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Strategies for Equitable Access: Identifying benefits and strategies for creating integrated public schools, annotated examples of current school district enrollment practices, and resources for further exploration

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Strategies for Equitable Access: Identifying benefits and strategies for creating integrated public schools, annotated examples of current school district enrollment practices, and resources for further exploration

A brief prepared by Lisa Gooden, Equity Oriented Strategic Planning Committee
August 2020

“Choice without civil rights policies stratifies the system. Such civil rights policies are essentially mechanisms that counteract the segregating effects of unbridled choice while preserving its benefits.”

- Professor Gary Orfield, Co-Director, The Civil Rights Project at UCLA

Academic and Cognitive benefits of integrated schools:

- Students in integrated schools have higher average test scores.
- Students in integrated schools are less likely to drop out.
- Integrated schools help to reduce opportunity gaps.
- Integrated classrooms encourage critical thinking, problem solving, and creativity

Civic and Social-Emotional benefits

- Attending a diverse school can help reduce racial bias and counter stereotypes
- Students who attend integrated schools are more likely to seek out integrated settings later in life
- Integrated classrooms can improve students’ satisfaction and intellectual self-confidence.
- Learning in integrated settings can enhance students’ leadership skills.
- Meaningful relationships between individuals with different racial or ethnic backgrounds impacts how people treat racial and ethnic groups.
- Exposure to diversity reduces anxiety.

Economic benefits

- School integration efforts produce a high return on investment.
- Attending an integrated school can be a more effective academic intervention than receiving extra funding in a higher-poverty school.
- School integration promotes more equitable access to resources.
- Diverse classrooms prepare students to succeed in a global economy.
- Diversity produces more productive, more effective, and more creative teams.
- Children who attended integrated schools had higher earnings as adults, had improved health outcomes, and were less likely to be incarcerated.

The Century Foundation: The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms. Adapted from How Racially Diverse Schools and Classrooms Can Benefit All Students (2016) and A Smarter Charter: Finding What Works for Charter Schools and Public Education (2014).

<https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>

Strategies

1) Setting Clear Enrollment Goals

- Socioeconomic balance – Signature school enrollment representative of district wide enrollment (within 10% of the district-wide ISP%)
- Racially integrated – White student enrollment at Signature schools does not exceed 20% of student enrollment (within 10% of the district-wide enrollment)
- Inclusive schools that balance students with identified needs between all schools (ELL students, students with IEPs, students with 504s, students in transition)
- Neighborhood school enrollment matches the demographics of their feeder zones (Northeast, East, Central, Southeast)

Examples:

- Increase # of students in racially representative schools over the next 5 years (NYC)
- Decrease # of economically stratified schools by 10% over 5 years (NYC)
- Curate school diversity at specialty schools (San Antonio)
- Individual school enrollment that matches the wider district enrollment (Louisville, Cambridge, Berkley)
- State laws governing the populations charter schools are required to serve (Louisiana)

New York City: “Our goals: 1. Increase the number of students in a racially representative school by 50,000 over the next five years; 2. Decrease the number of economically stratified schools by 10% in the next five years; and 3. Increase the number of inclusive schools that serve English Language Learners and Students with Disabilities. Given that black and Hispanic children make up 70% of our students citywide, we consider a school racially representative if black and Hispanic students combined make up at least 50% of the student population but no more than 90% of the student population. We consider a school to be economically stratified if its economic need as measured by the Economic Need Index¹ is more than 10 percentage points from the citywide average. A school can be stratified in either direction – by serving more low-income or more high-income children.” Schools are considered inclusive: “where a significant, representative number of students who speak a language other than English at home are welcomed and served effectively; where a significant, representative number of Students with Disabilities are welcomed and served effectively. [With a] rate equivalent to the borough population for high school and the district population for middle school.”

San Antonio: “In order to make the system work, [Mohammed] Choudhury said economic diversity has to be the goal throughout the entire enrollment process, starting with recruitment. For instance, after the enrollment office noticed it wasn’t receiving enough applications [for new specialty schools] from low-income families, SAISD conducted bilingual door-to-door marketing in some of the district’s lowest-income neighborhoods.”

