

APPENDIX

**TESTIMONY OF CHARLES M. PAYNE**  
**HENRY RUTGERS PROFESSOR OF AFRICAN AMERICAN**  
**AND AFRICAN STUDIES**  
**DIRECTOR, JOSEPH C. CORNWALL CENTER FOR**  
**METROPOLITAN STUDIES**  
**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**NEWARK**  
**JOINT COMMITTEE ON THE PUBLIC SCHOOLS**

March 6, 2022

I want to thank the co-chairs and members of the committee for the invitation to speak today. I am a product of the schools of Cape May and Cumberland counties so this is both a personal and a professional interest for me. I am glad the legislature is giving this issue the attention it deserves.

I am no expert on how to desegregate schools but I hope it will be useful if I say something about what segregated schooling is like in New Jersey. The Cornwall Center is in the process of preparing an overview of segregated schooling in the state (Campbell and Brunskill, forthcoming) which we will share. What I can say now is preliminary but the overall pre-pandemic picture is

clear enough. Segregated schooling environments, those with 90% or more students of color, continue to be inferior educational environments.

Of course, segregated schools across the state typically have more low-income students, more English Language Learners, more special education students. The good news is that disparities in exclusionary disciplines seem to be narrowing over time, but rates for out-of-school suspension, the most damaging form of suspension, are still roughly about twice as high in segregated schools (Kim and Harris 2022). Chronic absenteeism bedevils the segregated schools, frequently twice the state average. Teacher attendance appears lower as well. We do not have good data on the quality of instruction across types of schools but we know that nationally segregation is associated with less qualified and effective teachers.

Some of the most glaring disparities have to do with who has access to advanced and rigorous coursework. Students in segregated schools are roughly half as likely to take an AP or IB course as students in non-segregated schools. Where the courses are offered in segregated schools, enrollment rates tend to be high, suggesting strong demand. Dual enrollment – which can save families money and increase the likelihood of young

people going to and graduating from college – shows even greater disparities with 3-5% of students in segregated schools enrolling against 15- 20% in other schools. Students in segregated schooling are also disadvantaged by a clear pattern of taking key math and science courses later in their schooling careers.

The particulars add up to a story where problems are being piled on top of one another. When we leave students in segregated schools, we are leaving them in environments that can be harsher and less welcoming than those we provide for other students, where people are less connected to one another or to the institution, where the curriculum is less challenging and engaging and where students are afforded fewer bridges to further education and adulthood. Wherever the problems begin; they clearly reinforce and exacerbate one another. The post-pandemic picture will almost certainly be worse.

It is important to note that even among our poorest districts, some take students much further than others. Across the state, about 30% of students take an advanced course. If we look just at some of the larger and poorer of the Abbott districts, Passaic City, claiming 100% low-income students, has 43% of students taking advanced courses and Union City , with 87% low-income students

3x

has 50% of them taking advanced courses. Chronic absenteeism for the state is around 11% and in many of the former Abbott Districts it exceeds 25% but Bridgeton, Elizabeth and Union are all right around 11%, the state average. Among the larger Abbotts, pre-pandemic FAFSA completion rates - a good predictor of college entry and a likely proxy for adult attention at school - ran from barely 40% to over 60% The positive outliers are important because they expand our sense of what is educationally possible. Even in the most challenging environments, dedicated educators can sometimes beat the odds but there should be no doubt that school segregation makes their work more difficult.

One of the reasons this conversation is worth having is that we know that desegregated schooling can be transformative for the children who experience it. For minority children, desegregated schooling is associated with improved academic achievement, higher life-time earnings, higher professional status, longer, healthier lives. Some of these positive benefits continue on in the next generation. The longer students are exposed to desegregated schooling, the larger the impacts. For majority group students, there is no negative impact on achievement and a

very strong, lasting and positive impact on their comfort with social diversity (Johnson, 2011; Wells, 2009).

It is important to remember that school segregation is a contemporary manifestation of a long history of racial exclusion and exploitation, often state-supported. In looking for ways to desegregate our schools, the committee is helping to put an end to an ugly history and helping to restore New Jersey to a position of national leadership in the education of disadvantaged populations.

Again, thank you very much for having me.

Note: Steve Barnett from the National Institute of Early Education Research will soon release a research brief based on NAEP data suggesting the performance of Nj's disadvantaged students relative to their peers around the country has declined.

### References

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Johnson, Rucker C. *Long-run impacts of school desegregation & school quality on adult attainments*. No. w16664. National Bureau of Economic Research, 2011.

Kim, Elizabeth and Jamelia Harris, "Examining Discipline Disparities in New Jersey High Schools," Cornwall Center and NJ State Policy Lab, 2022;  
<https://policylab.rutgers.edu/examining-discipline-disparities-in-new-jerseys-high-schools/>

Wells, Amy Stuart. *Both Sides Now: The Story of School Desegregation's Graduates*. Berkeley: University of California Press, 2009.

(Forthcoming brief by Steve Barnett, NIEER)

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6x



## Expanding Community Schools to All of NJ's Low-Income Public Schools: An Effective, Evidence-Proven Remedy to Advance Equity

Joint Committee on the Public Schools  
May 6, 2022

### Summary

Re-organizing low-income public schools in New Jersey as community schools would be a powerful strategy to advance equity. Community schools would be a systems-changing remedy under any desegregation effort. There are models that New Jersey can follow, including California's Community Schools Partnership Program. Over the next five years, California will provide state funding to allow every low-income public school in that state to be transformed into a community school, while strengthening the state's capacity to provide technical assistance. Educational researchers have concluded that California's approach "...has the capacity to transform schools into student- and family-centered community hubs that provide a whole child education."<sup>1</sup>

Community schools use evidence-based strategies to strengthen existing services and identify and add new services. Each community school's approach is different, reflecting the needs of each individual school, its students and families, and its surrounding community.

On-site community school coordinators implement a range of services from each of four pillars:

- Pillar 1: Integrated student supports
- Pillar 2: Expanded learning time and opportunities
- Pillar 3: Family and community engagement
- Pillar 4: Collaborative leadership and practice<sup>2</sup>

These coordinators also oversee outreach to students and families and work alongside a site-based leadership team to focus on the broader needs of students, in order to overcome in-school and out-of-school barriers.

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<sup>1</sup> Anna Maier and Deanna Niebuhr, "California Community Schools Partnership Program: A Transformational Opportunity for Whole Child Education," Learning Policy Institute Policy Brief, October 2021, p. 11. Available at: <https://doi.org/10.54300/806.436>.

<sup>2</sup> Anna Maier, Julia Daniel, and Jeannie Oakes, "Community Schools as an Effective School Improvement Strategy: A Review of the Evidence," Learning Policy Institute and NEPC Research Brief, December 2017, p. 1. Available at: [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence \(learningpolicyinstitute.org\)](https://learningpolicyinstitute.org)

## A National Consensus on Pursuing Systems Change Through Community Schools

- The Center for Universal Education at Brookings and other members of the Community Schools Forward task force recently described a new national consensus among academics and practitioners-- community schools are an evidence-based *“response to the United States’ persistent failure to provide for the well-being of the most vulnerable children and families, a reality exacerbated by the COVID-19 pandemic.”*<sup>3</sup>

## The Biden Administration Supports Community School Strategies

- The U.S. Department of Education recognizes community school strategies as evidence-based under the 2015 Every Student Succeeds Act (ESSA)
- The Biden Administration has indicated its support of community schools as an allowable use of federal pandemic relief funds
- It has more than doubled funding for federal Full-Service Community School grants in its current federal budget, to \$75 million, with the latest application to be released in June 2022
- U.S. Secretary of Education Miguel Cardona indicated this month that the Administration is committed to an additional major expansion of community schools in its new proposed budget for FY2023: *“Disruptions caused by the COVID-19 pandemic continue to take a toll on the physical and mental health of students, educators, and school staff. Recognizing the profound connection between physical health, mental health, and student’s social and emotional well-being, and academic success, among other investments, the budget includes... a \$468 million investment in Full-Service Community Schools and partnerships to provide integrated student supports.”*<sup>4</sup>

## Model for Possible Implementation: California’s Five-Year Plan to Use the 4 Pillars of Community Schools as an Organizing Strategy for Strengthening All High-Poverty Schools

- California Community Schools Partnership Program (CCSPP) is a \$3 billion investment to allow every high-poverty public school to become a community school over the next 5 years
- Vision is to use community schools as a strategy for districts to better and more rationally coordinate ongoing and new initiatives<sup>5</sup>
- The California State Board of Education supported this new initiative as an *“equity-enhancing strategy that aligns with and can help coordinate and extend a wide range of state, school, and district initiatives,”* rather than as a stand-alone program<sup>6</sup>

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<sup>3</sup> Rebecca Winthrop, “Community Schools Implementation and Administration: Policy Opportunities,” Brookings, March 28, 2022, at: [Community schools implementation and administration: Policy opportunities \(brookings.edu\)](https://www.brookings.edu/blog/communityschools/2022/03/28/community-schools-implementation-and-administration-policy-opportunities/)

<sup>4</sup> U.S. Department of Education, “Statement of Secretary of Education Miguel Cardona on the President’s Fiscal Year 2023 Budget,” March 28, 2022. Available at: [Statement by Secretary of Education Miguel Cardona on the President’s Fiscal Year 2023 Budget | U.S. Department of Education](https://www.ed.gov/press-releases/2022/03/28-statement-by-secretary-of-education-miguel-cardona-on-the-president-s-fiscal-year-2023-budget)

<sup>5</sup> Anna Maier and Deanna Niebuhr, 2021, p. 1.

<sup>6</sup> See California State Board of Education January 2022 Board Agenda, Item #02, Attachment 1, “Proposed California Community Schools Framework.” Available at: [January 2022 Agenda Item 02 Attachment 1 - Meeting](https://www.sbae.ca.gov/Agenda/2022/January/02-Attachment-1-Meeting)

- Funding for local educational agencies is allocated through June 30, 2028 for:
  - Planning, implementing, and coordinating community schools
  - A \$142 million set-aside for at least 5 regional technical assistance centers operated through local educational agencies (LEAs), with preference to those partnering with institutions of higher education (using a university-assisted community school model) or nonprofit community-based organizations
  - California's Department of Education would oversee the technical assistance centers; provide guidance and support to local schools; administer data evaluation and annual reporting efforts; and help build a robust community input and feedback process
  - These efforts build on substantive investments in community school expansion in the FY2020 and FY2021 budget cycles<sup>7</sup>

### **Other States Using Federal Pandemic Relief Funds and State Funding to Begin or Expand Community School Strategies for Post-Pandemic Recovery**

- At least 9 states are using federal relief funds for community school strategies, including California, New York, Maryland, Illinois, Vermont, and New Mexico<sup>8</sup>
- New York has had a long-term commitment to expanding community schools, including using state funds to establish 3 regional Technical Assistance Centers

### **NJ Has Wonderful Examples of Community Schools**

- University-assisted model: Montclair State University with Orange School District
- District-led model: Paterson School District
- Local non-profit model: Mercer Street Friends and Trenton School District

### **NJCSC's National and State Partners**

- The New Jersey Community Schools Coalition (NJCSC) is able to provide guidance and resources from national partners, including the Coalition for Community Schools (Washington, DC), the Netter Center (Univ. of Pennsylvania) and the Binghamton University NY/NJ University-Assisted Community Schools Regional Network
- Other national partners include the nonprofit Communities In Schools (CIS), which currently operates in more than half of all states and provides integrated student support services to over 1.6 million students
- State partners include the Center for Human and Social Development, Saint Elizabeth University, which has partnerships with almost 150 NJ school districts on school climate assessments and social-emotional learning

### **Recommendations from the NJ Community Schools Coalition**

- The New Jersey Community Schools Coalition (NJCSC) urges the Governor and Legislature to provide State and/or federal pandemic funds to expand the number

[Agendas \(CA State Board of Education\) \(cta.org\)](#). See also Naaz Modan, "Pandemic Spurs State Investment in Community School Model," K-12 DIVE Brief, Feb. 1, 2022. Available at: [Pandemic spurs state investment in community school model | K-12 Dive \(k12dive.com\)](#)

<sup>7</sup> Maier and Niebuhr, 2021, p. 2, p. 10.

<sup>8</sup> Modan, 2022.

9x

of community schools and begin to build a statewide infrastructure, including establishing Technical Assistance Centers in partnership with universities

- The NJ Department of Education needs funding devoted to community schools, to strengthen its ability to oversee expansion, and demonstrate State support to federal and philanthropic funders
- Without State support, we will lose the opportunity to access funding opportunities

#### **Additional Information**

- For additional information, visit NJCSC's website: [njcommunityschools.org](http://njcommunityschools.org)
- Contacts:
  - Gregory Stankiewicz, Statewide Coordinator, [gregorystankiewicz@verizon.net](mailto:gregorystankiewicz@verizon.net)
  - Julie Borst, Board President, [julie.borst@gmail.com](mailto:julie.borst@gmail.com)

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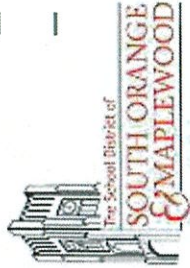
## Intentional Integration Initiative Yr. 1 Review & Yr. 2 Considerations

*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

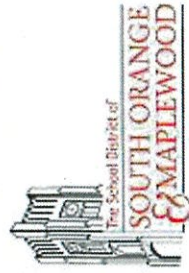
- + Research/Design/Launch
  - Previous presentations;
  - Literature review;
  - Parental/Community Feedback; and,
  - Framework Design
  
- + Year 1 Report/Results
  - Demographic Comparison; and,
  - Transportation
  
- + Year 2 Design and Considerations
  - Middle School Comparison
    - 2021-2022 vs III Beta Test;
    - Demographics; and,
    - Transportation



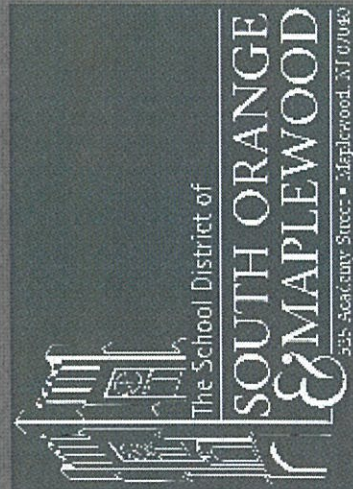
## Previous Public Presentations/Discussions

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- + 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



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# 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*



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## Event Summaries

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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.



17x

# Legal Cases & Mandates

The Philadelphia Inquirer

SIGN II

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.



ADVERTISEMENT

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

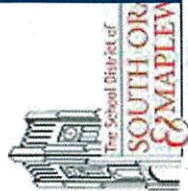
"Harming Our Common Future: America's Segregated Schools 65 years after Brown" study put three other blue states — New York, California and Illinois — at the top of the list.

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.



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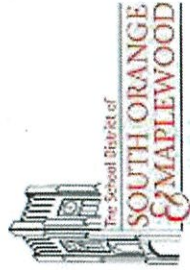
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## Event Summaries

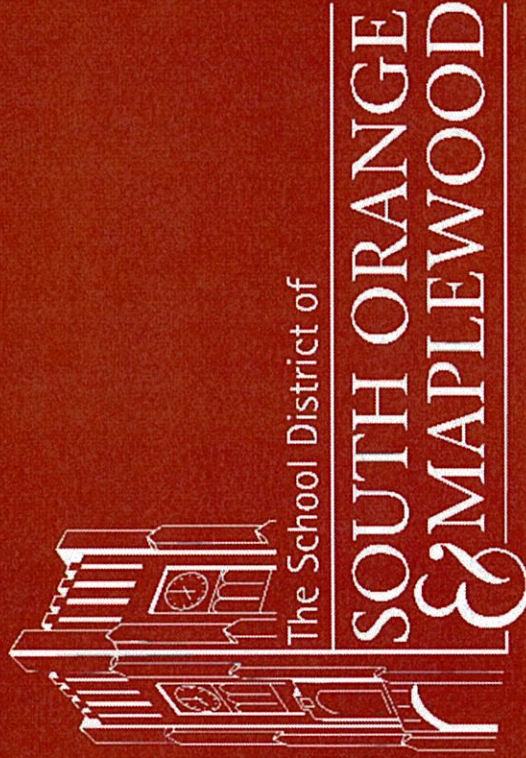
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January 8, 2020- Equity in Integration Symposium Continued...

- + 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

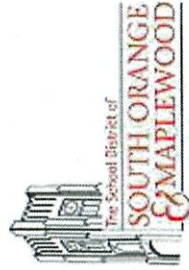
February 4, 2020

[www.somsd.k12.nj.us](http://www.somsd.k12.nj.us) | A district that celebrates community and diversity

## 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%



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# Calculus BC AP- Ethnicity Comparison From 2014 - 2020



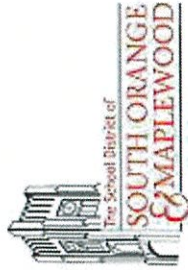
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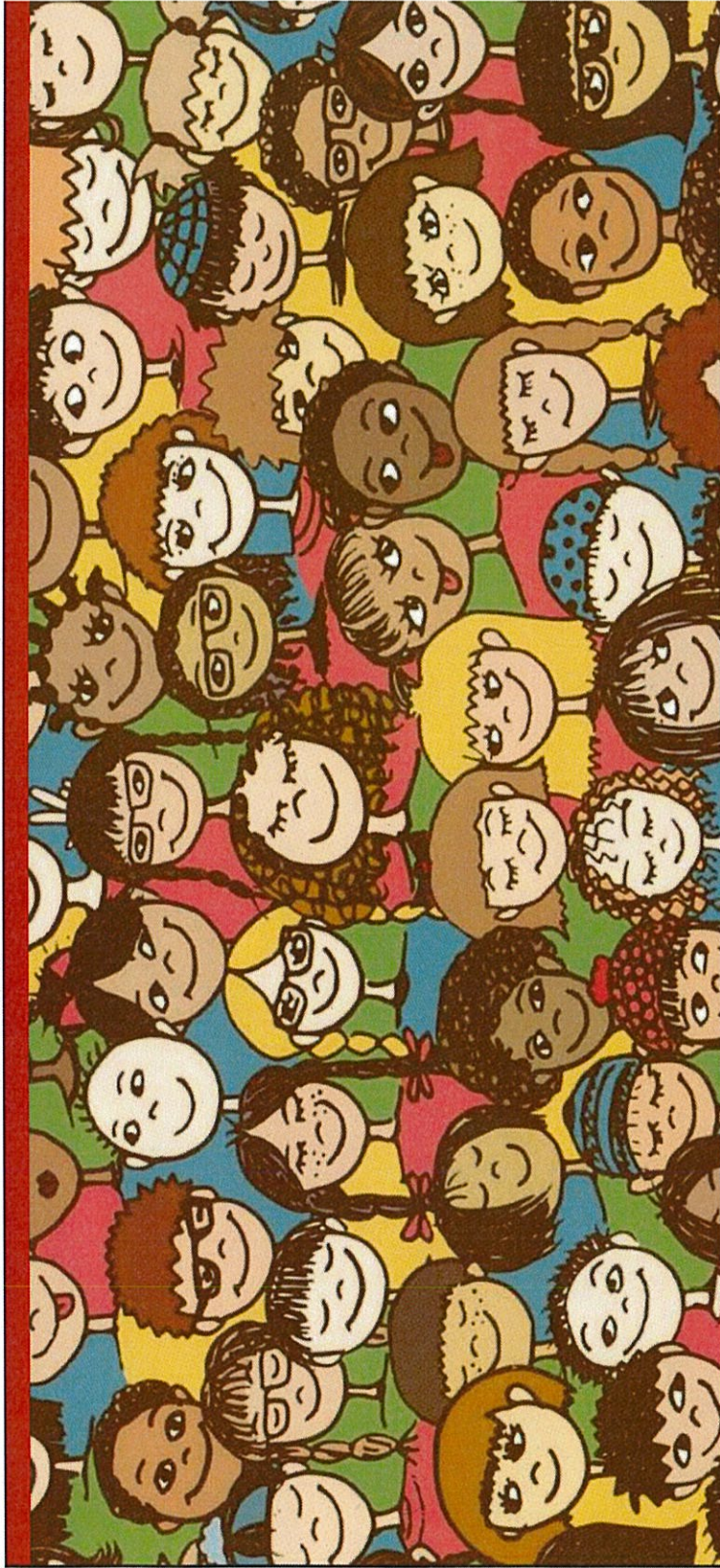
## Event Summaries

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

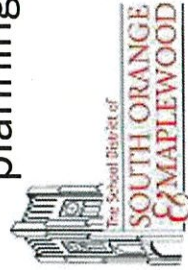
Wednesday, February 19, 2020



## Event Summaries

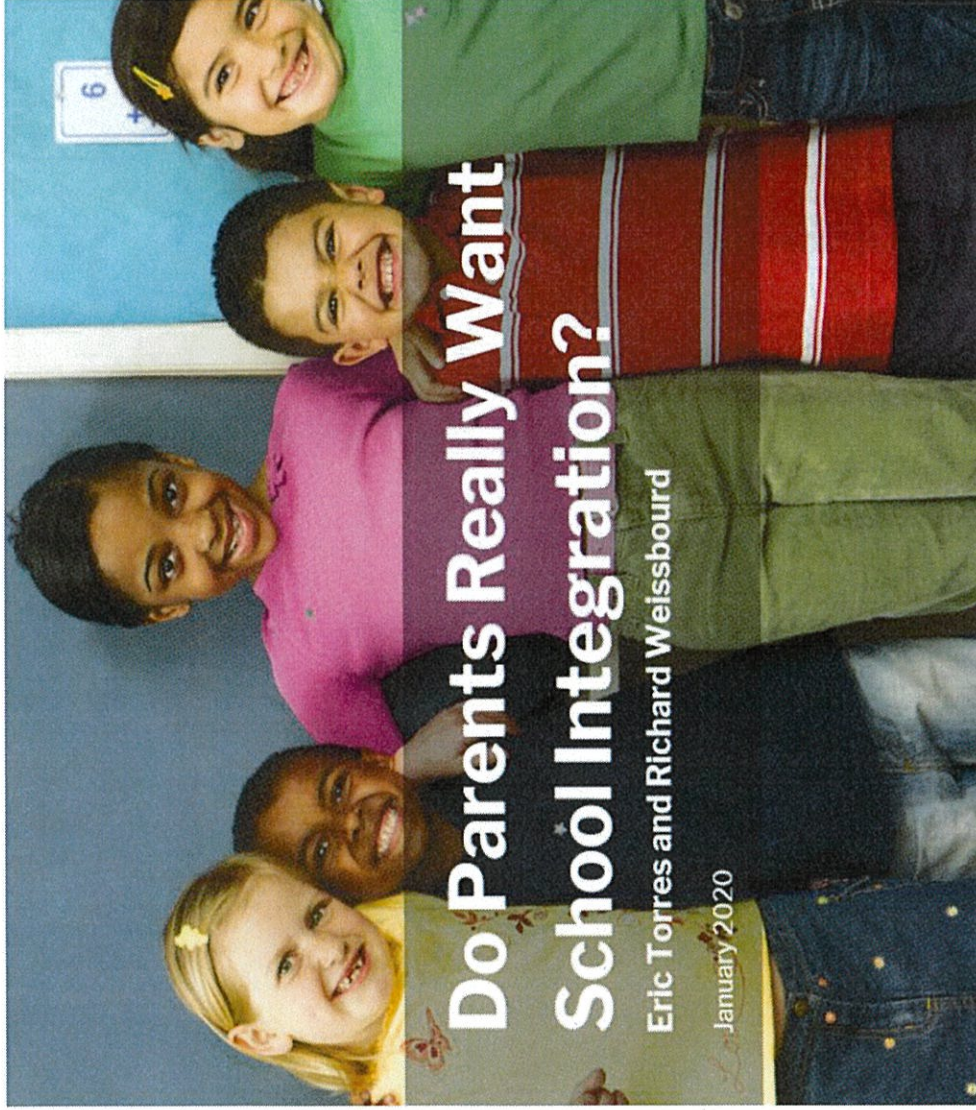
February 19, 2020- Intentional Integration Initiative Community Town Hall

- + **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.



