



engage^{ny}

Our Students. Their Moment.

Integration: Framing the Conversation

Problem Statement

“The push toward socioeconomic and racial integration is perhaps the most important challenge facing American public schools. Segregation impedes the ability of children to prepare for an increasingly diverse workforce; to function tolerantly and enthusiastically in a globalized society; to lead, follow, and communicate with a wide variety of consumers, colleagues, and friends. The democratic principles of this nation are impossible to reach without universal access to a diverse, high quality, and engaging education.”

Segregation in New York State

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

Demographics of NYS Public Schools						
White	Latino	Black	Asian/ Pacific Islanders	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 schools 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

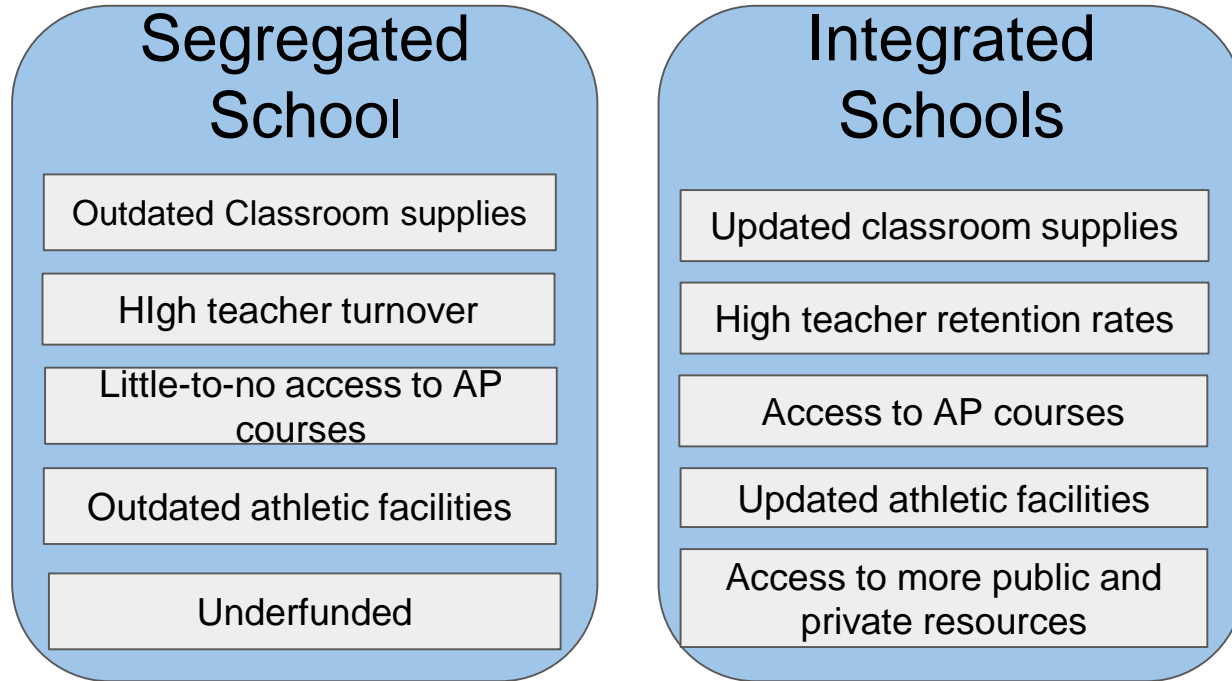
Over half of Black and Latino students attend schools where fewer than 10% of their peers are White, and Black and Latino students on average attend a school where 70% of their peers are low-income

What additional data would be useful?

What is an Integrated School?

What is a Segregated School?

