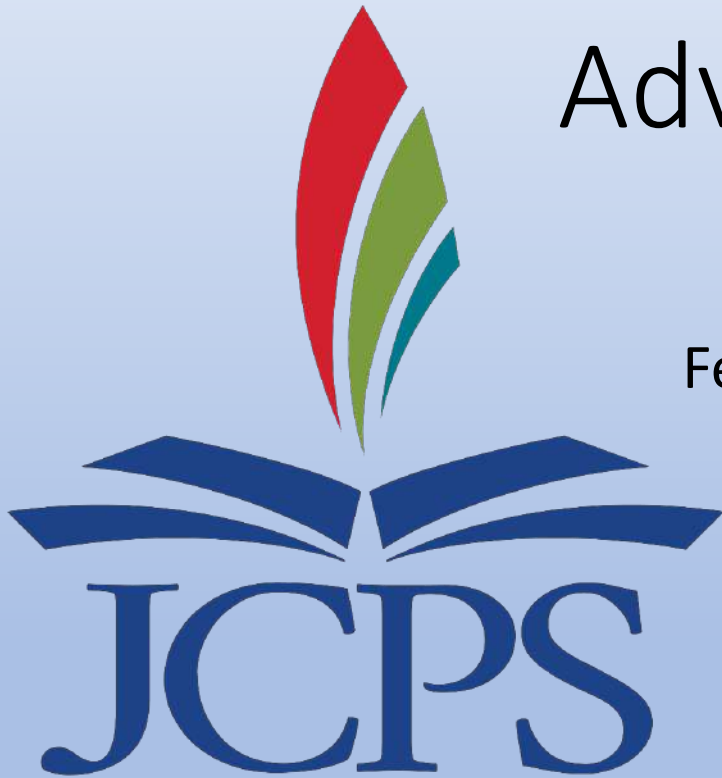


Student Assignment Review Advisory Committee

February 6, 2018



Agenda

- Welcome
- Process/discuss information from last meeting
- Guiding Principles – Diversity and Equity
- Meredith v. Jefferson County Board of Education

Goal: Implement revisions in the 2020-21 school year



Regular progress reports to the Board of Education

Next few meetings

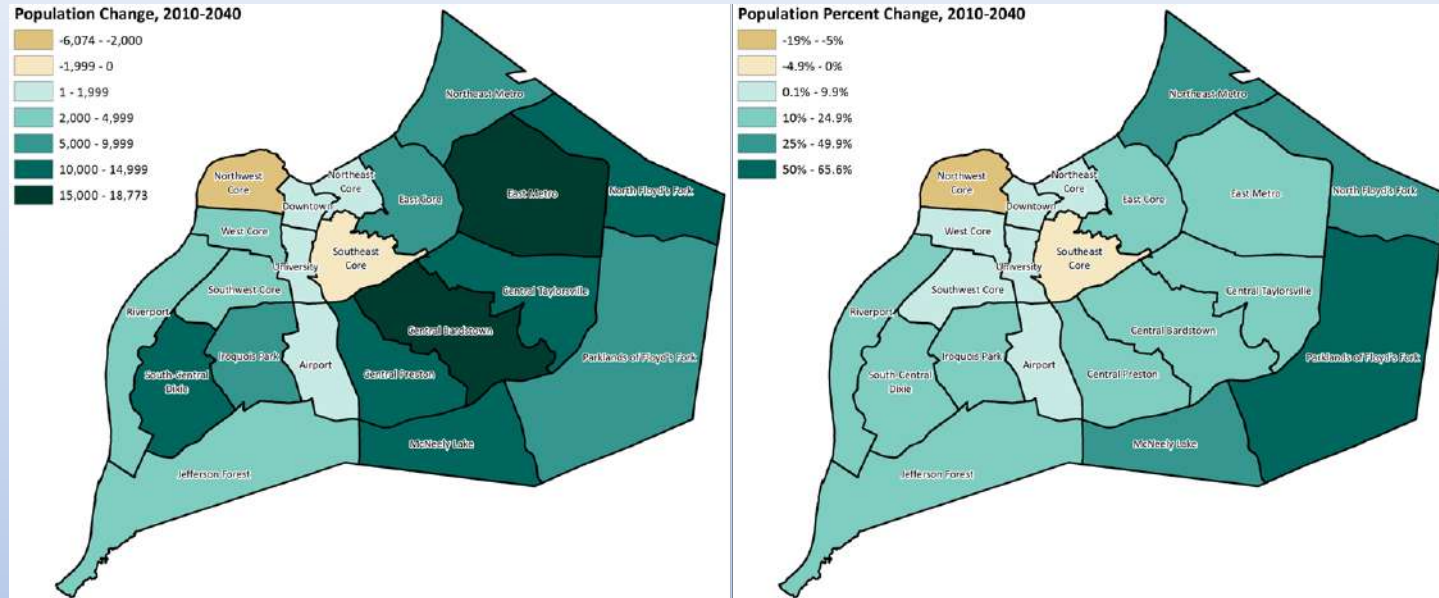
Understand

December 2017-March
2018

- **December—Review the current plan**
 - Guiding principles
- **January—Population trends, Housing**
 - Stability & predictability
- **February—Diversity & equity in the current plan**
- **March—Measuring diversity in JCPS and other districts**
 - Quality and choice