Louisville: “Even in 2007, when the Supreme Court declared it was unconstitutional to use race as a factor in student assignment, the Louisville community remained devoted to integration, creating its own alternative plan that emphasized both socioeconomic and minority status in order to ensure that all students have equal access to a quality education.”

Berkley: “That plan, still in effect today, took the step of dividing the district into three socioeconomic levels. The team carved up the city into 445 little chunks and assigned each location a rating based on census information about parents' income level, education level and "percent nonwhite," the latter being weighted less in the formula. Parents were given three choices for schools and the assignment process was managed centrally, using the software. No one could drop into the central office and lobby to have their child placed in their favorite school, Wicinas said. Gaming the system was something that had often happened in the past.

The district's new integration plans survived several lawsuits over the years. It was sued over its initial plan after Proposition 209 passed, and then the revised plan also overcame lawsuits in 2007 and 2009. The courts eventually allowed the retooled assignment formula to stand. Though race was a component, the courts decided the district was not looking at individual student's racial identity, but rather the racial makeup of the district's small geographical areas. Berkeley's integration plan is now seen as a national model for districts that want to attempt socioeconomic integration.”

Cambridge: “When the percentage of students who receive “paid lunch” and “free and reduced lunch” matches that of the wider district, the school meets the district’s target and is ‘balanced.’ While the Cambridge plan originally focused on racial integration, the district pivoted to a focus on socioeconomic status in 2001 in anticipation of impending court decisions, says James Maloney, chief operating officer of the Cambridge Public Schools. Cambridge did this work proactively and was never under either a court-mandated or voluntary desegregation plan. Under this revised socioeconomic controlled choice plan, explained Alves, “When the percentage of students enrolled in a school who receive a “free or reduced lunch” is within 10 percentage points of the district-wide percent free and reduced lunch students, the school is deemed to have met the district’s targeted definition for socioeconomic balance and desegregation.” This shift in policy was critical given that, as predicted, the Supreme Court decided in a 2007 case, *Parents Involved in Community Schools v. Seattle School District No. 1*, that voluntarily adopted choice-based student assignment policies focusing solely on race violated the Equal Protection Clause of the Fourteenth Amendment.”

Louisiana: “1. The charter school percentage of economically disadvantaged students shall be greater than or equal to 85% of the percentage of economically disadvantaged students from the local public school districts from which the charter school enrolls; and 2. The charter school percentage of students with exceptionalities shall be greater than or equal to 85 percent of the percentage of students with exceptionalities from the local public school districts from which the charter school enrolls.”

2) Controlled Choice

- Families apply to schools and rank choices. Weighted enrollment lottery or algorithm places students in schools to maintain balanced enrollment
- Factors for placement can include:
 - Census data based on neighborhoods or zip codes including household income, educational attainment of adults, health outcomes, racial makeup
 - Geography – family residence in relation to the school
 - Language spoken in the home
 - IEP
 - 504
 - Siblings already enrolled

Examples:

- Separate lotteries – several lotteries held based on neighborhood residency and family income (San Antonio, Chicago)
- Setting aside 52% seats for students from disenfranchised neighborhoods and students with identified needs (NYC District 15)
- Setting aside seats for students arriving mid-year to provide access for refugee students & students experiencing homelessness (Cambridge)
- Cluster enrollment – algorithm balances enrollment at schools within small clusters/feeder patterns (Louisville, Denver, Boston)

San Antonio: “The enrollment office...split those applications into geographic and economic categories, flagging the students who meet the U.S. Department of Education’s definition of “economically disadvantaged.” The office then held separate lotteries based on those categories. At Steele there were four lotteries: one for students in the immediate neighborhood; another for students who live outside the district; a third for low-income students who live in the district; and a fourth for higher income students who live in the district.”

Chicago: “...seats will be allocated to the four-tiered citywide SES lottery process. Students will be ranked within their tier and seats will be divided equally among the four tiers.”

