



The Courage to Navigate a Path to School Integration

August 15, 2019





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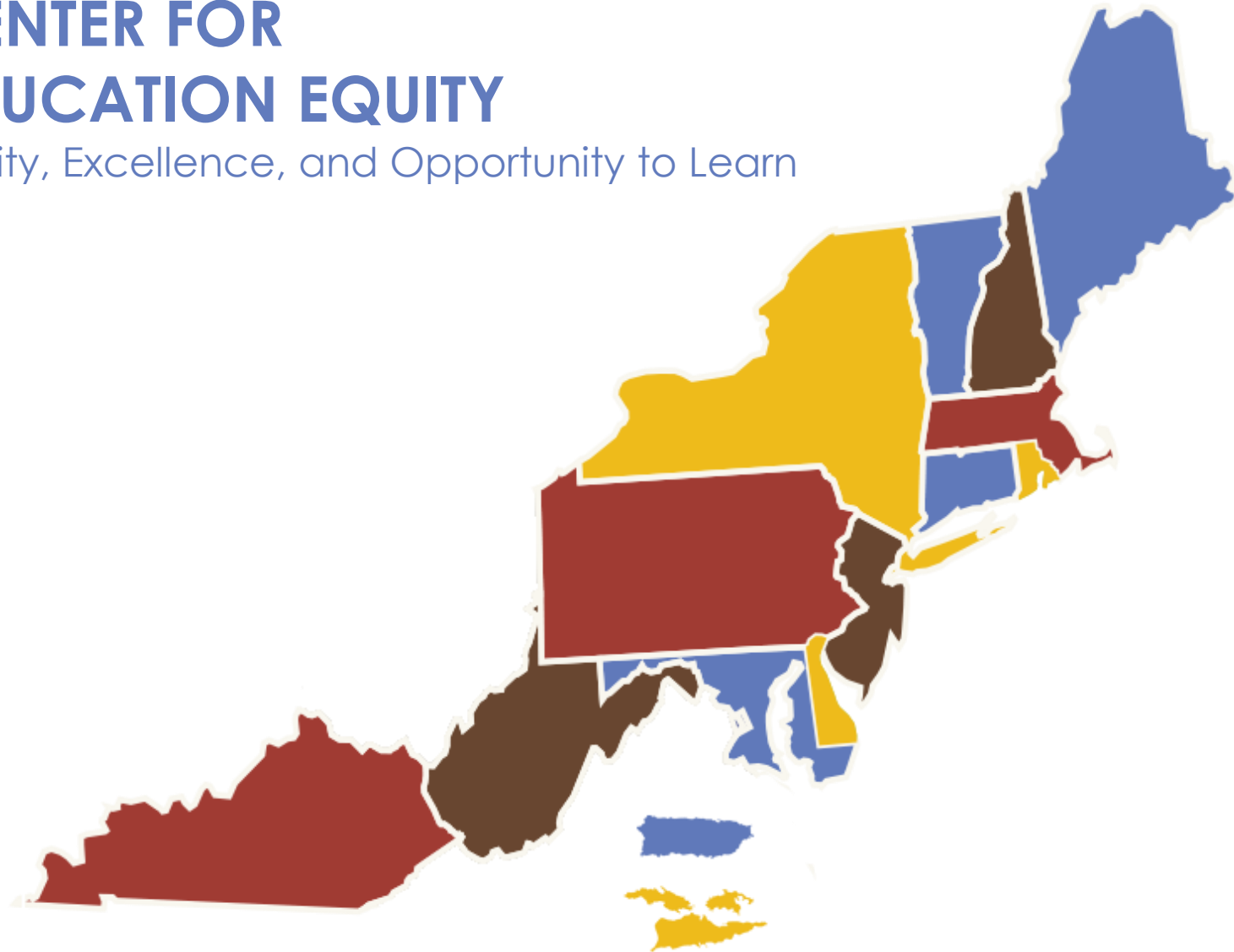
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CENTER FOR EDUCATION EQUITY

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-maac.org/exploring-equity-issues

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- **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 Bastera, C.

