About GS4A

- Evidence-based; citizens advocacy coalition
- Community-wide solutions to reduce impact of concentrated poverty
- Support from Raleigh & other communities
- Advocate network of socioeconomically diverse magnet schools
Rochester 2034
#roctheplan
Where the River Flows
The Time to Act

“According to RocCity Coalition’s Vision 2025 Report and Action Plan, most young professionals currently enjoying city living note that education is the top issue influencing whether or not they will remain in the City once they start a family.”

- Rochester 2034, p. 209
Outside the Box

“The City of Rochester and other organizations must partner with the RCSD to provide strategic support to the district, addressing conditions that indirectly affect school performance. Reducing crime, deconcentrating poverty, improving access to stable, quality housing, and attracting job opportunities...thereby improving performance.”

Rochester 2034 p. 211
“...the region must own many of the circumstances that led to and perpetuate the district’s struggles...Concentrated poverty is a major factor, if not the most significant, in determining educational outcomes. High levels of economic and racial segregation are not solely the responsibility of the locale...they must be accounted for at a regional level.”

Rochester 2034 p. 212
More than School Reform

Socioeconomic integration is critical to:

• A great educational opportunity for all children in our region;
• Making city life appealing to middle class families;
• Reinvestment in city neighborhoods;
• Rising property values;
• The survival of our city
School Poverty Tipping Point 40-50%
Poverty and Race in Rochester

What Does Race Have to do with it?

THREE FINDINGS

1. Disparities impact individuals and families throughout their lives.

2. The gaps between racial and ethnic groups are greater in the Rochester region than in the United States or New York State as a whole.

3. These results have a demonstrable impact on the wellbeing of the Rochester region.
Regional Population Growth 1950-2010

- City of Rochester population declined by 37%

- 9 County Region: 52%
- Suburban Monroe: 244%
- Surrounding Counties: 50%

declined
ROCHESTER’S POVERTY:
CAN OUR CHILDREN SURVIVE AND THRIVE?

ROCHESTER’S CONCENTRATED POVERTY

Percentage of People Living Below the Poverty Level (By Census Tract)
- 40% or more
- 50% or more
- 60% or more
What We Support

• Both/And Approach - Diverse Magnet Schools **PLUS:**
• Strong community/neighborhood schools
• Expanded # of teachers of color
• Extensive focus on staff/administrator/teacher training on structural racism and implicit bias
• Culture change within District
• Diverse, culturally-responsive curriculum
• Restorative justice practices & “relationship approach”; Victorious Minds Academy

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Research Demonstrates Impact Across the Country

• Research has clearly demonstrated improvement on educational measures and graduation rates in Raleigh, Hartford, Dallas, Cambridge, Louisville, Omaha, going back to national Coleman report 50+ years ago.

• Research also clear: improved problem solving, critical thinking, creativity, ability to work with those with different backgrounds, preparation for 21st century workforce.

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Components of Diverse Magnet Schools

- Multi-districts, voluntary, roughly 50-50 mix of low and middle-income students from city and suburbs
- Unique public school curriculum not otherwise available (e.g., language immersion, leadership, public safety or health careers, environmental science, early college prep, tech development, business/entrepreneurial, occupational/apprentice programs, etc.)
Components of Diverse Magnet Schools (cont’d)

- Cross-cultural learning and experiential opportunities for all students to prepare for diverse society and workforce of the future
- Diverse teaching and administrative staff
- Develop school community of students and parents
- Community partnering organizations (e.g., human services, business, union, medical/health care, arts) to enhance student experience
- Expanded choices for students
Graduation Rates in Monroe County – Selected Districts

<table>
<thead>
<tr>
<th>School District</th>
<th>% Economically Disadvantaged</th>
<th>Economically Disadvantaged 2017 Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rochester</td>
<td>83%</td>
<td>49%</td>
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<tr>
<td>Greece</td>
<td>45</td>
<td>83</td>
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<tr>
<td>Rush-Henrietta</td>
<td>38</td>
<td>86</td>
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<td>Gates-Chili</td>
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<td>73</td>
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<td>East Irondequoit</td>
<td>53</td>
<td>85</td>
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<tr>
<td>Brockport</td>
<td>44</td>
<td>75</td>
</tr>
</tbody>
</table>
What the evidence says

“The analysis that follows points incontrovertibly to three powerful cures to unequal educational opportunity... (1) Integration, (2) equitable school funding, and (3) high-quality pre-school funding, all of which were tried before, but abandoned, partly out of resistance, but also out of a lack of collective patience...”
“Almost as soon as desegregation plans were enacted, there were not only substantial reductions in racial segregation, among both students and teachers, but also sharp increases in per pupil spending (an average of 22.5 percent) and significant reductions in average class sizes.”
“...by the late 1970s and early 1980s, college enrollment for black 18-to-19-year olds rose to rates similar to those for white students. Our work shows that desegregation played a dominant role in Explaining this convergence.”
Long-term benefits

“We discovered that the average effects of a five-year exposure to court-ordered school desegregation led to about a 15 percent increase in wages...a decline of 11 percentage points in the annual incidence of poverty in adulthood...(and) significant increases in marital stability as well.”
We’ve known for a long time...

“The educational resources provided by a child’s fellow students are more important for his achievement than are the resources provided by the school board...the social composition of the student body is more highly related to achievement, independent of the student’s own social background, than is any school factor.”

— James Coleman, Equality of Educational Opportunity, 1966
Is There Local Support for Diverse Magnet Schools?

Professional survey of 300 city and 300 suburban parents of current school children:

• 87% indicated they would consider one or more of the magnet schools listed (93% Rochester / 85% Suburbs).
• Almost three quarters (73%) indicated they would consider sending their child to a magnet school outside their home district on a voluntary basis. (83% Rochester / 70% Suburbs).
• Support for voluntary magnet schools, even across district lines, substantial across all subgroups of parents: geographic, racial/ethnic, & income levels.
• A new generation of parents values such diverse expanded options for their children.
What Needs to Happen?

• Recognize RCSD can’t fix its schools alone. Need entire community, including suburbs.

• Need state support from Regents and state legislators: reimbursement formulas; financial incentives; shared staff, resources, facilities (The state already encourages integration to improve outcomes).

• Bring districts to table: Create expanded student options – pilot diverse magnets.

• Include interdistrict schools in future master plans, accessible locations, unique spaces, connected to important institutions—colleges, health care centers, museums, hi-tech research, local government