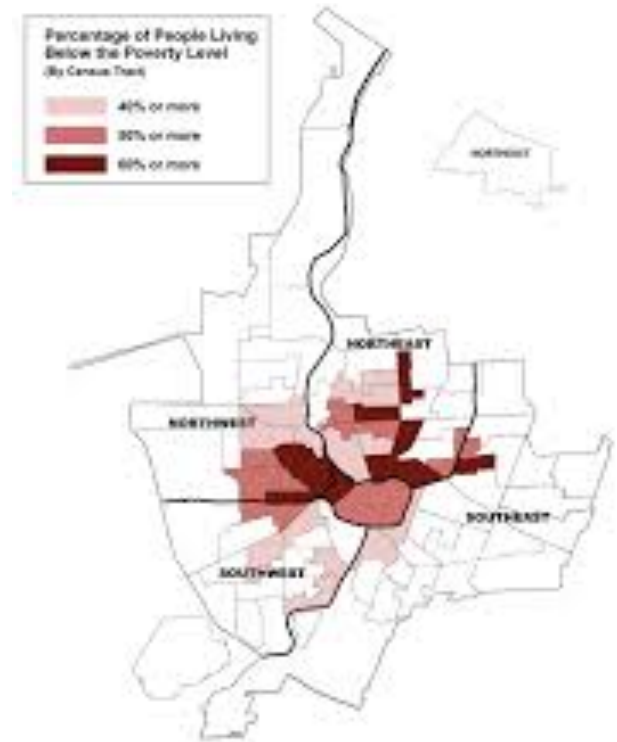
## ▶ PC(USA) Statements

- 1950 – Public school integral to American life
- 1961 – Public education and poverty
- 1972 – Statement on education
- 1987 – Call to Church Involvement in the Renewal of Public Education
- 2010 – “Loving Our Neighbors: Equity and Quality in Public Education”



