1. TEXAS STATEWIDE STUDY (Hanushek et al 2009)

Table 3
Estimated Effects of Proportion Black on Mathematics Achievement ($\lambda$) for Separate Black and White Samples

<table>
<thead>
<tr>
<th></th>
<th>Year-by-Grade ($\rho_{c,j}$) and School-by-Grade ($\pi_{c,l}$) Fixed Effects</th>
<th>Attendance Zone-by-Year ($\phi_{a,j}$) Fixed Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher and School Characteristics</td>
<td>Peer Achievement</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>2. Gains model ($\theta = 1$):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blacks</td>
<td>-.27</td>
<td>-.28</td>
</tr>
<tr>
<td></td>
<td>(.10)</td>
<td>(.10)</td>
</tr>
<tr>
<td>Whites</td>
<td>-.06</td>
<td>-.06</td>
</tr>
<tr>
<td></td>
<td>(.07)</td>
<td>(.07)</td>
</tr>
</tbody>
</table>

Effect for blacks not statistically significant.
2. SOUTH CAROLINA STATEWIDE STUDY (Armor, 2007)

NO SIGNIFICANT EFFECT OF DESEGREGATION ON BLACK MATH SCORES
(Scores adjusted for student SES)

Desegregation effect:
-1/2 point after 5 years

-5
3. NORTH CAROLINA STATEWIDE STUDY (Armor, 2007)

NO SIGNIFICANT EFFECT OF DESEGREGATION ON BLACK MATH SCORES
(Scores adjusted for student SES)

Black students in majority white schools

Desegregation effect: about -1 point after five years

Black students in majority black schools

Grade 3  Grade 4  Grade 5  Grade 6  Grade 7  Grade 8

Standardized Test Scores (Mean=100, sd=10)
4. WILMINGTON, DELAWARE, CASE STUDY

WILMINGTON POST-DESEGREGATION READING SCORES FOR 6TH GRADERS

White students

Black students

Change in test

Standardized Scores (NCE's)

5. KANSAS CITY, MO, CASE STUDY

KANSAS CITY POST-DESEGREGATION COMPOSITE SCORES FOR 5TH GRADERS

Standardized Scores (NCE's)

- White students
- Black students
- Hispanic students

Graph showing standardized scores for white, black, and Hispanic students from 1988 to 1995.
6. CHARLOTTE-MECKLENBURG, NC, CASE STUDY

CHAR.-MECK. POST-DESEGREGATION COMPOSITE SCORES FOR 6TH GRADERS

Standardized Scores (Median Percentiles)

Black students

White students

Change in test

Change in test

0 10 20 30 40 50 60 70 80 90
7. MINNEAPOLIS, MN, CASE STUDY

MINNEAPOLIS POST-DESEGREGATION READING SCORES FOR 6TH GRADERS

White students

Black students

Change in test

Change in test
8. EFFECT OF DESEGREGATION ON RACE RELATIONS & PREJUDICE
9. Black achievement in economic-integrated Wake County, NC, is no higher than the more segregated Charlotte-Mecklenburg schools

**ELEMENTARY MATH SCORES** (2001-2005 averages)

(Note: all test scores adjusted for individual SES)

- **Charlotte-Mecklenburg**
- **Wake County**

63% in majority black schools
70% in majority White schools