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# Integration Process & Implementation:



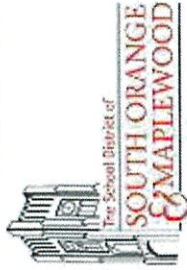
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## Event Summaries

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.



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## Event Summaries...

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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.



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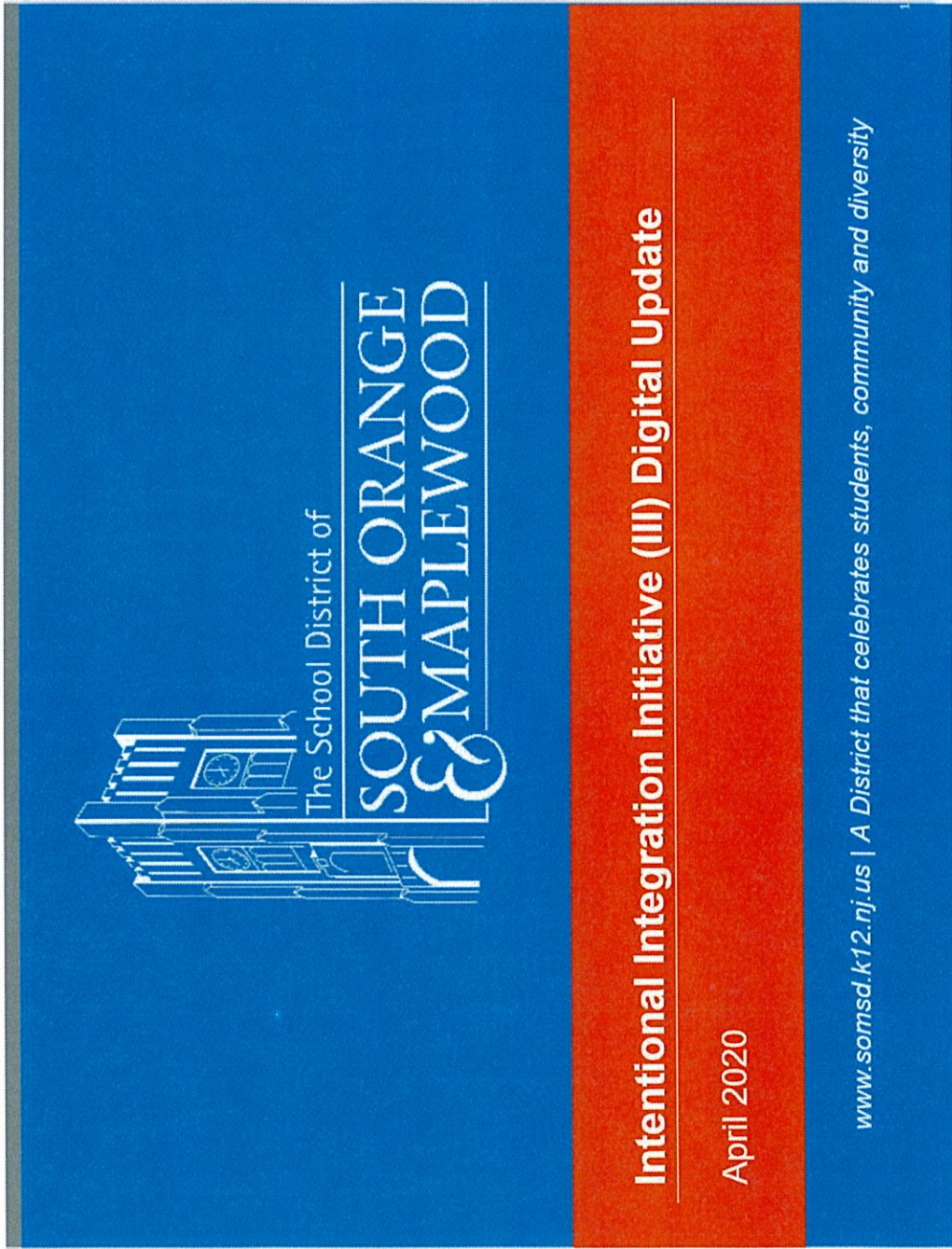
## Event Summaries...

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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)



The School District of  
**SOUTH ORANGE  
& MAPLEWOOD**

**Intentional Integration Initiative (III) Digital Update**

April 2020

[www.somsd.k12.nj.us](http://www.somsd.k12.nj.us) | A District that celebrates students, community and diversity



32X

## 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 an 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,

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## Event Summaries

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### April 2020- Intentional Integration Initiative Digital Update (Webinar)

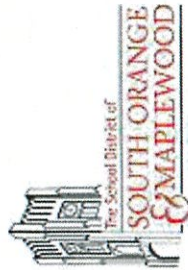
- + **Highlights include-**
  - More than 3000 individuals viewed the Intentional Integration Initiative Digital Update (Webinar).
  - We received 16 questions, comments etc.
  - We analyzed those comments, as some were either rhetorical or repetitive of others received, we broke them down into multiple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



37x

# Executive Summary

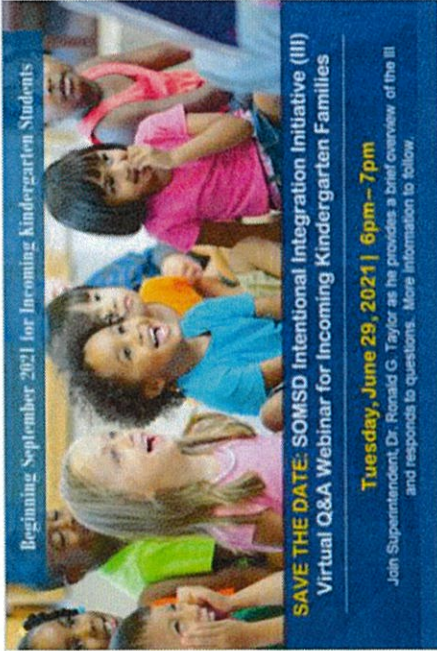
How can we create more and better racially and economically integrated schools in this country? The case for these schools is compelling. Thoughtful school integration may be our best hope over the long term for healing the racism and racial and class hostilities besetting our country. School integration 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; Kahienberg, 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/HcYLlmkBGJE>
- View or Download Webinar Presentation:
  - [Click Here: View PPT Google Slide](#)
  - [Click Here: Download PDE 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.

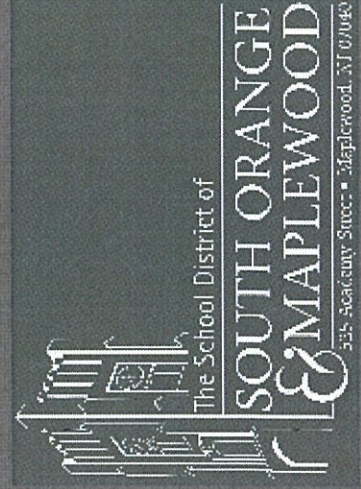


## SOMSD III: Informational Webinar for Local Realtors

- 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 PDE](#)
- [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)

### 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.

2022-2023 SY Kindergarten ...

News & Updates

III Request to Change Place...



External Research...



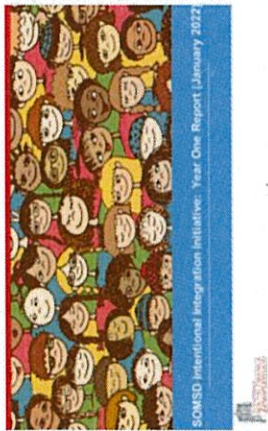
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# III Microsite with the Year One Report



South Orange & Maplewood School District

About III Presentations Communications



## **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.



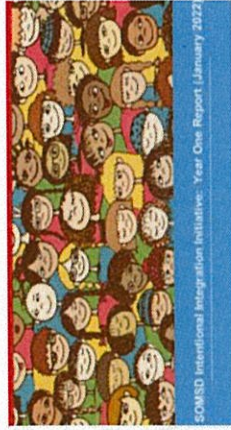
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# III Microsite with the Year One Report



South Orange & Maplewood School District

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

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- 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.



43X

# 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%
<b>Total/Avg. Variance</b>	<b>30%</b>	<b>14%</b>	<b>31%</b>	<b>10%</b>	<b>39%</b>	<b>19%</b>

**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%
<b>Total/Avg. Variance</b>	<b>35%</b>	<b>5%</b>	<b>32%</b>	<b>3%</b>	<b>33%</b>	<b>4%</b>

**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.



44X

# 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%
<b>Total/Avg. Variance</b>	<b>30%</b>	<b>14%</b>	<b>31%</b>	<b>10%</b>	<b>39%</b>	<b>19%</b>

**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%
<b>Total/Avg. Variance</b>	<b>35%</b>	<b>5%</b>	<b>32%</b>	<b>3%</b>	<b>33%</b>	<b>4%</b>

**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.



45X

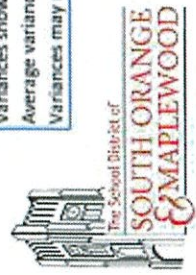
# III Microsite with the Year One Report

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%	Clinton	3%	21%	16%	5%	55%
Marshall	2%	28%	5%	8%	58%	Marshall	4%	25%	13%	7%	50%
Seth Boyden	4%	48%	11%	4%	34%	Seth Boyden	2%	29%	10%	14%	45%
S. Mountain	7%	21%	7%	5%	60%	S. Mountain	8%	14%	12%	5%	61%
Tuscan	7%	11%	11%	11%	61%	Tuscan	4%	16%	14%	6%	61%
<b>Total</b>	<b>4%</b>	<b>24%</b>	<b>8%</b>	<b>7%</b>	<b>57%</b>	<b>Total</b>	<b>5%</b>	<b>20%</b>	<b>13%</b>	<b>7%</b>	<b>55%</b>
<b>Variance</b>						<b>Variance</b>					
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%
<b>Avg. Variance</b>	<b>2%</b>	<b>11%</b>	<b>2%</b>	<b>2%</b>	<b>8%</b>	<b>Avg. Variance</b>	<b>2%</b>	<b>5%</b>	<b>2%</b>	<b>2%</b>	<b>5%</b>

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.



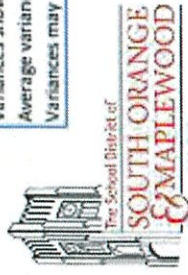
46x

# 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)**

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

**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.  
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 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.



47x

# 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)**

<b>PRE</b>						<b>POST</b>					
<b>2020-2021 (Attendance Zones)</b>						<b>2021-22 (Intentional SES Integration Plan)</b>					
	Asian/PI	Black	Hispanic	Multiracial	White	Asian/PI	Black	Hispanic	Multiracial	White	
Clinton	3%	14%	11%	6%	65%	3%	21%	16%	5%	55%	
Marshall	2%	28%	5%	8%	58%	4%	25%	13%	7%	50%	
Seth Boyden	4%	48%	11%	4%	34%	2%	29%	10%	14%	45%	
S. Mountain	7%	21%	5%	60%	100%	8%	12%	12%	5%	61%	
Tuscan	11%	11%	11%	11%	61%	4%	16%	14%	6%	61%	
<b>Total</b>	<b>4%</b>	<b>24%</b>	<b>8%</b>	<b>7%</b>	<b>57%</b>	<b>5%</b>	<b>20%</b>	<b>13%</b>	<b>7%</b>	<b>53%</b>	
<b>Variance</b>						<b>Variance</b>					
Clinton	-1%	-9%	3%	-1%	9%	-2%	1%	3%	-2%	0%	
Marshall	-3%	4%	-3%	1%	1%	0%	5%	0%	0%	-5%	
Seth Boyden	-1%	25%	2%	-3%	-23%	-3%	8%	-3%	7%	-10%	
S. Mountain	3%	-2%	-1%	-2%	3%	4%	-6%	-1%	-2%	6%	
Tuscan	3%	-13%	2%	4%	4%	-1%	-5%	1%	-1%	6%	
<b>Avg. Variance</b>	<b>2%</b>	<b>11%</b>	<b>2%</b>	<b>2%</b>	<b>8%</b>	<b>2%</b>	<b>5%</b>	<b>2%</b>	<b>2%</b>	<b>5%</b>	

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

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

**Variance:** Variance shown in red are those that are less than +/- 5 percentage points.

**Average Variance:** Average variance may not match simple differences because of rounding of more precise numbers.

48x



# III Microsite with the Year One Report

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## 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>
<b>Overall</b>	62%	60%
<b>SES</b>		
Low	46%	39%
Medium	71%	68%
High	70%	71%
<b>Race/Ethnicity</b>		
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.



50x

# III Microsite with the Year One Report

## Demographics and Transportation Assignment

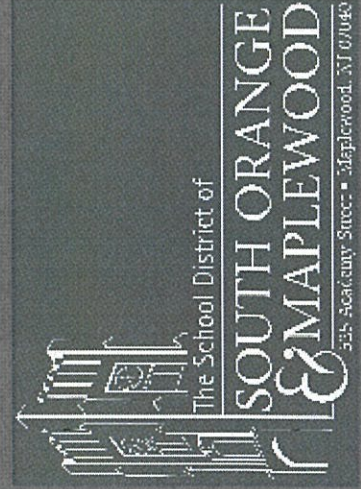
**Table 4**  
**Average Driving Distance (Miles) to School**  
**All Kindergarten Students**  
**2021-2022**

	<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
<b>Total</b>	<b>1.4</b>	<b>0.9</b>	<b>1.1</b>	<b>1.1</b>



51X

# 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](http://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 -



53x

## Intentional Integration Initiative (III) Middle School Considerations

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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:

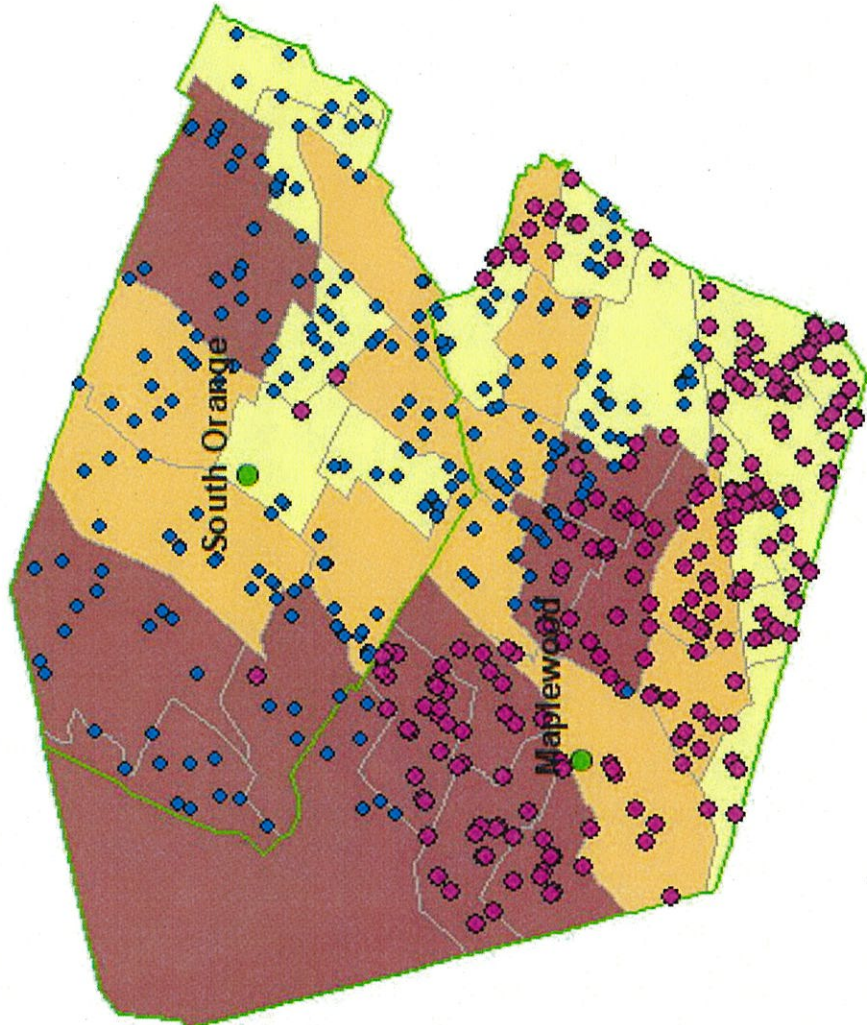
*...the results clearly show that the algorithm works to improve both SES and racial/ethnic diversity at MMS and SOMS, while also providing continuity between elementary schools SES algorithm and the Grade 5 to Grade 6 middle schools feeder patterns with the potential of improving student transportation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



54X

2021-22

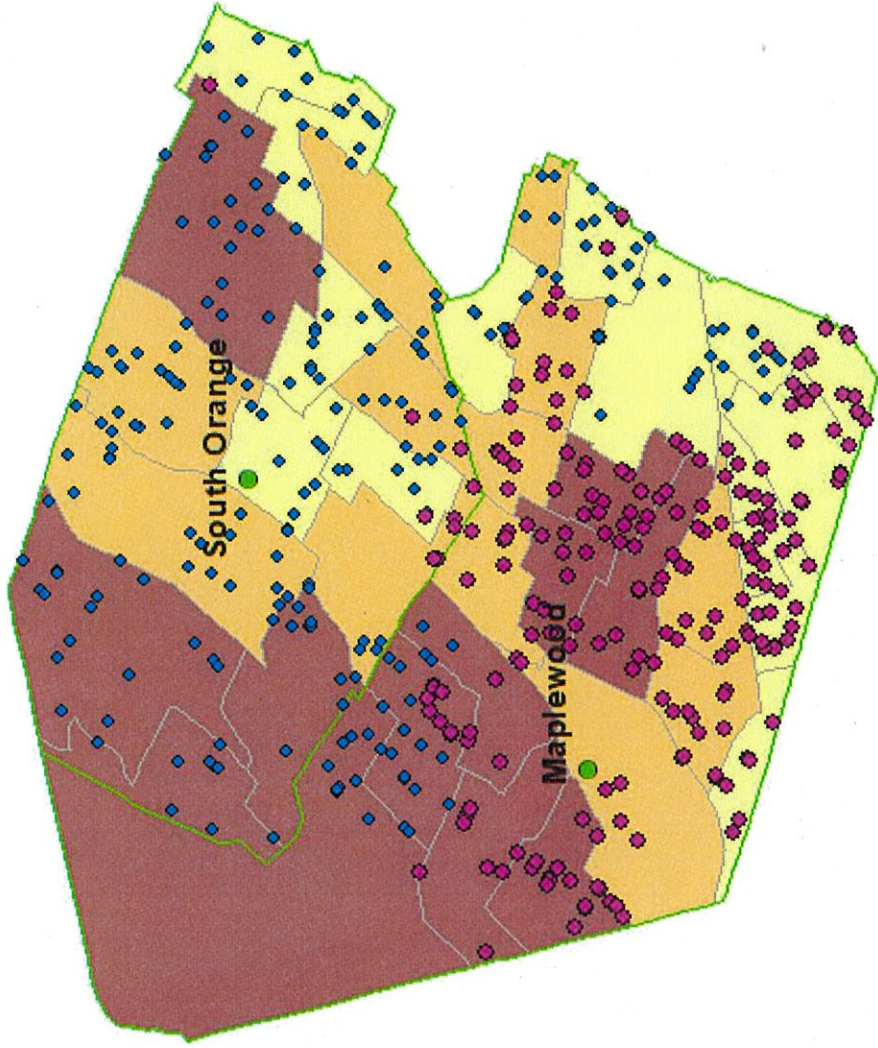
Middle schools attended by 6<sup>th</sup> graders:



**School attending**

- MMS
- SOMS

**MAP 2**  
**Middle schools assigned to current**  
**5<sup>th</sup> graders under Beta Test 1**



**School attending**

- MMS
- SOMS

56x

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

<u>BT 1 SES</u> <u>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</u> <u>graders</u>	<u>I</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%

57x

# 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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58x

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

<u>BT 1 SES</u> <u>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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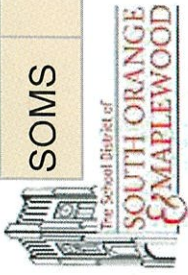


59x

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

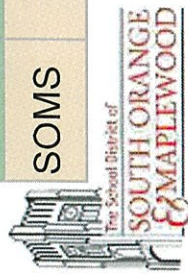


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# Beta Test for Rising 5th Graders vs Current 6th Graders

**BT 1 RACIAL/ETHNIC ASSIGNED**

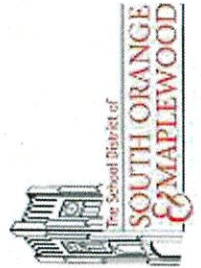
	<u>I</u> <u>ASG</u>	<u>W</u>	<u>%W</u>	<u>B</u>	<u>%B</u>	<u>H</u>	<u>%H</u>	<u>API</u>	<u>%A</u>	<u>M</u>	<u>%M</u>
TOTAL RE ASG	489	272	56%	126	26%	46	9%	20	4%	25	5%
MMS RE	245	139	57%	61	25%	27	11%	8	3%	10	4%
SOMS RE	244	133	55%	65	27%	19	8%	12	5%	15	6%
Current 6th Graders											
	<u>I</u>	<u>W</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%



61x

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

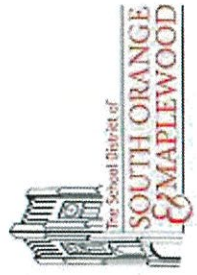
<u>BT 1 ECON DISADV ASSIGNED</u>	<u>T ASG</u>	<u>Econ Disadv</u>	<u>% Disadv</u>
TOTAL	489	46	9%
MMS	245	25	10%
SOMS	244	21	9%
<u>Current 6th Graders</u>	<u>I</u>	<u>Econ Disadv</u>	<u>% Disadv</u>
TOTAL	528	53	10%
MMS	259	32	12%
SOMS	269	21	8%



62x

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

<u>BT 1 ECON DISADV ASSIGNED</u>	<u>T ASG</u>	<u>Econ Disadv</u>	<u>% Disadv</u>
TOTAL	489	46	9%
MMS	245	25	10%
SOMS	244	21	9%
<u>Current 6th Graders</u>	<u>I</u>	<u>Econ Disadv</u>	<u>% Disadv</u>
TOTAL	528	53	10%
MMS	259	32	12%
SOMS	269	21	8%



63X

## Transportation Considerations...

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- 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...

