



Intentional Integration Initiative Yr. 1 Review & Yr. 2 Considerations

Dr. Ronald G. Taylor, Superintendent of Schools | March 21, 2022

Agenda

To briefly review the South Orange and Maplewood School District's Intentional Integration Journey and Considerations

- + Research/Design/Launch
 - Previous presentations;
 - Literature review;
 - Parental/Community Feedback; and,
 - Framework Design

- + Year 1 Report/Results
 - Demographic Comparison; and,
 - Transportation

- + Year 2 Design and Considerations
 - Middle School Comparison
 - 2021-2022 vs III Beta Test;
 - Demographics; and,
 - Transportation



Previous Public Presentations/Discussions

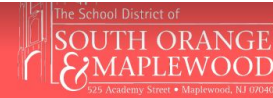
- + March 2019 - 'SOMSD 2020' School Integration Plan Postponed Until 2021
- + Jan 8, 2020 - Equity in Integration Symposium
- + Feb 4, 2020 - Equity in Integration Discussion (Elementary Staff)
- + Feb 19, 2020 - Intentional Integration Initiative Community Town Hall
- + April 2020 - Intentional Integration Initiative Digital Update (Webinar)
- + June 2020 - SOMSD BOE approved the Intentional Integration Initiative (III)
- + April 2021- Consultant (Alves Group) shared III Algorithm simulation with BOE
- + June 2021 - Virtual Q&A with incoming Kindergarten Families
- + June 2021 - Webinar for Local Realtors



Event Summaries



January 8, 2020-Equity in Integration Symposium



The Office of the Superintendent Presents:

SOMSD EQUITY IN INTEGRATION SYMPOSIUM



Elise Boddie, Esq.,
Civil Rights Expert & Legal Scholar
*Henry Rutgers Professor, Professor of
Law, Rutgers Law School*



Edward Fergus, Ph. D
Author & Educational Equity Expert
Associate Professor, Temple University



Erica Frankenberg, Ed.D
Co-Founder, Center of Education & Civil
Rights & School Integration Expert
Professor, Pennsylvania State University



Event Summaries

January 8, 2020- Equity in Integration Symposium

- + **Superintendent presented the following:**
 - Global commitment to the 'growth-mindset' for all of our stakeholders;
 - Mission and vision with regards to intentional integration;
 - Belief in the benefits that intentional integration can have for both the children and community that we serve; and,
 - Plan towards not just compliance, but relevance and ultimately excellence.

Event Summaries

January 8, 2020- Equity in Integration Symposium Continued...

- + **E. Boddie, Esq. Professor Rutgers Law :**
 - Presented and discussed the history of segregated schools in New Jersey, including the relevant current cases.
- + **Dr. E. Frankenberg, Co-Founder Center for Education and Civil Rights & Professor Pennsylvania State University:**
 - Presented and discussed the ways that Integration has been achieved in various communities throughout the US.
- + **Dr. E. Fergus, Author and Educational Equity Expert, Associate Professor Temple University:**
 - Moderated the evening including the speakers responses to the audience's questions.



Legal Cases & Mandates

The Philadelphia Inquirer

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Education

N.J. school segregation lawsuit inches toward trial after negotiations stall

"We didn't feel that the state was responding with a sufficient degree of participation to make discussions worthwhile," said the chairman of the coalition that brought the litigation.



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Former New Jersey Supreme Court Justice Gary Stein speaks during a news conference announcing a school desegregation lawsuit against the state of New Jersey in Trenton in May 2018.

Tim Tai / File Photograph

by Maddie Hanna

Updated May 30, 2019



Legal Cases & Mandates



Sharing is caring!



New Jersey doesn't want to be on [this top-20 list](#). Right before the pandemic, a University of California at Los Angeles civil rights project placed the Garden State sixth on the list when it comes to having the most segregated school systems in the nation.

The placement has surprised many since New Jersey is a blue state. Even more concerning, the "Harming Our Common Future: America's Segregated Schools 65 years after Brown" study put three other blue states — New York, California and Illinois — at the top of the list.

The Garden State's ranking was released by UCLA as a public policy research class at Fairleigh Dickinson University in Madison, New Jersey, was starting its own project. For two and a half years, students taking the FDU course have been looking into residential segregation in New Jersey, which in most cases leads to school segregation.

Madelyn Ferrans, special lecturer and former Essex County Executive Peter Shapiro and the author of *The Prize*, Dale Russakoff, are the instructors of the course. Nearly 20 undergraduate students, using U.S. Census data from 2000 to 2019, worked on the "Examining residential segregation within New Jersey" project this past semester. Their research continues, and so far, some of the information they've uncovered is troubling.

"When you break it down in the 565 towns or municipalities that makeup New Jersey, you find that the overwhelming number of them are segregated," Shapiro said. "You find towns having very few Blacks and towns having a fairly large Black population."

Shapiro says the project intentionally focused on New Jersey's Black population.

Event Summaries

January 8, 2020- Equity in Integration Symposium Continued...

- + Evening highlights, took place at Columbia High School Auditorium, more than 800 attendees.
- + Served as an impactful 'restart' to the community and District Conversation on Integration.
- + Many community members stayed afterwards to ask questions directly to the panelists.
- + Evening created a running record of community/parental concerns on this important topic.

February 4, 2020- Equity in Integration Discussion (Elementary Staff)



