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Promoting Diversity: Integration in New York State

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Segregation in New York State

- New York State is one of the most socioeconomically and racially diverse states in the country:

Demographics of NYS Public Schools						
White	Latino	Black	Asian Pacific Islander	Multiracial	Native American	FPRL
45%	26%	18%	9%	2%	1%	52%

- More than 60 years after *Brown v. Board* New York State has the most segregated school system in the country. According to 2010 data:

White students on average attend a school where 80% of their peers are White and only 30% of their peers are low-income

Over half of Black and Latino students attend schools where fewer than 10% of their peers are White, and Black and Latino students on average attend a school where 70% of their peers are low-income

Sources: New York State Department of Education, Student Information Repository System (SIRS) 2015-2016 Demographic Data. Kucsera, J., & Orfield, G. (2014). New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future. p 35, 48, UCLA Civil Rights Project, available at: <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norfler-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>.

Why Integration is Important

- Segregated schools produce lower educational achievement and attainment for students of color and low-income students
- Socioeconomic and racial integration leads to higher academic outcomes for all students and reduces the achievement gap for students of different racial backgrounds



Sources: Wells, A.S., Fox, L., & Cordova-Cobo, D. (2016). How Racially Diverse Schools and Classrooms Can Benefit All Students, The Century Foundation, available at: <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>. See also Mickelson, R.A. (2016). School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence, The National Coalition on School Diversity, available at <http://www.school-diversity.org/pdf/DiversityResearchBriefNo5.pdf>.

Integrated and Segregated Schools Compared

Segregated School

Outdated classroom supplies

High teacher turnover

Little-to-no access to AP courses

Outdated athletic facilities

Underfunded

Integrated School

Updated classroom supplies

High teacher retention rates

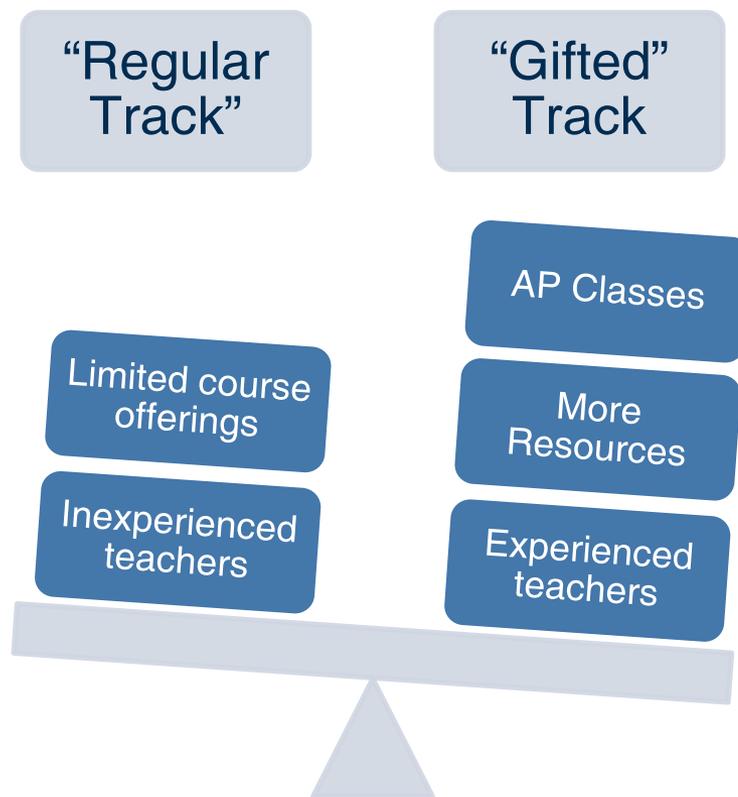
Access to AP courses

Updated athletic facilities

Access to more public and private resources

Sources: Bifulco, R., Cobb C. D., & Bell C. (2009). Can Interdistrict Choice Boost Student Achievement? The Case of Connecticut's Interdistrict Magnet School Program. *Educational Evaluation and Policy Analysis*, 31(4). See also, Wells, A. S., & Miles, A. (2015). Still Separate, Still Unequal in a Post-Milliken Era: Why Rodriguez Would Have Been Good but Not Good Enough. In *The enduring legacy of Rodriguez : creating new pathways to equal educational opportunity*. Cambridge, MA: Harvard Education Press.