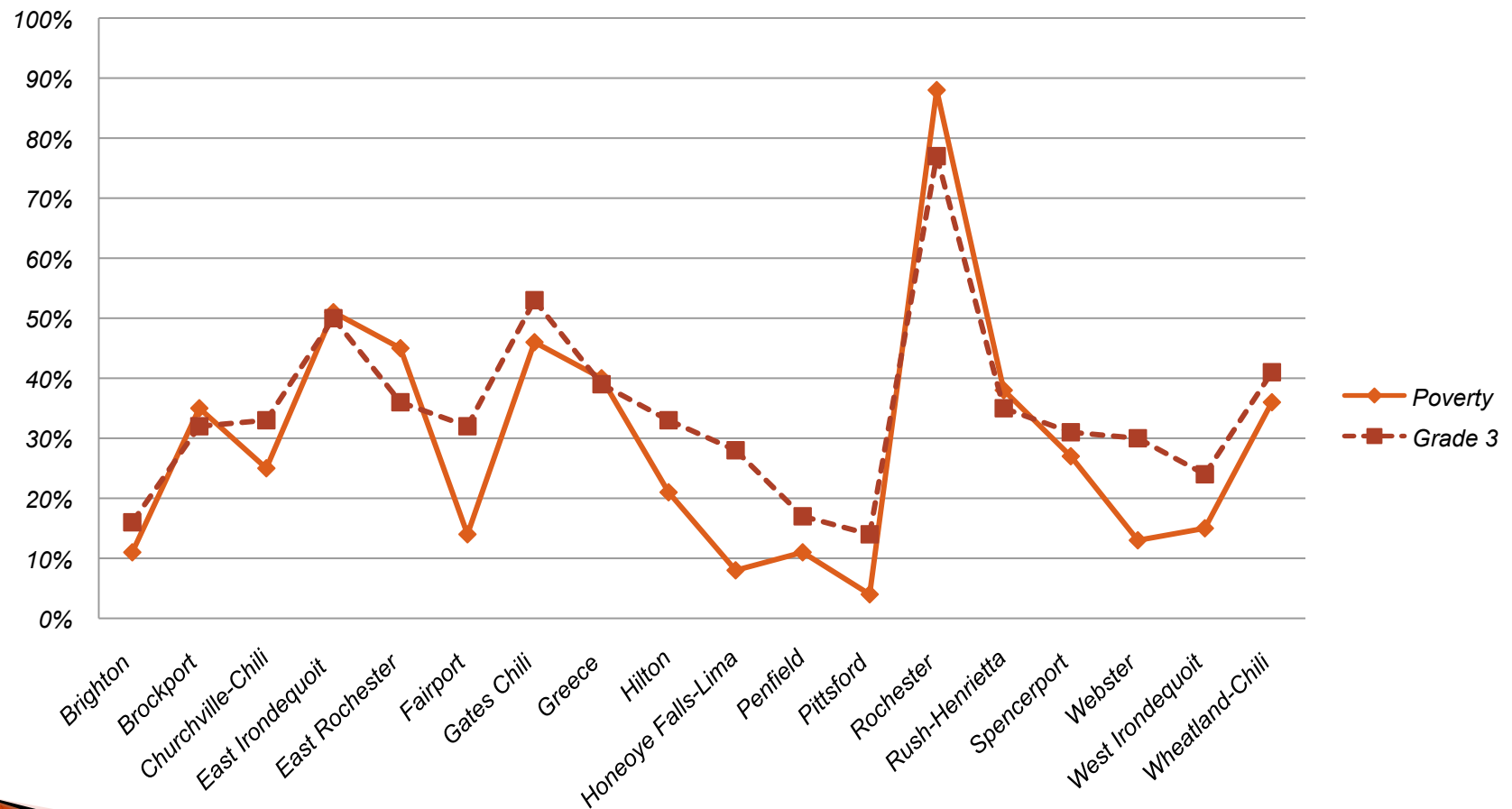
# City of Rochester Reality: Poverty

- 46 % of children live in poverty
- 2<sup>nd</sup> highest poverty rate in nation
- >80% RCSD students qualify for free or reduced price lunch
- Combined with 45% graduation rate in city (lower for minorities), unacceptable for community's future



# Monroe County Reality:

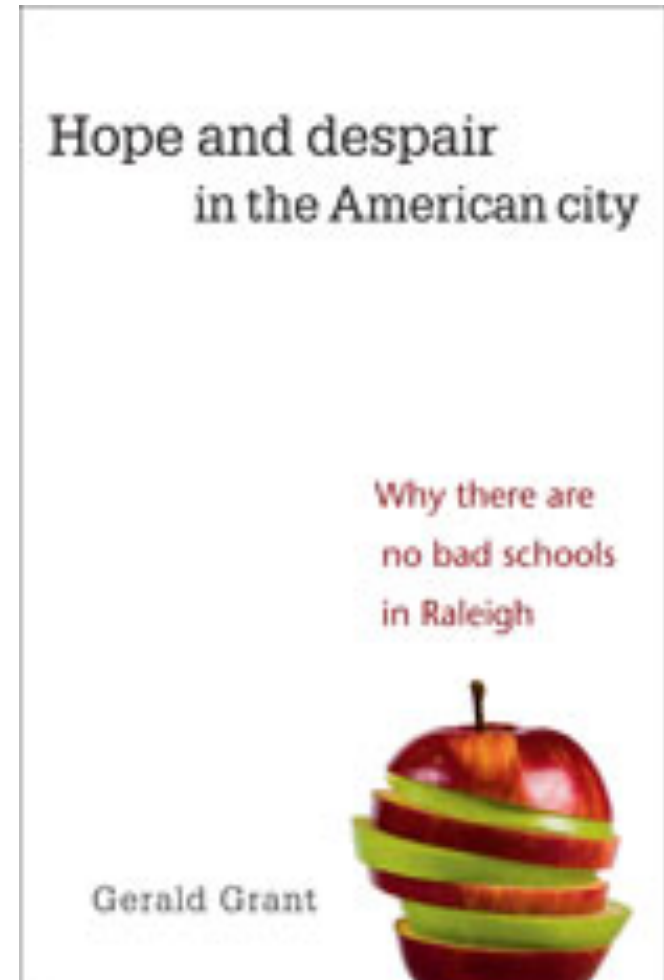
## Poverty/**Poor Performance ELA Grade 3**



