

SCHOOL CHOICE AND INEQUALITY: CHOOSING SCHOOLS ACTIVITY

Author: Alanna Gillis

Abstract:

This in-class activity is designed to illustrate how school choice (i.e. charter schools and private schools) contribute to the growing inequality of schools by social class and race. In this activity, students are split into groups and are given a family profile that includes their income, race, family structure, neighborhood school zoning, and geographic distance from each available school (including whether busing is available and estimated time). Each group must decide which school to send their child to based on the school profiles for the 5 schools, which include information such as student demographics, test scores, and school type. After each group makes their decision, the students report back to the class their group's demographic information and their choice(s) for schools. The instructor then facilitates a full class discussion about choices, structural limitations for some families, and the implications for inequality. The activity thus allows for active participation that engages all students, enables students to role play with different resources and perspectives, and demonstrates how individual family choices are both constrained by structures and reproduce inequality.

Objective 1: Students will role play and understand how family background constrains the educational opportunities of students from different racial, class, and other backgrounds.

Assessment 1: By working in small groups students will have to weigh the different school options based on the constraints of their family profile. They will compare their school selection with other group selections when all demographics and choices are written in a table on the board.

Objective 2: Students will understand how residential segregation and school zoning practices reproduce racial and class inequality in the education system.

Assessment 2: Through in-class discussion and viewing a visual map of the geography of the families and schools, including the zoning line, students will hear and debate how residential segregation and school zoning practices reproduce inequality. A post-class quiz can also assess students' analysis of this objective.

Objective 3: Students will understand how school choice opportunities (i.e. private and charter schools) may provide limited mobility pathways for some individual students but overall reproduce structural inequality by race and class.

Assessment 3: By examining the different family decisions and through in-class discussion students will hear and debate different opinions about the impact of school choice on inequality for individuals and on a structural level. A post-class quiz can also assess students' analysis of this objective.

Time Frame: 50 minutes

Class Size: Any

Keywords: education; school choice; charter schools; private schools; inequality; stratification; race; mobility

Instructor Instructions:

(Note: I recommend looking at the student instructions and the different school and family descriptions below before reading these detailed instructions so that you understand the activity overview first.)

Set-Up:

Before class make copies of each family profile (one profile per group) and the student instructions (given to all groups). For larger classes, make bigger groups, repeat family profiles, or create your own family profiles. There are currently 12 family profiles, but you can increase or decrease the number based on your goals and class size. Note that while this activity currently focuses mostly on race, income, transportation, and geographic location of each family you can add other family or student characteristics to reinforce your own learning objectives. You can also adapt the powerpoint slides with the city map to be shown during the discussion.¹ Images of these slides are also included at the end of this document for references.

Before class you should have the students read something related to school choice and inequality. My suggestion is that this class should come after a class period on segregation historically (i.e. segregation pre-1950's and the era of desegregation that followed) so that they can understand the role that geographic housing segregation, school segregation, and white flight have played historically. Students can then understand the current trends within that historical context during this class period. For this class period I suggest you choose a reading that discusses how housing segregation causes school segregation but how school choice perpetuates this inequality. Reading suggestions can be found in the references below.

I also suggest that this class period come midway into the semester of a sociology of education class, after the students have been sufficiently introduced to how family background affects educational decisions and outcomes. For instance, several weeks before this unit I used *Unequal Childhoods* to show how factors such as transportation, working schedules, and parenting styles would all influence how parents go about making decisions for their children. However, I do not imagine that this is necessary for this activity/unit to be successful—though it may make it more likely that students will make decisions that are reasonable based on their family demographics. If your students do not have that background I suggest that you encourage your students to consider needing to be realistic, especially encouraging this as you walk around the classroom while the students are deciding.

Activity:

To begin explain instructions verbally to the students first. Then pass out instructions, giving one family description per group. Ideal group sizes are 2-4 students so that all students have an opportunity to actively engage with their group members.

Note that the “families” have different constraints on their choices. All children are automatically zoned for their local neighborhood school and cannot choose to attend the other neighborhood school (in this activity the neighborhood schools are North High and South High). There are two charter schools that offer admissions based on a lottery system (though one

¹ I also put the discussion questions on slides so that students can see the questions as we discuss them.

requires meeting a test score threshold). One charter school is located in the north end of town and the other in the south end of town. Finally, there is an elite private school that has admissions criteria not publicly available, offers no busing, and costs \$15,000 per year to attend—though there are two scholarships available. Thus, while five schools exist in the city, each family is only potentially eligible to attend four of them—but issues such as income, racial demographics, and especially geography and transportation will affect the choices that each group will make for their family.