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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.*

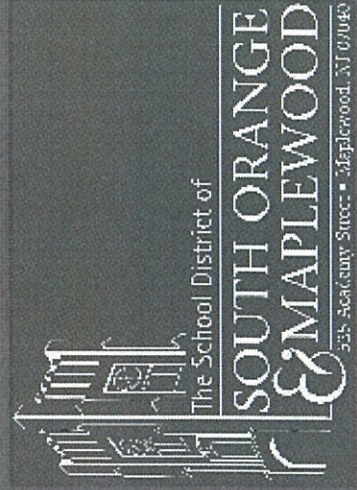
<u>BETA TEST 1</u> <u>ASG</u>	<u>MMS</u>	<u>SOMS</u>	<u>Grand Total</u>
MMS	188	57	245
SOMS	43	200	243
Grand Total	231	257	488

\*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.**



66x

# Summation



67X

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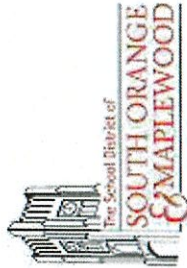
## Summary...

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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...



68x

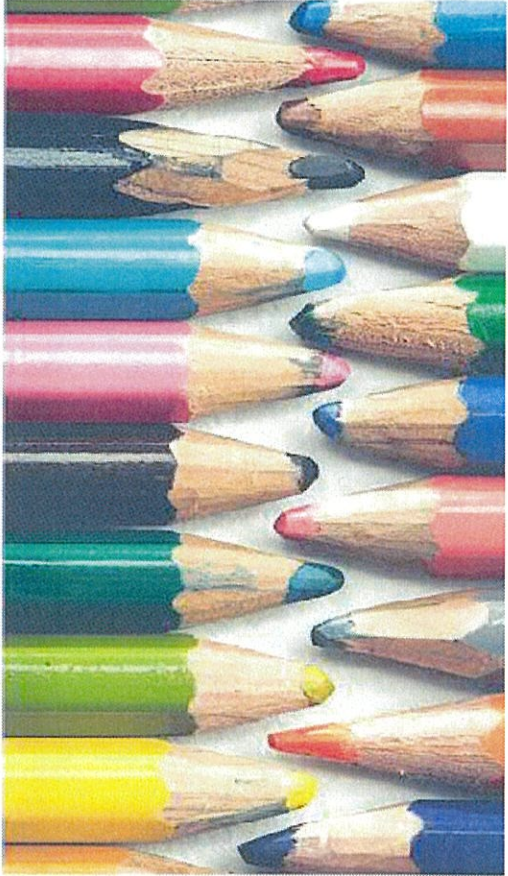
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Research tells us that it is  
beneficial for all students to  
attend schools that have diverse  
student populations.

# 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).



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FACTS SCHOOL INTEGRATION

## The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms

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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.



211  
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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?



72x

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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)**

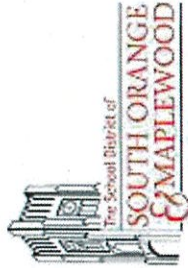
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### Expanded Partnership with Equal Opportunity Schools (EOS) - Columbia High School

- 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



**EQUAL**  
OPPORTUNITY  
SCHOOLS

**Equal Opportunity**  
Schools

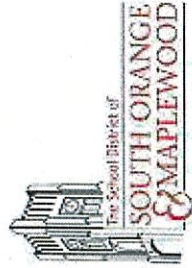
Ensuring that **low-income and students of color have equitable access** to America's most academically intense high school programs and succeed at the highest levels.

74X

## I&RS Review, PLCs and Restorative Practices Professional Development

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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.

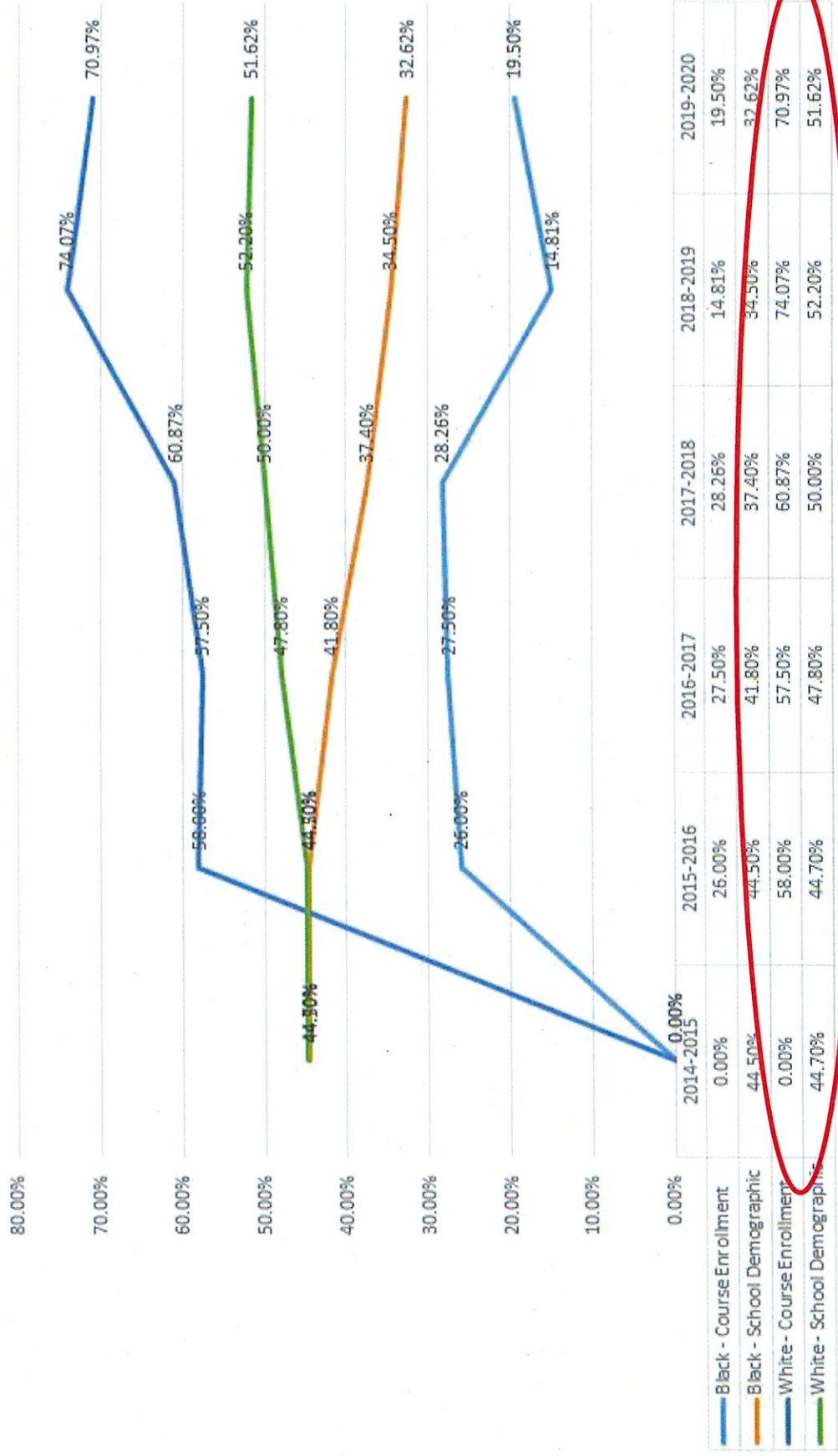


75X

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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



77x

## Next Steps...

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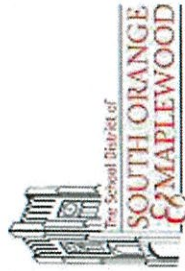
- + The Board is considering a resolution that we believe captures our current context and beliefs, while continuing our efforts to actualize our Intentional Integration Initiative.
- + We believe that we have shown that the adoption of this resolution will indeed make our middle school student populations 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.

78x

## Next Steps...

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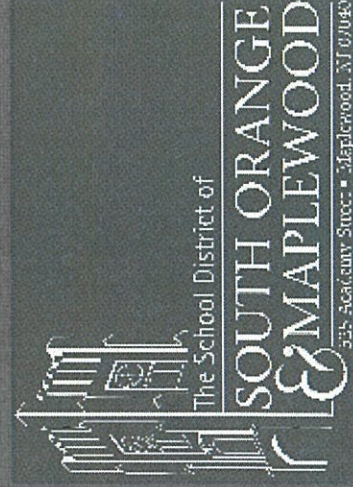
- + Lastly, if the Board supports this resolution, we will move forward with assigning rising 6th graders via the Beta 1 test algorithm as described this evening. This will result in our Intentional Integration efforts *accelerating significantly*.
- + In short, this action would result in our student 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.



79x

# Q&A with our Consultants

## The Alves Group



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## Consultant

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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. AEGG 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.



81X

**TESTIMONY OF PAUL L. TRACTENBERG**  
**BOARD OF GOVERNORS DISTINGUISHED PUBLIC SERVICE PROFESSOR OF**  
**LAW EMERITUS, RUTGERS LAW SCHOOL IN NEWARK**  
**JOINT COMMITTEE ON THE PUBLIC SCHOOLS**

**May 6, 2022**

Thank you, co-chairs Assemblywoman Mila Jasey and Senator Joseph Cryan and members of the Joint Committee on the Public Schools, for the opportunity to testify at your second hearing on desegregating New Jersey's public schools.

At your first hearing on March 23, 2022, you received many powerful statements in support of various mechanisms for having the State at long last live up to its special solicitude for, and obligation to, low-income students of color. Actually, by doing so New Jersey would be better serving all its students since all benefit from being educated in a diverse setting and emerge better equipped to function in a multi-cultural and global society.

I want to emphasize several straightforward propositions that my long involvement in these issues has led me to see as essential predicates for meaningful progress.

1. The State and its three branches must recognize and act on their ultimate responsibility to assure that every student receives a thorough and efficient education (T&E) in a diverse setting and not seek to interpose local school districts and municipalities as the cause of any shortfalls in educational quality.

2. The Legislature must step forward to fully meet its special responsibilities in that effort. After all, the state constitution's education clause explicitly states that "**The Legislature** shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State...." (NJ CONST. Art. VIII, Sec. 4, Par. 1) (Emphasis added.).

3. The Legislature must also lead the way forward in the implementation of New Jersey's unique state constitutional anti-segregation clause, the only clause in the nation explicitly prohibiting segregation in the public schools. Despite our state's exemplary record of constitutional and statutory commitments to high quality education in a diverse setting, as you no doubt have already heard, our record on the ground is woefully inadequate. There is no reason for the Legislature to await the final resolution of the LAN case to assert its leadership on this issue. Indeed, time is of the essence for public school students being denied their fundamental constitutional rights.

4. Through the appropriations process, the Legislature must assure that the School Funding Reform Act is fully funded as is constitutionally required. You must also assure that the New Jersey Department of Education has adequate resources and staffing to discharge its important responsibilities. Years ago, then-commissioner of education William Librera lamented that more and more responsibilities were being heaped on NJDOE as its resources and staffing were being systematically reduced.

5. The Legislature should proceed expeditiously to adopt Senate Bill 820, sponsored by Senators Cryan and Gopal, and co-sponsored by Senator Ruiz, preferably with changes recommended by the Education Law Center. It also should carefully monitor the implementation of this law and make any necessary adjustments. Without a well-structured and professionally staffed division to generate programs for achieving maximum feasible diversity in our schools, to monitor the effectiveness of such programs, and to make necessary changes there is little hope that the constitutional rights of NJ students will be vindicated.

6. In that regard, the Legislature must insist on expeditious and fully transparent action by the Executive branch, and especially by the Commissioner, State Board and Department of Education, because, regrettably, that has not characterized their actions in recent years. To some extent, but not fully, those lengthy delays may be attributed to the COVID pandemic, but that can hardly explain the shocking lack of transparency.

\*\*\*\*\*

In the balance of my brief remarks, let me elaborate on the last point based on my personal experience in several long pending matters. I know that the LAN case has been the subject of substantial prior testimony before the Joint Committee so I will only say that it will soon be four years since the case was filed and yet the judicial process is still in its early stages because, in my opinion, the State's lawyers have been doing everything possible to delay, rather than expedite, matters.

But that is nothing compared to the Lakewood case, Alcantara, et al. v. Hespe, et al. That case was initiated with the Commissioner almost eight years ago but is only just entering the judicial process on appeal from a decision of the acting commissioner of education. The acting commissioner's 9-page decision, issued on July 24, 2021, rejected the main findings of the administrative law judge's (ALJ) 111-page initial decision, issued on March 1, 2021, to the effect that Lakewood public school students are being denied a T&E education because of inadequate funding. Indeed, the ALJ found that, even with hundreds of millions of dollars of discretionary loans from the State, repayable from future state education aid, the students were not receiving T&E, and that the State loans had created an "unsustainable" fiscal burden for the Lakewood district.

You should note, incidentally, that Lakewood's almost 6,000 public school students are 100% low-income and 95% Latino and black. These are exactly the kind of students that the NJ Supreme Court in the Abbott litigation stated were entitled to special solicitude as, in effect, constitutional wards of the State. And yet for almost eight years of ongoing litigation, and for years before that, these students have been denied T&E.

I have been involved in this case almost from the start, first as a "participant" (the Office of Administrative Law (OAL) equivalent of a "friend of the court") and more recently as co-counsel for the Lakewood public school students. I feel so strongly about the vindication of their constitutional rights that my involvement in this case throughout has been on an entirely pro bono basis.

In my opinion, the only viable solution to this long-standing constitutional failure must be in the hands of the Legislature. The harsh truth is that SFRA, even if fully funded, would not provide adequate funding for Lakewood's public school students given the district's unique demographics (e.g., it has more than 25% of the entire State's population of nonpublic school students, and their legally justified funding for transportation and special education services consumes, as the ALJ found, 52% of the entire district budget). For six years, the commissioner has certified annually to that effect as a basis for the State's loans ("advance state aid").

There are two explicit conditions to SFRA's constitutionality as applied—the first, as indicated, is full funding, and the second is periodic evaluations of whether SFRA is providing all districts with adequate funding for T&E and, if it is not, necessary adjustments. If ever there was a case in which SFRA's formula was manifestly inadequate and requires adjustment, it is in Lakewood. That is clearly a legislative responsibility and function, and no court order is required for the Legislature to act consistently with its duty.

Another matter in which I have participated pro bono involves Absecon's petition to the acting commissioner for permission to sever its sending-receiving relationship with Pleasantville. According to the petitioners' study, severance would result in Pleasantville High School being left without a single white student in attendance. Although, in acting on such a petition, the commissioner is required to consider the racial impact on the involved districts, the acting commissioner simply has not ruled on this matter for substantially more than a year. Illustratively, I submitted detailed comments to the acting commissioner opposing Absecon's petition for severance on March 25, 2021.

Beyond NJDOE's distressing lack of urgency in dealing with alleged failures of the State to assure T&E education in a diverse, desegregated setting, the last point I want to make in this brief testimony to the Joint Committee has to do with the NJDOE's equally distressing lack of transparency. Two glaring examples of which I am aware relate to investigations the Department claims it has carried out and reports it has claimed to have prepared based on those investigations. One relates to the impact of charter schools on students' exposure to a racially diverse educational setting and the other to the level of compensation paid to the Lakewood school district's legal counsel Michael Inzelbuch. In both cases to my knowledge, NJDOE and the acting commissioner have simply refused to release their reports.

I hope that my testimony this morning leads to prompt legislative consideration and action. The public school students of New Jersey, who have waited too long already for the vindication of their fundamental constitutional rights, deserve nothing less.

**Testimony of Harry Lee, President and CEO  
New Jersey Public Charter Schools Association**

**Joint Committee on the Public Schools  
May 6, 2022**

Thank you to the members of the Joint Committee on the Public Schools for the opportunity to testify on this very important topic of school desegregation. My name is Harry Lee and I lead the New Jersey Public Charter Schools Association. We are a membership organization and represent 87 schools and 60,000 students today attending public charter schools in New Jersey.

We all know how difficult and complex this challenge is in our state. There is a deep sense of urgency to tackle this challenging issue in this room and throughout New Jersey. My goal today is to offer to this committee, workable solutions to remedy this challenge that has long preceded the existence of charter schools when they first opened in 1997. Public charter schools are an important part of the solution to advance desegregation through the creation of more [diverse-by-design charter schools](#). Through changes in authorization that could be implemented today, we can create more diverse, integrated school environments for thousands of children throughout the Garden State.

Many of my colleagues speaking today know how we got here and the history of school segregation in New Jersey far better than I do. Historical and racist policy decisions related to housing and transportation have resulted in many of our schools being racially isolated. Because students are assigned to a school based on where they live, and most school districts consist of only one municipality, many schools across New Jersey lack diversity in one of the most diverse states in the nation.

In the current policy landscape, public charter schools have two unique advantages compared to traditional school districts. **First, public charter schools are permitted to serve children across municipal boundaries to overcome the structural impediment of neighborhood segregation.** With approval from the Department of Education and within the current confines of the law, charters are permitted to serve a wider geographic region compared to traditional school districts. With this flexibility, charter schools have the opportunity to break down barriers that differentiate us like our zip code, race, culture and language because they serve students across municipal boundaries.

**The second advantage that charter schools have is the ability to run weighted lotteries.** Public charter schools are open to all students within their district or region of residence. Despite what some of our opponents may say, you cannot test into a charter school. It is a blind lottery. However, charter schools can preference educationally disadvantaged students including low-income students, students with disabilities, and English learner students with approval from the Department of Education. We have many charter schools in New Jersey that are giving additional preference to low-income students, special education students and English learners which can help with racial and ethnic diversity as well. Charter schools can also use targeted recruitment and engagement strategies to ensure their student populations are intentionally diverse.

Ensuring that a student's race or ethnicity does not determine the quality of their education is essential. We are working with an organization called the [Diverse Charter Schools Coalition](#). They work with 235 individual charter schools in 23 states and D.C. to advance equity through the development of intentional and inclusive school communities to prepare over 90,000 students of all backgrounds to become future leaders. We should be engaging organizations like the Diverse Charter Schools Coalition to make sure that our policy environment supports the creation of new diverse-by-design charter schools.

In order to immediately move the needle on this issue, the Murphy Administration and Legislature should be exploring the creation of 20 new charter schools in key districts that are geographically positioned to draw upon a racially and economically diverse student body. In doing so, New Jersey can offer thousands of students new opportunities to attend intentionally diverse schools now, without the delay of enacting new legislation and establishing new cross-border funding models.

Many charter schools were founded and are specifically tailored to serve students from diverse backgrounds, and they have been successful at improving learning outcomes for all students. In fact, three out of the top 10 most diverse public schools in New Jersey are charter schools (Learning Community Charter School, The Ethical Community Charter School, and BelovED Community Charter School). These schools can serve as models for the rest of the state.

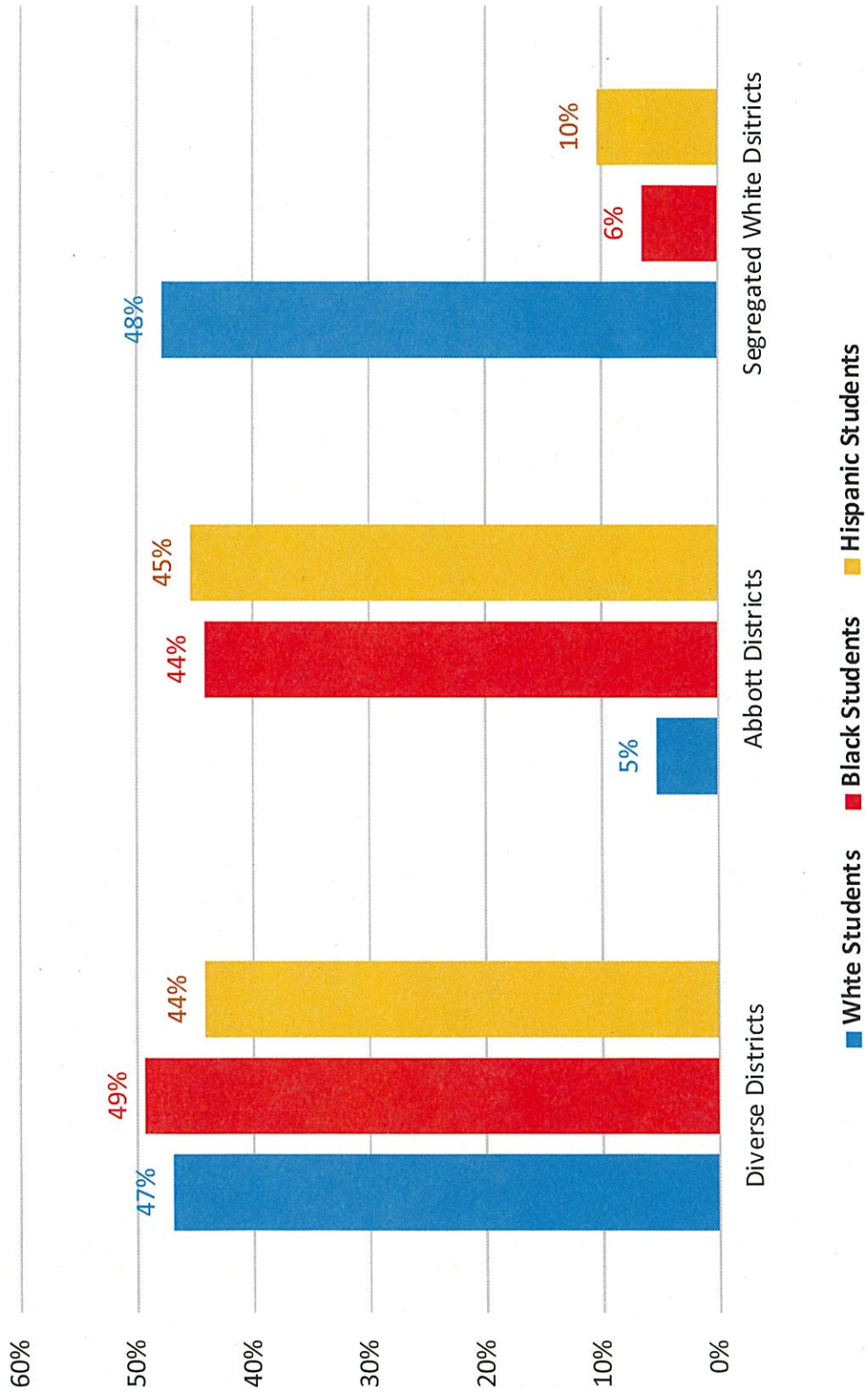
We know there is a very important case in the courts brought forth by a number of organizations to desegregate the public school system in New Jersey. During oral argument, we were encouraged that Plaintiffs recognized charter schools as part of a solution. If our goal is to remedy historical segregation patterns, charter schools are an existing solution we can implement immediately due to the ability for families to cross municipal boundaries to attend a school that meets their child's needs. For the last twenty-five years, New Jersey's charter schools have provided families with a tuition-free, zip-code crossing public school option that is student-centered, highly accountable, and wildly successful for 60,000 enrolled students annually. There is a reason why there are 20,000 students on charter wait lists today. That concludes my testimony and I thank you for your time.