Review—January Meeting

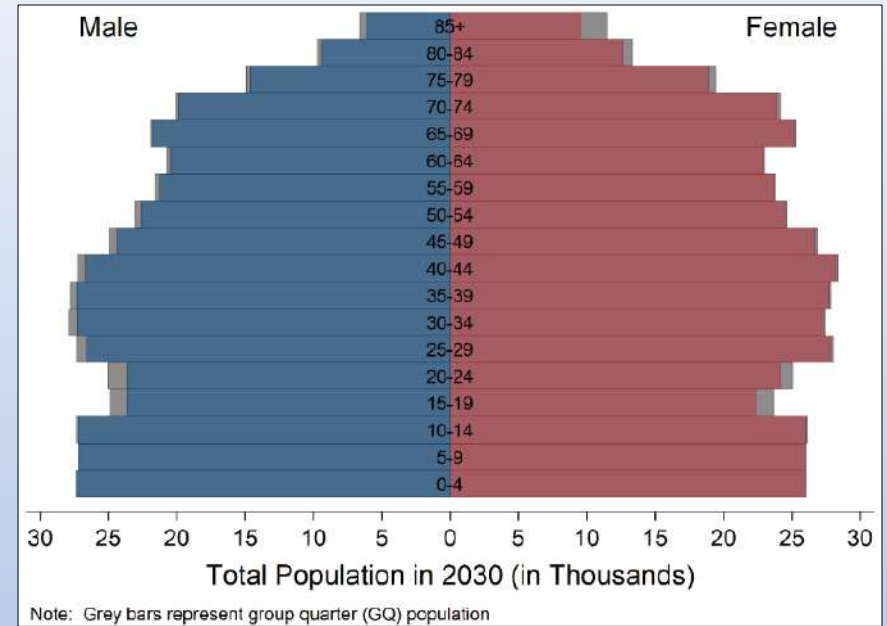
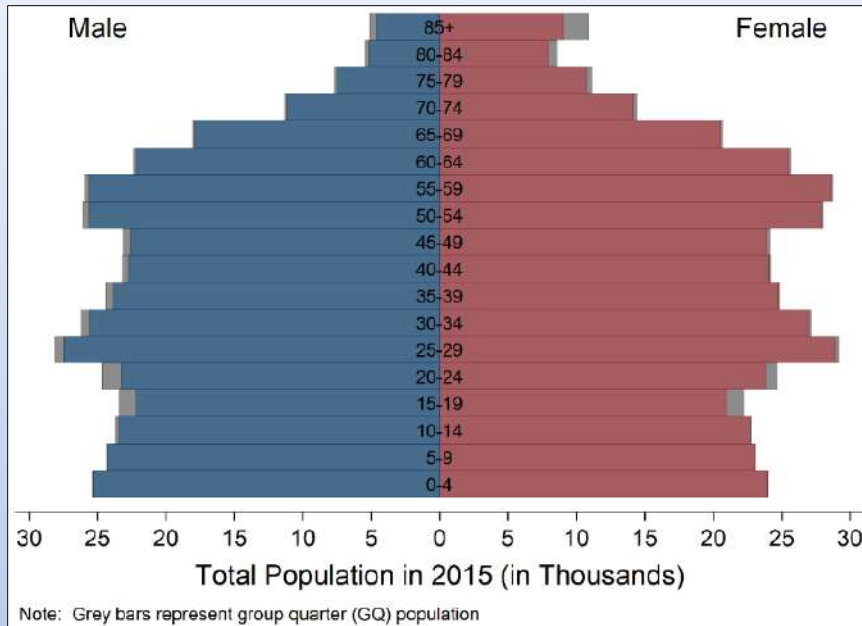
BACKGROUND DATA: POPULATION



By **2040**, the population of Jefferson Co. will be **872,231**
(131,135 person (+17.7%) increase from 2010)

