

The Civil Rights Project



Proyecto Derechos Civiles

Two Years after the *PICS* Decision: Districts' Integration Efforts in a Changing Climate

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On June 30, 2007, Justice Steven Breyer ended his lengthy dissent in *Parents Involved in Community Schools v. Seattle School District No. 1* with the following conclusion:

Many parents, white and black alike, want their children to attend schools with children of different races. Indeed, the very school districts that once spurned integration now strive for it. The long history of their efforts reveals the complexities and difficulties they have faced. And in light of those challenges, they have asked us not to take from their hands the instruments they have used to rid their schools of racial segregation, instruments that they believe are needed to overcome the problems of cities divided by race and poverty. The plurality would decline their modest request.

The plurality is wrong to do so. The last half-century has witnessed great strides toward racial equality, but we have not yet realized the promise of *Brown*. To invalidate the plans under review is to threaten the promise of *Brown*. The plurality's position, I fear, would break that promise. This is a decision that the Court and the Nation will come to regret.¹

In their June 2007 decision, the Supreme Court reaffirmed the importance of racial diversity in our nation's schools, yet limiting the options available to districts interested in creating such diversity. The Court's 5-4 ruling in *Parents Involved in Community Schools v. Seattle School District No. 1* and *Meredith v. Jefferson County Board of Education* (referred to here as the *PICS* decision) came into conflict with a body of mounting social science evidence documenting the benefits of racial diversity and ignored the variety of harms stemming from segregated school environments. The ruling stated that schools may no longer use an individual student's race or ethnicity as a sole factor in assigning students to a particular school site. What *is* still legal is using race in other ways such as taking account of the racial composition of a neighborhood in assigning students. The *PICS* decision does allow a variety of techniques including redistricting, site selection, and other possible techniques. While some school districts have abandoned their efforts, others have come up with creative responses.

¹ 127 S.Ct. 2738, 2837 (2007)

In essence, the Supreme Court told American educators that integrated education was a compelling interest for public schools in our diverse society but then prohibited them from using the most common techniques of voluntary integration. At the same time, the nation's economy—and those of many states and municipalities, which are the largest source of funding for public schools—turned sour, as an economic recession and home foreclosures dramatically reduced the revenue for public schools. Still other districts are ending court oversight of their remedial desegregation efforts, and may face a dilemma like Louisville's: a desegregation plan they were required to implement for years may be unconstitutional once their court order ends and the district is declared "unitary." No help was forthcoming from the federal or state governments about how to achieve integration under these circumstances and school systems were left on their own.

Unsurprisingly, a variety of different trends emerged. As we noted in our statement a year ago, reflecting on the Supreme Court decision, districts and communities have responded to the lengthy decision in differing ways.² Some districts have adopted race-neutral approaches to integration, others have maintained or altered plans that include some consideration of race among other factors, and some have limited their diversity efforts. Though we focus here on changes made in the last year, many districts and community groups that have not made policy changes may be continuing to pursue diversity and equity that have not made policy changes. In addition, there have been several court decisions affirming integration efforts already in place including the recent California appellate ruling approving Berkeley, California's voluntary integration policy.³

In our efforts to understand and assist districts with their efforts to create and maintain diverse schools, the CRP has tracked news articles about policy changes districts have made or contemplated.⁴ In the 2008-09 school year, we documented 305 news articles that surfaced related to student assignment, diversity, magnet schools, or budget cuts. This documentation reflects current news stories from school districts across 35 states, in 95 city and suburban districts alike. Here, we include examples of major trends we identified in districts' actions regarding diversity. In general, the articles indicate that districts are making changes in student assignment policies and/or school budget priorities, and many articles reflect the community or parent reactions to these changes.

While this is not a comprehensive analysis of how districts are responding to the 2007 Supreme Court decision about school integration or tightening school budgets, it does reflect major themes that districts are confronting as they strive to balance important goals. Below, we first describe districts making changes to their diversity policies in a way that furthers the goal of racial integration; we then list examples of districts whose integration efforts have been constrained by the budget crisis (mainly focusing on impacts on transportation and magnet schools). We conclude with updates on districts with student assignment policy changes and districts that have recently had desegregation orders lifted.

² <http://www.civilrightsproject.ucla.edu/policy/court/voltint-anniversary.php>

³ Other decisions include those involving integration efforts in Los Angeles, California and Lynn, Massachusetts.

