Breakthrough Schools

A plan to reverse the devastating consequences of poverty in Rochester schools with interdistrict collaborations that create opportunities for every child, regardless of zip code or family income, to attend a truly great school.

GS4A
GREAT SCHOOLS FOR ALL

Time for a Breakthrough…

- **What?** A network of cross-district primary and secondary magnet schools in Monroe County, offering thematic programming that no single district can afford to offer on its own. Enrollment in Breakthrough Schools would be voluntary. Each school would be socioeconomically diverse, with a cap on the number of poor students in any one school. Several potential Breakthrough Schools operators are already developing plans for magnet schools in Monroe County.

- **Who?** These schools could be operated by one school district or by a partnership including several districts, by an area college or an educational partnership organization.

- **Why?** Decades of research indicate that socioeconomic integration can dramatically improve the graduation rates for poor children, with no adverse effects on middle class students. New research also indicates that students in socioeconomically diverse schools demonstrate higher levels of creativity, critical-thinking, motivation and problem-solving skills. These schools offer poor and affluent students the gift of each other—through the collaboration and friendship that reinforces classroom learning, and builds the empathy and understanding they will need to succeed in an increasingly diverse society.

GS4A: Who We Are:

We are city and suburban residents, neighbors, parents, grandparents, business people, faith leaders, educators, researchers, lawyers, students and community activists all dedicated to reversing the failure of high poverty schools through a variety of voluntary integration strategies.

Our History:

Great Schools For All (GS4A) began as a small group from the Urban Presbyterians Together (UPT) consortium. The group began exploring problems with urban schools and was motivated to act after reading *Hope and Despair in the American City: Why There Are No Bad Schools in Raleigh*, by Gerald Grant, Professor Emeritus, Syracuse University. City and state leaders in Raleigh/Wake County merged city and county schools in1976 and used magnet schools to assure racial and socio-economic diversity.

We were further motivated by conversations at Rochester's 2013 GradNation Summit, and expanded our group beyond UPT to include other interested citizens from the community. We obtained a grant from the Rochester Area Community Foundation for a two-way exchange with Raleigh, NC.

In April 2014, eleven people from Rochester traveled to Wake County, NC, to explore ways to break down the effects of

high-poverty public schools, interviewing over 75 community and school leaders. In November 2014, five Raleigh leaders traveled north to participate in a daylong educational symposium with over 150 participants from a broad cross-section of the Greater Rochester community. In May 2015, more than 200 people attended a daylong GS4A event at Mt. Olivet Baptist Church, where GS4A work groups reported on their research and gathered feedback for the work ahead.

Over the summer and fall of 2015, GS4A volunteers and work groups developed plans for critically needed integrated summer learning programs, conducted focus groups with city and suburban parents to gauge interest in cross-district magnet schools, and developed this proposal for legislation.

The Big Picture

Despite decades of reform efforts, fewer than half of RCSD students graduate from high school in four years, and, according to the most recent data from ROC the Future, only a fraction of those graduates are minimally equipped for entry-level college work.

But teachers, administrators and parents are not the reason so few children succeed in Rochester. The much larger problem, plain and simple, is poverty. Rochester is one of the poorest cities in America with the highest rate of childhood poverty (over 50 percent) of any comparably-sized American city.

Like so many high-poverty urban school districts, the Rochester city schools face challenges they cannot solve on their own. It is easy to lose sight of this reality, however. After all, we can point to individual students who excel despite their circumstances. We've seen successful urban programs or

schools that have been turned around because of the extraordinary leadership of a principal or faculty. But those exceptions only prove the rule. There are no successful high-poverty school districts in America.

Anecdotal success must not become an excuse for inaction. A successful school district must graduate the vast majority of its students—including those who struggle academically—on time, ready for work, job training or higher education.

When children come to school unprepared for kindergarten, when they are surrounded all day by a majority of children just as unprepared as they are, when they are soon expected to start testing at grade level, "failure" becomes the norm.

It doesn't have to be this way. There is a strategy that can turn around the lives and the educational fortunes of the poorest children: socioeconomic integration.