# Poverty Is Beyond the Tipping Point for RCSD and Some Inner Ring Suburbs.

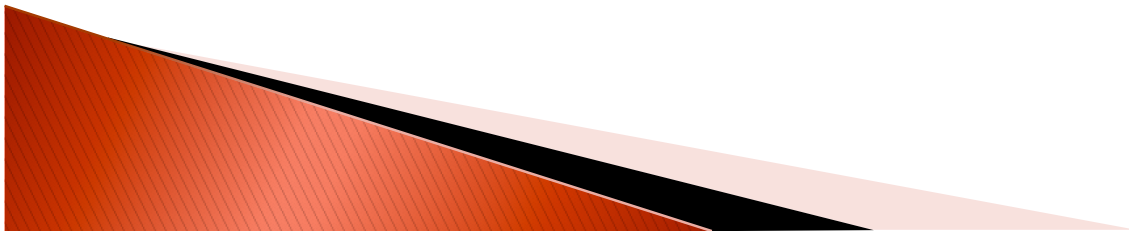
- ▶ For optimal learning, school buildings should have no more than 40% FRPL students
- ▶ Once the number of FRPL students exceeds 53%, a school building begins to fail.

*FRPL =  
Free or Reduced-priced Lunch*



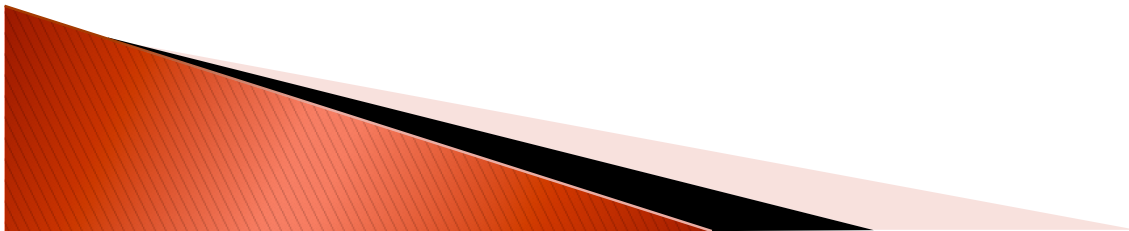
# Why Go To Raleigh?

- ▶ Small group from UPT exploring problems with urban schools
- ▶ Read Gerald Grant book, *Hope and Despair in the American City*, and were motivated to act
- ▶ Asked what we could learn from Raleigh that might be applied in Rochester
- ▶ Further motivated by GradNation



# Why Go To Raleigh? (cont'd)

- ▶ Expanded our group beyond UPT
  - Even beyond Presbyterians!
- ▶ Obtained funds from The Community Foundation for 2-way exchange with Raleigh

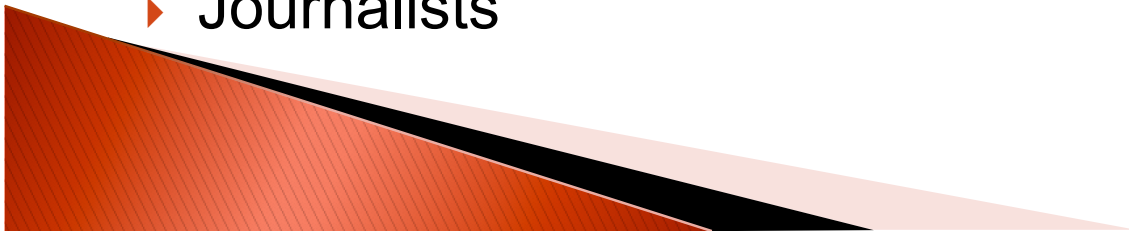


# Travelers

- ▶ Beth Laidlaw
- ▶ Corni Labrum
- ▶ John Thomas
- ▶ Don Pryor
- ▶ Lynette Sparks
- ▶ Michael Ford
- ▶ Mark Hare
- ▶ Diane Larter
- ▶ Larry Marx
- ▶ Clay Osborne
- ▶ Dorelis Osborne

