

How do you have successful impact around School Integration?

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The journey of wild salmon is a helpful metaphor to use when working towards communicating the

importance of integration

The Three “P”s Parental, Pedagogical Political

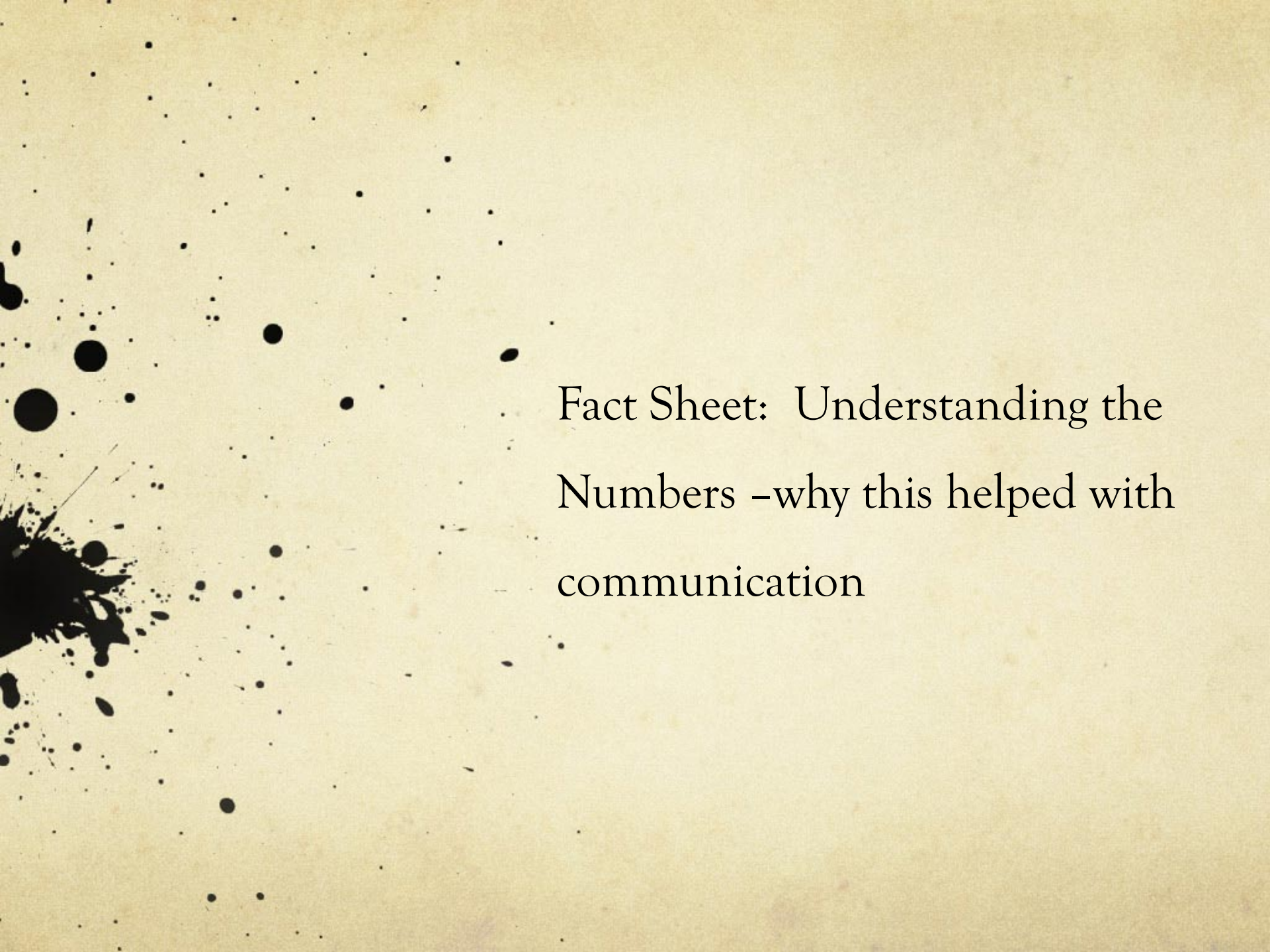
“Homogeneity breeds complacency on both ends of the spectrum.”

“Heterogeneous schools neutralizes students behaviors.”

