

## CF – Location of proficient schools and school assignment policies

*Location of proficient schools and school assignment policies can affect access to opportunity when:*

- Due to state and local policies and practices, families have limited ability to enroll their children in higher-opportunity schools and districts.
- Specific financial and logistical barriers (e.g. lack of transportation) impede households seeking to move to higher-opportunity areas and/or enroll their children in higher-opportunity schools and districts.

*Examples of fair housing issues and sample strategies to address them:*

Disparities in Access to Opportunity		
School assignment policies prevent children in protected classes from accessing proficient schools with and outside their school district.	Location of schools, combined with school attendance boundaries that reflect neighborhood segregation, prevent children in protected classes from accessing proficient schools.	Decisions about school siting, school renovation, and school closures that do not take into account housing patterns in a community may limit access to proficient schools.
Strategies		
<ul style="list-style-type: none"> <li>• Revise school assignment policies to permit entry to proficient schools</li> <li>• Work with the state and local districts to develop high quality intradistrict or interdistrict magnet schools in low income communities and market seats in magnet schools to families outside the neighborhood</li> <li>• Develop interdistrict transfer programs with transportation provided for all children</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor changes in the attendance zone of a low performing school to avoid increasing poverty concentration.</li> <li>• Make changes in the attendance zones of high performing schools to affirmatively expand access for children in low performing schools</li> <li>• Discourage use of single measure of school quality by realtors - encourage realtors to use multiple measures of school quality, including school outcomes for different demographic groups, special characteristics of schools, parent reviews, and benefits of school diversity; have realtors proactively encourage school visits</li> </ul>	<ul style="list-style-type: none"> <li>• Assess location of new schools, as well as proposed school closures, in relation to access to opportunity and/or existing affordable housing locations</li> <li>• Site schools, whenever possible, to permit shared access by children of different economic and racial backgrounds</li> <li>• Create a process for the selection of schools for substantial renovations, providing for equitable distribution, to improve lowest performing schools</li> </ul>

# Location of proficient schools and school assignment policies

## Introduction

The “reciprocal relationship” between school and housing policy—namely the idea that access to quality housing affects one’s access to quality schools, and vice versa—has long been understood as an important factor in the pursuit of fair housing.<sup>1</sup> The role of segregation, as a cause and a consequence of this housing-schools nexus, has been affirmed by all branches of the federal government.<sup>2</sup> The connection was recently reinforced by a joint letter released by the Secretaries of Education, Housing, and Transportation, which urges state and local officials to work together to promote school integration.<sup>3</sup>

The legacy of racial and socioeconomic segregation continues to shape educational opportunities for families across the nation.<sup>4</sup> Perceptions of school quality, which are popularly associated with standardized test scores, graduation rates, and college attendance, drives choices about which neighborhoods well-resourced families settle in,<sup>5</sup> which in turn can affect the cost of housing in a neighborhood, and decisions about the types of housing permitted in school districts and attendance zones.<sup>6</sup> There is also evidence that advantaged families use their social networks to assess which schools their peers view as high quality or desirable, and these distinctions are, in part, influenced by the racial

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<sup>1</sup> Deborah McKoy and Jeffrey M. Vincent, *Housing and Education: The Inextricable Link*, in *SEGREGATION: THE RISING COSTS FOR AMERICA*. (James H. Carr & Nandinee K. Kutty, eds.) Routledge. 2008. See also, DEBORAH L. MCKOY ET AL., *WHATWORKS COLLABORATIVE, OPPORTUNITY-RICH SCHOOLS AND SUSTAINABLE COMMUNITIES: SEVEN STEPS TO ALIGN HIGH-QUALITY EDUCATION WITH INNOVATIONS IN CITY AND METROPOLITAN PLANNING AND DEVELOPMENT* (2011), available at [www.urban.org/uploadedpdf/412348-opportunity-rich-schoolssustainable-communities.pdf](http://www.urban.org/uploadedpdf/412348-opportunity-rich-schoolssustainable-communities.pdf); *Finding Common Ground: Coordinating Housing and Education Policy to Promote Integration*, available at [www.prrac.org/pdf/HousingEducationReport-October2011.pdf](http://www.prrac.org/pdf/HousingEducationReport-October2011.pdf) (2011).

