



Board Report Cover Sheet

Date: 02/03/16 **Report Title:** Update on City/Dallas ISD Discussions: "Housing Po

Dept. Submitting: Transformation & Innovation

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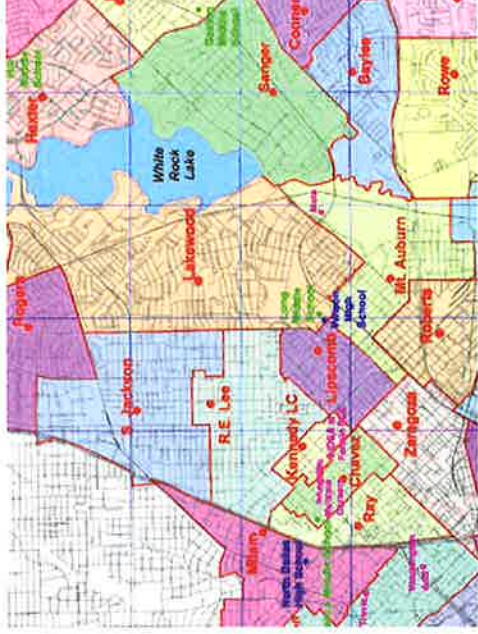
Summary of Report:

Presentation on current conversations between the city and Dallas ISD on ways both entities can collaborate on initiatives.

Methodology used in evaluation (if applicable):

NA

Housing Policy = School Policy



Mike Koprowski
Chief of Transformation & Innovation
Dallas ISD

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Refresher

Neighborhood Segregation + Attendance Boundaries = School Segregation

- School segregation is detrimental for student outcomes (half-century of data)

- Economically diverse schools are better for all students

 - High-poverty schools can be successful, but the challenges are more weighty

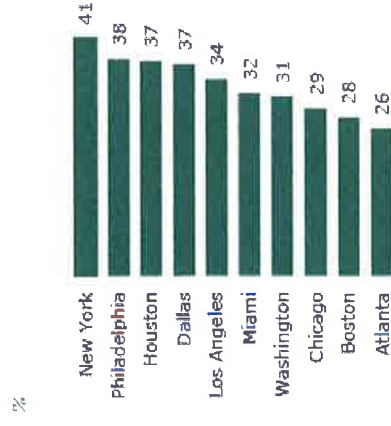
- School districts can't wait for neighborhood integration; instead, creative enrollment policies are needed

 - Transformation Schools

- 1) Transportation provided
- 2) Attractive instructional model
- 3) Open enrollment with weighted lotteries

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Share of Lower-Income Households Residing in Majority Lower-Income Census Tract, 10 Largest Metros, 2010

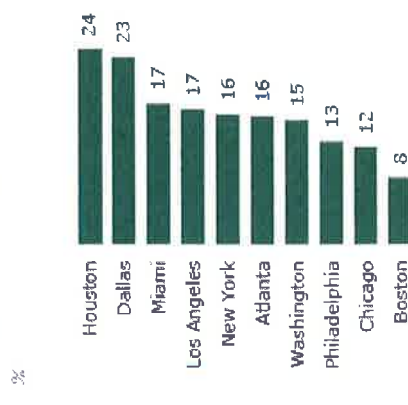


Notes: The geographic area refers to the entire metropolitan area, not just the city. So, for example, New York refers to the three-state area included in the New York metro area, home to 19 million people in 2010.

Source: Pew Research Center tabulations of 2005-2010 American Community Survey (ACS) 5-year file

PEW RESEARCH CENTER

Share of Upper-Income Households Residing in Majority Upper-Income Census Tract, 10 Largest Metros, 2010



Notes: The geographic area refers to the entire metropolitan area, not just the city. So, for example, New York refers to the three-state area included in the New York metro area, home to 19 million people in 2010.

Source: Pew Research Center tabulations of 2005-2010 American Community Survey (ACS) 5-year file.

