

Segregation, Immigration, and Educational Inequality



Ghent
21-22
September
2013

Contents

Welcome	4
Organizing Committee	5
Scientific Committee	6
Conference Venue	7
General Conference Information	9
Day 1 Program Saturday 21 st of September	12
Day 2 Program Sunday 22 nd of September	15
Abstracts	18
Index of Authors and Presenters	29

Welcome

Dear colleagues,

We are pleased to welcome you to the Conference on Segregation, Immigration and Educational Inequalities, 21-22 September 2013.

The Civil Rights Project, Ghent University, Université Libre de Bruxelles and UCLA's Graduate School of Education and Information Studies are co-organizing this research conference on issues of segregation and inequality in European and North American schools, focusing on the relationship with immigration and various forms of diversity and social cleavage. This conference aims to bring together new research addressing these themes as well as examining explicitly comparative work using the best available data.

We look forward to your participation at the conference!

The Organizing Committee



Organizing Committee

The Conference on Segregation, Immigration and Educational Inequalities is organized by:

CuDOS research group (UGent)

Mieke Van Houtte
Orhan Agirdag
Jannick Demanet
Fanny D'hondt
Anouk Van Der Wildt



Center for diversity and learning (UGent)

Piet Van Avermaet (Center for diversity and learning)



Civil Rights Project/Proyecto Derechos Civiles (University of California – Los Angeles)

Patricia Gándara
Gary Orfield
Laurie Russman
Jenny Vasquez



The Civil Rights Project
Proyecto Derechos Civiles

Renewing the civil rights movement by bridging the worlds of ideas and action

UCLA Graduate School of
Education & Information Studies

Scientific Committee

We would like to thank the following researchers and academics for joining our scientific committee:

Orhan Agirdag – Ghent University

Patricia Gándara – University of California-Los Angeles

Gary Orfield – University of California-Los Angeles

Piet Van Avermaet – Ghent University

Mieke Van Houtte – Ghent University

Dirk Jacobs – Université Libre Bruxelles

Dimokritos Kavadias – Vrije Universiteit Brussel

Conference Venue



Address

Department of Sociology
Korte Meer 5
9000 Ghent
Belgium

Accessibility

By public transport

From railway station 'Gent Sint-Pieters':

Tram 1 (every 6 minutes) Get off at **Korte Meer**.

Tram 24 (every 20 minutes). Get off at **Kouter**.

From Gent Zuid:

Tram 4 (every 6 minutes), **tram 24** (every 20 minutes) or **bus 17** (every 30 minutes).
Get off at **Korenmarkt**.

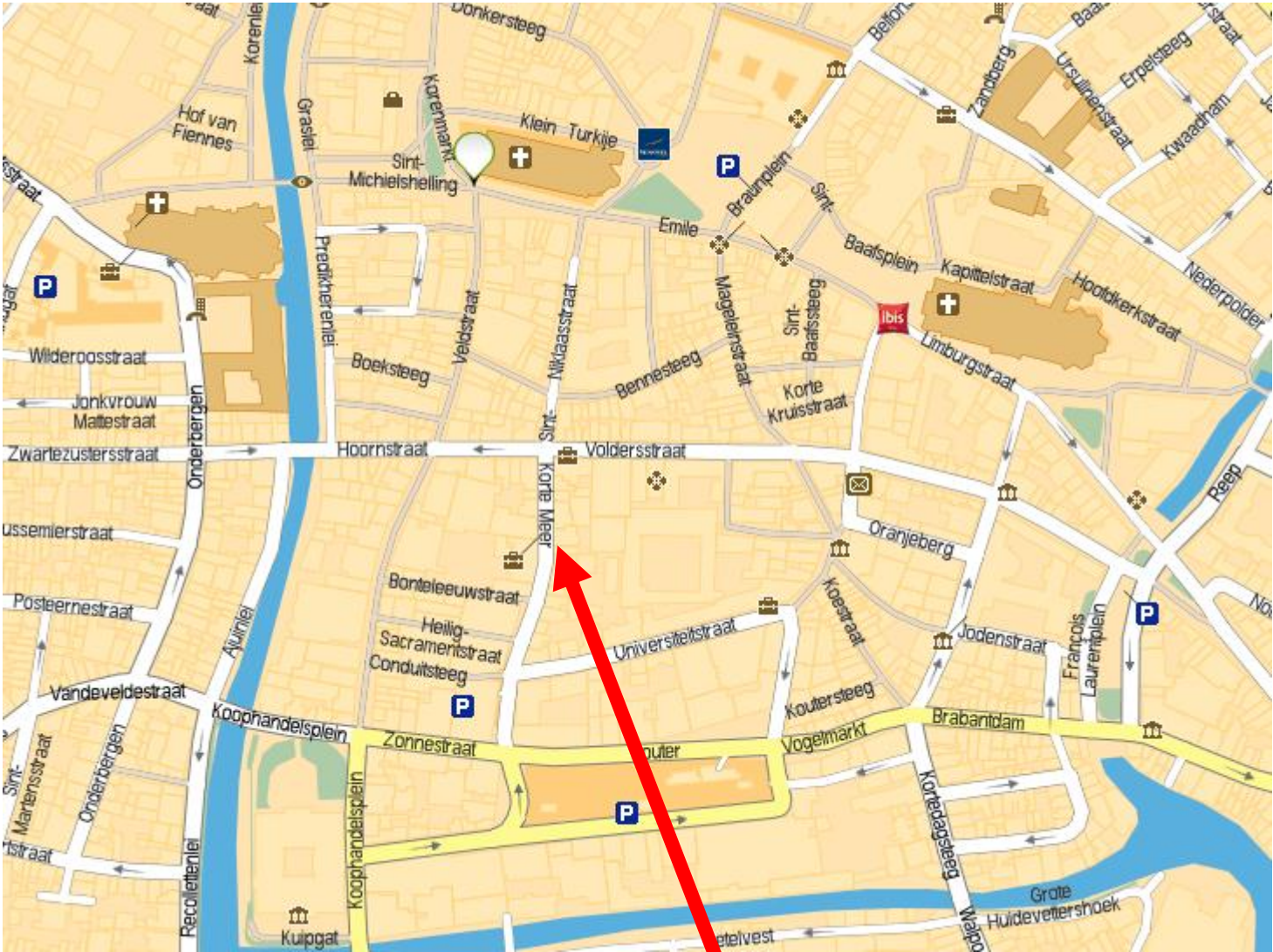
Tram 21 or **Tram 22** (every 15 minutes).