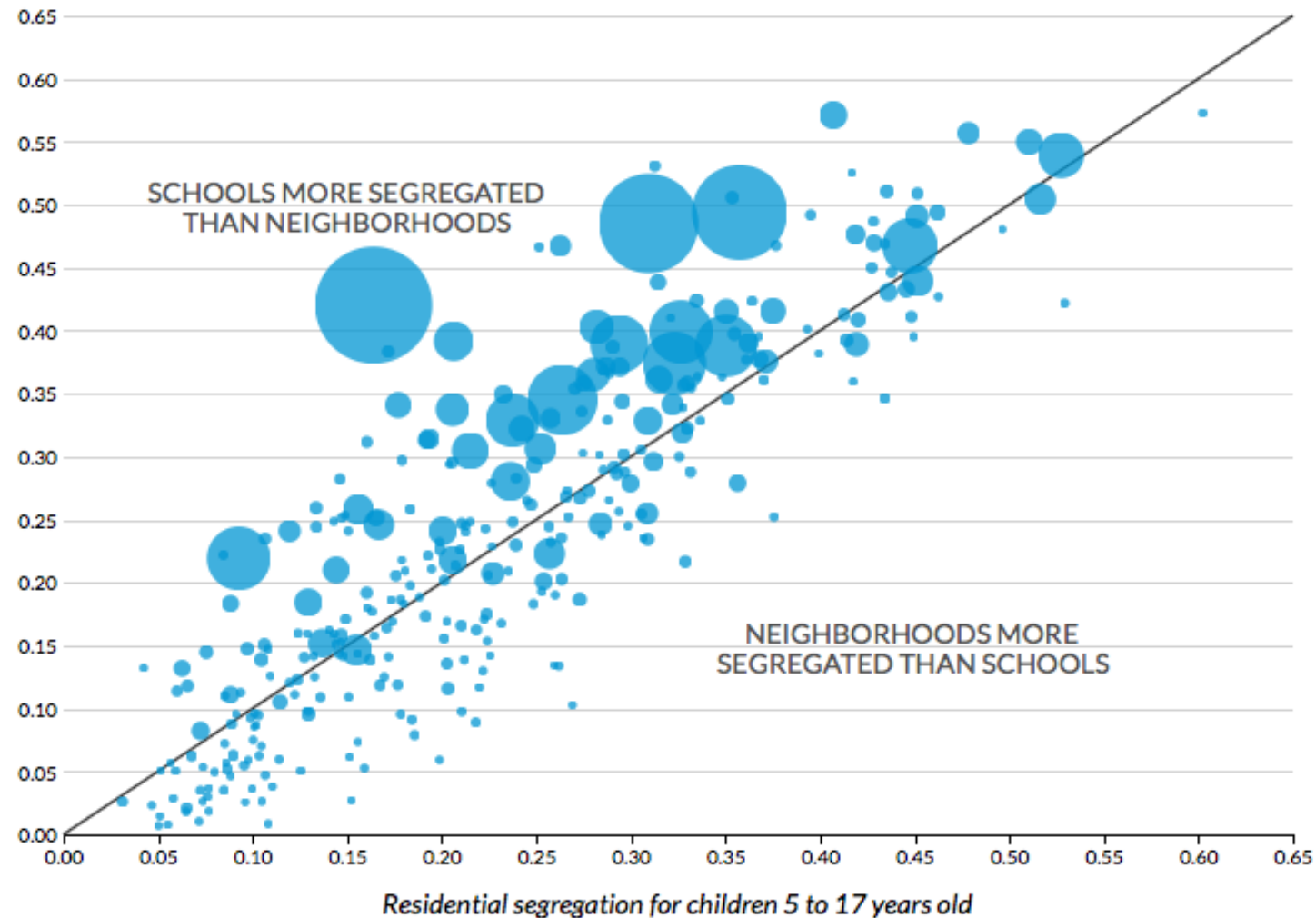
Racial Segregation in U.S. Schools after Brown v. Board

- 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



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



**NYC District 15
Brooklyn, NY**

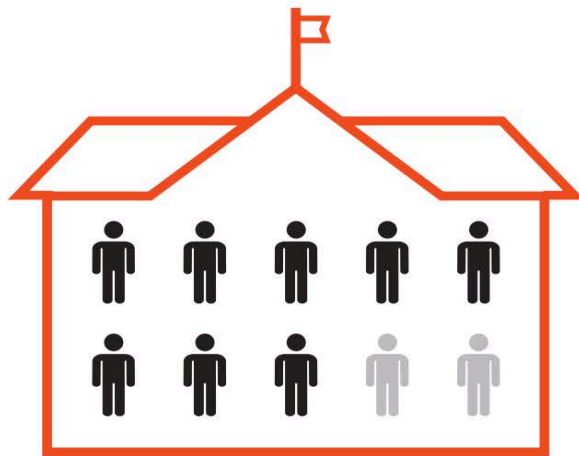
Anita Skop, Superintendent

Phases of the Integration Process



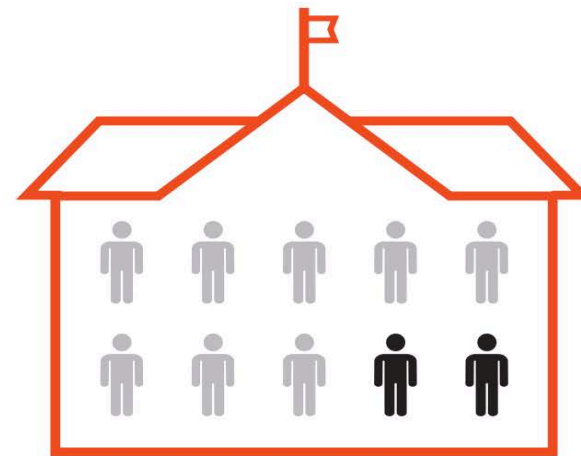
Preparation

A Typical Racial Isolation of Schools in NYC



A student of color typically attends a school where of their peers are also students of color

