



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

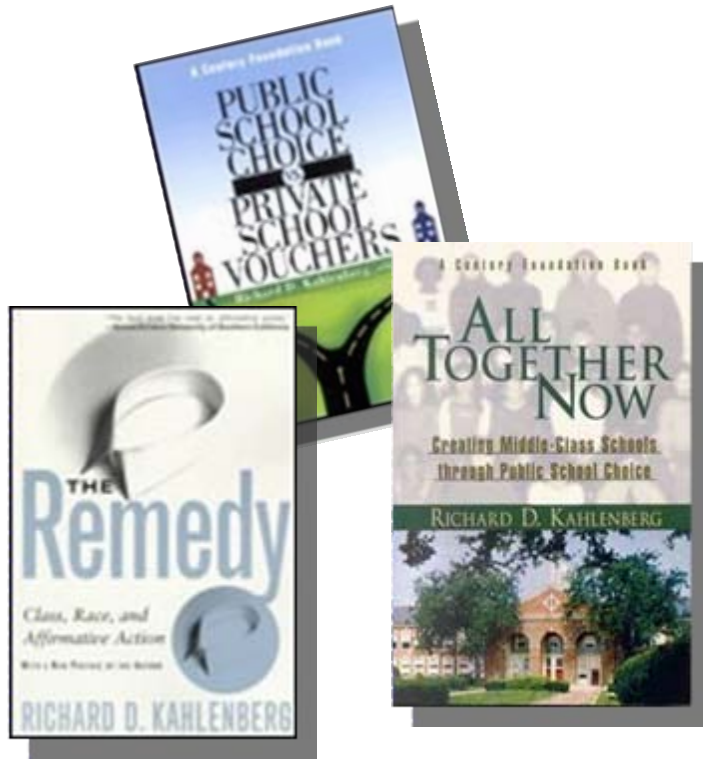
CPS Moving Forward

- **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**
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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**

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

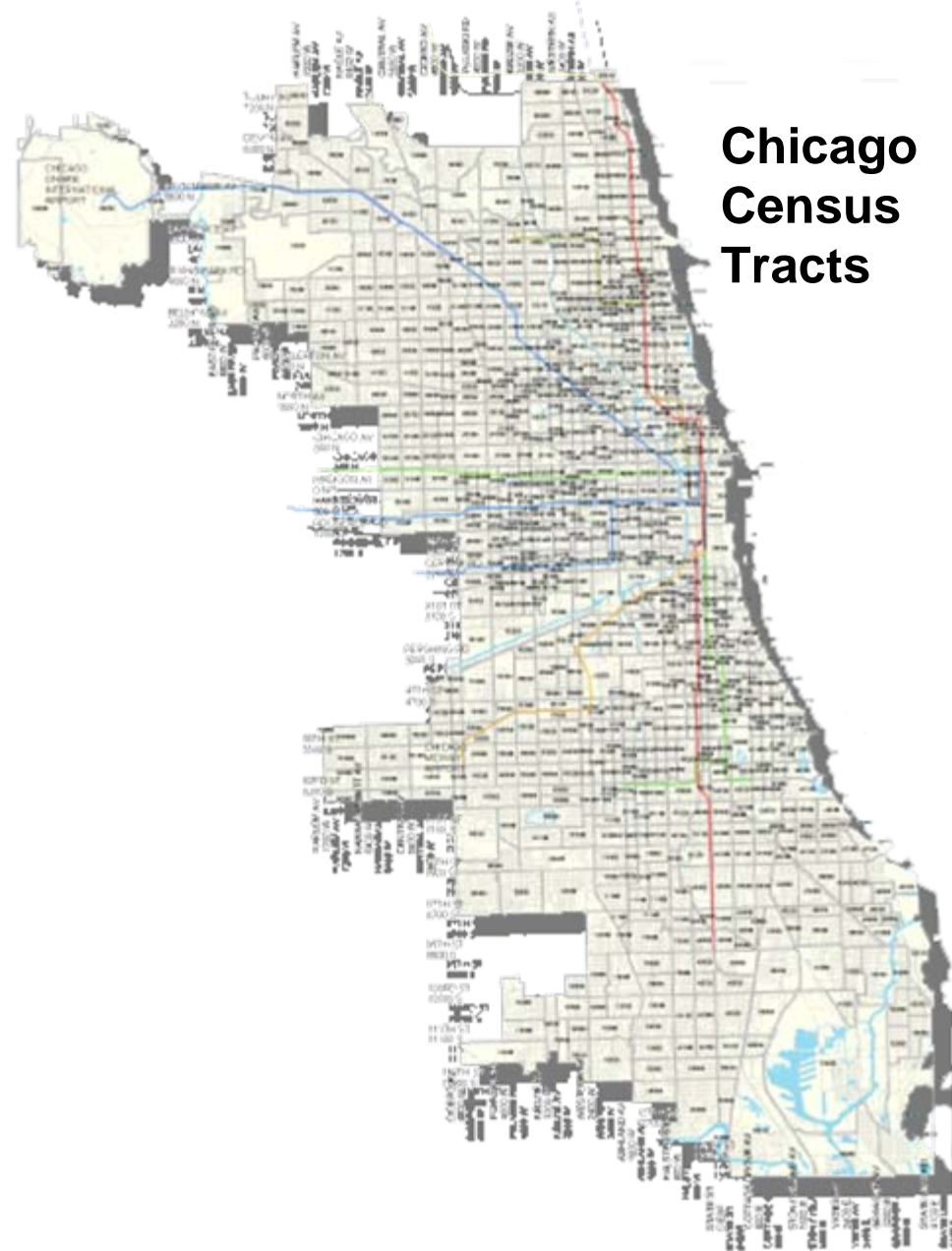
- 1. Median family income**
- 2. Adult educational attainment**
- 3. % of single-parent households**
- 4. % of owner-occupied homes**
- 5. % of school-age children living in homes where a language other than English is spoken**