Equity in Integration Discussion

Dr. Ronald G. Taylor, Superintendent of Schools

February 4, 2020



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Event Summaries

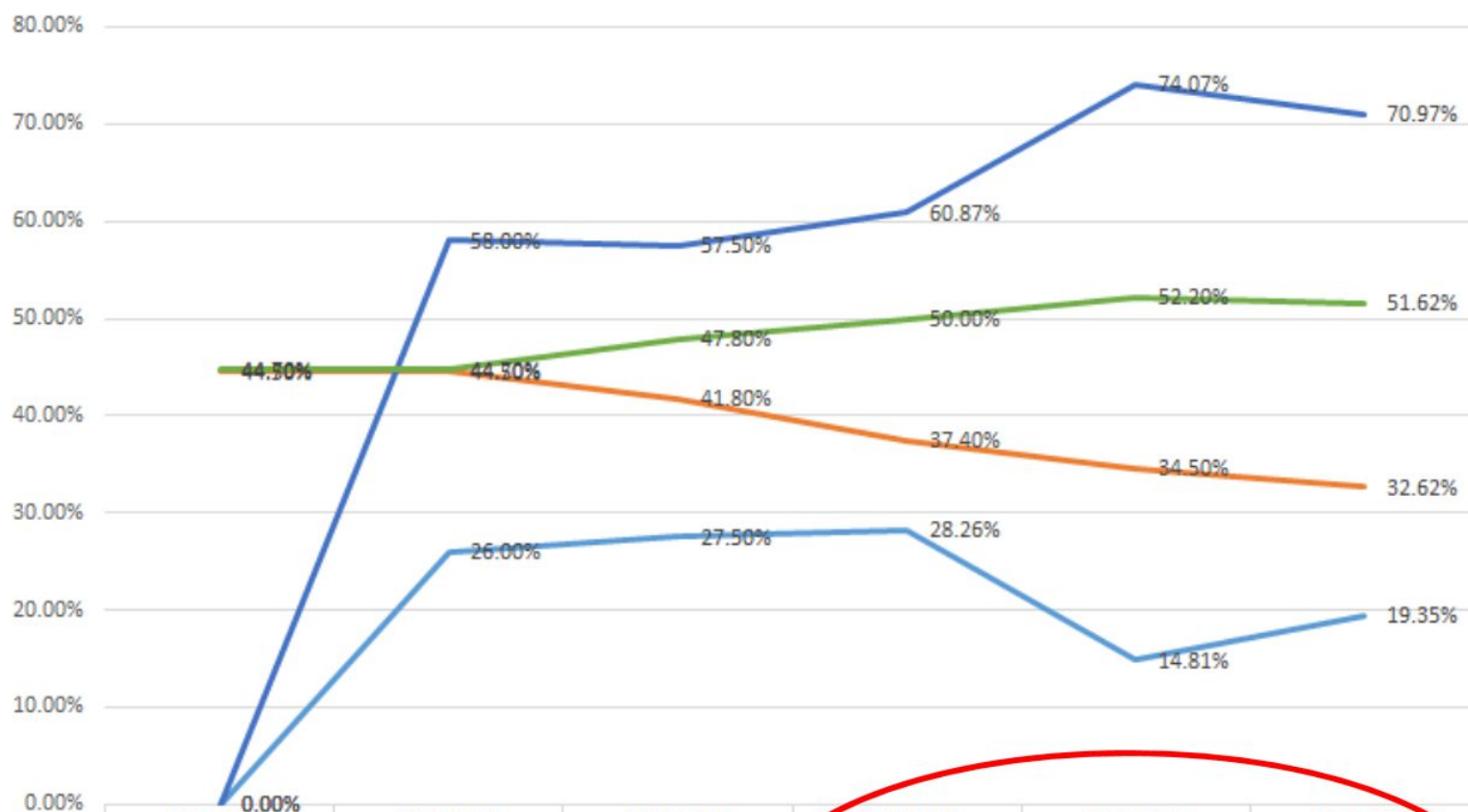
February 4, 2020- Equity in Integration Discussion (Elementary Staff)

- + **Superintendent presented the following:**
 - Reiteration of the January 8, 2020 Public Symposium for context.
 - Including playing the video of E. Boddie’s presentation.
 - The disparities of the enrollment of students of color in high level course historically at Columbia High School and the possible assertion that there is a connection of this data to the segregated enrollment of our elementary schools.
- + Mr. Paul Roth, School Business Administrator presented an update on the planning and process of bringing our construction project to fruition.

Racial Breakdown District vs Elementary Schools (cont.)

School	W	B	H	A	I	P	M	Total	Free/ Reduced
CLIN	62.30%	17.40%	5.50%	6.30%	0.00%	0.00%	8.60%	100.00%	14.40%
JEFF	63.60%	17.10%	2.40%	4.20%	0.00%	0.20%	12.50%	100.00%	8.10%
MARS	61.00%	17.20%	1.40%	2.50%	0.20%	0.40%	17.40%	100.00%	8.70%
SB	23.10%	55.90%	3.80%	2.20%	0.20%	0.20%	14.60%	100.00%	42.90%
SM	64.30%	11.30%	2.30%	4.30%	0.00%	0.20%	17.60%	100.00%	3.60%
TUSC	70.00%	12.90%	2.80%	2.20%	0.00%	0.00%	12.10%	100.00%	6.90%
District	55.30%	25.90%	3.70%	3.70%	0.10%	0.10%	11.10%	100.00%	15.80%

Calculus BC AP- Ethnicity Comparison From 2014 - 2020



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	26.00%	27.50%	28.26%	14.81%	19.35%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	58.00%	57.50%	60.87%	74.07%	70.97%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Event Summaries

February 4, 2020- Equity in Integration Discussion (Elementary Staff) Continued...

- + Event took place on a early dismissal Professional Development Day, more than 700 attendees including all elementary teachers and administrators..
- + Many of our SOMSD educators stated that was the first time they had participated in these important discussions.
- + There were very fruitful follow-up conversations created from this event, including our Physical Education Teachers follow-up with Mr. Roth around the operational constraints of the Elementary Multi-purpose room design.

February 19, 2020- Intentional Integration Initiative

Community Town Hall



SOMSD Intentional Integration Initiative

Community Town Hall

Wednesday, February 19, 2020

Event Summaries

February 19, 2020- Intentional Integration Initiative Community Town Hall

- + **Superintendent presented the following:**
 - A brief review of the previous Symposium.
 - Synthesis of the major parental/community concerns.
 - A review of recent scholarly literature on this topic.
 - The disparities of the enrollment of students of color in high level course historically at Columbia High School and the possible assertion that there is a connection of this data to the segregated enrollment of our elementary schools.
 - A tentative timeline of next steps.
- + Mr. Paul Roth, School Business Administrator presented an update on the planning and process of bringing our construction project to fruition.



Integration Process & Implementation:



Event Summaries

February 19, 2020- Intentional Integration Initiative Community Town Hall

- + Event took place at Jefferson Elementary School.
- + Approximately 300 attendees.
- + Key dependencies between our construction project and our integration plans were examined and shared.
- + There were very fruitful follow-up conversations created from this event, including parents who are a part of the Sustainable Schools' Green Team bringing concerns around the plans to make our school construction as sustainable as possible. Mr. Roth was able to meet with them in a follow up to discuss their concerns with our Architects.
- + Online feedback was made available to those who still had questions.



Event Summaries...

Our research and review was paired with community feedback, this was then analyzed and used to create a '*draft framework*' that was shared with the Board of Education for further discussion. The Board gave valuable feedback and insight into the framework, as well as tentative approval for the Administration to take the feedback and synthesize it to prepare for our next community presentation for discussion.



Event Summaries...

Though COVID 19 did not allow for our planned in-person follow up Town Hall event, the Administration created a webinar that would allow the community to learn about the Framework with the community to solicit feedback. Our efforts resulted in more than 3000 confirmed views. We also, of course, received community feedback that was reviewed and vetted with our Board of Education.



April 2020- Intentional Integration Initiative Webinar (Digital Update)



Intentional Integration Initiative (III) Digital Update

April 2020

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Event Summaries

April 2020- Intentional Integration Initiative Digital Update (Webinar)

- + **Superintendent presented the following:**
 - Shared our needs assessment findings, Intentional Integration Framework recommendations and next steps...
 - Research-Internal & External;
 - Construction & Elementary Integration;
 - Intentional Integration Methodology;
 - Controlled Choice vs. Grade Span vs. Other;
 - Curriculum and Thematic Discussion;
 - Variables, Pacing etc. and,
 - Framework

Event Summaries

April 2020- Intentional Integration Initiative Digital Update (Webinar)

+ Highlights include:

- Untethering our Intentional Integration Initiative from our Construction efforts, due to the innate spontaneity of construction.
- Utilizing a modified Berkeley Approach for our Integration methodology which includes:
 - Developing an algorithm that creates micro-neighborhoods and utilizes variables:
 - Parental Education Level;
 - Parental Income;
 - Race;
 - Sibling Preference; and,
 - Proximity
- Pacing of our Integration with a Pilot of the Kindergarteners entering our District in September of 2021.
- Year 2 of the III would address the next group of Kindergarteners entering our district in September of 2022, as well as 6th graders entering middle school that year.

