

Why High Poverty Schools Must Be Avoided Evidence From North Carolina

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+ DIVERSITY MATTERS (but have we proven it?)

- Researchers face a challenge: We need to help the public, policy makers and the judiciary sort through scientific evidence on the effects of racial and SES composition on educational outcomes --
- Opponents of diverse schools often cite contradictory research regarding outcomes... but is this the case? What are the contradictions?
- Dr. Mickelson has surveyed, synthesized, and archived educational social, and behavioral science on School and classroom compositional effects on educational outcomes (she has combed the archives – and pulled out the worthy studies)
- **Funded by the National Science Foundation**

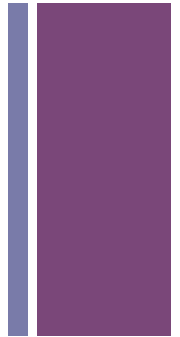
Work of Roslyn Mickelson
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Finding Number One:

Later research (1990s to present) is far superior to the studies appearing before 1990

- Data from nationally representative samples or state-wide populations
- Valid and reliable measures of key concepts
- Often studies employ longitudinal data
- Advanced statistical modeling used to analyze the data
- Samples often include data on Latinos/as, Asians, Native Americans, immigrants
- Pre 1990 studies could only measure School Characteristics OR Student Characteristics. NOW, advanced statistical analyses (HLM) allows us to examine both simultaneously.





Finding Number Two:

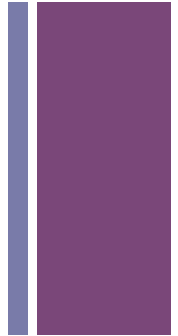
The Preponderance of Post 1990 Social Science Research Shows

Racially and socioeconomically integrated schools

- Promote achievement in
 - Mathematics
 - Science
 - Language and reading

- Achievement benefits accrue to students in
 - Elementary, middle, and high school
 - Effects stronger in middle, high school

- Benefits for students from all racial & SES backgrounds
- Immigrants, especially English language learners, may gain more in math if they attend school with coethnics

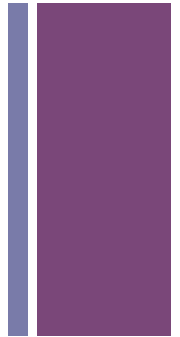




Research Indicates:

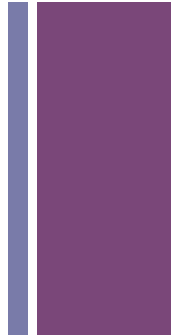
Racially and SES integrated schools

- Prepare students for citizenship and employment in a multiethnic democratic society that is part of a rapidly globalizing world
- Promote greater educational and occupational attainment
- Promote less involvement with the criminal justice system
- And adults who attend integrated K-12 schools are more likely to choose
 - To live in integrated neighborhoods
 - To have friends from many races and ethnic groups
 - To be employed in diverse workplaces



+ Racially integrated schools also

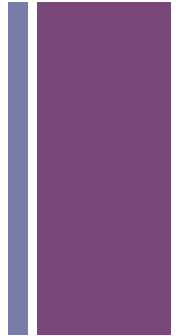
- Undermine intergenerational perpetuation of racial prejudice and fear (create cognitive dissonance)
- Promote interracial friendships
- And there is no evidence of academic harm to any student groups from integrated education





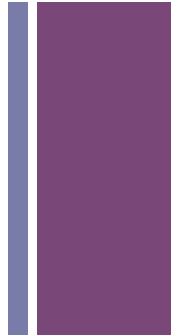
Research also confirms that

- Racial and SES diversity not the same thing and both are important
- The WIDESPREAD PRACTICE of tracking and ability grouping resegregates students even in diverse schools
- Tracking and ability grouping undermine the positive effects of school-level integration.





