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

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

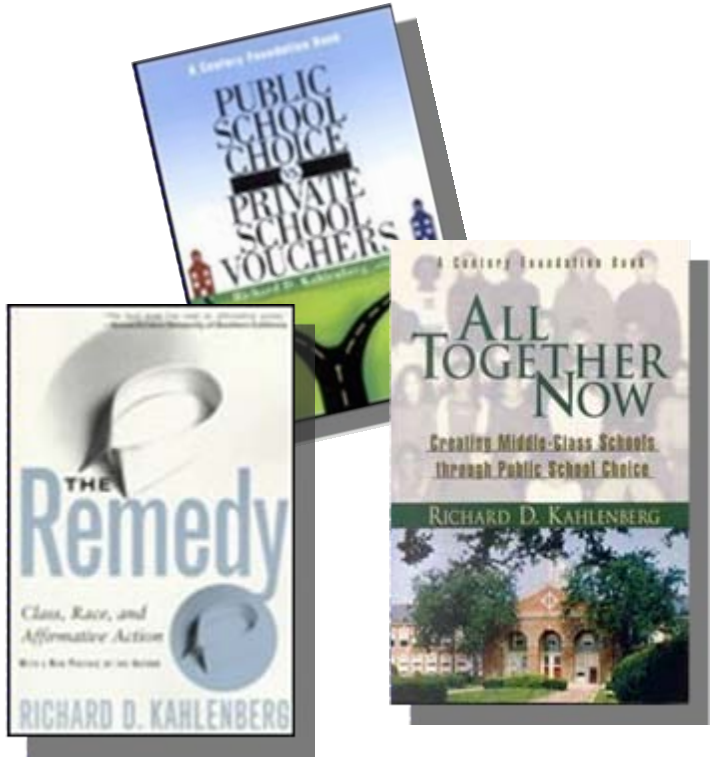
CPS Moving Forward

- 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

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

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

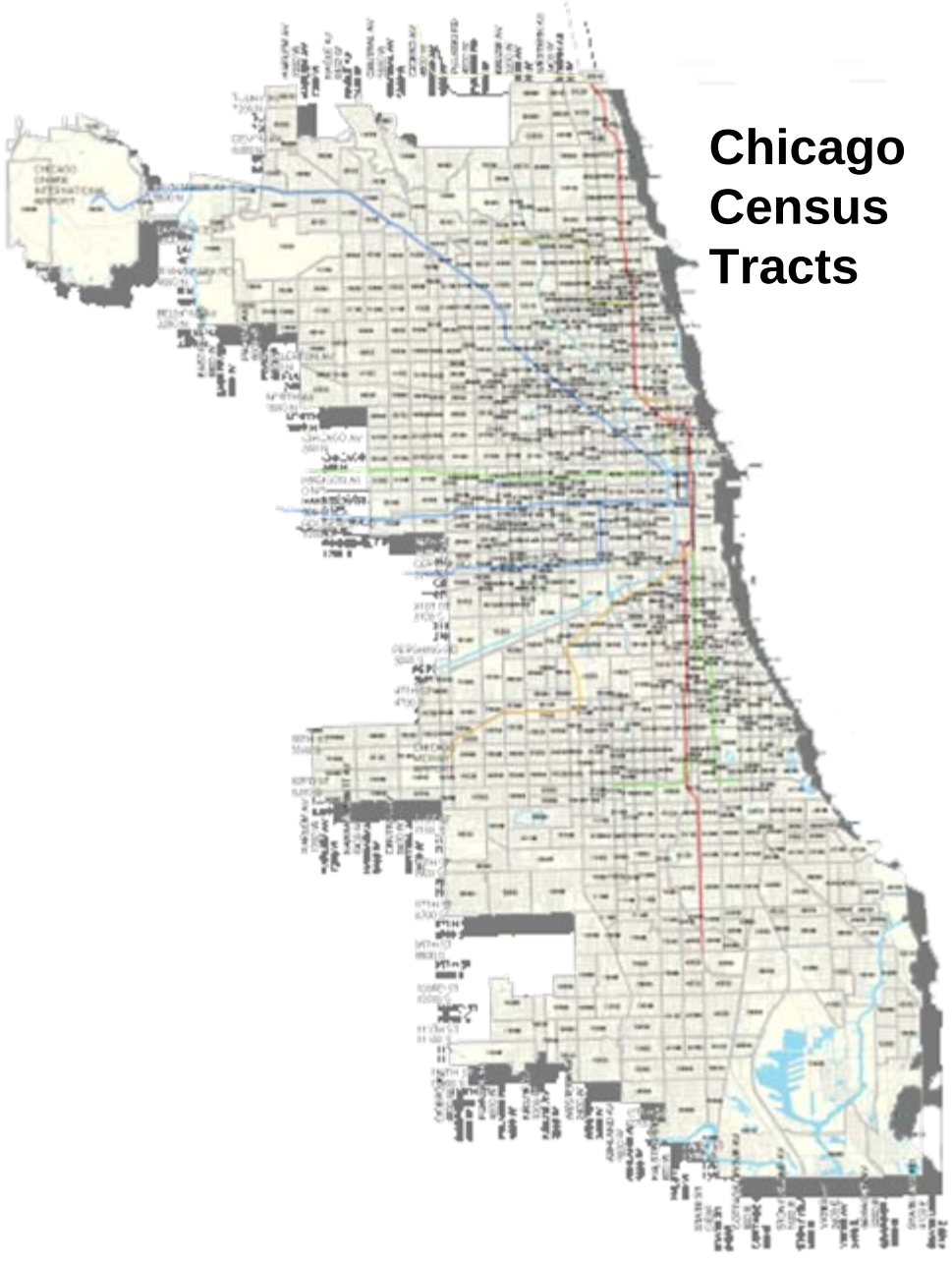
STEP 1