Gett off at **Kouter**.

By car

Two parking lots are close to the location of the conference: Parking P5 Kouter and Parking P6 Centerparking (in Korte Meer). Follow the signs throughout the city to reach the parking lots. The parking lots are less than 200 meters away from the Ghent University Department of Sociology.

Conference Venue Map



Department of sociology
Korte Meer 5

General Conference Information

Internet access

Participants who are affiliated with institutions participating in the Eduroam project can connect to the Eduroam network at the university. They then get wireless access to the internet and their home institution's network. For more information and a list of the participating institutions:

<http://helpdesk.ugent.be/eduroam/en/>

Participants who are not affiliated with institutions participating in the Eduroam project can become an account at the registration-desk.

Cell Phones

Please turn cell phones off during sessions.

Taxis

Taxi Ghent: +32(0)9 333 33 33

Taxis from and to Brussels Airport: +32 7848 04 00

Public transport

The NMBS website <http://www.nmbs.be> is where you'll find about getting around in Belgium by train.

The De Lijn website <http://www.delijn.be> is where you'll find about getting around in Belgium (Ghent) by bus/tram.

Accommodations

All these hotels are located within walking distance from the conference venue:

Category 1 (most luxurious)

NH Gent Belfort ****

Marriot Hotel ****

Grand Hotel Reylof ****

Ghent River Hotel ****

Hotel de Flandre ****

Category 2

Novotel Gent Centrum ***

Hotel Onderbergen ***

Hotel Gravensteen ***

Category 3

Ibis Gent Centrum Opera **

Ibis Gent St Baafs Kathedraal **

Charme Hotel Lancelot

Youth hostel

HI De Draecke

Hostel Uppelink

Copy Center

Top copy

Gebroeders Vandeveldestraat 121

9000 Gent

Restaurants

Vegetarian restaurants

Komkommertijd (Reep 14, tel: 0032-485-731617)

Cuisine ouVerte (Annonciadenstraat 4, tel: 0032-489-105605)

Avalon (Geldmunt 32, tel: 0032-9-2243724)

Regular Belgian restaurants

Lepelblad (Onderbergen 40, tel: 0032-9-3240244)

't Oud Clooster (Zwartzusterstraat 5, tel: 0032-9-2337802)

Pakhuis (Schuurkenstraat 4, tel: 0032-9-2235555)

De Stokerij (Tichelrei 2A, tel: 0032-9-2799585)

World Cuisine

The World of Shan (Chinese, Sint-Veerleplein 13, 0032-9-2333366)

Argenvino (Argentinian, Donkersteeg 25, 0032-9-2791792)

Faja Lobi (Surinamese, Vlaanderenstraat 2, 0032-9-2235533)

Day 1 Program, Saturday September 21

08:00 - 09:00: Registration

09:00 - 10:15: Panel 1 Presentations and Q/A

10:15 - 10:30: Coffee

10:30 - 11:45: Panel 2 Presentations and Q/A

11:45 - 13:00: Lunch w/ group discussions led by guest scholars

13:00 - 14:15: Panel 3 Presentations and Q/A

14:15 - 14:30: Coffee

14:30 - 15:45: Panel 4 Presentations and Q/A

15:45 - 16:00: Coffee

16:00 - 17:00: Panel 5 Presentations and Q/A

9:00 – 10:15 Panel 1: School Segregation

Chair: Mieke Van Houtte, Ghent University, Belgium

Roslyn Arlin Mickelson, University of North Carolina-Charlotte: *The Social Science Evidence on the Effects of Diversity in US K-12 Schools: Implications for 21st Century International Migration* (Co-author Stephen Smith, Winthrop University, South Carolina)

p. 18

Jannick Demanet, Ghent University: *Student disengagement as a reaction to opportunity structure: The case of de facto social-ethnic school segregation* (Co-author Mieke Van Houtte, Ghent University)

p. 18

Tony Gallagher, Queen's University: *Collaborating schools and porous boundaries: networked solutions to address the impact of separate schools* (Co-author Gavin Duffy, Queen's University)

p. 19

Orhan Agirdag, Ghent University: *Long-Term Consequences of School Segregation: The Impact of School SES, Racial Density and Racial Diversity on Future Earnings*

p.19

10:30 -11:45 Panel 2: Structural inequality & Legal remedies

Chair: Orhan Agirdag, Ghent University

Julien Dahner, Université Libre de Bruxelles: *Comparing compositional effects in two education systems: the case of the Belgian communities* (Co-author Emilie Martin, Université Libre de Bruxelles)

p.20

Kristi Bowman, Michigan State University: *Liability and Remedies for School Segregation in the United States and in the European Union* (Co-author Jiri Nantl, Ministry of Education, Youth and Sports, Czech Republic)

p.20

Mathieu Ichou, Sciences Po: *Segregated Within: The Academic Trajectories of Children of Immigrants in British and French Schools*

p.20

Meenakshi Parameshwaran, University of Oxford: *School ethnic composition, school poverty composition, and variations in academic progress*

p.21

12:00 – 13:00 Lunchtime w/discussions led by Guest Scholars

David Yoo, University of California-Los Angeles, and **Ruth Chung**, University of Southern California: *Immigration and Educational Inequality: Asian Americans in the U.S.*