Examining the Effects of School Level Composition in NC



- Study based on data from NC Department of Public Instruction. Able to use STUDENT and SCHOOL DATA in the same model.
- Based on cohort of North Carolina students from 2000-2006. Excludes students who attended charter schools, alternative schools, or students who were in special education classes.
- Followed students from 3rd grade to 8th grade
- Population of 70,000+ students
- hierarchical linear regression (HLM) analyses

Work of Stephanie Southworth

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+ Race and Socioeconomic Composition Definitions

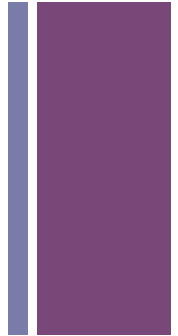
High Poverty School	75-100% students free/reduced lunch
Mid Poverty School	26-74% students free/reduced lunch
Low Poverty School	0-25% students free/reduced lunch

Racially Balanced School	Between 25-74% students White
Racially Imbalanced Minority	< 25% Students White
Racially Imbalanced White	74% + Students White

+ Findings

- Racial and poverty composition of schools has the strongest effect on student achievement (even when controlling for student's individual characteristics and other school variables).
- Students who attend racially balanced, low poverty schools have significantly higher achievement than students in other cohorts
- Teachers Matter! And high poverty schools have less qualified teachers
- Negative relationship between student achievement and per pupil expenditure

(This isn't a problem you can throw money to— there isn't enough money! But, this is a larger topic for another presentation)





Wake County v. Charlotte-Meck 2005-2006

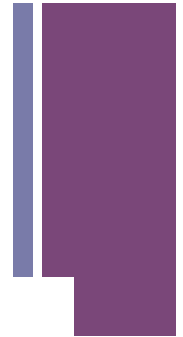


Table 1. Number of Schools by District and Racial and Poverty Composition

	Wake		Charlotte-Mecklenburg	
	N	%	N	%
Racially Imbalanced White/ Low Poverty	1	3.8	4	13.8
Racially Balanced/ Low Poverty	6	23.1	1	3.4
Racially Balanced/ Middle Poverty	19	73.1	11	37.9
Racially Imbalanced Minority/ High Poverty	NA	NA	8	27.6
Racially Imbalanced Minority/ Middle Poverty	NA	NA	5	17.2

+ Changes in CMS from 2002-2007

Table 1

School Level Racial and Socioeconomic Characteristics in 2002 and 2007

	2006-2007	% of schools	2001-2002	% of schools	Change from 2002-2007
+90% non-white	32	40.50%	7	9%	+31.5%
+60% non-white	56	71%	43	54%	+17%
+90% free/reduced lunch	9	11%	0	0%	+11%
+60% free/reduced lunch	44	56%	30	38%	+18%

From the research of Amy Hawn Nelson, 2008



School Level Teacher Quality Indicators from 2002-2007

	2006- 2007	% Segregated Non-white Schools	2001-2002	% Segregated Non-white schools
fully licensed teachers				
below standard	5 (6%)	100%	4 (5%)	75%
inadequate	5 (6%)	100%	5 (6%)	80%
teachers with advanced degrees				
below standard	12 (15%)	100%	12 (15%)	42%
inadequate	0		2 (2%)	50%
4+ years experience				
below standard	11 (14%)	100%	10 (13%)	90%
inadequate	2 (2%)	100%	2 (2%)	50%

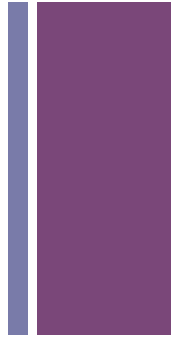
+ Perceptions of Graduates of Desegregated Schools, 2010

- Based on interviews with graduates of CMS from 1995-1999
- Main Findings (So far):
 - The majority of us didn't know we were in desegregated schools.
 - Again, diversity matters.
 - Graduates felt that diverse schools greatly benefitted them in their adult and professional life.

From the research of Amy Hawn Nelson, 2010

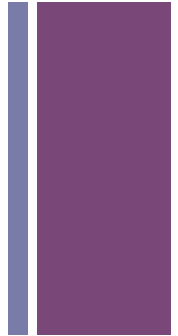
+ Personal Experiences as an Educator (Warning – There is no quantitative data included here.)

- Again, Diversity Matters.
- Having worked in three high poverty schools, one mid poverty school and one low poverty school, there are dramatic differences.
 - Health of students AND staff (Stress!)
 - Social capital
 - Emotional toll (Burnout)
- Most importantly, What are we teaching our children?



+ Next Steps...

- Demand diverse schools for the future of our democracy.
- Get involved in a school near you.
- Talk to people you know. Read. Look for research (rather than opinions based on stereotypes and generalizations).
- VOTE and encourage your friends and neighbors to vote too.



+ Thank You!

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