Beginning September 2021 for Incoming Kindergarten Students

SAVE THE DATE: SOMSD Intentional Integration Initiative (III) Virtual Q&A Webinar for Incoming Kindergarten Families

Tuesday, June 29, 2021 | 6pm – 7pm

Join Superintendent, Dr. Ronald G. Taylor as he provides a brief overview of the III and responds to questions. Learn more here: **bit.ly/SOMSDIIIEvents**

www.somsd.k12.nj.us | A District that celebrates students, community and diversity

Purpose

To share a brief overview of the SOMSD's Intentional Integration Initiative (III) Framework to Incoming Kindergarten Families

+ Brief Overview on III Project & Construction

+ III Methodology Framework

+ III Algorithm & Placement Criteria

+ Q & A

Previous Public Presentations 2019-2020 school year

+ January 8, 2020- Equity in Integration Symposium
+ February 4, 2020- Equity in Integration Discussion (Elementary Staff)
+ February 19, 2020- Intentional Integration Initiative Community Town Hall
+ April 2020- Intentional Integration Initiative Digital Update (Webinar)
+ June 2020 - Intentional Integration Initiative Summation & Board Approval

Integration Process & Implementation

- We know that our Intentional Integration work is of the highest priority. Our construction plan allows for us to add capacity and balance buildings/class-sizes in the very near future.

- Part of our research and planning included the creation for a solution for the 'spontaneity' of construction.

  - We have already experienced construction delays that are outside of our control (code review analysis that impact bidding timelines etc.);

  - We would be naive to not anticipate and prepare for possible further delays (that are outside of our control);

The School District of
SOUTH ORANGE & MAPLEWOOD

Racial Breakdown District vs Elementary Schools (cont.)

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

Benefits of Integration Research

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

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

THE CENTURY | 1919
FOUNDATION | 2019

RESEARCH · EXPERTS EVENTS PUBLICATIONS ABOUT 100TH ANNIVERSARY DONATE

EDUCATION > CHARTER SCHOOLS

FACTS SCHOOL INTEGRATION

The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms

Planning

We acknowledge and understand that change in school design and methodology can cause anxiety and angst for students, families and staff members...

To this end, while planning, we will be very mindful of the impact of these 'generational' recommendations, including:

1. Sibling Preference	2. Transportation concerns	3. Students w/ special needs
4. Aftercare consistency	5. Systemic pacing of initial implementation	6. Annual review of guidelines and holistic implementation of goals

Framework….

Intentional Integration Initiative (III)

Our plan includes a *pacing of implementation,* **beginning with the rising kindergarteners of September 2021 (yr 1).** We believe this decision both controls for construction unknowns and de-escalates what we know is currently the #1 parental concern. This will allow us to also do this work very well (registration/assignment etc.) with what could be considered a pilot approach. **Next we would apply our algorithm to rising 6th graders and kindergarteners for September of 2022 (yr 2).**

Framework….

Intentional Integration Initiative (III)

We are utilizing a Berkeley Algorithm* approach, inclusive of census data **(parental education, parental income and race)** because we believe that it has the highest potential for success for our District.   It also allows for us to implement best practice -instructional designs that meet the needs of our students with IEPs and 504s.

Berkeley Attendance Zone and Diversity Formula

Attendance Zones

The District will continue to be divided into three elementary school attendance zones. Students who reside in a given zone will continue to have priority to the schools in their zones. The District will periodically review the zone boundaries to assess whether because of housing patterns and population changes they continue to provide student diversity and appropriate seating capacity.

COMPUTATION OF DIVERSITY

In order to devise the composite diversity map, **we divided the City of Berkeley into 445 "planning areas"** (See planning areas map in the Appendix). Since 1990, we have been using this scheme of geographic divisions, which is much smaller than census tracts but larger than city blocks; typically each planning area is between 4 – 8 city blocks. The three diversity composite factors are derived in the following manner:

I. Parent Income Level

II. Parent Education Level

III. Race and Ethnicity: Percentage of Students of Color

Each year in preparation for kindergarten enrollment, sensitivity will need to be given to the analysis of developing trends or significant shifts in housing patterns or community development projects that may alter the makeup of a given planning area. The supporting software allows for modifications should these circumstances occur over time. Staff would then bring to the Board proposed revisions to the plan in order to maintain the policy goals.

