The Courage to Navigate a Path to School Integration

August 15, 2019
Webinar Presenters

**Terry Hofer**
*Director, NY School & District Services*
WestEd

**Vanessa Coleman**
*Principal Consultant*
American Institutes for Research

**Anita Skop**
*Superintendent*
NYC District 15
Webinar Facilitators

**Nyla Bell**  
*Senior Education Equity Specialist*  
*Center for Education Equity @ MAEC*

**Pamela MacDougall**  
*Research Assistant*  
*WestEd*
CENTER FOR EDUCATION EQUITY (CEE)

CEE is a project of MAEC, Inc., in partnership with WestEd and the American Institutes for Research (AIR).

CEE is one of four regional equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964.

Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
CENTER FOR EDUCATION EQUITY

CEE’s goals are to:

• Improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.

• Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners).

Whom we serve:

• CEE provides technical assistance and training to states, districts, schools, and community-based organizations within Region I at the request of school boards and other responsible governmental agencies.
Exploring Equity Issues

CEE publishes a monthly *Exploring Equity Issues* digest that includes personal, practical, and research perspectives on an important topic related to education using a variety of formats.

**Formats include:**

- Equity Briefs
- Webinars
- The Practitioner Perspectives Blog
- Communities of Practice

Find them online [www.cee-maec.org/exploring-equity-issues](http://www.cee-maec.org/exploring-equity-issues)
Webinar Etiquette

- Use the **Q&A box** if you have any questions.
- Use the **chat box** to share your comments or to engage other participants during the webinar.
- Complete a **brief survey** after the webinar.
- On the occasion when a website is referenced during the presentation, **a link to the website** may be posted in the chat box for you to copy and explore after the webinar concludes.
- **Closed captioning** services can be accessed using the box on the right hand side of your screen.
Goals for Today

Participants will learn about:

• The life cycle of a socio-economic integration effort from preparation to planning to implementing to reflecting;

• The role of courage in persevering on the journey of one school district in New York City that is leading a bold new socio-economic integration effort.
Framing the Issues
Defining Socioeconomic Integration

Socioeconomic (SES) school integration is a public policy designed to improve opportunities for students by: 1) reducing the negative education effects associated with school poverty concentration, and 2) providing a diverse environment that benefits all students.

- Kahlenberg, R., Cookson, P., Shaffer, S. and Basterra, C.
Racial Segregation in U.S. Schools after Brown v. Board

- 1954 – School desegregation order
- 1968 – Federal enforcement
- 1980 – School desegregation at its highest
- 1992 – Reprieve for desegregation orders

*Racial segregation has incrementally returned to U.S. schools over the past 30 years.*
U.S. School and Neighborhood Segregation

School segregation for K–12 students

Residential segregation for children 5 to 17 years old

SCHOOLS MORE SEGREGATED THAN NEIGHBORHOODS

NEIGHBORHOODS MORE SEGREGATED THAN SCHOOLS
School Segregation Today

- School Segregation is a complex issue that is rooted in history, structural racism, school assignment policies, and parental behavior.
- School segregation is enforced by a collection of de facto segregation factors, i.e., housing policies, school choice policies, and zoning policies.
- School segregation is a byproduct of race and class segregation.

- Moreno, 2017; Potter & Quick, 2018; Whitehurst, 2017
Students in Public Schools

In 2013-14,

• more than one in six students attended schools where the vast majority of their classmates were both poor and black or Hispanic—over twice as many as in 2000.

• Students in those schools are more likely to be held back in ninth grade, kicked out of school, and taught by an inexperienced teacher, and are less likely to be offered critical classes like calculus and physics.

Government Accountability Office
Integrated Schools Can Benefit All Learners

- Students in integrated schools are less likely to drop out and more likely to enroll in college.
- Integrated schools help to reduce the racial achievement gaps.
- Integrated classrooms encourage critical thinking, problem solving, and creativity.

The Century Foundation
Finding Solutions

2007 Supreme Court decision in Parents Involved in Community Schools v. Seattle School District No.1 added to the complexities of school integration for school systems:

- Courts determined that schools should work to achieve racial integration, but their integration policies should not depend on student race or ethnicity.