STEP

2

Calculate score for each of Chicago's census tracts

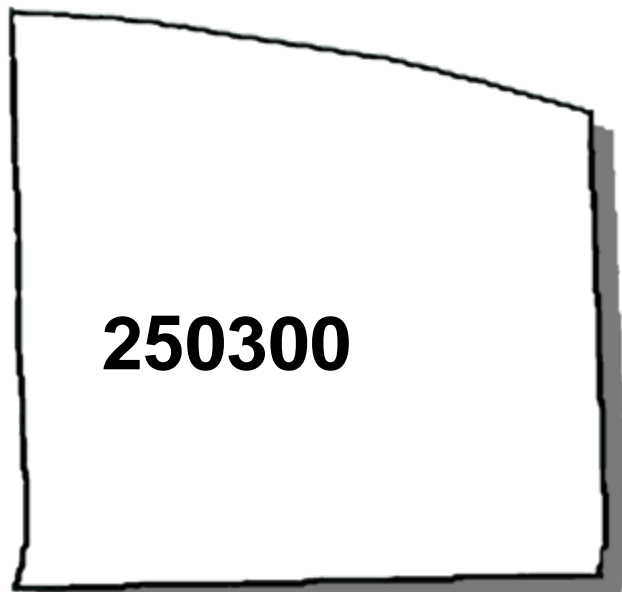
- Using updated census data for each tract, calculate the score for each of the 5 socio-economic variables
- Equally weight each of the 5 variables