"Composite Diversity Average" =IV. Composite Diversity Map

The three diversity factors detailed above are then combined to yield an integer "classification" category limited to values 1, 2 and 3 (See composite diversity map in the Appendix). Because each diversity factor varies in the manner in which it is measured, it must be linearly transformed from these disparate outcome spaces to a common outcome space (a decimal value between 1.0 and 3.9). The three diversity factors are then "mapped" using the following equation:

.33 x (2. + (Parent Income Level – 34000)/(70000 – 34000)) +
.33 x (2. + (Parent Education Level – 3.4)/(4.1 – 3.4)) +
.33 x (2. + (70 – Percent Students of Color/(67-30))

Framework…

Intentional Integration Initiative (III)

Our algorithm will weigh proximity to schools to assist in minimizing the escalation of transportation cost. We will also weigh sibling preference, parental education level; parental income and race.

Middle Schools Integration (6th graders 2022)

Middle School Outcomes (MMS vs SOMS)

+ While the demographic differences between our Middle Schools are not as broad as our Elementary Schools. There is a significant difference seen when comparing the student populations.

+ Our Middle School racial (between 3% and 7%) and socioeconomic disparities (9.6%) are addressable in this plan.

SCHOOL	White	Black	Hispanic	Asian	Am-Indian	Pacific Islander	Multi-Race	Total	Free/Reduced
MMS	432	260	45	25	2		65	829	169
SOMS	436	194	27	35	1	2	89	784	85
DISTRICT	3998	1880	299	273	12	8	768	7238	1042

SCHOOL	White	Black	Hispanic	Asian	Am-Indian	Pacific Islander	Multi-Race	Total	Free/Reduced
MMS	52.1%	31.4%	5.4%	3.0%	0.2%	0.0%	7.8%	100.0%	20.4%
SOMS	55.6%	24.7%	3.4%	4.5%	0.1%	0.3%	11.4%	100.0%	10.8%
DISTRICT	55.2%	26.0%	4.1%	3.8%	0.2%	0.1%	10.6%	100.0%	14.4%