80%



A white student typically attends a school where only of their peers are students of color

20%

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

D15 Diversity Plan

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NYC



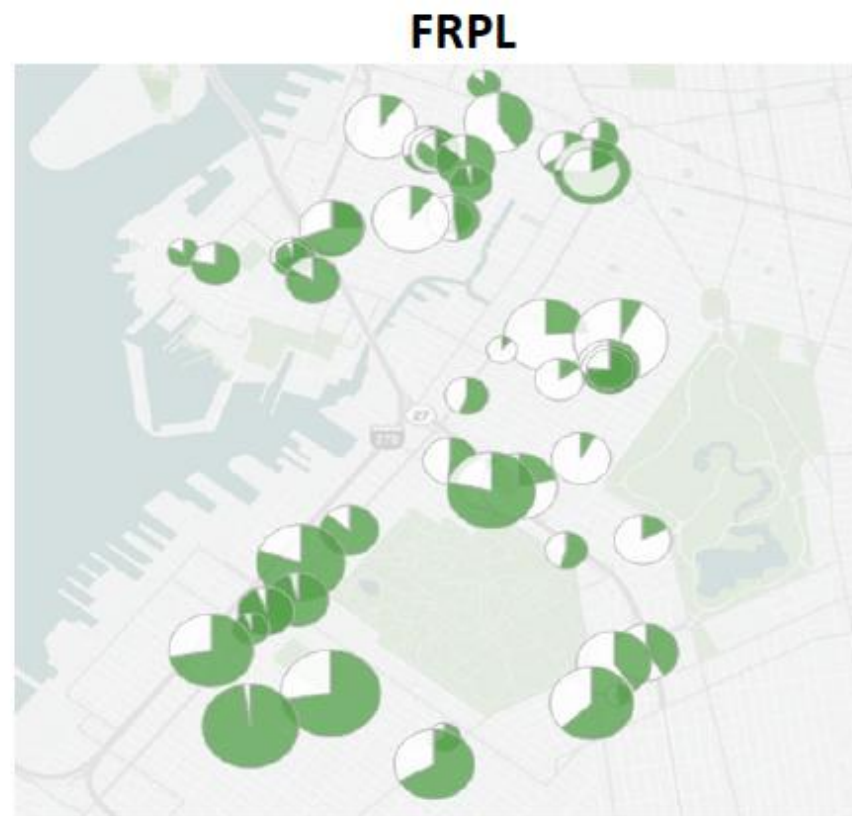
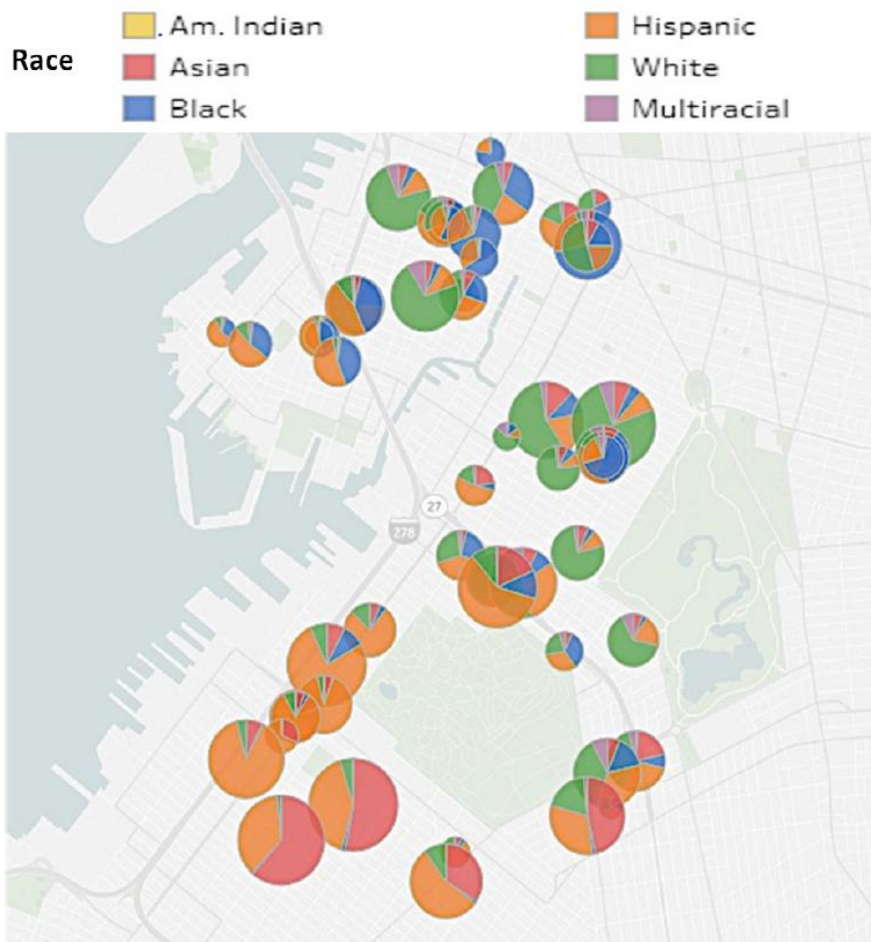
District Demographics