Teresa Sordí i Martí, Autonomous University of Barcelona: *Educational Discrimination and the Roma in Europe*

13:00 – 14:15 Panel 3: Social Structures of Schools

Chair: Piet Van Avermaet, Ghent University

Carola Suarez Orozco, University of California-Los Angeles: *How are teachers and school personnel prepared to address the needs of immigrant and minority students?*

p.22

Michael S. Merry, University of Amsterdam: *Arguments and evidence for social integration: A critical analysis*

p.22

Rina Manuela Contini, University of Chieti-Pescara: *Immigration, Educational Experience, Segregation/Integration: the Results of a Research in the Schools in Italy*

p.22

Laura E. Enriquez, University of California-Los Angeles: *The Consequences of Educational Incorporation and Exclusion For Undocumented Young Adults in the United States*

p.23

14:30 – 15:45 Panel 4: Language and multilingualism

Chair: Eugene Garcia, Arizona State University

Anouk Van der Wildt, Ghent University: *Multilingual school population: ensuring school belonging by tolerating multilingualism?* (Co-authors Mike Van Houtte and Piet Van Avermaet, Ghent University)

p.24

Megan Hopkins, Pennsylvania State University: *Organizing for Language Instruction in New Immigrant Destinations: Structural Marginalization and Integration* (Co-author Rebecca Lowenhaupt, Boston College)

p.24

Reinhilde Pulnix, Ghent University: *Examining the high achievement narratives of youth of color: A contrastive analysis between Belgium and the United States* (Co-authors René Antrop González, University of Wisconsin and Piet Van Avermaet, Ghent University)

p.25

Ilana M. Umansky, Stanford University: *Peeling Back the Label: Do Classifications and Specialized Services Help or Hurt Language Minority Students?*

p.25

16:00 – 17:00 Panel 5: Academic Outcomes:

Chair: Patricia Gándara, Civil Rights Project/Proyecto Derechos Civiles, UCLA

Jaap Dronkers, Maastricht University: *Educational performance of migrant pupils as the combined result of educational opportunity structures of their origin countries and socio-economic and ethnic school-composition in their destination countries*

p.26

Fanny D'hondt, Ghent University: *Do school attitudes influence the underachievement of Turkish and Moroccan minority students in Flanders? The attitude-achievement paradox revisited* (Co-authors Lore Van Praag, Peter Stevens, Mieke Van Houtte, Ghent University)

p.26

Greg Palardy, University of California-Riverside: *The Impact of High School Segregation on the Achievement Gap in the United States* (Co-author Russell Rumberger, University of California-Santa Barbara)

p.27

Day 2 Program, Sunday September 22

The sessions on Sunday are open only to researchers whose papers were commissioned for this endeavor.

09:30 - 11:30: Panels 1, 2 and 5 roundtables run concurrently

11:30 - 13:00: Lunch

13:00 - 15:00: Panels 3 and 4 roundtables run concurrently

15:00 - 15:30: Coffee

15:30 - 16:30: Final Plenary: summary and where do we go from here?

The program starts with a plenary session, then each panel holds roundtable discussions and the day concludes with a final plenary session. Various themes will be discussed including:

1. Evaluation of the presentations of the first day
2. The directions for future research
3. Valorization strategies
4. Potential transatlantic collaborations on educational research
5. Publication strategies with respect to the output of the conference

Agenda for each roundtable:

The Discussant starts the roundtable, discusses each paper and frames the group dialogue by summarizing issues raised from the previous day's presentations. (10 minutes)

Each Presenter reflects on the previous day's session as it relates to their respective paper, and responds to issues raised during the Q&A and by the discussant. (10 minutes per presenter; 30-40 minutes total)

The authors discuss each paper. (10 minutes of discussion per paper; 30-40 minutes total)

Discussant summarizes the roundtable discussion and leads the panel in a wrap up. (30 mins)

9:30 – 11:30 Panel 1: School Segregation

Discussant: Gary Orfield, Civil Rights Project/Proyecto Derechos Civiles, UCLA

Roslyn Arlin Mickelson, University of North Carolina-Charlotte: *The Social Science Evidence on the Effects of Diversity in US K-12 Schools: Implications for 21st Century International Migration*

Jannick Demanet, Ghent University: *Student disengagement as a reaction to opportunity structure: The case of de facto social-ethnic school segregation*

Tony Gallagher, Queen's University: *Collaborating schools and porous boundaries: networked solutions to address the impact of separate schools*

Orhan Agirdag, Ghent University: *Long-Term Consequences of School Segregation: The Impact of School SES, Racial Density and Racial Diversity on Future Earnings*

9:30 -11:30 Panel 2: Structural inequality & Legal remedies

Discussant: Dirk Jacobs, Université Libre de Bruxelles

Julien Dahner, Université Libre de Bruxelles: *Comparing compositional effects in two education systems: the case of the Belgian communities*

Kristi Bowman, Michigan State University: *Liability and Remedies for School Segregation in the United States and in the European Union*