While the students are discussing with their group members to decide which school they should send their child to, the instructor should walk around the room answering questions. You should particularly ensure that they correctly understand the instructions and the constraints their family is experiencing. Because each group is only weighing the options of four schools, it will likely take them about five minutes to decide.

After all groups are done deciding which school their “child” will attend, the instructor should require each group to share their family characteristics, which school they choose, and why. This will help students better understand how “families” in different social positions (i.e., income, race, and geographic location) considered the different factors in deciding what school to attend. By requiring each group to share their decision, this keeps the focus on the students’ decisions, as well as providing a low-pressure opportunity for students from all groups to share with the class. *Suggestion:* Write their decisions on the board so that students can try to analyze the patterns in the decisions. To make this quicker and easier, I recommend writing on the board each group’s number, income (in dollars signs, between \$-\$\$\$\$), race, and school selection as they share that information. Having this on the board will also enable better discussion of the choices and their implications.

After all groups have shared their choices, the instructor should show the students the map of the city on a powerpoint slide. The instructor should explain the key: the blue buildings are each school (abbreviated), the numbers represent each family’s housing location, and the green line is the zoning line—separating the northern part of the city (zoned for North High) from the southern part of the city (zoned for South High). Point out here that the neighborhoods are only clustered by income, not by race, which was not realistic but it was to make the activity more simple and feasible. Point out that the drive time estimates are roughly based on how far away their number is from each school. Ask follow up and clarification questions to ensure the students understand the geographic layout of the city.

Likely outcomes of this activity:

While groups may differ in what they choose, these are the most likely outcomes based on past experience doing this activity in my sociology of education courses:

- Families 1-4 zoned for North High (NH) making \$30,000 will strongly consider trying to attend a different school because of its really low test score and college-going rates. They will likely choose Scholar Academy (SA) so that it is still reasonably close by. They will likely not consider trying to apply for Future Scientists Academy (FSA) because of the long bus rides (3 hours total each day) or Elite Prep (EPA) because it does not provide transportation.
 - However, the white family (having been signaled that race is somewhat important to them) may choose to consider trying for FSA to attend school with more white students.

- Families 5-7 zoned for South High (SH) making \$80,000 will likely either choose SH or FSA. FSA has slightly better metrics, but overall both seem like decent schools. The families know based on their income they could not afford EPA, but it is possible they could try for the scholarship—though it is unlikely that they will because the public options provide transportation which would be more convenient and the scholarship is unlikely.
 - The white family (again, having been signaled) may be more likely to choose FSA than stay at SH to attend a whiter school.
- Families 8-10 who make \$500,000 will likely all choose to attend EPA because they know they can afford it, it provides the best education, and the parents all attended (so the students know that the family doesn't value the public education experience).
 - The black family (having been signaled that race is important to them) may choose to instead enroll their child in SH (which they are zoned for) so that the child attends a more diverse school but this is unlikely given that EPA does have some diversity.
- Families 11 and 12 with the two children previously expelled from FSA will likely make different decisions. Though they both make the same income, are both white, and live near each other the activity is created so that they are on opposite sides of the zoning line: family 11 is zoned for NH and family 12 is zoned for SH.
 - Family 11 may try for admissions at EPA, as their \$150,000 upper middle class income could afford it (though they know they may not be accepted due to the past expulsion record)—this would allow their student the best education possible without moving over the zoning line and would allow them to be in a whiter school. They would likely try for SA as a second choice for the better academics than being stuck at NH.
 - Family 12 will probably be okay with attending SH, as they are zoned for. They may try for admission at EPA to get in a school with more white students, but the academics aren't that much better, so it will probably not be worth the \$15,000 per year tuition (and the unlikelihood of being accepted).

Notes for instructors about these likely outcomes:

- Geography will always matter because students are barred by school policy from attending the neighborhood school they are not zoned for. Therefore, no matter what other decisions are made, this structural constraint will always impact their choice.
 - Also remember that geography will matter because neighborhood schools are made up of the students who live near that school—so that residential income segregation in this activity will affect the default school the child is zoned to attend.
- Past research has shown that white family choices are the primary reason for increased racial inequality due to school choice (because white family want to escape diverse schools)—this is why their profiles were more likely to signal the importance of race than for nonwhite families. Thus, while neighborhoods are only clustered by income and not race, racial inequality will likely be perpetuated as white families try harder to get away from schools with larger minority populations.
 - Therefore, even though this activity simplified residential segregation so that it is only by income and not by race for feasibility, we can still see that race matters

here (and can infer that it matters even more when residential segregation is also by race).