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

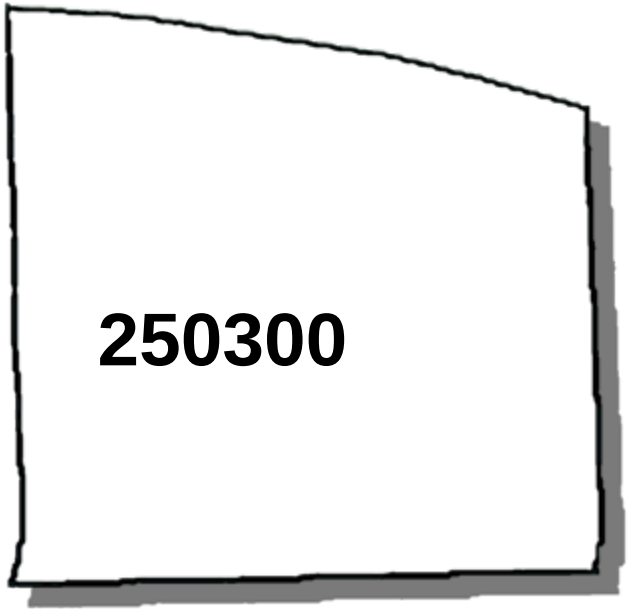
- **Using updated census data for each tract, calculate the score for each of the 5 socio-economic variables**
- **Equally weight each of the 5 variables**



Chicago Census Tracts

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 =		



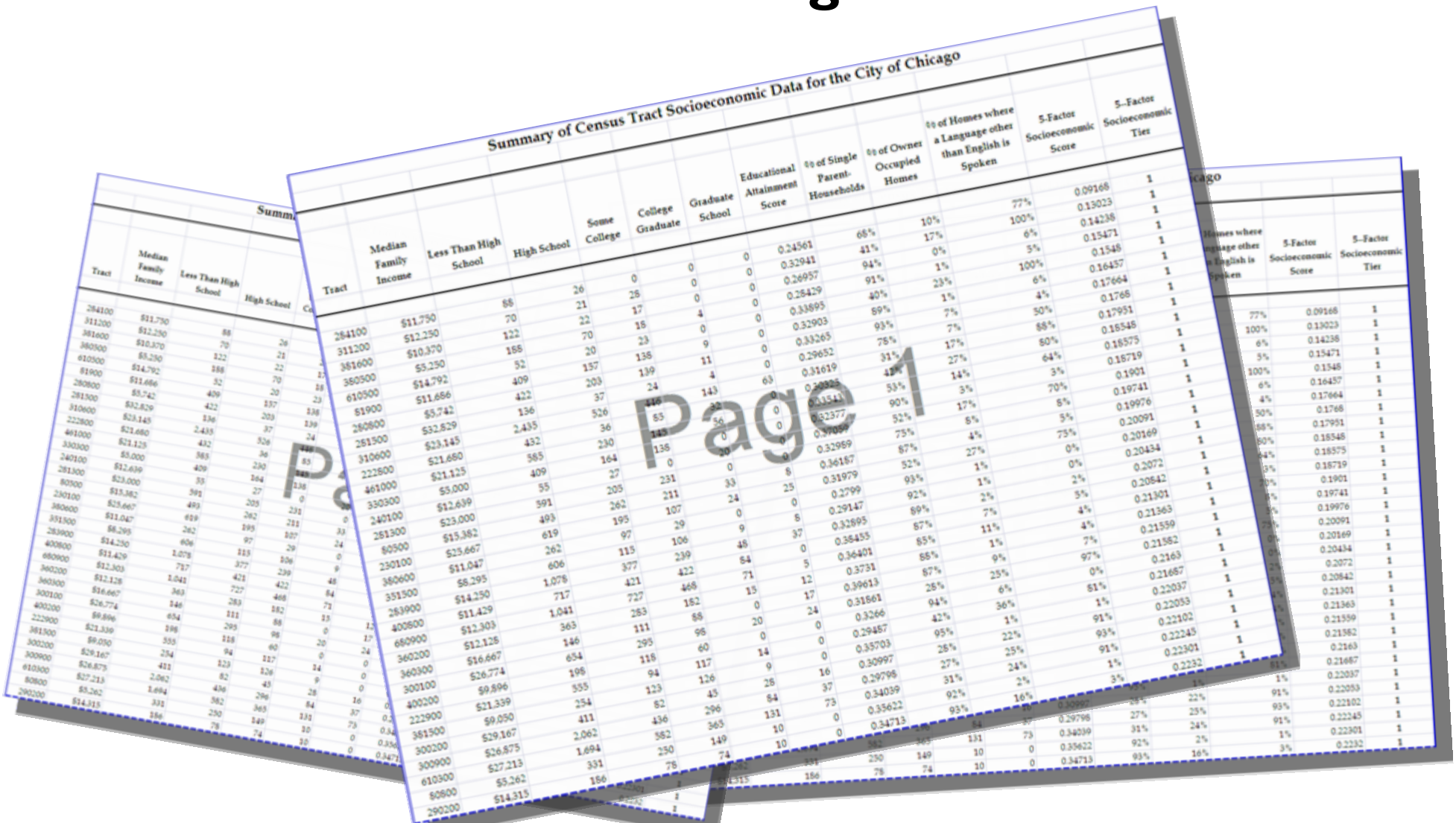
Near North Ave. and Central Ave.