<sup>2</sup> The Executive branch first recognized the nexus as a key element in the 1968 Kerner Commission Report (*Report of the National Advisory Commission On Civil Disorders*); the Legislative branch discussed the relationship between housing and schools in the legislative history of the Fair Housing Act; see Florence Wagman Roisman, “Affirmatively Furthering Fair Housing in Regional Housing Markets: The Baltimore Public Housing Desegregation Litigation,” 42 WAKE FOREST L. REV. 333 (2007) (citing Congressional hearings); ROBERT G. SCHWEMM, *HOUSING DISCRIMINATION: LAW AND LITIGATION* (2011); See also U.S. COMMISSION ON CIVIL RIGHTS, *REPORT ON RACIAL ISOLATION IN THE PUBLIC SCHOOLS* (1967); and the Judicial branch first explored the housing-schools relationship in a series of school desegregation cases starting in the 1970s. See, e.g., *Keyes v. Denver School District No. 1*, 413 U.S. 189 (1973) (referring to the “reciprocal relationship” between housing and schools).

<sup>3</sup> Available at [www.prrac.org/pdf/Joint\\_Letter\\_on\\_Diverse\\_Schools\\_and\\_Communities\\_AFFH.pdf](http://www.prrac.org/pdf/Joint_Letter_on_Diverse_Schools_and_Communities_AFFH.pdf)

<sup>4</sup> See, e.g., Richard Rothstein, “The Making of Ferguson: Public Policies at the Root of its Troubles” (2014), available at [www.epi.org/files/2014/making-of-ferguson-final.pdf](http://www.epi.org/files/2014/making-of-ferguson-final.pdf); Jack Dougherty and contributors, *On the Line: How Schooling, Housing, and Civil Rights Shaped Hartford and Its Suburbs* (Book-in-progress, 2016), <http://ontheline.trincoll.edu>; Susan Eaton, “Upstream People: Can Nebraska Show a Separate, Unequal Nation a Better Way?” (2013), available at [www.onenationindivisible.org/wp-content/uploads/2013/01/ONistoryNo.8-omahaV6.pdf](http://www.onenationindivisible.org/wp-content/uploads/2013/01/ONistoryNo.8-omahaV6.pdf) (pg. 6-8); Margery Austin Turner, Susan J. Popkin, & Lynette Rawlings, *PUBLIC HOUSING AND THE LEGACY OF SEGREGATION*, The Urban Institute Press, 2009.

<sup>5</sup> Michele Lerner, *School quality has a mighty influence on neighborhood choice, home values* (The Washington Post; September 3 2015), available at [www.washingtonpost.com/real-estate/school-quality-has-a-mighty-influence-on-neighborhood-choice-home-values/2015/09/03/826c289a-46ad-11e5-8ab4-c73967a143d3\\_story.html?utm\\_term=.6b8073850c86](http://www.washingtonpost.com/real-estate/school-quality-has-a-mighty-influence-on-neighborhood-choice-home-values/2015/09/03/826c289a-46ad-11e5-8ab4-c73967a143d3_story.html?utm_term=.6b8073850c86); Emily Gersema, *Neighborhood segregation is driven by income inequality, choice of school districts*, (USC News, May 10 2016), available at <https://news.usc.edu/99804/neighborhood-segregation-is-driven-by-income-inequality-and-choice-of-school-districts-study-finds>.

<sup>6</sup> See, e.g., Tannenbaum, Daniel, “Does school quality affect neighborhood development? Evidence from a Redistricting Reform” (2015), [http://home.uchicago.edu/~dtannenbaum/Tannenbaum\\_RD\\_schools\\_neighborhoods.pdf](http://home.uchicago.edu/~dtannenbaum/Tannenbaum_RD_schools_neighborhoods.pdf)

and socioeconomic make up of a school.<sup>7</sup> Fair housing advocates can play a role in disrupting this stubborn cycle.

