



Because it is right,
educationally

Integration & Equity in
Boston and Beyond

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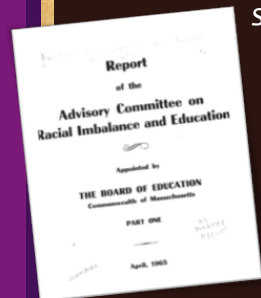
www.onenationindivisible.org

There's a lack of moral, political, and intellectual integrity in this suppression of awareness of how social and economic disadvantage lowers achievement. Our first obligation should be to analyze social problems accurately; only then can we design effective solutions. Presenting a deliberately flawed version of reality, fearing that the truth will lead to excuses, is not only corrupt but also self-defeating.

—Richard Rothstein

“Following recognition of the problem, citizens may choose to adopt a ‘head in the sand’ attitude and attempt to ignore it, or they may face the issue squarely and seek defensible solutions. This Commonwealth chose the latter course.”

The 1965 Report on Racial Imbalance in Massachusetts



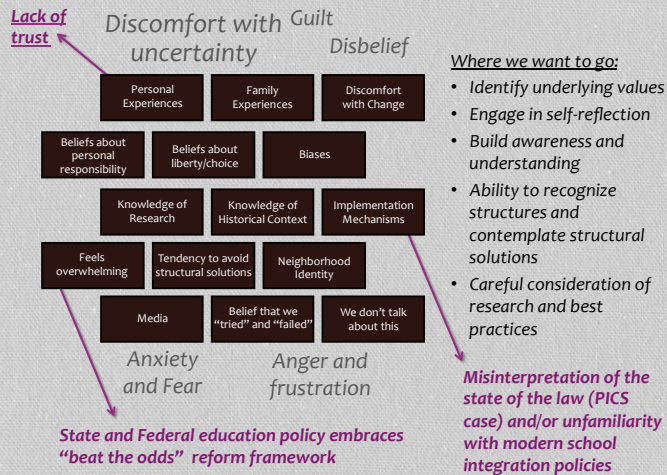
Two Main Takeaways

Transportation is an equity tool.

The research warrants a serious consideration of student assignment plans (and potentially other programs and policies) that are designed to deconcentrate poverty and prevent racial isolation.



Getting over “the wall” of resistance



Tried and Failed?

ASKING CRITICAL QUESTIONS

Did we ever really give integration a chance?

Where does METCO fit into this picture?

Is there evidence of inequity w/in BPS? Do white students in BPS have markedly different school experiences than students of color?

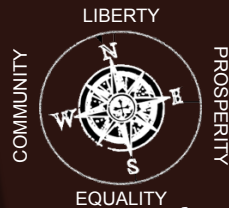
BPS led the region, state, and nation in developing a new approach to integration and educational opportunity?

Understanding the Perspectives

A SEVEN GENERATION PROCESS

“I wonder if you’d like to give me input on what a [white, middle class] parent is to do when currently living in a poorly performing school district. I’m somewhere between making my kids sacrificial lambs for my morals, and selling out to the ‘burbs. Help?”

— A Parent in Michigan



Poverty is on the rise among public school students in general and has risen fastest among Latino children

Who Lives in Poverty?

- 39% of black children
- 35% of Latino children
- 14% of Asian children
- 12% of white children

Nationally, public schools are growing more diverse.



Who attends high-poverty schools?

This matters because high-poverty schools are associated with numerous educational challenges.

43 percent of Black and Latino students attend elementary schools with poverty rates higher than 80 percent.

Just 4 percent of white students attend schools with poverty rates that high.

Who attends the lowest-poverty schools?

Low-poverty schools are advantaged in numerous ways, tend to be more stable and better equipped to intervene and reverse educational problems.

43 percent of white students attend elementary schools with poverty rates lower than 20 percent.

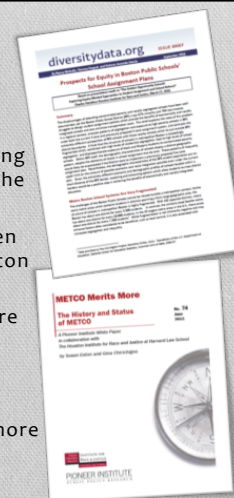
Just 7 percent of black and Latino students attend schools with poverty rates that low.

Harris found that if the schools have large shares of students in poverty and large shares of students of color, the percentage of “beat the odds” schools falls to...

.3 %

Where does METCO fit into this discussion?

- METCO students are generally performing at levels close to the state average by the time they are in 10th grade
- In general, gaps in achievement between METCO students and their peers in Boston and Springfield emerge early
- Graduation rates for METCO students are higher than the state average
- The highest poverty rate in a receiving district is 14.8 percent
- 13 of 37 METCO receiving districts are more than 90 percent White, even with the addition of METCO students



Consider regional models such as those in Omaha, NE and Hartford, CT.