

# The Case for Socioeconomically Diverse Magnet Schools in Rochester

Rochester Beacon Education Forum

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[gs4a.org](http://gs4a.org)

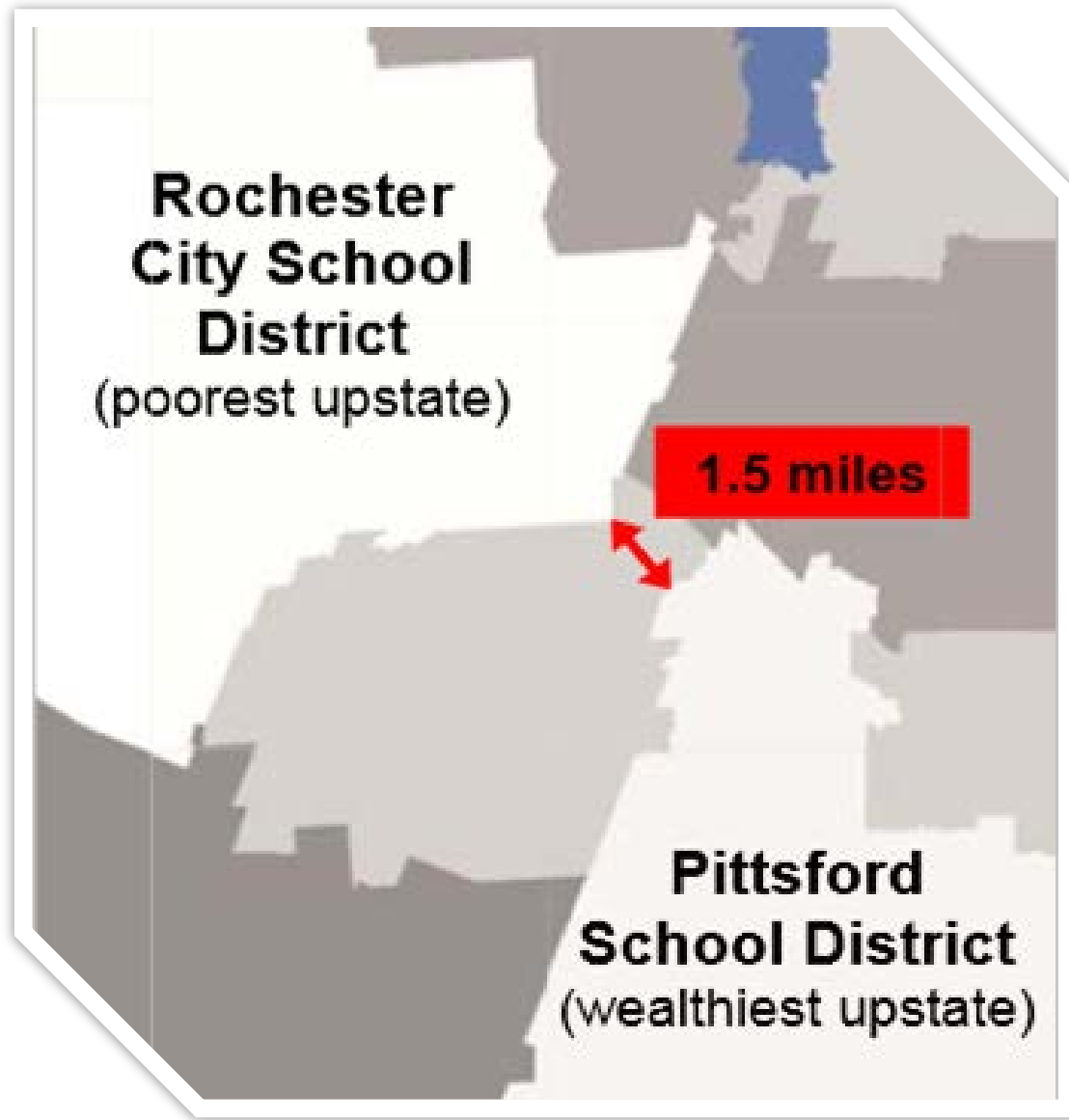
# About GS4A

- Evidence-based; citizens advocacy coalition
- Community-wide solutions to reduce impact of concentrated poverty
- Support from Raleigh & other communities
- Advocate network of socioeconomically diverse magnet schools



