



Post Desegregation Consent Decree Plan



Historical Background

- **Since 1980, CPS Consent Decree mandated race-based admission policy for magnet and selective enrollment schools**
- **On September 24th United States District Court Judge Charles P. Kocoras vacated this Decree**

1980 Consent Decree Goal

Create integrated schools defined as 15-35% white and 65-85% minority

Consent Decree Achievements

- **The Court recognized the District's long standing efforts to develop and maintain integrated magnet and selective enrollment programs**
 - **Under the Decree, the District created or maintained approximately:**
 - **50 magnet schools**
 - **220 neighborhood schools with magnet programs**
 - **9 selective enrollment high schools**
 - **20 classical and gifted programs**
 - **6 academic centers**
 - **2 international gifted programs**
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Historical Background

- In June 2007, the **United States Supreme Court** struck down race-based admissions plans in **Seattle** and in **Jefferson County KY**
- The court ruled that the **United States Constitution** did not permit those school districts to classify or assign students on the basis of race or national origin

“What the government is not permitted to do, absent a showing of necessity not made here, is to classify every student on the basis of race and to assign each of them to schools based on that classification.”

Justice Anthony M. Kennedy

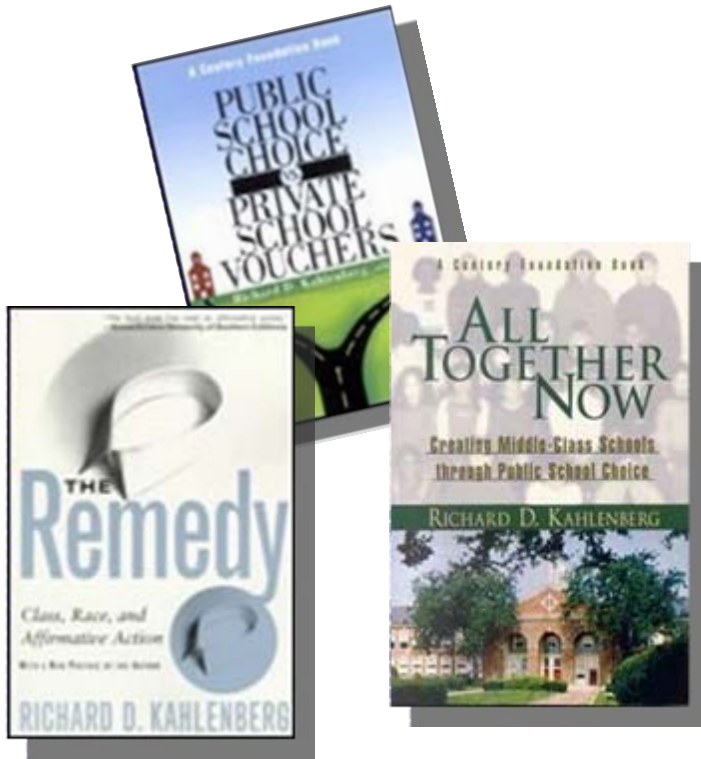
CPS Moving Forward

- **The timing of the September 24th order compelled an immediate change in CPS policy -- new policy must be implemented for the 2010-2011 school year**
 - **6 public hearings from November 14th to November 21st**
 - **Policy will be presented at the December 16th Board meeting**
 - **One-year policy affecting only incoming classes for 2010/2011 school year**
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CPS Moving Forward

- **In anticipation of this ruling, CPS began to lay the foundation for a new process in 2007**
 - **This work included review of policies in other districts and consultation with Richard Kahlenberg, one of the leading advocates for the use of socio-economic factors in student assignment systems**
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Richard D. Kahlenberg



“Of the 70 district policies across the country using socio-economic status in student assignment, Chicago’s proposed plan is among the most innovative”

- **Senior fellow at The Century Foundation**
- **Writes about education, equal opportunity, and civil rights.**
- **Magna cum laude from Harvard and cum laude from Harvard Law School**

Why Socio-economic Factors For

Admissions?

- ✓ **Students who live in poverty and attend economically isolated schools generally experience lower educational outcomes**
- ✓ **However, students who live in poverty and attend schools with socially and economically diverse student populations experience higher educational outcomes than their peers who attend isolated schools**
- ✓ **Diverse learning communities benefit all students by better preparing them to live in a diverse society and to compete in the global economy**

Why Socio-economic Factors For

Admissions?