Segregation and Controlled Choice Policies

policies by school districts that are legally permissible and politically acceptable, often through a “new generation” of controlled choice policies (Frankenberg, 2011). While districts pursuing some type of integration effort may seem counter to the judicial trend ending remedial desegregation orders, they may conversely offer important lessons for other districts that will become more diverse in the coming decades. Moreover, there is currently more local- and federal-level discussion of desegregation than in many years, which may open the door for new integration efforts (e.g., Cramer, Decker, Wall, & Disare, 2015; Lander & Torres, 2015).

Because of the perceived legal risk of race-conscious policies, many districts now use socioeconomic status (SES) in assigning students, which may not be as effective for racial integration as policies using race. Dozens of districts disproportionately enrolling students of color use SES characteristic(s), sometimes in combination with race (Kahlenberg, 2011; Reardon & Rhodes, 2011). Research is not conclusive but suggests that plans with the strongest use of SES were moderately effective as substitutes for race-conscious assignment policies depending on district characteristics and policy design (Reardon & Rhodes, 2011; Reardon, Yun, & Kurlaender, 2006).

Race-conscious plans remain, but those with a generalized use of race are new, and their effectiveness is unknown. Berkeley, California, is a medium-sized multiracial district whose choice-based policy with a generalized use of race had been upheld by the California Supreme Court after a state ban on race-conscious policies. Berkeley’s plan is relatively successful, particularly for racial integration (Frankenberg, 2013; Richards, Stroub,

Event Summaries

April 2020- Intentional Integration Initiative Digital Update (Webinar)

+ **Highlights include-**

- More than 3000 individuals viewed the Intentional Integration Initiative Digital Update (Webinar).
- We received 16 questions, comments etc.
- We analyzed those comments, as some were either rhetorical or repetitive of others received, we broke them down into multiple larger buckets of concern, including...

Concerns received...



Executive Summary of Intentional Integration Webinar Feedback

1. More Details of the plan will be helpful...	2. Cost of transportation	3. Does Sibling Preference damage the effectiveness?	4. Afterschool consistency
5. Perhaps COVID-19 should push timeline back? (2 similar comments)	6. Are we going to slow?	7. Middle School Integration is unnecessary.	8. We need more black teachers and male mentor programs.
9. Lack of parent choice/want to go to school where they purchased their home.	10. Marshall - Jefferson next steps	11. Concerned about middle school students well-being because of transportation (including public transportation)	



Executive Summary

How can we create more and better racially and economically integrated schools in this country? The case for these schools is compelling. Thoughtful school integration may be our best hope over the long term for healing the racism and racial and class hostilities besetting our country. School integration is key to students developing competencies essential to work, life, and constructive citizenship in a diverse society and increasingly global economy. Integrated schools are a matter of basic equity—low-income students and students of color are far more likely to be segregated in under-funded, overcrowded schools with less qualified teachers and without access to important resources (Orfield & Lee, 2007). Integrated schools appear to have significant academic benefits both for low-income students (Coleman, 1966; Kahlenberg, 2012; Orfield & Lee, 2005) and for more advantaged students in key academic and social domains (The

"Despite parents' espoused support for integration, in districts where parents are actually given greater opportunities to choose schools, schools appear to become more segregated."

Century Foundation, 2019).

Yet despite some positive trends, American schools continue to be highly segregated. About 40% of Black and Latinx students, for example, attend hyper-segregated schools comprised of 90-100% students of color. White students are the least likely to attend

Other Events...



SOMSD III: Virtual Q&A Event for Incoming Kindergarten Families - June 29

- Tuesday, June 29, 2021 | Time: 6pm - 7pm
- View WebEx Webinar: <https://youtu.be/HcYLmkBGJE>
- View or Download Webinar Presentation:
 - [Click Here: View PPT Google Slide](#)
 - [Click Here: Download PDF presentation](#)
 - [Watch Elementary Principals Welcome Video to Incoming Kindergarten Families](#)

Join Superintendent Ronald G. Taylor as he provides a brief overview of the District's Intentional Integration Initiative which will launch in September 2021 to incoming Kindergarten families. The brief presentation will be followed by a Q&A session. The event will be recorded.



SOMSD III: Informational Webinar for Local Realtors

- June 2, 2021 | Time: 7pm - 8:30pm
- Location: [View WebEx Recording Link](#) [Link: <https://youtu.be/xmq7LRR6X1A>]
 - **Click Here:** [Download SOMSD III: Realtors Webinar Presentation PDF](#)
 - [View Google Slideshow of Realtors Webinar Presentation](#)

Local area realtors are invited to join Superintendent Ronald G. Taylor to learn more about the District's Intentional Integration Initiative which will launch in September 2021 with the incoming Kindergarten class. Webinar presentation will be followed by a Q&A session. Registration is required to attend. The event will be recorded.

Year 1 Review/Outcomes



III Microsite with the Year One Report

SOMSD INTENTIONAL INTEGRATION INITIATIVE (III)

In the 2018-2019 school year, the Board voted for the design of each elementary school to eventually take on a K-5 design. This was very important as it gave direction to our architects as they began the work of bringing our Long Range Facilities Plan to fruition. The District's Intentional Integration Plan was Board approved in June 2020 and addressed the usage of an algorithm to be applied to the Kindergarteners who will be joining our District in September of 2021, with a plan to monitor this pilot and adjust if necessary (as future classes enter our District).

SOMSD Intentional Integration Initiative: Year One Report (January 2022)

2022-2023 SY Kindergarten ...

News & Updates

III Request to Change Place...

2022 - 2023 NEW STUDENT REGISTRATION

STUDENT REGISTRATION

New Student REGISTRATION INFORMATION

COMING SOON

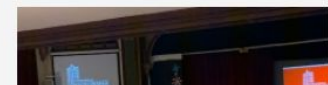
The SOMSD community will be alerted when new student registration information and enrollment for the 2022 - 2023 school year (for fall, September 2022) opens.

About the SOMSD III

Spearheaded by the office of the Superintendent, the SOMSD Intentional Integration Initiative (SOMSD III) focuses on equity and access, including developing an integration plan that ensures that the student populations in each of our schools are reflective of our district's diversity, and on fostering innovation in our elementary schools. The final goal of this initiative is to ensure that all of our schools are welcoming and engaging learning environments, with a strong foundation in cultural competency and equity, so that each and every student is challenged, inspired and supported to develop their potential as learners and citizens. We look forward to continued engagement with you around this work, and around our shared values of equity, excellence, and opportunity for all students in SOMSD.



External Research...



III Microsite with the Year One Report



SOMSD INTENTIONAL INTEGRATION INITIATIVE: YEAR ONE REPORT (JANUARY 2022)

[DOWNLOAD: SOMSD INTENTIONAL INTEGRATION INITIATIVE: YEAR ONE RECAP REPORT](#)

This report assesses the efficacy of the Year 1 implementation of the new multifaceted, socioeconomic, “nearest school,” Kindergarten integration assignment algorithm in the South Orange/Maplewood School District (SOMSD) in the 2021-22 school year. The Report is divided into four sections and has been prepared by Michael Alves and Nancy McArdle in accordance with their approved scope of services for the implementation of the SES (socioeconomic status) algorithm in the 2021-22 school year.

