Our schools TODAY

AMY HAWN NELSON
UNC CHARLOTTE URBAN INSTITUTE INSTITUTE FOR SOCIAL CAPITAL, INC.
Mobility

Upward Mobility in the 50 Biggest Metro Areas: The Top 10 and Bottom 10

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>Odds of Reaching Top Fifth Starting from Bottom Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>San Jose, CA</td>
<td>12.9%</td>
</tr>
<tr>
<td>2</td>
<td>San Francisco, CA</td>
<td>12.2%</td>
</tr>
<tr>
<td>3</td>
<td>Washington DC, DC</td>
<td>11.0%</td>
</tr>
<tr>
<td>4</td>
<td>Seattle, WA</td>
<td>10.9%</td>
</tr>
<tr>
<td>5</td>
<td>Salt Lake City, UT</td>
<td>10.8%</td>
</tr>
<tr>
<td>6</td>
<td>New York, NY</td>
<td>10.5%</td>
</tr>
<tr>
<td>7</td>
<td>Boston, MA</td>
<td>10.5%</td>
</tr>
<tr>
<td>8</td>
<td>San Diego, CA</td>
<td>10.4%</td>
</tr>
<tr>
<td>9</td>
<td>Newark, NJ</td>
<td>10.2%</td>
</tr>
<tr>
<td>10</td>
<td>Manchester, NH</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>City</th>
<th>Odds of Reaching Top Fifth Starting from Bottom Fifth</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>Cleveland, OH</td>
<td>5.1%</td>
</tr>
<tr>
<td>42</td>
<td>St. Louis, MO</td>
<td>5.1%</td>
</tr>
<tr>
<td>43</td>
<td>Raleigh, NC</td>
<td>5.0%</td>
</tr>
<tr>
<td>44</td>
<td>Jacksonville, FL</td>
<td>4.9%</td>
</tr>
<tr>
<td>45</td>
<td>Columbus, OH</td>
<td>4.9%</td>
</tr>
<tr>
<td>46</td>
<td>Indianapolis, IN</td>
<td>4.9%</td>
</tr>
<tr>
<td>47</td>
<td>Dayton, OH</td>
<td>4.9%</td>
</tr>
<tr>
<td>48</td>
<td>Atlanta, GA</td>
<td>4.5%</td>
</tr>
<tr>
<td>49</td>
<td>Milwaukee, WI</td>
<td>4.5%</td>
</tr>
<tr>
<td>50</td>
<td>Charlotte, NC</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

Sources: Chetty et al., http://www.equality-of-opportunity.org/
Segregation results in concentrated educational disadvantage.
Segregation harms children

**Lower teacher quality**

- Highly qualified teachers are more likely to leave predominantly black and Hispanic schools

- Racially isolated black and Hispanic schools have higher teacher turnover

- Predominantly nonwhite schools have less qualified and less experienced teachers

Jackson, 2009; Carroll et al., 2000; Hanushek et al., 2004, 2005; Jackson, 2009; Loeb et al., 2005; Lankford, Loeb, & Wyckoff, 2002; Clotfelter, Ladd, & Vigdor, 2006; Freeman, Scafidi, & Sjoquist, 2005; Condron et al., 2008; Southworth, 2010
Segregation harms communities
Inadequate Preparation for Workforce

Students in racially isolated schools:

✓ Have greater involvement in criminal justice system

✓ Get lower-paying and more racially isolated jobs

✓ Have lower lifetime earnings

✓ Continue to live and work in segregated communities after graduation

Diverse schools benefit **ALL** children

**Academic benefits:**

- improved academic performance
- higher graduation rates
- increased college enrollment and graduation

Berends & Penaloza, 2010; Newton, 2010; Frost, 2007; Perry & McConney, 2010; Hogrebe & Tate, 2010; Boozer, Kruegarm & Wolkon, 1992; Borman et al., 2004; Hochschild & Scovronick, 2003; Schofield, 1995, 200; Hanushek, Kain, & Rivkin, 2006; Trent, 1997; Mickelson, 2003; Mickelson & Bottia, 2010a, 2010b; Wells et. al, 2009; Eaton, 1996; Wood & Sonleitner, 1996; Ellison & Powers, 1994; Wells, 1995; Pettigrew & Tropp, 2006; Killen & McKown, 2005; Hawley, 2007; Killen, Crystal, & Ruck, 2007; Wells et al., 2009
Diverse schools benefit ALL children

Non-academic benefits:

- higher occupational aspirations and attainment
- increases in civic engagement
- graduates more likely to live and work in diverse environments

Berends & Penaloza, 2010; Newton, 2010; Frost, 2007; Perry & McConney, 2010; Hogrebe & Tate, 2010; Boozer, Kruegarm & Wolkon, 1992; Borman et al., 2004; Hochschild & Scovronick, 2003; Schofield, 1995, 200; Hanushek, Kain, & Rivkin, 2006; Trent, 1997; Mickelson, 2003; Mickelson & Bottia, 2010a, 2010b; Wells et al., 2009; Eaton, 1996; Wood & Sonleitner, 1996; Ellison & Powers, 1994; Wells, 1995; Pettigrew & Tropp, 2006; Killen & McKown, 2005; Hawley, 2007; Killen, Crystal, & Ruck, 2007; Wells et al., 2009
Diverse schools benefit students of color

✓ Five years of integrated schools increased the earnings of black adults by 25%.