⁴ The Integration Report is a monthly update of the status of integration in our nation's schools. To subscribe, visit: <http://theintegrationreport.wordpress.com/subscribe/>

We begin with decisions or actions districts have taken to sustain or further integration, but it is worth noting that the bulk of these articles concern cuts or changes that seem likely to hurt diversity efforts, though time will ultimately be the judge of whether this actually occurs. One thread throughout many of these articles is the role that activism, on the part of students, parents, and community members plays in deepening conversations around proposed changes and, in some cases, delaying or preventing policy changes. We originally began this effort as tracking changes districts made as a result of the Supreme Court voluntary integration decision, and we have found several districts changing or contemplating changes to student assignment or magnet school policies that aimed to reduce racial isolation. Yet, we were struck by the number of places in which diversity efforts were also on the district's agenda due to economic crisis. Transportation, for example, has long been instrumental to desegregating schools due to residential segregation, so any reduction of transportation could harm diversity efforts. It is impossible to know if these cuts would have occurred in a less dire economic situation, but regardless, the potential consequences for integration efforts remain the same. Finally, as the Civil Rights Project has noted for more than a decade, as districts are declared "unitary" and released from long-lasting desegregation orders, policies are often implemented that are less effective in maintaining integrated schools. We include such occurrences where these decisions were publicized.

I. Policy Changes in a Pro-integrative Direction:

In the current post-*PICS* era, school districts are experiencing heightened confusion regarding the legality of race-based student assignment policy. Despite the recent budget crises that many schools and districts have and are experiencing, many districts have still found innovative and resourceful ways to keep diversity a priority in their schools.

A common strategy we found was continuing to support magnet programs. Many districts are acknowledging the rich contributions that magnet schools are providing, both in terms of diversity and positive academic outcomes.⁵ These districts have taken important measures to keep magnet schools intact in the midst of the budget crisis. In addition, some schools are maintaining their transportation provisions in spite of their costly nature. Many districts, acknowledging that free transportation is essential in ensuring school diversity levels, have reflected this in their budget priorities.

- Tucson magnet schools, for example, had faculty members who sought and were awarded out-of-district funding this year in an effort to supplement what the district provided in terms of technology funding for their innovative magnet programs. A news article quoted Kevin Kehl, a biology and biotechnology research teacher at Palo Verde Magnet School saying, "the campus will get \$260,000 worth of HP equipment—including computers and printers—as well as training" to supplement their technology budget.⁶

⁵ Frankenberg, E. & Siegel-Hawley, G. 2008. *The Forgotten Choice? Rethinking Magnet Schools in a Changing Landscape*. Los Angeles, CA: The Civil Rights Project/Proyecto Derechos Civiles.

⁶ <http://www.kvoa.com/Global/story.asp?S=10415500&nav=HMO6HMaW>

- Tucson, Arizona has been working under a court order with the plaintiffs to develop a post-unitary status plan to resolve a 30 year-old desegregation court order. The plan includes the development of “first-choice” schools to encourage voluntary integration of children, along with transportation offered to parents who send their children to schools outside of their neighborhood. The transportation was not previously offered by the district, and could encourage parents to send students to more diverse schools in other parts of the district. The article mentions Board Member Adelita Grijalva, who said “she was proud the plan was going forward.”⁷ The plan, with most features agreed to by all parties, will be submitted to the court by the end of June.
- San Diego Unified School Board, after facing pressure from parents and community members, voted to restore transportation to magnet schools, a cost they considered cutting in order to alleviate budget problems. School board member Richard Barrera commented after the vote, “We’re glad we were able to do this and restore buses ... but we’ve got so much further to go in this budget crisis.”⁸
- Rapids Parish, Louisiana had their federal grant money run out, but they are still maintaining their magnet programs which, a recent article notes, are “thriving in the area.”⁹
- Jefferson Parish, Louisiana faced a similar budget problem with their magnet programs, as they lost out on a federal desegregation grant that would have given millions of dollars to four struggling elementary schools, converting them to magnets. Without the funds, the district has decided to move forward with the magnet conversions, using Title I funds to cover the costs. Explaining the importance of these conversions, board attorney Charles Patin mentioned, “Magnets are typically used as part of a desegregation plan... plac[ing] programs that are appealing to students and parents.”¹⁰
- Jefferson County, Kentucky is expanding their magnet program as a part of their new voluntary integration plan. Twenty-five predominantly-urban Jefferson County elementary schools (out of 90 elementary schools) will be offering a magnet program as an incentive for more suburban parents to choose out-of-neighborhood schools. This magnet school effort is in conjunction with their new student assignment plan. Their hope is to convert more campuses to themed magnet schools in order to attract a diverse student body.¹¹
- Almost 1,000 students from the Chicago Public Schools took civic action aimed at highlighting the disparities in Illinois public education, missing the first day of class in September 2008 as part of a teach-in protest. “Today we are back to two-tiered schools -- white and affluent on one side, and black, brown and poor on the other,” said State Sen.