÷5 = .51

Composite Score

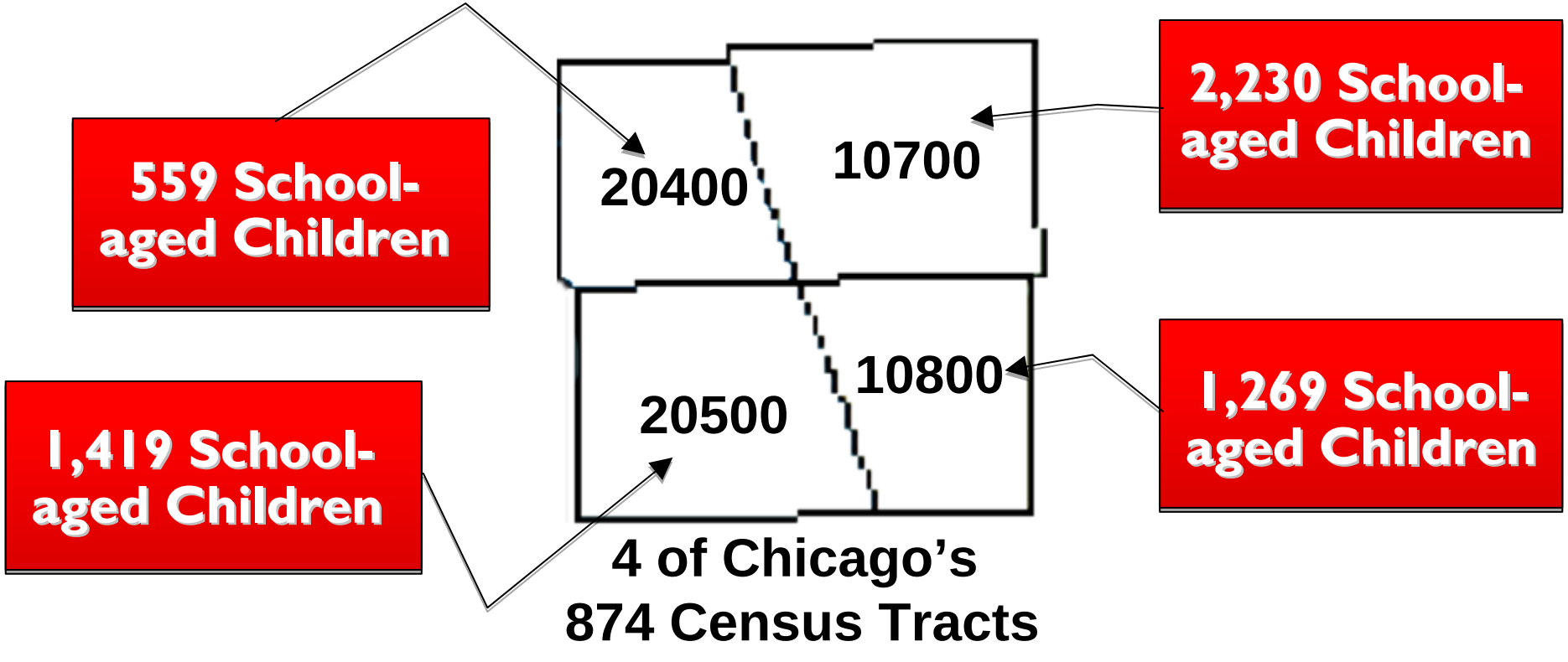
STEP 3 Rank order census tracts

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



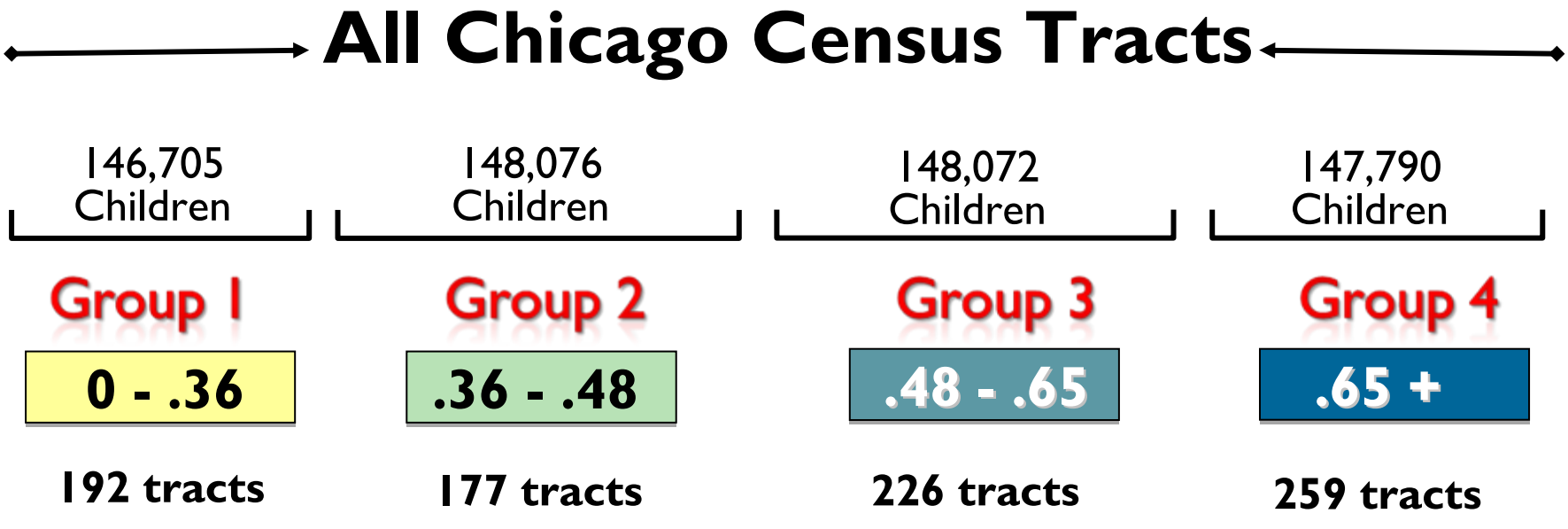
STEP 4 Determine school-aged children in each census tract