- Income plays a role in necessity of relying on transportation and of being able to afford to opt out for private school.
 - The working class families will almost certainly decide it is not feasible to try to attend EPA (even with the potential scholarship) because they know they do not have reliable enough transportation to get their child there, considering the private school does not have busing.
 - Likewise, while the \$80,000 lower middle class families could provide their own transportation to the private school, they are unlikely to try to attend because that tuition is too expensive for their budget (and they know the scholarship is unlikely).
 - Thus, this activity will likely demonstrate that elite education is largely segregated for elites and helps reproduce their elite status—even though EPA over time has grown more racially diverse, it is not becoming more class diverse, as is true for most elite private schools in the US.
- If your students choose things that widely deviate from the expected outcomes...
 - You can ask the class how realistic that choice is (thus allowing a conversation about constraints and school choice)
 - You can ask if they think they would likely be successful in their desired outcome; remember, they are choosing their aspiration (and their backup plan if necessary). So even if family 1 chooses to decide to try to get admitted and get the scholarship for EPA, you can discuss how likely they are to be successful with the plan given the quality of schooling the student likely had up until now.
 - Remember, the goal is for students to think through how factors like income, race, and geography affect school choice and therefore inequality—if they choose unlikely things for the activity they still have plenty of opportunities to think through these factors during the class discussion. No matter what your students choose you can still talk about all these factors.

Full Class Suggested Discussion Questions (Note: All these questions can first be asked in small groups, so that all students consider the answers before they are asked to discuss with the full class; use your discretion depending on how much time you have available and how engaged and talkative your class is; as a general suggestion, if most students don't seem engaged in the full class discussion, have them discuss the questions with their small groups first)

1) “What do you notice about the schools each family ended up attending?”

Begin the discussion by asking students to examine the patterns of what school each type of family chose to attend after all groups have shared their decisions. Be sure to ask follow up questions about patterns they notice by income, race, geographic location, and busing/transportation issues. Have the students speculate why the patterns happened (i.e. “why did so many working class families end up at North High or Scholars Academy?”) if they do not include this information originally in their answers (moving them from describing the patterns to analyzing why they were occurring). In this analysis, you should help students understand the structures that were inhibiting the choices of families differently depending on their resources.

- 2) “What effect do residential patterns and the zoning designations have on where groups of students end up attending school?”

Students may answer this question in your discussion of question one. However, if they do not, it is important to guide them through thinking about how residential segregation and zoning designations create school segregation *before* you begin the discussion of how school choice complicates this story (note: you may have sufficiently covered this if you did a class before this on the history of residential and school segregation). While we tend to focus on residential segregation by race, we should also focus on segregation by income, as this form of segregation is stark and is rapidly growing in the US. Be sure that they understand that schools tend to end up fairly segregated because the neighborhoods they draw from are fairly segregated. Zoning designations for neighborhoods schools could reduce this segregation, but parents tend to resist forced integration (like busing attempts in the past) and so zoning lines tend to reinforce segregation. Use families 11 and 12 as good examples of this: they have the same income and are roughly in the same neighborhoods, but based on where their house is relative to the zoning line, they have different opportunities for their children. This arbitrary distinction has real life consequences for each family.

I have included an optional slide at the bottom of this document (and in the powerpoint attachment) to visually demonstrate the importance of how zoning laws are drawn. Based on this slide, ask students to discuss in small groups and then with the full class about how zoning designations help determine the level of segregation in schools—given residential segregation.

- 3) “What role did the private school, Elite Preparatory Academy, play in maintaining or reducing inequality in our city?”

Most likely only the really wealthy families will choose to send their kids here. Even if a number of families tried for the scholarships, there are only two available so the rest of the students at the school will be very well off. Ensure that students understand that this private school option reproduces inequality a few ways: 1) It takes well-resourced families out of public schools. These families who would be volunteering at the school or helping with fundraisers will be directing their efforts to the private school instead of building up the public school. 2) It increases school segregation—especially by income and wealth—so that wealthy students are unlikely to interact much with their less advantaged peers. 3) Elite education is a crucial part of reproducing elite status. Thus, the segregated schooling experience will allow these advantaged children to gain even more advantages over their peers at public school—helping them to attend more elite colleges. The education gap will likely continue to grow.