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

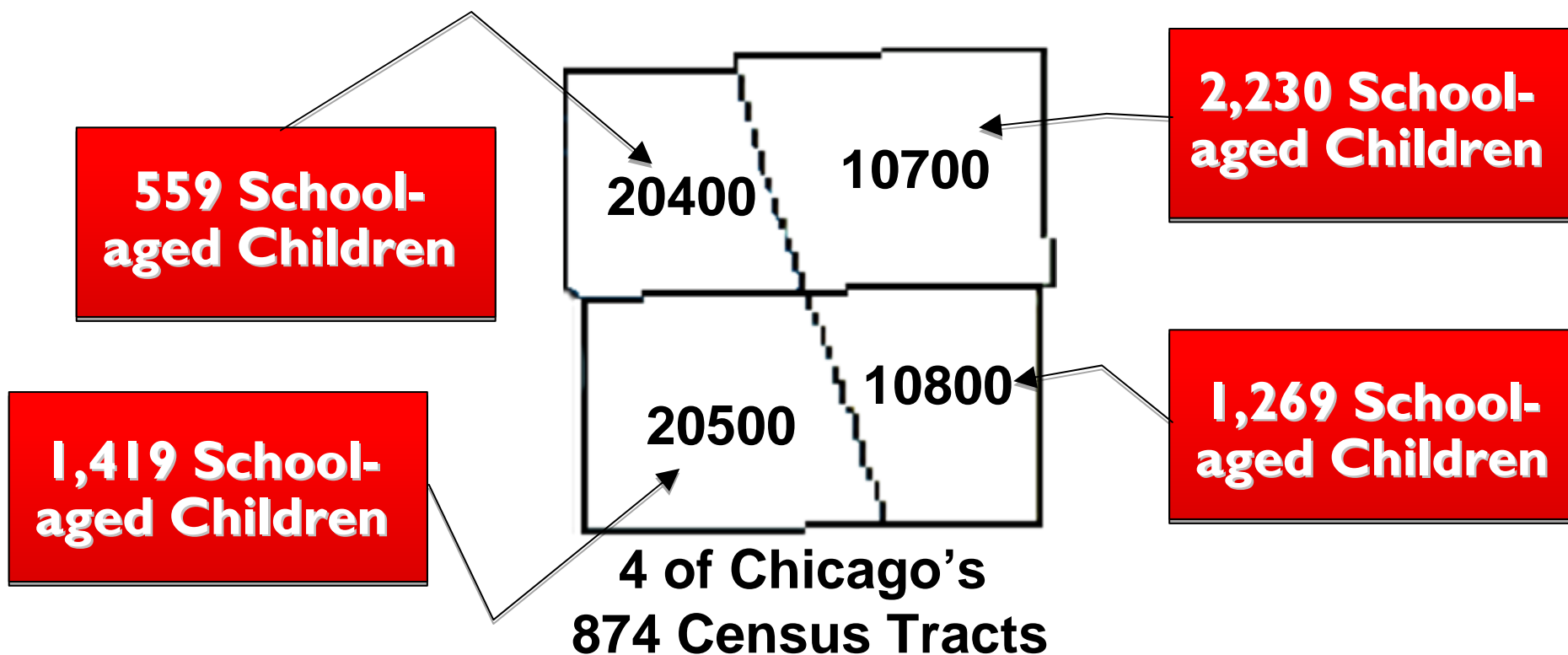
Summary of Census Tract Socioeconomic Data for the City of Chicago

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						0.24561	68%	10%	77%	0.09166	1
311200	\$12,230	88	26	21	28	0	0.32941	41%	17%	100%	0.13023	1
381600	\$10,370	70	21	22	17	0	0.26957	94%	0%	6%	0.14238	1
360500	\$5,230	122	21	158	20	23	0.28429	91%	23%	5%	0.15471	1
610300	\$14,792	188	22	52	137	9	0.33265	40%	7%	6%	0.1548	1
81900	\$14,792	32	70	137	139	11	0.29652	89%	1%	4%	0.17664	1
280900	\$5,742	409	20	203	24	4	0.31619	48%	1%	3%	0.1768	1
291500	\$11,686	422	137	37	24	63	0.30025	53%	14%	70%	0.1901	1
310600	\$12,829	422	137	37	24	63	0.31511	90%	17%	5%	0.19976	1
310600	\$23,145	136	203	526	143	36	0.32377	90%	5%	8%	0.19976	1
222800	\$11,686	2,435	37	36	230	0	0.32989	52%	8%	75%	0.20091	1
461000	\$21,680	432	24	432	136	0	0.37600	87%	27%	0%	0.20434	1
300300	\$5,000	383	36	164	0	0	0.36187	52%	1%	0%	0.20434	1
240100	\$5,000	409	230	55	205	231	0.31979	93%	1%	2%	0.2072	1
281300	\$12,639	35	184	27	211	33	0.2799	92%	1%	5%	0.20842	1
80300	\$23,000	27	136	0	262	24	0.29147	89%	7%	4%	0.21363	1
230100	\$13,382	391	27	0	195	107	0.32695	87%	11%	4%	0.21559	1
380600	\$25,667	493	205	231	262	211	0.38455	85%	1%	7%	0.21582	1
391500	\$11,047	619	262	195	97	29	0.32695	87%	11%	4%	0.21559	1
283900	\$8,295	262	195	107	97	29	0.36401	85%	9%	97%	0.2163	1
400800	\$14,230	606	97	29	262	115	0.38455	85%	1%	7%	0.21582	1
680900	\$11,429	1,078	115	106	115	106	0.36401	85%	9%	97%	0.2163	1
360200	\$12,303	717	377	239	606	377	0.3731	87%	25%	0%	0.21667	1
360300	\$12,128	1,041	421	422	421	422	0.39613	28%	6%	81%	0.22037	1
300100	\$16,667	363	727	468	717	727	0.31861	94%	36%	1%	0.22053	1
400200	\$26,774	146	283	182	1041	263	0.3266	42%	1%	91%	0.22102	1
222900	\$9,896	654	111	88	363	111	0.29487	95%	22%	93%	0.22245	1
381300	\$21,339	198	293	98	654	118	0.35703	28%	25%	91%	0.22245	1
300200	\$9,050	355	118	60	293	98	0.30997	27%	24%	1%	0.22301	1
381300	\$28,167	254	94	60	118	60	0.34713	92%	16%	3%	0.2232	1
300900	\$26,875	411	123	126	198	94	0.29798	31%	2%	1%	0.22037	1
610400	\$27,213	2,062	82	326	411	436	0.34039	92%	16%	22%	0.22053	1
80800	\$5,242	1,694	436	45	555	123	0.35622	93%	1%	99%	0.22102	1
290200	\$14,313	331	382	365	331	250	0.34713	93%	16%	3%	0.2232	1