- Part 1 discusses the development and key features of the new South Orange/Maplewood School District’s multifaceted, socioeconomic, “nearest school,” Kindergarten assignment algorithm for the 2021-22 school year.
- Part 2 documents and discusses the implementation and results of the ten student assignment rounds for the District’s five elementary schools that enrolled Kindergarten students in the 2021-22 school year: Seth Boyden, South Mountain, Tuscan, Clinton and Marshall.
- Part 3 documents and analyzes the socioeconomic and racial/ethnic integration results of the Year 1 implementation of the new SES algorithm and the challenges faced in achieving equitable student travel distances in light of residential segregation and differing school enrollment capacity.
- Part 4 sets forth a series of recommendations that are intended to enhance the efficacy of the SES algorithm during Year 2 implementation for the 2022-23 school year.

III Microsite with the Year One Report



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III Microsite with the Year One Report

Table 1

Distribution of Kindergarten assignments across SES Tiers, by Elementary School
Pre (2020-21) and Post SES Integration (2021-22), at 5% SES Variance

PRE-INTEGRATION

2020-2021 (Attendance Zones)

	Low SES		Medium SES		High SES	
	Percent	Variance	Percent	Variance	Percent	Variance
Seth Boyden	73%	43%	18%	-13%	9%	-30%
S. Mountain	11%	-19%	31%	0%	58%	19%
Tuscan	30%	0%	40%	9%	30%	-9%
Clinton	30%	0%	48%	17%	22%	-17%
Marshall	22%	-8%	21%	-10%	57%	18%
Total/Avg. Variance	30%	14%	31%	10%	39%	19%

POST-INTEGRATION

2021-22 (Intentional SES Integration Plan)

	Low SES		Medium SES		High SES	
	Percent	Variance	Percent	Variance	Percent	Variance
Seth Boyden	43%	8%	31%	-1%	27%	-7%
S. Mountain	30%	-5%	32%	0%	38%	5%
Tuscan	29%	-6%	38%	6%	32%	-1%
Clinton	40%	5%	35%	3%	27%	-6%
Marshall	38%	3%	27%	-4%	35%	2%
Total/Avg. Variance	35%	5%	32%	3%	33%	4%

Notes:

Percent columns show the percent of students in each SES Tier, by school.

Percentages may not sum to 100% due to rounding.

Variance columns show the difference between the share of students in each SES category for a particular school and the share of students in that same SES category across the entire District Kindergarten enrollment.

Variances shown in red are those more than +/- 5 percentage points.

Average variance calculated as the average of the absolute values of the variances for each school.

III Microsite with the Year One Report

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POST-INTEGRATION

2021-22 (Intentional SES Integration Plan)

	Low SES		Medium SES		High SES	
	Percent	Variance	Percent	Variance	Percent	Variance
Seth Boyden	43%	8%	31%	-1%	27%	-7%
S. Mountain	30%	-5%	32%	0%	38%	5%
Tuscan	29%	-6%	38%	6%	32%	-1%
Clinton	40%	5%	35%	3%	27%	-6%
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Average variance calculated as the average of the absolute values of the variances for each school.

III Microsite with the Year One Report

Table 2

Distribution of Kindergarten assignments by race/ethnicity, by Elementary School Pre (2020-21) and Post SES Integration (2021-22)

PRE

2020-2021 (Attendance Zones)

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
Clinton	3%	14%	11%	6%	65%	100%
Marshall	2%	28%	5%	8%	58%	100%
Seth Boyden	4%	48%	11%	4%	34%	100%
S. Mountain	7%	21%	7%	5%	60%	100%
Tuscan	7%	11%	11%	11%	61%	100%
Total	4%	24%	8%	7%	57%	100%

Variance

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
Clinton	-1%	-9%	3%	-1%	9%	
Marshall	-3%	4%	-3%	1%	1%	
Seth Boyden	-1%	25%	2%	-3%	-23%	
S. Mountain	3%	-2%	-1%	-2%	3%	
Tuscan	3%	-13%	2%	4%	4%	
Avg. Variance	2%	11%	2%	2%	8%	

POST

2021-22 (Intentional SES Integration Plan)

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
Clinton	3%	21%	16%	5%	55%	100%
Marshall	4%	25%	13%	7%	50%	100%
Seth Boyden	2%	29%	10%	14%	45%	100%
S. Mountain	8%	14%	12%	5%	61%	100%
Tuscan	4%	16%	14%	6%	61%	100%
Total	5%	20%	13%	7%	55%	100%

Variance

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
Clinton	-2%	1%	3%	-2%	0%	
Marshall	0%	5%	0%	0%	-5%	
Seth Boyden	-3%	8%	-3%	7%	-10%	
S. Mountain	4%	-6%	-1%	-2%	6%	
Tuscan	-1%	-5%	1%	-1%	6%	
Avg. Variance	2%	5%	2%	2%	5%	

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders.

Variance shows the difference between the share of students of each race/ethnicity for a particular school and the share of students in that same category across the entire District Kindergarten enrollment.

Variances shown in red are those more than +/- 5 percentage points.

Average variance calculated as the average of the absolute values of the variances for each school.

Variances may not match simple differences because of rounding of more precise numbers.

III Microsite with the Year One Report

Table 2

**Distribution of Kindergarten assignments by race/ethnicity, by Elementary School
Pre (2020-21) and Post SES Integration (2021-22)**

PRE

2020-2021 (Attendance Zones)

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
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S. Mountain	7%	21%	7%	5%	60%	100%
Tuscan	7%	11%	11%	11%	61%	100%
Total	4%	24%	8%	7%	57%	100%

Variance

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
Clinton	-1%	-9%	3%	-1%	9%	
Marshall	-3%	4%	-3%	1%	1%	
Seth Boyden	-1%	25%	2%	-3%	-23%	
S. Mountain	3%	-2%	-1%	-2%	3%	
Tuscan	3%	-13%	2%	4%	4%	
Avg. Variance	2%	11%	2%	2%	8%	

POST

2021-22 (Intentional SES Integration Plan)

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
Clinton	3%	21%	16%	5%	55%	100%
Marshall	4%	25%	13%	7%	50%	100%
Seth Boyden	2%	29%	10%	14%	45%	100%
S. Mountain	8%	14%	12%	5%	61%	100%
Tuscan	4%	16%	14%	6%	61%	100%
Total	5%	20%	13%	7%	55%	100%

Variance

	<u>Asian/PI</u>	<u>Black</u>	<u>Hispanic</u>	<u>Multiracial</u>	<u>White</u>	
Clinton	-2%	1%	3%	-2%	0%	
Marshall	0%	5%	0%	0%	-5%	
Seth Boyden	-3%	8%	-3%	7%	-10%	
S. Mountain	4%	-6%	-1%	-2%	6%	
Tuscan	-1%	-5%	1%	-1%	6%	
Avg. Variance	2%	5%	2%	2%	5%	

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races. Asians include Pacific Islanders.

Variance shows the difference between the share of students of each race/ethnicity for a particular school and the share of students in that same category across the entire District Kindergarten enrollment.

Variances shown in red are those more than +/- 5 percentage points.

Average variance calculated as the average of the absolute values of the variances for each school.

Variances may not match simple differences because of rounding of more precise numbers.