- 4) “What role did the charter schools play in maintaining or reducing inequality in our city? Compare and contrast with the reading.”

The discussion of this question will depend in part on what students decided to do during the activity. Regardless of what happened during the activity, you should be sure to cover a few points in the discussion: 1) charter schools in this city performed better than neighborhood schools (though this is by no means always true—there is a lot of variation in charter school performance and research shows very mixed results of charter school on academic performance). This took many of the parents more invested in their children’s education out of the neighborhood school, decreasing the resources the school might be able to draw on there. 2) By allowing school choice, parents are allowed to choose what they value in education—and white parents have repeatedly shown that they value not having their children attend schools with

minority populations. Thus, by allowing charter schools, the city gave white parents the option of sending their children to more segregated schools. Notice that each charter school's population is more segregated than the neighborhood school. 3) Schools have limited sizes—all students have to attend some school, school choice simply allows students to attend different schools, it doesn't change the level of educational quality available to all students. 4) The better charter school in this example, FSA, required meeting a test score threshold so that it is simply drawing from the best students of other schools—making it likely that lower performing students become increasingly segregated together. 5) School choice did nothing to reduce the income segregation that was happening within neighborhood schools—and it possibly increased it. This means that school choice did not reduce inequality.

5) “If charter schools are not reducing (and are probably worsening) racial and class segregation, does that mean they are not a good policy recommendation?”

For this final question, students can discuss and debate the policy implications of this discussion. As the instructor, I recommend the biggest thing you help students consider in this discussion is to think about the bigger picture, not simply the individual level. For instance, if poor students or students of color can get into better schools through school choice (i.e., FSA or EPA in this activity) this may help them individually, but this will not reduce overall inequality in the education system (and it might increase it). From an individual perspective, school choice may seem like a mobility pathway, but from the bigger sociological picture we can see that it perpetuates racial and socioeconomic segregation and inequality—and as the Supreme Court determined in *Brown v Board of Education* separate is inherently unequal. Anything short of reducing segregation in schools is not likely to reduce inequality—but because of the racial attitudes of white parents it is not politically feasible to consider that in our current social climate.

Post-Class Quiz or Test Questions Based on Activity:

- 1) In one paragraph explain how residential segregation and school zoning practices affect racial and class inequality in the current US education system.
- 2) In one paragraph explain the effect of school choice opportunities (private and charter schools) on racial and class inequality in the current US education system.
- 3) Many education reformers—Republicans and Democrats—are currently advocating for school choice in policy debates. In 3-4 sentences explain how you would respond: do you recommend further investments in charter schools? Why or why not?

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Non-academic sources that provide good, timely, introduction to this topic if you prefer to not assign journal articles:

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Student Instructions:

The following is the handout information for students. Everything before the family description should be given to all students (meaning the title, the short paragraph, the chart with the schools, and the paragraph below the chart with directions). Then, one family description should be given to each group.

Choosing Schools Activity

You and your family (group) are trying to decide which school to enroll your child in for the upcoming school year. Your oldest child is entering 9th grade and there are 5 high schools in your city. Below is a snapshot of the available choices:

| School Name | School Type | Test Scores | % Who Attend College | Racial Makeup | % Free/Reduced Lunch |
|---------------------------|--|-----------------------------|----------------------|------------------------------------|---|
| Scholar Academy | Charter Public School; lottery admissions | 82% passing; 30% excellent | 75% | 5% white; 70% black; 25% Hispanic | 85% |
| North High | Neighborhood Public School | 45% passing; 8% excellent | 10% | 10% white; 65% black; 25% Hispanic | 90% |
| Elite Preparatory Academy | Private: tuition \$15,000; admissions criteria not public | 100% passing; 90% excellent | 100% | 90% white; 5% black; 5% Hispanic | N/A; 2 scholarships available each year |
| South High | Neighborhood Public School | 95% passing; 50% excellent | 90% | 65% white; 20% black; 15% Hispanic | 20% |
| Future Scientists Academy | Charter Public School; lottery admissions (if meet test score requirement) | 100% passing; 70% excellent | 95% | 95% white; 2% black; 3% Hispanic | 5% |

Your family needs to make the choice of which school you would like your child to attend. If you are interested in attending a different school than the one you are not zoned for, you should indicate your backup plan(s) in case your child is not admitted. **Note that the busing estimates are one way.** Therefore, if it says approximately 10 minutes, that means 10 minutes in the morning and 10 minutes in the afternoon.

