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Experiencing Integration in Louisville: How Parents and Students See the Gains and Challenges

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# ***Experiencing Integration in Louisville: How Parents and Students See the Gains and Challenges***



A report to the Jefferson County Public Schools  
by  
Gary Orfield and Erica Frankenberg

January 2011

The Civil Rights Project

*Proyecto Derechos Civiles*



**Experiencing Integration in Louisville:  
How Parents and Students See the Gains and Challenges**  
Gary Orfield & Erica Frankenberg

As the first part of research on the student assignment plan that seeks to create and maintain diverse schools in Jefferson County, we surveyed samples of both parents and students across the county. These surveys were designed to learn more about their experiences with integration efforts after the implementation of Jefferson County Public Schools' (JCPS) new student assignment plan, which was redesigned after the Supreme Court's 2007 decision. Despite the difficulties encountered in designing and implementing a new plan, survey results show a deep and continuing commitment to the goal of diverse schools in Louisville among all groups of parents and students. There are problems, but they are not inherent in the goals or objectives of the plan. Instead, there are problems related to the implementation of changes in the plan associated with periodically unreliable bus service and long bus rides experienced by a minority of families.

Overall, students strongly affirm the benefits of the diversity plan and think more should be done. High school students of all races were very supportive of the district's integration plan, with a substantial share agreeing with the statement, "continue desegregation efforts." More than a fourth of students also believe that the district should do *more* to improve diversity and equity in the schools.

Some of the findings from the survey of students include:

- Less than a fifth of students favored ending the plan, with the rest supporting continuing as it is or strengthening it (27% of whites and 51% of black students).
- Students reported strong teacher support for their college-going aspirations. In terms of encouragement for higher education, 89% of students said they were encouraged by their teachers to go to college. Few substantial differences by race were reported, with 58% of black students and 63% of white students said they received strong encouragement.
- JCPS students associated positive gains with the racial diversity within their classrooms. 64% of whites and 68% of blacks said they were "very comfortable" "discussing controversial issues related to race," and even higher proportions felt very comfortable "working with students from different racial and ethnic backgrounds on group projects."
- In terms of their future, huge majorities of students felt very well prepared to work and live in diverse settings, an increasingly important educational outcome in the nation's rapidly diversifying society.
- The student survey also showed continuing problems related to gaps in schooling experience and some outcomes that should be considered in the next stage of a plan. Bringing students together into the same schools and classrooms are very important first steps, but maximum benefits emerge when treatment and educational opportunities within schools becomes more equal.

Some of the major findings from the survey of parents include:

- More than 90% of parents believe that diverse schools have important educational benefits for their children. A substantial percentage of parents also believe that the decades of integrated schools have improved the greater Louisville community.
- Eighty-nine percent of parents think that the school district's guidelines should "ensure that students learn with students from different races and economic backgrounds."
- There is very strong support for a student assignment policy that allows for family choice (90% of parents), and, of course, parents would also like to have diverse schools options close to their homes, when possible.
- A majority of parents were satisfied with student assignment for their child (69%) and an even higher percentage were satisfied with the quality of their child's education (87%), but there was less satisfaction about how well the plan was working or had been implemented over all (54%).
- The survey revealed some concerns by some parents about unreliable buses and long bus rides, and these concerns were related to parents' assessment of the success of the plan's implementation. At the same time, there was also a strong desire for additional transportation to allow students to stay for afterschool activities. Many children report enjoying their bus ride.
- Finally, the survey revealed gaps in knowledge of the plan and of the choices available to parents. This indicates a major area for improvement as JCPS moves forward with implementing the assignment new plan.

The experiences and views of the district's students and parents will provide the central guideposts for the next stage of our work, which now begins in earnest. We are confident that the plan can be adjusted to answer the concerns and continue to realize broadly shared goals.

## FOREWORD

It has been a very long time since I first came to Louisville in 1975, on the eve of the implementation of its sweeping desegregation plan. The city was suffering from terrible division and fear, and there were armed guards checking people coming into the meeting at which I spoke. It has been my privilege to return to Louisville every two or three years since that time and watch the community and the school district deal with many changes and challenges— what started out as a court-ordered mandate was converted to a plan designed with a great deal of local input and new educational options for the generations of students who have passed through the area's diverse schools. I have been issuing reports on the level of desegregation achieved in all of the nation's states and big cities now for a third of a century. Often Kentucky has been the least segregated state in the nation for black students because of the Jefferson County plan. I have worked with the school district and its staff and testified in court for the school plan and so I was pleased to respond to the school board's request for some help in thinking through what should be done now. I agreed to do it because of my great respect for the community, which has much to be proud of, and because it has always been a pleasure to deal with the system's staff, which has been unfailingly competent and honest and has never tried to exert any pressure on me to skew the results of my studies. Having been involved in many cities, I know that Louisville has had uncommon leadership in many sectors, from education officials to political leaders and civil rights organizations, from the business community to the press.

We are coming to Louisville to listen, to obtain data, and to try to help. Working with my colleague, Professor Erica Frankenberg, and after we have learned more we will offer our best thoughts about what could be done to improve the current plan. We will outline what we see as some of the issues that could address concerns on the part of some groups of parents. Our first step has been to conduct surveys to find out what parents and students are experiencing in the district and what problems they think should be addressed.<sup>1</sup> This has been a very useful process and will quickly lead to the next step of weighing this information and thinking about possible solutions. As we learn things and reach our own independent conclusions, we will be very happy to answer questions. We understand, of course, that our role is purely advisory and that the decisions about the future rest with the people and the school board.

Often when communities are engaged in controversial discussions, they lose sight of what they share and what hard things they have learned and accomplished. Your community has accomplished much for many years. We hope that our work will help foster a healthy and civil community discussion about shared goals and will diagnose what problems need to be solved. We encourage readers who may not have students in the public schools and may

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<sup>1</sup> We have been ably assisted by two UCLA graduate students, Genevieve Siegel-Hawley and Moon Ko. We appreciate the assistance of Laurie Russman as well.

have questions about our findings to discuss them with parents and young people who are involved directly. I am very optimistic that Jefferson County will continue its leadership on these important issues. It is an honor to once again be part of this effort.

-Gary Orfield

## **Experiencing Integration in Louisville: How Parents and Students See the Gains and Challenges**

Our work in Jefferson County has begun by asking the parents and students who have been living in the community and experiencing the operation of the district's revised diversity plan. Their experience is, of course, the starting point in thinking about what the plan has accomplished and identifying issues needing careful attention in our research. These surveys have given a representative sample of both groups to tell us what has happened and how they view both the goals and the current operation of the plan. This report has five sections. It briefly describes the national trends in surveys about school diversity and summarizes what research shows about the general impact of diverse schooling. The next two sections report on what the district's high school juniors have reported in a survey this month and what the parents told interviewers in a telephone survey conducted by a Louisville survey organization. The final section summarizes what we see as the most important findings from the surveys, a handful of recommendations and a description of what we see as the next phase of our work. When we accepted the invitation of the school board to do an independent assessment of the plan, it was clear that there was uncertainty about what families in the JPCS were experiencing and whether the long-term commitment of the community to integrated education was fading. We now have a much better understanding of those issues, and we believe that the citizens of the county will be very interested in what the parents and students have concluded.

The first step, in examining what is needed to fix problems that the Jefferson County Public Schools may be confronting in their diversity plan, is to find out what needs to be changed, or to diagnose the current problems and overall health of the plan. For many centuries, doctors have taken the Hippocratic Oath, which has as a central principle to take care to avoid any unnecessary treatment that may harm the patient. Sometimes this has been described as "first, do no harm." Any changes in the organization of schooling affect the lives, friendships, and plans of children and their families. Sometimes change is essential but before any surgery is proposed, we need to know what the problems are. There are no better sources for this than asking about the experiences and perceptions of the students and their parents, which we have done through surveys of both a sample of JCPS parents and high school juniors, three fourths of whom have only experienced education in JCPS's diverse schools.

One of the reasons we wanted to have professional surveys assuring anonymity is that issues of race and diversity are often clouded by rumors, mistrust, and legitimate fear that some outside expert might propose changes without knowing the real-life experience of local citizens. It is always true, as any public official or educator knows, that those who are unhappy about a policy tend to express themselves much more strongly in public than those who have no complaints. There is no way to find out how widely shared those problems are without asking the public in a systematic way. That is what we have done; the results of which we summarize in this report.

Our basic conclusion is that, in spite of the 2007 Supreme Court decision striking down the old plan in Jefferson County and the subsequent difficulties encountered in designing and implementing a new plan, there is a deep continuing commitment to the goal of diverse schools in Louisville among all groups of parents and students. A large majority is content with their existing school assignments and thinks their schools are doing a good job. There is little interest

in returning to a strict neighborhood school policy that would not permit choice or transfer. There are problems but they are not problems of the goals or objectives of the plan; instead they are problems of implementation of the changes in the plan which seem significantly related to poor bus service and the longest bus rides experienced by a minority of families.

It appears that our task is to figure out the most useful response to cleaning up those implementation problems without disrupting the successful experience for most children and families. There are also continuing problems of some gaps in schooling experience and outcomes that should be considered in the next stage of a plan. Bringing students into the same schools and classrooms are very important steps, but maximum benefits come when the treatment and educational opportunities become more equal.<sup>2</sup> Sometimes when the focus is on whether or not the desegregation plans should be continued, too little energy is devoted to making certain that in-school treatment follows principles that maximize the educational advantages of diversity and integration.<sup>3</sup> We were particularly interested in the views of the district's high school students of all races who were very supportive of the district's integration plan. More than a fourth of students believe that the district should do *more* to improve diversity and equity in the schools. Extremely high percentages of parents value the goals of integration and believe that JCPS should have guidelines to ensure diverse schools. The experiences and views of the district's parents and students will provide the central guideposts for the next stage of our work, which now begins in earnest.

### **A Brief Review of Public Opinion and School Desegregation: Surprising Trends**

People criticizing school desegregation plans often assert that busing has failed and that the public has rejected it as a failed experiment. In fact, busing—the term is used to describe mandatory reassignment of students to distant schools—has not been a major policy in U.S. cities for many years since desegregation plans began to embrace magnet and voluntary transfer policies in the 1970s. No major new mandatory plans have been adopted in the past three decades. Choice is now a central component of any integration plan.

Desegregation attitudes were most negative following the Supreme Court's decision in *Swann v. Charlotte Mecklenburg* in 1971, when major new mandatory plans were first implemented in the cities of the states with a history of de jure segregation. The Supreme Court's 1973 decision in *Keyes*, the Denver case, brought desegregation to many northern cities. During that period, almost all desegregation plans were designed by courts because the local school boards refused to do it, were implemented suddenly, and involved mandatory reassignments of teachers and students without educational options. Even African Americans, who were supposed to benefit from the policies, were deeply divided.

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<sup>2</sup> Gordon Allport, *The nature of prejudice*. Cambridge, MA: Addison-Wesley, 1954; Thomas Pettigrew and Linda Tropp. "A Meta-Analytic Test of Intergroup Contact Theory." *Journal of Personality and Social Psychology* 90 (2006): 751-783.

<sup>3</sup> Willis D. Hawley, et al, *Strategies for effective school desegregation: Lessons from research*. Lexington, MA: Lexington Books, 1983; Erica Frankenberg & Gary Orfield (Eds.), *Lessons in Integration: Realizing the Promise of Racial Diversity in American Schools*. Charlottesville, VA: University of Virginia Press, 2007.



The busing issue provoked an extremely hostile white response in the 1970s, with 87% opposed in 1972, declining only slightly to 83% in 1978. White resistance then declined to 67% by 1996.<sup>4</sup> Younger whites were more supportive.<sup>5</sup>

Improving white attitudes about integration in general were apparent in responses to a Gallup question, which asked white parents over many years whether they would object to having their child in a school with a few blacks, half black or a black majority. Even at the height of the busing controversy, 92% of whites said they would have no objection to being in a school with a few blacks, and 69% said they would accept a half black school, but only 39% would not object if their child was in a majority black school.<sup>6</sup> The favorable trends in these attitudes over many years— in contrast to the extreme white opposition at the beginning of busing—indicates that urban desegregation was not framed as an issue about integration but as some extraordinary governmental intervention via busing, even though more suburban and rural and many private school children had gone to school by bus for many years. There have been very few surveys about the kind of desegregation plan that has been dominant in the last three decades, with major emphasis on parental choice. Much of the survey data and many of the public attitudes we have are about a form of large-scale mandatory desegregation that has long since ended in most regions.

One of the most important trends in public opinion is the fact that the public thought busing was a very important issue in education policy in the early 1970s. There was a great deal of controversy, but it virtually disappeared as a leading issue over time. The degree of public concern about desegregation and busing peaked nearly forty years ago. During the period between 1969 and 1973, the annual Gallup Poll question asking about the leading problems in the schools showed that it was one of the biggest problems, cited by between an eighth and a fifth of the public as a top issue. By the early 1980s, it was down to about 5% percent and it fell to 3% by the early 1990s.<sup>7</sup>

Black opposition to busing (or preference for neighborhood schools) was at the peak during the most intense period of the busing battle. One national poll showed 48% opposed and another showed a very close division with only 55% in favor. Black support of busing gradually increased in the 1980s and 1990s.<sup>8</sup> Black families showed overwhelming acceptance of the idea going to school with white students, including a very large majority who were ready to have their children attend majority white schools.<sup>9</sup> There is no poll evidence for the claim of black abandonment of the integration ideal, though there has also never been a consensus over the means to achieve integration.

One of the most striking elements about research on desegregation and busing is that few surveys actually asked those most affected-- the students, their parents, and educators who actually work

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<sup>4</sup> Howard Schuman, Charlotte Steeh, Lawrence Bobo, and Maria Krysan, *Racial Attitudes in America; Trends and Interpretations*, Cambridge: Harvard Univ. Press, 1997, p. 123

<sup>5</sup> *Ibid.*, 124.