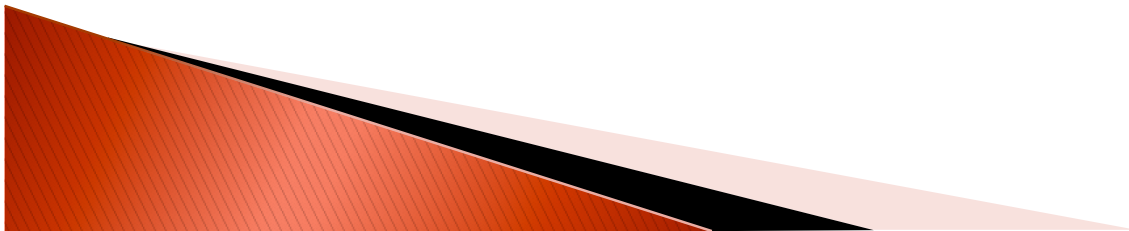
# Who We Are

- ▶ Parents whose children have graduated from or are still in suburban, urban and private schools
- ▶ Community members, tutors, and educators from the faith community
- ▶ Leaders from non-profit agencies
- ▶ Business Leaders
- ▶ Journalists



# Who We Aren't

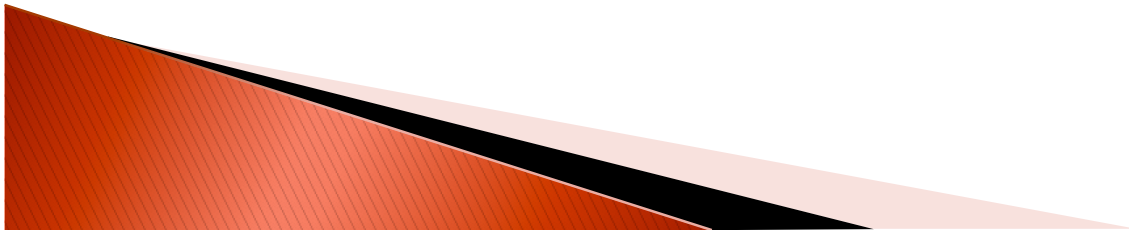
- ▶ Representatives of elected officials
- ▶ School board members or administrators
- ▶ School district employees
- ▶ Advocates for a specific solution





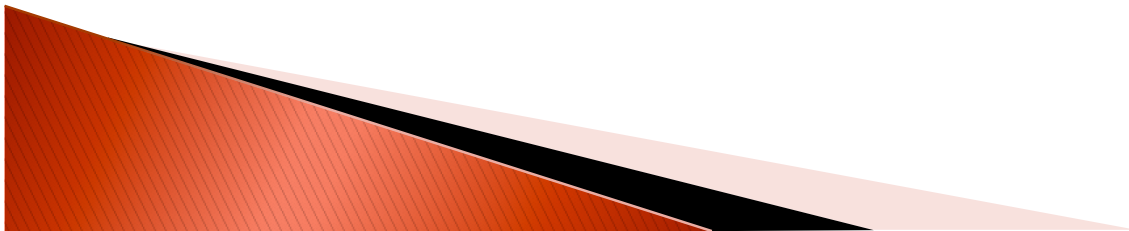
# What we know

- ▶ Individual ***children*** can overcome the effects of poverty
- ▶ Individual ***schools*** can overcome the effects of poverty
- ▶ But what about school ***districts*** and ***systems*** and ***populations of children??***



# What We Know

- ▶ Going to a high-poverty school, or a highly segregated school, profoundly affects students' achievement outcomes, **above and beyond** the effect of his or her individual poverty or minority status.
- ▶ Both the racial/ethnic and social class composition **of a student's school** are approximately 150% more important than a student's individual race/ethnicity or social class on educational outcomes.