86x

New Jersey  
Public Schools  
Racially  
Diverse  
Districts

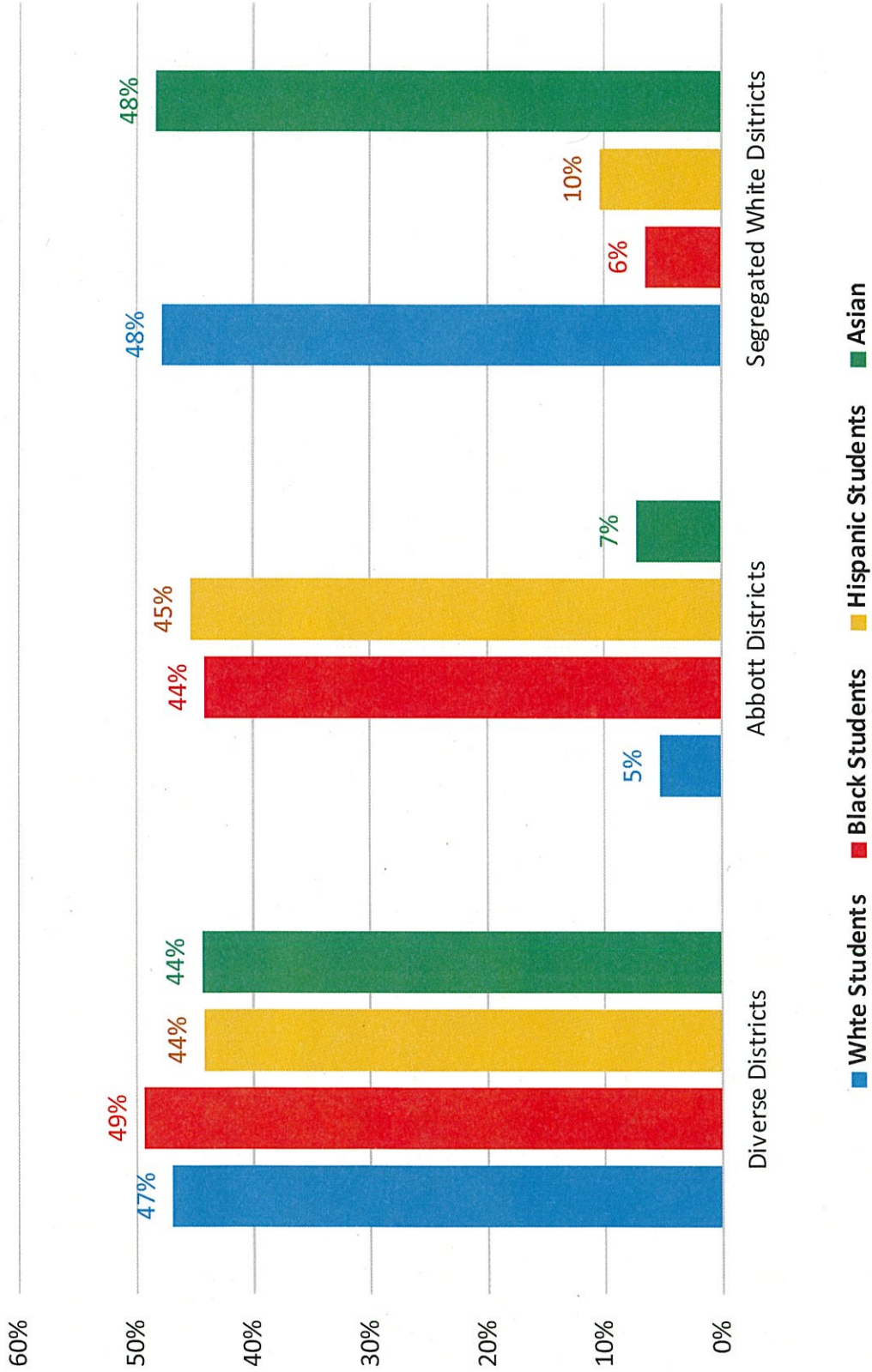


**% Share of Total White, Black and Hispanic Students within Types in New Jersey**



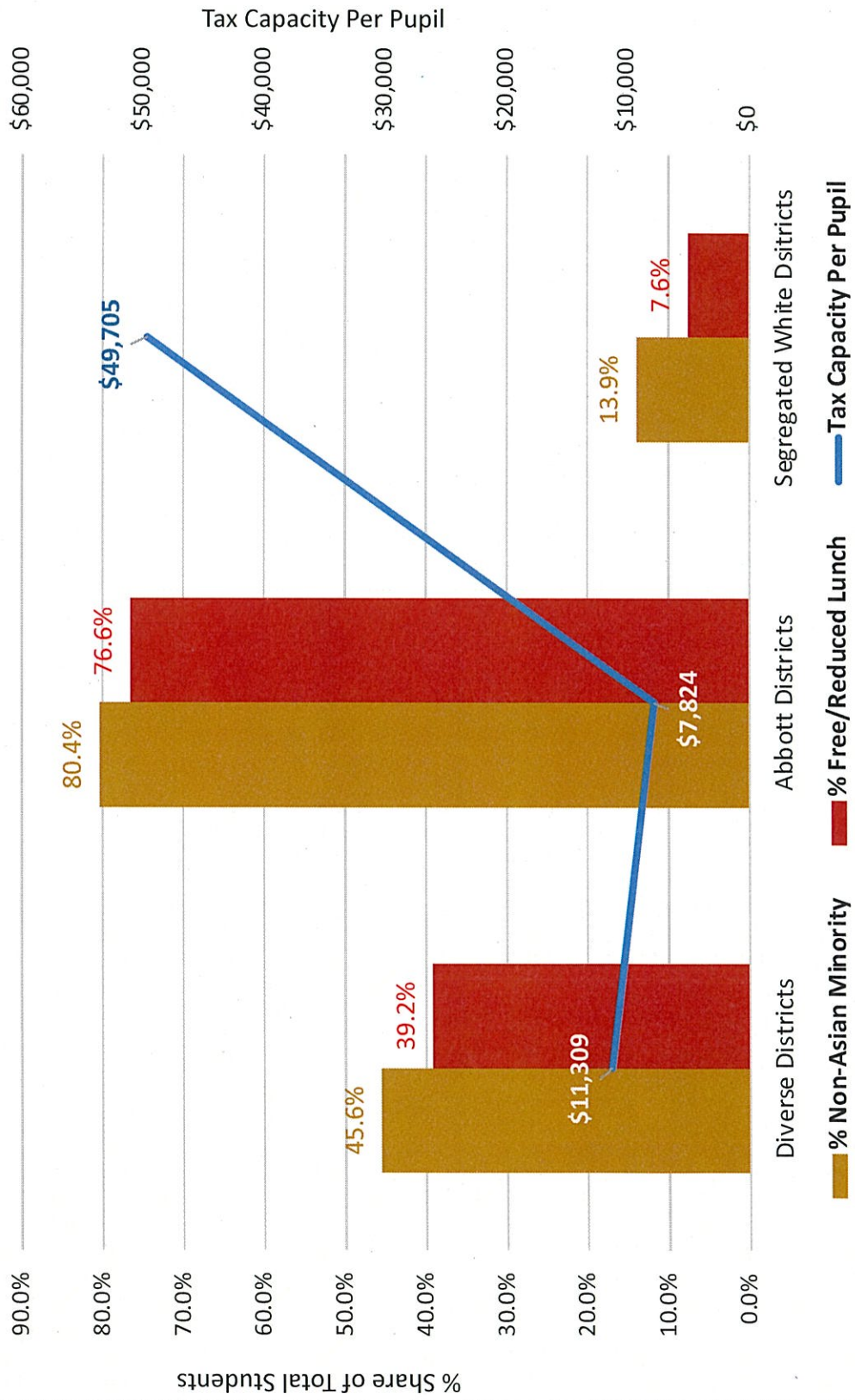
88X

**% Share of Total White, Black and Hispanic Students within Types in New Jersey**



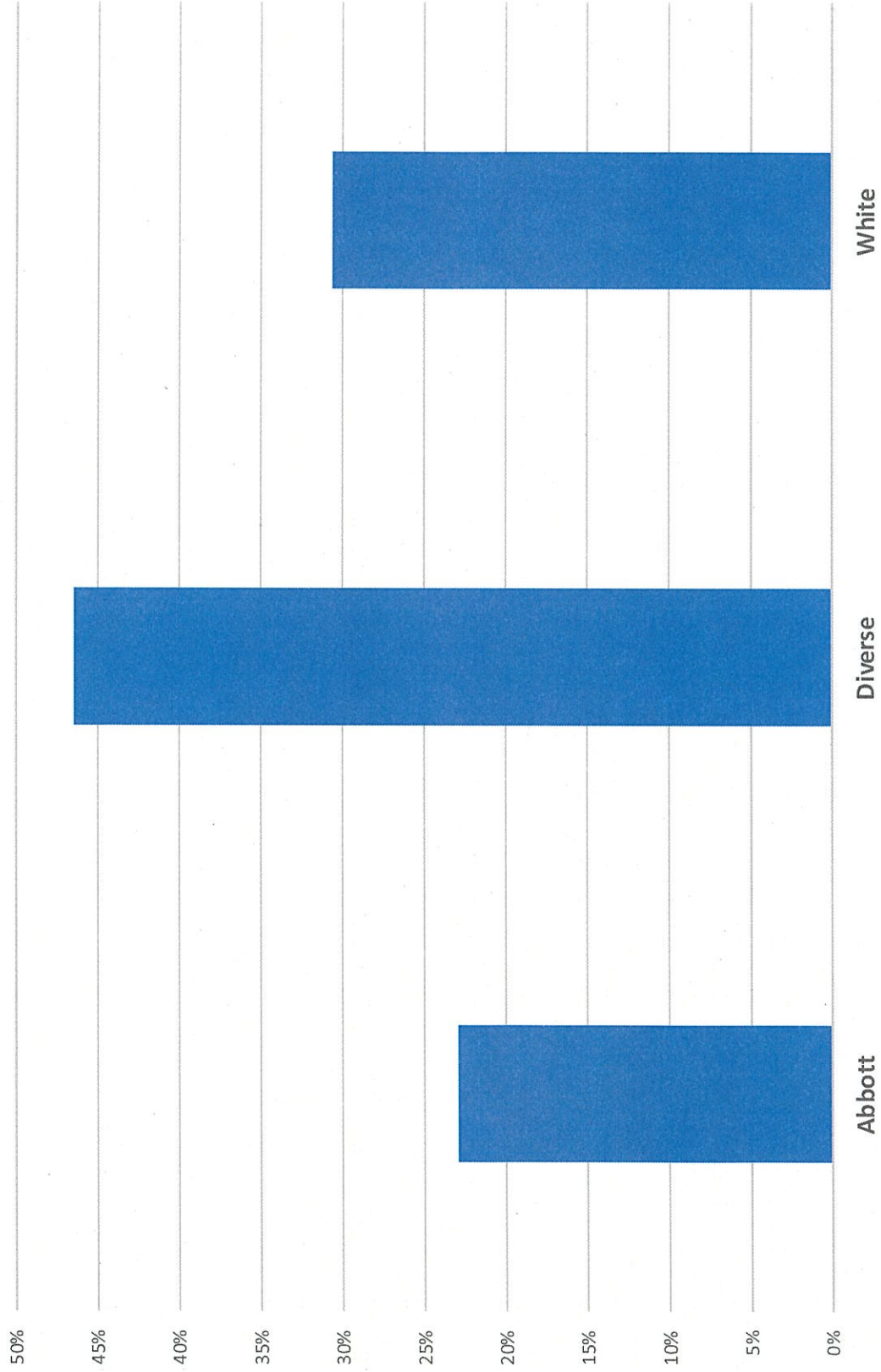
89x

### Race, Poverty and Tax Capacity of Types in New Jersey



90x

# New Jersey Public School Student Population

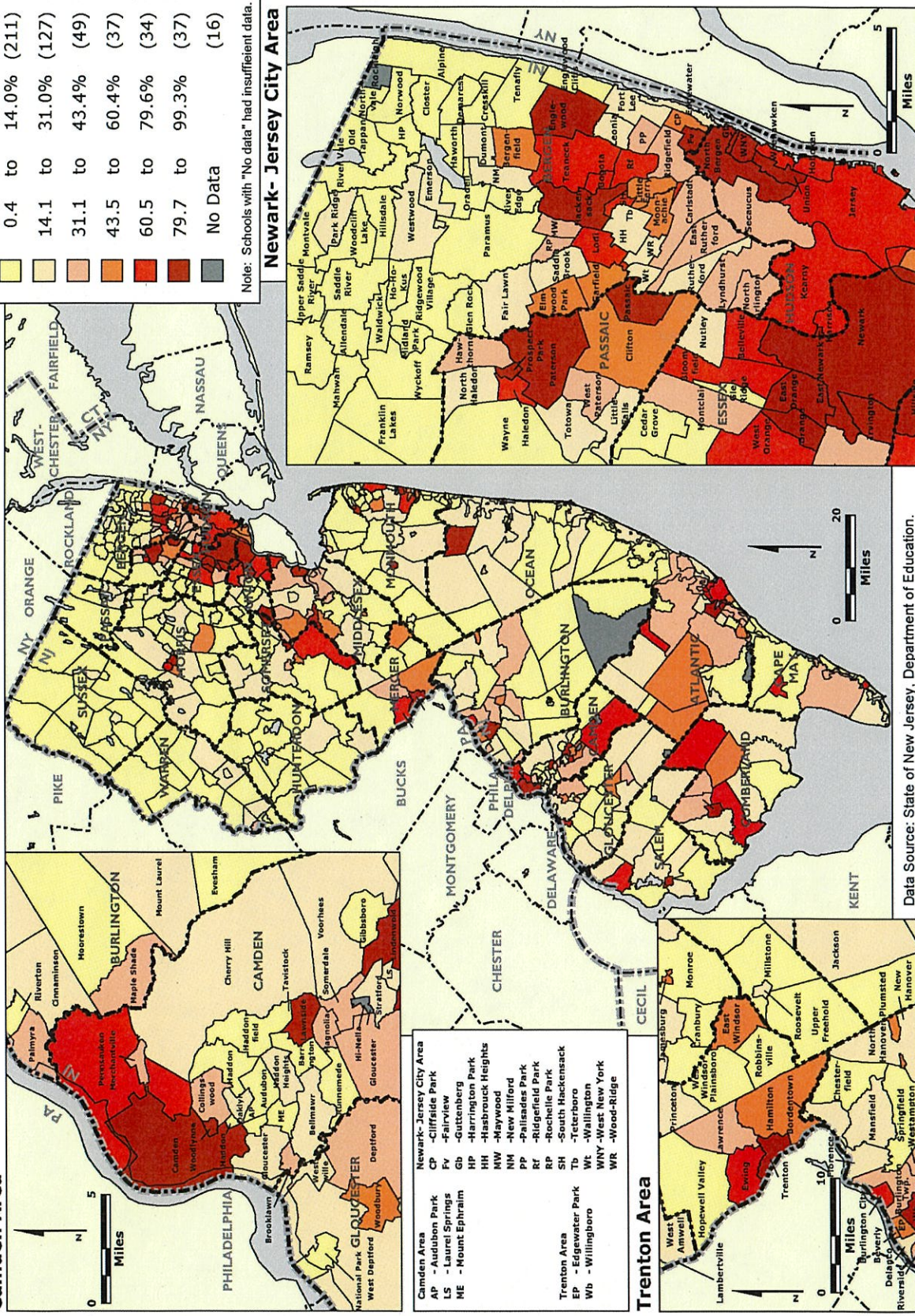
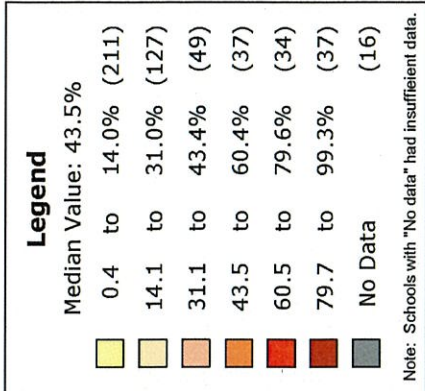


91X

Cumberland Regional	Piscataway Township	Manchester Township	Spotswood Borough	Berlin Township
Egg Harbor Township	North Brunswick Township	Roselle Borough	Woodbury City	Union Beach Borough
Atlantic City	Edison Township	Sterling High School	Newton Town	Barrington Borough
Mainland Regional	East Brunswick Township	Cinnaminson Township	Highland Park Borough	Bloomingdale Borough
Kingsway Regional	South Plainfield Borough	Elmwood Park Borough	Florence Township	Lawrence Township
Delsea Regional High School	Woodbridge Township	Middle Township	Manville Borough	Commercial Township
West Deptford Township	Sayreville Borough	Lyndhurst Township	Fairview Borough	Rochelle Park Township
Black Horse Pike Regional	Carteret Borough	Dumont Borough	Woodstown-Pilesgrove Regional	Clementon Borough
Washington Township	Union Township	Bordentown Regional	Hopatcong Borough	Belmar Borough
Monroe Township	Hillside Township	Maple Shade Township	Clayton Borough	Greenwich Township
Winslow Township	Linden City	Hawthorne Borough	Haddon Heights Borough	Merchantville Borough
Lindenwold Borough	Rahway City	South River Borough	Audubon Borough	South Bound Brook Borough
Clearview Regional	North Plainfield Borough	Somerville Borough	Boonton Town	Mount Ephraim Borough
Deptford Township	Warren Hills Regional	Secaucus Town	Riverside Township	Delanco Township
Cherry Hill Township	Mount Olive Township	Springfield Township	Ridgefield Borough	Maurice River Township
Eastern Camden County Regional	Morris Township	Ridgefield Park Township	Kenilworth Borough	Woodlynnne Borough
Pennsauken Township	Roxbury Township	Penns Grove-Carneys Point Regional	Weehawken Township	Folsom Borough
Burlington Township	Dover Town	Walkill Valley Regional	Wallington Borough	Lakehurst Borough
Willingboro Township	Morris Hills Regional	Collingswood Borough	Dunellen Borough	Moonachie Borough
Delran Township	South Orange-Maplewood	Middlesex Borough	Wood-Ridge Borough	Mine Hill Township
Rancocas Valley Regional	West Orange Town	Haddon Township	Pitman Borough	Beverly City
Northern Burlington Regional	Bloomfield Township	Lenape Valley Regional	Paulsboro Borough	Lawnside Borough
Hammoncton Town	Nutley Town	Roselle Park Borough	Plumsted Township	South Hackensack Township
Greater Egg Harbor Regional	Belleville Town	Leonia Borough	Bogota Borough	Quinton Township
Central Regional	Lakewood Township	Bound Brook Borough	Butler Borough	Brooklawn Borough
Pinelands Regional	Bayonne City	New Milford Borough	South Amboy City	Oldmans Township
Barnegat Township	North Bergen Township	Gateway Regional	Keyport Borough	Bradley Beach Borough
Toms River Regional	Kearny Town	Hackettstown Town	Maywood Borough	Montague Township
Brick Township	Clifton City	Glassboro Borough	Guttenberg Town	East Newark Borough
Red Bank Regional	Montclair Town	Monmouth Regional	Edgewater Park Township	Woodbine Borough
Neptune Township	Passaic County Manchester Regional	Pine Hill Borough	South Hunterdon Regional	Alpha Borough
Ocean Township	Cliffside Park Borough	North Arlington Borough	Palmyra Borough	Mannington Township
Old Bridge Township	Hackensack City	Carlstadt-East Rutherford	Wildwood City	Laurel Springs Borough
Jackson Township	Teaneck Township	Pennsville Township	Absecon City	New Hanover Township
Matawan-Aberdeen Regional	Englewood City	Palisades Park Borough	Waterford Township	Downe Township
Hamilton Township	Fair Lawn Borough	Saddle Brook Township	Little Ferry Borough	Weymouth Township
East Windsor Regional	Bergenfield Borough	Buena Regional	Jamesburg Borough	Winfield Township
Lawrence Township	Lodi Borough	Pittsgrove Township	Greenwich Township	Elsinboro Township
Ewing Township	Passaic Valley Regional	Pompton Lakes Borough	Ventnor City	Bloomsbury Borough
Franklin Township			Belvidere Town	

Cumberland Regional	Rancocas Valley Regional	Piscataway Township	West Orange Town
Egg Harbor Township	Northern Burlington Regional	North Brunswick Township	Bloomfield Township
Atlantic City	Hammonton Town	Edison Township	Nutley Town
Mainland Regional	Greater Egg Harbor Regional	East Brunswick Township	Belleville Town
Kingsway Regional	Central Regional	South Plainfield Borough	Lakewood Township
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Washington Township	Brick Township	Union Township	Clifton City
Monroe Township	Red Bank Regional	Hillside Township	Montclair Town
Winslow Township	Neptune Township	Linden City	Passaic County Manchester Regional
Lindenwold Borough	Ocean Township	Rahway City	Cliffside Park Borough
Clearview Regional	Old Bridge Township	North Plainfield Borough	Hackensack City
Deptford Township	Jackson Township	Warren Hills Regional	Teaneck Township
Cherry Hill Township	Matawan-Aberdeen Regional	Mount Olive Township	Englewood City
Eastern Camden County Regional	Hamilton Township	Morris Township	Fair Lawn Borough
Pennsauken Township	East Windsor Regional	Roxbury Township	Bergenfield Borough
Burlington Township	Lawrence Township	Dover Town	Lodi Borough
Willingboro Township	Ewing Township	Morris Hills Regional	Passaic Valley Regional
Delran Township	Franklin Township	South Orange-Maplewood	

**NEW JERSEY: Percentage of Black or Hispanic Students by Unified and Elementary School Districts, 2016-17**

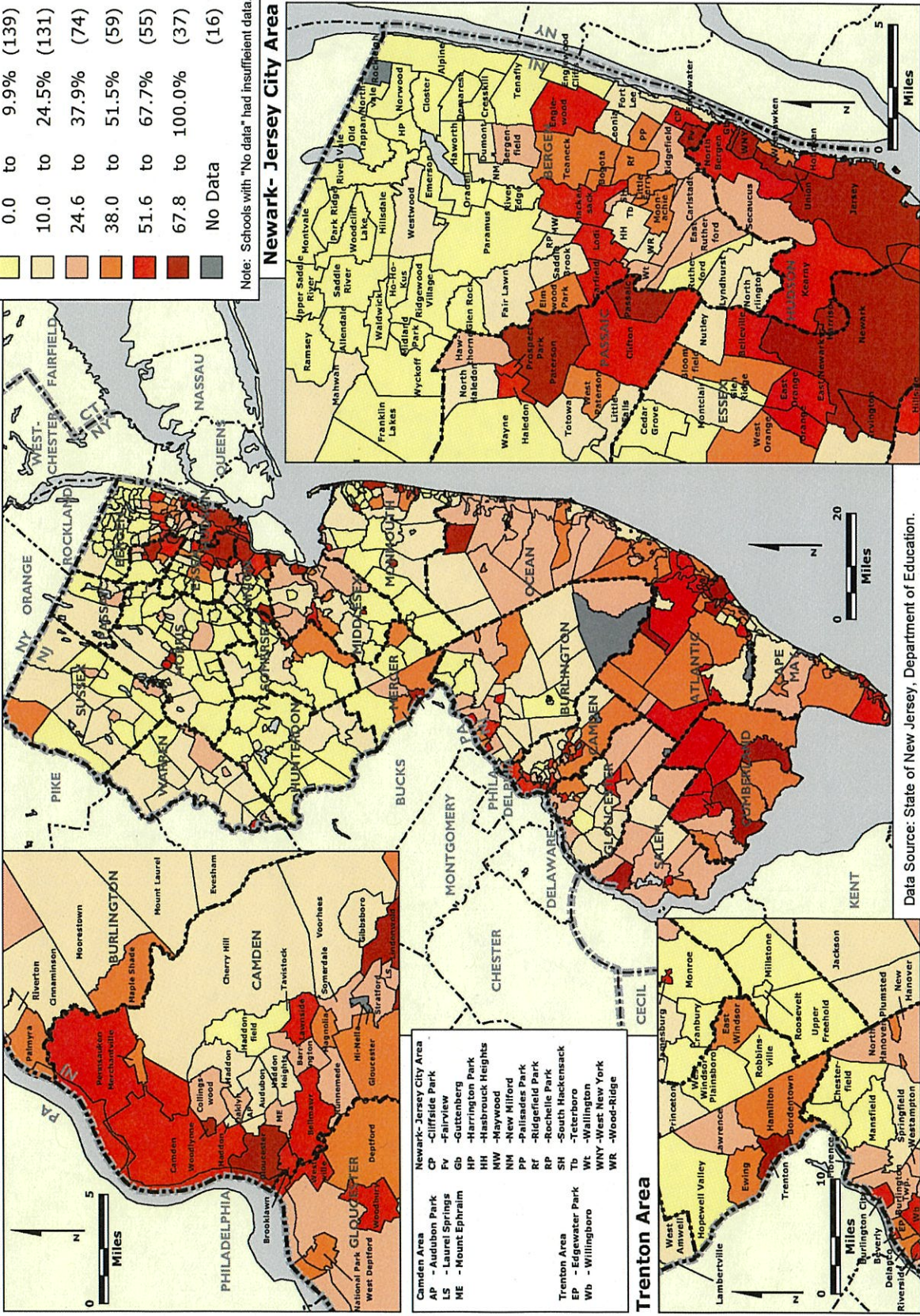
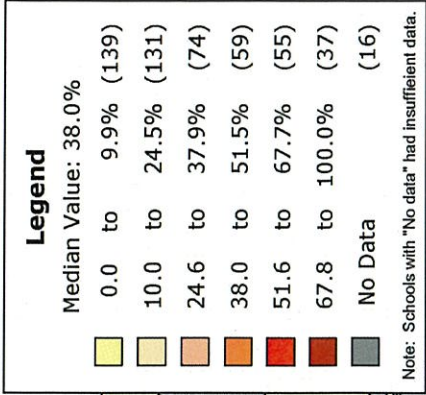


Data Source: State of New Jersey, Department of Education.