When poor and middle class children are in the same classrooms, they learn from each other. As it turns out, the understanding and the expectations children share with each other are the most reliable predictors of student success. Integration, the research shows, is not just a civic ideal, but the fertile ground that yields the fruits of true learning. Students in integrated schools learn from the life experiences of those who are different; students acquire and hone their academic skills in their interactions with each other. Students in socioeconomically integrated schools are far more likely to graduate on time, ready for college work, than students in high-poverty schools.

Finally, it is important to note that socioeconomic integration efforts are taking root all across the country, as the evidence

shows that integration does more than close the testing gap between poor and affluent students.

There are those who see integration as a handout to poor or minority children. It is no such thing. Integration, as it turns out, makes all children smarter.

One new report concludes, "we know that diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students, including middle-class white students, because they promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills."

We have become an extraordinarily diverse society and we will become even more diverse in the 21st century. An integrated educational experience is essential to preparing our children to navigate and succeed in a changing world. It is essential not just to poor or minority children, *but to all children*. The skills students can only acquire in a diverse school are critical to the future of our democracy, to preserving vital communities and neighborhoods and to the prosperity of businesses that must have workers who can think beyond and collaborate across racial, cultural and economic boundaries.

*(At the end of this proposal, we've listed several **Quick Reads** for those who want an overview of how socioeconomic integration works in schools around the country, and we've added an **Into the Weeds** section as well, for those who want to dig into the scholarly research that supports the GS4A premise.)*

Our Premise:

While there are, as noted above, anecdotal exceptions, high poverty schools (with at least 50 percent of students eligible for free and reduced price federal meals) typically fail. In many Rochester city schools, the poverty population exceeds 90 percent; not one school has a poverty population below 60 percent.

"Sometimes I think New Yorkers are so afraid of doing anything about segregation, and so convinced that integration has been a failure, because they have never experienced it." **–Gary Orfield**, *co-author of the UCLA Civil Rights Project report, 2014*

Socioeconomic integration, coupled with unique academic programs otherwise not available either to low-income or more affluent students can reverse this trend. In places (such as Raleigh/Wake County, NC, Hartford, CT, Cambridge, MA, or Montgomery County, MD) where poor and middle class students share classrooms in significant numbers (sometimes moving across existing school district lines), the poorest students show often dramatic improvement in test scores, graduation rates and college admissions, while their middle class and more affluent cohorts demonstrate no drop in achievement and significantly benefit from attending a diverse school. Indeed, researchers from James Coleman in the 1960s to Gary Orfield and Richard Kahlenberg today have consistently found that *the demographic mix of the classroom is critical to student success.*

GS4A believes that socioeconomic diversity will enable city and suburban districts to collaborate on outstanding educational initiatives that no one district could sustain by itself.

GS4A asks, "If not this, what?" What will we do as a community to be sure each child has the opportunity to receive a great education? What will we do to reverse the debilitating consequences of high-poverty schools? What will we do to build a stronger economic future for our community?

Our proposal assumes several fundamental principles:
- *Collaborative schools will offer programs no one district can realistically offer alone.*
- *The movement of students across school district lines must be voluntary. No family will be required to send a child out of district.*
- *Collaborative schools must be socioeconomically diverse.*
- *The plan does not require the consolidation of some or all of the 18 school districts in Monroe County.*

The Rochester-Monroe Anti-Poverty Initiative

Our community stands at a critical juncture. The state of New York has committed $500 million to our region through the Upstate Revitalization Initiative to support a variety of efforts aimed at rebuilding the physical and human infrastructure of our community. And part of that includes the Rochester-Monroe Anti-Poverty Initiative (RMAPI), which is committed to reducing poverty by 50 percent over 15 years.

Some of the RMAPI's work will rightly be focused on easing the relentless day-to-day hardships faced by so many poor families. This includes improving the delivery of critically needed human services, improving housing stock in poor areas, and making poor neighborhoods more livable with a variety of supports.