<http://www.revealingwisdom.com/conditioned-mind-and-suffering/the-courage-to-swim-upstream-back-home>

D15: Parents for Middle School Equity

- What has D15 Parents for Middle School Equity Done? We reached out to 5th and 6th grade parents to find out if there is support from parents in D15 for reforming our middle school placement process. And there is! 93% of the over 400 parents who responded to our survey want to see our middle school placement process changed.
- What do Parents want in a Middle School? Those we surveyed want safe, local schools with small diverse classes. Most D15 parents (91%) do not want selective and screened middle schools.
- What Bothers Parents Most about Our Middle School Process? Parents surveyed said D15 middle school placement is too complicated, takes too much time, our sign-ups are too competitive or difficult and put families without a flexible work schedule and the resources to navigate the process at a disadvantage. Words used by D15 parents to describe our middle school placement process: harrowing, confusing, frustrating, stressful, nightmare, anxiety-ridden, atrocious, overly-complicated, and time-consuming.
- What do Parents Want Changed? Those surveyed want to see more transparency in the placement criteria, an increased number of reasonable schools, the ability to send their child to school near home, and more diverse schools.
- How about Fund-Raising Capacity? The schools with more low income students have much lower fund-raising capacities. In the 2013-2014 school year, the PTA of MS51 raised \$132,000 while MS88's raised \$878. What's so good about Diverse Schools? Check out the back of this sheet!
- Won't Our Middle Schools Improve if Families Give them a Chance? Parents and Principals alone cannot create good diverse schools. Investing in individual schools either through grants or an initial investment of a committed group of families has never resulted in diverse schools. This type of investment is almost never sustainable and, at best, results in another school that predominantly serves economically-advantaged students. Diverse schools come from intentional policy change.



Fact Sheet: Understanding the
Numbers -why this helped with
communication

District 15 Fact Sheet

- **Middle School Facts and FAQs**

There are actually more white families in District 15 but they opt out of public schools and go the private route. Do we want to mention this? We can pull the stats from the Census.)

- **District 15 Parents for Middle School Equity**

- **Our Goal:** To reform the middle school placement process in Brooklyn's District 15 (D15) to create clear and equitable criteria thereby establishing a greater racial, ethnic, and disability-based balance across our middle schools.

Put pie side-by-side pie charts here showing (1) racial breakdown (Hispanic, white, Asian, black, mixed race) and (2) economic breakdown in our district (free lunch, reduced lunch, full-price lunch)

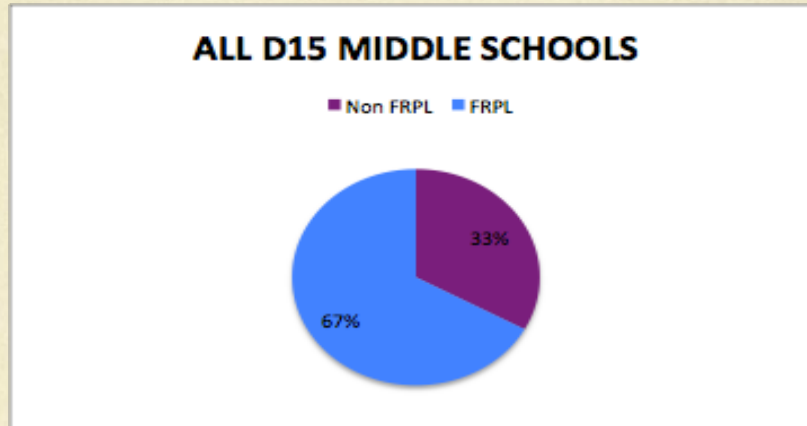
- **What's the Problem?** Our District's system of middle school "choice" leads to segregation, is developmentally inappropriate, and disproportionately places a burden on families without the means to navigate a complicated and time-consuming application process.

- **Are Our Middle Schools Diverse?** No. Our diverse District, unlike many in NYC, should be a model of integration but our placement process results in two tiers of schools – one serving a disproportionate number of white, high scoring, and higher income students and the other serving primarily lower performing and lower income children of color.