PEW RESEARCH CENTER

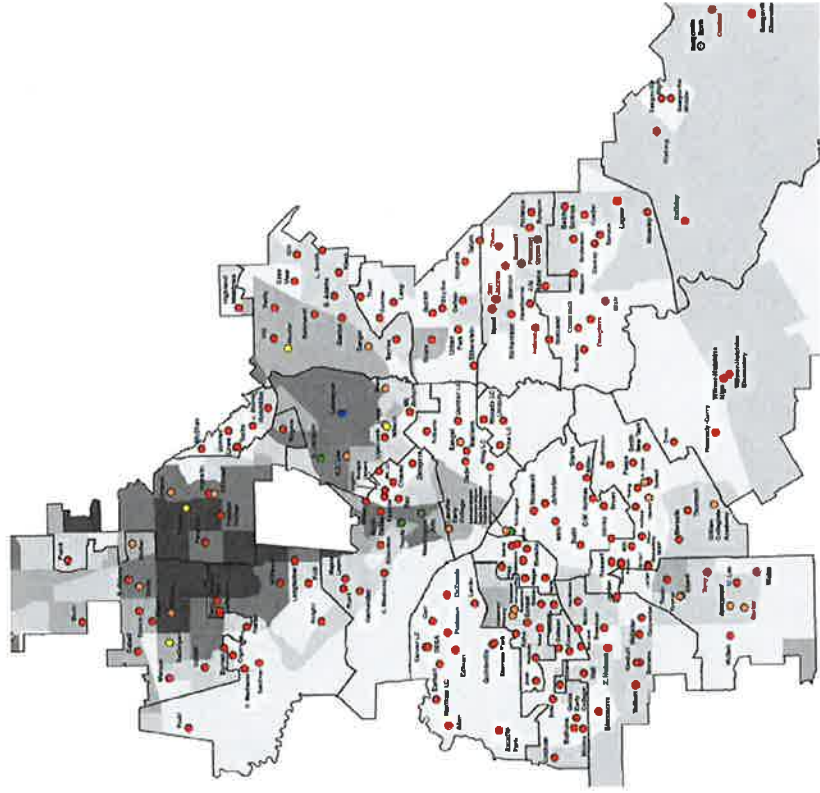
Solar Preparatory School for Girls



- Serious attempt at socioeconomic (SES) integration
- K-8 single gender STEAM school
- 50/50 weighted admissions lottery; no admissions requirements; open enrollment; transportation
- Create a proof point
- Also a protection against the downsides of gentrification

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SES Integration Is Needed...



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A Strategy to Improve Student Achievement

- **SES integration is an actual strategy to improve achievement for low-income students**
 - Same as teacher quality, principal quality, better instruction, extended learning time, tutoring, etc.
- **Peer Effect; Teacher Quality; Social Capital**
- **We've known it for a while...**



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School Desegregation

- **Major government intervention**
- **Achievement gap narrowest at height of desegregation**
 - NAEP Reading, 1971 – 53 point gap; Narrowed to 20 points by 1988
- **Early 90s – courts begin to dismantle desegregation plans; achievement gap climbs to 26 points in 2012**
- **Schools as segregated today as in the late 1960s**
- **Rucker Johnson (2011)**
 - National longitudinal study from childhood to adulthood



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Findings: Effects of School Desegregation

- Higher graduation rates for blacks; no effect for whites
- Educational gaps narrowed SIGNIFICANTLY for blacks; no effect for whites
- Lower incarceration rates for blacks; no effect for whites
- Greater career outcomes/earnings for blacks; no effect for whites
- Improved health (on average 7 years younger)
- Generational impact (their children)
- Overall, substantial reductions in adult poverty
- Dosage effect - The more years of exposure to integrated schools, the better outcomes
- Johnson found that deseg played the dominant role
- Other studies found that white students attending integrated schools were more likely to live in integrated neighborhoods as grown-ups and to send their own kids to racially integrated schools
- Desegregation made majority of the students who attended these schools less racially prejudiced

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Why?