Enrollment: 33,803 students across 47 schools PK

Race	% of District
African American	16.6%
Asian	14.9%
Latino	37.8%
White	27.4%
Multi-Race, Non-Hispanic	2.9%

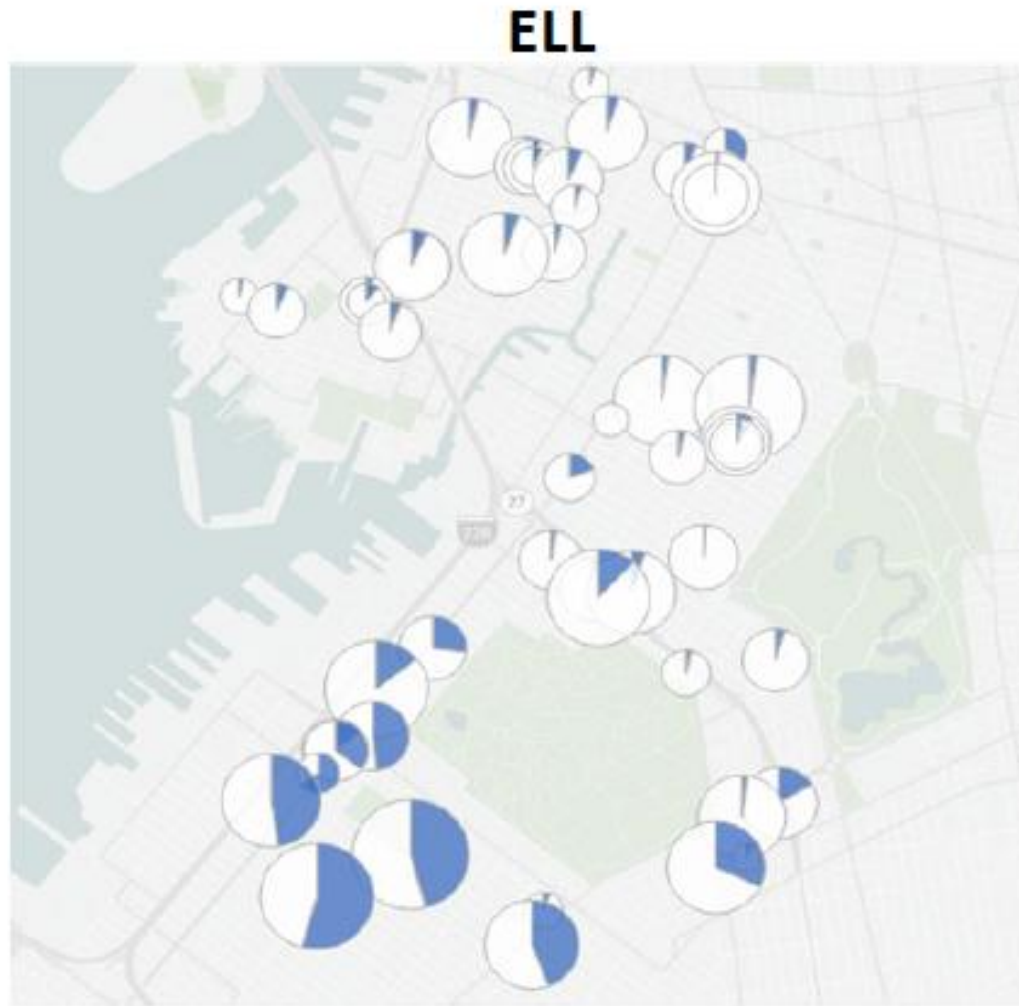
Subgroup	% of District
English Learners	16.4%
Students with Disabilities	20.3%
Economically Disadvantaged	55.0%

