



Great Schools in Wake
COALITION

Every Child, Our Child

The Need to Know More about What the Academic Research Says

High Quality Teachers—Recruitment and Retention

Academic, Social, and Economic Benefits of Diverse Schools

Closing the Achievement Gap

Impact of Poverty on Student Learning

Solutions for Success at High Poverty Schools—The Costs

Learning from Our Neighbors

*"Unless our children begin to learn together, then there is little hope
that our people will ever learn to live together."*

Thurgood Marshall, 1967

The annotated Bibliography is intended to be a resource for both the Wake County Board of Education and our community. The research contained herein represents the academic work from top educational researchers at leading academic institutions across the country. One result of the increased use of accountability testing over the last 20 years is that there is now a large longitudinal body of data that provides researchers precise information about students, teachers and settings that create academic achievement. Some of this research was the foundation for the WCPSS decision to utilize poverty as a factor in student assignment. Great Schools in Wake, which is committed to sharing research and analysis with the Board and the Community, will continue to add additional annotations.

Overview

The Socioeconomic Composition of Public Schools: a Crucial Consideration in Student Assignment Policy.

“Student achievement...has been clearly shown to fall as the poverty level of a school rises. A consistent, forty-year body of scientific studies confirms that children who attend high-poverty schools face considerably higher risks of lower academic performance, whatever their individual academic potential. In fact, middle –income students who attend high-poverty schools earn lower average test scores than do low-income students who attend middle class schools (U.S. Department of Education, National Center for Education Statistics. *The Condition of Education, 2003.*).

“The benefits of avoiding high-poverty schools—for individual students and for society—are not limited to improvements in students’ test scores. When Professor Susan Mayer analyzed data on 26,425 students who were in tenth grade in 1980 and who submitted to follow-up interviews two years later, she found that students who attend lower poverty schools have lower dropout rates and lower pregnancy rates than students of the same race and income level who attend high poverty schools. (Susan E. Mayer, *How Much Does a High School's Racial and Socioeconomic Mix Affect Graduation and Teenage Fertility Rates?* in *The Urban Underclass* 321, 325-27 (Christopher Jencks & Paul E. Peterson eds., 1992). Importantly, Mayer also calculated that the positive effects of moving lower-income students from high-poverty to middle-income schools are significantly greater than the minimal effects of moving high-income students out of very low-poverty schools to average-poverty schools. These findings have subsequently been confirmed by a number of researchers.”

UNC Center for Civil Rights, School of Law, University of North Carolina at Chapel Hill. (2005)

<http://www.law.unc.edu/documents/civilrights/briefs/charlottereport.pdf>

High Quality Teachers—Recruitment and Retention

1) Highly qualified, experienced teachers are closely linked to student achievement.

Teacher quality and student achievement: a review of state policy evidence.

“Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work.

The implications for state efforts to enhance quality and equity in public education are discussed. (Note 1)”

Darling-Hammond, Linda. (2000).

Education Policy Analysis Archives.

<http://epaa.asu.edu/ojs/article/view/392>

Teacher Quality—Education Policy White Paper.

“Good teaching matters. There is persuasive evidence that students benefit from high quality instruction and that these benefits are cumulative for students who have good teachers for several years. Teacher effectiveness matters so much that low-income students lucky enough to have three very good teachers in a row in elementary school earn test scores that, on average, are similar to middleclass children.¹ Conversely, almost all children, regardless of their socio-economic status, will be harmed academically by poor teaching three years running. Nearly 3.8 million teachers work in our schools, but there are simply not enough good ones to go around, especially in the schools and districts serving high-poverty, large minority student populations.² And although one focal point of the No Child Left Behind (NCLB) Act of 2002 was to address this problem, the policies states developed in response to NCLB’s call have not achieved this goal.³”

National Academy of Education. (2009)

http://www.naeducation.org/Teacher_Quality_White_Paper.pdf

2) It’s difficult to recruit and retain teachers to teach in schools with concentrated poverty.

Recruiting and Retaining Teachers for Hard-to-Staff Schools

“Although states have maintained a focus on recruiting and retaining teachers, many schools and districts still face daunting challenges in ensuring a qualified and competent teaching corps. It is particularly difficult for schools considered hard to staff—those with high concentrations of low-performing, low-income students; high teacher turnover; and relatively high percentages of teachers who are less than fully certified. States are experimenting with numerous strategies for recruiting and retaining teachers, and some of them are trying particularly to help hard-to-staff schools. To date, there is little hard evidence of the impact of many of their efforts. However, some practices appear promising. To help meet the needs of chronically hard-to-staff schools, governors should consider short- and long-term efforts to

- Evaluate and assess current strategies by collecting, analyzing, and using better data;
- Offer a flexible package of financial incentives to meet different local needs, possibly including substantial changes to traditional pay structures;
- Track, analyze, and improve teacher working conditions, including ensuring strong school leadership, time for teachers to develop their teaching craft, and sufficient materials and resources to teach effectively; and
- Improve preparation and support for beginning teachers. “

Barnett, B. and Hirsch, E. (2005)

Center for Teaching Quality, NGA Center for Best Practices.

<http://www.nga.org/Files/pdf/0510RECRUITINGTEACHERS.PDF>

Teacher Recruitment Incentives.

“High-poverty schools face multiple disadvantages in attracting and keeping qualified teachers. Creating financial incentives to attract more and better teachers to these schools makes sense. It simply isn't enough, however, given the magnitude and nature of the problems.

“School districts can help land strong candidates and match them appropriately with positions in high-poverty schools by making timely job offers and involving schools in hiring decisions. Districts can also help high-poverty schools obtain the resources and assistance needed to support their teachers better. If teachers are not well matched to their teaching assignments and if they lack support from school leaders and colleagues, those teachers who can do so will seek a more congenial setting.”

David, Jane L. (2008).

Palo Alto, CA

http://www.ascd.org/publications/educational_leadership/apr08/vol65/num07/Teacher_R
http://assets.aarp.org/www.aarp.org/_articles/NRTA/Harvard_report.pdf
recruitment_Incentives.aspx

Shortchanging Poor and Minority Schools: California's Hidden Teacher Spending Gap

Schools that serve mostly low-income students and students of color receive less of everything than schools that serve their more advantaged peers. But there is an even more insidious inequity that has remained largely invisible, and that is the gap in school spending on teachers. (Based on research specific to California school districts)

The Education Trust- West. (2005)

<http://www.hiddengap.org/>

Who Stays in Teaching and Why: a Review of the Literature on Teacher Retention.

“...there is evidence that teaching has become a less attractive career than it was thirty years ago among both prospective and new teachers. Moreover, turnover rates among new teachers are rapidly increasing, particularly in low-income schools. Thus, there is a need not only to recruit talented candidates to teaching, but also to support and, thus, retain them once they have entered the classroom.”

Johnson, S.M., Berg, J. H., and Donaldson, M. L. (2005). Harvard Graduate School of Education.

http://assets.aarp.org/www.aarp.org/_articles/NRTA/Harvard_report.pdf

The Draw of Home: How Teachers' Preferences for Proximity Disadvantage Urban Schools.

“School districts across the country are finding it increasingly difficult to recruit new, well-qualified teachers. This is especially true for urban schools with high concentrations of poor, non-white, and low-performing students. States and school districts have responded with a variety of policies to attract and retain more qualified teachers in these difficult-to-staff schools. Some states and districts employ signing

bonuses; others have mounted aggressive, often far-reaching, recruitment campaigns to attract prospective teachers. Still other efforts focus on broadening entry to the profession through alternative certification programs.