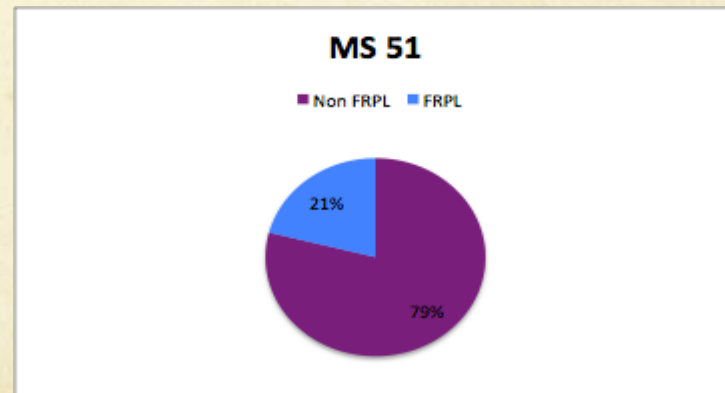
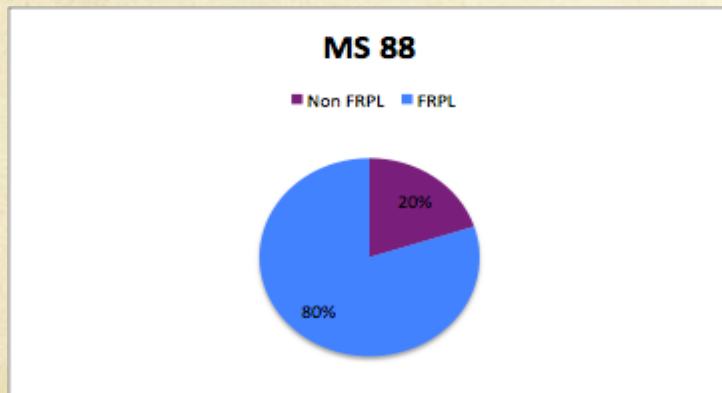
- **What's Our Middle School Placement Process?** D15 middle schools are not zoned. Starting in 4th or 5th grade, families and children participate in meetings, fairs, tours, tests, auditions, and interviews. This process does not do anything to reduce the zoned elementary school segregation that results from residential segregation. If anything, the opportunity gap is increased by middle school in D15 through this process.

- **Is Our District Diverse?** Yes. Our middle school children are 46% Hispanic and 24% Caucasian. And 67% of children come from low income families (enrolled in public schools.

“Choice” contributes to Socio-Economic Segregation

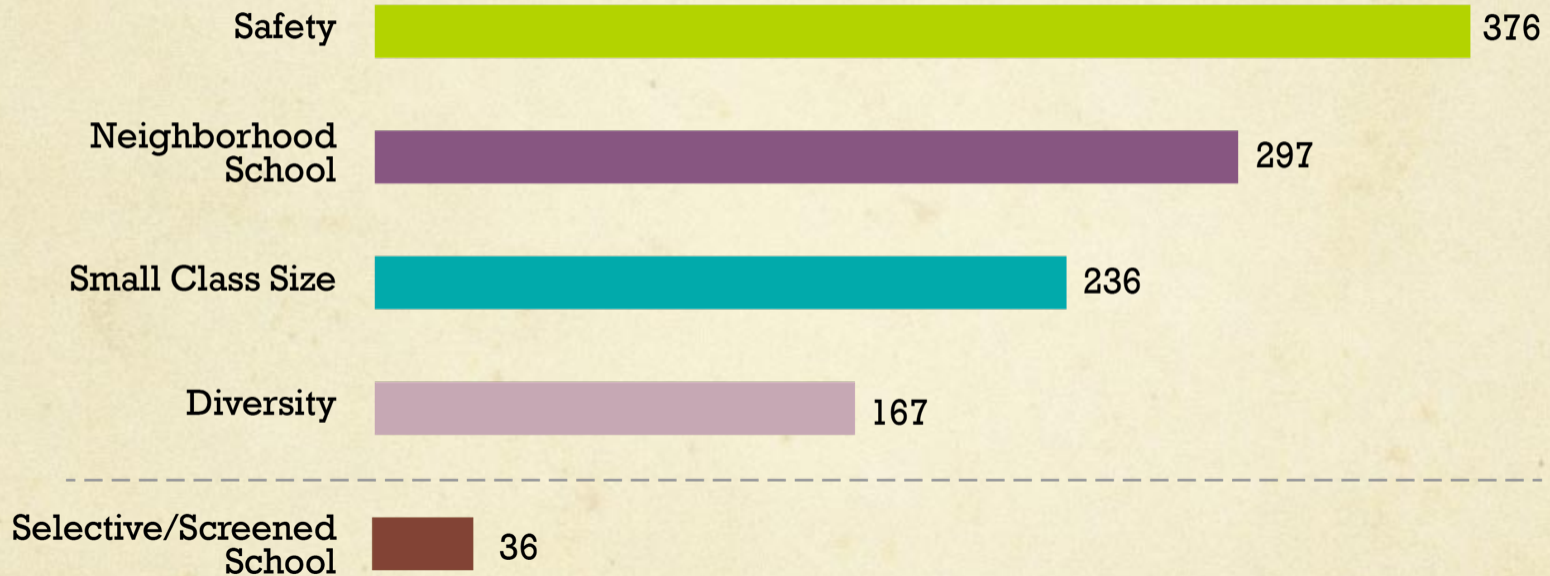


“ In the end the kids with the privilege get into the better schools.”
—*Parent comment*



Parents Top Priorities

How important is each of the following to you when choosing a middle school?



