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CXCVI  
TRANSITIONAL SCHOOL DISTRICT OF THE CITY OF ST. LOUIS  
SPECIAL ADMINISTRATIVE BOARD

**OFFICIAL REPORT**

REGULAR MEETING

JANUARY 17, 2019

ST. LOUIS, MO

**M I N U T E S**

The meeting convened on the above date at the Administrative Building, 801 North 11<sup>th</sup> Street, Room 108, St. Louis, MO 63101. Those in attendance were Mr. Rick Sullivan, Mrs. Darnetta Clinkscale, Mr. Richard K. Gaines, Superintendent Dr. Kelvin R. Adams, Mr. Jeffrey St. Omer, and Ms. Ruth Lewis, Executive Administrative Assistant.

**CALL TO ORDER AND ROLL CALL**

Mr. Sullivan called the meeting to order at 6:05PM on the following roll call.

**AYE:** Mrs. Darnetta Clinkscale, Mr. Richard K. Gaines, Mr. Rick Sullivan

A quorum was present.

The Board and audience recited the Pledge of Allegiance.

**STUDENT/STAFF RECOGNITIONS**

Gateway Michael Elementary School made the Silver Awards Level of The Alliance for a Healthier Generation, America's Healthiest Schools 2018. The Alliance for a Healthier Generation works with schools, youth-serving organizations, businesses, and communities to empower kids to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health. Four hundred sixty-one (461) schools from 26 states and plus the District of Columbia comprised the America's Healthiest Schools for 2018.

Mr. Albert Sanders was recognized for being selected as the 2018 Regional Educator of the Year in the state of Missouri. He is a classroom teacher at Adams Elementary School. During the 17/18 school year, Mr. Sanders was an honored recipient of the Adelaide M. Schlafly Early Childhood Educator of the Year.

**PUBLIC COMMENTS**

Mr. William "Bill" Monroe of Harriet Tubman, Inc. shared comments about the correlation between youth and crime. Mr. Monroe attended an event at Forest Park Community College sponsored by the Police Commissioner of the City of St. Louis. He stated one cannot lock up youths and cure crime by over policing the community. Mr. Monroe stated alternative education, skills and job training programs/schools are needed to support this not-so-forgiven population. Mr. Monroe also does not support the closing of Beaumont High School.

Ms. Dorlita Adams shared an opportunity for high school graduates. Ms. Adams is part of an organization called Operation Prom Night. Operation Prom Night offers at no charge, prom dresses, including accessories and shoes for graduating senior girls. Young men are given a stipend to purchase attire for the prom. Ms. Adams was referred to SLPS, Dr. Crystal Gale.

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Ms. Sally Toppings, Local 420 President read a prepared statement. She stated, this is the first public statement from Local 420. Local 420 appreciates receiving a copy of the Consortium's timeline and the Memorandum of Understanding which is a step towards having discussion about Consortium's program as it affects the working conditions of Local 420's members under the current contract. Local 420 is always interested in having discussions about innovative solutions to stimulate learning opportunities for the District's students. Local 420 has a long history of working collaboratively with SLPS and the community partners so to determine what's in the best interest of our students. Local 420 looks forward to continuing to do so.

Many parents shared comments about the renaming of Kennard Classical Junior Academy. Sometime around February 2015 a parent of a Kennard student was helping the student with a school assignment that required some research. During the research the parent found that Kennard was named after the Confederate Army Lieutenant, and community discussions for the renaming of Kennard Classical Junior Academy.

Ms. Linda Fuchs, on behalf of the Parent Teacher Organization (PTO) of the Kennard Classical Junior Academy (KCJA) Namesake Project read a prepared statement asking the Board to support their internal communication process that aims to build consensus on a new namesake for Kennard Classical Junior Academy. The PTO advocates the current students, staff and parents of KCJA have a prominent voice in the renaming decision.

KCJA parent, Ms. Jennifer Boudrea was in full support of the statement presented by Ms. Linda Fuchs. Ms. Boudrea added it's not just about the renaming of Kennard, but about building relationships, community change and bridging some of the divides that exist in the City of St. Louis.

Kennard alumnae Mr. Joe Bartlett, Kennard parents, Mrs. Jennifer Putman, Ms. Jean Corbett, and Ms. Cathy Sherwin were all in favor of renaming Kennard, but supported the naming after long-time teacher, educator, and activist (now deceased), Mrs. Betty M. Wheeler. Mrs. Wheeler was the founder of Metro High School (and later taught at Kennard).