But RMAPI's effort will be aimed at systemic changes, too: Those initiatives that can change the landscape, creating opportunities for individuals and families to permanently escape poverty.

GS4A believes this proposal for socioeconomically integrated schools belongs on the list of systemic anti-poverty efforts the RMAPI will back.

The RMAPI September 2015 Progress Report specifically identifies the problem this proposal addresses: **"Lack of a socially and economically diverse environment puts the student at an educational disadvantage."** (Appendix A, p. 43) The report calls for **"incentivizing schools/districts that are racially and socioeconomically diverse."**

That report also named three common themes anti-poverty initiatives should address. GS4A believes that a network of socioeconomically diverse schools speaks to each of these concerns:

1. "**Addresses structural racism**." The schools in New York State, including Rochester's are the most segregated in America, according to a 2014 report from the UCLA Civil Rights Project study. Our proposed Breakthrough Schools would be required to be socioeconomically diverse (which would also ease racial isolation), and these schools would have to hire diverse staffs and develop a plan for socioeconomically and racially inclusive programming. A network of these schools would correct a system that today leaves poor and minority students in schools that consistently fail them and leaves them permanently disadvantaged in life after school.

2. **"Address poverty-induced trauma."** By dramatically improving the high school graduation rate (and college- and work-readiness) of city students, this proposal can help break the cycle of poverty. In high-poverty schools, large numbers of students experience directly or are exposed to a range of poverty-induced traumas— emotional or learning disabilities, an absence of community supports, domestic abuse, isolation from essential social networks, violent behavior, substance abuse, poverty-related health issues, etc.

   These traumas are not unique to city students; more affluent suburban students may face some of these hardships as well. But in high-poverty schools, a huge percentage of children experience several traumas, creating a "multiplier effect" that overwhelms a school's capacity to respond to these personal crises with compassion and adequate resources. The result is a school-learning climate that lowers collective expectations of success. Those lowered expectations become self-fulfilling prophecies.

   The socioeconomic integration of those students into middle-class schools brings necessary resources into play and creates opportunities to ease and reverse the impact of poverty-induced trauma in the lives of young students.

3. **"Build and support our community."** One of the most vivid memories of our GS4A team's 2014 visit to Raleigh, NC, is the revitalization of once poor and racially isolated city neighborhoods. Once the newly formed Wake County Public School System committed to the elimination of

high-poverty failing schools through the socioeconomic integration of all its (now 150-plus) schools, middle class families returned to the city and began to rebuild homes and neighborhoods.

The same can happen here. Investments in the Emma-Beechwood neighborhood (one of the city's Targeted Investment Areas), for instance, should include magnet programs and schools that entice local working poor residents to stay while also achieving better socio-economic integration that can revitalize the entire neighborhood.

Once middle class and working poor families know their children will always have the opportunity to attend a great school (if not within blocks of their homes, then elsewhere in the larger community), they will help repopulate now emptying neighborhoods. These families will not only lift property values by investing in their homes, they will create demand for neighborhood businesses, and support community organizations that give all citizens, rich and poor, a voice in the affairs of their city. The key to a strong community is a socioeconomically diverse city, not neighborhoods that keep the poor isolated from the wider community—out of sight and out of mind.

A 'Both/And' approach

GS4A does not claim to have the only good ideas for improving the educational experiences and the lives of Rochester's poorest children.

What we do firmly believe, based on the evidence, is that socioeconomic integration is a necessary component of turning around high-poverty schools. But integration, while *essential*, is not *sufficient* to this achieve this end. We also fully support other ongoing efforts:

- ROC the Future's work to assure that every city student can read by third grade
- The city's Beacon Schools effort to focus a variety of important services (meals, arts programming, health care, mentoring) in some neighborhood schools, making those schools "beacons" for their surrounding communities.
- The work of the many, many volunteer tutors who generously give their time in city schools, and whose commitment improves the lives of children every day.
- The RCSD's three state-funded socioeconomic diversity initiatives: a preK collaboration between the city and W.Irondequoit SD, a bilingual collaboration between the city and Brighton SD, and the opening to suburban students of the promising new Pathways to Technology (P-Tech) program at Edison Tech.
- Strengthening and expanding successful RCSD initiatives—that very likely would appeal to suburban families—such as the Montessori school, expeditionary learning at World of Inquiry, the School of the Arts, and School Without Walls.