Segregation Within a School



Sources: Bifulco, R., Cobb C. D., & Bell C. (2009). Can Interdistrict Choice Boost Student Achievement? The Case of Connecticut's Interdistrict Magnet School Program. *Educational Evaluation and Policy Analysis*, 31(4). See also, Wells, A. S., & Miles, A. (2015). Still Separate, Still Unequal in a Post-Milliken Era: Why Rodriguez Would Have Been Good but Not Good Enough. In *The enduring legacy of Rodriguez : creating new pathways to equal educational opportunity*. Cambridge, MA: Harvard Education Press. See also Kohli, S. (2014, November 18). Modern-Day Segregation in Public Schools. *The Atlantic*.

Benefits of Integration

Benefits of Racial Integration	Benefits of Socioeconomic Integration
Raises academic outcomes for students of color and economically disadvantaged students without lowering outcomes for other students	Raises achievement levels for lower-income students transferred to socioeconomically integrated schools
Closes the achievement gap between students of different racial and ethnic backgrounds	Creates a school community with more resources
Fosters critical thinking skills and the ability to communicate and work with people of all backgrounds	Increases level of teacher retention and ability to attract the most qualified teachers
Fosters cross-cultural understanding and reduces racial and ethnic prejudice (both of which are vital for civic engagement)	Provides more course offerings for students

Sources: Bifulco, R., Cobb C. D., & Bell C. (2009). Can Interdistrict Choice Boost Student Achievement? The Case of Connecticut's Interdistrict Magnet School Program. *Educational Evaluation and Policy Analysis*, 31(4). Sources: Wells, A.S., Fox, L., & Cordova-Cobo, D. (2016). How Racially Diverse Schools and Classrooms Can Benefit All Students, The Century Foundation, available at: <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>. See also John Kuscera and Gary Orfield, "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future," *School Segregation in the Eastern States*, (Los Angeles, CA: The Civil Rights Project, 2014), 29.

Promoting Integration is Aligned to Board of Regents Goals

- The mission of the New York State Board of Regents is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide highly effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship
- Goals recently articulated by the Board of Regents as part of the My Brother's Keeper Initiative include ensuring that **all** students:
 1. Enter school ready to learn;
 2. Read at grade level by third grade;
 3. Graduate from high school ready for college and careers;
 4. Complete postsecondary education or training;
 5. Successfully enter the workforce; and
 6. Grow up in safe communities and get a second chance if a mistake is made.

Promoting socioeconomic and racial integration is a powerful mechanism to achieve these goals.

Integration Strategies for Districts

Some strategies districts can use to achieve integration:

- Develop flexible **integration targets and enrollment systems** to ensure that each school generally reflects the demographic diversity of the district and/or surrounding districts;
- Implement **classroom placement strategies** to ensure that each classroom is diverse and that students receive the full educational and other benefits of diversity;
- **Publish data** regularly to monitor whether integration goals are being met, and adjust goals, policies, and practices in light of the evidence of how well they are succeeding and how they can be improved;
- Create **partnerships, regional districts, or consolidations with nearby districts** to address socioeconomic or racial isolation across districts;
- **Re-draw zones**, strategically select **new school sites**, and create unzoned schools with **weighted enrollment** (e.g., enrollment preferences or weighted lottery) to increase integration; and/or
- Provide **transportation and other logistical support** to ensure that segregated housing patterns do not prevent students from attending integrated schools.