- Since this ruling and without, mandated desegregation orders, districts have struggled to define and adopt integration policies that do not rely on race or ethnicity, but effectively integrate schools.

- There has been some rescinded guidance for race-neutral and generalized race-based strategies.
Efforts and Strategies

Many districts have rewritten policies and implemented a range of strategies including:

• Redesigning Attendance Zone Boundaries
• Realigning Grade and Feeder Patterns
• Using District-wide Choice
• Redrafting Competitive School and Program Admissions Policies and Practices
• Changing Student Transfer Policies and Practices
Change Can Be Tough

• “rezoning efforts were controversial”
• “… it eventually culminated into a lawsuit”
• “boundary changes upset residents”
• “parents concerned that their children will lose friends”
• “we want the best for our children … [and] our property values”
• “… they’re worried about having to integrate with public-housing minority kids”
Questions

Please type your questions in the Q&A box on the right hand-side panel.
A Call For Courageous Leadership
Phases of the Integration Process

- Preparation
- Planning
- Implementation
- Reflection
A Typical Racial Isolation of Schools in NYC

- A student of color typically attends a school where 80% of their peers are also students of color.
- A white student typically attends a school where only 20% of their peers are students of color.

Source: John Kucsera & Gary Orfield, "New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future", UCLA Civil Rights Project (2014)
District Demographics

**Enrollment:** 33,803 students across 47 schools PK

<table>
<thead>
<tr>
<th>Race</th>
<th>% of District</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>16.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>14.9%</td>
</tr>
<tr>
<td>Latino</td>
<td>37.8%</td>
</tr>
<tr>
<td>White</td>
<td>27.4%</td>
</tr>
<tr>
<td>Multi-Race, Non-Hispanic</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>% of District</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>16.4%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>20.3%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>55.0%</td>
</tr>
</tbody>
</table>
Race and FRPL* by school within District 15

*Please note that at this point, all students in NYC receive free lunch. This term is only being used to indicate a socioeconomic level.
ELL/MLL by school within NYC District 15
Preparation

The D15 Diversity Plan process has been established to create a community-based middle school diversity plan for School District 15 in Brooklyn, New York.

Download the Final Plan here.
Preparation - Roles

- Community
- Working Group
- Public Workshops
- Advisory Groups
- Facilitators
### TABLE OF CONTENTS

- **A**  Introduction
- **B**  Emerging Goals
- **C**  Final Deliverables
- **D**  Roles
- **E**  Working Group Memorandum of Understanding
- **F**  Anticipated Meetings & Agendas
- **G**  Public Engagement & Outreach Strategy
- **H**  Proposed Plan Structure
- **I**  Working Group Members

---

**D15 Diversity Plan**

**Preparation**

**Planning**

**Implementation**

**Reflection**
Planning

PHASES

The four phases of the D15 Diversity planning process are:

1. Introduction – Finalize roles and responsibilities. Introduce the planning process.
2. Framing – Gather and prioritize community concerns and insights.
3. Options – Show through data analysis and presentation how different options could affect District 15 and gather feedback.
4. Plan – Create a final plan and present it to the community.
Planning

Racial Demographics

- Asian: 3%
- Black: 12%
- Latino: 42%
- White: 31%
- Other: 12%

Free & Reduced Lunch

- FRL: 52%

Preparation  Planning  Implementation  Reflection
D15 Middle School Screens

Boerum Hill School for International Studies
- Attendance
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams
- Punctuality

Brooklyn Collaborative
- Academic and Personal Behaviors
- Course Grades: ELA
- Course Grades: Math

School for Innovation (M.S. 442)
- Academic and Personal Behaviors
- Course Grades: ELA
- Course Grades: Math

Charles O. Dewey Middle School (M.S. 136)
- Academic and Personal Behaviors
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams
- Demonstrated interest: school visit

M.S. 839*
- Students who apply to this program will be randomly selected.

M.S. 88
- Academic and Personal Behaviors
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams

New Voices School of Academic & Creative Arts
- Audition
- Interview

Park Slope Collegiate
- Given priority to students who attend the following elementary schools in order to balance their underrepresentation in the applicant pool:
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams

Sunset Park Preparatory
- Academic and Personal Behaviors
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams

The Math & Science Exploratory School
- Final 4th Grade Report Card
- M.S. 447 Entrance Assessment
- Academic and Personal Behaviors

William Alexander Middle School (M.S. 51)
- Academic and Personal Behaviors
- Final 4th Grade Report Card
- 4th Grade New York State ELA and Math Exams

*Continuously perceived to be between Sunset Park & Southern Park Slope.