SOMSD III Summary, Timeline and Next Steps

The School District of
SOUTH ORANGE & MAPLEWOOD
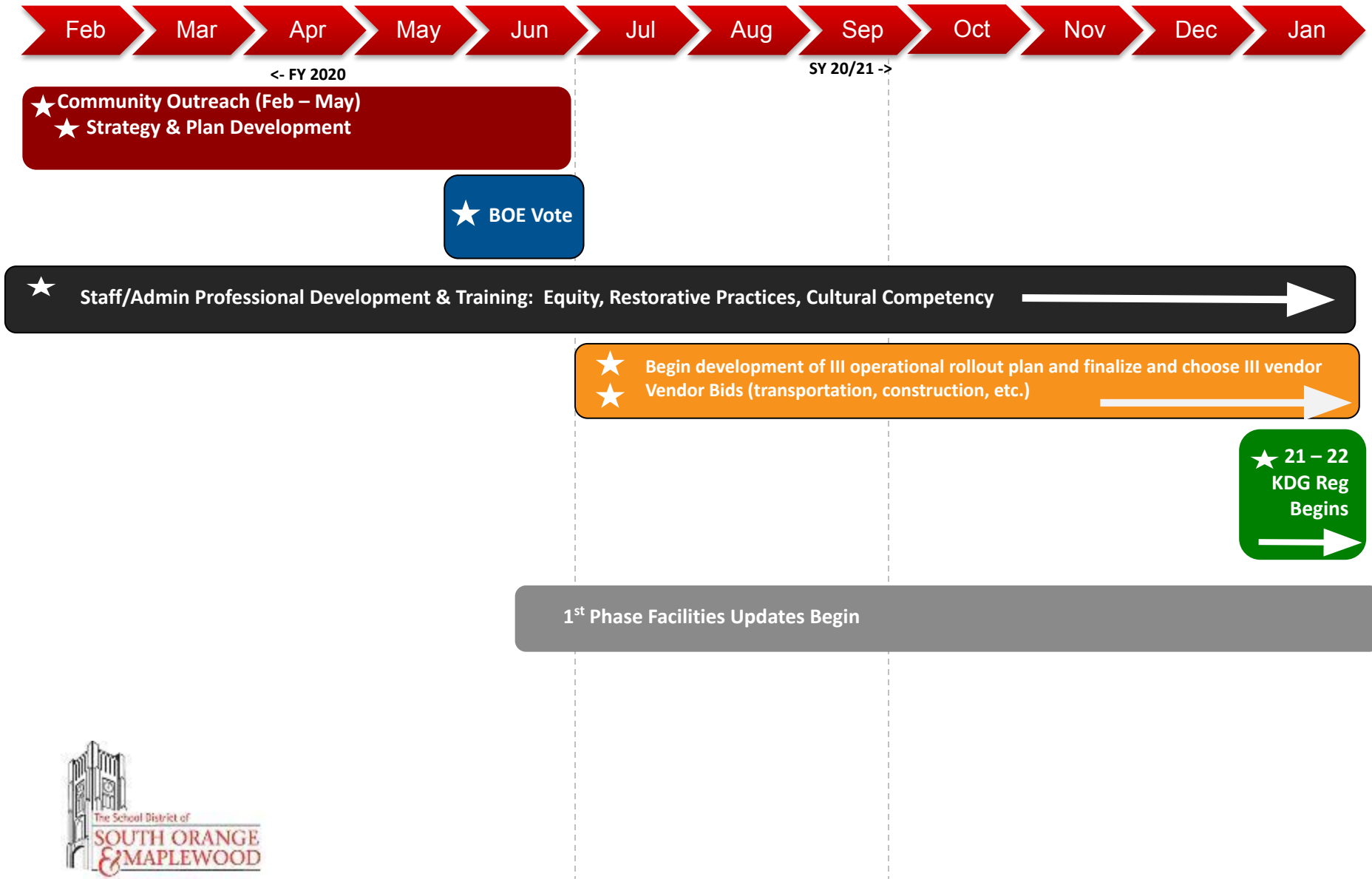525 Academy Street • Maplewood, NJ 07040