Mr. John Abram, Sumner Alumni was also in support of renaming Kennard after Mrs. Wheeler. But, Mr. Abram's topic of concern before the Board was Sumner High School. He shared the Alumni has become aware of some District plans relative to Sumner School. Ten members of the Alumni met on February 20, 2019 for "brain storming" discussions about the future of Sumner. The discussions offered concrete thoughts especially at the item of enrollment. At one past time, the Alumni were in talks with a group about the likelihood of developing a Sumner Campus. The Alumni believes Turner Middle School and possibly other schools in the vicinity should be reopened as feeder schools. The Alumni would also like to discuss Simmons School. Mr. Abram shared the Villa should also take part in these efforts. Mr. Abram stated the Alumni would like to be at the table with District administration for any impending discussion about Sumner School.

Mr. Torey Russell a graduate of and volunteer coach at Sumner School offered comments about the closing of the football program at Sumner. Mr. Russell stated he received information by way of social media that the football program was ending at Sumner. The source, Mr. Russell states are "persons" who claimed to be



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representatives of the District. Mr. Russell stated Sumner's football team is the only school that has made state appearances, and doesn't understand the District's decision to end the football program. Mr. Russell stated "we" presented a proposal to the District about the future of Sumner's football program, but didn't receive a response from administration. He went on to state "people" just spent a half of a million dollars on the school fields across the District, non-of-which was Sumner and on two schools that do not have a football program. Mr. Russell stated if the oversight was about funding, "we" will pay for our own football program, and if it's about the children, then we all as a District have a problem with getting our students back.

Alderwoman Gale Evans, 4<sup>th</sup> Ward shared comments about projected school closures. She thanked the Board and Superintendent for pulling the report from tonight's agenda. Alderman Evans also believed the Board was slowly dismantling schools on the Northside of St. Louis. She stated as the District recruit for students for Southside schools, the same attention should be given to Northside schools. She asked if the Board had a plan in the event attendance does not improve; what will the District do differently to increase attendance at Northside schools.

Mr. Gaines, like other educators and St. Louisans, knew personally the character and foundation of long-time educator, Mrs. Betty M. Wheeler. Yes, Mrs. Wheeler founded the Metro High School which at that time was called *the school without walls*. Metro lacked other educational resources, but as Mr. Gaines fondly described Mrs. Wheeler as saying "education happens where people want it to happen." Mrs. Wheeler didn't waiver about education nor did she waiver about the students of Metro. Mr. Gaines will support the renaming of Kennard Classical Junior Academy to the Betty M. Wheeler School, if the family of Mrs. Wheeler is so inclined to support this change.

### **APPROVAL OF MINUTES**

Mr. Sullivan called for a motion and a second to approve the December 6, 2018 regular meeting minutes. On a motion by Mrs. Clinkscale and seconded by Mr. Gaines on the following roll call vote, the Board voted to approve the December 6, 2018 regular meeting minutes.

**AYE:** Mrs. Clinkscale, Mr. Gaines, Mr. Sullivan

**NAY:** None

The motion passed.

### **SUPERINTENDENT'S REPORT**

#### **GUEST SPEAKER AND PRESENTATION**

Guest speaker, Dr. Jerome E. Morris, E. Desmond Lee Endowed Professor of Urban Education of the University of Missouri-St. Louis was engaged in a partnership by the St. Louis Public Schools and the NAACP to offer a study around the DESEG agreement. This presentation in its entirety can be viewed via the District's website.

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## **SUPERINTENDENT'S REPORT CONTINUED**

### **INFORMATIONAL ITEMS**

*(The Superintendent's 2019-2020 School Portfolio Planning and Proposed Actions that was listed on the Agenda was pulled.)*

Superintendent Adams reported on the 2019-2020 School Calendar Recommendations. Below are the key points to that report.

- August 12, 2019 start date
- 7 PD days (non-negotiable); site based vs District days are noted
- PD days in Aug (5) Sept (1), Oct (1), Jan (1) and Feb (1)
  
- Feb PD day is the Friday prior to a 3-day weekend
- Reinstate October & March Parent Conference days  
(Wed and Thursdays ONLY - No school on Friday)
  
- Student Days- 176 Days which exceeds the required 174 days
  
- Teacher Days-188 Days
  - ❑ 176 teaching Days
  - ❑ 12 days with no students
    - ☑ 2 Record Keeping
    - ☑ 3 Classroom Prep
    - ☑ 7 Professional Development Days  
(4 District-wide and 3 School Based)

The proposed recommendations for public comments and the full presentation can be viewed can be viewed on the District's website.

