

### **Overview of Presentation**

- About One Nation Indivisible
- Demographic Patterns & Policy
- 3. Newest & Best Research
- 4. Why This Matters

One Yation

# ONE NATION INDIVISIBLE Documentation

We tell and spread stories about people and organizations creating, sustaining or improving racially, culturally and socioeconomically schools, communities and social institutions.

onenationindivisible.org



# ONE NATION INDIVISIBLE Mobilization

We connect people we write about to each other and to a national network of scholars, policy experts and advocates.

We host our own gatherings. We also sponsor community-based allies so they can attend prominent national conferences and speak as experts there.

onenationindivisible.org



One Station

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

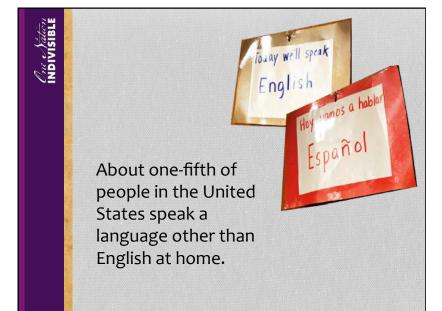
## Who Lives in Poverty?

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

Nationally, public schools growing more diverse from 1989-2009

- Share of white students <u>declined</u> from 68% to 55%
- Share of black students <u>steady</u> at 15% to 17%
- Latino share <u>doubled</u> from 11 to 22%

pril 10, 20



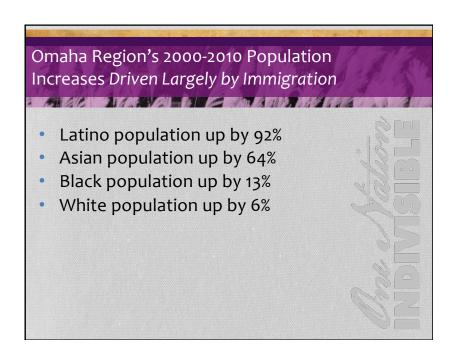
One Station INDIVISIBLE

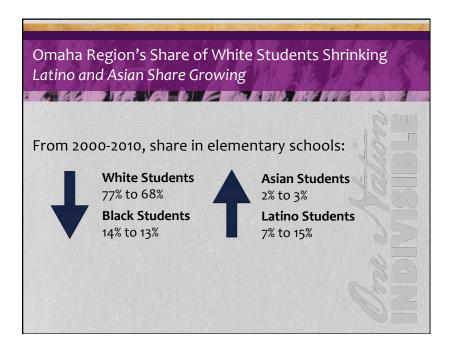
Children who speak a language other than English increased from 4.7 to 11.2 million between 1980 and 2009.

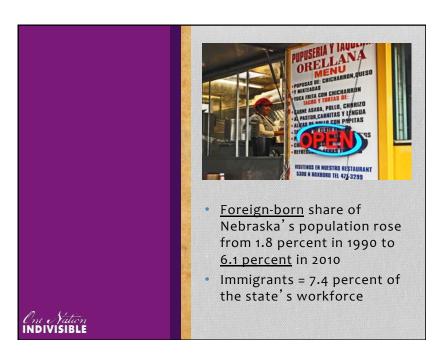
Their share of the population grew from 10% to 21%

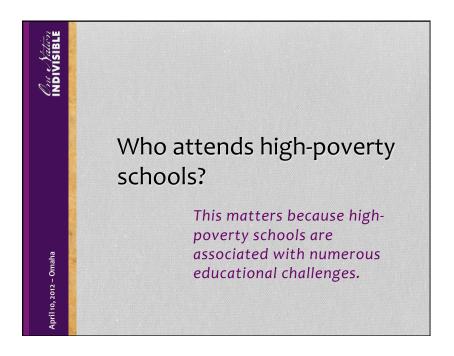
However, the share of children who speak English "with difficulty" is <u>declining</u>.

In 1980, 7% of foreign-language speakers spoke English "with difficulty." In 2009, 5% did.