Integration and School Culture

In addition to ensuring schools are diverse, integration should be woven into the fabric of each school's culture. Strategies may include:

- Solicit **community and parental feedback** through accessible means and in multiple languages, and provide transparency in the development, implementation, and evaluation of integration strategies;
- Develop **programs that attract a diverse student body** and meet the unique needs of students within each school;
- Encourage targeted staff recruitment efforts so that **school staff reflect the diversity of New York State** and that all students receive the educational and other benefits of that diversity;
- **Distribute resources within and across schools** and programs according to students' needs; and
- Provide **professional development focused on culturally and linguistically responsive instruction** and strategies to support integrated learning environments within each school.

Integration at Work in New York State Districts

New and innovative integration strategies in some districts:

- **Rochester City School District** has recently grown its Urban-Suburban Interdistrict Transfer program to include more suburban districts, and received a NYSED SIPP grant to partner with West Irondequoit to create a suburban to urban Pre-K program
- **Schenectady City School District** implemented a redistricting plan for all of its elementary and middle schools this year designed to promote integration and equity of programs across schools, and received a NYSED SIPP grant to support their planning and implementation
- **New York City Districts 1 and 13** have conducted extensive community engagement to develop integration plans with the support of a NYSED SIPP grant
- **Freeport School District** provides two-way bilingual programs in all its elementary schools, in part, to integrate schools
- **White Plains School District** has been implementing a controlled choice enrollment policy for nearly 30 years to integrate schools

State Policy to Promote Integration: ESSA

- The ESSA Think Tank has developed two High Concept Ideas as part of the work to address segregation and promote integration
 - High Concept Idea: NYSED should measure integration in schools and consider ways to incorporate this measure into the data dashboard
 - High Concept Idea: Integration can be used by schools to meet evidence-based intervention requirements

State Policy to Promote Integration: Data Gathering and Sharing

- In order to make new diversity policies sustainable, there must be constant data gathered and reported on the levels of integration in schools, districts, and counties throughout the State
- NYSED will work with all districts that have Comprehensive and Targeted Support schools on methods to collect and report such data through their plans, and will help those districts and schools through a process to influence success for students

State Policy to Promote Integration: Boys and Young Men of Color Initiative

- NYSED will work with the Boys and Young Men of Color Initiative to identify ways to promote integration strategies
- NYSED will support districts and schools that use integration strategies to provide young men of color access to high quality schools

State Policy to Promote Integration: Culturally Responsive Framework

- Culturally responsive practices are needed in order to make the diversity and integration a reality
- NYSED will work with stakeholders to provide districts with a culturally responsive framework that supports diverse learners and diverse cultures

State Policy to Promote Integration: Professional Development

- Integration and diversity do not end at the school door. In order to achieve this vision, district and school leaders will need to be trained on best practices that support integration and culturally responsive practices
- By providing training and working with districts at a local level, the State can support districts in implementing their commitment to provide equitable and equal educational opportunities for all students

State Policy to Promote Integration: Community Engagement

- Effects of integration are far reaching and cannot be fully realized without buy-in from the school and district community, including students, parents, and other stakeholders
- Support for schools and districts in their effort to engage key stakeholders by providing resources is an important activity for all communities

State Policy to Promote Integration: Partnering with other State Agencies

- Segregated schools are the result of a myriad of social and institutional factors and, as a result, integration must address those structural forces that perpetuate segregation
- Other state organizations such as the New York State Department of Transportation, Office of Children and Family Services, New York Housing Authority, and the New York State Department of State all need to partner with communities

Proposed Essential Questions

- To what extent are measures of the absence or presence of economic integration policies predicative of achievement performance on NYS standardized tests?
- How might previously published studies that examine the implications of the absence or presence of integrated educational communities inform and guide Regents policy? There are examples of past efforts that failed as well as efforts that were successful, what are the lessons to be learned?
- What can we predict about the life goals of students who, over the course of K-12 segregated school experiences, continuously perform below proficiency levels on state and locally administered standardized tests? What can we learn about the life goals of students who attend schools that seek incentives to sustain policies that focus on economic diversity? What might be the outcomes for our democracy?

Promoting Integration: Next Steps and Timeline

- This discussion will continue at the July Board of Regents Retreat
- Next steps will be determined at the Retreat