Superintendent Adams also provided an update on the Consortium Partnership School Network (CPN). The Consortium Partnership Network aims to dramatically improve school performance by providing schools with a new governance model that will enable greater autonomy, flexibility and community voice. With this goal in mind, the Superintendent, District Leadership Staff, Local 420 and the St. Louis Public School Foundation visited the Empowerment School Zone Partnership in Springfield, Massachusetts for discussions in developing a Consortium Partnership School Network for SLPS' struggling schools.

The CPN consist of a five member Board with governing By-Laws. The Board make-up is the Superintendent, a Parent, an appointee by the Mayor, one by the President of the Board of Alderman, and one by the School Board Chair. A Memorandum of Understanding was drafted to establish and define the terms, conditions and processes for CPN managed schools as well as the relationship between St. Louis Public Schools and the CPN. The MOU will is for a 3-year term.

The full report on the Consortium Partnership School Network (CPN) can be viewed on the District's website.



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## **BUSINESS ITEMS - CONSENT AGENDA**

Mr. Sullivan called for a motion and a second to approve Resolution Number 01-17-19-01. On a motion by Mrs. Clinkscale and seconded by Mr. Sullivan, on the following roll call vote, the Board voted to approve Resolution Number 01-17-19-01.

**AYE:** Mrs. Clinkscale, Mr. Sullivan  
**ABSTAIN:** Mr. Gaines  
**NAY:** None

The motion passed.

**(01-17-19-01)** To approve a contract with USI (Benefit Consultants) to provide benefit consulting services for the period January 18, 2019 through December 31, 2019 at a cost not to exceed \$112,000.00. This is the first year of the contract with two 1-year renewal options.

Mr. Sullivan called for a motion and a second to approve Resolution Number 01-17-19-02. On a motion by Mrs. Clinkscale and seconded by Mr. Gaines, on the following roll call vote, the Board voted to approve Resolution Number 01-17-19-02.

**AYE:** Mrs. Clinkscale, Mr. Gaines Mr. Sullivan  
**NAY:** None

The motion passed.

**(01-17-19-02)** To approve a contract renewal with Follett Systems to provide the centralized library, textbooks and asset management system for the period January 18, ~~22~~, 2019 through January 23, 2020 at a cost not to exceed \$71,000.00.

Mr. Sullivan called for a motion and a second to approve Resolution Number 01-17-19-03. On a motion by Mrs. Clinkscale and seconded by Mr. Gaines, on the following roll call vote, the Board voted to approve Resolution Number 01-17-19-03.

**AYE:** Mrs. Clinkscale, Mr. Gaines Mr. Sullivan  
**NAY:** None

The motion passed.

**(01-17-19-03)** To approve a contract with American Boiler to replace the boiler at Patrick Henry Downtown Academy. The work will begin on January 18, 2019 and will be completed no later than March 31, 2019, at a cost not to exceed \$97,856.00, which includes a 10% contingency of \$8,896.00. This resolution is in response to RFP#OP005-1819.

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Mr. Sullivan called for a motion and a second to approve Resolution Number 01-17-19-04. On a motion by Mrs. Clinkscale and seconded by Mr. Gaines, on the following roll call vote, the Board voted to approve Resolution Number 01-17-19-04.

**AYE:** Mrs. Clinkscale, Mr. Gaines Mr. Sullivan

**NAY:** None

The motion passed.

**(01-17-19-04)** To approve a contract with American Boiler to repair piping at Gateway STEM High School and Mann Elementary School. The work will begin on January 18, 2019 and will be completed no later than March 31, 2019, at a total cost not to exceed \$63,958.40, which includes a 10% contingency of \$5,814.40. This resolution is in response to RFP #OP006-1819.

Mr. Sullivan called for a motion and a second to approve Resolution Number 01-17-19-05. On a motion by Mrs. Clinkscale and seconded by Mr. Gaines, on the following roll call vote, the Board voted to approve Resolution Number 01-17-19-05.

**AYE:** Mrs. Clinkscale, Mr. Gaines Mr. Sullivan

**NAY:** None

The motion passed.

**(01-17-19-05)** To approve contracts with Attuned Education Partners and Bellwether Education Partners to provide support for school redesign plans and for the creation of teacher leadership teams for schools designated to join the Consortium Partnership Network for the period February 1, 2019 through June 30, 2019 at a cost not to exceed \$150,000.00. The cost for these services will be funded by the St. Louis Public Schools Foundation.

Mr. Sullivan called for a motion and a second to approve Resolution Number 01-17-19-06. On a motion by Mrs. Clinkscale and seconded by Mr. Gaines, on the following roll call vote, the Board voted to approve Resolution Number 01-17-19-06.