Importantly, the “reciprocal effect” of housing and school integration (or segregation) affects children and adults across the life cycle and across generations. Research shows that children who attend integrated schools tend to live and work in more integrated settings later in life, and send their children to more integrated schools.<sup>8</sup> This self-reproducing cycle is related to a number of positive short and long term educational outcomes associated with racially and economically integrated schools.<sup>9</sup> In contrast, attending racially isolated schools with high poverty concentrations is linked to a wide range of negative educational conditions and outcomes, which include lower student achievement results including lower college completion rates, higher dropout rates, less access to qualified teachers and higher rates of teacher turnover, less access to challenging curriculum, and higher rates of student discipline.<sup>10</sup>

A concept referred to as “triple jeopardy,” used by social determinants of health researcher Dolores Acevedo-Garcia, observes that children growing up in poverty often face compound challenges, due to resource limitations in their family, neighborhood, and school.<sup>11</sup> Providing children access to neighborhoods or schools with lower poverty rates can help reduce the strain of family-level poverty and open a path toward greater social mobility.<sup>12</sup>

The location of proficient schools and school assignment policies may affect access to opportunity, thus impeding fair housing, in the following ways:

- Low- and moderate-income families, who in most metropolitan areas are disproportionately people of color, often cannot afford to live near proficient schools, and most school assignment policies do not facilitate access to schools outside of their neighborhood/district.

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<sup>7</sup> Jennifer Jellison Holme (2002), *Buying Homes, Buying Schools: School Choice and the Social Construction of School Quality*. Harvard Educational Review: July 2002, Vol. 72, No. 2, pp. 177-206

<sup>8</sup> See Research Brief No. 7: “The Reciprocal Relationship Between Housing and School Integration,” by Roslyn Arlin Mickelson (National Coalition on School Diversity, September 2011)

<sup>9</sup> See Research Brief No. 5: “School Integration and K-12 Educational Outcomes: A Quick Synthesis of Social Science Evidence,” by Roslyn Arlin Mickelson (National Coalition on School Diversity, October 2016)

<sup>10</sup> Harris, D. & Herrington, C. (2006). *Accountability, standards, and the growing achievement gap: Lessons from the past half-century*. American Journal of Education, 112(2), 209- 238; Mickelson, R.A . (2003). “The Academic Consequences of Desegregation and Segregation: Evidence from the Charlotte-Mecklenburg Schools” North Carolina Law Review Vol. 81 (4): 120-165, April; Gary Orfield, John Kucsera, Genevieve Siegel-Hawley, *E Pluribus...Separation: Deepening Double Segregation for More Students* (UCLA Civil Rights Project/Proyecto Derechos Civiles, 2012), available at [https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students/orfield\\_epluribus\\_revised\\_omplete\\_2012.pdf](https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students/orfield_epluribus_revised_omplete_2012.pdf). See, e.g. Richard Rothstein, “The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods – A Constitutional Insult” (2014), available at [www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/](http://www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/)

<sup>11</sup> See, e.g. Dolores Acevedo-Garcia, Theresa L. Osypuk, Nancy McArdle and David R. Williams, *Toward A Policy-Relevant Analysis Of Geographic And Racial/Ethnic Disparities In Child Health*, available at <http://content.healthaffairs.org/content/27/2/321.full> (“We need to move beyond conventional public health and health care approaches to consider policies to improve access to opportunity-rich neighborhoods through enhanced housing mobility.”)

<sup>12</sup> Raj Chetty, Nathaniel Hendren, and Lawrence F. Katz, *The Effects of Exposure to Better Neighborhoods on Children: New Evidence from the Moving to Opportunity Experiment* (Harvard University and NBER, August 2015) available at [http://www.equality-of-opportunity.org/images/mto\\_paper.pdf](http://www.equality-of-opportunity.org/images/mto_paper.pdf)

- School attendance zones that mimic residential patterns of racial and economic segregation lead to racially and economically segregated schools, which in turn influences family decisions about where to live.
- School districts, and zones within districts, with high performing schools attract higher income families, which can drive up housing prices, thereby excluding low-, moderate-, and even middle-income families.
- School siting and closure decisions that do not take into account residential segregation and access to opportunity are likely to perpetuate segregation.
- The absence of student assignment policies that proactively facilitate access to proficient schools for low income children in protected classes have the effect of excluding those children from access to proficient schools.