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

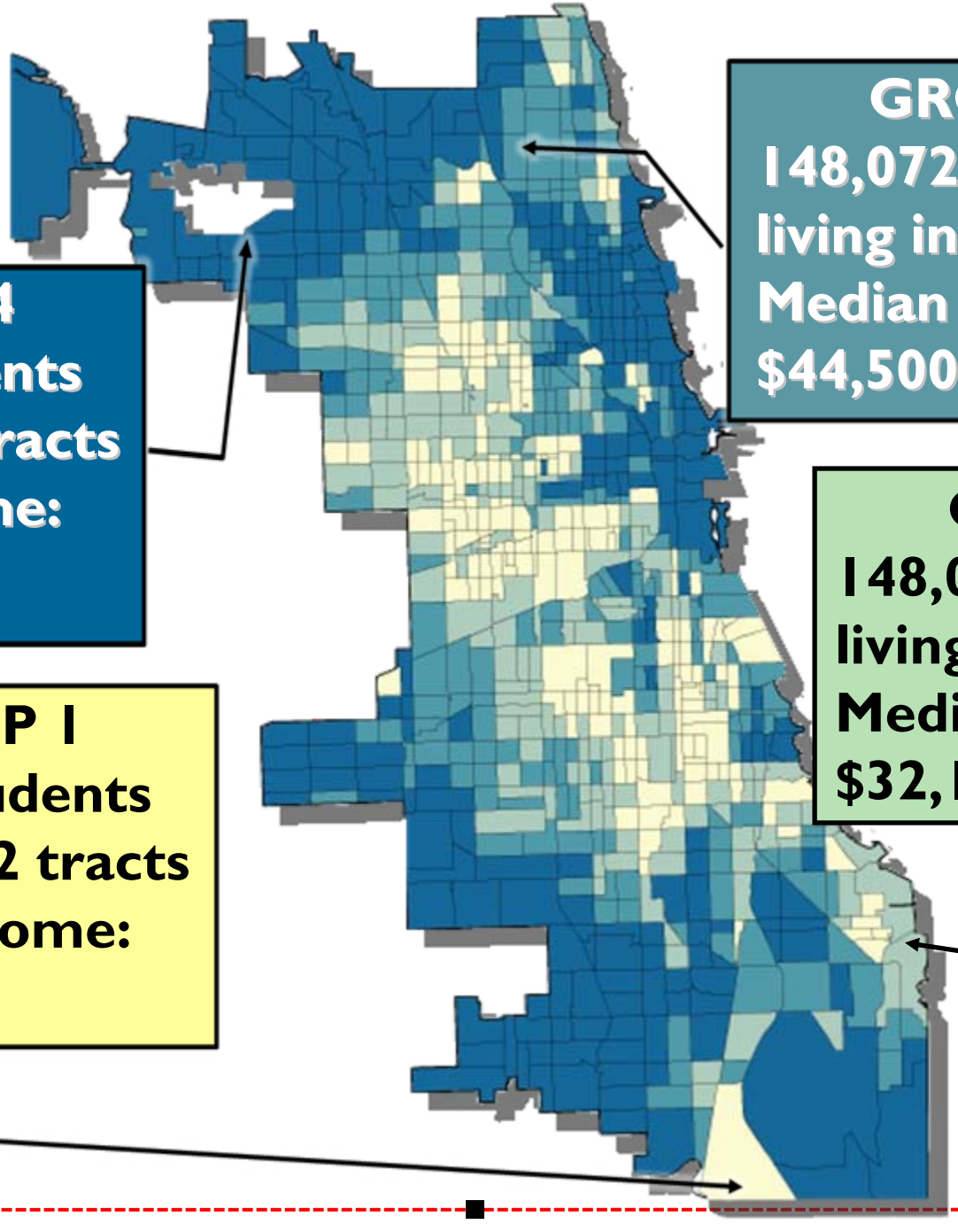


STEP 5 Create 4 relatively equal groups of children identified by census tract

- 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



GROUP 3
148,072 students
living in 226 tracts
Median Income:
$44,500

GROUP 4
147,790 students
living in 259 tracts
Median Income:
$61,862

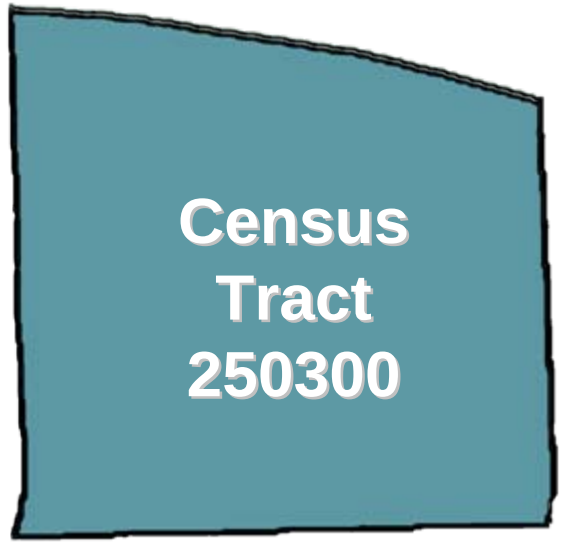
GROUP 2
148,072 students
living in 177 tracts
Median Income:
$32,120