<sup>6</sup> *Ibid.* 141

<sup>7</sup> Gallup Poll data in G. Orfield, "Public Opinion and School Desegregation," *Teachers College Record*, 1996, p. 62.

<sup>8</sup> Gallup Poll data from annual PDK/Gallup Surveys, in G. Orfield, "Public Opinion and School Desegregation," *Teachers College Record*, vol. 96, no. 4 (2004), p. 61.

<sup>9</sup> *Ibid.*, 65.

in desegregated schools. One would assume that these stakeholders would be the most concerned if it were a very difficult and damaging policy. The Harris Survey questioned national samples of parents three times from 1978 to 1989. In 1978, not long after the peak of the busing issue, nearly two-thirds of black parents (63%) whose children were bused in integration plans said the experience had been “very satisfactory” and only one black parent in twelve and one white parent in six thought it was “unsatisfactory.” By 1989, at the highest level of black-white desegregation ever recorded, opinions had become more positive. 64 percent of whites, 63 percent of blacks and 70 percent of Asians bused for desegregation said that the experience was “very satisfactory” and only one black parent in 25, one white in 20, and one Asian in 50 reported that it was unsatisfactory.<sup>10</sup> These figures are vastly more positive than parents’ views of many other educational issues.

Initially there was overwhelming white opposition to desegregation in Louisville, even higher than the national average, and more than nine-tenths were opposed.<sup>11</sup> The court ordered a plan in which there was massive mandatory busing across the metro. The plan became more choice-oriented and, over time and through experience with desegregated schools, attitudes changed. When surveyed by the *Louisville Courier-Journal* in 1991, however, 81 percent of the black parents and 53 percent of the whites said that the experience was satisfactory.<sup>12</sup> After the plan was challenged in the 1990s and later, there were a number of surveys of the general public and school parents and they showed strong support for continuing the plan, which had become more driven by choice mechanisms but included race-conscious desegregation goals.<sup>13</sup>

One thing that was particularly notable about desegregation surveys is that the great bulk of the respondents were people who had no children who had actually been bused for desegregation since there was never more than a small minority of U.S. children bused under desegregation plans, certainly less than a tenth. One would expect that when parents of bused children were asked their opinion they would be the most hostile. It was clear, however, in the surveys that actually asked these parents, that they were much more positive about the experience than the public as a whole. In other words, a majority of those who experienced what was supposed to be a terrible experience actually said it was a positive experience. This suggests that those who get their views from the media, or from politics, and have no direct contact with desegregation, were the core of the opponents. Notably the supposed victims were the strongest supporters. This pattern suggests that much of the strongest opposition to desegregation was not the product of experience but of fears.

One of the important realities in surveys of desegregation and many other policies is that Americans strongly prefer contradictory things. People, for example, usually say that they value high quality public education but also want to cut taxes that pay for it; they want to improve the environment but to avoid regulation; they want greater food safety and smaller government, and there are many other examples. Throughout the surveys there has, for many years, been a strong

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<sup>10</sup> Harris Surveys in Orfield, “Public Opinion,” p. 63.

<sup>11</sup> John B. Maconahay and Willis Hawley, “Reaction to Busing in Louisville: Summary of Adult Opinions in 1976 and 1977, Duke University Center for Policy Analysis, 1979.

<sup>12</sup> *Louisville Courier Journal*, Oct. 27, 1991, A1.

<sup>13</sup> Wilkerson and Associates, “Student Assignment Survey: Summary of Findings,” report to Jefferson County Public Schools, 1996.

majority preferring integrated education but deep controversy over the means to achieve it. They would like integrated schools and the kind of educational choices they want all right in their neighborhood.

The experience in Louisville is very reflective of these general patterns. The pattern of overall intense white opposition gave way to a more nuanced view and, eventually, to strong support for integrated schools from both the parents and the students. These new polls suggest that this pattern is continuing to hold. If the attitudes of today's students are predictive, it seems likely to hold well into the future.

This brief summary of public opinion surveys suggests that when policy makers hear claims that public opinion has turned sharply against desegregation plans, they should look more closely. It may be that people are reflecting what they heard about the intense conflicts at the beginning of mandatory urban desegregation, are unfamiliar with the way current plans actually work, or that they have heard something from the media. Systematic study of public opinion about school integration shows that opposition is much less dramatic than in the past and that support has grown, especially among those most affected, the parents and the students.

It is also true, of course, that the public would like to have it all, as is often true about public opinion on controversial issues. It would be ideal to have well and stably integrated schools that children could walk to in their neighborhood or to have everyone get their first choice of school and also have a diverse student body. It would be just as ideal to sharply cut taxes and have the very good schools we want for our children. In the real world, the art of government is choosing to do as much as possible to realize both goals. In urban desegregation, this has increasingly meant using choice mechanisms to spur voluntary desegregation and giving as many people as possible their first choice. Parents have fewer guarantees of neighborhood schools but many more ideal educational options that they willingly transfer their children to receive. They also have the diverse schools they prefer without the fear of resegregation, which might lose many of those advantages.

### **Benefits of integration**

The attitudes of parents and students are, of course, critically important-- and so are the attitudes of teachers. One of the truly important findings of recent research is that teachers tend to value and to remain in stably diverse schools but move away from schools that go through resegregation. Since qualified and experienced teachers are of central importance to the achievement of students, this is an extremely important fact—and important benefit of integration policies. Research shows that as resegregated schools lose many high achieving students they also suffer the loss of experienced teachers, which compounds the educational damage.<sup>14</sup> In classes with less competitive students along with new or less experienced teachers, students are likely to fall seriously behind.<sup>15</sup>

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<sup>14</sup> Catherine Freeman, Benjamin Scafidi, and David Sjoquist, "Racial Segregation in Georgia Public Schools, 1994-2001: Trends, Causes and Impact on Teacher Quality," In John C. Boger and Gary Orfield (Eds.), *School Resegregation: Must the South Turn Back?* Chapel Hill: Univ. of North Carolina Press, 2005: 148-63; C. Kirabo Jackson, "Student Demographics, Teacher Sorting, and Teacher Quality: Evidence from the End of School Desegregation," *Journal of Labor Economics* vol. 27, no. 2 (2009): 213-256.

The benefits of integrated schools improve the educational experience and life opportunities for students who attend them. Research has focused on several dimensions of this. First, having students of different backgrounds can help prevent stereotype formation and challenge students' assumptions, which can help develop critical thinking.<sup>16</sup> Second, researchers find a "perpetuation effect" of desegregated schools—that students who attend them are more likely to live and work in diverse settings after they graduate.<sup>17</sup> Third, students may be more likely to have higher educational aspirations and networks from diverse schools that help connect them to more prestigious school or work opportunities.<sup>18</sup>

Finally, as the Supreme Court noted in its 2007 decision, racially isolated schools are linked to disadvantages in terms of the educational environment that students experience. In addition to the difficulty of retaining experienced, high-quality teachers, these schools often lack more advanced curricular offerings and middle-class peers. Not surprisingly, these schools are associated with higher dropout rates.<sup>19</sup> The lack of a high school diploma has a critical impact on the higher educational and career opportunities of students in today's economic climate.

### **How Desegregation is Working: The Students' View in January 2011**

No one knows more about how diversity has been working in Jefferson County schools than those who have experienced it and who are living it today—the students, especially the older students who have grown up in JCPS's desegregated schools. Eleven years ago, the school district administered a survey designed by national experts, who came to Harvard University to help the Civil Rights Project develop questions to explore students' experiences and reactions in Louisville and other cities. In the report analyzing the 2000 survey, published in our book, *Diversity Challenged*, which was cited by the Supreme Court, we found remarkably high levels of support for diverse schools among Louisville's high school juniors and a strong belief that the experiences had successfully prepared them for living and working in diverse schools.<sup>20</sup> That survey with the addition of one question was administered again in English classes across the district's eleventh grade classes this month.

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<sup>15</sup> Charles T. Clotfelter, Helen F. Ladd, & Jacob L. Vigdor. "Teacher-Student Matching and the Assessment of Teacher Effectiveness." *Journal of Human Resources* vol. 41, no. 4(2006): 778–820.

<sup>16</sup> Willis D. Hawley, "Designing Schools that use Student Diversity to Enhance Learning of all Students," In E. Frankenberg and G. Orfield (Eds.), *Lessons in integration: Realizing the promise of racial diversity in American schools* (pp. 31-56). Charlottesville: University of Virginia Press, 2007.

<sup>17</sup> E.g., Amy S. Wells, & Robert L. Crain, "Perpetuation theory and the long-term effects of school desegregation," *Review of Educational Research*, 6 (1994), 531-555.

<sup>18</sup> For more research on this or other benefits, see Gary Orfield, Erica Frankenberg, and Liliana M. Garces, (2008). Statement of American social scientists of research on school desegregation to the U.S. Supreme Court in *Parents Involved v. Seattle School District* and *Meredith v. Jefferson County*. *Urban Review* 40: 96-136.

<sup>19</sup> Robert Balfanz, & Nettie E. Legters, "NCLB and reforming the nation's lowest-performing high schools," In G. L. Sunderman (Ed.), *Holding NCLB accountable: Achieving accountability, equity, & school reform* (pp. 191-207). Thousand Oaks, CA: Corwin Press, 2008.

<sup>20</sup> Michal Kurlaender and John Yun, "Is Diversity a Compelling Interest: Evidence from Louisville," Chapter 5, in Gary Orfield and Michal Kurlaender, eds., *Diversity Challenged*, Cambridge: Harvard Educational Publishing Group, 2001.

In Fall 2009, JCPS began to implement its new student assignment plan in elementary schools, seeking to create diverse schools through a multifaceted consideration of diversity, consisting of racial composition, educational attainment, and household income. Thus, the high school juniors surveyed were assigned to schools under the district’s former voluntary integration policy that aimed for racially diverse schools.

Amid all the controversy about the future of diversity in Louisville schools and the changes in the local plan imposed by the 2007 Supreme Court decision,, we wondered whether or not students’ experiences and attitudes had changed. We surveyed one-sixth of all high school juniors, from a representative sample drawn by JCPS, and obtained a very high response rate, which makes us confident that it represents the views of the district’s high school juniors. The survey was administered recently on computers in JCPS high schools. The results are a very strong reflection of the overall views of students nearing the end of high school and thinking about their experiences and their futures. No one in the school district saw the survey forms and all student responses were anonymous, so students were free to tell the truth as they saw it without any risk. The responses collected in the survey this January were very similar to those in 2000. Since the area is becoming more diverse through immigration of Latino and Asian families, we also can now report some findings on their experiences and attitudes, since these groups are likely to increase significantly in the future.

1,095 students responded to the survey. The responses went directly into an electronic database and were analyzed by Professors Orfield and Frankenberg, not by JCPS staff. The respondents included 326 African Americans, 633 Whites, 35 Asian Americans, 57 Latinos, and 101 students who identified themselves as from an “other” race or as multiracial.<sup>21</sup>

Students surveyed by race/ethnicity

<b>What is your race/ethnicity?</b>	Percent (%)	Number
African American or Black	28.3	329
White	54.7	635
Hispanic/Latino	4.9	57
Asian American	3.1	36
Other/Multi-Racial	9.0	104
<i>Total</i>	<i>100.00</i>	<i>1161</i>

Because the vast majority was white or black and the samples of the other groups were small, we will report only the black and white responses on most issues. We do include the smaller groups on some questions with the understanding that we should be very cautious in using that data, since the results could be changed by a handful of students. The responses to all survey questions described here will be posted on the web at [civilrightsproject.ucla.edu](http://civilrightsproject.ucla.edu) for public access.

The great majority of the students were born in the U.S., including 96% of the whites and 94% of the blacks, but one-fourth of Asian and 44% of Latinos were born in another country.<sup>22</sup> Although

<sup>21</sup> 71 students checked more than one racial/ethnic category

<sup>22</sup>Question 1

the U.S. now has about a fifth students raised with a non-English home language, the number is much lower in JCPS, only 3% for whites, 4% for blacks, but 44% for Asians and 70% for Latinos, both small but growing populations.<sup>23</sup> White students are much more likely to have parents who have a college or graduate degree than are blacks. 21.4% of white parents have a college degree and 11.4% have a graduate or professional degree. For black parents, 12.2% have a college degree and 4.4% have a graduate or professional degree.<sup>24</sup> Most students have spent their entire education in JCPS, with 71 percent of black and 75% of white high school juniors saying they had been in the district since elementary school. Only one-sixth of blacks and one seventh of whites had arrived during high school.<sup>25</sup> So a very large majority of students have had a long time to think about the issues that have affected so much of their educational experience.

Percent students indicating length of education in JCPS by racial/ethnic group

<b>Please indicate how long you have been in this school district.</b>		Black	White	Other
Since elementary school	%	70.8	75.1	63.5
	Number	233	476	127
Since middle/junior high school	%	11.9	11.0	10.5
	Number	39	70	21
Since high school	%	17.3	13.9	26.0
	Number	57	88	52
Total	%	100.0	100.0	100.0
	Number	329	634	200

Source: Diversity Assessment Questionnaire, Q11

Louisville students not only go to diverse schools but they typically learn in diverse classrooms. JCPS students surveyed reported that their high school English classes were substantially integrated. 53% of blacks and 57% of whites reporting that there were at least “quite a few” students of other races in their class and with a third of African Americans and a fourth of whites reporting that half or more were from other racial or ethnic groups.<sup>26</sup>

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<sup>23</sup> Question 6

<sup>24</sup> Question 10

<sup>25</sup> Question 11

<sup>26</sup> Question 14

## Impact on Learning and Future Lives

Sometimes critics claim that when desegregation brings groups of students together it simply reinforces stereotypes and polarization. According to the large majority of students, quite the opposite is happening in Jefferson County.