Mathieu Ichou, Sciences Po: *Segregated Within: The Academic Trajectories of Children of Immigrants in British and French Schools*

Meenakshi Parameshwaran, University of Oxford: *School ethnic composition, school poverty composition, and variations in academic progress*

9:30 – 11:30 Panel 5: Academic Outcomes

Discussant: Patricia Gándara, Civil Rights Project/Proyecto Derechos Civiles, UCLA

Jaap Dronkers, Maastricht University: *Educational performance of migrant pupils as the combined result of educational opportunity structures of their origin countries and socio-economic and ethnic school-composition in their destination countries*

Fanny D'hondt, Ghent University: *Do school attitudes influence the underachievement of Turkish and Moroccan minority students in Flanders? The attitude-achievement paradox revisited*

Greg Palardy, University of California-Riverside: *The Impact of High School Segregation on the Achievement Gap in the United States*

13:00 – 15:00 Panel 3: Social Structures of Schools

Discussant: Piet Van Avermaet, Ghent University

Carola Suarez Orozco, University of California-Los Angeles: *How are teachers and school personnel prepared to address the needs of immigrant and minority students?*

Michael S. Merry, University of Amsterdam: *Arguments and evidence for social integration: A critical analysis*

Rina Manuela Contini, University of Chieti-Pescara: *Immigration, Educational Experience, Segregation/Integration: the Results of a Research in the Schools in Italy*

Laura E. Enriquez, University of California-Los Angeles: *The Consequences of Educational Incorporation and Exclusion For Undocumented Young Adults in the United States*

13:00 – 15:00 Panel 4: Language and multilingualism

Discussant: Eugene Garcia, Arizona State University

Anouk Van der Wild, Ghent University: *Multilingual school population: ensuring school belonging by tolerating multilingualism*

Megan Hopkins, Pennsylvania State University: *Organizing for Language Instruction in New Immigrant Destinations: Structural Marginalization and Integration*

Reinhilde Pulnix, Ghent University: *Examining the high achievement narratives of youth of color: A contrastive analysis between Belgium and the United States.*

Ilana M. Umansky, Stanford University: *Peeling Back the Label: Do Classifications and Specialized Services Help or Hurt Language Minority Students?*

Abstracts

Panel 1: School Segregation

Roslyn Arlin Mickelson and Stephen Samuel Smith: *The Social Science Evidence on the Effects of Diversity in US K-12 Schools: Implications for 21st Century International Migration (paper 1)*

Schools play a crucial role in preparing children for their adult responsibilities as workers, parents, friends, neighbors, and citizens. Increasingly, in the US and other OECD nations this responsibility is complicated by the growing demographic diversity among students, a diversity fueled by international migration. Using the United States as a strategic case study and starting point for discussing implications of diversity for 21st century educational policy and practice, the paper synthesizes the US educational, social, and behavioral science literatures on the effects of school and classroom racial, ethnic, and socioeconomic composition on short- and long-term academic and nonacademic outcomes across the life course, with special attention to immigrant youth. The preponderance of the extant US literature on the topic links diverse education to improved academic and non-academic outcomes, and suggests diverse schooling is also a necessary, though, insufficient enabling condition for fostering civic engagement in multiethnic democratic societies. Ironically, despite this growing corpus of evidence, U.S. schools are resegregating by race, ethnicity, and/or social class. To be sure, because of international and internal migration trends, the nature of US school segregation has changed so that today it is much more ethnically complex than the black-white or brown-white binaries of the past. Nonetheless, today as in the past, schools with concentrations of poor disadvantaged minority students generally fail to educate their students. The paper discusses the implications of its findings for 21st century educational policy and practice in the US and other OECD multiethnic democratic societies facing the opportunities and challenges that demographic diversity and international migration pose for delivering educational excellence and equity to all students.

Jannick Demanet and Mieke Van Houtte: *Student disengagement as a reaction to opportunity structure: The case of de facto social-ethnic school segregation (paper 2)*

Growing immigration has raised the concern over outcomes of social-ethnic segregation in schools. In this study, we relate the social-ethnic school composition to students' behavioral, emotional, and cognitive engagement with school. In contrast to previous research, which mostly remained a-theoretical, we investigate the applicability of the perceived control explanation, expecting that the disadvantaged context of low SES-schools and schools with a higher share of ethnic minority students lowers students' perceived control and hence yields disengagement. Multilevel analyses on data from the Flemish Educational Assessment, consisting of 11,872 students in 85 Flemish secondary schools, shows that especially the SES composition may be related to engagement. Students in lower SES schools, namely, have a higher sense of futility and are therefore more likely to disengage behaviorally and emotionally from school. Higher ethnic concentration, however, yields higher engagement, especially for the ethnic minority students. Implications are discussed.

Tony Gallagher and Gavin Duffy: *Collaborating schools and porous boundaries: networked solutions to address the impact of separate schools* (paper 3)

European countries continue to be affected by traditional ethnic, religious or linguistic cleavages with consequences for the organisation of schooling. In some jurisdictions political tensions and even violence have occurred due to these cleavages. One such jurisdiction is Northern Ireland, which suffered political violence based on national and religious differences from 1969 to 1994. Throughout that period many looked to schools to promote reconciliation, despite the fact that schools had been divided on religious grounds for more than a century and a half. Three main educational interventions were adopted, including curriculum interventions, contact programs and the development of religiously integrated schools, while a fourth strategy was based on achieving equity in the treatment of the separate sectors. The paper will outline why the educational strategies failed to have any systemic impact on reconciliation and tolerance, and describes the development of a fifth approach, based on the establishment of collaborative networks between schools where students learn together and teachers develop professional working relationships. The subsequent Sharing Education Program (SEP) has been running since 2007 and has involved over 140 schools in 26 networks and has received significant official endorsement as a strategy capable of offering societal benefits and improving schools. The paper will also outline the findings from a series of research studies which show that while effective school collaboration and reconciliation outcomes have been achieved, much now depends on the willingness of policymakers to incorporate shared practice within the education system.