Focusing on economic diversity will help prevent select schools from becoming accessible only to children from wealthier families and neighborhoods



Economic diversity will also promote equitable and fair outcomes across all communities in Chicago



STEP

1

Identify socio-economic variables that correlate with educational outcomes

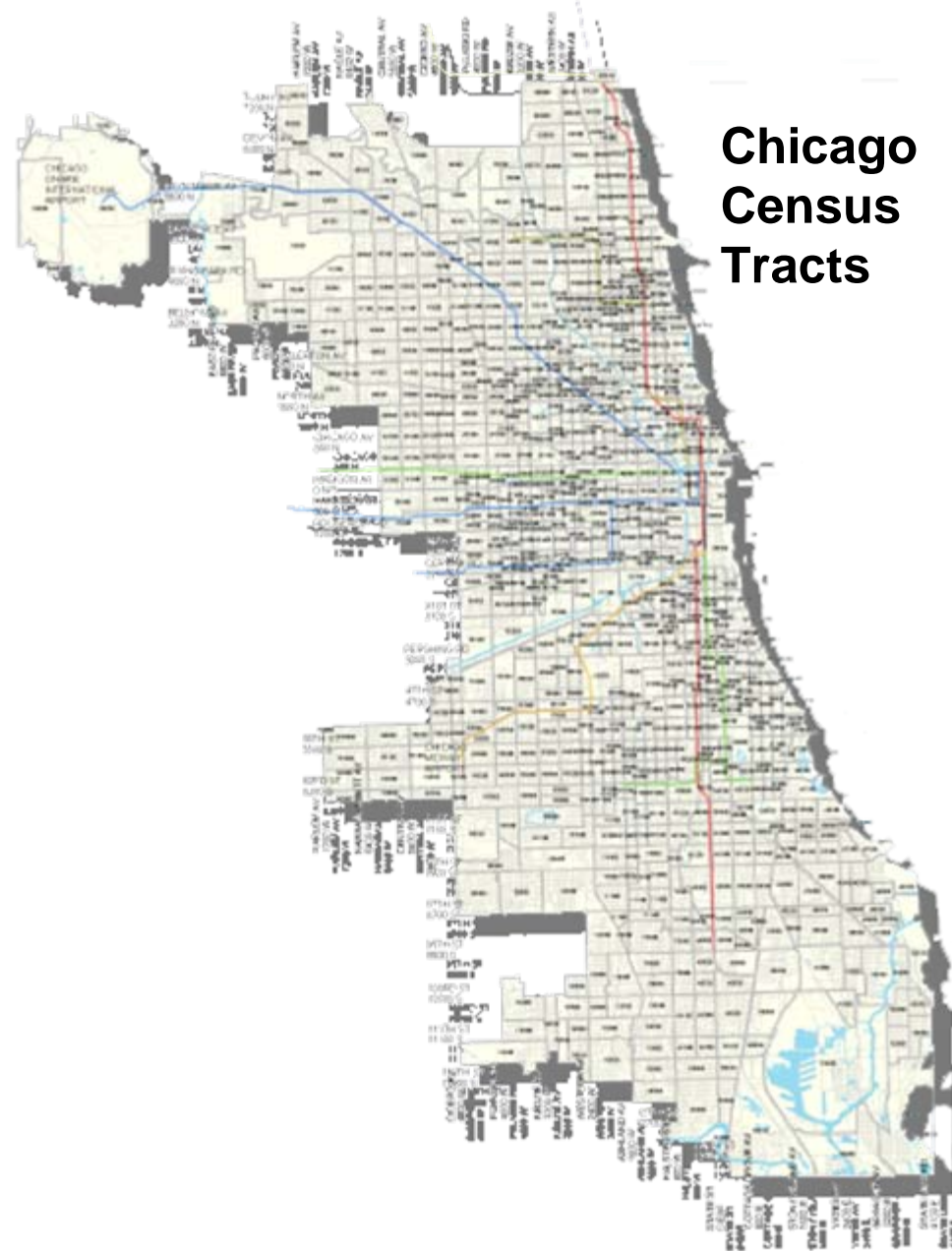
- 1. Median family income**
- 2. Adult educational attainment**
- 3. % of single-parent households**
- 4. % of owner-occupied homes**
- 5. % of school-age children living in homes where a language other than English is spoken**