One of the most important and positive findings from the students, in terms of their future lives and the future of the community, is that a majority from all groups of students in the JCPS felt “very prepared” to “work in a job setting where people are of a different racial or ethnic background than you.” Since their generation is projected to witness the transformation of American society to a society where European Americans are one of many minorities and there is no racial or ethnic majority, these are likely to be important skills.

62% of all students say they are “very prepared” for a diverse workplace and almost all the rest, 33% say they are somewhat prepared.<sup>27</sup>

Feelings of preparation for diverse job setting by racial/ethnic group

<b>After high school, how prepared do you feel to work in a job setting where people are of a different racial or ethnic background than you are?</b>		Black	White	Other
Very Prepared	%	56.3	65.2	64.4
	Number	180	409	125
Somewhat Prepared	%	36.6	30.5	31.4
	Number	117	191	61
Somewhat Unprepared	%	3.4	3.2	1.0
	Number	11	20	2
Very Unprepared	%	3.8	1.1	3.1
	Number	12	7	6
Total	%	100.0	100.0	100.0
	Number	320	627	194

Source: Diversity Assessment Questionnaire, Q36

The students relate their preparation directly to their school experiences. Three-fourths of blacks and whites, as well as Hispanics and Asian Americans, say their school experiences helped. More than a third of all groups say it helped “a lot.”<sup>28</sup> Further, in data not shown here, a substantial majority of all groups said that they would be “very comfortable” working with a supervisor “of a different racial or ethnic background.”<sup>29</sup>

<sup>27</sup> Question 36

<sup>28</sup> Question 37

<sup>29</sup> Question 38

Perception that school experiences will affect ability to work with members of other races by racial/ethnic group

<b>How do you believe your school experiences will affect your ability to work with members of other races and ethnic groups?</b>		Black	White	Other
Helped a lot	%	36.9	36.0	36.6
	Number	118	225	70
Helped somewhat	%	37.8	40.6	33.5
	Number	121	254	64
Had no effect	%	21.6	20.2	23.6
	Number	69	126	45
Did not help	%	3.1	2.1	2.1
	Number	10	13	4
Hurt my ability	%	0.6	1.1	4.2
	Number	2	7	8
Total	%	100.0	100.0	100.0
	Number	320	625	191

Source: Diversity Assessment Questionnaire, Q37

The students said that, in a number of ways, their school experiences had positive impacts. 64% of whites and 68% of blacks said they were “very comfortable” “discussing controversial issues related to race” and even higher proportions felt very comfortable “working with students from different racial and ethnic backgrounds on group projects” or learning about differences from students from other groups.<sup>30</sup> 88% of black and 91% of whites said they were comfortable “debating current social and political issues,” something that could well contribute to local government.<sup>31</sup>

Huge majorities expected to go to racially diverse colleges (89% for blacks and 93% of whites)<sup>32</sup> and more than nine-tenths expected to work in diverse settings.<sup>33</sup>

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<sup>30</sup> Question 38

<sup>31</sup> Question 39

<sup>32</sup> Question 41

<sup>33</sup> Question 42



Interest in attending diverse college campus by racial/ethnic group

<b>How interested are you in attending a racially/ethnically diverse college campus?</b>		Black	White	Other
Very Interested	%	36.1	24.8	34.9
	Number	115	155	67
Interested	%	34.8	33.3	32.3
	Number	111	208	62
Somewhat Interested	%	18.5	28.8	22.9
	Number	59	180	44
Not Interested	%	10.7	13.0	9.9
	Number	34	81	19
Total	%	100.0	100.0	100.0
	Number	319	624	192

Source: Diversity Assessment Questionnaire, Q43

Two thirds of both groups (66% of blacks and 63% of whites) were very interested in attending a four-year college, now the key to the middle class.<sup>34</sup> Six out of seven white students and almost nine-tenths of black students expressed some degree of interest in “living in a racially/ethnically diverse neighborhood when you are an adult.”<sup>35</sup>

56% of blacks and 41% of whites said that classes and activities at school had made them more interested in integrated living.<sup>36</sup> Three fourths of black and white students said that school had increased their “ability to understand members of other races and ethnic groups.”<sup>37</sup>

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<sup>34</sup> Question 43

<sup>35</sup> Question 43

<sup>36</sup> Question 45

<sup>37</sup> Question 44

High school changed interest in living in racially diverse setting as an adult by racial/ethnic group

<b>To what extent have classroom or extracurricular activities offered through your high school changed your interest in living in a racially/ethnically diverse setting when you are an adult?</b>		Black	White	Other
Greatly Increased	%	22.0	12.4	19.6
	Number	71	77	38
Somewhat Increased	%	33.9	28.6	32.5
	Number	109	178	63
No Effect	%	37.3	51.7	39.7
	Number	120	322	77
Somewhat Decreased	%	3.7	3.4	3.1
	Number	12	21	6
Greatly Decreased	%	3.1	4.0	5.2
	Number	10	25	10
Total	%	100.0	100.0	100.0
	Number	322	623	194

Source: Diversity Assessment Questionnaire, Q45

### **Dimensions of Educational Opportunity**

The survey also revealed both highly positive signs and persisting challenges in terms of achieving full educational equality. White students, for example, were substantially more likely than blacks to be in an honors or AP English class (51% for whites and 29% for African Americans), but more than a fifth of whites and nearly a third of blacks were in “basic” English classes.<sup>38</sup> The racial composition of social studies and history classes was very similar. Although advanced classes, especially AP classes, had notably higher proportions of whites there was significant diversity at all levels. Equality was not at hand but there was a major overlap across racial lines at all levels of achievement.

Having students in the same classes does not, of course, tell us about what goes on in the educational process. It is clear, however, in JCPS that teachers are talking about issues of race and ethnicity in social science and history classes and, in a lesser way, in English classes. Students believed they had become comfortable in talking about these sensitive issues with each other, something that many U.S. adults could not say. Three-fourths (74.8%) of students say racial issues are discussed in their social science classes at least once a month and 42.3% say at least three times.<sup>39</sup>

<sup>38</sup> Question 13

<sup>39</sup> Question 19

Frequency of history or social studies classroom discussions exploring racial issues by racial/ethnic group

<b>During classroom discussions in your SOCIAL STUDIES or HISTORY class how often are racial issues discussed and explored?</b>		Black	White	Other
At least 3 Times a Month	%	43.6	41.9	45.6
	Number	113	226	72
Once or Twice a Month	%	33.2	35.2	27.8
	Number	86	190	44
Less than Once a Month	%	15.1	17.0	18.4
	Number	39	92	29
Never	%	8.1	5.9	8.2
	Number	21	32	13
Total	%	100.0	100.0	100.0
	Number	259	540	158

Source: Diversity Assessment Questionnaire, Q19

More than three-fourths of students (76.2%) say these discussions had some impact on their “understanding of different points of view” though most say it has been a modest impact. 30% say the impact has been “quite a bit” or “a lot.”<sup>40</sup>

Extent to which classroom discussions about race changed understanding of different points of view by racial/ethnic group

<b>To what extent do you believe that these discussions have changed your understanding of different points of view?</b>		Black	White	Other
Not at all	%	20.4	26.2	23.5
	Number	54	144	38
A little	%	48.7	47.1	37.7
	Number	129	259	61
Quite a bit	%	24.5	22.0	28.4
	Number	65	121	46
A lot	%	6.4	4.7	10.5
	Number	17	26	17
Total	%	100.0	100.0	100.0
	Number	265	550	162

Source: Diversity Assessment Questionnaire, Q20

There is a broad spread of grades by race reported by JPCS students though whites are more likely to get mostly A’s (26.3%), compared to 18.9% for blacks. Blacks are more likely (38.7%)

<sup>40</sup> Question 20

to get mostly C's compared to 21.0% for whites. Both groups report a similar and small percent of "mostly D's."<sup>41</sup> The outcomes show significant differences but also strong overlaps. The results on taking college admissions exams are similar, with 62.9% of white juniors and 55.8% of black students saying that they had taken the exams. These were encouraging levels for eleventh graders.<sup>42</sup> In schools in many big city districts, few students have taken such exams by their junior year. Two-thirds of the students were taking a foreign language class, with half in their second or third year of foreign language instruction, including 17% of whites and 10% of blacks.<sup>43</sup>

There was strong support for college aspirations. In terms of encouragement for higher education, nine-tenths of students (88.9%) said they were encouraged by their teachers to go to college and 58% of black students and 63% of white students said they had been strongly encouraged about college by their teachers.<sup>44</sup>

Teachers encouraged students to attend college by racial/ethnic group

<b>To what extent have your teachers encouraged you to attend college?</b>		Black	White	Other
Strongly Encouraged	%	57.6	62.9	53.3
	Number	185	395	104
Somewhat Encouraged	%	29.0	28.5	29.2
	Number	93	179	57
Neither Encouraged Nor Discouraged	%	10.6	7.6	14.4
	Number	34	48	28
Somewhat Discouraged	%	1.2	0.5	0.5
	Number	4	3	1
Strongly Discouraged	%	1.6	0.5	2.6
	Number	5	3	5
Total	%	100.0	100.0	100.0
	Number	321	628	195

Source: Diversity Assessment Questionnaire, Q26

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<sup>41</sup> Question 23

<sup>42</sup> Question 24

<sup>43</sup> Question 25

<sup>44</sup> Question 26

About a fourth of students (29% of whites and 21 percent of blacks) were strongly encouraged by their teachers to take Advanced Placement courses.<sup>45</sup>

Teachers encouraged students to attend take honors and/or AP courses by racial/ethnic group

<b>To what extent have your teachers encouraged you to take Honors and/or AP classes?</b>		<b>Black</b>	<b>White</b>	<b>Other</b>
Strongly Encouraged	%	21.1	29.0	27.2
	Number	68	183	53
Somewhat Encouraged	%	33.4	38.4	28.7
	Number	108	242	56
Neither Encouraged nor Discouraged	%	37.8	30.1	36.4
	Number	122	190	71
Somewhat Discouraged	%	2.2	1.1	1.5
	Number	7	7	3
Strongly Discouraged	%	5.6	1.4	6.2
	Number	18	9	12
Total	%	100.0	100.0	100.0
	Number	323	631	195

Source: Diversity Assessment Questionnaire, Q30

In terms of equity, black students were actually significantly more likely than white students (44.9% to 34.8%) to strongly agree that “at least one of my teaches takes a special interest in me.” Overall about three fourths of each group had experienced some special interest from a teacher.<sup>46</sup> 46% of blacks and 40% of white students said their teacher encouraged them “to work with students of other racial/ethnic backgrounds.”<sup>47</sup> Most students thought discipline was fair but whites were considerably more positive, (62.3%) than blacks (51.5%).<sup>48</sup> The basic evidence from the survey is that there is diversity in many aspects of the schooling experience, and that there is good evidence of both very positive actions by teachers and of the need for continuing attention to the significant gaps that remain.

#### Students’ Advice to the Community

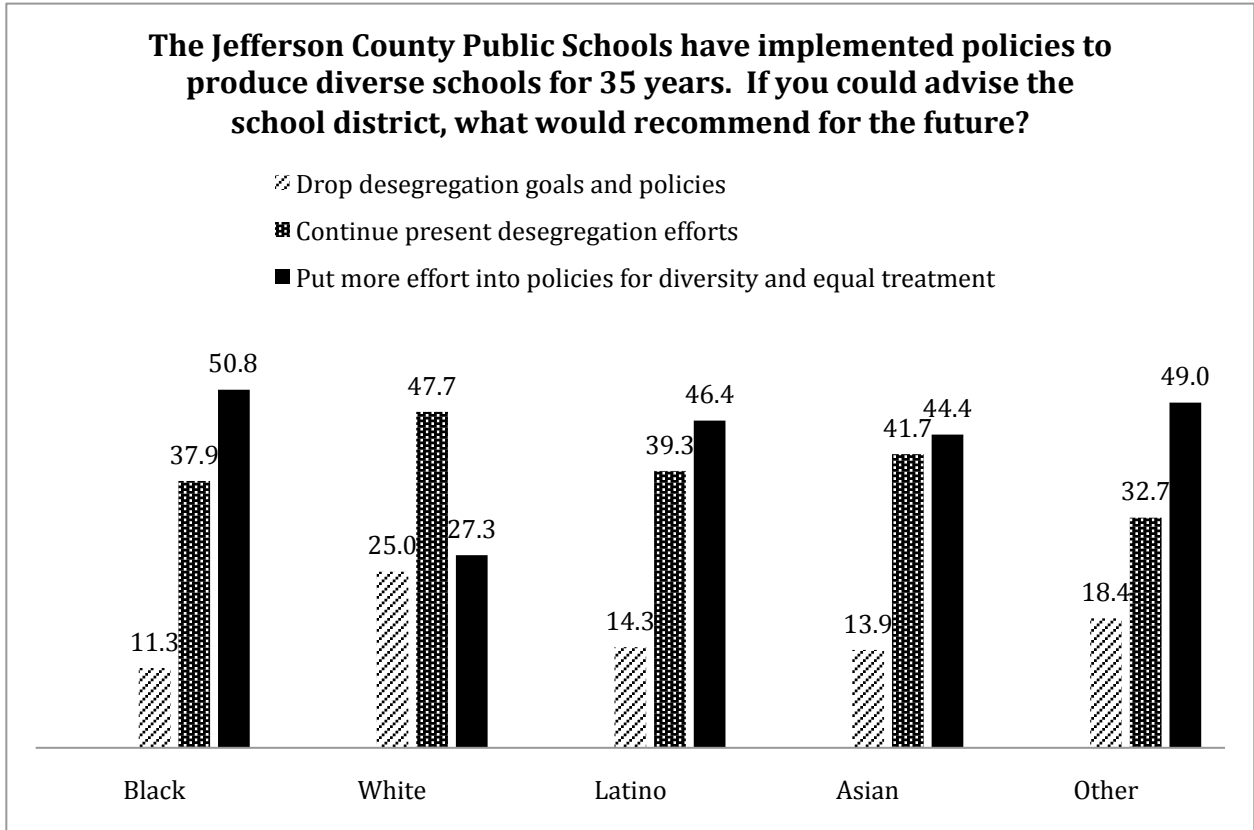
Since today’s high school juniors will soon be voting citizens of the community, it seemed like a good idea to ask them not only what they had experienced but what they thought should be done now. Like the parents in our other survey, students were overwhelmingly but not unanimously committed to desegregation efforts. Just 19.9% thought that the district should “drop desegregation goals and policies.” This included one white student in four and one African American student in nine.