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



ESPAÑOL / 中文



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



Preparation

Planning

Implementation

Reflection

Preparation

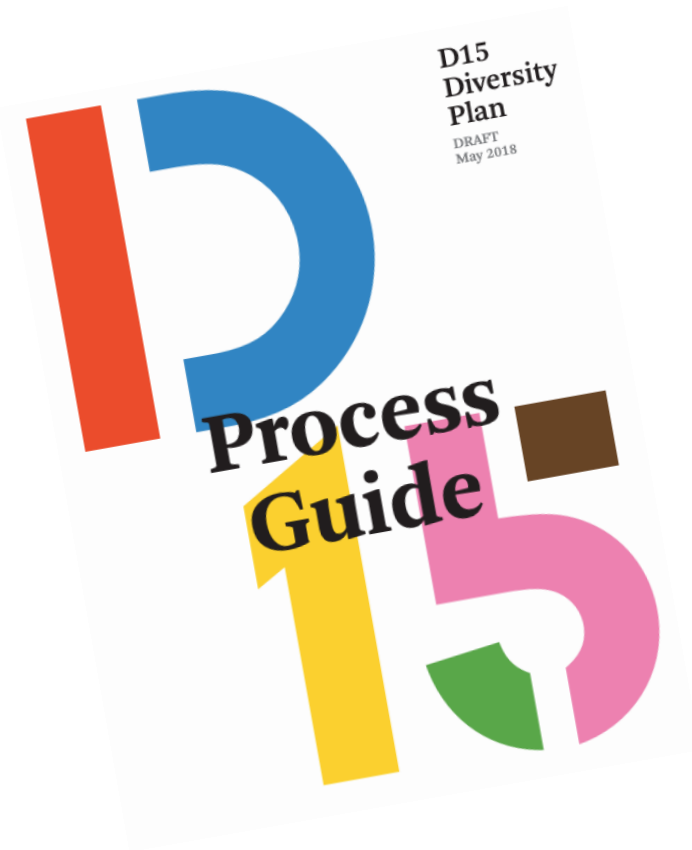


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- H Proposed Plan Structure**
- I Working Group Members**



Planning

PHASES

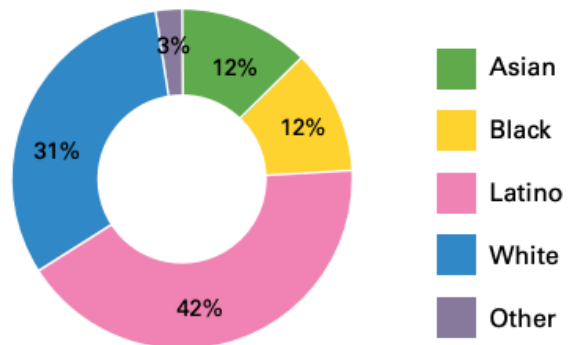
The four phases of the D15 Diversity planning process are:

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



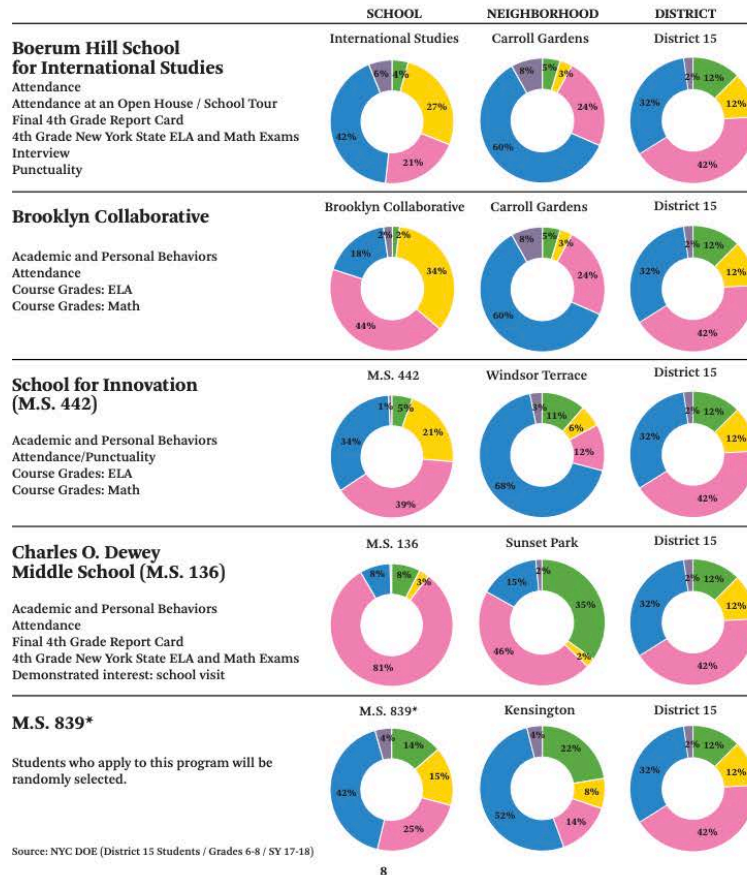
Free & Reduced Lunch



D15 Middle School Screens



District 15 has 11 middle schools. Ten of the schools use screens, or specific selection criteria to admit students. M.S. 839 is a lottery school; students who apply are randomly selected.* Each school's screens, racial demographics, corresponding neighborhood and district demographics are outlined below:



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M.S. 88

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

+ Commonly perceived to be between Sunset Park & Southern Park Slope.

New Voices School of Academic & Creative Arts

Audition
Interview

+ Commonly perceived to be between Sunset Park & Southern Park Slope.

Park Slope Collegiate

Gives priority to students who attend the following elementary schools in order to balance their underrepresentation in the applicant pool: 1, 15, 24, 38, 94, 124, 131, 169, 172, 676.

Sunset Park Preparatory

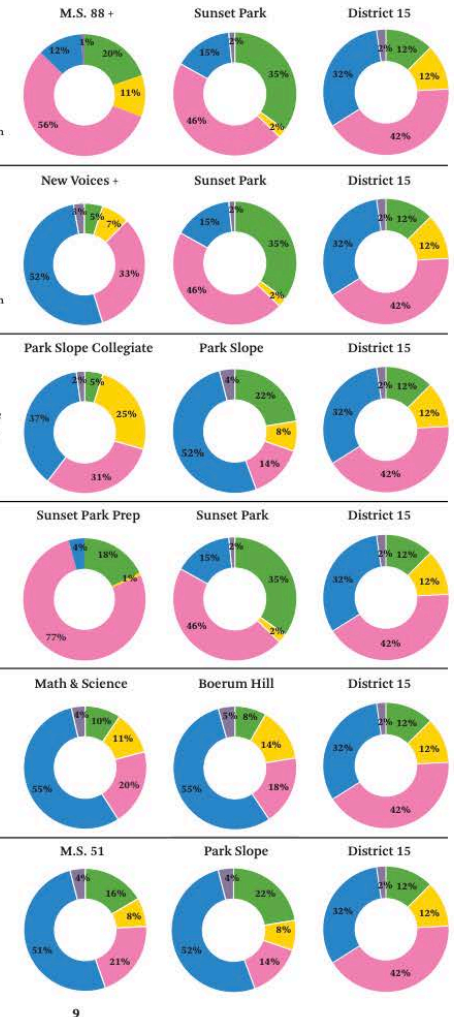
Academic and Personal Behaviors
Attendance
Final 4th Grade Report Card
4th Grade New York State ELA and Math Exams

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
Attendance
Final 4th Grade Report Card
4th Grade New York State ELA and Math Exams



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Preparation

Planning

Implementation

Reflection

Planning

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

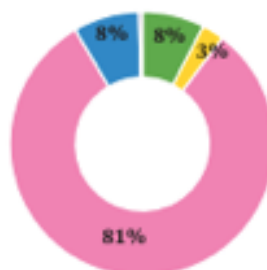
Academic and Personal Behaviors
Attendance

Final 4th Grade Report Card

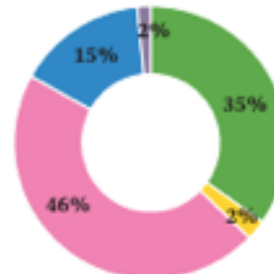
4th Grade New York State ELA and Math Exams

Demonstrated interest: school visit

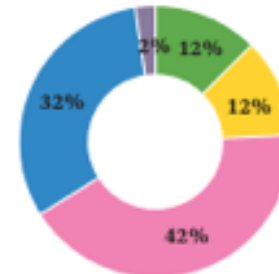
M.S. 136



Sunset Park



District 15



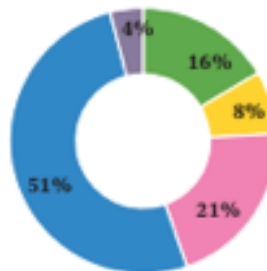
William Alexander Middle School (M.S. 51)