STEP

2

Calculate score for each of Chicago's census tracts

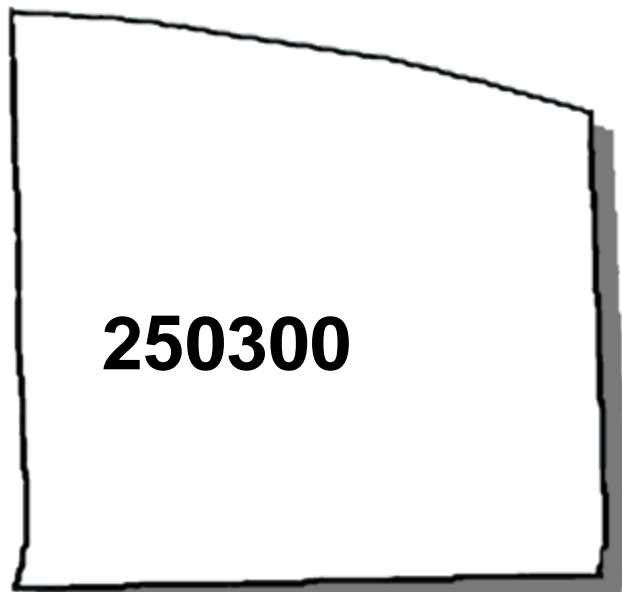
- Using updated census data for each tract, calculate the score for each of the 5 socio-economic variables
- Equally weight each of the 5 variables



STEP 2

Calculate score for each census tract

CENSUS TRACT 250300		SCORE
Median Family Income	\$43,580	.63
Adult Educational Attainment	Less than H.S. = 1,009 H.S. = 746 Some College = 904 College degree = 104 Graduate Educ. = 93	.46
% of Single-parent Households =	60%	.31
% of Owner-occupied Homes =	43%	.54
% Non-English Language =		



Near North Ave.
and Central Ave.

$$\div 5 = .51$$

Composite Score

STEP

3

Rank order census tracts

- Using the composite score for each tract, place them in rank order from high to low