⁷ <http://www.tucsoncitizen.com/daily/local/115431.php>

⁸ <http://www.sandiego6.com/news/local/story/School-Board-Restores-Bus-Service-to-Magnet/VtDfgjoCiEWB2fwh9BdEuw.csp>

⁹ <http://www.thetowntalk.com/apps/pbcs.dll/article?AID=/20080520/NEWS01/805200319/1002>

¹⁰ <http://www.nola.com/news/t-p/frontpage/index.ssf?/base/news-4/1204007524286340.xml&coll=1>

¹¹ “School Diversity Elusive,” *The Courier-Journal*, 5 April 2009.

James Meeks, from the city's South Side.¹² Students left school on buses and headed to two suburban schools to attempt to register at more affluent schools that spend significantly more per student. New Trier, one of the highest performing schools in the area, opened up their campus with parents and community members there to support the effort. One New Trier parent commented, “Sometimes small numbers have to make a lot of noise, and I appreciate that...This is civil disobedience at its finest.”¹³ Some critics claimed that the well-orchestrated protest took away from the students’ education days, while potentially costing Chicago Public Schools in funding from the state.

II. Impacts of the Budget Crisis Constraining Integration Efforts:

The global financial crisis is clearly having a significant impact on school budgets this year. Administrators feel pressure to cut teaching positions, transportation, or even close school facilities in an effort to maintain a balanced budget. Two major ways in which we saw the budget crisis affecting schools’ diversity efforts were in restricting magnet schools and transportation.

A. Magnet Schools

Magnet schools have been historically an important part of school districts’ efforts to create desegregated, high-quality educational options for students. Magnet schools were originally designed to incorporate strong civil rights protections such as good parent information/outreach, explicit desegregation goals, and free transportation. Most were also created without selective admissions processes. As the Supreme Court began limiting the extent of desegregation remedies in the 1970s, a subsequent growth in magnet schools occurred. Today, magnet schools are the largest set of choice-based schools in the nation.

Even though typically magnet schools are celebrated for their student diversity and academic rigor, over the past year, they have been threatened by budget cuts and the removal of desegregation orders. In this way, the budget constraints have also trumped existing desegregation policies, causing districts to close down effective magnet programs or learning centers, in addition to removing transportation provisions. In some districts, magnet schools are more costly than other schools, as they often have more staff members with specialized training or greater technology resources. Despite their success, many school boards are attempting to remedy budget concerns by cutting funds, transportation, and faculty at magnet schools—in some cases even taking measures to close some of these schools completely. The following districts have magnet schools in danger of closing or being cut.

- In Mobile, Alabama, magnet schools offer specialized programs and advanced curriculums that have been successful in the past and were begun as part of the district’s desegregation consent decree in the late 1980s. Just recently, some of the magnet schools were up for possible consolidation under a cost-saving proposal. The district ultimately decided to keep the existing magnet schools intact.