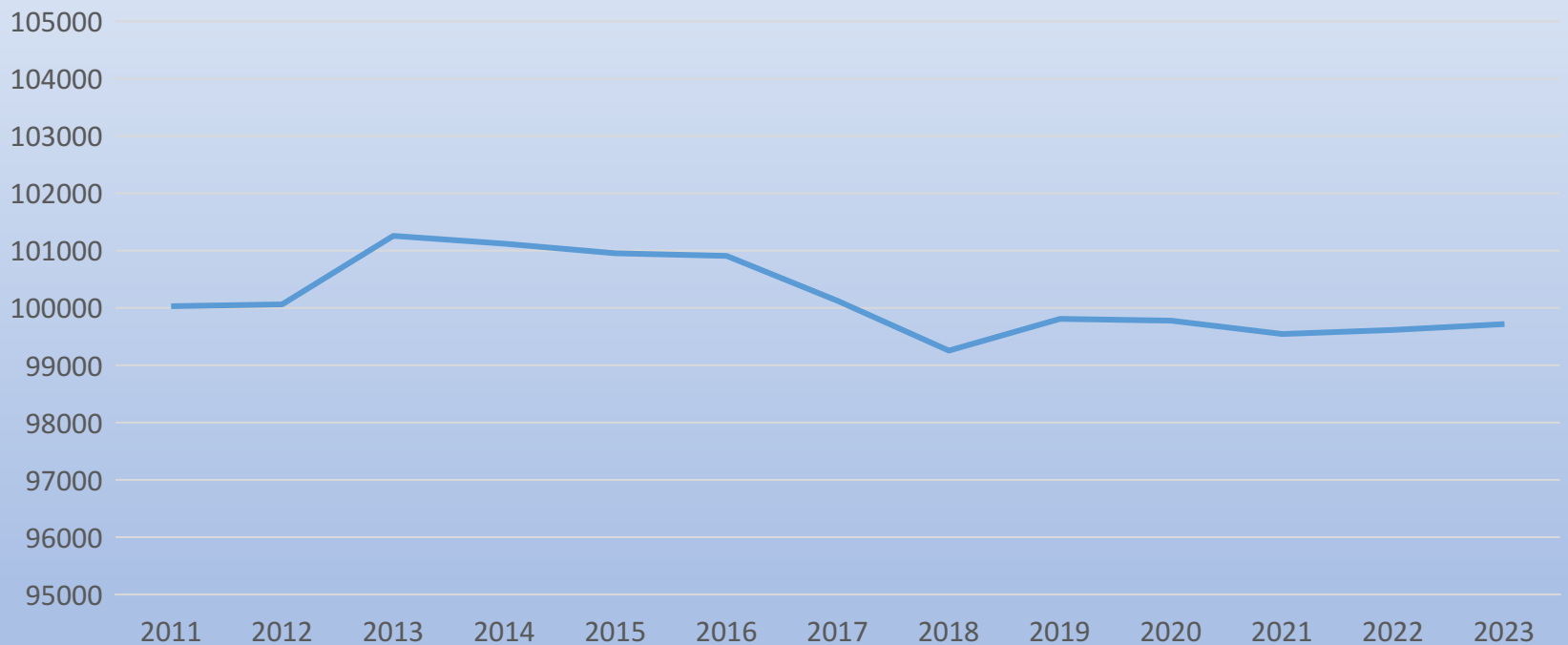
By **2040**, the number of households in Jefferson Co. will be **374,600**
(65,425 household (+21%) increase)

Population Forecasts by Age Group



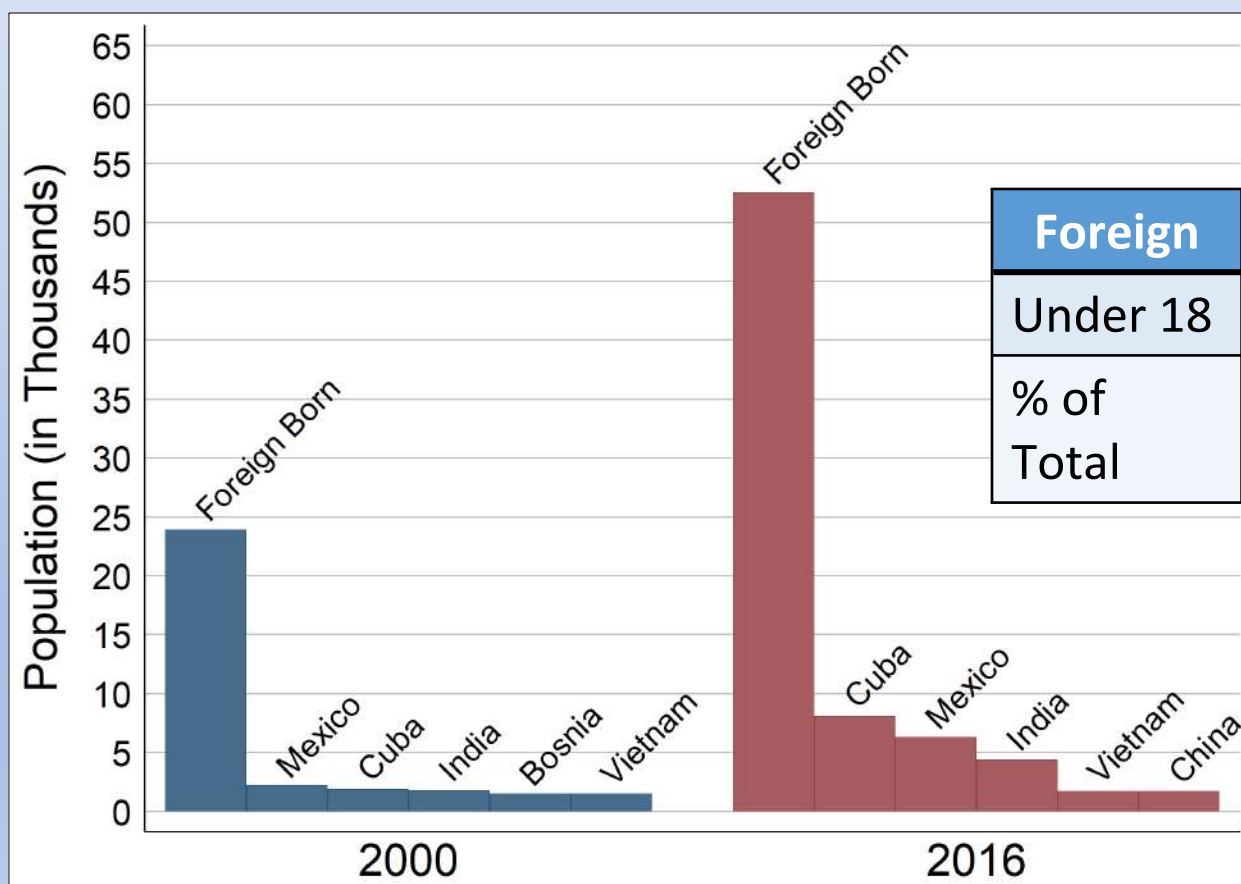
Type	Ages	Population		Change
		2015	2030	
Elementary	6-11	57,591	62,167	+7.9%
Middle	12-14	29,224	31,518	+7.8%
High	15-18	38,898	40,497	+4.1%