Orhan Agirdag: *Long-Term Consequences of School Segregation: The Impact of School SES, Racial Density and Racial Diversity on Future Earnings* (paper 4)

This paper contributes to the literature on the long-term consequences of school segregation. The NELS-data are used to examine the impact of three dimensions of school segregation (school SES, racial density and racial diversity) on students' future earnings. The analysis revealed that students that were enrolled in schools with a higher mean SES and higher racial diversity (Herfindahl-index) reported higher income. However, school racial density (share of Whites) had no significant effect at all. Most importantly, school SES and school racial diversity were in particular related to earnings of Hispanics and Blacks, while incomes of Whites and Asians were not affected. As such, we conclude that school integration (in terms of racial diversity, but not in terms of share of Whites) might compensate for existing racial income inequalities. The results are discussed in light of the perpetuation theory and Robert Putnam's constrict theory.

Panel 2: Structural inequality & Legal remedies

Julien Dahner and Emilie Martin: *Comparing compositional effects in two education systems: the case of the Belgian communities* (paper 1)

The Belgian educational field actually consists out of separate educational systems reflecting the division of the country in two major linguistic Communities: the French and the Dutch-speaking communities. These separately managed educational systems keep sharing important similarities in terms of structures, sectors and funding rules and are characterized by high levels of segregation. However, they present a huge gross and net gap between their respective students' achievement. Our analyses confirm, on PISA 2009, that academic and socioeconomic segregations have an extra negative effect on pupils' achievement. Nevertheless, the effect of the academic composition is significantly larger in schools from the Dutch-speaking Community and the socioeconomic one has a larger effect in the French-speaking part of the country. Finally, our analysis also shows that in a system which functions as a quasi-market and where grade repetition and tracking are widely used, the position of schools in the hierarchical system still needs to be taken into account.

Kristi Bowman and Jiri Nantl: *Liability and Remedies for School Segregation in the United States and in the European Union* (paper 2)

Today, if Americans who are committed to achieving more integrated schools and broader access to quality education look only inside our own law and our own borders, the situation is discouraging. At first glance, however, recent developments in the European Union seem to pursue one road not taken by the US Supreme Court after *Brown*: In 2007, the European Court of Human Rights decided the case *D.H. and Others v. the Czech Republic*. Through the case *D.H. and Others* and other subsequent cases, European states are currently creating much of their own school desegregation remedial scheme under the Council of Europe's European Convention on Human Rights. In the the EU, we see how an international human rights court is redefining the way national remedies against discrimination are construed and possibly setting the stage for the swell of a new litigation movement. By contrast, in the US, the contours of the remedial phase of school desegregation litigation are fairly well-established, in large part because the law is mostly settled. Considering the US, we learn from nearly sixty decades of court-ordered desegregation and a litigation movement now in its twilight years.

Mathieu Ichou: *Segregated Within: The Academic Trajectories of Children of Immigrants in British and French Schools* (paper 3)

In most European countries, widened access to secondary and tertiary education has been accompanied by an increased differentiation of students' academic trajectories within the educational system. This paper aims at describing, comparing and explaining the stratified academic trajectories of children of immigrants in France and England. Data is drawn from two comparable large-scale longitudinal surveys: the French 1995-2006 Panel from the Ministry of Education (N=17,830) and the 2004-2012 Longitudinal Study of Young People in England (N= 15,770). In a first stage, I construct clusters of academic trajectories using latent class analysis on a wide range of academic indicators. In a second stage, I examine the distribution of ethnic minority groups in the identified clusters with contingency tables and multinomial logistic regression models. Three main findings are reported. (1) Most groups of children of

immigrants appear to be segregated into specific academic trajectories in both French and English educational systems: they are overrepresented in special education classes and short vocational courses and relatively excluded from private schools. (2) Beyond these important similarities, the academic outcomes of children of immigrants vary by ethnic group and by country. Chinese and Southeast Asian students occupy a structurally equivalent position at the top of the academic hierarchy in both France and England. By and large, children of immigrants seem to fare better in the English educational system than in the French one. (3) The relative advantage of children of immigrants in England compared to their counterparts in France can be partially explained by the smaller degree of separation from mainstream education of students who attend special education and vocational courses in England. In the discussion, I point out the scientific usefulness of this holistic comparative approach to the study of ethnic inequality in education.

Meenakshi Parameshwaran: *School ethnic composition, school poverty composition, and variations in academic progress (paper 4)*

Previous research has found negative effects of school poverty concentration and school ethnic minority concentration on a range of educational outcomes. Using data from the National Pupil Database on 500,307 14 year olds attending 3,885 secondary schools in England, this paper investigates how within school changes in poverty and ethnic minority composition between 2008 and 2010 are associated with the educational progress made by students in math. Contrary to most previous findings, results here suggest that increases in ethnic minority concentration are associated with improved educational progress in math. Results showing negative effects of school poverty concentration are consistent with previous findings. The findings suggest that “White flight” from ethnically dense schools is illogical from an educational progress perspective, and argues that more should be done to tackle concentrations of student economic disadvantage in schools.