GROUP 1
146,705 students
living in 192 tracts
Median Income:
$22,959

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

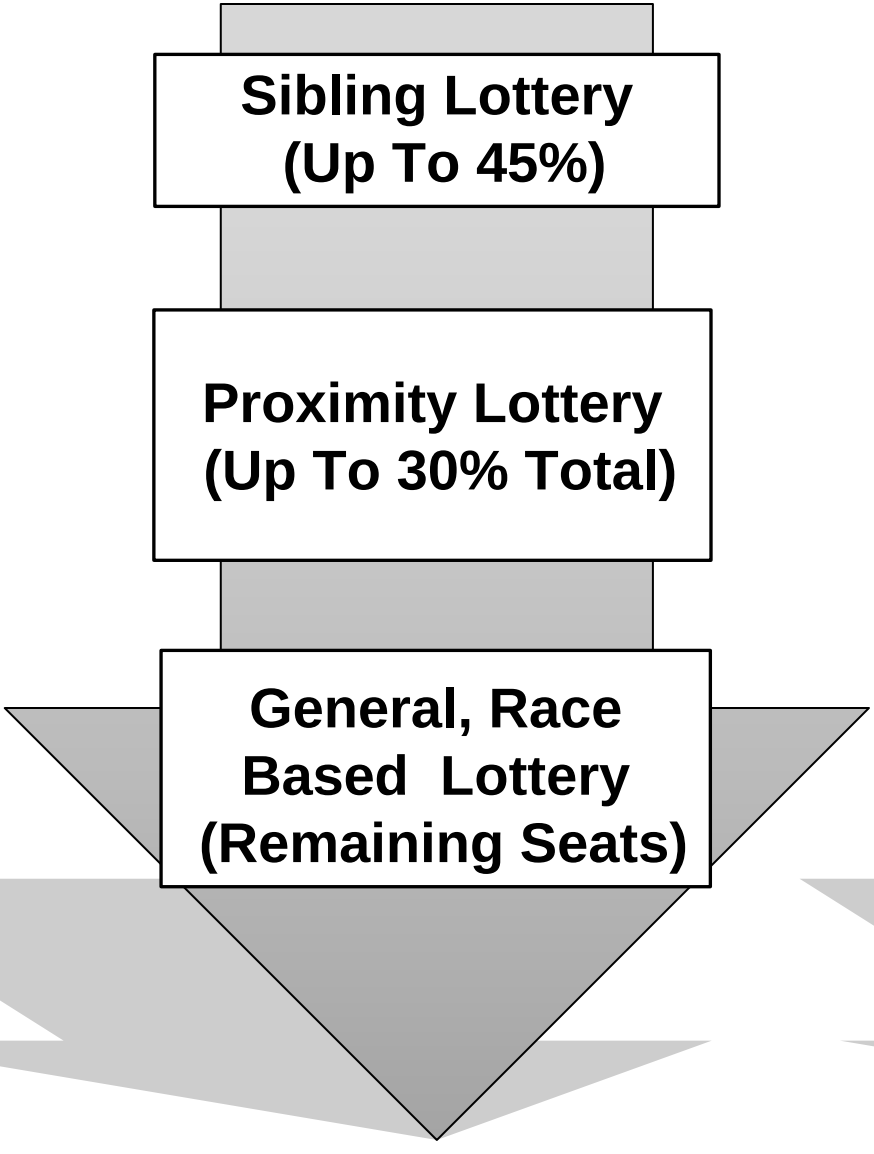


÷ 5 = .51

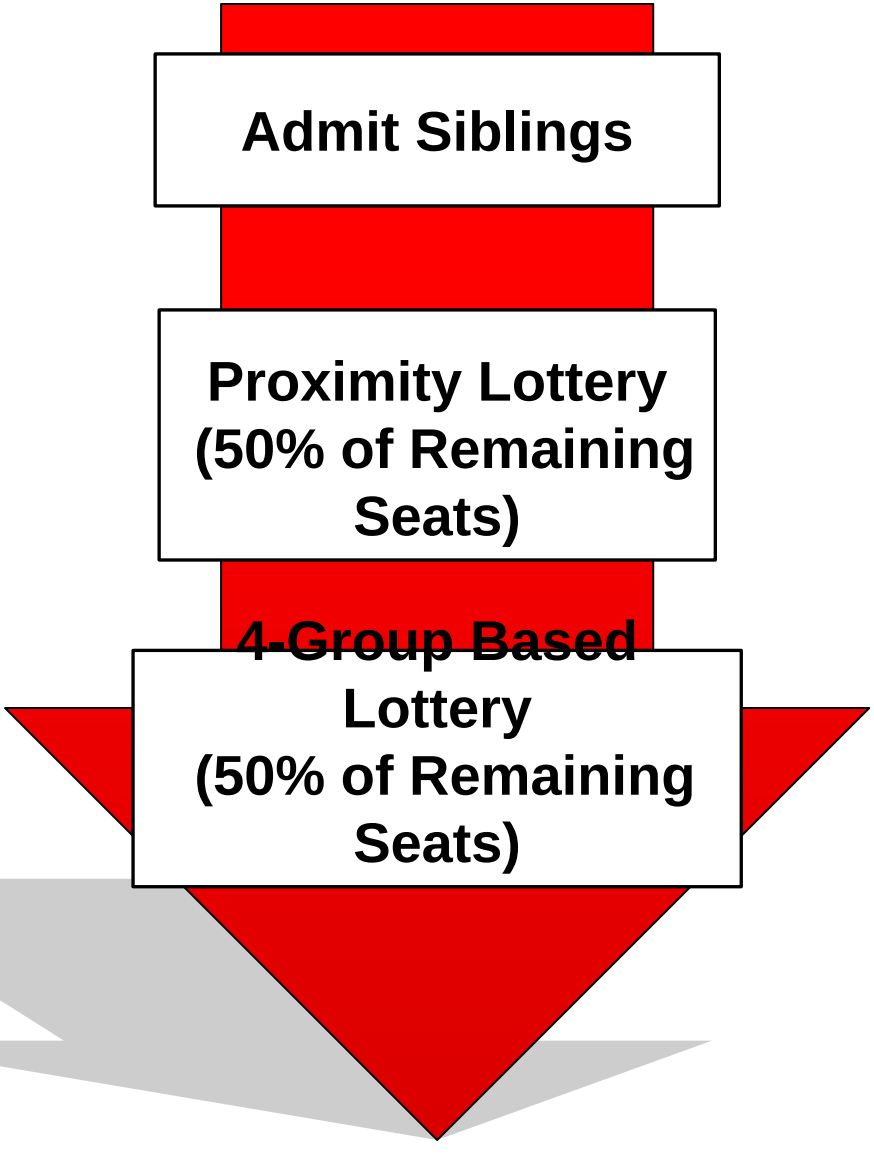