“The preference for geographic proximity has implications for policies regarding the training and recruitment of teachers, suggesting potential benefits of local recruitment and training. It also has implications for how models of teacher labor markets are conceptualized, given that the omission of distance as a factor in teachers’ choices may bias estimates of compensating differentials and, more generally, of teachers’ preferences for various job characteristics.”

Boyd, D., Lankford, H., Loeb, S. and Wyckoff, J. (2005).

Journal of Policy Analysis and Management

[http://www.teacherpolicyresearch.org/portals/1/pdfs/The_Draw_of_Home_\(JPAM\).pdf](http://www.teacherpolicyresearch.org/portals/1/pdfs/The_Draw_of_Home_(JPAM).pdf)

Teach For America Teachers’ Careers: Whether, When, and Why They Leave Low-Income Schools and the Teaching Profession.

“Today more than ever, children living in poverty need to be taught by skilled teachers. However, research suggests that low-income children are often taught by the least qualified instructors. They tend to have scored lower on standardized tests, graduated from lower-tier colleges, and have fewer years of experience than teachers of higher-income children (Lankford, Loeb, & Wyckoff, 2002). Moreover, public schools serving large numbers of low-income children regularly experience elevated rates of teacher turnover (Ingersoll, 2001). The *Teach For America* (TFA) program was created to address these problems by placing graduates of the nation’s most selective colleges in public schools serving low-income children and requiring them to teach for at least two years. Dubbing it “Teach for Awhile,” critics charge that TFA teachers leave their placements so rapidly that their presence may exacerbate, not alleviate, the problems of low teacher quality and high teacher turnover in low-income schools (Azimi, 2007). Despite these claims, the retention of TFA teachers has never been studied rigorously and on a national scale.”

Donaldson, M.L. (2008).

Graduate School of Education of Harvard University

http://gseweb.harvard.edu/~ngt/new_papers/MLD_TFA_Paper1.pdf

Chronic Teacher Turnover in Urban Elementary Schools

“This study examines the characteristics of elementary schools that experience chronic teacher turnover and the impacts of turnover on a school’s working climate and ability to effectively function. Based on evidence from staff climate surveys and case studies, it is clear that high turnover schools face significant organizational challenges. Schools with high teacher turnover rates have difficulty planning and implementing a coherent curriculum and sustaining positive working relationships among teachers. The reality of these organizational challenges is particularly alarming, given that high turnover schools are more likely to serve low-income and minority students. The negative relationship between teacher turnover and school functioning, and the fact that turbulent schools are disproportionately likely to serve low income and minority students have important implications for both district and school-level policies.”

Guin, K. (2004).

Are Teacher Absences Worth Worrying About in the United States?

“Using detailed data from North Carolina, we examine the frequency, incidence, and consequences of teacher absences in public schools as well as the impact of a policy designed to reduce absences. The incidence of teacher absences is regressive: when schools are ranked by the fraction of students receiving free or reduced price lunches, teachers in the lowest income quartile average almost one extra sick day per year than teachers in the highest income quartile, and schools with persistently high rates of teacher absence were much more likely to serve low-income than high income students. In regression models incorporating teacher fixed effects, absences are associated with lower student achievement in elementary grades. Finally, we present evidence that the demand for discretionary absences is price elastic. Our estimates suggest that a policy intervention that simultaneously raises teacher base salaries and broadens financial penalties for absences could both raise teachers’ expected incomes and lower districts’ expected costs.”

Clotfelter, C.T., Ladd, H.F. and Vigdor, J.L. (2009) American Education Finance Association

<http://www.mitpressjournals.org/doi/pdf/10.1162/edfp.2009.4.2.115>

Recruiting and Retaining Effective Teachers in Urban Schools

“A great deal remains unknown about what exactly makes a teacher more or less effective. Nevertheless, when it comes to academic achievement, the research clearly demonstrates that the quality and effectiveness of teachers is *the* most important resource within the K-12 education system. Several studies have shown that teachers’ measured contributions to their students’ growth in academic achievement varies widely.⁴ For example, according to one study, the difference between having a good teacher and having a less effective one can add up to more than a year of academic progress.⁵ Another study has shown that student achievement can increase by as much as 50 percentile points as a result of having high-quality teachers for three or more years in a row.”⁶

Snipes, J. and Horwitz, A. (2007)

The Council of the Great City Schools

http://www.cgcs.org/publications/TQ_Brief_final.pdf

3) Schools with low concentrations of poverty have the most qualified teachers, which contributes to their higher level of academic performance.

High-Poverty Schools and the Distribution of Teachers and Principals.

“Although many factors combine to make a successful school, most people agree that quality teachers and school principals are among the most important requirements for success, especially when success is defined by the ability of the school to raise the achievement of its students. The central question for this study is how the quality of the teachers and principals in high poverty schools in North Carolina compares to that in the schools serving more advantaged students. A related question why these differences

emerge. The consistency of the patterns across many measures of qualifications for both teachers and principals leaves no doubt that students in the high poverty schools are served by school personnel with lower qualifications than those in the lower poverty schools. Moreover, in many cases the differences are large. Additional evidence documents that the differences largely reflect predictable outcomes of the labor market for teachers and principals. Hence, active policy interventions are needed to counter these forces if the ultimate goal is to provide equal educational opportunity.”

Clotfelter, C., Ladd, H., Vigdor, J., and Wheeler, J. (2006).

Sanford Institute, Duke University; and CALDER, Durham, NC

http://www.caldercenter.org/PDF/1001057_High_Poverty.pdf

National Board Certification and Teachers’ Career Paths: Does NBPTS Certification Influence How Long Teachers Remain in the Profession and Where They Teach?

“Investment in the certification of teachers by the National Board of Professional Teaching Standards (NBPTS) represents a significant policy initiative for the nation’s public school teachers. This article investigates the potential impact of NBPTS certification on teachers’ career paths. Using a competing risks model on data from North Carolina public schools, we find evidence that those teachers who apply to NBPTS are more likely to be mobile than are nonapplicants, particularly after they have gone through the certification process. Regression discontinuity estimates suggest that National Board–certified teachers are more likely than unsuccessful applicants to leave the North Carolina public school system and that this appears to result from certified teachers exiting high-minority schools, particularly Charlotte-Mecklenburg schools.”

Goldhaber, D. & Hansen, M., Center on Reinventing Public Education University of Washington

<http://www.mitpressjournals.org/doi/pdf/10.1162/edfp.2009.4.3.229>

Academic, Social, & Economic Benefits of Diverse Schools

The Academic Consequences of Desegregation and Segregation: Evidence from the Charlotte-Mecklenburg Schools

“The Charlotte-Mecklenburg School system (“CMS”) was declared unitary in 2002, thirty-one years after the historic *Swann v. Charlotte-Mecklenburg* decision mandated its desegregation. Using unique data sets collected in 1997, Professor Mickelson examines the effects of exposure to desegregation and first- and second-generation segregation on achievement over the course of middle and high school students’ careers in CMS.

“Because CMS is a strategic case for the study of relationships of desegregation and segregation to racial equality in educational processes and outcomes, the issues addressed in this Article lie at the intersection of several enduring questions in law, public policy, social science research, and educational practice. Professor Mickelson reaches several conclusions. First, students who have experienced desegregated schools and classrooms benefit academically in significant and substantive ways. Second, racially identifiable black schools and classrooms exert significant negative effects on both black and white

students' academic outcomes. Third, tracking helps to maintain white privilege by placing whites disproportionately into higher tracks than their comparably able black peers. Fourth, CMS's post-unitary status pupil assignment plan implemented in fall 2002 has accelerated the trend toward resegregation."