# What happened in Raleigh?

## We interviewed over 75 people

- Administrators (current and former)
  - Board Members (current and former)
    - Mayors (current and former)
      - Teachers and Students in 3 Schools
      - Parents
        - Civil Rights Leaders
        - Business Leaders
        - Journalists
        - Clergy Members

# What Did We Learn in Raleigh?

## Key Takeaways

- ▶ Socioeconomic balance/40% cap is key
  - Raleigh did through 35 Magnet Schools and voluntary choice
- ▶ All students can learn; good public schools for all
- ▶ Disparities reduced without negative impacts on middle class
  - Almost 70% Raleigh graduation rate for low-income and minority students
- ▶ Clear relationship between good public schools and economic development impact
- ▶ Focus on strong leaders and teachers in schools

# They Told Us...

## **Community Leaders** Built Consensus around **Great Schools**

### ➤ Targeted Resources

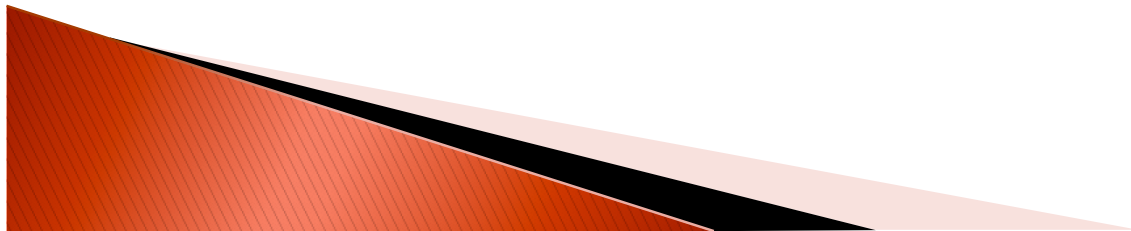
- ✓ Economic Diversity Cap – 40% is key
- ✓ Magnetized Schools
- ✓ Year Round Option
- ✓ Set High Bar
- ✓ Focus on Professional Development

# Key Principles for Rochester

- ▶ All kids can learn
- ▶ All students need access to good public schools, regardless of zip code
- ▶ Classroom diversity
- ▶ RCSD overall performance levels unacceptable if community is to survive and thrive; must have strong central core
- ▶ Solutions must involve entire community; city can't solve by itself
- ▶ Create strong magnet schools of choice that attract students from city and suburbs; beyond ability of individual districts to provide alone

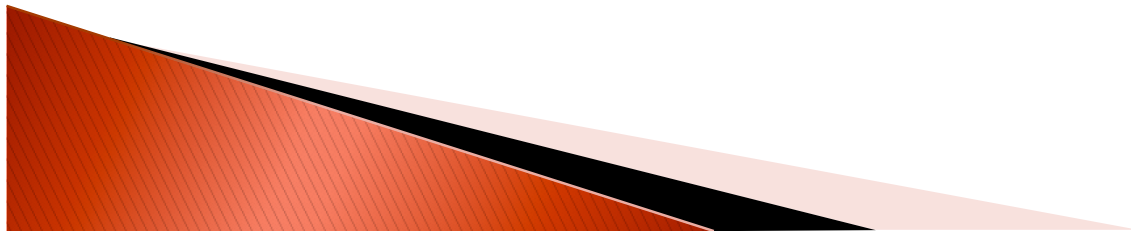
# Key Imperatives

- ▶ Academic Imperative:
  - Excellent public education for all
- ▶ Economic Imperative
  - Great schools attract economic development, revitalize neighborhoods, change demographic realities & workforce composition
- ▶ The Moral Imperative