Academic and Personal Behaviors
Attendance

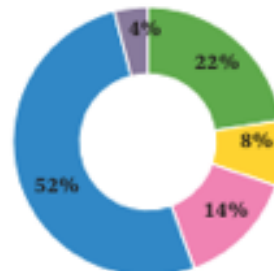
Final 4th Grade Report Card

4th Grade New York State ELA and Math Exams

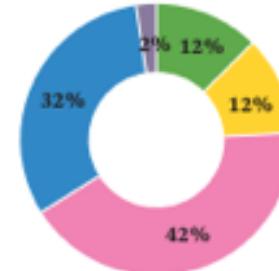
M.S. 51



Park Slope



District 15



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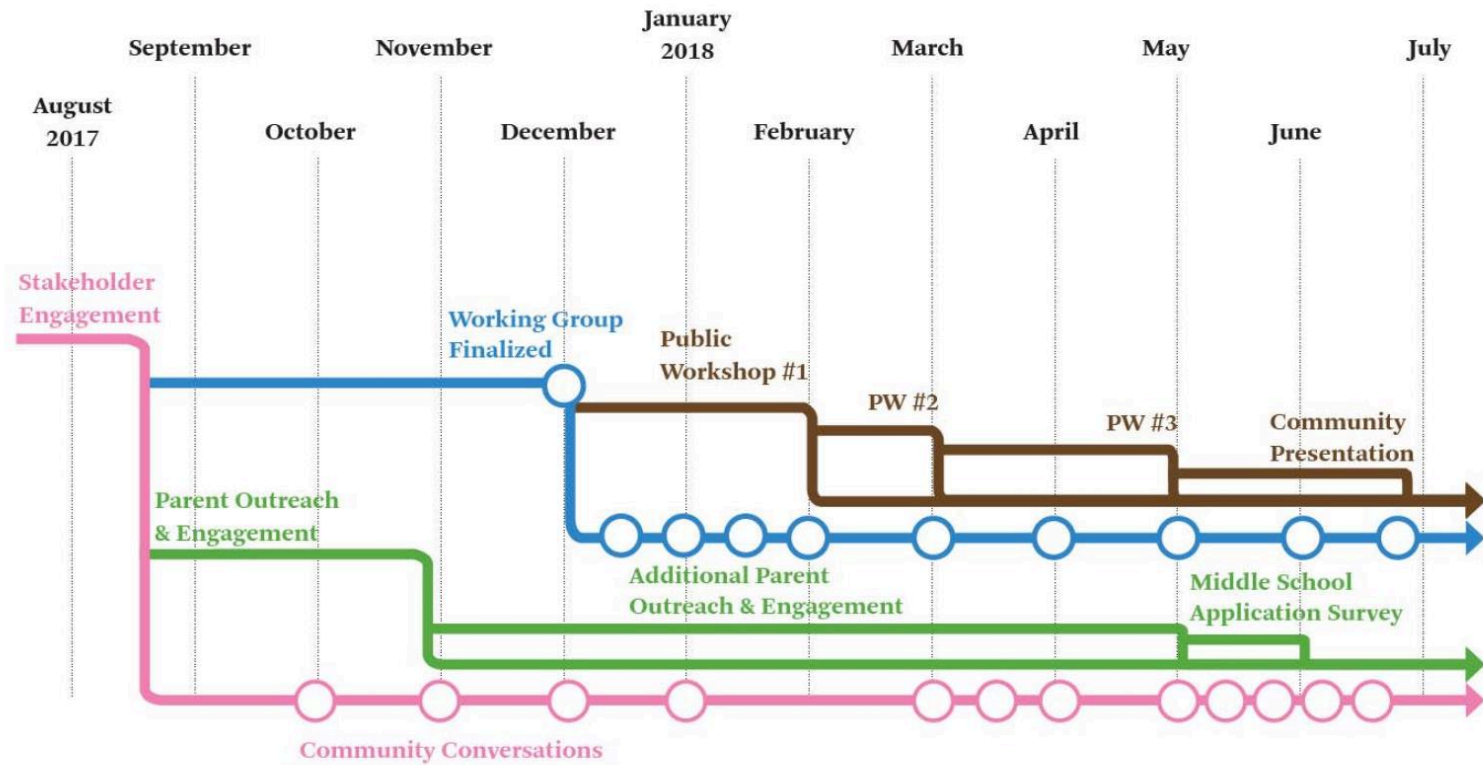
Preparation