¹² <http://abcnews.go.com/US/wireStory?id=5468053>

¹³ <http://archives.chicagotribune.com/2008/sep/02/local/chi-meeks-school-boycott-websep03>

- In Minneapolis, Minnesota, a recent proposal indicated major shifts in the way that schools are organized, beginning in the 2010-2011 school year. Part of the proposal indicates that the district would make cuts to the magnet programs in Minneapolis public schools due to new zoning and transportation changes, and their departure from the West Metro Education Program, which operates interdistrict magnet schools and a city-suburban desegregation transfer program. They are making changes because, according to the superintendent, WMEP “failed to produce integrated schools that close the achievement gap.”¹⁴ Parents are unhappy, including Leticia Brown who in a recent article remarked, “I don’t want you to pull out [of the West Metro Education Program, or WMEP], but even if you do, Minneapolis schools’ problems will not be reformed...but you will have succeeded in dismantling a successful school”.¹⁵ The WMEP was the Twin Cities’ voluntary integration program, and was part of the settlement of an earlier lawsuit about segregation in Minnesota.
- In Dallas, Texas, budget constraints led the school board to a battle over which magnet programs to eliminate. The district was vying for federal Title 1 funds and found that magnet schools and learning centers were preventing them from qualifying for these funds, as these magnet programs were being “overfunded” according to the federal restrictions placed on \$105 million in Title 1 funds. The Dallas community and parents became infuriated and protested, speaking out at multiple lengthy board meetings in an effort to defend their magnet programs and learning centers. Norita Jackson, a parent, was quoted in a local news article stating, “It can’t be said enough how valuable these programs are to these children and how big an injustice it would be to even consider cutting staff.”¹⁶ There was controversy over whether an exception could be granted for these effective magnet programs serving low-income students, which were originally created in response to a recently lifted desegregation order. In the end, the DISD voted (5-4) to cut funding at most magnet campuses and all learning centers.

B. Transportation

Transportation is a key component to most integration efforts, particularly among districts located in areas with segregated housing patterns. This is also important in carrying out a successful magnet program. While the diversity benefits of transportation are clear, transportation is also a great cost for school districts, particularly districts with magnet school programs or other school choice policies that bus students from a variety of neighborhoods each day. In a time of rising gas prices and diminishing school budgets, transportation has been on the “chopping block” at many school board meetings across the country. In fact, some districts have even modified their student assignment policies to move away from desegregation policies and toward neighborhood schools in an effort to mitigate transportation costs. In areas with higher residential segregation, when neighborhood schools replace policies in which districts previously bused students, higher school segregation may ensue. School districts that had specific transportation changes include:

¹⁴ www.startribune.com/local/south/40828062.html

¹⁵ Id.

¹⁶ <http://cbs11tv.com/business/education/DISD.Learning.Centers.2.1010222.html>

- In Mobile, Alabama, students marched against the announcement that the district was canceling and changing bus routes due to local and state budget cuts and rising gas prices. Students can still attend schools outside the bus routes, according to the district, however they are expected to find their own transportation. This will disadvantage students without parents who are able to both drop off and pick up their children in schools that may be at considerable distance from their home.
- Boston Public Schools, with the support of Superintendent Carol R. Johnson, is considering a shift towards more neighborhood schools. The district explains this new focus in response to the rising fuel and transportation costs, strained budgets, and their desire to use funding to improve school quality rather than provide busing. The plan would scrap the system's three sprawling school assignment zones in favor of five smaller ones, which would make the schools more closely tied to district housing patterns, while hoping to move toward a community-friendly neighborhood school system. The five-zone system is being criticized for not providing equal access. Chris Horan, a spokesperson from Boston Public Schools recently commented to a journalist that "the superintendent still plans to move forward with a cost-saving transportation plan, just more slowly. Johnson will 'come back in September or October,' with proposals for near-term changes to the schools' busing program, but will spend more time reexamining rezoning."¹⁷ The plan is being re-worked in an effort to accommodate community concerns.
- Seattle, Washington's new assignment plan favors a more neighborhood-based approach to their school choice efforts. Students will be assigned to an elementary school based on the area in which they live and/or where their siblings attend school. If students are unhappy with their neighborhood school, there is an opportunity for applying to another school but they would not have preference for a school outside of their neighborhood. West Seattle's School Board Director Steve Sundquist explains their rationale with neighborhood schools in an interview with a local journalist stating, "(When) families go to school close to where they live it helps build deeper roots in the community and helps to improve parent and family engagement." Critics believe this new system will greatly limit access to rigorous courses and better schools, as preference will first be given to students from local neighborhoods, giving those living in neighborhoods with high quality schools an advantage.¹⁸
- The Milwaukee School Board unanimously agreed to reduce out-of-district busing in Milwaukee Public Schools as a result of a plan that the school board believes will shift funding previously used for transportation efforts back into improving the quality of the educational experience in neighborhood schools. The district is hoping to reduce transportation costs by \$20 million over a four-year period, as they are not seeing the benefits to busing as many as 72,000 students at a cost between \$55 and \$60 million. More than half of those students are required by state or federal law to be bused because