We believe there is not one, but many, strategies needed to reverse the tragedies poverty has perpetuated in this community.

There will be successes and setbacks in the effort to assure a great school for every child. But the key to reaching that goal is

1   Breakthrough Schools
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that we find ways to work together as a community (this is not just a "city problem") to guarantee the education every child needs to live a happy and successful life.

Now is the time.

Our Goal:

A Community in which every family, no matter their zip code or income, is guaranteed access to excellent public schools that offer opportunities and programs that are only feasible through collaborative, cross-district approaches.

Why make changes now?

Monroe County and Rochester city schools face numerous challenges:

- The City of Rochester and Monroe County are inter-dependent: the County cannot be economically and socially healthy without the City, as its core, also being economically and socially healthy.
- Without substantial improvements in educational outcomes for RCSD students, the economic competitiveness of the Rochester region will remain stagnant and lasting urban revitalization will not occur.
- RCSD and suburban public school districts face increasing challenges in their ability to provide timely, relevant, and "leading edge" educational opportunities that prepare their students for careers and college.
- Budget realities—including state-mandated tax caps—sometimes cause school districts to eliminate, reduce, or restrain growth in existing programs, or rule out creation of new programs that would

benefit their students; collaboration among districts offers an opportunity to overcome these challenges.

- City aid to RCSD has been flat for a number of years, and RCSD is fiscally dependent on NYS, requiring ever higher rates of state aid.
- A growing number of suburban school districts in Monroe County are also experiencing an increase in [poverty](#) that could put those districts at risk, too. More than 30 percent of students in the Brockport, Gates-Chili, Wheatland-Chili, Rush–Henrietta and Greece districts are eligible for free and reduced price lunches; the number tops 45 percent in East Rochester and East Irondequoit.

Our Plan: Breakthrough Schools

We propose a network of Breakthrough Schools that would be open to students from anywhere in Monroe County and admission would be blind (except for controls to maintain a diverse mix of low-income and more affluent students). The aim is to offer a framework and incentives for the city and suburban districts to create powerful new collaborative schools, with students moving voluntarily from city to suburb and suburb to city to take advantage of specialized opportunities that are responsive to student needs and interests.

1) Breakthrough Schools can be of several types:
- **Magnet Schools** (either primary or secondary) will offer unique programming to draw students from school districts across the county. These schools must offer an approach or "hook" that individual districts cannot typically offer on their own, and that

is not presently offered through BOCES. (For examples, look to the end of this section.)

- **Interdistrict partnerships**. The partnerships could be between two or more districts or two or more individual schools. Besides meeting socioeconomic diversity targets, these partnerships would have to offer a sharing of resources (human and material), programs not available in each school or district (all–day preK, etc.), and opportunities for student interactions across socioeconomic lines.
- **Receivership schools**. When poor performing schools are designated by NYS for receivership, a school district, an EPO (educational partnership organization) or some other designated operator could apply for designation as a Breakthrough School—which would lead to additional resources if the new school meets the "conditions for certification" as a Breakthrough School (enumerated below).
- **Diverse charter schools**. Under current NYS legislation, a charter school must give admissions preference to students living within the district in which the school is chartered—so that charters in the city of Rochester are effectively required to be high–poverty schools. If state law is amended to permit charters to recruit a socioeconomically diverse student body (with students moving across district lines), a charter could apply for designation as a Breakthrough School.