- **More to do with socioeconomic integration**
 - Peer effect; teacher quality; social capital
- **Desegregation is the only national intervention that has ever substantially narrowed the achievement gap**

Parents Involved vs. Seattle

- **Courts left, but several districts continued to look at race in school assignments to avoid re-segregation**
 - Feared that housing patterns would take over again
- ***Parents Involved (2007)*: race cannot be used as a factor in K-12 admissions**
- **Scholars and some districts began to advocate socioeconomic classifications instead of racial classifications**

80 districts nationally

- SES instead of race
- Voluntary instead of compulsory (i.e., Public School Choice)
- 80 districts nationally have explicitly pursued SES-based enrollment policies (i.e., Raleigh-Durham, NC, Louisville, KY, Cambridge, MA)
- **Current Events:**
 - NYC: Chancellor allows 7 schools to establish SES-based admissions policies
 - Charlotte-Mecklenberg: Board revisiting school assignment plan
 - St. Paul and Minneapolis: Civil rights attorneys suing, claiming that attendance boundaries place minority and poor children in certain schools while others have mostly white and wealthy children
- **Richard Kahlenberg** – “the only known educational intervention known to have a greater return on investment is very high-quality early childhood education”

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Here's what can happen if the city promotes mixed-income neighborhoods...

- Montgomery County, MD
- The ultimate showcase of how housing policy is school policy



Montgomery County, MD

- 1970s – began mixed-income housing program (scattered-site public housing)
- After 7 years, low-income children in the economically mixed schools performed 8 percentage points higher on math tests than their low-income peers attending the higher-poverty schools - even though the county had put extra resources into the high-poverty schools (~\$2,000 more per-pupil)
- Flips conventional wisdom on its head
- Housing policy IS school policy
 - Decisions about housing greatly impact student outcomes
 - That relationship is not often discussed publicly



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So Powerful, So Neglected

- Education advocates on both sides of the political aisle are increasingly supportive of SES Diversity
- SES Diversity is the most powerful but most neglected school-reform tool
- We must improve high-poverty schools while simultaneously reducing their prevalence in the first place
 - Where there are opportunities to create economically mixed schools, we should capitalize on it

So Powerful, So Neglected

- **John King:** “Research shows that one of the best things we can do for all children—black or white, rich or poor—is give them a chance to attend strong, socioeconomically diverse schools. We should support innovative, voluntary locally-driven efforts to promote socioeconomic diversity in schools.”
- **Richard Kahlenberg:** “Most of the focus is on fixing high-poverty schools and accepting that our schools are going to be racially and economically segregated. We don’t have to accept segregation as inevitable and should look at creative, non-coercive ways, to desegregate our public schools.”
- **Thurgood Marshall:** “Unless our children begin to learn together, there is little hope that our people will ever learn to live together.”