Mickelson, R. A. (2003)

North Carolina Law Review Association

<http://www.sociology.uncc.edu/rmicklson/images/nclawfinal.pdf>

Does Segregation Still Matter? The Impact of Student Composition on Academic Achievement in High School.

"The Coleman Report, published 12 years after the Brown decision, confirmed that widespread school segregation in the United States created inequality of educational opportunity. This study examines whether racial and socioeconomic segregation, which is on the rise in the United States, is still contributing to the achievement differences among students. The study used data from the National Education Longitudinal Survey of 1988 to estimate multilevel models of achievement growth between Grades 8 and 12 in mathematics, science, reading, and history for a sample of 14,217 students attending a representative sample of 913 U.S. high schools. The study found that the average socioeconomic level of students' schools had as much impact on their achievement growth as their own socioeconomic status, net of other background factors. Moreover, school socioeconomic status had as much impact on advantaged as on disadvantaged students, and almost as much impact on Whites as on blacks, raising questions about the likely impact of widespread integration. The impact of socioeconomic composition was explained by four school characteristics: teacher expectations, the amount of homework that the students do, the number of rigorous courses that students take, and students' feelings about safety. The results suggest that school serving mostly lower-income students tend to be organized and operated differently than those serving more-affluent students, transcending other school-level differences such as public or private, large or small. This article then addresses the question of whether such school characteristics can be changed by policies to reform schools and funding systems versus policies to desegregate schools."

Rumberger R. and G. Palardy (2002).

Teachers College Record, 109(9), 1999-2045.

[http://www.education.ucsb.edu/rumberger/internet%20pages/Papers/Rumberger%20&%20Palardy--Does%20segregation%20still%20matter%20\(TCR%202005\).pdf](http://www.education.ucsb.edu/rumberger/internet%20pages/Papers/Rumberger%20&%20Palardy--Does%20segregation%20still%20matter%20(TCR%202005).pdf)

Diversity Enhances Education.

"Parents who send their children to schools with classmates only like themselves make a serious mistake. Diversity doesn't undermine high quality education; it enhances it. You've heard this before. As adults coming of age in a globalizing economy, our children will live and work with people from many backgrounds. Students need to learn how to do this while in school. Attending school with people who are different also prepares children to be citizens of a diverse democratic society. I call these the soft reasons for diversity. There are compelling hard reasons, too. Here I'm talking about grades and test

scores, and critical thinking skills -- perhaps the most important academic tools our children learn in school.

“Think about your own most meaningful learning experiences in and out of school. They were likely not from books or lectures. Rather, they were first hand experiences that you then integrated into your existing store of facts and conceptual frameworks. A diverse classroom helps to bring this dimension to the learning environment regularly.”

Mickelson, R. (2002).

Charlotte Observer, Charlotte, NC, June 4, 2002.

epsl.asu.edu/epru/point_of_view_essays/EPRU-0206-22-POV.doc

Does Peer Ability Affect Student Achievement?

“The strong conclusion that comes from this analysis is that the achievement of peers has a strong and direct influence on learning. While the exact causal mechanism remains ambiguous – because we cannot rule out the importance of current peer behavior as opposed to simple skill differences – the estimates provide clear evidence of peer effects.

“Perhaps the most important finding is that peer average achievement has a highly significant affect on learning across the test score distribution. A 0.1 standard deviation increase in peer average achievement leads to a roughly 0.02 increase in achievement. Given that a one standard deviation change in peer average achievement is 0.35 of a standard deviation of the student test score distribution and that the use of lagged test score introduces error into the measure of peer achievement, the point estimate suggests that differences in peer characteristics have a substantial effect on the distribution of achievement when cumulated over the entire school career.”

Hanushek, E.A., Kain, J. F., Markman, J.M., Rivkin, S.G. (2002)

Journal of Applied Econometrics.

<http://edpro.stanford.edu/hanushek/admin/pages/files/uploads/peers.JAE%20publication%20version.pdf>

All Together Now: Creating Middle Class Schools through Public School Choice

“Kahlenberg’s point is not that the middle-class has a superior culture to which low-income students should be exposed, but rather that when schools have high concentrations of poor students, educators face overwhelming challenges and have insufficient resources, both financial and social, to meet them. Socioeconomic integration makes meeting these challenges more manageable at any given school. Integrating schools has the potential to create more academically productive peer cultures and less disruptive classroom and school environments, and the potential to ensure that each school has a core of active parents who will demand high performance from teachers and administrators. It may also even out, across schools, the expectations that teachers have for students and the curricula they offer.”

Kahlenberg, Richard D. (2001)

Brookings Institution Press.

A Portrait of an Integrating School: Equity High

“This research study seeks to understand how a former Afrikaans medium school, named after a prominent president of the apartheid era and steeped within the proud traditions and customs of the Afrikaans culture, went against the grain to become a shining beacon

of democracy in South Africa. Utilising the methodology of portraiture this research study draws attention to the outstanding qualities of this school, Equity High, studying excellence rather than pathology. Three major research findings emanated from this study: first, a transitory leader that is committed to humanistic principles and norms can effect positive educational change; second, if change attempts are to be successful, individuals and groups must find meaning concerning what should change as well as how to go about it; and third, a school climate that promotes cultural interconnectedness and cultural interdependency can foster a sense of belonging and a feeling at home for all students at school...

“As a transitory leader Johan was committed to humanist principles and norms. He held the view that we are all members of a single human family and strove to assert the dignity and inherent rights of individuals wherever they were situated geographically or socially, as aptly captured in one of his many speeches to students: *‘Not one of us lives in a vacuum. Give space to your fellow citizens. Understand how he looks at you as you live your life. Understand how he evaluates you in terms of the choices you make’.*”

“He strongly advocated the theory of ‘Cosmopolitanism’ by getting students to be in touch with their roots, the nation and the universe, and to view themselves as citizens of the world community based upon common human values. *“‘A true citizen of this world keeps others in mind and does not always seek to impress his own mind and way of thinking on others. If you’re gifted as to be able to lead them, then lead them to discover the corners of their own minds’*” (Johan).

Vandeyar, Saloshna (2009)

International Journal of Adolescence and Youth, Great Britain

[http://www.up.ac.za/dspace/bitstream/2263/11586/1/Vandeyar_Portrait\(2009\).pdf](http://www.up.ac.za/dspace/bitstream/2263/11586/1/Vandeyar_Portrait(2009).pdf)

School Resegregation: Must the South Turn Back?

“School desegregation has clear academic benefits. Chapters on testing and tracking examine a third theme and suggest that state mandated high-stakes tests and No Child Left Behind policies threaten these benefits as they contribute to the resegregation of schools. Roslyn Arlin Mickelson's regression analysis of standardized test scores in Charlotte in the 1996-1997 school year, before the district resegregated, demonstrates that ‘the more time both black and white students spend in desegregated elementary schools, the higher their standardized test scores in both middle and high school’ (p.93). Like Texas and Florida, North Carolina has been a leader in what is now a federal effort to use tests to determine if students are promoted and granted high school diplomas. Jay P. Heubert argues that these tests have a legally disparate impact on minority students. Amy Stuart Wells and Jennifer Jellison Holme contend that ‘comparisons of test scores played a role in [the] resegregation process’ as advantaged white parents fled desegregated high schools ‘solely on the basis of average test scores’” (pp. 194, 207).