“Chicago’s success in maintaining relatively racially balanced schools—despite the removal of race as an explicit selection factor in 2009—is due in large part to the particular measures of socioeconomic diversity used in the admissions plan. The census tract data that compose the SES tiers used by the district contain indicators of disadvantage that are highly racialized, including homeownership rates, use of languages other than English inside of the home, and percentages of single-parent households. These indicators offer a more complete picture of an applicant than do income-only indicators, such as free and reduced-price lunch eligibility.”

NYC District 15: “In District 15, economic segregation in sixth grade decreased by 55% and racial segregation decreased by 38%; these results are both large and statistically significant, and are robust to various alternative specifications. In District 3, economic segregation in sixth grade decreased by 8% and racial segregation decreased by 5%; these changes are not statistically significant and are within the bounds of normal year-to-year fluctuations. While the broad contours of the districts’ plans were similar, two key differences appear likely to explain the divergent results. First, District 15 dropped academic screens from all middle schools, while District 3 retained them. Second, District 15 set more aggressive targets, prioritizing economically disadvantaged students for 52% of sixth grade seats, compared to 25% in District 3.”

“Schools that join the Diversity in Admissions program are allowed to set aside a percentage of seats for students who meet certain criteria, such as qualifying for free or reduced-price lunch. The aim is to create or maintain a diverse mix of students by giving some an extra chance at being admitted.”

Cambridge: “The School Committee has updated the controlled choice policy over the years.... the district decided to shift to a three-year average for determining the socioeconomic balance of the city, rather than adjusting the percentages every year. “we have a more accurate representation of the kindergarten SES after school begins for each of those years” ... Cambridge families enroll at the Family Resource Center, which oversees student assignment for the district. When determining a school for a child, the Family Resource Center considers the family’s socioeconomic status, their list of three school choices, and issues related to the specific program—such as preparedness for a dual language program, school size, and the balance of girls and boys in the particular grade. Children who do not gain entry to any of their top three choice schools may stay on the waiting list until the next enrollment period begins.”

“Another important element of Cambridge’s approach... is that children who enter the system mid-year still have access to many of the schools because the district reserves some seats in highly selected schools for low-income children who enroll mid-year. In particular, refugee and homeless children—who are more likely to enter mid-year—have more equitable access to all schools as a result.”

Louisville: “Jefferson County brought in Gary Orfield and asked him to help design a plan that would follow the law but still keep the district’s schools diverse. Currently, the district puts schools in “clusters,” which are groups of diverse neighborhoods. Parents fill out an application listing their preferences for certain schools in the cluster, and the district assigns students to certain schools in order to achieve diversity goals. It does this by ranking census blocks on a number of factors, including the percentage minority residents, the educational attainment of adults, and household income, and mixing up students from various blocks. Parents can appeal the school assignments, but have no guarantee of getting their top choice. They can also apply for magnet schools and special programs such as Spanish-language immersion.”

Denver: “It gets a little more complicated if you live in an enrollment zone in DPS. In that case, you’re guaranteed a spot at one of several schools in your general area. You have to list your preferences of the schools in your enrollment zone through the choice process, and the district’s lottery system will match your child with a school. You also can list schools outside your zone.”

Boston: “BPS will offer a customized list of school choices for every family based on their home address. BPS has adopted a Home-Based student assignment policy to assign students in K-8. All of our high schools remain citywide options for our students. [K-8 home based options include] every school within a one-mile radius of their home plus, as needed, nearby high-quality schools based on BPS's School Quality Framework (SQF) system of measurement. This ensures that every family has access to high-quality schools, no matter where they live. Families may also select any citywide school. And some families may have regional options, as well. Every family has a choice of at least six schools; most will have between 10 and 14 choices. The Home-Based plan uses an algorithm, similar to a lottery; therefore we can't guarantee an applicant will be assigned to one of his or her top choices.”