STEP 4

Determine school-aged children in each census tract

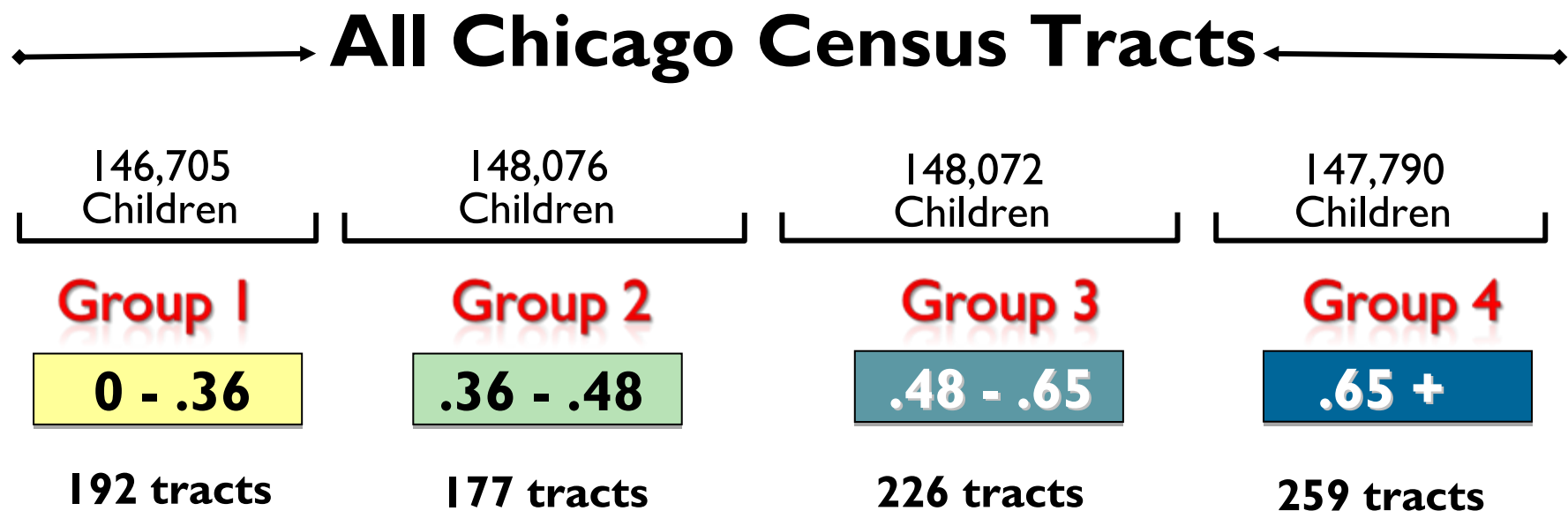
- Using census data, determine the school-aged children (5-18 years) who live in each tract