Panel 3: Social Structures of Schools

Carola Suárez Orozco: *How are teachers and school personnel prepared to address the needs of immigrant and minority students?* (paper 1)

In this chapter, I draw on two studies to address lessons on how well schools are prepared to address the needs of recently arrived immigrant students. The first mixed-methods study followed 400 diverse recently arrived students for 5 years as they transitioned to their new land considering school, family, and individual factors. The findings from that study illuminated the cumulative challenges recently arrived immigrant youth encounter as well as the ways in which their educational environments often fail to meet their socio-emotional and educational needs. The other study, recognizing the great diversity in school contexts receiving immigrant students, using a multiple case study design, identified 4 promising schools in New York and Sweden and delineated practices that served immigrant students well. We found that many practices were simply sound and promising for students in general, regardless of whether they are of immigrant origin (e.g., high standards, engaging pedagogy, and safe, warm school climate). Other characteristics are essential and unique to serving of newcomer youth as they acclimate to their new settings: 1-support in helping students navigate the cultural transition to the new country; 2- support for students who had gaps in literacy or due to interrupted schooling; 3-teaching across content areas; 4-language-intensive instruction across the curriculum; and 5-language-learning accommodations.

Michael S. Merry: *Arguments and evidence for social integration: A critical analysis* (paper 2)

Two aspects of the integration thesis are salient. On the one hand, integration promises more equitable access to the rights and privileges that citizenship bestows. On the other hand, integration also promises a more equitable distribution of resources and opportunities, particularly in the domains of health, education and employment. Both principles of the integration thesis - citizenship and equality - rely upon some notion of spatial mixture as a prerequisite for achieving social justice. Moreover, both principles hold out assurances in particular for socially excluded groups and their members. Using those same principles, Merry challenges these claims on both principled and empirical ground and asks us to consider integration from another point of view.

Rina Manuela Contini: *Immigration, Educational Experience, Segregation/Integration: the Results of Research in the Schools in Italy* (paper 3)

The paper presents a thorough analysis on the topics of scholastic success/failure of children from a migrant background, problems of equality/inequality in the school, educational policies to face the initial gap, considering the results of a research carried out - on a sample of 1314 Italian and immigrant preadolescents, in Abruzzo, a region in central Italy. The study investigates: scholastic success; regular school attendance, performance in different subjects, formative aspirations of Italian and of immigrant students; knowledge of the Italian language; multilingualism and language of origin maintenance. The paper takes European orientations on intercultural and on challenges for EU education systems, challenges brought by the presence in schools of children from a migrant background (Council of Europe, 2008; EriCarts, 2008; Nesse Network, 2008). The paper takes also Italian scholastic regulations that specified the characteristics of the Italian model of integration in the intercultural perspective (MPI, 2007).

To obtain the aims of the research the following variables have been considered: citizenship (Italians, foreigners, children of mixed couples); gender; socio-cultural capital of the family; for the foreigners also the age of immigration and areas of provenance.

Laura E. Enriquez: *The Consequences of Educational Incorporation and Exclusion For Undocumented Young Adults in the United States* (paper 4)

Undocumented immigrant youth in the United States experience simultaneous inclusion and exclusion due to their liminal legal status. Due to their young age, Drawing on interviews with 93 undocumented Mexican-origin young adults, ages 20-35, I find that undocumented youth tend to first encounter these complex and contradictory experiences within educational institutions. While these have consequences for their educational and economic mobility, this paper explores social consequences. I first examine how schools help socialize undocumented youth to their marginalized status while also teaching them strategies for challenging it. I then discuss how structural mobility and educational transitions (e.g. from English as a Second Language classes to mainstream classes, from high school to college) expose undocumented youth to marginalizing interpersonal experiences and reinforce their liminally legal reality. I argue that incorporation is actually composed of two parts – structural incorporation and social-emotional incorporation – which are reversely related so that undocumented youth struggle to experience both simultaneously and so are ambiguously incorporated. This suggests that policies aims at facilitating structural incorporation must take care to avoid the accompanying harsh social consequences, primarily by facilitating the development of feelings of belonging.

Panel 4: Language and multilingualism

Anouk Van Der Wildt, Mieke Van Houtte, and Piet Van Avermaet: *Multilingual school population: ensuring school belonging by tolerating multilingualism* (paper 1)

Societies have become more diverse due to migration flows. Children bring a variety of home languages to school, while teachers often do not know how to manage pupils' multilingual repertoires in mainstream classrooms. This often leads to a restrictive policy toward multilingualism in schools. As language is part of pupils' identity, they may feel uncomfortable or demotivated when the use of their mother tongue is pointed out as the cause of lower school success. A school culture, however, that embraces and exploits the multilingual reality may cause pupils to perform and feel better, as they are given the possibility to use their foreknowledge for learning and connect their life at home with their school life.

This paper focuses on how the school's linguistic composition impacts pupils' sense of belonging at school. Further on, it looks at how teachers' tolerance toward children's multilingual repertoires might impact that relationship. The data analyzed in this article originate from a survey in 67 primary schools in Flanders, in which both teachers and 4th grade pupils participated. Stepwise multilevel modeling showed that teachers compensate for the negative effects of a diverse school population by being tolerant toward pupils' home languages.