III Microsite with the Year One Report

Table 2
Distribution of Kindergarten assignments by race/ethnicity, by Elementary School
Pre (2020-21) and Post SES Integration (2021-22)

PRE 2020-2021 (Attendance Zones)							POST 2021-22 (Intentional SES Integration Plan)						
	Asian/PI	Black	Hispanic	Multiracial	White			Asian/PI	Black	Hispanic	Multiracial	White	
Clinton	3%	14%	11%	6%	65%	100%	Clinton	3%	21%	16%	5%	55%	100%
Marshall	2%	28%	5%	8%	58%	100%	Marshall	4%	25%	13%	7%	50%	100%
Seth Boyden	4%	48%	11%	4%	34%	100%	Seth Boyden	2%	29%	10%	14%	45%	100%
S. Mountain	7%	21%	7%	5%	60%	100%	S. Mountain	8%	14%	12%	5%	61%	100%
Tuscan	7%	11%	11%	11%	61%	100%	Tuscan	4%	16%	14%	6%	61%	100%
Total	4%	24%	8%	7%	57%	100%	Total	5%	20%	13%	7%	55%	100%
Variance							Variance						
	Asian/PI	Black	Hispanic	Multiracial	White			Asian/PI	Black	Hispanic	Multiracial	White	
Clinton	-1%	-9%	3%	-1%	9%		Clinton	-2%	1%	3%	-2%	0%	
Marshall	-3%	4%	-3%	1%	1%		Marshall	0%	5%	0%	0%	-5%	
Seth Boyden	-1%	25%	2%	-3%	-23%		Seth Boyden	-3%	8%	-3%	7%	-10%	
S. Mountain	3%	-2%	-1%	-2%	3%		S. Mountain	4%	-6%	-1%	-2%	6%	
Tuscan	3%	-13%	2%	4%	4%		Tuscan	-1%	-5%	1%	-1%	6%	
Avg. Variance	2%	11%	2%	2%	8%		Avg. Variance	2%	5%	2%	2%	5%	

Notes: All Hispanics are coded as "Hispanic", regardless of race. "Black" includes those identifying as Black Alone or in Combination with other races.

Asians include Pacific Islanders.

Variance shows the difference between the share of students of each race/ethnicity for a particular school and the share of students in that same category across the entire district Kindergarten enrollment.

Variances shown in red are those more than +/- 5 percentage points.

Average variance calculated as the average of the absolute value of the variances for each school.

Variances may not match simple differences because of rounding of more precise numbers.

III Microsite with the Year One Report

Demographics and Transportation Assignment

- + Overall, almost 62% of all Kindergarten students and 60% of those who were not pre-assigned in the algorithm due to sibling priority or administrative placements were assigned to their nearest school
- + About 70% of students living in Medium and High SES Tier neighborhoods attended their nearest school, compared with 46% of all Low SES students (39% of those who were not pre-assigned.)
- + Black students were less likely than others to be assigned to their nearest school. However, High SES Black students, along with High SES Asian and Hispanic students, were more likely to be assigned to their nearest school than was the average High SES student or High SES White student, suggesting that at least some part of the racial disparities was due to SES differences.



III Microsite with the Year One Report

Demographics and Transportation Assignment

Table 3

Percent of Students Assigned to Nearest School

	<u>Overall</u>	<u>Not Pre-assigned in Algorithm</u>
Overall	62%	60%
SES		
Low	46%	39%
Medium	71%	68%
High	70%	71%
Race/Ethnicity		
Asian/Pac. Isl.	71%	59%
Black	45%	43%
Hispanic	52%	59%
Multi	57%	52%
White	70%	67%

Notes: "Not Pre-assigned in Algorithm" refers to those students not assigned due to sibling priority or administrative placement.



III Microsite with the Year One Report

Demographics and Transportation Assignment

Table 4

Average Driving Distance (Miles) to School

All Kindergarten Students

2021-2022

	<u>Low SES</u>	<u>Medium SES</u>	<u>High SES</u>	<u>Total</u>
Asian/Pac. Isl.	1.6	0.9	0.7	1.1
Black	1.5	0.8	1.0	1.3
Hispanic	1.6	0.9	1.0	1.2
Multi	0.8	1.0	1.6	1.1
White	1.2	0.8	1.1	1.0
Total	1.4	0.9	1.1	1.1

Year 2 Considerations



SOMSD 2021-2022 District Goal Action Plan

Our District and Board of Education are fully committed to ensuring access and equity in our offerings for the students that we serve. The questions listed below will assist in validating current census data (socio-economic conscious) used to inform our Intentional Integration Redistricting Initiative (III). Your responses will help our District continue with its commitment to maintaining an equitable lens with all aspects of our programming.

Information submitted is for internal purposes only and will remain confidential. For more information regarding the District's Intentional Integration Initiative (III) please visit:

bit.ly/SOMSDIII



SES / Self-Reported Information

Our District and Board of Education are fully committed to ensuring access and equity in our programming for the students that we serve. As the District continues with its commitment of socio-economic programming, the questions listed below help validate current census information used in the Intentional Integration Model.

Information submitted is for internal purposes only and will remain confidential.

1) Family Gross Annual Income

Prefer Not to Answer

2) Parents'/Guardians' Highest Educational Attainment

- Select -

3) Number of Adults in the Household

- Select -

Intentional Integration Initiative (III) Middle School Considerations

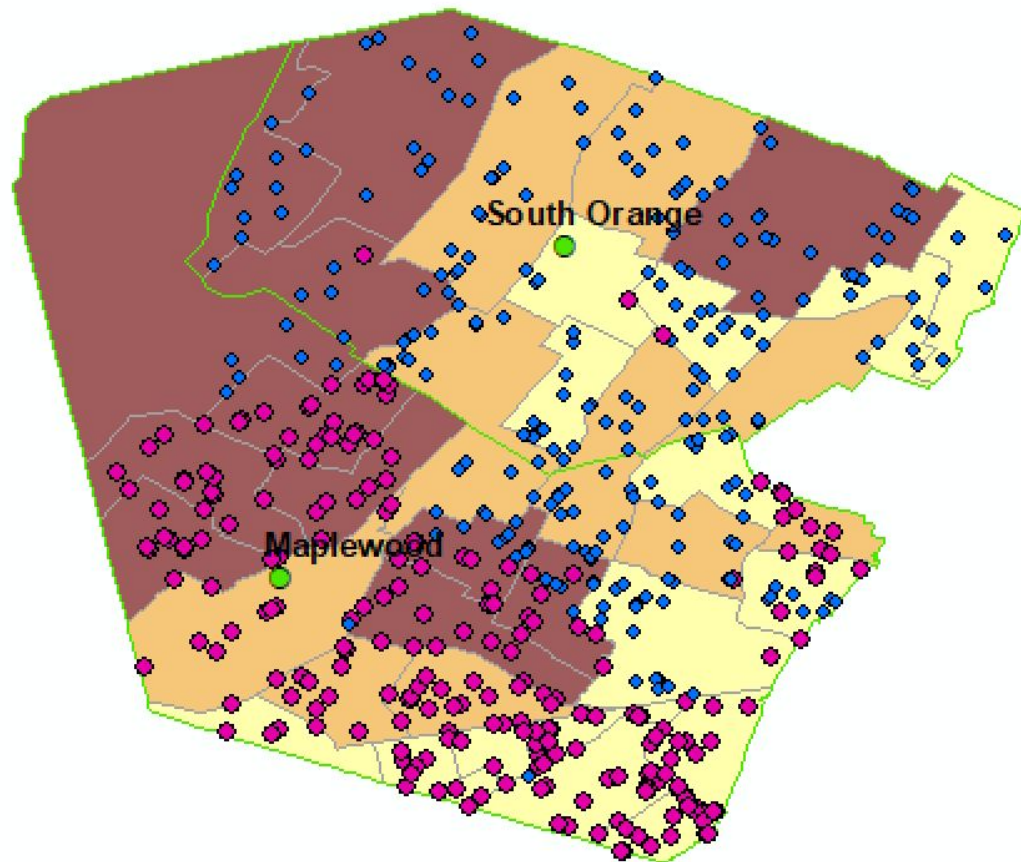
As previously discussed, the Board of Education of the South Orange and Maplewood School District requested that the Administration review the possibilities of utilizing our Intentional Integration Initiative methodology to support an equitable distribution of our rising 6th graders for Fall 2022 supporting our long term goal that our schools reflect the demographics of our diverse community.