Summary of Census Tract Socioeconomic Data for the City of Chicago

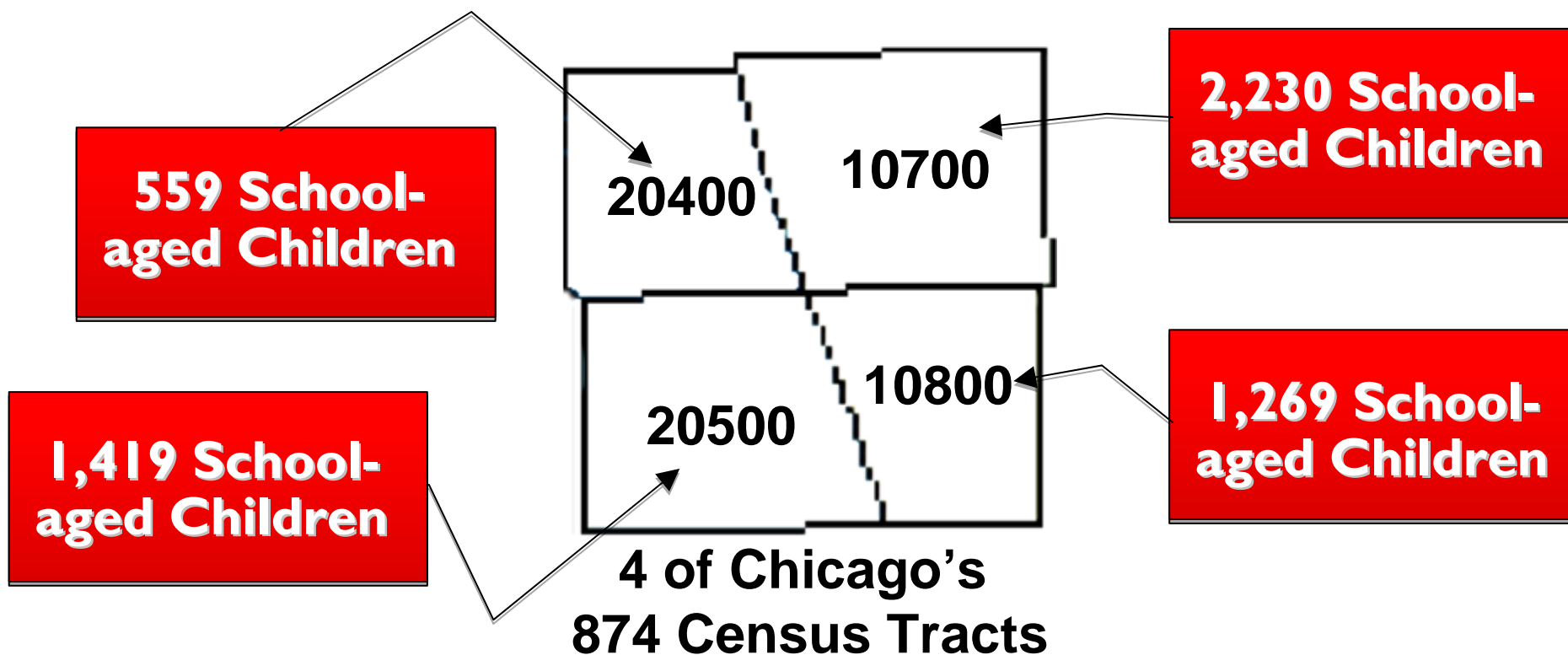
Tract	Median Family Income	Less Than High School	High School	Some College	College Graduate	Graduate School	Educational Attainment Score	% of Single Parent-Households	% of Owners Occupied Homes	% of Homes where a Language other than English is Spoken	5-Factor Socioeconomic Score	5-Factor Socioeconomic Tier
284100	\$11,730										0.09166	1
311200	\$12,230	88	26	21	28	0	0.24561	68%	10%	77%	0.13023	1
381600	\$10,370	70	21	22	17	0	0.32941	41%	17%	100%	0.14238	1
360500	\$5,230	122	21	158	23	0	0.26957	94%	0%	6%	0.15471	1
610300	\$14,792	188	22	52	20	0	0.28429	40%	23%	5%	0.1548	1
81900	\$11,486	32	70	137	139	11	0.33265	89%	7%	88%	0.16457	1
280900	\$5,742	409	20	203	139	4	0.29682	78%	1%	6%	0.17664	1
291500	\$11,829	422	137	37	24	63	0.31619	48%	27%	4%	0.1768	1
310600	\$23,145	136	203	526	143	143	0.30025	53%	14%	70%	0.1901	1
222800	\$21,680	2,435	37	36	138	56	0.31511	90%	52%	8%	0.19741	1
461000	\$11,125	2,435	409	27	0	0	0.32377	52%	27%	5%	0.19976	1
300300	\$13,125	432	36	230	138	20	0.37688	75%	87%	0%	0.20091	1
240100	\$5,000	383	36	164	0	0	0.32989	87%	27%	0%	0.20434	1
281300	\$12,639	409	230	27	0	0	0.36187	52%	1%	2%	0.2072	1
80900	\$23,000	35	184	409	27	0	0.2799	93%	1%	2%	0.20842	1
230100	\$13,382	391	27	55	205	231	0.31979	93%	1%	2%	0.21301	1
380600	\$25,667	493	205	262	211	24	0.2799	92%	2%	5%	0.21363	1
330300	\$12,639	619	262	195	107	0	0.29147	89%	7%	4%	0.21559	1
240100	\$23,000	493	195	97	29	9	0.32895	87%	11%	4%	0.21559	1
261300	\$15,382	619	97	113	106	48	0.38455	85%	1%	7%	0.21582	1
80500	\$25,667	262	113	239	64	0	0.36401	85%	9%	97%	0.2163	1
230100	\$11,047	606	377	421	422	71	0.3731	87%	25%	0%	0.21667	1
380600	\$8,295	1,078	421	606	468	15	0.39613	28%	6%	81%	0.22037	1
351500	\$14,250	717	727	421	182	0	0.31861	94%	36%	1%	0.22053	1
283900	\$14,250	1,041	283	111	88	20	0.3266	42%	1%	91%	0.22102	1
400800	\$12,303	363	111	295	98	0	0.29487	95%	22%	93%	0.22245	1
660900	\$12,128	146	295	118	60	14	0.35703	28%	25%	91%	0.22245	1
360200	\$12,128	146	295	118	60	14	0.35703	28%	25%	91%	0.22245	1
360300	\$16,667	654	118	94	117	9	0.30997	27%	24%	1%	0.22301	1
360300	\$26,774	198	94	126	126	126	0.29798	31%	2%	3%	0.2232	1
300100	\$9,896	555	123	82	43	28	0.34059	92%	16%	1%	0.2232	1
400200	\$9,896	555	123	82	43	28	0.34059	92%	16%	1%	0.2232	1
222900	\$21,339	254	94	411	296	131	0.35622	93%	2%	2%	0.22978	1
381500	\$9,050	411	436	382	363	10	0.34059	31%	24%	91%	0.22245	1
381500	\$29,167	2,062	382	250	149	10	0.34713	93%	16%	1%	0.22301	1
300900	\$26,875	1,694	331	78	74	74	0.34713	93%	16%	1%	0.2232	1
381500	\$27,213	331	78	186	186	186	0.34713	93%	16%	1%	0.2232	1
610300	\$5,262	186	186	186	186	186	0.34713	93%	16%	1%	0.2232	1
80800	\$14,313	186	186	186	186	186	0.34713	93%	16%	1%	0.2232	1
290200	\$14,313	186	186	186	186	186	0.34713	93%	16%	1%	0.2232	1