Composite Score

Hypothetical Magnet School Process

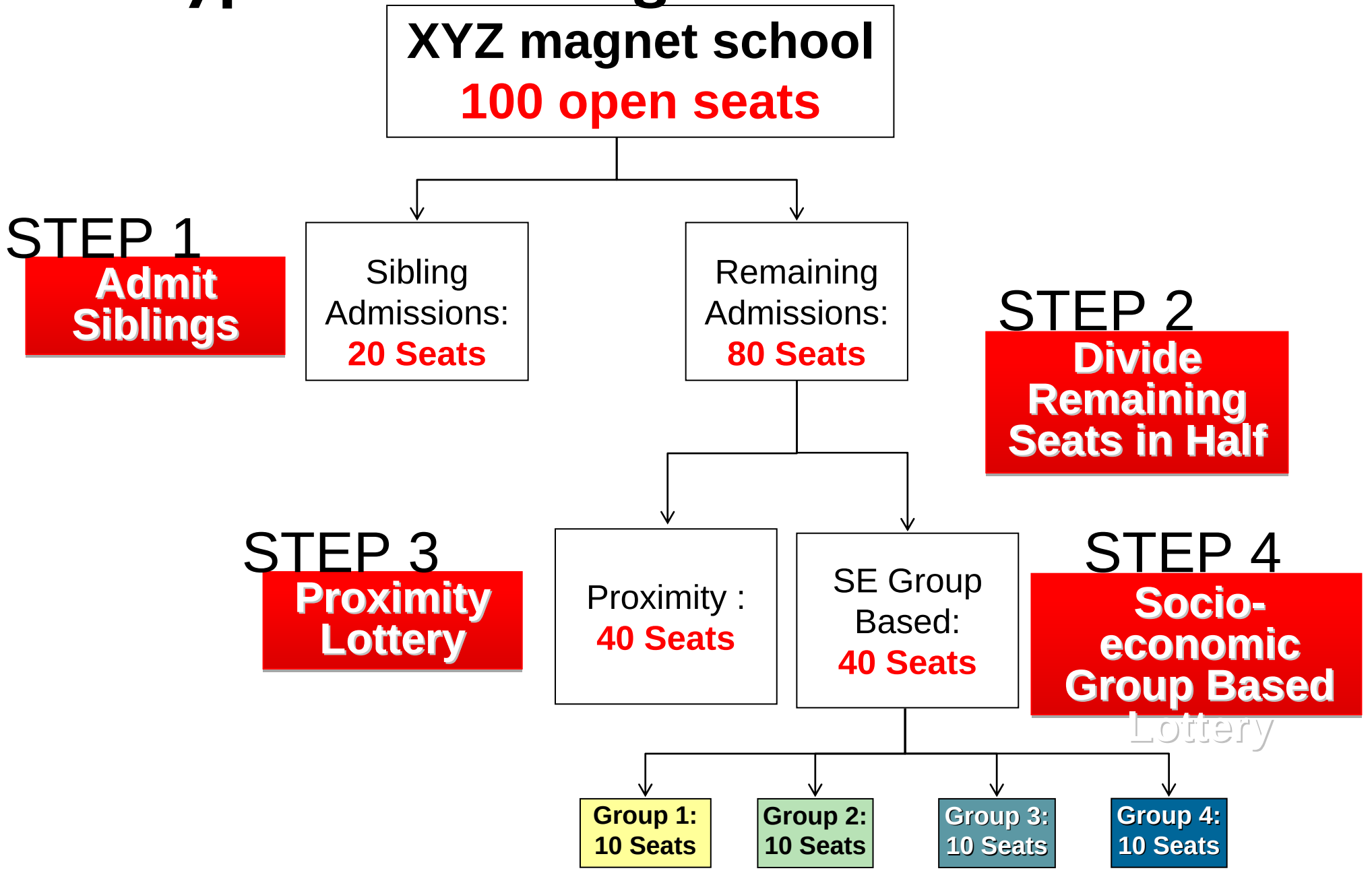
Old Process



New Process



Hypothetical Magnet School Process



Hypothetical Magnet School Process