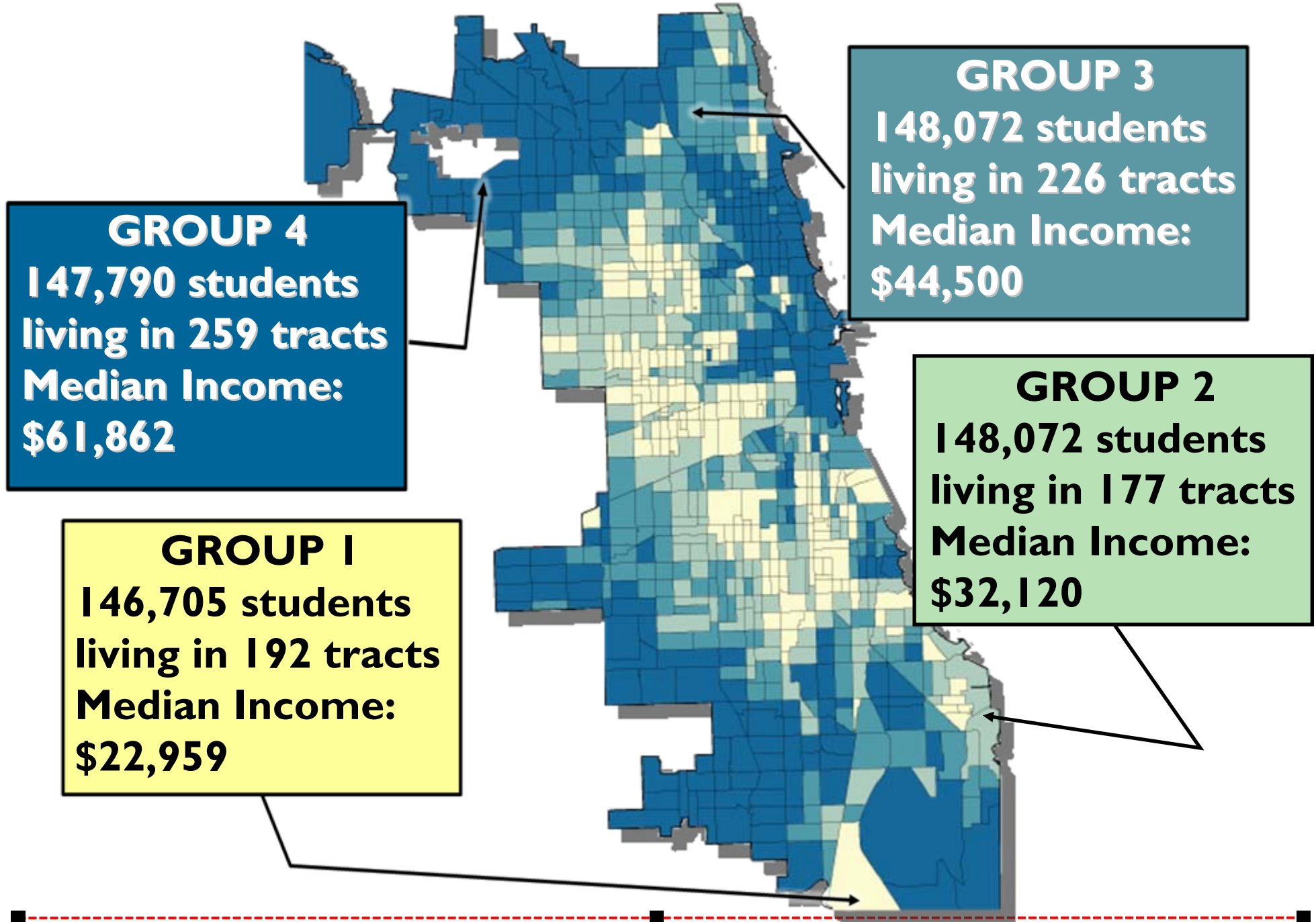
STEP**5**

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



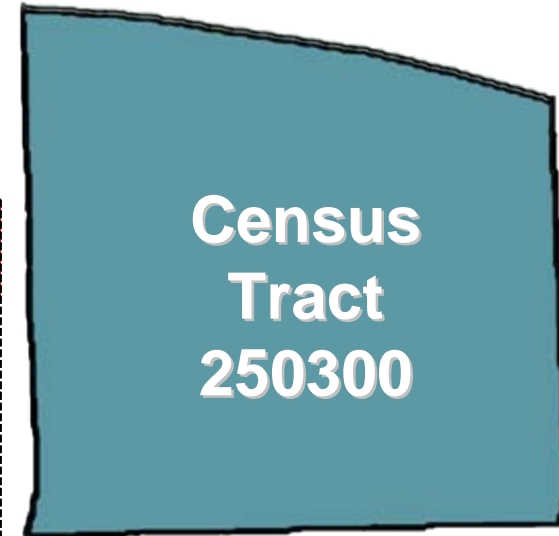
Socio-economic Score Map



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