Magnet Schools from Around the Country

The most common magnet schools are elementary Spanish language immersion (or other language), elementary or secondary arts or leadership academies, elementary Montessori programs, science and engineering high schools, or early college schools (a five-year high school program that leads to an associates degree).
Here's a sample of other possibilities:

- **Athens Drive Magnet High School: Center for Medical Sciences and Global Health Initiatives**, Raleigh, NC (Curriculum centered on medical advances with many certification programs available to students)
- **Carroll Magnet Middle School: Leadership in Technology Magnet**, Raleigh NC, grades 7-8 (Technology-based curriculum with focus on collaborative learning and critical thinking)
- **Discovery Academy,** Hartford CT, preK-grade 5 (Focus on Science, Technology, Engineering and Math)
- **Beveridge Magnet School of Global Studies & The Arts**, Omaha, NE, grades 7-8 (Focus on multi-cultural worldview through arts, language and international studies)
- **Garlough Environmental Magnet School**, St. Paul, MN. K-grade 4 (A nature-based theme with curriculum developed in conjunction with a local nature center)
- **Public Safety Academy**, Hartford CT, grades 7-12 (Learning along three different curriculum tracks: Law Enforcement; Fire Sciences and Emergency Medicine; and Law, Government and Homeland Security
- **Wiley Magnet School for International Studies**, Raleigh, NC, grades K-5 (Students from many countries focus on the Global Village, multiple languages)

2) Conditions for certification as a Breakthrough School. Requests for designation as a Breakthrough School may come from existing school districts. RCSD, for example, could seek to convert P-Tech, East High, School of the Arts, School Without Walls, World of Inquiry expeditionary learning school, or others to Breakthrough Magnet Schools. Also, any district could apply for designation to launch a partnership with one or more other districts. Applications for Breakthrough School designation may also come from EPOs, charter operators (under conditions listed in the previous section), SUNY or other colleges or universities.

To receive designation as a Breakthrough School the applicant must:

- Offer a plan to recruit a student body that is at least 25 percent and not more than 50 percent low-income — i.e., eligible for free or reduced price federal meals.
- Develop an academic program that is distinct from what school districts or BOCES currently offer—or that represents an expansion of a unique program for which there is insufficient capacity.
- Create cross-cultural opportunities that help students prepare for the increasingly diverse workforce of the future.
- Offer a plan to build a diverse teaching and administrative staff.
- Offer a plan to develop a school community that actively seeks ways to engage students and their

parents in social, recreational or educational interaction.
- Identify at least one community partnering organization (business, arts, medical, human services, etc.) that will have a role in enhancing academic opportunities at the school.

Governance and Finance

GS4A sees at least three potential governance structures for Breakthrough Schools:

- A BOCES-like program. The state's Boards of Cooperative Educational Services are designed to facilitate collaboration among small city, suburban and rural school districts. Typically, districts pay tuition to send students to BOCES programs that for both practical and financial reasons, individual districts cannot offer.

  The BOCES model already provides a mechanism for the transfer of tuition and reimbursement to local districts, which could be applicable to Breakthrough Schools. This model would require state legislation to permit the city to fully participate in BOCES.

- As a second Urban-Suburban program. The 50-year-old Urban Suburban program was designed to ease "racial isolation" (and as of 2015, U-S guidelines also emphasize deconcentrating poverty through socioeconomic integration) by allowing city students to attend schools in participating suburban districts and by allowing suburban students to attend city schools. In truth, there have been virtually no suburban-to-urban transfers in many years, but the legislation establishing Urban-Suburban does not

preclude additional programs consistent with the original goals.
- An Office of Breakthrough Schools, authorized by new state legislation. Presumably, a new office would use existing formulas to allow state or local funds (now applicable to charter schools or Urban–Suburban participating districts) to follow students to a Breakthrough School.

GS4A believes this Breakthrough Schools initiative offers a rare opportunity for school districts and others to collaborate on exciting programs that will greatly enhance the educational experiences of city and suburban children alike.

Under this model—built on voluntary magnet schools and other collaborations—existing school districts retain the local control important to their constituents, but also receive incentives to develop schools that will produce educational successes for students from across the county.

GS4A recognizes the need for at least short-term financial supports to protect districts from state aid losses they may experience as students move to Breakthrough Schools outside their home districts. However, those "losses" represent only one-side of the equation.