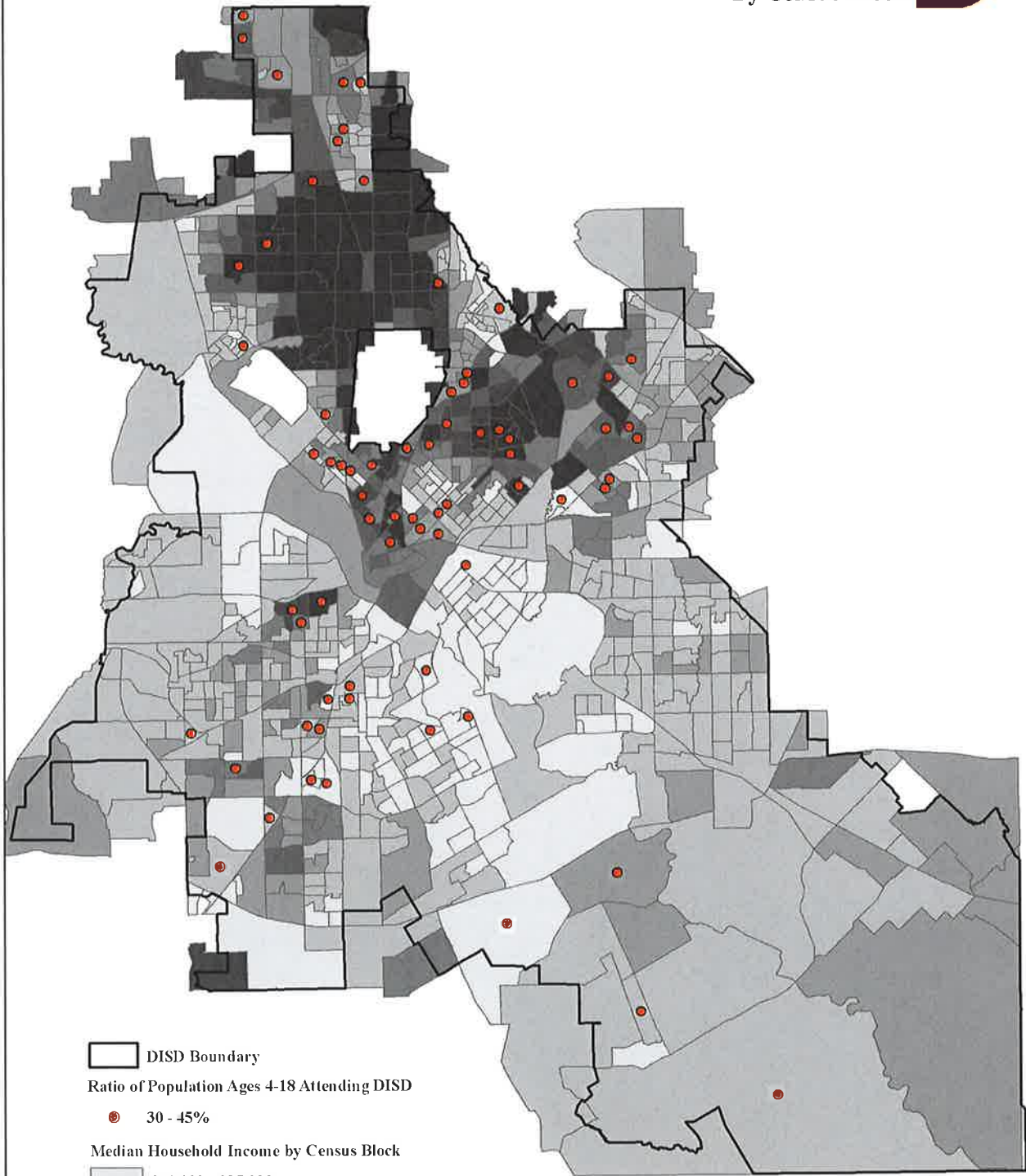











Great Timing

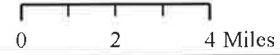
- Neighborhood Plus (alleviate poverty; attract and retain middle class)
- Public School Choice (SES Diversity enrollment goals)
- Bond program (new Transformation Schools slated; opens door for more creative, open enrollment procedures)
- Affordable housing discussions at City

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**30 - 45% Population Ages 4-18
Enrolled in Dallas ISD
By Census Block**



-  DISD Boundary
- Ratio of Population Ages 4-18 Attending DISD**
-  30 - 45%
- Median Household Income by Census Block**
-  \$10,000 - \$25,000
-  \$25,001 - \$40,000
-  \$40,001 - \$55,000
-  \$55,001 - \$70,000
-  \$70,001 - \$85,000
-  \$85,001 - \$100,000
-  Greater than \$100,000



Financial and Accounting Services Division
GIS and Demographic Analysis
Date Created: 8/31/2015