<sup>45</sup> Question 30

<sup>46</sup> Question 34

<sup>47</sup> Question 35

<sup>48</sup> Question 33



Source: Diversity Assessment Questionnaire, Q46

Forty-eight percent of whites and 38% of blacks thought the existing policies should be continued. Surprisingly in a community where there is a debate over the possibility of doing much less about desegregation, two out of five students favored strengthening “policies for diversity and equal treatment,” including half of black students (50.8%), more than a fourth of white students (27.3%), 47% of Latinos and 44% of Asians. Though black students are often said to have borne the larger burden, they are the most favorable on a number of dimensions and the most in support of strengthening the existing policy.

**Summary**

The Jefferson County survey certainly does not show that all of the city’s racial and ethnic problems have been solved in the schools or that perfect equality and harmony have been achieved. Anyone who is familiar with the history of American race relations and the struggles across the country over the achievement gap knows that the U.S. still has far to go. The central finding of this survey, however, like its counterpart a decade ago, is that there have been solid accomplishments in the region’s schools, that very large and usually very similar majorities of black and white students believe that growing up in diverse schools has been an advantage for their future in some important respects. If there were victims from the desegregation policy, these students, the great majority of whom are in their 12<sup>th</sup> year (including kindergarten) in diverse JCPS classrooms, would be very well aware of the problems. They do not say it’s perfect and not everyone agrees, but only a small minority favor abandoning the policy and a significantly larger group actually think that more should be done to realize its goals. Clearly

there are some solid accomplishments. Most students have a teacher who cares about them, most have been strongly encouraged to go on to college and hope to go to a four-year college, and they have taken college entrance exams. Many students, both black and white, are taking demanding honors and college credit courses, though the percentages are not equal.

Perhaps the most encouraging evidence is the way the students see how the schools are preparing them effectively for the kind of society in which they are going to live and work. They feel very comfortable in interracial settings, able to discuss controversial racial and social issues, have deeper understanding of other groups, and are very prepared to work in diverse settings. In fact, as has often been said, there is good evidence here that integrated school prepares young people for a successfully integrated life. As they think about a time in the future when they will be making their own decisions, many express a preference for a diverse college, a diverse workplace, and for living in a diverse neighborhood. They strongly relate these preferences to their schooling experience.

In today’s economy, the things that are highly valued in selecting employees are not only the “hard skills” of math, and understanding the substance of the job, but increasingly the “soft skills” of relating to others, working effectively in group settings, being a contributor and leader in pursuing collaborative tasks, etc. There is considerable evidence in this survey that Louisville area students are convinced that they have acquired some very valuable skills and understandings for their future lives. Certainly this bodes well for community institutions and employers in the region, and for the likelihood that all groups will be able to work together with understanding in the search for solutions to community problems.

### **The Parent Survey: Support for Integration and Concerns of Implementation**

This survey of parents of children enrolled in Jefferson County Public Schools (JCPS) reveals unwavering commitment to the importance of diverse schools and some questioning the implementation of the district’s current integration policy. The survey of parents was conducted in December 2010 by IQS Research, randomly sampling parents of JCPS students. For more details on survey methodology, see Appendix A.

Target Audience	Desired Interviews	Actual Interviews
Households of students in graded K-2 area A	383	382
Households of students in graded K-2 area B	383	384
Households of students in graded 3-12 area A	327	328
Households of students in graded 3-12 area B	757	758
Total	1850	1852

Eighty percent of respondents were female. Twenty-six percent had a high school degree or less, another third had some college education, and another 36% had a four-year college degree or beyond. Thirty-eight percent of the sample lived in “A” areas; sixty-two percent in “B” areas. Finally, 36% of the sample was African-American, 56% was white, and 8% were from all other racial/ethnic groups.

### **Broad-based Support for the Goals of Diversity and the Benefits of Integration.**

As we found in surveying high school juniors in JCPS this month, parents of JCPS students also strongly believe in the benefits of diverse schools. We asked a series of questions that probed different aspects of support for the goals of JCPS’s current integration policy. Among the clearest trends we find in this survey is the support for the goals of integration across all groups of parents. This finding affirms the decades that JCPS has pursued the goal of diverse schools, and makes it that much more important to figure out how best to structure the current assignment policy in order to enable the district to pursue the goals that such a large majority of parents support.

District parents report extremely high levels of support for the types of diversity that the current student assignment plan reflects. Nearly nine out of ten JCPS parents surveyed agreed that schools should include students from different racial/ethnic groups—opinion shared by both “A” and “B” households. Since this has been the goal pursued the longest by the district, it is not surprising that it is slightly higher than some of the other options about school composition. Nearly as high shares of parents believe that schools should have students from families with a range of incomes and educational attainment. While a large majority also supported having diverse levels of student achievement in each school, this value got the least extensive support, reflecting a pattern in similarly worded questions of JCPS parents in 2008.

Parents were asked to rate the extent to which they agreed that schools should include students from the following categories. (strongly or somewhat agree)

	OVERALL (%)	A (%)	B (%)
Different racial/ethnic groups	88	88	89
Lower, middle, and higher income families	86	87	86
Parents with different educational levels	86	85	86
High achievers and students who are not doing so well	78	80	76

Supporters of integration have traditionally cited reasons to pursue diverse schools because of the benefits to students who attend integrated schools as well as the longer-term benefits that the community receives.<sup>49</sup> This survey finds support for both of these rationales for the goals of integration. JCPS parents also strongly value integration for its positive impact on both their child as well as the community at large.

More than 90% of all parents agree that it is important for their child’s development for them to attend diverse schools. This percentage has increased since the last time this question was asked in 1996 (86% agreed), suggesting that the district’s continued experience with diverse schools

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<sup>49</sup> Robert L Linn, & Kevin G. Welner (Eds.), *Race-conscious policies for assigning students to schools: Social science research and the Supreme Court cases*. Washington, DC: National Academy of Education, 2007. The Civil Rights Project has summarized these benefits in a fact sheet. See <http://civilrightsproject.ucla.edu/legal-developments/court-decisions/resources-on-u.s.-supreme-court-voluntary-school-desegregation-rulings/crp-social-science-talking-points-2007.pdf>



after the end of the *McFarland* case, may have contributed to such high agreement about the importance of diverse schools for the students who attend them. Black parents, as well as those in “A” areas, report the most agreement about the importance for diverse schools, but very high levels of parents of all groups support the importance of diversity for their child’s education. There is little difference when examining responses to this question by grade level.

It is important for our children’s long-term personal and academic development that schools have students from different races and backgrounds in the same school.

	Strongly or somewhat agree (%)	Strongly or somewhat disagree (%)
<b>Overall</b>	91	8
White	89	10
Black	95	5
Other	93	6

We also asked respondents to assess the effect of the decades of integrated schools on the community. Although the responses were less supportive than when asked to consider the impact of integration for children’s development, a substantially higher percentage of JCPS parents believe the district’s integration policies have improved the community, more than those who believe the policies have harmed it. Overall, more than two-fifths of respondents—as well as more than two-fifths of both “A” and “B” households—believed that JCPS’s integration policies have improved the community while less than one-fifth of respondents thought that these policies had harmed the greater Louisville area. Parents of first and second graders had the highest percentage responding that the integration policies had improved the district (46%). Although only a fraction of respondents reported persistent transportation problems, this group was the least supportive of the effect of integration policies on the community (32%). Of course, parents could have differing ways of assessing the effects on the community, but this is a promising finding.

The Jefferson County Public Schools have implemented policies to produce integrated schools for 35 years. What effect do you think this has had on the community?

	Improved (%)	No Real Impact (%)	Harmed (%)
<b>Overall</b>	43	38	19
A	46	39	15
B	41	38	22

In sum, parents of JCPS students remain in agreement with the district about the importance of diverse schools and the benefits of such schools for their children’s academic and personal development as well as the effect integration has had on the larger community for the past several decades. As we’ll see below, these parents are less in agreement about how the district should actually design student assignment policy to achieve these goals.

#### Principles for Student Assignments—Parents’ Contradictory Preferences.

The next section of this report examines parents’ preferences about different student assignment priorities. We find generally high levels of support for a range of student assignment policies, not all of which can possibly be attained simultaneously. We did not ask parents to prioritize

among the different student assignment principles. Of note, very large majorities of parents support school choice, yet schools of choice, in their nature, require extensive transportation to make schools available to students from across the district. Further, there are few differences by grade level of child in their answers about most of these principles.

Most congruent with the support for diverse schools expressed by parents in this survey (described in previous section), there is strong—even growing—support for student assignment guidelines that are aimed to create diverse schools. Nearly 90% of all JCPS parents think that the district’s guidelines should “ensure that students learn with students from different races and economic backgrounds,” including 62% that strongly agreed with this statement. Both percentages, particularly those strongly agreeing, represent increases from the last survey about student assignment in 2008. The increase seems to be due, at least in part, to increasing agreement with this priority from white parents. There are minimal differences in agreement by the grade level of student, and the highest percentage of parents strongly agreeing about the importance of guidelines to create racially and economically diverse schools were parents of kindergarten students (65%).

It is one thing to support these priorities generally, but it is important to note that a majority of parents (55%) agreed that they would be willing to send their child to a school other than one in their neighborhood if it would help the district achieve diversity. The percentage of parents agreeing with this statement has also gone up substantially since it was last asked: 38% agreed in 1996. The increased support is seen in the responses of parents across all racial/ethnic backgrounds. Again, there were few differences in agreement with this question by the grade level of the parent’s child.

Percentage of parents somewhat or strongly agreeing

	The school district should have guidelines to ensure that students learn with students from different races and economic backgrounds. (%)	I would send my child to a school outside of our neighborhood if that would help the district achieve diversity. (%)
<b>Overall</b>	89	55
White	86	45
Black	92	69
Other	93	65

Finally, we asked about student assignment policy for a subset of school known as magnet schools. A majority of parents on this question also supported the consideration of diversity in determining who should be offered enrollment in the event there was more demand than available seats. Similar agreement about considering diversity exists among parents of students in different grade levels, while parents in “A” areas and non-white parents were more likely to believe diversity should be considered.

Percentage of parents selecting very or somewhat important

	If a magnet school has too many applicants, how important is it that diversity be a consideration in admissions? (%)
<b>Overall</b>	66
White	58
Black	76
Other	72

JCPS’s student assignment policy combines diversity guidelines with a variety of parental choice options. Parents are also very supportive of policies that allow them some type of choice for their child’s school. Ninety percent of all parents wanted the opportunity to choose a school other than simply the one closest to where they lived, and this support was shared across all groups. A lower percentage of parents—but still the vast majority—agreed that district policy should allow students to transfer, presuming space availability, even if the transfer would increase segregation. There was identical support for this statement between “A” and “B” area parents, although a higher share of “A” parents agreed strongly. A slightly different question about student transfers was asked in 2008, without regard to segregation, which had an even higher percentage of parent support.<sup>50</sup> Finally, virtually all parents agreed that they would send their child outside their neighborhood for specialized program that meets their child’s needs. Taken together, these responses indicate a strong desire to have school choice options outside of their neighborhood.

Percentage of parents somewhat or strongly agreeing

	The school district should have guidelines to ensure that students can choose schools other than the school closest to them. (%)	Students should be allowed to transfer as long as there is a seat for the student in the school to which he/she transfers even if it increases segregation. (%)
<b>Overall</b>	90	81
White	89	84
Black	91	77
Other	92	80

Somewhat in contradiction with the above reported trends, particularly in a community with residential segregation, parents also value the importance of proximity in student assignment. White parents and “B” area parents are slightly less likely to agree with this statement. Nearly four-fifths of parents also agree that their child should be allowed to attend the school closest to their house, even where such an assignment would exacerbate segregation. White and “B” area parents are *more* likely to agree with this statement, however. On both of the proximity questions, there are relatively few differences by grade level.

Almost all parents—ninety percent—believe that “a student assignment plan should be designed to minimize the transportation time for students,” including 70% that strongly agreed with this statement. The high percentage of parents agreeing with this principle is not surprising. It’s

<sup>50</sup> In 2008, 87% of parents agreed with the following statement: “Students should be allowed to transfer, no matter what the reason, as long as there is a seat for the student in the school to which he/she wishes to transfer.”

hard to imagine that anyone would prefer to have students spend extended time on buses, though it also doesn't mean that they necessarily think students should have to go to the nearest school either. The percentages of parents agreeing with these student assignment values have remained relatively constant in comparison to prior surveys.

Percentage of parents somewhat or strongly agreeing

	My child should be allowed to attend the school closest to our home, even if the policy increases segregation. (%)	A student assignment plan should be designed to minimize the transportation time for students. (%)
<b>Overall</b>	79	90
White	85	88
Black	72	91
Other	74	91

Finally, one of the student assignment principles that received the least support was for feeder patterns, or where elementary classmates would attend middle school together. Sixty-eight percent of parents surveyed agreed that this was at least somewhat important, similar to responses in 2008. This isn't to say that parents don't value the familiarity that feeder patterns would provide, but simply that higher shares of parents agree about the importance of other student assignment priorities, including broad educational choices.