Integrated and Segregated Schools Compared



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
- **White Plains School District** has been implementing a controlled choice enrollment policy for nearly 30 years to integrate schools

Proposed Essential Questions

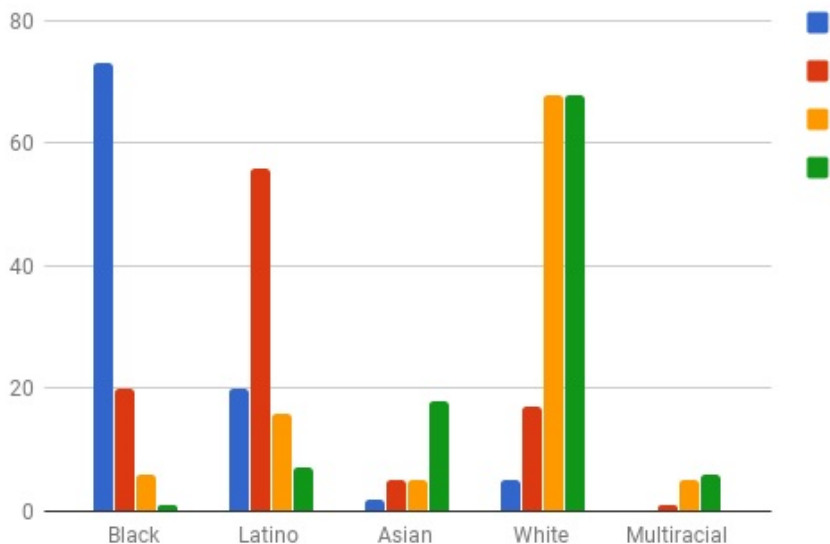
- To what extent are measures of the absence or presence of socioeconomic integration policies predictive of achievement performance on NYS standardized test?
- How might previously published studies that examine the implications of the absence or presence of integration educational communities inform 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 their K-12 segregated school experiences, continuously perform below proficiency levels on state and locally administered standardized test? 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

Proposed Additional Research Questions

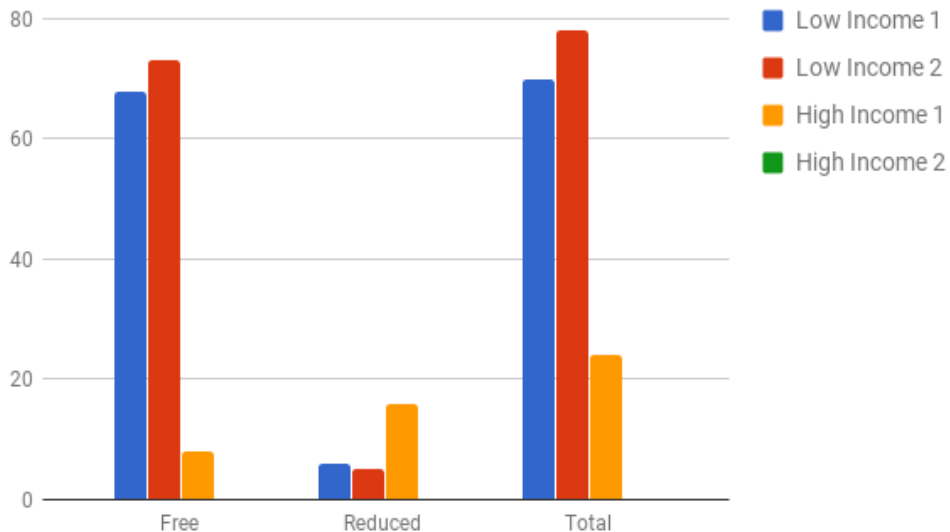
1. Are students' constitutional rights being violated on the basis of distinguishing characteristics that shape the profile of the students not demonstrating the knowledge and skill to complete a “meaningful high school education”?
2. Is the achievement gap and its distinguishing characteristics based on historical and present policies and/ or practices of racial, class, or any other intentional segregation?
3. What do updated charts that compare student performance disaggregated by race, income, gender, English language proficiency, etc., tell us about meeting our constitutional charge?
4. What do these data tell us when correlated with the “essential education resources necessary to provide the opportunity for a sound basic education - such as qualified teachers, appropriate class sizes, professional development, instructional materials, model English language learner programs, and adequate facilities?