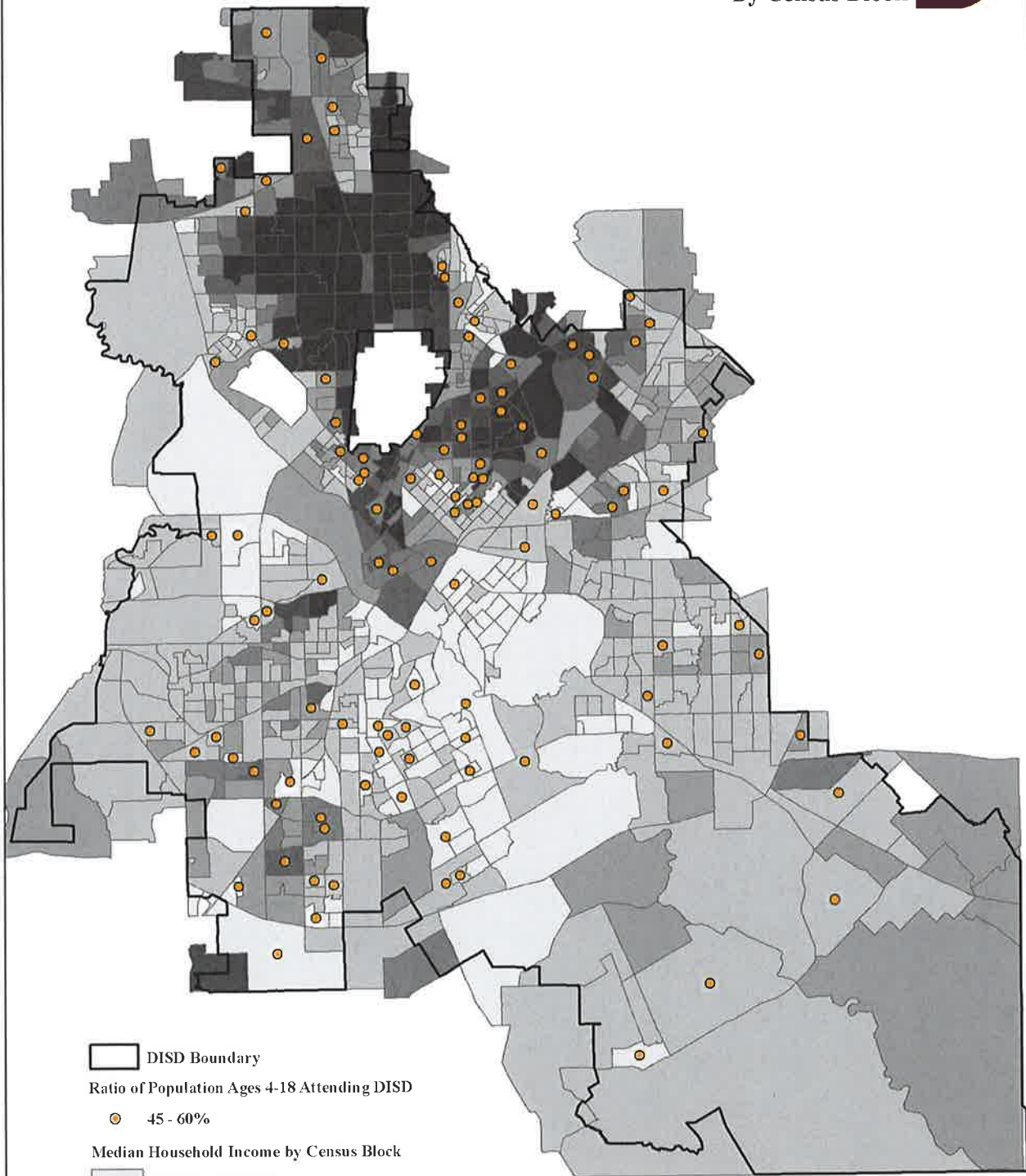
* Population counts from census blocks extending outside the district boundary were adjusted proportionally.