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

One Statem INDIVISIBLE

# 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.

One Station INDIVISIBLE

4pril 10, 2012 - Omaha

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 • Race to the Top
(\$4.35 billion)
• Investing in Innovation



NEITHER include incentives or requirements to reduce racial and poverty concentration

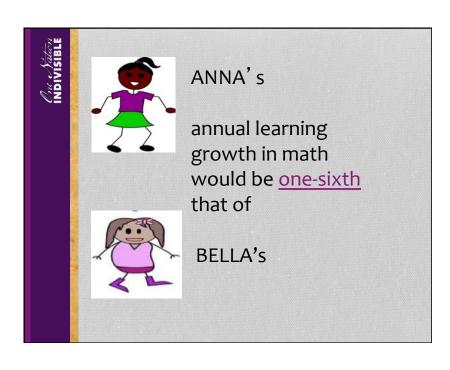
(\$650 million)

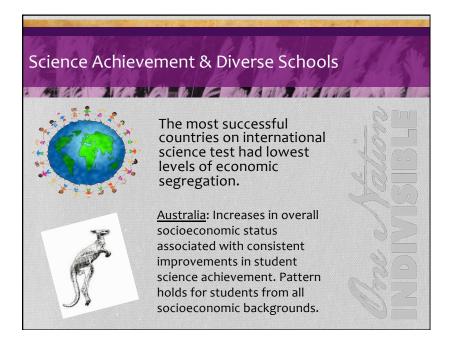
#### Math Achievement & Diverse Schools

A study of math test scores over more than 30 years finds that "increases in school segregation correspond to significant increases in the black-white and Latino-white test score gaps."

School segregation's negative influence on achievement "outweigh[s]" the positive influences that come from improvements in racial minority groups' overall income and other family background characteristics.

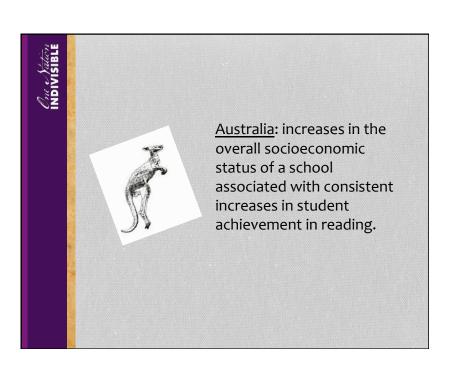






# Science Achievement & Diverse Schools Missouri: High percentages of low-income students associated with lower levels of science proficiency in a school.

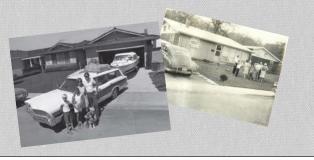




Cleveland: Experiencing segregation until late in high school associated with 20 percent increase in a typical African American or Latino student's odds of **dropping out** in first year of high school. By 4th year of high school, experiencing segregation associated with 39 percent increase in odds of **dropping out**.

One Station

Does school desegregation promote residential integration by counteracting the tendency for people to choose neighborhoods with racial compositions similar to their childhood neighborhoods?



One Station

Racial isolation in neighborhoods and schools are important predictors of later racial attitudes BUT racially segregated schools play more significant role in "inhibiting potential development of social cohesion among young adults."

One Statem

Being African American or Latino was less influential in choosing a predominantly African American neighborhood than attendance at a predominantly African American school with a small share of white students. But Don't Some Schools "Beat the Odds?"

Professor Douglas Harris looked for schools serving large shares of low-income students that recorded high test scores in two subjects in two grades for two consecutive years.

The percentage of such schools in the United States?

One Vation INDIVISIBLE 1.1 %

One Statem INDIVISIBLE

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...

## Why We Still Care (and why Omaha matters...)

How we answer these questions and how we act in response to them go to the heart of what kind of society we want to be and what kind of people we want to be. A closed, bifurcated one, narrow one or a more cohesive welcoming one that expands our concept of what our community is, where it is and who is a member of that community?



## Why We Still Care (and why Omaha matters...)

The nation is changing.
We have a choice.

More barriers, tacit acceptance of segregation?

Or breaking down barriers, creating structures that engender cohesion and provide opportunity for more interaction, access and equal opportunity?

For true preparation for life in the new United States, young people need those interactions and need to become more comfortable with people from a variety of backgrounds.