Taken together, JCPS parents strongly value many student assignment principles embodied in its current policy: diversity, choice, and proximity. Because these values cannot always coexist together, tradeoffs between these values is necessarily a part of a student assignment policy, particularly in a district like JCPS that is geographically expansive and with residential segregation.

**Policy Implementation: More Satisfaction about Individual Experiences than their Overall Assessment of the Student Assignment Plan**

Parents' evaluation of the implementation of the student assignment policy was not as positive as was their assessment of the value of the goals of the policy described above. Notably, parents are more satisfied with the student assignment for *their child* than they are when asked to rate their overall assessment of the student assignment plan and its implementation. As a reminder, kindergarten students are not explicitly part of the student assignment policy while 1<sup>st</sup> and 2<sup>nd</sup> grade students are part of the district's new student assignment plan.

Quite high percentages of parents reported satisfaction with the quality of education their child was receiving. This was particularly so for parents of younger students. Close to 90% of kindergarten parents were satisfied, and 45% were "completely satisfied" with the quality of their child's education. White and black parents shared similar levels of satisfaction with the quality of their child's education, while the relatively smaller number of parents of other races/ethnicities (e.g., Latino, Asian, etc) had even higher satisfaction with their child's education.

Quality of child’s education (on scale of 1-7, where 1= completely dissatisfied, 7= completely satisfied)

	5-7 (%)	N
Overall	80	1852
Grade level		
K	87	308
1-2	83	458
3-12	77	1086
Race/ethnicity		
Black	80	675
White	79	1029
Other	87	148

Respondents indicated generally high levels of awareness of the district’s student assignment policy, although this varied between groups. More than seventy percent of all respondents were at least somewhat familiar with the plan. Given the extensive community education efforts about the new student assignment plan, it is somewhat surprising to see a substantial share of respondents who report no familiarity with the plan. While someone else in the household may make decisions about student assignment for the children, it is indicative of the need to continue community education efforts to help parents (and non-parents) understand the plan.

#### Familiarity with current student assignment plan

	Overall (%)	FRL (%)	Paid Lunch (%)	A (%)	B (%)
Somewhat/very familiar	71	68%	76	68	74
I’m not familiar with the plan at all	13	15%	10	15	12

An encouraging finding is generally high satisfaction with their own experience of the student assignment process. Nearly 70% of all parents indicated that they were satisfied with how the district handled their child’s student assignment process including nearly one-third of parents who were completely satisfied. There were few differences among parents of different demographic groups. For example, almost identical shares of “A” and “B” area parents indicated complete satisfaction with student assignment for their child.

Transportation will be more fully discussed in the next section, but the one noticeable difference we found was among the relatively small number of parents who indicated the unreliability of transportation. Perhaps as a result of late/unreliable bus service, a considerably lower share of those parents responded that they were satisfied with how the district handled student assignment for their child.

Satisfaction with student assignment for your child (1=completely dissatisfied, 7=completely satisfied)

	Overall	Bus on time	Bus not on time	Doesn't ride bus
5-7	69%	72%	49%	68%
4	10%	10%	12%	11%
1-3	21%	18%	39%	21%
<i>N</i>	1852	1146	193	519

There was less agreement that the student assignment plan was working well, and assessments varied widely among groups of parents.<sup>51</sup> Less than half of respondents gave a positive assessment of how well the plan was working (response of 5, 6, or 7). Those with children not riding the bus, or riding for the longest period of time, were the least likely to positively assess the plan, while more than half of those whose child rode the bus for 40 minutes or less every day gave a positive rating to how the plan was working. Likewise, kindergarten parents gave generally positive ratings of the plan (52% said 5, 6, or 7). Finally, majorities of parents in “A” areas, non-whites, and students whose children received subsidized lunch were more likely to rate that the plan working.

Overall student assignment plan (1=not working at all, 7= working perfectly)

	Overall	Time spent on bus per day				Doesn't ride bus
		1-20 mins.	21-40 mins.	41-60 mins.	60+ mins.	
5-7	44%	50%	51%	48%	42%	34%
4	19%	18%	18%	19%	17%	22%
1-3	37%	32%	32%	33%	41%	45%
<i>N</i>	1326	247	260	242	193	384

Finally, we asked parents about how the district has handled implementation of the plan. A majority of respondents were satisfied (e.g., response of 5, 6, or 7 on 7 point scale), with one-sixth of respondents indicating complete satisfaction. Substantial differences existed on this question as well. Parents in “B” areas as well as parents of white students and non-subsidized lunch students were less satisfied with the plan’s implementation. The gaps were smaller for A & B areas than by race or economic status. Parents of kindergarten students were the most supportive of the plan’s implementation (58%) who rated implementation as a 5, 6, or 7. Finally, we see again that the minority of parents who rated transportation as unreliable and late are, unsurprisingly, less satisfied with the plan’s implementation. There is also less satisfaction among parents whose children don’t ride the bus, which might reflect dissatisfaction at not having transportation options.

<sup>51</sup> This question was only asked of those who reported that they were somewhat or very familiar with the district’s current student assignment plan.

Overall implementation of student assignment plan (on scale of 1-7, where 1= completely dissatisfied, 7= completely satisfied)

	Overall	Bus on time	Bus not on time	Doesn't ride bus
5-7	54%	60%	42%	47%
4	16%	15%	17%	19%
1-3	30%	26%	41%	34%
N	1852	1146	193	519

In contrast to support for the goals of the district's student assignment policy, there's less support for how the policy is working or for its implementation. A positive finding is that parents were more supportive about their own experiences with JCPS, either about the quality of education or their direct experience with student assignment. Considerable differences existed among groups of parents as to how they assessed the policy and its implementation.

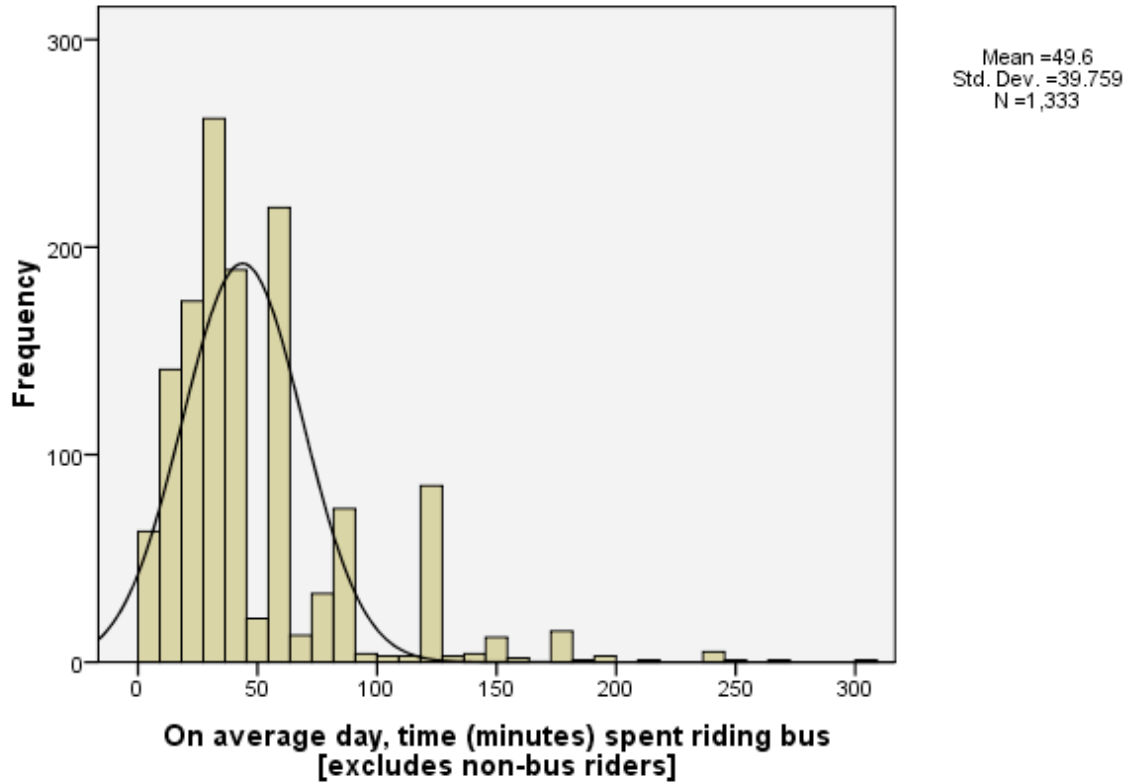
### Transportation Concerns

Concerns with the student assignment plan have focused, in part, around concerns in transporting students to schools. While transportation is provided for many reasons besides compliance with the district's integration policy, transportation is an important element of a comprehensive effort to achieve integrated schools. In JCPS, students are provided with transportation to a school if it is more than one mile away from their residence, unless they have requested a transfer. Other students who would have to cross a major barrier are also provided with transportation.

Given the headlines surrounding bus times during the first two years of implementing the student assignment policy, we interpret some of the responses below with caution. Even if the estimates, for example, of time spent on a bus or whether the transportation system has operated on time are not precisely accurate, parents' *perceptions* are also important to consider, particularly given the differences in parents' evaluations of the district's implementation of the student assignment policy described above.

Seventy-two percent of respondents said their child rode the bus, with the median time (per day) on the bus being 40 minutes.<sup>52</sup> The median bus time remains similar across different demographic groups, but the percent not riding the bus varies widely. In particular, higher shares of "B" households, as well as those who were white or whose children were not eligible for subsidized lunch, did not ride a school bus. Parents of kindergarten parents reported the same usage of bus transportation as did parents of older children.

<sup>52</sup> The mean bus time is almost 50 minutes, which is influenced by a handful of extremely high values. As a result, we report median values here.



A substantial majority of parents--more than two-thirds of all respondents--believe that the transportation system has always or almost always operated on time and as scheduled. The perception of whether the transportation system operates on time/as scheduled is more favorable by more advantaged and non-black households. Conversely, the groups that use transportation at a higher rate (see above) are less likely to believe that the transportation has operated on time.

In your opinion, to what extent has the transportation system operated on time and as scheduled? (Always or Almost Always)

	Percentage	N
Overall	68	1339
A or B Household		
A	63	568
B	71	771
Economic Status (Eligibility for Subsidized Lunch)		
FRL	64	1031
Paid	73	821
Race/Ethnicity		
Black	66	562
White	69	668
Other	70	109

While there is clear evidence of concern with the reliability of transportation, parents also indicated that there were positive aspects of children’s daily experiences on school buses. Here



too we see somewhat contradictory messages about the nature of the bus experience. The highest frequency of responses is that it's "just another part of the school day," with more than half of parents agreeing with this option. The next highest response (46%) was positive, that the bus had a child's friends and/or was enjoyable. Approximately one-quarter of respondents reported that their child complains about the bus ride and an almost equal share described it as tiring. This question allowed parents to select multiple responses, and may reflect that students have a variety of changing experiences over the course of a year on the bus.

How does your child describe his or her experience on the bus each day (choose all that apply)?

	Frequency	Percentage
Has a lot of friends on the bus/enjoys the ride	860	46
Does homework on the bus	315	17
It's just another part of the school day	1022	55
Gets tired from the long ride	526	28
Thinks other children on the bus are noisy	756	41
Does not like the ride/complains	502	27
Does not discuss the trip/don't know	588	32

Finally, as we'll see below, considerations about geography, transportation, and child care options impact parents' choice of school. In particular, for choices far away, transportation is a particular concern. In some places, "late buses" or transportation options that transport students from afterschool activities or sports help students take part in such activities even if they live at a distance from the school and don't have other means to get home. JCPS does not currently offer such transportation, but parents surveyed indicated strong support for such an option—particularly among segments of the population that rely most heavily on bus transportation already. Few differences exist among parents with students in different grade levels.

How important do you think it is for the district to provide transportation for students so that they can stay after school for activities or sports? (% very or somewhat important)

	Percentage	N
Overall	83	1852
A or B Household		
A	92	710
B	78	1142
Economic Status (Eligibility for Subsidized Lunch)		
FRL	91	1031
Paid	74	821
Race/Ethnicity		
Black	96	675
White	74	1029
Other	91	148

Transportation has gained many headlines in the time that the district's new student assignment policy has been in place, and this survey of parents reveals mixed findings about transportation. Again, it should be reiterated that JCPS would still transport children even if it had no diversity policy. At the same time, given the associations reported above between assessment of the

district’s student assignment policy and transportation experiences, the findings here indicate some concerns for the district to address to improve the overall implementation, success, and equity of the plan.

### **Choice: Unequal Knowledge and Preferences**

Any choice-based student assignment policy relies on all parents having full information about the options available to them and being able to assess the relative merits of these choices for students. Because research has indicated that more advantaged groups of parents have more access to school choice information, this is particularly important to consider for choice-based integration policies. On a number of questions relating to information about choice options, these data reveal persisting patterns in knowledge gaps about choice options and access to information sources about schools among JCPS parents.

Those who answer that they knew they had the option to request a school other than the one their child currently attends is relatively high (three-quarters), but the percentage who did know *declined* since last asked in 1996 (81% in 1996). The declining share who report knowing about children’s school choice options could be due to fewer permanent parent assistance centers throughout the district. In particular, most of the decline stems from among parents with FRL-eligible students, from 74% in 1996 to 68% in 2010. By contrast, more advantaged groups such as those not receiving subsidized lunch, B households, and whites were much more likely to know about school choice options. Similar to these survey results, “A” area students were less likely than students from “B” households to submit on-time applications during last year’s student assignment process. Finally, those who don’t ride a bus were more likely than those who did to know about school choices, perhaps a reflection of the fact that JCPS does not guarantee transportation to those who request a transfer.