**AYE:** Mrs. Clinkscale, Mr. Gaines Mr. Sullivan

**NAY:** None

The motion passed.

**(01-17-19-06)** To approve a Memorandum of Understanding with the Consortium Partnership Network to manage designated SLPS's schools for the period July 1, 2019 through June 30, 2022. The Every Student Succeed Act (ESSA) requires the District to intervene in schools that are identified as Target or Comprehensive schools. The Consortium Partnership Network will provide additional flexibility to these schools and to the Teacher Leadership Teams within the schools.



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Mr. Sullivan called for a motion and a second to approve Resolution Number 01-17-19-07. Mrs. Clinkscale moved and Mr. Gaines seconded for discussion. At the conclusion of the discussion, Mrs. Clinkscale withdrew her motion as the maker and Mr. Gaines withdrew his 2<sup>nd</sup> to motion, pending submission and approval of Dr. Morris' report.

**(WITHDRAWN: 01-17-19-07)** To approve a payment to the University of Missouri- St. Louis, Public Policy Research Center (Dr. Jerome Morris) for developing a research and action proposal that addresses The St. Louis Desegregation Plan: Gains, Losses, and Community Recommendations for Future Success in the amount of \$192,563.31.

**BOARD MEMBER UPDATE(S)**

None.

**ADJOURNMENT**

There being no further business before the Board, on a motion by Mrs. Clinkscale and seconded by Mr. Gaines on the following roll call vote, the Board voted to adjourn at 8:28PM.

**AYE:** Mrs. Clinkscale, Mr. Gaines, Mr. Sullivan

**NAY:** None

The motion passed.

## **Black Participants' Experiences and Perspectives in the St. Louis Desegregation**

### **Interdistrict Plan: Lessons Learned and Insights for Quality Schooling**

**Jerome E. Morris, PhD**

*E. Desmond Lee Endowed Professor of Urban Education  
University of Missouri-St. Louis*

St. Louis, Missouri

January 17, 2019

### **Research Team Members**

- Dr. Wanda F. McGowan, Project Director
- Dr. Mark Tranel, Public Policy Research Center
- Zori Paul (Doctoral Student, Counseling Ed)
- Tiffany Simon (Masters Student, Counseling)

### **Outline**

- **Introduction**
- **Research Study Overview**
- **Research Question 1**
- **Research Question 2**
- **Research Question 3**
- **Questions & Answers**



## History of the Voluntary Interdistrict Desegregation Program

- Initiated in *Liddell v. Board of Education* in 1972 due to the St. Louis School Board discriminating against Black students and not providing equal educational opportunities following the 1954 *Brown* ruling.
- In 1974, Judge Meredith ruled that this inequality in the school system needed to be fixed.
  - Lawsuits regarding who would pay for school desegregation
  - No one wanted to raise taxes to pay for busing, magnet schools, or desegregation programs
- Settlement was finally reached in 1983 that included the creation of a dual transfer program.

## Five Major Components of the Desegregation Plan

- Voluntary transfer of students from city schools to suburban school
- Maintenance and creation of new magnet schools in St. Louis city
- Promise for capital improvements to city schools
- Payment of the program
- Time limit that was set for its legal ramifications

## The Color Line

In 1903, W.E.B. DuBois asserted that “The problem of the twentieth century is the problem of the color-line—the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea.” He further noted the importance of considering “the problem of the color line, not simply as a national and personal question but rather in its larger world aspect in time and space.”

## **Final Settlement Agreement**

- A 1999 final settlement was reached to promote the educational outcomes of African-American students in St. Louis Public Schools
- Financial motivation for suburban schools to participate

## **Research Questions**

- What are some key themes to emerge from decades of research on the St. Louis desegregation/interdistrict transfer plan?
- What have been African-American participants' experiences and perspectives in the desegregation/interdistrict transfer plan?
- What are some possible policy and practice-related recommendations for quality schooling to emerge from this investigation?