Dallas Independent School District
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Data Source:
ESD Community Analysis 2014 Demographic Estimates
DISD Student Information per Chauncey, October 2014
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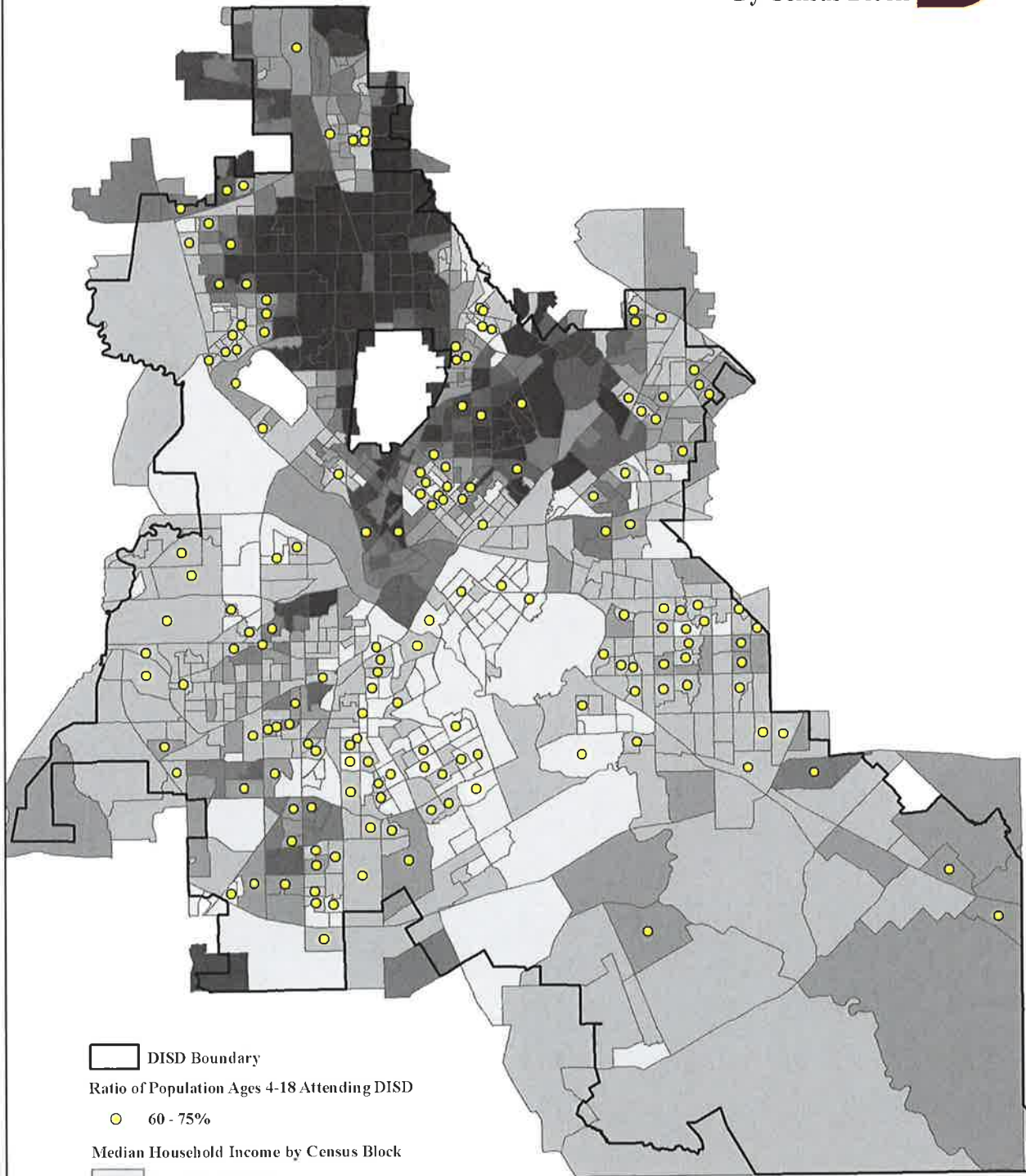
**45 - 60% Population Ages 4-18
Enrolled in Dallas ISD
By Census Block**