# Faith Community Role

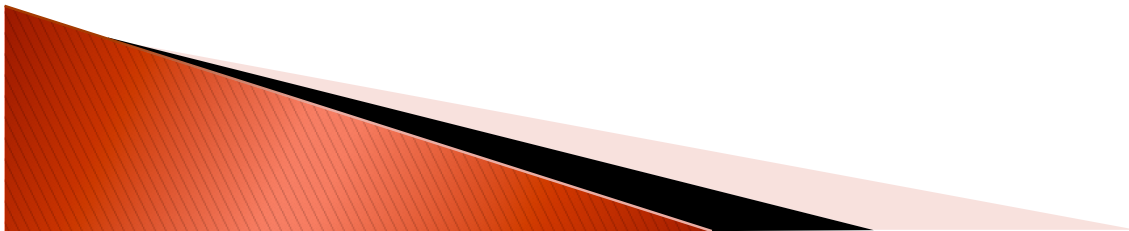
- ▶ Concerted, targeted effort to mobilize faith communities toward action
- ▶ Courageous conversations on race/equity and justice
- ▶ Interfaith effort had powerful effect in developing community groundswell for change
- ▶ Trained and developed mentors and tutors





# Moral/Faith Imperative

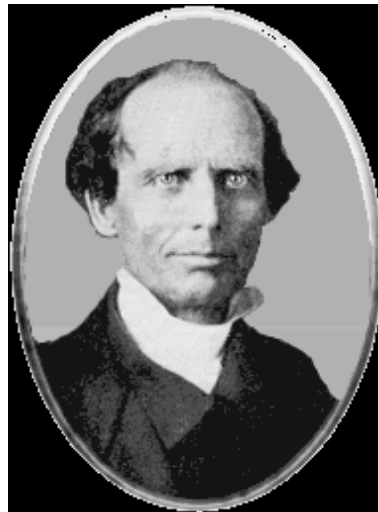
- ▶ Children are not “at risk,” they are “at promise”
- ▶ Jesus said, “just as you did it to one of the least of these ...you did it to me.” *Matt. 25:40*



# Justice, Righteousness in Our DNA

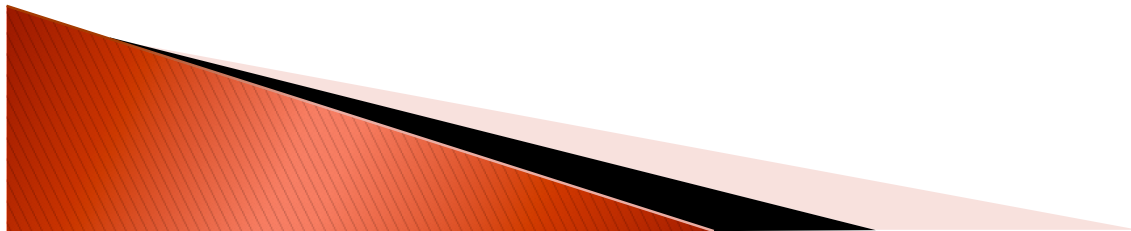
## Home of...

- ▶ Susan B. Anthony
- ▶ Frederick Douglas
- ▶ Charles Finney
- ▶ Walter Rauschenbusch



# How Do We Act on Key Principles?

- ▶ Need broad community collaboration and strong leadership
- ▶ Need cooperation and policy changes at local and state levels
  - Regional carve-out legislation
- ▶ Develop local pilots to help move toward achievement of key principles/goals
- ▶ Organization of faith community support will be key to build grass roots momentum