94x

# NEW JERSEY: Percentage of Students Eligible for Free or Reduced Lunches by Unified and Elementary School Districts, 2016-17

INSTITUTE ON METROPOLITAN  
OPPORTUNITY  
UNIVERSITY OF MINNESOTA LAW SCHOOL



Note: Schools with "No data" had insufficient data.

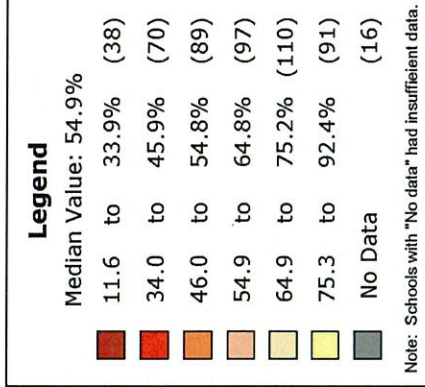
Data Source: State of New Jersey, Department of Education.

95x

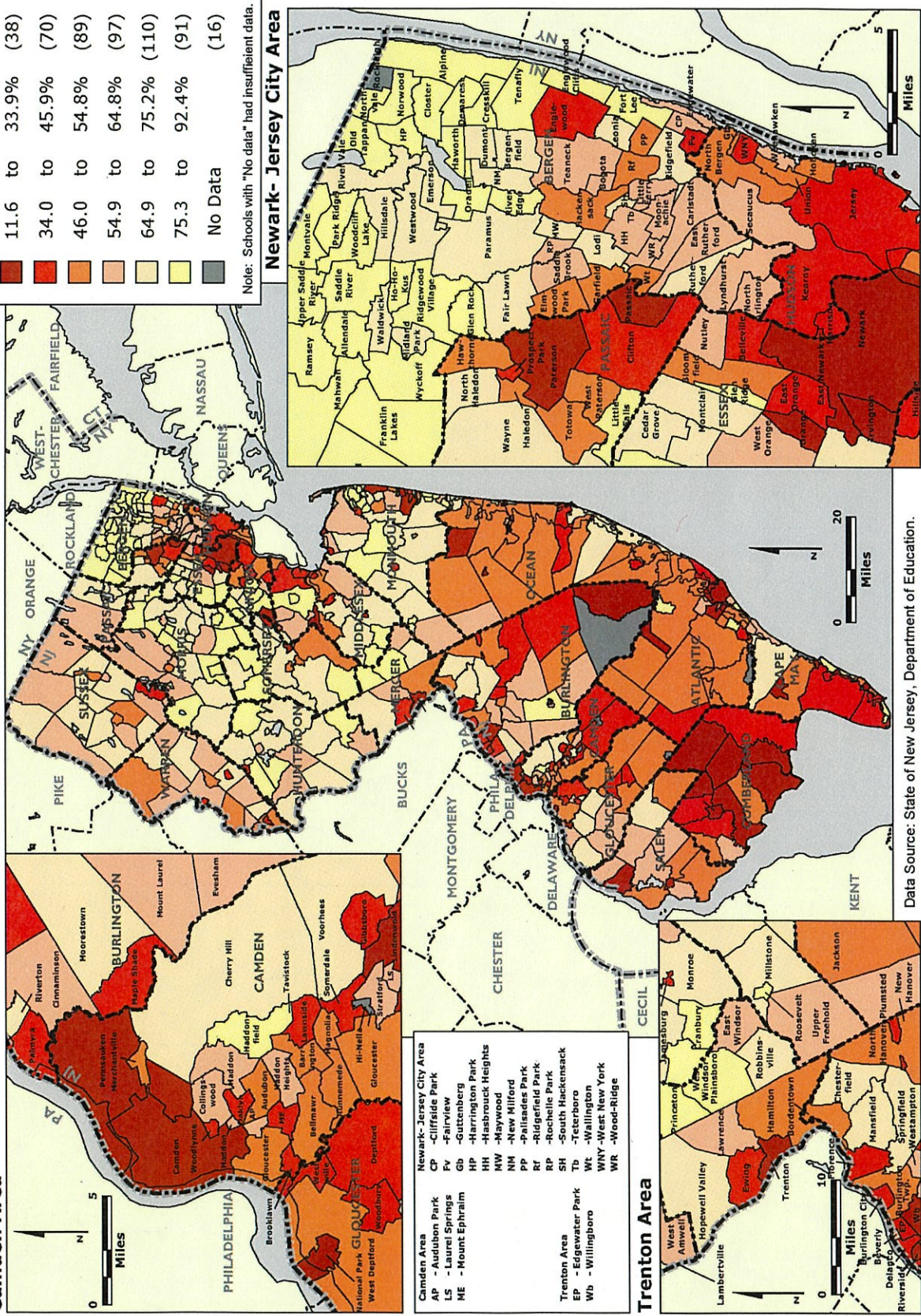
**NEW JERSEY:**

**Percentage of Students that Meet or Exceed English Language Arts Proficiency Standards by Unified and Elementary School Districts, 2016-17**

INSTITUTE ON METROPOLITAN OPPORTUNITY  
UNIVERSITY OF MINNESOTA LAW SCHOOL



Note: Schools with "No data" had insufficient data.

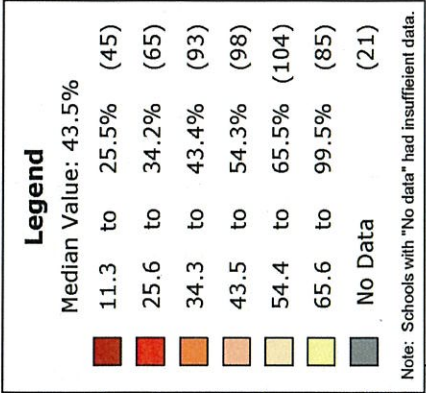


Data Source: State of New Jersey, Department of Education.

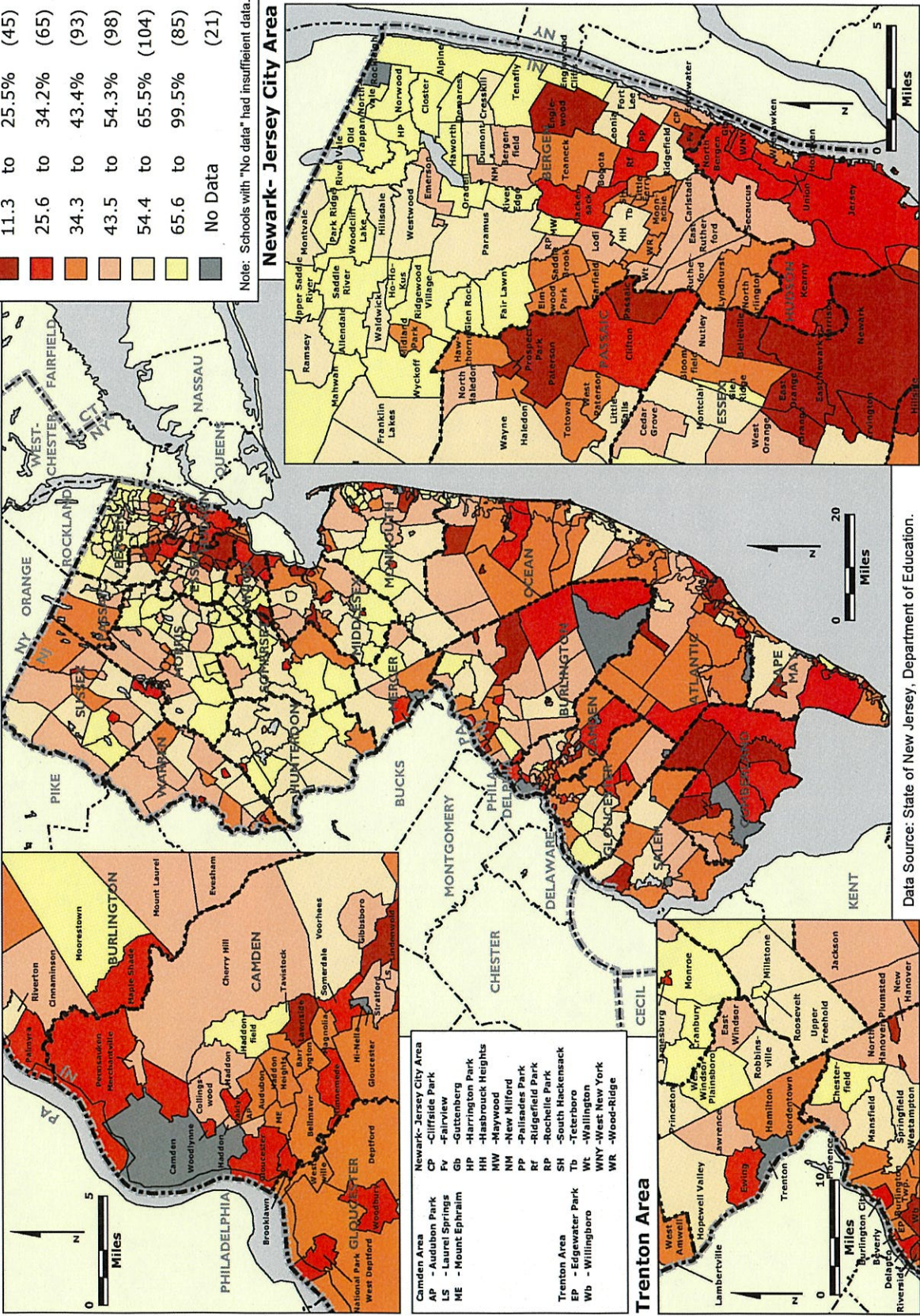
96x

# NEW JERSEY: Percentage of Students that Meet or Exceed Mathematics Proficiency Standards by Unified and Elementary School Districts, 2016-17

INSTITUTE ON METROPOLITAN  
OPPORTUNITY  
UNIVERSITY OF MINNESOTA LAW SCHOOL



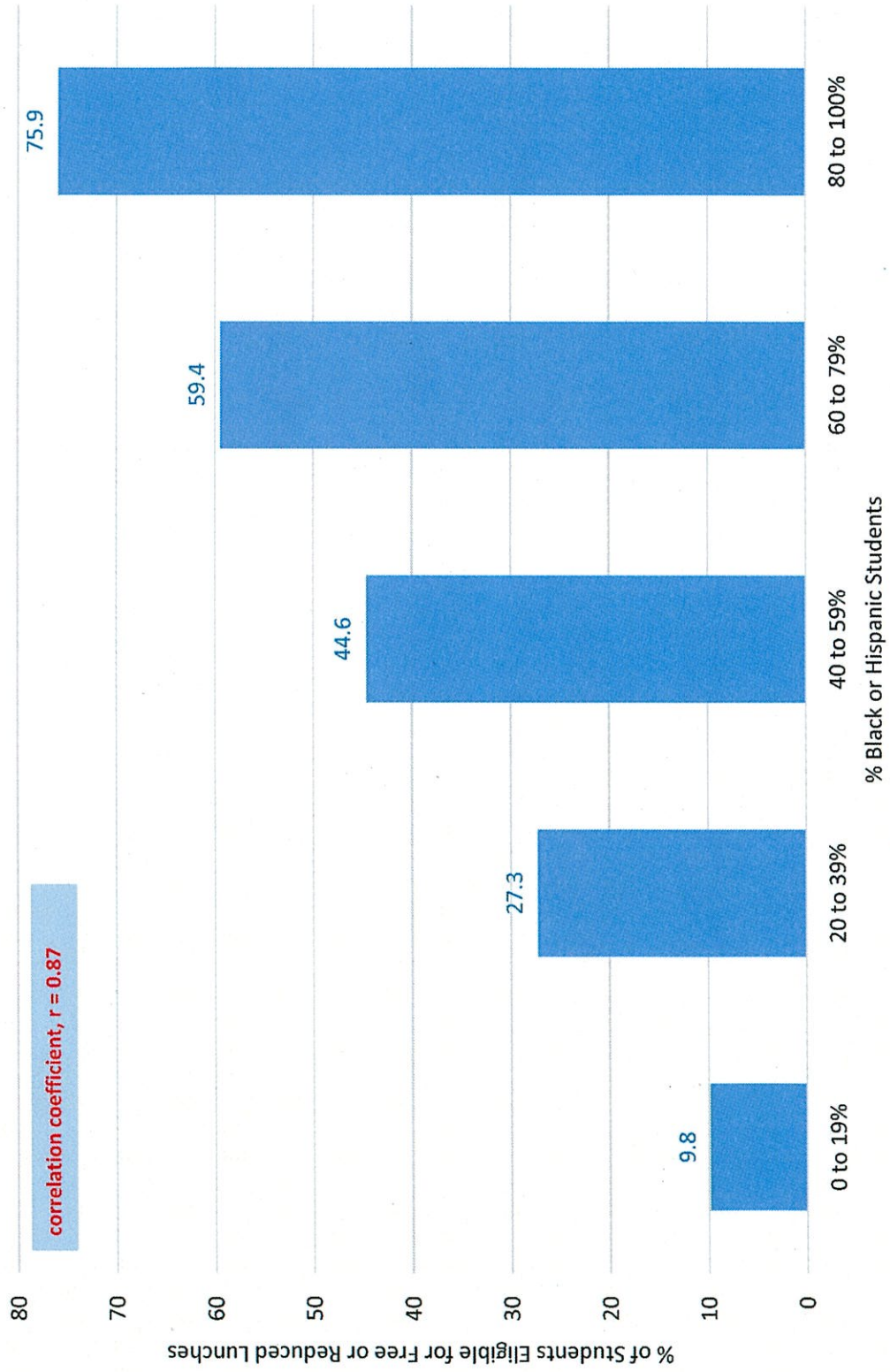
Note: Schools with "No data" had insufficient data.



Data Source: State of New Jersey, Department of Education.

97x

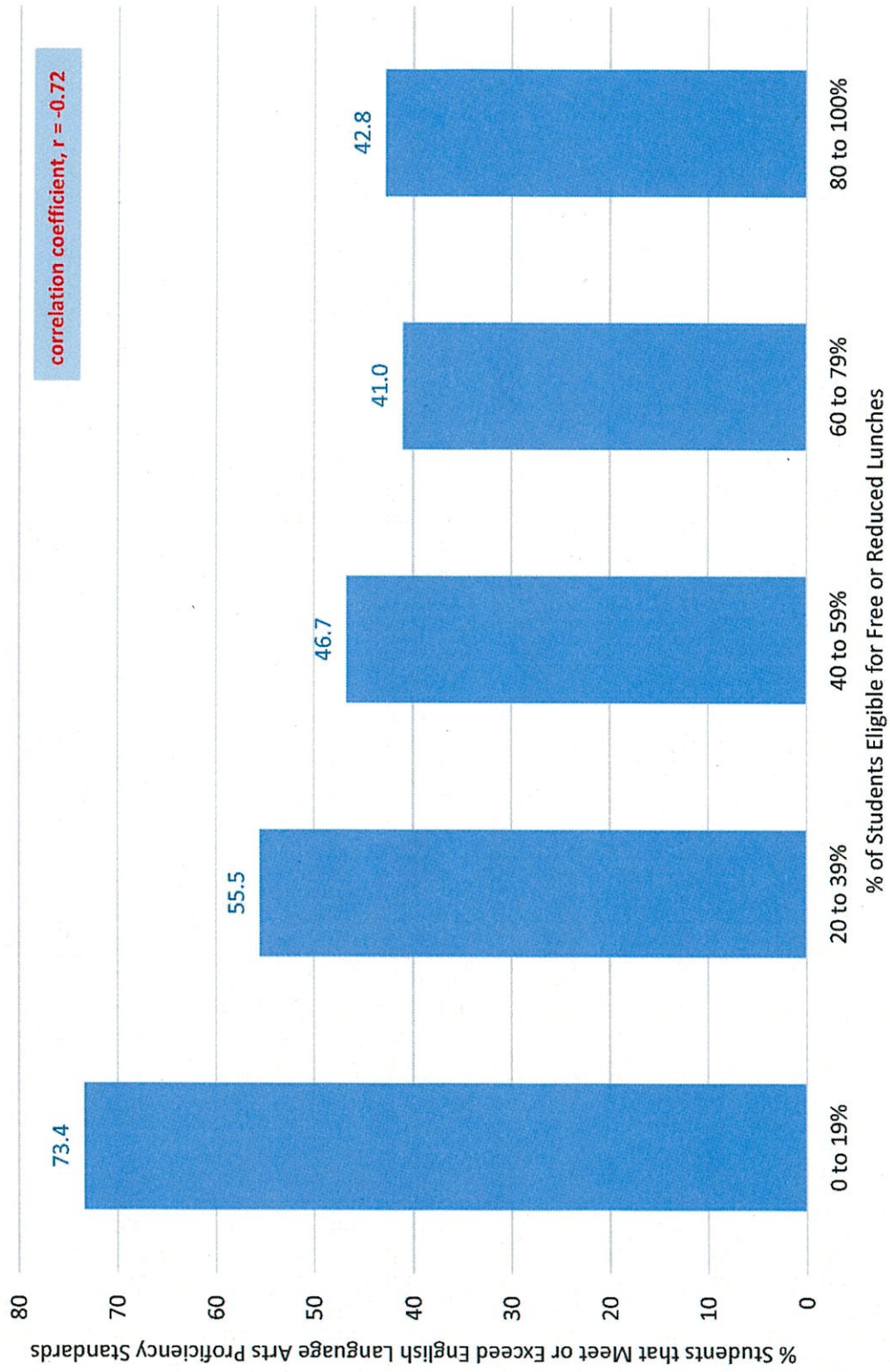
### New Jersey: Correlation Between Low Income and Black or Hispanic Students by School Districts, 2018-19



98x



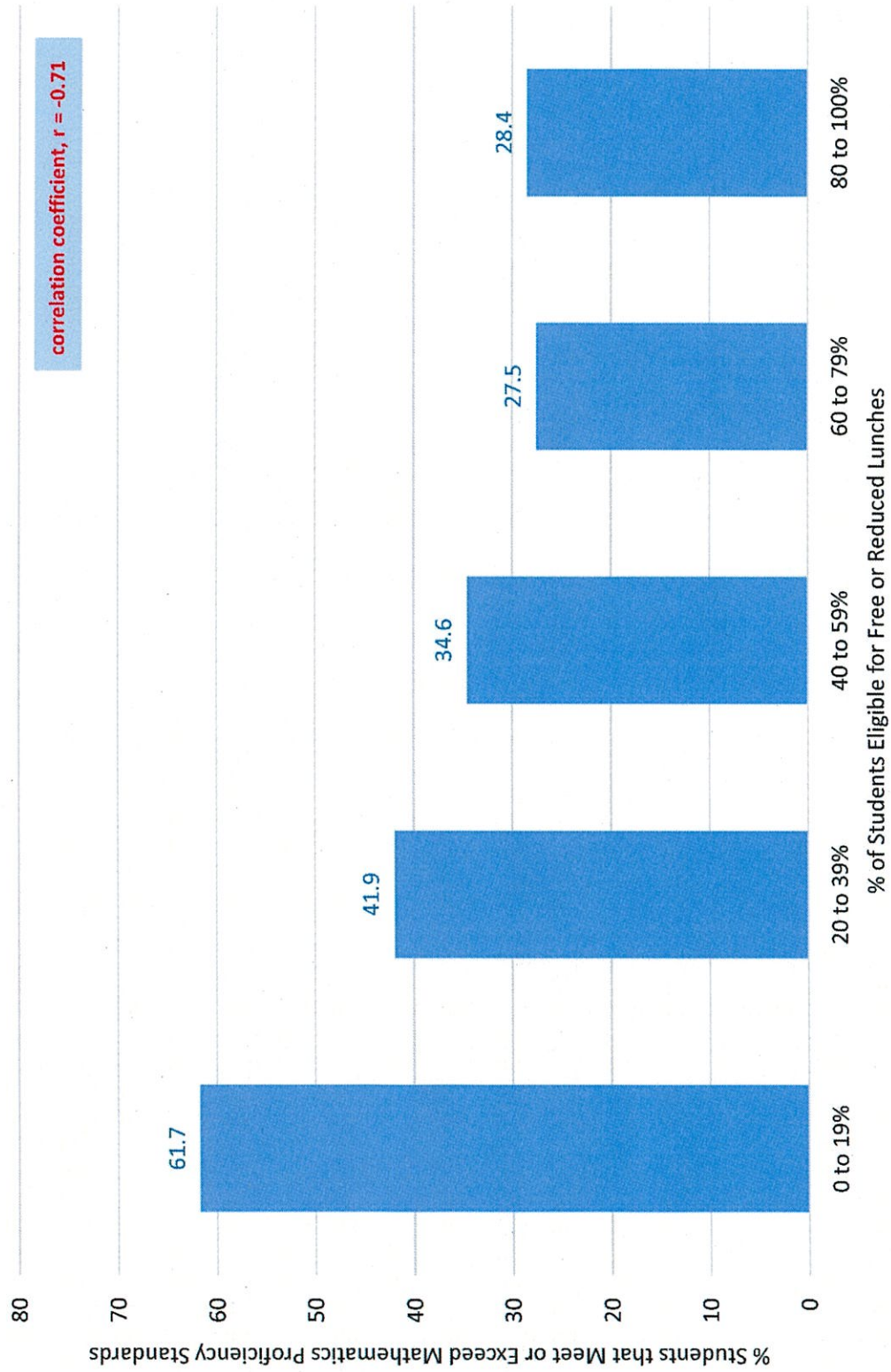
### New Jersey: English Proficiency and Low Income Students by School Districts, 2018-19