Knowledge about ability to request a school other than where child currently attends<sup>53</sup>

	Yes (%)	No (%)	N
Overall	76	19	1852
A/B Area Households			
A	67	27	710
B	81	14	1142
Economic Status (Eligibility for Subsidized Lunch)			
FRL Eligible	68	24	1031
Paid Lunch	85	12	821

JCPS offers parents multiple ways of learning about school choices, and high shares of parents reported multiple ways in which they received schooling information. Some of the most popular ways include a brochure, the district’s website, or talking with JCPS staff. The most popular source of information about school choice options for all parents—particularly for certain groups—was talking to parents of other JCPS students. For each source of information that parents were asked about, parents in “B” areas reported utilizing each at a higher rate than parents in “A” areas; similar patterns not shown here were found when analyzing parents of

<sup>53</sup> Parents could also say “not sure”.

students who received subsidized lunch. This gap, when coupled with the differential knowledge of school choice options described above, is similar to experiences in other districts with choice-based student assignment and represents an area upon which JCPS can improve.

Before your child was assigned to his/her current school, did you receive information about the different school choices from any of the following sources? (check all that apply)

	Overall (%)	A (%)	B (%)
A brochure from the school system which described the different types of programs available at each school	56	51	58
The Showcase of Schools which took place in October at the Convention Center	38	35	40
Newspaper ads describing the student assignment process	28	28	29
A TV or radio ad about the different school choices available to you	18	19	17
Talk with other parents who have children in the public schools about their experiences	62	54	67
Visited the JCPS website for student assignment information	51	42	57
Attended a public informational meeting	21	19	22
Talk with JCPS staff about the public schools and choices	50	47	53
None	10	14	7

Encouragingly, the vast majority of respondents report that the information they received about school choice options was somewhat or very helpful. This is particularly true for more economically advantaged households. At the same time, one-ninth of all respondents—and higher shares of A and FRL households—reported not receiving any information.

How helpful info is (very/somewhat helpful)

	Helpful (%)	Did not receive any information (%)	<i>N</i>
Overall	75	11	1852
A/B Area Households			
A	73	13	710
B	76	9	1142
Economic Status (Eligibility for Subsidized Lunch)			
FRL Eligible	70	14	1031
Paid Lunch	81	7	821

School choice policies are complicated, in part, because people have different things they weigh in evaluating the fit of a school for their child(ren). Unsurprisingly, virtually all of the respondents rate the school’s educational program as an important consideration in their school choice. A lesser percentage—but still high—believes that test scores are important as well. These two academic factors received the highest share of consideration by parents.

White parents and those living in “B” areas were less concerned about aspects of student composition. Lower shares believed that student racial diversity and especially low-income students were important in determining school choice. They were also less concerned about

“pragmatic” considerations in comparison to non-whites and to those living in “A” areas: the availability of transportation and childcare.

As would be expected, childcare was a higher priority in school choice for parents with children in lower grades as well as low-income families. However, there were smaller differences among importance of geographic location by student grade level.

Finally, geographic location was not as important for two groups: those who did not ride a bus, and those who rode the bus for at least an hour every day.

Factors impacting school choice, those reporting 5, 6, 7 on a 1-7 scale

	Educational program (%)	Test Scores (%)	Percentage of Low-income Students (%)	Student Racial Diversity (%)	Child care options (%)	Availability of transportation (%)	Geographic location (%)
Overall	96	89	49	68	51	78	80
A/B Area Households							
A	97	91	58	77	61	86	80
B	96	89	43	62	44	72	80
Racial/Ethnic Background							
White	96	87	39	58	40	70	79
Black	97	93	59	80	62	87	82
Other	96	89	66	79	71	87	77

### Conclusions

The community has a strong and consistent commitment to diverse schools that continues a long tradition. We recommend that the school board strongly reaffirm that preference. There are major positive findings in the attitudes of the parents as well as the experiences and plans of the students that the community should be proud of. What is needed is a significant tune-up, not an engine replacement. It would be a mistake to do major surgery on the machinery of choice to correct more limited problems.

At the same time, there are concerns among significant groups about the transportation system both in terms of unnecessarily long trips and scheduling failures. Those concerns matter for support of the plan.

There is strong support for diversity guidelines in the choice process but also a strong desire to honor individual preferences. Fortunately, this is not a serious problem in practice, since 83% of choosers who submit their applications on time get their first choice school.<sup>54</sup> Eighty-seven percent of applications were submitted on time. Yet, the fact that gaps exist among different groups in knowledge about choice options and submitting on-time applications suggests the need

<sup>54</sup> Among first grade applicants in 2010.

for further district efforts to inform all parents about the choice options and procedures for their children.

There is an extremely strong preference for choice among schools. Since a variety of well-developed choices cannot be offered in each local school, this inevitably involves considerable transportation.

The entire burden of this process should not rest on the school district. The only way to have diversity more focused in local schools with minimum transportation is to facilitate housing integration. The school board should strongly ask local government and housing agencies to engage in joint planning to move toward the time when the community would come much closer to the possibility of diverse education in stably integrated communities, with much less necessity for transporting students to accomplish this community goal.

Though the Latino population of the county is still modest, the demographic trends in the state and region make clear that it will rapidly grow. Good planning must include Latinos in a serious way and preparation to deal with the cultural and linguistic issues they will bring to the county.

We will meet with staff and experts to assess possible short-term corrections to see if we can make some quick recommendations for minor changes. We believe that an essential part of the planning for the next phase should be a discussion about ways to make diverse schools more equitable in their treatment of students from various racial and ethnic groups, planning that should involve community organizations, teachers and administrators, and experts in the field.

Our next priorities, along with the transportation consultant retained by the district, will be on examining possibilities for giving families options to shorten the longest bus route, underlining the great importance of reliability in bus scheduling, increasing information and communications to parents and the broader community, and suggesting ways to improve equity within diverse schools.

## **Appendix A Methodology**

This report analyzes responses to two separately administered surveys. Both were conducted independently of the district, though they assisted with the administration. JCPS has not had access to any of the results of the survey, nor did they design either survey, although some questions asked in prior parent surveys were used in the parent survey.

### Student survey

Jefferson County Public Schools administered the student survey in January 2011 via an online survey tool, SurveyMonkey. The district drew a representative sample of high school juniors (1,292) to include approximately one-fifth of the junior population in the district (6,334). Due to some mixed-grade classes, a small percentage of students were not juniors. All of the high schools in the district participated in the study, and the sample drawn from the district is proportional to the total enrollment of each school. We obtained a response rate of 85%, resulting in 1,095 completed surveys.

Students were assured that their responses would be confidential and anonymous. (The survey did not ask for the student's name.) The survey also informed students that the school or district would not have access to individual responses.<sup>55</sup>

### Parent survey

IQS Research, based in Louisville, conducted the confidential parent survey. To accomplish the data collection for this research project, telephone interviews were utilized for individuals from a list that was randomly sorted within each of the four target strata. The target groups were stratified as follows:

1. Households of students in graded K-2 area A
2. Households of students in graded K-2 area B
3. Households of students in graded 3-12 area A
4. Households of students in graded 3-12 area B

For the telephone interviews, a household was considered to be a single unit, even if there was more than one adult willing to take the survey and even if there was more than one child at the residence.

All interviews were conducted in English during the hours of 9:00 AM and 9:00 PM. Interviews took place during the week and also on Saturdays during the data collections window. The telephone interviews were conducted from December 13-23, 2010. The average interview lasted thirteen minutes.

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<sup>55</sup> For more information on the development of the student survey, see Kurlaender & Yun, p. 117-119.

After all interviews were completed we have the following results for response:

Target Audience	Desired Interviews	Actual Interviews
Households of students in graded K-2 area A	383	382
Households of students in graded K-2 area B	383	384
Households of students in graded 3-12 area A	327	328
Households of students in graded 3-12 area B	757	758
Total	1850	1852

The parent file was provided to IQS Research from the research department of Jefferson County Public Schools. The parent file was composed of households of children who attend Jefferson County Public Schools. This list was de-duplicated so that households with multiple children only appeared one time. Furthermore, the telephone contact information on JCPS records for each household was listed and therefore households without a “land line” were also included. The universe of possible households for this survey was approximately 50,000.

The parent file was stratified by target strata and then randomly dialed within each strata. All records for a given strata were utilized and the callers would make phone calls for several different strata throughout the day until the quota for each strata was reached.

## Appendix B Survey Responses by Grade Level of Child

### Satisfaction with schools (Q5)

Overall, how satisfied are you with the quality of education your child receives at school? For this question, please indicate a number between 1 and 7 where 1 is completely dissatisfied and 7 is completely satisfied.

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Completely dissatisfied	9	2.9	10	2.2	32	2.9
2	4	1.3	3	.7	25	2.3
3	6	1.9	24	5.2	70	6.4
4	21	6.8	41	9.0	118	10.9
5	61	19.8	108	23.6	297	27.3
6	68	22.1	94	20.5	261	24.0
7=Completely satisfied	139	45.1	178	38.9	283	26.1
Total	308		458		1086	

How familiar are you with the current school district student assignment plan? (Q6)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Very familiar	112	36.4	150	32.8	352	32.4
Somewhat familiar	97	31.5	189	41.3	426	39.2
Slightly familiar (go to Q8)	52	16.9	66	14.4	172	15.8
I'm not familiar with the plan at all (go to Q8)	47	15.3	53	11.6	136	12.5
Total	308		458		1086	

How well do you think the new student assignment plan is working overall? Still using the 7-point scale where 1 is not working at all and 7 is working perfectly. (Q7)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not working at all	33	15.8	57	16.8	111	14.3
2	15	7.2	44	13.0	77	9.9
3	19	9.1	40	11.8	94	12.1
4	33	15.8	65	19.2	156	20.1
5	49	23.4	66	19.5	182	23.4
6	21	10.0	24	7.1	86	11.1
7=Working perfectly	39	18.7	43	12.7	72	9.3
Total	209		339		778	

The Jefferson County Public Schools have implemented policies to produce integrated schools for 35 years. What affect do you think this has had on the community? (Q8)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Improved the community	117	38.0	211	46.1	459	42.3
No real impact	140	45.5	167	36.5	404	37.2
Harmed the community	51	16.6	80	17.5	223	20.5
Total	308		458		1086	



How satisfied were you with the way JCPS handled the student assignment for your child? Here we are using the 7-point satisfaction scale again where 1 indicates completely dissatisfied and 7 indicates completely satisfied. (Q9)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Completely dissatisfied	44	14.3	54	11.8	103	9.5
2	13	4.2	18	3.9	49	4.5
3	25	8.1	29	6.3	57	5.2
4	20	6.5	45	9.8	126	11.6
5	54	17.5	85	18.6	239	22.0
6	33	10.7	72	15.7	191	17.6
7=Completely satisfied	119	38.6	155	33.8	321	29.6
Total	308		458		1086	

Overall, how satisfied are you with the way the district has handled the implementation of the new student assignment plan? This uses the same 7-point satisfaction scale. (Q10)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Completely dissatisfied	44	14.3	62	13.5	132	12.2
2	23	7.5	42	9.2	70	6.4
3	21	6.8	40	8.7	118	10.9
4	42	13.6	66	14.4	190	17.5
5	78	25.3	98	21.4	291	26.8
6	40	13.0	60	13.1	138	12.7
7=Completely satisfied	60	19.5	90	19.7	147	13.5
Total	308		458		1086	

I am now going to read you a list of items. For each one, please tell me to what extent you agree that schools should include the following? Your answer choices are strongly agree, somewhat agree, somewhat disagree and strongly disagree. You can also say that you don't know. (Q11)

Students from different racial or ethnic groups						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	196	63.6	315	68.8	683	62.9
Somewhat agree	67	21.8	95	20.7	280	25.8
Somewhat disagree	8	2.6	14	3.1	45	4.1
Strongly disagree	13	4.2	15	3.3	25	2.3
Don't know/ no opinion	24	7.8	19	4.1	53	4.9
Total	308		458		1086	

Students from lower, middle, and higher income families.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	184	59.7	278	60.7	664	61.1
Somewhat agree	71	23.1	109	23.8	295	27.2
Somewhat disagree	20	6.5	38	8.3	52	4.8
Strongly disagree	20	6.5	20	4.4	36	3.3
Don't know/ no opinion	13	4.2	13	2.8	39	3.6
Total	308		458		1086	

Students of parents with different educational levels.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	186	60.4	278	60.7	670	61.7
Somewhat agree	70	22.7	111	24.2	269	24.8
Somewhat disagree	20	6.5	32	7.0	65	6.0
Strongly disagree	21	6.8	27	5.9	46	4.2
Don't know/ no opinion	11	3.6	10	2.2	36	3.3
Total	308		458		1086	

Students who are high achievers and students who are not doing so well.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	139	45.1	222	48.5	493	45.4
Somewhat agree	92	29.9	143	31.2	349	32.1
Somewhat disagree	39	12.7	42	9.2	125	11.5
Strongly disagree	28	9.1	31	6.8	75	6.9
Don't know/ no opinion	10	3.2	20	4.4	44	4.1
Total	308		458		1086	

### **District assignment priorities**

To what extent do you agree with the following statements? This uses the same agreement scale as the last question. (Q12)

It is important for our children's long-term personal and academic development that schools have students from different races and backgrounds in the same school.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	226	73.4	331	72.3	757	69.7
Somewhat agree	55	17.9	80	17.5	238	21.9
Somewhat disagree	16	5.2	23	5.0	45	4.1
Strongly disagree	8	2.6	19	4.1	34	3.1
Don't know/no opinion	3	1.0	5	1.1	12	1.1
Total	308		458		1086	