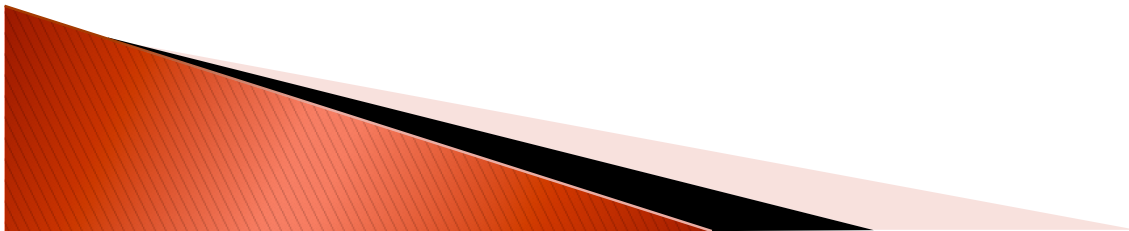


# We Are Sharing our Findings...

- ▶ RCSD Supt. and Board Chair
- ▶ Monroe County School Boards Association
- ▶ Rochester Business Alliance and other business leaders
- ▶ Farash, ESL and RACF foundations
- ▶ Proponents of charter schools
- ▶ Regents
- ▶ Mayor Warren
- ▶ ROC the Future
- ▶ BOCES and School District Supts.
- ▶ Higher Education leaders
- ▶ Faith community leaders
- ▶ Union leaders
- ▶ Jim Lawrence/editorial board/Unite Rochester

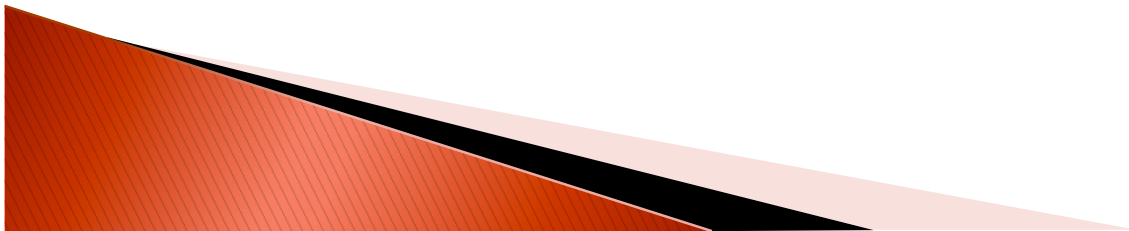
# Essential Questions:

- ▶ How can we partner to unify the greater Rochester community?
- ▶ How can we guarantee great schools for all children?
- ▶ How can we choose on moral grounds to change the conversation and create equity in education?



# What's Next?

- ▶ November 10 summit for community leaders, with larger follow-on spring event planned
  - Seeking grant funding
- ▶ Ongoing research on other communities' efforts
- ▶ Continuing to tell our story
  - Who can you help us reach to tell our story?



# What Can You Do?

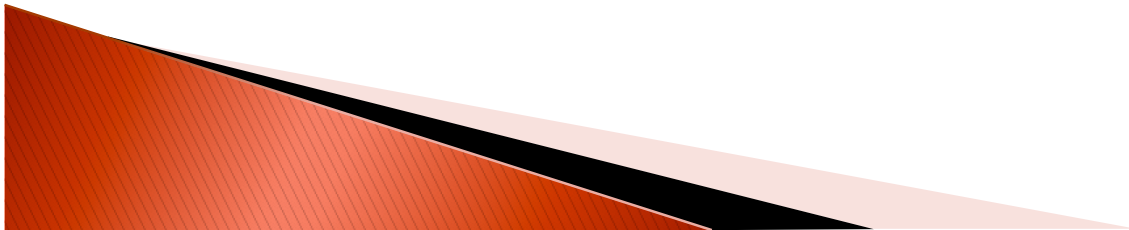
## Pray



# What Can You Do?

## Educate Yourself

- ▶ Lead a book study on Grant's book
- ▶ Read summaries of the research
  - (bibliography provided)
- ▶ Read RACF Poverty Report