This section will equip participants to assess whether the location of proficient schools and school assignment policies are affecting access to opportunity, understand how this relates to fair housing, and identify strategies to address these challenges.

### **A. What are school location and assignment policies that may affect to access to opportunity?**

The geographic relationship of proficient schools to housing, and the policies that govern attendance, are important components of access to opportunity. To understand this contributing factor and how it affects a given community, relevant factors to consider include: whether proficient schools are clustered in a portion of the jurisdiction or region, the range of housing opportunities close to proficient schools, and whether the jurisdiction has policies that enable students to attend a school of choice regardless of place of residence.

*Proficient schools* are defined by the HUD data tool as schools performing above the median state 4<sup>th</sup> grade achievement levels.

*High poverty schools* are schools with high levels of students eligible for the free and reduced priced lunch program (FRPL) of the USDA.

*Student attendance zones or school attendance boundaries* refer to the geographic catchment areas that the school district defines for each school. These may be physically adjacent to the school, or extend across larger geographic areas.

*School boundary changes* are decisions by local school districts to alter the student attendance zone of a school or schools in a district, which may affect the demographics of students enrolled in the school.

*School assignment policies or “student assignment policies”* refer to policies adopted by a state or local district to govern which students are permitted to attend a particular school. Student assignment policies can range from simple student attendance zone policies, to district-wide or regional open enrollment by lottery, to competitive admissions, or “controlled choice” plans.

*Controlled choice plans* are a specific type of student assignment policy that assigns students using a formula that weighs a variety of constitutionally permissible factors (hence the “controlled”) and parent/student preferences (hence the “choice”). Both individual and community-level factors, such as sibling preference, family income, parents’ education levels, single-parent status, English proficiency,

home ownership, etc. might be considered.<sup>13</sup> While a student's proximity to a school may be considered as a factor in controlled choice, assignment is not contingent on it.

*Magnet schools* are public schools with special themes that are designed to attract children from across a neighborhood, district, or region for the purpose of reducing racial or economic isolation. While a student's proximity to a magnet school might be considered as an assignment factor, it is not contingent on it.

## **B. How do the location of proficient schools and school assignment policies affect access to opportunity?**

The AFFH Guidebook lists the "location of proficient schools and school assignment policies" among potential contributing factors to be assessed under "Disparities in Access to Opportunity." The subsections below illustrate just some of the ways that the location of proficient schools and school assignment policies may cause or exacerbate disparities in access to opportunity; participants may identify different or additional ways that this occurs within their own communities.

- Location of schools inside a racially concentrated neighborhood, and/or drawing of school assignment boundaries around racially identifiable neighborhoods, will increase the likelihood that children in that neighborhood will attend a racially isolated school
- Location of schools inside a high poverty neighborhood, and/or drawing of school assignment boundaries around high poverty neighborhoods, will increase the likelihood that children in that neighborhood will attend a high poverty school
- When families reside in districts/regions with a limited number of proficient schools, there may not be programs and/or policies in place to facilitate increased access to proficient schools.
- School districts with high performing schools attract higher income families, which can drive up housing prices, thereby excluding low, moderate and even middle income families.<sup>14</sup>
- The absence of student assignment policies that proactively facilitate access to proficient schools for low income children in protected classes have the effect of excluding those children from access to proficient schools, and depressing housing values in their communities.
- Districtwide or interdistrict public school choice can either promote access to proficient schools or increase segregation across schools and districts, depending on assignment procedures (e.g. the use of competitive admissions policies), whether transportation is provided, and whether schools are marketed and open to all students on an inclusive basis.

### ***1. Location of proficient schools; future location of schools***

Due to local assignment policies, transportation issues, and other factors, the location of proficient schools is a major determinant of who has access to proficient schools. Low- and moderate-income families, who in most metropolitan areas are disproportionately people of color, often cannot afford to

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<sup>13</sup> See, e.g. Helms, A., The Charlotte Observer, "Choice, diversity and schools: How the new CMS magnet lottery will work," [www.charlotteobserver.com/news/local/education/article112262392.html](http://www.charlotteobserver.com/news/local/education/article112262392.html); Halley Potter, Champaign Schools: Fighting the Opportunity Gap, available at <https://tcf.org/content/report/champaign-schools/> (2016) (discussing recent controlled choice plans in Champaign, IL and Charlotte, NC, respectively).