3) Eliminating Enrollment barriers

- Admissions prerequisites
 - Standardized Testing
 - Attendance
 - Behavior
 - Interviews
 - Prior experience with the program: IB, Montessori, languages, advanced classes
- First-come first serve enrollment
- Individual school applications

Examples:

- Eliminating standardized testing requirements for middle school admission (NYC District 15)
- Eliminating first-come first-served enrollment (Louisville, Denver, KC charters, New Orleans)
- Eliminating standardized testing admission for undergrad students (UMKC & other universities)
- IB programs without selective admissions process
- Detracking math, eliminating honors/GT programs (San Francisco, Seattle, Cambridge, NYC)
- Backfilling spaces in Montessori programs (Tulsa, Omaha)
- Lottery style enrollment (Louisville, Boston, Chicago)
- District wide applications (EnrollKC.org for KCPS and SchoolAppKC for KC charters)

Eliminating testing requirements

NYC District 15: “In District 15, economic segregation in sixth grade decreased by 55% and racial segregation decreased by 38%; these results are both large and statistically significant, and are robust to various alternative specifications. In District 3, economic segregation in sixth grade decreased by 8% and racial segregation decreased by 5%; these changes are not statistically significant and are within the bounds of normal year-to-year fluctuations. While the broad contours of the districts’ plans were similar, two key differences appear likely to explain the divergent results. First, District 15 dropped academic screens from all middle schools, while District 3 retained them. Second, District 15 set more aggressive targets, prioritizing economically disadvantaged students for 52% of sixth grade seats, compared to 25% in District 3.”

IB Programs without testing as admissions criteria

Lee’s Summit: Lee’s Summit North HS IB program does not have set admissions criteria. Advanced courses in 9th and 10th grade are required. Most students have good attendance and behavior.

Springfield, Missouri: Central HS IB program admission standards include “grades, teacher approval, writing skills, and a record of good citizenship and academic honesty. Interested students usually apply

in the 8th grade, but may also apply in the 9th or 10th grades. Access to the full IB Diploma Program is dependent upon completing 9th and 10th grade honors classes (including Spanish or French). When scheduling for the 11th grade, students may enroll in the full Diploma Program, the IB Career-Related Program, or in individual Diploma Program courses based on grades and teacher recommendations.

Any student may transfer to Central High School (on a space available basis) with the intention of applying for the IB Diploma Program and transfers granted are valid regardless of whether or not the student is admitted to the Diploma Program or continues to pursue the Diploma Program. An admissions committee reviews all applications.”

North Kansas City: “No admissions criteria for IB program other than a desire to try IB.” Most students start the IB path in 9th grade Pre-IB/Honors courses. 8th graders encouraged to take a language class and Algebra I, but not required. Expectations for staying in the program include good behavior and passing classes.

Detracking

San Francisco: “With support from teachers and school leaders, the San Francisco district eliminated tracking in eighth-grade math in the 2014–15 school year, and instead required all students take Algebra I in ninth grade. Results have been striking: The repeat rate for Algebra I has plunged for all racial and ethnic groups, from an average of 40 percent to 10 percent, including for English language learners and low-income students. For black students, the repeat rate dropped from 52 percent to 19 percent, and for Latino students, from 57 down to 14 percent. At the same time, black and Latino students are enrolling in advanced high school math courses at higher rates.”

NYC: “After years of discussion and community meetings, a mixed-race committee of parents and teachers voted to phase out the gifted and talented track for future students at PS 9, specifically to decrease racial and economic segregation. New York City's education department agreed to follow the decision: Starting this fall, there will be no gifted track for the school's incoming kindergartners. Instead, PS 9 will offer enrichment opportunities to more students based on their individual strengths and interests.”

Review of various schools/cities: “The findings suggest that the detracking reform had appreciable effects on low-ability student achievement and no effects on average and high-ability student achievement. Therefore, detracking should be encouraged, especially in schools where the lower-track classes have been traditionally assigned fewer resources. This review does not support the competing claims that the performance of higher achieving students would decrease as a result of detracking.”

Back-filling spaces in Montessori classes

Indianapolis: Three Montessori elementary schools in the Indianapolis Public School system enroll students through 2nd grade.

Omaha: The two Montessori elementary schools and one Montessori middle school in Millard Public Schools enroll students in grades K-8 when there are openings. Most students enroll in PreK or K.

Tulsa: Neighborhood Montessori elementary with space to enroll students district wide allow enrollment in grades PreK-5 when they become available. Most students enroll in PreK or K.