## **Research Methods and Data Sources**

- Review of Key Research Studies on the St. Louis Desegregation Plan
- Analysis of the St. Louis Community Monitoring and Support Task Force
  - Summary of the Reports to the Community 1999-2015
    - Comparative Historical Report Data
    - Overview of Settlement Agreement Objectives
- Interviews with 45 Additional Participants and Key Stakeholders - Student Participants and Families



# Question 1:

## What are Some Key Themes from Decades of Research?

### Research on Student Academic Performance

- Early assessment of the program arose from court mandates for examination of achievement test scores, writing skills as well as attitudes of students; found little improvement (Lissitz, 1992).
- Educators from SLPS schools perceived the transfer program as “creaming” city schools, resulting in a “brain drain” that adversely impacted measures of school performance (Morris, 2001).
- Interdistrict transfer programs such as the one in St. Louis have been more successful in narrowing achievement gaps than have school choice and accountability assessments (Wells, et al, 2009).
- Evaluations suggest that black participants in the plan fared better on achievement measures such as graduation rates and college enrollment in comparison to students who attended SLPS’s schools (Freivogel, 2002; Wells, 2009). Discrepancies existed around measuring college enrollment, noting that while transfer students went to college at a higher rate, they were less likely than SLPS students (who went on to college) to attend 4-year colleges.

### Research on Implementation

- Opposition from public figures, ostensibly representing the interests of Missouri’s white population in St. Louis, hampered the plan’s implementation (Rias, 2016; Cohen, 2013; Freivogel, 2002).
- A factor instrumental in curtailing the extent of programming has been the State’s resistance to the plan and reluctance to pay the financial penalties stated by the court (Rias, 2014; Grooms, 2016).
- Although parents participating in the transfer program did so in an effort to obtain a “better education” for their children, they were unable to select into which of the districts their child would be enrolled. (This decision was made through assignment.) Districts were not equally well-funded nor were they equivalent on a number of key measures, such as per pupil expenditure, teacher salary, the number of students qualifying for FRL, median home values and family incomes (Grooms, 2013)

## Research on the Magnet School Component

- Magnet schools draw resources from open enrollment public schools, rendering the latter group resource poor and with less capacity to serve children, many of whom are low income (Racette, 2016)
- Reductions in Black suburban student enrollment since the end of court-ordered desegregation increased the proportion of African American students attending magnet schools. Some perceive the magnet schools as not being able to compete with suburban school programs (Grooms and Williams, 2015).
- In order to improve equity in school services, magnet schools must ensure that disadvantaged children and families are informed of their options and work to prevent socioeconomic isolation (Yu and Taylor, 1997)
- A better understanding -- for example, through use of mapping -- of how urban demography and parent choice patterns might overlap would promote more strategic decisions in relation to considering magnet schools as a means of achieving the district's diversity and equity goals (Smrekar and Honey, 2015).

## Research on Racial Dynamics

- Researchers emphasize that the socioeconomic and racial composition of schools-- should be considered in assessing school performance (Hogrebe and Tate, 2012)
- Despite resistance from white contingents, researchers note evidence of acceptance in some white communities and interest in continuing programs (Cohen, 2013; Wells, et al, 2009).
- Whereas desegregation focused on students, teaching faculties in county schools were not similarly desegregated (Freivogel, 2002; Morris, 2001).
- Reports of racial bias, discrimination, racial tracking (Butler-Barnes, Lea, Leath & Collins, 2018; Hogrebe & Tate).
- The promotion and marketing of desegregation and transfer plans reinforced pervasive and negative perceptions about the quality of Black schools, and by extension, Black educators (Morris, 2001, 2009).

## Question 2:

**What have been African-American participants' experiences and perspectives in the desegregation/interdistrict transfer plan?**



## Black Students - Academic Gains

- **Better resources**
  - *"I have to honestly say it gave them [Black students] more opportunities because the environment and materials and equipment that they were exposed to in the Clayton school district" (Parent/Mother and retired SLPS teacher)*
- **School with higher standards for academic skills**
  - *"I think that I was better prepared for standardized tests and for college just because the work was more rigorous, and the resources were more plentiful." (Alex, Black male student)*

## Black Students - Academic Losses

- **Tracking and lower expectations of black students**
  - *"There's tracks in school. All the kids who were bussed in from the city, it was only a handful of us that were the advanced track in terms of the college prep courses. It was really just me, my cousin, and one other girl. There was three of us. We weren't in class with all the other city kids." Alex*
  - *"I think we probably learn more in the black community as far as being more educated because the white people are just pushing you through school because they just wanted you to get out there 'cause if you - if you fail, what, you're gonna spend that bonus year there? No. I think all the kids in my class actually passed, and they might not have needed to. They probably shouldn't have. But of course, they were gonna pass us through. They would give you the answers to the tests, baby." - Don*

## Black Students - Social Gains

- **Exposed to and learned how to interact in a diverse group setting**
  - *"I was exposed to diversity whether I liked it or not or whether I wanted to actively learn from it or not. I chose to actively learn from it...but I think that was just the design of creating a school...that bused out black children," Aiesha*
  - *"I can honestly say the reason why I loved Parkway so much is not because of the white staff, not because of the white students, but there was a sense of unity with the black students that I never got in my own neighborhood." Monicka*