Edited by John Charles Boger and Gary Orfield (2005)

UNC Press, Chapel Hill, NC

Review by R. Scott Baker

<http://www.thefreelibrary.com/School%20Resegregation:%20Must%20the%20South%20Turn%20Back?-a0155039550>

Race Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases

“In summary, the research evidence supports the conclusion that the overall academic and social effects of increased racial diversity are likely to be positive. Racial diversity per se does not guarantee such positive outcomes, but it provides the necessary conditions under which other educational policies can facilitate improved academic achievement, improved intergroup relations, and positive long-term outcomes. Because race-neutral alternatives – such as school choice and assignments based on socioeconomic status – are quite limited in their ability to increase racial diversity, it is reasonable to conclude that race-conscious policies for assigning students to schools are the most effective means of achieving racial diversity and its attendant positive outcomes. In the wake of the Supreme Court’s decision regarding the Seattle and Louisville policies, the research on racial diversity in schools will remain important to educators and policy makers as they work within the Court’s legal framework to craft procedures that provide students with the most beneficial educational environments.”

Linn, R.L. and Welner, K.G. eds (2007)

National Academy of Education

http://www.naeducation.org/Meredith_Report.pdf

Twenty-first Century Social Science on School Racial Diversity and Educational Outcomes

“The twenty-first century social science summarized in this Article indicates that diverse schooling has positive effects on achievement, intergroup relations, and life course trajectories. This conclusion is consistent with the one reached by the National Academy of Education after reviewing the social science in all the *Parents Involved* amicus briefs, and by Tropp and her colleagues who compared the larger social science record to the *Parents Involved* opinions. The findings reported in these twenty-first century studies also are consistent with the conclusions reached by the Respondents’ amici, but they are at odds with those of the Petitioners’ amici.”

Mickelson, R.A., (2008)

Ohio State Law Journal, vol. 69 1173-1227.

<http://moritzlaw.osu.edu/lawjournal/issues/volume69/number6/Mickelson.pdf>

Lost Learning, Forgotten Promises: A National Analysis of School Racial Segregation, Student Achievement, and “Controlled Choice” Plans

Using test score information required by the federal No Child Left Behind(NCLB) Act, the study analyzes the effects of segregation in more than 22,000 schools across the country. that enroll more than 18 million students.....African Americans and Hispanics learn more in integrated schools. Minorities attending integrated schools also perform better in college attendance and employment. Controlled choice and other forms of desegregation benefit minority students. Racial integration is a rare case where an educational policy appears to improve educational equity at little financial cost.

Harris, D.N., (2006) University of Wisconsin, Madison

<http://www.americanprogress.org/issues/2006/11/pdf/lostlearning.pdf>

Closing the Achievement Gap

Boundary Crossing for Diversity, Equity and Achievement: Interdistrict School Desegregation and Educational Opportunity.

“The first comprehensive study of the nation’s eight remaining inter-district school desegregation programs – which were expressly created to enable disadvantaged, black and Latino students cross school district boundary lines and attend affluent, predominantly white suburban public schools – has found that these programs help close black-white and Latino-white achievement gaps, improve racial attitudes and lead to long-term mobility and further education for the students of color who participate.”

Wells, A.S., Baldridge, B.J., Duran, J., Grzesikowski, C., Lofton, R., Roda, A., Warner, M., White, T. (2009).

CHHIRJ, Harvard Law School

http://www.charleshamiltonhouston.org/assets/documents/publications/Wells_Boundary_Crossing.pdf

Harming the Best: How Schools Affect the Black-White Achievement Gap.

“Sizeable achievement differences by race appear in early grades, but substantial uncertainty exists about the impact of school quality on the black-white achievement gap and particularly about its evolution across different parts of the achievement distribution. Texas administrative data show that the overall growth in the achievement gap between third and eighth grade is larger for students with higher initial achievement and that specific teacher and peer characteristics explain a substantial share of the widening. The adverse effect of attending school with a high black enrollment share appears to be an important contributor to the larger growth in the achievement differential in the upper part of the test score distribution. This evidence reaffirms the major role played by peers and school quality, but also presents a policy dilemma. Teacher labor market complications, current housing patterns, legal limits to segregation efforts, and uncertainty about the overall effects of specific desegregation programs indicate that effective policy responses will almost certainly involve a set of school improvements beyond simple changes in peer racial composition and the teacher experience distribution.”

Hanushek, E. A. and Rivkin, S. (2009).

Journal of Policy Analysis and Management

<http://edpro.stanford.edu/hanushek/admin/pages/files/uploads/hanushek+rivkin%202009%20jpam%20293.pdf>

Diversity Matters: Why We Should Create and Sustain Diversity in Schools.

“This CHHIRJ brief summarizes findings from the most rigorous contemporary research that we believe can best inform policies and programming related to racial and economic diversity in our public schools.

“Evidence from a variety of fields strongly supports attaining and maintaining diversity, and avoiding racial and economic isolation in neighborhoods and schools.

The knowledge base on the benefits of racial and economic diversity and the harm of racial isolation has been growing steadily since 1990. This research emerges not merely from the traditional education literature, but increasingly from public health, neuroscience and economics.¹ In the last decade, research on these questions is more robust. As methods improved, researchers have become better able to disentangle the intertwined influences of school, home and neighborhood.² The research teaches us that racial and economic diversity, alone, certainly should not be expected to solve all educational challenges. At the same time, though, the research informs us that racial and economic diversity are far more beneficial conditions than racial and economic segregation, which are associated with poorer learning and life outcomes.”

CHHIRJ Policy Brief. (2009).

Harvard Law School.

http://www.charleshamiltonhouston.org/assets/documents/publications/CHHIRJ_DiversityMatters_Brief.pdf

Family and Contextual Effects Across Seasons: When Do They Matter for the Achievement Growth of Young Children.

“Regarding the effects of social, we found that they exert a substantial effect on school readiness. These effects were largely independent of family SES effects, and given the prevalent linkages between family and neighborhood SES, they make it likely that many low-SES students entered school with a double disadvantage in learning, while many high-SES students entered school with a double advantage. Finally, our findings on the strength of high- and low-SES contextual effects are consistent with the neighborhood effects literature.”

Benson, J.G., and Borman, G.D., (2007).

Wisconsin Center for Education Research.

http://www.wcer.wisc.edu/publications/workingPapers/Working_Paper_No_2007_05.pdf

Accountability in a Postdesegregation Era: The Continuing Significance of Racial Segregation in Florida’s Schools

“This study compared Black segregated schools (mostly black students), White segregated schools (mostly White students) and integrated schools in Florida. Students at Black segregated schools (at elementary, middle and high school levels) scored significantly lower than either the integrated or the White segregated schools on the Florida Comprehensive Achievement Test (FCAT). Schools that were integrated were roughly comparable with White segregated schools on their FCAT scores. Furthermore, Black segregated schools had significantly higher per-pupil expenditures than either integrated or White segregated schools. “Our analyses suggest that policies that attempt to resolve the achievement gap by funding equity or classroom size changes may not be successful if they do not accept the premise of *Brown* – that integration is fundamental to ensuring educational equality.”

Borman, Kathryn M., Tamela McNulty Eitle, Deanna Michael, David J. Eitle, Reginald Lee, Larry Johnson, Deidre Cobb-Robert, Sherman Dorn, and Barbara Shircliffe. (2004).

American Educational Research Journal

http://www.naacp.org/pdfs/amicus_brief.pdf

Teacher Credentials and Student Achievement in High School: A Cross Subject Analysis with Fixed Effects

“We use data on statewide end-of-course tests in North Carolina to examine the relationship between teacher credentials and student achievement at the high school level. The availability of test scores in multiple subjects for each student permits us to estimate a model with student fixed effects, which helps minimize any bias associated with the non-random distribution of teachers and students among classrooms within schools. We find compelling evidence that teacher credentials affect student achievement in systematic ways and that the magnitudes are large enough to be policy relevant. As a result, the uneven distribution of teacher credentials by race and socio-economic status of high school students – a pattern we also document – contributes to achievement gaps in high school.”