The results of the Grade 5 to Grade 6 Middle Schools SES “nearest school” assignment algorithm Beta Test 1 are as follows. From our consultant the Aleves Group:

...the results clearly show that the algorithm works to improve both SES and racial/ethnic diversity at MMS and SOMS, while also providing continuity between elementary schools SES algorithm and the Grade 5 to Grade 6 middle schools feeder patterns with the potential of improving student transportation to the Grade 5 students nearest middle school (See attached MAPS.)



Middle schools attended by 6th graders: 2021-22

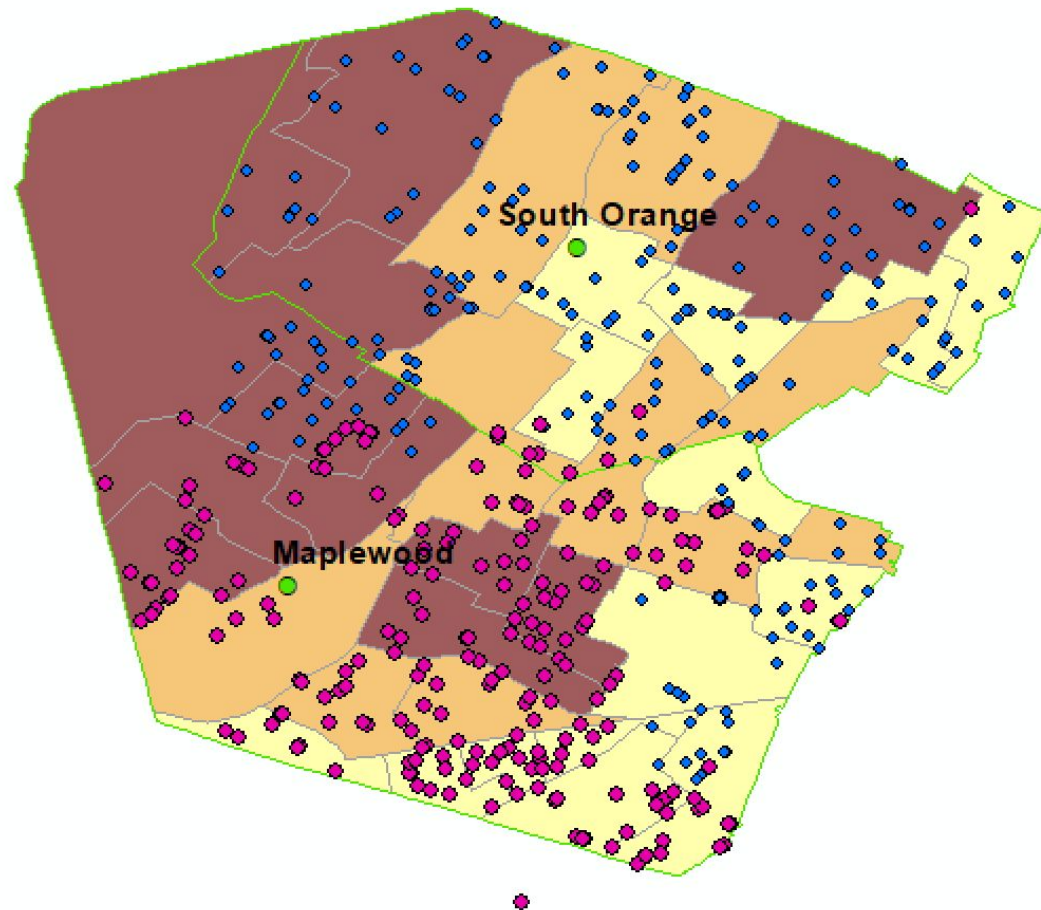


School attending

- MMS
- SOMS

MAP 2

Middle schools assigned to current 5th graders under Beta Test 1



School attending

- MMS
- SOMS

Beta Test for Rising 5th Graders vs Current 6th Graders

<u>BT 1 SES ASSIGNED</u>	<u>T SES</u>	<u>T % SES</u>	<u>MMS</u>	<u>% MMS</u>	<u>SOMS</u>	<u>% SOMS</u>
LOW	168	34%	83	34%	85	35%
MEDIUM	150	31%	76	31%	74	30%
HIGH	171	35%	86	35%	85	35%
TOTAL SES	489	100%	245	50.1%	244	49.9%
<u>Current 6th graders</u>	<u>T</u>	<u>T % SES</u>	<u>MMS</u>	<u>% MMS</u>	<u>SOMS</u>	<u>% SOMS</u>
LOW	200	38%	108	42%	92	34%
MEDIUM	159	30%	62	24%	97	36%
HIGH	169	32%	89	34%	80	30%
TOTAL SES	528	100%	259	49.1%	269	50.9%

Beta Test for Rising 5th Graders vs Current 6th Graders

<u>BT 1 SES ASSIGNED</u>	<u>T SES</u>	<u>T % SES</u>	<u>MMS</u>	<u>% MMS</u>	<u>SOMS</u>	<u>% SOMS</u>
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<u>Current 6th graders</u>	<u>T</u>	<u>T % SES</u>	<u>MMS</u>	<u>% MMS</u>	<u>SOMS</u>	<u>% SOMS</u>
LOW	200	38%	108	42%	92	34%
MEDIUM	159	30%	62	24%	97	36%
HIGH	169	32%	89	34%	80	30%
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LOW	200	38%	108	42%	92	34%
MEDIUM	159	30%	62	24%	97	36%
HIGH	169	32%	89	34%	80	30%
TOTAL SES	528	100%	259	49.1%	269	50.9%

Beta Test for Rising 5th Graders vs Current 6th Graders

BT 1 RACIAL/ETHNIC ASSIGNED

	<u>I</u> <u>ASG</u>	<u>W</u>	<u>% W</u>	<u>B</u>	<u>% B</u>	<u>H</u>	<u>% H</u>	<u>API</u>	<u>% A</u>	<u>M</u>	<u>% M</u>
TOTAL RE ASG	489	272	56%	126	26%	46	9%	20	4%	25	5%
MMS RE	245	139	57%	61	25%	27	11%	8	3%	10	4%
SOMS RE	244	133	55%	65	27%	19	8%	12	5%	15	6%
Current 6th Graders											
	<u>I</u>	<u>W</u>	<u>% W</u>	<u>B</u>	<u>% B</u>	<u>H</u>	<u>% H</u>	<u>API</u>	<u>% A</u>	<u>M</u>	<u>% M</u>
TOTAL	528	295	56%	143	27%	51	10%	24	5%	15	3%
MMS	259	133	51%	85	33%	28	11%	6	2%	7	3%
SOMS	269	162	60%	58	22%	23	9%	18	7%	8	3%