Family 1:

You are a 2 parent black family. Your household makes about \$30,000 per year. You are zoned for North High. Both parents attended North High, and you live right down the street from it. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family 2:

You are a 2 parent white family. Your household makes about \$30,000 per year. You are zoned for North High and you live right down the street from it. Both parents attended North High, though you miss that the school had far more white students back then. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family 3:

You are a mixed race (black/white) 2 parent family. Your household makes about \$30,000 per year. You are zoned for North High. Both parents attended North High, and you live right down the street from it. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family 4:

You are Hispanic 2 parent family. Your household makes about \$30,000 per year. You are zoned for North High. Both parents are immigrants from Mexico, but you live right down the street from North High and have cousins who attended it. Your household shares one car, though it only sometimes works reliably—so the parents must sometimes depend on rides from neighbors or the somewhat limited public transportation system. Both parents work long, sometimes irregular, hours. You expect that your child will graduate high school and hope that they will at least consider college of some kind.

School Options:

- Scholar Academy: about 15 minute drive away; busing available (approx. 30 minute ride)
- North High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Elite Preparatory Academy: 1 hour drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)

Family 5:

You are a 2 parent black family. Your household makes about \$80,000 per year. You are zoned for South High. Both parents attended South High, and you live right down the street from it. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are generally both functional. You expect your child will attend a four year college after high school.

School Options:

- Scholar Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 20 minute drive away; busing not available
- South High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Future Scientists Academy: about 15 minute drive away; busing available (approx. 30 minute ride)

Family 6:

You are a 2 parent white family. Your household makes about \$80,000 per year. You are zoned for South High and you live right down the street from it.. Both parents attended South High, though you miss that the school had far more white students back then. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are generally both functional. You expect your child will attend a four year college after high school.

School Options:

- Scholar Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 20 minute drive away; busing not available
- South High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Future Scientists Academy: about 15 minute drive away; busing available (approx. 30 minute ride)

Family 7:

You are a 2 parent mixed race (black/white) family. Your household makes about \$80,000 per year. You are zoned for South High. Both parents attended South High, and you live right down the street from it. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are generally both functional. You expect your child will attend a four year college after high school.

School Options:

- Scholar Academy: 45 minute drive away; busing available (approx. 1.5 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 20 minute drive away; busing not available
- South High: about 5 minute drive away; busing available (approx. 10 minute ride)
- Future Scientists Academy: about 15 minute drive away; busing available (approx. 30 minute ride)

Family 8:

You are a 2 parent black family. Your household makes about \$500,000 per year. You are zoned for South High. Both parents attended Elite Preparatory Academy, and you live right down the street from it. When the parents attended EPA they were some of the first nonwhite students to attend the school and looking back you realize how hard it was on you to be some of the only nonwhite students. Only one parent works for pay; the other frequently volunteers for different organizations, including frequently for the school the child is attending. Both parents have luxury cars. You expect your child will attend a highly elite college after high school.

School Options:

- Scholar Academy: 1 hour drive away; busing available (approx. 2 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 5 minute drive away; busing not available
- South High: about 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: about 10 minute drive away; busing available (approx. 20 minute ride)

Family 9:

You are a 2 parent white family. Your household makes about \$500,000 per year. You are zoned for South High. Both parents attended Elite Preparatory Academy, and you live right down the street from it. Only one parent works for pay; the other frequently volunteers for different organizations, including frequently for the school the child is attending. Both parents have luxury cars. You expect your child will attend a highly elite college after high school.

School Options:

- Scholar Academy: 1 hour drive away; busing available (approx. 2 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 5 minute drive away; busing not available
- South High: about 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: about 10 minute drive away; busing available (approx. 20 minute ride)

Family 10:

You are a 2 parent family with one white parent and one Hispanic parent from Mexico (who has resided in the US since college, and speaks Spanish and English both perfectly). Your household makes about \$500,000 per year. You are zoned for South High, though you live closest to Elite Preparatory Academy—the school that most of your neighbors' children attend and the one your white parent attended. Only one parent works for pay; the other frequently volunteers for different organizations, including frequently for the school the child is attending. Both parents have luxury cars. You expect your child will attend a highly elite college after high school.