JCPS Enrollment Trend and Projections (PreK-12)



Foreign Born Population

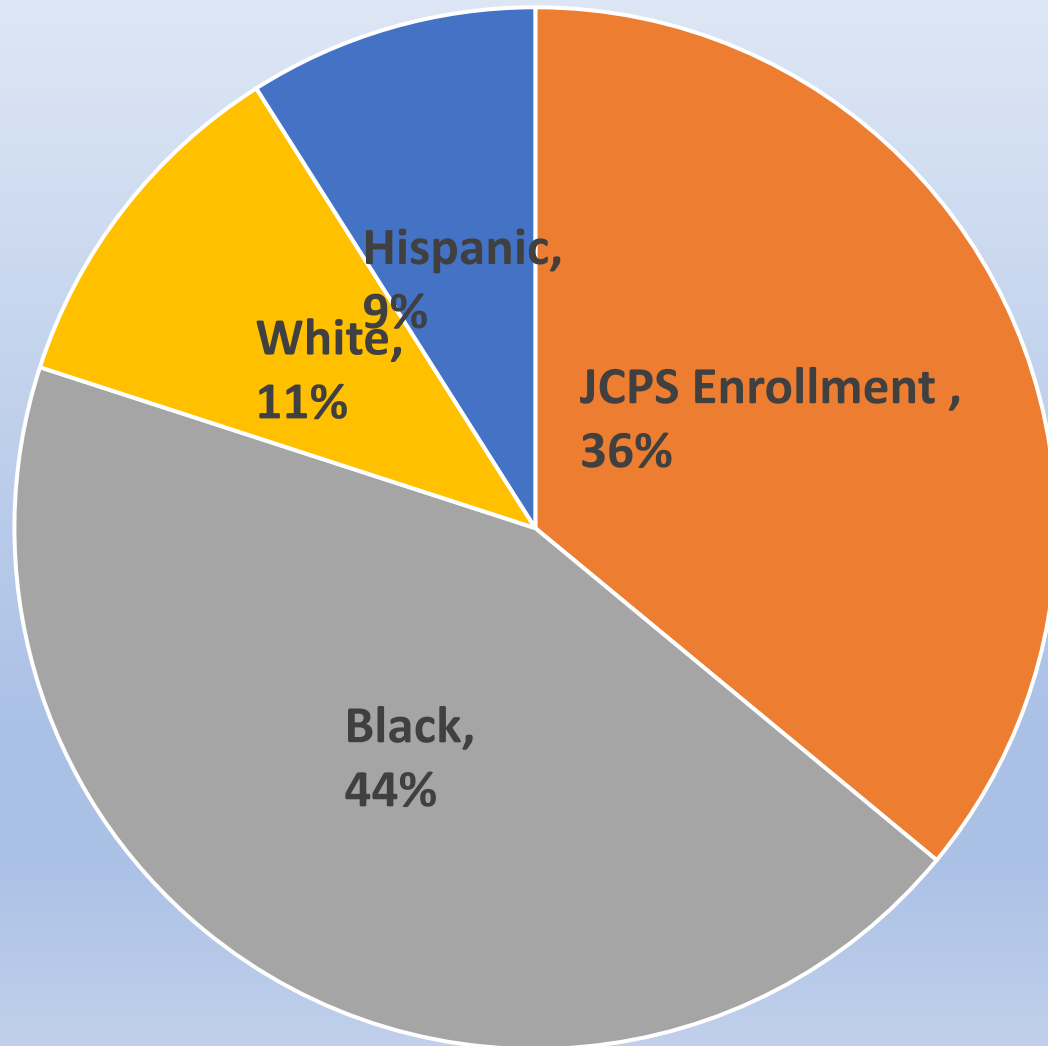
- Between 2000 and 2016, the foreign born population grew by nearly 120% – greater growth among FB adults than FB children
- In 2016, in addition to the most common sending countries, there are large numbers of Iraqi, Filipino, and Somali immigrants