¹⁷ <http://jamaicaplaingazette.com/node/3478>

¹⁸ <http://www.westseattleherald.com/2009/05/03/news/district-says-new-student-assignment-plan-will-create-neighborhood-schools>

they are under special education status, or a part of the Chapter 220 voluntary city-suburban racial integration plan; however, the district is still planning to make cuts to the remaining costs. Even though some parents like busing their children out of neighborhood schools, board member Jeff Spence remarked, "If we renege on our intent to take dollars out of busing and put them into schools, then we will disappoint many of those people who have been disappointed because we never put the resources necessary in the schools in their neighborhood."¹⁹

- In Roanoke, VA, the school board voted to alter the attendance zones after a heated discussion of race and poverty in the area. The new attendance zones prioritize neighborhood schools. This change in attendance zones will impact the racial and socioeconomic makeup of several elementary schools, making them less diverse. Robert Johnson, a community member highlighted in a Roanoke news story, commented, "We have been in desegregation for the last 40 years...we're going backward. I feel that in order for us to have equal opportunities and equal education for all, we need to diversify."²⁰

III. Policy Changes Related to Court Decisions

A. Voluntary Desegregation Efforts

In this post-*PICS* era, many administrators feel compelled to design alternative policies that maintain racial diversity in their district. In an effort to become more creative, new zoning policies and new criteria are emerging by which districts can evaluate school choice preferences, although this often sparks resistance from families and communities. Parents show resistance to changing student assignment policies, as they seem to value continuity in their students' schooling as well as advocate for policies that allow siblings to attend the same school. The following districts made changes to their voluntarily-implemented student assignment policies:

- In Arkansas, Fort Smith Public School District voted to abolish their previous practice of multicultural transfers, specifically in response to the 2007 Supreme Court ruling regarding "racially based" transfer policies. A local article reported that, "The School Board voted 7-0 to eliminate multicultural transfers to... eliminate the district's vulnerability in this area." Superintendent Gooden noted that this practice of eliminating race-based policies was "not exactly in line with the district's policy," but that they would comply with the ruling regardless.²¹
- San Francisco Unified, acknowledging that their district is growing more segregated, is reviewing their school assignment policy this spring. The School Board has goals of increasing diversity and improving school achievement at underperforming schools in mind. Parents are also claiming that the current system that seeks to create student bodies that are diverse across multiple characteristics is too confusing, and they are expressing

¹⁹ <http://www.jsonline.com/news/education/29590259.html>

²⁰ <http://www.roanoke.com/news/roanoke/wb/198548>

²¹ <http://www.swtimes.com/articles/2008/03/25/news/news07.txt>

hopes for more neighborhood schools. Mark Sanchez, president of the school board, expresses his hope that people "would have wanted diversity in the schools, but they don't. I'm willing to go another avenue to try to get there."²² SFUSD has reiterated that diversity is a priority, and, according to the article, hopes to redesign their student assignment system in a more transparent way while still using factors other than race in classifying students for assignment to schools.

- Des Moines, Iowa schools redefined the term “minority” in response to the 2007 Supreme Court ruling that held schools cannot use racial quotas in student assignment. While in the past they used a student’s race/ethnicity, they now consider a combination of socioeconomic status, English language-learning status, and student achievement data in determining the definition of minority in student assignment.
- In Louisville, Kentucky, the Jefferson County Board of Education recently approved its new school integration plan for middle and high school students, making student assignment based not only on race, but also on parents’ income, education level, and geographic location. The new plan states that schools must enroll 15 percent to 50 percent of their students from neighborhoods where the average household income is below \$41,000; average education levels are less than a high school diploma with some college; and the minority population is more than 48 percent. While the elementary level plan goes into effect this fall, the middle and high school plan starts in the 2010-2011 school year. The diversity policy changes also added two new magnet high schools. On May 12, the board approved the final piece of its plan - despite some parental opposition - concluding a two-year effort to replace a desegregation policy that the U.S. Supreme Court struck down because it relied too heavily on individual students’ race/ethnicity. Importantly, the school board agreed that this effort would take time to achieve its final goal. In a news article, Superintendent Sheldon Berman commented, "We believe that diverse schools are better schools," noting that the district was working to improve the quality of all schools.²³
- Tangipahoa Parish, Louisiana decided to keep their district’s attendance zones intact this school year while a parish-wide school desegregation plan was more thoroughly considered.
- A community task force formed by Metro Nashville, Tennessee school board took on the job of rezoning the district and presenting a comprehensive student assignment plan to the Board of Education. Some community members were unhappy with the plan, however, as it may result in further resegregation of schools with few added resources for at-risk students. Even though the board passed this plan last summer, parent activists recently sparked a U.S. Justice Department investigation of Metro Nashville’s student assignment plan.