School Options:

- Scholar Academy: 1 hour drive away; busing available (approx. 2 hour ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 5 minute drive away; busing not available
- South High: about 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: about 10 minute drive away; busing available (approx. 20 minute ride)

Family 11:

You are a 2 parent white family who makes about \$150,000 per year. Your child was just expelled from Future Scientists Academy last year. He now has to repeat 9th grade but must attend a different school. You are zoned for North High. Both parents attended North High, though you miss that the school had far more white students back then. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are both functional. Despite the behavioral troubles last year, you still expect that your child will attend a four year college after high school.

School Options:

- Scholar Academy: 30 minute drive away; busing available (approx. 1 hour ride)
- North High: 15 minute drive away; busing available (approx. 30 minute ride)
- Elite Preparatory Academy: 35 minute drive away; busing not available
- South High: ineligible for enrollment
- Future Scientists Academy: ineligible for enrollment

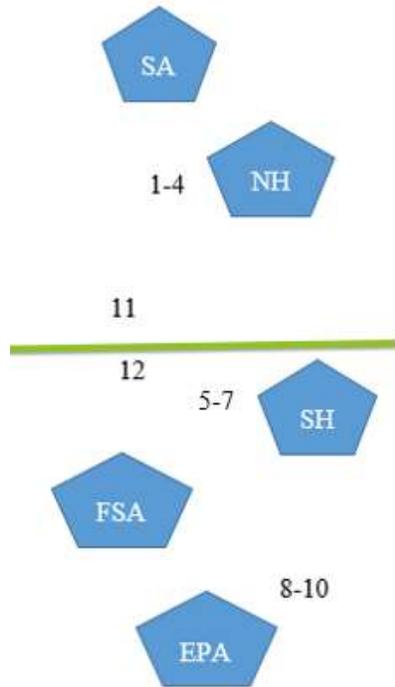
Family 12:

You are a 2 parent white family who makes about \$150,000 per year. Your child was just expelled from Future Scientists Academy last year. He now has to repeat 9th grade but must attend a different school. You are zoned for South High. Both parents attended South High, though you miss that the school had far more white students back then. Both parents work stable 9am -5pm office jobs—though one parent works over an hour commute each way away from home (to the west, not the direction of any of the schools). Each parent has their own car, which are both functional. Despite the behavioral troubles last year, you still expect that your child will attend a four year college after high school.

School Options:

- Scholar Academy: 35 minute drive away; busing available (approx. 1 hour 10 minute ride)
- North High: ineligible for enrollment
- Elite Preparatory Academy: 30 minute drive away; busing not available
- South High: 15 minute drive away; busing available (approx. 30 minute ride)
- Future Scientists Academy: ineligible for enrollment

City Map Slide with Key:



Map of Our City

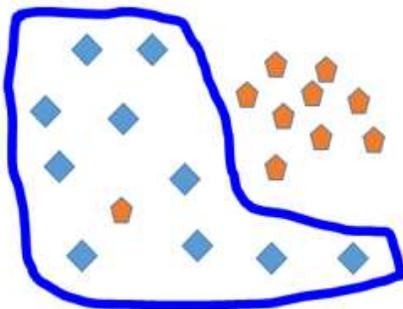
Key

- Blue buildings are schools
 - Scholars Academy
 - North High
 - South High
 - Future Scientists Academy
 - Elite Preparatory Academy
- Numbers represent each family number
- Above green line= zoned NH
- Below green line= zoned SH

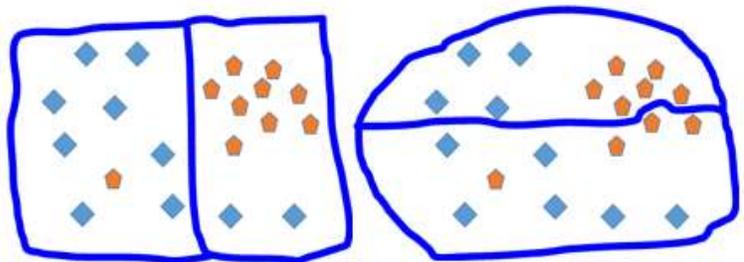
Optional Slide Demonstrating Impact of Zoning Regulations on School Segregation:

De Facto Segregation of Schools through Neighborhood Segregation and Zoning

Neighborhood segregation=
school segregation



Notice that if zoning
was done differently
could have had more
integrated schools...



Remember, all slides can be found in the attached powerpoint file.