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# School Poverty Tipping Point 40-50%



# What We Support

- Both/And Approach - Diverse Magnet Schools **PLUS:**
- Strong community/neighborhood schools
- Expanded # of teachers of color
- Extensive focus on staff/administrator/teacher training on structural racism and implicit bias
- Culture change within District
- Diverse, culturally-responsive curriculum
- Restorative justice practices & “relationship approach”;  
Victorious Minds Academy



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# What This is NOT

- A proposal for a County School District
- An extension of the Urban-Suburban Program
- Mandatory



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# Our Core Proposed Model

- Network of evidence-based voluntary cross-district diverse magnet schools
- Collaborative efforts between city and suburban school districts
- Proven model schools offering opportunities not otherwise available
- Significantly improved odds of student success

# Research Demonstrates Impact Across the Country

- Research has clearly demonstrated improvement on educational measures and graduation rates in Raleigh, Hartford, Dallas, Cambridge, Louisville, Omaha, going back to national Coleman report 50+ years ago.
- Research also clear: improved problem solving, critical thinking, creativity, ability to work with those with different backgrounds, preparation for 21<sup>st</sup> century workforce.

# Graduation Rates in Raleigh

Selected Subgroups	2017-18 Graduation Rates
All Students	89.1
White/Caucasian	94.6
Black	84.1
Hispanic/Latinx	77.2
2+ Races	89.1
Economically Disadvantaged	78.0



# Graduation Rates in Monroe County – Selected Districts

School District	% Economically Disadvantaged	Economically Disadvantaged 2017 Graduation Rate
Rochester	83%	49%
Greece	45	83
Rush-Henrietta	38	86
Gates-Chili	43	73
East Irondequoit	53	85
Brockport	44	75

# Components of Diverse Magnet Schools

- Multi-districts, voluntary, roughly 50-50 mix of low and middle-income students from city and suburbs
- Unique public school curriculum not otherwise available (eg, language immersion, leadership, public safety or health careers, environmental science, early college prep, tech development, business/entrepreneurial, occupational/apprentice programs, etc.)

# Components of Diverse Magnet Schools (cont'd)

- Cross-cultural learning and experiential opportunities for all students to prepare for diverse society and workforce of the future
- Diverse teaching and administrative staff
- Develop school community of students and parents
- Community partnering organizations (eg, human services, business, union, medical/ health care, arts) to enhance student experience
- Expanded choices for students

# Is There Local Support for Diverse Magnet Schools?

Professional survey of 300 city and 300 suburban parents of current school children:

- 87% indicated they would consider one or more of the magnet schools listed (93% Rochester / 85% Suburbs).
- Almost three quarters (73%) indicated they would consider sending their child to a magnet school outside their home district on a voluntary basis. (83% Rochester / 70% Suburbs).
- Support for voluntary magnet schools, even across district lines, substantial across all subgroups of parents: geographic, racial/ethnic, & income levels.
- A new generation of parents values such diverse expanded options for their children.

# What Needs to Happen?

- Recognize RCSD can't fix its schools alone. Need entire community, including suburbs.
- Need state support from Regents and state legislators: reimbursement formulas; financial incentives; shared staff, resources, facilities.
- Bring districts to table: Create expanded student options - pilot test diverse magnets.
- Turn current crisis into transformational opportunity.

# Would Our Approach Work?

- National research clear
- Data from local school districts supportive
- Models in other communities we can build on – Raleigh, Hartford, others
- Local survey data indicate strong support
- Suburban districts willing to talk