<sup>14</sup> Owens, Ann, Sean F. Reardon, and Christopher Jencks. 2016. "Income Segregation between Schools and School Districts." *American Educational Research Journal* 53 (4):1159-1197; Owens, Ann. 2016. "Inequality in Children's Contexts: Income Segregation of Households With and Without Children." *American Sociological Review* 81 (3):549-574.

live near proficient schools, and school siting and closure decisions that do not take into account residential segregation and access to opportunity are likely to perpetuate segregation.

## ***2. School attendance zones***

Most school district boundary lines, and student assignment boundary lines, are drawn around what school officials often consider “natural” neighborhood boundaries, but that are, in fact, reflective of housing segregation patterns. Additionally, while historical boundary lines influence residential segregation, the creation of new school district boundaries has the effect of driving residential segregation as well.<sup>15</sup> These district and municipal boundaries often have other implications, e.g. on tax base and infrastructure. In treating these boundaries as “natural,” school officials may be failing to recognize the historic roots of racialized structures of opportunity.<sup>16</sup>

## ***3. Student assignment policies***

The vast majority of public school students are assigned, by their school district, to a school near where they live (sometimes referred to as a “neighborhood,” “district,” or “zone” school). However, students may not have automatic access to proficient schools near them, or they may be attending schools outside of their neighborhood. Each school district within a jurisdiction will have its own method for assigning students, and state law and policy may supersede or overlay additional student assignment policies and/or educational options (such as interdistrict programs; and/or technical, magnet, or charter schools).

### **C. How do you determine if the location of proficient schools and school assignment policies are causing or exacerbating disparities in access to opportunity?**

As you try to identify ways that school policies affect access to opportunity, you should begin by asking:

- Do elementary schools, middle schools, and high schools in the region have widely varying levels of student enrollment by race and income?
- Do school assignment zones for local schools generally follow boundaries and patterns of racial separation in the region?
- Have school boundary lines shifted in the recent past? Have these changes increased or decreased racial and economic concentration in the most racially concentrated schools?
- What is the degree of racial and economic disparity across school districts in the region?
- Do real estate ads (online and print) rely on local school test scores to promote homes? Do they name a specific school with which the home is associated to indicate its value or desirability?
- To what extent is affordable housing located in the highest performing school zones in the jurisdiction and school districts in the region?

In addition to understanding the spatial distribution of proficient schools, and the various student assignment policies of school districts within a region, it will be helpful to learn about any additional programs and policies that allow students to attend schools outside of their immediate neighborhoods.

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<sup>15</sup> Erica Frankenberg, *Splintering School Districts: Understanding the Link between Segregation and Fragmentation*, *Law & Social Inquiry*, 34: 869–909 (2009), available at <http://onlinelibrary.wiley.com/doi/10.1111/j.1747-4469.2009.01166.x/abstract>

<sup>16</sup> See, e.g. Rothstein, *The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods – A Constitutional Insult* (Economic Policy Institute, 2014), available at [www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/](http://www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/)

Note that, while such programs or policies may be in place, not all will be facilitating access to increased opportunity or integration (and, in fact, may be exacerbating racial and poverty concentration).

*Finding key data and knowledge on local school demographics, school boundary lines, assignment policies, and achievement:*

The AFFH mapping tool provides information about overall school proficiency scores. These are adequate to assess access to proficient schools as part of the Assessment of Fair Housing. But, to more deeply explore the relationship between school and housing policy, and the effect of school assignment policies as a contributing factor to fair housing, it may be helpful to examine other publicly available data, in addition to local data and knowledge available through the school districts in your area (to have a full discussion of school policy factors, it will be helpful to include school administrators and education advocacy groups as part of the community engagement process). This section provides a quick overview of publicly available data on school demographics, school boundaries, student achievement data, and other relevant educational information that may be helpful in assessing access to opportunity for members of protected classes.