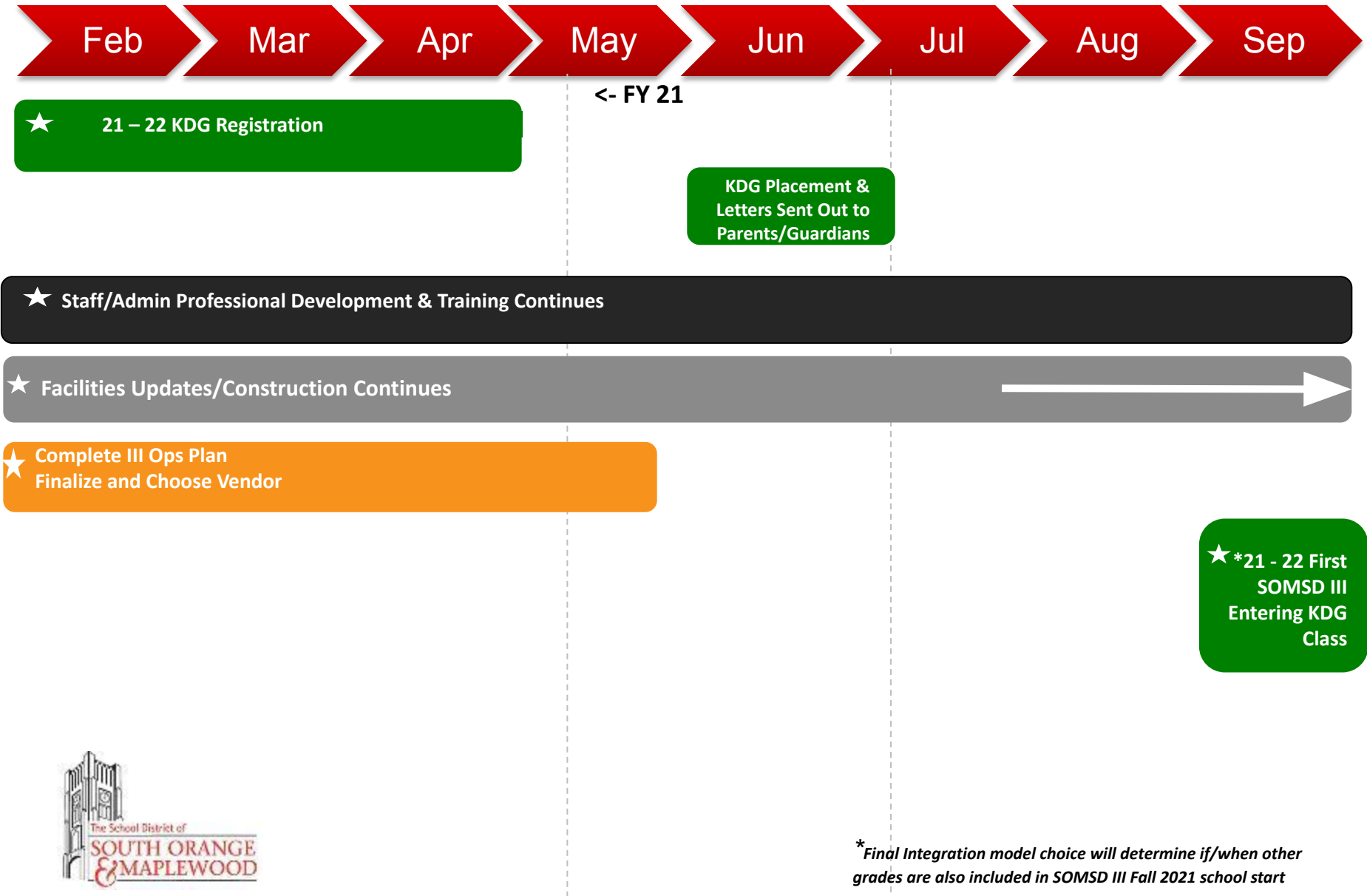# Intentional Integration Initiative (III) Summary

+ Highlights include:

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

FYM – Project Plan: Key Dependencies (FY20 – FY21)

Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan

<- FY 2020

SY 20/21 ->

★ **Community Outreach (Feb – May)**
  ★ **Strategy & Plan Development**

★ **BOE Vote**

★ **Staff/Admin Professional Development & Training: Equity, Restorative Practices, Cultural Competency** →

★ Begin development of III operational rollout plan and finalize and choose III vendor
★ Vendor Bids (transportation, construction, etc.) →

★ **21 – 22 KDG Reg Begins** →

1st Phase Facilities Updates Begin

FYM – Project Plan: Key Dependencies (FY21)

| Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |

<- FY 21

★ **21 – 22 KDG Registration**

KDG Placement & Letters Sent Out to Parents/Guardians

★ **Staff/Admin Professional Development & Training Continues**

★ **Facilities Updates/Construction Continues**

★ **Complete III Ops Plan Finalize and Choose Vendor**

★ ***21 - 22 First SOMSD III Entering KDG Class**

Final Integration model choice will determine if/when other grades are also included in SOMSD III Fall 2021 school start

The School District of
SOUTH ORANGE & MAPLEWOOD

Latest District Updates on Intentional Integration Initiative

- The Board and Community recently received an update on our algorithm. <u>The Board supported utilizing the Consultant recommended 5% variance setting.</u> This was a part of a simulation conducted utilizing our current kindergarten enrollment.

- The Board and Administration have revised several policies that are impacted by this work, including, Transportation, Transfer etc.

- We have prepared our Transportation Routes (District-wide) to be re-bid, this includes potential routes for our Kindergarteners impacted by Intentional Integration.