99x

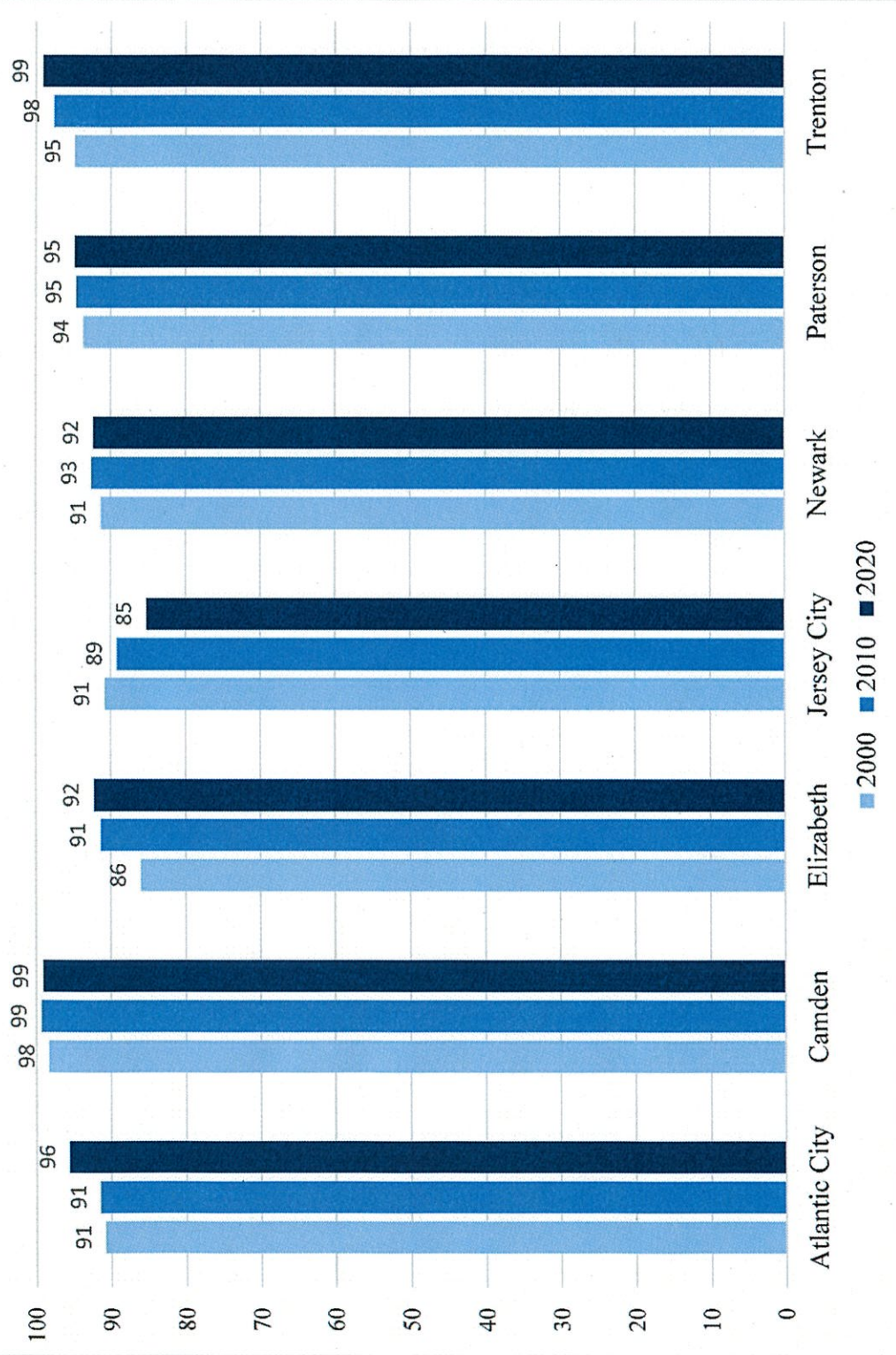


### New Jersey: Math Proficiency and Low Income Students by School Districts, 2018-19



100x

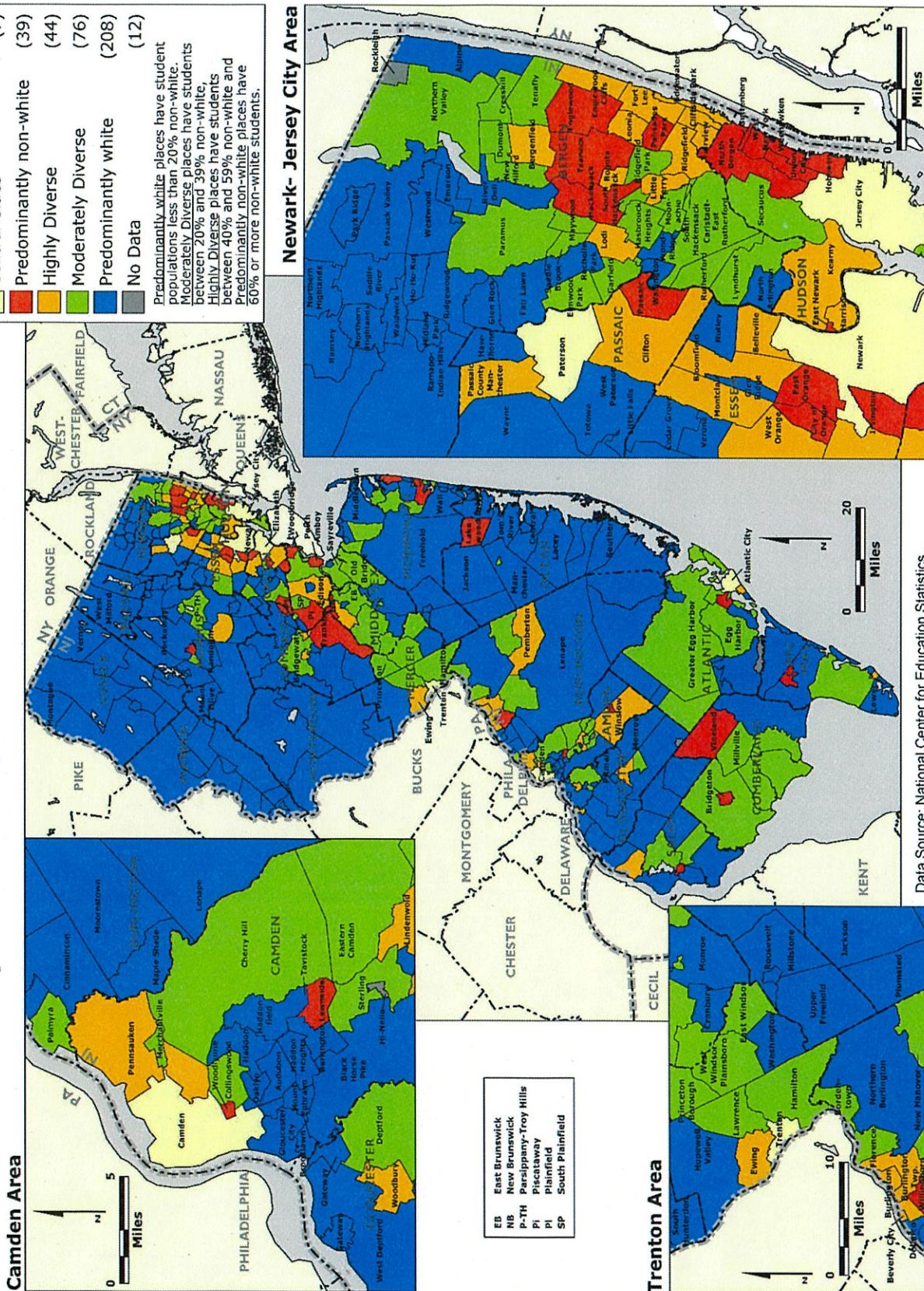
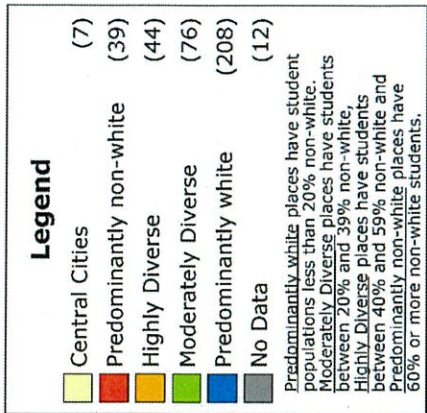
# Percentage Racial Minority Population in New Jersey Central City School Districts



101x



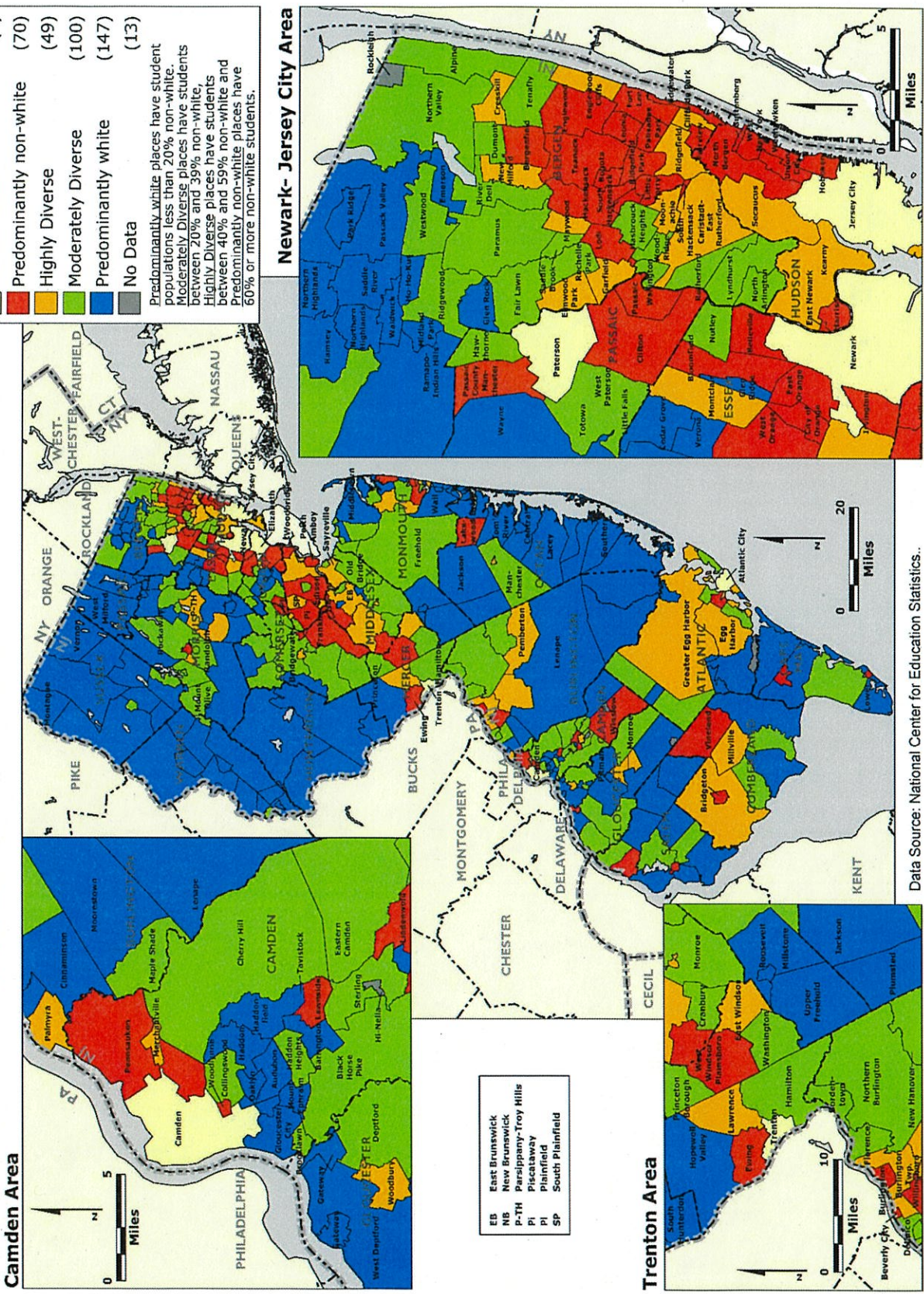
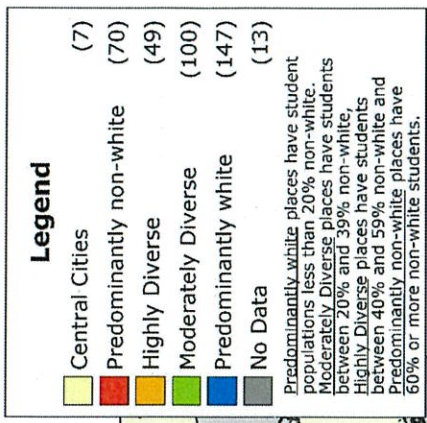
# NEW JERSEY Racially Diverse Places by School Districts, 1999-2000



Data Source: National Center for Education Statistics.

102x

**NEW JERSEY Racially Diverse Places by School Districts, 2009-2010**

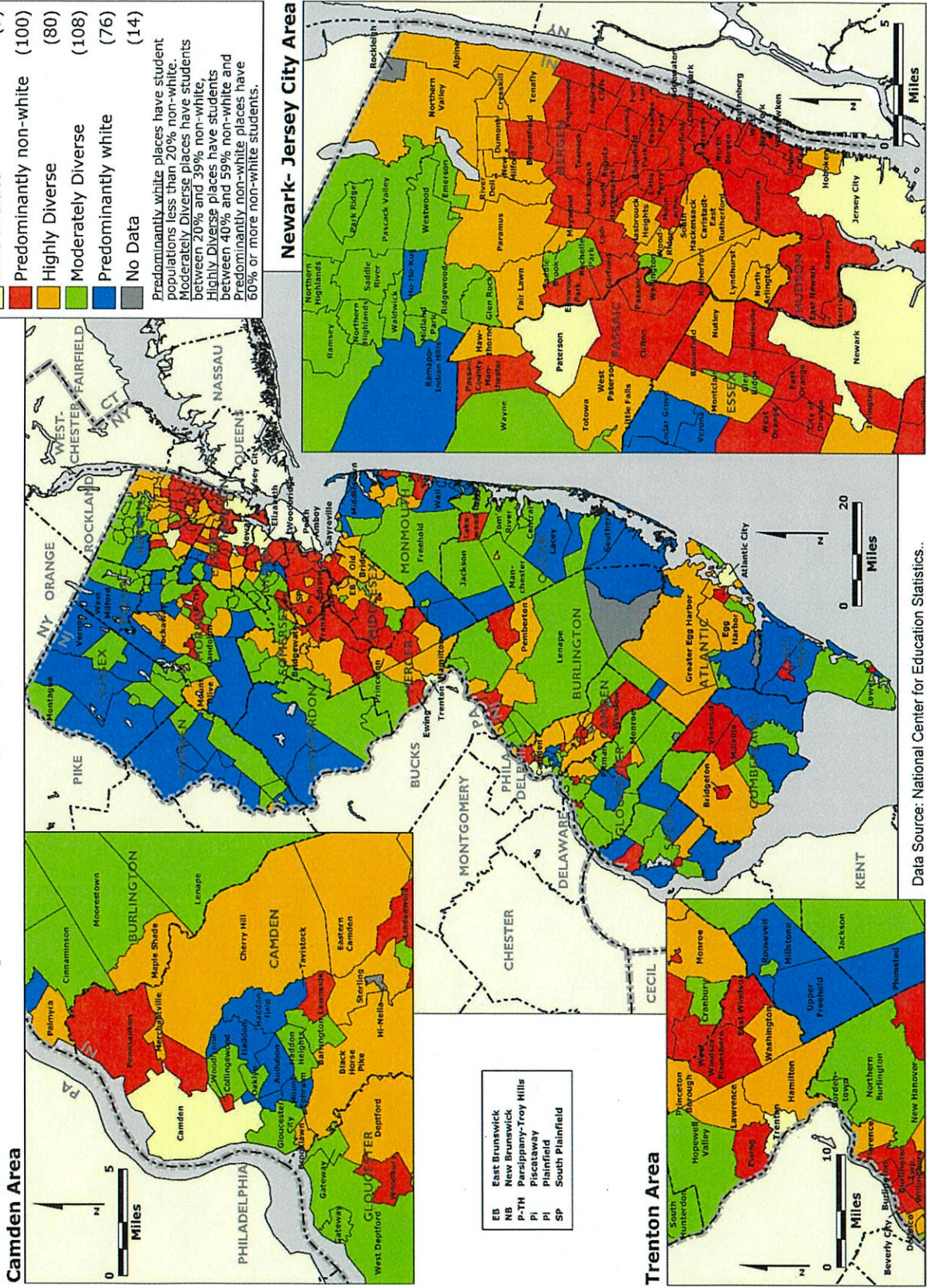
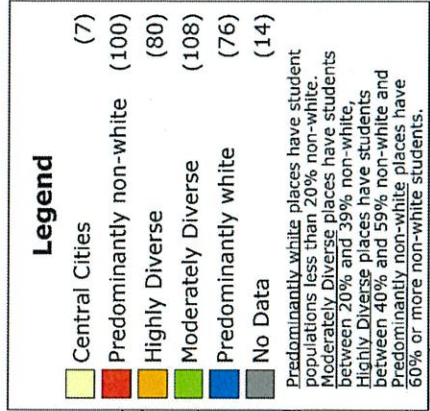


EB East Brunswick  
 NB New Brunswick  
 P-TH Parsippany-Troy Mills  
 PI Piscataway  
 PI Plainfield  
 SP South Plainfield

Data Source: National Center for Education Statistics.

103X

**NEW JERSEY Racially Diverse Places by School Districts, 2019-2020**

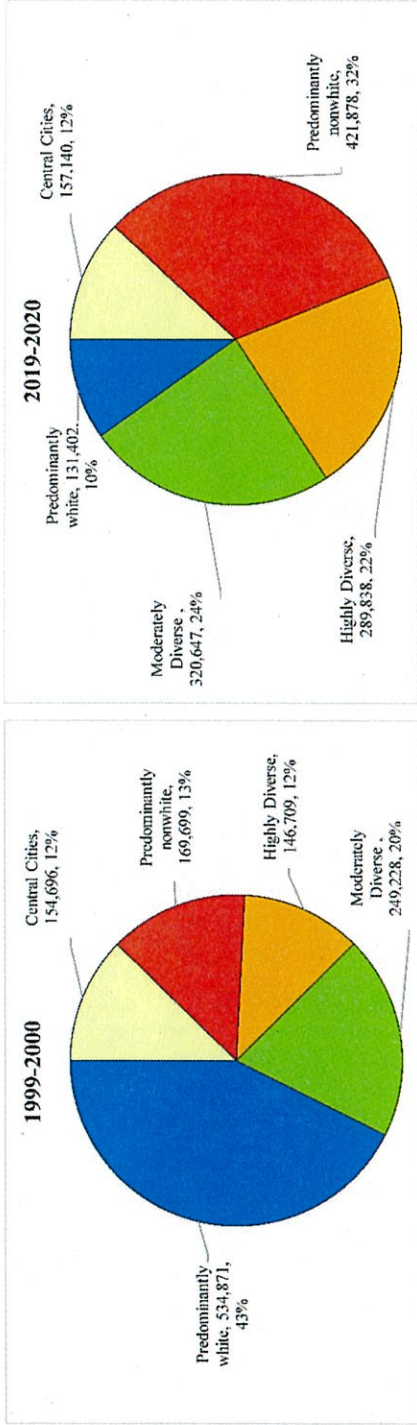


Data Source: National Center for Education Statistics.

