

Integration, Diversity, and Equity

Regents Research Workgroup

June 12, 2018

Children choosing between a black and white doll

- <https://www.youtube.com/watch?v=U4LMNxHvahY&rel=0>
- The doll study repeated 58 years later
 - What challenge does it present for addressing the achievement gap?

New York State will use multiple measures of success for the purposes of ESSA

Student Academic Achievement

For **all schools**, based on the Composite Performance Index, which measures achievement on state assessments in English language arts (ELA), math and science. For **high schools**, also measures achievement on state assessments in social studies

Student Growth

For **elementary and middle schools**, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years

Academic Progress

For **all schools**, measures student progress on state assessments in ELA and math against long-term goals and measures of interim progress (MIPs).

Graduation Rates

For **high schools**, measures four-, five-, and six-year cohort graduation rates against long-term goals and MIPs

English Language Proficiency

For **all schools**, measures the progress of English Language Learners in meeting their individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)

Chronic Absenteeism

For **all schools**, measures the percentage of students who miss 10% or more of the school year against long-term goals and MIPs

College, Career and Civic Readiness

For **high schools**, measures the percentage of students who are leaving school prepared for college, career, and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs

Equity: What does this mean?

NYSED and districts throughout New York State will prioritize providing equitable opportunities and access for every student, regardless of region, student status, ethnicity or demographics.

EQUITY IN CLASSROOMS

To ensure that classroom content is relevant and representative of all students' experiences

EQUITY IN EDUCATOR ACCESS

To ensure that all educators are effective and supported in their practice

EQUITY IN RESOURCES

To ensure that all schools get all the resources they need to succeed



Equity: What should teachers expect?

PERSONALIZED LEARNING

Expanded use of personalized learning approaches to meet the unique needs of each student

TECHNOLOGY

Enhanced use of technology to incorporate online and distance learning experiences into the curriculum

TRANSPARENCY

New reports highlighting equity gaps through schools' per-student spending, and distribution of the most effective teachers

PROFESSIONAL DEVELOPMENT

Access to professional development to build understanding of anti-bias, multi-cultural and culturally responsive pedagogies

MATERIALS

Culturally responsive and linguistically relevant classroom materials to better reflect student backgrounds and languages



Historical Context

Date	Activities / Outcome
1943	Thurgood Marshall argued successfully for the elimination of segregated elementary schools in Hillburn, NY. Education Commissioner Allen directed the Board of Education to immediately desegregate to two elementary schools.
Jan 1960	Regents issued a statement on intercultural relations in education and charged the Advisory Council on Intercultural Relations in Education to assist the Department in seeking solutions to segregation in education. Released a position paper on “Urban Education.”
Dec 1969	A restatement of the Regents 1968 position and affirmation that the efforts to eliminate segregation and speed integration must be increased; pledged efforts to greater vigilance.
June 1974	Regents reaffirmed policies and appointed a committee to review and make recommendations regarding the March 1972 statement on busing.
Oct 1974	Regents approved a new statement on integration calling on “those having powers to eliminate discrimination and segregation in areas related to education” to use them and called on the legislature, governor, and all New Yorkers to make the commitments necessary to achieve integration.
1987	U.S. v. Yonkers Board of Education – District court held that the school board’s neighborhood-school policy constituted intentional racial segregation in the city’s schools. Various remedies continued to be litigated through the early 2000s.
2005	Regents Strategic Plan identifies achievement gap as its highest priority
July 2016	Chancellor directs the research workgroup to study the issues of integration diversity and equity and propose a set of recommendations for board adoption.

Historical challenge restated in the Regents Strategic Plan of 2005 (Leadership and Learning)

[Lines 17 – 28]

Despite a decade of progress and many instances of excellence, New York's educational system today faces two critical problems that demand urgent attention. First, we face a great divide in educational opportunity and achievement along lines of income, race and ethnicity, language, and disability. Second, New York – and the nation – are not keeping pace with growing demands for still more knowledge and skill in the face of increasing competition in a changing global economy.

Closing the achievement gaps must begin with the fundamental belief that all learners can reach higher standards. It requires that we set high expectations and employ powerful strategies that build on the success of many USNY institutions that are working to close these gaps.