Beta Test for Rising 5th Graders vs Current 6th Graders

BT 1 RACIAL/ETHNIC ASSIGNED											
	<u>I</u> <u>ASG</u>	<u>W</u>	<u>% W</u>	<u>B</u>	<u>% B</u>	<u>H</u>	<u>% H</u>	<u>API</u>	<u>% A</u>	<u>M</u>	<u>% M</u>
TOTAL RE ASG	489	272	56%	126	26%	46	9%	20	4%	25	5%
MMS RE	245	139	57%	61	25%	27	11%	8	3%	10	4%
SOMS RE	244	133	55%	65	27%	19	8%	12	5%	15	6%
Current 6th Graders											
	<u>I</u>	<u>W</u>	<u>% W</u>	<u>B</u>	<u>% B</u>	<u>H</u>	<u>% H</u>	<u>API</u>	<u>% A</u>	<u>M</u>	<u>% M</u>
TOTAL	528	295	56%	143	27%	51	10%	24	5%	15	3%
MMS	259	133	51%	85	33%	28	11%	6	2%	7	3%
SOMS	269	162	60%	58	22%	23	9%	18	7%	8	3%

Beta Test for Rising 5th Graders vs Current 6th Graders

BT 1 ECON DISADV ASSIGNED

	<u>T ASG</u>	<u>Econ Disadv</u>	<u>% Disadv</u>
TOTAL	489	46	9%
MMS	245	25	10%
SOMS	244	21	9%

Current 6th Graders

	<u>I</u>	<u>Econ Disadv</u>	<u>% Disadv</u>
TOTAL	528	53	10%
MMS	259	32	12%
SOMS	269	21	8%

Beta Test for Rising 5th Graders vs Current 6th Graders



BT 1 ECON DISADV ASSIGNED

T ASG

Econ Disadv

% Disadv

TOTAL	489	46	9%
MMS	245	25	10%
SOMS	244	21	9%



Current 6th Graders

I

Econ Disadv

% Disadv

TOTAL	528	53	10%
MMS	259	32	12%
SOMS	269	21	8%

Transportation Considerations...

- We have previously shared that transportation (via proximity) was a strong variable for our Intentional Integration Initiative design. We expressed that while some increase of transportation would most likely be needed during year 1, many of our families live within 2 miles of multiple schools. In reviewing the more than 511 kindergarten students enrolled for the 2021-2022 school year, the number of kindergarteners riding school buses this year (135) increased as compared to last year (88), however the number was manageable and within budget.
- Keeping this concern 'top of mind', we also analyzed the possible transportation impact of year 2 (III), if we move forward with applying this methodology to rising 6th graders.

Transportation Considerations...

Understanding the challenges (fiscal and other) that transportation can bring to efforts such as this, we asked our Consultant to perform a comparison of our current 6th graders who are eligible for transportation vs those assigned via the aforementioned Beta Test. The results are as follows-

As indicated in the current Grade 6 spreadsheet, the over 2.0 miles assigned students include 7 assigned to MMS and 30 assigned to SOMS for a total of 37 students, and the Beta Test 1 spreadsheet indicates that the over 2.0 miles assigned students include 6 students assigned to MMS and 31 students assigned to SOMS for a total of 37 students.

The fact that these results are essentially the same, strongly suggest that the new “nearest school” SES Beta Test 1 algorithm should not increase the number of Grade 6 students being assigned to a SOMSD middle school that is more than 2.0 miles from their home.



Final Comparison of III Middle School Impact

The highlighted numbers are the students that are placed in a different school* than they traditionally would have been as a result of the III algorithm. For example, the “Beta Test 1” method placed 245 students at MMS. However, our traditional method would have placed 57 out of these 245 students at SOMS. Sibling preference (not legacy) are applied to these assignments.

<u>BETA TEST 1</u> <u>ASG</u>	<u>MMS</u>	<u>SOMS</u>	<u>Grand Total</u>
MMS	188	57	245
SOMS	43	200	243
Grand Total	231	257	488

*One important note that traditionally multiple elementary schools’ rising 6th graders normally are split between MMS and SOMS, in other words we have multiple elementary schools that are currently not a 100% feeder schools **exclusively for a particular middle school.**



Summation



Summary...

In summary, we have shared a brief review of our journey over the last 3 years. The generational goal of establishing systems that result in our student populations being assigned in an intentional fashion that results in our schools reflecting our community's demographics is well under way.

We have shared the success of Year 1, including how we created space and opportunity to receive, understand and discuss parental concerns and in-turn build thoughtful and innovative ways to address these concerns while also reaching our overarching goal.

We also shared that...



Research tells us that it is
beneficial for all students to
attend schools that have diverse
student populations.

Benefits of Integration Research (emphasized)

According to this recently published scholarly work, **students who attend schools in integrated environments...**

- + Have reduced anxiety...
- + Are less likely to have racial biases;
- + Have enhanced student leadership skills;
- + Help schools/districts to reduce achievement gaps;
- + Have higher standardized test outcome averages;
- + Are more likely to enroll in college;
- + Are less likely to drop out; and,
- + Have improved intellectual self-confidence (stamina).



Legal challenges to school
segregation in our State are
escalating

Court case continues...

Education

N.J. defends 'segregated' school system in court. Will its case hold up?

Updated: Mar. 05, 2022, 7:40 a.m. | Published: Mar. 03, 2022, 5:26 p.m.



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By [Adam Clark | NJ Advance Media for NJ.com](#)

No one is disproving the conspicuous numbers.

On average, about 25% of Black students in New Jersey have attended public schools since 2015 that were 99% non-white.

About 40% of white students went to schools that were more than 75% white. And 62% of Latino students learned in buildings where their classmates were more than 75% non-white.

But is that data evidence of a statewide system of [de facto school segregation](#), as plaintiffs suing New Jersey allege? Or could it be the result of housing choices and the locations of private schools, as a state lawyer suggests?



We are triangulating this challenge with curricular work and professional development as well, (previously shared details regarding our PD Topics and partnerships with Equal Opportunity Schools and others)...

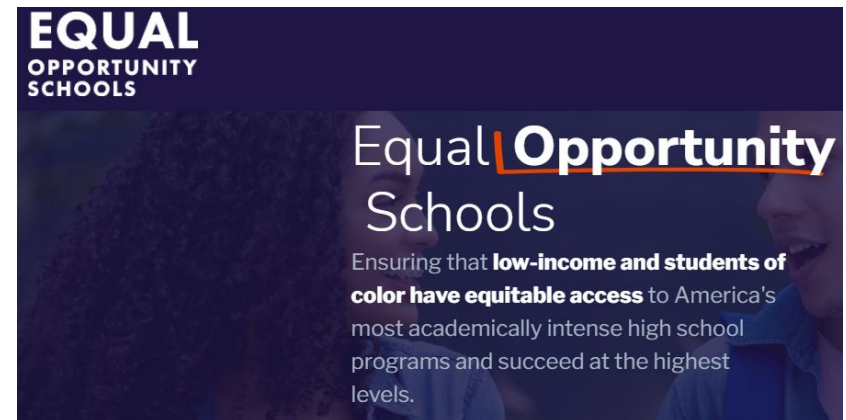
SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, **(Emphasized)**

Expanded Partnership with Equal Opportunity Schools (EOS) - Columbia High School

- Teachers have completed the faculty survey and students are completing the student survey in January.
- In concert with EOS, the administrative team and counselors will use the data to help students with their registration process for next year (February - April).
- Middle States Accreditation self-study begins in March; EOS equity resources will be used for one of the goals.
- EOS-led Equity Team begins planning for next year/Middle States (May -June).