Less than 9% of parents surveyed
 ranked selective/screened schools as
important.

FACTS: Why School Integration Matters

- Middle-school students feel safer, less bullied and less lonely when they are in ethnically diverse schools.³
- Classrooms with different racial and ethnic backgrounds are closely connected to higher level of dialogue and debate.⁴
- Diversity consistently increases math and science scores for all students including whites students.⁵
- Students of *all* socioeconomic statuses, races, ethnicities, & grade levels have higher mathematics performance if they attended socioeconomically and racially integrated schools.⁶
- Schools' socioeconomic makeup has an even greater impact on student performance than an individual student family's socioeconomic or racial status.
- Critical thinking, problem-solving capacities, and cognitive complexity increase for all students exposed to diversity on the campus and in the classroom.⁸
- Source 1. John Kucsera and Gary Orfield, "[New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Figure](#)," UCLA Civil Rights Project (2014). 2. Juvonen et al., 2006. "Peer Victimization in School: Exploring the Ethnic Context," *Current Directions in Psychological Science*, December 2006 15: 317-321. 4. Chang, M. 2006. The Educational Benefits of Sustaining Cross-Racial Interaction among Undergraduates. *Journal of Higher Education*, 430. Gurin, P., Nagda, B.A., Zúñiga, X. (forthcoming). *Engaging Race and Gender: Intergroup Dialogues in Higher Education*. New York, NY). 5. Mickelson, R. & Bottia, M. (2010). Integrated education and mathematics outcomes: A synthesis of social science research. *North Carolina Law Review*, 88, 993.
- 6. Roslyn Mickelson and Martha Bottia (2010), "Integrated Education and Mathematics Outcomes: A Synthesis of Social Science Research," *North Carolina Law Review*, 88.
- 7. Marguerite L. Spencer, Rebecca Reno (2009), "[The Benefits of Racial and Economic Integration in Our education System: Why this Matters for our Democracy](#)" Ohio State University.
- 8. Darryl G. Smith, Natalie Shonfeld (2000), "The Benefits of Diversity: What The Research Tells Us" *About Campus*.

Parents for Middle School Equity

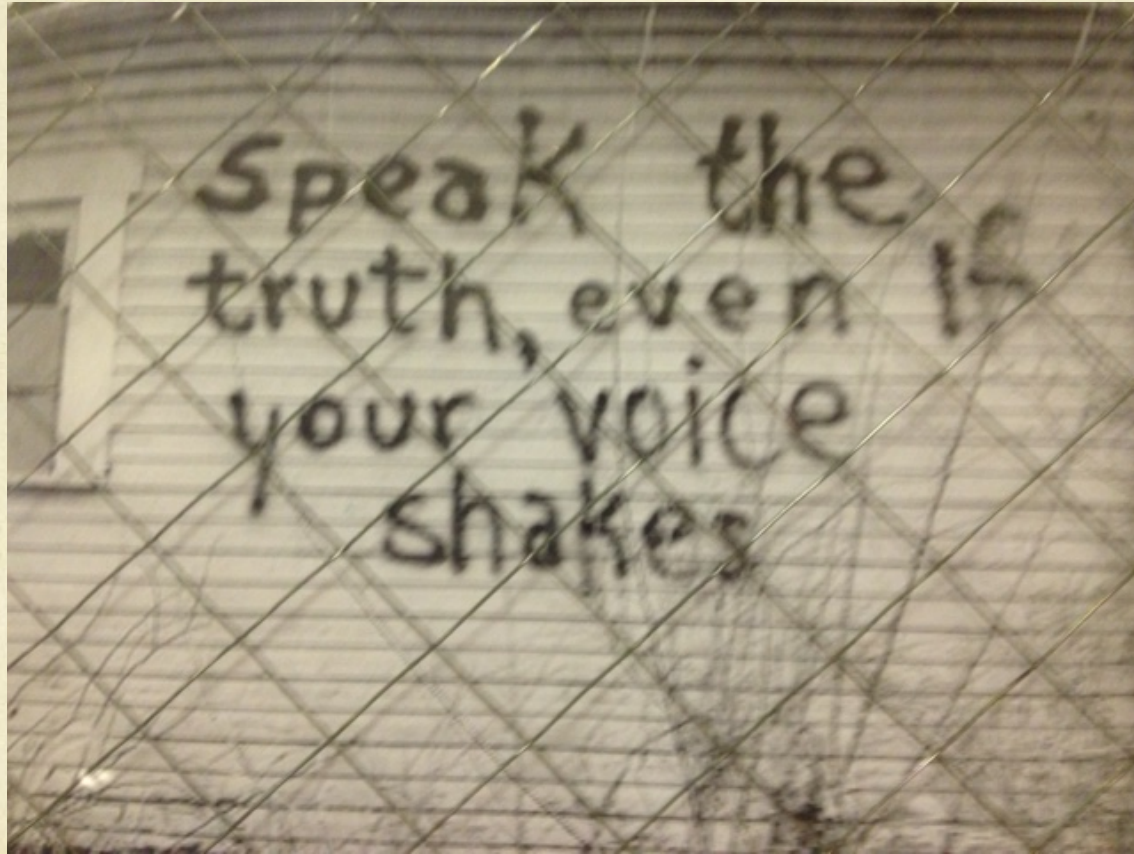
“Integration Does Not Happen By Itself”