Eliminating individual school application process

Kansas City:

EnrollKC - "The Kansas City Public School district has launched an online-only enrollment process for the 2018/2019 school year. The district will begin the new process with enrollment in their eight signature schools starting on Friday. The students will still be admitted in a first-come, first-served manner. Students will only be added to the application list once their online application is complete. "We really wanted to take away the barrier of having to go to multiple buildings and having to travel across town or get on the bus. We really wanted to make it more of a convenience for our families," said Garrett Webster."

SchoolAppKC - "A simple online application found at www.schoolappkc.org means that parents and guardians will no longer have to manage multiple applications and deadlines or travel to several schools to complete lengthy paper applications."

Eliminating first-come, first-served enrollment

Louisville: JCPS annually offers an application period in which students can apply to schools and magnet and optional programs for the next school year. The elementary, middle, and high school application period for the 2021-22 school year begins on November 2, 2020, and ends on December 16, 2020. Applications are not processed on a first-come, first-served basis. They all are processed at the same time at the end of the period. Applications submitted after the deadline will be processed based on building capacity and admission criteria (if required for optional and magnet programs).

Boston: "No school assignments are made until the close of each registration round, so a family that registers on the first day of their registration period has no advantage over a family that registers on the last day of the same period just because they registered earlier. Only students applying for Kindergarten, Grade 6, and Grade 9 who registered during the first registration period will be assigned at the close of that round even if their siblings applying for other grades registered at the same time. From the second registration period onward, all students who register in a round will be assigned following the close of that period. At the close of every registration period, our assignment computer program (algorithm) matches students to seats based on their priorities (if applicable), their random number, and the number of seats available in the grade desired at each school in the order they were ranked on that student's application. There are fewer open seats after each passing period, so families should try their best to register children during the first available registration period for their grade."

4) Identifying Enrollment Loopholes that advantage some students over others

- Red shirting/Allowing students to repeat Kindergarten or Kindergarten enrollment
- Guaranteed admission of Signature PreK students into Signature Kindergarten
- 6th grade early entry into Signature MS programs, MS grades not aligned district-wide (Lincoln, FLA, AC Prep)
- Guaranteed admission of Signature elementary students to Signature MS programs
- Guaranteed admission of Signature MS students into Signature HS programs

Examples:

- Removing age exceptions for grade level entry (Boston)
- Enrollment priority for already enrolled students (Kansas City, New Orleans)
- Middle School grades not aligned, 6th grade early admission to Signature MS (Kansas City)

Redshirting/Set entry age

Boston: Closed loophole: “Exceptions cannot be made to our entry age policy, regardless of the child’s previous school experience.” Student birthdates determine the grade placement for each year.

Kansas City: Open loophole: Students apply to Signature schools/charters a second year if not first granted admission, students kept in PreK or attend Kindergarten a second year if not accepted on their first try

Enrollment priority for previously enrolled students

New Orleans: Charter schools give preference to students already enrolled in tuition-based preschool programs.

Kansas City: Kindergarten enrollment priority given to students enrolled in Montessori PreK programs takes opportunities away from students in other PreK programs - like Early Childhood campuses, Head Starts, neighborhood elementary schools, and church-based preschools.

Signature HS enrollment priority given to Signature MS students takes opportunities away from students in other MS programs like neighborhood MS, other Signature MS and charter schools.

Middle School grades not aligned, 6th grade early admission to Signature MS

Kansas City: Signature MS enrollment at 6th grade pulls students out of their elementary schools, destabilizing class sizes and funding for elementary schools. 7th grade enrollment priority given to students already enrolled in 6th grade at Signature schools takes opportunities away from students in KCPS neighborhood elementary schools and K-6 charter schools.

5) Targeted Marketing

- Targeted marketing to recruit diverse student demographics
- Additional support for under-enrolled schools – marketing, staff, resources to recruit and avoid school closure
- Internal and external education around choices, benefits of integrated schools
- KCPS choice fairs/tours for families and students

Examples:

Targeted marketing

San Antonio: “In order to make the system work, [Mohammed] Choudhury said economic diversity has to be the goal throughout the entire enrollment process, starting with recruitment. For instance, after the enrollment office noticed it wasn’t receiving enough applications [for new specialty schools] from low-income families, SAISD conducted bilingual door-to-door marketing in some of the district’s lowest-income neighborhoods.”

