



Region Indivisible

Integration & Equity in Omaha and Beyond

Susan Eaton

Omaha Public Schools

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www.onenationindivisible.org

Overview of Presentation

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

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.

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.

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



About one-fifth of people in the United States speak a language other than English at home.

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 declining.

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

Omaha Region's 2000-2010 Population Increases Driven Largely by Immigration

- Latino population up by 92%
- Asian population up by 64%
- Black population up by 13%
- White population up by 6%

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Omaha Region's Share of White Students Shrinking Latino and Asian Share Growing

From 2000-2010, share in elementary schools:



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- Foreign-born share of Nebraska's population rose from 1.8 percent in 1990 to 6.1 percent in 2010
- Immigrants = 7.4 percent of the state's workforce

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Who attends high-poverty schools?

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

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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

Federal Policy

- Race to the Top (\$4.35 billion)
- Investing in Innovation (\$650 million)

NEITHER include incentives or requirements to reduce racial and poverty concentration

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.

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Math Achievement & Diverse Schools



Anna

Suppose we have two students who are similar in all background variables but **ANNA** attends a high poverty school and **BELLA** attends a more diverse, lower poverty school.



Bella

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ANNA's

annual learning growth in math would be one-sixth that of



BELLA's

Science Achievement & Diverse Schools



The most successful countries on international science test had lowest levels of economic segregation.



Australia: Increases in overall socioeconomic status associated with consistent improvements in student science achievement. Pattern holds for students from all socioeconomic backgrounds.

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Science Achievement & Diverse Schools

Missouri: High percentages of low-income students associated with lower levels of science proficiency in a school.

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Verbal Achievement & Diverse Schools

Attending a high-poverty or highly segregated African American school - “profound” negative effect on verbal achievement

Racial/ethnic composition and social class composition of a student’s school are $1\frac{3}{4}$ times more important than that child’s economic background

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Australia: increases in the overall socioeconomic status of a school associated with consistent increases in student achievement in reading.

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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**.

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



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.”

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?

1.1 %

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%

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.

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?