Foreign	2000	2010	2016
Under 18	4,107	4,849	7,238
% of Total	2.4%	2.8%	4.2%

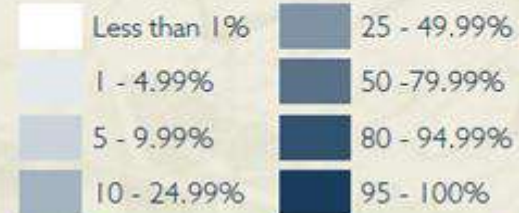
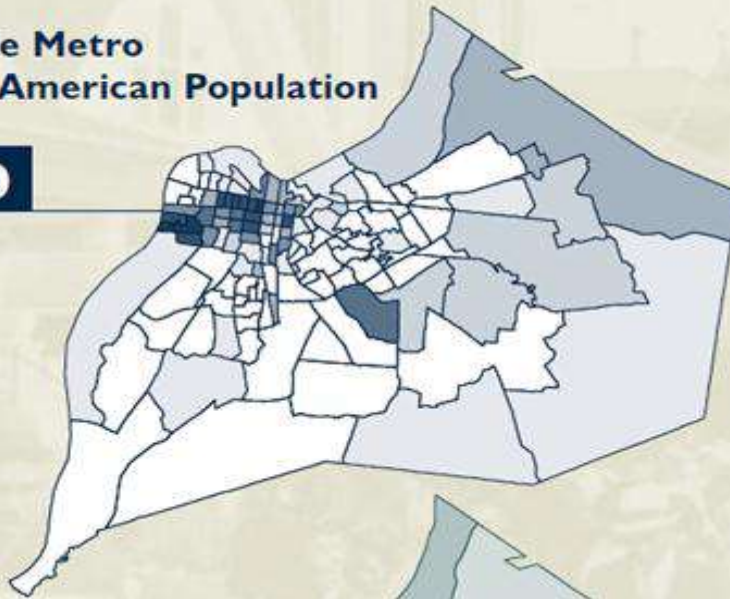
JCPS 2017-18

Enrollment



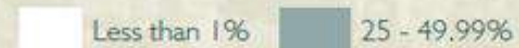
Louisville Metro African American Population

1960



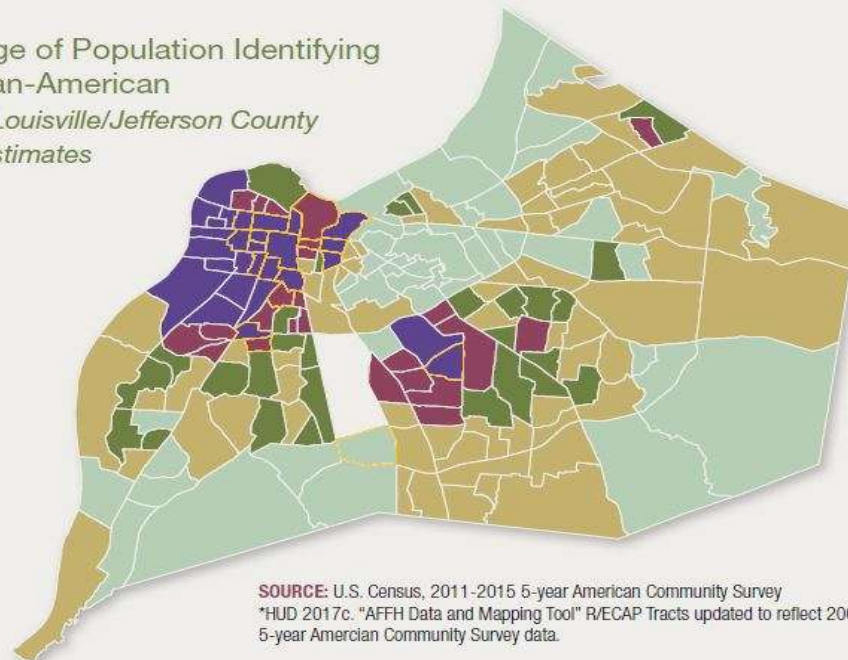
POPULATION

White	532,000
African American	78,000
Other	500



Map 8: Percentage of Population Identifying as Black or African-American

by Census Tracts - Louisville/Jefferson County
2015 ACS 5-Year Estimates

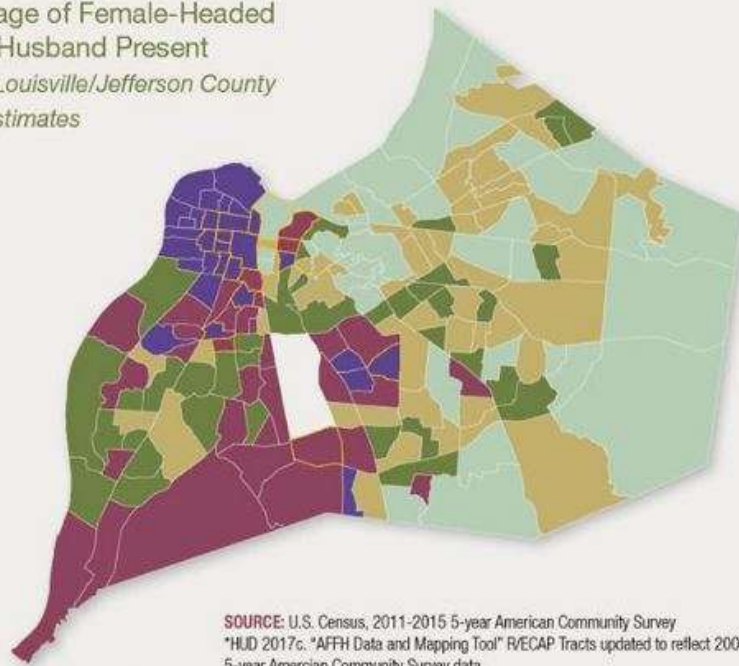


SOURCE: U.S. Census, 2011-2015 5-year American Community Survey
*HUD 2017c. "AFFH Data and Mapping Tool" R/ECAP Tracts updated to reflect 2009-2013 5-year American Community Survey data.