Ladd, H.F., Clotfelter, C.T., Vigdor, J. (2007).

CALDER Urban Institute, Sanford Institute of Public Policy, Duke University

http://www.caldercenter.org/PDF/1001104_Teacher_Credentials_HighSchool.pdf

Honoring Excellence by Embracing Equity: Exploring Best Practices in Closing Achievement Gaps

“Findings from this study indicate that student achievement can be influenced by school leaders who support, model and monitor a teamwork approach, a balanced approach, a strong sense of purpose and an insistent disposition. A combination of staff, students, families and community members must work together to support student achievement. This includes identifying individual student’s needs, seeking out the best candidate for a position and supporting student behavior.

Principals must ‘walk the talk.’ This balance of espoused and enacted values applies to student discipline, instructional feedback and support, and data driven decision-making. All actions must be directly related to student achievement. This applies to the recognition and encouragement of academic success, to the visibility of the principal, and to the use of data driven decision-making to influence teaching and learning. And, the principal must serve as an advocate for instructional practices that are respectful and responsive, regardless of expectations or mandates that could otherwise serve as barriers to student achievement. This applies to hiring only the “best” candidates, to advocating for a student-centered instructional practices and, finally, to insisting upon excellence for every child, as measured by growth (versus grade-level proficiency). A school culture that perpetuates the *status quo* and turns a blind eye to the social injustices that permeate our schools is not really “excellent.” As such, excellence and equity must be pursued concurrently to assure that all students are served well and that all are encouraged to perform at their highest level.”

Brown, K., and Benkovits, J. (2009)

Leadership, North Carolina Association of School Administrators

http://www.ncasa.net/associations/2410/files/Leadership_SummerFall09.pdf#page=14

Transportation

Busing in WCPSS 2009-10

WCPSS has 900 buses that run 83,000 miles per day x 180 days per year. They use 13,000 gallons per day of biodiesel fuel.

These 900 buses transport 75,000 students to 156 schools at an annual cost of \$56 million.

Both buses and fuel are supplied by the state. Because the State pays most busing costs, any savings on busing will revert to the state, not to WCPSS.

Over 95% of students attend school within 10 miles of their home and over 80% attend school within 5 miles of their home.

Of about 900 buses on the road each morning and afternoon, 700 of them run 3 routes (tiered busing system) and each of those routes is less than 25 minutes long (2100 total routes); 100 routes are about 45 minutes long, and the remaining 100 routes can be up to 70 minutes long (these are kids who have chosen to be transported to magnet schools, which may be farther from home, but they make the choice because of the magnet program that is available).

Depending on which source you use, 1-3% of students are bused for diversity--less than 2000 of the 75,000 or so kids who ride a bus to school each day. Even if they are not bused for diversity, these students would still ride the bus to their assigned school.

The cost of "busing for diversity" is only 1/2 of 1% of total busing, so the savings by eliminating diversity busing would be \$280,000. Such savings would revert to the state, where it could be used in other counties for their busing needs.

Wake County spends \$50/student less per year than Charlotte-Mecklenburg (about the same number of students, but much smaller area than Wake County), so WCPSS has a very efficient transportation system.

Also, the state has given the WCPSS a 100% efficiency rating on its busing program for the last several years. Many other school systems would love to have that level of efficiency. We should applaud those who manage our WCPSS transportation for making it safe and cost-effective!

*Source: Bob Snidemiller,
WCPSS Transportation Department , July 2009
WCPSS website*

Impact of Poverty on Student Learning

Why Segregation Matters: Poverty and Educational Inequality

“The nation’s dropout problem is concentrated in segregated high poverty schools. In our new book, *Dropouts in America*, we report that half of the nation’s African American and Latino students are dropping out of high school. The most severe problems are in segregated high poverty schools. For the high school class of 2002 almost a third of the high schools that were more than 50 percent minority graduated less than half of their class. Among schools that were 90 percent or more white, only one school in fifty had this kind of record. Half of the majority-minority schools had dropout rates over 40 percent as did two-thirds of the schools with less than a tenth white students. Nationally the gap in graduation rates between districts with high and low proportions of low income students was 18.4 percent in 2001, even higher than the gap between majority white and majority-minority districts.

“Richard Rothstein’s important 2004 book, *Class and Schools*, reviews a wide array of studies that have shown for decades strong links between individual poverty, school poverty, race and educational inequality. Studies show that poverty is strongly related to everything from the child’s physical development to the family’s ability to stay in a neighborhood long enough so that a school might have an effect on the student. His analysis suggests that we tend to provide weaker education in highly impoverished schools and that the major claims about successful reforms in these schools are wrong. He argues that it is unrealistic to expect to change schools in any deep way without dealing with some of the issues that arise with poverty.

“Further, a major 2005 report from the University of North Carolina explored the increasing concentration of poverty in metropolitan Charlotte following the end of desegregation. By the 2004-2005 school year, more than a fifth of the metropolitan district’s schools had poverty levels over 75 percent. Many studies over four decades have found a strong relationship between concentrated school poverty and low achievement. The study found that between 2003 and 2004 the largest achievement test score gains were reported by low income students attending middle income schools. These students gained 10 points on the test compared to just 4 points for similarly low income students in high poverty schools; 82 percent of poor children in middle class schools were at grade level compared to 64 percent of poor children in concentrated poverty schools. The high poverty schools were performing much worse than schools in nearby Wake County (metro Raleigh) which had socio-economic desegregation to end poverty concentrations.

“High poverty schools also tend to have a less stable and less qualified teaching staff. A 2004 U.S. Department of Education report showed that in schools where “at least 75 percent of the students were low-income, there were three times as many uncertified or out-of-field teachers in both English and science...” Teachers tend to become more effective with experience, and building an effective team in a school takes years of collaboration. In Charlotte’s highest poverty schools, almost a third of the teachers left each year. The North Carolina study recommended that the school district limit the number of high poverty schools and use districting and choice policies to create economically diverse schools.”

Orfield, G. and Lee, C. (2005)

UCLA, The Civil Rights Project

http://www.civilrightsproject.ucla.edu/research/deseg/Why_Segreg_Matters.pdf

Education and Poverty in Charlotte-Mecklenburg Schools.

“Poverty has progressively concentrated in the Charlotte-Mecklenburg School System since conclusion of the federal desegregation case and introduction of a “Choice Plan” in 2002. The number of schools in which more than 90% of the students are eligible for free and reduced lunch (“extreme high poverty schools”) has increased every year. Several schools have poverty levels exceeding 94%.¹

“Rigorously enforced pacing guidelines assure that the minimum curriculum is covered, but there is a difference between covering information and teaching it. Students who miss a unit are left unable to grasp material that builds on the unlearned lesson. Students who simply cannot keep pace have no hope. Meanwhile, high-poverty schools lack the resources to provide individual attention to the large numbers of ill-prepared students, and the teachers are not permitted to vary the curriculum or the pace. The phrase ‘making education available’ reflects the CMS misunderstanding that covering material is equivalent to teaching it.”

Aberman, J.M.. (2008).

The Swann Fellowship, Charlotte, NC.

<http://www.swannfellowship.org/Issues/0807E&P/Paper/080814Education&Poverty.pdf>

Economically Segregated Schools Hurt Poor Kids, Study Shows.

“When Denver came out from under a federal court desegregation order and returned to neighborhood schools in 1996, the move was widely hailed as a victory for the city’s children.