*1. HUD-provided data*

An understanding of the spatial distribution of educational opportunity is an important first step. The data and maps provided by HUD provide basic information about which protected classes experience what level of access to proficient schools. The education-related maps depict the distribution of proficient schools<sup>17</sup> throughout a jurisdiction and region. This analysis entails: 1) assessing whether proficient schools are clustered in specific locations; and 2) determining whether a range of housing opportunities exist in proximity to proficient schools.<sup>18</sup> HUD's data on "proficient" schools generally is limited to one measure (fourth grade achievement tests). HUD also provides supplemental data on school proficiency, with a school proficiency index that is adjusted for students receiving free or reduced price lunches (FRPL); this supplemental adjusted index is only available for states in which proficiency rate data are available for FRPL students.

*2. Student demographics, school district boundaries, and school attendance boundaries*

The U.S. Department of Education's National Center for Education Statistics (NCES) Common Core of Data (CCD) provides information at the school level on student race/ethnicity by grade level, number of students eligible for free or reduced price lunch, and descriptive data for the school, such as its Title I status. These CCD data are available in a raw, downloadable format,<sup>19</sup> useful for statistical analysis, or through the Elementary/Secondary Information System (EISi),<sup>20</sup> a web application that allows users to quickly view school data and create custom tables and charts. This basic demographic/enrollment data is also available through state departments of education websites, some users find these sources more current and easier to navigate. NCES also collects and makes available information on public school district boundaries and school attendance boundaries (catchment areas) through its School Attendance

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<sup>17</sup> HUD's school proficiency index is calculated using measures of performance of 4th grade elementary students on state exams. Some supplemental data on school proficiency, including a school proficiency index that is adjusted for students receiving free or reduced price lunches (FRPL), is also available.

<sup>18</sup> The qualities of public schools that most significantly affect student outcomes include student body demographics, teacher quality and experience, class size, educational resources, and public and private financial support.

<sup>19</sup> Available at: <https://nces.ed.gov/ccd/pubschuniv.asp>

<sup>20</sup> <https://nces.ed.gov/ccd/elsi/>

Boundary Survey (SABS),<sup>21</sup> and an interactive online mapping program called MapED.<sup>22</sup> NCES data can also be used to track changes in school demographics over time, which are often leading indicators of community change.

### *2. Access to educational resources and racial disparities within schools*

The U.S. Department of Education's Civil Rights Data Collection<sup>23</sup> (CRDC) Database provides wide-ranging data on equity and access for the nation's public schools, at the school and school district level, across multiple years (latest 2013-14). Multiple data points (like access to Advanced Placement and Gifted and Talented classes, student discipline rates, etc.) are provided for students by race/ethnicity, English learning proficiency (LEP), and disability status. The CRDC website allows users to create detailed data tables for schools or districts and to analyze trends within schools and across districts.

### *3. Local data and knowledge*

Test score and achievement gap data for individual schools are not currently available in an accessible national database but are available from state departments of education, usually online. These scores are commonly available by student race/ethnicity, English language proficiency (or similar measure), and some measure of economic disadvantage.

Specific information on student assignment policies are generally available through the local school district. The vast majority of school districts in the U.S. rely on school attendance zones to assign students, but it is important to assess whether the region has any choice policies in place, permitting students to transfer among different public schools within or outside the school district.

### *4. Other resources*

The Census Bureau's American Community Survey 5-Year data provides extensive demographic, socio-economic, and housing data for populations *living within specified school district boundaries*. These data can be accessed through the Census Bureau's American FactFinder<sup>24</sup> online application.

The National Assessment of Educational Progress (NAEP),<sup>25</sup> often called "The Nation's Report Card," provides extensive data on math and reading for 21 large urban school districts.

The diversitydatakids.org website, developed by researchers at Brandeis University's Institute for Child, Youth and Family Policy, is a comprehensive information system that includes hundreds of data points for the 100 largest school districts and cities and for all metropolitan areas. The site also provides interactive neighborhood opportunity maps for the 100 largest metro areas.