Demographics

Enrollment by Race



Free and Reduced Lunch

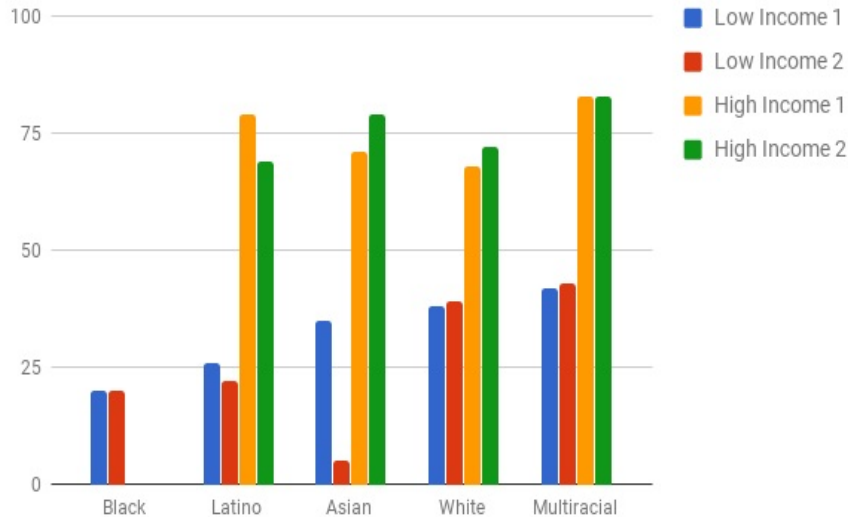


* In high income district 2 there were no students eligible for free or reduced lunch.

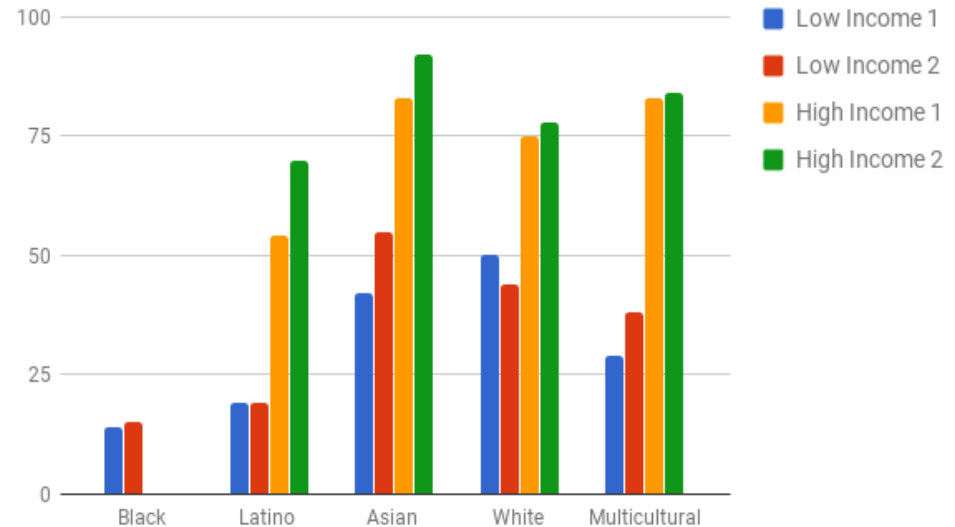
Proficiency Assessment Data

NYS Assessment Scores Grades 3-8

Proficient NYS ELA Scores Grades 3 - 8



Proficient NYS Math Scores Grades 3-8



* No data available for Black students high income schools

* Source: New York State Report Card - [https:// data.nysed.gov](https://data.nysed.gov)

Why Care? What are the Implications for Democracy?

What are the implications for Democracy?

A discussion

Proposed Research Agenda

Advocates with diverse views on the nature, scope and character of our work

- Review of studies and literature
- Author/ researcher/ practitioner presentations
- Listening tours
- Site visits to school districts that have voluntarily implemented integration projects for the proposed commission
- Other?

Potential Partners

- Other state organizations such as the New York 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
- Others?

Common Language

- **Segregation** is the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means, integration and desegregation (Merriam-Webster, 2004)
- **Integration** by definition incorporates as equals into society or an organization of individuals of different groups (such as race); (Merriam-Webster, 2004)
- **Disproportionality** is the under or over representation of a given population group (Merriam-Webster, 2004)
- **Equity vs. equality** - Equity is giving every student what they need to be successful. Equality is giving every student equal access and opportunity (Skiba, 2016)
- **Cultural Responsive Framework** recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994)
- **Restorative Practices** take a restorative approach to resolving conflict and preventing harm through inclusivity, establishing relationships and building a sense of community (Restorative Practice

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Where do we go from here?