“People rejoiced that long bus rides were a thing of the past. Politicians predicted that people would feel so committed to their neighborhood schools that the postbusing era would spark a public education renaissance throughout Denver.

“That hasn’t happened. Neighborhood schools mean segregated schools — not by race so much as by income. And schools filled with low-income students, in Denver and other cities across the country, are having a difficult time meeting those students’ needs.”

Gottlieb, A. (2002).

The Piton Foundation, Denver, CO.

<http://www.piton.org/content/Documents/term2.pdf>

The Ecology of Early Reading Development for Children in Poverty.

“In this study we investigated reading development from kindergarten to third grade for 1,913 economically disadvantaged children from the Early Childhood Longitudinal Study–Kindergarten Cohort. Characteristics of the child, the family, classroom instruction, and school composition were used to model influences from multiple levels of children’s ecologies. Minority segregation in elementary schools was associated with lower student reading performance after accounting for child and family background, classroom instruction, and school-level poverty.”

Kainz, K., & Vernon-Feagans, L. (2007)

The Elementary School Journal, 107(5), 407–427.
<http://www.fpg.unc.edu/~snapshots/snap47.pdf>

Neighborhoods, Poverty, and Children’s Well-being: a Review

“Moreover, it is important to consider residential segregation and neighborhood and family effects on children’s well-being in a larger context. The finding that neighborhood effects are more modest in size than family effects can be misleading to the extent that neighborhood conditions and residential segregation, more generally, have an important influence on families’ socioeconomic status and on family dynamics. Residential segregation has been implicated by many scholars as a key mechanism for the intergenerational transmission of inequality (Massey and Denton, 1993; Wilson, 1987, 1996; Jargowsky, 1997). The argument is that restriction to concentrated poverty neighborhoods compounds the difficulty that poor, minority families face in escaping poverty because in poor neighborhoods, housing values remain low, chances of criminal victimization remain higher, high-paying jobs are less available, exposure to disease and substance abuse is greater, and individuals are more socially isolated. Thus, residential segregation and residence in concentrated poverty neighborhoods may be an important determinant of the family socioeconomic status and a major indirect influence on children’s outcomes.”

Pebley, A.R. and Sastry, N. (2003)
RAND, UCLA

<http://www.rand.org/pubs/drafts/DRU3001/>

Confronting Opportunity Gaps

“Attention was first drawn to the importance out-of-school factors on children’s academic achievement by the sociologist James Coleman and his colleagues in the 1960s. The government-commissioned “Coleman report” (1966) studied the effects of both school and family inputs on student achievement and concluded that family characteristics had an even greater influence on student achievement than school quality. In the decades since the Coleman report, many researchers have studied these family or out-of-school factors (see, e.g., Anyon, 2005; Barton, 2003; Brooks-Gunn & Duncan, 1997; Comer, 1997, 2004; Ferguson, 2005; Gordon, 1999, 2005; Leichter, 1975; Mercer, 1973; Rothstein, 2004; Varenne & McDermott, 1998; Wilkerson, 1979; Wolf, 1966) with the goal of reducing the educational disadvantages of children from poverty. Each argues that, although quality schooling is essential for closing achievement gaps, without the amelioration or elimination of these other effects of poverty, children from poor families will not be able to achieve their potential in school. There are a number of “pathways” through which poverty exacts its toll on children’s academic achievement (Allgood, 2006; Brooks-Gunn & Duncan, 1997; Rothstein, 2004). These can be roughly divided into the categories of health-related, home- and family-related, and community- and environment-related barriers to learning.”

from Moving Every Child Ahead: From NCLB Hype to Meaningful Educational Opportunity, by Michael A. Rebell and Jessica R. Wolff, January 2008

<http://www.schoolfunding.info/policy/Poverty/MovingEveryChildAhead.pdf>

Race in American Public Schools: Rapidly Resegregating School Districts

“We find that since 1986, in almost every district examined, black and Latino students have become more racially segregated from whites in their schools. The literature suggests that minority schools are highly correlated with high-poverty schools and these schools are also associated with low parental involvement, lack of resources, less experienced and credentialed teachers, and higher teacher turnover—all of which combine to exacerbate educational inequality for minority students.¹⁴ Desegregation puts minority students in schools with better opportunities and higher achieving peer groups.”¹⁵

Frankenberg, E. and Lee, C. (2002)

The Civil Rights Project, UCLA

http://www.civilrightsproject.ucla.edu/research/deseg/reseg_schools02.php

North Carolina High School Resource Allocation Study

“In summary, our analysis indicates that both the resources that students bring to high schools and the resources that high schools provide to students shape student learning outcomes. The indicators of students’ resources that exert the most powerful effects are the mathematics skills they bring to high school, followed by disability status, ethnicity, family income level, and reading skills.

After separating out the effects of these individual student resources, we found that four sets of school resources or factors make a substantial difference in student learning outcomes: (1) expenditures on regular classroom instruction and to a lesser extent, instruction for special education students, transportation, and district services and administration, (2) the overall quality of teachers in a school as measured by licensure type, general academic ability, and mix of experience levels, (3) principal leadership and associated organizational conditions, and (4) the concentrations of lower skilled students within a high school. Our findings strongly suggest that more resources and more effective use of existing resources will be needed to offset the effects of lower levels of student resources and to improve performance in chronically low-performing high schools.”

Henry, G.T., Thompson, C.T., Brown, K., Cunningham, E., Kainz, K., Montrosse, B., Sgammato, A., Pan, Y. (2008)

Carolina Institute for Public Policy, Chapel Hill, NC

<http://publicpolicy.unc.edu/files/HSRA%20Final%20v10.pdf>

Our Impoverished View of Educational Research

“This analysis is about the role of poverty in school reform. Data from a number of sources are used to make five points. First, that poverty in the United States is greater and of longer duration than in other rich nations. Second, that poverty, particularly among urban minorities, is associated with academic performance that is well below international means on a number of different international assessments. Scores of poor students are also considerably below the scores achieved by white middle-class American students. Third, that poverty restricts the expression of genetic talent at the lower end of the socioeconomic scale. Among the lowest social classes environmental factors,

particularly family and neighborhood influences, not genetics, is strongly associated with academic performance. Among middle-class students it is genetic factors, not family and neighborhood factors, that most influences academic performance.

Fourth, compared to middle-class children, severe medical problems affect impoverished youth. This limits their school achievement as well as their life chances.

Data on the negative effect of impoverished neighborhoods on the youth who reside there is also presented. Fifth, and of greatest interest, is that small reductions in family poverty lead to increases in positive school behavior and better academic performance.

It is argued that poverty places severe limits on what can be accomplished through school reform efforts, particularly those associated with the federal No Child Left Behind law.

The data presented in this study suggest that the most powerful policy for improving our nations' school achievement is a reduction in family and youth poverty.”

Berliner, D.G., (2006)

Teachers College Record

http://people.virginia.edu/~cat3y/EDIS_882/March%2012_files/berliner.impoverishedresearch.pdf

Solutions for and Success at High Poverty Schools? The Costs:

San Francisco Bay Area KIPP Schools: A Study of Early Implementation and Achievement.

“The Knowledge Is Power Program (KIPP), begun in 1994, now comprises a national network of almost 50 middle schools and a small but growing number of high schools and elementary schools. Under the umbrella of the KIPP Foundation, KIPP schools operate independently in low-income communities. All are public schools, and almost all are charter schools.