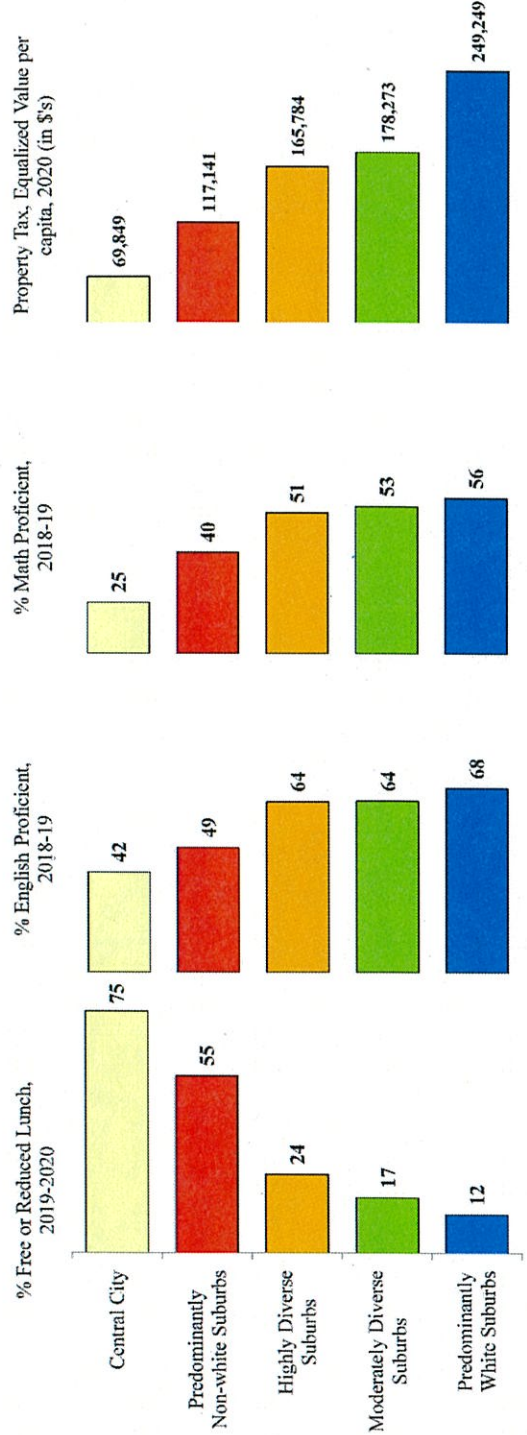
104X

# New Jersey

## Distribution of public school students across school district types

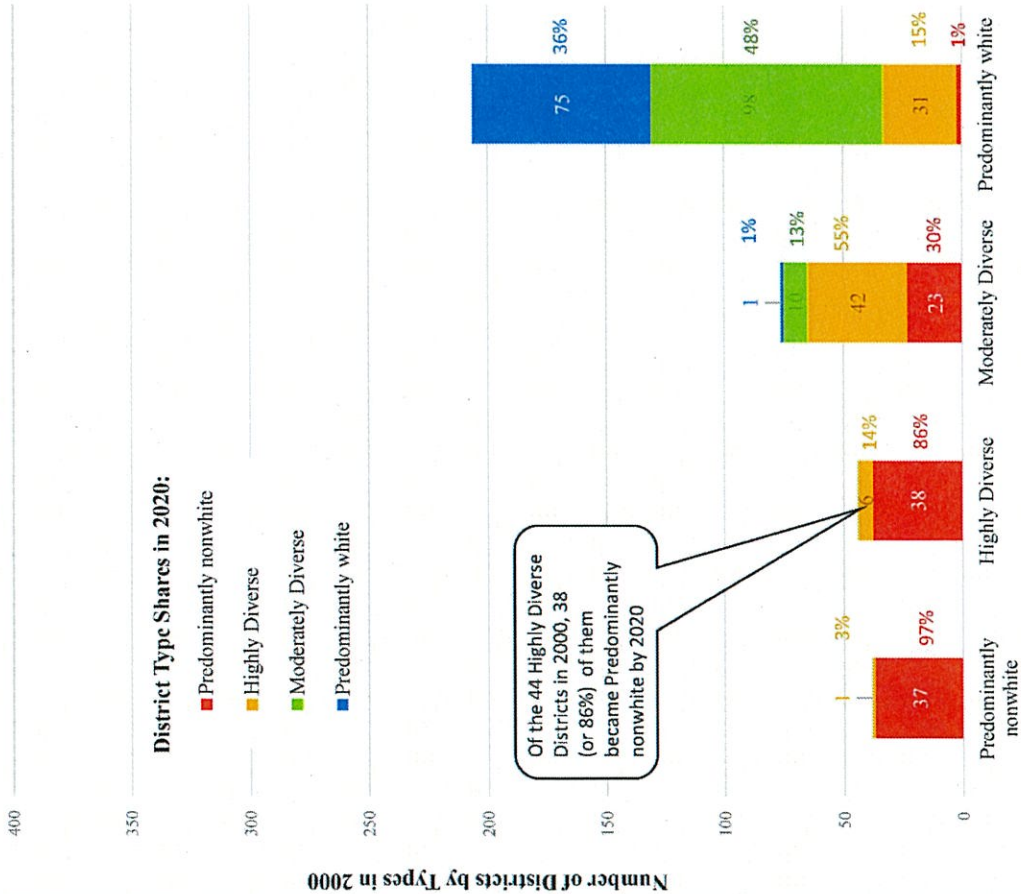


## Characteristics of the school district types

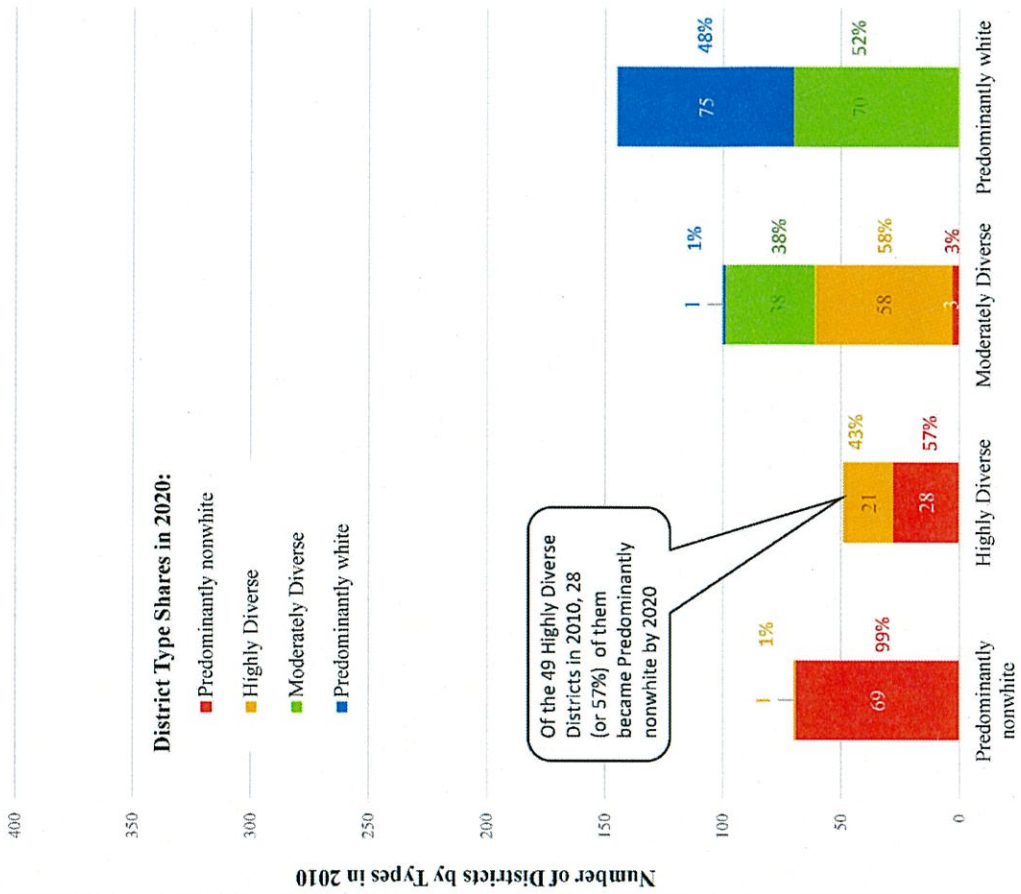


105x

### Racial Transition of New Jersey Suburban School Districts, 2000 to 2020



### Racial Transition of New Jersey Suburban School Districts, 2010 to 2020

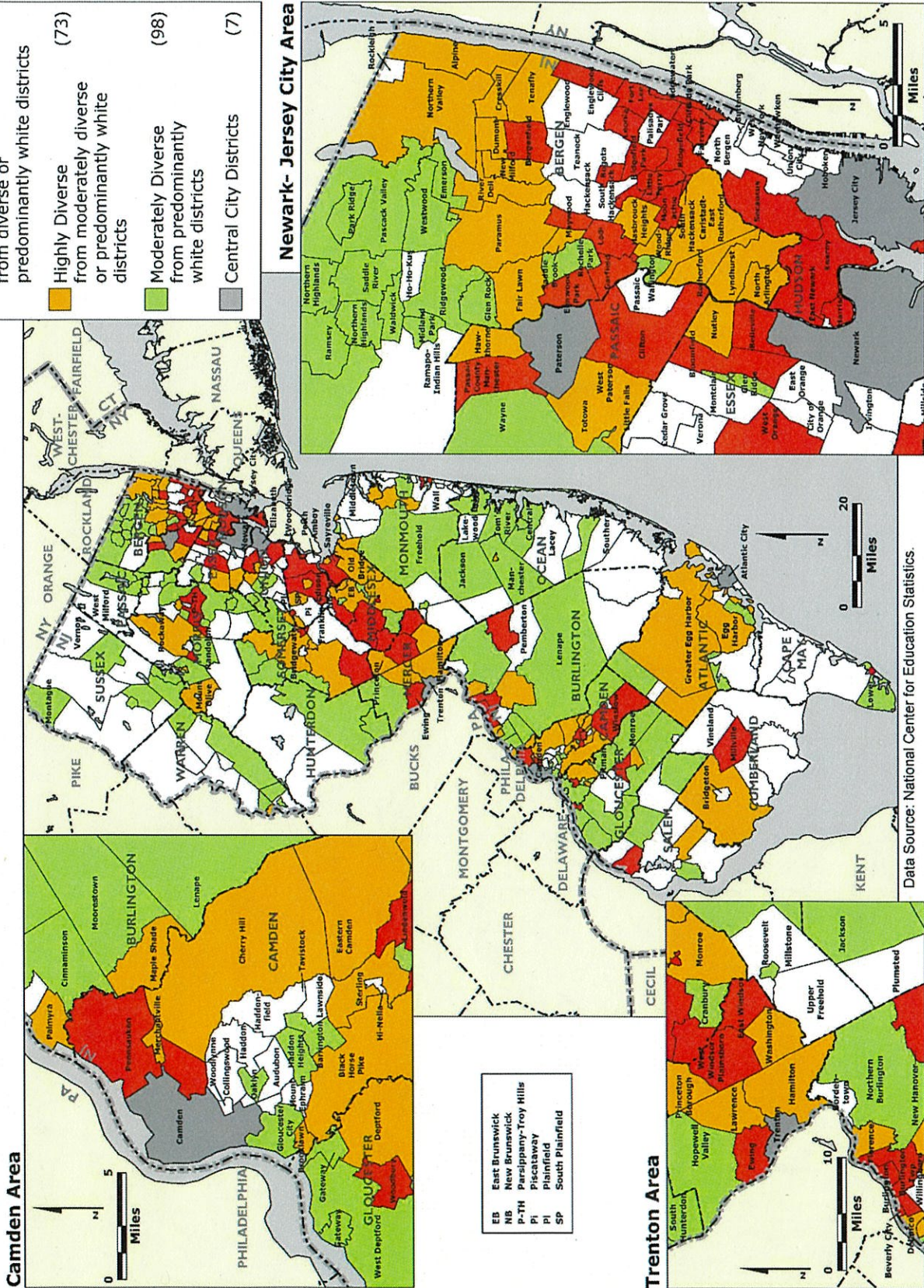


106x



# NEW JERSEY Racially Resegregating School Districts 2000 to 2020

- Resegregating to:**
- Predominantly non-white from diverse or predominantly white districts (63)
  - Highly Diverse from moderately diverse or predominantly white districts (73)
  - Moderately Diverse from predominantly white districts (98)
  - Central City Districts (7)

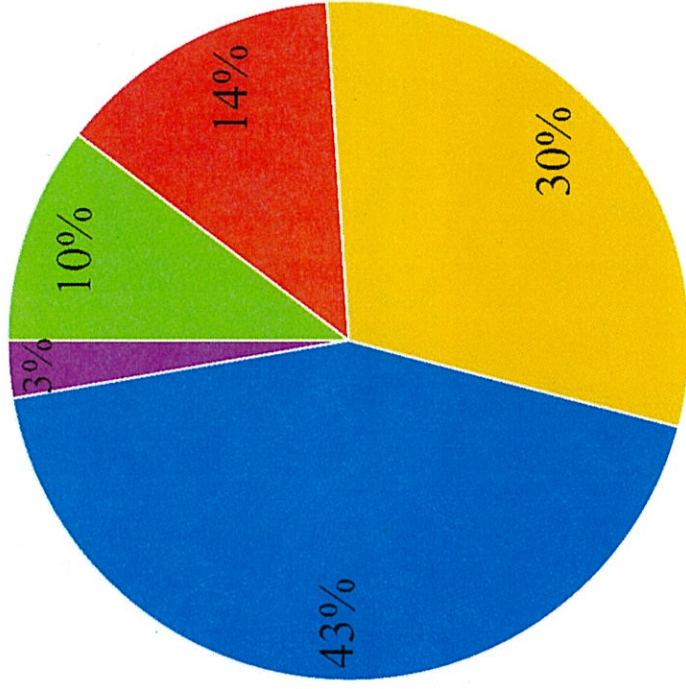


Data Source: National Center for Education Statistics.

107x

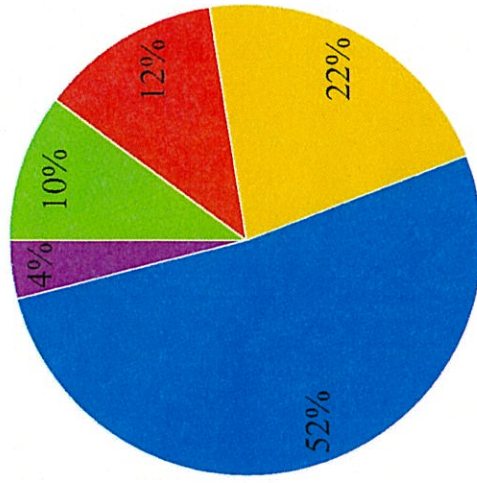
New Jersey Public School Students in 2020

■ Asian ■ Black ■ Hispanic ■ White ■ Other



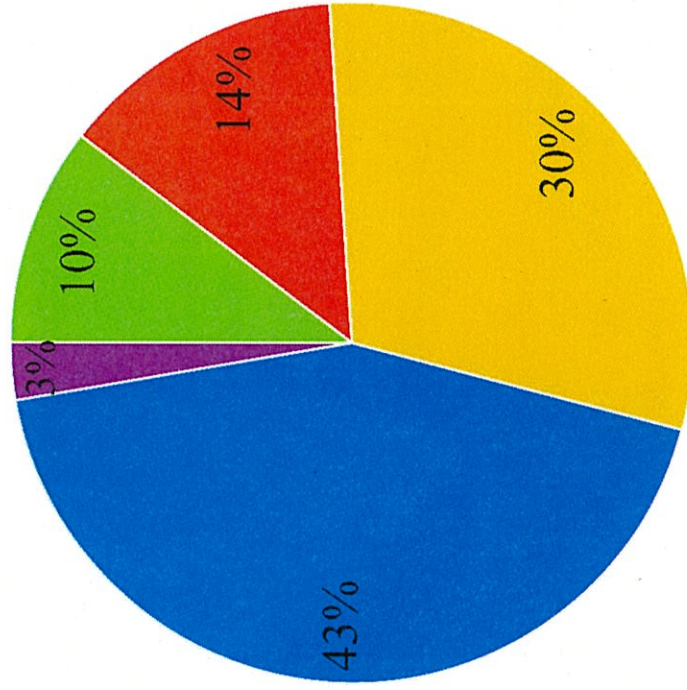
New Jersey Population in 2020

■ Asian ■ Black ■ Hispanic ■ White ■ Other



# New Jersey Public School Students in 2020

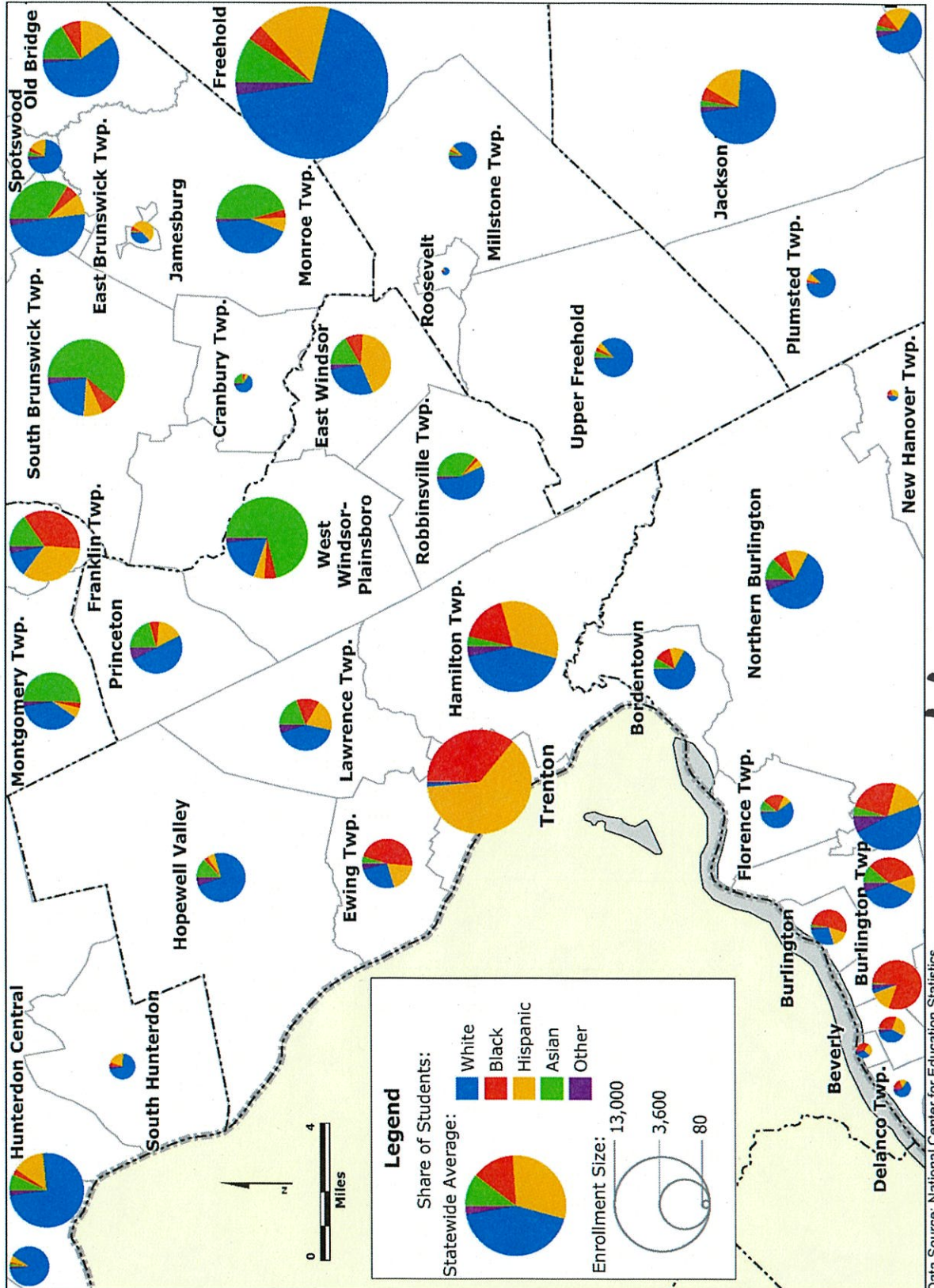
■ Asian ■ Black ■ Hispanic ■ White ■ Other



109x



# TRENTON, NEW JERSEY AREA Race of Public School Students by School Districts in 2019-2020

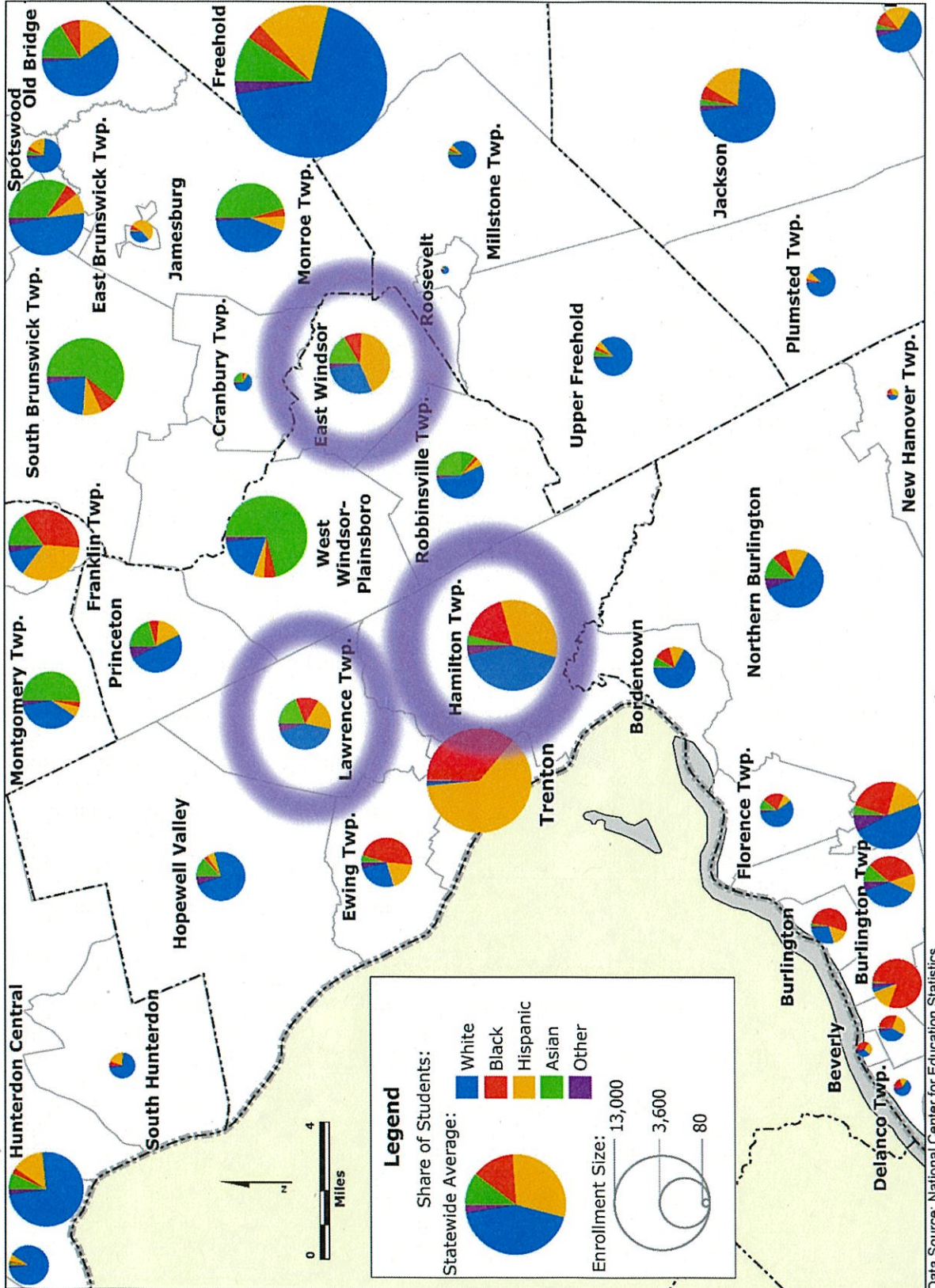


110x

Data Source: National Center for Education Statistics.



