

Boosting Achievement by Pursuing Diversity

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Most K-12 education reforms are about trying to make “separate but equal” schools for rich and poor work well. The results of these efforts have been discouraging. The Century Foundation looks at ways to integrate public schools by economic status through public school choice. At the higher education level, we examine ways to open the doors of selective and non-selective institutions to students of modest means.



A New Wave of School Integration: Districts and Charter Pursuing Socioeconomic Diversity

Halley Potter and Kimberly Quick, with Elizabeth Davies (2016)

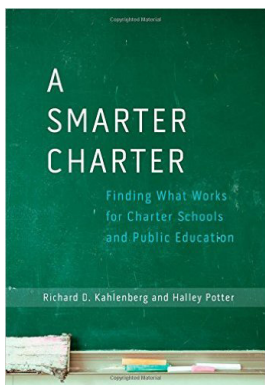
Students in racially and socioeconomically integrated schools experience academic, cognitive, and social benefits that are not available to students in racially isolated, high-poverty environments. This report highlights the work that school districts and charter schools across the country are doing to promote socioeconomic and racial integration by considering socioeconomic factors in student assignment policies. The report identifies a total of 91 districts and charter networks across the country that use socioeconomic status as a factor in student assignment.



How Racially Diverse Schools and Classrooms Can Benefit All Students

Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo (2016)

This report argues that, as our K-12 student population becomes more racially and ethnically diverse, the time is right for our political leaders to pay more attention to the evidence, intuition, and common sense that supports the importance of racially and ethnically diverse educational settings to prepare the next generation. It highlights in particular the large body of research that demonstrates the important educational benefits—cognitive, social, and emotional—for all students who interact with classmates from different backgrounds, cultures, and orientations to the world.



A Smarter Charter: Finding What Works for Charter Schools and Public Education

Richard D. Kahlenberg and Halley Potter (2014)

Moving beyond the debate over whether or not charter schools should exist, *A Smarter Charter* wrestles with the question of what kind of charter schools we should encourage. The authors begin by tracing the evolution of charter schools from teacher union leader Albert Shanker’s original vision of giving teachers room to innovate while educating a diverse population of students, to today’s charter schools where the majority of teachers are not unionized and student segregation levels are even higher than in traditional public schools. In the second half of the book, the authors examine two key reforms currently seen in a small but growing number of charter schools—teacher voice and socioeconomic integration—that have the potential to improve performance and reshape the stereotypical image of what it means to be a charter school.