Map 11: Percentage of Female-Headed Households, No Husband Present

by Census Tracts - Louisville/Jefferson County
2015 ACS 5-Year Estimates

- 0%–6%
- 7%–11%
- 12%–17%
- 18%–27%
- 28%–56%
- R/ECAP Tracts*

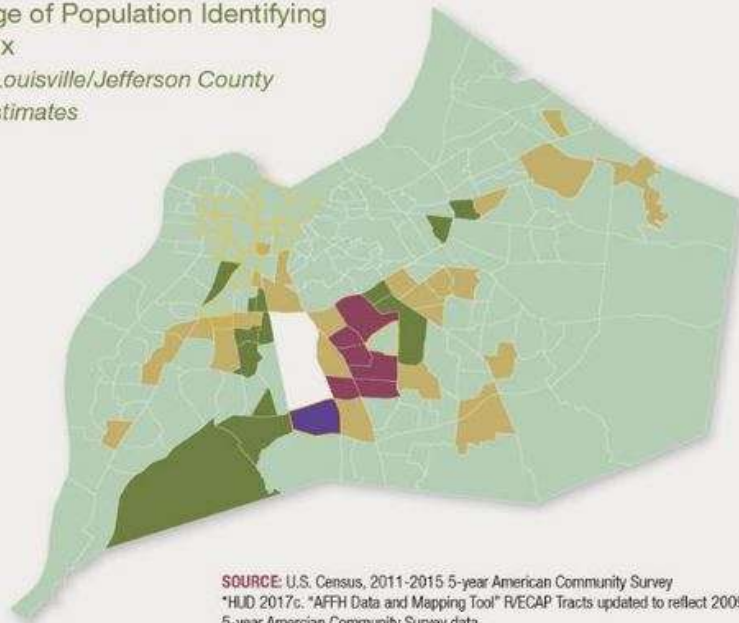


SOURCE: U.S. Census, 2011-2015 5-year American Community Survey
*HUD 2017c. "AFFH Data and Mapping Tool" R/ECAP Tracts updated to reflect 2009-2013 5-year American Community Survey data.

Map 9: Percentage of Population Identifying as Hispanic/Latinx

by Census Tracts - Louisville/Jefferson County
2015 ACS 5-Year Estimates

- 0%–5%
- 6%–10%
- 11%–15%
- 16%–30%
- 31%–67%
- R/ECAP Tracts*



SOURCE: U.S. Census, 2011-2015 5-year American Community Survey
*HUD 2017c. "AFFH Data and Mapping Tool" R/ECAP Tracts updated to reflect 2009-2013 5-year American Community Survey data.

Table Discussion

- How does what we've learned at the last meeting need to be considered in our review?
- What other information from our last meeting do you think is important to our work?
- What other information do we need to know?
- What are the implications for the guiding principles?

Meredith v. Jefferson County Board of Education

Guiding Principles

- **Diversity**—The student assignment plan will create schools that reflect the diversity of the community by including students from different ethnic, racial, and economic groups and students with disabilities. This diversity will prepare students to participate fully in a democratic society.
- **Equity**—The student assignment plan will provide equitable access to programs and resources for all students.

Considerations

During tonight's discussion, please think about:

- How important are these two guiding principles?
- How might we need to revise them?
- How would we know if we are successful?

JCPS history 1973-1990

Year	Major Milestones
1973	Desegregation lawsuits were filed against the city and county Court ordered the elimination of segregation
1975	The city and county school districts were merged Court ordered the Board to implement a desegregation plan. Assignment based on a student's address, grade, race and letter of last name
1984	Court and board modified plan to create more stability and change the African American enrollment guidelines based on demographic trends
1985	District considered "unitary" and could modify the court-ordered plan without the court's approval

JCPS History 1991-2007

Year	Major Milestones
1991	Managed Choice - students apply for schools/programs, and are assigned based on capacity, the guidelines for black enrollment, and in some cases admission criteria
2001	The Board excluded racial enrollment guidelines at magnet schools that offered programs not available at other schools
2007	The court ruled that there is a <u>compelling governmental interest</u> in maintaining diversity in public schools, but race may not be used in the assignment of an individual student

Justice Kennedy

“The decision today should not prevent school districts from continuing the important work of bringing together students of different racial, ethnic, and economic backgrounds . . . Those entrusted with directing our public schools can bring to bear the creativity of experts, parents, administrators, and other concerned citizens to find a way to achieve the compelling interests they face”

Justice Breyer

“Primary and secondary schools are where the education of this Nation’s children begins, where each of us begins to absorb those values we carry with us to the end of our days. As Justice Marshall said (in 1974), ‘unless our children begin to learn together, there is little hope that our people will ever learn to live together.’”

Why did the Board continue to want to have diverse schools

- “JCPS’ integrated school system benefits the whole business community by educating students who will eventually become part of the highly diverse workforce upon which the city’s economic growth depends... By the time students enter the workforce, it may be too late to eliminate prejudicial attitudes and unfair racial stereotypes.”