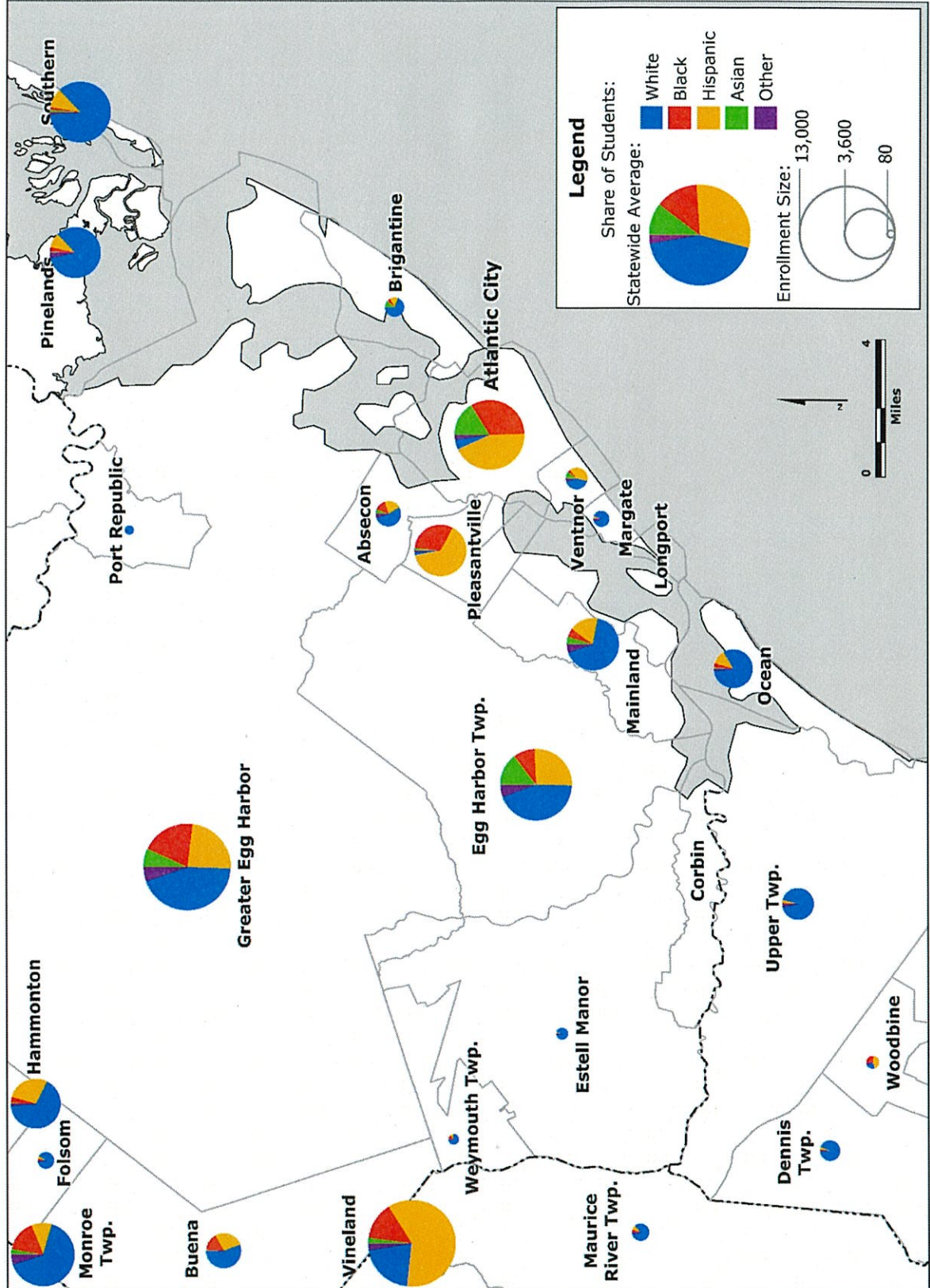
**TRENTON, NEW JERSEY AREA  
Race of Public School Students by  
School Districts in 2019-2020**



Data Source: National Center for Education Statistics.

111X

# ATLANTIC CITY, NEW JERSEY AREA Race of Public School Students by School Districts in 2019-2020

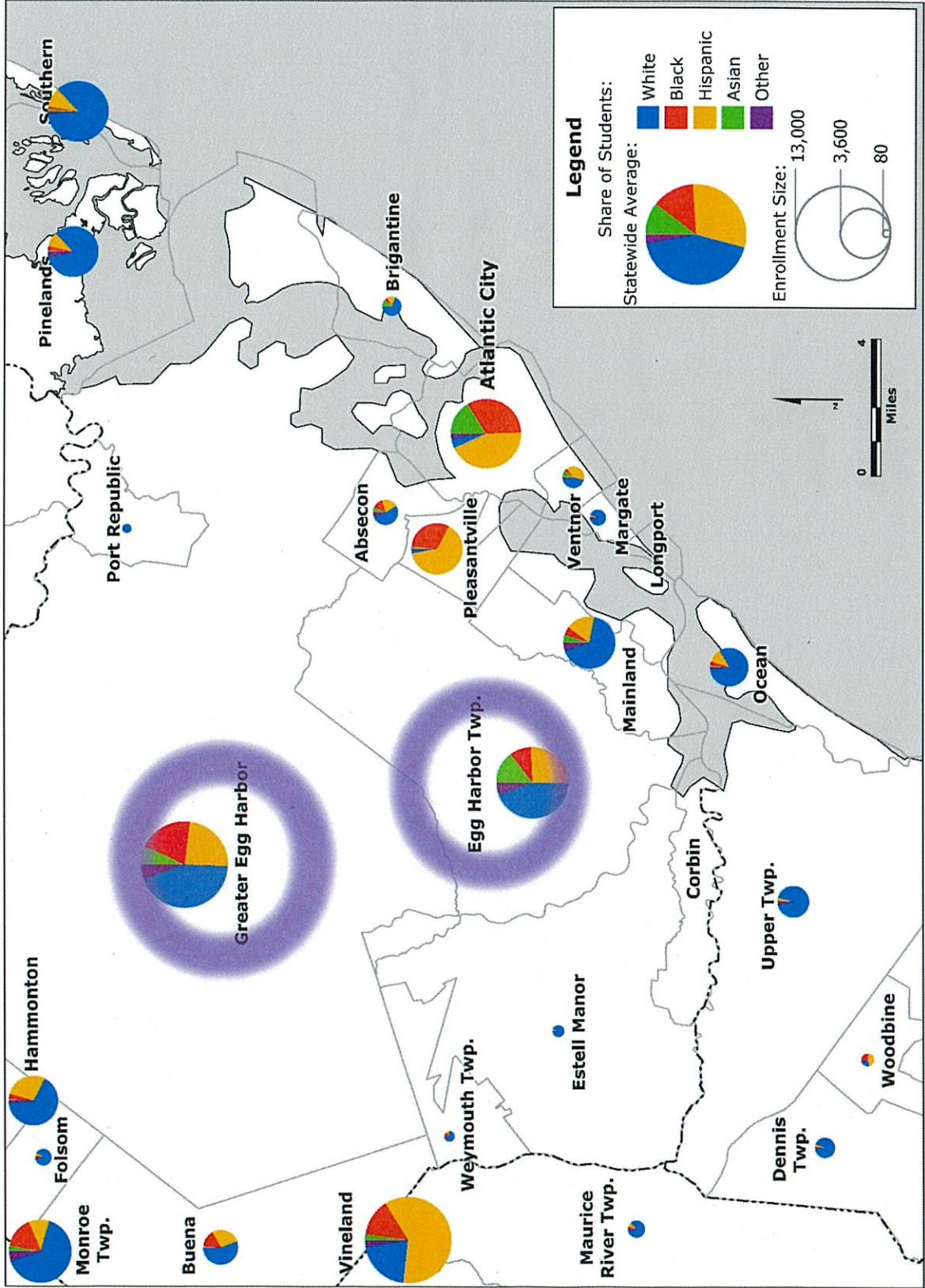


Data Source: National Center for Education Statistics.

112x



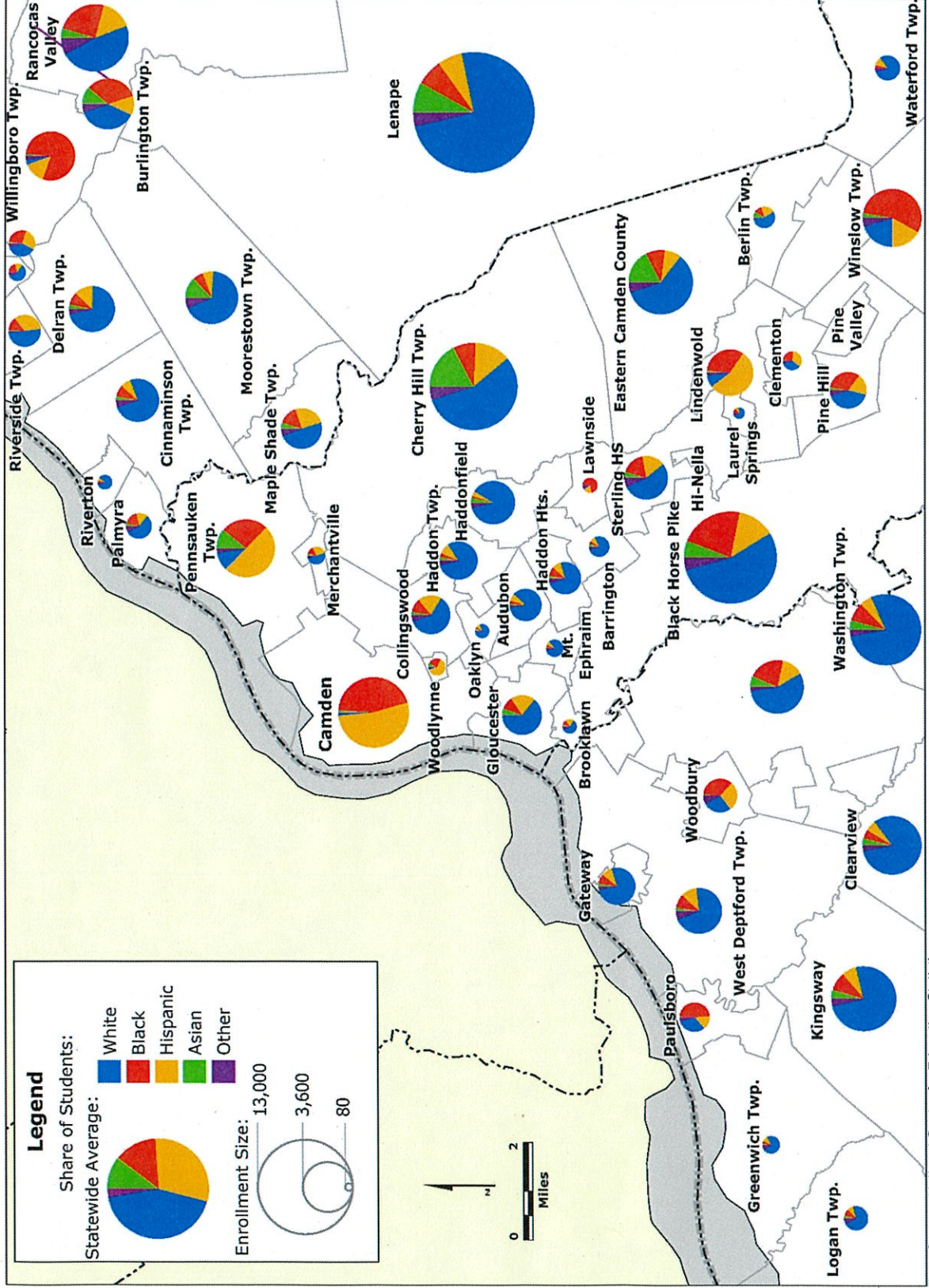
# ATLANTIC CITY, NEW JERSEY AREA Race of Public School Students by School Districts in 2019-2020



Data Source: National Center for Education Statistics.

113x

# CAMDEN, NEW JERSEY AREA Race of Public School Students by School Districts in 2019-2020

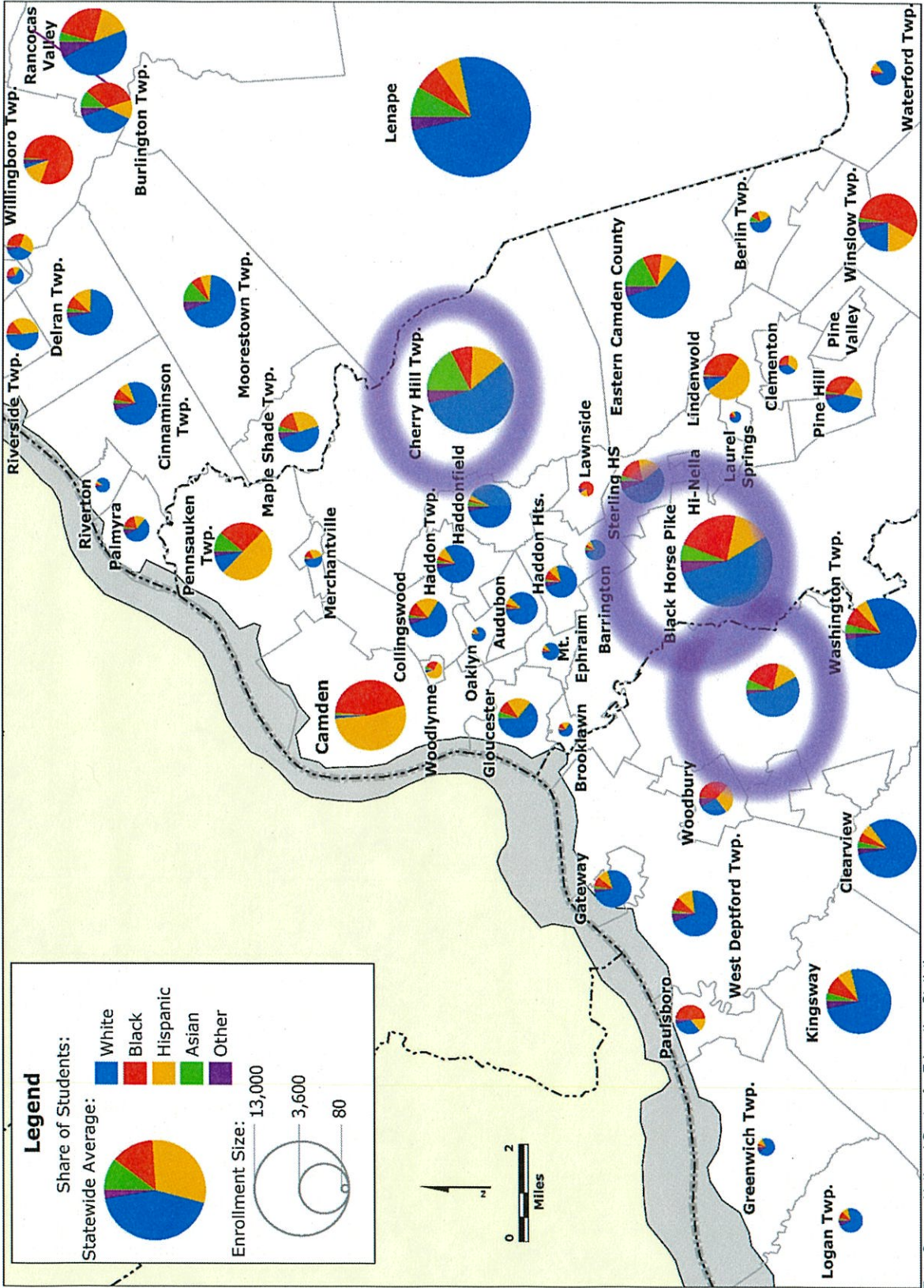


Data Source: National Center for Education Statistics.

114X



# CAMDEN, NEW JERSEY AREA Race of Public School Students by School Districts in 2019-2020

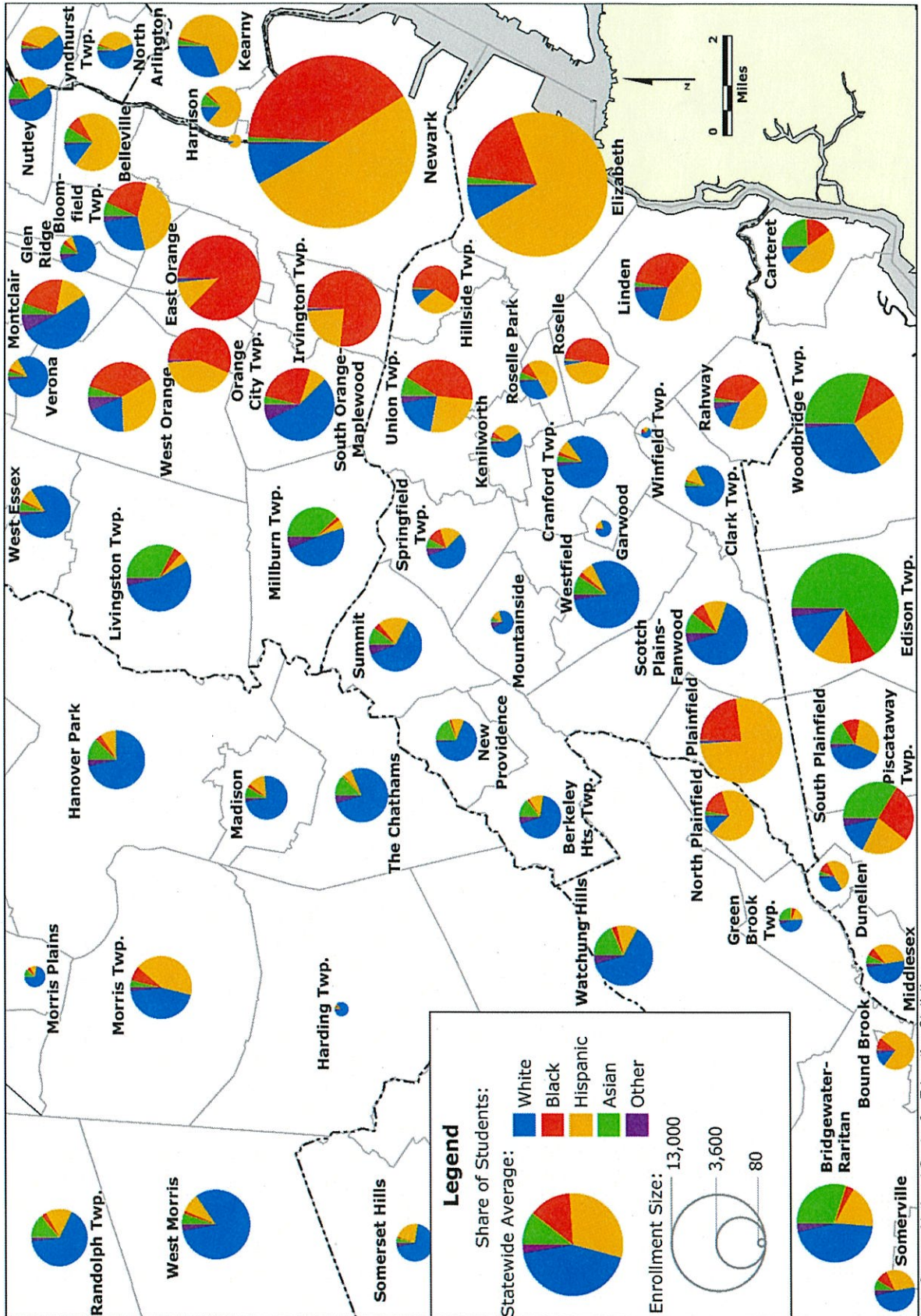


Data Source: National Center for Education Statistics.

115x



# NEWARK- NORTH NEW JERSEY AREA Race of Public School Students by School Districts in 2019-2020

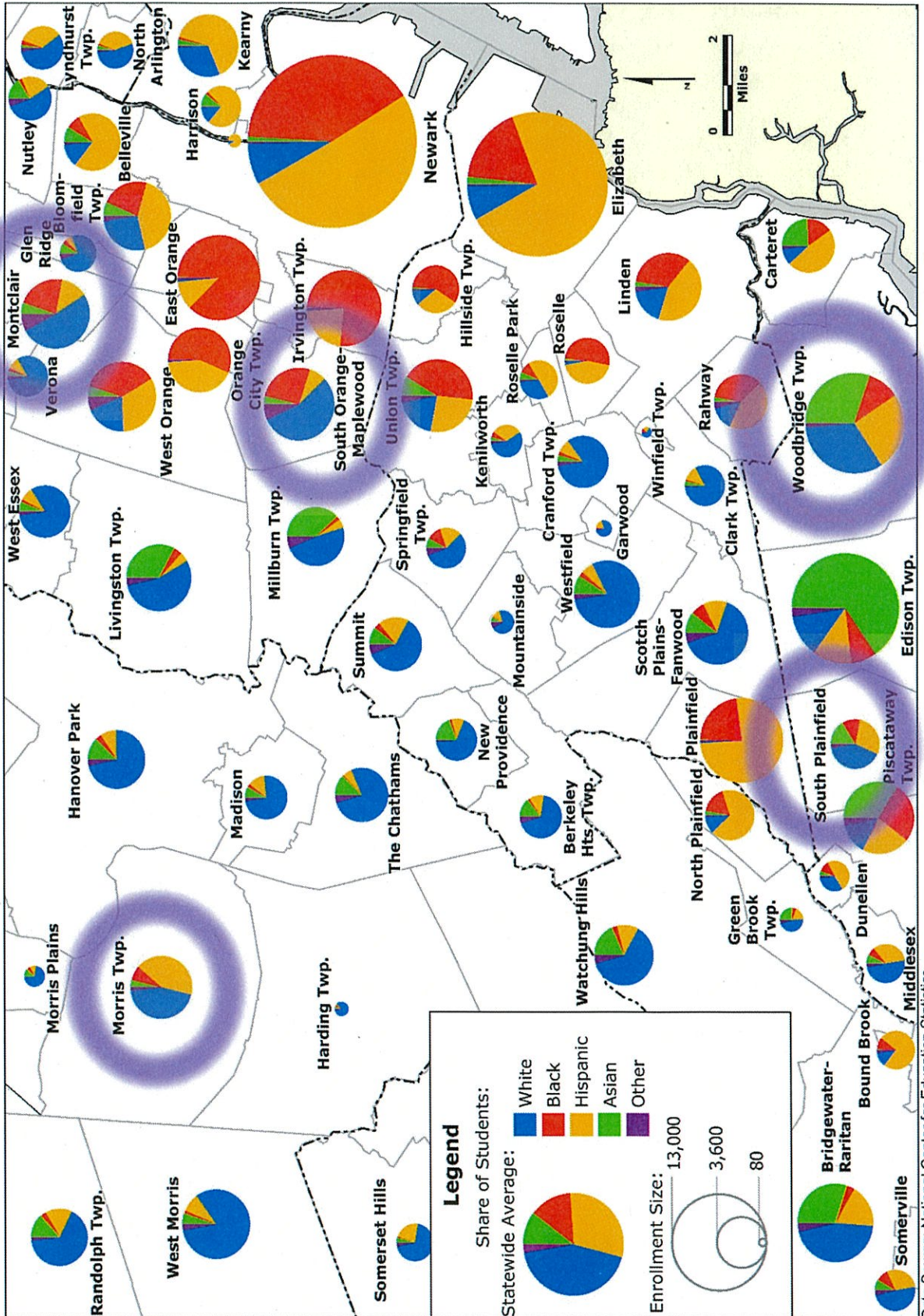


Data Source: National Center for Education Statistics.

116x



# NEWARK- NORTH NEW JERSEY AREA Race of Public School Students by School Districts in 2019-2020



117x

Data Source: National Center for Education Statistics.