#1 **Siblings admitted***

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

Neighborhood

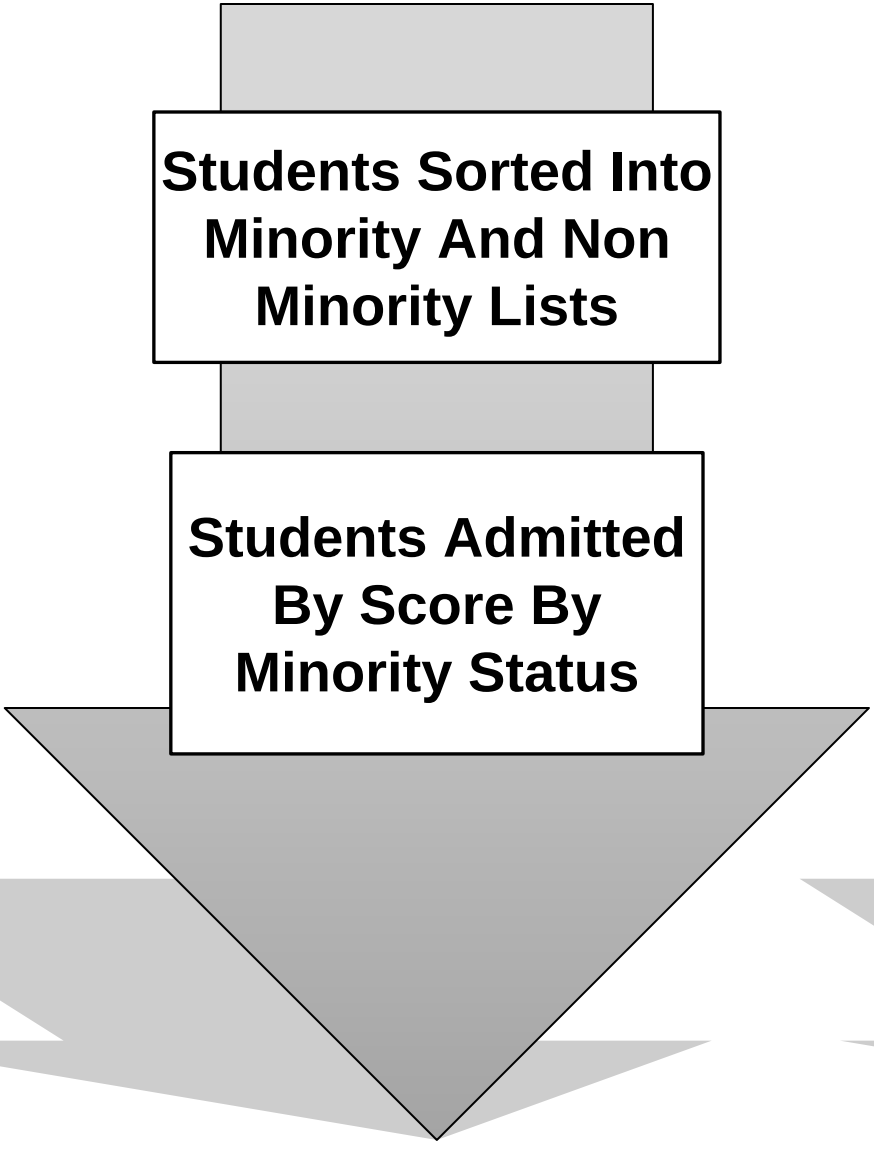
#3 **Remaining admitted by lottery from citywide in census groups**