It is important for children to attend a middle school with the same students he/she has as classmates in elementary school.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	102	33.1	145	31.7	326	30.0
Somewhat agree	110	35.7	179	39.1	389	35.8
Somewhat disagree	62	20.1	82	17.9	236	21.7
Strongly disagree	28	9.1	45	9.8	113	10.4
Don't know/no opinion	6	1.9	7	1.5	22	2.0
Total	308		458		1086	

The school district should have guidelines for enrollment to ensure that students can choose schools 3rd to 12th than the school closest to them.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	213	69.2	294	64.2	738	68.0
Somewhat agree	64	20.8	116	25.3	237	21.8
Somewhat disagree	12	3.9	24	5.2	54	5.0
Strongly disagree	17	5.5	20	4.4	47	4.3
Don't know/no opinion	2	.6	4	.9	10	.9
Total	308		458		1086	

A student assignment plan should be designed to minimize transportation time for students.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	226	73.4	337	73.6	736	67.8
Somewhat agree	54	17.5	83	18.1	227	20.9
Somewhat disagree	14	4.5	13	2.8	67	6.2
Strongly disagree	9	2.9	17	3.7	35	3.2
Don't know/no opinion	5	1.6	8	1.7	21	1.9
Total	308		458		1086	

My child should be allowed to attend the school closest to our home, even if the policy increases segregation.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	173	56.2	269	58.7	589	54.2
Somewhat agree	75	24.4	105	22.9	250	23.0
Somewhat disagree	32	10.4	46	10.0	104	9.6
Strongly disagree	22	7.1	33	7.2	111	10.2
Don't know/no opinion	6	1.9	5	1.1	32	2.9
Total	308		458		1086	

The school district should have guidelines for enrollments to ensure that students learn with students from different races and economic backgrounds.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	201	65.3	293	64.0	650	59.9
Somewhat agree	77	25.0	116	25.3	310	28.5
Somewhat disagree	16	5.2	23	5.0	54	5.0
Strongly disagree	10	3.2	21	4.6	46	4.2
Don't know/no opinion	4	1.3	5	1.1	26	2.4
Total	308		458		1086	

I am willing to send my child to a school outside of my neighborhood if that school offered a specialized program not available at my neighborhood school that meets my child's individual needs.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	232	75.3	350	76.4	853	78.5
Somewhat agree	58	18.8	74	16.2	174	16.0
Somewhat disagree	7	2.3	19	4.1	19	1.7
Strongly disagree	10	3.2	11	2.4	32	2.9
Don't know/no opinion	1	.3	4	.9	8	.7
Total	308		458		1086	

I would send my child to a school outside of our neighborhood if that would help the district achieve diversity.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	77	25.0	127	27.7	300	27.6
Somewhat agree	92	29.9	121	26.4	309	28.5
Somewhat disagree	57	18.5	75	16.4	194	17.9
Strongly disagree	79	25.6	125	27.3	267	24.6
Don't know/no opinion	3	1.0	10	2.2	16	1.5
Total	308		458		1086	

Students should be allowed to transfer as long as there is a seat for the student in the school to which he/she transfers even if it increases segregation.						
	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	139	45.1	206	45.0	467	43.0
Somewhat agree	118	38.3	178	38.9	394	36.3
Somewhat disagree	26	8.4	41	9.0	106	9.8
Strongly disagree	18	5.8	24	5.2	80	7.4
Don't know/no opinion	7	2.3	9	2.0	39	3.6
Total	308		458		1086	

**Availability of information for parents about choice options**

Did you know that you had the choice of requesting that your child attend one of several 3rd to 12th schools besides the one he or she attends? (Q13)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Yes	227	73.7	359	78.4	814	75.0
No	68	22.1	73	15.9	212	19.5
Not sure	13	4.2	26	5.7	60	5.5
Total	308		458		1086	

Before your child was assigned to his/her current school, did you receive information about the different school choices from any of the following sources? (check all that apply) (Q14:A2)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
A brochure from the school system which described the different types of programs available at each school	172	55.8	245	53.5	613	56.4
The Showcase of Schools which took place in October at the Convention Center	98	31.8	153	33.4	458	42.2
Newspaper ads describing the student assignment process	81	26.3	140	30.6	304	28.0
A TV or radio ad about the different school choices available to you	53	17.2	77	16.8	197	18.1
Talk with 3rd to 12th parents who have children in the public schools about their experiences	187	60.7	290	63.3	669	61.6
Visited the JCPS website for student assignment information	166	53.9	241	52.6	536	49.4
Attended a public informational meeting	64	20.8	69	15.1	256	23.6
Talk with JCPS staff about the public schools and choices	171	55.5	234	51.1	525	48.3
None	24	7.8	48	10.5	109	10.0
Total	308		458		1086	

How helpful was this information? (Q15)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Very helpful	116	37.7	164	35.8	448	41.3
Somewhat helpful	116	37.7	172	37.6	368	33.9
Slightly helpful	27	8.8	41	9.0	85	7.8
Not at all helpful	22	7.1	35	7.6	60	5.5
Did not receive any information	27	8.8	46	10.0	125	11.5
Total	308		458		1086	

How important were each of the following in submitting choices for your child's school? For these items please indicate a 1 to a 7 where 1 is not important at all and 7 is extremely important. (Q16)

Educational program	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	3	1.0	9	2.0	8	.7
2					2	.2
3	2	.6	2	.4	13	1.2
4	4	1.3	7	1.5	20	1.8
5	17	5.5	23	5.0	81	7.5
6	32	10.4	34	7.4	112	10.3
7=Extremely important	250	81.2	383	83.6	850	78.3
Total	308		458		1086	

Student racial diversity	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	39	12.7	50	10.9	117	10.8
2	14	4.5	24	5.2	65	6.0
3	13	4.2	30	6.6	64	5.9
4	24	7.8	38	8.3	119	11.0
5	83	26.9	108	23.6	268	24.7
6	44	14.3	49	10.7	161	14.8
7=Extremely important	91	29.5	159	34.7	292	26.9
Total	308		458		1086	

Geographic location	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	17	5.5	27	5.9	59	5.4
2	6	1.9	10	2.2	29	2.7
3	8	2.6	24	5.2	54	5.0
4	22	7.1	32	7.0	86	7.9
5	47	15.3	84	18.3	258	23.8
6	56	18.2	54	11.8	216	19.9
7=Extremely important	152	49.4	227	49.6	384	35.4
Total	308		458		1086	

Test scores	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	16	5.2	10	2.2	27	2.5
2	5	1.6	1	.2	13	1.2
3	7	2.3	10	2.2	23	2.1
4	14	4.5	26	5.7	46	4.2
5	43	14.0	64	14.0	180	16.6
6	60	19.5	69	15.1	213	19.6
7=Extremely important	163	52.9	278	60.7	584	53.8
Total	308		458		1086	

% of low-income students	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	66	21.4	112	24.5	255	23.5
2	30	9.7	34	7.4	68	6.3
3	23	7.5	44	9.6	87	8.0
4	36	11.7	47	10.3	149	13.7
5	65	21.1	79	17.2	226	20.8
6	23	7.5	31	6.8	85	7.8
7=Extremely important	65	21.1	111	24.2	216	19.9
Total	308		458		1086	

Child care options	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	74	24.0	115	25.1	411	37.8
2	10	3.2	23	5.0	60	5.5
3	16	5.2	19	4.1	66	6.1
4	18	5.8	31	6.8	74	6.8
5	44	14.3	61	13.3	133	12.2
6	29	9.4	53	11.6	75	6.9
7=Extremely important	117	38.0	156	34.1	267	24.6
Total	308		458		1086	

Availability of transportation	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	29	9.4	53	11.6	124	11.4
2	9	2.9	13	2.8	31	2.9
3	4	1.3	15	3.3	44	4.1
4	18	5.8	20	4.4	56	5.2
5	31	10.1	53	11.6	116	10.7
6	45	14.6	54	11.8	155	14.3
7=Extremely important	172	55.8	250	54.6	560	51.6
Total	308		458		1086	

If a magnet school has too many applicants, how important is it that diversity be a consideration in admissions? (Q17)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Very important	102	33.1	158	34.5	363	33.4
Somewhat important	101	32.8	145	31.7	350	32.2
Slightly important	50	16.2	70	15.3	147	13.5
Not at all important	55	17.9	85	18.6	226	20.8
Total	308		458		1086	

### **Transportation**

If your child rides the bus to his/her school, on an average day how much time does he or she spend on the bus? (Q18)

	Kindergarten		1st & 2nd		3rd to 12th	
	Rides bus (Minutes)	Does not ride bus (go to Q21)	Rides bus (Minutes)	Does not ride bus (go to Q21)	Rides bus (Minutes)	Does not ride bus (go to Q21)
Frequency	220	88	321	137	792	294
Percentage	71.4	28.6	70.12	29.9	72.9	27.1
Range	1-200		2-270		1-300	
Mean	49		56		47	
Median	40		45		35	
S.D.	37.62		46.06		37.27	
25 <sup>th</sup> percentile	25		20		20	
50 <sup>th</sup> percentile	40		45		35	
75 <sup>th</sup> percentile	60		60		60	

In your opinion, to what extent has the transportation system operated on time and as scheduled? (Q19)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Always on time	63	28.6	76	23.6	218	27.4
Almost always	78	35.5	124	38.5	348	43.7
Usually	36	16.4	64	19.9	139	17.4
Sometimes	24	10.9	32	9.9	55	6.9
Rarely	19	8.6	26	8.1	37	4.6
Total	220		322		797	



How does your child describe his or her experience on the bus each day (choose all that apply – randomize choices) (SL\_Q20)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Has a lot of friends on the bus/enjoys the ride	151	49.0	213	46.5	496	45.7%
Does homework on the bus	39	12.7	83	18.1	193	17.8%
It's just an 3rd to 12th part of the school day	163	52.9	244	53.3	615	56.6%
Gets tired from the long ride	113	36.7	137	29.9	276	25.4%
Thinks 3rd to 12th children on the bus are noisy	117	38.0	182	39.7	457	42.1%
Does not like the ride/complains	81	26.3	116	25.3	305	28.1%
Does not discuss the trip/don't know	97	31.5	142	31.0	349	32.1%
Total	308		458		1086	

How important do you think it is for the district to provide transportation for students so that they can stay after school for activities or sports? (Q21)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Very important	191	62.0	289	63.1	672	61.9
Somewhat important	70	22.7	103	22.5	215	19.8
Slightly important	32	10.4	33	7.2	107	9.9
Not at all important	15	4.9	33	7.2	92	8.5
Total	308		458		1086	

**These last three questions are for statistical purposes only.**

And your gender is... (state choice based on voice, if unsure, then read options) (QSEX)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Male	60	19.5	96	21.0	224	20.6
Female	248	80.5	362	79.0	862	79.4
Total	308		458		1086	

What is the highest level of education you have completed? (Q23)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Some high school	25	8.1	27	5.9	48	4.4
High School	78	25.4	86	18.9	220	20.4
Some College/Associates Degree	98	31.9	164	36.1	357	33.0
College Graduate	65	21.2	93	20.5	207	19.1
Some Post Graduate study	7	2.3	12	2.6	37	3.4
Post Graduate Degree	27	8.8	55	12.1	166	15.4
3rd to 12th (trade school, technical school, etc)	7	2.3	17	3.7	46	4.3
Total	307		454		1081	

Which category best describes your total annual household income? (Q24)

	Kindergarten		1st & 2nd		3rd to 12th	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Under \$25,000	109	36.6	163	37.0	267	25.9
Between \$26,000 and \$41,000	65	21.8	99	22.4	230	22.4
Between \$42,000 and \$55,000	36	12.1	58	13.2	139	13.5
Between \$56,000 and \$75,000	39	13.1	40	9.1	146	14.2
More than \$75,000	49	16.4	81	18.4	247	24.0
Total	298		441		1029	

**Appendix C**  
**Survey Responses by “A” or “B” Area Households**

**Satisfaction with schools (Q5)**

Overall, how satisfied are you with the quality of education your child receives at school? For this question, please indicate a number between 1 and 7 where 1 is completely dissatisfied and 7 is completely satisfied.