Additional support for underenrolled schools

Chicago: “And in accordance with state law made effective during the summer [2018], the Chicago Board of Education this week approved a policy that requires the district to consider bolstering underenrolled schools with new attendance boundaries, programs or rental agreements with outside groups.”

School fairs

Louisville: Jefferson County Showcase of Schools held at Kentucky International Convention Center Saturday, Oct 12 from 9am – 4pm. Before you decide which school your child will attend for the next school year, 2020-21, visit the Jefferson County Public School (JCPS) District’s Elementary, Middle, and High Showcase of Schools. JCPS has many great school choice options. School and district staff will be available to share program highlights and answer questions about the district.

6) School Expansion/Closure

- Opening or expanding Signature programs driving demand, stratification, elitism
- Closing/disinvesting in under-enrolled schools and causing damage to families and communities

Examples:

- Charter school caps (Massachusetts, Rhode Island, Texas)
- Expanding/Opening new schools (Kansas City, NYC)

Charter school caps

Massachusetts: Statewide limit of 120 schools; up to 48 reserved for Horace Mann (district sponsored) schools and up to 72 for commonwealth (independent LEA) schools; and “the number of charter seats [is also tied] to a percentage of public school funding — 9% in most districts, and 18% in the lowest-performing ones.” Schools may not expand if the number of seats has already reached the maximum level allowed in the district.

Rhode Island: No more than 35 charters can be granted in total, and at least one-half of the total number of charter public schools must be reserved for charter school applications that are designed to increase educational opportunities for at-risk pupils.

Texas: [District] charter schools may not collectively enroll more than 15% of the district's enrollment during the preceding school year, with some exceptions.

Expanding schools

Kansas City: Three neighborhood HS under desired capacity, Signature program expanded.

“There's a need for more seats, we had over 104 students on the waiting list this school year, especially in grades seven and nine,” Lincoln College Prep Principal Kristian Foster said. “Opening up the middle school would allow us to provide for the kids who meet the qualifications to attend Lincoln.” In addition to opening up the school to more students that qualify, it will help ease some of the burdens faced by schools since the rapid closure, particularly with overcrowded classrooms. “We literally don't have one single open classroom in our whole building,” Foster said.

NYC: “Overcrowding occurs in pockets around the city with crowded buildings in each district of each borough, but CBC research associate Riley Edwards, who wrote the new school capacity report, said there are enough seats currently for all New York City students, and the key to thinking about alleviating school overcrowding is more aggressively pursuing strategies other than school construction.”

“The new report says the DOE needs to focus on other strategies it already uses, such as rezoning, changing admissions policies, repurposing seats, and programming.”

“This problem could be solved by capping enrollment at levels ... because adequate high school capacity exists citywide and students are selected for schools on a citywide basis. The shortage of seats in crowded high schools (31,854) is well below the unused capacity at other high schools (65,268).”

Resources:

The Atlantic: The City That Believed in Desegregation (Louisville)

<https://www.theatlantic.com/business/archive/2015/03/the-city-that-believed-in-desegregation/388532/>

Boston Public Schools

<https://www.bostonpublicschools.org/>

The Century Foundation: Cambridge Public Schools: Pioneers of Equitable Choice

<https://tcf.org/content/report/cambridge-public-schools/>

The Century Foundation: Chicago Public Schools: Ensuring Diversity in Selective Enrollment and Magnet Schools

<https://tcf.org/content/report/chicago-public-schools/>

The Century Foundation: School Integration in Practice: Lessons from Nine Districts

<https://tcf.org/content/report/school-integration-practice-lessons-nine-districts/>

The Century Foundation: Louisville, Kentucky: A Reflection on School Integration

<https://tcf.org/content/report/louisville-kentucky-reflection-school-integration/>

Charlotte Observer: Charlotte's boldest bid to undo school segregation is about to become reality