## **D. What strategies can be adopted to mitigate the effects of location of proficient schools and school assignment policies?**

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<sup>21</sup> <http://nces.ed.gov/programs/sabs/>

<sup>22</sup> [http://nces.ed.gov/programs/maped/map.aspx#x=-95.80&y=37.84&l=4&b=gray&v=map&d=acs%7C&pop=001%7C&t=%7C&f=DP02\\_16%7C&grp=dp02%7C&m=2014%7C&g=d%7C&p=4%7C4&n=natural-breaks%7Cnatural-breaks&st=XX&dt=USD%2CESD&sl=3&o=&nd=0&sp=bndry&init=shared](http://nces.ed.gov/programs/maped/map.aspx#x=-95.80&y=37.84&l=4&b=gray&v=map&d=acs%7C&pop=001%7C&t=%7C&f=DP02_16%7C&grp=dp02%7C&m=2014%7C&g=d%7C&p=4%7C4&n=natural-breaks%7Cnatural-breaks&st=XX&dt=USD%2CESD&sl=3&o=&nd=0&sp=bndry&init=shared).

<sup>23</sup> <http://ocrdata.ed.gov/>

<sup>24</sup> <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

<sup>25</sup> <http://nces.ed.gov/nationsreportcard/>



If a program participant determines that the location of proficient schools and school assignment policies are contributing to fair housing issues, they may adopt strategies that remove or mitigate these impediments in order to enable broader housing choice and integration. These strategies should specifically address the impediments identified in ways that provide for increased access to opportunity. A number of examples for participants to consider are listed here, though the strategies appropriate for each community will vary. Recent guidelines provided by the U.S. Environmental Protection Agency, encouraging the consideration of integration goals, may prove helpful.<sup>26</sup>

The effects of location of proficient schools and school assignment policies described below are examples, and not a comprehensive list.

Examples of how location of proficient schools and school assignment policies affect access to opportunity	Sample strategies to address fair housing issues
Children of identifiable racial or ethnic groups are disproportionately placed in low performing schools	Adjust school attendance zones or school assignment policies to decrease racial and economic segregation across schools
Proficient schools are located in neighborhoods that are not accessible to lower income families	Revise school assignment policies to permit entry to proficient schools
Children in lower income neighborhoods do not live near proficient schools	Work with state and local district to develop high quality intradistrict or interdistrict magnet schools in low income communities and market seats in magnet schools to families outside the neighborhood
Real estate ads emphasis overall school proficiency ratings (based on average test scores, which primarily reflect student demographics)	Discourage use of single measure of school quality by realtors - encourage realtors to use multiple measures of quality, including parent reviews, school outcomes for different groups, special characteristics of schools, and benefits of school diversity; Realtors should proactively encourage school visits
Changing school attendance zone for low performing schools	Expansion of an attendance zone of a low performing school should be monitored to avoid increasing poverty concentration and racial isolation

<sup>26</sup> School Siting Guidelines (U.S. Environmental Protection Agency 2015), available at [https://www.epa.gov/sites/production/files/2015-06/documents/school\\_siting\\_guidelines-2.pdf](https://www.epa.gov/sites/production/files/2015-06/documents/school_siting_guidelines-2.pdf) (“Economic, racial and ethnic segregation is a continuing challenge across the country. More diverse schools can provide educational as well as life attainment benefits to all school age children. While community centered schools can be part of improved educational, economic, community and public health outcomes for children, families and neighborhoods, LEAs should balance these issues with meeting the goal of diverse school populations.”) pg. 3.

Changing school attendance zone for high performing, proficient schools	Every change in a school’s attendance zone will either increase or decrease racial economic segregation in a district; any boundary changes should be assessed to avoid disparate impact on communities of color
School construction plans	Location of new schools, as well as proposed school closures, should be assessed in relation to access to opportunity and/or existing affordable housing locations
School renovation plans	Selection of schools for substantial renovations should be equitably distributed to improve lowest performing schools
Differences in the prevalence of proficient schools, based on school district boundaries	Interdistrict transfer programs and interdistrict magnet schools, with transportation provided for all children