²² <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2008/06/27/BAUN11FS2U.DTL&tsp=1>

²³ “School Board Approves Plan on Integration,” *The Courier-Journal*, 12 May 2009

B. Remedial Desegregation Orders:

School districts are also facing new decisions in their student assignment policies as a result of recently lifted desegregation orders. Since the *Dowell* decision in 1991,²⁴ hundreds of districts have been declared unitary, mainly in the South where most remedial desegregation orders or negotiated settlements existed.²⁵ The U.S. Justice Department has, in recent years, after reviewing its docket of desegregation cases, initiated unitary status proceedings, although in the last few months there are a few examples of filings by the Department opposing school districts' motions for unitary status. One of the other parties to a number of desegregation cases is the NAACP Legal Defense Fund, which helped to litigate scores of desegregation cases. Because unitary status decisions are often unpublished or unitary status results from a negotiated settlement (e.g., in which unitary status is granted and the district agrees to continue desegregation efforts after the end of court oversight), it is difficult to know how many districts have been unitary in the last few years.²⁶

This change in legal oversight, along with needing to meet the criteria established in the *PICS* ruling, is causing parents, community members, administrators, and board members to consider anew how best to design student assignment policies. In addition, the combination of budget constraints with lifting desegregation orders is resulting in districts that are cutting diversity policies and transportation funds, often at the cost of integration efforts. The following districts are experiencing policy changes due to lifting desegregation orders:

- Madison County, Mississippi is phasing out their minority student transfer program because the district has been released from a federal desegregation order. The district is also no longer required to provide transportation to students of color, as they did through their original M to M, or "Majority to Minority" transfer program. A recent news story indicates that the district will continue to provide transportation to students who are currently utilizing the program, but will slowly phase them out as they move to new campuses. Madison County Superintendent of Education commented, "The district has been very cooperative and liberal...It's got to be a budget issue because of running five extra buses."²⁷
- An appellate court, overruling a district court decision calling for further integration efforts, recently lifted a 1963 desegregation order in Memphis, Tennessee. The district will no longer use race as a priority in decision-making for Shelby County Schools, citing the 2007 *PICS* ruling as the reason.
- Galveston, Texas school district (GISD) worked tirelessly to be sufficiently compliant in their desegregation efforts. The judge based his decision on the school's policies of student and teacher assignments, extracurricular activities, and allocation of resources. Judge Sim Lake stated the following in his ruling: "GISD's long, almost 50-year, history

²⁴ *Board of Ed. of Oklahoma City v. Dowell*, 498 U.S. 237 (1991)

²⁵ See generally John C. Boger & Gary Orfield, *School Resegregation: Must the South Turn Back?* (Chapel Hill, NC: University of North Carolina Press, 2005).

²⁶ The 2007 report by the U.S. Civil Rights Commission lists earlier unitary status declarations.

²⁷ <http://www.onlinemadison.com/main.asp?SectionID=1&SubSectionID=1&ArticleID=21293&TM=18210.37>

of compliance with the court's orders to desegregate demonstrates that GISD has accepted the principal of racial equality and will not revert back to a dual school system."²⁸