## Black Students - Social Losses

- **Black students were forced to assimilate to white culture and taught that their culture as African-Americans was something negative**
  - *"I think something got lost in terms of helping provide a sense of what it means to be black....Are you trying to accommodate or appease others to fit in with them or do you demand people to accept you on your terms?" Walter*
- **Black students were treated differently and with harsher disciplinary actions compared to their white peers**
  - *"Not every student from the city, but I would say generally if a staff - any staff person, or even students, if they knew a student was from the city or a part of the desegregation program, there was an immediate judgement. You would have to prove yourself, so to speak," Arthur*

## Black Students- Community Losses

- **Top black students academically and athletically were taken from predominantly black neighborhood schools**
  - *"I figured they did lose some of their, uh, brighter stars. You know, 'cause a lot of like, you know, a lot the athletes, like I said, that would've been playing with the inner-city—like, these inner-city schools. But a lot of, like, you know—some scholars that would've gone to the inner-city schools ended up going to, like you know, the Claytons and things like that...we do kind of take away from schools. You're actually taking people out of the community, so you do lose physical people." Malcolm*
- 
- **Students felt separate from their neighborhood community**
  - *"I never got to bond with anybody in my neighborhood because I spent so much time on the bus," Alisha*

## White Students - Social Gains

- **Exposure to black students and students of different socioeconomic backgrounds**
  - *"It was predominantly white, and so actually they [the white students] got to know...us more, and it prepped us more for college because college is nothin' but, you know, seein' and learnin' about other people culture. And, um, meetin' different people I'd say it was more of a gain for them, but a loss for the black community," Amara*
  - *"That the kids who live there are getting a chance to interact with kids that they would never otherwise interact with because of differences in social status and economic status," Walter*



## Black Educators' Perspectives

*[Black] Parents have been sold on the idea, and the school system and the courts have assisted the parents with publicity blitz "school of choice" that the [all-black] schools in St. Louis are not as those in the counties... There would be signs everywhere such as "Do you want your child to go out to a good school?" This used to be advertised in the buses on the placards. They would have "Do you want your child to have a good education? Send him or her to a county school. Call your Voluntary Interdistrict Coordinating Committee." What kind of message is that to send? If you are hit with that, okay, you are going to buy into it. (Principal, St. Louis School)*

## Black Educators' Perspectives Continued

*You know, it [desegregation plan in St. Louis] is not a total waste. It's done some good; there are problems with it, but it has done some good. I think that a lot of children, if the children are not bussed out there [to the predominantly White suburban schools], a lot of times they'll never get to mix with the other people, with the other races. I think they need that, because you need to learn how other people react to different things. (Mr. Miles, teacher at St. Louis Schools).*

## Black Educators' Perspectives Continued

*The drawback to the transfer plan is that it takes the African American children out of their neighborhoods. They really don't have a good connection; they really feel isolated being out here. That's what I think, and I really believe in going to your school in your neighborhood; you get to know the people better and you get to know friends.... If the desegregation plan [in St. Louis] ended today, I think that I would be sad. But to another extent, I would only relish it if the inner-city schools, the schools were redone, new books were bought, and the conditions were like they should be in any school when they sent them [the African American students] back. (Teacher in County School)*

## Question 3:

**What are some possible policy recommendations for quality schooling to emerge from this investigation?**

### **Lessons Learned and Insights for Quality Schooling**

- Optimize Educational and Social Experiences for Black Students in the County
- Minimize academic tracking
- Allow some Black families to send their children to the county schools to honor some Black families' desire for options. Also, research confirms that White students benefit socio-culturally from Black students' presence. Rather than relying on state funds to support this, the county schools could provide waivers to demonstrate a greater commitment to racial and socioeconomic diversity.
- This program has been about diversity and not integration. It is more of a diversity effort than an integration effort. It is an attempt to expose people but it is not something that creates an integrated society.

### **Lessons Learned Continued**

- The need for leadership at another level that is regional and city. This is not about schools. It is about the region's leadership. It is about strengthening the ecological context of urban schools and communities.
- Metropolitan-wide models that involve the sharing of resources.
- Schools as Pillars in Communities. Cultivating Communally-bonded Schools.
- The Alignment of Resources to SLPS. At present, leadership in SLPS feels the funding is insufficient to reach benchmarks and to foster quality schooling.