**Continuously perceived to be between Sunset Park & Southern Park Slope.

Source: NYC DOE (District 15 Students | Grades 4-8 | SF 17-18)
Planning

Charles O. Dewey Middle School (M.S. 136)

Academic and Personal Behaviors
Attendance
Final 4th Grade Report Card
4th Grade New York State ELA and Math Exams
Demonstrated interest: school visit

William Alexander Middle School (M.S. 51)

Academic and Personal Behaviors
Attendance
Final 4th Grade Report Card
4th Grade New York State ELA and Math Exams
PLANNING
Planning
Implementation

How does the process work?

1. Students rank their middle school choices. The DOE tries to place every student in their top choice.

2. If there are more applicants than available seats at that choice, students are given an offer based on a randomized lottery number.

3. At every school 52% of available seats are prioritized for the district’s FRL, STH, and ELL students.

4. If a student doesn’t get an offer to their top choice, DOE tries to place the student at their second choice, and so on down their application.

Under the priority program, schools use a two-part lottery. First, only students who meet the priority criteria are eligible and the lottery proceeds until the number of priority seats are filled.

Any priority student who does not receive a seat is then entered into the general lottery for the remainder of the available seats.

If there aren’t enough priority applicants to fill the priority seats, those priority seats then become available to the general lottery.
Implementation

Two NYC districts embarked on middle school integration plans. Early results show they may be making a difference.

BY CHRISTINA VEIGA - APRIL 15, 2019

Chalkbeat, April 15, 2019
### Reflection & Refinement

<table>
<thead>
<tr>
<th>DBN</th>
<th>School Name</th>
<th>Final Offers - 2019</th>
<th>Final Offers - 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>% FRL, ELL, STH</td>
</tr>
<tr>
<td>15K051</td>
<td>M.S. 51 William Alexander</td>
<td>437</td>
<td>57%</td>
</tr>
<tr>
<td>15K088</td>
<td>J.H.S. 088 Peter Rouget</td>
<td>629</td>
<td>53%</td>
</tr>
<tr>
<td>15K136</td>
<td>I.S. 136 Charles O. Dewey</td>
<td>169</td>
<td>67%</td>
</tr>
<tr>
<td>15K442</td>
<td>M.S. 442 Carroll Gardens School for Innovation</td>
<td>122</td>
<td>52%</td>
</tr>
<tr>
<td>15K443</td>
<td>New Voices School of Academic &amp; Creative Arts</td>
<td>215</td>
<td>55%</td>
</tr>
<tr>
<td>15K447</td>
<td>The Math &amp; Science Exploratory School</td>
<td>193</td>
<td>50%</td>
</tr>
<tr>
<td>15K448</td>
<td>Brooklyn Collaborative Studies</td>
<td>130</td>
<td>35%</td>
</tr>
<tr>
<td>15K464</td>
<td>Park Slope Collegiate</td>
<td>182</td>
<td>40%</td>
</tr>
<tr>
<td>15K497</td>
<td>The Boerum Hill School for International Studies</td>
<td>218</td>
<td>45%</td>
</tr>
<tr>
<td>15K821</td>
<td>Sunset Park Prep</td>
<td>208</td>
<td>80%</td>
</tr>
<tr>
<td>15K839</td>
<td>M.S. 839</td>
<td>144</td>
<td>52%</td>
</tr>
</tbody>
</table>
Reflection & Refinement

Preparation  Planning  Implementation  Reflection
Questions

Please type your questions in the Q&A box on the right hand-side panel.
FOR MORE INFORMATION CONTACT

Get in touch with CEE
Susan Shaffer, Executive Director, 301-657-7741 x111, sshaffer@maec.org

www.maec.org  @maec4ed  @MidAtlanticEquityConsortium
Webinar Survey

Please take a couple of minutes to complete a survey after the webinar to let us know what you think of this webinar and what we can do to improve future webinars.

The webinar survey will pop up in a separate browser window/tab