



Some examples of successful school integration models and positive outcomes for achievement, graduation rates, and college attendance¹

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- Two-way dual language immersion schools

Two-way dual language immersion programs are purposefully designed to bring together ELL students and English speakers for learning in two languages. (This is a pro-integration model that is different from plain “language immersion” programs). The two-way immersion programs in North Carolina have been studied intensively (by Virginia and Wayne Collier), showing good results for ELL students, for English speaking students and, interestingly, for African American students.² Overall, the findings for this type of dual immersion program are positive for both ELL students and native speakers, but particularly for ELL students.

- Early learning & Montessori

The Montessori model is clearly a successful and popular one for families from a variety of racial and economic backgrounds. We’ve seen this in Cambridge MA, Hartford CT, Lansing MI,³ and other places as well.

- Creative boundary-drawing and use of neighborhood preferences (Brooklyn, NY)

PS 133 in Brooklyn is a new intentionally integrated school that draws from two demographically different community school districts, and prioritizes ELL students and students eligible for free/reduced price lunch.

- Interdistrict magnets (Hartford, CT)

With 31 racially and economically integrated interdistrict magnet schools in the Hartford area alone, Connecticut has demonstrated that it is possible to create a coordinated pre-k to 12 regional magnet school system, that successfully attracts and integrates low income African American and Latino children from the city with middle class children from suburban towns (including a significant percentage of white children). The magnet themes range widely from performing arts to classics to hard science, and like the vast

¹ Thanks to NCSD members and NCSD Research Advisory Committee members Susan Eaton, Khin Mai Aung, Rick Kahlenberg, Scott Thomas, Gina Chirichigno, Gary Orfield, and Phil Tegeler. Please contact Michael Hilton at PRRAC for additional documentation if needed (mhilton@prrac.org).

² Here is a link to their study, commission by NC State Department of Ed:
http://esl.ncwiseowl.org/UserFiles/Servers/Server_4502383/File/NC_ELL_Study_Yr2_Final%20Report_Jul27_2011.pdf

³ (http://wexford.lansingschools.net/pages/Wexford_Montessori_Magnet)

majority of magnet schools in the US, none of these schools has any admission requirements, admission is by lottery, with different lotteries for city and suburban enrollment. There is evidence of improved academic performance and higher graduation rates for Hartford children participating in the program.⁴

- Academic outcomes at Wilson Focus School (Omaha, NE)

The very diverse Wilson Focus School,⁵ a leadership, technology, and communications school that draws elementary students from the greater Omaha region, has higher test scores than even some of the far more affluent, white suburban districts that surround it, and scored at the highest level on all AdvancED accreditation categories recently. In 2012-2013, the Focus School was recognized as an “Apple Distinguished Program” for being an exemplary learning environment and a center of innovation, leadership and educational excellence.

- District-wide integration plans (in diverse districts)

Jefferson County, KY: According to the recent Education Week analysis,⁶ Jefferson County (Louisville) has a graduation rate that exceeds by a considerable margin the expected graduation rate (given demographics, size etc.)

Cambridge, MA: With their socioeconomic integration plan, Cambridge also has very high graduation rates for all subgroups of students

The AVID program (www.avid.org) is an example of academic enhancement programs used in diverse schools and districts to harness the benefits of integration. The program integrates classrooms and targets first generation and low income students, and helps to close the achievement gap and increase college attendance and graduation rates.

- Graduation rates and achievement outcomes in Magnet Schools

In virtually every district with magnet high schools, the graduation and college attendance rates are significantly higher than for than non-magnets. A few examples include Chattanooga (Hamilton County), Miami, Hillsborough, Wake, Jefferson, LAUSD, Houston, and Dallas.

Clark County (Las Vegas) has 6 career tech academies that work as magnet schools and have diversity as a goal. District graduation rates are 64% but at the career tech academies it's between 88-96%.

Graduation rates at Connecticut's magnet high schools exceed many suburban districts' rates and are significantly higher than the statewide graduation rate. For example, graduation rates for the 2010 cohort for the Metropolitan Learning Center are 92 percent overall, 86 percent Latino, 90 percent Black, 97 FRL. Graduation rates for Great Path

⁴ See www.sheffmovement.org for more detail.

⁵ A Focus School is similar to a magnet because of the academic concentration on one or two specialized areas embedded within the core curriculum. It differs from a typical magnet school in that there is no home attendance area.

⁶ <http://www.edweek.org/media/dc-large-school-exceeds-expectations-p14-c1.pdf>

magnet are 87 percent overall, 73 percent Latino, 85 percent Black. This is notably higher than the CT state graduation rates for the same cohort: 82 percent overall, 64 percent Latino, 69 percent Black.

The magnet schools cited in 2012 as “Magnet Schools of Excellence” by Magnet Schools of America tend to have very strong test scores overall and for the subgroups.

See also the NCSD’s Research Brief summarizing recent studies, titled “Magnet School Student Outcomes: What the Research Says” – available at www.school-diversity.org.

- Graduation rates and achievement outcomes in interdistrict transfer programs

Graduation rates for children of color from Boston in the METCO program is far beyond not only Boston rates but even higher than the state level graduation rate not just for African American/Latino children, but for all children from all races and economic backgrounds⁷.

Students participating in the VICC interdistrict transfer program in St Louis have also demonstrated academic success. VICC students who transfer from the city achieve higher test scores, better attendance and higher graduation rates when compared with students who remain in the city. There is also high demand for the program, with more than 4,000 applications received for only 517 new spaces made available by the districts in 2012-2013.⁸

- Research summaries on the benefits of school integration

The following research summaries – prepared by members of the Research Advisory Panel of the National Coalition on School Diversity – are available at www.school-diversity.org:

Research Brief No. 1: School Racial and Economic Composition & Math and Science Achievement

Research Brief No. 2: How the Racial and Socioeconomic Composition of Schools and Classrooms Contributes to Literacy, Behavioral Climate, Instructional Organization and High School Graduation Rates

Research Brief No. 3: The Impact of Racially Diverse Schools in a Democratic Society

Research Brief No. 4: What we know about school integration, college attendance, and the reduction of poverty

Research Brief No. 5: School Integration and K-12 Educational Outcomes: A Quick Synthesis of Social Science Evidence

⁷ <http://prrac.org/pdf/METCOMeritsMore.pdf>

⁸ Please contact David Glaser at VICC for additional documentation if needed (DGlaser@choicecorp.org).

Research Brief No. 6: Magnet School Student Outcomes:
What the Research Says

Research Brief No. 7: The Reciprocal Relationship Between Housing and School
Integration

Research Brief No. 8: How Non-Minority Students Also Benefit from Racially
Diverse Schools