“KIPP has attracted considerable attention in the last few years. The media laud it for the higher than expected test scores achieved, for the dramatic increase in instructional time, and for its goal of preparing students for college. At the same time, KIPP is accused of creaming the most successful students from high-poverty public schools, for using harsh disciplinary practices, and for focusing on test preparation. Neither the praise nor the criticism has been closely scrutinized.”

Woodworth, K.R., David, J.L., Guha, R., Wang, H., & Lopez-Torkos, A. (2008).

Menlo Park, CA: SRI International.

http://policyweb.sri.com/cep/publications/SRI_ReportBayAreaKIPPSchools_Final.pdf

Excellence Loves Company: A Tipping Point Turnaround Strategy for California's Low-Performing Schools.

“There is much to be learned from outliers because they reveal important insights into the practices of high-achieving, high-poverty schools. Outliers also serve as important reminders that these low-income schools are not destined to fail. But if we hope to get hundreds of high-poverty schools to perform like outliers, we will need an integrated, multitiered (in the case of the Tipping Point plan, 9-tiered) strategy that can not only jump-start the process, but also maximize the possibility of ongoing success.”

Futernick, K. (2007).

WestEd Tipping Point Assistance Center.

http://www.wested.org/tippingpoint/downloads/leveraging_geia.pdf

Low Income and Minority Students Shortchanged by Most States.

“Every year, thousands of American children enter school already behind. Most Americans are well aware of that fact.

“What they often don’t know, however, is that instead of organizing our educational systems to make things better for these children, we organize our systems of public education in ways that make things worse. One way we do that is by simply spending less in schools serving high concentrations of low-income and minority children than we do on schools serving more affluent and White children.”

The Funding Gap 2005: The Education Trust.

<http://www.edtrust.org/sites/edtrust.org/files/publications/files/FundingGap2005.pdf>

Improving the Education of Children Living in Poverty

“One consistent finding from three decades of research into what makes schools effective is that some teachers are much better than others in helping children to acquire critical math and reading skills.³⁰ A second consistent finding is that disadvantaged American children, those who most need the nation’s best teachers because their parents lack the resources to compensate for poor schooling, are least likely to get them. Among the most striking recent evidence is a 2004 study of Teach for America (TFA), a program that recruits academically talented graduates from the nation’s best colleges and universities to work for two years in urban and rural schools that face teacher shortages, virtually all of which serve high concentrations of poor children.³¹ The study found that a large share of the non-TFA teachers in these schools was remarkably ill prepared to educate children, especially children needing the nation’s best teachers. Less than 4 per-cent had graduated from a college or university classified as at least very competitive, compared with 22 percent of the national teaching force and 70 percent of TFA participants. Almost 30 percent of non-TFA teachers had no student teaching experience. The poor preparation of these teachers helps explain why the average reading score of the students in these schools was in the 13th percentile of the national distribution...

“Cost

Implementing these recommendations will entail significant costs, though the costs are relatively modest given the importance of the problems that the recommendations address and the social payoff to solving them. Moreover, because the proposals do not involve entitlements, the size of the initiatives could be tailored to federal budget realities. I consider the cost of each proposal briefly, in turn.

The most costly recommendation is... targeted competitive matching grants for state and district initiatives to improve teaching in high-poverty schools and to tackle the secondary school problem. To interest districts and states in applying for the matching grants, the federal contributions would have to be large enough to fund the required evaluations and provide significant program money as well.”

Murnane, Richard J. (2007)

Richard J. Murnane is the Thompson Professor of Education and Society at the Harvard Graduate School of Education.

http://futureofchildren.org/futureofchildren/publications/docs/17_02_08.pdf

Leadership, Organizational Characteristics, and Performance in North Carolina High Schools

“This report draws on interview data with principals and teachers in four contrasting sets of high schools to explore the role that principal leadership and resulting organizational characteristics may play in shaping school performance. The four sets of high schools include schools with challenging student populations that are outperforming expectations (‘Beating the Odds or BTO schools’), schools serving similar populations that have been designated Low Performing or Priority schools (‘LP-Priority schools’), two with similar populations that were previously identified as Low Performing or Priority schools but have improved sufficiently to shed that designation (‘Improved schools’), and schools chosen for their high performance without regard to demographics (‘High Performing or HP schools’).

“At the same time, despite extraordinary leadership, will, and capacity, in neither year could a single BTO school produce a Performance Composite that would entitle it to designation as a School of Distinction or School of Excellence. Similarly, while LP-Priority schools met or exceeded the state’s expectations for student learning over 80% of the time, the achievement levels were certainly not consistent with the obligation to ensure that all of the state’s children have an equal opportunity to get a sound basic education. Overall, the data clearly indicate that the problems in our education system begin earlier and are more widely distributed.”

Thompson, C.L., Brown, K., Cunningham, E., Montrosse, B. (2008)

Carolina Institute for Public Policy, Chapel Hill, NC

<http://publicpolicy.unc.edu/files/Key%20Ldrshp%20in%20NC%20HS%20Final.pdf>

Learning from Our Neighbors

Education’s ‘Perfect Storm?’ Racial Resegregation, ‘High Stakes’ Testing, & School Inequities: The Case of North Carolina.

“Among its lessons, The Perfect Storm illustrates that converging forces can sometimes overwhelm even seasoned professionals who focus on discrete threats rather than their combined power. This paper will examine three educational developments—(1) student resegregation by race and socioeconomic class; (2) “high-stakes” accountability measures aimed at affecting educators’ decisions on student promotion and graduation; (3) continuing disparities in school resources and finance—all of which are presently gathering strength in 2002, especially in North Carolina and the American South. Each alone presents formidable challenges to educational policymakers and administrators. Yet without the most careful foresight and planning, their simultaneous convergence threatens to send public schools reeling off course, beyond the effective control of even the most well-meaning and conscientious public servants. They could well become public education’s ‘perfect storm.’”

Boger, J.C. (2002).

<http://www.civilrightsproject.ucla.edu/research/reseg02/boger.pdf>

Still Looking to the Future: Voluntary K-12 School Integration

“After Charlotte-Mecklenburg abandoned its integration plan that considered race in favor of the new plan in 2002, its schools rapidly resegregated. According to numerous

experts, racial isolation in hypersegregated (90-100% students of color) schools roughly doubled, and community and parent investment in the schools has sharply decreased. One possible cause for this change, other than the elimination of race as a factor, could be the tendency of many students to choose to remain in their “neighborhood schools,” which are deeply affected by residential segregation. Another possible cause is the oversubscription of the schools in more affluent, largely white neighborhoods, such that students requesting transfers cannot be balanced by students transferring out. In the first year after the 2002 CMS plan was implemented, the number of schools with minority enrollment of 91% to 100% more than doubled, and the number of racially imbalanced schools (where the racial composition of the school differs from the district-wide average racial composition by more than 15%) jumped from 47 to 81 schools. Two years later, in 2004-05, this number had increased to 87 schools. CMS schools are now more segregated than when the desegregation plan was implemented in 1969.

More Info: <http://www.cms.k12.nc.us/studentassignment07-08/Plan/menu.asp>

“Other Aspects of the Charlotte Plan That Seek to Promote Strong, Diverse Schools

- In choosing sites for future construction of schools, the plan directs the Board to consider, the socioeconomic diversity of nearby housing and the availability of public transit lines to serve the schools (in addition to other criteria, with no prescribed order of priority).
- To reduce socioeconomic segregation and racial isolation in schools, the plan provides that the Board shall work with the Commissioners and Council Members to encourage the implementation of an affordable housing initiative in conjunction with the ten-year Capital Improvement Plan.
- Schools with higher concentrations of low socioeconomic status students are identified as “Equity Plus II schools” and receive additional resources including family support services, teacher and administrator incentives to create and maintain stable balances of experience and qualification, reduced class sizes and curriculum enhancements to elevate and meet expectations of excellence.”