STEP

4

Determine school-aged children in each census tract

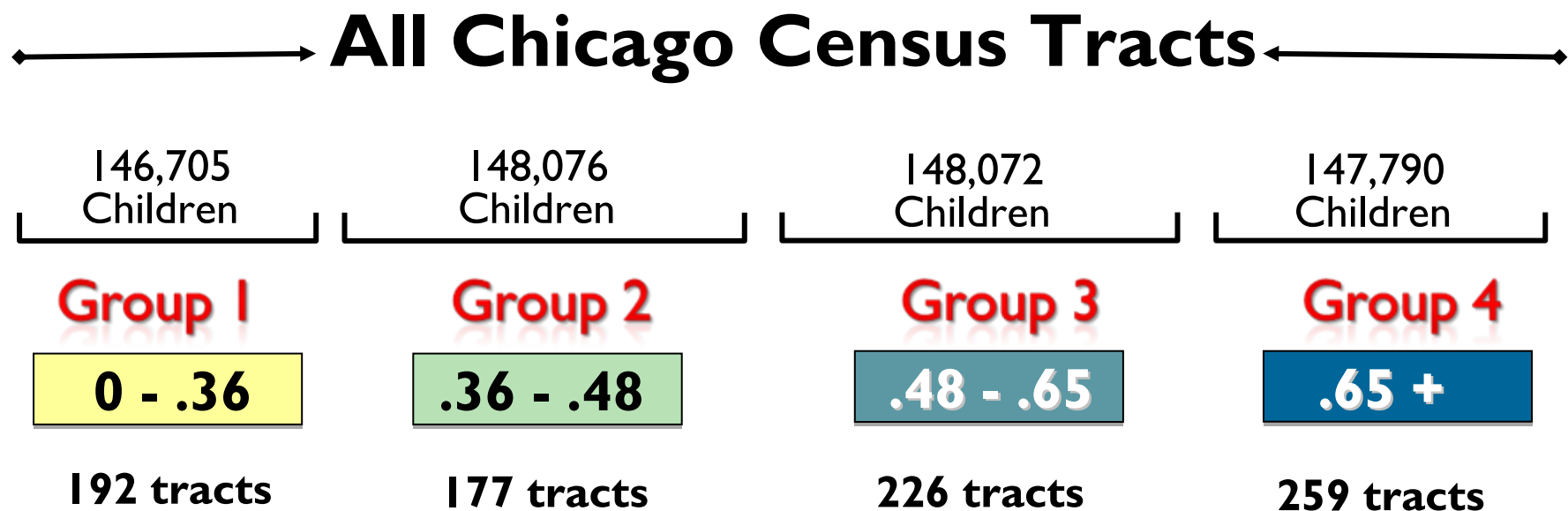
- Using census data, determine the school-aged children (5-18 years) who live in each tract