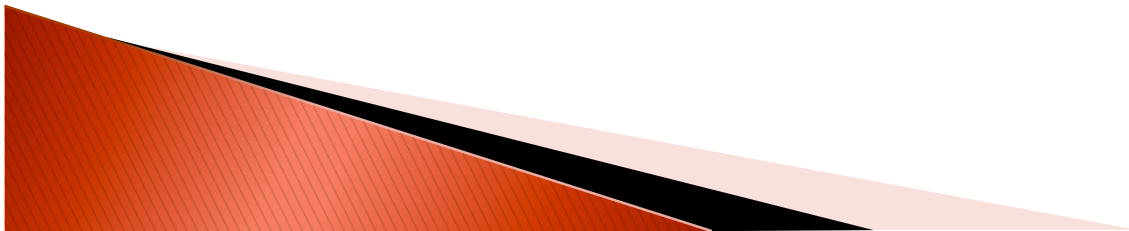




# What Can You Do?

## Develop a relationship with an Urban School

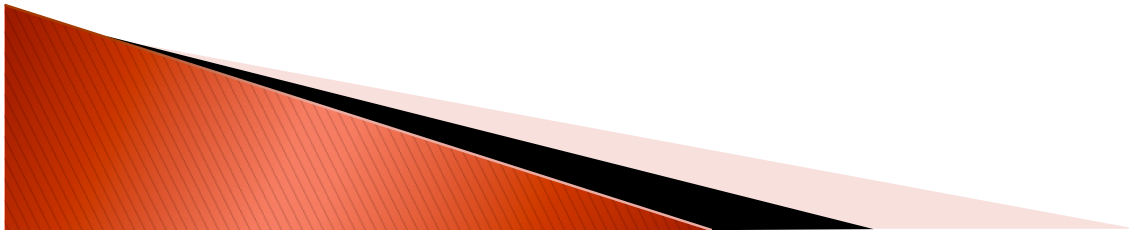
- ▶ Tutor
- ▶ Provide basic needs (gloves/hats/coloring books)
- ▶ Stock a clothing closet
- ▶ Provide weekend food distributions
- ▶ Provide fieldtrip scholarships (\$300)
- ▶ RCSD Attendance Blitzes (9-11, Thur. Oct 23)



# What Can You Do?

## Support Urban-Suburban Program

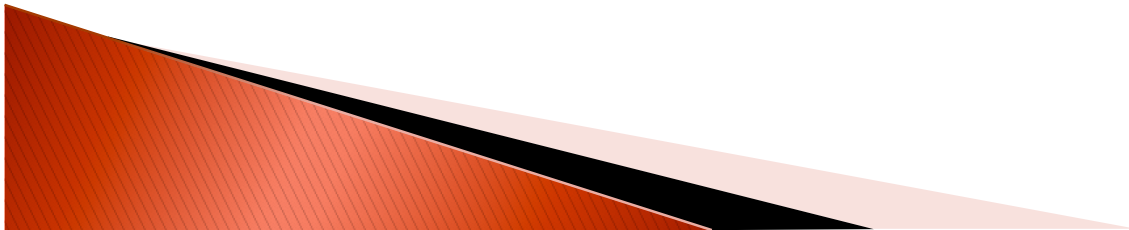
- East: Brighton, Pittsford, Penfield, Fairport
- North: West Irondequoit
- West: Brockport and Wheatland-Chili
- One way to the suburbs; not two-way



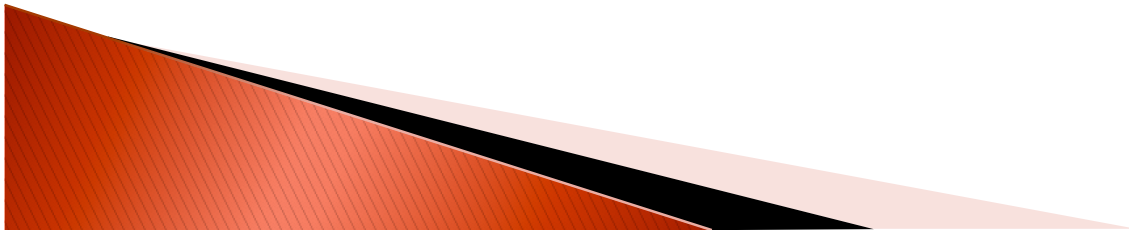
# What Can You Do?

## Connect with Us

- Sign up to help us host key leader education symposium on November 10
- Sign up to help us develop communication outlets
- Sign up to receive future updates
- Help us tell this story



# Where Do You Fit?



# Who Else Needs to Hear This?