-  DISD Boundary
- Ratio of Population Ages 4-18 Attending DISD**
-  45 - 60%
- Median Household Income by Census Block**
-  \$10,000 - \$25,000
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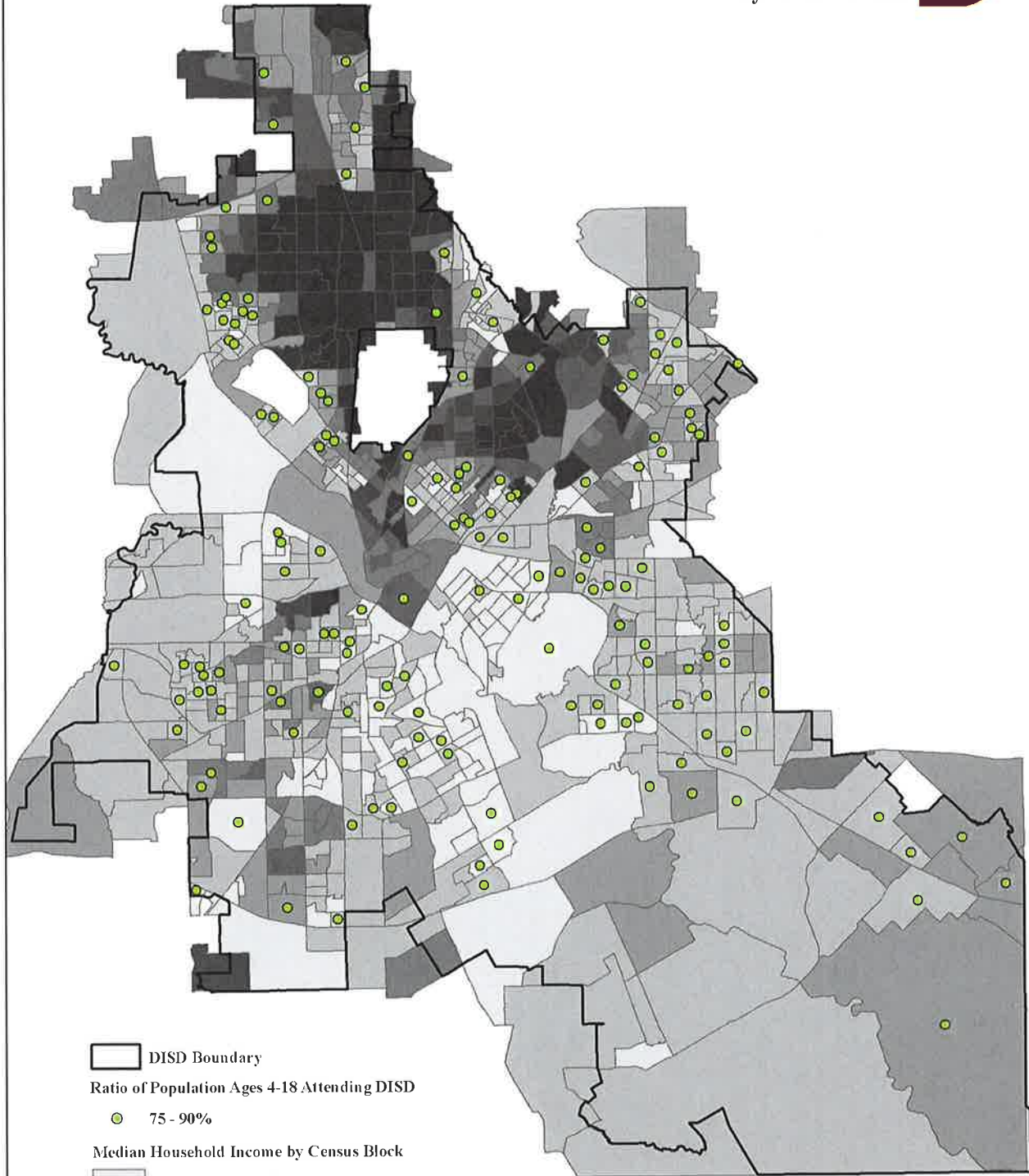
**60 - 75% Population Ages 4-18
Enrolled in Dallas ISD
By Census Block**



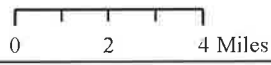
- DISD Boundary
- Ratio of Population Ages 4-18 Attending DISD**
- 60 - 75%
- Median Household Income by Census Block**
- \$10,000 - \$25,000
- \$25,001 - \$40,000
- \$40,001 - \$55,000
- \$55,001 - \$70,000
- \$70,001 - \$85,000
- \$85,001 - \$100,000
- Greater than \$100,000