Brief of Louisville Area Chamber of
Commerce and Louisville Metro Mayor 2006

School Integration and K-12 Outcomes:

An Updated Quick Synthesis of the Social Science Evidence

Short-term academic benefits of attending a diverse school show:

- Higher achievement in mathematics, science, language and reading
- Benefits accrue to all students in all grades but are greatest in middle and high school years
- Students from all racial and SES backgrounds benefit from diverse schools.
- There is no evidence that integrated schooling harms any demographic group at any age in any subject area.
- The benefits of racial diversity overlap with those of SES diversity, but each offers unique effects for learners.
- The multiple benefits of attending desegregated schools are intergenerational

School Integration and K-12 Outcomes:

An Updated Quick Synthesis of the Social Science Evidence

Integrated K-12 education is positively related to several important **nonacademic outcomes:**

- A reduction in individual levels of racial and ethnic prejudice
- A break in the intergenerational perpetuation of stereotypes and fears of the “other.”
- An increase in cross-racial trust and friendships among youths and adults
- An enhanced capacity for navigating multicultural settings.
- An increased likelihood of choosing to live in integrated neighborhoods.
- Better health and wellness among graduates of diverse schools.
- Less juvenile and adult involvement with the criminal justice system.

School Integration and K-12 Outcomes:

An Updated Quick Synthesis of the Social Science Evidence

Diverse K-12 schools are positively associated with **better post-secondary outcomes**. Those who go to diverse K-12 school are likely to:

- graduate from high school,
- enter and graduate from college,
- enter a science, technology, engineering, and mathematics (STEM) field,
- have higher occupational and income attainment, and
- possess workplace readiness and interpersonal skills needed in the globalizing economy

Student and Parent Voice

Students:

- 89% of black students and 75% of white students supported continuing the plan as it is or strengthening it.
- In terms of their future, huge majorities of students felt very well prepared to work and live in diverse settings

Parents:

- 89% of parents think that the school district's guidelines should "ensure that students learn with students from different races and economic backgrounds."
- There is strong support for a policy that allows for family choice (90% of parents), and parents would also like to have diverse schools options close to their homes, when possible.

Source: Orfield Report (January 2011) -1,095 high school students surveyed

IQS Research Report (December 2010)-1,852 randomly selected parents

2007-present

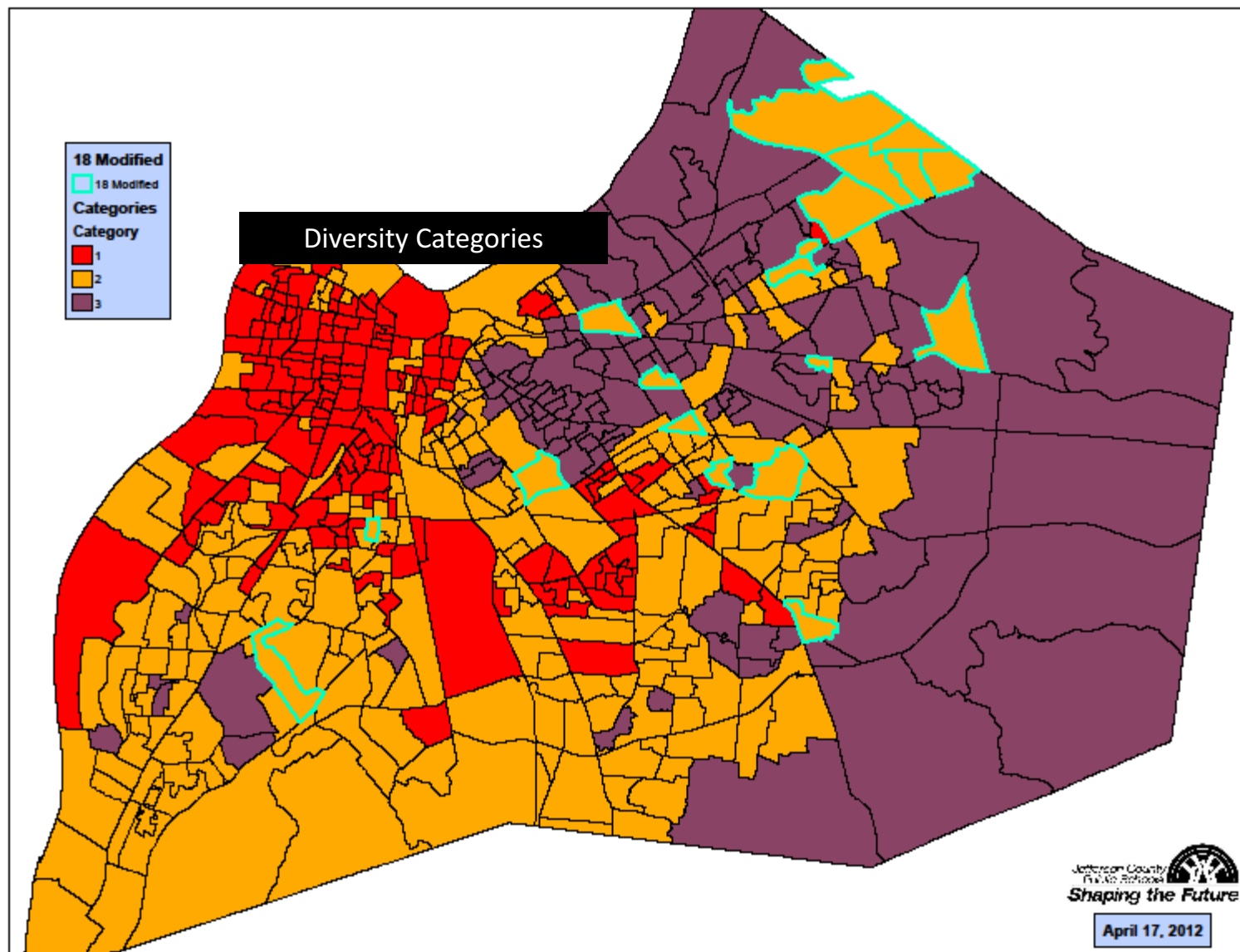
Since 2007, the plan has been based on demographic of census block groups—not the characteristics of a particular student or family