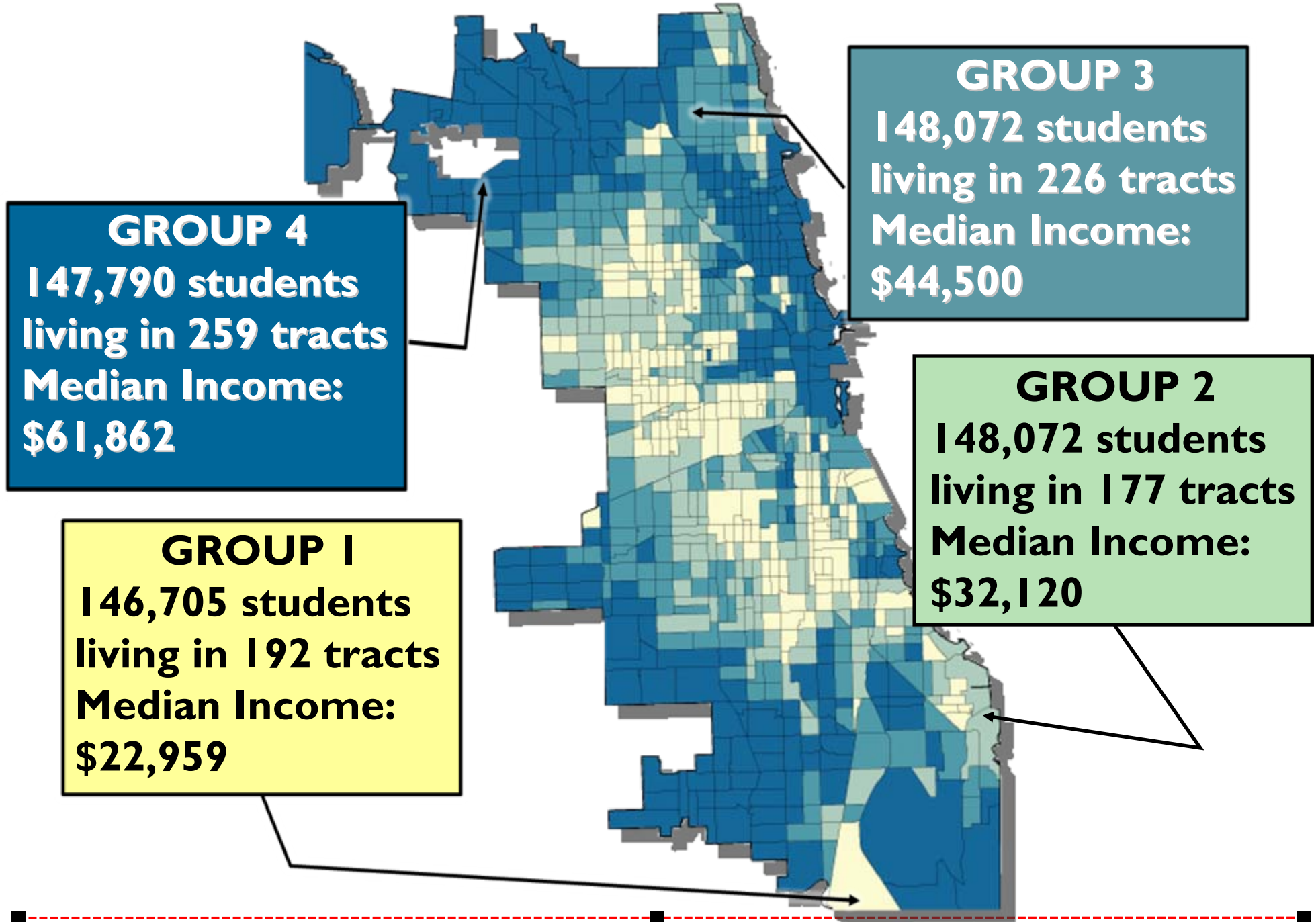
STEP**5**

Create 4 relatively equal groups of children identified by census tract

- 590,643 school-aged children living in 874 census tracts
- These tracts were divided into 4 approximately equal groups of school-aged children



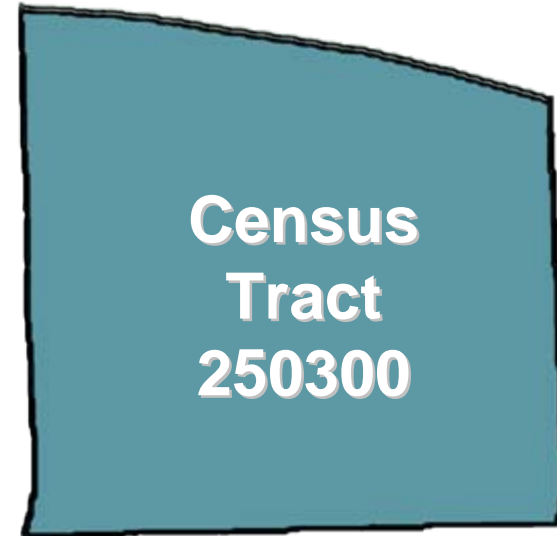
Socio-economic Score Map



Census Tract 250300: Group 3

- With a composite score of .51, Census Tract 250300 is placed in Group 3

CENSUS TRACT 250300	SCORE
Median family income =	.63
Adult educational attainment =	.46
% of single-parent households =	.31
% of owner-occupied homes =	.54
% non-English language =	.62
TOTAL SCORE	2.56



$$\div 5 = .51$$

Composite Score

Hypothetical Magnet School Process

Old Process

Sibling Lottery
(Up To 45%)

Proximity Lottery
(Up To 30% Total)

General, Race
Based Lottery
(Remaining Seats)

New Process

Admit Siblings

Proximity Lottery
(50% of Remaining
Seats)

4-Group Based
Lottery
(50% of Remaining
Seats)