## 1999 Settlement Objectives

Settlement Item	Settlement Benchmarks	Compliance Status
All Day Kindergarten	City Board will continue for at least 10 years funding at sufficient levels to maintain current levels of enrollment, scope, and quality	<i>Obligation met</i>
College Preparatory Program	City Board will continue for at least 10 years funding at sufficient levels to maintain current levels of enrollment, scope, and quality	<i>Obligation met</i>
Preschool	By 2003-4 increase 500 preK seats above 1998-99 school year -Priority given to children age 3-5 who live in City and are from low-income families	<i>Obligation not met in designated period</i>
Magnet Schools	Maintain existing magnet schools, goal of enrolling 14,000 students <b>FUNDING:</b> City Board to provide sufficient funding to maintain current levels <b>ENROLLMENT:</b> 20% seats at middle school and 20% seats high school level. *Racial balance changed to be 60% black and 40% white +/- 5 percentage points	<i>Obligation not met</i>
Class Sizes	In 2001-02 will meet State desirable standards grades K-4.	<i>Obligation not met</i>
Student Outcomes	City Board will establish district wide standards for improvement of student outcomes	<i>Obligation not met</i>
Student Achievement	City Board will reduce proportion of students in "step I" and "progressing" achievement levels by at least 3 percentage points in the MAP test	<i>Obligation not met</i>
Attendance	Each school will increase average daily attendance to at least 91.5 percent by end of 1999/2000 school year and 1 percent per year after until State average is met	<i>Obligation not met</i>

## 1999 Settlement Objectives (Continued)

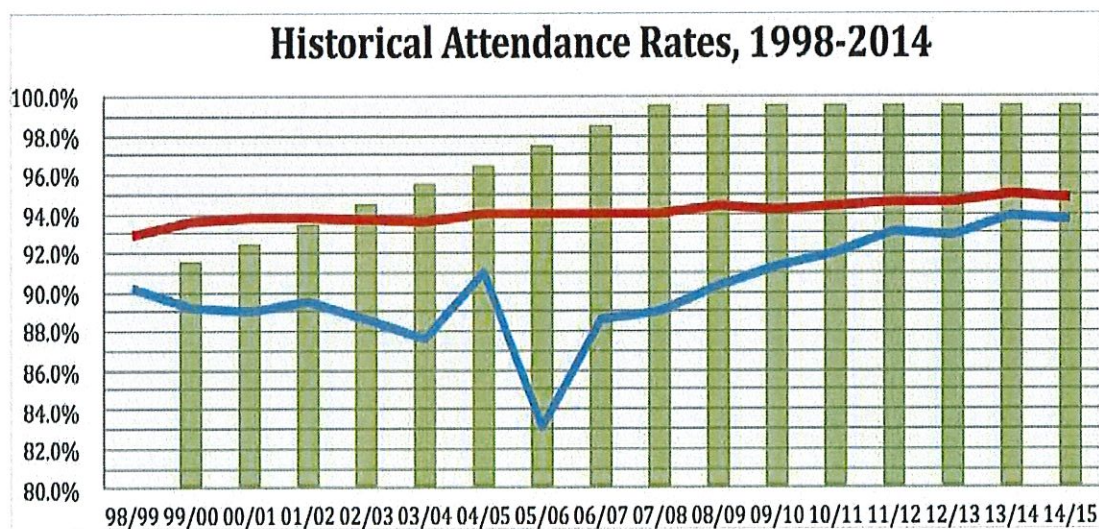
Settlement Item	Settlement Benchmarks	Compliance Status
Dropout Rate	SLPS and each high school will reduce rate by 7% by 2000/2001 and .5 percent per each thereafter until it is within 2% of State average	<i>Obligation not met</i>
Reconstitution	Before 1999/2000 school year will choose three schools and before beginning of 2000/2001 school year will choose two additional targeted schools for reconstitution. Four of the five schools will be elementary schools	<i>Obligation met</i>
Right of Transfer	When a student is assigned to a school identified for improvement but fails to do so in 2 years, City Board (to the extent possible) provide student with opportunity to transfer to another SLPS school	<i>Obligation met</i>
Professional Staff Accountability	City Board will develop and implement for at least 10 years a teacher and principal accountability plan	<i>Obligation not met</i>
Teacher Training and Recruitment	In addition to the professional staff accountability requirement, City Board will plan to develop a joint effort to recruit and retain highly educated teachers	<i>Monitoring time period expired</i>
Desegregation	City Board, Special School District, and Metropolitan Cooperative will continue a policy of desegregation	<i>Obligation met</i>
Capital Needs	Every year the State and City Board will pay for site acquisition and construction costs to accommodate reasonable increases in enrollment by the elimination of voluntary transfer plans	<i>Obligation met</i>