Policy statement

[Lines 131 – 138]

In 2010, over half of Black and Latino students in the State attended schools with fewer than 10 percent White enrollment, and the typical Asian student in the State attended schools in which a little over 30 percent of their peers were White. In that same year, the average White student attended schools in which close to 80 percent of his or her classmates were White. Further, in 2010, the average White student attended a school in which 30 percent of his or her classmates were low-income, while the average Black and Latino student attended a school where 70 percent of his or her classmates were low-income.

Policy statement

[Lines 140 – 149]

Research shows that schools that are racially, economically, and academically segregated produce lower educational achievement and attainment for students of color and low-income students, which in turn limits their lifetime opportunities. At the same time, research also shows that socioeconomic and racial integration leads to higher academic outcomes for all students, closes the achievement gap for students of different racial and economic backgrounds, fosters critical thinking skills and the ability to communicate and work with people of all backgrounds, reduces racial and ethnic prejudice while increasing cross-cultural trust and relationships, decreases the likelihood of teenage pregnancy and interaction with the juvenile justice system, and increases the likelihood of college going and success.

Policy statement

[Lines 171 – 186]

Promoting socioeconomic and racial integration is a powerful mechanism for achieving these goals. Based on careful consideration of substantial, well-validated, and longstanding social, scientific, and experiential evidence, the Board of Regents finds that integrated schools:

- Enrich the educational experience of students; Promote higher academic and many other favorable outcomes for all students;
- Close the achievement gap for students of different socioeconomic and racial backgrounds;
- Foster critical thinking skills and the ability to communicate and work with people of all backgrounds;
- Advance postsecondary success and lifetime opportunities for all students; and
- Graduate students prepared to succeed in an increasingly pluralistic society in which the more perspectives that can be brought to bear, the more problems people are capable of solving. (NYSED, 2018)

Policy statement

[Lines 188 – 196]

In order to achieve this integration, the Board of Regents is committed to the development and support of educational programs that promote the values of socioeconomic, racial, cultural, and other kinds of diversity. The Board of Regents encourages districts and schools, to the greatest extent possible, to adopt integration plans that result in schools that reflect a diverse mix of students—of different *races and ethnicities, abilities, home languages, and socioeconomic status*—to ensure that schools, programs, and services reflect—and thus obtain the full educational, instructional, and developmental benefit of—the diversity of the district and/or surrounding districts.

Multiple pathways to equity

[Lines 196 – 222]

Such strategies may include, but are not limited to:

- **Developing flexible integration targets and enrollment systems to ensure that each school generally reflects the demographic diversity of the district and/or surrounding districts;**
- **Implementing classroom placement strategies to ensure that each classroom is diverse and that students receive the full educational and other benefits of diversity;**
- **Applying an equity index algorithm, publishing data regularly to monitor whether integration goals are being met, and adjusting goals, policies, and practices in light of the evidence of how well they are succeeding and how they can be improved. The index identifies tracking, resource allocation, desegregation of suspensions/expulsions by age, gender, ethnicity, and home language;**
- **Creating partnerships or regional districts or consolidating with nearby districts to address socioeconomic or racial isolation across districts;**
- **Re-drawing school zones, strategically selecting new school sites, and creating unzoned schools with weighted enrollment (e.g., enrollment preferences or weighted lottery) to increase integration; and/or**
- **Providing transportation and other logistical support to ensure that segregated housing patterns do not prevent students from attending integrated schools.**
- **Investing in professional development to support instructional practices that reflect the tenets of culturally sensitive instruction and disciplinary practices.**
- **Developing employment practices that promote a culturally and ethnically diverse workforce.**

Next steps

- Agree to present to the full board in September.

Develop a work plan that includes:

- Review research studies and literature;
- Author/ researcher/ practitioner presentations;
- Listening tours;
- Identify site visit opportunities -prepare a framework, guiding questions and a coding system to ensure the visits offer reliable comparisons;
- Collect Data and Analyze;
- Create an advisory board of external stakeholders with diverse views on the nature, scope and content of our work;
- Review and understand the statutory authority the state constitution gives the Board of Regents; and
- Prepare a set of recommendations for board consideration - offer advantages and disadvantages of each.

Thank you