This proposal encourages districts—acting alone or in partnership with others—to develop Breakthrough Schools with a cutting-edge curriculum that appeals to their own students and that draws students from outside the district (who bring state aid dollars with them).

We believe that Breakthrough Schools should be eligible for financial support through the Rochester-Monroe Anti-Poverty Initiative and the Upstate Revitalization Initiative. We also believe the new federal Every Student Succeeds Act may offer financial assistance to magnet school programs aimed at creating socioeconomically diverse schools.

But our work is not done.

Next Steps

Our governance and financing ideas are not yet as detailed as they need to be. Consequently, GS4A has engaged an educational consultant who will help us:
- Reach out to school superintendents, school boards, other elected officials, parents, professional educators and other stakeholders for input (and hopefully, buy-in) on the Breakthrough Schools initiative.
- Develop a governance model that will include a staffing plan, a process for receiving and acting on Breakthrough School certification requests and a process for evaluating those schools' compliance with the objectives of the program. The consultant will also address the best ways to identify and develop promising magnets and to market those schools effectively.
- Identify a funding mechanism(s). Presumably per capita state aid dollars would follow students from their home districts to the Breakthrough School (and school district) of their choosing. But the consultant will help us discover additional sources of funding to protect districts from losses (as students move to schools outside their home districts) and provide incentives for the creation of Breakthrough Schools.

What the evidence says about socioeconomic integration.

Quick Reads

Rachel Cohen, "Obama's Mixed Record on Racial Integration," *The American Prospect*, Aug.30, 2015 (Despite having voiced support for socioeconomic integration, the president has done little; that could change with the pro-integration John King now heading the U.S. Department of Education.)
http://prospect.org/article/obamas-mixed-record-school-integration

Nikole Hannah-Jones (video), "How school segregation works today," *Vox*, Nov. 19, 2015. (A powerful tale of an "All-American girl" whose segregated public school failed her.)
http://www.vox.com/2015/11/19/9758312/school-segregation-nikole-hannah-jones

Nikole Hannah-Jones, "School Segregation, the Continuing Tragedy of Ferguson," *ProPublica*, December 19, 2014 (How politics and racism destroyed what had been a successful St. Louis-area integration plan, leaving Michael Brown's home school district the worst in Missouri.)
http://www.propublica.org/article/ferguson-school-segregation

Richard Kahlenberg, "From all walks of life: New hope for school integration," *American Educator*, Winter 2012-2013. (A survey of integration initiatives that are working around the country)
http://www.aft.org/sites/default/files/periodicals/Kahlenberg.pdf

Richard Kahlenberg, A New area in civil rights: proposals to address the economic inequalities in Robert Putnam's 'Our Kids.' The Century Foundation, September 10, 2015. (A combination of housing and integration efforts can make a huge difference, and there is mounting evidence to back that up.)
http://www.tcf.org/assets/downloads/Kahlenberg_ANewEraofCivilRights.pdf

Anya Kamentz, "The evidence that white children benefit from integrated schools," *National Public Radio*, October 19, 2015

http://www.npr.org/sections/ed/2015/10/19/446085513/the-evidence-that-white-children-benefit-from-integrated-schools

Sharon Lerner, "Segregation Nation," *The American Prospect*, June 9, 2011 (Omaha, Nebraska, used a little known state law and creative thinking to create am 11-district "Learning Community" that provides financial incentives to districts that accept students from other districts as a way to achieve socioeconomic integration.) http://prospect.org/article/segregation-nation

Halley Potter, "Three Reasons to Support Integrated Charter Schools," The Century Foundation (blogpost), June 10, 2013 (Charter schools are part of the educational landscape and even isolated change can be useful alongside more systemic efforts.) http://www.tcf.org/blog/detail/three-reasons-to-support-integrated-charter-schools

Alana Semuels, "The city that believed in desegregation: Integration isn't easy, but Louisville, Kentucky, has decided it's worth it," *The Atlantic*, March 27, 2015 (It can be argued that Louisville is an economically vibrant city today because of its successful school integration plan, which has inspired a wide range of community collaborations.) http://www.theatlantic.com/business/archive/2015/03/the-city-that-believed-in-desegregation/388532/

Into the weeds

(N.B. Many of the references below were cited in Richard Kahlenberg's *All Together Now,* a 2001 collection of research to date on the effectiveness of socio economic integration published by The Century Foundation. Those sources are so identified in the synopsis that follows each citation.)