Hypothetical Magnet School Process

XYZ magnet school
100 open seats

STEP 1

Admit Siblings

Sibling Admissions:
20 Seats

Remaining Admissions:
80 Seats

STEP 2

Divide Remaining Seats in Half

STEP 3

Proximity Lottery

Proximity :
40 Seats

SE Group Based:
40 Seats

STEP 4
Socio-economic Group Based Lottery

Group 1:
10 Seats

Group 2:
10 Seats

Group 3:
10 Seats

Group 4:
10 Seats

Hypothetical Magnet School Process

#1 Siblings admitted*



#2 Of remaining,
up to 50%
admitted by
proximity



Neighborhood

#3 Remaining
admitted by
lottery from
citywide in
census groups

Group 1

Group 2

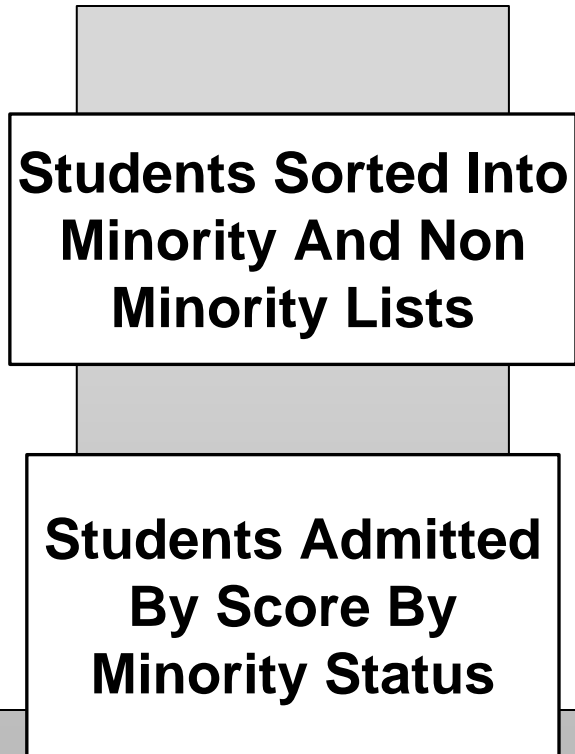
Group 3

Group 4

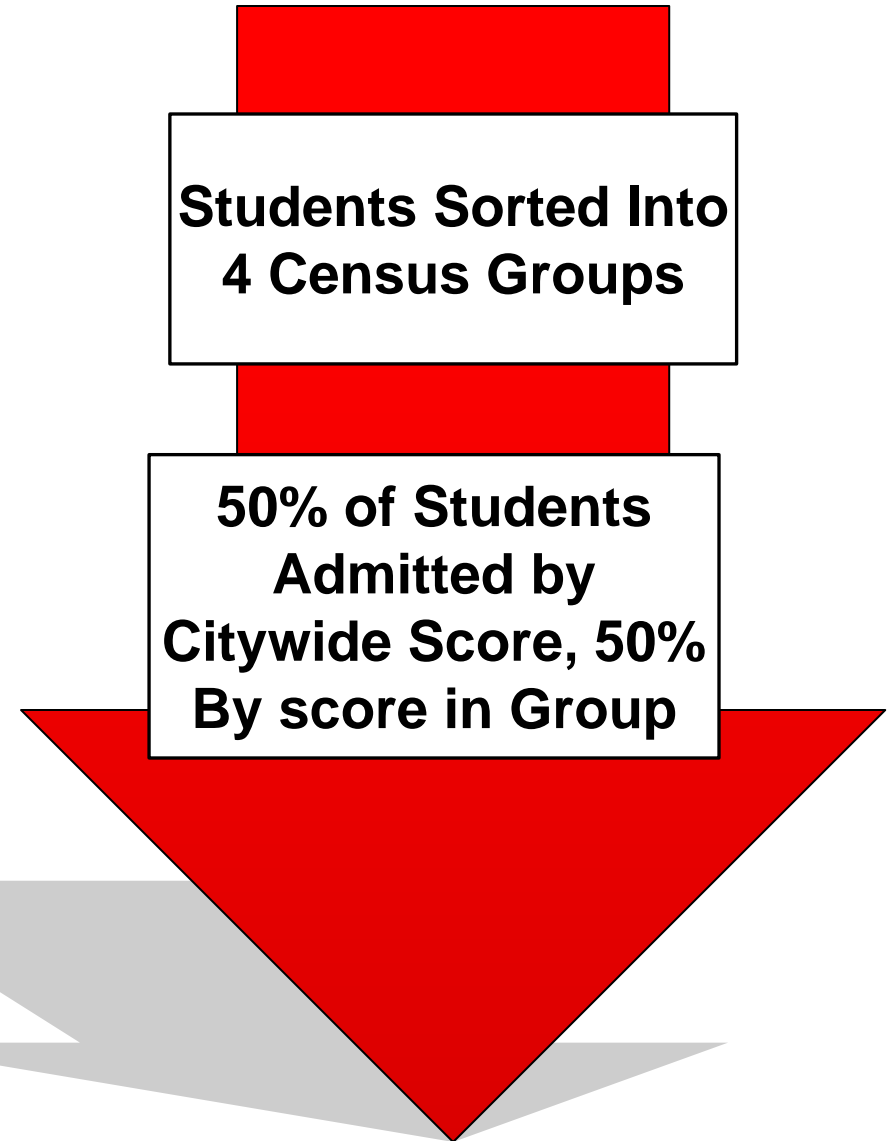
* Provided seats are available

Hypothetical Selective Enrollment Process

Old Process



New Process



Hypothetical Selective Enrollment

Process

200 Total
Seats

STEP 2
Rank Order
In Group

Admissions
by Group:
100 Seats

Test Score
Rank Order
Admissions:
100 seats

STEP 1
Citywide
Rank Order

Group 1:
25 Seats

Group 2:
25 Seats

Group 3:
25 Seats

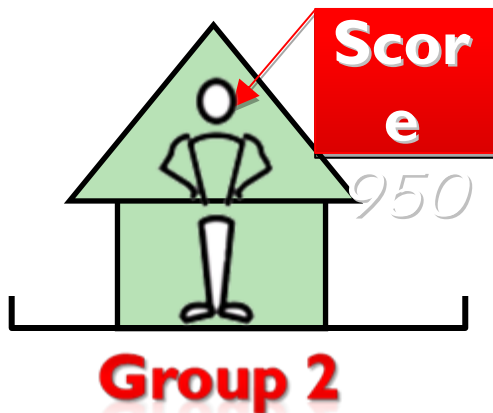
Group 4:
25 Seats

STEP 3

Compare
Admissions
Outcome/Offer
Highest Choice

Former Selective Enrollment

- John lives in a **Group 2** tract and has a **950** test score
- He picks the following schools in order: (1) **Walter Payton**, (2) **Jones**, (3) **Whitney Young** and (4) **King**
- John's score is too low for his first choice, **Payton**
- John's **950** score is competitive at **Jones**, **Whitney Young** and **King** but he was not selected because he did not list those schools as his first choice on his application