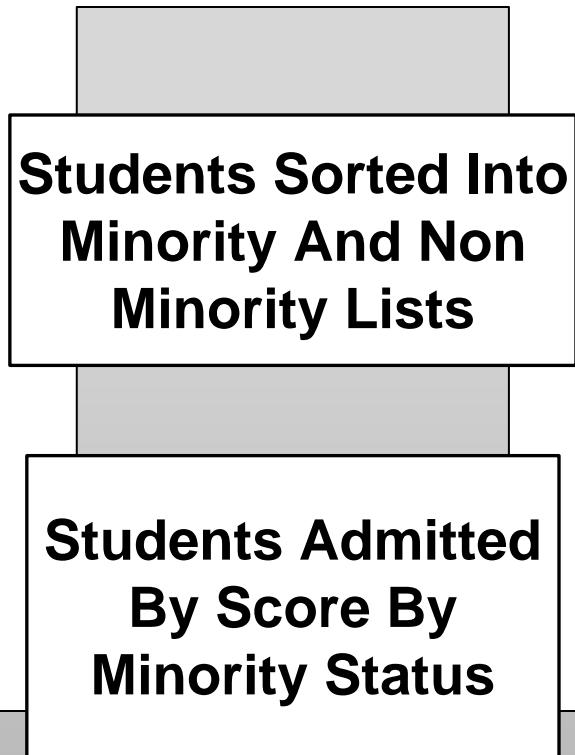
Group 3

Group 4

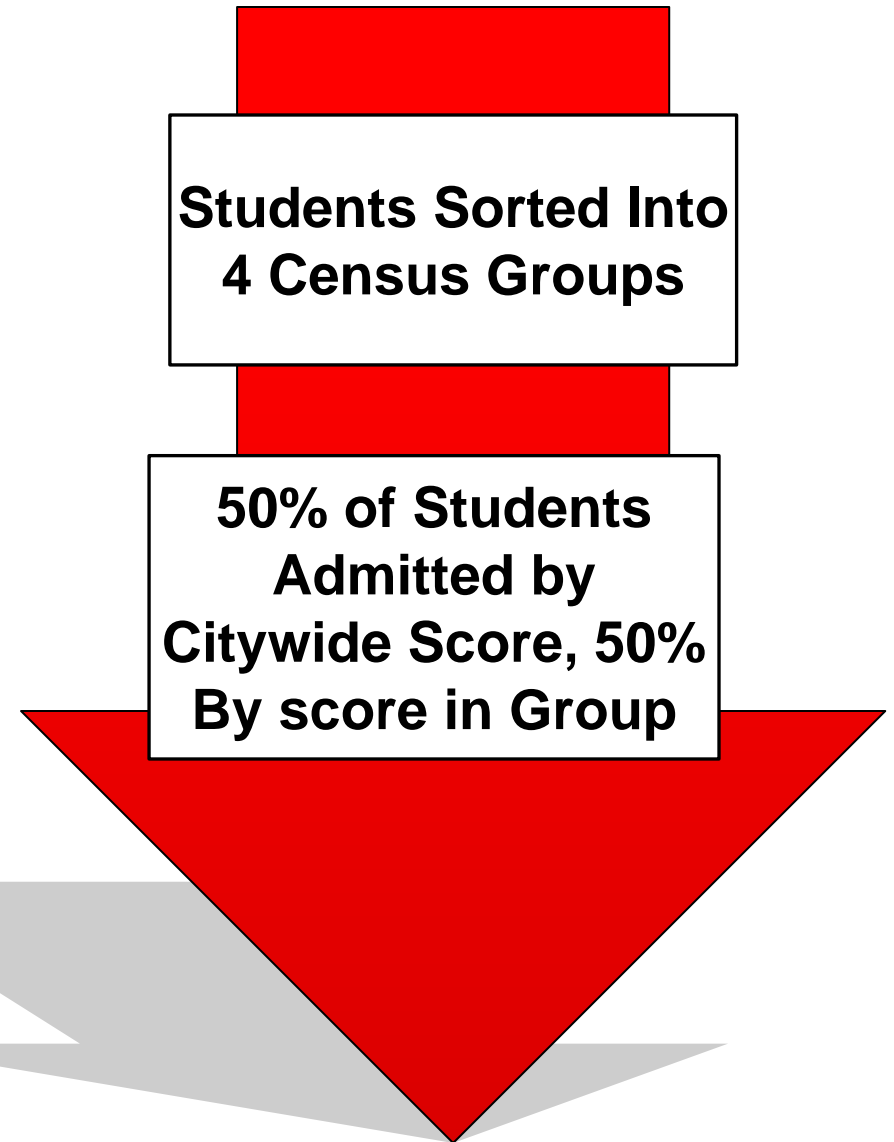
* Provided seats are available

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

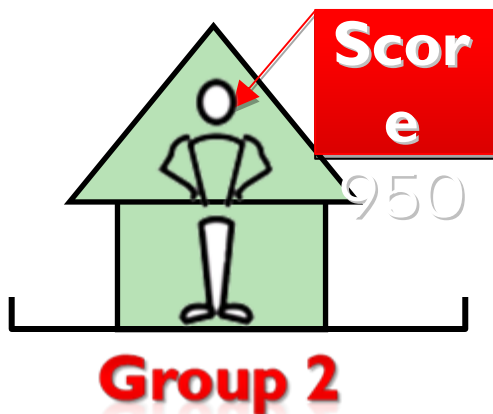
Group 4:
25 Seats

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

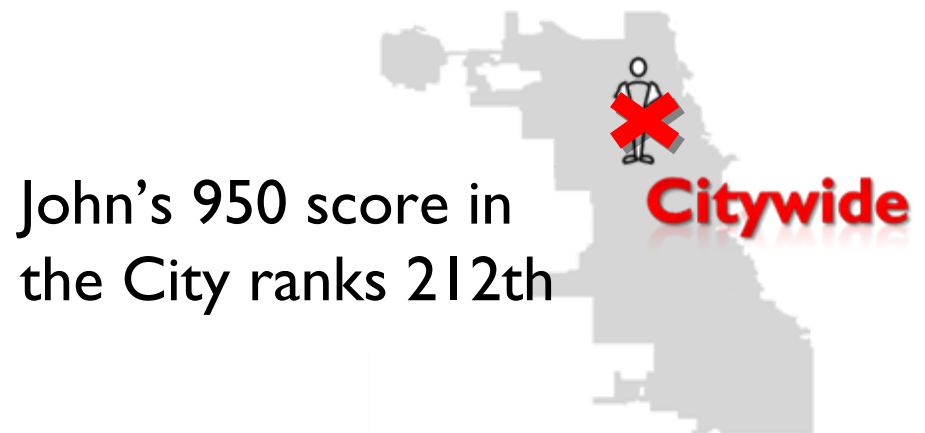
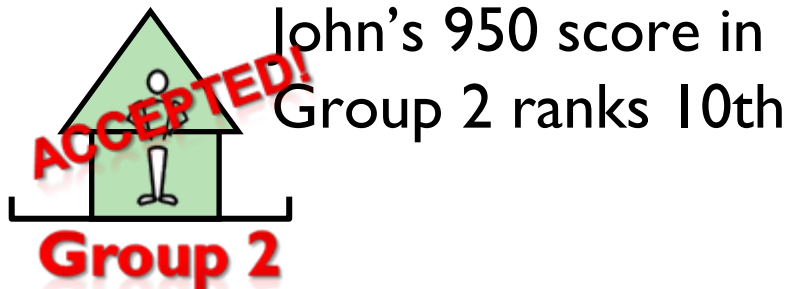
New Selective Enrollment

#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**