Marco Basile, "The Cost-Effectiveness of Socioeconomic School Integration," Chapter 4, *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy*, Richard Kahlenberg, ed., The Century Foundation, 2012 ("The benefits of a program to achieve voluntary socioeconomic integration through support of magnet schools and financial incentives constitute improvements in lifetime outcomes

that exceed costs."

Duncan Chaplin and **Jane Hannaway**, "African-American High Scorers Project: Technical Report, Vol. 2, Schools and Neighborhood Factors in SAT Performance," Urban Institute, 1998 (As cited by Kahlenberg, the social context of a school, as measured by peer family income and parental education is strongly associated with individual student scores on the SAT.)

John Chubb and **Terry Moe**, "Politics, Markets and America's Schools, Brookings Institution," 190, pp. 124–128, 109 (As cited by Kahlenberg, school socioeconomic status is "strongly associated" with achievement gains between sophomore and senior years.)

Abbie Coffee and **Ericka Frankenberg**, "Two Years After the PICS Decision: Districts' Integration Efforts in a Changing Climate," The Civil Rights Project (UCLA), July 30, 2009. (A description of the limits imposed on integration efforts by a 2007 U.S. Supreme Court decision, along with summaries of actions taken by districts to sustain or implement integration efforts.)
http://www.magnet.edu/files/pdf/ma_districts-integration.pdf

James S. Coleman, *The Adolescent Society: The Social Life of the Teenager and its Impact on Education,* Glencoe, Ill. Free Press, 1961, p. 5 (In a study of 10 schools, students were 14 times as likely to say it is harder to accept disapproval of peers than teachers.)

James Coleman, "Equality of Educational Opportunity," U.S. Department of Health, Education and Welfare, 1966. (Landmark study that describes in great detail the patterns of racial segregation in American education, and which makes a powerful case for integration as a powerful tool for improving educational outcomes.)
http://files.eric.ed.gov/fulltext/ED012275.pdf

Robert L. Crain and Rita Mahard, "Desegregation and Black Achievement: A Review of the Research, 42 Law and Contemporary Problems 17–56," Summer 1978. (Available at: http://scholarship.law.duke.edu/lcp/vol42/iss3/4) (As cited by Kahlenberg, the poor benefit from integration and the middle class are not hurt. Why? Three reasons: The majority culture of a school is very

influential, the poor are more sensitive to school environment, and smart ability grouping enables the more advanced students to [progress while exposing the poor to the middle class.)

Malcolm Gladwell, "Do Parents Matter?" *The New Yorker*, Aug. 17, 1998, p. 55
(On average, poor children begin school with half the vocabulary of middle-class children. Yet, as has been true of immigrant children, the vocabulary of poor children expands dramatically in middle-class schools. Language skills are acquired laterally; what they pick up from peers is at least as important as what they learn at home.)
http://www.newyorker.com/magazine/1998/08/17/do-parents-matter

John I. Goodlad, *A Place Called School: Prospects for the Future,* McGraw-Hill, 1984, pp. 76-77 (As cited by Kahlenberg, high poverty schools are more likely to develop a culture of anti-achievement than middle class schools.)

Christopher Jencks and **Meredith Phillips**, "The Black-White Test Score Gap," Brookings Institution, 1998, p. 24. (As cited by Kahlenberg, desegregation efforts nationwide correlated with a rise in black high school graduation rates from 55 percent in 1980 to 83 percent in 1986, with the largest gains coming in the South and rural areas where desegregation efforts were most intense.)