Megan Hopkins and Rebecca Lowenhaupt: *Organizing for Language Instruction in New Immigrant Destinations: Structural Marginalization and Integration* (paper 2)

In the context of shifting demographics, school districts in new immigrant destinations in the United States increasingly serve as contact zones between long-standing white residents and growing immigrant populations. In this paper, we explore how three school districts in one Midwestern state served as a context of reception for Latino immigrants and Somalian and Sudanese refugees. Using social network data from 25 elementary and 4 middle schools and interview data from 11 teachers and administrators, we explore how the districts designed their infrastructures in response to changing demographics and how these infrastructures shaped school-level practice as embedded in the instructional advice- and information-seeking interactions among teachers. We found that district infrastructures contributed to the overall marginalization of immigrant students, at the same time that they sought to support the rapid acquisition of English. In terms of teacher interactions, while prior research emphasizes the overall marginal status of English-as-a-second language (ESL) teachers in schools that employ pull-out language instructional programs, we found that this marginality was dependent on the school subject, with ESL teachers well-integrated in school literacy networks, but highly marginalized in school math networks. We thus argue that the way in which districts and schools organize to support new immigrant populations can either integrate or marginalize ESL teachers, and these patterns shape the schooling experiences of language minority students across different school subjects. That is, because district infrastructures did not support contact between ESL and other teachers related to elementary mathematics instruction, then immigrant students persisted in marginalized conditions in the math classroom. In light of new educational standards in the United States that place support for academic language into the content areas, these findings have implications for the language support that immigrant students receive in core subjects.

Reinhilde Pulinx, René Antrop Bonzález, and Piet Van Avermaet: *Examining the high achievement narratives of youth of color: A contrastive analysis between Belgium and the United States* (paper 3)

This study is based on an international comparative research study, which examines, compares and contrasts the schooling experiences of high achieving young adults of color in Flanders (Belgium) and Brew City (United States). This study aims at contributing to the research literature on segregation and inequality in education by identifying success factors of high achieving ethnic minority students. Based on the results of this study, we want to gain more insight in the mediating factors for the opposing mechanisms in education. Data were collected using qualitative research methods in Ghent (Flanders) and Wisconsin (Brew City, U.S.). The research design can be described as a case study approach. In Ghent nine in-depth interviews were conducted with successful second generation young adults of Turkish and Moroccan descent; in Wisconsin ten high achieving Latin@ secondary students were interviewed. The collected data was analyzed using the United States based LatCRT framework. Here a more critical stance is taken toward education, underlying the importance of recognition of (Latin@) ethnic identity and development in relation to classroom interaction, school belonging and educational achievement. This framework will be used for the first time to gain a deeper understanding of the school careers of successful Turkish and Moroccan young adults in Flanders. By applying the LatCRT framework, four determinants of academic achievement were found in both the case of Puerto Rican high achievers in the United States and Turkish and Moroccan high achievers in Flanders: 1) religiosity as source of inspiration and social capital; 2) affirmation and maintenance of ethnic identity; 3) parental influences and 4) the potential of caring teachers.

Ilana M. Umansky: *Peeling Back the Label: Do Classifications and Specialized Services Help or Hurt Language Minority Students?* (paper 4)

Across the U.S. students who are deemed not to be proficient in English are assigned the label “English learner” (EL). With this label these students are entitled to specialized services and treatment. As a deficit-oriented label, however, research suggests that these students may also face stigmatization and discrimination in school. Using administrative data from a large, urban school district, this paper takes advantage of a natural experiment that occurs just at the margin at which the district determines whether or not a student is an English learner. Those who fall just above the EL cutoff are indistinguishable from those who fall just below, aside from their language status and resultant services and treatment. Using a growth model regression discontinuity design, I find that the EL label confers a large and growing negative effect on students’ math and English language arts test scores. The paper examines multiple mechanisms by which this negative effect may operate, including how the EL label impacts students in different linguistic instructional environments, the impact of the label on segregation and access to core content, and how the effect is mediated by grade level and ethnicity. Theoretical and practical implications are discussed.

Panel 5: Academic Outcomes

Jaap Dronkers: *Educational performance of migrant pupils as the combined result of educational opportunity structures of their origin countries and socio-economic and ethnic school-composition in their destination countries* (paper 1)

Our analysis of the PISA 2006 data (9.279 migrant pupils from 35 different countries of origin in 15 countries of destination) show clearly the relative significance for educational performance of migrant pupils of general macro characteristics (level of development and political stability and freedom of origin countries; Islamic country as origin; net migration ratio of destination countries), educational structures (degree of stratification of educational systems; final examinations; general performance by native pupils in destination countries; years of compulsory schooling in origin countries), immigration communities (proximity ESCS origin to ESCS natives), socio-economic and ethnic school-composition (average school ESCS; percentages pupils from eastern Europe and non-Islamic Asia; school ethnic diversity; selective admittance; attending vocational track; attending higher general track in educational systems with a high degree of stratification) and other school features (percentage qualified teachers; school-size; school material educational resources) and the parental and migration background (parental socio-economic position; destination language spoken at home; mixed native/migrant parents; second generation; relative grade). There is only one important level the individual characteristics of pupils and parents, while the other levels (origin, destination, composition, educational system) are have far lesser, but still substantial, importance for educational performance. Our analyses show also clearly that differences in educational performance are not only caused by characteristics of individuals, schools or educational systems, but also by features of the broader societies. They also show again the importance of the origin of migrants and the macro-characteristics of these origins, which policy makers tend to ignore and thus leads to wrong policies.