- The Jefferson Parish, Louisiana school board moved towards resolving their desegregation suit, as a federal judge originally refused to sign a proposed consent decree that would have resolved their decades-old desegregation suit. The judge said that their plan failed to provide a “narrowly tailored solution” to fully desegregate key areas of their district. After this ruling, the district worked to eventually put in place a teacher transfer policy as well as other student integration strategies, including magnet programs, to get the desegregation suit resolved. James Howard, the district’s compliance officer noted that, "Every school needs to be desegregated." Howard said, "If a school is racially identifiable, you have to work toward desegregating it."²⁹ Since resolving the suit, just this past spring, their magnet program has continued to thrive as a diversity-focused campus.
- After several years of review by the district court and the Eighth Circuit, the Little Rock, Arkansas school district has attained unitary status. Little Rock will continue to bus students to two neighboring districts, which are still under court order.³⁰
- Other districts that have been declared unitary or have negotiated a settlement for unitary status in the last two years include:³¹
 - Vestavia Hills, Alabama
 - Dothan, Alabama
 - Etowah County, Alabama
 - Athens, Alabama
 - Muscle Shoals, Alabama
 - Houston County, Alabama
 - Limestone County, Alabama
 - Meriwether County, Georgia
 - Bibb County (Macon), Georgia
 - Walton County, Georgia
 - Miller County, Georgia
 - Ben Hill County, Georgia
 - Harris County, Georgia
 - Elbert County, Georgia
 - Hart County, Georgia
 - Rome City, Georgia
 - Johnson County, Georgia
 - Crawford County, Georgia
 - Jones County, Georgia

²⁸ <http://www.setexasrecord.com/news/218820-federal-judge-declares-galveston-schools-finally-desegregated>

²⁹ http://www.nola.com/news/index.ssf/2009/05/jefferson_parish_public_school.html

³⁰ <http://www.todaysthv.com/news/news.aspx?storyid=82861>

³¹ This list is primarily drawn from the school desegregation dockets involving the Department of Justice and NAACP Legal Defense Fund.

- Wilkinson County, Georgia
- Turner County, Georgia
- Wakulka County, Florida
- Baker County, Florida
- Lafayette County, Florida
- Gulf County, Florida
- Wakulla County, Florida
- Vicksburg-Warren County, Mississippi
- Indianola, Mississippi
- Columbus Municipal, Mississippi
- Galveston Independent School District, Texas
- Klein Independent School District, Texas
- Tatum Independent School District, Texas
- Port Arthur, Texas
- Hearne Independent School District, Texas
- LeVaga Independent School District, Texas
- Bogalusa City, Louisiana
- East Carroll Parish, Louisiana
- Indianola, Mississippi
- Tipton County, Tennessee
- Humboldt City, Tennessee
- Gibson County, Tennessee
- Trenton City, Tennessee
- Bradford City, Tennessee
- Southampton County, Virginia
- Franklin City, Virginia

IV. Going Forward

The CRP is committed to continuously monitoring developments in these areas across the U.S. and to helping districts think through their options after *PICS*. We are committed to helping to raise awareness about the academic and social benefits of integrated schools, and conversely, the persistent effects of a segregated and unequal education. Social science, the experience of many school districts, and the Supreme Court all concur on the benefits of diverse schools and the harms of racially isolated schools for students and their communities. Resources include:

- ***Still Looking to the Future: Voluntary K-12 School Integration: A Manual for Parents, Educators and Advocates.*** The Manual addresses the practical questions of what can be done to promote diversity and the harms of racial isolation in schools. To download the manual, please visit LDF at www.naacpldf.org or the CRP/PDC at www.civilrightsproject.ucla.edu.
- ***Preserving Integration Options for Latino Students***, a guide for parents, advocates and educators interested in promoting diversity and addressing the harms of Latino racial isolation in their schools. To download the manual, please visit www.civilrightsproject.ucla.edu or www.maldef.org.
- ***Fact Sheets*** about a variety of integration-related topics including the importance of integration, magnet schools, transportation for diversity, and current state of school segregation can be downloaded at <http://www.civilrightsproject.ucla.edu/policy/court/voltint.php>
- ***The Integration Report***, a biweekly web bulletin connecting readers to the most up-to-date integration news and illuminating key issues related to diversity in our nation's K-12 schools, can be found at <http://theintegrationreport.wordpress.com>.
- ***Lessons in Integration: Realizing the Promise of Racial Diversity in American Schools*** presents a collection of essays analyzing five decades of experience with desegregation efforts in order to discover the factors accounting for successful educational experiences in an integrated setting. To order the book, go to the University of Virginia Press at: <http://www.upress.virginia.edu/books/frankenberg.htm>.