Ann Mantil, Anne G. Perkins, and **Stephanie Aberger,** "The Challenge of High-Poverty Schools: How Feasible is Socioeconomic Integration?" Chapter 5, *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy,* Richard Kahlenberg, ed., The Century Foundation, 2012
(Interdistrict collaborative schools can dramatically reduce the numbers of and consequences of high-poverty schools.)

Deborah Meier, *The Power of Their Ideas: Lessons for America from a Small School in Harlem*, Beacon Press, Boston, 1997 (The higher the socioeconomic status of a school, the higher the expectations of teachers and principals. Integration surrounds even the poorest children with higher expectations for their success and higher level academic programs.)

National Assessment of Educational Progress, U.S. Department of Education, June 2015, <u>School Composition and the Black-White Achievement Gap</u>, (White student achievement is positively impacted in integrated schools.)
<u>https://nces.ed.gov/nationsreportcard/subject/studies/pdf/school_composition_and_the_bw_achievement_gap_2015.pdf</u>

Halley Potter, Kimberly Quick and Elizabeth Davies, The Century Foundation, *A New Wave of School Integration*, Feb. 2016. (A review of 91 charter school networks and school districts now using socioeconomic and racial integration strategies to improve outcomes.)
<u>http://apps.tcf.org/a-new-wave-of-school-integration</u>

Stephen Schellenberg, "Concentration of Poverty and the ongoing need for Title I" in Gary Orfield and Elizabeth Debray, eds., *Hard Work for Good Schools: Facts not Fads in Title I Reform*, Harvard Civil Rights Project, 1999, pp. 130 and 137. (Study of 60,000 students in four school districts in Minnesota found that poor children who continue to live in poor neighborhoods but attend more affluent schools show substantially higher scores.)

Porter W. Sexton, "Trying to Make it Real Compared to What? Implications of High School Dropout Statistics," *Journal of Educational Equity and Leadership*, Vol. 5, Summer 1985 pp. 92,96, 102-103. (As cited by Kahlenberg, Portland, Oregon, study found that individual dropout rates are closely associated with school dropout rates; when students are reassigned to new schools, their dropout rates come to resemble the rates at that new school.)

Amy Stuart Wells and **Robert L. Crain,** *Stepping Over the Color Line: African- American Students in White Suburban Schools*, Yale University Press, 1997, p. 1. (As cited by Kahlenverg, mounting evidence shows that African Americans who attend desegregated schools are much more likely to achieve at higher rates and have higher aspirations than those in segregated schools, and are more likely to go to college and have higher-income jobs.)

Amy Stuart Wells and **Robert L. Crain**, *Stepping Over the Color Line: African- American Students in White Suburban Schools*, Yale University Press, 1997, Chapter 7. (As cited by Kahlenberg, a St. Louis interdistrict integration plan involving 12,000 inner city students who attended suburban schools found substantial improvements, while a doubling of compensatory spending on a high-poverty racially segregated Kansas City school yielded only modest improvements in test scores.)

Amy Stuart Wells, Lauren Fox, and **Diana Cordova-Cobo**, "How Racially Diverse Schools and Classrooms Can Benefit All Students," The Century Foundation, Feb. 2016 (Evidence shows that diverse schools actually help to make students smarter.)
http://apps.tcf.org/how-racially-diverse-schools-and-classrooms-can-benefit-all-students

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(As cited in Kahlenberg, there is a strong link between the level of parental engagement in a school and student achievement, and for individual students the advances in achievement are not dependent on their own parents being present in the school—what matters is that parents are present. Poor children benefit directly from the role of middle class parents in their schools.)

Stephen Thernstrom and **Abigail Thernstrom**, *America in Black and White: One Nation, Indivisible,* Simon and Schuster, 1997, p. 339 (The decline in black student test scores correlates with the reversal of desegregation plans starting in the 1990s.)

William Yancey and **Salvatore Saporito**, "Racial and Economic Segregation," *Applied Behavioral Science Review*, vol.3, Issue 2, 1995 (As cited in Kahlenberg, when low-income children are concentrated in a school, teachers may sense a discouraging climate and come to feel that "these kids can't learn.")