January-March Update

- The CHS Administrative Team & the C&I Department have met to discuss and analyze the data
- Data collection is continuing with CHS students until we reach the 90% completion threshold (CHS teachers have reached 90%)
- EOS will providing data overview at the April C&I Committee meeting



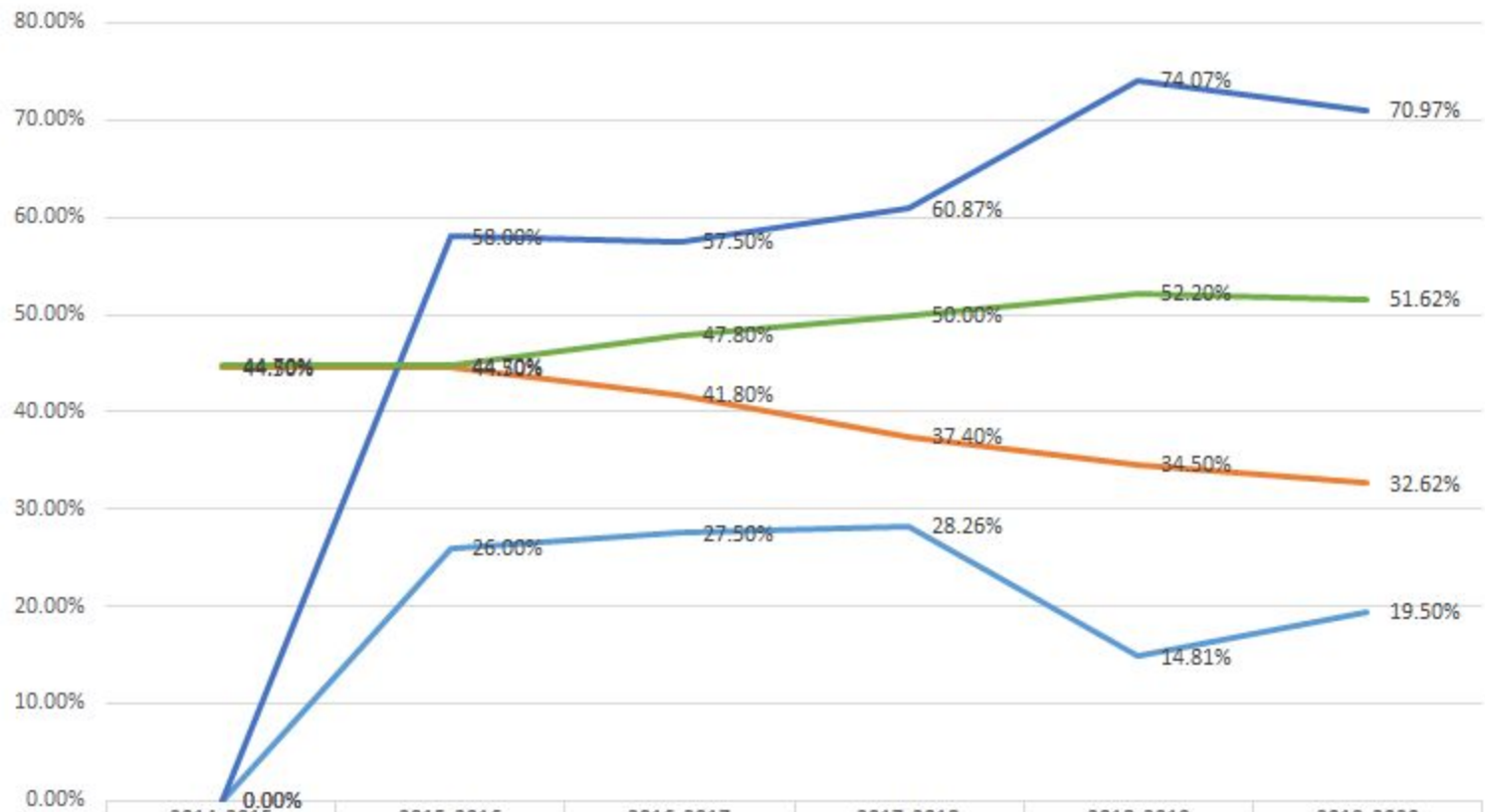
I&RS Review, PLCs and Restorative Practices Professional Development

We believe that the efforts occurring in the important areas of Intervention and Referral Services (I&RS), Professional Learning Communities (PLCs) and Restorative Practices/Justice are positioning our schools to support a diverse range of learners as we move towards the goal of ensuring that a coherent approach to academic and social-emotional intervention and supports will be consistently implemented across our District's elementary and middle schools.



We must continue to aggressively address the likelihood that a relationship (risk ratio) exists between the segregation of students throughout their early years of schooling in our District and their academic course selection (and success in our most rigorous courses offered).

Calculus AB AP - Ethnicity Comparison From 2014 - 2020



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Black - Course Enrollment	0.00%	26.00%	27.50%	28.26%	14.81%	19.50%
Black - School Demographic	44.50%	44.50%	41.80%	37.40%	34.50%	32.62%
White - Course Enrollment	0.00%	58.00%	57.50%	60.87%	74.07%	70.97%
White - School Demographic	44.70%	44.70%	47.80%	50.00%	52.20%	51.62%

Next Steps...

- + The Board is considering a resolution that we believe captures our current context and beliefs, while continuing our efforts to actualize our Intentional Integration Initiative.
- + We believe that we have shown that the adoption of this resolution will indeed make our middle school student populations more diverse while also making our middle schools more 'similar'(to each other); which we believe will have far reaching positive future outcomes for the students that follow and our community as a whole.
- + We also have shown that there will not be a drastic change in the number of students who receive transportation as we again have added proximity to the variables of this work.

Next Steps...

- + Lastly, if the Board supports this resolution, we will move forward with assigning rising 6th graders via the Beta 1 test algorithm as described this evening. This will result in our Intentional Integration efforts *accelerating significantly*.
- + In short, this action would result in our student populations in 3 (kgn, 1st & 6th) of our K-8 grade levels receiving placement via III by September 2022, and the same for 5 grade levels in that K-8 span (kgn, 1st, 2nd, 6th & 7th) by 2023 etc.
- + Rising 6th grade parents will receive notification of their child's middle school assignment by April 4, 2022.

Q&A with our Consultants

The Alves Group



Consultant

The Alves Educational Consultants Group, Ltd (AEGG) is an educational consulting company that specializes in the review, development, implementation, and assessment of equitable choice-based student assignment plans and magnet schools' admissions policies in K-12 education. AECG was incorporated in the Commonwealth of Massachusetts in September 2000. The corporate office is located at 414 Canton Avenue in Milton, Massachusetts and it has a technical assistance services field office in Machesney Park, Illinois.