<http://middle-school-refo.wix.com/district15>

Panel/Circle Discussions

- AS part of my children's school and as a parent with my equity group working together with our councilmember Brad Lander.
- Circle discussions--something we do at my children's school that I think is extremely useful in getting people to talk about race and racism within the context of our country and our individual communities and experiences.

Photo taken at a renewal
school in Brooklyn NY



Workshop Goals

- Participants will experience communication strategies designed to engage stakeholders to work on ways to have impactful integration efforts in their communities
- Participants will leave the workshop with a toolkit in support of their own communication strategies in their own communities.

Possible quotes/statements for the silent convo.

- Unity is our Strength
- “The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life” Jane Addams
- The research on EVERY reform idea in schools is clear. Nothing comes close to working like integration does. And nothing is so deliberately avoided. The thing we all live with needs to be lived out—the time is now.

AGENDA

- Think/Pair/Share and intros: Teaching for IMPACT
- Chalk Talk: How learning happens and what makes it stick?!
- Organizing for Integration IMPACT: Strategies for BEFORE, DURING and AFTER that invite people to think, share, grapple and embrace the work around effective communication .

Think/Pair/Share

- Please jot your responses to each of the prompts in the boxes
- When you are done, share your responses with a partner
- As you introduce yourself, add an idea to the whole group big idea chart
- What are the implications for teaching?

Chalk Talk Protocol: Respond to New Information

- SILENTLY Move around the room with a marker in your hand
- Respond to the text or image AND to other comments
- You can: REACT, QUESTION, PREDICT, CONNECT, CLARIFY, RESPOND TO ANOTHER COMMENT

Organizing for IMPACT: BEFORE, DURING and AFTER Content

- BEFORE: Anticipation Guides, Take a Stand, Student Surveys and Questionnaires, Opinion Polls, Sorting Activities, Brainstorming, Jotting on Prompts, Making Predictions

Take a Stand

- This activity gets students to think about their knowledge and beliefs about a topic
- To prepare, think about what issues are hiding in the content (what is controversial or arguable)
- Create statements and have students line up according to whether they agree or disagree
- Have groups briefly discuss and describe why they are standing where they are

Say Something

- The purpose is to give students a chance to digest and process information/content by pausing and “saying something” about it
- In pairs, read or listen or watch together and periodically stop and “say something” about what you just read or heard or saw
- Use the prompts or sentence starters to help you have a brief conversation

AFTER Content

Add picture of a salmon...

So this is me—or at least this is what I think it might feel like to be a salmon.

RAFT

- This strategy asks students to create a:
- ROLE
- AUDIENCE
- FORMAT
- TOPIC
- And write from this perspective, integrating content information throughout

Jigsaw

- In your groups each person chooses a different reading. As you are reading annotate the text-knowing that you will be sharing out a summary of your reading.
- Think about this question as you share with your group: How can food preparation represent something else?
- What was it like to be able to choose the piece of writing? How is this different than being given the text?

Reflection

- Please reflect on your learning from today:
- What are some of your takeaways and next steps?
- THANK YOU VERY MUCH!!!!