Group 1 | Group 2 | Group 3 | Group 4

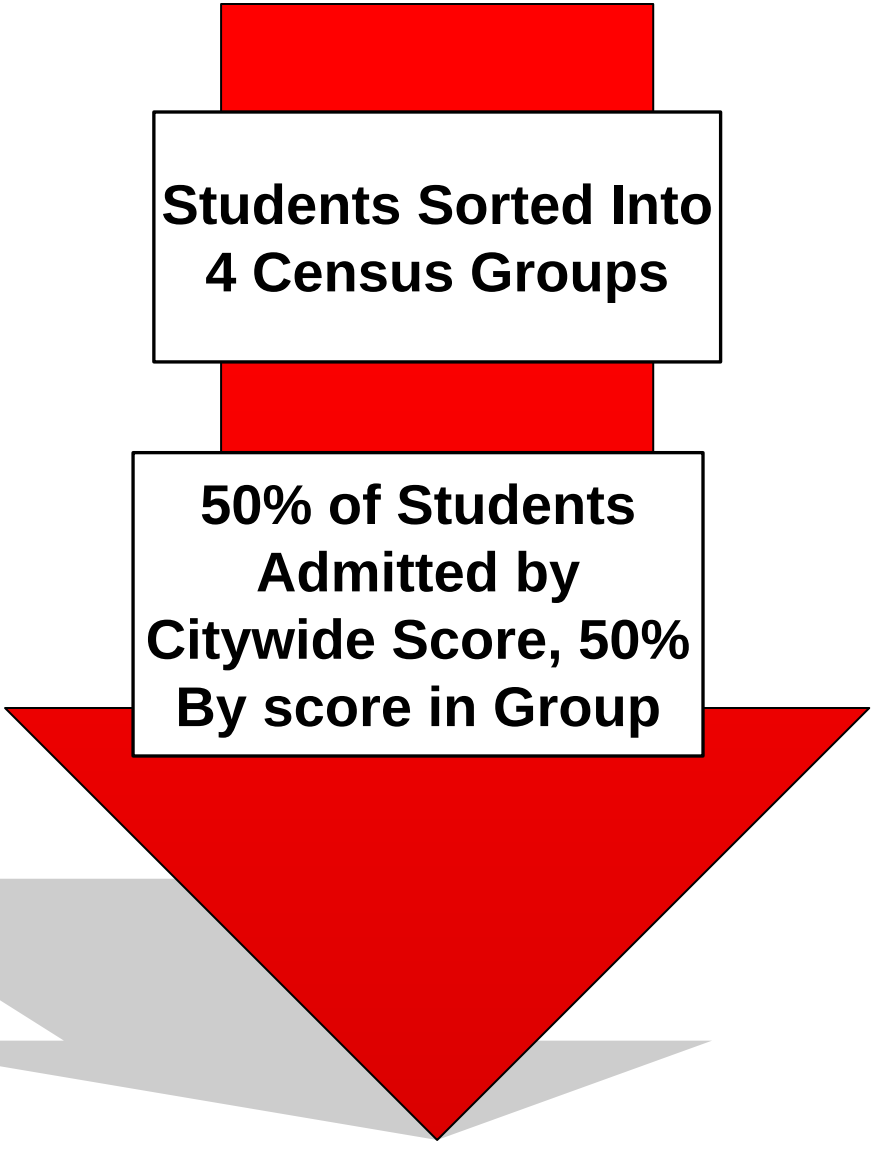
*** Provided seats are available**

Hypothetical Selective Enrollment Process

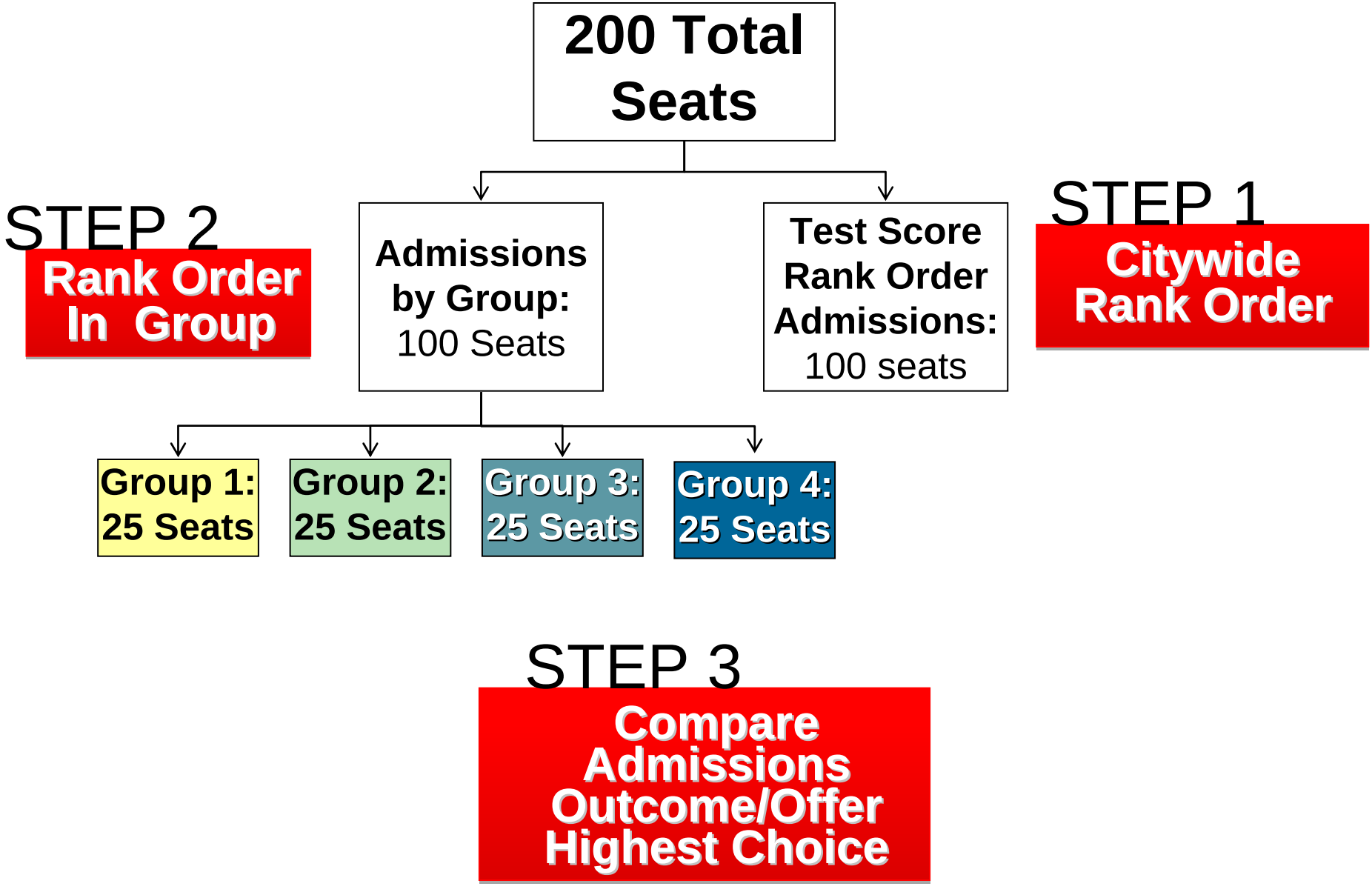
Old Process



New Process

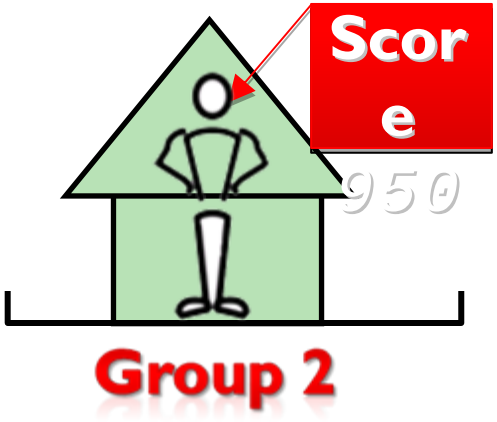


Hypothetical Selective Enrollment Process



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 2nd
Whitney Young	NO– Selected Young 3rd
King	NO – Selected King 4th

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**

John's 950 score in Group 2 ranks 10th

John's 950 score in the City ranks 212th

Post Desegregation Consent Decree Plan

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**