<https://www.charlotteobserver.com/news/local/education/article216791960.html>

Center for American Progress: Expanding Access to High Quality Schools

<https://www.americanprogress.org/issues/education-k-12/reports/2018/11/13/460771/expanding-access-high-quality-schools/>

Center for Reinventing Public Education: Kansas City - Citywide Education Progress Report

<http://research.crpe.org/reports/stepping-up/cities/kansas-city/>

Center for Reinventing Public Education: Common Enrollment, Parents, and School Choice

<https://www.crpe.org/sites/default/files/cpe-report-common-enrollment-denver-nola.pdf>

The Century Foundation: Housing Policy Is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland

<https://tcf.org/assets/downloads/tcf-Schwartz.pdf>

Chalkbeat: New York City expands integration program, adding the prestigious Bard high school in Queens

<https://ny.chalkbeat.org/2017/12/5/21103844/new-york-city-expands-integration-program-adding-the-prestigious-bard-high-school-in-queens>

Chicago Tribune: Chicago Public Schools enrollment drops by 10,000 students

<https://www.chicagotribune.com/news/breaking/ct-met-chicago-schools-enrollment-decline-20181026-story.html>

Citizens Budget Commission: 5 Myths About School Crowding in NYC

<https://cbcny.org/research/5-myths-about-school-crowding-new-york-city>

Citizens Budget Commission: Cut Costs, Not Ribbons: Alternatives that Reduce School Crowding

<https://cbcny.org/research/cut-costs-not-ribbons>

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<https://citylimits.org/2015/11/24/some-in-manhattan-want-controlled-choice-to-diversify-schools/>

The Coleman Report, Civil Rights Act of 1964

<https://files.eric.ed.gov/fulltext/ED012275.pdf>

Denver Post: Denver school choice: A guide to understanding Denver-area districts

<https://www.denverpost.com/2020/01/02/denver-school-choice-guide/>

Education Commission of the States: 50-State Comparison: Charter School Policies

<https://www.ecs.org/charter-school-policies/>

Edutopia: Is it Time to Detrack Math?

<https://www.edutopia.org/article/it-time-detrack-math>

Gotham Gazette: Struggling with Overcrowded Schools and Large Class Sizes, City Advances \$8.8 Billion Plan

<https://www.gothamgazette.com/city/8673-struggling-with-school-overcrowding-and-large-class-sizes-city-advances-8-8-billion-plan>

Hartford Courant: In Hartford, "Integrated" Schools Remain Highly Segregated

<http://www.courant.com/news/connecticut/hc-sheff-compliance-figures-sidebar-day-2-20170313-story.html>

Jefferson County Public Schools

<https://www.jefferson.kyschools.us/>

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<https://pubmed.ncbi.nlm.nih.gov/21349011/>

KCTV5: Lincoln Middle School reopening relieves burdens felt by Kansas City Public Schools

https://www.kctv5.com/news/lincoln-middle-school-reopening-relieves-burdens-felt-by-kansas-city-public-schools/article_3ebd5a1d-90a4-5a9c-a199-4db35dd45322.html

KQED:

<https://www.kqed.org/news/11069225/berkeley-parent-tells-how-school-integration-plan-got-done-it-was-like-civil-war>

Louisiana Division of Administration: Bulletin 126 Charter Schools

<https://www.doa.la.gov/osr/lac/28v139/28v139.doc>

MarGrady Research: The Impact of Middle School Integration Efforts on Segregation in Two New York City Districts

<http://margrady.com/wp-content/uploads/2020/07/The-Impact-of-Middle-School-Integration-Efforts-on-Segregation-in-Two-New-York-City-Districts.pdf>

New York Appleseed: Supporting Real Integration: Evidence for What's Necessary

https://nyappleseed.org/wp-content/uploads/Supporting-Real-Integration-Issue-Briefing-8_18.pdf

New York Appleseed: Segregation in NYC Elementary Schools and What We Can Do About It, School to School Diversity

https://nyappleseed.org/wp-content/uploads/First-Briefing-FINAL-with-Essential-Strategies-8_5_13.pdf

New York City Council: Desegregating NYC: Twelve Steps Toward a More Inclusive City

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