Planning

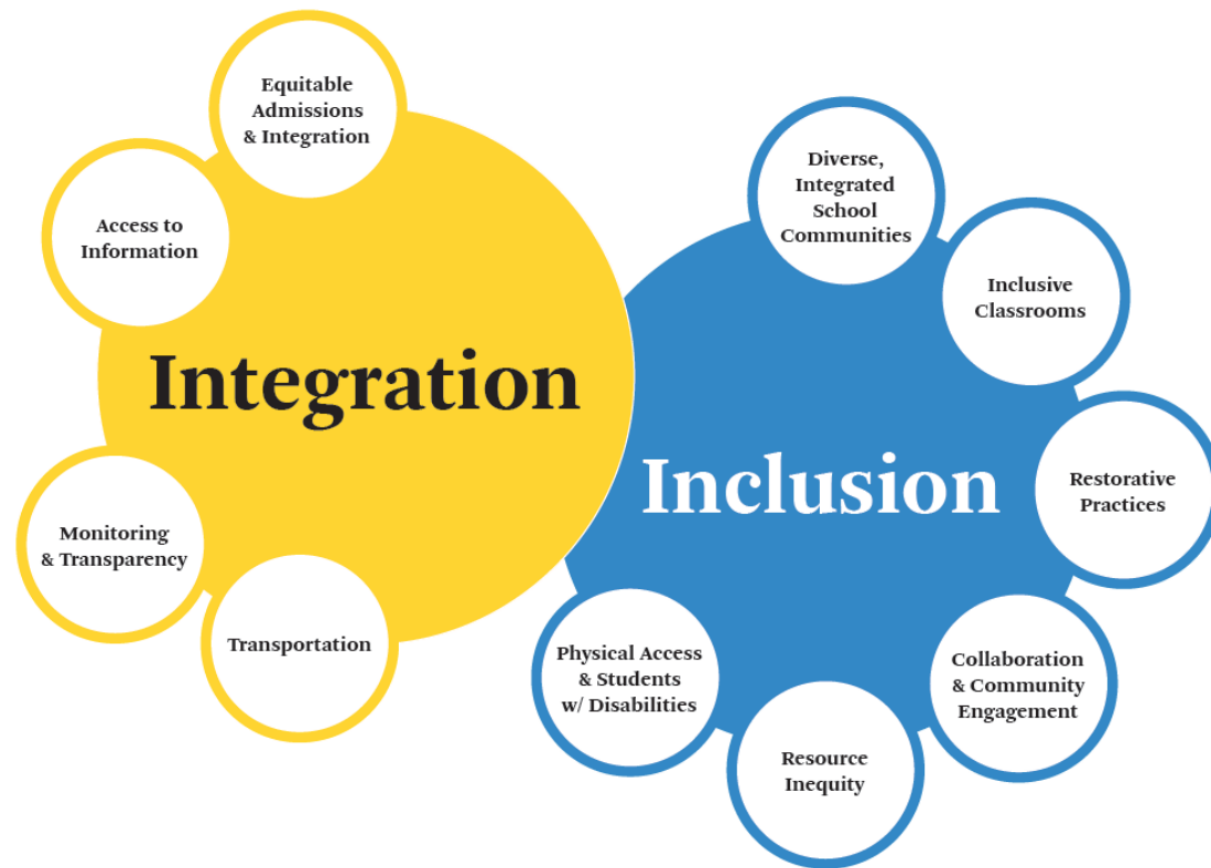
Implementation

Reflection

PLANNING



Planning



Implementation

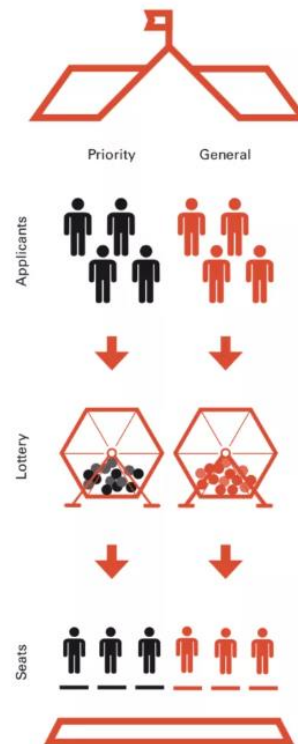
How does the process work?

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.



Preparation

Planning

Implementation

Reflection

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

DBN	School Name	Final Offers - 2019		Final Offers - 2018	
		Total	% FRL, ELL, STH	Total	% FRL, ELL, STH
15K051	M.S. 51 William Alexander	437	57%	429	33%
15K088	J.H.S. 088 Peter Rouget	629	53%	625	81%
15K136	I.S. 136 Charles O. Dewey	169	67%	170	91%
15K442	M.S. 442 Carroll Gardens School for Innovation	122	52%	134	16%
15K443	New Voices School of Academic & Creative Arts	215	55%	227	26%
15K447	The Math & Science Exploratory School	193	50%	170	31%
15K448	Brooklyn Collaborative Studies	130	35%	161	51%
15K464	Park Slope Collegiate	182	40%	153	44%
15K497	The Boerum Hill School for International Studies	218	45%	208	42%
15K821	Sunset Park Prep	208	80%	207	91%
15K839	M.S. 839	144	52%	152	44%



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

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