## Questions

## Analysis of Reports to the Community

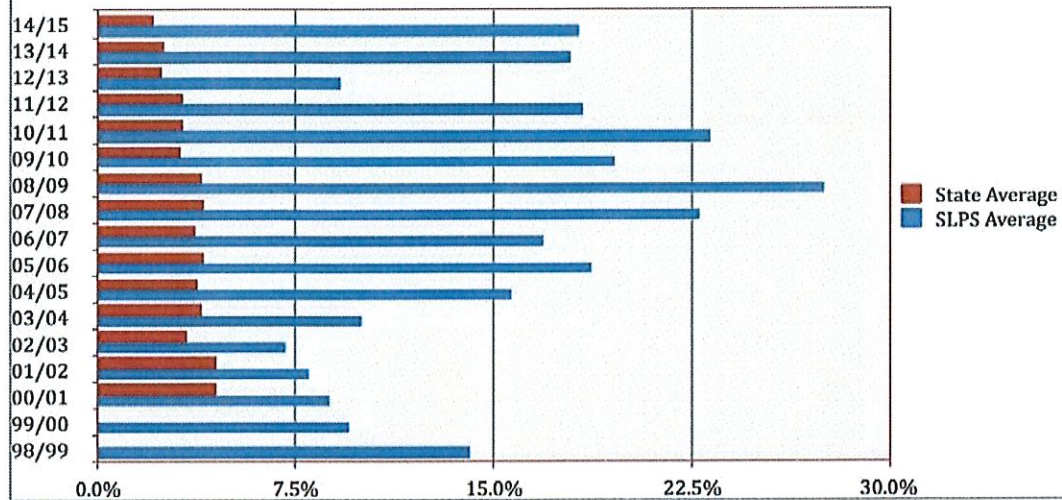
**Table 1. Magnet School Enrollment and Student Race Ratio**

Magnet Race Ratio	00/01	01/02	11/12	12/13	13/14	14/15
Percent African American	60%	61%	71%	73%	74%	74%
Percent White	40%	36%	29%	27%	26%	26%
Enrollment	11,697	11,125	8,936	9,421	9,576	9,429

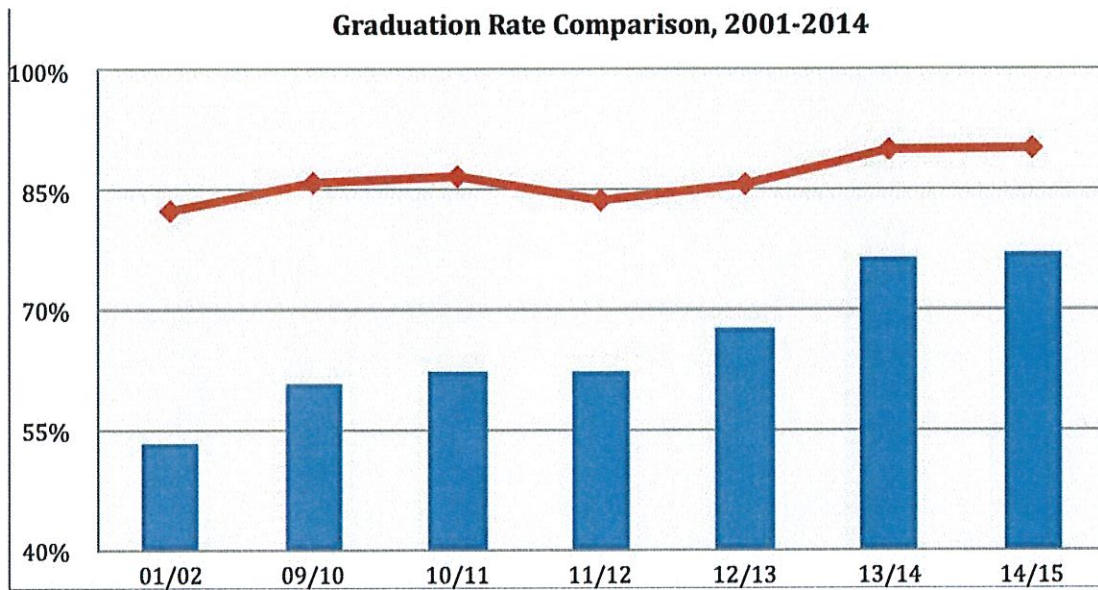




**Drop Out Rate Comparison, 1998-2014**



**Graduation Rate Comparison, 2001-2014**



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