SCHOOL	RESULT
Walter Payton	NO – Score too low
Jones	NO – Selected Jones 2 nd
Whitney Young	NO – Selected Young 3 rd
King	NO – Selected King 4 th

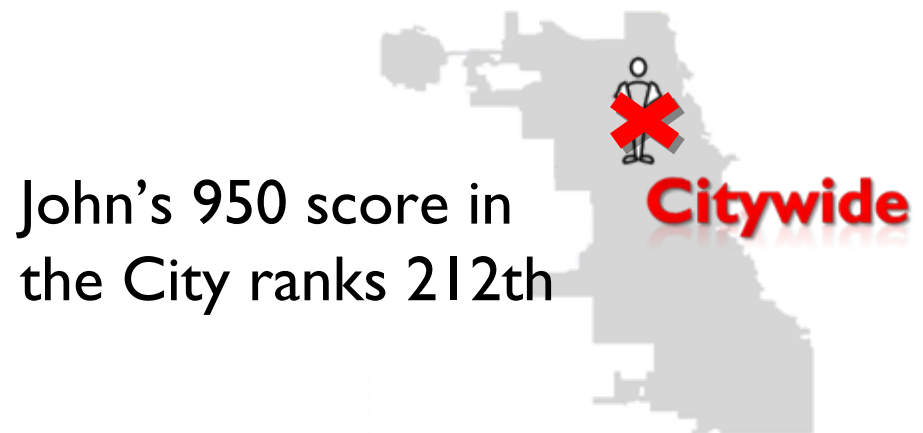
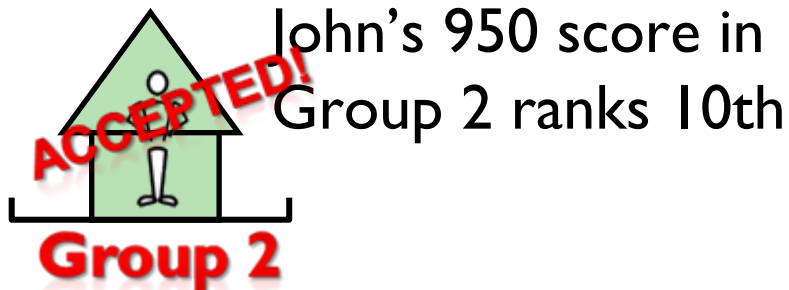
New Selective Enrollment

#1 Up to 50% of seats filled based on highest test scores citywide

#2 Remaining seats filled based on highest test scores within each of 4 groups

#3 Student gets his single best offer

- John lives in a **Group 2** tract and has a **950** test score
- He picks **Walter Payton** as his top choice
- Competing against all applicants, John's **950** score is not enough on a pure test score basis to qualify for **Walter Payton**
- But, competing against students in his **Group**, he receives an offer



Post Desegregation Consent Decree Plan

CHICAGO
PUBLIC
SCHOOLS

CPS

■ **Principal Discretion Recommendations** ■

- **No discretion for magnet schools for one year**
- **Tightly defined and centrally regulated discretion for selective enrollment high schools**
 - **Centralized application process**
 - **Principal affidavit**
 - **Review committee**
 - **Annual audit process**



Suggested Process Changes

- **Single Offer Model: Students selected by computer algorithm and will receive only one offer**
 - **Would mirror current elementary gifted and classical process**
 - **Optimizes student choice**
 - **No penalty for expressing preferences on application form.**
 - **More fair**