The School District of
SOUTH ORANGE & MAPLEWOOD

Latest District Updates on Intentional Integration Initiative

- The District has provided our consultant, the Alves Group, the incoming Kindergarten and Preschool student information. The preschool providers have reviewed the existing preschool students grades to confirm the data.

- As you are aware, we have notified parents/guardians of their kindergartener's placement.

- This evening we are having a brief Q&A session to again level-set regarding information, process and the history of this journey.

- Next, our schools will be sharing information regarding meet and greet opportunities, orientations and teacher introductions.

The School District of
SOUTH ORANGE
&MAPLEWOOD

Socio-Economic Status Integration Outcomes (Raw Data)

The School District of
SOUTH ORANGE
&MAPLEWOOD

Racial Breakdown District vs Elementary Schools (cont.)

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

Raw Algorithm Data

SOMDS	TEST 1 A & 1B			5 % VARIANCE		AECG 6/21/2021

SES	SES %	-5%	0%	5%
1- LOW	30%	25%	30%	35%
2-MEDIUM	33%	28%	33%	38%
3- HIGH	37%	32%	37%	42%

TEST 1A	K MAX SEATS	K HOLD SEATS	K ASG SEATS	K ASG	AV ASG SEATS	L -5% 25%	L 0% 30%	L +5% 35%	L ASG	% L ASG	M -5% 28%	M 0% 33%	M +5% 38%	M ASG	% M ASG	H -5% 32%	H 0% 37%	H + 5% 42%	H ASG	% H ASG
SB	66	0	52	52	0	13	15.6	18.2	18	35%	14.56	17.16	19.76	15	29%	16.64	19.24	21.84	19	37%
SM	66	5	61	61	0	15.25	18.3	21.35	21	34%	17.08	20.13	23.18	18	30%	19.52	22.57	25.62	22	36%
SMA	66	0	66	59	7	16.5	19.8	23.1	12	20%	18.48	21.78	25.08	19	32%	21.12	24.42	27.72	28	47%
TUSC	110	8	102	101	1	25.5	30.6	35.7	27	27%	28.56	33.66	38.76	39	39%	32.64	37.74	42.84	35	35%
CLIN	88	10	78	78	0	19.5	23.4	27.3	23	29%	21.84	25.74	29.64	26	33%	24.96	28.86	32.76	29	37%
MAR	176	3	173	130	43	43.25	51.9	60.55	43	33%	48.44	57.09	65.74	41	32%	55.36	64.01	72.66	46	35%
	572	26	532	481		133	159.6	186.2	144	30%	148.96	175.56	202.16	158	33%	170.24	196.84	223.44	179	37%

Raw Algorithm Data

SOMDS	TEST 1 A & 1B			5 % VARIANCE	
SES	SES %	-5%	0%	5%	
1- LOW	30%	25%	30%	35%	
2-MEDIUM	33%	28%	33%	38%	
3- HIGH	37%	32%	37%	42%	

Raw Algorithm Data

L ASG	% L ASG	M -5% 28%	M 0% 33%	M +5% 38%	M ASG	% M ASG	H -5% 32%	H 0% 37%	H + 5% 42%	H ASG	% H ASG
18	35%	14.56	17.16	19.76	15	29%	16.64	19.24	21.84	19	37%
21	34%	17.08	20.13	23.18	18	30%	19.52	22.57	25.62	22	36%
12	20%	18.48	21.78	25.08	19	32%	21.12	24.42	27.72	28	47%
27	27%	28.56	33.66	38.76	39	39%	32.64	37.74	42.84	35	35%
23	29%	21.84	25.74	29.64	26	33%	24.96	28.86	32.76	29	37%
43	33%	48.44	57.09	65.74	41	32%	55.36	64.01	72.66	46	35%
144	30%	148.96	175.56	202.16	158	33%	170.24	196.84	223.44	179	37%

Assignment Map Example...