Determined what are the factors that impact school achievement

- Race
- Income
- Educational attainment

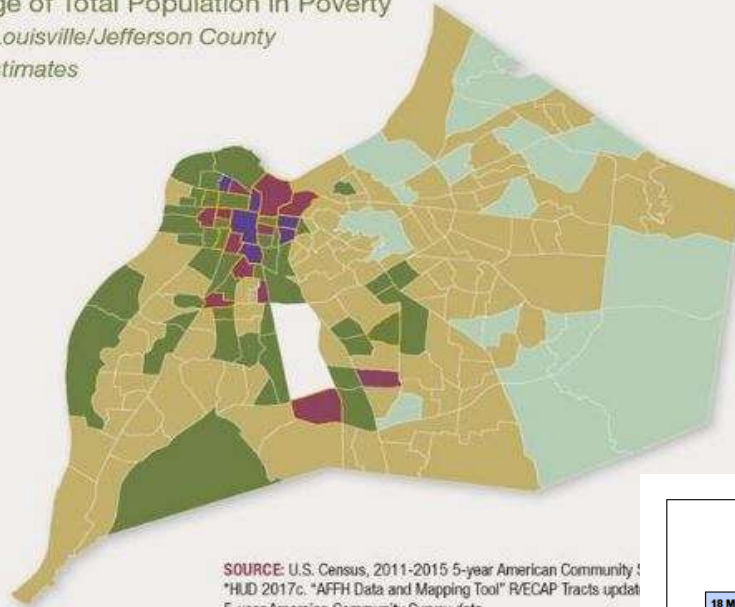
Diversity Categories

	Category 1	Category 2	Category 3
Income	Less than \$42,000	\$42,000-\$62,000	More than \$62,000
% white	Less than 73 %	73-88%	More than 88%
Educational Attainment (6 point scale)	Up to an Associate's degree (Less than 3.5)	College courses beyond an Associate's degree (3.5-3.7)	College courses up to a bachelor's degree and beyond (More than 3.7)



**Map 7: Percentage of Total Population in Poverty
by Census Tracts - Louisville/Jefferson County**
2015 ACS 5-Year Estimates

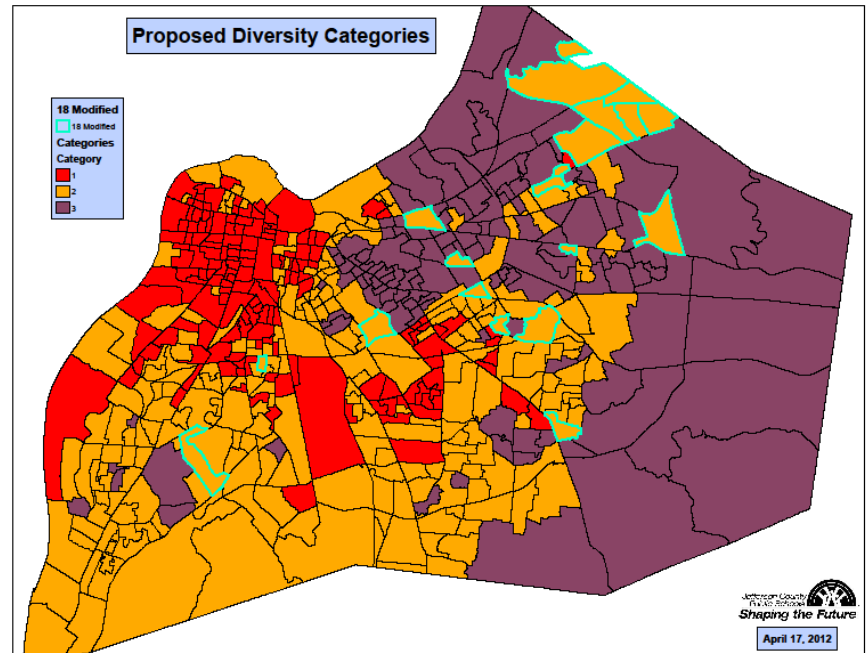
- 0% - 4%
- 5% - 19%
- 20% - 39%
- 40% - 49%
- 50% - 87%
- R/ECAP* Tract



SOURCE: U.S. Census, 2011-2015 5-year American Community Survey data.
*HUD 2017c. "AFFH Data and Mapping Tool" R/ECAP Tracts updated with 2015 5-year American Community Survey data.

Proposed Diversity Categories

- 18 Modified
- 16 Modified
- Categories
- Category
- 1
- 2
- 3
- 4



Feedback for Core Team

- What are your thoughts so far?
- What would you like to see in future meetings?

Next steps

- Core team will study the comments and look for common themes
- March meeting— How JCPS measures diversity and how other districts measure diversity