



***"If every child
were my child . . ."***TM

CITY OF THE FUTURE

Healthy Integrated Public Schools

The *City of the Future* plan for Richmond public schools offers the prospect of a quantum-leap improvement for Richmond children.

Hope in the Cities encourages the Richmond community to engage in honest conversation about how to ensure a quality education for every child. This is a once-in-a-life-time opportunity!

What is the over-arching goal?

City of the Future should envision more than new "bricks and mortar." It should envision **the creation of healthy integrated public schools**, laying the foundation for a world-class community in the 21st Century.

School districts across the United States, such as Raleigh/Wake County, NC, are demonstrating that healthy integrated schools promote superior academic and community outcomes. See R. Kahlenberg, *All Together Now: Creating Middle-Class Schools through Public School Choice* (Brookings, 2001).

What is a "healthy school"?

Healthy schools have the right people, processes and property, plant and equipment to fulfill their purpose. Their health can be measured using a "balanced scorecard".

Consider the following characteristics of "healthy schools":

Characteristics of Healthy Schools

High academic achievement	Diverse student body
Effective, inclusive leadership	Safe, orderly environment
Trained teachers and staff	Attractive facilities
Parental involvement	Adequate resources
Strong community support	Appropriate technology

“Healthy schools” make steady progress on each characteristic.

What is an “integrated school”?

Integrated schools have a fair mix of students who are economically disadvantaged, students performing below grade level, and students relative to school capacity. A fair mix ensures that no school environment is unfairly stressed.

Consider the following demographic guidelines for “integrated schools”:

- Free and reduced lunch—increase number of schools under 50%
- Academic performance—increase number of schools with fewer than 25% below grade level
- Facility utilization—between 85-115% of capacity

“Integrated schools” have a fair mix of students; none is unfairly stressed.

What might we do—beyond “bricks and mortar”?

Ultimately, quality education arises out of great people deploying sound processes.

Consider what difference the following might make:

1. Inclusive student assignment policies
2. Educators trained for inclusive classrooms
3. Parent education and support
4. Student leadership development curricula
5. Inclusive policies on tracking, special education and discipline
6. A “balanced scorecard” published for each school
7. Community engagement in planning processes

What would you do differently, if every child were your child?

“Intellect plus character—that is the goal of true education.”

Dr. Martin Luther King, Jr.

07/04/06

HIP Schools Handout