School Composition and Achievement

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#EdDiversity

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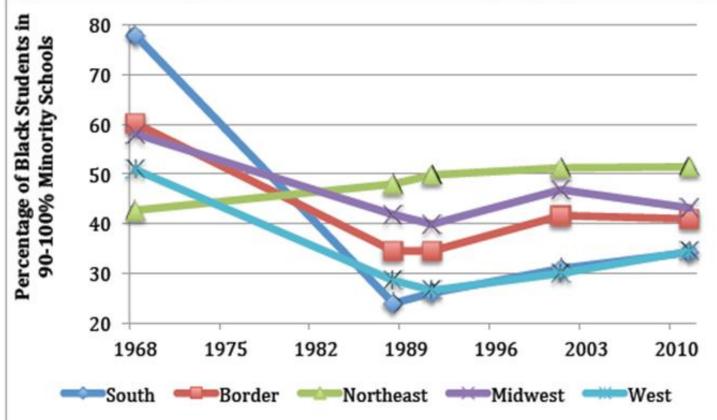
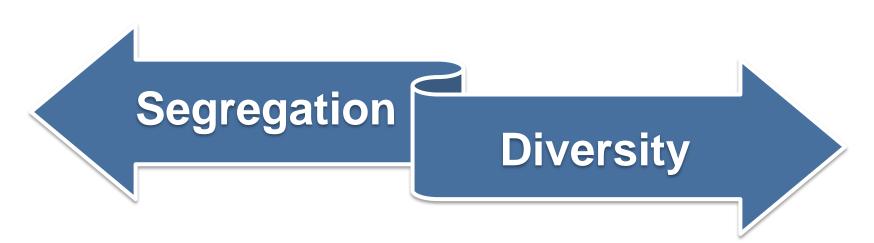


Figure 3: Percentage of Black Students in Intensely Segregated Minority Schools by Region

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data. Data prior to 1991 obtained from the analysis of the Office of Civil Rights data in Orfield, G. (1983). Public School Desegregation in the United States, 1968-1980. Washington, D.C.: Joint Center for Political Studies.



What is a diverse school?

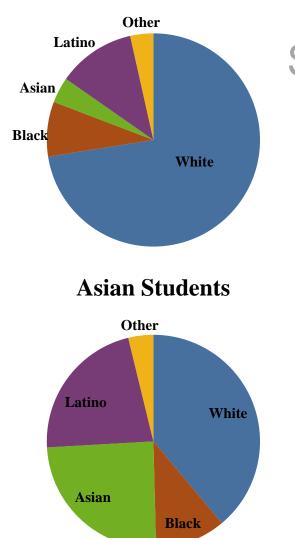


- Many ways to measure segregation, most are relative to an area
 - Relative to what? District, county, state, nation?

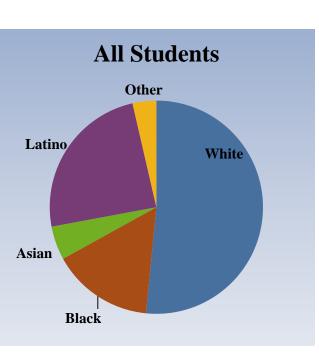
- Diversity is not a precise concept
 - What is the goal? Zero segregation?
 - What does a diverse school look like?



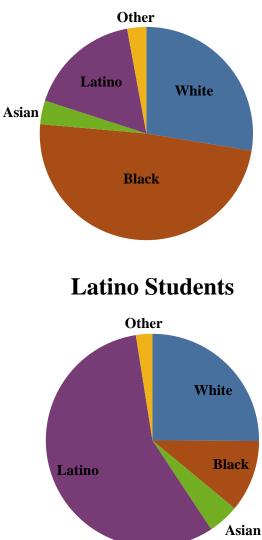
White Students



Composition of School for Average Student by Race-Ethnicity, 2011-12



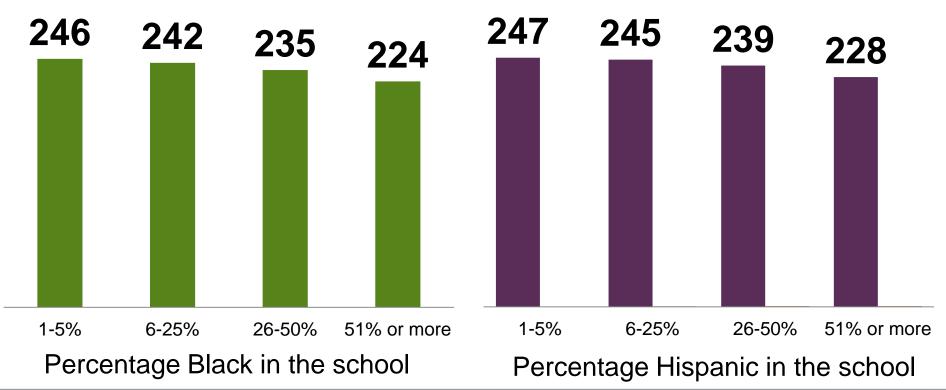
Black Students





School achievement by percentage of Black or Hispanic students

NAEP Mathematics, Grade 4, 2013





Why might school composition be related to achievement?

- Correlation with the concentration of low-socioeconomicstatus students
- Uneven distribution of key academic supports across schools
- Lower expectations for minority students
- Greater use of school discipline reports
- "Oppositional culture"
- Students of all types perform better in diverse schools



Is having a diverse school enough or is there something more to consider?

- Even if you have a "diverse school" there are concerns about withinschool segregation
- How much is does it matter what is done in practice with diversity?
 - Bans on ethnic studies (e.g., Arizona)
 - Curricula and practices that are "culturally responsive"





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