✓ The effect on health of a five-year exposure to school desegregation is equivalent to being 7 years younger.

Johnson, 2011

Want more? Go to spivack.org
A rejected success
The income achievement gap is now twice as large as the black-white achievement gap.
Mecklenburg County’s population
Past, and projected

Sources: U.S. Census Bureau, NC Office of State Budget and Management Office
The Latino population more than doubled

2000: 39,800
2013: 110,051

* Note: In Census data, Hispanic or Latino is an ethnicity.

Sources: U.S. Census Bureau; 2000 Census of Population and Housing, Summary File 1, American Community Survey 2009 and 2013 1-year estimates.
The African American population increased 59%.

2000: 175,661
2013: 279,271

* Note: In Census data, Hispanic or Latino is an ethnicity.

Sources: U.S. Census Bureau; 2000 Census of Population and Housing, Summary File 1, American Community Survey 2009 and 2013 1-year estimates.
The white population increased by 14% but its share decreased 12%.

2000: 297,845
2013: 340,521

* Note: In Census data, Hispanic or Latino is an ethnicity.

Sources: U.S. Census Bureau; 2000 Census of Population and Housing, Summary File 1, American Community Survey 2009 and 2013 1-year estimates.
Poverty rate
Mecklenburg County

Individuals earning below $11,770

Source: American Community Survey 1-year estimates
Poverty rate by race, 2009 and 2013
Mecklenburg County

<table>
<thead>
<tr>
<th>Race</th>
<th>2009</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Asian</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>31%</td>
<td>27%</td>
</tr>
<tr>
<td>White alone, not Hispanic or Latino</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau American Community Survey 2013 1-year estimates.
Charlotte-Mecklenburg is racially segregated
Today in CMS

1 in 3 schools are segregated by poverty.

1 in 2 schools are segregated by race.

1 in 5 schools are hypersegregated by race.

1 in 6 schools are imbalanced white.

Source: Charlotte-Mecklenburg Schools
CMS % of white students

Source: Charlotte-Mecklenburg Schools
CMS % of economically disadvantaged students

Family of 4: $30,000/$44,000

Source: Charlotte-Mecklenburg Schools
School district imbalance

Economic Imbalance in 10 Most Populous Counties

<table>
<thead>
<tr>
<th>Economic Imbalance, 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1    Mecklenburg</td>
</tr>
<tr>
<td>2    Forsyth</td>
</tr>
<tr>
<td>3    Guilford</td>
</tr>
<tr>
<td>4    Durham</td>
</tr>
<tr>
<td>5    Union</td>
</tr>
<tr>
<td>6    New Hanover</td>
</tr>
<tr>
<td>7    Cumberland</td>
</tr>
<tr>
<td>8    Buncombe</td>
</tr>
<tr>
<td>9    Wake</td>
</tr>
<tr>
<td>10   Gaston</td>
</tr>
</tbody>
</table>

School imbalance

Source: North Carolina Department of Instruction
School district imbalance

Black/white dissimilarity index: CMS elementary schools

Source: American Communities Project and Charlotte-Mecklenburg Schools
Our Tomorrow
It’s not about busing

Miles per student, annually

Source: Department of Public Instruction
Many Choices:
Magnets, Charters, Private Schools

1 in 4 schools are partial or full magnets

26,000+ students served by private schools and charter schools in Mecklenburg County in 2014-2015.

3 out of 4 Charter Schools are segregated

Source: Charlotte Chamber of Commerce, Charlotte-Mecklenburg Schools
The power of choice

Children of segregation

Children of desegregation

Children of choice
How do we choose OUR tomorrow?

How can I combat isolation?

How can I strengthen our community?

How can I create opportunity for all children?
Choose

1. Share this story and this data.
2. Support and encourage people in the arena.
3. Advocate for the following:
   - Better school siting
   - Strategic use of partial magnets
   - Revising pupil assignment plan to prioritize and value diversity
   - Supporting all public schools.
4. Seek out diverse schools for your children.
5. Vote.
All of our choices matter.

Thank you.

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