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The Civil Rights Project

http://www.civilrightsproject.ucla.edu/research/deseg/Still_Looking_to_the%20Future_Integration_Manual.pdf

The Academic Consequences of Desegregation and Segregation: Evidence from the Charlotte-Mecklenburg Schools

Mickelson, R. A. (2002)

“The findings from Charlotte offer important insights for understanding why so many desegregation programs seem to offer minority students such limited redress from the inequality in educational opportunities they continue to endure. The paper demonstrates that the more CMS students —both black and white—were exposed to truly desegregated education, the better were their academic outcomes. It shows that even in a school district highly regarded for its desegregation record, ability grouping and tracking resegregated many students within 2 desegregated schools. Importantly, it shows that students who experienced desegregated schooling, both at the classroom and school level, fared better than comparable students who did not. The paper demonstrates that for desegregation policy to be truly successfully implemented, it must take place at both the school and

classroom levels. Before turning to the presentation of the study's findings, readers may find some background useful."

North Carolina Law Review Association

<http://www.civilrightsproject.ucla.edu/research/reseg02/mickelson.pdf>

School Segregation under Color-blind Jurisprudence: the Case of North Carolina

"Using detailed administrative data for the public K–12 schools of North Carolina, we measure racial segregation in its public schools. With data for the 2005–2006 school year, we update previously published calculations that measure segregation by unevenness in racial enrollment patterns, both between schools and within schools. We find that classroom segregation generally increased between 2000–2001 and 2005–2006, continuing, albeit at a slightly slower rate, the trend of increases we observed over the preceding six years. Segregation increased sharply in Charlotte-Mecklenburg, which introduced a new choice plan in 2002. Over the same period, racial and economic disparities in teacher quality widened in that district. Finally, we compare our basic measure to two alternative measures of segregation."

Clotfelter, C.T., Ladd, H.F., Vigdor, J. (2008)

CALDER Urban Institute, Duke University

http://www.urban.org/UploadedPDF/1001152_school_segregation.pdf

Sinking Swann: Public School Choice and the Resegregation of Charlotte's Public Schools

Public school choice is a widely used tool for education reform and may be a way to improve school accountability and efficiency. This article examines what happened to student outcomes when Charlotte-Mecklenburg Schools, a large and diverse urban school district located in North Carolina, changed its assignment policy to one of open enrollment with mandatory choice. The previous policy used a broad array of magnet schools and a limited amount of mandatory busing to achieve desegregation. The new policy required that all students choose a school, and it specifically avoided using race or ethnicity considerations in assigning students. The article examines the impacts of the new policy on the end-of-grade standardized tests in reading and math. The article uses regression analysis to discover whether the scores of various groups of students increased or decreased after the policy change. *The analysis suggests that the "race-neutral" assignment policy was neither neutral in the opportunity it provided students to attend their school of choice nor in its academic outcomes. Anglo students were more likely to receive their first choice of schools and to improve their scores. African American students were less likely to receive their first choice school and their scores declined*

Godwin, R.K., Leland, S.M., Baxter, A.D., and Southworth, S. (2006)

Wake Should Learn from CMS's Journey: Ditching diversity plan will lead to resegregation, more costs.

"In 2008, about two-thirds of CMS's white students attended majority-white, generally high-performing schools in the suburbs. Urban schools, on the other hand, saw declines in white and more affluent students. About two-thirds of the black and Hispanic students attended schools where less than 25 percent of students are white in 2008.

“To boost performance at high-poverty, high-minority schools, CMS has pumped in money for hefty signing bonuses to recruit stronger staff, as well as for smaller class sizes and other resources. A special "Achievement Zone" administrative and support team was established with a budget of an additional \$3 million a year to bolster low-performing schools.

“Gains have been made but it has been an extremely expensive proposition. And this year, those gains are in jeopardy as the school system considers budget cuts - increasing class size, shrinking bonus money - as officials plan for huge declines in state and local funding because of the depressed economy.

“Wake County can count on facing these problems. Nationwide, school systems that have dismantled their diversity policies have been unable to avoid them.

“As important, the lack of diversity will put Wake students (CMS students too) at a disadvantage in competing and working in a global marketplace that's getting more diverse. The benefits to students in learning to get along with people unlike them, and gaining from different points of views and cultures, are enormous.

“We in Charlotte are making do with our decision but it has been costly and challenging. Wake should learn from our mistakes, and take a different path.”

Charlotte Observer.com. Posted March 7, 2010.

Racial Change in Fairfax County, Virginia and Its Implications for Public Education

“This paper will describe and analyze the rapid racial change that has altered the demographic profile of one of the most affluent counties in the United States. Since 1980, Fairfax County has become a multiracial society, which belies enduring stereotypes of suburbs as racially homogenous, residential communities. Today, Fairfax County faces enormous challenges as income disparities between rich and poor widen, and as more and more nonwhites settle in communities throughout Fairfax that are declining economically. Specifically, this paper will examine socio-economic trends in Fairfax County, how these trends affect educational opportunities for nonwhites, and why school integration should embrace a multiracial paradigm. Nonwhites will soon comprise a majority in Fairfax County’s public schools. Such demographic changes have become increasingly common in metropolitan school districts around the nation. Therefore, what happens in Fairfax will provide a useful case study of how multiracial school systems can ensure equal educational opportunity for all students.”

Kim, Jimmy

(abstract only available)

<http://www.civilrightsproject.ucla.edu/research/suburban98/suburban.php>

City-Suburban Desegregation: Parent and Student Perspectives in Metropolitan Boston

“This report explores the reason for the persistence and intense interest in the nation's oldest large-scale transfer of inner city students to suburban high schools. Why do thousands of families wait on long lists in the hope of sending their children to exactly

the kind of program widely described as useless social planning--long-distance one-way busing to schools where their children will often be part of a tiny minority of nonwhite students? The eagerness to participate is shown by the fact that more than a fourth of the students were registered for the program before they were one year old and most families do not express a preference for any particular district- they simply want the suburban opportunity. Thousands are on the waiting list for the spots.”

Orfield, G., Arenson, J., Jackson, T., Bohrer, C., Gavin, D., Kalejs, E. (1997)

Civil Rights Project at Harvard University

<http://www.civilrightsproject.ucla.edu/research/metro/CitySuburbanDeseg.pdf>

Recognition for WCPSS

Hope and Despair in the American City: Why There are No Bad Schools in Raleigh

“In *Hope and Despair*, Gerald Grant compares two cities—his hometown of Syracuse, New York, and Raleigh, North Carolina—in order to examine the consequences of the nation’s on-going educational inequities. The school system in Syracuse is a slough of despair, and the one in Raleigh a beacon of hope. Grant argues that the chief reason for Raleigh’s educational success is the integration by social class that occurred when the city voluntarily merged with the surrounding suburbs in 1976 to create the Wake County Public School System. By contrast, the primary cause of Syracuse’s decline has been the growing class and racial segregation of its metropolitan schools, which has left the city mired in poverty.”

Grant, Gerald, 2009, Harvard University Press.

A School District’s Journey to Excellence

“The challenge of preparing children and youth for success in the 21st century requires improvement in the business of education. This unique resource provides an inside account of how one of the nation’s largest school districts made significant gains in student achievement and school performance over a ten year period to become a shining example of success...”

“Rich in examples, case studies, and data, *A School District’s Journey to Excellence* is a much-needed map to excellence in public education.”

McNeal, B. and Oxholm, T., 2009, Corwin Press.