Kindergarten Assignments to Tuscan Elementary
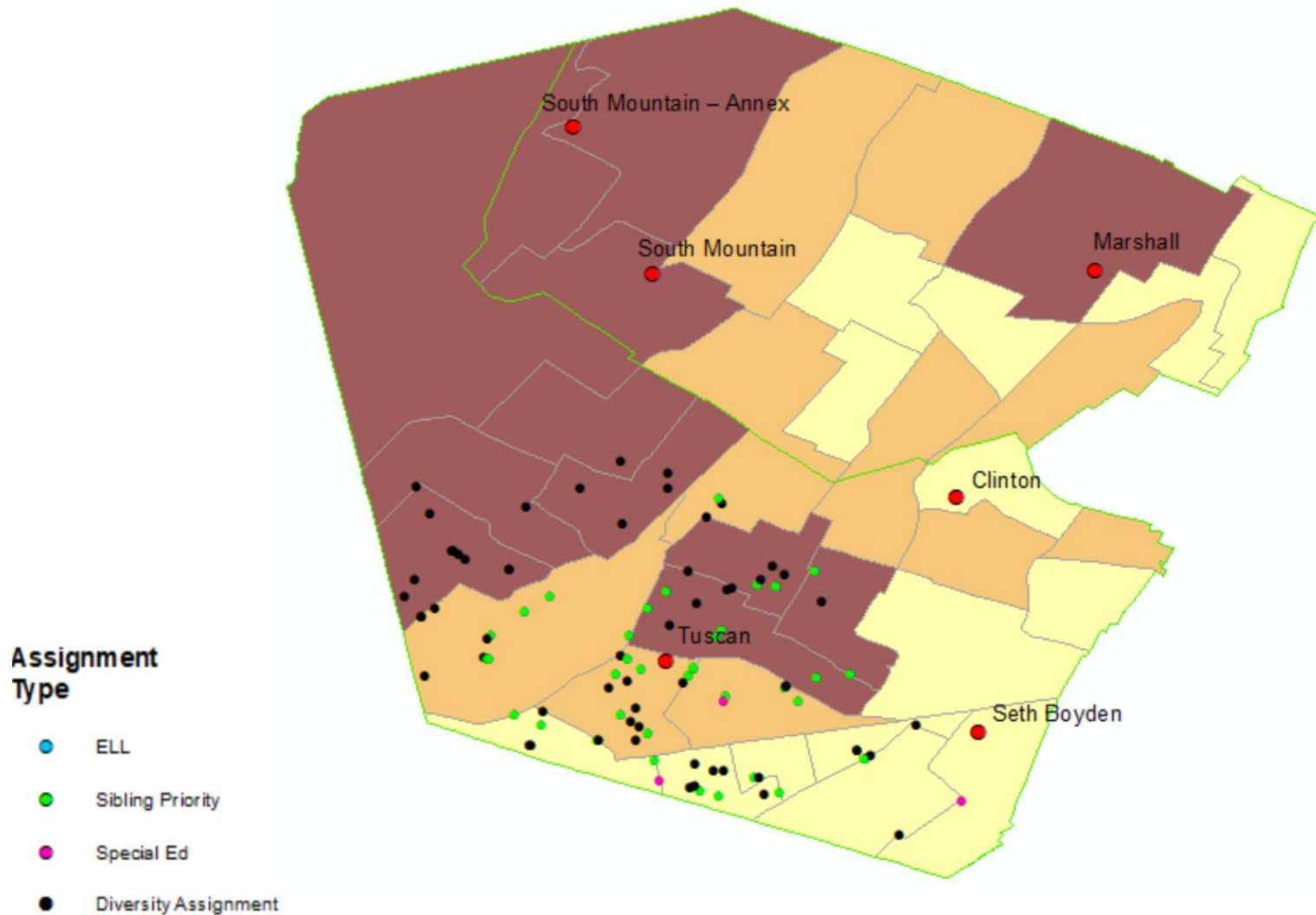
SOMSD III EMAIL & MICROSITE: bit.ly/SOMSDIII

Email any questions to: Integrationinfo@somsd.k12.nj.us.

From the District Homepage:

bit.ly/SOMSDIII

Q & A