**75 - 90% Population Ages 4-18
Enrolled in Dallas ISD
By Census Block**



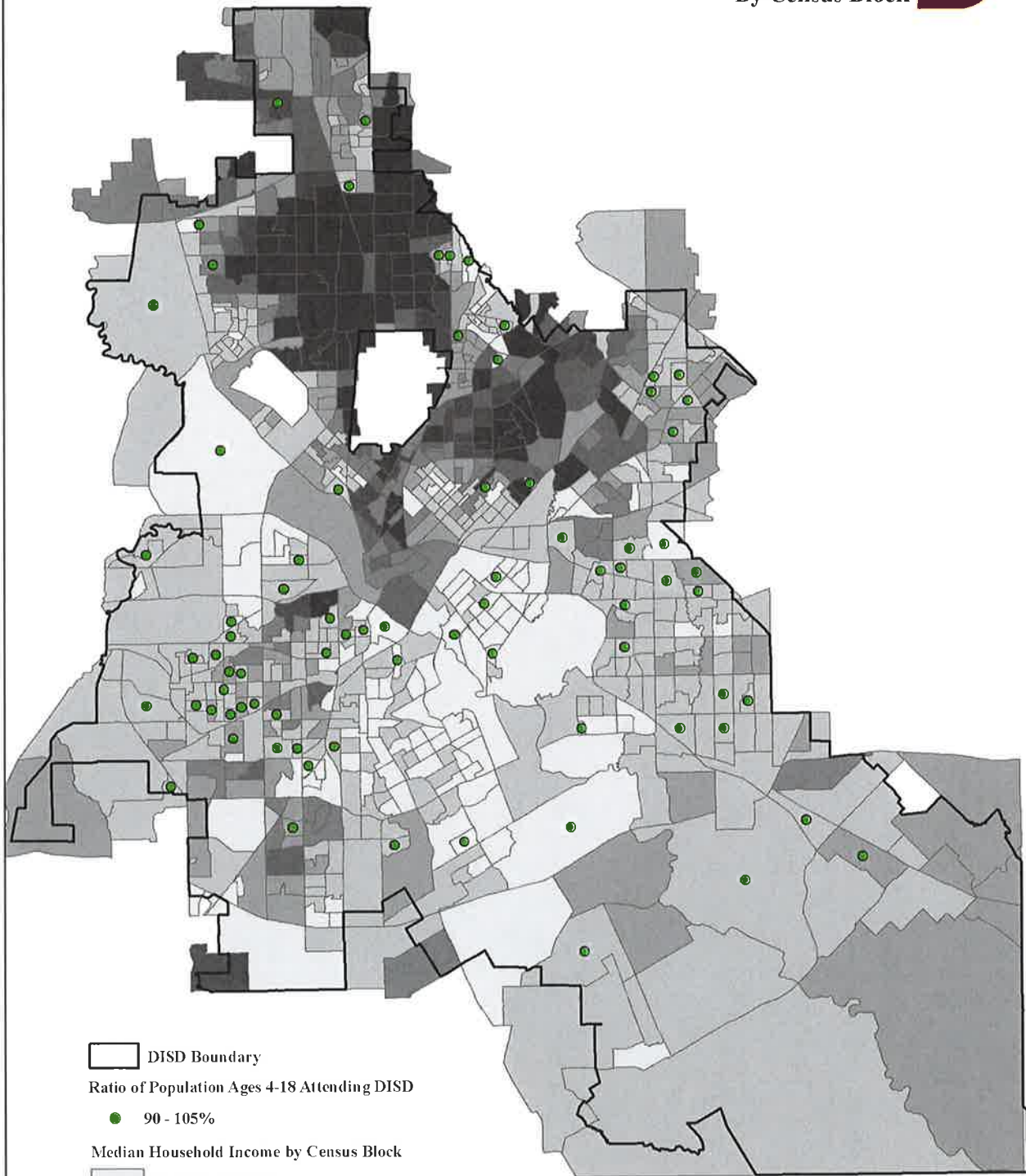
- DISD Boundary
- Ratio of Population Ages 4-18 Attending DISD**
- 75 - 90%
- Median Household Income by Census Block**
- \$10,000 - \$25,000
- \$25,001 - \$40,000
- \$40,001 - \$55,000
- \$55,001 - \$70,000
- \$70,001 - \$85,000
- \$85,001 - \$100,000
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Financial and Accounting Services Division
GIS and Demographic Analysis
Date Created: 3/31/2015
* Population counts from census blocks extending outside the district boundary were adjusted proportionally

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DISD Student Information per Charters, October 2014
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90 - 105% Population Ages 4-18
Enrolled in Dallas ISD
By Census Block



-  DISD Boundary
- Ratio of Population Ages 4-18 Attending DISD
 -  90 - 105%
- Median Household Income by Census Block
 -  \$10,000 - \$25,000
 -  \$25,001 - \$40,000
 -  \$40,001 - \$55,000
 -  \$55,001 - \$70,000
 -  \$70,001 - \$85,000
 -  \$85,001 - \$100,000
 -  Greater than \$100,000

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