This is one reason why we partnered this winter with Canisius College in Buffalo, New York, to implement a new program called "Racial Equity, Culture and Identity in Education." The goal is to challenge the status quo and help Buffalo's schools turn its history of institutional racism and violence into something powerful and positive. We believe that if we educate students in schools that embrace diversity, when teachers view students as able to achieve, they see them as successful. And when teachers and school leaders to change beliefs about students, we improve not just by taking down the monuments that remind us of racism, but by creating schools where students can learn at the highest levels, when teachers believe they can learn at the highest levels, they do.

When we embrace diversity, when we have high expectations for all learners, when we intentionally work to integrate students of different backgrounds and cultures as strengths, academic performance improves. We believe that when educators see students' academic potential, from the earliest years all the way through college. And schools that insist on diverse student bodies have more success narrowing the academic achievement gap.

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Racial diversity is very much historic. It's rooted in America's "original sin" — a microcosm of our nation is not incidental. It's not just the students who look like them. We also have a mission to train and push out more teachers of color. What can we do about it? Dismantling monuments to hatred is a fine place to start, but deeply Southern cities, like those in Texas and Virginia, understand that taking down memorials is just one part of a process. It's about the individual actions we take to make communities more inclusive and just.

A recent report by a Johns Hopkins University economist underscored that which we already knew: that "race-matching" in schools matters. Low-income Black students who are matched with a Black teacher are likely to graduate high school and consider attending college. "One Black teacher can change a student's entire future outlook," one of the report's co-authors said.

In Buffalo, and in many other places, we already knew that "race-matching" in schools matters. Low-income Black students who are matched with a Black teacher are likely to graduate high school and consider attending college. "One Black teacher can change a student's entire future outlook," one of the report's co-authors said.

At the National Urban Alliance for Effective Education (NUA), we work primarily with charter schools, which are starting from a clean slate. We see it as a microcosm of the nation, a place where we can work to forge a new narrative. Buffalo is a perfect place to launch such an ambitious venture. Last fall, the city embarked on a "Racial Equity, Culture and Identity in Education" initiative. This school year, Buffalo charter schools have a goal: to have at least one Black teacher in every single classroom.

That's about as bold as it comes when we talk about cities dismantling racism. The city is a perfect place to launch such an ambitious venture. Last fall, the city embarked on a "Racial Equity, Culture and Identity in Education" initiative. This school year, Buffalo charter schools have a goal: to have at least one Black teacher in every single classroom. The city is very much historic. It's rooted in America's "original sin" — a microcosm of our nation is not incidental. It's not just the students who look like them. We also have a mission to train and push out more teachers of color. What can we do about it? Dismantling monuments to hatred is a fine place to start, but deeply Southern cities, like those in Texas and Virginia, understand that taking down memorials is just one part of a process. It's about the individual actions we take to make communities more inclusive and just.

The Diverse Charter Schools Coalition is one group that understands that truth and is aggressively working to integrate the schools in its membership. Founded in 2014, the coalition now has grown from 14 charter schools and networks to include more than 100 member schools in more than a dozen states and in D.C. The Coalition believes that charter schools can and should contribute to a solution. In Buffalo, the Coalition is working to ensure that all students have access to a quality education that is inclusive of their cultural backgrounds and experiences. The Coalition is also working to ensure that all students have access to a quality education that is inclusive of their cultural backgrounds and experiences. The Coalition is also working to ensure that all students have access to a quality education that is inclusive of their cultural backgrounds and experiences. The Coalition is also working to ensure that all students have access to a quality education that is inclusive of their cultural backgrounds and experiences.

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