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
1=Completely dissatisfied	23	3.2	28	2.5
2	9	1.3	23	2.0
3	31	4.4	69	6.0
4	56	7.9	124	10.9
5	172	24.2	294	25.7
6	138	19.4	285	25.0
7=Completely satisfied	281	39.6	319	27.9
Total	710		1142	

How familiar are you with the current school district student assignment plan? (Q6)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Very familiar	215	30.3	399	34.9
Somewhat familiar	266	37.5	446	39.1
Slightly familiar (go to Q8)	124	17.5	166	14.5
I'm not familiar with the plan at all (go to Q8)	105	14.8	131	11.5
Total	710		1142	

How well do you think the new student assignment plan is working overall? Still using the 7-point scale where 1 is not working at all and 7 is working perfectly. (Q7)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
1=Not working at all	60	12.5	141	16.7
2	32	6.7	104	12.3
3	55	11.4	98	11.6
4	84	17.5	170	20.1
5	108	22.5	189	22.4
6	52	10.8	79	9.3
7=Working perfectly	90	18.7	64	7.6
Total	481		845	

The Jefferson County Public Schools have implemented policies to produce integrated schools for 35 years. What affect do you think this has had on the community? (Q8)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Improved the community	323	45.5	464	40.6
No real impact	279	39.3	432	37.8
Harmed the community	108	15.2	246	21.5
Total	710		1142	

How satisfied were you with the way JCPS handled the student assignment for your child? Here we are using the 7-point satisfaction scale again where 1 indicates completely dissatisfied and 7 indicates completely satisfied. (Q9)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
1=Completely dissatisfied	76	10.7	125	10.9
2	30	4.2	50	4.4
3	36	5.1	75	6.6
4	70	9.9	121	10.6
5	154	21.7	224	19.6
6	113	15.9	183	16.0
7=Completely satisfied	231	32.5	364	31.9
Total	710		1142	

Overall, how satisfied are you with the way the district has handled the implementation of the new student assignment plan? This uses the same 7-point satisfaction scale. (Q10)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
1=Completely dissatisfied	80	11.3	158	13.8
2	41	5.8	94	8.2
3	53	7.5	126	11.0
4	111	15.6	187	16.4
5	178	25.1	289	25.3
6	88	12.4	150	13.1
7=Completely satisfied	159	22.4	138	12.1
Total	710		1142	

I am now going to read you a list of items. For each one, please tell me to what extent you agree that schools should include the following? Your answer choices are strongly agree, somewhat agree, somewhat disagree and strongly disagree. You can also say that you don't know. (Q11)

Students...	...from different racial or ethnic groups				...from lower, middle, and higher income families.			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	479	67.5	715	62.6	471	66.3	655	57.4
Somewhat agree	146	20.6	296	25.9	145	20.4	330	28.9
Somewhat disagree	20	2.8	47	4.1	41	5.8	69	6.0
Strongly disagree	20	2.8	33	2.9	27	3.8	49	4.3
Don't know/ no opinion	45	6.3	51	4.5	26	3.7	39	3.4
Total	710		1142		710		1142	

Students...	...of parents with different educational levels.				...who are high achievers and students who are not doing so well.			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	458	64.5	676	59.2	361	50.8	493	43.2
Somewhat agree	148	20.8	302	26.4	208	29.3	376	32.9
Somewhat disagree	44	6.2	73	6.4	72	10.1	134	11.7
Strongly disagree	38	5.4	56	4.9	40	5.6	94	8.2
Don't know/ no opinion	22	3.1	35	3.1	29	4.1	45	3.9
Total	710		1142		710		1142	

### **District assignment priorities**

To what extent do you agree with the following statements? This uses the same agreement scale as the last question. (Q12)

	It is important for our children's long-term personal and academic development that schools have students from different races and backgrounds in the same school.				It is important for children to attend a middle school with the same students he/she has as classmates in elementary school.			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	559	78.7	755	66.1	215	30.3	358	31.3
Somewhat agree	107	15.1	266	23.3	239	33.7	439	38.4
Somewhat disagree	23	3.2	61	5.3	149	21.0	231	20.2
Strongly disagree	16	2.3	45	3.9	95	13.4	91	8.0
Don't know/no opinion	5	.7	15	1.3	12	1.7	23	2.0
Total	710		1142		710		1142	

	The school district should have guidelines for enrollment to ensure that students can choose schools other than the school closest to them.				A student assignment plan should be designed to minimize transportation time for students.			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	518	73.0	727	63.7	492	69.3	807	70.7
Somewhat agree	125	17.6	292	25.6	133	18.7	231	20.2
Somewhat disagree	31	4.4	59	5.2	41	5.8	53	4.6
Strongly disagree	33	4.6	51	4.5	30	4.2	31	2.7
Don't know/no opinion	3	.4	13	1.1	14	2.0	20	1.8
Total	710		1142		710		1142	

	My child should be allowed to attend the school closest to our home, even if the policy increases segregation.				The school district should have guidelines for enrollments to ensure that students learn with students from different races and economic backgrounds.			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	383	53.9	648	56.7	507	71.4	637	55.8
Somewhat agree	160	22.5	270	23.6	151	21.3	352	30.8
Somewhat disagree	84	11.8	98	8.6	22	3.1	71	6.2
Strongly disagree	74	10.4	92	8.1	21	3.0	56	4.9
Don't know/no opinion	9	1.3	34	3.0	9	1.3	26	2.3
Total	710		1142		710		1142	

	I am willing to send my child to a school outside of my neighborhood if that school offered a specialized program not available at my neighborhood school that meets my child's individual needs.				I would send my child to a school outside of our neighborhood if that would help the district achieve diversity.			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Strongly agree	602	84.8	833	72.9	269	37.9	235	20.6
Somewhat agree	76	10.7	230	20.1	207	29.2	315	27.6
Somewhat disagree	13	1.8	32	2.8	100	14.1	226	19.8
Strongly disagree	17	2.4	36	3.2	125	17.6	346	30.3
Don't know/no opinion	2	.3	11	1.0	9	1.3	20	1.8
Total	710		1142		710		1142	

Students should be allowed to transfer as long as there is a seat for the student in the school to which he/she transfers even if it increases segregation.				
	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Strongly agree	350	49.3	462	40.5
Somewhat agree	227	32.0	463	40.5
Somewhat disagree	73	10.3	100	8.8
Strongly disagree	49	6.9	73	6.4
Don't know/no opinion	11	1.5	44	3.9
Total	710		1142	

**Availability of information for parents about choice options**

Did you know that you had the choice of requesting that your child attend one of several other schools besides the one he or she attends? (Q13)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Yes	475	66.9	925	81.0
No	191	26.9	162	14.2
Not sure	44	6.2	55	4.8
Total	710		1142	

Before your child was assigned to his/her current school, did you receive information about the different school choices from any of the following sources? (check all that apply) (Q14:A2)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
A brochure from the school system which described the different types of programs available at each school	363	51.1	667	58.4
The Showcase of Schools which took place in October at the Convention Center	250	35.2	459	40.2
Newspaper ads describing the student assignment process	197	27.7	328	28.7
A TV or radio ad about the different school choices available to you	132	18.6	195	17.1
Talk with other parents who have children in the public schools about their experiences	381	53.7	765	67.0
Visited the JCPS website for student assignment information	295	41.5	648	56.7
Attended a public informational meeting	137	19.3	252	22.1
Talk with JCPS staff about the public schools and choices	330	46.5	600	52.5
None	99	13.9	82	7.2
Total	710		1142	

How helpful was this information? (Q15)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Very helpful	289	40.7	439	38.4
Somewhat helpful	228	32.1	428	37.5
Slightly helpful	50	7.0	103	9.0
Not at all helpful	51	7.2	66	5.8
Did not receive any information	92	13.0	106	9.3
Total	710		1142	

How important were each of the following in submitting choices for your child's school? For these items please indicate a 1 to a 7 where 1 is not important at all and 7 is extremely important. (Q16)

	Educational program				Student racial diversity			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	7	1.0	13	1.1	70	9.9	136	11.9
2	2	.3	2	.2	22	3.1	81	7.1
3	5	.7	10	.9	32	4.5	75	6.6
4	11	1.5	20	1.8	43	6.1	138	12.1
5	48	6.8	73	6.4	165	23.2	294	25.7
6	60	8.5	118	10.3	87	12.3	167	14.6
7=Extremely important	577	81.3	906	79.3	291	41.0	251	22.0
Total	710		1142		710		1142	



	Geographic location				Test scores			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	42	5.9	61	5.3	22	3.1	31	2.7
2	16	2.3	29	2.5	5	.7	14	1.2
3	32	4.5	54	4.7	13	1.8	27	2.4
4	56	7.9	84	7.4	27	3.8	59	5.2
5	144	20.3	245	21.5	95	13.4	192	16.8
6	107	15.1	219	19.2	98	13.8	244	21.4
7=Extremely important	313	44.1	450	39.4	450	63.4	575	50.4
Total	710		1142		710		1142	

	% of low-income students				Child care options			
	Area A		Area B		Area A		Area B	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1=Not at all important	138	19.4	295	25.8	167	23.5	433	37.9
2	41	5.8	91	8.0	23	3.2	70	6.1
3	49	6.9	105	9.2	37	5.2	64	5.6
4	72	10.1	160	14.0	49	6.9	74	6.5
5	127	17.9	243	21.3	94	13.2	144	12.6
6	59	8.3	80	7.0	63	8.9	94	8.2
7=Extremely important	224	31.5	168	14.7	277	39.0	263	23.0
Total	710		1142		710		1142	

	Availability of transportation			
	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
1=Not at all important	51	7.2	155	13.6
2	12	1.7	41	3.6
3	13	1.8	50	4.4
4	25	3.5	69	6.0
5	63	8.9	137	12.0
6	83	11.7	171	15.0
7=Extremely important	463	7.2	519	45.4
Total	710		1142	

If a magnet school has too many applicants, how important is it that diversity be a consideration in admissions? (Q17)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Very important	309	43.5	314	27.5
Somewhat important	205	28.9	391	34.2
Slightly important	89	12.5	178	15.6
Not at all important	107	15.1	259	22.7
Total	710		1142	

### **Transportation**

If your child rides the bus to his/her school, on an average day how much time does he or she spend on the bus? (Q18)

	Area A		Area B	
	Rides bus (Minutes)	Does not ride bus (go to Q21)	Rides bus (Minutes)	Does not ride bus (go to Q21)
Frequency	566	144	767	375
Percentage	79.7	20.3	67.2	32.8
Range	1-240		1-300	
Mean	49		50	
Median	40		40	
S.D.	39.71		39.82	
25 <sup>th</sup> percentile	20		20	
50 <sup>th</sup> percentile	40		40	
75 <sup>th</sup> percentile	60		60	

In your opinion, to what extent has the transportation system operated on time and as scheduled? (Q19)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Always on time	154	27.1	203	26.3
Almost always	205	36.1	345	44.7
Usually	98	17.3	141	18.3
Sometimes	63	11.1	48	6.2
Rarely	48	8.5	34	4.4
Total	568		771	

How does your child describe his or her experience on the bus each day (choose all that apply – randomize choices) (SL\_Q20)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Has a lot of friends on the bus/enjoys the ride	381	53.7	479	41.9
Does homework on the bus	117	16.5	198	17.3
It's just another part of the school day	424	59.7	598	52.4
Gets tired from the long ride	250	35.2	276	24.2
Thinks other children on the bus are noisy	328	46.2	428	37.5
Does not like the ride/complains	229	32.3	273	23.9
Does not discuss the trip/don't know	280	39.4	308	27.0
Total	710		1142	

How important do you think it is for the district to provide transportation for students so that they can stay after school for activities or sports? (Q21)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Very important	553	77.9	599	52.5
Somewhat important	99	13.9	289	25.3
Slightly important	36	5.1	136	11.9
Not at all important	22	3.1	118	10.3
Total	710		1142	

**These last three questions are for statistical purposes only.**

And your gender is... (state choice based on voice, if unsure, then read options) (QSEX)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Male	125	17.6	255	22.3
Female	585	82.4	887	77.7
Total	710		1142	

What is the highest level of education you have completed? (Q23)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Some high school	69	9.8	31	2.7
High School	190	27.0	194	17.0
Some College/Associates Degree	260	37.0	359	31.5
College Graduate	110	15.6	255	22.4
Some Post Graduate study	11	1.6	45	4.0
Post Graduate Degree	33	4.7	215	18.9
Other (trade school, technical school, etc)	30	4.3	40	3.5
Total	703		1139	

Which category best describes your total annual household income? (Q24)

	Area A		Area B	
	<i>f</i>	%	<i>f</i>	%
Under \$25,000	340	49.5	199	18.4
Between \$26,000 and \$41,000	180	26.2	214	19.8
Between \$42,000 and \$55,000	82	11.9	151	14.0
Between \$56,000 and \$75,000	52	7.6	173	16.0
More than \$75,000	33	4.8	344	31.8
Total	687		1081	

## About the Authors:

**Gary Orfield** is the Professor of Education, Law, Political Science and Urban Planning at the University of California, Los Angeles. Dr. Orfield's research interests are in the study of civil rights, education policy, urban policy, and minority opportunity. He was co-founder and director of the Harvard Civil Rights Project, and now serves as co-director of the Civil Rights Project/*Proyecto Derechos Civiles* at UCLA. His central interest has been the development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society. Recent works include six co-edited books since 2004 and numerous articles and reports. Recent books include, *Dropouts in America: Confronting the Graduation Rate Crisis*, *School Resegregation: Must the South Turn Back?* (with John Boger), and *Higher Education and the Color Line* (with Patricia Marin and Catherine Horn). In addition to his scholarly work, Orfield has been involved in the development of governmental policy and has served as an expert witness in several dozen court cases related to his research, including the University of Michigan Supreme Court case which upheld the policy of affirmative action in 2003 and has been called to give testimony in civil rights suits by the United States Department of Justice and many civil rights, legal services, and educational organizations. He was awarded the American Political Science Association's Charles Merriam Award for his "contribution to the art of government through the application of social science research." He has been awarded the 2007 Social Justice in Education Award by the American Educational Research Association for "work which has had a profound impact on demonstrating the critical role of education research in supporting social justice." He is a member of the National Academy of Education. A native Minnesotan, Orfield received his Ph.D. from the University of Chicago and travels extensively in Latin America.

**Erica Frankenberg** is an assistant professor in the Department of Education Policy Studies in the College of Education at the Pennsylvania State University. Her research interests focus on racial desegregation and inequality in K-12 schools, and the connections between school segregation and other metropolitan policies. Prior to joining the Penn State faculty, she was the Research and Policy Director for the Initiative on School Integration at the Civil Rights Project/*Proyecto Derechos Civiles* at UCLA. She received her doctorate in educational policy at the Harvard University Graduate School of Education and her A.B., *cum laude*, from Dartmouth College. Before graduate school, Ms. Frankenberg worked with a non-profit educational foundation focused on improving the public schools in her hometown of Mobile, Alabama. She is the co-editor of *Lessons in Integration: Realizing the Promise of Racial Diversity in America's Schools* (with Dr. Gary Orfield), published by the University of Virginia Press (2007). In 2006, Frankenberg helped coordinate and write a social science statement signed by 553 social scientists filed with the Supreme Court regarding the benefits of integrated schools. Some of her CRP work has been cited by the Supreme Court in their recent educational diversity cases, including *Grutter v. Bollinger* and *PICS v. Seattle School District No. 1*. Her work has also been published in education policy journals, law reviews, housing journals, and practitioner publications.