Fanny D'hondt, Lore Van Praag, Peter Stevens, and Mieke Van Houtte: *Do school attitudes influence the underachievement of Turkish and Moroccan minority students in Flanders? The attitude-achievement paradox revisited*. (paper 2)

While many ethnic minority students underachieve compared with their ethnic majority peers, they often hold very positive attitudes toward school. Mickelson (1990){Mickelson, 1990 #64} explained this attitude-achievement paradox by the existence of a double set of attitudes. Abstract attitudes reflect the dominant ideas about schooling, while concrete attitudes refer to a person's perceptions of reality and originate from the benefits from education that people expect to obtain on the labor market. According to Mickelson, concrete attitudes are linked to achievement and abstract attitudes are not. This article explores Mickelson's theory in the Flemish context, regarding students of Turkish and Moroccan descent, by using both quantitative and qualitative data.

Greg Palardy and Russell Rumberger: *The Impact of High School Segregation on the Achievement Gap in the United States* (paper 3)

This study uses data from the Education Longitudinal Study of 2002 to examine the effects of socioeconomic, racial, and linguistic segregation in American high schools on cognitive and non-cognitive outcomes. The cognitive outcome is derived from student achievement test scores and GPA while the non-cognitive outcome was derived from student data on attendance, suspensions, retention, and GPA. Descriptive results verify that there is extensive segregation in American high schools. Moreover, the three forms of segregation are correlated with each other and with a number of other factors that impact student cognitive and non-cognitive outcomes. Inferential results show that each form of segregation has a substantial total effect of both cognitive and non-cognitive outcomes. However, much of those effects are due to individual differences among adolescents in terms of their family and academic backgrounds, and the level of resources and structural features of the schools they attend. Yet, even after controlling for those factors socioeconomic segregation continues to have a strong positive association with the cognitive outcome and percent black continues to have a significant negative association with both the cognitive and non-cognitive outcomes. Two school mechanisms—peer influences and school practices—fully account for the effect of percent black on both outcomes and for approximately $2/3^{\text{rds}}$ of the effect of socioeconomic composition on the cognitive outcome. The implications of these findings to policy and practice are discussed.

Index of Authors and Presenters

Family name	First name	Affiliation	E-mail adress
Agirdag	Orhan	Ghent University, Belgium	Orhan.agirdag@ugent.be
Antrop González	René	University of Wisconsin, USA	antrop@uwm.edu
Bowman	Kristi	Michigan State University, USA	Kristi.bowman@law.msu.edu
Caro	Daniel H.	Oxford University, UK	Daniel.caro@education.ox.ac.uk
Chung	Ruth	University of Southern California, USA	rchung@usc.edu
Contini	Rina Manuela	University of Chieti-Pescara, Italy	rm.contini@unich.it
Danhier	Julien	Université Libre de Bruxelles, Belgium	jdanhier@ulb.ac.be
Demanet	Jannick	Ghent University, Belgium	Jannick.Demanet@ugent.be
D'hondt	Fanny	Ghent University, Belgium	FannyL.Dhondt@ugent.be
Dronkers	Jaap	Maastricht University, Netherlands	j.dronkers@maastrichtuniversity.nl
Duffy	Gavin	Queen's University, Belfast, Ireland	g.duffy@qub.ac.uk
Enriquez	Laura	University of California-Los Angeles, USA	leenriquez@ucla.edu
Gallagher	Tony	Queen's University Belfast, UK	Am.gallagher@qub.ac.uk
Gándara	Patricia	University of California-Los Angeles, USA	pcgandara@gmail.com
Garcia	Eugene	Arizona State University, USA	genegar@asu.edu
Hopkins	Megan	Pennsylvania State University, USA	mbh14@psu.edu
Ichou	Mathieu	Science Po, France	Mathieu.ichou@scineces-po.org
Jacobs	Dirk	Université Libre de Bruxelles, Belgium	Dirk.jacobs@ulb.ac.be
Lenkeit	Jenny	University of Amsterdam, Netherlands	J.Lenkeit@uva.nl
Lowenhaupt	Rebecca	Boston College, USA	Rebecca.lowenhaupt@bc.edu
Martin	Emilie	Université Libre de Bruxelles, Belgium	Emilie.Martin@ulb.ac.be
Merry	Michael S.	University of Amsterdam, Netherlands	M.S.Merry@uva.nl
Mickelson	Roslyn Arlin	University of North Carolina at Charlotte, USA	RoslynMickelson@uncc.edu
Nantl	Jiri	Ministry of Education, Youth and Sports, Czech Republic	Jiri.nantl@msmt.cz
Orfield	Gary	University of California-Los Angeles, USA	Orfield@gmail.com

Parameshwaran	Meenakshi	University of Oxford, UK	Meenakshi.parameshwaran@nuffield.ox.ac.uk
Pulinx	Reinhilde	Ghent University, Belgium	Reinhilde.pulinx@ugent.be
Rumberger	Russell	University of California, Santa Barbara, USA	russ@education.ucsb.edu
Smith	Stephen	Winthrop University, South Carolina, USA	smiths@winthrop.edu
Sordí i Martí	Teresa	Autonomous University of Barcelona, Spain	teresasorde@gmail.com
Stevens	Peter	Ghent University, Belgium	Stevens.Peter@ugent.be
Suárez Orozco	Carola	University of California-Los Angeles, USA	csorozco@ucla.edu
Umansky	Ilana	Stanford University, USA	ilanau@stanford.edu
Van Avermaet	Piet	Ghent University, Belgium	Piet.vanavermaet@ugent.be
Van Der Wildt	Anouk	Ghent University, Belgium	Anouk.VanDerWildt@ugent.be
Van Houtte	Mieke	Ghent University, Belgium	Mieke.VanHoutte@ugent.be
Van Praag	Lore	Ghent University, Belgium	Lore.VanPraag@ugent.Be
Yoo	David	University of California-Los Angeles, USA	dkyoo@ucla.edu